



The School District of Indian River County

Parent/Guardian Informational Guide

2021-2022



Office of Student Affairs, Advocacy, & Access

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Welcome

August 2021

Dear SDIRC Parents and Families,

As part of the School District of Indian River County's commitment to cultivate optimal learning conditions and school environments for students and staff to maximize educational outcomes for each and every student, we are pleased to provide the 2021-2022 Parents/Guardian Informational Guide. This Guide offers you a convenient source of key information as you navigate your engagement in your child's education. As a living document, this Guide provides timely information to help parents and families navigate all of the District's remarkable resources designed to optimize each student's educational experience and outcome.

The Guide incorporates the significant new Florida statute, sponsored by Florida Representative Erin Grall, known as the Parents' Bill of Rights (HB241). This important legislation makes significant steps to clarifying parental rights and provides for actions that the District can and will take (and in several cases has already taken) to ensure parents are aware of and empowered to avail themselves of those rights.

In fact, the School Board and Superintendent have taken proactive steps to address the needs of families and parents, with a particular focus on equity and access. Recently the Board established an Office of Student Affairs, Advocacy, & Access. With the addition of Parent Involvement and Equity Coordinators we will further the District Achieve 2025 plan. This is a rapidly progressing effort, and, in light of the new Parents' Bill of Rights legislation, there will be new and updated District policies. Up-to-date policy will be reflected in revisions to this Guide, which you may access via www.indianriverschools.org.

As always, we welcome and encourage parent and family feedback on the Guide and, indeed, all aspects of your engagement with SDIRC. Administrators and teachers should be looked to as ready resources to guide your family's successful journey through the SDIRC experience. Excellent parent engagement, fostered by this Guide, is a key component of all our work on behalf of students to ensure that they will have the knowledge and skills to thrive today and in the communities of tomorrow and to ensure our actions are "Best by Kids!"

We look forward to working in partnership with you this school year.

Stronger Together,

Eric Seymour

Assistant Superintendent of Student Affairs, Advocacy, and Access

About SDIRC

Background

The School District of Indian River County is a community of achievers with a strong record of academic success. Indian River County located approximately halfway down the east coast of Florida. Centrally located 75 miles south of the Kennedy Space Center and 135 miles north of Miami, our 543 square miles contain beautiful beaches, immaculate ocean and river front communities, and endless groves of renowned Indian River oranges and grapefruits. SDIRC has 13 elementary schools, 4 middle schools, 2 high schools, one alternative education center, one career and adult education center, one exceptional student education school, 5 charter schools, and a virtual school, in addition to a home school program.

Unified Mission

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

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

Guiding Principles

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



Strategic Direction

In January of 2020, the School District of Indian River County embarked on a mission to re-envision school excellence in ways that cultivate optimal learning conditions and school environments for students and staff to maximize educational outcomes for each and every student served by our district.

Strategic Plan

The SDIRC ACHIEVE 2025 District Strategic Plan has been developed to guide our district through the needed transformations to realize unprecedented levels of student achievement. Towards this end, our district has clearly established and outlined a Unifying Mission, Guiding Principles, Transformational Impacts, Focus Areas, Five-Year Targets, and Annual Strategies and Targets for implementation. We will keep you updated on strategic plan success by visiting <https://www.indianriverschools.org/projectreenvision2025>

African American Achievement Plan

A sign of significant progress towards SDIRC's goal of equitable access to education is the active development and implementation of the African American Achievement Plan (AAP). Approved by the Board of Education on August 19, 2020, the goal of the AAP is to eliminate the achievement gap as compared to White students. Given this, the Plan identifies barriers to the academic achievement of African American students; lists the strategies, procedures, and/or programs that will be implemented to improve the academic achievement of African American students and address the identified barriers; and sets measurable goals for the improvement of African American academic achievement. The Plan also addresses discipline disparities observed among of African American students and the assignment of African American students to special programs, such as the Exceptional Student Education (ESE) and Alternative Education programs, including whether such assignments exceed state and District averages for other groups. Other purposes of this Plan include the hiring of a diverse workforce, the inclusion of culturally responsive lessons and materials, the celebration of diverse learners and families, and the fostering of a growth mindset.

District Successes

Superintendent Annual Update 2020-2021

The District opened its doors in the Fall of 2020 not only prioritizing and meticulously attending to the health, safety, and instructional needs of students and staff, but also maintaining an unwavering commitment to the work in identified areas of strategic focus to continue the system's cadence towards continuous school improvement for all students. Progress on the focus areas includes the following key outcomes:

Focus Area 1: Academic Success – Ensure high-quality, equitable, standards-based instruction for all students.

Key Outcomes

- The District's Early Learning Program state ranking increased from 40 during the 18-19 school year to 18 in the 20-21 school year.
- The District's state ranking for percentage of grade 3 students scoring a Level 3 or higher on the FSA ELA increased from 28 in 18-19 to 16 in 20-21.
- As of the date of this report (07/22/21), additional state assessment data had not yet been released. However, it should be noted that approximately 94% (pending finalization by the State) of the District's non-charter students participated in state standardized assessments.

Focus Area 2: Equity, Culture & Climate – Cultivate safe, respectful, and supportive school environments which are equitable and inclusive.

Key Outcomes

- The number of out-of-school suspensions decreased from 1461 during the 19-20 school year to 126 during the 20-21 school year.
- The African American-White risk ratio decreased from 4.0 in 18-19 to 2.06 in 20-21.

Focus Area 3: Communication & Engagement – Establish connections and trust among all internal and external stakeholders.

Key Outcomes

- Opportunities for community member engagement in District activities increased from 32 opportunities in 19-20 to 183 opportunities in 20-21.
- The percentage of parents accessing the Focus Parent Portal increased from 59% in 19-20 to 84% in 20-21.
- The number of parent workshops offered increased from 31 in 19-20 to 55 in 20-21.

Focus Area 4: Talent Development & Support – Build a culture that attracts, develops, and supports the continuous growth of all employees.

Key Outcomes

- The representation of African American instructional staff members increased from 9% in 19-20 to 11% in 20-21.
- The retention of effective/highly effective instructional staff members increased three percentage points (90% to 93%) from 19-20 to 20-21.
- The retention rate for new, African American teachers was 97% during the 20-21 school year.
- The percentage of instructional staff members with out-of-field waivers decreased from 10% in 19-20 to 8% in 20-21.

Focus Area 5: Organizational & Fiscal Responsibility – Efficiently use district resources to enhance learning and ensure financial stability.

Key Outcomes

- Achieved a 20-21 Total Ending Fund Balance of 14% (currently an estimate).
- Maintained compliance with 100% of state-delineated teacher-student ratios for the 20-21 school year.
- Increased supplemental grant funding secured from \$2M to \$2.51M.
- Maintained 100% compliance with material audits, financial audits, and state-mandated safety requirements.
- Decreased initial health and safety inspection violations from 753 to 520.

Leadership

Board of Education

Regular Board of Education meetings are held on Tuesdays and open to the public. Parents are encouraged to attend, either in person or via live broadcast. Further information is available at <https://www.indianriverschools.org/schoolboard>.



Brian M. Barefoot, Chair, District 5



Teri L. Barenborg, Vice Chair, District 4



Dr. Peggy Jones, District 3



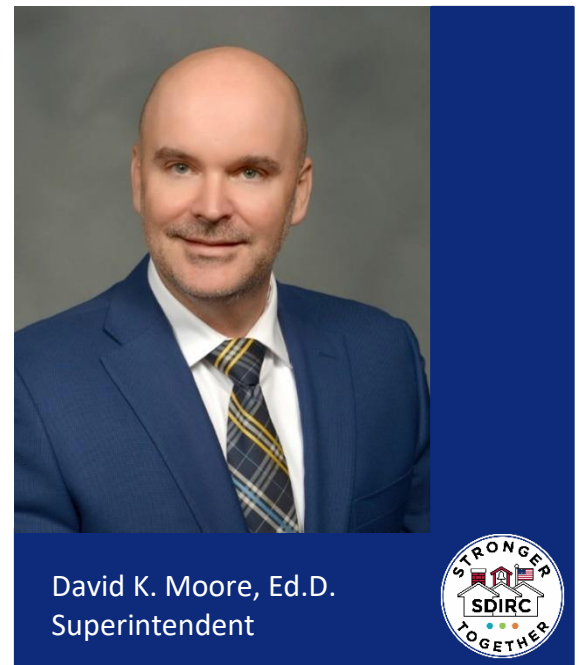
Jacqueline Rosaria, District 2



Dr. Mara Schiff, District 1

Superintendent David K. Moore, Ed.D.

Dr. Moore currently serves as the Superintendent of Schools in Indian River County (SDIRC). Upon his arrival in Indian River, he initiated work to completely re-envision education in the District and solidified a framework for systems change through the development and implementation of the ACHIEVE 2025 District Strategic Plan. Just over two months after becoming the Superintendent, SDIRC, the nation was hit by the COVID-19 pandemic. Dr. Moore efficiently led the District's transition to fully remote learning platforms in response to school closures and subsequently developed and implemented three different instructional models as schools reopened in the Fall of 2020. Concurrently, Dr. Moore continued to move forward with significant shifts in practice to maximize student learning outcomes, including developing and implementing an African American Achievement Plan; establishing leadership academies for administrators and instructional coaches; developing the infrastructure and educational culture in which data-driven decision-making thrives; successfully negotiating a multi-year teacher contract and salary raises for all teachers; securing an operating millage to provide fiscal resources needed to expand district supports; and drastically expanding mental health supports for students in the District.



Prior to becoming superintendent, Dr. Moore served as the Assistant Superintendent in Miami-Dade County Public Schools (M-DCPS), the fourth largest school district in the nation. During his more recent years with M-DCPS, Dr. Moore led the Division of Academic Support (DAS) which encompasses the Education Transformation Office (ETO), Student Services, and the Office of School Improvement (OSI). Dr. Moore was instrumental in redesigning each area under his supervision and significantly contributed to M-DCPS becoming one of the nation's highest performing urban school districts. Under Dr. Moore's leadership, the ETO experienced a reduction in the percentage of schools supported by the Office due to being identified as performing below a "C," from 83 percent in 2015 to just one percent in 2019. Dr. Moore led the charge which resulted in M-DCPS having zero schools with a designated school grade of "F" over a span of three years. Additionally, schools supported by the ETO realized drastic improvements in students scoring proficient within all content areas.

Under Dr. Moore's leadership, the M-DCPS Division of Student Services was transformed to enhance the quality of support provided to schools and students. He successfully developed and launched Values Matter Miami, a comprehensive values-based initiative that reinforces the district's nine core values. In order to enhance the quality of instruction for the 326 schools across Miami, Dr. Moore developed the Summer Synergy Institute. Synergy is a comprehensive problem-solving district-wide professional development opportunity for each school's leadership team to build their capacity and accelerate student success. Frustrated with the amount of time administrators spent collecting and analyzing data, Dr. Moore introduced PowerBI, a Microsoft business analytics solution, that allows users the ability to visualize and customize data. As a result, principals were provided the ability to access data in one place, thus enabling school leadership teams, as well as district staff, to organize and share data.

Dr. Moore previously served as an Administrative Director of the ETO, principal, assistant principal, school counselor, and teacher. Dr. Moore is an a widely recognized expert in school turnaround. He was appointed as the principal of a large failing high school and was instrumental in moving the school to an "A" status in the State's accountability system in two years.

