

District School Board of Indian River County
1990 25th Street, Vero Beach, FL 32960
Business Meeting
Agenda

Date: May 12, 2015

Time: 6:00 p.m.

Room: Teacher Education Center (TEC)

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.

INVOCATION

Shortly before the opening gavel that officially begins a School Board meeting, the Chairman will introduce the Invocation Speaker. No person in attendance is or shall be required to participate in this observance and the personal decision of each person regarding participation will have no impact on his or her right to actively participate in the School Board's business meeting.

- I. CALL MEETING TO ORDER – Chairman McCain
- II. PLEDGE OF ALLEGIANCE TO THE FLAG AND PRESENTATION OF COLORS
- III. ADOPTION OF ORDERS OF THE DAY
- IV. PRESENTATIONS
 - A. Governor's Shine Award – Dr. Adams**
Recognition of Michael Coffey, Sebastian River Middle School Science Teacher, who received the Governor's Shine Award for his commitment and creative approach to teaching.
 - B. Sebastian River High School State Discus Champion – Dr. Adams**
Recognition of Sebastian River High School's Boys 3A Discus State Champion.
 - C. Sebastian River High School Rowing State Championship – Dr. Adams**
Recognition of Sebastian River High School's State Rowing Championship.
 - D. Vero Beach High School's Rowing Team Championship – Dr. Adams**
Recognition of Vero Beach High School's State Rowing Team Championship.
 - E. Vero Beach High School Girls Lacrosse State Championship – Dr. Adams**
Recognition of the Vero Beach High School Girls Lacrosse Team's State Championship.
- V. CITIZEN INPUT

VI. CONSENT AGENDA

A. Approval of Minutes

1. Goals Discussion held 4/28/2015
2. Superintendent Employment Agreement Discussion held 4/28/2015
3. Grading Calculations Workshop held 4/28/2015
4. Non-Bargaining Discussion Session held 4/28/2015
5. Business Meeting held 4/28/2015

Superintendent recommends approval.

B. Approval of Personnel Recommendations – Dr. Fritz

Attached is a list of personnel recommendations that includes personnel additions, terminations, and/or changes. Superintendent recommends approval.

C. Approval for Contract Renewal with The School Board of Seminole County to provide Reimbursement Services for the “School Match” Medicaid Administrative Claiming Program for 2015-2016 – Mr. Rynberg

The attached contract is a renewal contract for continuing services to provide Medicaid reimbursement services through the Administrative Claiming portion of the “Medicaid School Match” program. The School Board of Seminole County has been successfully participating as the lead billing agent for a consortium of 52 Florida Counties in the Administrative Claiming portion of this Medicaid program since October 2001. The Agreement shall commence on July 1, 2015, and conclude on June 30, 2016. Estimated cost: \$1,586.58. There is no increase in the cost from the previous year. Superintendent recommends approval.

D. Approval of Donation – Mr. Morrison

Sebastian River High School received a donation in the amount of \$1,500 from the Walmart of Sebastian. The funds will be used for the Sebastian River High School Chorus Department. Superintendent recommends approval.

E. Approval of Adult Education and Family Literacy Grant 2015-2016 — Mr. Rynberg

This discretionary/continuation grant will provide the District with funds (\$161,885) that will enable us to continue as well as expand our efforts to provide quality literacy education to adults and to English language learners. The Technical Center for Career & Adult Education (TCCA) served 694 students who enrolled in GED/ABE/ESOL in 2014-15 by providing instruction and offering career pathways. TCCA has collaborated with several agencies in an effort to better serve the citizens of Indian River County. No cost to the School District. Superintendent recommends approval.

F. Approval of the Extended Day Program Fee Schedule for 2015-16 - Mr. Rynberg

The Extended Day Program offers before and after school care services to all families with children, grades kindergarten through fifth grade. Students must be able to participate in a 1:20 (staff/student) ratio. The Technical Center for Career and Adult Education collaborates with thirteen elementary schools and serves approximately 1,050 students annually. The program added a one-day morning fee of \$5.00 per child

to assist those parents that need childcare only one morning each week or for an emergency. All other fees will remain the same from the previous year. The new Fee Schedule is attached for the 2015-2016 school year. Superintendent recommends approval.

