



School District of Indian River County

6500 57th Street • Vero Beach, Florida, 32967-3395 • Telephone: 772-564-3000 • Fax: 772-569-0424

PARENT INFORMATIONAL GUIDE 2018-2019



Building:
Successful Learners
Confident Individuals
Responsible Citizens
College, Career & Community Ready

Table of Contents

Superintendent's Letter.....	2
WELCOME to the School District of Indian River County.....	3
Mission and Vision	3
Positive Climate and School Core Values.....	3
Overview of Guiding Principles for Positive School Climate.....	3
Expectations and Responsibility for Parents	4
Expectations, Rights and Responsibilities for Students.....	5
How to Enroll Your Child in School.....	6
Public School Choice	7
How to Find my Bus Stop Location	7
School Attendance Matters, Your Support is Critical to Your Child's Academic Development.....	7-9
School Health Services	9-10
Bus Behavior & Safety Rules	10-13
Helping Your Child Make Healthy Eating Choices and Stay Physically Active at School, at Home and in the Community.....	14-16
Parent Involvement Makes a Big Difference.....	17-18
What is Multi-Tiered System of Supports?.....	19
Florida Standards are More Rigorous*21 st Century Skills*Evidence-Based.....	20-24
What do the Florida Standards look like in the classroom?	
More Reading and Writing – Lots More	
Florida Standards...What about Math?	
Additional Facts	
High School Graduation Requirements.....	24-25
Opportunities for Advanced Students.....	25
Focus, Portal for Parents and Students.....	26
Report Cards and What They Mean.....	26-28
Other Programs Available.....	29-33
English Speakers of Other Languages (ESOL)	
Title I	
Career and Technical Education	
Migrant Education Program	
McKinney-Vento Education for Homeless Children and Youth Program	
Student Counseling Services, Academic Advisement, and College Planning	
Florida Campus Website	
Virtual Instruction	
Exceptional Student Education	
Section 504	
McKay Scholarship for Students with Disabilities	
Medicaid School Match Program	
Promoting Safe and Secure Schools.....	33-36
Bullying and Harassment	
Dating Violence and Abuse	
Hazing	
Student Conduct Violent Crimes and Victimization	
Procedure for Reporting Bullying, Cyberbullying, Harassment, Dating Violence and Abuse, and Gang Related Activities	
Practical Tips for Technology Safety and Security.....	36-37
Information Parent's Should Have.....	37
Differentiated Accountability.....	37
Grading Florida's Public Schools.....	37
Family Educational Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA).....	37-38
Parent Self-Assessment Checklist.....	39
Resources and Information You May Need.....	40-44
Student Grievance Procedure.....	45-46
Complaints Relating to Employees.....	46-47
Terms You'll Need to Know.....	47-48
School Calendar	49
Parents Right To Know.....	50



School District of Indian River County

6500 – 57th Street • Vero Beach, Florida, 32967 • Telephone: 772-564-3000 • Fax: 772-569-0424

Mark J. Rendell, Ed.D. - Superintendent

August 6, 2018

Dear Parents:

In your hands is the *Start to Finish Parent Guide*, a resource that contains information for you, as a parent, in regard to your student's progression from pre-school through graduation.

As the Superintendent, I will be working to provide the best possible learning experience for all students. Part of that process is to ensure that parents are informed of the progression process from "start to finish."

If after reading this Guide you have any questions, please contact your child's Principal or the office of Dr. Lillian Torres-Martinez, Executive Director of Student Services and Exceptional Student Education, at 564-5946.

Sincerely,

Mark J. Rendell, Ed.D.
Superintendent

"Educate and inspire every student to be successful"

Shawn R. Frost • Dale Simchick • Laura Zorc • Charles G. Searcy • Tiffany M. Justice
District 1 District 2 District 3 District 4 District 5

"To serve all students with excellence"
Equal Opportunity Educator and Employer

WELCOME to the School District of Indian River County

The School District of Indian River County is nestled beside the Atlantic Ocean, halfway down the east coast of Florida, where you will find beautiful beaches, immaculate waterfront communities, and endless groves of our renowned Indian River oranges and grapefruit.

ABOUT US

The School Board of Indian River County is comprised of 5 elected representatives of the community. Board Members are elected to 4-year terms. The Superintendent of Schools is appointed by the Board. All business meetings are held on the 2nd and 4th Tuesdays of each month at 6:00 pm in the Joe N. Idlette, Jr. Teacher Education Center (TEC) located in the J.A. Thompson Administrative Center at 6500 – 57th Street, Vero Beach, FL 32967. Regular meetings will broadcast live and replay on Comcast Channel 28.

The School District of Indian River County is the largest employer in the county.

OUR SCHOOLS

- Thirteen elementary schools educating Kindergarten-5th grade students with several offering Pre-K programs.
- Four middle schools educating 6th-8th grade students.
- Two high schools.
- Five charters schools.
- The District also has an [Alternative Center for Education](#), [Technical Center for Career and Adult Education](#), and [Wabasso Exceptional School](#).

Mission and Vision Statement

Mission: To serve all students with excellence. Vision: Educate and inspire every student to be successful.

The School District of Indian River County in collaboration with stakeholders developed a Positive Climate and Discipline Code of Student Conduct that includes:

Positive Climate School Core Values

- Foster positive climates that are safe, supportive, and engaging learning environments
- Provide fair and consistent disciplinary procedures
- Focus on accountability measures for behavior that allow all students to grow behaviorally, socially, and academically through fair, proactive, corrective, and instructive strategies

Overview of the Guiding Principles for Positive School Climate

School climate reflects the school community's norms, goals, and values. Students, families, and educators working together create positive school climates. Our schools' communities are responsible for providing the nurturing, positive, and safe environment needed to maximize student success by:

- Providing support for all students and staff
- Building relationships with parents and community-based organizations to provide systems of support promoting safe environments that embrace success for **all** students
- Preparing all students to thrive in college, career, and community endeavors
- Ensuring all schools are safe environments where positive and effective teaching and learning take place

A simple consequence-based model of discipline is not effective. Therefore, our school district has progressed to a system that recognizes discipline as part of a larger strategy in creating positive, just environments where students can

flourish and succeed. Our goal is not exclusion from school, but to hold students accountable for their actions and promote the development of positive character. This is accomplished by helping students develop confidence in their abilities, and by improving self-control and decision-making skills that lead to academic and social growth.

With the School District of Indian River County's Mission and Vision Statement, Core Values, and Guiding Principles as a foundation, the Positive Climate and Discipline Code of Student Conduct Handbook has been developed to help students, families, community members, and staff understand what is needed to support safe and orderly learning environments. This Code applies to all students in pre-kindergarten through 12th grade while:

- Assembling on school grounds
- Being transported by school district transportation
- Participating in school-sponsored events, trips, and activities
- Participating in athletic functions

Rights and Responsibilities for Parents

Parent Rights – You have the right to ...	Parent Responsibilities – You have the responsibility to ...
be treated with courtesy and respect.	encourage your child(ren) to show courtesy and respect for self and others.
discipline that is progressive and applied fairly.	understand, and make certain your children follow, the Positive Climate and Discipline Code of Student Conduct.
seek: access additional resources to support your child.	support your child's school in accessing and implementing interventions to improve conduct, such as counseling, after-school programs, and mental health services.
access <u>FOCUS</u> to monitor your child's progress.	use FOCUS and connect with teachers to monitor your child's progress and support learning.
address concerns with school officials.	share concerns with school officials as they arise.
visit your child's school.	report to the office and sign in using the electronic visitor management system.
be kept abreast of all matters concerning your child.	ensure that the school has your current home, work, and cellular telephone numbers, updated home address, e-mail address, and emergency contact information.
participate in your child's school activities, conferences, and problem-solving meetings.	make efforts to participate in your child's school activities, conferences, and problem-solving meetings.
Both parents have the right to access student records and information, and be provided information about what is happening at school regardless of marital status, unless a certified court document stating otherwise is delivered to the school's Principal.	notify the school of any custody changes or other legal matters that relate to school.
expect your child to be safe and properly supervised during extracurricular school activities. Schools may provide law enforcement, crowd control, and proper supervision during extracurricular school activities.	maintain your child's safety when attending any event as a spectator.
fair market value when paying damages.	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, schools may require: <ul style="list-style-type: none"> a. Student loss of extracurricular activity privileges b. Participation in community service

Student behavior that contributes to Positive-Safe Learning Environment and Student Success

The School District of Indian River County is committed to helping students benefit from positive, supportive and safe school environments. To meet these goals, students, attending Indian River County public schools will demonstrate behavior that has a positive impact on school climate.

Rights and Responsibilities for Students

Student Rights – You have the right to ...	Student Responsibilities – You have the responsibility to ...
attend school every day.	attend school on time every day, have necessary materials, and be prepared to learn.
learn in an orderly environment.	follow classroom rules and expectations, demonstrate good citizenship by reporting threats, and hazardous or dangerous situations, to an adult in authority.
be informed of the rules of conduct/behavior.	follow the rules of conduct/behavior, demonstrate respect for school property, and follow the Student Network and Internet Responsible Use and Safety Agreement.
be treated with dignity and respect.	treat others, including adults and peers, with dignity and respect, understanding and recognizing that your conduct affects other students and school staff.
reasonable and fair treatment.	treat others reasonably and fairly. You have the responsibility to make every effort to restore relationships negatively affected by poor conduct by participating in activities, interventions, and appropriate programs recommended by school staff
freedom of expression.	express yourself in a way that honors the school community.
freedom from harassment and discrimination.	contribute to a safe, positive school climate by refraining from discriminating against, bullying or harassing other students or school staff.
peaceably assemble without being disturbed in the exercise of their constitutionally guaranteed rights to assemble peaceably and to express ideas and opinions, privately or publicly, provided that such exercise does not infringe on the rights of others and does not interfere with the operation of schools. (Additional information may also be referenced in Florida State Statutes 1001.43; 1006.145 and School Board Policy 5520.	maintain an atmosphere of peace.
freedom from unreasonable search and seizure.	refrain from bringing illegal items and substances onto school campuses.
Due Process.	be honest and accept responsibility.
Pledge of Allegiance: Upon written request from a parent a student may be excused from participating in reciting the Pledge of Allegiance, including standing and placing hand over their heart. (Additional information may also be referenced in Florida State Statute 1003.44 and School Board Policy 5780)	To submit a written request to the school principal

HOW TO ENROLL YOUR CHILD IN SCHOOL

In order to enter kindergarten, a child must be 5 on or before September 1. In order to enter first grade, for the first time in our District, a child must be 6 on or before September 1st and has satisfactorily completed the requirements for Kindergarten in a non-public school or who otherwise meets the criteria for admission. Enrolling in school for the first time is easy. All you need is a birth certificate, social security number (optional), proof of a school physical within one year of the date your child starts school, Certificate of Immunization (DOH form 680) obtained from a local doctor or our County Health Department, and a current utility bill with your name and address for proof of residence. Students are placed in their zoned school according to their address. All Elementary, Middle and High School students should enroll at their appropriate schools. For more information call 772-564-3046.

Please bring your child's latest report card or achievement test results or any other testing and/or assessments you may have. If your child is an ESE student please bring a copy of the child's Individualized Education Plan (IEP). These documents are important to facilitate proper placement in a school or class.

Admission Requirements for Physical, Immunizations and Emergency Information

Parents are responsible for providing immunization records, physical exam reports, and providing current emergency contact information to their school. Students must comply with physical and immunization requirements and parents/guardians are required to complete an Emergency Contact Information for School Health and Wellness form for each student being enrolled. Please refer to the Health Services Department section of the District website.

Kindergarten, Out of Country Transfers, and First Time Enrollment from Home Schooling Students

To be completed **PRIOR TO** enrollment into school:

- School Health Exam must be "performed within 1 year prior to enrolment in school" per FL Statute 1003.22.
- DOH 680 Immunization Form showing proof of required immunizations for that student's grade level.

K-12 Transfer Students from Schools Outside of Indian River County Public School District

Parent/Guardian and School Staff should arrange for records to be transferred from the student's previous school. This information **must be transferred within 30 school days** after the date of enrollment with the following information:

- Student Health Exam must be "performed within 1 year PRIOR TO ENROLLMENT IN SCHOOL" per FL Statute 1003.22.
- Immunization Record (DOH form 680) showing required immunizations for the student's grade level.

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 no later than the 30th school day after transferring into Indian River County from another county.

Who should I talk to about the vaccine?

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 insure safety for students and to insure that to the extent reasonably possible students will only be removed during the school day by authorized adults.