District Organization

Click the link to access the 2021-2022 Organizational Chart:

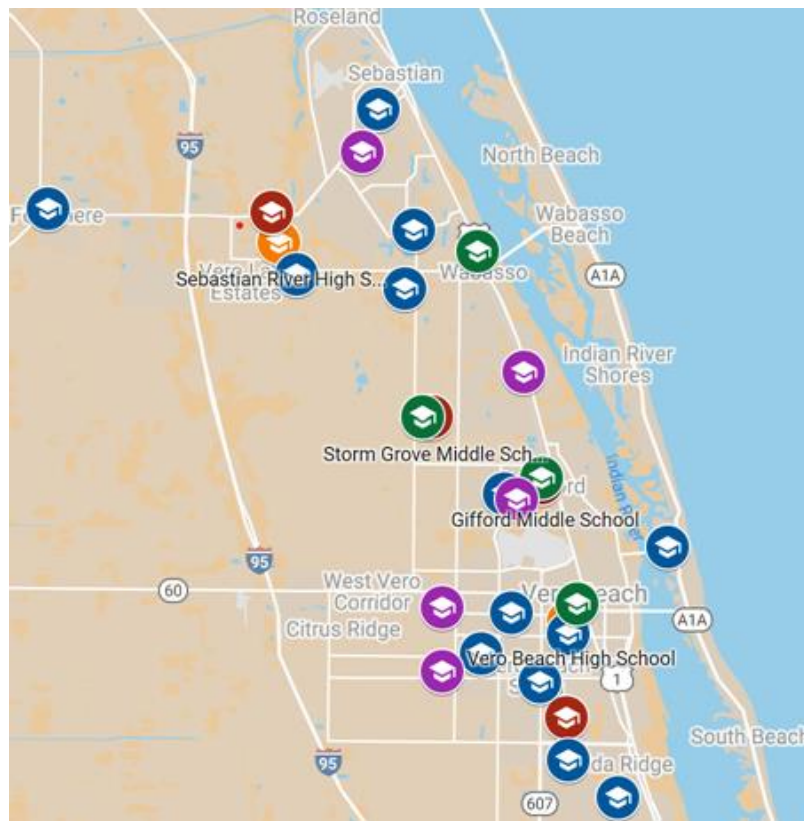
https://www.indianriverschools.org/district/organizational_charts

SDIRC Schools

Map of School District of Indian River County

Click the link to access the interactive School Map:

<https://www.indianriverschools.org/enrollment>



Parents' Rights and Engagement

Parents Are Important

Parent engagement is considered the best predictor of student success.¹ Parents play a vital role in all stages of children learning; their engagement in their child's education improves achievement. Parents and families provide their children with the foundation of their values, including educational responsibilities, home/school expectations and aspirations. Parents are the primary providers in preparing their children for school readiness and academic success. Parents' knowledge of their children's unique histories, traditions, life experiences, and learning experiences are important to their success. Parents also share knowledge about community resources and challenges, both of which are valuable and critical to their child's progress.

V.I.P. Parent Engagement and Opportunities

Parent Engagement Defined

Active **voice**, **involvement**, and **presence** of parents and caregivers, working in partnership in the school, home and/or community to ensure ongoing student learning, wellness, and development.

Voice

The right and opportunity for parents and caregivers to **express their thinking and understandings** about their children's and family's everyday lives and educational experiences in and out of school.²

Voice includes:

- Your **thoughts** on what is working
- Your **suggestions** for what is needed
- Your **interests**
- Your **goals**
- Your **vision** for ideal school environments
- Your **talents** to share
- Your **enthusiasm** to others

Involvement

The act of taking part in an activity, event, or situation³

The state, act, or fact of being involved⁴

¹ 1. PTA, N. (2000). *Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs*. (pp. 11-12). Bloomington, Indiana: National PTA, National Education Service.

² McKenna and Millen 2013

³ Oxfordlearnersdictionaries.com

⁴ Merriam-Webster.com

Involvement is one part of parent engagement and includes:

- Action or effort towards supporting your child’s education and wellness

Presence

Parent or caregiver’s **actions and involvement in their children’s education**, whether through formal school spaces and traditional activities or “on more personal, informal spaces, including spaces created by parents themselves.”⁵

Presence includes:

- **Ensuring** that your child arrives to school each day
- **Reviewing** Parent Portal and homework daily
- **Creating** a home environment conducive to learning and wellness
- **Talking to** your child about school
- **Communicating** with teachers about your child
- **Attending** school and District meetings and events
- **Sharing** your ideas about school/District decisions
- **Participating** in a parent group

Florida Parents’ Bill of Rights HB 241

Background

The interest of parents in the care, custody, and control of their children is perhaps the oldest of the recognized fundamental liberty interests protected by the Due Process Clause of the Fourteenth Amendment to the United States Constitution. This fundamental liberty interest is rooted in the fundamental right of privacy from interference in making important decisions relating to marriage, family relationships, and child rearing and education. The Florida Supreme Court has likewise recognized that parents have a fundamental liberty interest in determining the care and upbringing of their children. These rights may not be intruded upon absent a compelling state interest.⁶

HB 241 passed the House on April 1, 2021, and subsequently passed the Senate on April 22, 2021. After being signed into law by the Governor on June 29, 2021 the bill became effective on July 1, 2021. HB 241 creates Chapter 1014, Florida Statutes, as the “Parents’ Bill of Rights.” Chapter 1014, F.S., enumerates parental rights with respect to a minor child for education, health care, and criminal justice procedures. The bill prohibits the state, its political subdivisions, any other governmental entities, and any other institutions from infringing upon the fundamental right of a parent to direct the upbringing, education, health care, and mental health of his or her minor child without demonstrating a compelling state interest for such actions.

For education-related parental rights, the Florida K-20 Education Code currently includes s. 1002.20, F.S., relating to K-12 Student and Parents Rights. This section enumerates 24 rights of students and parents, most of which are duplicated in the bill. The bill requires school districts to adopt policies that govern the plans and procedures by which each school district must promote parental involvement. School districts must also adopt notification procedures for specific parental rights.

⁵ Carreon et al 2005, p. 466

⁶ <https://www.flsenate.gov/Committees/BillSummaries/2021/html/2475>

The bill establishes parental consent requirements for, among other things, the collection of certain identifying information for a minor child. The bill requires parental notification when a state actor suspects a child is the victim of a criminal offense but provides exceptions including when a suspected offense has been reported to law enforcement or the Department of Children and Families.

The bill also requires a health care practitioner, or his or her employees, to obtain parental consent before performing health care services on a minor child and subjects health care practitioners and health care facilities to disciplinary action for violation of these parental consent requirements in certain instances.⁷

Parents' Bill of Rights Summary and Key Provisions

The bill provides that a parent of a minor child has inalienable rights that exceed those delineated in newly created Parents' Bill of Rights. Further, the bill provides that the parental rights of a minor child in the state may not be limited or denied. The bill clarifies that Parents' Bill of Rights does not authorize a parent of a minor child to engage in conduct that is unlawful or to abuse or neglect his or her minor child and does not apply to a parental decision that would end life.

The bill requires the state, political subdivisions, governmental entities, and other institutions to demonstrate as reasonable and necessary any action that would infringe on the fundamental rights of a parent to direct the upbringing, education, health care, and mental health of his or her minor child. The action must be narrowly tailored, achieve a compelling state interest and may not be achieved by a less restrictive means.

The bill enumerates the following rights of a parent:

- The right to direct the education and care of his or her minor child.
- The right to direct the upbringing and the moral or religious training of the minor child.
- The right, pursuant to s. 1002.20(2)(b) and (6), F.S., to apply to enroll his or her child in a public school or, as an alternative to public education, a private school, religious school, a home education program, or other available options, as authorized by law.
- The right, pursuant to s. 1002.20(13), F.S., to access and review all school records relating to the minor child.
- The right to make health care decisions for his or her minor child, unless otherwise prohibited by law.
- The right to access and review all medical records of the minor child, unless prohibited by law or if the parent is the subject of an investigation of a crime committed against the minor child and a law enforcement agency or official requests that the information not be released.
- The right to consent in writing before a biometric scan of the minor child is made, shared, or stored.
- The right to consent in writing before any record of his or her minor child's blood or deoxyribonucleic acid (DNA) is created, stored, or shared, except as required by general law or authorized pursuant to a court order.
- The right to consent in writing before the state or any of its political subdivisions makes a video or voice recording of his or her minor child. Exceptions to consent for recording include:
 - Made during or as part of a court proceeding.
 - Made as part of a forensic interview in a criminal or Department of Children and Families investigation.
 - Used solely for the following purposes:
 - A safety demonstration, including the maintenance of order and discipline in the common areas of a school or on student transportation vehicles;
 - A purpose related to a legitimate academic or extracurricular activity;
 - A purpose related to regular classroom instructions;

⁷ House Staff Final Bill Analysis 7/6/21

<https://www.flsenate.gov/Session/Bill/2021/241/Analyses/h0241z1.HHS.PDF>

- Security or surveillance of buildings or grounds; or
- A photo identification card.
- The right to be notified promptly if an employee of the state, any of its political subdivisions, any other governmental entity, or any other institution suspects that a criminal offense has been committed against his or her minor child. The bill provides an exception to this notification right for incidents that have first been reported to law enforcement or the Department of Children and Families and notifying the parent would impede the investigation.

The bill clarifies that parental rights enumerated in the bill do not prohibit or impede child welfare activities when performed by a court of competent jurisdiction, law enforcement officer, or employees of a government agency. The bill also provides that these parental rights do not prohibit a court of competent jurisdiction from issuing an order that is otherwise permitted by law.

Additionally, the bill authorizes disciplinary action against an employee of the state, any of its political subdivisions, or any other governmental entity for coercing or attempting to encourage or coerce a minor child to withhold information from his or her parent.

The bill requires a school district to adopt a policy that governs the plans and procedures by which the school district shall promote parental involvement and provide notification to parents of specific parental rights. Policy development and notification is required for:

- A plan, pursuant to s. 1002.23, F.S., for parental participation in schools to improve parent and teacher cooperation in such areas as homework, school attendance, and discipline.
- A procedure, pursuant to s. 1002.20(19)(b), F.S., for a parent to learn about his or her child's course of study, including the source of any supplemental education materials.
- Procedures for a parent to object to instructional materials, pursuant to s. 1006.28(2)(a)2., F.S. Such objections may be based on beliefs regarding morality, sex, and religion or the belief that such materials are harmful.
- Procedures, pursuant to s. 1002.20(3)(d), F.S., for a parent to withdraw his or her student from any portion of the school district's comprehensive health education required under s. 1003.42(2)(n), F.S., that relates to sex education or instruction in acquired immune deficiency syndrome education or any instruction regarding sexuality if the parent provides a written objection to his or her child's participation. Such procedures must provide for a parent to be notified in advance of such course content so that he or she may withdraw his or her student from those portions of the course.
- Procedures, pursuant to s. 1006.195(1)(a), F.S., for a parent to learn about the nature and purpose of clubs and activities offered at his or her child's school, including those that are extracurricular or part of the school curriculum.

The bill requires school districts to develop procedures for parents to learn about specific parental rights and responsibilities. They are:

- Pursuant to s. 1002.20(3)(d), F.S., the right to opt his or her minor child out of any portion of the school district's comprehensive health education required under s. 1003.42(2)(n), F.S., that relates to sex education instruction in acquired immune deficiency syndrome education or any instruction regarding sexuality.
- A plan to disseminate information, pursuant to s. 1002.20(6), F.S., about school choice options, including open enrollment.
- In accordance with s. 1002.20(3)(b), F.S., the right of a parent to exempt his or her student from immunizations.
- In accordance with s. 1008.22, F.S., the right of a parent to review statewide, standardized assessment results.
- In accordance with s. 1003.57, F.S., the right of a parent to enroll his or her student in gifted or special education programs.
- In accordance with s. 1006.28(2)(a)1., F.S., the right of a parent to inspect school district instructional materials.
- In accordance with s. 1008.25, F.S., the right of a parent to access to information relating to the school district's policies for promotion or retention, including high school graduation requirements.

- In accordance with s. 1002.20(14), F.S., the right of a parent to receive a school report card and be informed of his or her child's attendance requirements.
- In accordance with s. 1002.23, F.S., the right of a parent to access information relating to the state public education system, state standards, report card requirements, attendance requirements, and instructional materials requirements.
- In accordance with s. 1002.23(4), F.S., the right of a parent to participate in parent-teacher associations and organizations that are sanctioned by a district school board or the Department of Education.
- In accordance with s. 1002.222(1)(a), F.S., the right of a parent to opt out of any district-level data collection relating to his or her minor child not required by law.

The bill provides the definition of “instructional materials,” pursuant to s. 1006.29(2), F.S., and provides examples of those materials.

The bill authorizes school districts to post parental rights information on their websites or to transmit the information electronically. If a parent requests any information governed in the Parents’ Bill of Rights, the district must provide the requested information within 10 days. The bill creates a process by which a parent may appeal to the school board should a district deny a request for information.⁸

⁸ House Staff Final Bill Analysis 7/6/21

<https://www.flsenate.gov/Session/Bill/2021/241/Analyses/h0241z1.HHS.PDF>

Going To School

District Policies

BoardDocs

BoardDocs is an intuitive and easy-to-use paperless-meeting solution that enables public education boards to achieve best-in-class governance with a modern approach. The School District of Indian River County uses BoardDocs for its Policy Management and for Board Meetings. This tool enables the district to save time and resources, as well as improve transparency by providing the community access to meeting information, agendas, policies, and other board-related content in a central location that is easily searched and accessed.

BoardDocs is available on the Indian River Schools website and can be accessed by visiting <https://www.indianriverschools.org/schoolboard> and clicking on the link for BoardDocs.

SCHOOL COMMUNITY RESPONSIBILITIES

Each member of the school community plays an important role in the creation of a safe, supportive, and positive school climate. All community members, including school staff and administration, parents/guardians, community organizations, and students, are responsible for promoting school environments that support teaching and learning.

