

Hearing Officer Review, if necessary, will be held at 5:30 p.m. in the Large Personnel Conference Room to be followed by Business Portion of Meeting at 6:00 p.m.

Indian River County District School Board
Business Meeting Agenda
July 24, 2012 at 6:00 p.m.

It is hereby advised that if a person decides to appeal any decision made by the Board with respect to any matter considered at this meeting, he/she will need to ensure that a verbatim record is made that includes the testimony and evidence upon which the appeal is to be made.

- I. **Call Meeting to Order – Chairman Pegler**
(Announcement: Please turn off all cell phones. Cell phones, even when set to a silent mode, can cause loud disturbances within the room's audio enhancement system.)
- II. Invocation by Deacon Dave Hankle, St. Helen's Catholic Church.
- III. PLEDGE OF ALLEGIANCE TO THE FLAG
- IV. ADOPTION OF AGENDA
- V. PRESENTATIONS
No presentations
- VI. CITIZEN INPUT
- VII. CONSENT AGENDA
 - A. Approval of Minutes – Dr. Adams**
 - 1. Review Board Policies Discussion held 6/19/2012.
 - 2. Comprehensive Study for Elementary Schools Workshop held 6/19/2012.
 - 3. Preliminary Budget Millage Levy Workshop held 6/26/2012.
 - 4. Capital Outlay 5-Year Plan Review Workshop held 6/26/2012.
 - 5. Regular Business Meeting held 6/26/2012.
 - 6. Special Business Meeting held 7/12/2012.Superintendent recommends approval.
 - B. Approval of Personnel Recommendations – Ms. Roberts**
Attached is a list of personnel recommendations, which includes personnel additions, terminations, and/or changes. Superintendent recommends approval.

C. Approval of Revision of 2012-2013 Instructional Calendar – Ms. Roberts

During 2011-2012 negotiations between the School District of Indian River County and the Indian River County Education Association, it was agreed that “An additional one-half (1/2) of a teacher workday each semester, other than workdays designated as pre-planning or post-planning workdays, may also be designated for in-service activities.” Article XIII.1. B.5. The modifications to the 2012-2013 Instructional Calendar have been made and are boldfaced and highlighted in the attached revised calendar. Superintendent recommends approval.

D. Approval of Donations – Mr. Morrison

1. Vero Beach High School received a donation in the amount of \$2,000 from Grammy Foundation/Best Buy. The donation will be used to support the Vero Beach High School music education program.
2. Sebastian River High School received a donation in the amount of \$2,850 from Florida Law Enforcement Games. The funds will be used for supplies and equipment for the Sebastian River High School Athletic Department.
3. Oslo Middle School received a donation in the amount of \$1,000 from Magic Carpet Ride. The donation will be used for the Oslo Middle School Orchestra. A donation in the amount of \$1,000 was received from Dyer Chevrolet. The funds will be used for the Oslo Middle School honor roll students.

Superintendent recommends approval.

E. Approval of Individuals with Disabilities Education Act (IDEA), Part B Grant and Part B Preschool Grant 2012-13 – Mrs. D’Albora

The purpose of this program is to provide supplemental services to support students with disabilities. Funding is based upon the number of students with disabilities served during the previous year by the Survey 2 student count. Monies from these grants must be used to supplement services which are provided to all students by the District. Total amount of IDEA Grant for FY 2012-13 Allocation: \$3,746,044.00. Superintendent recommends approval.

F. Approval of Title I, Part A, Improving the Academic Achievement of the Disadvantaged 2012-13 – Mrs. D’Albora

Title I, Part A, is intended to help ensure that all children have the opportunity to obtain a high quality education and to reach proficiency on challenging State Academic Standards and Assessments. As the largest federal program supporting elementary and secondary education, Title I targets these resources to the Districts and schools where the needs are greatest. FY 2012-13 Allocation: \$5,358,718.34. Superintendent recommends approval.

G. Approval of Title I, Part C, Migrant Education Program 2012-13 – Mrs. D’Albora

The purpose of this program is to ensure that the special educational needs of migrant children are identified and addressed. This program supports high quality and comprehensive educational programs for migrant children in order to help reduce the educational disruptions and other education related problems that result from frequent moves. This program also attempts to ensure that migrant students who move between States are not put at a disadvantage because of disparities in curriculum, graduation requirements, content, and student academic achievement standards. The program promotes Interstate and Intrastate coordination of services for migrant children, including providing for educational continuity through the timely transfer of pertinent school records. FY 2012-13 Allocation: \$53,778.00. Superintendent recommends approval.

H. Approval of Title II, Part A, Teacher and Principal Training and Recruiting Fund 2012-13 – Mrs. D’Albora

Local Educational Agencies (LEAs) and schools are held accountable for improvements in student academic achievement. Projects are intended to increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. FY 2012-13 Allocation \$731,285.00. Superintendent recommends approval.

I. Approval of Title III, Part A, English Language Acquisition, Language Enhancement and Academic Achievement Act 2012-13 – Mrs. D’Albora

Funding Purpose/Priorities: To improve the education of English language learners (ELLs) by assisting them in learning English and meeting the challenging and rigorous state academic content and student academic achievement standards. FY 2012-13 Allocation: \$207,525.00. Superintendent recommends approval.

J. Approval of Early Learning Coalition Contract with Extended Day Program 2012-13 – Mrs. D’Albora

Attached is the renewal of the Early Learning Coalition Provider Agreement with Extended Day Program for six months beginning July 1, 2012, and ending December 31, 2012. This extended agreement is to provide services for the before and after school care. No cost to the District. Superintendent recommends approval.

K. Approval of Contract Renewals with Childcare Providers – Mrs. D’Albora

The contracts outline the respective responsibilities of the School District and local childcare providers to continue services to children of teen parents participating in the District’s Teen Parent Program. In accordance with Florida Statute 1003.54, School Districts are required to provide childcare services to the children of teen parents participating in this dropout prevention

program. Indian River County utilizes several local centers for this purpose. Currently under this proposal are the following childcare providers: Bright Beginnings, RCMA/Whispering Pine, Ross Small World Childcare, The Tot Spot, Tiny Treasures/Learning Nest, TLC of Sebastian, Turner's Childcare, and Williams Childcare. Cost to the District is offset by the FTE earned by the program. Superintendent recommends approval.

L. Approval of Renewal of the Florida Virtual School Contract for 2012-13 – Mrs. D’Albora

The Curriculum Department recommends approval of the contract with Florida Virtual School to provide a 180-day comprehensive, full time program for all grade levels. By law, the School District of Indian River County is required to offer three virtual school options. Florida Virtual School will serve as one of the three options. This program is fully accredited and aligned to the Next Generation Sunshine State Standards. Instruction is delivered by fully-certified teachers. The cost to the District for grades K-12 full-time is (\$5,200). Superintendent recommends approval.

M. Approval of Agreement for Grace Rehab of Vero – Mrs. D’Albora

This agreement reflects a cooperative spirit between this health institution and the School Board in delivering clinical experiences to our students enrolled in Adult and Community Education Nursing Programs. There is no cost to the District. Superintendent recommends approval.

VIII. ACTION AGENDA

A. Approval of Resolution #2013-01 for Participation in the Local Government Surplus Funds Trust Fund (Florida PRIME) - Mr. Morrison

The State Board of Administration (SBA) of Florida is updating its records related to authorization of agencies to participate in the Local Government Surplus Funds Trust Fund pool currently titled Florida PRIME. The School District participates in the pool and invests a portion of temporarily idle funds. This Resolution provides for the Board to name authorized representative(s) by title that will have the authority and responsibility of: 1) making changes to account information, as required and 2) assigning staff members who are authorized to perform transfers between the pool accounts and the District bank account. Superintendent recommends approval.

B. Approval of K12 Virtual School Contract 2012-13 – Mrs. D’Albora

The Curriculum Department recommends approval of the contract with K12 Virtual School to provide a 180-day comprehensive, full and part time program for all grade levels. By law, the School District of Indian River County is required to offer three virtual school options and K12 Virtual School will serve as one of the three options. This program is fully accredited and aligned to the Next Generation Sunshine State Standards. Instruction will be delivered by fully-certified teachers. The cost to the District for grades K-12 full-time is (\$3,995), part-time/supplemental is (\$299 per course), and/or

credit recovery instruction is (\$199 per course). Superintendent recommends approval.

C. Approval of Pasco County Virtual School Contract 2012-13 – Mrs. D’Albora

The Curriculum Department recommends approval of the contract with Pasco County Virtual School to provide a 180-day comprehensive, full time program for grades K-5. By law, the School District of Indian River County is required to offer three virtual school options and Pasco County Virtual School will serve as one of the three options. This program is fully accredited and aligned to the Next Generation Sunshine State Standards. Instruction is delivered by fully-certified teachers. The cost to the District for grades K-5 full-time option only (\$3,995). Superintendent recommends approval.

D. Approval of Contract Extension Requested by Sebastian Charter Junior High School – Mrs. D’Albora

The Board of Directors of Sebastian Charter Junior High is requesting that the School District of Indian River County extend the deadline for Sebastian Charter Junior High to obtain a loan for at least \$1,000,000 for their new building and to extend their contract to a 15-year contract with an ending date of June 26, 2026. The current extension expires on July 31, 2012, and the Bank and SCJH are not certain that they can make that deadline. It is understood that if Sebastian Charter Junior High does not obtain a loan of at least \$1,000,000 by October 31, 2012, the existing contract date will be in effect with an ending date of June 30, 2015. It is anticipated that the loan will be closed before that date. Superintendent recommends approval.

IX. SUPERINTENDENT’S REPORT

X. DISCUSSION
No discussion items.

XI. SCHOOL BOARD MEMBER MATTERS – Chairman Pegler

XII. INFORMATION AGENDA

XIII. SUPERINTENDENT’S CLOSING

XIV. ADJOURNMENT – Chairman Pegler

Anyone who needs a special accommodation for this meeting/workshop may contact the School District’s American Disabilities Act Coordinator, at 564-3060 (TTY 564-8507) at least 48 hours in advance of meeting. NOTE: Changes and amendments to the agenda can occur 72 hours prior to the meeting. All business meetings will be held in the Teacher Education Center (TEC) located in the District Central Offices at 1990 25th Street, Vero Beach, unless otherwise specified. Meetings may broadcast live on Comcast Ch. 28. The agenda can be accessed by Internet at <http://www.indianriverschools.org>.

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The Indian River County District School Board met on Tuesday, June 19, 2012, at 9:00 a.m. The discussion was held in the Teacher Education Center located at the J.A. Thompson Administrative Center, 1990 25th Street, Vero Beach, Florida. School Board Members attending were: Chairman Jeff Pegler, Vice Chairman Carol Johnson, and Board Members: Matthew McCain, Karen Disney-Brombach, and Claudia Jiménez. Dr. Frances J. Adams, Superintendent of Schools, and School Board Attorney Suzanne D'Agresta were also present.

Review Board Policies

Attended by:

Tom Young, NEOLA
Pat Corbett, NEOLA
Frankie St. James, NEOLA

Note: Mr. McCain was not present.

- I. Called discussion to order – Chairman Pegler
Chairman Pegler announced that Board Member McCain would be late and may not be able to attend.
- II Purpose of the Discussion – Dr. Adams
Dr. Adams turned the discussion over to Mrs. Lannon.
- III. Presentation of School Board Policies – Mrs. Lannon
Mrs. Lannon stated that the purpose of the discussion was to continue where they left off regarding the review of Chapter 1 of School Board Policies. She introduced the consultants from NEOLA. Mr. Young stated that they would review the sections that were not addressed on May 15, 2012, as follows:

Membership

0141	Number
0141.2	Conflict of Interest
0141.3	Conflicting Employment or Contractual Relationship
01442	Qualifications
0142.1	Oath
0142.3	Orientation
0143	Election
0143.1	Residence Areas
0144	Term
0145	Filling a Board Vacancy
0146	Removal
0147	Compensation
0148	Use of Equipment and Services
0149	Access to Records
0149.1	Public Expressions of Members

- 0149.1 Public Expressions of Members
- 0149.2 Board Member Participation at District Committee Meetings
- 0149.3 Board-Staff Communications

Note: Mr. McCain was present.

Meetings

- 0161 Parliamentary Authority
- 0162 Quorum
- 0163 Presiding Officer
- 0164 Notice of Meetings
- 0165 Meetings
 - 0165.1 Agendas
 - 0165.2 Regular Meetings
 - 0165.3 Special Meetings
 - 0165.4 Recess
 - 0165.5 Adjourn
- 0166 Executive Session
 - 0166.1 Work Session
- 0167 Voting
 - 0167.1 Use of Electronic Mail
- 0168 Minutes
- 0169.1 Public Participation at Board Meetings

Mr. Young stated that additional meeting types would be included in the next discussion session with NEOLA. He said that this was the first run regarding Chapter 1 Board Policies. Mr. Young said that they would have another review after the changes were made. He said that it was not done until the Board stated that it was done.

IV. Questions – Chairman Pegler
Board Members discussed and made suggestions regarding the Board policies presented by NEOLA.

V. ADJOURNMENT – Chairman Pegler

With no further items, the discussion adjourned at approximately 12:11 p.m.

The Indian River County District School Board met on Tuesday, June 19, 2012, at 12:25 p.m. The workshop was held, immediately following the discussion session, in the Teacher Education Center located at the J.A. Thompson Administrative Center, 1990 25th Street, Vero Beach, Florida. School Board Members attending were: Chairman Jeff Pegler, Vice Chairman Carol Johnson, and Board Members: Matthew McCain, Karen Disney-Brombach, and Claudia Jiménez. Dr. Frances J. Adams, Superintendent of Schools, and School Board Attorney Suzanne D'Agresta were also present.

Comprehensive Study for Elementary Schools Workshop

I. Called workshop to order – Chairman Pegler

II. Purpose of the Workshop – Dr. Adams

Dr. Adams stated that there would be a PowerPoint presentation with backup data. The backup data included student information by school, a copy of the current Free and Reduced Lunch Report (Survey 3), a current Demographic Report, and a report on Dodgertown Elementary's 456 minority students that were living within the Dodgertown area that currently attended other schools. Dr. Adams noted that magnet schools were not included in the presentation.

Dr. Adams said that recommendations would be presented for consideration for major capital projects. She said that this was a three-year analysis because going out any further in time would be pretty difficult. Dr. Adams presented information on where the District was in December 2011 and today. She said that the total number of available elementary classroom seats was 340. Dr. Adams presented a Five-year History of Elementary Enrollment.

III. Presentation – Mr. Morrison

Comprehensive Look at Elementary Schools (2013-2015) Three-Year Analysis

For each elementary school, Mr. Green presented a Five-year History of Enrollment, Zoning, and Demographic information that included free and reduced lunch, minority balance, and ethnicity. For each elementary school, Mr. Morrison presented the Renovations Over Time and the Three-year Capital Plans and Recommendations. Summary:

Beachland Elementary School

School Size	Increase to 650 students
Waivers	Limit to employee's children and hardships
Capital Projects	Complete bus and parent pickup loops, replace portables and concretables with new wing, and plan replacement of cafeteria

Citrus Elementary School

School Size	Increase to 750 students
Waivers	Maintain, but do not increase
Capital Projects	Add a two-story wing, and plan for replacement of cafeteria

Dodgertown Elementary School

School Size No change, Academic Intervention Plan, Survey of zoned families
Waivers Maintain or increase
Capital Projects No planned projects

Fellsmere Elementary School

School Size Increase to 750 students
Waivers Limit to employee's children and hardships
Capital Projects Add a two-story wing and expansion of cafeteria and parking

Glendale Elementary School

School Size No change
Waivers Maintain or increase
Capital Projects No planned projects

Highlands Elementary School

School Size No change
Waivers Maintain or increase
Capital Projects No planned projects

Pelican Island Elementary School

School Size No change
Waivers Maintain, but do not increase
Capital Projects No planned projects

Sebastian Elementary School

School Size No change
Waivers Maintain, but do not increase
Capital Projects No planned projects

Treasure Coast Elementary School

School Size Increase to 750 students
Waivers Maintain
Capital Projects Add a two-story wing

Vero Beach Elementary School

School Size Increase to 750 students
Waivers Limit to employee's children and hardships
Capital Projects No planned projects

Mr. Morrison said that the recommendation was to utilize the remaining Qualified School Construction Bonds (QSCB) from 2010 and Impact Fees to build wings at Treasure Coast, Citrus Elementary, and Beachland Schools. He talked about the penalty if the funds were not encumbered within the timeline. Mr. Morrison also reported on the reuse of furniture from the closing/moving of Vero Beach Elementary and Osceola Magnet Schools.

Dr. Adams said that the recommendations would be done without borrowing. She said that, with approval, they would continue to remove portable classrooms with permanent space at Citrus, Beachland, and, then, Treasure Coast. Dr. Adams said that they would look at zoning for Sebastian Elementary. Dr. Adams said that there would be conversations on schools of choice starting with Dodgertown, Glendale, and Highlands.

IV. Questions – Chairman Pegler
Board Members discussed the information and made suggestions.

V. ADJOURNMENT – Chairman Pegler

With no further issues, the workshop adjourned at approximately 2:18 p.m.

The Indian River County District School Board met on Tuesday, June 26, 2012, at 9:00 a.m. The workshop was held in the Teacher Education Center located at the J.A. Thompson Administrative Center, 1990 25th Street, Vero Beach, Florida. School Board Members attending were: Vice Chairman Carol Johnson and Board Members: Matthew McCain, Karen Disney-Brombach, and Claudia Jiménez. Dr. Frances J. Adams, Superintendent of Schools, and School Board Attorney Suzanne D'Agresta were also present. Chairman Jeff Pegler was not present.

Preliminary Budget, Millage Levy Workshop

- I. Called Workshop to Order – Vice Chairman Johnson
Vice Chairman Johnson announced that Chairman Pegler was unable to attend and Mrs. Disney-Brombach would be a few minutes late due to weather conditions.
- II. Purpose of the Workshop – Dr. Adams
Dr. Adams thanked Mr. Morrison and his staff for preparing the information to be presented at this workshop. She turned the workshop over to Mr. Morrison.
- III. Presentation – Mr. Morrison
Mr. Morrison stated that he would review the preliminary budget and millage rates. He said that today's figures were based on estimates from the State. Millage rates and Required Local Effort (RLE) were taken from the Conference Report. Mr. Morrison provided the Board and Superintendent with a copy of the PowerPoint, 2012-2013 FEFP (Florida Education Finance Program) Conference Calculation, and the 2012-2013 Preliminary Budget Book.

Taxes Rolls/Preliminary Millage Rates

Starting with the PowerPoint, Mr. Morrison reviewed the County's Ten-Year History of the Tax Rolls in Indian River County. As per the Final Legislative Conference Report dated March 6, 2012, the 2012-2013 Tax Roll for Indian River County was estimated to be down by -5.08% or -\$713,534,771. This was due to the State's anticipated decrease in taxable values. Mr. Morrison reviewed the millage changes over the past ten years. He said that the total reduction over 12 years, including the 0.25 mills that equated to a 0.298 mill increase. The estimated millage for 2012-2013 was 8.104 mills, with a net change of 0.210 or 2.66% increase, excluding Debt Service Millage. Mr. Morrison explained that as the taxable property values go down, the millage goes up to levy the same amount of money. The 2012-2013 Proposed Millage Rates, as denoted on page 6 of the PowerPoint, was 8.504 (including Debt Service Millage of 0.400) with a net change of 0.260 increase over last year. Mr. Morrison said that once they received the final numbers, the figures would change.

Note: Mrs. Disney-Brombach was present.

2012-2013 Preliminary Budget Book

Mr. Morrison reviewed the budget information. He stated that the information regarding the expenditure of the 1.50 Mills Planned Projects for 2012-2013 was required and was referenced on page 6 of the Book. Mr. Morrison reviewed the estimated 2012-2013 School District Taxes and Millage rates.

Sample Home Tax Bill

Mr. Morrison reviewed the sample home tax bill, see page 7 of the Book. A resident homeowner with an assessed value of \$200,000, with a \$25,000 Homestead would have a taxable value of \$175,000. Based on no changes in property value from the prior year, the taxes would increase by \$45.50 per year. A resident homeowner with the same assessed value and Homestead, but with the anticipated decrease in property value based on -5.08%, would have a decrease of -\$40.90 per year in property taxes.

Budget Book Details

Mr. Morrison stated that the District projected an increase in student enrollment; however, schools conservatively estimated to prevent having to payback funds in the event that the projections were too high.

Mr. Morrison reviewed the General Operating, Debt Service, Food Service, Other Federal, Group Insurance/MTI, and the Enterprise Funds. The Capital Project funds were reviewed during the afternoon workshop at the Five-Year Capital Project Workshop. The total preliminary budget figure for 2012-2013 was \$282,350,324. This amount was -\$26,458,480 less than last year. The Funds were as follows:

General Operating	\$138,635,788
Debt Service	19,231,150
Capital Projects	79,871,711
Food Service	10,317,113
Federal	10,994,569
Group Insurance/MTI	22,144,108
Enterprise	1,155,886
Total	\$282,350,324

IV. Questions – Vice Chairman Johnson
Board Members asked questions and requested information.

V. ADJOURNMENT – Vice Chairman Johnson

With no further discussion, the workshop adjourned at approximately 10:18 a.m.

The Indian River County District School Board met on Tuesday, June 26, 2012, at 1:00 p.m. The workshop was held in the Teacher Education Center located at the J.A. Thompson Administrative Center, 1990 25th Street, Vero Beach, Florida. School Board Members attending were: Vice Chairman Carol Johnson and Board Members: Matthew McCain, Karen Disney-Brombach, and Claudia Jiménez. Dr. Frances J. Adams, Superintendent of Schools, and School Board Attorney Suzanne D'Agresta were also present. Chairman Jeff Pegler was not present.

Capital Outlay Five-Year Plan Review Workshop

Mrs. Disney-Brombach was not present.

I. Called Workshop to Order – Vice Chairman Johnson

II. Purpose of the Workshop – Dr. Adams

Dr. Adams stated that the purpose of the workshop was to give everyone a look at the Capital projects. She turned the workshop over to Mr. Morrison

III. Presentation – Mr. Morrison

Mr. Morrison gave an update on current projects, reviewed the Five-Year Capital Plan, and reviewed the roll-forward funds. Mr. Morrison provided an Analysis of Available Funds with Roll Forward and Retrenchments. He also provided a hardcopy of the PowerPoint on the Five-Year Capital Outlay Plan and the (Five Year) Capital Project Revenues & Other Financing Sources Projections for Fiscal Year 2013-2017.

Mrs. Disney-Brombach was present.

Dr. Adams spoke of the upcoming meeting to be held at Beachland Elementary School regarding the student pickup and drop-off loop. She explained that the proposed plan did not require approval from the City of Vero Beach. The proposed option was discussed.

Five-Year Capital Outlay Plan

(2012-2013 Preliminary Budget Book, section Capital Projects Fund)

Mr. Morrison reviewed the Five-Year Capital Outlay Plan. He stated that with Board direction, all borrowing was eliminated. Mr. Morrison repeatedly stated that all projects in the Five-Year Plan would be accomplished without borrowing. He also pointed out that there were no PECO and no Classrooms for Kids money. Mr. Morrison said that the estimated costs would change as the projects moved forward. Major projects were listed. Other projects, District wide, would be on an as needed basis, after a thorough review was done at each school. Dr. Adams said that this was a list of what needed to be done, utilizing available funds, without borrowing.

Mr. Morrison reviewed the origin of the available funding that included funds remaining from QSCB (Qualified School Construction Bond) and COP (Certificates of Participation) and from the 2 mill tax funding source. He talked about the new District Staff Committee that was formed to provide tighter, internal controls, in an effort to maximize reuse of existing equipment and furniture, and for new purchases only when necessary. Also, additional controls were added for contingency funds. Mr. Morrison stated that construction prices were down. He reviewed an Analysis of Roll Forward and Retrenchment of Available Funds.

Board Members talked about school needs and technology needs. Dr. Adams stated that although the District was in need of technology (computer upgrades, infrastructure, etc.), the safety and welfare of students comes first. This was in reference to the lock rooms, gym repairs, and playground equipment needs. Without the .60 Referendum, the critical needs for technology and 30 instructional positions would be unfunded.

- IV. Questions – Vice Chairman Johnson
Board Members were given an opportunity to ask questions and make suggestions.
- V. ADJOURNMENT – Vice Chairman Johnson

With no further discussion, the workshop adjourned at approximately 2:18 p.m.

The Indian River County District School Board met on Tuesday, June 26, 2012, at 6:00 p.m. The business meeting was held in the Teacher Education Center located at the J.A. Thompson Administrative Center, 1990 25th Street, Vero Beach, Florida. School Board Members attending were: Chairman Jeff Pegler, Vice Chairman Carol Johnson, and Board Members: Matthew McCain, Karen Disney-Brombach, and Claudia Jiménez. Dr. Frances J. Adams, Superintendent of Schools, and School Board Attorney Suzanne D'Agresta were also present.

Business Meeting

- I. Called Meeting to Order – Chairman Pegler
- II. Invocation was given by Pastor Jack Diehl, Our Savior Lutheran Church.
- III. PLEDGE OF ALLEGIANCE TO THE FLAG – Chairman Pegler
- IV. ADOPTION OF AGENDA
Chairman Pegler called for a motion to adopt the Orders of the Day. Mrs. Disney-Brombach moved approval to adopt the Orders of the Day. Mrs. Johnson seconded the motion and it carried unanimously, with a 5-0 vote.
- V. PRESENTATIONS
No presentations.
- VI. CITIZEN INPUT
Beth Weatherstone requested to speak on high stakes testing resolution.
Harry Hurst requested to speak on public's view on Superintendent's performance.
- VII. CONSENT AGENDA
Chairman Pegler called for a motion to adopt the Consent Agenda. Mrs. Johnson moved approval of the Consent Agenda. Mr. McCain seconded the motion and it carried unanimously, with a 5-0 vote.
 - A. Approval of Minutes – Dr. Adams**
 - 1. Student Accident Insurance Workshop held 6/12/2012
 - 2. Round Table Discussion held 6/12/2012
 - 3. Regular Business Meeting held 6/12/2012Superintendent recommended approval.
 - B. Approval of Personnel Recommendations – Mrs. Lannon**
Attached was a list of personnel recommendations, which included personnel additions, terminations, and/or changes. Superintendent recommended approval.

C. Approval of Budget Amendment – Mr. Morrison

This request was for approval of the following budget amendment for fiscal year ending June 30, 2012:

Special Revenue Amendment #2 – December 2011 through May 2012

Superintendent recommended approval.

D. Approval of Donation – Mr. Morrison

Glendale Elementary School received a donation in the amount of \$15,250 from Dr. Johnny Benjamin for the third through fifth grade students who won a reading challenge. The students were presented gift cards to Wal-Mart.

Superintendent recommended approval.

E. Approval to Delete Fixed Assets – Mr. Morrison

This request was for approval to delete fixed assets in accordance with Florida Statutes 274.07 (Board submittal). Also, in pursuant to Chapter 274.02 F.S., annual inventories were performed at each school/department for the fiscal year ending June 30, 2012. Attached was a list by school/department of property not reconciled. This request was that the property be deleted from the Fixed Asset Ledger. In addition, the attached lists represented property records that were recorded for building materials and improvements for the old Vero Beach Elementary campus. The old campus buildings would be demolished as per the existing construction contracts. This request was to have these records deleted from the Fixed Asset Ledger. Superintendent recommended approval.

F. Approval of 2011-2012 Fire Safety Reports – Mr. Morrison

The 2011-2012 School Fire Safety Reports for each school and facility were attached. According to State Requirements for Educational Facilities (SREF) and Florida Statutes, these reports were to be submitted to the Board each year. Superintendent recommended approval.

G. Approval of 2011-2012 School Safety and Security Self-Assessment Report – Mrs. Lannon

The 2011-2012 School Safety and Security Self-Assessment Report was attached. The assessment was submitted annually and was required by the Safe Passage Act enacted in 2001, with the objective to have a clearly-directed safety and security plan. Superintendent recommended approval.

H. Approval of Extended Day Program Fee Schedule – Mrs. D’Albora

The Extended Day Program offers before and after school childcare at each public (non-charter) elementary school in Indian River County. No cost to the District. Superintendent recommended approval.

I. Approval of Dual Enrollment Agreement with Indian River State College for 2012-2013 – Mrs. D’Albora

The Dual Enrollment Agreement between the School District of Indian River County and Indian River State College allowed for the enrollment of high school students in dual enrollment courses for the school year 2012-2013, in accordance with section 1007.271, F.S. This allowed the enrollment of an eligible secondary student in a post-secondary course creditable towards high

- school completion, a career certificate, or an associate degree. The cost to the District was for textbooks beyond the State allocation which was approximately \$27,683 per year. Superintendent recommended approval.
- J. Approval of Chung's Taekwondo Transportation Agreement – Mrs. D'Albora**
The Extended Day Program requested approval of a Transportation Service Agreement between the School District and Chung's Taekwondo. This agreement was effective August 20, 2012, through August 19, 2013, at no cost to the School District. Superintendent recommended approval.
- K. Approval of Vero Beach High School's Math Team to Participate in National Mu Alpha Theta Convention in Boston Massachusetts – Mrs. D'Albora**
Permission was requested for the Math Team and escorts to travel to Boston, Massachusetts, from July 8, 2012, through July 13, 2012, to participate in the "National Mu Alpha Theta Convention", which consisted of competitions in many areas of mathematics and grade levels. All insurance coverage paperwork was submitted and approved by Risk Management. There was no cost to the District. Superintendent recommended approval.
- L. Approval of Contract Extension for North County Charter School - Mrs. D'Albora**
The Board of Directors of North County Charter requested that the School District of Indian River County extend the deadline for North County Charter contract for one year, June 30, 2013, while conducting a renewal application. Superintendent recommended approval.
- M. Approval of 2012-2013 Salary Schedules, Pay Date Schedule, and Personnel Work Calendars – Mrs. Lannon**
Attached were the 2012-2013 school year salary schedules, pay date schedule, and personnel work calendars. Superintendent recommended approval.

Introductions of New Staff

Dr. Adams introduced Roxanne Decker, as the new Principal of Gifford Middle School; John Earman, the new Director of Maintenance; Chris Kohlstedt, Director of Assessment and Accountability; and Lillian Torres-Lopez (Martinez), the new Director of Student Services.

VIII. ACTION AGENDA

A. Approval of Summary of Superintendent's 2011-2012 Evaluation – Chairman Pegler

Dr. Adams began her position as Superintendent of Schools on June 28, 2011. As per her employment contract, each Board Member independently prepared an evaluation and met with Dr. Adams to review her evaluation. The evaluation forms were submitted to Chairman Pegler, who prepared the summary. Board Members voted on the acceptance of the summary.

Mrs. Johnson moved approval to accept the Summary of the Superintendent's 2011-2012 Evaluation. Mrs. Disney-Brombach seconded the motion. Board Members spoke on this topic. Board Members voted unanimously in favor of the motion, with a 5-0 vote.

B. Approval of 2012-2013 Florida School Board Association Membership – Dr. Adams

The Association provided invaluable Board leadership training, research, and lobbying of legislative issues. The annual membership dues would remain the same as for the previous five years at \$15,391.00. Superintendent recommended approval.

Mr. McCain moved approval of the 2012-2013 Florida School Board Association Membership. Ms. Jiménez seconded the motion. Board Members spoke on the topic. Board Members voted unanimously in favor of the motion, with a 5-0 vote.

C. Approval to Adopt the Florida School Boards Association's Resolution on High Stakes Testing – Dr. Adams

The purpose of the adoption was to support the Florida School Boards Association's Resolution on High Stakes Testing. The Resolution strongly supported accountability and delivery of a uniform, efficient, safe, secure, and high-quality system of free public schools guaranteed under the Constitution of Florida. Superintendent recommended approval.

Mrs. Johnson moved approval to adopt the Florida School Boards Association's Resolution on High Stakes Testing. Ms. Jiménez seconded the motion. Board Members spoke on the topic of testing mandates. Chairman Pegler called for a roll call vote as follows:

Mr. McCain	Yes
Ms. Jiménez	Yes
Mrs. Disney-Brombach	Yes
Mrs. Johnson	Yes
Chairman Pegler	Yes

Board Members voted unanimously in favor of the motion, with a 5-0 vote.

D. Approval of IBM Support Renewal for 2012-2013 – Mrs. D'Albora

IBM provided the District with support and maintenance of the IBM i5 computer system. This was the core technology system that ran all critical business applications such as HR, Payroll, Finance, and Student systems. In 2007, the District upgraded to the IBM i5 computer system. At that time, five years of maintenance and support were bundled into the purchase. Starting 7/01/2012, the maintenance and support agreement would become a yearly renewal with a cost impact of \$30,229.46. Superintendent recommended approval.

Mrs. Disney-Brombach moved approval of the IBM Support Renewal for 2012-2013. Mr. Green stated that he recommended a yearly contract in case the systems were replaced. He said that a five-year opportunity would be good but the cost generally stayed the same. The payment would be from the General Fund. Board Members voted unanimously in favor of the motion, with a 5-0 vote.

E. Approval of Release of Final Payment to Summit Construction Management, Inc., for the Dodgertown Elementary Cafeteria Project (2010-05) – Mr. Morrison

Approval was recommended for the release of Final Payment in the amount of \$57,656.47 to Summit Construction Management, Inc., for the completion of the Dodgertown Elementary Cafeteria Project (#2010-05). On December 8, 2009, the Board approved the Owner/Contractor Construction Agreement for this project with a contract price in the amount of \$2,934,400.00 (\$2,620,000 Contractors Bid Price/\$314,400 Owner Added Contingency), with the final construction cost for this project totaling \$2,882,821.45. The unused portion of the Owner Added Contingency, in the amount of \$51,578.55, was a savings to the District. Final payment of this project was being brought to the Board for approval in accordance with Florida Statute 1013.50. The final payment to the contractor consisted of the project retainage, which was held until project completion. Superintendent recommended approval.

Mrs. Johnson moved approval of the release of final payment to Summit Construction Management, Inc., for the Dodgertown Elementary Cafeteria Project (201005). Mrs. Disney-Brombach seconded the motion. Mr. Morrison stated that the savings would be rolled over to the proposed Five-Year Capital Outlay Plan as discussed at today's 1 p.m. workshop. Board Members voted unanimously in favor of the motion, with a 5-0 vote.

F. Approval of Standard Form of Agreement between Owner and Architect for Fellsmere Elementary School Expansion/Addition (2012-04) – Mr. Morrison

Approval was recommended for the Standard Form of Agreement between the School District of Indian River County and Edlund Dritenbas Binkley Architects and Associates, P.A. This agreement was for professional Architectural Services for the Fellsmere Elementary School expansion and addition. This project would consist of an addition and remodeling of the cafetorium building, as well as the addition of a two-story classroom building. The total contract amount, as defined in Article 11 Basis of Compensation in The Standard Form of Agreement, was \$520,521.00, which included the lump sum fee for basic services in the amount of \$493,828.00 and a contingency amount of \$26,693.00. Superintendent recommended approval.

Mrs. Disney-Brombach moved approval of standard form of agreement between Owner and Architect for Fellsmere Elementary School expansion/addition (2012-04). Dr. Adams stated that there were 13 portables on the campus. She said that they wanted permanent classrooms for those students. Dr. Adams said that the school's cafeteria was the smallest in the County. Board Members talked about the proposed improvements. Board Members voted unanimously in favor of the motion, with a 5-0 vote.

G. Approval to Issue a Change Order to Barth Construction Company for the Osceola Magnet School New Parent Pick-Up/Drop-Off Loop and Outside Lighting Improvement Project (2009-22/Project 17) – Mr. Morrison

Approval was recommended to issue Change Order Number One, Two, Three and Four to Barth Construction Company in the amount of \$64,052.00 for the Osceola Magnet School Parking and Parent Pick-Up/Drop-Off Loop and Outside Lighting Improvement Project #2009-22/Project 17. Approval of these Change Orders would bring the total contract amount for this project from \$341,988.64 to \$406,040.64. Descriptions were as follows.

Change Order One: \$ 1,731.00 – Additional Asphalt Parking Area – additional asphalt parking area and credit for the reduction of concrete sidewalk, handicapped parking striping and signs

Change Order Two: \$34,699.00 – Additional Site Lighting – required on the Parent Pick-Up Loop

Change Order Three: \$ 7,759.00 – Revised Concrete and Additional Benches – reduction in the amount of concrete sidewalk and the addition of (14) 18' long aluminum benches

Change Order Four: \$19,863.00 – Replace Outfall Structure and Pipe – removal of the existing outfall structure and pipe and installation of new structure and pipe and restoration of work area

Superintendent recommended approval.

Mrs. Johnson moved approval of the change order to Barth Construction Company for the Osceola Magnet School new parent pick-up/drop-off loop and outside lighting improvement project (2009-22/Project 17). Mr. McCain seconded the motion. Mr. Morrison said that the PTA was addressing the hard court area. Board Members moved approval of the motion unanimously, with a 5-0 vote.

H. Approval to Award Contract for Student Accident Insurance - SDIRC 2012-05 - Mr. Morrison

The Department of Human Resources and Risk Management requested that an RFP be promulgated for Property and Casualty Insurance and Student Accident Insurance Program Coverage. Property and Casualty was Board approved on April 24, 2012. This recommendation was for the Student Accident Insurance for basic coverage and catastrophic coverage. The

annual premium for basic coverage was \$265,122. The annual premium for the catastrophic coverage was \$30,266.30 which covered all enrolled students for all school sponsored and supervised activities. It was recommended that the District enter into a contract with Employers Mutual, Inc., (EMI) to provide basic and catastrophic student accident insurance coverage. Superintendent recommended approval.

Mrs. Disney-Brombach moved approval to enter into a contract with Employers Mutual, Inc., (EMI) to provide basic and catastrophic student accident insurance coverage at an annual premium of \$30,266.30, which covered all enrolled students for all school-sponsored and supervised activities. Mrs. Johnson seconded the motion and it carried unanimously, with a 5-0 vote.

IX. SUPERINTENDENT'S REPORT

Dr. Adams reported on the Auditor General's entrance meeting for the school year ending June 2012. She spoke of the reduction of 800 student stations, with the moving of Osceola to Thompson and the closing of Thompson's Life-Long Learning/Pre-K School. Dr. Adams mentioned that the District would be working on replacing temporary student stations with permanent space. She stated that all of the work would be done without borrowing. Dr. Adams reminded the audience of the upcoming Town Hall meeting on Thursday at Dodgertown Elementary School at 7 p.m. She also met with Channel 10, Jose Guerra, regarding the 0.6 Referendum. Dr. Adams also reminded everyone of the upcoming July 12 Parent/Staff Discussion at Beachland Elementary to present an option for the student drop-off, pick-up loop.

Mr. Morrison verbally corrected the information that was in the newspaper regarding property taxes.

X. DISCUSSION

Ms. Jiménez requested to discuss scheduling of meetings for the new school year.

XI. SCHOOL BOARD MEMBER MATTERS – Chairman Pegler

Ms. Jiménez reported on the number of student activities. Ms. Jiménez thanked staff for keeping our students engaged.

Mrs. Disney-Brombach stated that there were a number of school sites open for summer meals for needy students. She encouraged the community to spread the word.

Chairman Pegler thanked Mrs. Johnson for her assistance in his absence this morning and Mrs. Disney-Brombach for her new position as Vice Chairman of the Florida School Boards Association and Ms. Jiménez for volunteering to serve on FSBA Committees.

XII. INFORMATION AGENDA

A. Financial Report for Month Ending April 30, 2012 – Mr. Morrison

Attached was the Financial Report for month ending April 30, 2012.

XIII. SUPERINTENDENT'S CLOSING

Dr. Adams announced that it was Pam Lannon's last day as Assistant Superintendent of Human Resources and Risk Management. She said that she was very grateful for everything Mrs. Lannon has done for the School District.

Dr. Adams thanked Board Members for their honesty, regarding her evaluation. She said that she was here to learn. Dr. Adams said that the goal was for the District to have continuous improvement.

XIV. ADJOURNMENT – Chairman Pegler

With no further business, the meeting adjourned at approximately 6:52 p.m.

The Indian River County District School Board met on Tuesday, July 12, 2012, at 6:00 p.m. The special business meeting was held in the Teacher Education Center located at the J.A. Thompson Administrative Center, 1990 25th Street, Vero Beach, Florida. School Board Members attending were: Chairman Jeff Pegler, Vice Chairman Carol Johnson, and Board Member, Claudia Jiménez. Dr. Frances J. Adams, Superintendent of Schools, and School Board Attorney Suzanne D'Agresta were also present. Board Members Matthew McCain and Karen Disney-Brombach were not present.

2012-2013 Tentative Budget for Advertising

- I. Chairman Pegler opened the meeting.
- II. Invocation was given by Vice Chairman Johnson.
- III. Pledge of Allegiance to the Flag was led by Chairman Pegler.
- IV. Adoption of Agenda – Chairman Pegler
Mrs. Johnson moved approval of the Orders of the Day, with the addition of Consent A. Ms. Jiménez seconded the motion and it carried unanimously, with a 3-0 vote.
- V. CONSENT AGENDA
Ms. Jiménez moved approval of the Consent Agenda. Mrs. Johnson seconded the motion and it carried unanimously, with a 3-0 vote.
 - A. Approval of Personnel Recommendations**
Attached was a list of personnel recommendations, which included personnel additions, terminations, and/or changes. Superintendent recommended approval.

Introductions:

Dr. Adams introduced Mrs. Beth Hofer, new Assistant Principal at Vero Beach High School; Mr. Todd Jones, new Assistant Principal at Sebastian River Middle School; and Mrs. Ainsley Seeley, new Principal at Vero Beach Elementary School. Dr. Adams announced that Mrs. Robyn Bethel would be the new Assistant Principal at Treasure Coast Elementary; Cheryl Conley would be the new Curriculum and Instruction Coordinator of Professional Development; and Diane Fannin would be the new Principal at Highlands Elementary School.

- VI. PURPOSE OF THE MEETING – Dr. Adams
Dr. Adams stated that the purpose of the meeting was to approve the advertisement of the budget and millage rates for 2012-2013. The posting in the newspaper would be on Saturday, July 21, 2012. She turned the meeting over to Mr. Morrison, who reviewed the information that would be printed in the newspaper.

VII. ACTION AGENDA

A. Approval of 2012-2013 Proposed Tentative Budget and Millage Rates for the Purpose of Advertising the Budget in Accordance with the Truth-in-Millage Requirements – Mr. Morrison

Purpose of this action was to authorize the Superintendent to take the necessary steps, including making final adjustments to proposed revenues, expenditure projections, fund balances, and millage rates based on action taken by the Florida Department of Education. This action was necessary in order to advertise the 2012-2013 Proposed Tentative Budget and Millage Rates, along with the Proposed Capital Projects to be funded from the capital outlay and debt service millage proceeds in preparation for the Public Hearing to be held on July 24, 2012, at 5:01 p.m. in the Teacher Education Center (TEC). A brief overview and description of the Proposed Tentative Budget and Millage Rates would be presented by staff. The attachments would be distributed at the meeting. Superintendent recommended approval.

Mr. Morrison distributed a copy of the “Notice of Budget Hearing”, “Preliminary Budget Summary”, and the “Notice of Tax for School Capital Outlay”. He stated that the Millage was less than the Roll Back Rate; therefore, the required notice was for a “Budget Hearing”. Mr. Morrison stated that the Required Local Effort listed as 5.606 was a preliminary figure, as the District would not receive the final figures from the State until Monday. Mr. Morrison said that the meeting tonight was for approval to advertise the budget, giving the Superintendent the authorization to replace the figures with the final figures from the State. Mr. Morrison reviewed the figures listed on the Preliminary Budget Summary. The totals for all Funds for the District equated to \$269,297,915. He noted that the total millage of 8.494 would change once the final figures were received from the State for the Required Local Effort. Mr. Morrison reviewed the items listed on the “Notice of Tax for School Capital Outlay” to be printed in the newspaper. He reminded the Board that the figures would change slightly to reflect the final figures for Required Local Effort.

Chairman Pegler called for a motion. Mrs. Johnson moved approval of the 2012-2013 Proposed Tentative Budget and Millage Rates for advertising. Ms. Jiménez seconded the motion. Hearing no requests to speak from the Board, Chairman Pegler called for a vote to adopt the 2012-2013 Proposed Tentative Budget and Millage Rates as presented for the purpose of advertising the Budget in accordance with the Truth-in-Millage requirements. The Board voted unanimously in favor of the motion, with a 3-0 vote.

VIII. CLOSING COMMENTS – Dr. Adams

Dr. Adams said that lots of people were on vacation at this time but everyone was very busy. Every new personnel placement would result in another opening. She said that it was a very exciting time for the School District.

IV. ADJOURNMENT – Chairman Pegler

With no further business, the meeting adjourned at approximately 6:22 p.m.

CONSENT AGENDA 7/24/12

Personnel Recommendations

1. Instructional Changes
2. Instructional Leaves
McFarlane, Julie – Highlands, 9/5/12-6/7/13
3. Instructional Promotions
Boggan, Treva – from Liberty Magnet Self-Care Aide to Sebastian Elementary 1st Grade Teacher 8/14/12
Geary, Jessica – from Substitute Teacher to Citrus Pre-K/ASD Teacher 8/14/12
Kramek, Hope – from Substitute Teacher to Gifford Middle Math Teacher 8/14/12
Mosblech, Nicole – from Substitute Teacher to VBHS Science Teacher 8/14/12
Shank, David – from Substitute Teacher to Alternative Center Social Sciences Teacher 8/14/12
Stonom, Lea – from Substitute Teacher to Sebastian Elementary Kindergarten Teacher 8/14/12
White, Anne Marie – from Substitute Teacher to SRMS Social Studies Teacher 8/14/12
4. Instructional Transfers
Bartlett, Jeane – from Osceola Magnet to Curriculum and Instruction, Resource Specialist 8/14/12
Connelly, Leslie – from VBE to Pelican Island Title 1 Resource Teacher 8/14/12
Cook, Christine – from Citrus to Curriculum and Instruction, Resource Specialist 8/14/12
Flood, Brooke – from Fellsmere to Sebastian Elementary Reading Coach 8/14/12
Mullan, Mary – from Glendale to VBHS Art Teacher 8/14/12
Prizito, Nancy – from Dodgertown to Fellsmere Title 1 Resource Teacher 8/14/12
Robb, Jill – from Thompson Learning Center to Gifford Middle ESE Teacher 8/14/12
Seiden, Alan – from Storm Grove Middle to Oslo Middle Science Teacher 8/4/12
Serra, Rachel – from Vero Beach Elementary Fourth Grade to Teacher on Assignment – Professional Development 8/14/12
5. Instructional Separations
Collins, Pervin – Dodgertown, resignation 6/4/12
Fields, Cynthia- Gifford Middle, resignation 6/4/12
Greco, Edward – VBHS, resignation 6/4/12
Hall, Richard – FLC, resignation 6/4/12
Mann, Allison – Treasure Coast, resignation 6/4/12
Mezzina, Frank – VBHS, retirement, exiting DROP 6/30/12

- Mucci, Paul – Sebastian Elementary, resignation 6/4/12
Verola, Jamie – Rosewood Magnet, resignation 6/4/12
6. Instructional Employment
 Adams, Stephen – VBHS, Science Teacher 8/14/12
Carter, Rebecca – Gifford Middle, Social Studies Teacher 8/14/12
 Fountain, Rebecca – Adult Ed, Substitute LPN Clinical Instructor 7/25/12
Holly, Susan – Oslo Middle, Science Teacher 8/14/12
 Jones, Vanette – Adult Ed, Part-Time LPN Clinical Instructor 7/25/12
Julin, Bonnie – Gifford Middle, Reading Teacher 7/25/12
Mejia, Kelli – Fellsmere, 4th Grade Teacher 8/14/12
Nesper, Megan – Rosewood Magnet, 1st Grade Teacher 8/14/12
 Nystrom, Karen – SRHS, ESE VE Teacher 8/14/12
 Perakes, Tricia – Osceola Magnet, 1st Grade Teacher 8/14/12
 Riley, Allison – SRHS, Assistant Volleyball Coach, supplement only
 7/25/12
 Roux, Garrett – **VBHS SRHS**, Technical Ed. Teacher 8/14/12
 Stanley, Larry – SRHS, Chorus Teacher 8/14/12
7. Support Staff Suspension
 Cutrone, Nicholas – Transportation, suspension without pay for two (2)
 days, effective 9/12/12-9/13/12
8. Support Staff Leaves
 Mengersen, Susan – Human Resources, 8/20/12-8/30/12
Ward, Carolyn – Human Resources, 7/25/12-8/2/12
9. Support Staff Change
 Robison, James – from Student Services, District Psychologist to
 Curriculum and Instruction, ESE Program Specialist 7/25/12
10. Support Staff Promotion
 O’Shea, Jean Marie – from Pelican Island Teacher to Curriculum and
 Instruction, Student Support Specialist 8/14/12
 Stull, Thomas – from Storm Grove Middle ESE VE Teacher to Curriculum
 and Instruction, Student Support Specialist 8/14/12
11. Support Staff Separations
 Eastman, Marcella – Extended Day Program, resignation 6/1/12
 Ern, Gregory – Student Services, resignation 6/4/12
 Manny, Cheryl – Rosewood Magnet, deceased 7/5/12
 Thornton, Frank – Maintenance, terminated 7/9/12
Winegardner, Miranda – VBHS, resignation 6/1/12
12. Support Staff Employment
Ball, Debra – Substitute Bus Driver 7/25/12
Brown, Laurence – Substitute Bus Driver 7/25/12
Carradi, Ronald – Substitute Bus Driver 7/25/12
**D’Ambra, Sarah – Curriculum and Instruction, Student Support
 Specialist 8/14/12**
Devane, Everett – Maintenance, Mechanic 8/1/12
Lockhart, Robert – Substitute Bus Driver 7/25/12
Nevola, Nunzio – Substitute Bus Driver 7/25/12

13. Support Staff Transfer
14. Administrative Change
Fannin, Diane – Highlands, Principal, change start date from 7/16/12 to 7/23/12
15. Administrative Employment
Sanders, Scott – Director of Facilities, effective 8/15/12
16. Administrative Promotion
Cooper, Janai – from VBE Reading Strategies Teacher to Glendale Assistant Principal 7/25/12
Taylor, Chris – from SRHS Social Studies Teacher to VBHS Assistant Principal 7/25/12

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**School District of Indian River County
Instructional Calendar 2012-2013**

Revised 7/24/2012

Day of Week	Date	Event Description
Tuesday	08/14/2012	Teachers Report; In-Service Day
Wednesday	08/15/2012	Teacher Workday
Thursday	08/16/2012	Teacher Workday
Friday	08/17/2012	Teacher Workday; Student Orientation
Monday	08/20/2012	First Day Students
Monday	09/3/2012	Labor Day; No School; Paid Holiday for Teachers
Friday	09/14/2012	In-Service for Teachers; Early Release for Students
Friday	10/19/2012	State In-Service Day; No School for Students
Tuesday	10/23/2012	End of First Nine Weeks
Thursday	11/01/2012	Report Cards Distributed; 4.5 hours Site Based Conferences between 11/1/12-11/7/12
Thursday	11/08/2012	Conference Night, District Wide-3 hour min.
Friday	11/9/2012	Teachers off due to Conferences; No School for Students
Friday	11/16/2012	Last Day before Thanksgiving Break
Monday	11/19/2012	No School for Teachers and Students - Thanksgiving Break 11/19/12-11/21/12
Thursday	11/22/2012	Thanksgiving; No School; Paid Holiday for Teachers
Friday	11/23/2012	No School; Paid Holiday for Teachers
Monday	11/26/2012	Students and Teachers Return from Thanksgiving Break
Friday	12/21/2012	Last Day before Winter Break
Monday	12/24/2012	No School; Winter Break Begins; 12/24/2012-1/4/2013
Monday	1/07/2013	Students and Teachers Return from Winter Break
Tuesday	1/15/2013	Final Exams; Early Release for Students
Wednesday	1/16/2013	Final Exams; Early Release for Students
Thursday	1/17/2013	Final Exams; Early Release for Students; End of First Semester
Friday	1/18/2013	½ Teacher Workday and ½ In-service Day; No School for Students
Monday	1/21/2013	Dr. Martin Luther King, Jr. Day; No School; Non-paid Holiday
Tuesday	1/22/2013	Beginning of Second Semester
Thursday	1/31/2013	Report Cards Distributed
Monday	2/18/2013	Presidents' Day; No School; Non-paid Holiday
Friday	3/22/2013	End of Third Nine Weeks; Last Day Before Spring Break
Monday	3/25/2013	No School; Spring Break Begins; 3/25/13-3/29/13; 2 Paid Holidays for Teachers
Monday	4/01/2013	Teacher Workday; No School for Students
Tuesday	4/02/2013	Students Return from Spring Break
Monday	4/08/2013	Report Cards Distributed
Friday	4/26/2013	In-Service Day for Teachers; Early Release for Students
Friday	5/24/2013	½ Teacher Workday and ½ In-Service Day; No School for Students
Monday	5/27/2013	No School; Memorial Day Observed; Paid Holiday for Teachers
Tuesday	6/04/2013	Final Exams; Early Release for Students
Wednesday	6/05/2013	Final Exams; Early Release for Students
Thursday	6/06/2013	Final Exams; Early Release for Students; Last Day of School for Students
Friday	6/07/2013	Last Day for Teachers; Graduation SRHS
Saturday	6/08/2013	Graduation VBHS
Friday	6/14/2013	Report Cards Distributed

2012-2013 Instructional Calendar does not include the specific dates of statewide assessments. Please reference: <http://info.fldoe.org/docushare/dsweb/Get/Document-6155/1113sasb.pdf>

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VERO BEACH HIGH SCHOOL

1707 16th Street, Vero Beach, Florida 32960

6-27-12

Indian River County School Board
1990 25th Street
Vero Beach, FL 32960

June 26, 2012

RE: SDIRC Board Rule 7.17

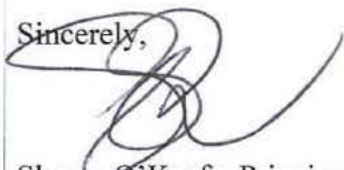
Vero Beach High School is requesting approval to accept a donation of Two Thousand (\$2,000.00) Dollars. The donation was made by the following:

Grammy Foundation/Best Buy
3030 Olympic Boulevard
Santa Monica, CA 90404

The donation is in the form of cash and Best Buy has requested that it be used to support our music education program. The money will be deposited into our band's internal account.