Resources (School Physicals and/or Immunizations)		
IRC Health Department-Gifford Health Center	4675 28th Court, Vero Beach, FL 32967	772-794-7415
Treasure Coast Community Health (North)	12196 County Road 512, Fellsmere, FL 32948	772-257-8224
Treasure Coast Community Health (Central)	1555 US Hwy 1, Suite 105, Vero Beach, FL 32960	772-257-8224
Treasure Coast Community Health (South)	1545 9 th Street SW (on Oslo Rd.), Vero Beach, FL	772-257-8224
Visiting Nurse Association (VNA) Mobile Unit	Call for mobile unit schedule (<i>physicals only</i>)	772-567-5551

PUBLIC SCHOOL CHOICE

Under the Public School Choice Option, parents have an opportunity to complete an application requesting their child(ren) attend a school other than their zoned school. Placement is determined in accordance to program capacity and seats available at the desired school of choice, along with maintaining racial balance. The district will conduct a lottery for all elementary and secondary students that apply for School Choice. Applications will need to be submitted to the office of student assignment between March 1st through April 15th. If applications are received after the timeline, child(ren) will be placed on a waiting list. Families will be notified by mail or phone if they have been approved for their Public School Choice. Transportation is not provided for Public School Choice child(ren). Once a public school choice is honored for a student that student may remain at the requested school until they age out.

How to Find my Bus Stop Location

Need to know where your child's bus stop location will be for the upcoming school year??? No need to wait! You can access that information now using the Find My School tab on the Indian River County School District main website. Go to www.indianriverschools.org, click the FIND MY SCHOOL TAB, enter your street address. Once your zoned school appears, click it and the bus stop location appears along with AM/PM times. Bus stop locations will no longer be posted to the website. Student participating in open enrollment **are not** eligible for bus transportation. If no school/bus stop information appears, please call 978-8801 and choose option 2 for Routing.



SCHOOL ATTENDANCE MATTERS, AND YOUR SUPPORT IS CRITICAL TO YOUR CHILD'S ACADEMIC DEVELOPMENT

Help Your Child Succeed in School

- Build the Habit of Good Attendance Early
- School success goes hand in hand with good attendance

Elementary School

- Starting in kindergarten, too many absences can cause children to fall behind in school.
- Missing 10 percent (or about 18 days) can make it harder to learn to read.
- Students can still fall behind, if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences can affect the whole classroom, if the teacher has to slow down learning to help children catch up.

What you can do

- Set a regular bed time and morning routine.

- Lay out clothes and pack backpacks the night before.
- Find out what day school starts and make sure your child has the required shots.
- Introduce your child to his/her teachers and classmates before school starts to help him/her transition.
- Don't let your child stay home unless he/she is truly sick. Keep in mind complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home.
- If your child seems anxious about going to school, talk to teachers, school counselors, or other parents for advice on how to make him/her feel comfortable and excited about learning.
- Develop back-up plans for getting to school, if something comes up. Call on a family member, a neighbor, or another parent.
- Avoid medical appointments and extended trips, when school is in session.

Middle and High School

- Students should miss no more than 9 days of school each year to stay engaged, successful, and on track for graduation.
- Absences can be a sign that a student is losing interest in school, struggling with school work, dealing with a bully, or facing some other potentially serious difficulty.
- By 6th grade, absenteeism is one of three signs that a student may drop out of high school.
- By 9th grade, regular and high attendance is a better predictor of graduation rates than 8th grade test scores.
- Missing 10 percent, or about 18 days, of the school year can drastically affect a student's academic success.
- Students can be chronically absent even if they only miss a day or two every few weeks.
- Attendance is an important life skill that will help your child graduate from college and keep a job.

What you can do

- Make school attendance a priority.
- Talk about the importance of showing up to school every day, make that the expectation.
- Help your child maintain daily routines, such as finishing homework and getting a good night's sleep.
- Try not to schedule dental and medical appointments during the school day.
- Don't let your child stay home unless truly sick. Complaints of headaches or stomach aches may be signs of anxiety.
- Help your teen stay engaged.
- Find out if your child feels engaged by his classes and feels safe from bullies and other threats. Make sure he/she is not missing class because of behavioral issues and school discipline policies. If any of these are problems, work with your school.
- Stay on top of academic progress and seek help from teachers or tutors, if necessary. Make sure teachers know how to contact you.
- Stay on top of your child's social contacts. Peer pressure can lead to skipping school, while students without many friends can feel isolated.
- Encourage meaningful afterschool activities, including sports and clubs.
- Communicate with the school.
- Know the school's attendance policy – incentives and penalties.
- Talk to teachers, if you notice sudden changes in behavior. These could be tied to something going on at school.
- Check on your child's attendance to be sure absences are not piling up.

Ask for help from school officials, afterschool programs, other parents, or community agencies, if you're having trouble getting your child to school!

Build a Habit of Good Attendance

School attendance is one of the strongest predictors of student success and is required of all students between the ages of 6 (or turning 6 on or before February 1st) and 16, unless otherwise exempted by law. Good attendance provides students with opportunities to learn in the classroom and develop into strong students and citizens. Even just two absences a month can add up to far too much time lost in the classroom. By law, children up to age 16 must be in school.

96-100% =Good Attendance;

91-95% =At Risk of Underachievement;

90% = Seriously at Risk of Underachievement;

85%= Severe Concerns with Underachievement.

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**

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 not only includes emergency contact information but also includes important health information such as allergies and current medical diagnosis and conditions, along with the name of their health care provider. This form gives parental permission to share personal health information in cases of health and safety emergencies.

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, physician and proper paperwork on file in the health room. For additional medication requirements, please refer to the Medication Procedures Parent Handbook 2017-18 which are 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.

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.

Kindergarten thru 12th Grade:

- 5 doses (DTP) Diphtheria, Tetanus, Pertussis
- 4 doses Polio vaccine
- 3 doses Hepatitis B vaccine series (or alternate 2 dose series)
- 2 doses (MMR) Measles, Mumps, Rubella
- 2 doses Varicella (required for K through 8th grade)
- 1 dose Varicella (required 9th through 12th grade)

7th Grade thru 12th Grade (Must have a Tdap before entering 7th grade):

- 1 dose (Tdap) Tetanus-Diphtheria-Pertussis (7th through 12th)

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.

Need health insurance for your child?

Apply online at www.floridakidcare.org or call 1-888-540-5437 for an application.

Contact your family doctor or your County Health Department.

If you have any questions, contact the Health Assistant at your child’s school campus or Health Services Coordinator at 772-564-5940 or Health Services Assistant at 772-564-5947.

Bus Behavior and Safety Procedures

Safe and efficient transport of students is the goal of the Transportation Department. Misconduct by any student while riding a school bus represents a serious threat to the safety of all occupants of the bus as well as other motorists, pedestrians, and members of the community. All rules that apply to the school grounds and school activities apply to the school bus. Riding the school bus is a privilege. Parents are responsible for the supervision and safety of students at bus stop until boarding, and after departing the bus in addition to being responsible for their student’s behavior on the way to and from school. Student conduct directly affects the school bus climate; therefore, students must follow bus safety and courtesy rules. Safety and security measures on the school bus include video recordings of students and the driver/attendant while on board. Students who do not adhere to bus safety rules and procedures may lose bus-riding privileges for the length of time deemed appropriate for the violation and remediation of the behavior not to exceed 10 days without advanced approval from the Superintendent. The Principal is the only person with authority to suspend a student.

If bus violations continue despite progressive discipline measures and remediation of the behavior or at the 2nd occurrence of a Level Three Offense, a mandatory parent/student transition meeting with the Director of Transportation is required prior to the student’s eligibility to return to the bus is restored. During the transition meeting, the parent and student will be required to sign a bus safety behavior agreement. If violations continue beyond the bus safety agreement, a recommendation for expulsion from school bus transportation will be submitted for the Superintendent approval.

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. • Go directly to assigned seat.
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 	
Bus Safety Violations Procedures: <ul style="list-style-type: none"> • 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 	

Unacceptable Behaviors on a School Bus Leading to Progressive Disciplinary Action

Minor Bus Behavior Violations

- Eating or drinking on bus.
- Failing to sit in the seat assigned by bus operator and/or attendant.

Minor Infraction Consequences

First Offense Verbal/Written reprimand from the Principal

Second Offense Parent Contact/Phone Conference

Third Offense 1 –day suspension from school bus transportation

Repeated Offenses Repeated minor unacceptable behaviors will be considered willful disobedience and/or open defiance of authority, resulting in suspension from the bus for the remainder of nine weeks and/or out of school suspension and/or possible recommendation of expulsion from the school bus.

Mid-Range Bus Behavior Violations

- Disrupting, distracting, or disobeying a bus operator and/or attendant.
- Getting out of seat while the bus is in motion.
- Horse-playing, loud talking, playing music loudly, use of profanity, inappropriate remarks/gestures/acts inside the bus or out of the bus window at other student's pedestrians, or motorists.

Mid-Range Infraction Consequences

First Offense Verbal or Written reprimand from the Principal combined with Parent Contact/Phone Conference

Second Offense 1 to 5-days bus suspension from school bus transportation

Repeated Offenses Repeated mid-range unacceptable behaviors will be considered willful disobedience and/or open defiance of authority, resulting in suspension from the bus for the remainder of semester and/or out of school suspension and/or possible recommendation for expulsion from the school bus.

Major Bus Behavior Violations

- Placing head, arms, or legs outside the window of the bus while parked or in motion
- Threats against the bus operator, bus attendant, or passengers on the bus
- Fighting on bus
- Smoking on bus
- Possession and/or use of Weapon/Drugs (Any Zero Tolerance Item) on bus
- Throwing objects out of the window of the bus, which may or may not cause injury to persons or physical damage
- Vandalism of seats or other bus equipment
- Opening a school bus emergency exit door while the bus is in motion
- Opening a school bus emergency door and/or exiting the bus when the bus is stopped, unless directed by the school bus operator in an emergency or during an evacuation drill.
- Boarding or attempting to board a bus route other than the student's assigned bus route or attempting to leave the school bus at stop other than the student's assigned bus stop without permission of the school Principal

Major Infraction Consequences

First Offense 1 day to 5 days of suspension from school bus transportation and/or school unless the First Offense is a zero tolerance behavior such as drugs, weapons, or serious bodily harm. In the case of a zero tolerance behavior, 10 days of suspension may be administered, as deemed appropriate from school bus transportation and/or school.

Second Offense Up to 10-days of suspension from school bus transportation and/or school and Transition Meeting w/ Director of Transportation.

Repeated Offenses

Repeated major unacceptable behaviors will be considered willful disobedience and/or open defiance of authority, resulting in suspension from the bus for the remainder of school year and/or out of school suspension and/or possible recommendation of expulsion from the school bus.

*For IDEA-eligible ESE students, suspension and expulsions shall follow applicable laws, School Board policies, and provisions of the Individual Education Plan (IEP). Likewise, for students determined to be disabled under Section 504 of the Rehabilitation Act of 1973, suspension, expulsion, and other disciplinary measures shall follow applicable laws, School Board policies, and provisions of the Section 504 Accommodation Plan.

Student Bus Safety Procedures and Expectations

Safe and efficient transportation is the goal of IRCSD Transportation Dept. Bus stop locations are designated per the student's physical address on file. Transportation arrangements will not be made to/from alternate locations such as work, babysitters, daycare, etc. All expectations that apply to school grounds and school-related activities apply when on the school bus. Riding the school bus is a privilege. Procedures and expectations when riding a school bus, have been developed to avoid serious threats to the safety of all occupants of the bus as well as other motorists, pedestrians and members of the community; therefore, students must follow bus safety and courtesy rules. Safety and security measures on the school bus include video/audio recordings of all passengers including driver/attendant. Parents are responsible for the supervision and safety of students until boarding and after departing the bus.

Students are only permitted to ride their assigned bus. If a temporary need arises to have student ride an unassigned bus, a note written & signed by parent/guardian which includes a phone number for verification purpose is required to be turned in to the front office of the school twenty-four (24) hours in advance. The note must be signed by school staff once approved and returned to student to present to bus operator. Approval must take into consideration bus route space availability. The Principal and/or Director of Transportation must approve the request.

Parent Responsibilities for PreK, Kindergarten & 1st Grade Students

Parent supervision at stop locations during AM & PM is **mandatory** for all PreK, Kindergarten and 1st grade students. Parents/guardians/siblings are expected to be at assigned bus stop location 5 minutes prior to designated pickup and drop off times.

If no supervision at PM drop-off time, the student will remain on the bus under the driver's supervision until the parent can be reached to assume supervision. At no point of time, will your child be allowed to exit the bus without the driver/attendant visually acknowledging the person authorized to assume responsibility of supervision at the drop off location. Because student safety is our top priority, if supervision is not provided at stop, the 3rd violation of this policy will result in an immediate report of concern to the Department of Children & Families(DCF).

Parent Responsibilities for ESE Curb to Curb Services

Student transportation will be provided from home address only—pickup/drop-offs will not occur at/from any other location. Parent/guardian/caregiver **must** be at home address during both pickup & drop-off for all ESE students requiring curb to curb transportation services. This policy has been implemented to ensure the proper transfer of supervision of special needs students assigned to curb to curb bus routes. If your child will not be attending school, cancellation of transport is required. Please call (772) 978-8819 or (772) 978-8840 to notify as early as possible. If calling outside of business hours, please leave a detailed message including your name, students name, route # and home address location along w/ date(s) of cancellation.