Students are expected to follow the Code of Student Conduct standards, federal and state laws, and school board policies while on school grounds, at school-sponsored activities and events, and while being transported to and from school or school-related activities and events.

The responsibilities outlined below apply to all students regardless of instructional model (i.e., brick and mortar, transitional, and virtual).

RESPONSIBILITIES OF STUDENTS	RESPONSIBILITIES OF PARENTS/GUARDIANS
<ul style="list-style-type: none"> • Attend all classes on time and be prepared to learn. • Maintain open communication with teachers through email, learning platform, and Focus. • Submit coursework on-time as outlined in the pacing guide or as assigned by your teacher. • Follow classroom rules and expectations and demonstrate good citizenship. • Report threats and hazardous or dangerous situations to an adult in authority. • Follow the rules of conduct/behavior, demonstrate respect for school property, and follow the Student Network and Internet Responsible Use and Safety Agreement. • Treat others with dignity and respect. • Do not discriminate, bully, or harass. • Do not bring or possess illegal items and substances. <p>Above all pertain to online learning platforms.</p> <ul style="list-style-type: none"> • In addition, online students must participate actively in class through discussions, posts, and other assignments as directed by the teacher. • Please reference School Board Policy 5780 – Student/Parent Rights for additional information. 	<ul style="list-style-type: none"> • Encourage appropriate student behavior. • Monitor your child’s progress through the Focus Parent Portal and support learning. • Share concerns with school officials as they arise. • Adhere to all school safety protocols. • Provide current contact information. • Notify the school of any custody changes or other legal matters that relate to school. • Ensure your child attends school and notify the school of any absences. • Participate in your child’s school activities, conferences, and problem-solving meetings as applicable. • Maintain your child’s safety when attending any event as a spectator. • Visit your child’s school and observe in a classroom and/or extra-curricular activities consistent with school processes and procedures. • Remit payment for damage done to school district property by a student, including lost or damaged books and teaching materials. If property or damages are not restored, student may lose extracurricular activity privilege or face participation in community service. <p>Please reference School Board Policy 5780 – Student/Parent Rights for additional information.</p>
RESPONSIBILITIES OF SCHOOL STAFF AND ADMINISTRATION	
<ul style="list-style-type: none"> • Promote a positive, safe, and supportive school climate. • Provide interventions through a multi-tiered system of supports, and equitably implement corrective interventions. • Recognize, encourage, and reinforce appropriate and positive conduct by all students. • Communicate and respond to parents/guardians in a way that is accessible and easily understood. • Participate in professional development (e.g., Non-Academic Barriers, Student Engagement, Culturally Responsive Classrooms, Restorative Practice, etc.). • Provide each student with due process. 	<ul style="list-style-type: none"> • Administer interventions and consequences consistently and equitably, regardless of national origin, race, sex, gender, ethnicity, religion, age, disability, and sexual orientation. • Use exclusionary measures as a last resort, and in accordance with district policies. • Provide students with makeup work when students are not in class. • Provide supervision on school premises for a reasonable period (i.e., 30 minutes before and after school), and while attending or participating in a school-sponsored activity. • Involve School Resource Officers when required. • Orient students to class expectations, including all students in online learning platforms.

HOUSE BILL 241 ADDITIONAL SCHOOL STAFF AND ADMINISTRATION REQUIREMENTS

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| <ul style="list-style-type: none"> • Adopt policy to promote parental involvement in consultation with parents, teachers, and administrators that includes: <ul style="list-style-type: none"> ○ Parental participation Plan – plan for parental participation in schools to improve parent and teacher cooperation on homework, school attendance, and discipline ○ Course of study and educational materials – procedure for parent to learn about course of study, including source of supplemental education materials ○ Objections to instructional materials – procedures for parents to object to instructional and other materials used in the classroom ○ Withdrawal from health education – procedures for parents to withdrawal student from any part of district comprehensive health education related to sex or AIDS education or other objectionable instruction ○ Prior notification – procedures to notify parents in advance of sex related health education content • Rights and responsibilities – procedures for parents to learn about their rights and responsibilities, including all of the following: <ul style="list-style-type: none"> ○ opt his or her minor child out of any portion of the school district's comprehensive health education that meets specified requirements ○ school choice options, including open enrollment ○ exempt child from immunizations ○ review statewide standardized assessment results ○ enroll his or her minor child in gifted or special education programs ○ inspect school district instructional materials | <ul style="list-style-type: none"> ○ access information relating to the school district's policies for promotion or retention, including high school graduation requirements ○ participate in parent-teacher associations and organizations that are sanctioned by a district school board or the Department of Education ○ opt out of any district-level data collection relating to his or her minor child not required by law • Provide access and review of all school records relating to the parent's minor child. • Notify parent promptly of any suspicion that a criminal offense has been committed against their minor child (except where law enforcement of Dept. of Children and Family Services has been notified and notifying parent would impede the investigation). • Promote parent involvement policy that is developed and adopted by the School Board. • Provide parents with access to the Parent Involvement Policy • Provide for notifying parent and obtaining written permission prior to: <ul style="list-style-type: none"> ○ providing health care services or prescribing medicinal drugs to the parent's child; ○ or recording storing or sharing biometric or DNA data; ○ making a video or voice recording of the parent's child, subject to exceptions. • Implement and make transparent the School Board procedure for a parent to learn about parental rights and responsibilities under general law and with HB 241 1014.05. • Disseminate information about school choice options, including open enrollment. • Respond in a timely manner to parent requests for information. |
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Office of Strategic Planning & Support Services

STUDENT ENROLLMENT

Visit [SDIRC Student Enrollment webpage](#) or call 772-564-6091 if you have any questions.

Magnet and School Choice applications are available at www.indianriverschools.org/enrollment

To enroll a new student, please visit our website at www.indianriverschools.org/enrollment.

Kindergarten

A child must be 5 years old on or before September 1st.

First Grade

To enroll for the first time in our District, a child must be 6 years old on or before September 1st and satisfactorily completed the requirements for Kindergarten.

K-12 Transfer Students

Provide a copy of your child's latest report card, FSA scores, or other achievement test results. If your child receives ESE services and/or accommodations, provide a copy of their IEP.

Documentation Requirements*

1. Birth certificate
2. Social security number (optional)
3. Proof of school physical (no older than 1 year from the school start date)⁺
4. Certificate of Immunization (DOH form 680) obtained from local doctor or County Health Department (updated for corresponding grade level consistent with F.S. 1003.22.)⁺
5. Two (2) current utility bills with your name and address for proof of residence
6. Emergency contact information

*Provided by the parent/guardian.

⁺Students will be excluded from school if immunizations are not up to date, if physicals have expired or are incomplete and if records have not been submitted to the school by the 30th school day after transferring into Indian River County from another county.

See the Health Services section for more information about student physical exams and immunization requirements.

School Enrollment Form Updates

On an annual basis, the person who enrolled the student in school has the right to update the enrollment form. The parent or other responsible adult who enrolled the student should include other responsible persons who may remove the child from school during the course of the school day for things such as family emergencies, doctor's appointments and for other legitimate purposes.

The definition of "parent" for educational purposes in F.S. 1000.21(5) 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." These procedures are implemented in order to ensure safety for students and to insure that to the extent reasonably possible students will only be removed during the school day by authorized adults.

ATTENDANCE

TARDINESS

Tardiness is defined as an arrival to school or class after the designated time, or after the tardy signal has sounded. When tardiness become excessive -- four (4) or more times per nine-week grading period-- the parent/guardian will be notified by classroom teachers. Progressive interventions will be initiated by the MTSS Individual Problem-Solving Team.

EARLY DEPARTURE

An early departure is any unexcused departure prior to the end of the class or school day. Parents are encouraged to keep students in school for the entire school day with minimum interruptions or requests for early dismissal. Early dismissals interfere with classroom instruction. Dismissal within the final 30 minutes of the school day is prohibited unless the Principal determines that it is an emergency, or the student has a medical, dental, or court appointment that cannot be rescheduled.

EXCUSED ABSENCES The following factors are deemed to be reasonable excuses for students' school absences:

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| <ul style="list-style-type: none">• Insurmountable problems *• Death of a family member | <ul style="list-style-type: none">• Medical appointments and/or personal illness (medical evidence may be required after 5 consecutive days of absence) |
| <ul style="list-style-type: none">• Attendance at a center under the supervision of Children and Family Services• Court appearance• Approved school activity• Religious instruction or holiday | <ul style="list-style-type: none">• Appointments for a therapy service provided by a licensed health care practitioner or behavior analyst certified pursuant to FL Law for the treatment of autism spectrum disorder• Out-of-school suspension• Confinement at a detention center• All other reasonable excuses |

*Prior permission is required by the principal or designee except in cases of emergencies. Absences not listed above shall be documented as unexcused.

Additional Attendance Information is available in the Attendance Handbook. Florida Statutes: F.S. 1003.01, F.S. 984.151, 1002.20, 1003.02, 1003.21, 1003.23, 1003.24, 1003.26, 1003.27
School Board Policy: 5200

Code of Student Conduct

The School District of Indian River County staff and community stakeholders worked collaboratively to create the 2021-2022 [Code of Student Conduct](#). Additional information about [attendance](#), [bullying](#), [health services](#), [mental health services](#), [nondiscrimination & anti-harassment policies](#), may be found on the [Department of Student Services](#) webpage.

HOPE SCHOLARSHIP

Contingent upon available funds, and on a first come, first serve basis, a K-12 student enrolled in a Florida public school is eligible for a scholarship under this program if the student reported an incident of battery; harassment; hazing; bullying; kidnapping; physical attack; robbery; sexual offenses, harassment, assault or battery; threat or intimidation; or fighting at school. The scholarship gives parents the opportunity to transfer their child to another K-12 public school with capacity within the school district, receive a scholarship to transport the student to a public school in another school district, or to request a scholarship for the student to attend an eligible private school. A qualifying incident must have taken place at a public K-12 educational institution, any school-related or school-sponsored program or activity, riding on the school bus or waiting at the school bus stop. Read more on the [Florida Department of Education](#) website.

DRRESS CODE

Florida State Statute 1001.43(1)(b) and School Board Policy 5511

STUDENT	
Rights	Responsibilities
<input type="checkbox"/> To have access to the school dress code via the school website	<input type="checkbox"/> Follow the dress code (including in virtual learning environments).

DRRESS AND GROOMING EXPECTATIONS FOR ALL STUDENTS:

<input type="checkbox"/> Pants are to be worn at the waist, with no visible undergarments, and present no safety hazards.
<input type="checkbox"/> Dress, grooming practices, and personal hygiene will not interfere with schoolwork, create disorder, disrupt the educational program, or prevent the student from achieving educational objectives.
<input type="checkbox"/> Hair and clothing must not block vision or restrict movement.
<input type="checkbox"/> Dress practices must not be indecent, vulgar, or disruptive to an orderly learning environment, and must not cause or result in discrimination against, bullying, or harassing of other students or school staff.
<input type="checkbox"/> Clothing and accessories will contain no inappropriate words, phrases, themes, or advertisements (e.g., alcohol, tobacco/vaping, drugs, gang-related symbols, guns, knives, or violence promoting symbols).
<input type="checkbox"/> Clothing will fit appropriately and include no oversized or undersized garments.
<input type="checkbox"/> Apparel will contain no sheer, net, mesh, or sleepwear items. Shirts will cover the person from the shoulders to the waist at all times, with no revealed abdomen or chest.
<input type="checkbox"/> Shorts, skorts, dresses and skirts are to extend beyond mid finger-length or mid-thigh.
<input type="checkbox"/> Apparel will not contain headphones [^] , ear buds [^] , stocking caps, bandanas, towels, and other headgear. Hoods will not be worn on school property, buses or school related activities.
<input type="checkbox"/> Hats and sunglasses may only be worn for P.E. activities, recess, or other specific circumstances when authorized by the Principal.
<input type="checkbox"/> Jewelry, accessories, or extended fingernails that could be deemed unsafe are not permitted.
<input type="checkbox"/> Dog-type collars, chains, and spikes are not allowed.
<input type="checkbox"/> Trench coats/capes and blankets are not allowed.
<input type="checkbox"/> Certain courses may require a specific dress code.

District officials do have the flexibility to relax certain dress code requirements to ensure student safety and comfort. For example, if our community is experiencing extremely cold weather, the code may be relaxed to allow heavy coats, denim jeans, and other cold weather apparel that may not meet standard school dress code requirements. **Note: The Principal has the final authority to determine when personal appearance does not meet expectations.**

[^]Unless otherwise approved for instructional purposes.