Thank you.

Sincerely,



Shawn O'Keefe, Principal



VBHS Main Campus
Telephone: (772) 564-5400
Fax: (772) 564-5553

Freshman Learning Center
Telephone: (772) 564-5800
Fax: (772) 564-5679

" It's Great To Be A Fighting Indian! "

School District of Indian River County

SEBASTIAN RIVER HIGH SCHOOL

9001 Shark Boulevard • Sebastian, Florida 32958

Telephone: (772) 564-4170 • Fax: (772) 564-4182

6-29-12

June 27, 2012

School Board Members

Daniel Gilbertson

Regarding: *{Request for Approval of Donation}*

A donation of \$2850.00, was received from Florida Law Enforcement Games. The are to be used for supplies and equipment for the Athletic Department.

These funds were deposited into Sebastian River High Schools Athletic internal account .



"You Can't Hide That Shark Pride"

Daniel Gilbertson
Principal

Dariyall Brown
Assistant Principal

Jessica Keaton
Assistant Principal

Kelly Ward
Assistant Principal

William Wilson III
Assistant Principal

Stephanie Cleveland
Guidance Counselor

Kim O'Keefe
Guidance Counselor

Wendy Palmer
Guidance Counselor

Lynn Phillips
Guidance Counselor

Enrique Valencia
Guidance Counselor



School District of Indian River County



Sean S. Brown
Principal

Oslo Middle School

480 20th Avenue, S.W.

Vero Beach, Florida 32962-3440

Telephone: (772) 564-3980 • Fax: (772) 564-4029

www.indianriverschools.org/schools/oslo

JF
6/29

MEMORANDUM

TO: Dr. Fran Adams, Superintendent
School Board Members
Indian River County School District

FROM: Sean S. Brown, Principal

DATE: June 1, 2012

SUBJECT: Donation-SDIRC Board Rule 7.17

Oslo Middle School would like to request approval of a donation in the amount of \$1,000.00 received from Magic Carpet Ride. This donation will benefit Oslo Middle School Orchestra.

Please authorize acceptance of this donation.

Thank you.



"You can't hide that Wildcat Pride"

6/9/12



Oslo Middle School

480 20th Avenue, S.W.

Vero Beach, Florida 32962-3440

Telephone: (772) 564-3980 • Fax: (772) 564-4029

www.indianriverschools.org/schools/oslo

Sean S. Brown
Principal

MEMORANDUM

TO: Dr. Fran Adams, Superintendent
School Board Members
Indian River County School District

FROM: Sean S. Brown, Principal *SSB*

DATE: June 1, 2012

SUBJECT: Donation-SDIRC Board Rule 7.17

Oslo Middle School would like to request approval of a donation in the amount of \$1,000.00 received from Dyer Chevrolet. This donation will benefit Oslo Middle School Honor Roll Students.

Please authorize acceptance of this donation.

Thank you.

SSB



"You can't hide that Wildcat Pride"

**FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION**

TAPS: 1. 13C001 2. 13C002

Please return to:

Florida Department of Education
Office of Grants Management
Room 332, Turlington Building
325 West Gaines Street
Tallahassee, Florida 32399-0400
Telephone: (850) 245-0496

A) Name and Address of Eligible Applicant:

Indian River County District School Board
1990 25TH ST
VERO BEACH, FL 32960

DOE USE ONLY

Date Received

B) Applicant Contact Information

Contact Name: Michael Ferrentino

Telephone Number: 772-564-5932
Ext:

Mailing Address: 1990 25th Street Vero Beach, FL

Fax Number: 772-564-5958

E-mail Address:

Michael.Ferrentino@indianriverschools.org

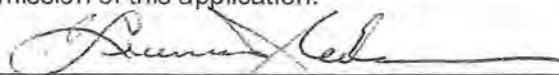
Programs

C) Program Name:	Project Number: (DOE Assigned):	D) Total Funds Requested:	Total Approved Funds (DOE USE ONLY):
1. IDEA Part B, Entitlement 2012-2013	310-2633A-3CB01	\$3,910,118.00	
2. IDEA, Part B, Preschool Entitlement 2012-2013	310-2673A-3CP01	\$102,805.00	

CERTIFICATION

I, Frances J. Adams, Ed.D. do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited. Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E)



Signature of Agency Head

DOE 100



Gerard Robinson, Commissioner

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM -
IDEA Part B, Entitlement 2012-2013**

A) NAME OF ELIGIBLE RECIPIENT: **Indian River County District School Board**
 B) Project Number (DOE USE ONLY): **310-2633A-3CB01**

E) TAPS Number 13C001

count	Function	Object	Account Title and Description	FTE	Amount
1	N/A	5200	100 <u>Salaries</u> 100% Salary for 75 teacher assistants for students with disabilities receiving ESE services for greater than 80% of the school day.	75.000	\$1,739,904.00
2	I-2	5200	100 <u>Salaries</u> Proportionate Share-Salary for 0.2 Program Specialist, 0.4 School Psychologist, 0.3 Resource Specialist, and .4 clerical assistant to monitor and consult with private schools regarding the RtI process, accommodations and behavioral needs of SWD, writing Individual Service Plans for SWD, and consulting on parent conferences regarding specific needs of students with disabilities	1.300	\$60,929.00
3	I-2	5200	210 <u>Retirement</u> Proportionate Share-Benefits	0.000	\$3,156.00
4	N/A	5200	210 <u>Retirement</u> Benefits for teacher assistants for students with disabilities	0.000	\$86,265.00
5	N/A	5200	220 <u>Social Security</u> Benefits for teacher assistants for students with disabilities	0.000	\$133,103.00
6	I-2	5200	220 <u>Social Security</u> Proportionate Share-Benefits	0.000	\$4,661.00
7	I-2	5200	230 <u>Group Insurance</u> Proportionate Share-Benefits	0.000	\$6,404.00
8	N/A	5200	230 <u>Group Insurance</u> Benefits for teacher assistants for students with disabilities	0.000	\$369,450.00
9	N/A	5200	240 <u>Workers Compensation</u> Benefits for teacher assistants for students with disabilities	0.000	\$26,099.00
10	I-2	5200	240 <u>Workers Compensation</u> Proportionate Share-Benefits	0.000	\$914.00
11	N/A	5200	310 <u>Professional and Technical Services</u> District and Charter School Instructional-Contractual Salaries	0.000	\$15,000.00
12	N/A	5200	510 <u>Supplies</u> District and Charter School Supplies for students with disabilities	0.000	\$2,000.00
13	N/A	5200	620 <u>Audio Visual Materials (Non-consumable)</u> District and Charter School Audio-Visual (AV) materials	0.000	\$2,000.00
14	N/A	5200	641 <u>Furniture, Fixtures and Equipment Capitalized</u> District and Charter School Furniture for students with disabilities	0.000	\$2,000.00

15	N/A	5200	643	<u>Computer Hardware Capitalized</u> District and Charter School Computer Hardware for students with disabilities	0.000	\$2,000.00
16	N/A	5200	691	<u>Computer Software Capitalized</u> District and Charter School Computer software for teachers of students with disabilities	0.000	\$2,000.00
17	N/A	6140	100	<u>Salaries</u> 30% of all Psychologist salaries for psychological services including initial evaluations, reevaluations, counseling, case management, behavioral data collection, writing behavior plans, and consultation with teachers regarding the needs of students with disabilities	3.300	\$173,251.00
18	N/A	6140	210	<u>Retirement</u> Benefits for above psychologists	0.000	\$8,975.00
19	N/A	6140	220	<u>Social Security</u> Benefits for above psychologists	0.000	\$13,254.00
20	N/A	6140	230	<u>Group Insurance</u> Benefits for above psychologists	0.000	\$16,256.00
21	N/A	6140	240	<u>Workers Compensation</u> Benefits for above psychologists	0.000	\$2,599.00
22	N/A	6300	100	<u>Salaries</u> Salary for ESE instructional support personnel to include 3.80 Program Specialists, 30% of all (21) Student Support Specialists, 50% of Program Activities Specialist to provide behavioral and curricular support to students with disabilities, their parents, and their teachers.	10.600	\$637,262.00
23	N/A	6300	210	<u>Retirement</u> Benefits for ESE instructional support personnel	0.000	\$33,010.00
24	N/A	6300	220	<u>Social Security</u> Benefits for ESE instructional support personnel	0.000	\$48,751.00
25	N/A	6300	230	<u>Group Insurance</u> Benefits for ESE instructional support personnel	0.000	\$52,216.00
26	N/A	6300	240	<u>Workers Compensation</u> Benefits for ESE instructional support personnel	0.000	\$9,559.00
27	N/A	6300	310	<u>Professional and Technical Services</u> Consultant agreement/Contractual Services for Psychological/data collection/program monitoring services including initial evaluations, reevaluations, case management, and consultation with teachers regarding the needs of students with disabilities.	0.000	\$754.00
28	N/A	7200	790	<u>Miscellaneous Expenses</u> Indirect Costs (5.0% rate)	0.000	\$187,434.00
29	N/A	7300	100	<u>Salaries</u> .5 Salary for P/T District level clerical assistant to monitor compliance records for students with disabilities	0.400	\$9,784.00
30	N/A	7300	210	<u>Retirement</u> Benefits for district clerical assistant	0.000	\$507.00
31	N/A	7300	220	<u>Social Security</u> Benefits for district clerical assistant	0.000	\$749.00
32	N/A	7300	230	<u>Group Insurance</u> Benefits for district clerical assistant	0.000	\$2,463.00
33	N/A	7300	240	<u>Workers Compensation</u> Benefits for district clerical assistant	0.000	\$147.00
34	N/A	9999	999	Sequestration funds - 7% To be determined.	0.000	\$257,262.00
Totals:					90.600	\$3,910,118.00

Totals:

Code	Description	Total
I-2	Proportionate Share for Services to Parentally Placed Private School Children	\$76,064.00
	Total	\$76,064.00

DOE 101



Gerard Robinson, Commissioner

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM -
IDEA, Part B, Preschool Entitlement 2012-2013**

A) NAME OF ELIGIBLE RECIPIENT: **Indian River County District School Board**
 B) Project Number (DOE USE ONLY): **310-2673A-3CP01**

E) TAPS Number 13C002

count	Function	Object	Account Title and Description	FTE	Amount
1	N/A	5200	100 <u>Salaries</u> Salary for 0.5 Pre-K Coordinator to provide services to Pre-K students with disabilities and .5 SLP for Child Find activities for students with disabilities	1.000	\$56,018.00
2	N/A	5200	210 <u>Retirement</u> Retirement for PK Coordinator and PK activities teacher	0.000	\$2,902.00
3	N/A	5200	220 <u>Social Security</u> Social Security for PK Coordinator and PK activities teacher	0.000	\$4,285.00
4	N/A	5200	230 <u>Group Insurance</u> Health Insurance for PK Coordinator and PK activities teacher	0.000	\$4,926.00
5	N/A	5200	240 <u>Workers Compensation</u> Worker's Compensation PK Coordinator and PK activities teacher	0.000	\$840.00
6	I-2	5200	331 Transportation of students with disabilities to therapy sites	0.000	\$1,500.00
7	N/A	5200	510 <u>Supplies</u> Instructional supplies for preschool students with disabilities	0.000	\$1,983.00
8	N/A	5200	640 <u>Furniture, Fixtures and Equipment</u> Purchase of furniture and computers for use by Pre-K students with disabilities	0.000	\$1,000.00
9	N/A	5200	690 <u>Computer Software</u> Purchase of computer software for use by Pre-K students with disabilities.	0.000	\$1,000.00
10	N/A	6140	100 <u>Salaries</u> Salary for Child Find psychological services for Pre-K students with disabilities.	0.300	\$12,901.00
11	N/A	6140	210 <u>Retirement</u> Retirement for PK psychologist	0.000	\$669.00
12	N/A	6140	220 <u>Social Security</u> Social Security for PK psychologist	0.000	\$987.00
13	N/A	6140	230 <u>Group Insurance</u> Health Insurance for PK psychologist	0.000	\$1,232.00
14	N/A	6140	240 <u>Workers Compensation</u> Worker's Compensation PK psychologist	0.000	\$194.00
15	N/A	7200	790 <u>Miscellaneous Expenses</u> Indirect Costs (5.00% = rate)	0.000	\$5,140.00
16	N/A	9999	999 Sequestration funds - 7% To be determined	0.000	\$7,228.00
Totals:				1.300	\$102,805.00

Totals:

I-2	Proportionate Share for Services to Parentally Placed Private School Children	\$1,500.00
	Total	\$1,500.00

DOE 101



Gerard Robinson, Commissioner

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Instructions: Please review the following assurances and place a check mark in the "Agreed" box indicating certification of compliance with these requirements.

Child Find

Agreed

In accordance with 20 U.S.C. 1412(a)(3) and 34CFR §300.111, districts shall ensure that all children residing within its jurisdiction, including children with disabilities who are homeless or are wards of the state and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

—Carry out screening, referral, and student evaluation procedures as required by Rule 6A-6.0331, FAC, and as described in the currently approved Exceptional Student Education Policies and Procedures document ensuring that all children residing within the jurisdiction of the district and who are in need of special education and related services are identified, located, and evaluated. These procedures will be carried out in collaboration with the Florida Diagnostic and Learning Resources System (FDLRS).

—Cooperate with the Department of Health Early Steps for IDEA, Part C, child find activities to ensure that all infants and toddlers with disabilities ages birth through two are identified, located, and evaluated, and receive appropriate transition services.

Free and Appropriate Public Education (FAPE)

Agreed

In accordance with 20 U.S.C. 1412 (a)(1) and 34 CFR §§300.101 – 300.108, a free appropriate public education is available to all children with disabilities residing in the school district between the ages of 3-21, inclusive, including children with disabilities who have been suspended or expelled, and/or are being served in an alternative program. Also in accordance with §1003.52, Florida Statutes, provision of services includes appropriate program of instruction and special education services for students with disabilities in Department of Juvenile Justice (DJJ) programs.

Full Educational Opportunity Goal

Agreed

A goal of providing full educational opportunity to all children with disabilities according to 20 U.S.C. 1412(a)(2) and 34 CFR §§300.109 – 300.110 and as stated in Florida's State Improvement Plan is supported and endorsed by the district.

Personnel Development

Agreed

All personnel necessary to carry out IDEA, Part B are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities subject to the requirements of 34 CFR §300.156 and §2122 of ESEA as authorized by 20 U.S.C. 1413(a)(3) and 34 CFR §300.207.

Procedural Safeguards

Agreed

Policies and procedures have been adopted which provide procedural safeguards for children with disabilities and their parents as required by 34 CFR §§300.500 – 300.536 and in accordance with U.S.C. 1412(a)(6) and 34 CFR §300.121.

Least Restricted Environment

Agreed

In accordance with 20 U.S.C. 1412(a)(5) and 34 CFR §§300.114 – 300.120, to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Use of Funds and Maintenance of Effort (MOE)

Agreed

Assures compliance with federal regulations 20 U.S.C. 1413 (a)(2)(A)(i)-(iii) and 34 CFR §300.202(a)(2), as specified in Project Application and Amendment Procedures for Federal and State Programs Administered by the Florida Department of Education, (Green Book)" that funds

- shall be used only to pay the excess costs of providing special education and related services to children with disabilities;
- shall be used to supplement state, local, and other federal funds and not to supplant such funds; and
- shall not be used to reduce the level of expenditures for the education of children with disabilities made by the district from local funds below the level of expenditures for the preceding fiscal year.

Agreed

Assures compliance with 20 U.S.C. 1418 (a)(1)(A), and 34 CFR §§300.211 and 300.641 to provide to the Department of Education an accurate unduplicated count of children with disabilities served by the school district on date certain of the October survey period. Any subsequent adjustments shall be made within the nine-month period following the specified collection date.

Confidentiality of Information

Agreed

Assures compliance with 20 U.S.C. 1412 (a)(8) and 34CFR §300.623 to protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

Adjustment to Local Fiscal Effort

Agreed

Districts are permitted to reduce the level of expenditures from state and local funds for children with disabilities by up to 50% of the increase in Part B funds which exceeds the amount of Part B funds received the previous fiscal year. If this option is employed, districts must be careful to ensure that this reduction in general revenue expenditures will not adversely affect their ability to provide children with disabilities a free appropriate public education. NOTE: The amount of funds expended by the district for "early intervening services" shall count toward the maximum amount of expenditures the district may reduce under this flexibility rule. (20 U.S.C. 1413 (a)(2)(C)(i) and 34 CFR §300.205)

Coordination with Elementary and Secondary Education Act of 1965

Agreed

Funds used to carry out coordinated early intervening services may also be aligned with activities funded by and carried out under the ESEA, if such funds are used to supplement and not supplant funds made available under ESEA. (20 U.S.C. 1413 (f)(5) and 34 CFR §300.226(e))

National Instructional Materials Access Center

Agreed

Assures compliance with 20 U.S.C. 1413 (a)(6) and 34 CFR §300.210, to provide instructional materials to blind persons or other persons with print disabilities in a timely manner. Instructional materials may be purchased through the National Instructional Materials Access Center (NIMAC) in the same manner and conditions as authorized by the state. Districts may choose not to coordinate with the NIMAC, and or some eligible children with disabilities may not be eligible for materials through NIMAC. However, the district must ensure that children with disabilities who need instructional materials in accessible formats receive those materials in a timely manner.

Save

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Instructions: Please review the following assurances and place a check mark in the "Agreed" box indicating certification of compliance with these requirements.

Children with Disabilities Enrolled by Their Parents in Private Schools

Agreed

Assures compliance with 20 U.S.C. 1412 (a)(10) and 34 CFR §§300.130 – 300.148, as follows:

- Child find activities to locate, identify, and evaluate all parentally-placed private school children with disabilities shall be similar to those activities undertaken for public school children and designed to ensure the equitable participation of parentally-placed private school children with disabilities.
- Consultation with representatives of private schools shall be undertaken in a timely and meaningful manner to determine the number of parentally-placed private school children with disabilities. This child count shall be used to determine the amount the district shall expend for providing special education and related services to private school children with disabilities in the subsequent fiscal year
- A proportionate share of the district's total annual award under IDEA, Part B, and IDEA, Part B, Preschool shall be expended on special education and related services for parentally-placed private school children. Expenditures for child find activities, including individual evaluations, shall not be considered when determining whether the district has met its obligation.
- NOTE: Total proportionate share is calculated by multiplying the total district allocation by the ratio of eligible private school students to the total number of eligible private and public students. (IDEA, Part B, and IDEA, Part B, Preschool amounts are calculated separately using the student count by eligible age group.)
- On an annual basis each district shall provide to the Florida Department of Education the number of parentally-placed private school children evaluated, determined eligible, and served under IDEA.
- The consultation process shall include a discussion with representatives of the private schools regarding the provision of services, including how, where, and by whom special education and related services will be provided. If the district disagrees with the private school officials with respect to the provision of services or types of services, the school district shall provide to the private school officials written explanation of the reasons why the district chose not to provide services through a contract.
- After timely and meaningful consultation has occurred, school districts shall obtain written affirmation signed by the representatives of participating private schools. If representatives do not provide affirmation within a reasonable length of time, the district shall forward documentation of the consultation process to the Florida Department of Education.

Treatment of Charter Schools

Agreed

Assures compliance with 20 U.S.C. 1413 (a)(5) and 34 CFR §300.209, as follows:

- School districts shall ensure that children with disabilities attending charter schools are served in the same manner as it serves children with disabilities in its other schools, including providing supplementary and related services onsite at the charter school to the same extent to which the district has a policy or practice of providing such services onsite to its other public schools.
- School districts shall provide IDEA funds to charter schools on the same basis as it provides funds to the district's other public schools, including proportional distribution based on relative enrollment of children with disabilities, and at the same time other federal funds are distributed to the district's other public schools, consistent with the state's charter school law.

Save

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Instructions: Describe the services or programs that will be implemented using IDEA, Part B, funds. If this item is not applicable, please indicate "not applicable" or "N/A."

Funds may be used to carry out a schoolwide program under section 1114 of the ESEA of 1965, according to 20 U.S.C. 1413 (a)(2)(D) and 34 CFR §300.206. Funds shall not exceed the number of children with disabilities participating in the schoolwide program multiplied by the amount of funds allocated for the fiscal year divided by the number of children with disabilities in the district.

Responses are limited to 5000 characters.

N/A

Save

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Instructions: Review the statements below and place a check mark next to all applicable statements that best describe your district's or agency's efforts to ensure (A) Parent Involvement and (B) Parent Participation.

A. Parents of children with disabilities are involved in meeting the full educational opportunity goal through the following activities:

- Participation on district advisory committee.
- Participation on school advisory committees.
- Attendance at meetings where information regarding rules and regulations are discussed.
- Attendance at meetings where instructional strategies are shared.
- Participation in the evaluation, reevaluation, and eligibility processes.
- Participation in the IEP/family support plan development and review process.
- Participation in classroom activities.
- Participation in family support meetings or activities.
- Participation in group or individual parent conferences or meetings.
- Participation in any group that makes decisions on the educational placement of their child.
- Appraisal of school board agenda items through the public notice process.
- Assistance in evaluating program effectiveness.
- Other:

Specify Other:

B. Parents of children with disabilities were provided the opportunity to participate in the development of the project application through the following methods:

- Parents were specifically requested to offer suggestions for project planning during classroom activities or during the IEP development process.
- A questionnaire, requesting suggestions for project planning, was mailed to parents.
- Participants on the district advisory council (including parents) provided suggestions for project development.
- Suggestions for project development were solicited from school improvement team members representing parents.
- Public notice was provided to solicit parental input in project development through newspaper notices, memoranda, telephone calls, or individual letters.
- Other:

Specify Other:

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Instructions: Describe the services or programs that will be implemented using IDEA, Part B, funds. If this item is not applicable, please indicate "not applicable" or "N/A."

Services and aids that also benefit nondisabled children. Funds may be used for the costs of providing special education and related services, and supplementary aids and services provided in a regular class or other education-related setting to a child with a disability in accordance with the child's IEP, where nondisabled children benefit from these services. Identify services and aids where a nondisabled child may derive incidental benefit. (20 U.S.C. 1413(a)(4)(A)(i) and 34 CFR §300.208(a)(1))

Responses are limited to 5000 characters.

N/A

Save

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Instructions: Describe the services or programs that will be implemented using IDEA, Part B, funds. If this item is NOT applicable, please indicate "not applicable" or "N/A."

When an LEA has been determined to have significantly disproportionate data by race/ethnicity with respect to the 1) identification of children with disabilities, 2) placement of these children in particular educational settings, and 3) disciplinary actions, including suspensions and expulsions, the SEA must require that the district reserve the maximum allowed for intervening services (15%) to provide comprehensive coordinated early intervening services to serve children in the LEA, particularly, but not exclusively, children in those groups that were significantly overidentified. LEAs must publicly report on the revision of policies, practices, and procedures with respect to identification, placement, and disciplinary actions taken of these children. (Note: Districts for whom this applies have been notified about this requirement.) Describe use of funds, if applicable. (20 U.S.C.1418 (d)(2) and 34 CFR §300.646)

Responses are limited to 5000 characters.

N/A

Save

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Instructions: Describe the services or programs that will be implemented using IDEA, Part B, funds. If this item is NOT applicable, please indicate "not applicable" or "N/A".

No more than 15% of funds may be used to develop and implement activities that support coordinated early intervening services for students in grades K-12 who have not been identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment. In addition to direct services to students, activities may include professional development for teachers to support delivery of scientifically-based academic instruction and behavioral interventions. Annual reports identifying the number of children served and the number of children served who subsequently received special education and related services are required. (Note: The amount of funds expended by the district for "early intervening services" shall count toward the maximum amount of expenditures the district may reduce under this flexibility rule.) Describe use of funds, if applicable. (20 U.S.C. 1413 (a)(4)(A)(ii) and 20 U.S.C. 1413 (f)(1) - (4) and 34 CFR §§300.208 and 300.226)

Responses are limited to 5000 characters.

N/A

Save

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Instructions: Describe the services or programs that will be implemented using IDEA, Part B, funds. If this item is NOT applicable, please indicate "not applicable" or "N/A".

Funds may be used to purchase appropriate technology for recordkeeping, data collection, and related case management activities of teachers and related services personnel providing services described in the IEP which are necessary for the implementation of such case management activities. Describe use of funds, if applicable. (20 U.S.C. 1413 (a)(4)(B) and 34 CFR §§300.208(b))

Responses are limited to 5000 characters.

N/A

Save

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Applicant must describe how the project will incorporate one or more of the Areas of Focus located in Florida's Next Generation PreK-20 Education Strategic Plan and how the project will address the reading, math, and science initiatives. For further guidance, use the following URLs for more information: http://www.fldoe.org/Strategic_Plan/pdfs/StrategicPlanApproved.pdf, <http://www.justreadflorida.com>; and <http://www.fldoe.org/bii/oms.asp>.

Responses are limited to 25000 characters.

Strengthening Foundation Skills:

Indian River schools have incorporated a process to ensure that all children become successful readers. Students benefit from instruction and support from general education teachers, reading coaches, and resource teachers. Students also benefit from extended learning opportunities provided by extended day and extended year programs provided on school campuses.

These reading initiatives are supported by high quality staff development activities in the components of reading instruction; assessment of reading skills; instructional methodology; and intensive intervention strategies for struggling readers.

Save

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Applicant must describe how equitable access to and participation in its program for students, teachers, and other program beneficiaries with special needs will be provided in accordance with section 427 of the General Education Provisions Act (GEPA), Public Law 103-382. See this requirement at the following URL: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc>

Responses are limited to 25000 characters.

The School District of Indian River County will monitor district data indicators and ESE reports regarding gender, race, national origin, color, disability, or age to ensure provision of equitable access to and participation in this program for students, teachers, and other program beneficiaries with special needs.

Indian River County will continue to provide forms and notice of IDEA related activities to parents in their native language; will continue to produce and provide classroom materials that are written in Braille, enlarged print, on audio tape, or otherwise adapted for the needs of individual students according

Save

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

IDEA 2004 requires that districts consult with private school representatives and representatives of parents of children with disabilities to ensure that eligible parentally-placed private school students can meaningfully participate in special education and related services. To demonstrate compliance with the regulations, applicants must provide a description of the consultation process carried out by the district in preparation for the 2012-13 school year.

Responses are limited to 64000 characters.

Students with disabilities enrolled in private schools are identified through the McKay Scholarship student list and follow up phone calls to non-profit private schools in Indian River County.

Private school representatives and parents of children with disabilities attending these schools are invited by letter to attend a meeting each fall where the consultation process is discussed.

Services for students with disabilities enrolled in private schools are discussed and agreed upon at the consultative meeting during the fall of each

Save

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Instructions: Enter the counts for eligible students with disabilities in private schools located within the district and for eligible students with disabilities in the public schools in the fields indicated below. Click on the **SAVE button**, which will automatically calculate the remaining fields for the worksheet, including the proportionate share of IDEA, Part B funds for which your district must expend.

Eligible Private School Students Ages 3-21

Data	Count	Possible Data Source
Total number of eligible parentally-placed private school students ages 3-21 with disabilities	46	District data collection during fall 2011 via consultation process, paper survey, and/or other methods. For students to be considered in this count, private schools must meet the state's statutory definition, as an elementary or secondary school with kindergarten or higher grades AND be registered with the FDOE as a "not-for-profit" private school.

Eligible Public School Students Ages 3-21

Total number of eligible public school students ages 3-21 with disabilities	2309	October 2011 survey 2, child count of students with disabilities reported to FDOE through automated student data system
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Eligible Public School and Private School Students Ages 3-21

Total number of eligible students ages 3-21 attending schools (public and private) in the district	2355	Calculated Total
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Proportion of eligible private school students to total eligible population	1.00%	Calculated Percentage
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IDEA, Part B, Allocation

Federal Funds	\$3,675,170.00	Federally-mandated formula
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IDEA, Part B, Proportionate Share

Part B Proportionate Share	\$71,786.76	Calculated Proportionate Share
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Save

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Instructions: Enter the counts for eligible preschool children with disabilities in private schools located within the district and for eligible preschool children with disabilities in the public schools in the fields indicated below. Click on the **SAVE** button, which will automatically calculate the remaining fields for the worksheet, including the proportionate share of IDEA, Part B, Preschool funds for which your district must expend.

Eligible Private School Children Ages 3-5

Data	Count	Possible Data Source
Total number of eligible parentally-placed private school children ages 3-5 with disabilities	0	District data collection during fall 2011 via consultation process, paper survey, and/or other methods. For students to be considered in this count, private schools must meet the state's statutory definition, as an elementary or secondary school with kindergarten or higher grades AND be registered with the FDOE as a "not-for-profit" private school.

Eligible Public School Children Ages 3-5

Total number of eligible public school children ages 3-5 with disabilities	239	October 2011 survey 2, child count of students with disabilities reported to FDOE through automated student data system
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Eligible Public School and Private School Children Ages 3-5

Total number of eligible children ages 3-5 attending schools (public and private) in the district	239	Calculated Total
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Proportion of eligible private school students to total eligible population	0.00%	Calculated Percentage
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IDEA, Part B, Preschool Allocation

Federal Funds	\$102,005.00	Federally-mandated formula
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IDEA, Part B, Preschool Proportionate Share

Preschool Proportionate Share	\$0.00	Calculated Proportionate Share
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Save

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Instructions:

In the applicable areas below, enter the dollar amounts for proportionate share expenditures rounded up to the nearest dollar and in the narrative box provide a description of how funds were used to satisfy the proportionate share requirement. **NOTE: Costs associated with conducting evaluations and reevaluations are considered child find activities, which are the district's obligation under child find and are NOT permissible charges for satisfying the proportionate share requirement.**

If proportionate share was set-aside and funds were NOT expended, enter zeros for expenditure amount and provide explanation.

If this section is not applicable (no funds set-aside for proportionate share), enter zeros for amounts and "N/A" in the narrative box below.

IDEA, PART B

Amount Expended for FY 2011-2012, ending June 30, 2012

Amount of Roll Carried Forward to FY 2012-2013

Provide a brief description of how proportionate share funds were expended by the district to ensure compliance with IDEA regulations. (Limit 5,000 characters or about 1000 words.)

ESE Personnel consulted with private school staff regarding the RtI process of providing students with data-based academic interventions to promote classroom success including the use of specific accommodations to meet student's needs; anthe prevention and control of behavioral issues by implementing behavioral

IDEA, PART B, PRESCHOOL

Amount Expended for FY 2011-2012, ending June 30, 2012

Amount of Roll Carried Forward to FY 2012-2013

Provide a brief description of how proportionate share funds were expended by the district to ensure compliance with IDEA regulations. (Limit 5,000 characters or about 1000 words.)

We had no parentally placed PK students in private schools this year.

**FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION**

TAPS:
1. 13A001

Please return to:

A) Name and Address of Eligible Applicant: DOE USE ONLY

Florida Department of Education
Office of Grants Management
Room 332, Turlington Building
325 West Gaines Street
Tallahassee, Florida 32399-0400
Telephone: (850) 245-0496

Indian River County District School Board
1990 25TH ST
VERO BEACH, FL 32960

Date Received

B) Applicant Contact Information

Contact Name: Alice Blanco

Telephone Number: 772-564-3093 Ext:

Mailing Address: 1990 25th Street Vero Beach, FL

Fax Number: 772-564-3077


E-mail Address: alice.blanco@indianriverschools.org

Programs

C) Program Name:	Project Number: (DOE Assigned):	D) Total Funds Requested:	Total Approved Funds (DOE USE ONLY):
1. Title I, Part A: Improving the Academic Achievement of the Disadvantaged 2012-2013	310-2123A-3C001	\$5,358,718.00	

CERTIFICATION

I, Frances J. Adams do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited. Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) 
Signature of Agency Head

DOE 100



Gerard Robinson, Commissioner

No Child Left Behind Assurances (Applicable to All Funded Programs)

By my signature on the DOE 100A; I hereby certify that [LEA Name] will comply with the following requirements of the Elementary and Secondary Education Act (ESEA) as reauthorized as No Child Left Behind (NCLB) Act of 2001:

- The LEA assures that, under Sec. 9528, it will comply with a request by a military recruiter or an institution of higher education for secondary students' names, addresses, and telephone numbers, unless a parent has "opted out" of providing such information.
- The LEA assures that, under Sec. 9528, it will provide military recruiters the same access to secondary school students as it generally provides to postsecondary institutions or prospective employers.

Persistently Dangerous Schools

- The LEA hereby assures that, under Sec. 9532, if the state of Florida identifies any school within the LEA as "persistently dangerous," it will offer students attending that school, as well as students who are victims of a violent criminal offense while on school property, the opportunity to transfer to a safe school.

**Program Specific Assurances -
Title I, Part A, Educational Disadvantaged Students (including Public School Choice)**

The LEA ensures that the following conditions will be met:

- Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from federal, state, and local sources;
- Provide technical assistance and support to schoolwide programs;
- Work in consultation with schools to develop the plans pursuant to Section 1114 and assist schools implement such plans or undertake activities pursuant to Section 1115 so that each school can make adequate progress toward meeting the state student academic achievement standards;
- Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research;
- In cases when the LEA chooses to use Title I, Part A funds to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under Section 641A(a) of the Head Start Act;

- ☑ Comply with requirements of Section 1119 regarding the qualifications of teachers, paraprofessionals, and professional development;
- ☑ Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers; *[NCLB, Section 1112 (c) (1)(L)]*
- ☑ Use the results of the student academic assessments required under Section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the LEA and receiving Title I, Part A funds to determine whether all of the schools are making the progress necessary to ensure that all students will meet the state's proficient level of achievement on the state academic assessments described in Section 1111(b)(3) by the 2013-2014 school year;
- ☑ Ensure that the results from the academic assessments required under Section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand;
- ☑ Ensure that the LEA and schools implement the requirements of the "Parents Right-to-Know" Provisions as defined in Section 1111(h)(6)(A). Ensure that timely notice and information regarding the "Parents Right-to-Know" requirements are provided to parents in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand;
- ☑ Participate, if selected, in the National Assessment of Educational Progress (NAEP) in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994;
- ☑ Reserve such funds as are necessary under Public Law 107-110, Section 1113(c)(3)(A), to provide children and youth experiencing homelessness and who do not attend Title I schools services that are comparable to those provided to children in Title I schools;
- ☑ Reserve such funds as are necessary under Public Law 107-110, Section 1113(c)(3)(B) and (C) to provide services to children in local institutions for neglected and delinquent children and youth that are comparable to those provided to children in Title I schools;

- ☑ Allocate funds of the LEA's Title I, Part A, allocation to ensure that all teachers in Title I schools meet the federal and state definition of highly qualified personnel, if applicable;
- ☑ The LEA shall reserve funds to provide equitable services for private school students, parents, and, teachers, if applicable;
- ☑ Reserve no less than one percent (1%) of the LEA's Title I, Part A, allocation for parental involvement activities. The LEA must calculate the equitable portion for services to families of private school students and then 95 percent (95%) of the remainder of the one percent (1%) shall be distributed to schools to provide for parental involvement. Exemption: LEAs receiving \$500,000 or less are not required to set-aside 1% of their allocation for parent involvement; however, all activities outlined in ESEA Section 1118 must be implemented by the LEA and the schools receiving Title I, Part A funds, and
- ☑ Use an amount equivalent to 15 percent of the Title I, Part A funds allocated to Title I schools to meet the requirements for tutoring. [Section 1008.331(5)(c), Florida Statute]

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM -**

Title I, Part A: Improving the Academic Achievement of the Disadvantaged 2012-2013

A) NAME OF ELIGIBLE RECIPIENT: Indian River County District School Board

B) Project Number (DOE USE ONLY): 310-2123A-3C001

E) TAPS Number 13A001

count	Activity	Function Object	Account Title and Description	FTE	Amount
1	N/A Salaries - supplemental pay for teachers (30) and teacher (10) assistants w...	5100 101	Salaries - supplemental pay for teachers (30) and teacher (10) assi...	40.000	\$500,000.00
2	N/A supplemental pay	5100 101	Supplemental pay for teachers (20) and teachers assistants (10) wor...	30.000	\$190,000.00
3	A-8 Differentiated Pay @ 5% of Title I Part A Allocation	5100 102	Differentiated Pay @ 5% of Title I Part A Allocation	0.000	\$176,771.00
4	N/A Salaries - Supplemental Intervention Teachers @ Title I schools	5100 130	<u>Other Certified Instructional Personnel</u> Salaries - Supplemental Inte...	16.000	\$538,946.45
5	N/A Salaries - Bilingual Specialists - Certified teachers to provide additional...	5100 130	<u>Other Certified Instructional Personnel</u> Salaries - Bilingual Special...	3.000	\$130,109.00
6	N/A Salaries - Writing Intervention Teacher (1.0)	5100 130	<u>Other Certified Instructional Personnel</u> Salaries - Writing Intervent...	1.000	\$58,933.00
7	C Salaries for homeless transition teacher	5100 130	<u>Other Certified Instructional Personnel</u> Salaries for homeless transi...	1.000	\$42,275.00
8	C Salaries for homeless transition teacher assistant	5100 150	<u>Aides</u> Salaries for homeless transition teacher assistant	1.000	\$25,000.00
9	N/A Salaries - ESOL teacher assistants. These positions are in addition to the ...	5100 150	<u>Aides</u> Salaries - ESOL teacher assistants. These positions are in add...	8.000	\$174,555.70
10	N/A FRS @ 5.18 - ESOL teacher assistants	5100 210	<u>Retirement</u> FRS @ 5.18 - ESOL teacher assistants	0.000	\$9,042.00
11	N/A FRS @ 5.18 - Bilingual Specialists	5100 210	<u>Retirement</u> FRS @ 5.18 - Bilingual Specialists	0.000	\$6,739.65
12	N/A FRS @ 5.18 - Writing Intervention Teacher	5100 210	<u>Retirement</u> FRS @ 5.18 - Writing Intervention Teacher	0.000	\$3,053.00

13	N/A	FRS @ 5.18 for Intervention Teachers @ Title I schools	5100	210	<u>Retirement</u> FRS @ 5.18 for Intervention Teachers @ Title I schools	0.000	\$27,917.43
14	C	FRS @ 5.18 for homeless transition teacher	5100	210	<u>Retirement</u> FRS @ 5.18 for homeless transition teacher	0.000	\$2,190.00
15	C	FRS @ 5.18 for homeless transition teacher assistant	5100	210	<u>Retirement</u> FRS @ 5.18 for homeless transition teacher assistant	0.000	\$3,234.00
16	N/A	FRS @ 5.18 for teachers and teacher assistants Super Star Camp	5100	211	FRS @ 5.18 for teachers and teacher assistants Super Star Camp	0.000	\$9,842.00
17	A-8	FRS @ 5.18 - Differentiated Pay @ 5% of Title I Part A Allocation	5100	211	FRS @ 5.18 - Differentiated Pay @ 5% of Title I Part A Allocation	0.000	\$9,157.12
18	N/A	FRS @ 5.18 - Summer Programs	5100	211	FRS @ 5.18 - Summer Programs	0.000	\$25,900.00
19	A-8	FICA @ 7.65 - Differentiated Pay @ 5% of Title I Part A Allocation	5100	220	<u>Social Security</u> FICA @ 7.65 - Differentiated Pay @ 5% of Title I Par...	0.000	\$13,552.98
20	N/A	FICA @ 7.65 for Intervention Teachers @ Title I schools	5100	220	<u>Social Security</u> FICA @ 7.65 for Intervention Teachers @ Title I scho...	0.000	\$41,229.40
21	N/A	FICA @ 7.65 - Writing Intervention Teacher	5100	220	<u>Social Security</u> FICA @ 7.65 - Writing Intervention Teacher	0.000	\$4,508.37
22	N/A	FICA @ 7.65 - Bilingual Specialists	5100	220	<u>Social Security</u> FICA @ 7.65 - Bilingual Specialists	0.000	\$9,953.34
23	N/A	FICA @ 7.65 - ESOL assistants	5100	220	<u>Social Security</u> FICA @ 7.65 - ESOL assistants	0.000	\$13,353.50
24	C	FICA @ 7.65 for homeless transition teacher	5100	220	<u>Social Security</u> FICA @ 7.65 for homeless transition teacher	0.000	\$3,234.00
25	C	FICA @ 7.65 for homeless transition teacher assistant	5100	220	<u>Social Security</u> FICA @ 7.65 for homeless transition teacher assistan...	0.000	\$1,913.00
26	N/A	FICA @ for teachers (20) and teacher (10) assistants working beyond contrac...	5100	221	FICA @ for teachers (20) and teacher (10) assistants working beyond...	0.000	\$14,535.00
27	N/A	FICA @ 7.65 - Summer Programs	5100	221	FICA @ 7.65 - Summer Programs	0.000	\$38,250.00
28	N/A	Social Security for substitutes	5100	225	Social Security for substitutes	0.000	\$1,087.50
29	N/A	Group insurance for Intervention Teachers @ Title I schools \$4,926.00 per l...	5100	230	<u>Group Insurance</u> Group insurance for Intervention Teachers @ Title I ...	0.000	\$64,038.00
30	N/A	Insurance @ \$4,926 - Bilingual Specialists	5100	230	<u>Group Insurance</u> Insurance @ \$4,926 - Bilingual Specialists	0.000	\$14,778.00
31	N/A	Insurance @ \$4,926 - Writing Intervention Teacher	5100	230	<u>Group Insurance</u> Insurance @ \$4,926 - Writing Intervention	0.000	\$4,926.00

Teacher

32	N/A	Insurance @ \$4,926 - ESOL assistants	5100	230	Teacher <u>Group Insurance</u> Insurance @ \$4,926 - ESOL assistants	0.000	\$39,408.00
33	C	Insurance @ \$4,926 for homeless transition teacher	5100	230	<u>Group Insurance</u> Insurance @ \$4,926 for homeless transition teacher	0.000	\$4,926.00
34	C	Insurance @ \$4,926 for homeless transition teacher assistant	5100	230	<u>Group Insurance</u> Insurance @ \$4,926 for homeless transition teacher a...	0.000	\$4,926.00
35	C	Worker's Compensation @ 1.5 for homeless transition teacher	5100	240	<u>Workers Compensation</u> Worker's Compensation @ 1.5 for homeless transi...	0.000	\$634.00
36	C	Worker's Compensation @ 1.5 for homeless transition teacher assistant	5100	240	<u>Workers Compensation</u> Worker's Compensation @ 1.5 for homeless transi...	0.000	\$375.00
37	N/A	Worker's Compensation @ 1.5 - Writing Intervention Teacher	5100	240	<u>Workers Compensation</u> Worker's Compensation @ 1.5 - Writing Intervent...	0.000	\$884.00
38	N/A	Worker's Compensation @ 1.5- Bilingual Specialists	5100	240	<u>Workers Compensation</u> Worker's Compensation @ 1.5- Bilingual Speciali...	0.000	\$1,951.64
39	N/A	Worker's Compensation @ 1.5 - ESOL assistants	5100	240	<u>Workers Compensation</u> Worker's Compensation @ 1.5 - ESOL assistants	0.000	\$2,618.34
40	N/A	Worker's Compensation @ 1.5 for Intervention Teachers @ Title I schools	5100	240	<u>Workers Compensation</u> Worker's Compensation @ 1.5 for Intervention Te...	0.000	\$8,084.21
41	N/A	Worker's Compensation @ 1.5 - Substitutes	5100	240	<u>Workers Compensation</u> Worker's Compensation @ 1.5 - Substitutes	0.000	\$825.00
42	N/A	Professional and Technical Services - St. Peter's Academy Charter - reimburse...	5100	310	<u>Professional and Technical Services</u> Professional and Technical Servi...	0.000	\$64,800.48
43	N/A	Compensation for consultants to provide services to support STEM activities...	5100	311	<u>Subagreements up to \$25,000</u> Compensation for consultants to provide ...	0.000	\$20,000.00
44	H	SES set-aside for Tutoring of Level 1 and 2 Students	5100	311	<u>Subagreements up to \$25,000</u> SES set-aside for Tutoring of Level 1 an...	0.000	\$254,998.13
45	N/A	Expeditionary Learning Program Fee- Glendale Elementary School	5100	312	<u>Subagreements greater than \$25,000</u> Expeditionary Learning Program Fe...	0.000	\$50,000.00
46	N/A	Supplemental material, supplies and curriculum for Title I schools, i.e. Ha...	5100	510	<u>Supplies</u> Supplemental material, supplies and curriculum for Title I ...	0.000	\$170,419.85
47	D	Neglected and Delinquent Set-Aside- Supplemental materials and supplies	5100	510	<u>Supplies</u> Neglected and Delinquent Set-Aside-	0.000	\$1,000.00

		for...			Supplemental materials ...		
48	N/A	Supplemental summer school curriculum - Carolina Associates science curricu...	5100	510	<u>Supplies</u> Supplemental summer school curriculum - Carolina Associates...	0.000	\$50,000.00
49	N/A	Wilson Fundations Classroom Kits - Title I Schools	5100	510	<u>Supplies</u> Materials and Supplies - Funds will be used to purchase Fun...	0.000	\$30,000.00
50	C	Supplemental materials for Homeless Education Program - curriculum, backpac...	5100	5100	Supplemental materials for Homeless Education Program - curriculum,...	0.000	\$42,655.00
51	N/A	Storage Units/Carts for Computers. Two per school. Unit cost of \$2500 x 4 s...	5100	641	<u>Furniture, Fixtures and Equipment Capitalized</u> Storage Units/Carts fo...	0.000	\$20,000.00
52	N/A	Supplemental computer hardware. Technology will be equipped to support comp...	5100	644	<u>Computer Hardware Non-Capitalized</u> upplemental computer hardware. Tec...	0.000	\$240,000.00
53	N/A	Fees for student activities	5100	730	<u>Dues and Fees</u> Fees for student activities	0.000	\$1,000.00
54	N/A	Substitutes - Classroom coverage due to medical or personal leave	5100	750	<u>Other Personal Services</u> Substitutes - Classroom coverage due to medi...	0.000	\$75,000.00
55	N/A	FRS @ 5.18% - SES Facilitators	5150	211	FRS @ 5.18% - SES Facilitators	0.000	\$1,147.00
56	N/A	Salaries Pre-K teachers - 50% of two pre-k teachers serving 4 year old stud...	5500	130	<u>Other Certified Instructional Personnel</u> Salaries Pre-K teachers - 50...	1.000	\$45,588.50
57	N/A	Salaries Pre-K teacher assistants - 50% of two pre-k teacher assistants ser...	5500	150	<u>Aides</u> Salaries Pre-K teacher assistants - 50% of two pre-k teachers ...	1.000	\$22,518.58
58	N/A	FRS @ 5.18 for Pre-K teachers - 50% of two pre-k teachers serving 4 year o...	5500	210	<u>Retirement</u> FRS @ 5.18 for Pre-K teachers - 50% of two pre-k teacher...	0.000	\$2,361.48
59	N/A	FRS @ 5.18 for Pre-K teacher assistants - 50% of two pre-k teacher assista...	5500	210	<u>Retirement</u> FRS @ 5.18 for Pre-K teacher assistants - 50% of two pre...	0.000	\$1,666.46
60	N/A	FICA @ 7.65 - 50% of two pre-k teachers	5500	220	<u>Social Security</u> FICA @ 7.65 - 50% of two pre-k teachers	0.000	\$3,847.52
61	N/A	FICA @ 7.65 - 50% of two pre-k teacher assistants	5500	220	<u>Social Security</u> FICA @ 7.65 - 50% of two pre-k teacher assistants	0.000	\$1,722.67
62	N/A	Insurance @ \$4,926 - 50% of two pre-k teachers	5500	230	<u>Group Insurance</u> Insurance @ \$4,926 - 50% of two pre-k teachers	0.000	\$4,926.00
63	N/A	Insurance @ \$4,926 - 50% of two pre-k teacher assistants	5500	230	<u>Group Insurance</u> Insurance @ \$4,926 - 50% of two pre-k teacher assist...	0.000	\$4,926.00