Parent/guardian/sibling is required to be anticipating the arrival of the bus in both the AM & PM as to not cause delays. It is not the driver/attendant's responsibility to exit the bus to knock to inform of their arrival. If you are running late for the PM drop-off time, it is your responsibility to call the transportation department so that the driver can be informed asap. Your child will remain on the bus under the driver's supervision until the student is able to be retrieved by the responsible party. At no point of time, will your child be allowed to exit the bus & enter a location without the driver/attendant visually acknowledging the person authorized to assume responsibility of supervision at the drop off location. Because student safety is our top priority, if supervision is not provided at stop, the 3rd violation of this policy will result in an immediate report of concern to the Department of Children & Families (DCF).

HELPING YOUR CHILD MAKE HEALTHY EATING CHOICES AND STAY PHYSICALLY ACTIVE AT SCHOOL, AT HOME, AND IN THE COMMUNITY

Simple Things You Can Do Today

Parents are essential partners in the health and wellness of children, both during and outside of the school day. Take a look at what you can do at school and at home.

At School - Know what is available on a regular basis at your child's school. Set some guidelines and limits with your child about how you expect him or her to spend pocket money. Let your child know that you are not indifferent when it comes to foods available at school. Review the cafeteria menu with your child. Ask questions. Be encouraging about trying new menu items. Plan ahead together. Poor food choices often are the consequence of little or rushed attention to options.



At SDIRC - The School Meals Program, operated by the *Department of Food and Nutrition Services*, is an integral part of the School District. A hungry child cannot be educated and that is why our program operates each school day. The prevention of transient hunger is one of our main goals. While most popular fast-food restaurant lunches cost \$5, we serve 2 million lunches a year for \$3 or less, while paying for all our expenses with the money generated.

Breakfast is the most important meal of the day. Over 6,000 students receive a healthy breakfast each day at school. Food plays a crucial role in how our students perform in their classes. Food even impacts standardized test scores. Children who eat balanced nutritious meals learn better. It's that simple. [Indian River County's School Meals Program](#) provides a community service that helps make educating kids easier and more effective.

Ways to help your child eat healthy and be physically active: The body needs food to build new tissue and to repair tissue that wears out as a result of hard work or play. Food also serves as fuel. It gives us energy to work and play and to keep our bodies warm. Our nutrition may be good or poor depending on the food we eat. Well-nourished persons have strong bones, muscles and teeth, and healthy skin and blood. They feel good, have enough energy for their activities, and appear radiant and vigorous. Poor nutrition, commonly called malnutrition, results when a person eats too little food or the wrong kinds of food.

To find out more on nutrition click the links below:

- [AMERICAN DIETETIC ASSOCIATION](#)
- [School Nutrition Association](#)
- [Florida School Food Service Association](#)
- [Dole 5 A Day Florida Department Of Citrus](#)
- [Dairy Council Of Florida](#)
- [SCHOLASTIC](#)
- [5210: \[www.healthyindianriver.com\]\(http://www.healthyindianriver.com\)](#)

At Home - Familiarize yourself and your child with the Nutrition Facts Label printed on all food and beverage packaging. Be sure to review the listed serving size and the number of servings contained in the package. Many items presumed to be single servings are not.

When it comes to food and exercise, in your family is it "Do as I say" or "Do as I do"? Parents are important role models for their children, particularly those at younger ages, who are most open to parental influence on food choices and physical activity opportunities. America's obesity epidemic is not restricted to its youngest generation, so it's important to monitor your own eating and exercise choices.

Try new foods – especially fruits and vegetables – at home. It takes repeated tries for most of us to accept new foods. When you make menu planning and grocery shopping a family activity, it can help all of you to generate greater attention to healthy options and avoid the rut of sticking only with familiar foods. By: [School Nutrition Association](#).



5-2-1-0 is a nationally recognized childhood obesity prevention program. We partner with the Indian River County Health Department to implement the 5-2-1-0, the Department of Health also partners with community organizations that serve our students to implement 5-2-1-0. The goal of 5-2-1-0 is to change environments where children and families live, learn, work, and play. The objective of the program is to prevent childhood obesity by educating our students and the community at-large. 5-2-1-0 stands for:

- 5 – fruits and veggies**
- 2 – hours or less of recreational screen time**
- 1 – hour or more of physical activity**
- 0 – sugary drinks, more water**

Your Child's Fitness

Teaching your child the benefits of living a healthy and active lifestyle is extremely important for both their current and future health. There are many options that may engage your child in physical activity and exercise; you just have to get motivated to join them in the process. Below are a few examples:

- 1. Organizing games with friends:** Even if your kids play organized sports, it is still fun for them to have a pickup game with all of their family and friends.
- 2. Water Sport:** Surfing, body boarding, swimming, skim boarding, inner tubing, or just playing around with their friends on the beach. There are plenty of opportunities to get in shape at the beach.
- 3. Bike Riding:** Make riding your bike(s) a family event. Set some goals such as a distance, time, or destination to make it new and exciting every time.
- 4. Play Frisbee:** Play in your backyard or go to the park, you are guaranteed to get some exercise.
- 5. Indoor Active Toys.** Get hula hoops, jump ropes, a game of twister, try a mini trampoline, or Dance, Dance Revolution DVD, or you can do Zumba. There are some great video games created to include exercise and getting the entire family active indoors.
- 6. Racing:** You can run, bike ride, roller blade, or skateboard. Set a starting line and finish line, celebrate milestones through the process. Establish a goal, chart your progress and celebrate meeting your goals as a family or group of friends.

Parent's Role

Parents play a key role in keeping children healthy and fit by making physical activity a regular part of family life. Physical activity, along with balanced nutrition, provides the foundation for an active, healthy life.

We have listed a few of the County resources here:

- [Indian River County Board of County Commissioners - Recreation](#)
The Indian River County Recreation Department provides, operates and publicizes recreational programs and facilities for the use of County residents and visitors of all age groups. It also provides trained, certified water safety personnel at County beaches and aquatic facilities.
- [North County Aquatics Center](#) is a family oriented public pool. The pool is heated and open year round. We feature an activity pool, a competition pool, with a diving well and changing facilities. Our activity pool is zero depth for easy entry for all ages. The activity pool has slides, water cannons, bubblers, a water tree, and a huge water play structure. The competition pool has almost 1million gallons of water. We have up to 24 lanes for lap swimming at 25 yards. Our diving well has one meter and three meter diving boards.
- [Gifford Youth Activity Center of Vero Beach](#) offers quality programs for children of all ages that will develop self-esteem, teach character, and encourage each individual to reach his or her ultimate potential; and nurture partnerships with various community entities in Gifford and the surrounding municipalities of Indian River County.
- [Recreation and Sports in Vero Beach, Sebastian, Indian River County](#)
Here you will find additional links to "kids' stuff," as well as family oriented activities located in Indian River County.
- [Boys & Girls Clubs of Indian River County](#) The Boys & Girls Clubs of Indian River County have been a cornerstone of the community since opening their doors in 2000. Serving some 1,500 youth, the Boys & Girls Clubs of Indian River County provide a safe, structured and positive environment for young people after school, during holidays and summer vacation.
- [Indian River Soccer Association](#) IRSA provides both recreational and competitive soccer programs for youngsters of all abilities who want to learn and play soccer, the ultimate team sport.
- [Christi's Fitness](#) Christi's Fitness is more than just a health club, they are a full service community based resource for all of your family's needs. Children's programs include: swim lessons, competitive team gymnastics and recreational gymnastics lessons, dance, wrestling and martial arts classes. Christi's offers spring and summer camps for children ages three to thirteen.

For additional community resources, please check with the Indian River County Chamber of Commerce.

PARENT INVOLVEMENT MAKES A BIG DIFFERENCE

We encourage parents to come and talk with teachers about their child's education. Schools want parents to know what is happening at school and they want parents to play a role in their child's education.

When parents are actively engaged in their children's education, their children perform better in school. YOU are just as important as your child's teacher in helping your child receive a good education. You can make a big difference just by being part of your child's everyday school experience.

Things YOU can do to make a BIG Difference:

Get to know your child's school

Visit your child's school. Find out when parent meetings are scheduled, and attend them. When there is an "Open House" or "Back to School" event at the school, be sure to attend. The schools print Newsletters with valuable information such as, when parent teacher conferences are going to be held, school sponsored sporting events and activities, as well as other informative information.

Attend ALL Parent-Teacher Conferences

When your child's teacher asks you to come in for a parent-teacher conference, be sure to go. If you are having concerns about your child's academic performance, call or email the teacher to set up a conference.

Spend time with your child's school and volunteer

Become familiar with your child's school administrators, as well as other faculty and staff.

Ask for a list of potential opportunities that you may be interested in volunteering for, such as offering to help in the classrooms or chaperone a school sponsored field trip.

Remember that it is YOUR right to be a part of your child's education

School administrators are there to answer your questions. Allow the administrators ample time to respond to your particular situation/concern.

How to get involved

Join the Parent Association at your child's school

(PTA, PTSA, or PTO)

Support your child's school by joining the parents' association. Parents are needed in every school to serve as liaisons with other parents and provide input and support for issues. If you cannot attend meetings, call the parent organization president at your school and volunteer to help at other times. An active parent association can have a significant impact on improving a school.

Ask about joining your school's School Advisory Council (SAC)

If you would like to become part of a committee that makes important decisions about your child's school, ask your school's principal about how to serve on the School Advisory Council, or SAC. Parent members of the SAC must be elected by other parents.

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. The School Improvement Plan is your school's plan to address issues such as curriculum, budget, discipline, training, instructional materials, technology, staffing, and student support services. The SAC helps to develop the school budget.

What if you don't want to be a SAC or PTA/PTSA Member? You can still get involved by:

- Making suggestions on topics that concern you
- Sharing your talent and skills during events or at other times that the school may need you to support a project

Successful Parent-Teacher Conference

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 to help you with your questions.
- Listen to what the teacher has to say and ask questions, if you do not understand what the teacher is trying to tell you.
- 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 reading, mathematics, science, and social studies?
- 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?

How to stay on top of what's happening in your school

- Attend the start-of-school open house. Ask for an agenda of the event for what might be covered. Come with your questions in hand.
- Utilize **Focus Parent –Student Access** at www.indianriverschools.org to check your child's academic performance and attendance. This online system is available at all times, so take advantage of this great tool.
- Have your child empty their backpack every night after school verifying all parent notifications and possible homework assignments are not overlooked.
- Have your child show you his/her school planner, agenda, or assignment notebook, review this with your child.
- Make it a point to read the School Newsletter, stay informed and up to date on school activities and events. This can be located on the school website.
- Attend meetings of the School Advisory Council (SAC), where parents, teachers, and other decision makers come together to discuss processes of improvement for students, budgeting plans, and other important decision making opportunities.
- Stay up on your child's progress with Parent Teacher Conferences, conference dates are listed on the School District Calendar, which can be accessed on the school's website, as well.

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. There may be many ways that parents can show their child that homework is important.

- Set a regular time and find a quiet place for your child to do homework.
- Remove distractions like TV and younger children.
- Provide supplies needed to complete the homework (pencils, paper).
- Show an interest by providing help needed and praise your child for effort and completion of task.

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



WHAT IS A MULTI-TIERED SYSTEM OF SUPPORTS?

Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem solving to integrate academic and behavioral instruction and intervention. Integrated instruction and intervention is provided to students at varying levels of intensity based on the students' needs. The goal is to prevent problems and intervene early, so that students can be successful.

What happened to RTI?

- MTSS is a more accurate term that refers to one seamless framework that provides varying levels of academic and behavior supports based upon need.
- The term RTI has been used to refer to the framework of multi-tiered supports.
- RTI refers to the 4th step of the planning/problem-solving process
- MTSS is used to promote accurate and consistent language to convey Florida's way of work.
- Schools may choose to refer to their system as an RTI framework.

What can I expect with MTSS?

- Frequent updates of student's progress
- Early identification of academic or behavioral concerns at the first sign of difficulty.
- Help for your child that increases or decreases depending on his/her needs.
- Information and involvement in planning and providing interventions to help your child.
- Information about how your child is responding to the interventions being provided.

What do I do, if I believe my child is struggling?

- Talk with your child's teacher.
- Review and assist with homework assignments.
- Ask for regular progress monitoring reports.
- Celebrate your child's successes.
- Learn more about the curriculum, assessments, and interventions being used in your child's school.
- Participate in conferences and other meetings about your child.

How can I participate in MTSS?

- Families play a critical role in supporting what their children are learning in school. The more parents are involved in student learning, the higher the student achievement.