State statute authorizes the school board to establish dress code requirements. All elementary schools will adhere to a unified dress code established by the school board and Superintendent. For middle and high schools, the school board requires the School Advisory Council (SAC) to decide whether a unified or restrictive dress code is necessary for the safety and welfare of the student body and school personnel. When the SAC determines that a unified or restrictive dress code is necessary, the proposition shall be submitted to a vote of the families of students at such school, pursuant to a procedure established by the Superintendent. If the proposition is approved by persons

eligible to vote and passes with a written vote of at least fifty percent + 1 (majority vote) in favor of the proposition, then the requirement for a unified or restrictive dress code shall be established and enforced at that school.

HEALTH SERVICES

Visit [SDIRC Health Services](#) or call 772-564-5940 with questions about health services.

Physical & Immunization Requirements

Any student entering Florida schools for the first time must present a School Entry Health Exam (Florida State Form DH 3040) performed within the last 12 months prior to first day of school. Immunizations must be turned in to the health room on the required State of Florida's DH 680 form. No other forms are acceptable.

7th Graders (Must have a Tdap before entering 7th grade):
1 dose (Tdap) Tetanus-Diphtheria-Pertussis

Per Florida Statue, 1003.22, "prior to admittance to or attendance in a public/private school, grades K- 12, or any other initial entrance into a Florida public/private school, each child must have on file with the school a certification of immunization." "An authorized school official issues a temporary exemption, for up to 30 school days, to permit a student who transfers into a new county to attend class until his/her records can be obtained. Children and youths who are experiencing homelessness and children who are known to the department, as defined in s. 39.0016, shall be given a temporary exemption for 30 school days."

This Statue also states, "The parents of any child admitted to or in attendance at a Florida public or private schools, grades Pre-K through 12, are responsible for assuring that the child is in compliance with the provisions of this section." Immunizations and physicals are offered by your local pediatrician/healthcare provider, by your local Department of Health or community clinics. For additional immunization information go to <http://www.cdc.gov/vaccines/index.html> or www.immunizeflorida.org

School Health Services

The School District of Indian River County employs a Health Assistant for each school campus who works under the direction of a Registered Nurse. The Health Assistant works to serve the students' health needs during school hours.

Services available to your child include:

- First aid for injuries/Health Room access for student needs during school hours
- Assistance with medications during school
- Department of Health/nursing referrals
- Individualized School Health Plans
- State mandated health screenings:
 - Vision (grades K, 1, 3, 6)
 - Hearing (grades K, 1, 6)
 - BMI (height-weight) grades 1,3,6
 - Scoliosis (grade 6 only)
 - *Optional grades may be screened*

Health Resources (School Physicals and/or Immunizations)		
IRC Health Department	1900 27th Street, Vero Beach	772-794-7425
Treasure Coast Community Health (North)	12196 County Road 512, Fellsmere	772-257-8224
Treasure Coast Community Health (Central)	1555 US Hwy 1, Suite 105, Vero Beach	772-257-8224
Treasure Coast Community Health (South)	1545 9 th Street SW (on Oslo Rd.), Vero	772-257-8224
Visiting Nurse Association (VNA) Mobile Unit	Call for mobile unit schedule (<i>physicals only</i>)	772-567-5551

Emergency Contact Information School Health/Wellness Form

Every student is required to have a School Health/Wellness Form in the health room (previously referred to as the Emergency Card or Emergency Form).

This form includes:

- emergency contact information
- important health information
 - Allergies
 - current medical diagnosis and conditions
 - name of their health care provider
- A section to provide parental permission to share personal health information in cases of health and safety emergencies

Per Florida Statute, 1014.06, parental consent for health care services (except as otherwise provided by law), a health care practitioner, as defined in s.456.001 (any person “licensed” issued a permit, registration, certificate or license, including a provisional license issued by the Florida Department of Health) may not provide or solicit or arrange to provide health care services or prescribe medicinal drugs to a minor child without first obtaining written parental consent.

Students with Medications at School

A student shall be able to carry a metered dose inhaler, EpiPen, diabetic supplies, pancreatic enzymes, or other approved medications on their person while in school, when they have approval from their parents and physician and proper paperwork on file in the health room. For additional medication requirements, please refer to the Medication Procedures Parent Handbook 2021-22 located in the Health Rooms at each school. Your school’s Health Assistant will gladly review the Handbook with you and assist with answering any questions you may have.

Illness

Sick children should not be sent to school. Students should have no vomiting and be fever free for 24 hours without fever reducing medication before being sent back to school after an illness. If a student becomes sick at school, a call will be made to the parent or guardian to come pick up the student.

MENTAL HEALTH SERVICES

Your child's education and wellbeing are our main priorities. Student wellness includes, and success depends on, good mental health. Learn more about [SDIRC Mental Health Services](#) and additional resources by visiting the linked webpage, calling 772-564-6199, or consulting with your child's school counselor.

SDIRC staff provide:

- Care Coordination
 - Referrals to outside agencies
 - Progress monitoring
 - Problem-solving
- Counseling Services
 - Individual
 - Group
 - Family
- School Crisis Response
 - Assessment
 - Intervention
 - Follow-up
- Coaching & Consultation
 - Classroom-based
 - School teams
 - Families

Crisis support is available 24/7:

- Dial 211 from any phone
- Call 772-468-3909
(New Horizons Mobile Crisis Response)
- Text your zip code to 898211
- Text "home" to 741741

911 is always available in any emergency

Crisis Assessments

SDIRC staff will assess the situation and decide if the student requires additional evaluation. School teams will follow state-mandated procedures regarding suicide and threat assessments, and you will be notified. Schools may utilize support services from partner agencies (e.g., New Horizons Mobile Crisis Response, Mental Health Association) to aid with de-escalation and suicide assessments in accordance with state law (SB 7030, HB 945).

We will call you and request that you come to the school immediately if we are concerned about your child's safety following a suicide or threat assessment. We will ask that you remain calm and model healthy coping skills for your child when you arrive; you will be asked to problem-solve with the team working with your child. In rare instances in which child safety cannot be maintained, you may be asked to meet your child at the hospital.

In cases in which we believe your child is a harm to themselves or others, we will refer them for an evaluation at Cleveland Clinic Indian River and they may be transported by our School Resource Officer or a member of law enforcement.

We will always treat every child and family with dignity and provide support throughout the evaluation and follow-up process.

Mental Health Legislative Requirements: SDIRC is required to produce an annual plan that:

- Delivers evidence-based, mental health assessment, diagnosis, intervention, treatment and recovery, through a multi-tiered system of supports.
- Focuses on evidence-based mental health services for students with one or more co-occurring mental health or substance abuse diagnoses and students at high risk of such diagnoses.
- Includes direct employment of school-based mental health services providers (i.e., school psychologists, school social workers, school counselors and other licensed mental health professionals) to reduce staff-to-student ratios and meet student mental health assistance needs.
- Identifies strategies to increase the amount of time student services personnel spend providing direct mental health services (e.g., review and revision of staffing allocations based on school or student mental health assistance needs).
- Includes contracts or interagency agreements with local behavioral health providers or Community Action Team services to provide behavioral health services on or off the school campus (plan must specify the type of services that are provided in the agreement).
- States how the plan will establish school board policies and procedures that ensure for all schools, including charter schools, to ensure:
 - a. Students referred for a mental health screening are assessed within 15 days of referral;
 - b. School-based mental health services are initiated within 15 days of identification and assessment; and
 - c. Community-based mental health services for students are initiated within 30 days of referral.
- Describes process for coordinating mental health services with a student's primary mental health care provider and other mental health providers involved in the student's care.
- Identifies strategies or programs to reduce the likelihood of at-risk students developing social, emotional or behavioral problems; depression; anxiety disorders; suicidal tendencies; or substance abuse disorders.
- Describes the process for coordinating mental health services for students at charter schools that are part of the school district's plan.
- Identifies strategies to:
 - a. Improve the early identification of social, emotional or behavioral problems or substance abuse disorders;
 - b. Improve the provision of early intervention services; and
 - c. Assist students dealing with trauma and violence.

SCHOOL COUNSELING SERVICES

School counselors design and deliver school counseling programs that improve student outcomes. They lead, advocate and collaborate to promote equity and access for all students by connecting their school counseling program to the school's academic mission and school improvement plan. They uphold the ethical and professional standards of ASCA and promote the development of the school counseling program based on the following areas of the ASCA National Model: define, deliver, manage and assess.

Student Counseling Services, Academic Advisement, and College Planning

School counseling programs promote student success through a focus on:	
• Academic Development	• Personal and Social Development
• Career Development	• Prevention and Intervention

School counselors work to maximize student success, promoting access and equity for all students. As vital members of the school leadership team, school counselors create a school culture of success for all.

School counselors are members of the school team at all elementary, middle, and high schools.

Counselors help students:

- Apply academic achievement strategies
- Manage emotions and apply interpersonal skills
- Plan for postsecondary options (higher education, military, work force)

Examples of ways in which counselors support students:

- Individual student academic planning and goal setting
- School counseling classroom lessons based on student success standards
- Short-term counseling (individual and group)
- Crisis assessment and intervention
- Referrals for long-term support
- Data analysis to identify student issues, needs, and challenges

Visit your school webpage or the district website to learn more about [school counseling](#).

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

SDIRC uses Positive Behavior and Intervention Supports (PBIS) as the MTSS framework that promotes student positive behavior and success through instruction, supports, and interventions.

PBIS - All schools within the district utilize the PBIS framework and adopt evidence-based or research-informed programs and/or strategies that support their students' needs and promote a safe, positive school environment where students are recognized and feel supported.

Tier 1- Core/Universal Interventions for all students include strategies that are used to teach social, emotional, and behavioral competencies. These strategies maximize students' abilities to problem-solve and help develop a sense of responsibility and confidence in one's ability. They also serve to help prevent issues before they start.

Tier 2- Supplemental/Targeted Interventions are provided for a subset of students for whom Tier 1 supports alone are insufficient. Tier 2 supports, and interventions are more intense, and may narrow the focus of instruction and intervention, extend the time allotted for intervention or otherwise make a meaningful change in the instructional day.

Tier 3-Intensive/ Individualized Interventions are typically provided to a small percentage of students who require intensive levels of support. These supports and interventions are designed to help students overcome academic and non-academic barriers to learning.

Examples of District Approved Evidence-Based, Strategies to Support the MTSS Framework ⁺	
CHAMPS	Second Step
Conscious Discipline	Ripple Effects
Sanford Harmony	Restorative Practices

All evidence based tiered District approved Strategies to Support the MTSS Framework must be approved by the District prior to implementation at the school level to ensure fidelity. For example, District approved training needs to have been received prior to implementing a restorative intervention.

Additional information is referenced in Florida State Statutes 1002.3105; 1003.41; 1003.4156; 1003.4203; 1003.428; 1003.4282; 1007.271; 1008.25 and School Board Policy 5410

***Examples are not inclusive of all interventions available for teachers to use.**

TIER 1 - Teachers should implement the following behavioral instruction with all student.
<p>Teach Rules/Expectations: A structured system that can be delivered through verbal, written, or pictorial presentation that teaches student rules and expectations prior to giving a directive or requesting completion of a task.</p> <ul style="list-style-type: none"> • Verbal: verbally review rules and expectations before assigning work • Written: provide student with a copy of written rules and expectations before giving a task • Pictorial: use of pictures or visual representation to teach expectations and rules
<p>Remind Prior to Transitions: Giving a student a warning or alert before changing from one activity, location, or setting to another.</p> <ul style="list-style-type: none"> • Teacher offers a 5-minute verbal reminder to student that they will be transitioning from the i-Ready workstation to an independent reading station. • Teacher sets a 5-minute timer that alerts class to put their belongings away and line-up to transition to the cafeteria for lunch.
<p>Preferential Seating: Allowing for a specific seating arrangement for a student to address specific needs.</p> <ul style="list-style-type: none"> • Student is seated near the teacher to minimize distractions and to allow for frequent redirection back to task. • Student is seated at the front of the class, close to the white board to help accommodate a visual impairment.
<p>Parent-Teacher Communication: A meeting, conversation, or form of communication between teacher and parent that allows for information regarding the student's academic, behavioral, and/or social emotional progress.</p> <ul style="list-style-type: none"> • Communication can occur verbally by phone, a face-to-face meeting, written correspondence, or by email.
<p>Personal Connection with Student: A set time and method in which teacher or staff member meets with student to provide special or undivided positive attention.</p> <ul style="list-style-type: none"> • A teacher meets with a student before school to check-in about their well-being.
<p>Provide Personal Guidance/Extend Instruction: Student is offered additional, more specific directions or clarification of instructions to increase understanding and comprehension.</p> <ul style="list-style-type: none"> • Teacher provides student with verbal, written, or visual aid to guide student through instructions on a task or assignment.
<p>Increase Task Related Recognition: Teacher provides the student specific praise or recognition for engaging in on-task behavior.</p> <ul style="list-style-type: none"> • Teacher offers student verbal praise when student is observed following directions and working on a given assignment or task.
<p>Visual Schedule: Student is offered schedule of daily events (pictorial, written, or both) to increase awareness of daily routines and promote more positive transitions.</p> <ul style="list-style-type: none"> • A teacher provides a student with auditory processing deficits a pictorial schedule of daily routine to assist in increasing awareness and preparedness.
<p>Environmental Changes: Modifications of aspects of the environment are made to accommodate specific needs of a student.</p> <ul style="list-style-type: none"> • Teacher may dim the lights or decrease the volume of the classroom public announcement system for a student with light or sound sensitivity to decrease overstimulation.
<p>Preferred Activities as Reinforcement: Student is allowed access to a task or activity that they enjoy as a reward for engaging in appropriate behavior or complying with a directive.</p>

- Teacher allows a student 5 minutes of free time to draw after a student has complied with a directive or completed a non-preferred task. Clear limits must be set and reviewed with student.