64	N/A	Worker's Compensation @ 1.5 - 50% of two pre-k teachers	5500	240	<u>Workers Compensation</u> Worker's Compensation @ 1.5 - 50% of two pre-k ...	0.000	\$683.83
65	N/A	Worker's Compensation @ 1.5 - 50% of two pre-k teacher assistants	5500	240	<u>Workers Compensation</u> Worker's Compensation @ 1.5 - 50% of two pre-k ...	0.000	\$337.48
66	N/A	Salaries for supplemental social worker's serving Title I schools; two of t...	6110	160	<u>Other Support Personnel</u> Salaries for supplemental social worker's se...	3.000	\$159,294.00
67	N/A	FRS @ 5.18 for supplemental social worker's serving Title I schools; two o...	6110	210	<u>Retirement</u> FRS @ 5.18 for supplemental social worker's serving Titl...	0.000	\$8,251.43
68	N/A	FICA @ 7.65 for supplemental social worker's serving Title I schools; two o...	6110	220	<u>Social Security</u> FICA @ 7.65 for supplemental social worker's serving...	0.000	\$12,186.00
69	N/A	Insurance @ 4,926 for supplemental social worker's serving Title I schools...	6110	230	<u>Group Insurance</u> Insurance @ 4,926 for supplemental social worker's ...	0.000	\$14,778.00
70	N/A	Worker's Compensation @ 1.5 for supplemental social worker's serving Title ...	6110	240	<u>Workers Compensation</u> Worker's Compensation @ 1.5 for supplemental so...	0.000	\$2,389.41
71	N/A	Travel - Title I funded Social Workers; local and out-of-district travel	6110	330	<u>Travel</u> Travel - Title I funded Social Workers; local and out-of-dist...	0.000	\$3,000.00
72	N/A	Supplemental pay for site-based SES bilingual staff for parent outreach; pa...	6150	101	Supplemental pay for site-based SES bilingual staff for parent outr...	0.100	\$22,158.00
73	N/A	Supplemental Pay for staff facilitating Salaries for parent engagement acti...	6150	101	Supplemental Pay for staff facilitating parent engagement activiti...	0.000	\$19,000.00
74	N/A	Salaries for parent outreach specialist serving Title I schools; 90% Title ...	6150	160	<u>Other Support Personnel</u> Salaries for parent outreach specialist serv...	1.000	\$48,022.00
75	N/A	FRS @ 5.18 - parent specialist serving Title I schools	6150	210	<u>Retirement</u> FRS @ 5.18 - parent specialist serving Title I schools	0.000	\$2,487.00
76	N/A	FRS @ 5.18 for staff facilitating Salaries for parent involvement activitie...	6150	211	FRS @ 5.18 for staff facilitating parent engagement activities at ...	0.000	\$984.00
77	N/A	FICA @ 7.65 - parent specialist serving Title I schools	6150	220	<u>Social Security</u> FICA @ 7.65 - parent specialist serving Title I scho...	0.000	\$3,674.00
78	N/A	FICA @ 7.65 for staff facilitating Salaries for parent involvement activit...	6150	221	FICA @ 7.65 ffor staff facilitating parent engagement activities ...	0.000	\$1,453.50
79	N/A	Insurance @ \$4,926 for parent specialist serving Title I schools	6150	230	<u>Group Insurance</u> Insurance @ \$4,926 for parent specialist serving Tit...	0.000	\$4,926.00

80	N/A	Worker's Compensation @ 1.5 - Parent Specialist	6150	240	<u>Workers Compensation</u> Worker's Compensation @ 1.5 - Parent Specialist...	0.000	\$730.00
81	N/A	Travel for parent involvement specialist - local and out-of-district to par...	6150	330	<u>Travel</u> Travel for parent involvement specialist - local and out-of-d...	0.000	\$500.00
82	N/A	Travel - local mileage and out of county travel for Title I staff to attend...	6150	330	<u>Travel</u> Travel - local mileage and out of county travel for Title I s...	0.000	\$3,000.00
83	N/A	Materials and supplies - Parent Involvement Activities	6150	510	<u>Supplies</u> Materials and supplies - Parent Involvement Activities	0.000	\$19,025.97
84	N/A	Supplemental pay for staff working beyond contracted hours during the regul...	6300	101	Supplemental pay for staff working beyond contracted hours during t...	0.250	\$30,000.00
85	N/A	Salaries for the following staff: Title I director @ 25% (July - September)...	6300	110	<u>Administrators</u> Salaries for the following staff: Title I director @ ...	1.250	\$74,750.00
86	N/A	Salaries for 7 Supplemental Math Coaches @ Title I schools.	6300	130	<u>Other Certified Instructional Personnel</u> Salaries for 7 Supplemental ...	7.000	\$360,749.00
87	N/A	Salary - District Title I Resource Teacher (10 month teacher contract)	6300	130	<u>Other Certified Instructional Personnel</u> Salary - District Title I Re...	1.000	\$66,058.00
88	N/A	Salaries - .60 Project Specialist, .50 Administrative Assistant	6300	160	<u>Other Support Personnel</u> Salaries - .60 Project Specialist, .50 Admi...	1.100	\$46,613.00
89	N/A	FRS @ 5.18 - 60 Project Specialist, .50 Administrative Assistant	6300	210	<u>Retirement</u> FRS @ 5.18 - 60 Project Specialist, .50 Administrative As...	0.000	\$2,415.00
90	N/A	FRS @ 5.18 District Title I Resource Teacher	6300	210	<u>Retirement</u> FRS @ 5.18 District Title I Resource Teacher	0.000	\$3,422.00
91	N/A	FRS @ 5.18 for 7 Supplemental Math Coaches @ Title I schools.	6300	210	<u>Retirement</u> FRS @ 5.18 for 7 Supplemental Math Coaches @ Title I scho...	0.000	\$18,687.00
92	N/A	FRS @ 5.18 for the following staff: Title I director @ 25% (July - Septembe...	6300	210	<u>Retirement</u> FRS @ 5.18 for the following staff: Title I director @ 25...	0.000	\$3,872.00
93	N/A	FRS @ 5.18 for staff working beyond contracted hours during the regular yea...	6300	211	FRS @ 5.18 for staff working beyond contracted hours during the reg...	0.000	\$1,554.00
94	N/A	FICA @ 7.65 - District Title I Resource Teacher	6300	220	<u>Social Security</u> FICA @ 7.65 - District Title I Resource Teacher	0.000	\$5,054.00
95	N/A	FICA @ 7.65 - 60 Project Specialist, .50 Administrative Assistant	6300	220	<u>Social Security</u> FICA @ 7.65 - 60 Project Specialist, .50 Administrat...	0.000	\$3,566.00
96	N/A	FICA @ 7.65 for the following staff:	6300	220	<u>Social Security</u> FICA @ 7.65	0.000	\$5,718.38

		Title I director @ 25% (July - Septemb...			for the following staff: Title I directo...		
97	N/A	FICA @ 7.65 for 7 Supplemental Math Coaches @ Title I schools.	6300	220	<u>Social Security Insurance @ \$4,926 for 7 Supplemental Math Coaches @...</u>	0.000	\$27,598.00
98	N/A	FICA @ 7.65 for staff working beyond contracted hours during the regular ye...	6300	221	FICA @ 7.65 for staff working beyond contracted hours during the re...	0.000	\$2,295.00
99	N/A	Insurance @ \$4,926 - 60 Project Specialist, .50 Administrative Assistant	6300	230	<u>Group Insurance Insurance @ \$4,926 - 60 Project Specialist, .50 Admi...</u>	0.000	\$5,418.00
100	N/A	Insurance @ \$4,926 - District Title I Resource Teacher	6300	230	<u>Group Insurance Insurance @ \$4,926 - District Title I Resource Teach...</u>	0.000	\$4,926.00
101	N/A	Insurance @ \$4,926 for 7 Supplemental Math Coaches @ Title I schools.	6300	230	<u>Group Insurance Insurance @ \$4,926 for 7 Supplemental Math Coaches @...</u>	0.000	\$34,482.00
102	N/A	Insurance @ \$4,926 for for the following staff: Title I director @ 25% (Jul...	6300	230	<u>Group Insurance Insurance @ \$4,926 for for the following staff. Titl...</u>	0.000	\$9,359.40
103	N/A	Worker's Compensation @ 1.5 for the following staff: Title I director @ 25%...	6300	240	<u>Workers Compensation Worker's Compensation @ 1.5 for the following s...</u>	0.000	\$1,121.23
104	N/A	Worker's Compensation @ 1.5 for 7 Supplemental Math Coaches @ Title I schoo...	6300	240	<u>Workers Compensation Worker's Compensation @ 1.5 for 7 Supplemental ...</u>	0.000	\$5,411.00
105	N/A	Worker's Compensation @ 1.5 - District Title I Resource Teacher	6300	240	<u>Workers Compensation Worker's Compensation @ 1.5 - District Title I ...</u>	0.000	\$1,000.00
106	N/A	Worker's Compensation @ 1.5% - 60 Project Specialist, .50 Administrative As...	6300	240	<u>Workers Compensation Worker's Compensation @ 1.5% - 60 Project Speci...</u>	0.000	\$700.00
107	N/A	Travel - local mileage and out of county travel for Title I staff to attend...	6300	330	<u>Travel Travel - local mileage and out of county travel for Title I s...</u>	0.000	\$10,000.00
108	N/A	Repairs and Maintenance Fees for Title I equipment: copiers, fax machines	6300	350	<u>Repairs and Maintenance Repairs and Maintenance Fees for Title I equ...</u>	0.000	\$4,000.00
109	N/A	Postage for mailing of program letters, flyers, brochures	6300	370	<u>Communications Postage for mailing of program letters, flyers, broc...</u>	0.000	\$1,000.00
110	N/A	Printing - program letters, flyers, resource manuals	6300	390	<u>Other Purchased Services Printing - program letters, flyers, resour...</u>	0.000	\$1,000.00
111	N/A	Supplemental materials and supplies - Curriculum, including but not limited...	6300	510	<u>Supplies Supplemental materials and supplies - Curriculum, including...</u>	0.000	\$10,000.00

112	N/A	Furniture, Fixtures, and Equipment: supplemental capitalized furniture, and...	6300	641	<u>Furniture, Fixtures and Equipment Capitalized</u> Furniture, Fixtures, a...	0.000	\$10,000.00
113	N/A	Furniture, Fixtures, and Equipment: supplemental non--capitalized furniture...	6300	642	<u>Furniture, Fixtures and Equipment Non-Capitalized</u> Furniture, Fixture...	0.000	\$5,000.00
114	N/A	Membership fees - FASFEPANAPEPA	6300	730	<u>Dues and Fees</u> Membership fees - FASFEPANAPEPA	0.000	\$3,000.00
115	N/A	Supplemental Pay beyond contract hours for teachers to participate in profe...	6400	101	Supplemental Pay beyond contract hours for teachers to participate ...	40.000	\$85,000.00
116	N/A	FICA 7.65 for staff participating in staff development activities beyond co...	6400	221	FICA 7.65 for staff participating in staff development activities b...	0.000	\$5,737.50
117	N/A	FICA @ 7.65 - substitutes staff development activities	6400	225	Substitutes - substitutes staff development activities	0.000	\$953.00
118	N/A	Worker's Compensation@ 1.5 for substitutes for staff development	6400	240	<u>Workers Compensation</u> Worker's Compensation@ 1.5 for substitutes for...	0.000	\$195.00
119	N/A	Contractual agreement with East Coast Technical Assistance Center to provid...	6400	310	<u>Professional and Technical Services</u> Contractual agreement with East ...	0.000	\$10,000.00
120	N/A	Compensation for consultants to provide training to Title I staff, includin...	6400	310	<u>Professional and Technical Services</u> Compensation for consultants to ...	0.000	\$117,000.00
121	N/A	Travel for school level staff to professional development workshops, techni...	6400	330	<u>Travel</u> Travel for school level staff to professional development wor...	0.000	\$35,000.00
122	N/A	Materials and resources for staff development - including but not limited t...	6400	510	<u>Supplies</u> Materials and resources for staff development - including b...	0.000	\$2,000.00
123	N/A	Reimbursement of fees for teachers taking coursework to enhance and expand ...	6400	730	<u>Dues and Fees</u> Reimbursement of fees for teachers taking coursework t...	0.000	\$11,000.00
124	N/A	Substitutes for teachers participating in professional development activiti...	6400	750	<u>Other Personal Services</u> Substitutes for teachers participating in pr...	0.000	\$10,000.00
125	N/A	Indirect Cost @ 5.07%	7200	790	<u>Miscellaneous Expenses</u> Indirect Cost @ 5.07%	0.000	\$205,500.00
126	N/A	Student Transportation - After School and and Super Star Camps	7800	790	<u>Miscellaneous Expenses</u> Student Transportation - After School and and...	0.000	\$157,000.00
127	N/A	Student Transportation - Summer programs (June 2012)	7800	790	<u>Miscellaneous Expenses</u> Student Transportation - Summer programs (Jun...	0.000	\$74,340.00
128	N/A	Reserve for Sequestration	9999	9999	Reserve for Sequestration	0.000	\$227,108.91

Totals:

156.700 \$5,358,718.34

Totals:

Code Description	Total
C Homeless Education	\$131,362.00
D Neglected and Delinquent Set-Aside	\$1,000.00
H 15% Set-Aside for Tutoring of Level 1 & 2 Students	\$254,998.13
A-8 Financial and Rewards Incentive Reservation	\$199,481.10
Total	\$586,841.23

DOE 101



Gerard Robinson, Commissioner

**FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION**

TAPS:
1: 13A022

Please return to: **A) Name and Address of Eligible Applicant:** DOE USE ONLY

Florida Department of Education Office of Grants Management Room 332, Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	Indian River County District School Board 1990 25TH ST VERO BEACH, FL 32960	Date Received
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B) Applicant Contact Information

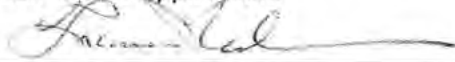
Contact Name: Alice Blanco Telephone Number: 772-564-3093 Ext:
Mailing Address: 1990 25th Street Vero Beach, FL Fax Number: 772-564-3077
E-mail Address: alice.blanco@indianriverschools.org

Programs

C) Program Name:	Project Number: (DOE Assigned):	D) Total Funds Requested:	Total Approved Funds (DOE USE ONLY):
1. Title I, Part C: Education of Migratory Children 2012-2013	310-2173A-3CF01	\$53,778.00	

CERTIFICATION

I, Frances J. Adams do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited. Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) 

Signature of Agency Head

DOE 100



Gerard Robinson, Commissioner

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM -
Title I, Part C: Education of Migratory Children 2012-2013**

A) NAME OF ELIGIBLE RECIPIENT: **Indian River County District School Board**B) Project Number (DOE USE ONLY): **310-2173A-3CF01**

E) TAPS Number 13A022

count	Activity	Function	Object	Account Title and Description	FTE	Amount
1	Supplemental pay to support content-based strategic after school and summer programs that are aligned with Florida academic standards. This activity supplements the LEA's efforts to Close the Achievement Gap and increase student performance.	5100	121	Supplemental Pay - After School/Summer Programs Needs #1, 2, 3, & 4.	0.150	\$4,500.00
2	Supplemental pay to support content-based strategic after school and summer programs that are aligned with Florida academic standards. This activity supplements the LEA's efforts to Close the Achievement Gap and increase student performance.	5100	211	FRS @ 5.18% - Supplemental Pay - After School/Summer Programs Needs #1, 2, 3, & 4.	0.000	\$233.00
3	Supplemental pay to support content-based strategic after school and summer programs that are aligned with Florida academic standards. This activity supplements the LEA's efforts to Close the Achievement Gap and increase student performance.	5100	221	FICA @ 7.65% - Supplemental Pay - After School/Summer Programs Needs #1, 2, 3, & 4.	0.000	\$345.00
4	Migrant Advocacy - 25% of two Secondary Migrant Advocate positions. Bilingual certified teachers hold both positions. The primary responsibilities of the advocate is to provide supplemental support to migrant students, collaborate with the regular classroom teacher and plan and monitor implementation of the content-based after school programs.	6120	130	<u>Other Certified Instructional Personnel</u> Salaries - Two full-time Secondary Migrant/ELL Advocates. Positions funded at 25% each. Needs #1, 2, 3, & 4.	0.500	\$23,275.00
5	FRS @ 5.18 - Migrant Advocacy - 25% of two Secondary Migrant Advocate positions. Bilingual certified teachers hold both positions. The primary responsibilities of the advocate is to provide supplemental support to migrant students, collaborate with the regular classroom teacher and plan and monitor implementation of the content-based after school programs.	6120	210	<u>Retirement</u> FRS @ 5.18% - Two full-time Secondary Migrant/ELL Advocates. Positions funded at 25% each. Needs #1, 2, 3, & 4.	0.000	\$1,206.00
6	FICA @ 7.65 - Migrant Advocacy - 25% of two Secondary Migrant Advocate positions. Bilingual certified teachers hold both positions. The primary responsibilities of the advocate is to provide supplemental support to migrant students, collaborate with the regular classroom teacher and plan and monitor	6120	220	<u>Social Security</u> FICA @ 7.65% - Two full-time Secondary Migrant/ELL Advocates. Positions funded at 25% each. Needs #1, 2, 3, & 4.	0.000	\$1,780.00

	implementation of the content-based after school programs.					
7	Insurance @ \$4,926 - Migrant Advocacy - 25% of two Secondary Migrant Advocate positions. Bilingual certified teachers hold both positions. The primary responsibilities of the advocate is to provide supplemental support to migrant students, collaborate with the regular classroom teacher and plan and monitor implementation of the content-based after school programs.	6120	230	<u>Group Insurance</u> Insurance @ \$4,926 - Two full-time Secondary Migrant/ELL Advocates. Positions funded at 25% each. Needs #1, 2, 3, & 4.	0.000	\$2,463.00
8	Worker's Compensation @ 1.5% - Migrant Advocacy - 25% of two Secondary Migrant Advocate positions. Bilingual certified teachers hold both positions. The primary responsibilities of the advocate is to provide supplemental support to migrant students, collaborate with the regular classroom teacher and plan and monitor implementation of the content-based after school programs.	6120	240	<u>Workers Compensation</u> Worker's Compensation @ 1.5% - Two full-time Secondary Migrant/ELL Advocates. Positions funded at 25% each.	0.000	\$349.00
9	Local and out-of-district travel for migrant advocates: includes home visits, regional and state meetings, technical assistance forums and outreach for migratory children and their families including informing such children and their families gain access to other education, health and nutrition, and social services.	6120	330	<u>Travel</u> Travel for Migrant Advocates. Needs #1, 2, 3, & 4.	0.000	\$1,000.00
10	Supplemental curriculum and academic materials to support the MEP program activities. (Advocacy)	6120	510	<u>Supplies</u> Supplemental materials and supplies - Advocacy. Needs #1, 2, 3, & 4.	0.000	\$500.00
11	Outreach and supplemental support services. Migrant Parent Specialist provides advocacy and outreach for migratory children and their families including informing such children and their families gain access to other education, health and nutrition, and social services. The bilingual migrant parent specialist also serves as a liaison between the school and the home to facilitate the sharing of critical information.	6150	160	<u>Other Support Personnel</u> Salary - Migrant Parent Specialist budgeted at 5% of position. 95% of the position is funded through Title I Part A. Needs #1, 2, 3, & 4.	0.050	\$2,528.00
12	FRS @ 5.18% - Outreach and supplemental support services. Migrant Parent Specialist provides advocacy and outreach for migratory children and their families including informing such children and their families gain access to other education, health and nutrition, and social services. The bilingual migrant parent specialist also serves as a liaison between the school and the home to facilitate the sharing of critical information.	6150	210	<u>Retirement</u> FRS - Parent Specialist Needs #1, 2, 3, & 4.	0.000	\$131.00
13	FICA @ 7.65% - Outreach and supplemental support services. Migrant Parent Specialist provides advocacy and outreach for migratory children and their families including informing such children and their families gain access to other education, health and nutrition, and social services. The bilingual migrant parent specialist also serves as a liaison between the school and the home to facilitate the sharing of critical information.	6150	220	<u>Social Security</u> FICA - Parent Specialist Needs #1, 2, 3, & 4.	0.000	\$193.00

14	Insurance @ \$4,926 - Outreach and supplemental support services. Migrant Parent Specialist provides advocacy and outreach for migratory children and their families including informing such children and their families gain access to other education, health and nutrition, and social services. The bilingual migrant parent specialist also serves as a liaison between the school and the home to facilitate the sharing of critical information.	6150	230	<u>Group Insurance</u> Insurance - Parent Specialist	0.000	\$246.00
15	Worker's Compensation - Outreach and supplemental support services. Migrant Parent Specialist provides advocacy and outreach for migratory children and their families including informing such children and their families gain access to other education, health and nutrition, and social services. The bilingual migrant parent specialist also serves as a liaison between the school and the home to facilitate the sharing of critical information.	6150	240	<u>Workers Compensation</u> Worker's Compensation - Parent Specialist Needs #1, 2, 3, & 4.	0.000	\$38.00
16	Local and out-of-district travel for parent specialist: includes home visits, regional and state meetings, technical assistance forums and outreach for migratory children and their families including informing such children and their families gain access to other education, health and nutrition, and social services.	6150	330	<u>Travel</u> includes home visits, regional and state meetings, technical assistance forums and outreach for migratory children and their families including informing such children and their families gain access to other education, health and nutrition, and social services. Needs #1, 2, 3, & 4.	0.000	\$1,198.00
17	Supplemental curriculum and academic materials to support the MEP parent engagement program activities, including but not limited to binders, markers, paper, and charts	6150	510	<u>Supplies</u> Supplemental materials and supplies - Parent engagement activities	0.000	\$958.00
18	Coordinator, Migrant Education Program. Responsible for program oversight. 5% of salary paid through Title I Part C.	6300	100	<u>Salaries</u> Coordinator, Migrant Education Program. Responsible for program oversight. 5% of salary paid through Title I Part C. Needs #1, 2, 3, & 4.	0.050	\$3,229.00
19	FRS @ 5.18% - Coordinator, Migrant Education Program. Responsible for program oversight. 5% of salary paid through Title I Part C.	6300	210	<u>Retirement</u> FRS - coordinator Needs #1, 2, 3, & 4.	0.000	\$167.00
20	FICA @ 7.65% - Coordinator, Migrant Education Program. Responsible for program oversight. 5% of salary paid through Title I Part C.	6300	220	<u>Social Security</u> FICA - coordinator Needs #1, 2, 3, & 4.	0.000	\$247.00
21	Insurance @ \$4,926 - Coordinator, Migrant Education Program. Responsible for program oversight. 5% of salary paid through Title I Part C.	6300	230	<u>Group Insurance</u> Insurance- Coordinator Needs #1, 2, 3, & 4.	0.000	\$246.00
22	Worker's Compensation @ 1.5% - Coordinator, Migrant	6300	240	<u>Workers Compensation</u>	0.000	\$49.00

	Education Program. Responsible for program oversight. 5% of salary paid through Title I Part C.			Worker's Compensation - coordinator Needs #1, 2, 3, & 4.		
23	Indirect Cost @ 5.07	7200	790	<u>Miscellaneous Expenses</u> Indirect Cost @ 5.07%	0.000	\$2,595.00
24	Student Transportation for students attending the MEP after school and summer programs	7800	790	<u>Miscellaneous Expenses</u> Student Transportation Needs #1, 2, 3, & 4.	0.000	\$2,000.00
25	Sequestration Set-Aside - Reserve of 8%	9999	9999	Sequestration Set-Aside - Reserve of 8%	0.000	\$4,302.00
Totals:					0.750	\$53,778.00

DOE 101



Gerard Robinson, Commissioner

Indian River County District School Board

General Assurances

The Department of Education has developed and implemented a document entitled, **General Terms, Assurances and Conditions for Participation in Federal and State Programs**, to comply with:

- A. 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;
- B. applicable regulations of other Federal agencies; and
- C. State regulations and laws pertaining to the expenditure of state funds. In order to receive funding, applicants must have on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at <http://fldoe.org/comptroller/doc/gbsectiond.doc>

School Districts, Community Colleges, Universities and State Agencies

The certification of adherence, currently on file with the Department of Education Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition.

No Child Left Behind Assurances (Applicable to All Funded Programs)

By my signature on this application, I hereby certify that the **Indian River County District School Board** will comply with the following requirements of the Elementary and Secondary Education Act (ESEA) as reauthorized as No Child Left Behind (NCLB) Act of 2001:

- The LEA assures that, under Sec. 9528, it will comply with a request by a military recruiter or an institution of higher education for secondary students' names, addresses, and telephone numbers, unless a parent has "opted out" of providing such information.
- The LEA assures that, under Sec. 9528, it will provide military recruiters the same access to secondary school students as it generally provides to postsecondary institutions or prospective employers.

Persistently Dangerous Schools

- The LEA hereby assures that, under Sec. 9532, if the State of Florida identifies any school within the LEA as "persistently dangerous," it will offer students attending that school, as well as students who are victims of a violent criminal offense while on school property, the opportunity to transfer to a safe school.

*These assurances are in addition to those previously signed by the Local Education Agency (LEA) maintained on file in the Florida Department of Education's Comptroller's Office.

Program Specific Assurances

Title I, Part C – Education of Migratory Children

Local educational agencies (LEAs) will ensure that:

- ☑ Funds received under this part will be used only—
 - A. For programs and projects, including the acquisition of equipment, in accordance with section 1306; and
 - B. To coordinate such programs and projects with similar programs and projects within the state and in other states, as well as with other Federal programs that can benefit migratory children and their families;
- ☑ Such programs and projects will be carried out in a manner consistent with the objectives of section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 1120A, and part I.
- ☑ In the planning and operation of programs and projects at both the state and local operating level, there is consultation with parent advisory councils for programs of 1 (one) school year in duration, and that all such programs and projects are carried out—
 - A. In a manner that provides for the same parental involvement as is required for programs and projects under section 1118, unless extraordinary circumstances make such provision impractical; and
 - B. In a format and language understandable to the parents.
- ☑ In planning and carrying out such programs and projects, there has been, and will be, adequate provision for addressing the unmet educational needs of preschool migratory children.
- ☑ The LEA will conduct the transfer of migrant student records according to state and federal required policies and procedures including actively participating with and meeting all Migrant Student Information Exchange System requirements. **[NCLB Act of 2001, Section 1308(b)(2)]**
- ☑ The effectiveness of such programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and local educational agencies under Part A.
- ☑ To the extent feasible, such programs and projects will provide for—
 - A. Advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services;
 - B. Professional development programs, including mentoring, for teachers and other program personnel;
 - C. Family literacy programs, including such programs that use models developed under Even Start;
 - D. The integration of information technology into educational and related programs; and/or
 - E. Programs to facilitate the transition of secondary school students to postsecondary education or employment.
- ☑ Migratory children are not penalized in any manner by academic disparities among States and that

they receive appropriate educational and supportive services that address their special needs. [NCLB Act 2001, Section 1301 (2)(3)].

☑ Migrant Program personnel will be actively involved in committees/meetings where decisions are made that may affect migrant students. This participation includes but is not limited to English Language Learners (ELL) Committees, Exceptional Student Education Individual Educational Plan (IEP) Meetings, Student Success Team (SST), Discipline/Expulsion Hearings, Attendance Hearings, Health Meetings, etc. [NCLB Act of 2001, Section 1304 (b)(1)(a)(b)(c)].

☑ **PRIORITY FOR SERVICES**—In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who are failing, or most at risk failing, to meet the state’s challenging state academic content standards and challenging state student academic achievement standards and whose education has been interrupted during the regular school. The State has determined that the following indicators shall be used to identify the children who should receive Priority for Services:

A migratory child who:

- A. Scored at Level 1 or Level 2 on the FCAT; **or**
- B. Is an English Language Learner (ELL); **or**
- C. Has an age/grade discrepancy; **or**
- D. Was retained during the school year; **or**
- E. Is at risk of failing to meet state graduation requirements in one of the following areas:
 - i. An unweighted GPA of 2.0 or below, **or**
 - ii. Insufficient credits for promotion or graduation;

AND

Whose education has been interrupted during the regular school year.

☑ **CONTINUATION OF SERVICES**—Notwithstanding any other provision of this part— A child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term; A child who is no longer a migratory child may continue to receive services for 1 (one) additional year, but only if comparable services are not available through other programs; and secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation

Collaborative Partners

Identify federal (include Title programs particularly Title I, Part A, Title III, Title X), state, and local collaborative partners. For each partner briefly describe in a simple narrative, (1) the type and benefit of collaborative activities (e.g. facilities, resources, support services, etc.); (2) the type of program (e.g. federal, state, local partner, etc.); and (3) primary target groups to be served (e.g. migrant child, family, parent, out-of-school youth, etc.) [NCLB Act of 2001, Section 1304]

Response:

Collaboration occurs between district, federal, state, and local programs and services, including Title I Part A, Title II Part D, Title III, Title X and IDEA, Head Start, Early Learning Coalition of Indian River County, and the Educational Foundation of Indian River County. Through regular meetings between district and federal program staff, including School Advisory Council, Parent Teacher Organization, Parent Teacher Association, and Migrant Parent Advisory Council meetings, services are integrated to target the identified areas of need for students, including migrant students as well as coordinate parental involvement activities across programs. School-based Title I staff work closely with all programs to eliminate duplication or fragmentation of services and enhance delivery of services. Title I Part A school-wide programs provide supplemental academic support such as after school and summer programs. Title I funded social workers work closely with migrant education staff to ensure that the social/emotional needs of migrant students and their families are being met. Title II Part D funds technology initiatives, such as the district's iPod Touch Technology Initiative that target high-need students, including migrant students. Title III immigrant/advocates collaborate to delivery supplemental instruction, including language acquisition, and provide advocacy and outreach services to migrant students. The LEAs Title X Program communicates on a regular and on-going basis to ensure that migrant students who also meet the definition of homeless have immediate access to appropriate educational programs and services. The LEAs homeless liaison immediately contacts the migrant parent specialist whenever a homeless family has indicated that they have moved to seek employment. The migrant parent specialist then contacts the family to recruit and identify potential migrant students. The LEA's ESE department collaborates with migrant staff whenever migrant students may be eligible for ESE services.

Numerous methods are used to ensure that coordination and integration of services occur between federal programs and other state and local educational programs at both the district and individual school levels. For example: District staff are represented on the Board of the Indian River Early Learning Coalition, the Substance Abuse Council of Indian River County, and the Health and Wellness Advisory Committee among others. The SDFS Health/Wellness teacher works with the Substance Abuse Council to coordinate the implementation of Substance Abuse Council funded prevention programs (i.e PBS, ATOD) and activities at district schools. The district has a strong partnership with the Educational Foundation of Indian River County. The Educational Foundation collaborates with the district to support initiatives including teacher mini-grants, science fairs, town hall meetings, Title I Recognition Ceremony (Title I schools) shoe drives, health/wellness walks, and provide backpacks and school supplies for needy students.

Federal program administrators focus on needs identified through a needs assessment process and direct resources to best meet the needs and priorities of students. The

overarching priority is increasing student achievement. All program activities are reviewed to ensure that all funded programs and training activities meet the NCLB guidelines for scientifically-based research. Federal program administrators and district review teams will meet on an ongoing basis to monitor program effectiveness and review implementation and planning. This collaboration has resulted in enhanced strategies for program planning, consistent program design, and fully aligned services. This collaboration provides the added benefit of maximizing funds without duplicating effort among programs. The primary goal of all federally funded programs is to enhance student achievement in the specific ways appropriate to each program. This will be accomplished through alignment of services to focus on academic improvement, effective professional development, improved communication and increased parental involvement. Whenever possible, these services are designed collaboratively to avoid placing additional burdens on school staff and to eliminate the possibility of presenting conflicting information or services. District and school staff meet regularly throughout the year to review program design and implementation and to assess the need for change.

The district receives support from a variety of governmental agencies, educational institutions, nonprofit groups, and community businesses. These collaborative partnerships are vital in planning, promoting and funding instructional activities and extracurricular opportunities. In addition, partners provide a wide range of research information, relevant field knowledge, and mentoring services which assist teachers and students in all educational aspects. Mentoring services are especially crucial for students in high-risk subgroups, such as racial minorities, migrants, SWD, homeless and ELL's.

For access to current information about government funding, program regulations and guidance, district staff relies on federal agencies, including the US Education Department, the Office of Management and Budget, and the Department of Agriculture, and their state counterparts. At the local and regional levels support is provided by entities such as the East Coast Technical Assistance Center, FASFEP, and FASA. These organizations assist by providing consultants, up-to-date information, coordination of multi-district initiatives, and assistance with implementation of specific activities such as leadership training. The FL Atlantic University and Indian River State College assist with professional development for district and school staff. And when appropriate, mentoring programs for at-risk students, meeting highly qualified teacher requirements, teacher recruitment, grant writing, and other activities upon request. Collaborative partners are also essential to the support of specific academic initiatives. For example, the district provides intensive, hands-on science experiences for students by grade level; sponsors include the St. Johns River Water Management District, Kennedy Space Center, FAU/Harbor Branch Oceanographic Institution, NASA, Educational Foundation of Indian River County, Environmental Learning Center, Riverside Children's Theater. These hands-on activities are especially beneficial to at-risk subgroups such as economically disadvantaged students, migrants, homeless students SWD and ELL's.

At both district and school levels local businesses such as Macy's, Scotts Sporting Goods, Space Coast Credit Union, Valic, Vero Beach Book Center, Sun Ag Inc., various printing companies, and retail stores provide support for mentoring programs for at-risk students, make financial contributions both directly and through in-kind services, and help promote school programs through direct participation by employees, marketing and providing incentives. For example, stores have provided door prizes for parent involvement meetings, prizes for student academic competitions, shoes for needy students, discount printing for school materials, and funds for purchasing instructional support materials in

Title I schools.

Schools and district offices stay in regular touch with the agencies and business partners that support their programs. Business partners are represented on School Advisory Councils and various district planning committees. The Education Foundation of Indian River County and District Communications Office are instrumental in putting schools and district offices in touch with agencies and companies that can provide expertise and support. The Education Foundation of IRC, in particular, works to maintain ongoing relationships with local agencies, businesses and organizations and to connect them with appropriate district staff. The frequency of meetings with these support entities depends on the role they wish to play. Input from local agencies and organizations are sought whenever plans are being made that will benefit from their support and expertise or impact their stakeholders, as well as during implementation and evaluation of programs.

Migrant Education Program Annual Needs Assessment Process

Briefly describe the local Migrant Education Program annual needs assessment process. The needs assessment process in this section would include a description of how data from multiple sources such as educational data (state assessment, GPA, annual learning gains, graduation, school readiness, etc.), survey data (parent, staff, student, community, other stakeholders), private schools/student request for services data, pre-kindergarten children data, Out-of-School Youth identification/recruitment/service data, Priority for Services student data, etc. is used to develop an **overall picture** of the needs of the migrant service population of the local MEP. Discuss the results of the data collected as a part of the needs assessment process and what it revealed about needs and services in your district. In the description, include reference to the method(s) used to determine and prioritize the unique needs of migratory children. [NCLB Act of 2001, Section 1306]

Response:

The Title I Migrant Education Program staff and the Assistant Superintendent of Curriculum and Instruction will review and analyze 2011-12 FCAT data upon release by the FLDOE. In addition to analysis of state assessments, the Migrant Education Program staff review retention rates, promotion, attendance, dropout, graduation, and school readiness data for migrant and non-migrant students. Local analysis of the 2011-12 FCAT data indicates that although many migrant students have made annual achievement gains in reading and mathematics, a proficiency gap- reading (22%), and mathematics (17%), still exists in the performance of migrant students and non-migrant students. 2010-11 FCAT disaggregated data reported a proficiency gap of 27% in Reading and a 10% proficiency gap in Math as compared to non-migrant students gap. of

Additionally, migrant students have significantly lower graduation rates than their non-migrant counterparts 2008-09 SPAR (2007-2008 Graduation Data) 57.6 % graduation rate for migrant students vs 80.8% for non-migrant students. However, based on 2008-2009 data, migrant students are performing at the same level as their non-migrant peers as measured by the Florida Kindergarten Screening for School Readiness.

The Assistant Superintendent for Curriculum and Instruction will plan and collaborate with Migrant Program personnel, principals, parents and students and other stakeholders to conduct an annual Migrant Program Needs Assessment that will be aligned to federal, state, and local accountability and legal requirements.

The following data will be compiled and analyzed for the migrant vs. non-migrant student achievement gap:

- Participation in annual statewide assessments;*
- Reading, mathematics, writing, and science academic achievements, as measured by the 2010-11 and 2011-12 FCAT;*
- Reading and mathematics annual achievement gains, as measured by the 2010 and 2011 FCAT;*
- Promotion;*

- *Retention;*
- *Attendance;*
- *Dropout;*
- *Graduation;*
- *School Readiness; and*
- *Parent Survey Results.*

School and district level Needs Assessment data will be provided to Title I Migrant Education Program, Migrant Parent Advisory (MPAC) Board Members, principals, teachers, advocates, social workers, and aides. The data will be reviewed and utilized to plan, deliver and evaluate the supplemental services that will be provided to Priority for Services migratory children, to other school enrolled migrant students, and out of school emancipated youth in Indian River County. The Needs Assessment results will be utilized to determine the amount of funds allocated to Migrant Program activities, the implementation of tutorial and family literacy initiatives, and the allocation of school-based migrant personnel.

The effectiveness of supplemental migrant support services provided to Priority for Services migratory children, Pre-K - 12th grade school enrolled students, and non-attenders will be reviewed and analyzed throughout the year to determine their effectiveness, and to ensure continued success of the program.

The Migrant Program Needs Assessment results will be shared with parents, students, school personnel, administrators, and community members in attendance at the Migrant Parent Advisory Council (MPAC) meetings. Information will also be available on the district's Migrant Program website.

Needs Statements and Activities

For Title I, Part C, the following Performance Indicators are required: **1.4, 1.6, 1.10, 1.12, 1.13, 5.3 and 5.9**. Provide evidence of the need for activities that will be funded through this application. Include information on the identified need/required focus and target population, the strategic imperatives and performance goals to which each is tied, the data source, actual outcomes, and anticipated outcome for 2010-2011. Activities must include, but not be limited to activities that are designed to address the areas of need identified by the State and LEA needs assessment processes. Indicate if activities are coordinated with or funded by other programs funded under NCLB (i.e.; Title I, Part A, Title I, Part C, Title I, Part D, Title I, Part F, Title II, Part D, Title III, Part A, Title V, Part A, and/or Title IV, Part B, Subpart 2)

1. 1. Activity addresses one or more of the following Performance Indicators/Goals ([See Reference](#))

Response:

1.4, 1.12

2. Identify the Need, Required Focus and Target Population to be addressed ([See Reference](#))

Response:

- D. Migrant students in grades 3-12 who have not met the proficient level in reading on the state's asse...(see reference above)*
- E. Decreasing the gap between migrant and non-migrant students who score at or above the proficient lev...(see reference above)*

3. Identify Actual Outcome/Baseline(s) as the basis for the identified Need and **provide the Data Source(s). Identify the actual outcome/baseline for all performance indicators; additionally include gap as a percent for 1.12, 1.13 and 5.9.**

Response:

1) LEA generated 2011-12 FCAT demographic data report reflects 35% of migrant students met the proficiency target in reading/ language arts. 2) LEA generated 2011-12 FCAT demographic data report reveals a 22% gap between migrant (35% proficient) and non-migrant (57% proficient) students who score at or above the proficient level in reading/language arts on the state's assessment.

4. Describe the Activity(ies) that will be implemented to address the identified Need. ([See Reference](#))

Include the following information for each activity listed:

- F. Identify each activity that is a Reading Initiative
- G. Identify the population each activity will target to address the identified need

Response:

Title I Part C Tutorial programs. Extended day and extended year programs. This activity is a Reading Initiative. Target population: migrant students in grades 3-12 not meeting the state's annual measurable objectives in reading as evidenced by the FCAT.

5. For the Activity above, identify Evidence Based research* that this strategy will be effective in addressing the identified need. (**It is expected that LEA will identify specific scientifically based programs and activities, including quoting the research supporting the program or activity to be implemented*)

Response:

According to a brief compiled by Priscilla M. Little, Associate Director of Harvard Family Research Project (HFRP), and based on a number of prior HFRP publications and ongoing research and evaluation studies there is evidence from a decade of national, state, and local research and evaluation studies on a range of approaches to delivering quality afterschool and summer experiences indicates that they have the potential to positively impact learning and academic success. Relative to participation in other afterschool arrangements (such as self-care or sibling care), participation can result in less disciplinary action; lower dropout rates; better academic performance in school, including better grades and test scores; greater on-time promotion; improved homework completion; and improved work habits. 1 Adapted from Weiss, H., Little, P., Bouffard, S., Deschenes, S., & Malone, H. (2008). The federal role in out-of-school learning: After-school, summer learning, and family involvement as critical learning supports. Paper commissioned by the Center on Education Policy. Cambridge, MA: Harvard Family Research Project. 2 Little, P., Wimer, C., & Weiss, H. B. (2008). After school programs in the 21st century: Their potential and what it takes to achieve it. Cambridge, MA: Harvard Family Research Project. 3 Little, P., Wimer, C., & Weiss, H.B. (2008). Granger, R. T., & William T. Grant Foundation. (2008). After-school programs and academics: Implications for policy, practice, and research. Social Policy Report, XXII(2). 4 Learning Point Associates. (2005). Ten years of research on adolescent literacy, 1994-2004: A review. Naperville, IL: Author This activity provides additional, focused instruction, specifically designed to address the reading and math deficiencies of students. Supplemental, age appropriate materials include but are not limited to SRA, Harcourt Interventions, EAROBICS, ZIP Zoom English, Rosetta Stone, English Discoveries Compass Learning and FASST Math are used to supplement instructional delivery to migrant students to assist them overcome reading and/or math deficiencies. Each program listed above provides specific research via their respective websites. These activities will assist migratory students in meeting the academic standards that are necessary to pass the FCAT, which will result in reducing the achievement gap between migrant and non-migrant students.

6. Provide the frequency and duration of the activity described above.

Response:

The frequency, duration and intensity of the reading and math tutorials varies based on the needs of each school. Tutorial programs typically operate 18-36 weeks per year, 2-3 days per week, 1-2 hours per day. Summer programs vary from 4-6 weeks in duration and 4-5 hours per day.

7. Describe how the LEA will monitor the implementation of these activities.

Response:

The migrant program coordinator and project specialist provide administrative and compliance oversight. The migrant program director and the project specialist are vigilant to ensure that program activities are aligned to the MEP project application and that the activities are addressing the needs of the migrant students. Data is monitored on an on-going basis and used to modify the program if needed. The site-based administrator monitors day-to-day implementation of these activities. The migrant advocates and migrant parent specialist communicate on an on-going basis to ensure that activities are being implemented with fidelity. To promote optimum program participation, the migrant program staff serve as liaisons between the school and the home.

8. Activity addresses one or more of the Next Generation Strategic Plan Focus Areas.
([See Reference](#))

Response:

1.1

9. Describe the coordination with other federal and non-federal programs and the collaborative partners within and outside of the LEA to address the identified need. Specify the resources provided by title program(s) to implement each activity.

Response:

The LEA's Migrant Education Program (MEP) collaborates with both federal and non-federal programs to ensure that eligible migrant students have full access and opportunities to appropriate programs. The LEA coordinates with the district's Food Service Department to verify that all migrant students are automatically identified a eligible for free meals. The LEA's MEP staff coordinate with the district's Exceptional Student Education Department and ESOL program to ensure that migrant students needs are addressed. Title I-Part A provides funds to support extended day and extended year staff at Title I schools. Title I also provides supplemental curriculum and instructional software to be used in the extended year and summer programs. The Title I resource teacher and a math resource teacher funded through Title I-Part provide support and monitor the implementation of these programs. Title I-Part A covers the cost of student transportation for students participating in the extended day and summer programs at Title I schools. A reading resource teacher, funded through non-federal and Title II-Part A ensures that materials and curriculum used in the extended day and summer programs are research-based. Title III pays for bilingual teachers and teacher assistants to provide supplemental support to ELL students, many of whom are migrant. Title III funds are used to purchase supplemental English language acquisition software and supplemental curriculum resources used in the extended day and summer programs, Title I Part C pays the salary for the secondary advocates and the parent specialist to provide advocacy and outreach services to migrant students and their families. If funding is available, Title I Part C also provides supplemental funding to implement targeted summer programs for secondary migrant

students. The LEA's migrant director and project specialist also oversee the Title X McKinney-Vento Program and work closely with the Title I Part A staff and site-based administrators to ensure that migrant students who also meet the definition of "homeless" are provided full access to academic programs. The district provides administrative oversight during the operation of the extended day and summer programs to ensure student safety. In addition, the district's Science specialist provides support in the area of Science. This may include training of teachers, selection of curriculum, data analysis, and modeling best practices. The district also coordinates with outside agencies such as the Education Foundation of Indian River County, Boys and Girls Club, Big Brothers & Big Sisters, Redlands Christian Migrant Association, Head Start of Indian River County, the Early Learning Coalition of Indian River County to address the needs of the migrant students and their families.

10. Provide the anticipated outcomes based on the activity(ies) being implemented to address the identified need **for all performance indicators** and provide the data source. **Identify the expected change; additionally include gap as a percent for 1.12, 1.13 and 5.9.**

Response:

1) By the end of the 2012-13 school year, 40% of the migrant students tested will score proficient in the FCAT Reading/Language Arts. 2) By the end of the 2012-13 school year, the gap between migrant and non-migrant students who score at or above the proficient level in reading/language arts on the state's assessment will decrease by 5%, from 22% to 17%.

- 2 1. Activity addresses one or more of the following Performance Indicators/Goals
([See Reference](#))

Response:

1.6, 1.13

2. Identify the Need, Required Focus and Target Population to be addressed ([See Reference](#))

Response:

- H. Migrant children in grades 3-12 who have not met the proficient level in mathematics on the state's a...(see reference above)
- I. Decreasing the gap between migrant and non-migrant students who score at or above the proficient level...(see reference above)

3. Identify Actual Outcome/Baseline(s) as the basis for the identified Need and **provide the Data Source(s)**. **Identify the actual outcome/baseline for all performance indicators; additionally include gap as a percent for 1.12, 1.13 and 5.9.**

Response:

1) District analysis of 2011-12 FCAT data indicates that 37% of migrant students met the

proficiency target in mathematics. 2) District analysis of 2011-12 FCAT data reflects a 17% gap between migrant (37% proficient) and non-migrant (54% proficient) students who score at or above the proficient level in mathematics on the state's assessment.