Ask questions to learn more about MTSS in your child's school:

- Is my child successful? How do I know? If not, why and what can we do differently?
- If needed, how is additional help going to be provided? By whom? How often? For how long?
- What can I do to participate in problem-solving about my child?
- What can I do to help with the interventions for my child at home?
- How will I know, if interventions are working? (Information directly obtained from State of Florida Department of Education Website).

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

The Florida Department of Education has academic standards for K-12 education known as the Florida Standards. The goal is to better prepare Florida students for success in college and the workforce in a competitive global economy.

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. Expert teachers, professors, business leaders, and others were instrumental in creating both the English/Language Arts and Mathematics Standards for all students in grades K-12.

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.

FREQUENTLY ASKED QUESTIONS:

What are educational standards?

Standards are not new to the State of Florida. The state has been selecting and setting minimum student performance expectations by grade level since 1977. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning. We need standards to ensure that all students are prepared for success in post-secondary education and the workforce. The **Florida Standards** help ensure that students are receiving a high-quality education consistently from school to school.

The **Florida Standards** do not tell teachers how to teach, but they do help teachers figure out the knowledge and skills their students should have in order to build the best lessons and environments for their classrooms. Standards also help students and parents by setting clear and realistic goals for success. Standards are a first step – a key building block – in providing our young people with a high-quality education that will prepare them for success in college and work. Of course, standards are not the only thing that is needed for our children's success, but they do provide an accessible roadmap for our teachers, parents, and students.

Will the Florida Standards keep local teachers from deciding what or how to teach?

No. **Florida Standards** are a clear set of shared goals and expectations for what knowledge and skills will help our students succeed. Local teachers, principals, superintendents, and others will decide how the standards are to be met. Teachers will continue to devise lesson plans and tailor instruction to the individual needs of the students in their classrooms. Local teachers, principals, superintendents, and school boards will continue to make decisions about curriculum and how their school systems are operated.

Were teachers involved in the creation of the Florida Standards?

Yes. Teachers have been a critical voice in the development of the **Florida Standards**. Teachers were able to view and provide feedback on the standards by posting comments. The National Education Association (NEA), American Federation of Teachers (AFT), National Council of Teachers of Mathematics (NCTM), and National Council of Teachers of English (NCTE), among other organizations, have also been instrumental in bringing together teachers to provide specific, constructive feedback on the standards.

Does having standards lead to dumbing down across the board?

Not at all. The **Florida Standards** are evidence-based, aligned with college and work expectations, and include rigorous content and skills. They were developed in consultation with teachers and parents, so they are also realistic and practical for the classroom. Far from looking for the “lowest common denominator,” these standards are designed to ensure that all students are learning what they need to know to graduate from high school and are ready for college or a career.

Will more standards mean more tests?

No. The goal is not to have more tests, but to have smarter and better tests that help students, parents, and teachers make informed decisions about teaching and learning.

By what criteria were the standards developed?

The standards were developed by the following criteria:

- Aligned with expectations for college and career success;
- Clear, so that educators and parents know what they need to do to help students learn;
- Inclusive of both content and the application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Realistic, for effective use in the classroom;
- Developed so that all students are prepared to succeed in our global economy and society;
- Evidence and research-based.

Criteria was set by the FLDOE.

How will the standards impact teachers?

The standards will provide important goals for teachers to ensure they are preparing students for success in college and the workforce. They will help teachers develop and implement effective strategies for their students by providing benchmarks for skills and knowledge that their students should have by the end of the year. The standards will help colleges and professional development programs better prepare teachers; provide the opportunity for teachers to be involved in the development of assessments linked to these top quality standards; allow districts to develop and provide better assessments that more accurately measure whether or not students have learned what was taught; and guide educators toward curricula and teaching strategies that will give students a deep understanding of the subject and the skills they need to apply their knowledge.

What is the role of the federal government in standards implementation?

The federal government has had no role in the development of the **Florida Standards**.

WHAT DO THE FLORIDA STANDARDS LOOK LIKE IN THE CLASSROOM?

Classroom Instructional

As we implement the **Florida Standards**, classroom instruction will look increasingly different. Children learn in collaborative groups, subject areas overlap, intertwine, and literacy is embedded across classroom assignments. Students are expected to be successful, as the result of the following:

Non-Fiction

- Students are reading informational text as they move through school (Grades K-5 will be expected to read about 50% literature and 50% non-fiction, and by grade 9, 70% of what students read will be informational).
- Teachers in all subject areas focus on reading and comprehension.

More Evidence

Students are expected to write using facts, details, and examples to inform, describe, and explain.

- In reading, students are required to make *evidence-based* claims about what they read.
- In writing, students are asked to cite evidence to justify their statements, rather than rely on opinions or personal feelings.

**Non Fiction-writing dealing with facts and events rather than imagination, such as journals, articles, memoirs, diaries,*

documentaries, scientific papers, biographies, etc.

Complexity

Students are expected to read and comprehend increasingly complex texts. Research shows that the complexity of texts used in schools has declined over the past 40 years.

Speaking /More Listening

- Students are expected to demonstrate that they can speak and listen effectively.
- Students are assessed for both speaking and listening skills. In the classroom, this means more small-group and whole-class discussions.
- Expect teachers to teach and evaluate students on how well they understand the speaker's points.

READING AND WRITING—LOTS MORE!

Reading and writing skills must improve, if students in the United States expect to compete globally. Teaching reading and writing is the responsibility of every teacher. **Florida Standards** are embracing this challenge by bringing literacy (the ability to read and write with competency) to the forefront. Literacy standards for history/social science, science, and technical subjects are embedded in the course descriptions to support standards-based instruction. These standards are taught by teachers, mastered by the students, and assessed on tests.

Why do we need literacy standards for subjects like history/social science, science, and technology?

To understand and converse in a subject, students must be able to read, write, speak, and listen in the language of that field. Research shows that the more fluent a student is in any particular field, the more capable he/she is of understanding the complexities of that field. Literacy standards will actually serve to enhance the *content* standards for subjects like history/social science, science, and technology.

Florida Standards include technology-based standards that are interwoven into the literacy standards. These will help prepare students for life in our technological society. They ask that students understand and use sound methods for researching, producing, and consuming media.

Below are samples of what a middle-school student enrolled in a science class will be taught and expected to learn, now that **Florida Standards** in Literacy are in place:

Reading Standard for Science, grades 6-8:

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Writing Standard for Science, grades 6-8:

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas, clearly and efficiently.

FLORIDA STANDARDS....WHAT ABOUT MATH?

The way mathematics is being taught is changing in Florida.

Florida Standards for mathematics focus on:

- Building foundational skills like addition, subtraction, multiplication, division, fractions, and decimals.
- Understanding the concepts of mathematics more deeply. (We want to move our children beyond procedural skill and into conceptual understanding.)
- Building skills and problem-solving abilities and applying mathematics to the real world. (By thinking and reasoning "mathematically," our students can practice applying mathematics to the real world.)

Accompanying the **Florida Standards** for mathematics are the standards for mathematical practice. These practices rest on "processes and proficiencies" considered critical to mathematics education. There are eight of them. Three are listed below:

- Students make sense of a problem and do not give up trying to solve it - even if it means working the problem many times.
- Students think about the math problem in their head and are able to solve the problem.

- In the classroom, students openly discuss different ways to solve the problem, so they understand that there are different approaches they could take.

HOW IS SCIENCE INSTRUCTION AFFECTED BY FLORIDA STANDARDS?

Science instruction in Florida's schools continues to be shaped by the Next Generation Sunshine State Standards. Science courses now include a new component—science literacy instruction—to help students read and write using the language of science. The standards that guide this instruction are called the **Florida Standards** for Literacy in History/Social Studies, Science, and Technical Subjects.

Like any subject, science has its own conventions.

- Students learn science primarily through a process called scientific inquiry: asking questions, conducting investigations, collecting evidence to answer questions, and drawing evidence-based conclusions.
- Scientific inquiry requires that students read, understand, and learn from challenging scientific and technical texts. Elaborate diagrams, data charts, and graphs are often part of science-based texts. To truly grasp scientific concepts, students must be familiar with the language and principles in these texts and science practices.

Below are some examples of skills children will be expected to master in science class, now that the standards incorporate the new literacy standards:

- Identify the kinds of evidence used in science
- Understand scientific words and phrases
- Pay attention to precise details (a crucial aspect to scientific investigation)
- Evaluate intricate scientific arguments
- Process complex information
- Follow detailed descriptions of scientific events and concepts

Florida's Science Course Descriptions (and other content areas) now include the literacy standards being implemented.

CPALMS is the State of Florida's official source for information on the standards and course descriptions. You can visit the site at <http://www.cpalms.org>

ADDITIONAL FACTS:

- The **Florida Standards** do not dictate the curriculum. Local districts are still free to choose the curriculum used in their schools. The **Florida Standards** do not require the collection of additional student data.
- Literary classics will still be a part of our district's reading plan. Primary sources of non-fictional texts (historical speeches, journals, etc.) will also be included in all grade levels K-12.
- The Florida Standards are designed to be relevant to the real world, reflecting the knowledge and skills that our young people need for success in both college and work.
- When American students have the skills and knowledge needed in today's jobs, our communities will be positioned to compete successfully in the global economy.
- The best understanding of what works in the classroom comes from the teachers who are in them. That's why the **Florida Standards** establish what students need to learn, but they do not dictate how teachers should teach. Instead, schools and teachers decide how best to help students reach the standards.

Adapted from the Florida Department of Education Technical Assistance Papers

For Grade by Grade Florida Standards Content visit: <http://www.flstandards.org/>

Promotion and Graduation Requirements

The guidelines for promotion and graduation remain largely the same. Students entering 3rd grade in 2014-2015, who have only been taught using the Florida Standards since kindergarten, will be required to achieve a certain score on the 3rd grade Florida Standards Assessment (FSA) English Language Arts (ELA) assessment in order to meet promotion requirements. The

score is determined in the spring, ensuring that students are appropriately identified for retention or promotion. Students not meeting this criteria may still meet promotion requirements through any one of six good cause exemptions. None of that has changed.

Students entering 10th grade and/or taking Algebra 1 in the 2014-2015 school year and beyond are required to achieve a certain score on the respective 10th grade FSA ELA test and the Algebra 1 Assessment in order to meet graduation requirements. These students continue to have the opportunity for retakes that all students have had before. Students who need to retake an assessment based on an FCAT 2.0 score will be able to retake the FCAT 2.0.

Testing Accommodations

Testing accommodations are any changes or adjustments to standard testing procedures or materials intended to enable eligible students (ESE, ESOL, 504) to participate in assessments and/or to better show knowledge or skills.

Changes or adjustments cannot alter what the test is measuring. Changes must be based on the child's individual needs and documented on the appropriate plan.

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:

1. 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.
2. The number values are added together.
3. Divide by the total number of classes taken to get the grade point average.

Guidance

Working closely with your child's guidance counselor is the best way to ensure that all graduation requirements are fulfilled.

What happens, if your child falls behind?

If your child's grade point average falls below 2.5, you will receive a letter notifying you that your child is at risk of not meeting the graduation requirements. Participation in extra-curricular activities requires at least a 2.0 GPA.

High school students who fail or receive a "D" in a course are given the opportunity to participate in a grade forgiveness course by re-enrolling in the course at their school, enrolling in the Technical Center for Career & Adult Education, or enrolling in courses available through Florida Virtual School (FLVS) on-line. Students in need of credit recovery should seek help from their guidance counselor as to which program best suits his/her needs.

How to help your child do better

- Require adequate time for sleeping, studying, and reading.
- Check your child's attendance and grades regularly on **FOCUS**.
- Researchers say that ninth grade attendance is a better predictor of high school graduation than eighth grade test scores.
- If grades or test scores begin to dip, stay in close touch with school officials regarding tardiness, truancy, or any other concerns your child may be facing.
- Take time every day to ask what happened in school and what assignments are due.
- Ask to see graded papers. Ask your child, if he/she understands how to get the right answer to any questions marked wrong. If not, ask him/her to make an appointment with the teacher.

Call your child's teacher for a conference, if grades drop or your child isn't understanding important concepts.

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/

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.

FOCUS PARENT AND STUDENT PORTAL

What is Focus?

Focus is a web-based Student Information System (SIS) and grade book designed for use in K-12 districts. This web-based system's impressive functionality has become a great asset, as teachers can now access their grade book, lesson plans, and other information from anywhere they have access to the Internet. Focus offers the Parent/Student Portal tool for grades K-12.

What is the Parent/Student Portal tool?