Personally Greet Student: Student is offered a personal greeting to increase desired attention.

- Teacher greets student each morning by making eye contact, smiling at, and verbally welcoming the student to class.

TIER 2 - In addition to Tier 1 supports, teachers should implement supplemental/targeted instruction, supports, and interventions with some students who need additional support

Teach/Model/Practice Communication and Social Skills: A student is offered the opportunity to observe appropriate communication and social interactions and given the opportunity to practice or role play with the teacher and/or peer.

- Teacher models appropriate tone and volume when asking for a snack after student interrupts class by yelling out that they are hungry and want something to eat.

Teach and Encourage Use of Coping Skills: Student is offered specific instruction on ways to manage frustration, agitation, and stress and is prompted to use these strategies when student shows signs of escalation.

- Teacher teaches deep breathing techniques to a student that demonstrates meltdowns when academic demands are placed on the student. These techniques are practiced daily and teacher prompts student to use them when student begins to show signs of anxiety or defensiveness.

Teach and Encourage Positive Self Talk: Student is taught to talk to themselves either aloud or silently, replacing negative thoughts with positive thoughts to calm feelings of anxiety, frustration, or self-doubt.

- Teacher teaches positive self-talk techniques to a student that has difficulty self-regulating when presented a non-preferred task. These techniques are practiced daily and teacher prompts student to use them when student begins to show signs of anxiety or self-doubt.

Use Personal Interests as Motivation: Student is taught to associate a specific task or demand with something of interest. Student is given a preference inventory to determine likes and motivators.

- Teacher uses a preference inventory to determine what motivates a student and incorporates the interest in a writing prompt for an essay assignment.

Teach Positive Alternative Behavior: Student is taught positive replacement behaviors to use as an alternative to negative, inappropriate behaviors.

- Teacher provides instruction and prompts when a student becomes upset, lashes out at peers, to replace the blame with "I" statements. An example would be, "I feel hurt when people laugh at my mistakes." This technique is practiced daily and teacher prompts this as needed.

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Teach Behavioral Self Control: Student with poor impulse control is taught specific strategies to use during unstructured times to decrease impulsive behavior.

- When teacher observes a student engaging in off task or inappropriate behaviors, teacher asks student three specific questions:
 - What are you doing? What should you be doing? What are you going to do now? Offer praise when back on track.

Encourage Positive Peer Connections: Student is provided opportunities to interact regularly with positive peer role models that demonstrate compliance with classroom expectations.

- Teacher seats a student who shows the need for increased appropriate social skills with a student who consistently uses appropriate and positive social interactions with peers.

Teach Self-Monitoring Progress: Student is taught strategies to self-monitor undesired behaviors to increase desired behavior.

- Teacher supplies a student who often is off task a monitoring form to complete during assigned independent work. A timer is set for every five minutes, and student is expected to check 'yes or no' to

whether they are paying attention. The goal is to teach the student to become familiar with their pattern of behaviors and self-correct as needed.

Develop Written Behavior Contract: A discussion between the teacher and student occurs to determine expectations that the teacher has of the student and positive consequences for when the student meets expectations and consequences for when student chooses to engage in undesired behavior. A plan is developed and both teacher and student sign contract and review regularly.

Tier 3 - In addition to Tier 1 and 2 supports, teachers should implement the following interventions with individual students who need additional support

Choice-making: Student will be allowed to have some degree of control over decisions made during school activities.

- The teacher allows the student to either choose to read a book or work in small group during a lesson.

Participation in Extra Curricular Activities: Teacher takes a verbal inventory of the student's interests and guides the student to a relevant, preferred extracurricular activity.

Student Follow-Up: Throughout the student's day, a check-in time is established to ensure that the student is engaged and fully understands the structure of the activity at the time of check-in.

Schedule Adjustment: Adjust the schedule, routine and/or class of the student.

Peer Tutor/Model Opportunity: Allow student to serve as a peer tutor/model to foster engagement and socialization.

Provide A Quiet Space/Time: Designate a time and/or space for student to regulate and calm down.

- Students may become frustrated with demands and require a safe quiet space to deescalate.

Chart and Review Daily Student Success: Create a document that lists daily success in the area of need. As positive behaviors are seen and/or work is completed, the teacher will check-off on the list.

<p style="text-align: center;">Examples of Student Success Behaviors</p> <p>The behaviors and social emotional learning skills listed below help students to achieve academic success.</p>
<ul style="list-style-type: none"> • Understand the school/class rules and follow them • Listen and respond respectfully • Arrive at school daily on time • Arrive prepared for class each day • Use materials/items for class that are approved • Wear clothing as defined by the district dress code • Use electronic devices in an appropriate manner as defined by the school district • Attempt to resolve conflict (supported by staff if necessary) • Develop good study habits • Complete all homework assignments • Engage in class activities • Speak and act respectfully to all school personnel and peers • Follow instructions given by staff • Display respect for the property of others • Demonstrate school and community pride • Actively participate in the school community • Report any activities that are in violation of the Code of Student Conduct to staff • Do not falsely report activities that are in violation of the Code of Student Conduct or local laws • Use positive and respectful language • Respect the person and property of others • Respect local law dealing with the possession, use or sale of substances including alcohol, medications and E-Cigarettes • Respect the rules of acceptable use of technology when engaging in social media/texting or any other cyber-communication • Accept and engage in any implemented consequences because of any type of violation of the Code of Student Conduct • Be respectful of physical boundaries of others • Show accountability for their actions • Utilize social emotional skills for problem-solving and ask for assistance if needed • Exercise self-control throughout the school day and when transitioning to and from school • Report incidents that are unsafe and/or violate the Code of Student Conduct and/or compromise the safety of self/others • Follow the school rules as well as the law • Engage in cooperation with peers, staff, and law enforcement to support maintenance of learning and safety • Answer questions during investigations conducted by school staff or law enforcement agencies truthfully • Maintain personal safety by choosing positive peer/staff interactions and using conflict resolution skills to resolve disputes • Bring items to school that are acceptable • Maintain the physical boundary preferences of peers and staff • Promote safety of others by exercising self-control and being a good bystander • Seek assistance from a trusted adult to solve problems and/or report incidents of concern • Have respect for the safety of others • Follow the law • Cooperate with any investigations into behaviors/incidents that compromise the safety and violate the Code of Student Conduct

PROMOTING SAFE AND SECURE SCHOOLS

BULLYING, HARASSMENT, CYBERBULLYING, SEXUAL CYBERBULLYING, HAZING, DATING VIOLENCE AND ABUSE, BIAS BEHAVIOR, AND GANG-RELATED ACTIVITIES

The school district is committed to providing an educational setting that is safe, secure, and free from offensive conduct, harassment and bullying for all our students and school employees. Unlawful bullying and harassment, cyberbullying, sexual cyberbullying, hazing, dating violence and abuse, bias behavior, unlawful discriminatory harassment of “protected classes” and gang-related activities of any type will not be permitted. Students shall not racially harass or intimidate others by name calling, using derogatory slurs, wearing or possession of items depicting or implying hatred or prejudice.

Students shall not, at school, on school property or at school-sponsored activities, display or transmit (in any medium, including clothing, jewelry, posters, stickers, flyers or buttons) writings, images or symbols that are reasonably expected to be divisive, demeaning, or offensive to any person or group or disruptive to the learning environment; including, but not limited to writings, images or symbols associated with hate groups; that are obscene, slanderous, or libelous; that are associated with intimidation, violence or violent groups; which advocate racial, ethnic or religious prejudice (i.e., items that promote intolerance or confrontation, including the confederate flag or swastika) or that denigrate others on the basis of race, color, religion, creed, national origin, gender, sexual orientation, or disability. Images and symbols covered by this policy are permissible in library or approved learning materials, or in a classroom setting (e.g., a history class’ discussion of the Civil War or World War II) as part of a learning assignment supervised by a teacher. [School Board Policy 5517](#)

Schools shall appropriately identify, report, investigate, and respond to situations of bullying, harassment, cyberbullying, sexual cyberbullying, hazing, dating violence and abuse, bias behavior, and gang-related activities of any type. This applies whether incidents occur on school grounds, at school-sponsored events, through school computer networks, off school grounds, or in any way have an impact on school safety and positive school climate. To ensure a bully-free school environment schools shall practice the following: (1) identify where and when bullying occurs; (2) train all school personnel to recognize bullying; (3) increase adult supervision at campus “hot spots”; (4) create an anti-bullying task force charged with educating students and staff; and (5) integrate anti-bullying materials into curriculum for discussion and role-play.

BULLYING, CYBERBULLYING, HARRASSMENT

Board Policy 5517.01 protects students and staff from bullying and harassment within our educational environments. Any conduct that constitutes bullying and harassment is prohibited, and includes the following educational environments and/or means for engaging in such actions:

- A. during any education program or activity conducted by the District;
- B. during any school-related or school-sponsored program or activity or on a District school bus, or at a District school bus stop;
- C. through the use of data or computer software that is accessed through a computer, computer system, or computer network within the scope of the District; or
- D. through the use of data or computer software that is accessed at a non-school related location, activity, function, or program or through the use of technology or an electronic device that is not owned, leased, or used by the District or school, if the bullying substantially interferes with or

limits the victim's ability to participate in or benefit from the services, activities, or opportunities offered by the District or school or substantially disrupts the education process or orderly operation of a school.

Getting Help: Reporting Procedures

At each school, the principal or principal's administrative designee is responsible for receiving all reports of potential bullying and/or harassment. If a verbal report of bullying/harassment is received, the receiving administrator should document the report using the "Bullying/Harassment Report Form." ***The investigation of any reported incident of bullying/harassment must be conducted by a trained administrator or administrator designee.***

Note: All reports received (written, verbal, anonymous) are investigated promptly. Reports of bullying incidents can be submitted confidentially through drop boxes located in the health room, school counselor's office, media center, or main office of schools.

Prevention & Intervention Supports for Bullying and/or Harassment

The prevention and intervention supports used to address issues of bullying and/or harassment are integrated within the existing MTSS framework. With specific regard to the prevention of bullying/harassment, the district has adopted a framework of Positive Behavior Interventions and Supports (PBIS) at all traditional public schools within the district. PBIS incorporates the provision of direct instruction in the development of social emotional competencies and provides opportunities to practice and receive feedback related to social emotional learning skills. Additionally, PBIS clearly outlines schoolwide expectations for behavior, as well as approaches for acknowledging prosocial behaviors. Within each of these school-based PBIS frameworks, schools have incorporated various evidence-based programs and strategies to support social emotional learning and positive behavior, as well as to specifically address bullying concerns. The district also requires annual training for all staff members in Bullying Recognition and Response.

Additional information may also be referenced in Florida State Statute 1006.147 and School Board Policy 5517.01.

Relevant Board Policies

Read relevant SDIRC Board Policies (definitions included in linked policies):

[Policy 5516 Student Hazing](#)
[Policy 5517.01 \(Bullying & Harassment\)](#)

[Policy 5517 Anti-Harassment](#)
[Policy 5517.03 \(Dating Violence & Abuse\)](#)

Additional information about bullying and harassment may be found in the [2021-2022 Code of Student Conduct](#) and from our [Department of Student Services](#).

EXCEPTIONAL STUDENT EDUCATION

Students who have met eligibility criteria, following a multi-disciplinary team evaluation, are eligible to receive an Individual Educational Plan (IEP) and specially designed instruction that is designed to meet their specific educational needs. Students with an IEP work toward a standard diploma and are graded on the same scale as non-disabled peers, unless otherwise indicated in the IEP. Accommodations and goals determined appropriate by the site-based IEP team are developed and documented within the IEP plan. If you are the parent of a student with a disability and need additional information, please call your child's school and ask to speak to the school-based Resource Specialist. Their role is to coordinate and facilitate programming reflective of a student's IEP, which is reviewed and revised on an annual basis. Additional support is available by calling the Department of Exceptional Student Education at 772-564-5931.