4. Describe the Activity(ies) that will be implemented to address the identified Need. ([See Reference](#))

Include the following information for each activity listed:

- J. Identify each activity that is a Reading Initiative
- K. Identify the population each activity will target to address the identified need

Response:

Title I Part C Tutorial programs. Extended year program. This activity incorporates strategies to increase reading proficiency. Target population: migrant students in grades 3-12 not meeting the state's annual measurable objectives in mathematics as evidenced by the FCAT. Provide scientifically-based supplemental mathematics curriculum and software in MEP funded tutorial programs

5. For the Activity above, identify Evidence Based research* that this strategy will be effective in addressing the identified need. (**It is expected that LEA will identify specific scientifically based programs and activities, including quoting the research supporting the program or activity to be implemented*)

Response:

According to a brief compiled by Priscilla M. Little, Associate Director of Harvard Family Research Project (HFRP), and based on a number of prior HFRP publications and ongoing research and evaluation studies there is evidence from a decade of national, state, and local research and evaluation studies on a range of approaches to delivering quality afterschool and summer experiences indicates that they have the potential to positively impact learning and academic success. Relative to participation in other afterschool arrangements (such as self-care or sibling care), participation can result in less disciplinary action; lower dropout rates; better academic performance in school, including better grades and test scores; greater on-time promotion; improved homework completion; and improved work habits. 1 Adapted from Weiss, H., Little, P., Bouffard, S., Deschenes, S., & Malone, H. (2008). The federal role in out-of-school learning: After-school, summer learning, and family involvement as critical learning supports. Paper commissioned by the Center on Education Policy. Cambridge, MA: Harvard Family Research Project. 2 Little, P., Wimer, C., & Weiss, H. B. (2008). After school programs in the 21st century: Their potential and what it takes to achieve it. Cambridge, MA: Harvard Family Research Project. 3 Little, P., Wimer, C., & Weiss, H.B. (2008). Granger, R. T., & William T. Grant Foundation. (2008). After-school programs and academics: Implications for policy, practice, and research. Social Policy Report, XXII(2). 4 Learning Point Associates. (2005). Ten years of research on adolescent literacy, 1994-2004: A review. Naperville, IL: Author This activity provides additional, focused instruction, specifically designed to address the reading and math deficiencies of students. Supplemental, age appropriate materials, include but are not limited to SRA, Harcourt Interventions, EAROBICS, Zip Zoom English, Rosetta

Stone, English Discoveries, Tell Me More, and FASST Math are used to supplement instructional delivery to migrant students to assist them overcome reading and/or math deficiencies. Each of the program listed above provide specific research via their websites. These activities will assist migratory students in meeting the academic standards that are necessary to pass the FCAT, which will result in reducing the achievement gap between migrant and non-migrant students.

6. Provide the frequency and duration of the activity described above.

Response:

The frequency and duration, and intensity of the reading and math tutorials varies based on the needs of each school. Tutorial programs typically operate 18-36 weeks per year, 2-3 days per week, 1-2 hours per day. Summer programs vary from 4-6 weeks in duration and 4-5 hours per day.

7. Describe how the LEA will monitor the implementation of these activities.

Response:

The migrant program coordinator and project specialist provide administrative and compliance oversight. The migrant program coordinator and the project specialist are vigilant to ensure that program activities are aligned to the MEP project application and that the activities are addressing the needs of the migrant students. Data is monitored on an on-going basis and used to modify the program if needed. The site-based administrator monitors day-to-day implementation of these activities. The migrant advocates and migrant parent specialist communicate on an on-going basis to ensure that activities are being implemented with fidelity. To promote optimum program participation, the migrant program staff serve as liaisons between the school and the home.

8. Activity addresses one or more of the Next Generation Strategic Plan Focus Areas.
([See Reference](#))

Response:

1.1

9. Describe the coordination with other federal and non-federal programs and the collaborative partners within and outside of the LEA to address the identified need. Specify the resources provided by title program(s) to implement each activity.

Response:

he LEA's Migrant Education Program (MEP) collaborates with both federal and non-federal programs to ensure that eligible migrant students have full access and opportunities to appropriate programs. The LEA coordinates with the district's Food Service Department to verify that all migrant students are automatically identified a eligible for free meals. The LEA's MEP staff coordinate with the district's Exceptional Student Education Department and ESOL program to ensure that migrant students needs are addressed. Title I-Part A provides funds to support extended day and extended year staff at Title I schools. Title I also provides supplemental curriculum and instructional software to be used in the extended year and summer programs. The Title I resource teacher and a math resource teacher funded through Title I-Part provide support and monitor the implementation of these programs. Title I-Part A

covers the cost of student transportation for students participating in the extended day and summer programs at Title I schools. A reading resource teacher, funded through non-federal and Title II-Part A ensures that materials and curriculum used in the extended day and summer programs are research-based. Title III pays for bilingual teachers and teacher assistants to provide supplemental support to ELL students, many of whom are migrant. Title III funds are used to purchase supplemental English language acquisition software and supplemental curriculum resources used in the extended day and summer programs, Title I Part C pays the salary for the secondary advocates and the parent specialist to provide advocacy and outreach services to migrant students and their families. If funding is available, Title I Part C also provides supplemental funding to implement targeted summer programs for secondary migrant students. The LEA's migrant director and project specialist also oversee the Title X McKinney-Vento Program and work closely with the Title I Part A staff and site-based administrators to ensure that migrant students who also meet the definition of "homeless" are provide full access to academic programs. The district provides administrative oversight during the operation of the extended day and summer programs to ensure student safety. In addition, the district's Science specialist provides support in the area of Science. This may include training of teachers, selection of curriculum, data analysis, and modeling best practices. The district also coordinates with outside agencies such as the Education Foundation of Indian River County, Boys and Girls Club, Big Brothers & Big Sisters, Redlands Christian Migrant Association, Head Start of Indian River County, the Early Learning Coalition of Indian River County to address the needs of the migrant students and their families.

10. Provide the anticipated outcomes based on the activity(ies) being implemented to address the identified need **for all performance indicators** and provide the data source. **Identify the expected change; additionally include gap as a percent for 1.12, 1.13 and 5.9.**

Response:

1) By the end of the 2012-13 SY, 42% of the migrant students tested will score proficient in mathematics (FCAT Mathematics) 2) By the end of the 2012-13 school year, the gap between migrant and non-migrant students who score at or above the proficient level in math on the state's assessment will decrease by 5%, from 17% to 15%.

- 3 1. Activity addresses one or more of the following Performance Indicators/Goals
([See Reference](#))

Response:

1.10

2. Identify the Need, Required Focus and Target Population to be addressed ([See Reference](#))

Response:

- L. Prekindergarten migrant children not receiving migrant funded or facilitated early childhood service...(see reference above)*

3. Identify Actual Outcome/Baseline(s) as the basis for the identified Need and **provide the Data Source(s)**. **Identify the actual outcome/baseline for all performance indicators; additionally include gap as a percent for 1.12, 1.13 and 5.9.**

Response:

2010-11 SPAR Report Readiness data reports indicate that 100% of migrant Pre-K children demonstrated school readiness as measured by the State's assessment.

4. Describe the Activity(ies) that will be implemented to address the identified Need. ([See Reference](#))

Include the following information for each activity listed:

- M. Identify each activity that is a Reading Initiative
- N. Identify the population each activity will target to address the identified need

Response:

The district's Migrant Education Program collaborates with the Title I Part A Program, VPK, and RCMA programs to provide early childhood services to migrant preschool-age children, Title I Part A funds supplement two early childhood units at the district's highest ranked poverty school which is located in the community where the majority of the migrant families reside. The program serves 36 4-year olds. This activity is a Reading Initiative. The LEA will: Facilitate access to VPK and other pre-k programs Collaborate with identified collaborative partners to provide services Target population for this activity are migrant Pre-K children.

5. For the Activity above, identify Evidence Based research* that this strategy will be effective in addressing the identified need. (**It is expected that LEA will identify specific scientifically based programs and activities, including quoting the research supporting the program or activity to be implemented*)

Response:

Research conducted by the National Institute for Early Education Research (NIEER) shows that high-quality pre-K can help improve the educational success of all children and by doing so, decrease school failure and dropout rates, and crime and delinquency. In addition, high-quality preschool education has been found to improve economic productivity and health. A major focus of NIEER's research has been on long-term effects of preschool programs on children's learning and development, the educational opportunities and experiences of young children in low-income urban areas, and benefit-cost analysis of preschool programs and their long-term effects. Today we recognize the first five years as a time of enormous growth of linguistic, conceptual, and social competence. Right from birth, healthy infants use their limited response abilities to explore—and even control—their environments. They gather information about faces, about sounds and language, about objects and events (Morton and Johnson, 1991; Spelke, 1990; Kuhl et al., 1992; Mehler et al., 1986; Gopnik and Meltzoff, 1992). Close examination of the results from these studies suggests that there are long-term positive effects on children's learning and subsequent school success, although the effects on IQ decline over time (Barnett, 1998; Barnett and Camilli, in press). A substantial body of empirical evidence

indicates these preschool programs have prevented grade repetition and special education placements for disadvantaged children over the long term. A review of over 30 longitudinal studies by Barnett (1998) concluded that preschool programs serving disadvantaged children also produced long-term gains in achievement as measured by standardized tests. Early childhood programs give children a jump start by preparing them for school and enhancing their pre-reading, pre-math, language and social skills. By developing the skills children need to become strong readers and students at an early age, children are more likely to be successful in school. SDIRCs VPK classrooms offer high-quality programs that include high literacy standards, developmentally appropriate curricula, manageable class sizes, and qualified teachers.

6. Provide the frequency and duration of the activity described above.

Response:

Title I Part A funds supplement two early childhood units at the district's highest ranked poverty school which is located in the community where the majority of the migrant families reside. The program serves 35 4-year olds. However, as a result of the significant decline in the migrant population in the county, only three of the 36 students enrolled in the program were identified as migrant in 2009-10. These two students were served by the Title I Part A funded program. The Pre-k classrooms operate 6 1/2 hours per day, 180 days per year. Collaboration with collaborative partners listed below will continue throughout the project period. As Title I funds allow, a supplemental Pre-k to K transition program will be implemented directly after the close of the school year. The transition program typically operates 4 hours per day for a period of 4 weeks.

7. Describe how the LEA will monitor the implementation of these activities.

Response:

coordinator and the project specialist are vigilant to ensure that program activities are aligned to the MEP project application and that the activities are addressing the needs of the migrant students. Data is monitored on an on-going basis and used to modify the program if needed. The Early Learning Coordinator and site-based administrators monitor day-to-day implementation of these activities. The migrant advocates and migrant parent specialist communicate on an on-going basis to ensure that activities are being implemented with fidelity. To promote optimum program participation, the migrant program staff serve as liaisons between the school and the home.

8. Activity addresses one or more of the Next Generation Strategic Plan Focus Areas.
([See Reference](#))

Response:

1.5

9. Describe the coordination with other federal and non-federal programs and the collaborative partners within and outside of the LEA to address the identified need. Specify the resources provided by title program(s) to implement each activity.

Response:

Redlands Christian Migrant Association provides early childhood programs in the Fellsmere

community/ Florida Family Health Centers provides accessible health and dental services that will minimize absences from school. The Indian River Education Foundation provides new shoes and backpacks to students. First United Methodist Church provides celebrations for migrant pre-k classrooms and disseminates gifts during the holidays. A local dentist provides emergency dental care, toothbrushes and instruction in oral hygiene. The LEA coordinates with the Early Learning Coalition of Indian River County to provide pre-k programs to all students, including migrant students. In addition, the district's Coordinator of Early Learning Programs coordinates with the Title I Part C Program to ensure that migrant students are receiving appropriate pre-k services. Title I Part A - two .5 teachers and two .5 paraprofessionals; supplemental curriculum and classroom supplies, equipment, books, field trips to encourage oral language development Title I Part C - Migrant Parent Specialist serves as a liaison between the school and the home, makes home visits, and provides support to the pre-k classrooms as needed. This position also facilitates parent workshops and provides training to parents.

10. Provide the anticipated outcomes based on the activity(ies) being implemented to address the identified need **for all performance indicators** and provide the data source. **Identify the expected change; additionally include gap as a percent for 1.12, 1.13 and 5.9.**

Response:

By the end of the 2012-2013 SY, all migrant kindergarten children, who were served in a Pre-K program for at least nine months, will demonstrate readiness as measured by the State's assessment.

- 4 1. Activity addresses one or more of the following Performance Indicators/Goals
([See Reference](#))

Response:

5.3, 5.9

2. Identify the Need, Required Focus and Target Population to be addressed ([See Reference](#))

Response:

- O. Middle school and secondary migrant students in grades 8-12 who may be at risk of dropping out, not ... (see reference above)*
- P. Middle school and secondary migrant students in grades 9-12 who may have a GPA below 2.0. (This re... (see reference above)*
- Q. Migrant students in grade 12 who may be at risk of dropping out or who may not be on track to gradua... (see reference above)*
- R. Decreasing the gap in graduation rate (standard diploma or regular GED) between migrant and non-migr... (see reference above)*

3. Identify Actual Outcome/Baseline(s) as the basis for the identified Need and **provide the Data Source(s)**. **Identify the actual outcome/baseline for all performance indicators; additionally include gap as a percent for 1.12, 1.13 and 5.9.**

Response:

The 2009-2010 SPAR Report for SDIRC, NCLB Graduation Rate data indicates that 60% of migrant seniors graduated within four years of initial entry into 9th grade as compared to a 83.8% graduation rate for all students. This data shows a 23.8% gap between migrant and all students.

4. Describe the Activity(ies) that will be implemented to address the identified Need. ([See Reference](#))

Include the following information for each activity listed:

- S. Identify each activity that is a Reading Initiative
- T. Identify the population each activity will target to address the identified need

Response:

This activity is a reading initiative. Strategies that address reading deficiencies will be used during the extended day and summer programs. These activities provide additional support in the area of reading to migrant students at risk of dropping out of school. High quality professional development to teachers of migrant students and targeting specific strategies that are designed to increase the academic achievement of migrant students will be provided. The target population includes: Middle school and secondary migrant students grades 8-12 who lack sufficient credits for graduation. Middle school and secondary migrant students in grades 9-12 with a GPA below 2.0. Migrant students in grade 12 who may be at risk of dropping out or who may not be on track to graduate. Extended the school day and school year are activities that are founded on scientifically based research and that have demonstrated success in improving the academic success of migrant students. Both activities are important interventions designed to provide migrant students the additional time to master content, prepare for the FCAT and meet the state's academic standards. These activities will increase the academic proficiency of the LEA's migrant students thereby reducing the achievement gap and the graduation gap between the migrant and non-migrant students.

5. For the Activity above, identify Evidence Based research* that this strategy will be effective in addressing the identified need. (**It is expected that LEA will identify specific scientifically based programs and activities, including quoting the research supporting the program or activity to be implemented*)

Response:

According to a brief compiled by Priscilla M. Little, Associate Director of Harvard Family Research Project (HFRP), and based on a number of prior HFRP publications and ongoing research and evaluation studies there is evidence from a decade of national, state, and local research and evaluation studies on a range of approaches to delivering quality afterschool and

summer experiences indicates that they have the potential to positively impact learning and academic success. Relative to participation in other afterschool arrangements (such as self-care or sibling care), participation can result in less disciplinary action; lower dropout rates; better academic performance in school, including better grades and test scores; greater on-time promotion; improved homework completion; and improved work habits. 1 Adapted from Weiss, H., Little, P., Bouffard, S., Deschenes, S., & Malone, H. (2008). The federal role in out-of-school learning: After-school, summer learning, and family involvement as critical learning supports. Paper commissioned by the Center on Education Policy. Cambridge, MA: Harvard Family Research Project. 2 Little, P., Wimer, C., & Weiss, H. B. (2008). After school programs in the 21st century: Their potential and what it takes to achieve it. Cambridge, MA: Harvard Family Research Project. 3 Little, P., Wimer, C., & Weiss, H.B. (2008). Granger, R. T., & William T. Grant Foundation. (2008). After-school programs and academics: Implications for policy, practice, and research. Social Policy Report, XXII(2). 4 Learning Point Associates. (2005). Ten years of research on adolescent literacy, 1994-2004: A review. Naperville, IL: Author Strategies that address reading deficiencies will be used during the extended day and summer programs. These activities will provide additional support in the area of reading to migrant students at risk of dropping out of school. High quality professional development to teachers of migrant students, and targeting specific strategies that are designed to increase the academic achievement of migrant students will be provided. Extended the school day and school year are activities that are founded on scientifically based research and that have demonstrated success in improving the academic success of migrant students. Both activities are important interventions designed to provide migrant students the additional time to master content, prepare for the FCAT and meet the state's academic standards. These activities will increase the academic proficiency of the LEA's migrant students thereby reducing the achievement gap and the graduation gap between the migrant and non-migrant students.

6. Provide the frequency and duration of the activity described above.

Response:

Extended day and summer programs vary in frequency and duration depending on the need of the program site. Extended day programs typically operate 1-2 hours per day, 2-3 days per week for 18 weeks. Summer programs begin immediately after the end of the regular school year, 3-6 weeks in duration, 4-5 days per week, 4-5 hours per day.

7. Describe how the LEA will monitor the implementation of these activities.

Response:

The migrant program coordinator and project specialist provide administrative and compliance oversight. The migrant program coordinator and the project specialist are vigilant to ensure that program activities are aligned to the MEP project application and that the activities are addressing the needs of the migrant students. Data is monitored on an on-going basis and used to modify the program if needed. The Migrant Program staff and site-based administrators monitor day-to-day implementation of these activities. The migrant advocates and migrant parent specialist communicate on an on-going basis to ensure that activities are being implemented with fidelity. To promote optimum program participation, the migrant program staff serve as liaisons between the school and the home.

8. Activity addresses one or more of the Next Generation Strategic Plan Focus Areas.
([See Reference](#))

Response:

1.2

9. Describe the coordination with other federal and non-federal programs and the collaborative partners within and outside of the LEA to address the identified need. Specify the resources provided by title program(s) to implement each activity.

Response:

The LEA's Migrant Education Program (MEP) collaborates with both federal and non-federal programs to ensure that eligible migrant students have full access and opportunities to appropriate programs. The LEA coordinates with the district's Food Service Department to verify that all migrant students are automatically identified a eligible for free meals. The LEA's MEP staff coordinate with the district's Exceptional Student Education Department and ESOL program to ensure that migrant students needs are addressed. Title III provides supplemental funds to support extended day and extended year for ELL migrant students. The Title III Advocates/Specialists provide support and monitor the implementation of the Title III programs. Title III coordinates with the Title I Part C Program to cover the cost of student transportation for students participating in the extended day and summer programs. Title III also pays for bilingual teachers and teacher assistants to provide supplemental support to ELL students, many of whom are migrant. Title III funds are used to purchase supplemental English language acquisition software and supplemental curriculum resources used in the extended day and summer programs. A reading resource teacher and math resource teacher, funded through non-federal and Title II-Part A, ensures that materials and curriculum used in the extended day and summer programs are research-based. Title I Part C pays the salary for the secondary advocates and the parent specialist to provide advocacy and outreach services to migrant students and their families. If funding is available, Title I Part C also provides supplemental funding to implement targeted summer programs for secondary migrant students. ELL/Migrant Advocates, funded through Title I Part C and Title III oversee the PASS program at the high schools and coordinates with the State PASS Program. The LEA's migrant director and project specialist also oversee the Title X McKinney-Vento Program and work closely with the Title I Part A staff and site-based administrators to ensure that migrant students who also meet the definition of "homeless" are provide full access to academic programs. The district provides administrative oversight during the operation of the extended day and summer programs to ensure student safety. Migrant secondary students also have access to locally or State funded extended learning and credit recovery/accrual. In addition, the district's Science specialist provides support in the area of Science. This may include training of teachers, selection of curriculum, data analysis, and modeling best practices. The district also coordinates with outside agencies such as the Education Foundation of Indian River County, Boys and Girls Club, Big Brothers & Big Sisters, Redlands Christian Migrant Association, Head Start of Indian River County, the Early Learning Coalition of Indian River County to address the needs of the migrant students and their families.

10. Provide the anticipated outcomes based on the activity(ies) being implemented to address the identified need **for all performance indicators** and provide the data source. **Identify the expected change; additionally include gap as a percent for 1.12, 1.13 and 5.9.**

Response:

1) By the end of the 2013 SY, 100% of migrant seniors will graduate with a regular diploma or earn a diploma through a GED Exit Option program. 2) By the end of the 2012-13 school year,

*the gap between migrant and non-migrant students who graduate with a regular diploma or earn a diploma through a GED Exit Option program will increase by 5%, from *60% to 65%.
[*Graduation rate as reported in the 2008-09 NCLB School Public Accountability Report
8/2010]*

Consultation with Private School Officials

To ensure timely and meaningful consultation, the local education agency shall consult with appropriate private school officials for the design and development of equitable services [NCLB: section 9501] for **2012-2013**. Include the timeline and frequency of activities that outline the detailed plan of action for providing timely and meaningful consultation, and equitable services to eligible children, teachers, and parents in private schools within the local education agency (ies") service area.

For details, refer to the US Department of Education's Non-Regulatory Guidance for Private Schools:

Title I, Part A: <http://www.ed.gov/programs/titleiparta/psguidance.doc>

Title IX – General Provisions: <http://www.ed.gov/policy/elsec/guid/equitableserguidance.doc>

Response:

A form letter and Non-Public School Intent to Participate in Selected Federal Programs (Title I Part A & C, Title II Part A & D, Title III, Title IV 21st, CCLC, ESE) survey are sent each year to all private schools, return receipt requested, notifying each school of the availability of federally funded programs for the upcoming year. The initial notification to private schools for the 2013-2014 school year, was mailed on March 7, 2012. All correspondence with private schools is sent return receipt requested to ensure that the private school officials are aware of the federal services available to non-public schools. A self-addressed envelope is included with the letter for the convenience of the private schools. A letter inviting the representatives of private schools to attend an informational meeting was mailed to private school representatives in March 16, 2012. A meeting was held on May 21, 2012 for private schools that indicated an interest in participating in federal programs. Federal program administrators or their representatives provided specific information on the federal programs, including:

- Determination of low-income families
- Identification of students needs
- Delivery of services
- Decisions regarding the services
- Conditions of the services
- Assessment of services
- Size/Scope of services
- Funding of the services
- Professional development services
- Parental involvement services
- Complaint Policy/Procedures

In addition to the topics listed above, private school officials are given an opportunity to ask questions and request additional information regarding services, and other benefits, supported through federal programs. Subsequent to the meeting, private school providers signed a written affirmation that they engaged in meaningful consultation and indicated their choice to either participate or decline participation in any of the federal programs. District representatives meet with appropriate private school officials throughout the school year. In addition, all required elements of Section 1120 are addressed during the consultation. District representatives meet with private school officials once a semester or upon request of the private school or the district, as needed.

The following topics are discussed during the ongoing consultation process:

How the LEA will identify the needs of eligible private school children;

What services the LEA will offer to eligible private school children;

How and when the LEA will make decisions about the delivery of services;

How, where and by whom the LEA will provide services to eligible private school children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with a third-party provider;

How the LEA will assess academically the services to eligible private school children in accordance with Sec. 200.10 of the Title I regulations and how the LEA will use the results of that assessment to improve Title I instructional services.

The size and scope of the equitable services that the LEA will provide to eligible private school children and, consistent with Section 200.64, the proportion of funds that will be allocated to provide these services;

The method or sources of data that the LEA will use under Section 200.78 to determine the number of private school children from low-income families residing in participating public school attendance areas, including whether the LEA will extrapolate data, if a survey is used;

The equitable services the LEA will provide to teachers and families of participating private school children; and

If the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA must provide the private schools the reasons in writing why the LEA chooses not to use a contractor.

Policy of Title I equipment/property/materials purchased for use by eligible private school students.

We agree that timely and meaningful consultation occurred before the LEA made any decision that affected the participation of eligible private school children in all Title programs.

No private schools chose to participate in SDIRC federal programs. However, as required by FLDOE, attached is a sample "Services To Be Provided" contract/template for the 2013-2014 school year.

Uploaded File: [Click here to view the file](#)

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Priority for Services

Describe a Priority for Services Action Plan that identifies which migratory children must receive services prior to migrant funds being used for other migrant children. The plan should detail how the subgrantee will use Migrant Education Program funds and other resources to address the unique needs of children who meet the definition of Priority for Services, and document the services that these children receive. This plan should also include a component to evaluate the impact of services provided on student achievement. For additional guidance, please refer to the [Priority for Services Technical Assistance Paper \(PDF\)](#).
[NCLB Act of 2001, Section 1304 (d)]

Response:

The magnitude of the academic and social needs of migrant students together with the rigorous academic standards of NCLB, have placed migrant students at an increased risk of school failure. The district utilizes the federal migrant entitlement funds to support high quality supplemental academic services, parent involvement activities, and supportive services, including advocacy and outreach. Many migrant students lack the academic skills that they need to further their education, successfully enter the workforce, or otherwise become contributing adults. The School District of Indian River County (SDIRC) is committed to ensuring that all students have equitable access to programs that promote academic achievement. The district's Migrant Education Program provides comprehensive educational and support services designed to reduce the impact that school interruptions and other issues arising from the migratory lifestyle have on migrant youth. The design of the district's Migrant Education Program provides a cost-effective model for the delivery of supplemental services that ensures that migrant students receive appropriate opportunities to meet the challenging standards afforded to all students. With ever decreasing federal funding the challenge to provide services must be targeted to those students most at-risk.

The following indicators will be used to identify the migratory children and youth who will receive priority for services:

- Scores Level 1 or 2 on the FCAT; or*
- Has an age/grade discrepancy; or*
- Has been retained; or*
- Is an English Language Learner; or*
- Is at risk for failing to meet the state graduation requirements in one of the following areas:*
 - o An unweighted GPA of 2.0 or less, or*
 - o Insufficient credits to graduate*

AND

- Has an educational interruption during the regular school year.*

The district designed and implemented an electronic Migrant Priority Report in 2003 as a tool to continuously monitor the academic progress of the district's migrant students. Migrant program

staff has presented this dynamic tool at both state and national conferences. The report is used to identify migrant students at the greatest risk for academic failure. These students are targeted for services first before MEP funds are used for any other migrant students. Migrant student data is uploaded to the report every night in order to ensure that the migrant student's changing needs are met, maximize delivery of services, and eliminate gaps and duplication of services.

The impact of the migrant program services on academic achievement will be evaluated as follows:

Through the district's partnership with Performance Matters (PM2), the district has implemented a comprehensive progress monitoring system and data warehouse. Teachers and administrators are using the data analysis and management system to guide instruction and share best practices. The district office uses the system to evaluate interventions and establish policy. The system provides real-time access to student information. The system integrates all historical FCAT scores and aligns local benchmark assessments, which are administered throughout the year, to the Florida state standards. This is useful to evaluate current student learning gains and past FCAT performance. Student academic performance data, attendance, services rendered, discipline referrals, and other demographic data is documented and integrated into the management system. PM2 dynamically generates SLP's as determined by specific benchmarks for student achievement. The progress monitoring system has created an internal capacity needed for data decision-making from the classroom to the boardroom. In addition to the data generated through PM2, logs, student cum folders, district Migrant Priority Report, will document the services received by the migrant students.

All Title programs are aligned to the district's reading initiative & collaborates efforts to address the specific needs of eligible students. The district's focus on early intervention in the lower grades in order to address needs early, develop a sound foundation in literacy skills, identify, & support the at-risk student. Programs, methods & strategies in place that support reading includes: Phonemic Awareness in Young Children Harcourt Intervention Harcourt Title I

Road to the Code, Intervention,

Leveled Text Harcourt ELL

Language for Learning SRA Rdg. Mastery

Extensions in Rdg. Wilson Rdg. Program

Elements of Rdg. SRA Corrective

Vocab. -- Sets A & B Rdg./Decoding

K-PALS

Soar To Success, Earobics,

PALS,

Reader's Handbook Read 180

Great Source Source Book Read XL

Language 1: Direct Instruction Wilson Reading System

Timed Reading Plus (Jamestown) SRA Reading Mastery

Jamestown Critical Reading Series SRA Corrective Reading

Comprehension Skills and Strategies (Jamestown) Language!

Skimming and Scanning (Jamestown)

Great Source Daybook

Jamestown Signature Reading

Compass Learning, Earobics, before/after school, reading camps, mentoring and summer programs. Reading Resource teachers provide academic support.

Early Childhood Component

Check all that apply(ies):

- Local MEP currently does **not** have any prekindergarten children in the service population.
- Local MEP will serve prekindergarten children with migrant funds; include those served through in-home instruction.
- Local MEP will serve/facilitate services for prekindergarten children with non-migrant funds; include those served through in-home instruction.

Describe the instructional and/or supportive services provided to migratory prekindergarten children. Also, describe how the project will develop or enhance efforts to increase the number of migrant prekindergarten children demonstrating readiness for kindergarten. Additionally, describe how the project will collect and document assessment data as well as monitor students who are enrolled in local formal Pre-K/VPK programs.

Response:

Migrant Education Program staff collaborate with Title I Part A, Exceptional Student Education and Voluntary Pre-K and Redlands Christian Migrant Association staff to ensure that migratory prekindergarten children have access to appropriate instructional and/or support services.

Identify the program type and/or name, sites (schools, community centers, individual homes), indicating the number of **migrant** children being served at each site by age span (ages 3 and 4) and the amount of Title I, Part C funds expended or other non-MEP fund source per program that will be used to provide services to prekindergarten children.

(1) Program Type and/or Name (NOTE: Include In-home instruction, if applicable)	(2) Site(s)	(3) Amount of Title I, Part C funds	(4) Identify Non-Title I, Part C Funding Source	(5) Number of migrant students to be served at each site by age span	
				Age 3	Age 4

Pre-K	FELLSMERE ELEMENTARY SCHOOL	0	Title I Part A/VPK	0	2
Pre-K	Redlands Christian Migrant Association	0	VPK	0	3
TOTALS:		0		0	5

Efforts to Raise Graduation Rates

Describe how the project will develop or enhance efforts to raise graduation rates by addressing the unique needs of migrant secondary children due to their mobility and migratory lifestyle. **Description must clearly document that the proposed activities are supplementary and do not supplant existing state and locally funded activities and required services.** Emphasis should be given to hiring or utilizing an existing secondary advocate who will address factors related to educational discontinuity, credit accrual and school engagement. Examples of programming might include the following: transition support (elementary to middle school and 8th grade to high school), mentoring, FCAT preparation, use of technology, strategic, content-based tutoring, drop-out prevention and/or recovery and credit make-up opportunities (PASS, mini-PASS, summer school). In your description identify how the project will document/track services and student outcomes.

Response:

The SDIRC Migrant Education Program implements a variety of programs designed to facilitate the transition (elementary to middle school and 9th grade to high school) and to postsecondary education or employment. The district migrant parent specialist and migrant secondary advocates collaborate to ensure that migrant students receive appropriate interventions, remedial and enrichment that promote academic success. The migrant parent specialist and migrant advocates serve as liaisons between the school and the home. Migrant staff facilitates parent/teacher conferences and make home visits to be sure that parents are kept abreast of their child's educational progress. Migrant staff utilizes the district-developed Migrant Priority Report, a dynamic data management tool, to access real-time migrant student data. The Report, uploaded every night, alerts migrant staff to migrant students who may be experiencing academic difficulties. The Migrant Priority Report provides, but is not limited to the following information: lack of credits, retentions, above age-grade placement, school interruptions, excessive absenteeism, and below FCAT proficiency benchmarks. THE MEP STAFF ARE ABLE TO USE THE REPORT TO DETERMINE IF THE MIGRANT STUDENT IS LACKING SUFFICIENT CREDITS FOR GRADUATION. IF SO, THE MEP STAFF REFERS THE STUDENT TO CREDIT RECOVERY PROGRAMS AND IS ALSO REFERRED TO AFTER SCHOOL TUTORIAL PROGRAMS. THE REPORT TRACKS SERVICES SUCH AS TUTORIALS, SUMMER PROGRAMS, AND REFERRALS. THE MIGRANT SECONDARY ADVOCATE MEETS ON A REGULAR BASIS WITH SCHOOL-BASED STAFF TO REVIEW THE ACADEMIC PERFORMANCE OF MIGRANT STUDENTS. AS PART OF THE REVIEW, THE SECONDARY MIGRANT ADVOCATE AND MIGRANT OUTREACH SPECIALIST ANALYZE THE MIGRANT PRIORITY REPORT TO DETERMINE THE SPECIFIC DATA OF THE MIGRANT STUDENT. The migrant staff communicates migrant student information with school, and district staff and parents. Services provided include:

- *After-school programs*

- *Lap-tops (take-home) for migrant students in grades 9-12*
- *Summer programs*
- *English language acquisition/Creative Writing for migrant students*
- *Reading Strategies--Novel Study (mystery)*
- *Integrated Science and Math Activities*
- *Research (project)*
- *Math FCAT / Reading FCAT tutorials*
- *Credit retrieval, through the ALS software in the SRHS computer lab, for students who have failed a class;*

Ex: Integrated Science (not available through PASS)

Ex: Algebra (works better through teacher directed instruction)

- *PASS Courses (Life Management/History/English/*
- *College Campus Visits (IRSC, FAU, UF Fort Pierce, UCF, FIT)*
- *Academic Field Trips (Harbor Branch Oceanographic Institute, Sea World/EPCOT, NASA Space Center)*
- *Credit Accrual*
- *ACT / SAT prep for 11th and 12th graders (students who do not need the credits, but have not passed FCAT or need an improved score for Bright Futures).*
- *Migrant Student Graduation/Awards Ceremony – recognition of students transitioning from 8th grade to 9th grade, as well as high school students.*
- *Scholarships and Financial Aid – migrant staff work with guidance counselors and other school staff to ensure that migrant students and their families are aware of all appropriate funding for college.*

The 2009-10 NCLB School District and State Accountability Report (SPAR) indicates that the LEA an overall graduation rate for All students of 83.8%. The SPAR reported a 60% graduation rate for migrant students. This reflects a 23.8% gap between migrant students when compared to the overall district graduation rate of 83.8%. The Migrant Program has focused efforts to increase the number of migrant students who graduate. In addition to the strategies listed above, Migrant seniors who who lack sufficient credits for graduation are strongly encouraged to attend the LEA's migrant summer program or the State Migrant Summer Institute to acquire the credits they need to graduate.

Out-of-School Youth (OSY)

For this section an Out-of-School Youth is a youth who is a single (not traveling with parents/legal guardians) farm worker, younger than 22 years old, and without a high school diploma. The OSY migrant population is composed of two groups: “here-to-work” and “recovery youth.” The here-to-work group includes youth who last attended school outside the U.S. (generally Mexico) and have not obtained a high school diploma or GED in either country. The other group of OSY, “recovery youth,” last attended school in the U.S. and have more English literacy skills than the “here-to-work” population. Generally, the goal is to help the Out-of-School Youth develop and/or achieve their educational goals (such as earn a GED or high school diploma, improve English language proficiency, enhance life skills, work towards a career path, etc.).

In this section, describe the strategies the local MEP will implement to identify and recruit OSYs. Identify the educational/supportive services the local MEP will provide to or facilitate for this population. In the description, address the use of technology and OSY needs identified in the local MEP needs assessment, where applicable. In your description identify how the project will document/track services and OSY outcomes.

Response:

following:

- 1) Training- Provide migrant advocates and outreach specialists with training on strategies to identify potential out-of-school youth, including the use of an OSY student profile to determine the academic and support needs of OSY*
- 2) Identification: Migrant staff will target areas of the community where OSY frequent such as Hispanic grocery stores, laundry mats, sports fields, and faith-based facilities.*
- 3) Outreach - The LEA will collaborate with SDIRC's Adult Education Program, Indian River State College, and other local community-based agencies to locate and serve the needs of non-attending migrant youth. The district will also work with the Mexican Consulate in Orlando to facilitate programs that may be available to students and OSY.*
- 4) Advocacy/Services – Migrant staff will provide advocacy and refer OSY to services, including but not limited to, Adult Education programs, English language acquisition and literacy programs GED preparation, health/dental clinics, federal/state workforce programs.*

Reading Strategies

Describe reading strategies that the project will facilitate or implement to decrease the achievement gap between migrant and non-migrant children. **Description must clearly document that the proposed activities are supplementary and do not supplant existing state and locally funded activities and required services.** Reading strategies shall include implementing literacy programming or facilitating access to existing literacy programming with a recommended focus on vocabulary and fluency development. In the description address the use of technology, where applicable. Emphasis should be given to hiring or consulting with a reading advocate or specialist (e.g., a certified teacher with experience in second language acquisition, who is well-versed in recent research, can implement differentiated instruction and is able to work with adult learners) or with qualified professional staff or specialist from local universities, community colleges, and/or industries. In your description identify how the project will document/track services and student outcomes.

Response:

All activities are supplementary and do not supplant existing state and locally funded activities and required services. Reading strategies include implementing or facilitating access to existing literacy programming with a focus on vocabulary and fluency development. Each LEA school has a reading resource teacher who is well versed in literacy research, facilitates the implementation of differentiated instruction and appropriate interventions. All Title programs are aligned to the district's reading initiative & collaborates efforts to address the specific needs of eligible students. The district's focus on early intervention in the lower grades in order to address needs early, develop a sound foundation in literacy skills, identify, & support the at-risk student. Programs, methods & strategies in place that support reading includes: Phonemic Awareness in Young Children Harcourt Intervention Harcourt Title I

Road to the Code, Intervention,

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Elements of Rdg. SRA Corrective

Vocab. -- Sets A & B Rdg./Decoding

K-PALS

Soar To Success, Earobics,

PALS, Compass Learning, before/after school, reading camps, mentoring and summer programs. Reading Resource teachers provide academic support.

Counselors and social workers to enhance the inventory of effective counseling programs designed to address the educational & emotional well being of students. Specialized Staff and Program Services: The district's migrant program provides a variety of specialized programs and services to address the migratory lifestyle. These services include after school tutorial, credit retrieval, FCAT prep, take-home computers with instructional software. The Migrant Education Program Title I, Part C, supported with Title I, Part A funds, provides highly qualified tutors and supplemental services for all eligible migrant students attending Title I schools. Migrant students are targeted for specific services at the elementary and secondary levels.

Bilingual migrant-funded staff, with expertise in second language acquisition and research, provides supplemental instructional support to migrant students. The staff is very knowledgeable of the specific needs of the local migrant community, the resources available and give first priority to migrant students who are most in need as determined by the Migrant Priority for Services Report. This district-developed data management tool facilitates the access and monitoring of real-time migrant student information. Migrant staff communicates and coordinates with non-migrant funded staff, including the district reading content specialist, on an ongoing basis to ensure that migrant students' academic needs are met. Coordination and referrals to appropriate agencies ensures that social, cultural, and language barriers to school enrollment, and regular school attendance, such as the families need for interpreters/translators, childcare, health-related needs, clothing, food, as well as other social barriers are addressed. Migrant students cannot achieve their full academic potential if these needs are not met. The migrant program funding supports the following positions: Two secondary advocates, a parent outreach specialist, and a parent specialist. In addition, during the summer months, additional bilingual staffs with experience in second language acquisition are hired to provide services to migrant students who are enrolled in the district's summer program. The migrant program staff work closely with the district's Adult Education Program and makes referrals and provides information to parents and adults regarding the availability of literacy and English for second language learner programs. Fellsmere Elementary School, the school in the community with the largest number of migrant families, offers literacy and English classes during the evenings and weekends.

Summer Programs: The district offers innovative, well-planned summer programs specifically designed to assist struggling students meet rigorous state standards in reading, writing, math, and science. Direct, differentiated, instruction is provided by highly qualified teachers using strategies based on scientifically-based research practices and proven effectiveness. The summer program is structured to maximize the time migrant students are engaged in academic instruction. Summer student assessment information is utilized to provide continued academic support during the subsequent school year. The migrant program provides supplemental services to students who attend the district's summer programs. Migrant staff provides services through the use of instructional materials and strategies that are different from those used during the regular summer program. Summer enrichment services are also provided to migrant students who are not enrolled in the formal summer school program. In an effort to facilitate a successful transition to post-secondary education for our

high school students, the district's migrant staff works closely with the local community college and universities.

The LEA will provide supplemental services to assist eligible migrant children to meet the AYP targets. These services will include, but are not limited to: computer-assisted instruction, small group or one-on-one instruction by highly qualified staff, extended day/extended year programs, summer institute, credit retrieval, guidance and counseling services, advocacy and outreach, parental involvement activities, and ongoing, high quality professional development for Migrant Education Program teachers, teacher assistants, support staff, and administrators. All activities described above are designed to meet the academic needs of individual students, to improve their academic progress, and to ensure their continued success in school. Student progress is carefully monitored, and instruction is adjusted as needed. Coordination with classroom teachers ensures that supplemental instructional activities are directed toward closing the achievement gap between migrant and non-migrant students.

THE MIGRANT PRIORITY REPORT IS LINKED DIRECTLY TO THE DISTRICT'S TERMS SYSTEM AND TRACKS STUDENTS' ACADEMIC AND DEMOGRAPHIC DATA. THEREFORE DATA IS REFRESHED NIGHTLY. ALL CONTENT AREAS ARE INCLUDED IN THE PRIORITY REPORT, INCLUDING READING. WHENEVER A STUDENT DEMONSTRATES LACK OF SUCCESS IN READING, THE MEP STAFF COLLABORATE WITH OTHER PROGRAMS TO ENSURE THAT THE STUDENT RECEIVES APPROPRIATE IN-SCHOOL OR AFTER SCHOOL INTERVENTIONS.

Mathematics Strategies

Describe mathematics strategies that the project will facilitate or implement to address the special and unique needs of migrant children, with a recommended focus on rigor and cultural relevance and the use of manipulatives in instruction. **Description must clearly document that the proposed activities are supplementary and do not supplant existing state and locally funded activities and required services.** In the description address the use of technology, where applicable. Emphasis should be given to hiring or consulting with a math advocate or specialist (e.g., a certified math teacher with experience in second language acquisition, who is well-versed in recent research, can implement differentiated instruction and is able to work with adult learners) or with qualified professional staff or specialist from local universities, community colleges, and/or industries. In your description identify how the project will document/track services and student outcomes.

Response:

All activities are supplementary and do not supplant existing state and locally funded activities and required services. All project strategies will address the special and unique needs of migrant children, focus on rigor and cultural relevance, and the use of manipulatives in instruction. 2009-2010 FCAT achievement data reveals the gap between Indian River County's migrant students and non-migrant students on FCAT math has decreased to 8%. To continue this improvement trend, the migrant program will continue the use of the district's progress monitoring to guide the migrant advocates and specialist in conducting student performance reviews. The Migrant staff also utilize the district-developed Migrant Priority Report for monitoring of migrant student progress. District migrant staff provides support to teachers, guidance counselors and parents with strategies and educational materials to assist migrant students. The migrant program will provide scientifically research-based K-12 summer program that integrates math instruction with authentic and hands-on science, reading, and language acquisition activities. In addition, the after school tutoring program for high school students will address FCAT math preparation using scientifically research based instructional materials. The district's math content specialists with expertise in aligning the Sunshine State Standards for math will be utilized to help structure the instructional activities described above.

Math Strategies include but are not limited to:

- 1. Provide supplemental research-based materials and manipulatives for academic support to migrant students.*
- 2. Provide mathematics and ESOL training for teachers, teacher assistants and parents.*
- 3. Provide additional district-funded support and intervention with a Mathematics content specialists, bilingual specialists, ESOL resource teachers and Title I resource teacher.*

4. *Provide support to address the social-emotional and academic needs of migrant students through Title I funded bilingual social worker.*
5. *Extended learning time at school sites and in the community.*
6. *Provide computer-assisted instruction using Compass Odyssey, English Discovery, Zip, Zap, Zoom, and other reading, mathematics, and language development software.*
7. *Provide supplemental interpreters/translators and ESOL paraprofessionals to work with migrant students and communicate with parents.*
8. *Provide additional resource personnel to assist schools and teachers improve the academic achievement of migrant students by providing assistance with non-English speaking students at the secondary level and by providing support of ESOL strategies and methods to teachers in all schools.*
10. *Provide take-home lap-top computers and other technology for Migrant/ELL students*
11. *Provide Saturday tutoring – (mathematics, language acquisition, literacy) classes for parents of Migrant/ELL students.*

THE MIGRANT PRIORITY REPORT IS LINKED DIRECTLY TO THE DISTRICT'S TERMS SYSTEM AND TRACKS STUDENTS' ACADEMIC AND DEMOGRAPHIC DATA. THEREFORE DATA IS REFRESHED NIGHTLY. ALL CONTENT AREAS ARE INCLUDED IN THE PRIORITY REPORT, INCLUDING MATH. WHENEVER A STUDENT DEMONSTRATES LACK OF SUCCESS IN MATH, THE MEP STAFF COLLABORATE WITH OTHER PROGRAMS TO ENSURE THAT THE STUDENT RECEIVES APPROPRIATE IN-SCHOOL OR AFTER SCHOOL INTERVENTIONS.

Special Areas of Concern

Describe how the project will address the unique needs of eligible migrant children in the following areas: educational continuity, instructional time, school engagement(as they relate to migrant students), followed by English language development, educational support in the home, health and access to services(as they relate to migrant students and parents).

Educational Continuity

Response:

By definition, migrant students experience multiple moves and multiple school interruptions and have to make adjustments to these changes both at home and at school. Consequently, helping students with scheduling issues, credit transfers, credit accrual, and learning new schools and school systems is vital. The migrant staff assists children, including pre-k, and their families upon enrollment in an Indian River County school. The migrant staff and school staff will participate in training for the full implementation of MSIX to help facilitate the immediate transfer of student data. Thus, students should experience a smoother transition when school moves are made. The secondary migrant advocates will monitor grade point averages and credit accrual of high school students. Students needing additional high school credits will have the after school PASS Program and tutoring available.

Upon identification of migrant students, migrant staff conduct a needs assessment with families to determine if any supportive services are necessary and to assist these families as they transition into a new community.

The district designed and implemented an electronic Migrant Priority Report in 2003 as a tool to continuously monitor the academic progress of the district's migrant students. The report is used to identify migrant students at the greatest risk for academic failure. Migrant student data is uploaded to the report every night in order to ensure that the migrant student's changing needs are met, maximize delivery of services, and eliminate gaps and duplication of services.

Instructional Time

Response:

Indian River County schools provide after school tutoring for students in elementary, middle school and high school. All Title I Program schools offer after school and summer tutorial and enrichment programs. Also, Fellsmere Elementary and Vero Beach Elementary students have available Supplemental Educational Services. Migrant staff encourage migrant parents to have their children participate in these programs and they serve as liaisons between these schools and the home. Migrant staff facilitate communication for non-English speaking families to ensure that parents are fully aware of the benefits of the SES services. Migrant high school students participate in an after school tutoring

provided by district, Migrant and Title III Programs. The tutoring helps to guide students in PASS Program participation and to prepare for taking the FCAT. A summer program is provided for migrant students beyond what the school district provides. The K-12 program addresses vocabulary and fluency in an enriching, hands-on approach and scientifically researched based approach that engages students in the learning process. The PASS Program and FCAT tutoring, ALS credit recovery summer program helps student acquire needed high school credits and prepares students to take the FCAT. Migrant pre-k children attend the Pre-K to K transition program held during the summer. Further, the migrant program prepares action plans to guide parents with educational activities and materials to work with their children at home. Weekend literacy programs are also available for parents of migrant children.

School Engagement

Response:

Migrant staff members formally and informally consult with school administrators, guidance counselors, social workers, classroom teachers, school staff and parents regarding migrant children, including pre-k children. During this contact, information is often acquired that provides information about students' attitudes toward school, their sense of belonging, and their attention to tasks. When staff members notice difficulties in school engagement areas, they work with school staff members and/or parents to help alleviate problems or barriers to students' success. When appropriate, action plans are developed for parents to use with their children. Also, migrant staff counsel individual students and provide supports to assist them with engagement issues.

English Language Development

Response:

Because the vast majority of migrant students are second language learners and because language acquisition is a 5 – 7 year process, English Language Development is important in the services provided to migrant children and families. Therefore, in addition to the ELL services provided by schools and the Title III Program, the migrant program will provide parent education programs to assist parents in negotiating their way through school interactions and assisting their children with school work while simultaneously helping them to learn English. In addition, migrant staff will receive information regarding effective research based instructional strategies and approaches to use with ELL migrant students. This professional development will help migrant staff as they work with classroom teachers and as they develop action plans to assist parents to help their children with academics at home. Further, the Migrant Program will consult closely and interface activities, when possible, with the Title III Program. Migrant children participate in the Title I Pre-k program and community-based early childhood programs. Adult literacy/English language acquisition classes are offered at numerous district sites. Migrant staff refer and encourage families to avail themselves of these services. Migrant students and their families have

access to research based English language acquisition software such as Rosetta Stone, English Discoveries, Sonica, and Tell Me More.

Educational Support in the Home

Response:

Educational Support in the Home

The migrant advocates and parent specialist consult regularly with classroom teachers, guidance counselors and other school staff to review academic progress monitoring data and assess GPA and credit accrual information. The insights gathered from these evaluative processes guide the advocates and parent/outreach specialist in the development of School/ Parent Action Plans. Action Plans describe educational activities that parents can do at home to assist their child. Furthermore, Action Plans are supplemented with educational materials that provide parents with motivating activities to enjoy with their children. These plans are developed and revised twice a year. However, parents frequently go to the school to discuss the academic progress of their child. Migrant staff also make regular home visits to inform parents of their students progress and discuss any concerns/issues that the parent/school may have.

Health and access to services

Response:

Indian River County's Migrant Program provides a comprehensive outreach program that assists families and students with health concerns, social challenges and other areas of need that may interfere with family stability and consequently academic performance. Migrant staff assist parents negotiate the potential barriers associated with acquiring health, social and governmental services. This support includes connecting families with appropriate contacts, providing transportation, advising families of available services, etc. The migrant staff have developed a trusting relationship with the migrant community. Consequently, migrant staff are the individuals that provide families with support during crisis situations, with incidental needs and for essential life necessities.

Effective Parental Involvement

Describe how the project will implement an effective parental involvement component that includes the establishment of and consultation with a local Migrant Parent Advisory Council (MPAC). Indicate the proposed number of MPAC meetings that will be held during the school year. Parental involvement, advocacy, outreach, and family literacy should be conducted in a format and language understandable to parents. Describe how the project will ensure that migrant parents of students attending Title I schools understand the implications of Supplemental Educational Services (SES).

Response:

The district Title I resource teacher works closely with the Title I Part C migrant advocates, parent specialist, and the Title III resource teacher to provide support and training for parent involvement contacts in each school. Title I Part C parent specialist and other support staff and Title III specialists plan and hold joint ELL/MPAC parent meetings twice per year. The parent involvement plans at district and schools levels include a variety of activities to meet NCLB requirements and address concerns in this area, based on the identified needs of the school community. Opportunities for parents to participate and to provide feedback in a variety of formats are provided throughout the year. The Title I & Title II Part A programs work with the district early childhood contact, and the district's Adult Education Program to coordinate and implement family involvement and capacity-building activities. Training for parents and teachers on how to involve parents in their child's education is provided through activities such as Families Building Better Readers, Partners In Print, and Reading Goes Home. Title I program staff work closely with the bilingual migrant parent specialist to ensure that migrant parents fully understand the implications of CHOICE, AYP, and SES. The parent specialist, housed at a Title I school, is knowledgeable of Title I program regulations and programs and facilitates many of the parent meetings where CHOICE is presented. All communication regarding CHOICE is provided in Spanish to further ensure that Spanish speaking families are fully informed of the educational opportunities available to their students.