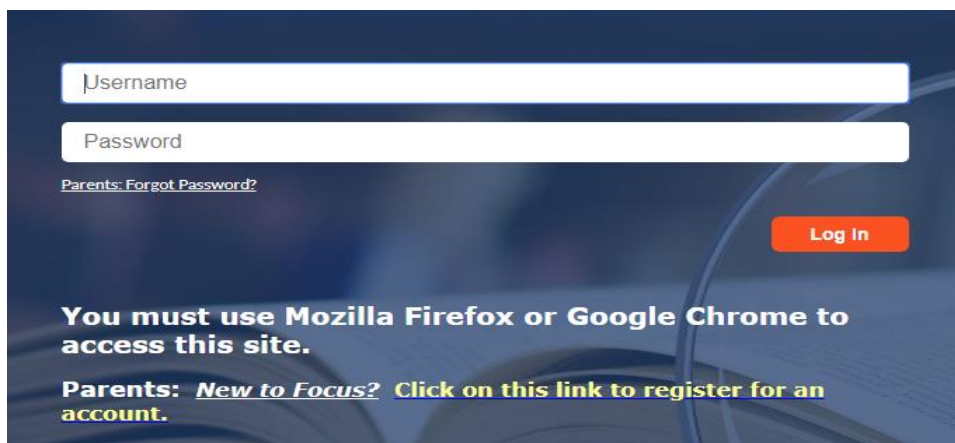
This self-service web-based software allows parents or guardians to log in to Focus to view their own student's demographics, schedule, grades, attendance, homework assignments, and much more—as long as the parent or guardian has a Web browser and Internet access (including smartphones). This feature has the ability for students to access their own information. All users access Focus from a single location allowing teachers, parents, students, and administrators immediate access to all relevant SIS and grade book features.

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

To create a Focus account to access your student's information, go to the District's web site at www.indianriverschools.org. From the District's **Home Page** click on the **Parent-Student tab and click the Focus** 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.



REPORT CARDS AND WHAT THEY MEAN

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.

High School

STUDENT REPORT CARD

2017-2018 School Year

Quarter 4



School District of
Indian River County

"A COMMUNITY PARTNERSHIP TOWARD EDUCATIONAL EXCELLENCE"

FOR: [REDACTED]

STUDENT NO. [REDACTED]

GRADE: 11

COUNSELOR: [REDACTED]

Per Course	Course #	Teacher	UNX Abs	EXC Abs	Q1	Q2	S1 Exam	S1	Q3	Q4	S2 Exam	S2	Conduct	Comments
Student Success	SLS1101		0	0								A		
01 ADV PL PSYCH	2107350A		1	7	A	B+	C	B	A	A	A	A		
02 ANALYSIS OF FUNC HON	12013150		1	7					B	C+	C	B		
02 TRIG HON	12113000		0	0	A	B	C	B						
03 ADV PL ENG COMPO	1001420A		1	8	B	B+	B	B	A+	A+	A	A		
04 MARINE SCI 1 HON	2002510H		1	11	A	A+	A	A	A	A+	A	A	O	
05 ADV PL U.S. HIST	2100330A		0	11	A	B	D	B	B+	A	A	A		
06 ORCH 5 HON	1302400A		0	12	A+	A	A	A	A	A+	A	A		
07 JOURN 3 HON	10063200		0	12	A+	A	B	A	A+	A+	A	A		
Credits			GPA			Attendance								
Attempted: 23.50			Cumulative Unweighted: 3.383			Excused Attend.: 16								
Earned: 23.50			District Weighted: 3.851			Unexcused Atten.: 1								

Grade Key

A 90-100

B 80-89

C 70-79

D 60-69

F 0-59

I Incomplete

* No Grade

N - Needs Improvement

NG - No Grade Assigned?

O - Outstanding

S - Satisfactory

U - Unsatisfactory

WF - Withdrew Failing

WP - Withdrew Passing

Teacher Comments

01. Student has a positive attitude/is cooperative.

02. Student is a hard worker.

03. Student needs to complete work/homework/credit recovery.

04. Student needs to improve study habits/use of time.

05. Student has low scores on tests.

06. Student has irregular attendance.

07. Student needs to participate more fully in class activities.

08. Teacher requests a conference /Phone Conference with parent/guardian.

09. Grades are based on curriculum modifications/accommodations as per PMP/IEP/LEP.

10. Attitude or effort has improved

11. Student needs to be more attentive.

12. New enrollment / no grades or grades from prior school

13. Student works below ability.

14. After school tutoring recommended.

15. Student demonstrates high level of motivation/leadership.

Requirements for graduation with a standard diploma:

1. Passing scores on both Florida State Reading Assessment and the Algebra I EOC

2. A 2.0 overall grade point average (GPA) on a 4.0 scale

3. Completion of course credit requirements.

Reminder EOC grades: Students will receive a final Semester 1 & 2 grade for EOC courses once these results are received from the state and calculated. Until the scores are received from the state, the following courses will not have posted grades: Algebra I, Biology I, Civics, Geometry and U.S. History.

The grade point average calculated for the purpose of Florida Bright Futures Scholarship Program may differ from the GPA on the report card. Check: www.floridashines.org for your Bright Futures GPA.

Please be sure to complete any summer coursework (reading) that has been assigned. Parking permits will be sold beginning **August 2nd**. Please check our website for exact dates and times.

Monday, August 13th - First Day of school for students 2018-2019

Have A Wonderful and Relaxing Summer!

ELEMENTARY REPORT CARDS AND WHAT THEY MEAN

REPORT CARDS AND WHAT THEY MEAN 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:

27

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	

OTHER PROGRAMS AVAILABLE

English for Speakers of Other Languages (ESOL)

When your child enters school for the first time, you will receive a registration packet that contains a "Home Language Survey." This survey has three questions. If you answer "yes" to any of these questions, your child will be assessed by ESOL staff to determine their English language proficiency level. Based on the results of the English language test, your child may be eligible to receive ESOL program services.

The primary goal of the ESOL program is to develop, as effectively and efficiently as possible, each child's English language proficiency and academic potential. The ESOL program also provides for positive reinforcement of the self-image and esteem of participating students, promotes cross-cultural understanding, and provides equal educational opportunities for English Language Learners.

ESOL strategies are used, as appropriate, during classroom instruction for English Language Learners (ELLs) and are required to be noted in the teacher's lesson plan book. 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.

English Language Learners 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 English Language Learners and equal and comparable in amount, scope, sequence, and quality to that provided to English proficient students. English Language Learners 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, World-class Instructional Design and Assessment, 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 2.0, is based on the ELD standards. Please visit the WIDA downloadable library for a wealth of resources for both educators and parents (www.wida.us). In addition, the SDIRC ESOL strategies and accommodations, along with other helpful resources, are available on the ESOL webpage on the school district's website.

Each student identified as an English Language Learner (ELL) shall continue to receive ESOL instructional support until such time as the student is reclassified as English proficient and exits from the English for Speakers of Other Languages (ESOL) Program.

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 School 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 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.

Career and Technical Education Programs

Career and Technical Programs in grades 9-12 require students to complete challenging, rigorous academic courses, as well as receive a marketable skill and develop the qualities of high performance that are necessary for success in the workforce and/or postsecondary education.

Through articulation agreements between Indian River State College and Indian River County Schools, students that receive a certificate of completion in a program offered at a high school receive college credits, if they enter a complimentary program at Indian River State College. Structured career and technical programs are linked with two- year technical programs at Indian River State College. High school graduates who complete a program will have a technical advantage in continuing their education and seeking employment.

Students completing career and education programs may have the opportunity to receive the highest available industry certification. A student who meets the requirements may take this industry certified test **free of charge**. Please discuss this with your high school career specialist or your career and technical teacher.

Students have the opportunity to 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 guidance counselor at your middle school.

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. The term “migrant child” means a child who is not older than 21 years of age, entitled to a free public education (under State law) or the child is not yet at grade level at which the Local Education Agency (LEA) or school district provides free public education, and made a qualifying move in the preceding 36 months as a migrant agricultural worker or migratory fisher, or did so with, or to join, a parent/guardian or spouse who is a migratory agricultural worker or migratory fisher.

The Migrant Education Program may offer some of the following services:

- Bilingual personnel to help students in school and facilitate home-school communication
- Help and support in enrolling children in school
- Extended Learning Opportunities (after school/ summer school)
- Early Learning/ Pre-School Opportunities
- English as a second language support
- Parent resources
- Family engagement activities
- Social services/ Community –based agencies referrals
- Portable Assisted Study Sequence (PASS) - enables students to make up or earn extra credits (high school)

If you believe your child(ren) may be eligible for the support provided by the Migrant Education Program, contact José Blanco, Migrant Parent Specialist, at (772) 564-5974; Jo Ann Balsamo, Project Specialist, at (772)564-3093; or Karen Malits, Director of Federal Programs, at (772) 564-3096.

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 have faced 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 foreclosure 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 status as homeless. 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. The Board requires that these rights and the dispute process be communicated to the parent or guardian of the homeless student or unaccompanied youth. According to the child's or youth'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.

Student Counseling Services, Academic Advisement, and College Planning

School counselors are available at all middle and high school sites to assist students, parents, staff and the community with counseling and consultation services. The counselor uses the **Guidance Curriculum** through small and large group learning activities to address students' needs and competencies in the areas of career development, academic growth and development, and personal and social growth. Through **Individual Planning**, the counselor assists students in monitoring and managing their school and career plans through assessment and advisement. The counselor provides **Responsive Services** through consultation, small group counseling, crisis interventions, individual counseling, and family counseling to meet the immediate needs and concerns of students and their families. The counselor also provides **System Support** for the students, parents, staff, and community by working with various community agencies to coordinate case management, counseling, and workshops in specific need areas.

Florida Virtual Campus Website: www.FLVC.org is the learning resources center for Florida's colleges and universities. This website is a resource for planning and managing your child's higher education experience. Students and parents may keep track of the student's progress toward high school graduation and for eligibility for a Bright Futures Scholarship.

Indian River Full Time Virtual School

Enrollment for the **2018 – 2019 School Year** opens April 1st, 2018, Closes June 30th, 2018. 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 our website: <https://www.indianriverschools.org/indian-river-virtual>. To make an appointment please call (772) 564-3100.

EXCEPTIONAL STUDENT EDUCATION PROGRAMS

Students who have met eligibility criteria, following a multi-disciplinary team evaluation, receive an individualized education that is reflected in an Individual Educational Plan (IEP) to meet their specific and individual needs. Students with disabilities work toward a standard diploma and take the same assessments and are graded on the same scale as non-disabled peers, unless otherwise indicated in the IEP. Accommodations for instruction and assessment are included within the IEP to meet individual student needs and are typically in the following categories: presentation, prompting, responding, scheduling, setting, and assistive devices. 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.

Gifted programming falls under the category of ESE programs, as well. Based on formal evaluation results, students who have met eligibility criteria for gifted programming **and** demonstrate a need for gifted education services receive enrichment in specific content areas, as outlined in the student's educational plan (EP). The plan is reviewed and revised at least every three years.

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 by the disabled and to prohibit discrimination on the basis of disability in any program or activity receiving federal financial assistance. 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 as their nondisabled peers. Thus, these laws do not guarantee that a student will succeed, but rather that the student **will have the opportunity** to succeed.

Qualifying under Section 504 is determined by a team of individuals who know the student and the programming available in the school. Parents and students are encouraged to be part of the Section 504 Team. In many cases, it is the parent or the student who requests that a team consider Section 504 eligibility for the student.

All students with disabilities who qualify under Section 504 are provided with protection from discrimination, as well as procedural safeguards, manifestation determinations, if the student is being recommended for a change of placement in school, and periodic re-evaluations to determine the need for continued protections or for accommodations. For some students, the effect of the disability is sufficient that specific accommodations must be put in place to insure that the student is able to access instruction and demonstrate learning. In these cases, the team will design interventions to assist the student and monitor the effectiveness of the interventions. Such interventions may include changes to instructional methods, learning materials, assignments, assessments, the learning environment, time demands, scheduling, or the use of assistive technology. Interventions, which prove to be successful, will be written into a Section 504 Accommodation Plan. Intervention Plans are reviewed regularly to determine the continued need for existing accommodations, as well as the need for alternate or additional accommodations.

If you are the parent of a student with a disability and want additional information about Section 504, call the school and ask to speak to the Student Support Specialist.

McKay Scholarship for Students with Disabilities

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: Randall G. Hunt, Program Specialist, at (772) 564-6068 or visit the website at: <http://www.floridaschoolchoice.org/Information/McKay/>

Gardiner Scholarship

The Gardiner Scholarship is different than other state scholarships in that it provides parents the opportunity to create a truly customized educational program for their child. The Gardiner Scholarship is open to Florida students in kindergarten through 12th grade with one of the following disabilities: Autism Spectrum Disorder, Cerebral Palsy, Down Syndrome, Prader-Willi Syndrome, Spina Bifida, William's Syndrome or Intellectual Disability (significant cognitive impairment). Also, kindergarten students deemed "high risk" because of developmental delays may be eligible. Students must have either an Individual Education Plan (IEP) from a Florida school district or a formal diagnosis from a licensed physician or psychologist. Students entering kindergarten must be 5 on or before Sept 1. Students entering first grade must be 6 on or before Sept 1. Students can

participate in the Gardiner Scholarship as part of home education; however, they cannot be enrolled in a public school or be receiving any other state-sponsored scholarship.