Gifted programming is also categorized under Exceptional Student Education. Based on formal evaluation results, students who have met eligibility criteria for gifted programming and demonstrate a need for gifted educational services receive enrichment in specific content areas, as outlined in the student's educational plan (EP). The plan is reviewed and revised, at minimum, every three years, or upon request.

Notice of Indian River County School District Participation in Medicaid School Match Program
The School District of Indian River County (SDIRC) continues to participate in the Medicaid School Match Program. Participation in this program allows the SDIRC to verify Medicaid eligibility, bill Medicaid for reimbursable Certified School Match services referenced on a student's Individual Education Plan (IEP,) and receive Medicaid reimbursement for Exceptional Student Education (ESE) services it provides to students while at school. It is important to note that there is NO life-time cap for eligible students to receive services and/or benefits. Any questions concerning your child's participation in this program should be directed to Katherine Wolf (772) 564-5915.

Section 504

Section 504 of the Rehabilitation Act of 1973 is a federal civil rights statute designed to encourage participation and equal access to federally funded programs for individuals with disabilities, and to prohibit discrimination on the basis of disability in any program or activity receiving federal financial assistance. This, along with the Americans with Disabilities Act as Amended (ADAAA), it guarantees students who have a physical or mental impairment that substantially limits one or more major life activities the right to full participation and access to a Free and Appropriate Education (FAPE). Under these laws, the school must provide services that level the playing field so that eligible students have equal participation and opportunity to benefit to the same extent as their nondisabled peers. Protections under Section 504 do not guarantee that a student will succeed, but rather, the student be provided FAPE and afforded the opportunity to succeed.

Eligibility under Section 504 is determined by a team of individuals who know the student. Parents and students are encouraged to be part of the Section 504 team. A parent, student, or a teacher/staff member may request to be part of the team to consider eligibility for a student.

All students with disabilities who qualify under Section 504 are provided protection from discrimination, procedural

safeguards, manifestation determinations, as appropriate, and periodic re-evaluations to determine the need for continued protections and for an accommodation plan. In The need for an accommodation plan is a separate eligibility decision. The Section 504 team is to consider the impact of mitigating measures when making this determination. Interventions and accommodations that align specifically with a student's needs are to be implemented and progress monitored for as long as the team deems necessary. The site-based team will reconvene to review the data and make an eligibility determination. A team member reserves the right to request a formal meeting to review the current plan at any time. This request is made through the site-based Resource Specialist. If you are the parent of a student with a disability and want additional information about Section 504, call your student's school and ask to speak to the school site Resource Specialist.

McKay Scholarship

The School District of Indian River County (SDIRC) provides routine notice to all families of students with disabilities that the student may be eligible to participate in the John M. McKay Scholarship for Students with Disabilities Program. The scholarship program may offer other public or private school choice options.

Your child may be eligible if he/she meets the requirements of having an active IEP (Individualized Education Plan) or 504 Accommodation Plan from a public school and has been enrolled in a Florida public school for the current school year and was reported by the school district for funding during October and February full time enrollment (FTE). For more information, please contact: (772) 564-3145 or visit the website at:

<https://www.fldoe.org/schools/school-choice/>

INDIAN RIVER VIRTUAL

Indian River Virtual School - Full Time

Indian River Virtual School is another educational choice in the School District of Indian River County that provides instruction:

- For Kindergarten through 12th Grade.
- An Online Curriculum that Aligns to Florida Department of Education and the School District of Indian River County Standards.
- Utilizing Florida Department of Education Certified Instructors to facilitate all facets of instruction.
- The Parent/Guardian is a part of the students learning and serves as the Learning Coach.
- Graduating students for Indian River Virtual School earn a high school diploma from The School District of Indian River County.

For more information visit the [Indian River Virtual School](#) website
or call (772) 564-3124 or (772)-564-3156.

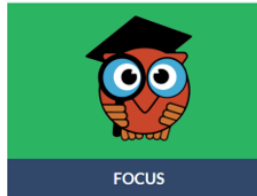
UNIFORM STATEWIDE ASSESSMENT CALENDAR

According to Section 1008.22(7)(c), Florida Statutes (F.S.), and State Board of Education Rule 6A-1.094224, Florida Administrative Code (F.A.C), each school district must complete this uniform calendar with district-required assessment information, publish the calendar to the district website, and provide it to the Department by October 1 of each school year, beginning in 2016–17. Districts must provide completed calendars to schools and include the calendar in their parent guides. In addition, each school must publish the completed calendar on its website.

[Please visit the school district website for all assessment information.](#)

Office of Finance

FOCUS PARENT & STUDENT PORTAL



What is Focus?

Focus is a web-based Student Information System (SIS) and grade book designed for use in K-12 districts. Focus offers the Parent/Student Portal tool for grades K-12 in addition to teacher access.

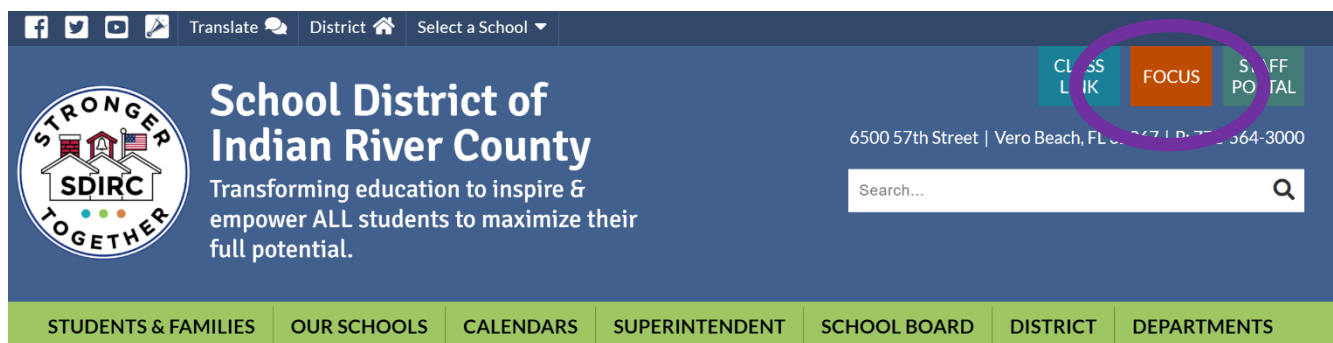
The Focus Parent Portal is a tool designed to enhance communication and involvement for you in your child's education.

This portal will allow you to monitor your child's progress in school by providing timely access to both assignments and grades that are entered by the teacher throughout the grading period. This communication tool will improve your ability to assist your child and to communicate with the teacher if necessary.

After creating your Parent Portal Account, you have four options to choose from:

- Enroll a new, not previously enrolled student.
- If you do not know your enrolled child's Student ID number, you cannot link to the child from home. You will need to visit your child's school and bring along a valid Driver's License or a government-issued photo ID.
- If your enrolled child's social security number is on file with the school district and you know your child's Student ID number, you can link to the child from home.
- If you know your child's Student ID number, but your child's SSN is not on file with the district or you are not willing to provide the last four digits of your child's Social Security Number, you can link to the child at this time, but will need to visit the school to activate your account.

Focus login can be accessed at www.indianriverschools.org by clicking on the FOCUS link as shown below.



What is the Parent/Student Portal tool?

This self-service web-based software allows parents or guardians to view their own student's demographics, schedule, grades, attendance, homework assignments, and much more. Students may also access their own information.

How do I create an account in the Focus Parent/Student Portal?

Visit the District's website at www.indianriverschools.org. From the District's [homepage](#) click on the [Student & Families tab](#), **then click the** [Focus Registration Portal](#) link. Detailed instructions are provided for your convenience to guide you step-by-step to create a user account.

I created an account for my student last year. Do I have to create a new one this new school year?

No.

Office of Human Capital and Operations

TRANSPORTATION

Safe and efficient transport of students is the goal of the [SDIRC Transportation Department](#).

How to Find Bus Stop Location

Use the [Find My Bus or School](#) link on the [SDIRC main website](#). Enter your street address. Once your zoned school appears, click it. The bus stop location will appear along with AM/PM times. If no school/bus stop information appears, please call **978-8801** and choose option 2 for Routing. Students attending choice school/magnet school are required to contact the office for designated depot stop location. Bus stop locations will no longer be posted to the website.

Transportation Facts & Requirements

- ✓ Riding the school bus is a privilege.
- ✓ All rules that apply to school grounds and activities also apply to the bus.
 - See the [Code of Student Conduct](#) for more information about successful student behaviors and corrective interventions, transportation expectations, and other relevant information.
 - Students may lose bus privileges (not to exceed 10 days without approval from the Superintendent).
- ✓ Parents are responsible for the supervision and safety of students at the bus stop until boarding.
 - Arrive at least 5 minutes before scheduled bus arrivals.
 - Parent supervision is **mandatory** at stop locations (AM & PM) for all Pre-K, Kindergarten, and 1st Grade students.
 - These students will not be permitted to exit the bus without guardian supervision; safety concerns will be reported to the Department of Children and Families (DCF) if mandated supervision is not provided.
- ✓ Safety/security measures include video recordings while on board.
- ✓ Bus stops are designated by the physical home address on file only.
- ✓ Students are only permitted to ride their assigned bus.
 - Temporary route requests must be made at least 24 hours in advance in writing and include a parent/guardian phone number and signature (submit to the front office). Approval is not guaranteed.

For students who qualify for Exceptional Student Education (ESE) Curb to Curb Services

- ✓ Provided using the home address only.
- ✓ Caregiver **must** be at home address at pickup and drop-off.
- ✓ Cancellation of ESE transport is required if your child will be absent.
 - Call 772-978-8819 or 772-987-8840 as early as possible; leave a message with your name, student's name, route #, home address, and the date(s) of cancellation.
- ✓ Call the numbers above if you are running late for the PM drop-off.
- ✓ ESE Curb to Curb students will not be permitted to exit the bus with guardian supervision; safety concerns will be reported to DCF if mandated supervision is not provided.

1. At the Bus Stop <ul style="list-style-type: none"> • Wait in an orderly manner • Stay a safe distance from the roadway: at least ten (10) feet • Arrive at your bus stop five to seven (5-7) minutes early • Be cautious of traffic 	2. When the Bus Arrives <ul style="list-style-type: none"> • Make sure bus has come to a complete stop and flashing lights are on prior to approaching the bus • Board in an orderly manner; allowing younger children to board first • When crossing the street to board the bus, always cross in front of the bus.
3. On the Bus <ul style="list-style-type: none"> • Keep all body parts inside the bus • Keep bus neat and clean • Be polite and speak with an 'inside voice' • Food/ drinks are not permitted • Use appropriate language • Stay in seat until arriving at your stop • Be respectful of the rights and safety of the driver/attendant and passengers • Wear seatbelts • The use of earbuds/headphones are required when playing audio on electronic devices to prevent driver distraction 	4. Exiting the Bus <ul style="list-style-type: none"> • Exit in an orderly manner • Follow school bus exit procedures • Check all directions for oncoming traffic • Avoid danger zones • Cross the street only in front of the bus • Exit at designated stop only; unless otherwise approved
Students Will Not: <ul style="list-style-type: none"> • Use electronic devices to take or send pictures, images, or videos • Engage in fighting, rough housing, making loud noises, and/or distracting or disruptive behavior • Throw objects inside or out of the bus window • Vandalize school bus • Engage in public displays of affection and/or sexual behavior • Show disrespect and/or non-compliance towards bus driver or bus assistant • Intentionally delay the bus route schedule • Board bus with banned items including live animals, glass containers, skateboards, rollerblades, laser pointers, balloons, flower bouquets, large musical instruments and other objects that could be used to inflict bodily injury • Engage in bullying and/or harassment of peers, or any conduct that endangers the safety and welfare of others • Refuse to sit in assigned seat • Use profanity/vulgar or sexually explicit language • Play audio without earbuds/headphones 	

Bus Safety Violations Procedures:

- Bus driver completes the discipline referral form and submits it to their assigned Safety & Operations Manager for data entry
- Principal investigates and uses the Levels of Consequences Matrix below to hold student accountable

FOOD & NUTRITION SERVICES

The [School Meals Program](#) is operated by the [Department of Food & Nutrition Services](#).

Food plays a crucial role in how our students perform in their classes and that is why our program operates each school day. Food even impacts standardized test scores. We serve 2 million lunches a year for \$3 or less. Learn more about food options and programs on our [webpage](#), including our free and reduced-price meals.