Title II provides information for parents and families, as do all parts of Title I. Title I schools are required to budget a certain percentage of their allocation for family involvement and capacity-building activities. School Title I staff work closely with their Volunteer Coordinators and PTA representatives to coordinate and encourage parent participation in all appropriate areas of the school. The Title I resource teacher for parent involvement meets with school contacts twice each year to review program requirements, introduce new initiatives and resources, and share information about what works in family involvement. She also visits every Title I school to review their parent programs and provide support as needed. Title I bring in consultants in the area of family involvement each year to work with school staff and parents.

There are no neglected/delinquent facilities identified in Indian River County. However, a parent/guardian will be provided the name of the district transition contact person, who provides information and support to families upon request.

The district uses bilingual staff for translation and interpretation, to ensure that parents of students in each program can receive information in their native language. In addition Connect Ed (English and Spanish), an automated phone call system, e-mail, and written communication between home and school is used to ensure parents are provided the information necessary for them to be actively involved in their child's school.

In FY09 Title III purchased additional English language acquisition software for district schools and for evening and weekend Adult English literacy classes. The software provides instruction to assist students and parents in rapid acquisition of basic English. Media other than print are used to reach parents with limited literacy skills. The district Parent Advisory Committee includes parents representing all student groups who work with the district staff to provide information and services to parents throughout the district. All program staff focuses on building parents' capacity to support their children's academic growth at home. School-level events for parents are scheduled at a minimum of one per grading period. At the secondary level, additional activities include annual meetings of students, parents and guidance counselors to review student progress, determine long-term goals and select student's classes to meet their career goals. Bilingual staff is available to serve as interpreters, as needed.

Annual Program Evaluation Process

Describe the project's annual program evaluation process in addition to state reporting requirements. [NCLB Act of 2001, Section 1304 (c)(5)] Describe how the LEA will utilize evaluation results to strengthen and/or modify existing plans to best serve migratory children/families. **The description must clearly state that the LEA will address and complete the evaluation and reporting requirements of the mandatory Florida MEP mid-year and annual evaluation.**

Response: The district designed and implemented an electronic Migrant Priority Report in 2003 as a tool to continuously monitor the academic progress of the district's migrant students. The report is used to identify migrant students at the greatest risk for academic failure. Migrant student data is uploaded to the report every night in order to ensure that the migrant student's changing needs are met, maximize delivery of services, and eliminate gaps and duplication of services.

Through the district's partnership with Performance Matters, the district has implemented a comprehensive progress monitoring system and data warehouse. Teachers and administrators are using the data analysis and management system to guide instruction and share best practices. The district office uses the system to evaluate interventions and establish policy. The system provides real-time access to student information. The system integrates all historical FCAT scores and aligns local benchmark assessments, which are administered throughout the year, to the Florida state standards. This is useful to evaluate current student learning gains and past FCAT performance. Academic performance data is combined with student, attendance, discipline, and graduation rates of migrant students compared with that of non-migrant students and other demographic data is integrated into the management system. Trends and rates are compared to ensure students are comparable or exceeding the graduation rate of the district. If not, the district works with the migrant student; family, secondary migrant advocate, migrant parent specialist, high school counselor, tutor, and other persons to ensure the migrant students graduate in a timely manner. If a migrant child is missing a lot of school, the reason for the absenteeism is reviewed, as this has a significant impact on how well the migrant child does in school. Performance Matters (PM2) dynamically generates AIP's as determined by specific benchmarks for student achievement. The progress monitoring system has created an internal capacity needed for data decision-making from the classroom to the boardroom.

Report card grades are also monitored on every student throughout the year. This is done to monitor student progress so that as weaknesses develop through the year. While IRC realizes that no supplementary program can take the full responsibility for fulfilling the educational needs of a child, the district understands that evaluation serves as a tool to the program as a whole.

A migrant program survey is disseminated in the spring to all migrant program stakeholders (administrators, teachers resource staff, parents, community members). All parties are provided the opportunity to provide input as to how the district might improve the program to better meet the needs of the migrant students and families. The information gathered from the survey is tallied, reviewed and is used to evaluate the Migrant Education Program as a whole. The results of the survey will be used in the planning and design of the following year's migrant education program and make necessary adjustments to improve the program.

All data available by mid-year will be analyzed to the extent possible, including but not limited to report card grades, reading levels, interim assessment results, and progress reports from classroom teachers and advocates. PM2 and the Migrant Priority for Services Report facilitate the collection of migrant student data. Therefore, the evaluation process does not require a formal evaluation or data aggregation. District and migrant program staff reviews the data available on individual students. The size of the district's population has declined significantly over the past several years with the district reporting 244 migrant students as of the 2006-2007 Survey 5 Preliminary Count. One hundred ninety three migrant students were reported during the 2008-2009 Survey 3 (03/02/09). The migrant student population is so small that data are not statistically valid for purposes of aggregation. Input from migrant students, parents, and migrant program stakeholders are included in monthly reports from migrant program staff.

The LEA will address and complete the evaluation and reporting requirements of the mandatory Florida MEP mid-year and annual evaluation.

Dissemination Marketing Plan

Describe methods/strategies you will use to disseminate and market information about the project to appropriate populations. In your description, include how the project will report the progress made in attaining the LEA's goals and objectives. Also, identify the steps to be taken by the LEA to disseminate general information regarding the Title I, Part C Program, including the dissemination of information to parents/guardians whose native language is not English.

Response: *SDIRC district offices and schools will coordinate strategies to keep parents apprised of their children's progress as well as programmatic changes and outcomes. The district will report outcomes to parents, school staff, and the community through a variety of methods, letters, websites, telephone calls, home visits, parent meetings; Student Intervention team meetings, newsletters and electronic media. Each program administrator will ensure that all information is communicated to parents who are directly impacted by individual project activities. All communication will be in a language and form parents can understand, unless clearly not feasible, including parents of ELL students. In addition, the district keeps a database of employees who are fluent in other languages and can be accessed for help when needed in communicating with parents. Parents of students receiving special services such as SES will receive additional reports of their children's progress in that area. The district will provide overall program information to the community in a timely manner. Information is also distributed through the district web site and television station. Information on the district web site is translated, unless clearly not feasible. The means of communication listed ensure that stakeholders other than parents can keep up-to-date with outcomes and other information related to NCLB programs. The frequency of communication varies according to the urgency of the information being communicated, the intended audience, and the means of communication. For example, student progress reports go home twice each grading period or more frequently depending on the student's needs, while FCAT results are reported to stakeholders annually. The district's website is updated daily, and newspaper reports can be run on short notice any time information needs to be communicated to the entire community. Methods of reporting outcomes include, but are not limited to the following:*

- *Program newsletters- Monthly or frequency of communication varies according to the urgency of the information being communicated,*
- *ConnectEd – Automated calling system (English/Spanish) - The frequency of communication varies according to the urgency of the information being communicated,*
- *Press releases to local media (newspapers, radio, and television)-The frequency of communication varies according to the urgency of the information being communicated,*

- *District Newsletter (Community Connection) available in print and on district website. Quarterly*
- *Articles in district newsletters-The frequency of communication varies according to the urgency of the information being communicated,*
- *Flyers, program notifications, brochures-The frequency of communication varies according to the urgency of the information being communicated.*
- *School newsletters Weekly-The frequency of communication varies according to the urgency of the information being communicated,*
- *Program announcements distributed to churches, community agencies, and community organizations-The frequency of communication varies according to the urgency of the information being communicated,*
- *Annual reports (District Report Card, Fiscal Reports) distributed to schools annually*
- *E-Semler – Student/Parent Portal, a web-based grade book and attendance software designed to replace traditional grade books with software that manages student information and assessment*
- *District's websites-The district website is updated daily*
- *Educational TV and radio programming-The frequency of communication varies according to the urgency of the information being communicated*
- *SPAR Report Annually*
- *PTA Newsletter Monthly or The frequency of communication varies according to the urgency of the information being communicated*

General Education Provisions Act

In accordance with the requirements of Section 427 of the General Education Provisions Act (GEPA) Public Law 103-382, each applicant must ensure equitable access to, and participation in, its program for students, teachers, and other program beneficiaries with special needs. For details refer to URL:

<http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

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**FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION**

TAPS:
1. 13A052

Please return to:

A) Name and Address of Eligible Applicant: DOE USE ONLY

Florida Department of Education
Office of Grants Management
Room 332, Turlington Building
325 West Gaines Street
Tallahassee, Florida 32399-0400
Telephone: (850) 245-0496

Indian River County District School Board
1990 25TH ST
VERO BEACH, FL 32960

Date Received

B) Applicant Contact Information

Contact Name: Alice Blanco

Telephone Number: 772-564-3093 Ext:

Mailing Address: 1990 25th Street Vero Beach, FL

Fax Number: 772-564-3077

E-mail Address: alice.blanco@indianriverschools.org

Programs

C) Program Name:

**Project Number:
(DOE Assigned):**

**D) Total Funds Total Approved Funds
Requested: (DOE USE ONLY):**

1. Title II, Part A, Teacher and Principal
Training and Recruiting Fund 2012-2013

310-2243B-3CT01

\$731,285.00

CERTIFICATION

I, Frances J. Adams do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited. Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E)


Signature of Agency Head

DOE 100



Gerard Robinson, Commissioner

Indian River County District School Board

General Assurances

The Department of Education has developed and implemented a document entitled, General Terms, Assurances and Conditions for Participation in Federal and State Programs, to comply with:

- A. 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;
- B. applicable regulations of other Federal agencies; and
- C. State regulations and laws pertaining to the expenditure of state funds. In order to receive funding, applicants must have on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at <http://fldoe.org/comptroller/doc/gbsectiond.doc>

School Districts, Community Colleges, Universities and State Agencies

The certification of adherence, currently on file with the Department of Education Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition.

No Child Left Behind Assurances (Applicable to All Funded Programs)

By my signature on this application, I hereby certify that the Indian River County District School Board will comply with the following requirements of the Elementary and Secondary Education Act (ESEA) as reauthorized as No Child Left Behind (NCLB) Act of 2001:

- ✓The LEA assures that, under Sec. 9528, it will comply with a request by a military recruiter or an institution of higher education for secondary students' names, addresses, and telephone numbers, unless a parent has "opted out" of providing such information.
- ✓The LEA assures that, under Sec. 9528, it will provide military recruiters the same access to secondary school students as it generally provides to postsecondary institutions or prospective employers.

Persistently Dangerous Schools

✓The LEA hereby assures that, under Sec. 9532, if the State of Florida identifies any school within the LEA as "persistently dangerous," it will offer students attending that school, as well as students who are victims of a violent criminal offense while on school property, the opportunity to transfer to a safe school.

*These assurances are in addition to those previously signed by the Local Education Agency (LEA)

Program Specific Assurances

Title II, Part A – Teacher and Principal Training and Recruiting Fund

- ✓ The local educational agency (LEA) assures that the program(s) described in this application is based on the need assessment; and the activities are tied to academic content standards, student achievement standards and state assessments [Section 2122(b)(1)(A)].
- ✓ The LEA assures that it will target funds to schools within the jurisdiction of the LEA that have the lowest proportion of infield effective teachers, have the largest average class size, or are identified for school improvement under section 1116(b) [Section 2122(b)(3)(A-C)].
- ✓ The LEA assures that the needs assessment will be carried out with the involvement of teachers, including teachers in schools receiving assistance under Part A, Title I, and will take into account what activities need to be conducted in order to give teachers and, where appropriate, administrators the means, including the knowledge and skills, to provide students with the opportunity to meet challenging state or local student performance standards [Section 2122(c)(1-2)].
- ✓ The LEA, after timely and meaningful consultation, will provide the opportunity for equitable participation by private school educational personnel in the activities and services funded by this application and those schools have been so notified. Educational services or other benefits, including materials and equipment, provided, shall be secular, neutral, and non-ideological [Section 2122(b) (11) and 9501(a)(1-5)].
- ✓ The LEA assures that the professional development activities have been developed with extensive participation of teachers, principals, parents, and administrators of schools to be served [Section 2122(b)(7)].
- ✓ The LEA assures that funds received will be used to supplement and, to the extent practical, increase the level of funds that would be made available from nonfederal sources; in no case will such funds be used to supplant funds from nonfederal sources [Section 2123(b)].
- ✓ The LEA assures that the control of funds will remain in the public agency and the public agency will administer the funds and property to the extent required by the authorizing law [Section 9501(d)(1)].
- ✓ The LEA assures that accurate records will be kept and provide such information to the state, as may be reasonably required for fiscal audit and program evaluation and shall demonstrate compliance with all state, federal, and program requirements.
- ✓ The LEA assures that programs will be evaluated annually; the evaluation will be used to make decisions about appropriate changes in programs for the subsequent year; the evaluation will describe how program(s) affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served; and the evaluation will be submitted to the state annually.

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM -
Title II, Part A, Teacher and Principal Training and Recruiting Fund 2012-2013**

A) NAME OF ELIGIBLE RECIPIENT: Indian River County District School Board
B) Project Number (DOE USE ONLY): 310-2243B-3CT01

E) TAPS Number 13A052

count	Activity	Function	Object	Account Title and Description	FTE	Amount
1	Salaries: Supplemental Support - District Teacher on Assignment Math @ (1); District Teachers on Assignment Reading @ .5;	6400	100	<u>Salaries</u> Supplemental Support - District Teacher on Assignment Math @ (1); District Teachers on Assignment Reading @ .5;	1.500	\$100,000.00
2	Salaries: Coordinator of Title II Part A .80; Staff Development Specialist @ 1.0; Personnel Records Specialist @ .5	6400	100	<u>Salaries</u> Coordinator of Title II Part A .80; Staff Development Specialist @ 1.0; Personnel Records Specialist @ .5	2.300	\$130,000.00
3	Professional Learning Communities Mini-Grants @ 625 per school x 24 schools	6400	100	<u>Salaries</u> Supplemental pay for staff participating in PLC mini-grant activities	0.010	\$15,000.00
4	Salaries Extra Earnings – teacher stipends, supplemental pay for staff development activities, beyond contract and summer activities; ESOL: Methods, Applied Linguistics, Cross cultural Communications, Testing/Evaluation; Clinical Educator Training, Coaching Endorsement, INTEL, Technology Integration, Content Area: Science, Social Studies, Professional Learning Communities, Thinking Maps, Under Resourced Learners, Foundations & Soliday Training	6400	100	<u>Salaries</u> Salaries Extra Earnings – teacher stipends, supplemental pay for staff development activities, beyond contract and summer activities; ESOL: Methods, Applied Linguistics, Cross cultural Communications, Testing/Evaluation; Clinical Educator Training, Coaching Endorsement, INTEL, Technology Integration, Content Area: Science, Social Studies, Professional Learning Communities, Thinking Maps, Under Resourced Learners, Foundations & Soliday Training	0.000	\$50,000.00
5	Professional Learning Communities Mini-Grants @ 625 per school	6400	210	<u>Retirement</u> FRS @ 5.18 for staff participating in PLC mini-grant activities	0.000	\$777.00
6	FRS - Coordinator of Title II Part A .80; Staff Development Specialist @ 1.0; Personnel Records Specialist @ .5	6400	210	<u>Retirement</u> FRS @ 5.18 - Coordinator of Title II Part A .80; Staff Development Specialist @ 1.0; Personnel Records Specialist @ .5	0.000	\$6,734.00
7	FRS Supplemental Support - District Teacher on Assignment Math @ (1); District Teachers	6400	210	<u>Retirement</u> FRS @ 5.18% -District Teacher on Assignment Math @	0.000	\$5,180.00

	on Assignment Reading @ .5;			(1); District Teacher on Assignment Reading @ .5;		
8	FICA - Supplemental Support - District Teacher on Assignment Math @ (1); District Teachers on Assignment Reading @ .5;	6400	220	<u>Social Security</u> FICA @ 7.65 - District Teacher on Assignment Math @ (1); District Teachers on Assignment Reading @ .5;	0.000	\$7,650.00
9	FICA - Coordinator of Title II Part A .80; Staff Development Specialist @ 1.0; Personnel Records Specialist @ .5	6400	220	<u>Social Security</u> FICA @ 7.65 Coordinator of Title II Part A .80; Staff Development Specialist @ 1.0; Personnel Records Specialist @ .5	0.000	\$9,945.00
10	Professional Learning Communities Mini-Grants @ 625 per school	6400	220	<u>Social Security</u> FICA @ 7.65 for staff participating in PLC mini-grant activities	0.000	\$1,148.00
11	FICA - Substitutes	6400	225	FICA @ 7.65	0.000	\$3,825.00
12	Group Insurance - Supplemental Support - District Teacher on Assignment Math @ (1); District Teachers on Assignment Reading @ .5;	6400	230	<u>Group Insurance</u> Insurance @ \$4,926 per employee- District Teacher on Assignment Math @ (1); District Teachers on Assignment Reading @ .5;	0.000	\$7,389.00
13	Group Insurance -Coordinator of Title II Part A .80; Staff Development Specialist @ 1.0; Personnel Records Specialist @ .5	6400	230	<u>Group Insurance</u> Insurance @ \$4,926 per employee - Coordinator of Title II Part A .80; Staff Development Specialist @ 1.0; Personnel Records Specialist @ .5	0.000	\$11,340.00
14	Worker's Compensation - Supplemental Support - District Teacher on Assignment Math @ (1); District Teachers on Assignment Reading @ .5;	6400	240	<u>Workers Compensation</u> Worker's Compensation @ 1.5% - District Teacher on Assignment Math @ (1); District Teachers on Assignment Reading @ .5;	0.000	\$1,500.00
15	Worker's Compensation - Coordinator of Title II Part A .80; Staff Development Specialist @ 1.0; Personnel Records Specialist @ .5	6400	240	<u>Workers Compensation</u> Worker's Compensation @ 1.5% - Coordinator of Title II Part A .80; Staff Development Specialist @ 1.0; Personnel Records Specialist @ .5	0.000	\$1,950.00
16	Professional and Technical Services Professional Technical – Consultants under \$25,000: Science \$6,500; School Improvement \$5,000; BEST \$6,000; Gallup \$10,000; MTI \$9,000, Reading \$10,000; Differentiated Instruction \$5,000; Best Practices \$2,000; Technology \$4,000; ELL \$3,000; RtI \$5,000; Culture Training \$5,000; Gifted \$4,000; STEM \$7,580literacy strategies \$840; Thinking Maps \$840	6400	310	<u>Professional and Technical Services</u> Professional and Technical Services Professional Technical – Consultants under \$25,000: Science \$6,500; School Improvement \$5,000; BEST \$6,000; Gallup \$10,000; MTI \$9,000, Reading \$10,000; Differentiated Instruction \$5,000; Best Practices \$2,000; Technology \$4,000; ELL \$3,000; RtI \$5,000; Culture Training \$5,000; Gifted \$4,000; STEM \$7,580literacy strategies \$840; Thinking Maps \$840	0.000	\$114,500.00
17	Travel: regional & state meetings; workshops and conferences \$3,500; Recruitment \$1,500	6400	330	<u>Travel</u> Regional & state meetings; workshops; conferences; Recruitment	0.000	\$25,000.00

18	Rentals License/rental – License fees associated with on-line staff development activities and coursework – Grading Practices, Great Expectations, Harry Wong Classroom Management, ParaPro; LEADS-Gallup Principal Insight, EL360, PD 360; FISH, Seven Habits, PLC training for school-based personnel; VTC online technology training; Copier lease	6400	360	<u>Rentals</u> License fees associated with on-line staff development activities and coursework – Grading Practices, Great Expectations, Harry Wong Classroom Management, ParaPro; LEADS-Gallup Principal Insight, EL360, PD 360; FISH, Seven Habits, PLC training for school-based personnel; VTC online technology training; Copier lease	0.000	\$66,659.00
19	Other Purchased Services Printing – Printing costs for staff development activities, flyers, brochures	6400	390	<u>Other Purchased Services</u> Printing – Printing costs for staff development activities, flyers, brochures, resource manuals	0.000	\$2,500.00
20	Supplies Materials & Supplies – Supplemental materials – PLC's, ESOL, Thinking Maps, Under Resourced Learners, curriculum guides, resource manuals, copy paper, markers, easels, chart paper, laminating film, toner	6400	510	<u>Supplies</u> Supplemental materials – PLC's, ESOL, Thinking Maps, Under Resourced Learners, curriculum guides, resource manuals, copy paper, markers, easels, chart paper, laminating film, toner	0.000	\$60,000.00
21	Professional Learning Communities Mini-Grants - supplemental supplies and resources	6400	510	<u>Supplies</u> Supplemental supplies for implementation of PLC activities	0.000	\$2,105.00
22	Audio Visual Materials Non-Capitalized – Staff development DVD's and videos ; PLC's, ESOL, Thinking Maps, Under Resourced Learners, Classroom Management	6400	622	<u>Audio Visual Materials Non-Capitalized</u> AV Non-Capitalized – Staff development DVD's and videos ; PLC's, ESOL, Thinking Maps, Under Resourced Learners, Classroom Management	0.000	\$3,361.00
23	Reimbursement for Completion of coursework for Gifted, ESOL, Reading, Coaching Endorsement	6400	730	<u>Dues and Fees</u> Reimbursement for Completion of coursework for Gifted, ESOL, Reading, Coaching Endorsement	0.000	\$23,000.00
24	ASCD Membership Fee	6400	730	<u>Dues and Fees</u> ASCD Membership Fee	0.000	\$1,100.00
25	Other Personal Services - Substitutes necessary to provide classroom coverage for teachers participating in staff development activities. Paid at daily rate.	6400	750	<u>Other Personal Services</u> Substitutes necessary to provide classroom coverage for teachers participating in staff development activities. Paid at daily rate.	0.000	\$50,000.00
26	Indirect Cost	7200	790	<u>Miscellaneous Expenses</u> Indirect Cost @5.07	0.000	\$30,622.00
Totals:					3.810	\$731,285.00

DOE 101



Gerard Robinson, Commissioner

**FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION**

TAPS:
1. 13A014

Please return to:

Florida Department of Education
Office of Grants Management
Room 332, Turlington Building
325 West Gaines Street
Tallahassee, Florida 32399-0400
Telephone: (850) 245-0496

A) Name and Address of Eligible Applicant: DOE USE ONLY

Indian River County District School Board Date Received
1990 25TH ST
VERO BEACH, FL 32960

B) Applicant Contact Information

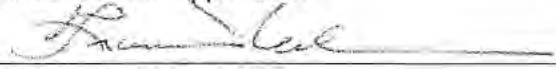
Contact Name: Alice Blanco Telephone Number: 772-564-3093 Ext:
Mailing Address: 1990 25th Street Vero Beach, FL Fax Number: 772-564-3077
E-mail Address: alice.blanco@indianriverschools.org

Programs

C) Program Name:	Project Number: (DOE Assigned):	D) Total Funds Requested:	Total Approved Funds (DOE USE ONLY):
1. Title III, Part A: English Language Acquisition 2012-2013	310-1023A-3C001	\$207,524.53	

CERTIFICATION

I, Frances J. Adams do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited. Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) 
Signature of Agency Head

DOE 100



Gerard Robinson, Commissioner

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM -
Title III, Part A: English Language Acquisition 2012-2013**

A) NAME OF ELIGIBLE RECIPIENT: Indian River County District School Board

B) Project Number (DOE USE ONLY): 310-1023A-3C001

E) TAPS Number 13A014

count	Activity	Function	Object	Account Title and Description	FTE	Amount
1	Salaries - Supplemental Pay – teachers and teacher assistants (after-school and summer programs and family literacy) paid at the approved hourly rate. These programs are in addition to local and state funded after school and summer programs .	5100	101	Supplemental Pay for teachers and teacher assistants, after school and summer programs and family literacy activities. Staff are paid at their district-approved hourly rate. The average hourly rate is \$25 per hour.	0.100	\$20,000.00
2	FRS	5100	211	Retirement FRS @ 5.18 % for teachers and teacher assistants, after school and summer programs and family literacy activities. Staff are paid at their district-approved hourly rate. The average hourly rate is \$25 per hour.	0.000	\$1,036.00
3	FICA	5100	221	Social Security @ 7.65% for teachers and teacher assistants, after school and summer programs and family literacy activities. Staff are paid at their district-approved hourly rate. The average hourly rate is \$25 per hour.	0.000	\$1,530.00
4	Travel - Instructional staff - local and out-of-district travel for instructional staff to attend meetings, workshops, conferences, and meetings; FABES, OELA, TESOL, NABE	5100	330	<u>Travel</u> Travel Travel Instructional staff - local and out-of-district travel for instructional staff to attend meetings, workshops, conferences, and meetings; FABES, OELA, TESOL, NABE	0.000	\$1,000.00
5	Charter Bus Rental for academic field trips, college visits. The field trips are in addition to district funded field trips (Sea World, Kennedy Space Center, EPCOT, Harbor Branch Oceanographic Institute and college visits to Indian River State College, Florida Atlantic University. 5100/360 is used when the district	5100	360	<u>Rentals</u> Rentals Charter Bus Rental for academic field trips, college visits. The field trips are in addition to district funded field trips (Sea World, Kennedy Space Center, EPCOT, Harbor Branch Oceanographic Institute and	0.000	\$4,000.00

	contracts with a charter bus company for out-of-district filed trips. Only activities are funded through Title III are identified in the project application.			college visits to Indian River State College, Florida Atlantic University		
6	Communication - Cost of printing Title III program information and letters	5100	370	<u>Communications</u> Communications Cost of mailing Title III program information and letters. These costs are supplemental and do not supplant district requirements.	0.000	\$1,000.00
7	Other Purchased Services Printing – supplemental printing costs for Title III program information (flyers, resource manuals, parent guides, etc.)	5100	390	<u>Other Purchased Services</u> Other Purchased Services Printing – supplemental printing costs for Title III program information (flyers, resource manuals, parent guides, etc.)	0.000	\$1,000.00
8	Supplemental Materials and Supplies – to be used in the after school and summer programs and to supplement ELL student instruction, curriculum and teaching aides, manuals curriculum and teaching aides, manuals for ELL students that includes but is not limited to National Geographic, Oxford Press, Santillana, Spanish in A Flash, Math CAVS, vocabulary building materials, differentiated instruction guides, dictionaries, supplemental cultural awareness materials	5100	510	<u>Supplies</u> Supplies Supplemental Materials and Supplies – to be used in the after school and summer programs and to supplement ELL student instruction, curriculum and teaching aides, manuals curriculum and teaching aides, manuals headsets, manuals for ELL students that includes but is not limited to National Geographic, Oxford Press, Santillana, Spanish in A Flash, Math CAVS, vocabulary building materials, differentiated instruction guides, dictionaries, supplemental cultural awareness materials	0.000	\$6,076.00
9	Software – non capitalized (SONICA, Tell-Me-More, English Discoveries, Rosetta Stone, Imagine Learning, ZIP, Zoom English) Object code 692 is used for the purchase of software	5100	692	<u>Computer Software Non-Capitalized</u> Computer Software Non-Capitalized Software – non capitalized (SONICA, Tell-Me-More, English Discoveries, Rosetta Stone, ZIP, Zoom English)	0.000	\$6,000.00
10	Salaries – 2.25 ELL Advocate Specialists (full-time) 196 supplemental instructional services and advocacy services to ELL students at Vero Beach High School, Sebastian River High School, & Sebastian River Middle School; supplemental pay for extended day and summer programs for ELL students. These programs are in addition to local and state funded after school and summer programs .	6120	100	<u>Salaries</u> Salaries 2.25 ELL Advocate Specialists (full-time) 196 day contract, supplemental instructional services and advocacy services to ELL students at Vero Beach High School, Sebastian River High School, & Sebastian River Middle School; supplemental pay for extended day and summer programs for ELL students. These programs are in addition to local and state funded after school and summer programs .	2.250	\$100,000.00

11	FRS	6120	210	<u>Retirement</u> Retirement @ 5.18% for 2.25 ELL Advocate Specialists (full-time) 196 supplemental instructional services and advocacy services to ELL students at Vero Beach High School, Sebastian River High School, & Sebastian River Middle School; supplemental pay for extended day and summer programs for ELL students. These programs are in addition to local and state funded after school and summer programs .	0.000	\$5,180.00
12	FICA	6120	220	<u>Social Security</u> Social Security @ 7.65% for 2.25 ELL Advocate Specialists (full-time) 196 supplemental instructional services and advocacy services to ELL students at Vero Beach High School, Sebastian River High School, & Sebastian River Middle School; supplemental pay for extended day and summer programs for ELL students. These programs are in addition to local and state funded after school and summer programs .	0.000	\$7,650.00
13	Group Insurance	6120	230	<u>Group Insurance</u> Group Insurance @ \$4,926 for 2.25 ELL Advocate Specialists (full-time) 196 supplemental instructional services and advocacy services to ELL students at Vero Beach High School, Sebastian River High School, & Sebastian River Middle School; supplemental pay for extended day and summer programs for ELL students. These programs are in addition to local and state funded after school and summer programs .	0.000	\$11,084.00
14	Worker's Compensation	6120	240	<u>Workers Compensation</u> Workers Compensation @ 2% for 2.25 ELL Advocate Specialists (full-time) 196 supplemental instructional services and advocacy services to ELL students at Vero Beach High School, Sebastian River High School, & Sebastian River Middle School; supplemental pay for extended day and summer programs for ELL students. These programs are in addition to local and state funded after school and	0.000	\$2,000.00

summer programs .

15	Professional/technical – consultants, ie. Maria Elena Arguelles, Modern Red School House, Imagine Learning, Academic English language acquisition, Best Practices	6120	311	<u>Subagreements up to \$25,000</u> Subagreements up to \$25,000 Professional/technical – consultants, ie. Maria Elena Arguelles, Modern Red School House, Academic English language acquisition, Best Practices	0.000	\$2,000.00
16	Travel - (ELL specialists) local and out-of-district travel for ELL staff to attend workshops, conferences, and meetings : FABES, OELA, TESOL, NABE	6120	330	<u>Travel</u> Travel ELL specialists) local and out-of-district travel for ELL staff to attend workshops, conferences, and meetings	0.000	\$4,000.00
17	Supplemental materials and Supplies for ELL Advocates, i.e. books, resource manuals, curriculum guides, lending library materials	6120	510	<u>Supplies</u> Supplies Supplemental materials and Supplies for ELL Advocates, i.e. books, resource manuals, curriculum guides, lending library materials	0.000	\$4,000.00
18	Salary - Full-time Coordinator, Title I, Title III, & Title X (5% of position funded through Title III)	6300	100	<u>Salaries</u> Salary - Full-time Coordinator, Title I, Title III, & Title X (5% of position funded through Title III)	0.050	\$3,300.00
19	FRS	6300	210	<u>Retirement</u> FRS @ 5.18% for Title III Coordinator Position (5% of total cost)	0.000	\$170.00
20	FICA	6300	220	<u>Social Security</u> FICA @ 7.65% for Title III Coordinator Position	0.000	\$250.00
21	Group Insurance - Title III Coordinator	6300	230	<u>Group Insurance</u> Group Insurance @ \$4,926 for Title III Coordinator Position	0.000	\$247.00
22	Worker's Compensation @ 2% for Title III Coordinator Position	6300	240	<u>Workers Compensation</u> Worker's Compensation @ 2% for Title III Coordinator Position	0.000	\$50.00
23	Travel - Coordinator Title III and Project Specialist) local and out-of-district travel for ELL staff to attend workshops, conferences, and meetings : FABES, OELA, TESOL, NABE	6300	330	<u>Travel</u> Travel - Coordinator Title III and Project Specialist) local and out-of-district travel for ELL staff to attend workshops, conferences, and meetings : FABES, OELA, TESOL, NABE	0.000	\$2,000.00
24	Indirect Cost	7200	790	<u>Miscellaneous Expenses</u> Miscellaneous Expenses Indirect Cost @ 2.0	0.000	\$3,952.00
25	Student Transportation- After-school and summer programs, academic field trips, college visits. The field trips are in addition to district funded field trips (Sea World, Kennedy Space Center, EPCOT, Harbor Branch Oceanographic Institute and college visits to Indian River State College, Florida Atlantic College. Function-Object 7800/790 is used when district school	7800	790	<u>Miscellaneous Expenses</u> Miscellaneous Expenses After-school and summer programs, academic field trips, college visits. The field trips are in addition to district funded field trips (Sea World, Kennedy Space Center, EPCOT, Harbor Branch	0.000	\$6,598.00

buses are used to transport students to and from Title III afterschool and summer activities. This function-object is also used when school district buses are used for field trips.

Oceanographic Institute and college visits to Indian River State College, Florida Atlantic University

26	Reserve for Sequestration @ 8% of base allocation	9999	9999	Reserve for Sequestration @ 8% of base allocation	0.000	\$13,402.00
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Totals:					2.400	\$207,525.00
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DOE 101



Gerard Robinson, Commissioner

Indian River County District School Board

General Assurances

The Department of Education has developed and implemented a document entitled, General Terms, Assurances and Conditions for Participation in Federal and State Programs, to comply with:

- A. 34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;
- B. applicable regulations of other Federal agencies; and
- C. State regulations and laws pertaining to the expenditure of state funds. In order to receive funding, applicants must have on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at <http://fldoe.org/comptroller/doc/gbsectiond.doc>

School Districts, Community Colleges, Universities and State Agencies

The certification of adherence, currently on file with the Department of Education Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition.

No Child Left Behind Assurances (Applicable to All Funded Programs)

By my signature on this application, I hereby certify that the **Indian River County District School Board** will comply with the following requirements of the Elementary and Secondary Education Act (ESEA) as reauthorized as No Child Left Behind (NCLB) Act of 2001:

- ✓The LEA assures that, under Sec. 9528, it will comply with a request by a military recruiter or an institution of higher education for secondary students' names, addresses, and telephone numbers, unless a parent has "opted out" of providing such information.
- ✓The LEA assures that, under Sec. 9528, it will provide military recruiters the same access to secondary school students as it generally provides to postsecondary institutions or prospective employers.

Persistently Dangerous Schools

- ✓The LEA hereby assures that, under Sec. 9532, if the State of Florida identifies any school within the LEA as "persistently dangerous," it will offer students attending that school, as well as students who are victims of a violent criminal offense while on school property, the opportunity to transfer to a safe school.

*These assurances are in addition to those previously signed by the Local Education Agency (LEA) maintained on file in the Florida Department of Education's Comptroller's Office.

Program Specific Assurances

Title III, Part A – English Language Acquisition

- ✓The Local Educational Agency (LEA) will use the subgrant to build capacity to continue to provide high-quality language instruction educational programs for ELLs once the project funds are no longer available.
- ✓The LEA will include in its District ELL Plan a certification that all teachers in a Title III language

instruction educational program for ELLs are fluent in English and any other language used for instruction.

- ✓The LEA will be of sufficient size and scope to support high-quality programs.
- ✓The LEA consulted with teachers, researchers, school administrators, and parents, and if appropriate, with education-related community groups and non-profit organizations, and institutions of higher education in developing this program plan.
- ✓The LEA will assess annually the English proficiency of all students identified as ELLs.
- ✓The activities funded with this project will not be in violation of any State law, including State constitutional law, regarding the education of ELLs.
- ✓The LEA evaluations will be used to determine and improve the effectiveness of subgrantee programs and activities.
- ✓LEA evaluations will include a description of the progress made by children in meeting State academic content and student academic achievement standards for each of the two years after these children (former ELLs) no longer participate in a Title III language instruction educational program.
- ✓A LEA that fails to make progress toward meeting annual measurable achievement objectives for two consecutive years will be required to develop an improvement plan that will ensure the School District meets those objectives.
- ✓The LEA will provide the following information to parents of ELLs selected for participation in a language instruction educational program: How determination of the need for ESOL services was made, how the educational needs of their children will be met, including available options of various instructional delivery models and if applicable, the failure of the subgrantee to make progress on the annual measurable achievement objectives for their children. Information will be provided to parents in a language that they can understand, unless clearly not feasible. The right to comprehensible instruction cannot be waived.
- ✓The LEA will employ teachers in the proposed program who, individually or in combination, are proficient in 1) English, with respect to written as well as oral, communication skills, and 2) the native language of the majority of the children who the teachers teach, if instruction in the program is in the native language as well as English.
- ✓The LEA will ensure that no more than 2% of the Title III grant will be allocated towards administrative (direct and indirect) costs and that documentation to support these costs will be maintained.

General Education Provisions Act

In accordance with the requirements of Section 427 of the General Education Provisions Act (GEPA) Public Law 103-382, each applicant must ensure equitable access to, and participation in, its program for students, teachers, and other program beneficiaries with special needs. For details refer to URL:

<http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

Needs Assessment

Briefly provide evidence of need for each of the services that will be funded through this project application. In the description, include reference to the method used to conduct the needs assessment and the data and information analyzed (e.g. CELLA, FCAT, ELL demographic data) to determine the need for supplementary services. The description must also include an analysis of which programs, services, and activities were successful in the previous grant, which ones were not, and what the LEA will do differently with this grant for the 2012-2013 school year. Summarize results and prioritize.

Response:

The School District of Indian River County utilizes the following methods to determine the needs of ELL students and analyze data to determine the supplemental services to ELL students that are to be funded through Title III funds.

The district Accountability and Evaluation Department disaggregates the FCAT data and distributes it via the electronic PM2 database. This information is available to all teachers, administrators and staff. The ESOL department analyzes this data and makes decisions on the needs of the ELL students each year as we plan for our Title III application. 2011 FCAT data shows that 43% of ELL students scored at Level 3 and above and in Reading and 48% of ELL students scored at Level 3 and above in Mathematics on the FCAT.

School Accountability Report (FCAT 2010-11) data indicates that 51% of ELL students are on track to be proficient in reading and 55% of ELL students are on track to be proficient in math. An analysis of student performance data indicated that the following were the targeted areas of need for the 2012-13 school year

The needs are:

- 1) Personnel (advocate)*
- 2) Adult literacy*
- 3) Professional development*
- 4) Parental involvement*
- 5) Extended learning opportunities such as after school and summer programs*

This data shows that an increase in student performance in reading and math is a definite need for our ELL students.

The district's ESOL department also analyzes the Title III Annual Measurable Achievement Objectives to make decisions on the needs of the ELL students each year. 2010-11 District AMAO data indicated the following:

AMAOs 2010-2011

AMAO 1 Progress towards acquiring English language as measured by CELLA- number and percent of ELLs making progress based on 2010-11 CELLA results - – SDIRC did not met State objective

AMAO 2 English Language Acquisition Proficiency as Measured by CELLA by Grade Cluster- number and percent attaining English-language proficiency based on 2010-11 CELLA results – SDIRC did not meet objective. Students in grades K-2 met proficiency benchmark targets not met; Proficiency benchmark targets not met in grades 3-5, 6-8, and 9-12.

AMAO 3 = Performance on the attainment of academic standards based on FCAT not met.

AMAOs 2009-2010

AMAO 1 Not met

AMAO 2 Not met.

AMAO 3 = Not met.

An analysis of ELL data from various sources, including benchmark targets reveals that ELL students (3-5, 6-8, & 9-12) are not meeting targeted proficiency levels in Reading, Writing and Mathematics. Students will be targeted for intensive academic interventions including direct instruction via a Bilingual Specialist and/or Immigrant Advocates. Students will also be encouraged to participate in the extended instructional time provided via the after school program and summer programs.

CELLA data indicates that ELL students have made progress in the area of language acquisition but still are not meeting proficiency levels at certain grade levels. The data reviewed includes FCAT (for academic proficiency) and CELLA (for language acquisition.) In addition, participation in professional development and parental involvement activities data was reviewed. As a result of this data, there continues to be a need for additional resources, such as specialists, adult literacy classes and professional development and increased parental involvement. The specialists will work with schools to develop programs that will best assist their ELLs with language acquisition and academic achievement. The specialists will also provide workshops for ELL staff to train them in best practices for providing services to our ELLs.

Extended learning opportunities, including after school and summer, must be available to ELL students to assist ELL students meet state expectations. Instruction is delivered by certified teachers and HQ paraprofessionals. Instruction is targeted to meet the individual needs of students.

There is a need to provide teachers with research based strategies and models of best practices specifically designed to meet the needs of teachers of ELL students. Teachers must have the skills to differentiate instruction to ensure that it is comprehensible and appropriate for ELL students.

The district holds each school accountable for the academic performance of all their students. A specific focus has been placed on subgroups, including ELL students, who are not meeting state objectives.

The use of Title III funds to support the ELL Advocate Specialists has demonstrated success and will continue for the 2012-13 school year. SDIRC will also use Title III funds to support supplemental extended learning activities (after school and summer) for ELL students. However, secondary ELL students who are not meeting grade level expectations will be specifically targeted in the 2012-2013 school year.

Activities

Describe the major activities to be carried out by the LEA and how these activities will be aligned with state academic content standards, student academic achievement standards, and state assessments. Please describe how these activities will contribute to closing the achievement gap.

Response: Title III funds will continue to support the following activities which are designed to improve the academic achievement and English language proficiency of the district's ELLs and professional development. All activities are supplemental in nature and do not supplant federal, State Board of Education, FI Statutes, or Consent Decree requirements.

After school and programs have been proven by scientific research to academic achievement and language acquisition skills by ELL students. Extended time offers ELL students the opportunity to receive supplemental instruction delivered by highly qualified teachers in small groups. This strategy will increase the amount of instructional time targeted to increase the proficiency of reading, math, writing, and science and language acquisition beyond the regular school day. The ELL specialists will monitor the use of scientifically based activities that teachers are using with ELL students. Students will attend after school programs 2-3 days a week for 18-24 weeks during the school year. These programs will be 1-2 hours in length. Summer programs begin immediately after the end of the regular school year, 3-5 weeks in duration, 4-5 hours per day. The ELL specialists and teachers are paid extra hours to implement the summer program.

Supplemental materials and supplies that are of an educational nature, such as classroom supplies will be purchased with Title III dollars. Supplemental reading materials, such as, SRA Readers Theater, Great Source, used during the extended day/summer programs will be purchased with Title III funds.

Title III funds will support a Saturday Family Literacy language acquisition activities. Costs for delivery of this activity include supplemental pay and supplemental materials and curriculum. Activities will take place a minimum of one Saturday per month. Activities are only for ELLS.

Additionally, supplemental academic and English acquisition software programs, including, but not limited to English Discoveries, Zip Zoom English, RM Sonica, Rosetta Stone, Imagine Learning, and Odyssey may be purchased.

Funds will be used to support 2.25 ELL specialists to work with ELL students at two secondary LEA schools with growing populations of ELL students. The ELL specialists will utilize the most recent and effective strategies proven to assist ELL students attain proficiency in listening, speaking, reading, and writing and science. In addition, Title I Part A funds three bilingual specialists at the district's Title I program schools with the greatest concentration of ELL students. The bilingual specialists provide small group differentiated instruction to ELL students that are not meeting State achievement objectives. The services provided are supplemental to district and state instructional services.

Title III dollars will be utilized to support staff development designed to provide teachers of ELLs the skills needed to deliver high quality instruction to help ELLS attain English language proficiency and achieve at high academic standards in state academic content and student academic achievement. Training costs include consultants, travel, training materials, and supplemental pay for staff participating in the training.

Consultants may include Modern Red School House, Rosetta Stone, Imagine Learning and/or Maria Elena Arguelles.

Title III funds also support parent workshops that provide parents with strategies to assist their child be successful in school. Supplemental academic field trips to Indian River State College, Harbor Branch Oceanographic Institute and Kennedy Space Center are also funded

though the Title III program. All field trips are designed to enhance the instruction of ELL students. These activities (field trips) will increase the academic performance and language acquisition of ELLS and will continue to close the achievement gap. Lesson plans reflect the specific benchmark/skills that are to be addressed.

Support for Reading/Strategic Imperatives

Incorporate one or more of the Areas of Focus included in Florida's Next Generation PreK-20 Education Strategic Plan, http://www.fldoe.org/Strategic_Plan/pdfs/StrategicPlanApproved.pdf

This application requires each LEA to indicate any strategy that incorporates reading initiatives.

This application additionally requires each LEA to align their needs with the Next Generation Strategic Plan.

Response:

Strategies in this project are aligned to the Next Generation PreK-20 Education goals and include implementing or facilitating access to existing literacy programming with a focus on English language acquisition, vocabulary and fluency development. Each LEA school has a reading resource teacher who is well versed in literacy research, facilitates the implementation of differentiated instruction and appropriate interventions. All Title programs are aligned to the district's initiatives & collaborates efforts to address the specific needs of eligible students. The district's focus on early intervention in the lower grades in order to address needs early, develop a sound foundation in literacy skills, identify, & support the at-risk student. Programs, methods & strategies in place that support reading includes: Phonemic Awareness in Young Children Harcourt Intervention Harcourt Title I

Road to the Code, Intervention,

Leveled Text Harcourt ELL

Language for Learning SRA Rdg. Mastery

Extensions in Rdg. Wilson Rdg. Program

Elements of Rdg. SRA Corrective

Vocab. -- Sets A & B Rdg./Decoding

K-PALS

Soar To Success, Earobics,

PALS, Compass Learning, before/after school, reading camps, mentoring/summer programs. Reading Resource teachers provide academic support. Counselors and social workers to enhance the inventory of effective counseling programs designed to address the educational & emotional well being of students. Specialized Staff and Program Services: The district's Title III program provides a variety of specialized programs and services to address the migratory lifestyle. Services include tutorials, credit retrieval, FCAT prep, take-home computers with instructional software. After-school/summer programs supported with Title I, Part A funds, provides highly qualified tutors and supplemental services for all eligible ELL students attending Title I schools. ELL students are targeted for specific services at the elementary and secondary levels.

Bilingual Title III funded staff, with expertise in second language acquisition and research, provide supplemental instructional support to ELL students. The staff is very knowledgeable of the specific needs of the local ELL community, the resources available and give first priority to ELL students who are most in need as determined by Performance Matters (PM2) data management tool. This dynamic data management tool facilitates the access and monitoring of real-time ELL student information. ELL staff communicates and coordinates with non-Title III funded staff, including the district reading content specialist, on an ongoing basis to ensure that ELL students' academic needs are met. Coordination and referrals to appropriate agencies ensures that social, cultural, and language barriers to school enrollment, and regular school attendance, such as the families need for interpreters/translators, childcare, health-related needs, clothing, food, as well as other social barriers are addressed. ELL students cannot achieve their full academic potential if these needs are not met. Title III funding supports the following positions: Two ELL specialists. In addition, during the summer months, additional bilingual staff with experience in second language acquisition are hired to provide services to ELL students who are enrolled in the district's summer program. The Title III program staff work closely with the district's Adult Education Program and makes referrals and provides information to parents and adults regarding the availability of literacy and English for second language learner programs. Fellsmere Elementary School, the school in the community with the largest number of ELL

families, offers literacy and English classes during the evenings and weekends.

Summer Programs: The district offers innovative, well-planned summer programs specifically designed to assist struggling students meet rigorous state standards in reading, writing, math, and science. Direct, differentiated, instruction is provided by highly qualified teachers using strategies based on scientifically-based research practices and proven effectiveness. The summer program is structured to maximize the time ELL students are engaged in academic instruction. Summer student assessment information is utilized to provide continued academic support during the subsequent school year. The Title III program provides supplemental services to students who attend the district's summer programs. Title III staff provides services through instructional materials/strategies that are different from those used during the regular summer program. Summer enrichment services are also provided to ELL students who are not enrolled in the formal summer school program. In an effort to facilitate a successful transition to post-secondary education for high school students, the district's Title III staff works closely with the local community college and universities.

Supplementary Instructional Services to Increase English Proficiency of ELLs

Identify the district goals, objectives, and strategies for increasing the English proficiency of ELLs by the end of the 2012-2013 school year. **Goals/objectives must include the most current data from the administration of the Comprehensive English Language Learning Assessment (CELLA).**

AMAO1--- Making Progress Performance Indicator: The percentage of K-12 students making gains (moving up a proficiency level(s) or proficient in each of the CELLA four domains. Applications should include the most recent data by domains: Listening, Speaking, Writing, and Reading.

ELLs will make progress in learning English. It is the state objective to have at least 77% of ELLs making gains in Listening/Speaking, 61% in Writing and 63% in Reading.

Goal: The percentage of K-12 students making gains (moving up at least one proficiency level) or proficient in each of the CELLA four domains will increase.

Objectives:

- By the end of the 2012-2013 school year, the percent of ELLs making progress on the CELLA listening and speaking assessment will increase from 72.00% in the 2010-2011 school year to 77.00%
- By the end of the 2012-2013 school year, the percent of ELLs making progress on the CELLA reading assessment will increase from 63.00% in the 2010-2011 school year to 68.00%
- By the end of the 2012-2013 school year, the percent of ELLs making progress on the CELLA writing assessment will increase from 61.00% in the 2010-2011 school year to 66.00%

Strategies (activities): must be aligned to needs assessment and budgeted items; resources may focus on a specific domain, if applicable.

Response:

The data supports the need to focus Title III services in all areas but particularly in the areas of Listening/Speaking and Reading and grade clusters 3-5 and 9-12. Title III funds will provide ELL tutoring services with focus on improving English Language proficiency. These activities will also be supplemented through Title I Part A funds at Title I schools. Scientifically based professional development workshops utilizing Maria Elena Arguelles materials to instruct elementary teachers on Enhancing English Language in their classrooms will be offered to teachers (by cluster group) to improve their students' English proficiency. Participants will learn about the latest research regarding how to best provide reading instruction to (ELL's) in the areas of phonological awareness, phonics, vocabulary, fluency & comprehension. Teacher behaviors that increase student learning will be addressed, as well as the role of academic English in school. Components of effective reading interventions for ELL's who are reading below grade level will also be discussed.