Hope Scholarship

Beginning with the 2018-2019 school year, 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.

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 Dr. Jamie Robison at (772) 564-5949.

PROMOTING SAFE AND SECURE SCHOOLS

Bullying and Harassment

Pursuant to Board Policy 5517.01, the School Board is committed to providing an educational setting that is safe, secure, and free from harassment and bullying for all of its students and school employees.

The Board will not tolerate unlawful bullying and harassment of any type. Conduct that constitutes bullying and harassment, as defined herein, is prohibited:

- 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 school bus of the District; 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 nonschool-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.

This policy has been developed and reviewed in consultation with District students, parents, teachers, administrators, school staff, school volunteers, community representatives, and local law enforcement agencies as prescribed in F.S. 1006.147 and in conformity with the Florida Department of Education (FLDOE) revised Model Policy (July 2013).

The Superintendent shall develop a comprehensive plan intended to prevent bullying and harassment and to cultivate the school climate so as to appropriately identify, report, investigate, and respond to situations of bullying and harassment as they may occur on school grounds, at school-sponsored events, and through school computer networks. Implementation of the plan by each principal will be ongoing throughout the school year and will be integrated with the school curriculum, the bullying and

prevention program, District disciplinary policies, and violence prevention efforts.

Bullying means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve but is not limited to: teasing, social exclusion, threat, intimidation, stalking, physical violence, theft, sexual, religious, or racial harassment, public humiliation, or destruction of property.

Bullying is not:

- An altercation between equals;
- Good natured playful teasing among equals or peers;
- Isolated incident, or;
- Annoying different people at different times.

Harassment means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee that:

- places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property;
- has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or;
- has the effect of substantially disrupting the orderly operation of a school.

Bullying and Harassment also encompasses:

- retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment (reporting an act of bullying or harassment that is not made in good faith is considered retaliation)
- perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
 - a. incitement or coercion;
 - b. accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the district school system, or;
 - c. acting in a manner that has an effect substantially similar to the effect of bullying or harassment.

What is Cyberbullying?

According to Title XLVIII of the K-20 Education Code in the **F.S. 1006.147(b)** "Cyberbullying" means bullying through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo electronic system, or photo optical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying. For more information see Board Policy 5517.01.

The School Board strictly prohibits any act of dating violence and abuse committed by one student against another on school property, during a school-sponsored activity, or during school-sponsored transportation.

Teen Dating Violence and Abuse:

For purposes of this policy, dating violence and abuse shall be defined as emotional, verbal, sexual, or physical abuse of a student who is in a current or was in a past dating relationship by the other person in that dating relationship. Abuse may include insults, coercion, social sabotage, sexual harassment, stalking, threats and/or acts of mental, physical or sexual abuse. It may also be a pattern of demeaning, coercive, abusive actions that amount to emotional or psychological abuse. Dating violence and abuse may also include abuse, harassment, and stalking via electronic devices such as cell phones and computers, as well as harassment through a third party. Dating violence and abuse reports shall be investigated, documented, and referred to appropriate agencies in accordance with Board Policy 5517.03 and **F. S. 1006.148**.

HAZING

Hazing activities of any type are inconsistent with and disruptive to the educational process, and are prohibited at any time in school facilities, on school property, and/or off school property, if the misconduct is connected to activities or incidents that have occurred on school property in accordance with Board Policy 5516.

“Hazing” includes, but is not limited to:

- Pressuring, coercing, or forcing a student into:
 - a. Violating state or federal law;
 - b. Consuming any food, liquor, drug, or other substance; or
 - c. Participating in physical activity that could adversely affect the health or safety of the student.
- Any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.

STUDENT CONDUCT VIOLENT CRIMES AND VICTIMIZATION

The School Board has a student conduct policy for crimes committed on campus during any school sponsored event, or crimes which have a nexus to school operations of the School District. Students are hereby notified that they may be reported to law enforcement and are potentially subject to arrest and criminal prosecution, if they commit a crime. The Board’s Policies, 5500, 5605, and 5605a may be viewed in their entirety on-line at: www.indianriverschools.org.

Procedure for Reporting Bullying, Cyberbullying, Harassment, Hazing, Dating Violence and Abuse, and Gang Related Activities. The Board designates the principal as the person responsible for receiving all complaints. Any student or student's parent/guardian who believes he/she has been a victim of any of the above acts should immediately report the situation to the school principal. Should an act occur during non-school hours, it may be reported to a law enforcement agency. Written and oral reports shall be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report. Disciplinary action may follow these acts after formal investigations are completed.

A victim of the above acts, or anyone who witnesses an act and has credible information, may utilize the “Stop Walk Talk” reporting procedures. For example:

- **STOP:** universal stop signal and saying “stop” If this works, then move on with your day, You do not need to walk or talk or “tattle” because your strategy worked. If it does not work move to next step in SWT
- **WALK:** walk away IF STOP did not work. Remove the reinforcement from the person being unkind. If this works and they need to talk or “tattle” because the strategy worked. If it does not work move on to the next step in SWT.
- **TALK:** talk to an adult.
- Report the incident:
 - a. To an adult;
 - b. In writing, or;
 - c. Anonymously (put in the “Comments” box in the school office).
- If bullying occurs after school hours, report it to your local law enforcement agency or notify your SRO when

returning to school.

- If you witness bullying (you are a bystander), you should:
 - a. Refuse to join in;
 - b. Never fight a bully;
 - c. Get others to help you speak out against the bully;
 - d. Distract the bully, or;
 - e. Report all bullying to administration.
- Utilize the universal web based reporting system on your School and/or District of Indian River County website www.indianriverschools.org.
- Utilize reporting boxes that are placed in:
 - a. Health room
 - b. Guidance Offices/Student Support Specialist Offices
 - c. Library
 - d. Main Office
- Forms are located with said boxes or may be downloaded from the SDIRC website
- Contact local law enforcement, if an act occurs after school hours.

Consequences for Bullying, Cyberbullying, Harassment, Hazing, Dating Violence and Abuse, and Gang Related Activities.

Consequences and appropriate remedial action for students who commit acts of Bullying, Cyberbullying, Harassment, Hazing, Dating Violence and Abuse, and Gang Related Activities or are found to have falsely accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion.

Practical Tips for Technology Safety and Security

- First and foremost, develop an ongoing relationship that fosters you and your child learning together. Also, help your child to trust that he/she can tell you about potentially problematic activity.
- Instruct your child to:
 - a. never arrange a face-to-face meeting with someone they met online;
 - b. never upload (post) pictures of themselves onto the Internet or online service to people they do not personally know;
 - c. never give out identifying information such as their name, home address, school name, or telephone number;
 - d. never download pictures from an unknown source, as there is a good chance there could be sexually explicit images;
 - e. never respond to messages or bulletin board postings that are suggestive, obscene, belligerent, or harassing;
 - f. be suspicious of whatever they are told online, which may or may not be true.

(Source: <http://www.fbi.gov/publications/pguide/pguideee.htm>)
- Learn the language of technology
- Keep your home computer in a location that is easily viewable.
- Talk with other parents who have a computer, Internet access, and/or other related technologies in their homes.
- Turn on the Safe Filtering mode on your search engines.
- Choose a "Family Friendly" Internet Service Provider (ISP).
- If you choose to give your child a cell phone, choose one that is "child friendly." That is, users of this phone can only call friends approved by parents.
- Screen all incoming email messages. You can set up an email account for your child that allows him/her to only send messages out. Any incoming emails go to your inbox for review. Or, simply share an email account

that you first screen before your child looks at any messages.

- Learn how to use the parent control settings on your television. Relatedly, use websites to help you review movies and other programming to determine appropriateness for your child.
- Gain personal and practical experience of various technologies so you can listen and talk with your children with authority. That is, become more technologically literate yourself. For example, set up your own Facebook, Twitter, Instagram, or any other social media accounts and learn how they are used.

INFORMATION PARENTS SHOULD HAVE

Parent/Student Telephone Notification System

The Connect-ED telephone notification system is a very powerful communication tool in our school district. The secondary schools use it to keep parents aware of absences and other events pertaining to school life. Food Services uses it to notify parents of cafeteria balances and media specialists for overdue books. In case of emergencies, administrators use it to notify parents/students of school closing and class resumption. In short, this is another way of keeping our commitment to stay in touch with parents, so that they will be updated as to the progress and safety of their children.

DIFFERENTIATED ACCOUNTABILITY (DA)

The U.S. Department of Education selected Florida to participate in the "Differentiated Accountability Pilot" Initiative in 2008. Through Differentiated Accountability, or DA, the state is allowed greater flexibility in providing the needed technical assistance and interventions to the schools with greatest need. Florida's DA plan streamlines the federal and state accountability systems and directs increasing school-wide interventions and school and district accountability based on school grades. This program allows FLDOE to operate a new tiered approach to working directly with schools to increase student achievement. The support and assistance provided to each school is individualized depending on the needs of that school. Through DA, schools fall into a matrix of categories based on the level of the school's achievement. The lowest performing schools receive the most support and are required, under DA, to implement the most robust interventions that will help lead to successful school improvement. In order to provide direct support to schools, Florida has created a regional system of support.

GRADING FLORIDA'S PUBLIC SCHOOLS

Public schools in Florida receive school grades, A-F, annually. School grades have been issued since 1999. School grades are based primarily upon student achievement data from the Florida Standards Assessment (FSA), Florida Comprehensive Assessment Test (FCAT) 2.0, and end-of-course (EOC) assessments. School grades communicate to the public how well a school is performing relative to state standards. The assessment-based components of all school grades are calculated based on student achievement in English Language Arts (ELA), math, social studies, and science, annual learning gains for each student in ELA and math, and the progress of the lowest quartile of students in ELA and math. School grades for middle schools include an additional component measuring qualifying middle school students' performance on high-school level EOC assessments and industry certification programs. High school grades involve additional components of graduation rates, and college and career acceleration.

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.

PPRA

The 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.

At this time, the school district has not scheduled surveys for this school year. 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.

SCHOOL DISTRICT OF INDIAN RIVER COUNTY

PARENT SELF-ASSESSMENT CHECKLIST

How involved are you as a parent/guardian in promoting a positive education for your child?

This Parent Self-Assessment Checklist is a tool for you and does not need to be returned to the school. On an annual basis, all parents of students in grades K-12 in Indian River County will receive this checklist, so you can evaluate your own strengths and areas to focus on during the school year.

Yes No

Attitude: As a parent/guardian, do you:

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Stress the importance of education and doing one's personal best in school? |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Believe your child has the ability to be successful in school? |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Help your child set short and long term educational goals? |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Compliment your child's academic accomplishments? |

Academics: As a parent/guardian, do you:

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Support reading with age appropriate home activities? |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Assure that in your home there is a consistent time/place to do homework? |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Ensure that your child has access to materials needed to complete assignments? |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Regularly discuss and ask to see work that your child is doing in school? |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Attend workshops on helping your child at home? |

Behavior: As a parent/guardian, do you:

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Monitor your child's television viewing? |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Teach and reinforce positive behaviors, such as respect for self and others, hard work, and responsibility? |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Become aware of and support school behavioral expectations? |

Building Responsibility: As a parent/guardian, do you:

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Ensure that your child has a regular routine? |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Encourage your child to accept responsibility for his/her actions? |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Ensure that your child is in attendance and on time to school each day? |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Monitor and promote your child's participation in extracurricular and after-school activities? |

School/Home Connections: As a parent/guardian, do you:

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Communicate regularly with teacher(s) in person, on the phone, by email or through writing? |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Prepare for and attend teacher conferences? |
| | <input type="checkbox"/> | 3. Attend open house, science fairs, plays, musical events, class trips, sporting events, curriculum nights, or other school activities? |
| | <input type="checkbox"/> | 4. Volunteer in the school setting when possible? |

The School District of Indian River County supports and teaches six pillars of CHARACTER COUNTS!

- | | | |
|-------------------|------------------|---------------|
| • Trustworthiness | * Responsibility | * Caring |
| • Respect | * Fairness | * Citizenship |

Thank you for taking a moment to reflect on the importance of your role in educating your child. We encourage you to continue to be a full partner in your child's education. Should you need further assistance, please contact your child's teacher.

RESOURCES AND INFORMATION YOU MAY NEED

The Code of Student Conduct

- The **Code of Student Conduct** is disseminated at the start of the school year and is available at www.indianriverschools.org. Students and parents must sign the Student/Parent Acknowledgement Form that they have read the handbook.

Medication Procedures

Any child in need of medication during school hours is required to have a Medication **Permission Slip on file** along with a **Physician's Authorization for Medication** form or **Health Care Provider's order**. These forms can be found in the **Medication Procedures for Parents Handbook** at www.indianriverschools.org or at school.

Phone Numbers for your child's school

- The phone numbers of the school's principal, your child's teachers, counselors, and other administrative staff, and health assistant should be kept for easy reference.