Tips for Parents/Guardians

School

- ✓ **Set guidelines & limits about how they can spend money on food**
- ✓ Discuss the available food options by reviewing the menu
- ✓ Plan ahead
- ✓ Encourage them to try new things, especially fruits and vegetables

Home

- ✓ Review nutrition fact labels together
- ✓ Make healthy choices together
- ✓ Try new foods, especially fruits and vegetables
- ✓ Learn more about local initiatives at www.healthyindianriver.com
- ✓ **National recommendations:** [American Dietetic Association](#)

Remember, it can take repeated tries for most of us to accept new foods, so keep offering!

Office of Curriculum & Instruction

ACADEMIC SUCCESS

FLORIDA STANDARDS RIGOROUS • 21ST CENTURY SKILLS • EVIDENCE-BASED

What are the Florida Standards all about?

Educational standards, or learning goals and targets, define the content knowledge and skills taught in each course or grade level. Standards provide increased knowledge and accountability to all interested parties, including taxpayers, parents, students and staff. They act as a road map to the successful completion of a student's high school education.

School District of Indian River county is devoted to ensuring that all students receive a standards-based education. District level administrators, Principals, Assistant Principals, and other school personnel have received training from both the Florida Department of Education and our local professional development department on how to fully immerse our students into a rigorous and engaging learning environment.

Our students take the Florida Standards Assessments (FSA) state exam. In the area of English Language Arts (ELA), the Florida Standards includes the use of informational and nonfiction texts and fictional texts. The complexity of assigned reading passages and the texts incorporate academic vocabulary appropriate for challenging students in each grade.

In the area of Mathematics, there is a focus on key topics that are crucial for a student to succeed in each grade level. The mathematics standards are challenging and rigorous. Emphasis is placed on conceptual understanding, as opposed to just learning a formula, and there are applications of the concepts to demonstrate in-depth comprehension of the material.

For more information on Curriculum and Standards visit

<https://www.indianriverschools.org/cms/One.aspx?portalId=1549525&pageId=9664734>

Required Instruction

As provided in Section 1003.42(2), F.S., members of instructional staff in public schools must teach the required instruction topics efficiently and faithfully, using materials that meet the highest standards of professionalism and historical accuracy. (a) Efficient and faithful teaching of the required topics must be consistent with the Next Generation Sunshine State Standards and the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. (b) Instruction on the required topics must be factual and objective, and may not suppress or distort significant historical events, such as the Holocaust, slavery, the Civil War and Reconstruction, the civil rights movement and the contributions of women, African American and Hispanic people to our country, as already provided in Section 1003.42(2), F.S.

Examples of theories that distort historical events and are inconsistent with State Board approved standards include the denial or minimization of the Holocaust, and the teaching of Critical Race Theory, meaning the theory that

racism is not merely the product of prejudice, but that racism is embedded in American society and its legal systems in order to uphold the supremacy of white persons. Instruction may not utilize material from the 1619 Project and may not define American history as something other than the creation of a new nation based largely on universal principles stated in the Declaration of Independence. Instruction must include the U.S. Constitution, the Bill of Rights and subsequent amendments. (c) Efficient and faithful teaching further means that any discussion is appropriate for the age and maturity level of the students, and teachers serve as facilitators for student discussion and do not share their personal views or attempt to indoctrinate or persuade students to a particular point of view that is inconsistent with the Next Generation Sunshine State Standards and the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.

Questioned and Challenged Instructional Materials (Board Policy 9130)

Despite careful selection of instructional material by qualified personnel using the proper procedures and selection criteria, occasional requests for reconsideration of materials may arise from an individual or group. It is recommended that the school administrator or staff member receiving a request for reconsideration regarding instructional materials attempt to resolve the issue informally. In the event the issue is unable to be resolved at the school level, the following procedures will be observed:

- Invite the individual to submit his/her concerns in writing to the Superintendent using the appropriate form that is available from the Office of the Assistant Superintendent for Curriculum and Instruction.
- The request for reconsideration will be referred to a hearing officer (State Adopted Materials) or review committee (Supplemental Materials).
- The hearing officer or review committee will make a recommendation to the Superintendent, and the Superintendent will then submit his/her recommendation with respect to the request for reconsideration of materials to the Board, and the Board shall make a final decision on the disposition of the request for reconsideration.

High School Graduation Requirements

Graduation Options:

High school students have three graduation options:

- Standard 24 credits 4-year graduation
- 18 credit college preparation 3-year accelerated graduation
- 18 credit career preparation 3-year accelerated graduation

In all options, students are required to take at least 4 credits of English, 4 credits of Math (Algebra I, Algebra II, and Geometry are 3 of the required credits), 3 credits of Science, and 3 credits of Social Studies, which must include Economics/with Financial Literacy and American Government. Each of the options have additional requirements. Students must take at least one semester or yearlong online course. Our high schools offer a wide range of academic and elective courses. Please contact your guidance counselor for additional information.

A cumulative GPA of 2.0 (weighted) or higher is one of the requirements for receiving a standard high school diploma. GPA's can range from 0.00 to 4.00 (weighted). The accelerated options require a higher minimum unweighted grade point average. Indian River County high schools operate on what is called a "weighted scale." This means that some courses are "weighted" more than others in calculating grade point averages. Weighted courses are especially rigorous and include Advanced Placement, International Baccalaureate, Academic Dual Enrollment, Honors, and Level 3 classes. Weighted grades are only used to determine class rank.

How to calculate GPA:

- This average is calculated by changing letter grades into a number value: A=4, B=3, C=2, D=1, F=0.
- If the course is weighted: A=5, B=4, C=3, D=1, F=0.
- The number values are added together.
- Divide by the total number of classes taken to get the grade point average.

Opportunities for Advanced Students

Gifted Services

Students identified as gifted learners are eligible for gifted services. The State of Florida determines the criteria necessary for identification, which includes I.Q. score, a majority of gifted characteristics, and a demonstrated need for the program. For further information on gifted education visit [http://www.fldoe.org/bii/Gifted Ed/](http://www.fldoe.org/bii/Gifted_Ed/)

Honors Courses

A student may take classes that have been designated as “Honors” or Level 3 classes in the Florida Course Code Directory. These courses are considered to be more rigorous than other similar courses. No college credit is earned for these classes.

Accelerated Graduation

High school students may choose an accelerated graduation that has been approved by the Legislature. Students and parents may discuss this option with their high school guidance counselor or administrator.

Advanced Placement

Advanced Placement is the enrollment of an eligible secondary student in a course being offered through the Advanced Placement Program administered by the College Board. Postsecondary credit for an Advanced Placement course is limited to students who score a minimum of 3, on a 5-point scale, on the corresponding Advanced Placement Examination. The postsecondary course for which the student shall receive credit is determined by the college or university that accepts the student for admission. Vero Beach High School offers a wide range of Advanced Placement (AP) classes and Sebastian River High School offers a limited number of AP courses.

International Baccalaureate Program

Sebastian River High School hosts the International Baccalaureate Program. This is a four-year curriculum covering all subjects. The State Board of Education establishes rules that specify the cutoff scores and International Baccalaureate examinations, which will be used to grant postsecondary credit at community colleges and universities in Florida. Students are awarded a maximum of 30 semester credit hours. The specific postsecondary courses for which a student receives credit are determined by the college or university that accepts the student for admission.

Dual Enrollment

The School District of Indian River County and Indian River State College co-sponsor appropriate college courses in high schools during the normal class hours, after normal class hours, and during the summer term. Students enrolled in dual enrollment classes shall earn both high school and college credit, if they meet the requirements for satisfactory completion of such classes. An eligible high school student may be enrolled as a full-time dual enrollment student at any Florida College or University with which the School District has a current inter-institutional articulation agreement. The student must be accepted by that institution in order to attend.

Graduation under Early Admission and Advanced Studies through Other Colleges and Universities

A student may be admitted to the early admission and advanced studies program of any college or university with the approval of the high school principal.

Consideration for approval will be based on the following requirements:

- The student must have a weighted GPA of 3.0 based on a 4.0 scale.
- The student must be accepted by the postsecondary institution.

Report Cards

All Students receive report cards every nine weeks. They will also receive progress reports between each report card.

For Secondary Schools, most academic subjects will be given a grade ranging from A to F.

There is a space on your child's report card where teachers can make additional comments about your child's progress.

Grade	Percent	Definition
A	90-100	Outstanding progress
B	80-89	Above average progress
C	70-79	Average progress
D	60-69	Lowest acceptable progress (In danger of failing)
F	0-59	Failure

In grades 9, 10, 11, & 12, your child's report card will state his cumulative grade point average (GPA). This average is calculated by changing letter grades into a number value: A=4, B=3, C=2, D=1, F=0. The number values are then added and divided by the total number of classes taken. A GPA of 2.0 is required for high school graduation.

Elementary Report Cards

All elementary teachers will be grading students by the progress toward mastery of the standards. The standards assessed each quarter will be the ones that will show on the report card with all standards expected to be assessed by the end of the year. The Academic Scale below shows the scores students will receive to show where they are in reference to meeting the standards.

For students in grades 2-5 they will use the same grading scale as the secondary schools (see above for the ABCDF grading scale).

Students in Kindergarten and 1st Grade will use the following:

Measuring Student Progress on the Standards Based Report Card	
M = Mastering Standards	<p><i>Student demonstrates grade level expectation for concepts and skills.</i></p> <ul style="list-style-type: none"> A student earning a “M” demonstrates understanding of grade level skills and concepts and requires minimal support. A “M” throughout the school year indicates strong, work at grade level. This is the goal for the grade level and should be celebrated.
D = Nearly Meeting Standards – Making Progress	<p><i>Student is progressing toward basic understanding of grade level concepts and skills with assistance.</i></p> <ul style="list-style-type: none"> A student earning a “D” has not yet met the standards but is progressing toward achieving skills and learning end-of-year concepts. Some support from teachers, parents and/or peers is needed. A “D” indicates ongoing growth.
L = Not Yet Making Sufficient Progress Toward the Standards	<p><i>Student shows an emerging awareness of concepts and skills.</i></p> <ul style="list-style-type: none"> A student earning a “L” is currently not meeting the grade level standards. The student demonstrates an inconsistent understanding and application of knowledge, intervention is needed from teachers and parents.
Blank = Standard was not addressed during this reporting period	<i>Student has not had an opportunity to demonstrate proficiency.</i>
Y=Yes, N=No	

Other ways teachers will share academic progress may be in the following formats:

1. Narrative reports of progress – used as a narrative for a progress report in the middle of a reporting time or as a reference for parents.
2. Competency Checklists
3. Portfolios – graded with a rubric

Work Habit Grade/Behaviors that Affect Learning

The work habit grade shall be based on measurable evidence such as, but not limited to the following:		
Conduct/Behavior	Preparedness	Shows Effort
Classwork/Homework completion	Punctuality	Active Listening
Individual and Group Participation	Attendance	Respect for property, self and others
Organization	Honesty	

SCHOOL-HOME PARTNERSHIPS

- | | |
|---|---|
| ✓ Join the parent association (PTA, PTSA, or PTO) | ✓ Participate on the School Advisory Committee (SAC; contact your principal; membership requires election by other parents) |
| ✓ Read the school newsletter | |

Every school has a SAC, which is made up of parents, teachers, the principal, support staff, and other representatives of businesses and the community. The SAC is responsible for developing and making final decisions about the School Improvement Plan (SIP). The SIP is your school's plan for curriculum and instruction, culture, and climate, etc. The SAC helps to develop the school budget.

Tips for Promoting Academic Success

- | | |
|---|---|
| ✓ Attend open house, parent-teacher conferences, and other events | ✓ Contact school administrators if you need additional assistance beyond what the classroom teacher can provide |
| ✓ Email and call teachers with any concerns | ✓ Problem-solve with the school team and give the process adequate time |
| ✓ Volunteer at the school or in the classroom | |

Tips for Successful Parent-Teacher Conferences

Tips for having a successful parent-teacher conference are:

- Make a list of questions and concerns you have.
- Keep track of your child's schoolwork and grades via [FOCUS](#).
 - Review their folders and agendas and check their backpack each night.
- Listen to what the teacher has to say and ask questions.
- Schedule a follow-up appointment, if necessary.
- Try to work with the teacher to help your child; teamwork is the best approach.

Here are some questions to keep in mind:

- Is my child performing at grade level?
- What are my child's strengths and weaknesses in subjects like reading, math, science, and social studies, as well as related to social emotional learning?
- How much time should my child be spending on homework?
- Are my child's assignments being completed correctly and on time?
- Do you have a folder of my child's work? Will you review it with me?
- Does my child get along with other students?
- Does the school have special programs to meet my child's needs?
- What can I do at home to support what is happening in the classroom?
- What is the best way to keep in touch with you?

Tips for Homework

Homework is an extended learning opportunity. All students may have homework, including kindergarteners. Homework is an opportunity for students to practice and apply skills they have learned in class.