Workshops will be offered to secondary teachers to help their students improve their English proficiency. The ESOL Resource teachers & bilingual specialists (not funded by Title III) are trained in ESOL strategies provide support to teachers of ELL students to enhance & increase their English fluency. Title I Part A funds will be used at Title I schools to purchase English acquisition software such as Rosetta Stone, Sonica and Zip Zoom English. Title III funds will also be used to train teachers on how to maximize their use of these strategies in the classroom & address the special needs of our ELL students. In addition, eligible ELL students from low-income families who attend Title I schools that are in their second year of school improvement, in corrective action, or in restructuring have access to SES as well as district funded tutorial programs. Student in grades 6-12 have access to tutorial programs that utilize English Discoveries, Tell Me More, and Rosetta Stone. These programs have reporting tools that will be used to monitor student progress & address the individual needs of ELL students.

AMAO2--- Language Proficiency Performance Indicator: The percentage of ELLs, determined by cohort, who have attained English proficiency by the end of the school year.

ELLs will become proficient in English. It is the state objective to have at least 20% of K-2 ELLs, 24% of 3-5, 21% of 6-8, and 19% of 9-12 students score proficient in all four domains.

Goal: The percentage of ELLs who have attained English proficiency by the end of the school year by grade clusters (K-2, 3-5, 6-8, 9-12) will increase.

Objectives:

- By the end of the 2012-2013 school year, the percent of ELLs in K-2 attaining English proficiency will increase from 41.00% in the 2010-2011 school year to 46.00% based on CELLA.
- By the end of the 2012-2013 school year the percent of ELLs in 3-5 attaining English proficiency will increase from 9.00% in the 2010-2011 school year to 14.00% based on CELLA.
- By the end of the 2012-2013 school year the percent of ELLs in 6-8 attaining English proficiency will increase from 8.00% in the 2010-2011 school year to 13.00% based on CELLA.
- By the end of the 2012-2013 school year the percent of ELLs in 9-12 attaining English proficiency will increase from 20.00% in the 2010-2011 school year to 25.00% based on CELLA.

Strategies (activities): must be aligned to needs assessment and budgeted items; resources may focus on a specific grade cluster, if applicable.

Response:

To enable ELL students to learn English more rapidly, to help ensure their academic success and to increase their English Fluency, the district will offer before and after school tutoring and summer programs focusing on intensive academic English acquisition for ELL's that scored less than proficient in any of the three CELLA domains. The after school program will run at 2-3 days per week, 1-2 hours per day for 18-36 weeks and will focus on increasing the English proficiency (especially in the areas in which the CELLA data indicates we need to target) of our ELL students. The summer program begins immediately upon the end of the regular school year and typically operates 3-5 weeks, 4-5 days per week, 5- 6 hours per day. These programs will also help ELL students meet the Sunshine State Standards and other grade-level assessments. Title III funds will provide supplemental staff development to ESOL teachers in schools that have increasing numbers of ELL students. The workshops will focus on providing teachers with research-based strategies to enhance English fluency and will be provided supplemental materials to enrich the regular curriculum. Title III funds support a supplemental Immigrant Specialist, advocate and teacher assistant to provide direct supplemental instruction, advocacy and outreach services to ELL students and their families. Title III funds also support parent workshops that provide parents with strategies to assist their child be successful in school. Supplemental academic field trips to Indian River State College, Harbor Branch Oceanographic Institute and Kennedy Space Center are also funded through the Title III program.

Increasing Supplemental Professional Development

Please describe the supplementary professional development activities supported by Title III. Specifically, in accordance with applicable statutory and regulatory guidelines, describe the professional development activities the LEA will conduct to address the issues identified in the needs assessment and to increase student achievement and language acquisition. Include in the description how the professional development activities will supplement, not supplant, existing district programs.

Response:

Title III dollars, contingent upon availability, will continue to be utilized to support supplemental professional development designed to provide teachers of ELLs the skills needed to deliver high quality instruction to help ELLs attain English language proficiency and achieve at high academic standards in state academic content and student academic achievement. The goal is to improve teaching practices through professional development training aimed at increasing English language acquisition, increasing subject matter knowledge and pedagogy, and/or increasing teaching skills and to increase the percentage of school personnel teaching, supervising, or supporting ELL students who participate in professional development training aimed at increasing English language proficiency, increasing subject matter knowledge and pedagogy. Training costs include consultants, travel, training materials, and supplemental pay for staff participating in the training.

Consultants may include Modern Red School House, CALLA and/or A+Rise -Maria Elena Arguelles.

Materials will be acquired by SDIRC to further the education for ELL students. Curricular materials, educational software, and technologies will be used to assist teachers and key personnel for the instruction for ELL students. Teachers will receive the training necessary to implement research based instructional strategies as well as the key materials to educate ELL students. These trainings will be based on the CALLA-Cognitive Academic Language Learning Approach and A+ Rise Strategies and Janet Allen- best practices in reading in the content area and specifically designed to work with ELL students. The materials will be used to meet the state academic content standard: Language and core academic content. AYP and AMAOS will be used as assessment, the student achievement state standard. The state assessments that will be used are: FCAT and the CELLA. Materials will assist with closing the achievement gap because it will measure student progress, provide instructional strategies based on research, increase student attendance, and promote literacy.

- 1) Using the "train the trainer" model, provide teachers assigned to teach ELLs and ELL resource teachers with research based on-going staff development and resource materials aimed at assisting classroom teachers of ELL students*
- 2) Provide three days of research-based summer content teacher training and continuing follow up aimed at instructional strategies and opportunities for modifications in the content area classroom*
- 3) Provide research-based professional development, materials, and continuing follow up to ELL specialists and resource teachers in content specific instructional strategies*
- 4) Provide one-day Rosetta Stone training for all bilingual specialists and ESOL specialists.*
- 5) Provide opportunities for teachers and other staff to attend meetings, workshops, conferences, and meetings; OELA, TESOL, NABE*

Increasing Parental and Community Participation in the Educational Experience of ELLs

Please describe the parent involvement activities supported by Title III. Specifically, in accordance with applicable statutory and regulatory guidelines, describe the major parent involvement activities the LEA will conduct to address the issues identified in the needs assessment and increase student achievement and language acquisition.

Response:

The district Title I resource teacher works closely with the Title I Part C migrant advocates, parent specialist, and the Title III specialists to provide support and training for parent involvement contacts in each school. Title I Part C parent specialist and other support staff and Title III specialists plan and hold joint ELL/MPAC parent meetings twice per year. The parent involvement plans at district and schools levels include a variety of activities to meet NCLB requirements and address concerns in this area, based on the identified needs of the school community. Opportunities for parents to participate and to provide feedback in a variety of formats are provided throughout the year. The Title I & Title II Part A programs work with the district early childhood contact, and the district's Adult Education Program to coordinate and implement family involvement and capacity-building activities. Training for parents and teachers on how to involve parents in their child's education is provided through activities such as Families Building Better Readers, Partners In Print, and Reading Goes Home. Title I program staff work closely with the bilingual parent specialist to ensure that ELL parents fully understand the implications of CHOICE. The parent specialist is knowledgeable of Title I program regulations and programs and facilitates many of the parent meetings where CHOICE is presented. All communication regarding CHOICE is provided in Spanish to further ensure that Spanish speaking families are fully informed of the educational opportunities available to their students.

The district uses bilingual staff for translation and interpretation, to ensure that parents of students in each program can receive information in their native language. In addition Connect Ed (English and Spanish), an automated phone call system, e-mail, and written communication between home and school is used to ensure parents are provided the information necessary for them to be actively involved in their child's school.

In FY09, Title III purchased additional English language acquisition software for district schools and for evening and weekend Adult English literacy classes. The software provides instruction to assist students and parents in rapid acquisition of basic English. Media other than print are used to reach parents with limited literacy skills. The district Parent Advisory Committee includes parents representing all student groups who work with the district staff to provide information and services to parents throughout the district. All program staff focuses on building parents' capacity to support their children's academic growth at home. School-level events for parents are scheduled at a minimum of one per grading period. At the secondary level, additional activities include annual meetings of students, parents and guidance counselors to review student progress, determine long-term goals and select student's classes to meet their career goals. Bilingual staff is available to serve as interpreters, as needed.

Specific strategies include:

- 1) Collaborate with Title I Part A to provide computer literacy training for parents and community members. (budget account 5100-100 - supplemental pay for staff). Title I Part A supports three Bilingual Specialist positions placed at the district's Title I schools with the greatest concentration of ELL students.*
- 2) Provide family literacy training for parents and community members.*
- 3) Provide academic assistance training and tips to parents and community members.*
- 4) Provide supplemental Spanish language information placed on SDIRCs website for parents*

with Internet access with school district information readily available, whenever feasible

5) Communicate via email with parents and community members who have email access

6) Collaborate with the district's Student Services Department to facilitate supplementary services by bilingual personnel, including guidance counselors, social workers, and psychologists to ensure that ELL parents understand the programs and services available to ELLs and their families.

Consultation with Private School Officials

In accordance with P.L. 107-110, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant must provide a detailed plan of action for providing consultation for equitable services to private school children and teachers with the LEA service area. For details, refer to URL:

<http://www.ed.gov/policy/elsec/leg/esea02/pg111.html>.

Include a description and complete plan of action on how the consultation with private schools has been and will continue to be implemented to address equitable services to eligible students in private schools. Please list individual schools contacted, process for identifying ELLs, and services provided.

Response:

A form letter and Non-Public School Intent to Participate in Selected Federal Programs (Title I Part A & C, Title II Part A & D, Title III, Title IV 21st, CCLC, ESE) survey are sent each year to all private schools, return receipt requested, notifying each school of the availability of federally funded programs for the upcoming year. The initial notification to private schools for the 2013-2014 school year, was mailed on March 7, 2012. All correspondence with private schools is sent return receipt requested to ensure that the private school officials are aware of the federal services available to non-public schools. A self-addressed envelope is included with the letter for the convenience of the private schools. A letter inviting the representatives of private schools to attend an informational meeting was mailed to private school representatives in March 16, 2012. A meeting was held on May 21, 2012 for private schools that indicated an interest in participating in federal programs. Federal program administrators or their representatives provided specific information on the federal programs, including:

- *Determination of low-income families*
- *Identification of students needs*
- *Delivery of services*
- *Decisions regarding the services*
- *Conditions of the services*
- *Assessment of services*
- *Size/Scope of services*
- *Funding of the services*
- *Professional development services*
- *Parental involvement services*
- *Complaint Policy/Procedures*

In addition to the topics listed above, private school officials are given an opportunity to ask questions and request additional information regarding services, and other benefits, supported through federal programs. Subsequent to the meeting, private school providers signed a written affirmation that they engaged in meaningful consultation and indicated their choice to either participate or decline participation in any of the federal programs. District representatives meet with appropriate private school officials throughout the school year. In addition, all required elements of Section 1120 are addressed during the consultation. District representatives meet with private school officials once a semester or upon request of the private school or the district, as needed.

The following topics are discussed during the ongoing consultation process:

How the LEA will identify the needs of eligible private school children;

What services the LEA will offer to eligible private school children;

How and when the LEA will make decisions about the delivery of services;

How, where and by whom the LEA will provide services to eligible private school children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with a third-party provider;

How the LEA will assess academically the services to eligible private school children in accordance with Sec. 200.10 of the Title I regulations and how the LEA will use the results of that assessment to improve Title I instructional services.

The size and scope of the equitable services that the LEA will provide to eligible private school children and, consistent with Section 200.64, the proportion of funds that will be allocated to provide these services;

The method or sources of data that the LEA will use under Section 200.78 to determine the number of private school children from low-income families residing in participating public school attendance areas, including whether the LEA will extrapolate data, if a survey is used;

The equitable services the LEA will provide to teachers and families of participating private school children; and

If the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA must provide the private schools the reasons in writing why the LEA chooses not to use a contractor.

Policy of Title I equipment/property/materials purchased for use by eligible private school students.

We agree that timely and meaningful consultation occurred before the LEA made any decision that affected the participation of eligible private school children in all Title programs.

No private schools chose to participate in SDIRC federal programs. However, as required by FLDOE, attached is a sample "Services To Be Provided" contract/template for the 2013-2014 school year.

Upload samples of Private School Documentation:

LEA's Notification/Invitation Letter(s) to Private Schools regarding 2012-2013 SY Services

LEA's Intent to Participate (includes participation in needs assessment process)

LEA's Meeting Notice(s)

LEA/Private School Meeting Agenda(s) and Consultations topic

Private School Agreement of services to be provided

List of private schools notified

Collaborative Partners

Identify federal/state/local collaborative partners; briefly describe in a simple narrative the types and benefit of the collaborative activities; include the program(s) and primary target group(s).

Response:

A form letter and Non-Public School Intent to Participate in Selected Federal Programs (Title I Part A & C, Title II Part A & D, Title III, Title IV 21st, CCLC, ESE) survey are sent each year to all private schools, return receipt requested, notifying each school of the availability of federally funded programs for the upcoming year. The initial notification to private schools for the 2013-2014 school year, was mailed on February 28, 2012. All correspondence with private schools is sent return receipt requested to ensure that the private school officials are aware of the federal services available to non-public schools. A self-addressed envelope is included with the letter for the convenience of the private schools. A letter inviting the representatives of private schools to attend an informational meeting was mailed to private school representatives in March, 2012. A meeting was held on May 22, 2012 for private schools that indicated an interest in participating in federal programs. Federal program administrators or their representatives provided specific information on the federal programs, including:

- Determination of low-income families*
- Identification of students needs*
- Delivery of services*
- Decisions regarding the services*
- Conditions of the services*
- Assessment of services*
- Size/Scope of services*
- Funding of the services*
- Professional development services*
- Parental involvement services*
- Complaint Policy/Procedures*

In addition to the topics listed above, private school officials are given an opportunity to ask questions and request additional information regarding services, and other benefits, supported through federal programs. Subsequent to the meeting, private school providers signed a written affirmation that they engaged in meaningful consultation and indicated their choice to either participate or decline participation in any of the federal programs. District representatives meet with appropriate private school officials throughout the school year. In addition, all required elements of Section 1120 are addressed during the consultation. District representatives meet with private school officials once a semester or upon request of the private school or the district, as needed.

The following topics are discussed during the ongoing consultation process:

How the LEA will identify the needs of eligible private school children;

What services the LEA will offer to eligible private school children;

How and when the LEA will make decisions about the delivery of services;

How, where and by whom the LEA will provide services to eligible private school children,

including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with a third-party provider;

How the LEA will assess academically the services to eligible private school children in accordance with Sec. 200.10 of the Title I regulations and how the LEA will use the results of that assessment to improve Title I instructional services.

The size and scope of the equitable services that the LEA will provide to eligible private school children and, consistent with Section 200.64, the proportion of funds that will be allocated to provide these services;

The method or sources of data that the LEA will use under Section 200.78 to determine the number of private school children from low-income families residing in participating public school attendance areas, including whether the LEA will extrapolate data, if a survey is used;

The equitable services the LEA will provide to teachers and families of participating private school children; and

If the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA must provide the private schools the reasons in writing why the LEA chooses not to use a contractor.

Policy of Title I equipment/property/materials purchased for use by eligible private school students.

We agree that timely and meaningful consultation occurred before the LEA made any decision that affected the participation of eligible private school children in all Title programs.

No private schools chose to participate in SDIRC federal programs. However, as required by FLDOE, attached is a sample "Services To Be Provided" contract/template for the 2013-2014 school year.

Should a private school in the LEA choose to participate in the Title III Program, the district will utilize LAS LINKS to identify ELs attending private schools.

Accountability for Schools with English Language Learners

Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives outlined in this proposal in terms of increasing the English proficiency of current ELLs, and the academic achievement of all current and former ELLs.

Response:

In addition to monitoring district and state assessments, the SDIRC will utilize a variety of strategies aimed at holding elementary and secondary schools accountable for meeting the goals and objectives in this proposal.

Strategies:

- 1) Provide all teachers with an ESOL Strategies Checklist, to be filled out quarterly and monitored by school site administrators.*
- 2) Provide ESOL training to all school personnel*
- 3) Regular site visits by the ELL Supervisor and ELL District Resource Teachers, Bilingual Specialists, and Immigrant Advocates and ELL Advocate Specialists. They are responsible for communicating with other district and school level staff to ensure that ELs needs are to provide technical assistance and guidance.*
- 4) Regular school site administrator classroom walk-through observations*
- 5) Regular communication with school level personnel through face-to-face meetings and electronic communication*
- 6) Monthly meetings between district ELL personnel and ELL teachers*
- 7) Quarterly meetings between district ELL personnel and school site administrators*
- 8) ELL District Resource Teachers assist with student placement, promotion, and other school site duties as needed*
- 9) ELL Office provides appropriate ELL guidelines and follow-up throughout the school year.*
- 10) ELL Office provides up-to-date research-based training throughout the year to ensure that all school personnel possess the skills necessary to achieve project goals and objectives*
- 11) The Title III ELL Advocate Specialists are responsible for planning, implementing, and evaluating supplemental Title III funded after school and summer programs for ELs. They are also required to coordinate with local and state funded programs to ensure that ELs have access to services and programs, as appropriate.*

Dissemination/Marketing

Describe the LEA's dissemination and marketing plan for communicating and advocating the activities and programs addressed in this application to schools and stakeholders. The description should include how the LEA will ensure that all school-to-home communication will be in the parents'/guardians' home language unless clearly not feasible.

Response:

SDIRC district offices and schools will coordinate strategies to keep parents apprised of their children's progress as well as programmatic changes and outcomes. The district will report outcomes to parents, school staff, and the community through a variety of methods, letters, websites, telephone calls, home visits, parent meetings; Student Intervention team meetings, newsletters and electronic media. Each program administrator will ensure that all information is communicated to parents who are directly impacted by individual project activities. All communication will be in a language and form parents can understand, unless clearly not feasible, including parents of ELL students. In addition, the district keeps a database of employees who are fluent in other languages and can be accessed for help when needed in communicating with parents. Parents of students receiving special services such as SES will receive additional reports of their children's progress in that area. The district will provide overall program information to the community in a timely manner. Information is also distributed through the district web site and television station. Information on the district web site is translated, unless clearly not feasible. The means of communication listed ensure that stakeholders other than parents can keep up-to-date with outcomes and other information related to NCLB programs. The frequency of communication varies according to the urgency of the information being communicated, the intended audience, and the means of communication. For example, student progress reports go home twice each grading period or more frequently depending on the student's needs, while FCAT results are reported to stakeholders annually. The district's website is updated daily, and newspaper reports can be run on short notice any time information needs to be communicated to the entire community. Methods of reporting outcomes include, but are not limited to the following:

- *Program newsletters- Monthly or frequency of communication varies according to the urgency of the information being communicated,*
- *ConnectEd – Automated calling system (English/Spanish) - The frequency of communication varies according to the urgency of the information being communicated,*
- *Press releases to local media (newspapers, radio, and television)-The frequency of communication varies according to the urgency of the information being communicated,*
- *District Newsletter (Community Connection) available in print and on district website. Quarterly*
- *Articles in district newsletters-The frequency of communication varies according to the urgency of the information being communicated,*
- *Flyers, program notifications, brochures-The frequency of communication varies according to the urgency of the information being communicated.*
- *School newsletters Weekly-The frequency of communication varies according to the urgency of the information being communicated,*
- *Program announcements distributed to churches, community agencies, and community organizations-The frequency of communication varies according to the urgency of the information being communicated,*
- *Annual reports (District Report Card, Fiscal Reports) distributed to schools annually*
- *E-Semler – Student/Parent Portal, a web-based grade book and attendance software designed to replace traditional grade books with software that manages student information and*

assessment

- *District's websites-The district website is updated daily*
- *Educational TV and radio programming-The frequency of communication varies according to the urgency of the information being communicated*
- *SPAR Report Annually*
- *PTA Newsletter Monthly or The frequency of communication varies according to the urgency of the information being communicated*

Reporting Outcomes

Each applicant is required to describe the methods that will be used to report student and program outcomes resulting from projects funded through this application to parents and other district and school stakeholders.

Response:

SDIRC district offices and schools will coordinate strategies to keep parents apprised of their children's progress as well as programmatic changes and outcomes. The district will report outcomes to parents, school staff, and the community through a variety of methods, letters, websites, telephone calls, home visits, parent meetings; Student Intervention team meetings, newsletters and electronic media. Each program administrator will ensure that all information is communicated to parents who are directly impacted by individual project activities. All communication will be in a language and form parents can understand, unless clearly not feasible, including parents of ELL students. In addition, the district keeps a database of employees who are fluent in other languages and can be accessed for help when needed in communicating with parents. Parents of students receiving special services such as SES will receive additional reports of their children's progress in that area. The district will provide overall program information to the community in a timely manner. Information is also distributed through the district web site and television station. Information on the district web site is translated, unless clearly not feasible. The means of communication listed ensure that stakeholders other than parents can keep up-to-date with outcomes and other information related to NCLB programs. The frequency of communication varies according to the urgency of the information being communicated, the intended audience, and the means of communication. For example, student progress reports go home twice each grading period or more frequently depending on the student's needs, while FCAT results are reported to stakeholders annually. The district's website is updated daily, and newspaper reports can be run on short notice any time information needs to be communicated to the entire community. Methods of reporting outcomes include, but are not limited to the following:

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- Annual reports (District Report Card, Fiscal Reports) distributed to schools annually*
- E-Semblem – Student/Parent Portal, a web-based grade book and attendance software designed to replace traditional grade books with software that manages student information and assessment*

- *District's websites-The district website is updated daily*
- *Educational TV and radio programming-The frequency of communication varies according to the urgency of the information being communicated*
- *SPAR Report Annually*
- *PTA Newsletter Monthly or The frequency of communication varies according to the urgency of the information being communicated*

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Early Learning Coalition

Early Learning Coalition of Indian River, Martin & Okeechobee Counties, Inc.

10 SE Central Parkway, Suite 200 Stuart, FL 34994
Telephone (772) 220-1220 (877) 220-1223, Fax: (772) 220-1229

**2011-2012 Provider Agreement
Amendment and Extension**

Between the **Early Learning Coalition of Indian River, Martin, & Okeechobee Counties, Inc.**
[ELCIRMO] and **Provider.**

Whereas, the Board of the Early Learning Coalition of Indian River, Martin, & Okeechobee Counties, Inc.,
voted at their March 22, 2012 meeting to amend the following, effective immediately:

- Replacing Agency for Workforce Innovations with Florida's Office of Early Learning throughout the entire agreement
- Sections: H6-Non-Compliance by deleting the following wording "failure to obtain an overall score of 3.5 or greater in the environmental rating scale assessment"
- Section: H7-Facility Evaluation Criteria by deleting the entire section.
- Section: L3-Termination, sub-section 3-c by deleting the following wording "failure to obtain an overall score of 3.5 or greater in the environmental rating scale assessment".

Whereas, the Board of the Early Learning Coalition of Indian River, Martin, & Okeechobee Counties, Inc.,
also voted at their March 22, 2012 meeting to extend the 2011-2012 Provider Agreement as amended, for a
six (6) month period as of July 1, 2012, pending the Florida's Office of Early Learning final version of the
State-wide Provider Agreement.

I understand that execution of this agreement amendment and extension constitutes my acceptance of the
terms and conditions contained herein.

PROVIDER:

ELCIRMO:

DR. FRAN ADAMS
Print Name

Jacki Jackson
Print Name

SUPERINTENDENT
Title

Executive Director
Title

Signature


Signature

Date

6/28/12
Date

Mission

*Partnering with parents, providers and communities to ensure quality early learning experiences through
programmatic and financial support.*

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CONTRACT FOR PURCHASE OF CHILDCARE SERVICES TEEN PARENT PROGRAM

SCHOOL BOARD OF INDIAN RIVER COUNTY

This contract is entered into between the School Board of Indian River County, hereinafter referred to as the "SCHOOL BOARD" and the childcare center, hereinafter referred to as the "PROVIDER"

identified as:

BRIGHT BEGINNINGS

4700 32ND Ave, Vero Beach, FL 32967

The purpose of this agreement is to identify the respective responsibilities of the parties involved to provide childcare services to children of teen parents participating in the Teen Parent Program, as outlined in the School Board's Comprehensive Dropout Prevention Plan and as mandated by state statute.

GENERAL CONTRACT PROVISIONS

RESPONSIBILITIES OF THE SCHOOL BOARD OF INDIAN RIVER COUNTY

1. Basis of Payment for Services Rendered:
 - a. The Provider shall be paid by the SCHOOL BOARD for services rendered under this contract at the rate of \$25.00 per child, per day, for each eligible child placed with the Provider by the School Board, during such period of time as the child continues to be eligible and placed in the Provider's care.
 - b. The SCHOOL BOARD agrees to pay for only those days when public school is in session. Scheduled holidays, teacher workdays and vacation days will not be charged by the Provider.
 - c. Funds will be remitted bi-monthly to the Provider after receipt of the required documentation of services.
 - d. Registration fees and late fees shall not be charged by Provider for Teen Parent Program participants.

2. Attendance: One day's attendance by a child within the school week will constitute payment for that child for the full week, minus non-student attendance days. No pay will be garnered for children who are absent the full week.
3. Transportation: The SCHOOL BOARD agrees to provide transportation to parents and children enrolled in the program. This includes transporting them to and from the school site and childcare center, as relevant to program objectives.
4. Eligibility for Services: The SCHOOL BOARD has the sole right and responsibility to determine a child is, or continues to be, eligible for services provided under this contract and the sole responsibility for placement of children with the Provider, subject to the Provider's right to limit the number of children which it can accommodate.
5. Termination of Child From Provider's Care: The SCHOOL BOARD may remove a child from the Provider's care under this program at any time upon a good-faith determination that the child is ineligible for benefits or upon a reasonable belief by the SCHOOL BOARD that there is a good-faith reason to do so. If the SCHOOL BOARD determines that a child should be removed from a Provider's care or terminated from the program, it has the right to do so immediately.
6. The PROVIDER'S Right to Terminate a Child From Services: Upon written request from the PROVIDER, the SCHOOL BOARD shall allow the PROVIDER to terminate a child from its care upon a reasonable showing of good, non-discriminatory cause, at which time the SCHOOL BOARD shall make every reasonable effort to place the child, if still eligible for services, with another project provider.
7. The SCHOOL BOARD agrees to provide ongoing consultation and to work cooperatively with the childcare center staff through the Teen Parent Program staff.

RESPONSIBILITIES OF PROVIDER

1. The PROVIDER agrees to provide developmentally appropriate childcare to children assigned to the center.
2. The PROVIDER agrees to cooperate fully with the staff of the School Board in providing the most appropriate learning environment for the students assigned to the program.
3. The PROVIDER agrees to provide all services under this contract in conformity with all standards required by local fire and health authorities, the State of Florida's Minimum Standards for Childcare Programs, the Rules of the School Board, current state standards for licensing of childcare providers and all applicable federal requirements, whichever is more stringent, and to

continuously maintain during the life of this contract, all licensure required by any governmental agency to operate a childcare facility in the community in which the services are provided.

4. Comply with all applicable federal and state civil rights and anti-discrimination laws and regulations, including, but not limited to, Title VI and VII, Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, as amended, (non-discrimination against the Handicapped), and The Americans With Disability Act. It is expressly understood that upon receipt of substantial evidence of such discrimination, the SCHOOL BOARD shall have the right to terminate this contract for breach.
5. The PROVIDER agrees to maintain accurate and timely records, as required by the SCHOOL BOARD and the Florida Department of Education.
6. The PROVIDER agrees to contact a Teen Parent Resource Teacher following five consecutive days absence by any child.
7. The PROVIDER agrees to accommodate the teen parents' school schedule by providing operating hours of not less than 6:30am to 3:30pm.
8. The PROVIDER agrees to provide staff who will be sensitive to the special needs of the teen parents.
9. The PROVIDER agrees to allow access to the child care site by Teen Parent Program staff at any time during operating hours.
10. The Provider will be receiving or have access to student information that is confidential. Provider and its officers, employees, agents, representatives, contractors, and sub-contractors shall fully comply with the requirements of Section 1002.22 and Section 1002.221, Florida Statutes, or any other law or regulation, either federal or State of Florida, regarding confidentiality of student information and records. Further, Provider for itself and its officers, employees, agents, representatives, contractors, or sub-contractors, shall fully indemnify and hold the School Board and its officers and employees harmless for any violation of this covenant, including, but not limited to defending the School Board and its officers and employees against any complaint, administrative or judicial proceeding, payment of any penalty imposed upon the School Board or payment of any and all costs(s), damages (s), judgment(s), or loss(es) incurred by or imposed upon the School Board arising out of the breach of this covenant by the Provider, or an officer, employee, agent, representative, contractor, or sub-contractor of the Provider to the extent and only to the extent that the Provider or an officer, employee, agent, representative, contractor, or sub-contractors of the Provider shall either intentionally or negligently violate the provisions of this

covenant, or Sections 1002.22 or 1002.221, Florida Statutes. This provision shall survive the termination of or completion of all performance or obligations under this contract and shall be fully binding upon Provider until such time as any proceeding brought on account of this covenant is barred by any applicable statute of limitations.

Upon the termination of the contract with the School Board, the Provider agrees to destroy all student information and purge files from any equipment intended for disposal or sale. The Provider will provide to the School Board a copy of the method used for deposing of its old equipment.

11. During the term of this agreement, The PROVIDER agrees to maintain Commercial General Liability coverage in the amount of \$1,000,000 per each occurrence and \$2,000,000 aggregate. As evidence of such coverage, The PROVIDER shall furnish the SCHOOL DISTRICT with a Certificate of Insurance naming the SCHOOL DISTRICT "additional insured". This certificate shall be provided prior to commencing service under this agreement.
12. The PROVIDER shall indemnify and hold harmless the SCHOOL BOARD, its officers, agents, and employees from any and all claims and causes of action arising out of the performance of this Contract and the provision of services by the PROVIDER.
13. This agreement will be in effect for the 2012-2013 school year, and may be renewed by the parties upon mutual agreement.
14. This contractual agreement may be terminated by either party upon breach of any of the covenants or conditions, provided, however, not less than ten (10) days written notice is given of the breach. The other party shall have five (5) days whereafter in which to correct the breach. Either party may terminate this contract without cause upon thirty (30) days written notice to the other party. If this contract is terminated for convenience as provided herein, the School Board shall be relieved of all obligations under this contract. The SCHOOL BOARD shall only be required to pay to the PROVIDER that amount of the contract actually performed to the date of termination.
15. Provider may contract with Teen Parent Program participants for childcare services outside the requirements of this contract, and the School Board shall have no responsibilities (financial or otherwise) for such additional childcare services.
16. The Provider agrees to comply with all requirements of sections 1012.32 and 1012.465, Florida Statutes, and, except as provided in sections 1012.467 or 1012.468 all of its personnel who (1) are to be permitted access to school grounds when students are present, (2) will have direct

contact with students, or (3) have access or control of school funds, shall successfully complete the background screening required by the referenced statutes and meet the standards established by the statutes and the School Board. This background screening will be conducted by the School Board in advance of the Provider or its personnel providing any services under the conditions described in the previous sentence. The Provider shall bear the cost of acquiring the background screening required by section 1012.32, Florida Statutes, and any fee imposed by the Florida Department of Law Enforcement to maintain the fingerprints provided with respect to the Provider and its personnel. The parties agree that the failure of the Provider to perform any of the duties described in this section shall constitute a material breach of this agreement entitling the School Board to terminate immediately with no further responsibilities or duties to perform under this agreement. The Provider agrees to indemnify and hold harmless the School Board, its officers and employees from any liability in the form of physical or mental injury, death or property damage resulting from Provider's failure to comply with requirements of this section or with sections 1012.32 and 1012.465, Florida Statutes.

17. This contract is for the personal services of the Provider and may not be assigned by the Provider in any fashion, whether by operation of law, or by conveyance of any type, including without limitation, transfer of stock in Provider, without the prior written consent of the School Board which consent the School Board may withhold in its sole discretion.

The School Board of Indian River
County, Florida

Provider

By: _____
Jeffrey Pegler, Chairman

By: _____
Print Name: _____

Attest:

By: _____
Frances J. Adams, Superintendent

Witness:

Print Name: _____

Date Approved: _____

Date Approved: _____

CONTRACT FOR PURCHASE OF CHILDCARE SERVICES TEEN PARENT PROGRAM

SCHOOL BOARD OF INDIAN RIVER COUNTY

This contract is entered into between the School Board of Indian River County, hereinafter referred to as the "SCHOOL BOARD" and the childcare center, hereinafter referred to as the "PROVIDER"

identified as:

LEARNING TRACKS, LLC. DBA

Tiny Treasure & Learning Nest

1088 Barber Street, Sebastian, FL 32958

The purpose of this agreement is to identify the respective responsibilities of the parties involved to provide childcare services to children of teen parents participating in the Teen Parent Program, as outlined in the School Board's Comprehensive Dropout Prevention Plan and as mandated by state statute.

GENERAL CONTRACT PROVISIONS

RESPONSIBILITIES OF THE SCHOOL BOARD OF INDIAN RIVER COUNTY

1. Basis of Payment for Services Rendered:
 - a. The Provider shall be paid by the SCHOOL BOARD for services rendered under this contract at the rate of \$25.00 per child, per day, for each eligible child placed with the Provider by the School Board, during such period of time as the child continues to be eligible and placed in the Provider's care.
 - b. The SCHOOL BOARD agrees to pay for only those days when public school is in session. Scheduled holidays, teacher workdays and vacation days will not be charged by the Provider.
 - c. Funds will be remitted bi-monthly to the Provider after receipt of the required documentation of services.
 - d. Registration fees and late fees shall not be charged by Provider for Teen Parent Program participants.

2. Attendance: One day's attendance by a child within the school week will constitute payment for that child for the full week, minus non-student attendance days. No pay will be garnered for children who are absent the full week.
3. Transportation: The SCHOOL BOARD agrees to provide transportation to parents and children enrolled in the program. This includes transporting them to and from the school site and childcare center, as relevant to program objectives.
4. Eligibility for Services: The SCHOOL BOARD has the sole right and responsibility to determine a child is, or continues to be, eligible for services provided under this contract and the sole responsibility for placement of children with the Provider, subject to the Provider's right to limit the number of children which it can accommodate.
5. Termination of Child From Provider's Care: The SCHOOL BOARD may remove a child from the Provider's care under this program at any time upon a good-faith determination that the child is ineligible for benefits or upon a reasonable belief by the SCHOOL BOARD that there is a good-faith reason to do so. If the SCHOOL BOARD determines that a child should be removed from a Provider's care or terminated from the program, it has the right to do so immediately.
6. The PROVIDER'S Right to Terminate a Child From Services: Upon written request from the PROVIDER, the SCHOOL BOARD shall allow the PROVIDER to terminate a child from its care upon a reasonable showing of good, non-discriminatory cause, at which time the SCHOOL BOARD shall make every reasonable effort to place the child, if still eligible for services, with another project provider.
7. The SCHOOL BOARD agrees to provide ongoing consultation and to work cooperatively with the childcare center staff through the Teen Parent Program staff.

RESPONSIBILITIES OF PROVIDER

1. The PROVIDER agrees to provide developmentally appropriate childcare to children assigned to the center.
2. The PROVIDER agrees to cooperate fully with the staff of the School Board in providing the most appropriate learning environment for the students assigned to the program.
3. The PROVIDER agrees to provide all services under this contract in conformity with all standards required by local fire and health authorities, the State of Florida's Minimum Standards for Childcare Programs, the Rules of the School Board, current state standards for licensing of

childcare providers and all applicable federal requirements, whichever is more stringent, and to continuously maintain during the life of this contract, all licensure required by any governmental agency to operate a childcare facility in the community in which the services are provided.

4. Comply with all applicable federal and state civil rights and anti-discrimination laws and regulations, including, but not limited to, Title VI and VII, Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, as amended, (non-discrimination against the Handicapped), and The Americans With Disability Act. It is expressly understood that upon receipt of substantial evidence of such discrimination, the SCHOOL BOARD shall have the right to terminate this contract for breach.
5. The PROVIDER agrees to maintain accurate and timely records, as required by the SCHOOL BOARD and the Florida Department of Education.
6. The PROVIDER agrees to contact a Teen Parent Resource Teacher following five consecutive days absence by any child.
7. The PROVIDER agrees to accommodate the teen parents' school schedule by providing operating hours of not less than 6:30am to 3:30pm.
8. The PROVIDER agrees to provide staff who will be sensitive to the special needs of the teen parents.
9. The PROVIDER agrees to allow access to the child care site by Teen Parent Program staff at any time during operating hours.
10. The Provider will be receiving or have access to student information that is confidential. Provider and its officers, employees, agents, representatives, contractors, and sub-contractors shall fully comply with the requirements of Section 1002.22 and Section 1002.221, Florida Statutes, or any other law or regulation, either federal or State of Florida, regarding confidentiality of student information and records. Further, Provider for itself and its officers, employees, agents, representatives, contractors, or sub-contractors, shall fully indemnify and hold the School Board and its officers and employees harmless for any violation of this covenant, including, but not limited to defending the School Board and its officers and employees against any complaint, administrative or judicial proceeding, payment of any penalty imposed upon the School Board or payment of any and all costs(s), damages (s), judgment(s), or loss(es) incurred by or imposed upon the School Board arising out of the breach of this covenant by the Provider, or an officer, employee, agent, representative, contractor, or sub-contractor of the Provider to the extent and only to the extent that the Provider or an officer, employee, agent, representative, contractor, or

sub-contractors of the Provider shall either intentionally or negligently violate the provisions of this covenant, or Sections 1002.22 or 1002.221, Florida Statutes. This provision shall survive the termination of or completion of all performance or obligations under this contract and shall be fully binding upon Provider until such time as any proceeding brought on account of this covenant is barred by any applicable statute of limitations.

Upon the termination of the contract with the School Board, the Provider agrees to destroy all student information and purge files from any equipment intended for disposal or sale. The Provider will provide to the School Board a copy of the method used for depositing of its old equipment.

11. During the term of this agreement, The PROVIDER agrees to maintain Commercial General Liability coverage in the amount of **\$1,000,000 per each occurrence and \$2,000,000 aggregate.** As evidence of such coverage, The PROVIDER shall furnish the SCHOOL DISTRICT with a Certificate of Insurance naming the SCHOOL DISTRICT "additional insured". This certificate shall be provided prior to commencing service under this agreement.
12. The PROVIDER shall indemnify and hold harmless the SCHOOL BOARD, its officers, agents, and employees from any and all claims and causes of action arising out of the performance of this Contract and the provision of services by the PROVIDER.
13. This agreement will be in effect for the 2012-2013 school year, and may be renewed by the parties upon mutual agreement.
14. This contractual agreement may be terminated by either party upon breach of any of the covenants or conditions, provided, however, not less than ten (10) days written notice is given of the breach. The other party shall have five (5) days thereafter in which to correct the breach. Either party may terminate this contract without cause upon thirty (30) days written notice to the other party. If this contract is terminated for convenience as provided herein, the School Board shall be relieved of all obligations under this contract. The SCHOOL BOARD shall only be required to pay to the PROVIDER that amount of the contract actually performed to the date of termination.
15. Provider may contract with Teen Parent Program participants for childcare services outside the requirements of this contract, and the School Board shall have no responsibilities (financial or otherwise) for such additional childcare services.
16. The Provider agrees to comply with all requirements of sections 1012.32 and 1012.465, Florida Statutes, and, except as provided in sections 1012.467 or 1012.468 all of its personnel who (1)

are to be permitted access to school grounds when students are present, (2) will have direct contact with students, or (3) have access or control of school funds, shall successfully complete the background screening required by the referenced statutes and meet the standards established by the statutes and the School Board. This background screening will be conducted by the School Board in advance of the Provider or its personnel providing any services under the conditions described in the previous sentence. The Provider shall bear the cost of acquiring the background screening required by section 1012.32, Florida Statutes, and any fee imposed by the Florida Department of Law Enforcement to maintain the fingerprints provided with respect to the Provider and its personnel. The parties agree that the failure of the Provider to perform any of the duties described in this section shall constitute a material breach of this agreement entitling the School Board to terminate immediately with no further responsibilities or duties to perform under this agreement. The Provider agrees to indemnify and hold harmless the School Board, its officers and employees from any liability in the form of physical or mental injury, death or property damage resulting from Provider's failure to comply with requirements of this section or with sections 1012.32 and 1012.465, Florida Statutes.

17. This contract is for the personal services of the Provider and may not be assigned by the Provider in any fashion, whether by operation of law, or by conveyance of any type, including without limitation, transfer of stock in Provider, without the prior written consent of the School Board which consent the School Board may withhold in its sole discretion.

The School Board of Indian River
County, Florida

Provider

By: _____

By: _____

Jeffrey Pegler, Chairman

Print Name: _____

Attest:

Witness:

By: _____

Frances J. Adams, Superintendent

Print Name: _____

Date Approved: _____

Date Approved: _____

CONTRACT FOR PURCHASE OF CHILDCARE SERVICES

TEEN PARENT PROGRAM

SCHOOL BOARD OF INDIAN RIVER COUNTY

This contract is entered into between the School Board of Indian River County, hereinafter referred to as the "SCHOOL BOARD" and the childcare center, hereinafter referred to as the "PROVIDER"

identified as:

RCMA-WHISPERING TINE CDC

10076 Esperanza Circle, Fellsmere, FL 32948

The purpose of this agreement is to identify the respective responsibilities of the parties involved to provide childcare services to children of teen parents participating in the Teen Parent Program, as outlined in the School Board's Comprehensive Dropout Prevention Plan and as mandated by state statute.

GENERAL CONTRACT PROVISIONS

RESPONSIBILITIES OF THE SCHOOL BOARD OF INDIAN RIVER COUNTY

1. Basis of Payment for Services Rendered:
 - a. The Provider shall be paid by the SCHOOL BOARD for services rendered under this contract at the rate of \$25.00 per child, per day, for each eligible child placed with the Provider by the School Board, during such period of time as the child continues to be eligible and placed in the Provider's care.
 - b. The SCHOOL BOARD agrees to pay for only those days when public school is in session. Scheduled holidays, teacher workdays and vacation days will not be charged by the Provider.
 - c. Funds will be remitted bi-monthly to the Provider after receipt of the required documentation of services.
 - d. Registration fees and late fees shall not be charged by Provider for Teen Parent Program participants.

2. Attendance: One day's attendance by a child within the school week will constitute payment for that child for the full week, minus non-student attendance days. No pay will be garnered for children who are absent the full week.
3. Transportation: The SCHOOL BOARD agrees to provide transportation to parents and children enrolled in the program. This includes transporting them to and from the school site and childcare center, as relevant to program objectives.
4. Eligibility for Services: The SCHOOL BOARD has the sole right and responsibility to determine a child is, or continues to be, eligible for services provided under this contract and the sole responsibility for placement of children with the Provider, subject to the Provider's right to limit the number of children which it can accommodate.
5. Termination of Child From Provider's Care: The SCHOOL BOARD may remove a child from the Provider's care under this program at any time upon a good-faith determination that the child is ineligible for benefits or upon a reasonable belief by the SCHOOL BOARD that there is a good-faith reason to do so. If the SCHOOL BOARD determines that a child should be removed from a Provider's care or terminated from the program, it has the right to do so immediately.
6. The PROVIDER'S Right to Terminate a Child From Services: Upon written request from the PROVIDER, the SCHOOL BOARD shall allow the PROVIDER to terminate a child from its care upon a reasonable showing of good, non-discriminatory cause, at which time the SCHOOL BOARD shall make every reasonable effort to place the child, if still eligible for services, with another project provider.
7. The SCHOOL BOARD agrees to provide ongoing consultation and to work cooperatively with the childcare center staff through the Teen Parent Program staff.

RESPONSIBILITIES OF PROVIDER

1. The PROVIDER agrees to provide developmentally appropriate childcare to children assigned to the center.
2. The PROVIDER agrees to cooperate fully with the staff of the School Board in providing the most appropriate learning environment for the students assigned to the program.
3. The PROVIDER agrees to provide all services under this contract in conformity with all standards required by local fire and health authorities, the State of Florida's Minimum Standards for Childcare Programs, the Rules of the School Board, current state standards for licensing of childcare providers and all applicable federal requirements, whichever is more stringent, and to

continuously maintain during the life of this contract, all licensure required by any governmental agency to operate a childcare facility in the community in which the services are provided.

4. Comply with all applicable federal and state civil rights and anti-discrimination laws and regulations, including, but not limited to, Title VI and VII, Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, as amended, (non-discrimination against the Handicapped), and The Americans With Disability Act. It is expressly understood that upon receipt of substantial evidence of such discrimination, the SCHOOL BOARD shall have the right to terminate this contract for breach.
5. The PROVIDER agrees to maintain accurate and timely records, as required by the SCHOOL BOARD and the Florida Department of Education.
6. The PROVIDER agrees to contact a Teen Parent Resource Teacher following five consecutive days absence by any child.
7. The PROVIDER agrees to accommodate the teen parents' school schedule by providing operating hours of not less than 6:30am to 3:30pm.
8. The PROVIDER agrees to provide staff who will be sensitive to the special needs of the teen parents.
9. The PROVIDER agrees to allow access to the child care site by Teen Parent Program staff at any time during operating hours.
10. The Provider will be receiving or have access to student information that is confidential. Provider and its officers, employees, agents, representatives, contractors, and sub-contractors shall fully comply with the requirements of Section 1002.22 and Section 1002.221, Florida Statutes, or any other law or regulation, either federal or State of Florida, regarding confidentiality of student information and records. Further, Provider for itself and its officers, employees, agents, representatives, contractors, or sub-contractors, shall fully indemnify and hold the School Board and its officers and employees harmless for any violation of this covenant, including, but not limited to defending the School Board and its officers and employees against any complaint, administrative or judicial proceeding, payment of any penalty imposed upon the School Board or payment of any and all costs(s), damages (s), judgment(s), or loss(es) incurred by or imposed upon the School Board arising out of the breach of this covenant by the Provider, or an officer, employee, agent, representative, contractor, or sub-contractor of the Provider to the extent and only to the extent that the Provider or an officer, employee, agent, representative, contractor, or sub-contractors of the Provider shall either intentionally or negligently violate the provisions of this

covenant, or Sections 1002.22 or 1002.221, Florida Statutes. This provision shall survive the termination of or completion of all performance or obligations under this contract and shall be fully binding upon Provider until such time as any proceeding brought on account of this covenant is barred by any applicable statute of limitations.

Upon the termination of the contract with the School Board, the Provider agrees to destroy all student information and purge files from any equipment intended for disposal or sale. The Provider will provide to the School Board a copy of the method used for deposing of its old equipment.

11. During the term of this agreement, The PROVIDER agrees to maintain Commercial General Liability coverage in the amount of \$1,000,000 per each occurrence and \$2,000,000 aggregate. As evidence of such coverage, The PROVIDER shall furnish the SCHOOL DISTRICT with a Certificate of Insurance naming the SCHOOL DISTRICT "additional insured". This certificate shall be provided prior to commencing service under this agreement.
12. The PROVIDER shall indemnify and hold harmless the SCHOOL BOARD, its officers, agents, and employees from any and all claims and causes of action arising out of the performance of this Contract and the provision of services by the PROVIDER.
13. This agreement will be in effect for the 2012-2013 school year, and may be renewed by the parties upon mutual agreement.
14. This contractual agreement may be terminated by either party upon breach of any of the covenants or conditions, provided, however, not less than ten (10) days written notice is given of the breach. The other party shall have five (5) days whereafter in which to correct the breach. Either party may terminate this contract without cause upon thirty (30) days written notice to the other party. If this contract is terminated for convenience as provided herein, the School Board shall be relieved of all obligations under this contract. The SCHOOL BOARD shall only be required to pay to the PROVIDER that amount of the contract actually performed to the date of termination.
15. Provider may contract with Teen Parent Program participants for childcare services outside the requirements of this contract, and the School Board shall have no responsibilities (financial or otherwise) for such additional childcare services.
16. The Provider agrees to comply with all requirements of sections 1012.32 and 1012.465, Florida Statutes, and, except as provided in sections 1012.467 or 1012.468 all of its personnel who (1) are to be permitted access to school grounds when students are present, (2) will have direct

contact with students, or (3) have access or control of school funds, shall successfully complete the background screening required by the referenced statutes and meet the standards established by the statutes and the School Board. This background screening will be conducted by the School Board in advance of the Provider or its personnel providing any services under the conditions described in the previous sentence. The Provider shall bear the cost of acquiring the background screening required by section 1012.32, Florida Statutes, and any fee imposed by the Florida Department of Law Enforcement to maintain the fingerprints provided with respect to the Provider and its personnel. The parties agree that the failure of the Provider to perform any of the duties described in this section shall constitute a material breach of this agreement entitling the School Board to terminate immediately with no further responsibilities or duties to perform under this agreement. The Provider agrees to indemnify and hold harmless the School Board, its officers and employees from any liability in the form of physical or mental injury, death or property damage resulting from Provider's failure to comply with requirements of this section or with sections 1012.32 and 1012.465, Florida Statutes.

17. This contract is for the personal services of the Provider and may not be assigned by the Provider in any fashion, whether by operation of law, or by conveyance of any type, including without limitation, transfer of stock in Provider, without the prior written consent of the School Board which consent the School Board may withhold in its sole discretion.

The School Board of Indian River
County, Florida

Provider

By: _____
Jeffrey Pegler, Chairman

By: _____
Print Name: _____

Attest:

By: _____
Frances J. Adams, Superintendent

Witness:

Print Name: _____

Date Approved: _____

Date Approved: _____

CONTRACT FOR PURCHASE OF CHILDCARE SERVICES

TEEN PARENT PROGRAM

SCHOOL BOARD OF INDIAN RIVER COUNTY

This contract is entered into between the School Board of Indian River County, hereinafter referred to as the "SCHOOL BOARD" and the childcare center, hereinafter referred to as the "PROVIDER"

identified as:

ROSS SMALL WORLD CHILDCARE

5620 47th Stree, Vero Beach, FL 32967

The purpose of this agreement is to identify the respective responsibilities of the parties involved to provide childcare services to children of teen parents participating in the Teen Parent Program, as outlined in the School Board's Comprehensive Dropout Prevention Plan and as mandated by state statute.