A copy of the School Handbook

- A copy of the school's handbook, student manual, or curriculum guide includes information critical to your child's success. This information may be found at each school's website.

A copy of the Title I Parent Family Engagement Plan (PFEP) and School- Parent Compact

- The written Parent 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.

The bus number, schedule and pickup address, if your child rides a bus to school

- Bus information is provided in local newspapers before school starts and copies of the bus schedules are available at each school's orientation. Students who enter after the school year begins should contact the Transportation Department at 772-978-8801. Transportation Hotline (772-978-8199) is available for immediate concerns regarding transportation issues.

Free and Reduced Lunch Program

- The Free and Reduced Lunch Program provides free and lower priced lunches and breakfast meals for children from low-income families.
- In order to apply for the program, parents need to complete a Free and Reduced Meal Application form, which is provided at the beginning of the school year. Contact your child's school for more information.

K12PaymentCenter Meal Prepayment Plan

K12PaymentCenter offers great convenience and the following benefits:

- You get quick and easy access to your student's meal account 24 hours a day, seven days a week.
- You have:
 - a. the ability to pay for multiple students' accounts with one single payment;
 - b. the ability to look-up your student's account balance, any time, any place the Internet is available;
 - c. the ability to see 90 calendar days of purchases and payments;
 - d. automated notification, via e-mail, when your student's account balance falls below an amount you have set;
 - e. peace of mind, knowing that the money is being used for good nutrition.

The K12PaymentCenter website will guide you through the easy steps of registration. You can locate the K12PaymentCenter website via your schools' website or the District website www.indianriverschools.org.

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.**

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.

If you do not want your student's name, address, and telephone listing released to Armed Forces recruiters, contact your high school and provide a written request that this information not be released to them. The form is available on the SDIRC website and in the high school guidance offices.

RESOURCES

Available Resources

Family Literacy Services - A variety of school based family literacy activities are available throughout the district. Family nights cover many different topics of interest for parents and are sponsored by federal programs, PTA, and community agencies.

Mentoring - Mentoring programs are in place at most school sites. A variety of community agencies, parent volunteers, high school students, and teachers participate to support mentoring efforts for students of all ages.

Extended Day Programs - The Extended Day program provides before and after school programs at all elementary school sites for a fee. In addition, several school sites offer other before and after school programs to assist students with their schoolwork. For more information call 564-4999.

ONLINE RESOURCES

A Parent's Guide to Internet Safety. From the Federal Bureau of Investigation Crimes Against Children Program. <http://www.fbi.gov/publications/pguide/pguidee.htm>

Abuse Hotline | Florida Department of Children and Families <http://www.myflfamilies.com/>

American Academy of Pediatrics: <http://www.aap.org/en-us/Pages/Default.aspx> – dedicated to the health of all children. This full-service website offers information on a wide range of children's health topics.

APD - Agency for Persons with Disabilities - State of Florida <http://apd.myflorida.com/>

Bright Futures Scholarships <http://www.floridastudentfinancialaid.org/ssfad/home/uamain.htm>

College Pre-Paid: <http://www.florida529plans.com/>

Common Sense Media.com Great resource for Parents, Students, and Teachers on Internet safety and security;
<http://www.common sense media.org/>

Connect 4 Kids Coalition of Indian River County Family Resource: <http://www.connected4kids.org/Family-Directory.pdf>

Drug rehab and treatment in Florida | Phoenix House: <http://www.phoenixhouse.org/locations/florida/>

FLDOE List of Directories: <http://www.fldoe.org/SiteIndex/directories.asp>

Florida Center for Child Welfare: <http://centerforchildwelfare.fmhi.usf.edu/LocalServices/District15Services.shtml>

Florida Department of Education (FLDOE): <http://www.fldoe.org/default.asp>

Follett Libraries/SDIRC: <http://follett.indianriverschools.org/>

Healthy Children: <http://www.healthychildren.org/English/Pages/default.aspx> provides guidance to parents on child growth and development, health, nutrition, safety, and fitness.

Home | 211 Palm Beach Treasure Coast: <http://www.211palmbeach.org/>

Indian River County Library System: <http://www.irclibrary.org/>

Just Read, Florida! <http://www.justreadflorida.com/>

Kids Health: <http://kidshealth.org/>, behavior, and development from before birth through teen years.

Meal Prepayment Plan: www.lunchprepaid.com

Parents' Guides to Student Success - For Parents - National PTA:
<http://www.pta.org/parents/content.cfm?ItemNumber=2583>

Prevention and Treatment of Child Abuse | Childhelp: <http://www.childhelp.org/>

SafeKids.com. Your family's guide to making the Internet and Technology fun, safe and productive.
<http://www.safekids.com/>

School Advisory Council Information: <http://florida-family.net/SAC/>

School District of Indian River County. Technology Services - <https://www.indianriverschools.org/technology-services>

Student Tutorials and Resources: Interactive resources to support student learning in Language Arts, Math, Science, and Civics. www.FloridaStudents.org

The National Center for Missing & Exploited Children: <http://www.missingkids.com/home>

Wired Safety provides help, information and education to Internet and mobile device users of all ages. We handle cases of cyber abuse ranging from identity and credential theft, online fraud and cyberstalking, to hacking and malicious code attacks. <http://www.wiredsafety.org/>

Whole Child of Indian River County: www.wholechildirc.org/

World-class Instructional Design and Assessment (WIDA): Interactive resource that provides information regarding academic language development, English Language Development (ELD) standards and supports for the academic achievement of Pre-Kindergarten through Grade 12 English language learners. <https://www.wida.us/index.aspx>

Reference your school's website for additional school related information and resources, as they are updated on a continuous basis.

USEFUL TELEPHONE NUMBERS

ACCESS to Food, Cash and Medicaid: 866-762-2237

Adoption Information: 800-96-ADOPT (962-3678) Out of Florida 904-353-0679

Blind Services Toll Free: 800-342-1828

Braille/Talking Book Services: 800-226-6075

Bright Futures: 888-827-2004

Children's Legal Services, Indian River County: 772-770-6715

Children's Medical Services – Indian River County: 772-467-6000 or 800-226-1354

Domestic Violence Hotline: 800-500-1119

Florida Abuse Hotline: 800-962-2873 TTY – 800-453-5145

Local Tallahassee Metro Area Customer Service Line: 850-410-5200

Technical Center for Career and Adult Education (formerly Adult & Community Education): 800-406-5555

Commission for Independent Education: 888-224-6684

Early Learning/VPK: 866-447-1159

Financial Aid:

- Scholarships and Grants: 888-827-2004
- Student Loans: 800-366-3475
- Recovery Number – 800-262-6732
- Local Tallahassee Metro Area Customer Service Line: 850-410-5200
- E-mail: osfa@fldoe.org

Florida Department of Health:

- 850-245-4444
- TDD – 850-410-1451
- **Indian River County Health Department.** – 772-794-7472

Food and Nutrition:

- General – 800-504-6609
- Summer Food Program – 800-622-5985

FTCE Questions: 413-256-2893

General Educational Development (GED) Testing: 877-352-4331; Testing Office: 850-245-0449

Indian River County Sheriff's Department: 772-569-6700/911

Missing Children: 888-356-4774 TTY accessibility, call 866-414-7496

McKay Scholarships: 800-447-1636

Parent Response Center: 800-206-8956

National Runaway Safe line – 800-RUNAWAY (800-786-2929)

No Child Left Behind: Email: [Florida - NCLB](mailto:Florida-NCLB)

School Choice: 800-832-2435

Vocational Rehabilitation: 866-515-3692

Behavioral Health Resources

Center for Emotional and Behavioral Health: 1190 - 37th Street, Vero Beach, FL 32960 (563-4666)

<http://indian-river.fl.us/health/hospitals/emotional.html>; Inpatient Pediatric & Adult/Outpatient Pediatric & Adult by appointment; Insurance/Medicaid & most Insurance/Indigent funding available/substance abuse treatment services.

Children's Home Society: 950 NW Peacock Boulevard, Suite 9, Port St. Lucie, FL 32958 (772-344-4020) Outpatient Pediatric Psychiatry Insurance: Medicaid Eligible

Hibiscus Children's Center: 1145 - 12th Street, Vero Beach, FL 32960 (772-299-6011). www.hibiscuschildrenscenter.org.

Inpatient Pediatric/Outpatient Pediatric & Adult Mental Health Support Groups/Counselors & Psychiatrists: Insurance: Medicaid, Victim Compensation, VOCA Indigent funding available Substance abuse treatment services.

Legacy Behavioral Health Center, Inc.: 755 - 27th Avenue SW, Suites 9 & 10, Vero Beach, FL 32968 (257-5264)

<http://www.legacybhc.com>: Outpatient Pediatric & Adult/Counselors & Psychiatrists Case Management Fees: Sliding scale & self-pay/ Insurance: Medicaid, Medicare, Medicaid HMO's, Medicaid Waiver, Healthy Kids, Indigent funding available/Bilingual services available.

Mental Health Association: Walk In Center 820 - 37th Place, Vero Beach, FL 32960 (569-9788) www.mhairc.org/

Outpatient Pediatric & Adult Walk-in services available with counselors/Psychiatrist available by appointment for those who qualify. Case Management/Mental Health Support Groups Fees: Sliding scale/No insurance accepted. Indigent funding available/ Substance abuse treatment services/ Bilingual services available

National Alliance on Mental Illness (NAMI): PO Box 824. Vero Beach, FL 32961 (532-7345) www.nami.org

Education, Support & Advocacy

Horizons of the Treasure Coast, Inc.: 1910 - 82nd Avenue, Vero Beach, FL 32966 (772-778-7217) www.nhtcinc.org

Inpatient Pediatric & Adult (4500 Midway Road, Ft. Pierce)/Outpatient Pediatric & Adult Counselors & Psychiatrists Case Management Psychosocial rehabilitation screening assessments available 24/7/365 at 4500 Midway Road, Ft. Pierce Insurance: Most Accepted (including Medicaid HMO, Medicare)/sliding scale for those who qualify, adult/children/ Indigent funding available for those who qualify.

Sequel Care of Florida: 1910 - 82nd Avenue, Suite 102, Vero Beach, FL 32966 (492-9841)

www.sequelyouthservices.com In Office, In Home and Community based Pediatric, Adolescent and Adult Counseling/ Child & Adult Targeted Case Management Child & Adult Psychiatric Evaluation & Medication Management/ Insurance: Medicaid, Child Welfare, Magellan, Healthy Kids, United Behavioral Health, CMS.

Substance Awareness Center: 1507 - 20th Street, Vero Beach, FL 32960 (770-4811) www.sacirc.org Adult Outpatient Substance Abuse/Counseling/Treatment/Adolescent Counseling/Women's Recovery Support Program/Drug Testing.

Suncoast Mental Health Center, Inc.: 2501 - 27th Avenue, Suite A7, Vero Beach, FL 32960 (564-8616)

www.suncoastmentalhealth.org Outpatient Pediatric (age 4-17) & Adults Counselors & Psychiatrists/Case Management/Medication Management/Insurance: Medicaid, Child Welfare, Magellan, HE/Stay Well, Psych Care, United Healthy Kids/Indigent funding available for children.

Treasure Coast Community Health: 1555 US Hwy 1, Suite 105, Vero Beach, FL 32960 (257-8224) www.tcchinc.org

UF Center for Psychiatry & Addiction Medicine 840 - 37th Place, Suite 2, Vero Beach, FL 32960 (794-0179)

<https://ufhealth.org/center-psychiatry-addiction-and-pain-medicine-vero-beach> Outpatient Pediatric & Adult Psychologists & Psychiatrists/Insurance: Most accepted, call to verify/Indigent funding available/Substance abuse treatment services (Suboxone) Pain Management Services.

Whole Family Health Center 981 - 37th Place, Vero Beach, FL 32960 (257-5785)

www.wholefamilyhealthcenter.org/about-us/ Outpatient: Primary Care, Pediatric, Behavioral Health Therapist & Psychiatrist/Indigent care available/Insurance & sliding scale.

The Women's Refuge of Vero Beach 1850 Lemon Avenue, Vero Beach, FL 32960 (770-4424)

www.womensrefugevb.org/

Residential services for women: 2 week-2 year programs/Outpatient: Adult, Children & Family/ Christian Based Support Groups/Leadership training; conferences at churches; Bible studies/No insurance accepted/Substance abuse treatment services.

211 Palm Beach/Treasure Coast 2-1-1 www.211treasurecoast.org 24-Hour Crisis Hotline Community Helpline

Suicide Hotline Telephone/Reassurance Free & Confidential.

STUDENT GRIEVANCE PROCEDURES

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

A grievance is a complaint alleging a violation of Title IX, Section 504, and other federal and state civil rights laws, rules, and regulations. It is the policy of the School District of Indian River County to provide a learning and working environment for students that is free from harassment or discrimination on the basis of gender, marital status, race, national origin, religion, age, or disability. This 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.