Help show your child the importance of homework by:

- Setting a regular time and find a quiet place for your child to do homework.
- Removing distractions like TV and younger children.
- Providing supplies needed to complete the homework (pencils, paper).
- Providing help needed.
- Praising your child for effort and completion of task.

Contact the teacher immediately if your child has difficulty with homework. Sometimes the teacher can give specific suggestions or modify the assignment, if necessary.

OTHER PROGRAMS AVAILABLE

English for Speakers of Other Languages (ESOL)

All parents complete a 3-item “Home Language Survey” upon initial enrollment. ESOL staff will assess any child whose parent/guardian answers “yes” to any of these questions. The results of the English language test will determine ESOL program eligibility. The ESOL program is designed to help improve English language proficiency and academic potential.

Teachers utilize ESOL strategies, as appropriate, during classroom instruction for English Language Learners (ELLs). Each school in the district with 15 or more ESOL students of the same native language shall have an ESOL staff member to provide additional assistance to children in the ESOL program.

ELLs shall have equal access to all programs and services offered by the schools based on need and eligibility, regardless of language proficiency, race, ethnicity, or national origin. This shall include, but is not limited to, advanced programs and instruction in basic subject areas that is understandable to ELLs and equal and comparable in amount, scope, sequence, and quality to that provided to English proficient students. ELLs with special needs and/or in need of additional services shall be provided equal and comparable services to those provided to English proficient students in a timely basis and appropriate to the student’s level of English proficiency. Florida is a member of the WIDA Consortium. WIDA provides resources to support academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators. English Language Development (ELD) Standards, for example, represent the social and academic language that students need to engage with peers, educators, and the curriculum in primary and secondary schools. The state language proficiency test, ACCESS for ELLs, is based on the ELD standards. Please visit the WIDA downloadable library for a wealth of resources for both educators and parents (www.wida.wisc.edu). In addition, the SDIRC ESOL strategies and accommodations, along with other helpful resources, are available on the [SDIRC ESOL Program webpage](#).

Each student identified as an ELL shall continue to receive ESOL instructional support until the student is reclassified as English proficient and exits from the ESOL Program.

Migrant Education Program

The Migrant Education Program is a federally funded program that provides supplemental educational services and other support services to eligible migrant children (ages 3-21). You or your children may be eligible to receive services under the program if you or your family have relocated and engaged in or sought work in the agricultural or fishing industries.

If you believe you or your child(ren) may be eligible for the support provided by the Migrant Education Program, contact the SDIRC Federal Programs Department at (772) 564-3096.

Title I

The purpose of Title I is to ensure that all students have a fair, equal, and significant opportunity to obtain a high-quality education, and at a minimum, reach proficiency on challenging state academic achievement standards and state academic assessments.

Title I funds assist schools with the highest percentages of economically disadvantaged students in improving

student achievement and are used to enhance the regular district instructional program. In accordance with federal law, funds are allocated to schools to support the purpose of Title I and the goals of the Schoolwide Improvement Plan, (SIP).

Family engagement is an important component of the Title I program. Each school with a Title I program is required to send notification to parents regarding the "Right-to-Know" provision. "Right-to-Know" requirements include: notification of the professional qualifications of teachers and paraprofessionals if requested by the parent; notification of when their child has been taught for 4 or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned; and the level of achievement of the child in each of the state academic assessments. In addition to other family engagement and community outreach activities, each school with a Title I program hosts an annual parent meeting that notifies parents of their opportunities to provide input on their child's education throughout the school year.

The written Parent and Family Engagement Plan (PFEP) and school-parent compact, jointly developed with parents, addresses the importance of ongoing communication between the school and families and describes ways each will be responsible for supporting student learning. Learn more about [Federal Program and Title I](#) on our website.

McKinney-Vento Education for Homeless Children and Youth Program

The McKinney-Vento Education for Homeless Children and Youth Program is designed to address the problems that homeless children and youth may face in enrolling, attending, and succeeding in school. Under this program, school districts must ensure that each homeless child and youth have equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.

The Federal McKinney-Vento Homeless Assistance Act states that children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless. If you lost your housing due to economic reasons and now live doubled-up with family or friends; live in a shelter, motel, vehicle, camping ground, or temporary trailer; on the street; or in another type of temporary or inadequate housing, your child(ren) may be eligible to receive support through the McKinney-Vento Act.

It is the policy of the School District of Indian River County (Board Policy 5111.01) that homeless students will not be stigmatized or segregated on the basis of their homeless status. The Board recognizes that homeless students have the right to remain in their school of origin, the school that student attended when permanently housed or last enrolled, and the right to dispute their school assignment, if their assignment is other than their school of origin. According to the student's best interest, a homeless student will either remain in the school of origin for the duration of homelessness or be enrolled in the school in the attendance zone where the student currently resides.

If you believe your child(ren) may be eligible for the support provided by the McKinney-Vento Act, contact the district's Homeless Liaison, Karen Malits, Director of Federal Programs at (772) 564-3096 or Jo Ann Balsamo, Project Specialist, at (772) 564-3093.

CAREER & TECHNICAL EDUCATION

Career and Technical Education (CTE) Programs in grades 6-12 require students to complete rigorous academic courses, as well as receive marketable skills and develop the qualities of high performance that are necessary for success in the workforce and/or postsecondary education.

Through an articulation agreement with Indian River State College (IRSC), students can receive college credits if they earn a certificate of completion in a high school program and enter a complimentary two- or four-year program at IRSC.

Students participating in CTE programs can earn an industry recognized certification. A student who meets the requirements may take this certification test free of charge. Please discuss this with your high school career specialist or your CTE teacher.

Students can be awarded a Digital Tool Certificate in grades 6-8, when they enroll in an Information Communication Technology course. Please discuss this option with the school counselor at your middle school.

Reference Information

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

FERPA Notification of Rights

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records and gives parents and students over 18 years of age certain rights with respect to the student's education records. These rights are:

- The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. A written request that identifies the record(s) they wish to inspect should be submitted to the school principal. The school official will make arrangements for access and notify parents or the eligible student of the time and place where the records may be inspected. Schools are not required to provide copies, unless the records are impossible to review. Schools may charge a fee for copies.
- The right to request that a school correct records that the parent or eligible student believes are inaccurate. Parents or eligible students may ask the school to amend a record they believe is inaccurate by writing the school principal, clearly identifying the part of the record they want changed, and why it is inaccurate. If the school decides not to amend the record, the parent or eligible student will be notified by the school advising them of their right to a hearing regarding the request.
- The right to consent to disclosures of personally identifiable information contained in the student's education records. FERPA allows schools to disclose without consent to the following parties: School officials with legitimate educational interests (a person employed by the district; a person serving on the School Board; a person or company with whom the school district has contracted to perform a special task; or a parent or student serving on an official committee, such as a disciplinary or grievance committee) can review an educational record in order to fulfill his or her professional responsibility. Upon request, the school district will forward records to another school district in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the above FERPA requirements. The office that administers FERPA is: Family Policy Compliance Office, 400 Maryland Avenue, SW, Washington, DC 20202-4605. Family Educational Rights and Privacy Act (FERPA) requires that The School District of Indian River County, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. The district may, but does not have to, include all the information listed.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

Protection of Pupil Rights Amendment (PPRA) requires the School District of Indian River County to notify parents and obtain consent or allow the parents to opt their child out of participating in certain school activities. These activities include a student survey, analysis or evaluation that concerns one or more of the following areas:

- Political affiliations or beliefs of the student or student's parent;
- Mental or psychological problems of the student or student's family;
- Sexual behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of others with whom respondents have close family relationships;
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- Religious practices, affiliations, or beliefs of the student or parents; or
- Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure, or use of student information for marketing purposes (marketing surveys), and certain physical exams and screenings. You will be notified, if your child will be asked to participate; and at that time, you will be provided with information about the survey.

PARENTS' "RIGHT TO KNOW"

The United States Congress passed the [Every Student Succeeds Act \(ESSA\)](#) and then it was signed into law on December 10, 2015, amending the [Elementary and Secondary Education Act of 1965](#). ESSA increases state authority on standards, assessments and interventions, and adds specific restrictions to the United States Secretary of Education involvement in state decisions.

As a parent, you have the right to know information on the qualifications of any teacher or instructional assistant who is instructing or providing instructional support to your child. This information includes:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived;
- Whether the teacher is teaching in the field of discipline of their certification; and
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If your child attends a school with a Title I program, you will receive timely notice that your child has been assigned or has been taught for 4 or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

At any time, you may view the certification status of any Florida teacher on The Florida Department of Education website, or you may contact your child's school. In addition to the information that parents may request regarding professional qualifications of instructional personnel, parents have the right to know information on the level of achievement and academic growth of their child and results of each of the State academic assessments.

The School District of Indian River County is dedicated to meeting the educational needs of our students and has the utmost confidence that your child is receiving the highest quality education.

ARMED FORCES RECRUITER ACCESS

Armed Forces Recruiter Access to Students and Student Recruiting

Every Student Success Act provisions allow access to school directory information and parents and students 18 and older can be removed from the list if they do not want to be contacted. Either the high school student or the parent of the student may request that the student's name, address, and telephone listing not be released without the prior parental consent as well. **Opt-Out Request:** Contact your child's high school and provide a written request that their name, address, and telephone number are not released to them.

STUDENT GRIEVANCES

This grievance procedure is not to be used to challenge student discipline of any type, including a suspension or expulsion.

The SDIRC School Board will not discriminate nor tolerate harassment in its educational programs or activities on the basis of race, (including anti-Semitism [as defined in Bylaw 0100]), ethnicity, 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"). **Learn more about SDIRC policy and associated grievance procedures in [Board Policy 2260](#).**

A grievance is a complaint alleging a violation of Title IX, Section 504, and other federal and state civil rights laws, rules, and regulations.

The referenced grievance procedure is not applicable to situations for which other appeal and adjudication procedures are provided in state laws or in which the school board is without authority to act. In utilizing the complaint procedure, normal channels of communication shall be from student to teacher to principal to Superintendent. If you have any questions regarding student grievances you may contact the respective compliance officer below.

Compliance Officers for Student Grievances:

- Director of Student Services (772-564-5932)
- Director of Exceptional Student Education (772-564-5944)
 - Americans with Disability Act
 - Section 504

For more information on Title IX and to access forms, visit our [website](#).

COMPLAINTS RELATING TO EMPLOYEES

[School Board Policy 9130](#) describes the process that should be followed when filing a formal complaint against an employee. The written complaint must be signed by the person making the complaint and submitted to the superintendent/designee. The complaint must state the basis of the charge against the employee and identify why he or she believes that the employee has acted in a manner that is in violation of any law, policy or otherwise is wrongful conduct by an employee. If you any questions regarding complaints relating to employees you may contact the compliance officer below.

Compliance Officer for Employees:

Director of Human Resources – 772-564-3000

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 or designee will begin either an informal or formal process (depending on the request of the member of the School District community alleging harassment). 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. Learn more about related [SDIRC Policies and Procedures](#).

STUDENT ACCIDENT INSURANCE AND FLORIDA KIDCARE

It is important for you to know that the school district's insurance does not cover your child for accidents that occur at school or during school sponsored activities.

All accident and medical claims are the responsibility of the parents or guardians. For less than the cost of a single physician's visit, you can purchase accident insurance for your child. Forms are available at your child's school.

Through Florida KidCare, the State of Florida offers health insurance for children from birth through age 18, even if one or both parents are working. It includes four different programs. When you apply for the insurance, Florida KidCare will check as to which program your child may be eligible for based on age and family income. Application can be made online at www.floridakidcare.org or call 1-888-540-5437.

If you do have other insurance, the student accident plan offered through the schools can help fill "gaps" caused by deductibles and co-pays. Contact your child's school or the student insurance office, 772-564-3129 or 772-564-3175. Coverage can be purchased at any time throughout the year.

PARENTS' BILL OF RIGHTS

The Florida Legislature passed House Bill 241, known as the Parents' Bill of Rights, which was signed by the Governor and became effective July 1, 2021. Sponsored by Florida Representative Erin Grall, the law emanates from the Legislature's finding that it is a fundamental right of parents to direct the upbringing, education, and care of their minor children. Therefore, the Parents' Bill of rights provides for definition of parent and specifies rights of parents with respect to the education and health care of their minor child(ren).

The term parent means a person who has legal custody of a minor child as a natural or adoptive parent or a legal guardian. The law does NOT authorize parents to engage in conduct unlawful or harmful or neglectful to minor child and does not apply to a decision that would end life. However, it states all parental rights are reserved to the parent of a minor child without obstruction or interference from the state or any other governmental entity.

HB241 Parents' Bill of Rights is available at:

<https://www.myfloridahouse.gov/Sections/Bills/billsdetail.aspx?BillId=70313>