GENERAL CONTRACT PROVISIONS

RESPONSIBILITIES OF THE SCHOOL BOARD OF INDIAN RIVER COUNTY

1. Basis of Payment for Services Rendered:
 - a. The Provider shall be paid by the SCHOOL BOARD for services rendered under this contract at the rate of \$25.00 per child, per day, for each eligible child placed with the Provider by the School Board, during such period of time as the child continues to be eligible and placed in the Provider's care.
 - b. The SCHOOL BOARD agrees to pay for only those days when public school is in session. Scheduled holidays, teacher workdays and vacation days will not be charged by the Provider.
 - c. Funds will be remitted bi-monthly to the Provider after receipt of the required documentation of services.
 - d. Registration fees and late fees shall not be charged by Provider for Teen Parent Program participants.

2. Attendance: One day's attendance by a child within the school week will constitute payment for that child for the full week, minus non-student attendance days. No pay will be garnered for children who are absent the full week.
3. Transportation: The SCHOOL BOARD agrees to provide transportation to parents and children enrolled in the program. This includes transporting them to and from the school site and childcare center, as relevant to program objectives.
4. Eligibility for Services: The SCHOOL BOARD has the sole right and responsibility to determine a child is, or continues to be, eligible for services provided under this contract and the sole responsibility for placement of children with the Provider, subject to the Provider's right to limit the number of children which it can accommodate.
5. Termination of Child From Provider's Care: The SCHOOL BOARD may remove a child from the Provider's care under this program at any time upon a good-faith determination that the child is ineligible for benefits or upon a reasonable belief by the SCHOOL BOARD that there is a good-faith reason to do so. If the SCHOOL BOARD determines that a child should be removed from a Provider's care or terminated from the program, it has the right to do so immediately.
6. The PROVIDER'S Right to Terminate a Child From Services: Upon written request from the PROVIDER, the SCHOOL BOARD shall allow the PROVIDER to terminate a child from its care upon a reasonable showing of good, non-discriminatory cause, at which time the SCHOOL BOARD shall make every reasonable effort to place the child, if still eligible for services, with another project provider.
7. The SCHOOL BOARD agrees to provide ongoing consultation and to work cooperatively with the childcare center staff through the Teen Parent Program staff.

RESPONSIBILITIES OF PROVIDER

1. The PROVIDER agrees to provide developmentally appropriate childcare to children assigned to the center.
2. The PROVIDER agrees to cooperate fully with the staff of the School Board in providing the most appropriate learning environment for the students assigned to the program.
3. The PROVIDER agrees to provide all services under this contract in conformity with all standards required by local fire and health authorities, the State of Florida's Minimum Standards for Childcare Programs, the Rules of the School Board, current state standards for licensing of childcare providers and all applicable federal requirements, whichever is more stringent, and to

continuously maintain during the life of this contract, all licensure required by any governmental agency to operate a childcare facility in the community in which the services are provided.

4. Comply with all applicable federal and state civil rights and anti-discrimination laws and regulations, including, but not limited to, Title VI and VII, Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, as amended, (non-discrimination against the Handicapped), and The Americans With Disability Act. It is expressly understood that upon receipt of substantial evidence of such discrimination, the SCHOOL BOARD shall have the right to terminate this contract for breach.
5. The PROVIDER agrees to maintain accurate and timely records, as required by the SCHOOL BOARD and the Florida Department of Education.
6. The PROVIDER agrees to contact a Teen Parent Resource Teacher following five consecutive days absence by any child.
7. The PROVIDER agrees to accommodate the teen parents' school schedule by providing operating hours of not less than 6:30am to 3:30pm.
8. The PROVIDER agrees to provide staff who will be sensitive to the special needs of the teen parents.
9. The PROVIDER agrees to allow access to the child care site by Teen Parent Program staff at any time during operating hours.
10. The Provider will be receiving or have access to student information that is confidential. Provider and its officers, employees, agents, representatives, contractors, and sub-contractors shall fully comply with the requirements of Section 1002.22 and Section 1002.221, Florida Statutes, or any other law or regulation, either federal or State of Florida, regarding confidentiality of student information and records. Further, Provider for itself and its officers, employees, agents, representatives, contractors, or sub-contractors, shall fully indemnify and hold the School Board and its officers and employees harmless for any violation of this covenant, including, but not limited to defending the School Board and its officers and employees against any complaint, administrative or judicial proceeding, payment of any penalty imposed upon the School Board or payment of any and all costs(s), damages (s), judgment(s), or loss(es) incurred by or imposed upon the School Board arising out of the breach of this covenant by the Provider, or an officer, employee, agent, representative, contractor, or sub-contractor of the Provider to the extent and only to the extent that the Provider or an officer, employee, agent, representative, contractor, or sub-contractors of the Provider shall either intentionally or negligently violate the provisions of this

covenant, or Sections 1002.22 or 1002.221, Florida Statutes. This provision shall survive the termination of or completion of all performance or obligations under this contract and shall be fully binding upon Provider until such time as any proceeding brought on account of this covenant is barred by any applicable statute of limitations.

Upon the termination of the contract with the School Board, the Provider agrees to destroy all student information and purge files from any equipment intended for disposal or sale. The Provider will provide to the School Board a copy of the method used for deposing of its old equipment.

11. During the term of this agreement, The PROVIDER agrees to maintain Commercial General Liability coverage in the amount of \$1,000,000 per each occurrence and \$2,000,000 aggregate. As evidence of such coverage, The PROVIDER shall furnish the SCHOOL DISTRICT with a Certificate of Insurance naming the SCHOOL DISTRICT "additional insured". This certificate shall be provided prior to commencing service under this agreement.
12. The PROVIDER shall indemnify and hold harmless the SCHOOL BOARD, its officers, agents, and employees from any and all claims and causes of action arising out of the performance of this Contract and the provision of services by the PROVIDER.
13. This agreement will be in effect for the 2012-2013 school year, and may be renewed by the parties upon mutual agreement.
14. This contractual agreement may be terminated by either party upon breach of any of the covenants or conditions, provided, however, not less than ten (10) days written notice is given of the breach. The other party shall have five (5) days whereafter in which to correct the breach. Either party may terminate this contract without cause upon thirty (30) days written notice to the other party. If this contract is terminated for convenience as provided herein, the School Board shall be relieved of all obligations under this contract. The SCHOOL BOARD shall only be required to pay to the PROVIDER that amount of the contract actually performed to the date of termination.
15. Provider may contract with Teen Parent Program participants for childcare services outside the requirements of this contract, and the School Board shall have no responsibilities (financial or otherwise) for such additional childcare services.
16. The Provider agrees to comply with all requirements of sections 1012.32 and 1012.465, Florida Statutes, and, except as provided in sections 1012.467 or 1012.468 all of its personnel who (1) are to be permitted access to school grounds when students are present, (2) will have direct

contact with students, or (3) have access or control of school funds, shall successfully complete the background screening required by the referenced statutes and meet the standards established by the statutes and the School Board. This background screening will be conducted by the School Board in advance of the Provider or its personnel providing any services under the conditions described in the previous sentence. The Provider shall bear the cost of acquiring the background screening required by section 1012.32, Florida Statutes, and any fee imposed by the Florida Department of Law Enforcement to maintain the fingerprints provided with respect to the Provider and its personnel. The parties agree that the failure of the Provider to perform any of the duties described in this section shall constitute a material breach of this agreement entitling the School Board to terminate immediately with no further responsibilities or duties to perform under this agreement. The Provider agrees to indemnify and hold harmless the School Board, its officers and employees from any liability in the form of physical or mental injury, death or property damage resulting from Provider's failure to comply with requirements of this section or with sections 1012.32 and 1012.465, Florida Statutes.

17. This contract is for the personal services of the Provider and may not be assigned by the Provider in any fashion, whether by operation of law, or by conveyance of any type, including without limitation, transfer of stock in Provider, without the prior written consent of the School Board which consent the School Board may withhold in its sole discretion.

The School Board of Indian River
County, Florida

Provider

By: _____
Jeffrey Pegler, Chairman

By: _____
Print Name: _____

Attest:

By: _____
Frances J. Adams, Superintendent

Witness:

Print Name: _____

Date Approved: _____

Date Approved: _____

CONTRACT FOR PURCHASE OF CHILDCARE SERVICES

TEEN PARENT PROGRAM

SCHOOL BOARD OF INDIAN RIVER COUNTY

This contract is entered into between the School Board of Indian River County, hereinafter referred to as the "SCHOOL BOARD" and the childcare center, hereinafter referred to as the "PROVIDER"

identified as:

THE TOT SPOT

2047 47th Street, Vero Beach, FL 32967

The purpose of this agreement is to identify the respective responsibilities of the parties involved to provide childcare services to children of teen parents participating in the Teen Parent Program, as outlined in the School Board's Comprehensive Dropout Prevention Plan and as mandated by state statute.

GENERAL CONTRACT PROVISIONS

RESPONSIBILITIES OF THE SCHOOL BOARD OF INDIAN RIVER COUNTY

1. Basis of Payment for Services Rendered:
 - a. The Provider shall be paid by the SCHOOL BOARD for services rendered under this contract at the rate of \$25.00 per child, per day, for each eligible child placed with the Provider by the School Board, during such period of time as the child continues to be eligible and placed in the Provider's care.
 - b. The SCHOOL BOARD agrees to pay for only those days when public school is in session. Scheduled holidays, teacher workdays and vacation days will not be charged by the Provider.
 - c. Funds will be remitted bi-monthly to the Provider after receipt of the required documentation of services.
 - d. Registration fees and late fees shall not be charged by Provider for Teen Parent Program participants.

2. Attendance: One day's attendance by a child within the school week will constitute payment for that child for the full week, minus non-student attendance days. No pay will be garnered for children who are absent the full week.
3. Transportation: The SCHOOL BOARD agrees to provide transportation to parents and children enrolled in the program. This includes transporting them to and from the school site and childcare center, as relevant to program objectives.
4. Eligibility for Services: The SCHOOL BOARD has the sole right and responsibility to determine a child is, or continues to be, eligible for services provided under this contract and the sole responsibility for placement of children with the Provider, subject to the Provider's right to limit the number of children which it can accommodate.
5. Termination of Child From Provider's Care: The SCHOOL BOARD may remove a child from the Provider's care under this program at any time upon a good-faith determination that the child is ineligible for benefits or upon a reasonable belief by the SCHOOL BOARD that there is a good-faith reason to do so. If the SCHOOL BOARD determines that a child should be removed from a Provider's care or terminated from the program, it has the right to do so immediately.
6. The PROVIDER'S Right to Terminate a Child From Services: Upon written request from the PROVIDER, the SCHOOL BOARD shall allow the PROVIDER to terminate a child from its care upon a reasonable showing of good, non-discriminatory cause, at which time the SCHOOL BOARD shall make every reasonable effort to place the child, if still eligible for services, with another project provider.
7. The SCHOOL BOARD agrees to provide ongoing consultation and to work cooperatively with the childcare center staff through the Teen Parent Program staff.

RESPONSIBILITIES OF PROVIDER

1. The PROVIDER agrees to provide developmentally appropriate childcare to children assigned to the center.
2. The PROVIDER agrees to cooperate fully with the staff of the School Board in providing the most appropriate learning environment for the students assigned to the program.
3. The PROVIDER agrees to provide all services under this contract in conformity with all standards required by local fire and health authorities, the State of Florida's Minimum Standards for Childcare Programs, the Rules of the School Board, current state standards for licensing of childcare providers and all applicable federal requirements, whichever is more stringent, and to

continuously maintain during the life of this contract, all licensure required by any governmental agency to operate a childcare facility in the community in which the services are provided.

4. Comply with all applicable federal and state civil rights and anti-discrimination laws and regulations, including, but not limited to, Title VI and VII, Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, as amended, (non-discrimination against the Handicapped), and The Americans With Disability Act. It is expressly understood that upon receipt of substantial evidence of such discrimination, the SCHOOL BOARD shall have the right to terminate this contract for breach.
5. The PROVIDER agrees to maintain accurate and timely records, as required by the SCHOOL BOARD and the Florida Department of Education.
6. The PROVIDER agrees to contact a Teen Parent Resource Teacher following five consecutive days absence by any child.
7. The PROVIDER agrees to accommodate the teen parents' school schedule by providing operating hours of not less than 6:30am to 3:30pm.
8. The PROVIDER agrees to provide staff who will be sensitive to the special needs of the teen parents.
9. The PROVIDER agrees to allow access to the child care site by Teen Parent Program staff at any time during operating hours.
10. The Provider will be receiving or have access to student information that is confidential. Provider and its officers, employees, agents, representatives, contractors, and sub-contractors shall fully comply with the requirements of Section 1002.22 and Section 1002.221, Florida Statutes, or any other law or regulation, either federal or State of Florida, regarding confidentiality of student information and records. Further, Provider for itself and its officers, employees, agents, representatives, contractors, or sub-contractors, shall fully indemnify and hold the School Board and its officers and employees harmless for any violation of this covenant, including, but not limited to defending the School Board and its officers and employees against any complaint, administrative or judicial proceeding, payment of any penalty imposed upon the School Board or payment of any and all costs(s), damages (s), judgment(s), or loss(es) incurred by or imposed upon the School Board arising out of the breach of this covenant by the Provider, or an officer, employee, agent, representative, contractor, or sub-contractor of the Provider to the extent and only to the extent that the Provider or an officer, employee, agent, representative, contractor, or sub-contractors of the Provider shall either intentionally or negligently violate the provisions of this

covenant, or Sections 1002.22 or 1002.221, Florida Statutes. This provision shall survive the termination of or completion of all performance or obligations under this contract and shall be fully binding upon Provider until such time as any proceeding brought on account of this covenant is barred by any applicable statute of limitations.

Upon the termination of the contract with the School Board, the Provider agrees to destroy all student information and purge files from any equipment intended for disposal or sale. The Provider will provide to the School Board a copy of the method used for deposing of its old equipment.

11. During the term of this agreement, The PROVIDER agrees to maintain Commercial General Liability coverage in the amount of \$1,000,000 per each occurrence and \$2,000,000 aggregate. As evidence of such coverage, The PROVIDER shall furnish the SCHOOL DISTRICT with a Certificate of Insurance naming the SCHOOL DISTRICT "additional insured". This certificate shall be provided prior to commencing service under this agreement.
12. The PROVIDER shall indemnify and hold harmless the SCHOOL BOARD, its officers, agents, and employees from any and all claims and causes of action arising out of the performance of this Contract and the provision of services by the PROVIDER.
13. This agreement will be in effect for the 2012-2013 school year, and may be renewed by the parties upon mutual agreement.
14. This contractual agreement may be terminated by either party upon breach of any of the covenants or conditions, provided, however, not less than ten (10) days written notice is given of the breach. The other party shall have five (5) days whereafter in which to correct the breach. Either party may terminate this contract without cause upon thirty (30) days written notice to the other party. If this contract is terminated for convenience as provided herein, the School Board shall be relieved of all obligations under this contract. The SCHOOL BOARD shall only be required to pay to the PROVIDER that amount of the contract actually performed to the date of termination.
15. Provider may contract with Teen Parent Program participants for childcare services outside the requirements of this contract, and the School Board shall have no responsibilities (financial or otherwise) for such additional childcare services.
16. The Provider agrees to comply with all requirements of sections 1012.32 and 1012.465, Florida Statutes, and, except as provided in sections 1012.467 or 1012.468 all of its personnel who (1) are to be permitted access to school grounds when students are present, (2) will have direct

contact with students, or (3) have access or control of school funds, shall successfully complete the background screening required by the referenced statutes and meet the standards established by the statutes and the School Board. This background screening will be conducted by the School Board in advance of the Provider or its personnel providing any services under the conditions described in the previous sentence. The Provider shall bear the cost of acquiring the background screening required by section 1012.32, Florida Statutes, and any fee imposed by the Florida Department of Law Enforcement to maintain the fingerprints provided with respect to the Provider and its personnel. The parties agree that the failure of the Provider to perform any of the duties described in this section shall constitute a material breach of this agreement entitling the School Board to terminate immediately with no further responsibilities or duties to perform under this agreement. The Provider agrees to indemnify and hold harmless the School Board, its officers and employees from any liability in the form of physical or mental injury, death or property damage resulting from Provider's failure to comply with requirements of this section or with sections 1012.32 and 1012.465, Florida Statutes.

17. This contract is for the personal services of the Provider and may not be assigned by the Provider in any fashion, whether by operation of law, or by conveyance of any type, including without limitation, transfer of stock in Provider, without the prior written consent of the School Board which consent the School Board may withhold in its sole discretion.

The School Board of Indian River
County, Florida

Provider

By: _____
Jeffrey Pegler, Chairman

By: _____
Print Name: _____

Attest:

By: _____
Frances J. Adams, Superintendent

Witness:

Print Name: _____

Date Approved: _____

Date Approved: _____

CONTRACT FOR PURCHASE OF CHILDCARE SERVICES

TEEN PARENT PROGRAM

SCHOOL BOARD OF INDIAN RIVER COUNTY

This contract is entered into between the School Board of Indian River County, hereinafter referred to as the "SCHOOL BOARD" and the childcare center, hereinafter referred to as the "PROVIDER"

identified as:

TLC Preschool

1899 Barber Stree, Sebastian, FL 32958

The purpose of this agreement is to identify the respective responsibilities of the parties involved to provide childcare services to children of teen parents participating in the Teen Parent Program, as outlined in the School Board's Comprehensive Dropout Prevention Plan and as mandated by state statute.

GENERAL CONTRACT PROVISIONS

RESPONSIBILITIES OF THE SCHOOL BOARD OF INDIAN RIVER COUNTY

1. Basis of Payment for Services Rendered:
 - a. The Provider shall be paid by the SCHOOL BOARD for services rendered under this contract at the rate of \$25.00 per child, per day, for each eligible child placed with the Provider by the School Board, during such period of time as the child continues to be eligible and placed in the Provider's care.
 - b. The SCHOOL BOARD agrees to pay for only those days when public school is in session. Scheduled holidays, teacher workdays and vacation days will not be charged by the Provider.
 - c. Funds will be remitted bi-monthly to the Provider after receipt of the required documentation of services.
 - d. Registration fees and late fees shall not be charged by Provider for Teen Parent Program participants.

2. Attendance: One day's attendance by a child within the school week will constitute payment for that child for the full week, minus non-student attendance days. No pay will be garnered for children who are absent the full week.
3. Transportation: The SCHOOL BOARD agrees to provide transportation to parents and children enrolled in the program. This includes transporting them to and from the school site and childcare center, as relevant to program objectives.
4. Eligibility for Services: The SCHOOL BOARD has the sole right and responsibility to determine a child is, or continues to be, eligible for services provided under this contract and the sole responsibility for placement of children with the Provider, subject to the Provider's right to limit the number of children which it can accommodate.
5. Termination of Child From Provider's Care: The SCHOOL BOARD may remove a child from the Provider's care under this program at any time upon a good-faith determination that the child is ineligible for benefits or upon a reasonable belief by the SCHOOL BOARD that there is a good-faith reason to do so. If the SCHOOL BOARD determines that a child should be removed from a Provider's care or terminated from the program, it has the right to do so immediately.
6. The PROVIDER'S Right to Terminate a Child From Services: Upon written request from the PROVIDER, the SCHOOL BOARD shall allow the PROVIDER to terminate a child from its care upon a reasonable showing of good, non-discriminatory cause, at which time the SCHOOL BOARD shall make every reasonable effort to place the child, if still eligible for services, with another project provider.
7. The SCHOOL BOARD agrees to provide ongoing consultation and to work cooperatively with the childcare center staff through the Teen Parent Program staff.

RESPONSIBILITIES OF PROVIDER

1. The PROVIDER agrees to provide developmentally appropriate childcare to children assigned to the center.
2. The PROVIDER agrees to cooperate fully with the staff of the School Board in providing the most appropriate learning environment for the students assigned to the program.
3. The PROVIDER agrees to provide all services under this contract in conformity with all standards required by local fire and health authorities, the State of Florida's Minimum Standards for Childcare Programs, the Rules of the School Board, current state standards for licensing of childcare providers and all applicable federal requirements, whichever is more stringent, and to

continuously maintain during the life of this contract, all licensure required by any governmental agency to operate a childcare facility in the community in which the services are provided.

4. Comply with all applicable federal and state civil rights and anti-discrimination laws and regulations, including, but not limited to, Title VI and VII, Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, as amended, (non-discrimination against the Handicapped), and The Americans With Disability Act. It is expressly understood that upon receipt of substantial evidence of such discrimination, the SCHOOL BOARD shall have the right to terminate this contract for breach.
5. The PROVIDER agrees to maintain accurate and timely records, as required by the SCHOOL BOARD and the Florida Department of Education.
6. The PROVIDER agrees to contact a Teen Parent Resource Teacher following five consecutive days absence by any child.
7. The PROVIDER agrees to accommodate the teen parents' school schedule by providing operating hours of not less than 6:30am to 3:30pm.
8. The PROVIDER agrees to provide staff who will be sensitive to the special needs of the teen parents.
9. The PROVIDER agrees to allow access to the child care site by Teen Parent Program staff at any time during operating hours.
10. The Provider will be receiving or have access to student information that is confidential. Provider and its officers, employees, agents, representatives, contractors, and sub-contractors shall fully comply with the requirements of Section 1002.22 and Section 1002.221, Florida Statutes, or any other law or regulation, either federal or State of Florida, regarding confidentiality of student information and records. Further, Provider for itself and its officers, employees, agents, representatives, contractors, or sub-contractors, shall fully indemnify and hold the School Board and its officers and employees harmless for any violation of this covenant, including, but not limited to defending the School Board and its officers and employees against any complaint, administrative or judicial proceeding, payment of any penalty imposed upon the School Board or payment of any and all costs(s), damages (s), judgment(s), or loss(es) incurred by or imposed upon the School Board arising out of the breach of this covenant by the Provider, or an officer, employee, agent, representative, contractor, or sub-contractor of the Provider to the extent and only to the extent that the Provider or an officer, employee, agent, representative, contractor, or sub-contractors of the Provider shall either intentionally or negligently violate the provisions of this

covenant, or Sections 1002.22 or 1002.221, Florida Statutes. This provision shall survive the termination of or completion of all performance or obligations under this contract and shall be fully binding upon Provider until such time as any proceeding brought on account of this covenant is barred by any applicable statute of limitations.

Upon the termination of the contract with the School Board, the Provider agrees to destroy all student information and purge files from any equipment intended for disposal or sale. The Provider will provide to the School Board a copy of the method used for deposing of its old equipment.

11. During the term of this agreement, The PROVIDER agrees to maintain Commercial General Liability coverage in the amount of \$1,000,000 per each occurrence and \$2,000,000 aggregate. As evidence of such coverage, The PROVIDER shall furnish the SCHOOL DISTRICT with a Certificate of Insurance naming the SCHOOL DISTRICT "additional insured". This certificate shall be provided prior to commencing service under this agreement.
12. The PROVIDER shall indemnify and hold harmless the SCHOOL BOARD, its officers, agents, and employees from any and all claims and causes of action arising out of the performance of this Contract and the provision of services by the PROVIDER.
13. This agreement will be in effect for the 2012-2013 school year, and may be renewed by the parties upon mutual agreement.
14. This contractual agreement may be terminated by either party upon breach of any of the covenants or conditions, provided, however, not less than ten (10) days written notice is given of the breach. The other party shall have five (5) days whereafter in which to correct the breach. Either party may terminate this contract without cause upon thirty (30) days written notice to the other party. If this contract is terminated for convenience as provided herein, the School Board shall be relieved of all obligations under this contract. The SCHOOL BOARD shall only be required to pay to the PROVIDER that amount of the contract actually performed to the date of termination.
15. Provider may contract with Teen Parent Program participants for childcare services outside the requirements of this contract, and the School Board shall have no responsibilities (financial or otherwise) for such additional childcare services.
16. The Provider agrees to comply with all requirements of sections 1012.32 and 1012.465, Florida Statutes, and, except as provided in sections 1012.467 or 1012.468 all of its personnel who (1) are to be permitted access to school grounds when students are present, (2) will have direct

contact with students, or (3) have access or control of school funds, shall successfully complete the background screening required by the referenced statutes and meet the standards established by the statutes and the School Board. This background screening will be conducted by the School Board in advance of the Provider or its personnel providing any services under the conditions described in the previous sentence. The Provider shall bear the cost of acquiring the background screening required by section 1012.32, Florida Statutes, and any fee imposed by the Florida Department of Law Enforcement to maintain the fingerprints provided with respect to the Provider and its personnel. The parties agree that the failure of the Provider to perform any of the duties described in this section shall constitute a material breach of this agreement entitling the School Board to terminate immediately with no further responsibilities or duties to perform under this agreement. The Provider agrees to indemnify and hold harmless the School Board, its officers and employees from any liability in the form of physical or mental injury, death or property damage resulting from Provider's failure to comply with requirements of this section or with sections 1012.32 and 1012.465, Florida Statutes.

17. This contract is for the personal services of the Provider and may not be assigned by the Provider in any fashion, whether by operation of law, or by conveyance of any type, including without limitation, transfer of stock in Provider, without the prior written consent of the School Board which consent the School Board may withhold in its sole discretion.

The School Board of Indian River
County, Florida

Provider

By: _____
Jeffrey Pegler, Chairman

By: _____
Print Name: _____

Attest:

By: _____
Frances J. Adams, Superintendent

Witness:

Print Name: _____

Date Approved: _____

Date Approved: _____

CONTRACT FOR PURCHASE OF CHILDCARE SERVICES

TEEN PARENT PROGRAM

SCHOOL BOARD OF INDIAN RIVER COUNTY

This contract is entered into between the School Board of Indian River County, hereinafter referred to as the "SCHOOL BOARD" and the childcare center, hereinafter referred to as the "PROVIDER"

identified as:

TURNER'S CHILD CARE

4666 30th Ave, Vero Beach, FL 32967

The purpose of this agreement is to identify the respective responsibilities of the parties involved to provide childcare services to children of teen parents participating in the Teen Parent Program, as outlined in the School Board's Comprehensive Dropout Prevention Plan and as mandated by state statute.

GENERAL CONTRACT PROVISIONS

RESPONSIBILITIES OF THE SCHOOL BOARD OF INDIAN RIVER COUNTY

1. Basis of Payment for Services Rendered:
 - a. The Provider shall be paid by the SCHOOL BOARD for services rendered under this contract at the rate of \$25.00 per child, per day, for each eligible child placed with the Provider by the School Board, during such period of time as the child continues to be eligible and placed in the Provider's care.
 - b. The SCHOOL BOARD agrees to pay for only those days when public school is in session. Scheduled holidays, teacher workdays and vacation days will not be charged by the Provider.
 - c. Funds will be remitted bi-monthly to the Provider after receipt of the required documentation of services.
 - d. Registration fees and late fees shall not be charged by Provider for Teen Parent Program participants.

2. Attendance: One day's attendance by a child within the school week will constitute payment for that child for the full week, minus non-student attendance days. No pay will be garnered for children who are absent the full week.
3. Transportation: The SCHOOL BOARD agrees to provide transportation to parents and children enrolled in the program. This includes transporting them to and from the school site and childcare center, as relevant to program objectives.
4. Eligibility for Services: The SCHOOL BOARD has the sole right and responsibility to determine a child is, or continues to be, eligible for services provided under this contract and the sole responsibility for placement of children with the Provider, subject to the Provider's right to limit the number of children which it can accommodate.
5. Termination of Child From Provider's Care: The SCHOOL BOARD may remove a child from the Provider's care under this program at any time upon a good-faith determination that the child is ineligible for benefits or upon a reasonable belief by the SCHOOL BOARD that there is a good-faith reason to do so. If the SCHOOL BOARD determines that a child should be removed from a Provider's care or terminated from the program, it has the right to do so immediately.
6. The PROVIDER'S Right to Terminate a Child From Services: Upon written request from the PROVIDER, the SCHOOL BOARD shall allow the PROVIDER to terminate a child from its care upon a reasonable showing of good, non-discriminatory cause, at which time the SCHOOL BOARD shall make every reasonable effort to place the child, if still eligible for services, with another project provider.
7. The SCHOOL BOARD agrees to provide ongoing consultation and to work cooperatively with the childcare center staff through the Teen Parent Program staff.

RESPONSIBILITIES OF PROVIDER

1. The PROVIDER agrees to provide developmentally appropriate childcare to children assigned to the center.
2. The PROVIDER agrees to cooperate fully with the staff of the School Board in providing the most appropriate learning environment for the students assigned to the program.
3. The PROVIDER agrees to provide all services under this contract in conformity with all standards required by local fire and health authorities, the State of Florida's Minimum Standards for Childcare Programs, the Rules of the School Board, current state standards for licensing of childcare providers and all applicable federal requirements, whichever is more stringent, and to

continuously maintain during the life of this contract, all licensure required by any governmental agency to operate a childcare facility in the community in which the services are provided.

4. Comply with all applicable federal and state civil rights and anti-discrimination laws and regulations, including, but not limited to, Title VI and VII, Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, as amended, (non-discrimination against the Handicapped), and The Americans With Disability Act. It is expressly understood that upon receipt of substantial evidence of such discrimination, the SCHOOL BOARD shall have the right to terminate this contract for breach.
5. The PROVIDER agrees to maintain accurate and timely records, as required by the SCHOOL BOARD and the Florida Department of Education.
6. The PROVIDER agrees to contact a Teen Parent Resource Teacher following five consecutive days absence by any child.
7. The PROVIDER agrees to accommodate the teen parents' school schedule by providing operating hours of not less than 6:30am to 3:30pm.
8. The PROVIDER agrees to provide staff who will be sensitive to the special needs of the teen parents.
9. The PROVIDER agrees to allow access to the child care site by Teen Parent Program staff at any time during operating hours.
10. The Provider will be receiving or have access to student information that is confidential. Provider and its officers, employees, agents, representatives, contractors, and sub-contractors shall fully comply with the requirements of Section 1002.22 and Section 1002.221, Florida Statutes, or any other law or regulation, either federal or State of Florida, regarding confidentiality of student information and records. Further, Provider for itself and its officers, employees, agents, representatives, contractors, or sub-contractors, shall fully indemnify and hold the School Board and its officers and employees harmless for any violation of this covenant, including, but not limited to defending the School Board and its officers and employees against any complaint, administrative or judicial proceeding, payment of any penalty imposed upon the School Board or payment of any and all costs(s), damages (s), judgment(s), or loss(es) incurred by or imposed upon the School Board arising out of the breach of this covenant by the Provider, or an officer, employee, agent, representative, contractor, or sub-contractor of the Provider to the extent and only to the extent that the Provider or an officer, employee, agent, representative, contractor, or sub-contractors of the Provider shall either intentionally or negligently violate the provisions of this

covenant, or Sections 1002.22 or 1002.221, Florida Statutes. This provision shall survive the termination of or completion of all performance or obligations under this contract and shall be fully binding upon Provider until such time as any proceeding brought on account of this covenant is barred by any applicable statute of limitations.

Upon the termination of the contract with the School Board, the Provider agrees to destroy all student information and purge files from any equipment intended for disposal or sale. The Provider will provide to the School Board a copy of the method used for depositing of its old equipment.

11. During the term of this agreement, The PROVIDER agrees to maintain Commercial General Liability coverage in the amount of \$1,000,000 per each occurrence and \$2,000,000 aggregate. As evidence of such coverage, The PROVIDER shall furnish the SCHOOL DISTRICT with a Certificate of Insurance naming the SCHOOL DISTRICT "additional insured". This certificate shall be provided prior to commencing service under this agreement.
12. The PROVIDER shall indemnify and hold harmless the SCHOOL BOARD, its officers, agents, and employees from any and all claims and causes of action arising out of the performance of this Contract and the provision of services by the PROVIDER.
13. This agreement will be in effect for the 2012-2013 school year, and may be renewed by the parties upon mutual agreement.
14. This contractual agreement may be terminated by either party upon breach of any of the covenants or conditions, provided, however, not less than ten (10) days written notice is given of the breach. The other party shall have five (5) days whereafter in which to correct the breach. Either party may terminate this contract without cause upon thirty (30) days written notice to the other party. If this contract is terminated for convenience as provided herein, the School Board shall be relieved of all obligations under this contract. The SCHOOL BOARD shall only be required to pay to the PROVIDER that amount of the contract actually performed to the date of termination.
15. Provider may contract with Teen Parent Program participants for childcare services outside the requirements of this contract, and the School Board shall have no responsibilities (financial or otherwise) for such additional childcare services.
16. The Provider agrees to comply with all requirements of sections 1012.32 and 1012.465, Florida Statutes, and, except as provided in sections 1012.467 or 1012.468 all of its personnel who (1) are to be permitted access to school grounds when students are present, (2) will have direct

contact with students, or (3) have access or control of school funds, shall successfully complete the background screening required by the referenced statutes and meet the standards established by the statutes and the School Board. This background screening will be conducted by the School Board in advance of the Provider or its personnel providing any services under the conditions described in the previous sentence. The Provider shall bear the cost of acquiring the background screening required by section 1012.32, Florida Statutes, and any fee imposed by the Florida Department of Law Enforcement to maintain the fingerprints provided with respect to the Provider and its personnel. The parties agree that the failure of the Provider to perform any of the duties described in this section shall constitute a material breach of this agreement entitling the School Board to terminate immediately with no further responsibilities or duties to perform under this agreement. The Provider agrees to indemnify and hold harmless the School Board, its officers and employees from any liability in the form of physical or mental injury, death or property damage resulting from Provider's failure to comply with requirements of this section or with sections 1012.32 and 1012.465, Florida Statutes.

17. This contract is for the personal services of the Provider and may not be assigned by the Provider in any fashion, whether by operation of law, or by conveyance of any type, including without limitation, transfer of stock in Provider, without the prior written consent of the School Board which consent the School Board may withhold in its sole discretion.

The School Board of Indian River
County, Florida

Provider

By: _____
Jeffrey Pegler, Chairman

By: _____
Print Name: _____

Attest:

By: _____
Frances J. Adams, Superintendent

Witness:

Print Name: _____

Date Approved: _____

Date Approved: _____

CONTRACT FOR PURCHASE OF CHILDCARE SERVICES

TEEN PARENT PROGRAM

SCHOOL BOARD OF INDIAN RIVER COUNTY

This contract is entered into between the School Board of Indian River County, hereinafter referred to as the "SCHOOL BOARD" and the childcare center, hereinafter referred to as the "PROVIDER"

identified as:

WILLIAMS CHILD CARE & PRESCHOOL

2405 14th Ave, Vero Beach, FL 32960

The purpose of this agreement is to identify the respective responsibilities of the parties involved to provide childcare services to children of teen parents participating in the Teen Parent Program, as outlined in the School Board's Comprehensive Dropout Prevention Plan and as mandated by state statute.

GENERAL CONTRACT PROVISIONS

RESPONSIBILITIES OF THE SCHOOL BOARD OF INDIAN RIVER COUNTY

1. Basis of Payment for Services Rendered:
 - a. The Provider shall be paid by the SCHOOL BOARD for services rendered under this contract at the rate of \$25.00 per child, per day, for each eligible child placed with the Provider by the School Board, during such period of time as the child continues to be eligible and placed in the Provider's care.
 - b. The SCHOOL BOARD agrees to pay for only those days when public school is in session. Scheduled holidays, teacher workdays and vacation days will not be charged by the Provider.
 - c. Funds will be remitted bi-monthly to the Provider after receipt of the required documentation of services.
 - d. Registration fees and late fees shall not be charged by Provider for Teen Parent Program participants.

2. Attendance: One day's attendance by a child within the school week will constitute payment for that child for the full week, minus non-student attendance days. No pay will be garnered for children who are absent the full week.
3. Transportation: The SCHOOL BOARD agrees to provide transportation to parents and children enrolled in the program. This includes transporting them to and from the school site and childcare center, as relevant to program objectives.
4. Eligibility for Services: The SCHOOL BOARD has the sole right and responsibility to determine a child is, or continues to be, eligible for services provided under this contract and the sole responsibility for placement of children with the Provider, subject to the Provider's right to limit the number of children which it can accommodate.
5. Termination of Child From Provider's Care: The SCHOOL BOARD may remove a child from the Provider's care under this program at any time upon a good-faith determination that the child is ineligible for benefits or upon a reasonable belief by the SCHOOL BOARD that there is a good-faith reason to do so. If the SCHOOL BOARD determines that a child should be removed from a Provider's care or terminated from the program, it has the right to do so immediately.
6. The PROVIDER'S Right to Terminate a Child From Services: Upon written request from the PROVIDER, the SCHOOL BOARD shall allow the PROVIDER to terminate a child from its care upon a reasonable showing of good, non-discriminatory cause, at which time the SCHOOL BOARD shall make every reasonable effort to place the child, if still eligible for services, with another project provider.
7. The SCHOOL BOARD agrees to provide ongoing consultation and to work cooperatively with the childcare center staff through the Teen Parent Program staff.

RESPONSIBILITIES OF PROVIDER

1. The PROVIDER agrees to provide developmentally appropriate childcare to children assigned to the center.
2. The PROVIDER agrees to cooperate fully with the staff of the School Board in providing the most appropriate learning environment for the students assigned to the program.
3. The PROVIDER agrees to provide all services under this contract in conformity with all standards required by local fire and health authorities, the State of Florida's Minimum Standards for Childcare Programs, the Rules of the School Board, current state standards for licensing of childcare providers and all applicable federal requirements, whichever is more stringent, and to

continuously maintain during the life of this contract, all licensure required by any governmental agency to operate a childcare facility in the community in which the services are provided.

4. Comply with all applicable federal and state civil rights and anti-discrimination laws and regulations, including, but not limited to, Title VI and VII, Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, as amended, (non-discrimination against the Handicapped), and The Americans With Disability Act. It is expressly understood that upon receipt of substantial evidence of such discrimination, the SCHOOL BOARD shall have the right to terminate this contract for breach.
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6. The PROVIDER agrees to contact a Teen Parent Resource Teacher following five consecutive days absence by any child.
7. The PROVIDER agrees to accommodate the teen parents' school schedule by providing operating hours of not less than 6:30am to 3:30pm.
8. The PROVIDER agrees to provide staff who will be sensitive to the special needs of the teen parents.
9. The PROVIDER agrees to allow access to the child care site by Teen Parent Program staff at any time during operating hours.
10. The Provider will be receiving or have access to student information that is confidential. Provider and its officers, employees, agents, representatives, contractors, and sub-contractors shall fully comply with the requirements of Section 1002.22 and Section 1002.221, Florida Statutes, or any other law or regulation, either federal or State of Florida, regarding confidentiality of student information and records. Further, Provider for itself and its officers, employees, agents, representatives, contractors, or sub-contractors, shall fully indemnify and hold the School Board and its officers and employees harmless for any violation of this covenant, including, but not limited to defending the School Board and its officers and employees against any complaint, administrative or judicial proceeding, payment of any penalty imposed upon the School Board or payment of any and all costs(s), damages (s), judgment(s), or loss(es) incurred by or imposed upon the School Board arising out of the breach of this covenant by the Provider, or an officer, employee, agent, representative, contractor, or sub-contractor of the Provider to the extent and only to the extent that the Provider or an officer, employee, agent, representative, contractor, or sub-contractors of the Provider shall either intentionally or negligently violate the provisions of this

covenant, or Sections 1002.22 or 1002.221, Florida Statutes. This provision shall survive the termination of or completion of all performance or obligations under this contract and shall be fully binding upon Provider until such time as any proceeding brought on account of this covenant is barred by any applicable statute of limitations.

Upon the termination of the contract with the School Board, the Provider agrees to destroy all student information and purge files from any equipment intended for disposal or sale. The Provider will provide to the School Board a copy of the method used for deposing of its old equipment.

11. During the term of this agreement, The PROVIDER agrees to maintain Commercial General Liability coverage in the amount of \$1,000,000 per each occurrence and \$2,000,000 aggregate. As evidence of such coverage, The PROVIDER shall furnish the SCHOOL DISTRICT with a Certificate of Insurance naming the SCHOOL DISTRICT "additional insured". This certificate shall be provided prior to commencing service under this agreement.
12. The PROVIDER shall indemnify and hold harmless the SCHOOL BOARD, its officers, agents, and employees from any and all claims and causes of action arising out of the performance of this Contract and the provision of services by the PROVIDER.
13. This agreement will be in effect for the 2012-2013 school year, and may be renewed by the parties upon mutual agreement.
14. This contractual agreement may be terminated by either party upon breach of any of the covenants or conditions, provided, however, not less than ten (10) days written notice is given of the breach. The other party shall have five (5) days whereafter in which to correct the breach. Either party may terminate this contract without cause upon thirty (30) days written notice to the other party. If this contract is terminated for convenience as provided herein, the School Board shall be relieved of all obligations under this contract. The SCHOOL BOARD shall only be required to pay to the PROVIDER that amount of the contract actually performed to the date of termination.
15. Provider may contract with Teen Parent Program participants for childcare services outside the requirements of this contract, and the School Board shall have no responsibilities (financial or otherwise) for such additional childcare services.
16. The Provider agrees to comply with all requirements of sections 1012.32 and 1012.465, Florida Statutes, and, except as provided in sections 1012.467 or 1012.468 all of its personnel who (1) are to be permitted access to school grounds when students are present, (2) will have direct

contact with students, or (3) have access or control of school funds, shall successfully complete the background screening required by the referenced statutes and meet the standards established by the statutes and the School Board. This background screening will be conducted by the School Board in advance of the Provider or its personnel providing any services under the conditions described in the previous sentence. The Provider shall bear the cost of acquiring the background screening required by section 1012.32, Florida Statutes, and any fee imposed by the Florida Department of Law Enforcement to maintain the fingerprints provided with respect to the Provider and its personnel. The parties agree that the failure of the Provider to perform any of the duties described in this section shall constitute a material breach of this agreement entitling the School Board to terminate immediately with no further responsibilities or duties to perform under this agreement. The Provider agrees to indemnify and hold harmless the School Board, its officers and employees from any liability in the form of physical or mental injury, death or property damage resulting from Provider's failure to comply with requirements of this section or with sections 1012.32 and 1012.465, Florida Statutes.

17. This contract is for the personal services of the Provider and may not be assigned by the Provider in any fashion, whether by operation of law, or by conveyance of any type, including without limitation, transfer of stock in Provider, without the prior written consent of the School Board which consent the School Board may withhold in its sole discretion.

The School Board of Indian River
County, Florida

Provider

By: _____
Jeffrey Pegler, Chairman

By: _____
Print Name: _____

Attest:

By: _____
Frances J. Adams, Superintendent

Witness:

Print Name: _____

Date Approved: _____

Date Approved: _____

FLORIDA VIRTUAL SCHOOL PROGRAM PARTICIPATION AGREEMENT

This agreement (“agreement”) is made and entered into this ___ day of ___, 2012 by the School Board of _____ County, Florida (“District”) and Florida Virtual School (“Virtual Instructional Provider” or “Contractor”), and provides as follows:

1. The term of this agreement is for the period July 1, 2012 to June 30, 2013 (“term”), unless cancelled by either side as provided herein.
2. District elects to participate in the following options to meet the Virtual Instructional Program (VIP) requirements for its resident students in accordance with the terms of section 1002.45 Florida statutes.
 - A. _____ Florida Virtual School Full Time - serving Grades K – 5
 - B. _____ Florida Virtual School Full Time - serving Grades 6 – 8
 - C. _____ Florida Virtual School Full Time - serving Grades 9 – 12

[Please check and initial program(s) selected.]

3. District and VIP agree to the terms and conditions contained in Attachments A, B, and C attached hereto and incorporated herein as true and accurate.
4. This contract shall be effective upon the date upon which it is signed by both the District and the Virtual Instructional Provider, whichever is later and shall replace any other agreements previously between the Parties as to a virtual school program.

FLORIDA VIRTUAL SCHOOL

THE SCHOOL BOARD OF _____
COUNTY, FLORIDA

By: _____
Printed name: _____
Title: President and CEO
Date: _____

By: _____
Printed name: _____
Date: _____

ATTACHMENT A

Scope of Work:

The Virtual Instructional Provider is to operate a K – 12 virtual school to provide a free, full-time 180-day online instructional program to eligible students during the 2012 – 2013 school year. Funding will be based on the regulations established by the Florida Department of Education in accordance with the Florida s. 1002.45. The Virtual School is to provide each student with all necessary instructional materials as defined by the Department and the statute and through guidelines established by the District which may include a computer, a monitor, a printer and access to a reimbursement for Internet services. All students are required to participate in the state assessment program created in Section 1008.22 Florida statutes, and all instructional staff must be highly qualified as identified by NCLB standards and hold valid Florida teaching certificates under provisions of Chapter 1012, Florida Statutes. The Virtual Instructional Provider will ensure all employees and contracted personnel undergo background screening as required by Section 1012.32, F.S., using state and national criminal history records and will provide a list of instructional employees to the District for verification of compliance and according to the Virtual Instructional Provider's standard procedures. All curriculum and course content must align to Florida's Next Generation Sunshine State Standards. The District is to participate in Florida's school accountability system established in Section 1008.31, Florida Statutes. The Virtual Instructional Provider agrees to establish a student progression plan, student calendar and other standard policies to support a virtual program in compliance with applicable Florida Statutes. As required in s. 1002.45, a detailed curriculum plan is provided in Attachment C that illustrates how students will be provided services and be measured for attainment of proficiency in the Next Generation Sunshine State Standards for each grade level and subject. For districts who select the provision of a full-time virtual instruction program to students in grades 9 through 12, the Virtual Instructional Provider will report the successful completion of courses to the District and it is the District's responsibility to confirm that a student has satisfied the requirements for graduation in s. 1003.428, s. 1003.429, or s. 1003.43. The Virtual Instructional Provider will establish a standard schedule for providing data for required state reporting that enables timely submission to the Department of Education. District cannot be assured of receiving reports from the provider that do not follow this schedule. Attachment D is an illustrative schedule of reporting based on the 2011-12 school year.

Role of the District:

1. Assign District VIP students to school number 7001 under the appropriate provider by code and other actions required by the Florida Department of Education.
2. Verify the enrolled students are residents of the District.
3. Provide testing locations for all students for the FCAT and to administer any required testing; to provide readiness screening for students entering grade K.
4. Provide any required services to support a student's IEP consistent with the legal requirements for serving students with special needs in a virtual school.

5. Designate to the Virtual Instructional Provider, a District Liaison to act for the District in all matters pertaining to this contract and to accept and approve all deliverables and invoices.
6. Accept standard publications of the Virtual Instructional Provider for all compliance and documentation purposes (i.e., program guide for information and data about the curriculum, student handbook for school policies and procedures and hours of personnel availability, state reporting for certification status and physical location of personnel, monthly school report for student-teacher ratios, state data submissions and state report cards for completion, promotion, and other accountability outcomes).
7. Report to the state for payment all students served under this Agreement as reported to the District by the Virtual Instructional Provider.
8. Pay the Virtual Instructional Provider in accordance with Attachment B.
9. Provide information to parents and students about right to participate in District VIP.
10. Provide a diploma for graduating seniors.

ATTACHMENT B
Payment Terms and Conditions

Cost of Services for the 2012-2013 School Year:

1. *Annual Student Service Fee (Per funded full-time FTE.)* **\$5,200.00 per student**
*Payment will be prorated for any fractional FTE.
Includes up to six (6) full credit courses per student plus
materials and reclamation of durable and
unused goods.*

2. *Annual Student Computer Services Fee* **\$655.00per student**
*(Per funded full-time FTE. Payment will be prorated for any
fractional FTE.) Includes desktop computer, scanner/printer,
shipping, technical support, and reclamation of hardware*

3. *Annual Student ISP Fee* **\$ 99.50 per student**
*(Per funded full-time FTE. Payment will be prorated for any
fractional FTE.)*

4. *Annual Student Intensive Reading Fee* **\$380.00 per student**
*(Payable so long as the student is reported during an enrollment
survey period.)*

In the event that legislation is altered or DOE implements differing requirements that require technology services be provided to additional students, the funding agreement will be addressed based on the new requirements.

Invoice/Payment Schedule:

- February 1, 2013 due on or before February 29, 2013 based on FTE reported in the FTE Survey 2 in October of 2011.
- June 1, 2013 due on or before June 30, 2013 based on FTE reported in the FTE Survey 3 in February of 2013.
- Final reconciliation July 31, 2013
- A final reconciliation will be performed of the Annual Fees based on the funded FTE paid to the District and the amounts paid to the Virtual Instructional Provider no later than July 31 of each year, starting in July 31, 2013. In the event that the Annual Student Fees paid to the Contractor exceed the number of FTE's funded to the District for students enrolled under this contract, the Virtual Instructional Provider shall refund the difference to the District no later than the following September 30.

Attachment B - Continued

- I. Virtual Instructional Provider in delivering the services contracted for shall provide Deliverables in the form of instructional tools and supplies, instructional materials, and computer hardware and software as are necessary to deliver the Project, but will retain ownership of all such Deliverables.
- II. To the best of the Virtual Instructional Provider's knowledge, the Virtual Instructional Provider further warrants that as to each Deliverable produced pursuant to this Contract, Virtual Instructional Provider's production of the Deliverable and the District's use of the Deliverable, will not infringe on the copyrights of any third party. This provision applies to each work of authorship in which copyrights subsist pursuant to 17 U.S.C. Sections 102-105 and to each exclusive right established in 17 U.S. C. Section 106. To the best of the Virtual Instructional Provider's knowledge, in furtherance of this provision, the Virtual Instructional Provider warrants that:
 - a. As to each work of software or other "information technology" as identified in Section 287.012(15), Florida Statutes, in which copyrights subsist, the Virtual Instructional Provider has acquired the rights by conveyance or license to any third party software or other information technology, which was used to produce the Deliverables.
 - b. As to each image and sound recording incorporated into a Deliverable, the Virtual Instructional Provider has acquired the necessary rights, releases and waivers from the person whose image or sound is included, or from the holder of the copyrights subsisting in the literary, musical, dramatic, pantomime, choreographic, pictorial, graphic, sculptural, motion pictures, audiovisual, work or sound recording from which the included image or sound was taken.
- III. If there is a modification to the rules and regulations approved by the State Board of Education in contradiction to the terms outlined in this contract, the Parties will amend the contract as necessary to bring the contract into accord with the rules and regulations so long as such change does not materially change the Deliverables as currently defined.
- IV. Virtual Instructional Provider will comply with all applicable laws including, but not limited to, those requiring confidentiality of student records.
- V. Virtual Instructional Provider has filed for or is the owner of various trademarks and logos. The District will be granted the use of such logos and trademarks in connection with its virtual school offering but shall be limited to those services provided under this contract.
- VI. Virtual Instructional Provider will maintain and keep in force Worker's Compensation, Liability and Property Damage Insurance to protect it from claims under worker's compensation claims for personal injury, including death, and claims for damages to any property of the District, or of the public, which may arise from operations under this Agreement, whether such operations be by Virtual Instructional Provider, or by any subcontractor or anyone directly or indirectly employed by any of them.
- VII. In no event will the District, Board members, District officers, employees, or agents be responsible or liable for the debts, acts or omissions of Virtual Instructional Provider, its officers, employees, or agents.
- VIII. Method for Conflict Resolution - Any dispute concerning performance of the contract shall be decided by the District's designated contract manager, who shall reduce the decision to writing and serve a copy on the Virtual Instructional Provider. The decision shall be final and conclusive unless within ten (10) days from the date of receipt, the Virtual Instructional Provider files with the District a petition for administrative hearing. The District's decision on the petition shall be final, subject to Virtual Instructional Provider's right to review pursuant to Chapter 120 of the Florida Statutes. Exhaustion of administrative remedies is an absolute condition precedent to the Virtual Instructional

Provider's ability to pursue any other form of dispute resolution; provided, however, that the parties may employ the alternative dispute resolution procedures outlined in Chapter 120.