Purpose: The primary purpose of this procedure is to secure, at the earliest opportunity possible, equitable solutions to a justifiable complaint. The proceedings shall be kept confidential at each level of this procedure.

Process: The number of days indicated at each level shall be regarded as a maximum; every effort shall be made to expedite the process. However, the time limits specified may be extended by mutual agreement of the grievant and the administration.

Level One

Within sixty (60) calendar days following knowledge of the act or condition, an applicant for admission, a current student, parent, or guardian with a complaint is encouraged to first discuss the complaint with the teacher, support staff, administrator, or principal involved, with the objective of resolving the matter promptly and informally. If the complaint is against the program or facility administrator or principal, or if the individual with a complaint (grievant) is not comfortable meeting directly with the administrator or principal, the grievant begins with Level Three.

Level Two

If the complaint is not resolved at Level One, the grievant may file a signed, written grievance with the program or facility administrator or principal stating:

- the nature of the grievance including details about the incident, the individuals involved, the dates, times, and locations involved;
- the remedy requested; and
- the signature of the person submitting the grievance.

The administrator or principal will investigate the situation, take into account the nature of the complaint and all necessary factors, and respond in writing with a decision to the grievant within (ten) calendar days after receiving the complaint.

Level Three

If the complaint is not resolved at Level Two or if the principal or administrator is one of the individuals named in the letter of grievance, he/she may within sixty (60) calendar days file a written complaint with the Superintendent. The complaint shall include a copy of the written letter of complaint provided at Level Two, a copy of the written decision from the administrator or principal and a statement reflecting further remedy being requested. The Superintendent will further investigate the situation, evaluate the evidence and render a written decision including any recommendation for action within (10) calendar days after receiving the appeal or original complaint. **The decision of the Superintendent shall be final.** Notwithstanding this provision, after the Superintendent's decision, the grievant may file any legal action against the School District in any forum as allowed by law with respect to any matter related to the subject of the grievance, but such action shall not be a review of the grievance process or decision.

Withdrawal: A complaint may be withdrawn by the grievant at any level without prejudice, unless the grievance process reveals that a student has made a false report against a staff member, in such case, appropriate discipline shall be rendered.

Hearings and Decisions: At each of the above three levels, the grievant shall be given the opportunity to be present and to be heard. All decisions at each level above shall be in writing and shall include supporting reasons. Copies of all decisions and recommendations shall be furnished promptly to all parties of interest.

Retaliation: No reprisal or retaliation of any kind shall be taken by or against any party of legitimate interest or any legitimate participant in the grievance procedure because of such participation.

Preservation of Records: All proceedings external to the decision of the school board shall be destroyed. However, any grievant who wishes the proceedings to be placed in school records may achieve such action by filing a written request.

Disclaimer: In the adoption and implementation of this grievance procedure, it shall be understood that the school board is not a court of law and that rules of jurisprudence shall not apply.

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. For additional information regarding this process, refer to this specific policy (9130) located on the District's website.

Equity Compliance:

The District Compliance Officers are responsible for coordinating the District's efforts to comply with and fulfill its responsibilities under Section 504 and Title II of the Americans with Disabilities Act, as amended ("ADA"). A copy of Section 504 and the ADA, including copies of their implementing regulations, may be obtained from either of the District Compliance Officers.

The District Compliance Officers will oversee the investigation of any complaints of discrimination based on disability, which may be filed pursuant to the Board's adopted internal complaint procedure, and will attempt to resolve such complaints. The Board will provide for their prompt and equitable resolution of complaints alleging violations of Section 504/ADA.

The following person(s) have been designated to handle inquiries regarding the non-discrimination policies of the SDIRC or to address any complaint of discrimination:

Dr. Edwina Suit
Executive Director of Human Resources
6500 57th Street
Vero Beach, Florida 32967
772-564-3000

Dr. Deborah Long
Coordinator of Equity and Instructional Support
6500 57th Street
Vero Beach, FL 32967
772-564-3000

Anti-Harassment Compliance Officers

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

Executive Director of Human Resources

Dr. Edwina Suit

772-564-3195

6500 57th Street
Vero Beach, Florida 32967

Executive Director of Student Services and ESE

Dr. Lillian Torres-Martinez

772-564-5944

6500 57th Street
Vero Beach, Florida 32967

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

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

District Compliance Coordinators:

The School District of Indian River County does not discriminate on the basis of race, sex, color, religion, age, national origin, or disability in its provision of programs, services, or employment.

The following person(s) are designated as the SDIRC Section 504 Compliance Officers/ADA Coordinators ("District Compliance Officers"):

Section 504	Mr. Randall Hunt	564-6068
Americans with Disabilities Act	Heather Clark	564-5932

TERMS YOU'LL NEED TO KNOW

ACCEL: Academically Challenging Curriculum to Enhance Learning – Acceleration choices were developed to address the need to provide academically challenging curriculum opportunities for students in kindergarten through twelfth grade. The acceleration choices are grouped into two categories, Content Enrichment and Grade Advancement.

ACCESS 2.0: The state language proficiency assessment will allow educators, students, and families to monitor the progress of ELL students in acquiring academic English in the domains of speaking, listening, reading, and writing.

Access Points for Students with Significant Cognitive Disabilities: The Next Generation Sunshine State Standards Access Points are expectations written for students with significant cognitive disabilities to access the general education curriculum. Embedded in the State Standards, Access Points reflect the core intent of the Standards with reduced levels of complexity.

AMO: Annual Measurable Objectives

DIAP: District Improvement and Accountability Plan

ED: Economically Disadvantaged is defined as students whose families are participating in the free and reduced lunch program.

ELL: English Language Learner

EOC: End-of-Course Assessment. EOC assessments are rigorous, statewide, standardized assessments developed and approved by the Florida Department of Education. EOC assessments for a subject are administered in addition to the comprehensive assessments. The content knowledge and skills assessed by EOC assessments are aligned to the core curricular content established by Florida State Standards.

EP: Educational Plan - a written plan for the special education of a child who is gifted.

EPIC: Extraordinary Educational Professionals in Collaboration – A program of professional learning communities implemented in middle schools.

ESE: Exceptional Student Education – This is the name given in Florida to educational programs and services for students with special learning needs (including those who have disabilities and those who are gifted). It is sometimes called special

education.

Focus: is a web-based Student Information System (SIS) for educational institutions. This software is used to maintain our demographic, course, academic, discipline, attendance, and grade book data. It is for our students/ teachers/ parents/staff to use to collect and maintain this data and for FTE submission to the State.

ESOL: English for Speakers of Other Languages

Extracurricular: These are school-sanctioned activities like clubs or athletic teams that happen either before or after school.

504 Plan: This accommodation plan is designed to ensure that students with physical or mental impairments that substantially limit a major life activity are provided with the same opportunity as other students to learn at school.

FLKRS: Florida Kindergarten Readiness Screener – The Florida Kindergarten Readiness Screener (FLKRS) is administered to assess the readiness of each child for kindergarten. The FLKRS includes a subset called START Early Literacy Assessment.

FAA: The Florida Alternate Assessment (FAA) is provided to students with significant cognitive disabilities for whom FSA and End of Course (EOC) exams are not appropriate measures of achievement. The decision to provide instruction at a less complex level based on Access Points to the Next Generation Sunshine State Standards and Core Connectors of the Common Core State Standards and to test learning using FAA is made by the student's IEP team.

Florida Standards: The English/Language Arts and Mathematics Standards for all students in grades kindergarten through twelfth grade contain educational standards, or learning goals and targets, and define the content knowledge and skills taught in each course or grade level. These standards provide increased knowledge and accountability to all interested parties, including taxpayers, parents, students, and staff as a road map to the successful completion of a student's high school education.

FSA: Florida State Assessment is an exam that will measure each student's progress and achievement on the Florida State Standards.

IEP: Individual Education Plan - An IEP is a plan developed for students with disabilities by a team of parents, educators, and a representative of the school district. The plan lists accommodations the student needs, as well as academic goals and teaching methods. IEP's are updated annually.

MTSS: Multi-Tiered System of Support – A framework for providing high-quality instruction/intervention matched to student needs and using the student's rate of improvement and level of performance in a problem-solving process to make important educational decisions in order to guide instruction.

PMP: Progress Monitoring Plan - This is a plan developed by the teacher after reviewing data from student assessments. When student test results demonstrate deficiencies in specific areas, the teacher delivers direct instruction to those students.

Retention: This refers to students who do not move on to the next grade level at the end of the year due to poor academic performance. For example, a 4th grade student who is unable at the end of the year to do 4th grade work may be retained, or kept in 4th grade for another year.

SAC: School Advisory Council

SERT: Suspension Expulsion Review Team - a district level support team that reviews and investigates serious violations of the Code of Student Conduct that may result in recommendations for expulsion. SERT also reviews all referrals to the Alternative Program, students returning from Department of Juvenile Justice Programs, students who have been processed for off-campus felonies, and students entering the school district from other Alternative Programs.

SIP: School Improvement Plan

STAR Early Literacy Assessment – this is part of the FLKRS assessment for entering Kindergarten students. It will help the schools to screen students and gain immediate insights about their early literacy and numeracy skills in eight key domains.

Student Progression Plan: This district plan details federal, state, and local guidelines concerning attendance, courses of study, report cards, promotion and retention, testing, grading, academic standards, transfers, credits, scholarships, diplomas, honors, accelerated learning, and related topics. It is available on the website.

SWD: Students with Disabilities

**School District of Indian River County
2018-2019 Instructional Calendar**

Day of Week	Date	Event Description
Monday	8/06/2018	Teachers Report; Workday
Tuesday	8/07/2018	Professional Development (PD) for Teachers (School)
Wednesday	8/08/2018	Elementary Teachers PD (District)/Teacher Workday; Student Orientation;
Thursday	8/09/2018	Secondary Teachers PD (District)/Teacher Workday; Student Orientation;
Friday	8/10/2018	Teacher Workday
Monday	8/13/2018	First Day of School for Students
Wednesday	8/22/2018	PD for Teachers School; Early Release for Students
Monday	9/03/2018	Labor Day; No School
Monday	9/10/2018	Holiday; No School
Wednesday	9/19/2018	PD for Teachers (School); Early Release for Students
Monday - Friday	9/24-28/2018	Conference Week, Secondary
Monday - Friday	10/08-12/2018	Conference Week, Elementary
Monday	10/15/2018	End of 1 st Quarter
Wednesday	10/17/2018	PD for Teachers (District); Early Release for Students
Wednesday	11/14/2018	Professional Learning Day for Teachers; Early Release for Students
Monday - Friday	11/19-23/2018	Thanksgiving Week; No School
Monday & Tuesday	11/19-20/2018	Emergency Days if Needed
Wednesday	11/21/2018	Teachers Off Due to Conferences; No School
Thursday & Friday	11/22-23/2018	Paid Holiday for Teachers; No School
Monday	11/26/2018	Students and Teachers Return from Thanksgiving Break
Tuesday	12/18/2018	PD for Teachers (School); Early Release for Students
Wednesday - Friday	12/19-21/2018	Semester/Final Exams; Early Release for Students
Friday	12/21/2018	End 1 st Semester
Monday	12/24/2018	Begin Winter Break; No School 12/24/2018-1/07/2019
Monday	1/07/2019	Teachers Return from Winter Break; PD (School)/Workday
Tuesday	1/08/2019	Students Return from Winter Break
Wednesday	1/16/2019	PD for Teachers (District); Early Release for Students
Monday	1/21/2019	Dr. M.L. King, Jr. Day; No School; Paid Holiday for Teachers
Monday - Friday	1/28-2/1/2019	Conference Week, Elementary
Monday - Friday	2/11-15/2019	Conference Week, Secondary
Monday	2/18/2019	Presidents' Day; No School; Paid Holiday for Teachers
Wednesday	2/27/2019	Professional Learning Day for Teachers; Early Release for Students
Wednesday	3/13/2019	PD for Teachers (School); Early Release for Students
Thursday	3/14/2019	End of 3 rd Quarter
Monday - Friday	3/18-22/2019	Spring Break Week; No School
Monday	3/18/2019	Teachers off Due to Conferences; No School
Thursday & Friday	3/21-22/2019	Paid Holiday for Teachers; No School
Monday	3/25/2019	Students and Teachers Return from Spring Break
Friday	4/19/2019	PD for Teachers (District); Early Release for Students
Friday	5/17/2019	Graduation for Sebastian River High School
Saturday	5/18/2019	Graduation for Vero Beach High School
Saturday	5/18/2019	Graduation for Indian River Charter High School
Wednesday - Friday	5/22-24/2019	Semester/Final Exams; Early Release for Students
Friday	5/24/2019	Last Day for Students
Tuesday & Wednesday	5/28-29/2019	Teacher Workdays
Wednesday	5/29/2019	Last Day for Teachers

Revised 12/17/2017

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 the following:

- 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.