- IX. Without limiting the foregoing, the exclusive venue of any legal or equitable action that arises out of or relates to the Agreement shall be the appropriate state court in _____ County, Florida; in any such action, Florida law shall apply and the parties waive any right to jury trial.
- X. Termination – This contract may only be terminated before its expiration as follows: a) both Parties agree in writing to the termination; or b) if either Party materially breaches the contract and fails to cure such breach within ninety (90) days following written notification of such breach from the other Party, the non-breaching Party may elect to terminate.
- XI. Debt Responsibility – As required by Florida statute, the Virtual Instructional Provider is responsible for all debts for the school district virtual instruction program that arise out of the Virtual Instructional Provider's performance of this contract if the contract is not renewed or is terminated. This does not excuse the District from paying any obligations incurred resulting from its obligations under this contract or from the payment of any debts incurred under this contract for termination, unless such termination is as provided for in Section X.
- XII. Virtual Instructional Provider is required to comply with all requirements of s. 1002.45 and will comply with disclosure requirements adopted in rule by the State Board of Education.
- XIII. Virtual Instructional Provider agrees to be bound by and meet all requirements in Section 1002.45, Florida Statutes, as may be amended from time to time, including, but not limited to, the requirements for background screening for all employees.

ATTACHMENT C

Detailed Curriculum Plan

General information

All students enrolled in the FLVS FT VIP program in grades K-8 will participate in their grade-level specific schedule, included in this document. Students in grades 9-12 will participate in a Regular, Honors, or Rigorous Academic Track with classes assigned according to credits needed for graduation in their district. The following represents the detailed curriculum plan for districts in the Virtual Instruction Program (VIP) for 2012-2013. Students performing above or below grade level may receive additional adjustments, subject to district approval as follows:

Students performing below grade level K-8

Students who are not performing at grade level will be placed in their appropriate grade-level courses but may receive additional content and instruction designed to address their deficiencies. Students who are not performing at grade level in math grades 3-8 may receive enhanced course content in math. The course codes will be the same as the standard course codes for these courses but the student's records will identify the course as "Essential."

Students who scored a level 1 or 2 on the FCAT Reading test will be placed in an Intensive Reading course in place of Educational Technology and Online Learning and Art. Health and Physical Education may also be waived for these students as necessary.

Students performing above grade level K-8

Students who are above grade level may receive enhanced course content in language arts, math, or science in grades 3 through 8. The course codes will be the same as the standard course codes for these subjects in grades 3-5 but the student's records will identify the course as "Advanced, Enriched or Accelerated." In grades 6-8, course codes for Advanced content will be used. Students receiving this content will not qualify for any "gifted" designation within their resident district. Students who are well above grade level in math may receive a math course at one or more grade levels above their age-based grades with district approval.

In addition, students may be offered one (and in rare situations, more than one) additional Elective course, with district approval. Electives and further details about courses may be viewed in the FLVS FT Program Guide 2012-2013. Course, and unit descriptions for grades K-8 are available at <http://www.connectionsacademy.com/curriculum/elementary-school/free-online-learning.aspx> and <http://www.connectionsacademy.com/curriculum/middle-school/free-online-learning.aspx> and for high school at <http://www.flvs.net/areas/flvscourses/Pages/Course%20Catalog/CourseListing.aspx#high>.

All courses include detailed assessments to ensure student mastery of Florida requirements. Details about the assessments are available from the Florida Department of Education in the Florida Connections Academy provider application or from Florida Virtual School.

The Contractor represents that to the best of its knowledge, all curriculum provided under this plan complies in all material respects to the Florida Next Generation Sunshine State Standards for each grade level and subject.

Kindergarten	Grade 1	Grade 2
Language Arts (5010060) Math (5012020) Science (5020010) Social Studies (5021020) Introduction to Computers (1/2 year) (5002000) Art (1/2 year) (5001000) Physical Education (5015020)	Language Arts (5010060) Math (5012030) Science (5020020) Social Studies (5021030) Introduction to Computers (1/2 year) (5002000) Art (1/2 year) (5001000) Physical Education (5015030)	Language Arts (5010060) Math (5012040) Science (5020030) Social Studies (5021040) Introduction to Computers (1/2 year) (5002000) Art (1/2 year) (5001000) Physical Education (5015040)

Regular Track	Intensive Track	Talented/Advanced Track
3rd Grade Language Arts (5010060) Math (5012050) Science (5020040) Social Studies (5021050) Introduction to Computers (1/2 year) (5002000) Art (1/2 year) (5001000) Physical Education (5015050)	Language Arts (5010060) Intensive Reading PACE (5010050) Essential Math 3 (5012050) Science (5020040) Social Studies (5021050) Physical Education (5015050)	Enriched Language Arts (5010060) Enriched Literature Study (included in 5010060) Accelerated Math 3 (5012050) Enriched Science (5020040) Social Studies (5021050) Introduction to Computers (1/2 year) (5002000) Art (1/2 year) (5001000) Physical Education (5015050)
4th Grade Language Arts (5010060) Math (5012060) Science (5020050) Social Studies with Florida State History (5021060) Introduction to Computers (1/2 year) (5002000) Art (1/2 year) (5001000) Physical Education (5015060)	Language Arts (5010060) Intensive Reading PACE (5010050) Essential Math 4 (5012060) Science (5020050) Social Studies with Florida State History (5021060) Physical Education (5015060)	Enriched Language Arts (5010060) Enriched Literature Study (included in 5010060) Math 5 (5012070) Enriched Science (5020050) Social Studies with Florida State History (5021060) Introduction to Computers (1/2 year) (5002000) Art (1/2 year) (5001000) Physical Education (5015060)
5th Grade Language Arts (5010060) Math (5012070) Science (5020060) Social Studies (5021060) Introduction to Computers (1/2 year) (5002000) Art (1/2 year) (5001000) Physical Education (5015070)	Language Arts (5010060) Intensive Reading PACE (5010050) Essential Math 5 (5012070) Science (5020060) Social Studies (5021060) Physical Education (5015070)	Enriched Language Arts (5010060) Enriched Literature Study (included in 5010060) Math 7 (1205040) Enriched Science (5020060) Social Studies (5021060) Introduction to Computers (1/2 year) (5002000) Art (1/2 year) (5001000) Physical Education (5015070)

6th Grade Language Arts (1001010) Math (1205010) Science (2002040) Social Studies – World Cultures (2105020) Introduction to Computers (1/2 year) (0200000) Art (1/2 year) (0100000) Physical Education (1501100)	Language Arts (1001010) Intensive Reading PACE (1000010) Essential Math 6 (1205010) Science (2002040) Social Studies– World Cultures (2105020) Physical Education (1501100)	Enriched Language Arts (1001020) Enriched Literature Study (included in 1001020) Algebra Readiness (1205070) Science (2002050) Social Studies– World Cultures (2105020) Introduction to Computers (1/2 year) (0200000) Art (1/2 year) (0100000) Physical Education (1501100)
7th Grade Language Arts (1001040) Math (1205040) Science (2002070) Social Studies - Civics (2106010) Art (1/2 year) (0100010) Introduction to Computers (1/2 year) (0200000) Physical Education (1501110)	Language Arts (1001040) Intensive Reading PACE (1000010) Essential Math 7 (1205040) Science (2002070) Social Studies- Civics (2106010) Physical Education (1501110)	Talented Language Arts (1001050) Talented Literature Study (included in 1001050) Algebra I Honors (1206320) Science (2002080) Social Studies- Civics (2106010) Introduction to Computers (1/2 year) (0200000) Art (1/2 year) (0100010) Physical Education (1501110)
8th Grade Language Arts (1001070) Algebra Readiness (1205070) Science (2002100) Social Studies - US History(2100010) Career Education (1/2 year) (2305000) Art (1/2 year) (0100020) Physical Education (1501120)	Language Arts (1001070) Intensive Reading PACE (1000010) Essential Math 8 Pre-Algebra (1205070) Science (2002100) Social Studies - US History(2100010) Career Education (1/2 year) (2305000) Physical Education (1501120)	Talented Language Arts (1001080) Talented Literature Study (included in 1001080) Geometry Honors (1200320) Science (2002100) Social Studies - US History(2100010) Career Education (1/2 year) (2305000) Art (1/2 year) (0100020) Physical Education (1501120)

Regular Track	Honors Track	Rigorous Academic Track
9th Grade English 1 (1001310) Algebra 1 (1200310) World History (2109310) Earth Space Science (2001310) Elective (1.0 credit) Elective (1.0 credit)	English 1 Honors (1001320) Algebra 1 Honors (1200320) World History Honors (2109320) Earth Space Science Honors (2001320) Elective (1.0 credit) Elective (1.0 credit)	English 1 Honors (1001320) Algebra 1 Honors (1200320) World History Honors (2109320) Earth Space Science Honors (2001320) Elective (1.0 credit) Elective (1.0 credit)

10th Grade English 2 (1001340) Geometry (1206310) Biology (2000310) Spanish 1 (0708340) Elective (1.0 credit) Elective (1.0 credit)	English 2 Honors (1001350) Geometry Honors (1206320) Biology Honors (2000320) Spanish 1 (0708340) Elective (1.0 credit) Elective (1.0 credit)	English 2 Honors (1001350) Geometry Honors (1206320) Biology Honors (2000320) Spanish 1 (0708340) Elective (1.0 credit) Elective (1.0 credit)
11th Grade English 3 (1001370) US History (2100310) Algebra 2 (1200330) or Liberal Arts Math (1208300) Chemistry (2003340) or Marine Science (2002500) Spanish 2 (0708350) Elective (1.0 credit)	English 3 Honors (1001380) or AP Language (1001420) US History Honors (1200320) Algebra 2 Honors (1200340) Chemistry Honors (2003350) or Marine Science Honors (2002510) Spanish 2 (0708350) Elective (1.0 credit) Elective (1.0 credit)	AP Language (1001420) AP US History (2100330) Algebra 2 Honors (1200340) Chemistry Honors (2003350) or Marine Science Honors (2002510) Spanish 2 (0708350) Elective (1.0 credit) Elective (1.0 credit)
12th Grade English 4 (1001400) Economics(2102310)/Government(2106310) Algebra 2 (1200330) or Liberal Arts Math (1208300) or Pre-Calculus Honors (1202340) Elective (1.0 credit) Elective (1.0 credit) Elective (1.0 credit)	English 4 Honors (1001410) or AP Literature (1001430) Pre-Calculus Honors (1202340) Economics Honors (2102320) and Government Honors (2106320) Elective (1.0 credit) Elective (1.0 credit) Elective (1.0 credit)	AP Literature (1001430) Pre-Calculus Honors (1202340) AP Economics (Micro 2106360 and Macro 2106370) Government (2106420) Elective (1.0 credit) Elective (1.0 credit) Elective (1.0 credit)

9-12 Electives and Additional Course Offerings

Technology

Introduction to Computers and Applications (0200310)
Computer Programming I (0201300) and II (0201310)
AP Computer Science (0200320)
Computing for College and Careers (8209020)
Emergent Computer Technology (0200360)
Web Design II (8207120)

Health and PE

HOPE (3026010)
Personal Fitness (1501300)
Fitness Lifestyle Design (1501310)
Life Management Skills (0800300)

Humanities and English

Art History (0100330)
AP Art History (0100300)

Journalism (1006300)
Music Appreciation (1301310)
Speech and Debate (1007300)
Reading for College Success (1008350)
English 4: Florida College Prep (001405)
Intensive Language Arts (1000400)

Languages

Chinese I (0711300), II (0711310), III (0711320)
French I (0701320), II (0701330)
Latin I (0706300), II (0706310), III (0706320)
Sign Language I (0717300), II (0717310)
Spanish I (0708340), II (0708350)
Spanish for Spanish Speakers (0709300)
AP Spanish Language (0708400)

Science

Environmental Science (2001340)
AP Environmental Science (2001380)

Social Studies

Psychology (2107300)
AP Human Geography (2103400)

Other

HS Critical Thinking Skills (1700370)
Driver Safety and Education (1900300)

ATTACHMENT D

Reporting Schedule (Illustrative from 2011-12)

Full Time VIP Grades and Attendance

Two different Grade and Attendance reports will be sent. A “Nine Week” grade and attendance report will report the 9 week period only and is non-cumulative from the previous nine week period; there will be 2 reports (prepared following the close of Q1 and Q3, respectively). A “Final Semester” report will report the cumulative grade and attendance from the beginning of the semester; these reports will follow Q2 and Q4, coincident with the close of Fall and Spring semesters, respectively.

Nine Week Period	End of Nine Weeks	CA Sends Data to FLVS	FLVS Sends Reports to Districts	Reports
1	10/25/2011	11/1/2011	11/2/2011	1 st Nine Weeks
2	1/20/2012	1/30/2012	1/31/2012	Fall Semester
3	4/4/2012	4/11/2012	4/12/2012	3 rd Nine Weeks
4	6/8/2012	6/18/2012	6/19/2012	Spring Semester

Full Time VIP Survey Data

Preliminary survey data will be sent to the districts two weeks prior to Date Certain for survey periods 2 and 3. This will allow the districts enough time to enter the student’s schedule into the system prior to Date Certain. Then, immediately following Date Certain, a report showing ONLY the changes will be sent to the district.

Survey	DOE Date Certain	CA Sends Data to FLVS	FLVS Sends Reports to Districts	Data Type
1	7/15/2011	N/A	N/A	N/A
8	N/A	9/1/2011	9/2/2011	Staff Demographic
6	9/2/2011	8/31/2011	9/1/2011	Student Demographic
6	9/16/2011	9/14/2011	9/15/2011	
2		9/29/2011	9/30/2011	All Data
2	10/14/2011	10/17/2011	10/18/2011	Changes Only
3		2/2/2012	2/3/2012	All Data
3	2/17/2012	2/20/2012	2/21/2012	Changes Only
4	6/15/2012	6/20/2012	6/21/2012	All Data

† Dates are provided as example only and will be updated to reflect Dates Certain for 2012-13.

**AGREEMENT
BETWEEN
GRACE REHAB OF VERO
and the
INDIAN RIVER COUNTY SCHOOL DISTRICT**

ARTICLE I - GENERAL

Section I - Parties Involved - The following is an agreement between the School District of Indian River County (hereinafter "SDIRC") and Grace Rehab of Vero.

Section II - Description – A cooperative effort by and between the SDIRC and Grace Rehab of Vero, to provide supervised clinical experiences for Practical Nursing (PN) and Nursing Assistant students enrolled in SDIRC programs and preparing for professional licensure or certification.

ARTICLE II - Organization and Operation of Agreement

It is hereby agreed by and between the parties as follows:

Section I - Terms of Agreement

This agreement shall become effective the date that representatives of both parties involved have signed the agreement. Either party may submit in writing to the other party a request for revision or termination. A request for termination should be submitted at least three months prior to the requested termination.

Section II- Obligation of Grace Rehab of Vero

- a. To provide adequate facilities and equipment for necessary conference space and clinical experiences as deemed appropriate for the SDIRC health careers program.
- b. To permit students officially enrolled in the health careers program to enter Grace Rehab of Vero at prearranged times for supervised clinical experiences
- c. To permit school representatives to visit the Grace Rehab of Vero for the purpose of supervising and evaluating the health careers program
- d. To explore with the SDIRC Staff the appropriate solution to any problem that might arise in the implementation of this program

Section III - Obligation of the SDIRC

- a. To ensure the health careers program by retaining a qualified instructor who is a registered nurse
- b. To assume full responsibility at all times for the educational program with the assistance of Grace Rehab of Vero personnel as needed
- c. To ensure that the classroom instructor is also the person who is responsible for and coordinates the supervised clinical experiences
- d. To ensure clinical instructors contact Grace Rehab of Vero prior to student assignment to obtain information on any changes in facility policies and procedures relevant to the educational program.
- e. To require that all students be covered by a personal liability insurance policy prior to any clinical assignments and to keep a copy of such policy on file.
- f. To withdraw any student from the program whose progress, practices, or adjustments do not justify his/her continuation in this program.

Section IV - Obligation of Student

- a. The students will abide by all policies and procedures of Grace Rehab of Vero and the Indian River County School District.
- b. The students are expected to wear appropriate attire and identification as required by the SDIRC.

ARTICLE III - PROGRAM

Section I - Instructor - student ratio will not exceed 1:12 in the clinical area.

ARTICLE IV - ASSURANCE

Federal law prohibits discrimination of any educational program or activity. No student shall, on the basis of race, color, national origin, sex or handicap, be excluded from participation in, be denied benefits of, or be subject of discrimination in the health careers program.

IN WITNESS HEREOF, the parties hereto have caused this agreement to be duly executed by their proper offices.

7/5/12
Date

Jennifer Slavin
~~Grace Rehab of Vero~~ Rehabilitation Center
Administrator of Vero Beach

Date

Indian River County School Board
Superintendent

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Authorizing Resolution
For Participation in the Local Government Surplus Funds Trust Fund
(Florida PRIME)

WHEREAS, the INDIAN RIVER COUNTY SCHOOL BOARD ("Participant")
is (check one or more, as applicable)

[X] a governmental entity within the State of Florida not part of state government, including,
without limitation, the following and the officers thereof: any county, municipality, school district, special
district, clerk of circuit court, sheriff, property appraiser, tax collector, supervisor of elections, authority,
board, public corporation, or any other political subdivision of the State of Florida, as described in
Section 218.403(11), Florida Statutes and as authorized by Sections 218.407 and 215.44 (1) Florida
Statutes;

[] a state agency as described in Section 216.011, Florida Statutes, as authorized by Section
215.44(1), Florida Statutes;

[] a Board of Trustees of a state university or college, as authorized by Section 215.44(1),
Florida Statutes; or

[] a direct support organization of any of the foregoing, as authorized by Section 215.44(1),
Florida Statutes.

and is empowered to delegate to the State Board of Administration of Florida the authority to invest
legally available funds in the Local Government Surplus Funds Trust Fund (Florida PRIME) and to act as
custodian of investments purchased with such investment funds; and

WHEREAS, it is in the best interest of the Participant to invest its legally available funds in investments
that provide for safety, liquidity, and competitive returns with minimization of risks consistent with
Chapter 218.405, Florida Statutes; and

WHEREAS, the Florida Local Government Surplus Funds Trust Fund (Florida PRIME), a public funds
investment pool, was created on behalf of entities whose investment objectives, in order of priority are
safety, liquidity, and competitive returns, consistent with the Chapter 218.405, Florida Statutes.

NOW THEREFORE, be it resolved as follows:

A. That Participant approves this Authorizing Resolution and hereby requests the establishment of an
account in its name in Florida PRIME, for the purpose of transmitting funds that the Participant has
determined to be legally available for investment in Florida PRIME.

B. That the individual, whose title is SUPERINTENDENT or ASSISTANT SUPERINTENDENT FOR FINANCE an authorized
representative of the Participant and is hereby authorized to transmit funds for investment in Florida

PRIME and is further authorized to withdraw funds from time to time, to issue letters of instruction, and to take all other actions deemed necessary or appropriate for the investment of the Participant's funds.

The authorized representative identified above shall execute a Participant Account Maintenance Form (PAMF) containing a list of the authorized representatives to initiate transactions, bank account wiring instructions, and individuals authorized to make changes to account information. A revised PAMF may be submitted with changes to authorized individuals without the necessity to complete a new Authorizing Resolution.

C. That this Authorizing Resolution shall continue in full force and effect until amended or revoked by the Participant and until Florida PRIME receives an original document of any such amendment or revocation.

This resolution is hereby introduced and adopted by the Participant at its regular/special meeting (if applicable) held on

the ____ Day of _____, 20 ____.

PARTICIPANT NAME: the INDIAN RIVER COUNTY SCHOOL BOARD

BY: Signature _____

 Printed Name Jeffrey Pegler

 Title Board Chair

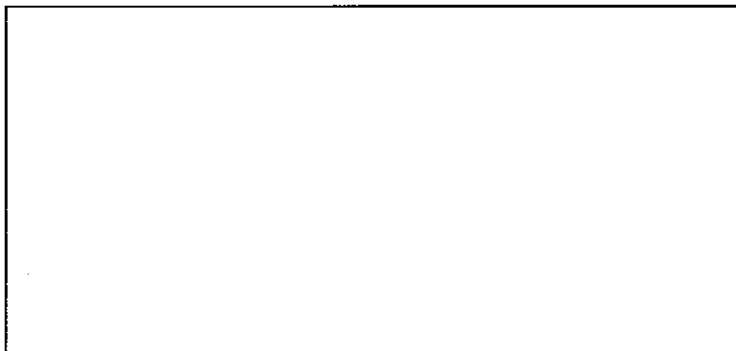
(By signing the above, I attest I am authorize to execute this Authorizing Resolution on behalf of the Participant)

ATTEST: Signature _____

 Printed Name _____

 Title _____

SEAL:



**ONLINE EDUCATIONAL PRODUCTS AND SERVICES ORDER
AMENDMENT**

This Amendment dated July 1, 2012 ("AMENDMENT") is between Indian River School District, located at 1990 25th Street, Vero Beach, FL 32960 ("Customer") and K12 Florida LLC located at 2300 Corporate Park Drive, Herndon, VA 20171 ("K12") and is issued pursuant to the terms of the Customer-completed Online Educational products and Services Order dated July 1, 2012, ("Order") which is incorporated into the K12 Online Educational Products and Services Agreement Terms (the "Terms"). This Amendment is incorporated into and is in all respects subject to the terms of the Order and the Terms and will become effective on the date this Amendment bears the signatures of both Customer and K12. All capitalized terms not defined in this Amendment will have the meanings assigned to them in the Orders or the Terms, as applicable.

The parties hereby agree as follows:

1. The Section labeled "**PERIOD**" is amended to read:

PERIOD: The period of this Agreement is as specified in the Order ("Period").

2. The Section of the Terms labeled **Price and Payment** is revised to read:

PRICE AND PAYMENT: The prices and billing terms for the products, services, and licenses will be as set forth in this Amendment. Invoices shall be submitted to Customer by K12 and full payment of such invoices shall be due by Customer no more than forty five (45) days from the date of an invoice. If full payment is not timely received, K12, in its sole discretion, may cease the provision of any or all products, services and licenses. Customer agrees to pay interest at one percent (1%) per month on any unpaid balance from 30 days after the due date in accordance with the Local Governmental Prompt Payment Act, Fla. St. Chapter 218. If Customer wishes to dispute any charge invoiced to Customer by K12 or its Affiliates, Customer must submit a good faith claim regarding the Disputed Amount, in a format clearly delineated to coincide with the format of the disputed invoice and with documentation as may reasonably be required by K12 and its Affiliates to support the claim no later than ninety (90) days after the date of the invoice.. K12 will provide written notice of any price increase to Customer at least ninety (90) days' prior to the start of the Renewal Period (if any) for which it would be applicable, Customer may, in its sole discretion, terminate the Agreement within thirty (30) days of such notice. Such termination will be effective at the end of the then-current Period or Renewal Period (if any).

3. **Dispute Resolution.** The phrase "Commonwealth of Virginia" in the Dispute Resolution section of the Terms is hereby replaced with the phrase "State of Florida."

ACCEPTED AND AGREED:

K12 FLORIDA LLC

INDIAN RIVER SCHOOL DISTRICT

By: _____

By: _____

Printed Name: _____

Printed Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

ONLINE EDUCATIONAL PRODUCTS AND SERVICES ORDER

This Online Educational Products and Services Order (this "Order"), dated as of July 1, 2012 (the "Order Effective Date"), is between Indian River School District, 1990 25th Street, Vero Beach, FL 32960 ("Customer") and K12 Florida LLC ("K12"), 2300 Corporate Park Drive, Herndon, VA 20171. This Order incorporates and is in all respects subject to the K12 Online Educational Products and Services Agreement Terms (the "Terms") that is published at <http://www.k12.com/online-educational-products-services-agreement-terms> on the date that this Order bears the signatures of both Customer and K12. All capitalized terms that are not defined in this Order will have the meanings assigned to those terms in the Terms.

I am authorized by Customer to enter into this Order for the products, services and licenses indicated herein, at the prices set forth below and pursuant to the Terms.

Accepted by Customer:

_____ (signature) _____ (date)

_____ (print name) _____ (title)

Accepted by K12:

_____ (signature) _____ (date)

_____ (print name) _____ (title)

1. Period.

Subscription July 1, 2012 through June 30, 2013, and is not applicable to a renewal period.

2. Territory. Students served by Indian River School District, FL.

3. Description of Educational Products. Customer will be provided the Educational Products specified in this Order.

K12 Full-time Enrollment Program for Students Taking 4 to 6 courses (Grades K -12).

The full-time K12 program consists of three components: courses, materials and educational tools and services.

Courses:

An enrollment portal into which Customer will enroll its students in the Territory into available K12 courses including Language Arts/English, Math, Science, History, Art, Music, available World Languages and, for grades 9 to 12, electives. Each full-time student concurrently enrolls in four to six courses. Customer is responsible for determining the proper placement of students in appropriate courses. Within two (2) weeks following K12's receipt of a completed account set-up form from Customer, K12 will provide access for Customer to enroll its students.

A Learning Management System (LMS) or "K12 Hosting Services" for the delivery of K12 courses and access to a synchronous collaboration tool and system generated reports on academic performance, attendance and progress.

Materials:

Instructional text or e-books, supplies and teaching tools (collectively, "Materials") for K-8 students. Materials for Customer's teachers and High School students are ordered separately. K12 will reclaim durable Materials by informing Customer and/or its students which Materials need to be returned and providing pre-paid return shipping labels. K12 Materials are intended

solely for the use of the teachers and the students enrolled in K12 courses to whom K12 provides the Materials. Customer shall not transfer or resell the Materials to any other person. If a replacement component is required or a durable Material is not returned, the Customer will be invoiced for the component or Materials (plus shipping, if applicable). Customer will provide K12 with reasonable assistance in obtaining durable Materials from students and their parents.

Educational Tools and Services:

Program launch and operational support, an online parent/mentor information session, learning management and technical support on K12 products and services. Supervision and implementation of year-end system rollovers.

Supplemental tests and study assistance, diagnostic tests, K12's Strategies for Success, access to an online community, an orientation course package, a teacher hotline and support website, access to a counseling system for high school students, a school messenger telephony service with automated alerts and a tool to assist identification of plagiarism.

- K12 Courses (including Aventa credit recovery): for student taking 1 to 3 courses, including, but not limited to, summer program enrollments. (Grades K to 12).

Courses

An enrollment portal into which Customer will enroll its students in the Territory into available K12 courses including Language Arts/English, Math, Science, History, Art, Music, available World Languages and, for grades 9 to 12, electives. Customer is responsible for determining the proper placement of students in appropriate courses. Within two (2) weeks following K12's receipt of a completed account set-up form from Customer, K12 will provide access for Customer to enroll its students.

A Learning Management System (LMS) or "K12 Hosting Services" for the delivery of K12 courses and access to a synchronous collaboration tool and system generated reports on academic performance, attendance and progress.

Materials

Instructional text or e-books, supplies and teaching tools (collectively, "Materials") for K-8 students. Materials for Customer's teachers and High School students are ordered separately. K12 will reclaim durable Materials by informing Customer and/or its students which Materials need to be returned and providing pre-paid return shipping labels. K12 Materials are intended solely for the use of the teachers and the students enrolled in K12 courses to whom K12 provides the Materials. Customer shall not transfer or resell the Materials to any other person. If a replacement component is required or a durable Material is not returned, the Customer will be invoiced for the component or Materials (plus shipping, if applicable). Customer will provide K12 with reasonable assistance in obtaining durable Materials from students and their parents.

- Aventa Original Credit and Credit Recovery Courses (Grades 6 -12)

The available Aventa licensed online educational courseware. Aventa may from time to time, in its sole discretion, deliver or otherwise make available to Customer certain updated courseware, which such updates shall also be subject to all of the Terms. Customer acknowledges and agrees that certain courseware and updates thereto may be designed to utilize separate textbook products or course materials and Customer shall be responsible for procuring such materials. All materials, assessments, and teacher guides provided directly by Aventa are included.

- Full-time Program with students taking 4 to 6 courses
 Courses-only for students taking 1 to 3 courses (not eligible for recruitment or administrator professional development)

4. Description of Services. Customer will be provided the following Services under this Order:

- Instructional Services: Customer will be provided qualified teachers, licensed as required by applicable state law, for instruction to enrolled students for selected courses.

- Aventa Hosting Solution: The set-up, configuration and hosting of the applicable courseware for the delivery of Aventa courses, solely for the provision of educational services to its students in the Territory enrolled in Customer's educational programs.

- Aventa Teacher Training:

Online Mentor Training: Required for Customer's Purchasing Aventa Credit Recovery and Original Credit Courses

5. Description of Other Related Products

RESERVED

6. **Fees.** For the Services and/or Products provided under this Order, Customer shall pay to K12 and/or its Affiliates the following Fees:

K12 Full-time Enrollment Program for Students Taking 4 to 6 courses (Grades K-12)

Costs set forth below for each Student are "not-to-exceed" figures. The components of the program will be billed separately to allow for materials returns, prorating fees for student withdrawal and for student consumption of fewer than 6 full year or 12 semester courses. The roll-up of the component level billing will "not exceed" the student level fees listed below.

K12 will invoice Customer for the components of the program as follows: K12 will invoice Customer as follows: (a) courses and educational tools and services will be billed equally over ten months; (b) materials will be invoiced upon shipment

Materials costs are refunded 100% if the student is withdrawn within 10 days of order placement, or 50% if the student is withdrawn between the 11th and 30th day. There is no refund or credit on materials for withdrawals occurring after 30 days. Fees will not be charged for a student for any month following notice to K12 of the student's withdrawal from the course. No other refunds, credits or cancellations are allowed.

For K-12 Program, including instruction from K12 teachers
\$3,995.00 per Student grades K through 12

For K-8 Program, not including instruction from K12 teachers
\$2,500.00 per Student taking 6 concurrent courses
\$2,160.00 per Student taking 5 concurrent courses
\$1,820.00 per Student taking 4 concurrent courses

For the High School Program, not including instruction from K12 teachers, or materials
\$2,500.00 per Student taking 6 concurrent courses
\$2,160.00 per Student taking 5 concurrent courses
\$1,820.00 per Student taking 4 concurrent courses

*Customer shall not be responsible for payments for enrolled students in such courses who withdraw from the program or are not promoted.

K12 Courses: for Students Taking 1 to 3 courses

Materials costs are refunded 100% if the student is withdrawn within 10 days of order placement, or 50% if the student is withdrawn between the 11th and 30th day. There is no refund or credit on materials for withdrawals occurring after 30 days. Fees will not be charged for a student for any month following notice to K12 of the student's withdrawal from the course. No other refunds, credits or cancellations are allowed. Special course material fee applies to lab sciences, advanced placement and technology courses.

K12 will invoice Customer as follows: K12 will invoice Customer as follows: (a) courses will be billed equally over ten months; (b) materials will be invoiced upon shipment

\$340.00 per Student per K-8 course with Materials and without K12 teachers
\$170.00 per Student per 9-12 course per semester without Materials or K12 teachers

\$124.00 per Student per 9-12 Credit Recovery course per semester without Materials or K12 teachers
 \$170.00 per K-8 course per semester for Mark¹² reading with materials, without teachers

Summer course billing is 100% upfront due to the condensed timeframe of the courses. No refunds, credits or cancellations are allowed.

K12 K-8 Materials Fees

\$100.00* per course

*Included in the fee for K12 Full-time Enrollment Program for Students Taking 4 to 6 courses for Grades K – 8.

K12 Proprietary High School Materials Fees for Students and Teachers

Customer is only charged the applicable fee if a course below is selected. Billed upon shipment, Materials costs are refunded 100% if the student is withdrawn within 10 days of order placement, or 50% if the student is withdrawn between the 11th and 30th day. There is no refund or credit on materials for withdraws occurring after 30 days.

Advanced Placement Environmental Science (SCI530A-AVT) (required for certain courses)

\$302.00 per Student per course

English course materials (Required for the following courses):

ENG 102A Literary Analysis and Composition I (Core)	\$80.00 per Student per course
ENG 103A Literary Analysis and Composition I (Comprehensive)	\$80.00 per Student per course
ENG 104A Honors Literary Analysis and Composition I (Honors)	\$80.00 per Student per course
ENG 106AG Literary Analysis and Composition I	\$80.00 per Student per course
ENG 202A Literary Analysis and Composition II	\$80.00 per Student per course
ENG 203A Literary Analysis and Composition II (Core)	\$80.00 per Student per course
ENG 204A Honors Literary Analysis and Composition II	\$80.00 per Student per course
ENG 206AG Literary Analysis and Composition II	\$80.00 per Student per course

Materials: In addition to the AP Environmental Science and English course materials selected above within this section (if any) by checking the appropriate boxes below, Customer requests all students to receive the following materials for the courses ordered. Billed upon shipment, Materials costs are refunded 100% if the student is withdrawn within 10 days of order placement, or 50% if the student is withdrawn between the 11th and 30th day. There is no refund or credit on materials for withdraws occurring after 30 days.

K12 Proprietary Course Materials Options	Electronic Materials <i>(Included in the cost of K12 Core Proprietary Courses)</i>	Physical Materials
Lab Science	<input checked="" type="checkbox"/>	<input type="checkbox"/> \$210.00 per student per course
Math, History, English	<input checked="" type="checkbox"/>	<input type="checkbox"/> \$80.00 per student per course
Non-Proprietary Course Materials <i>(These materials must be purchased unless designated as "optional". Customer may purchase these materials from K12, or Customer may elect to purchase these materials from a third party provider.)</i> Music and Art Electives AP Courses Technology software –(GAME DESIGN)	Customer will purchase the selected 3rd Party Materials from K12 <input type="checkbox"/> \$80.00 per student per course <input type="checkbox"/> \$120.00 per student per course <input type="checkbox"/> \$89.00 per student per course	Customer will purchase the selected 3rd Party Materials from a 3rd Party <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Graphing Calculators (optional)

 \$160.00 per student per course

World Languages Dictionary (optional)

 \$25.00 per student per course Aventa Subscription License (Per Enrollment):

Aventa provides a 28-day grace period for students who enroll. If a student withdraws within 28 days from when the student enrolls, Aventa will refund 100% of the course fees but only if this withdrawal was received in writing by Aventa by fax or email before the grace period ended. Enrollments under the subscription license model will be invoiced on a monthly basis.

AP Online Courses \$329.00 / Semester Course (Includes course, Aventa Hosting Solution, and Instruction)

Online Courses \$299.00 / Semester Course (Includes course, Aventa Hosting Solution and Instruction)

CR Online Courses \$199.00 / Semester Course (Includes course, Aventa Hosting Solution and Instruction)

Online Courses \$50.00 / Semester Course (Includes course and Aventa Hosting Solution)

 Aventa AP Materials Fees¹ (Required for certain courses)

Billed at upon shipment Materials costs are refunded 100% if the student is withdrawn within 10 days of order placement, or 50% if the student is withdrawn between the 11th and 30th day. There is no refund or credit on materials for withdraws occurring after 30 days.

 Advanced Placement Biology materials

\$328.00 per Student per course

 Advanced Placement Chemistry materials

\$339.00 per Student per course

 Advanced Placement Environmental Science materials

\$302.00 per Student per course

 Advanced Placement Physics B materials

\$289.00 per Student per course

 Aventa Training Complimentary Online Mentor Training: 2 Hour Virtual Session (Required for Customer's Purchasing Aventa Credit Recovery)

\$0 per two hour session

¹ Customer is only charged fee if applicable course is selected

**INTERDISTRICT VIRTUAL INSTRUCTION PROGRAM PARTICIPATION
AGREEMENT**

This agreement ("Agreement") is made and entered into this 12 day of June, 2012 by the School Board of Indian River County, Florida ("District") and the District School Board of Pasco County ("Pasco eSchool"), and provides as follows:

1. The term of this agreement is for the period of (1) year from June 30, 2012 to June 30, 2013 ("term"), unless cancelled by either side as provided herein.
2. District elects to participate in Pasco eSchool serving Grades K-5 option to meet the Virtual Instructional Program (VIP) requirements for its resident students in accordance with the terms of §1002.45 Florida Statutes.
3. District and Pasco eSchool agree to the terms and conditions contained in Attachments A, B, and C attached hereto and incorporated herein as true and accurate.
4. This Agreement shall be effective upon the date upon which it is signed by both Parties, whichever is later and shall replace any other agreements previously between the Parties as to a virtual school program.

DISTRICT SCHOOL BOARD OF
PASCO COUNTY

THE SCHOOL BOARD OF _____
COUNTY, FLORIDA

By: _____
Printed name: _____
Title: _____
Date: _____

By: _____
Printed name: _____
Title: _____
Date: _____

ATTACHMENT A

Scope of Work:

Pasco eSchool is to operate a K – 5 virtual school to provide a free, full-time 180-day online instructional program to eligible students during the 2012 – 2013 school year. Funding will be based on the regulations established by the Florida Department of Education in accordance with the Florida Statutes 1002.45. The District is to provide each student with all necessary instructional materials as defined by the Department and the Statute and through guidelines established by the District which may include a computer, a monitor, a printer and access to a reimbursement for Internet services. All students are required to participate in the state assessment program created in §1008.22, Florida Statutes, and all instructional staff must be highly qualified as identified by No Child Left Behind standards and hold valid Florida teaching certificates under provisions of Chapter 1012, Florida Statutes. All curriculum and course content must align to Florida's Sunshine State Standards. The District is to participate in Florida's school accountability system established in §1008.31, Florida Statutes. Pasco eSchool agrees to establish a student progression plan and other policies to support a virtual program in compliance with applicable Florida Statutes. As required in §1002.45, Florida Statute, a detailed curriculum plan is provided in Attachment C that illustrates how students will be provided services and be measured for attainment of proficiency in the Next Generation Sunshine State Standards for each grade level and subject.

Role of the District:

1. Assign District VIP students to Cost center 7001 under the appropriate provider by code and other actions required by Department.
2. Verify the enrolled students are residents of the District.
3. Provide testing locations for all students for the FCAT and to administer any required testing; to provide readiness screening for students entering grade K.
4. Provide any required services to support a student's Individual Educational Plan consistent with the legal requirements for serving students with special needs in a virtual school.
5. Designate to Pasco eSchool, a District Liaison to act for the District in all matters pertaining to this Agreement and to accept and approve all deliverables and invoices.
6. Report to the state for payment all students served under this Agreement as reported to the District by Pasco eSchool.
7. Pay Pasco e-School in accordance with Attachment B.
8. Provide information to parents and students about their rights to participate in District VIP.
9. Provide a diploma for graduating seniors.

ATTACHMENT B
Payment Terms and Conditions

Cost of Services for the 2012-2013 School Year:

1. *Annual Student Service Fee (Per funded full-time FTE.)*
 - **\$3,995.00 per full time student enrolled in the District's VIP.**
Payment will be prorated for any fractional FTE. Includes up to six (6) full credit courses per full-time student plus materials and reclamation of durable and unused goods.
2. *Annual Supplemental Instructional Services Fee*
(Payable as long as the student is reported during an enrollment survey period.)

In the event that legislation is altered or DOE implements differing requirements that require technology services be provided to additional students, the funding agreement will be addressed based on the new requirements.

Invoice/Payment Schedule:

- February 1, 2013 due on or before February 29, 2013 based on FTE reported in the FTE Survey 2 in October of 2012.
 - June 1, 2013 due on or before June 30, 2013 based on FTE reported in the FTE Survey 3 in February of 2013.
 - Final reconciliation July 31, 2013.
 - A final reconciliation will be performed of the Annual Fees based on the funded FTE paid to the District and the amounts paid to Pasco eSchool no later than July 31 of each year, starting in July 31, 2013. In the event that the Annual Student Fees paid to Pasco eSchool exceeds the number of FTE's funded to the District for students enrolled under this Agreement, Pasco eSchool shall refund the difference to the District no later than the following September 30.
- I. Pasco eSchool in delivering the services contracted for shall provide Deliverables in the form of instructional tools and supplies, instructional materials, and computer hardware and software as are necessary to deliver the Project, but will retain ownership of all such Deliverables.
 - II. To the best of the Contractor's knowledge, Pasco eSchool further warrants that as to each Deliverable produced pursuant to this Agreement, Pasco eSchool's production of the Deliverable and the District's use of the Deliverable, will not infringe on the copyrights of any third party. This provision applies to each work of authorship in which copyrights subsist pursuant to 17 U.S.C. Sections 102-105 and to each exclusive right established in 17 U.S. C. Section 106. To the best of Pasco eSchool's knowledge, in furtherance of this provision, Pasco eSchool warrants that:
 - a. As to each work of software or other "information technology" as identified in Section 287.012(15), Florida Statutes, in which copyrights subsist, Pasco eSchool has acquired the rights by conveyance or license to any third party software or other information technology, which was used to produce the Deliverables.
 - b. As to each image and sound recording incorporated into a Deliverable, Pasco eSchool has acquired the necessary rights, releases and waivers from the person whose image or sound is included, or from the holder of the copyrights subsisting in the literary, musical, dramatic,

pantomime, choreographic, pictorial, graphic, sculptural, motion pictures, audiovisual, work or sound recording from which the included image or sound was taken.

- III. If there is a modification to the rules and regulations approved by the State Board of Education in contradiction to the terms outlined in this Agreement, the Parties will amend the Agreement as necessary to bring the Agreement into accord with the rules and regulations so long as such change does not materially change the Deliverables as currently defined.
- IV. Both Parties will comply with all applicable laws including, but not limited to, those requiring confidentiality of student records.
- V. Pasco eSchool has filed for or is the owner of various trademarks and logos. The District will be granted the use of such logos and trademarks in connection with its virtual school offering but shall be limited to those services provided under this Agreement.
- VI. In no event will Pasco eSchool, its Board members, officers, employees, or agents be responsible or liable for the debts, acts or omissions of District, its officers, employees, or agents.
- VII. Method for Conflict Resolution - Any dispute concerning performance of the Agreement shall be decided by Pasco eSchool's designated Agreement manager, who shall reduce the decision to writing and serve a copy on the District. The decision shall be final and conclusive unless within ten (10) days from the date of receipt, the District files with Pasco eSchool a petition for an administrative hearing. Pasco eSchool's decision on the petition shall be final, subject to the District's right to review pursuant to Chapter 120 of the Florida Statutes. Exhaustion of administrative remedies is an absolute condition precedent to the District's ability to pursue any other form of dispute resolution; provided, however, that the parties may employ the alternative dispute resolution procedures outlined in Chapter 120.
- VIII. Without limiting the foregoing, the exclusive venue of any legal or equitable action that arises out of or relates to the Agreement shall be the appropriate state court in Pasco County, Florida; in any such action, Florida law shall apply and the parties waive any right to jury trial.
- IX. Termination - This Agreement may only be terminated before its expiration as follows: a) both Parties agree in writing to the termination; or b) if either Party materially breaches the Agreement and fails to cure such breach within ninety (90) days following written notification of such breach from the other Party, the non-breaching Party may elect to terminate.
- X. Debt Responsibility - As required by Florida Statutes, Pasco eSchool is responsible for all debts for the School District's virtual instruction program that arise out of Pasco eSchool's performance of this Agreement if the agreement is not renewed or is terminated. This does not excuse the District from paying any obligations incurred resulting from its obligations under this Agreement or from the payment of any debts incurred under this Agreement for termination, unless such termination is as provided for in Section X.
- XI. Contractor is required to comply with all requirements of §1002.45, Florida Statutes.
- XII. Contractor agrees to be bound by and meet all requirements in §1002.45, Florida Statutes, as may be amended from time to time, including, but not limited to, the requirements for background screening for all employees.

ATTACHMENT C

Detailed Curriculum Plan

General information

All students enrolled in the Pasco eSchool VIP program in grades K-5 will participate in their grade-level specific schedule, included in this document. All student schedules are subject to the approval of the District. The following represents the detailed curriculum plan for districts in the Virtual Instruction Program (VIP) for 2012-2013. Students performing above or below grade level may receive additional adjustments, subject to District approval as follows:

Students performing below grade level K-5

Students who are not performing at grade level will be placed in their appropriate grade-level courses but may receive additional content and instruction designed to address their deficiencies. Students who are not performing at grade level in math grades 3-5 may receive enhanced course content in math. The course codes will be the same as the standard course codes for these courses but the student's records will identify the supplemental instruction with the title "Verticy." Students who scored a level 1 or 2 on the FCAT Reading test will be placed in an Intensive Reading course using the Verticy curriculum. Health and Physical Education may also be waived for these students as necessary.

Students performing above grade level K-5

Students who are above grade level may receive enhanced course content in language arts, math, or science in grades 3 through 5. The course codes will be the same as the standard course codes for these subjects in grades 3-5 but the student's instruction will be differentiated to provide rigorous academic instruction to meet student needs. Students receiving this content will not qualify for any "gifted" designation within their resident district. Students who are well above grade level in math may receive a math course at one or more grade levels above their age-based grades with District approval.

In addition, students may be offered elective courses, with District approval. Further details about courses may be viewed on the Pasco eSchool website: <http://eschool.pasco.k12.fl.us>. All courses include detailed assessments to ensure student mastery of Florida requirements.

Pasco eSchool represents that to the best of its knowledge, all curriculum provided under this plan complies in all material respects to the Florida Next Generation Sunshine State Standards for each grade level and subject.

Kindergarten	Grade 1	Grade 2
Language Arts Math Science Social Studies Educational Technology (1/2 year) Art (1/2 year) Physical Education http://stage.calvertservices.org/pasco/curriculum/kindergarten/	Language Arts Math Science Social Studies Educational Technology (1/2 year) Art (1/2 year) Physical Education http://stage.calvertservices.org/pasco/curriculum/first-grade/	Language Arts Math Science Social Studies Educational Technology (1/2 year) Art (1/2 year) Physical Education http://stage.calvertservices.org/pasco/curriculum/second-grade/

Regular Track	Supplemental Instruction Track	Rigorous Academic Track
3rd Grade Language Arts Math Science Social Studies Educational Technology (1/2 year) Art (1/2 year) Physical Education http://stage.calvertservices.org/pasco/curriculum/third-grade/	Language Arts Verticy Intensive Reading Verticy Math 3 Science Social Studies Physical Education http://www.verticylearning.org/	Students will be provided differentiated instruction within appropriate content areas. This intervention may include placement in a course above grade level with District approval.
4th Grade Language Arts Math Science Social Studies with Florida State History Educational Technology (1/2 year) Art (1/2 year) Physical Education http://stage.calvertservices.org/pasco/curriculum/fourth-grade/	Language Arts Verticy Intensive Reading Verticy Math 4 Science Social Studies with Florida State History Physical Education http://www.verticylearning.org/	Students will be provided differentiated instruction within appropriate content areas. This intervention may include placement in a course above grade level with District approval.

Regular Track	Supplemental Instruction Track	Rigorous Academic Track
<p>5th Grade</p> <p>Language Arts Math Science Social Studies Educational Technology (1/2 year) Art (1/2 year) Physical Education</p> <p>http://stage.calvertservices.org/pasco/curriculum/fifth-grade/</p>	<p>Language Arts Verticy Intensive Reading Verticy Math 5 Science Social Studies Physical Education</p> <p>http://www.verticylearning.org/</p>	<p>Students will be provided differentiated instruction within appropriate content areas. This intervention may include placement in a course above grade level with District approval.</p>

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Sebastian Charter Junior High
782 Wave Street, Sebastian, FL 32958
772-388-883 / Fax 772-388-8815
www.scjh.org

July 13, 2012

Francis Adams, Ed. D.
Superintendent of Schools
1990 25th Street
Vero Beach, FL 32960

Dear Dr. Adams,

The Board of Directors of Sebastian Charter Junior High is requesting that the School District of Indian River County extend the deadline for SCJH to obtain a loan for at least \$1,000,000 for our new building and extend our contract to a 15 year contract with an ending date of June 26, 2026. The loan with the new Bank is in place and was approved by the SDIRC previously, however, we cannot go to closing until we get the written commitment from the USDA.

The USDA commitment we previously had obtained was with the former bank so the entire process had to be restarted with our new bank. There have also been some issues with the USDA having policy changes recently. Based on this, the date for loan closing may not make the July 31, 2012 deadline that was set by our deadline extension request approved at the January 10, 2012 School District of Indian River County Board Meeting.

The Board is requesting an extension to October 31, 2012, however it is anticipated that the loan will be closed before that date. It is understood that if SCJH does not obtain at least a \$1,000,000 loan by October 31, 2012 that the existing contract date will be in effect with an ending date of June 30, 2015. If you have any questions or need further information, please contact me at 772-538-4253 or Director Anita Taylor at the school.

Sincerely,

Martha L. McAdams, Ph. D.
Principal/Executive Director

SOARING PROUDLY INTO THE FUTURE

An equal opportunity educator and employer revised 7/1/12

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