G. Approval of the Technical Center for Career & Adult Education Tuition and Fees for 2015-2016 — Mr. Rynberg

According to the Workforce Development Fees Statute, Section 1009.22(3), Florida Statutes (F.S.), each School District must establish a fee schedule for students enrolled in Adult Education programs. The legislature establishes the fee schedule. Effective July 1, 2015, the 2015-2016 tuitions for Career Technical Programs are \$2.33 per contact hour (standard fee rate) for Florida residents and \$6.99 per contact hour for out-of-state students. Florida Statutes enables the District to collect a separate fee for student financial aid, capital improvement fee, and technology fee for career technical programs. A block tuition rate of \$30 per term for adult general education and English for Language Learners (ELL) programs and Life Enrichment Courses are \$3 per contact hour. These tuition and fees remain the same as the previous year. Superintendent recommends approval.

H. Approval of Technical Center for Career and Adult Education Calendar for 2015-2016 — Mr. Rynberg

School Board Administrative Procedure 2450, requires an annual approval of the Adult Education calendar by the Board. Attached is the 2015-2016 calendar for the Technical Center for Career and Adult Education. Superintendent recommends approval.

I. Approval of Out-of-County Student Admission to Indian River County from Brevard County for 2015-2016 – Mr. Rynberg

This is a request to attend school in Indian River County from Brevard County for the IB program at SRHS. Superintendent recommends approval.

J. Approval of Budget Amendment – Mr. Morrison

This request is for approval of the following budget amendment for fiscal year ending June 30, 2015:

Amendment # 2 – Special Revenue – Other

Superintendent recommends approval.

Added on 5/8/2015:

K. Approval of Out of State Travel Authorization for Sebastian River High School Rowing Team to Compete in National Competition in New Jersey– Dr. Adams

Sebastian River High School's Rowing Team has just qualified to compete in the National Rowing Championships in New Jersey on May 22 and 23, 2015. With travel time, the trip will cover 4 days. Risk Management has placed our insurance carrier on notice for this trip. Superintendent recommends approval.

VII. ACTION AGENDA

A. Public Hearing for Approval to Repeal Existing School Board Policy, #2520 and to Adopt New School Board Policy, #2520 Selection of Instructional Materials and Equipment – Dr. Adams

On March 24, 2015, the District School Board voted to set a public hearing date for the repeal of existing policy and the adoption of a revised policy, #2520 Selection of Instructional Materials and Equipment. The purpose of the change is to comply with Florida Statute and present practice. The policy change process was followed in accordance with Florida Administrative Procedures Act, Statute Statutes, and School Board Policy. Attached is a copy of the current policy and the new policy. Superintendent recommends approval.

B. Public Hearing for Approval to Repeal Existing School Board Policy, #5500 and to Adopt New School Board Policy, #5500 Student Conduct: Code of Student Conduct, Student/Parent handbook – Dr. Adams

On March 24, 2015, the District School Board voted to set a public hearing date for the repeal of existing School Board policy #5500 and the adoption of a new School Board policy, #5500 Code of Student Conduct, Student/Parent handbook. The purpose is to comply with School Board Policy 5500 Student Conduct under Chapter 120 F.S. Florida Statute, and present practice. The policy change process was followed in accordance with Florida Administrative Procedures Act, Statute Statutes, and School Board Policy. A copy of the current Code of Student Conduct that is being repealed is available on the District website. Attached is a copy of the new Code of Student Conduct to be adopted. Superintendent recommends approval.

C. Approval of 2015-16 Change in Salary Schedule for Part-time Instructors/Extended Day Program Part-time Staff – Dr. Fritz

During the last few years, salary levels for part-time Adult Education teachers and part-time Extended Day Program staff have become uncompetitive. A salary analysis of like positions has been conducted and the attached recommendations are being made as a remedy. The recommended adjustments will become effective July 1, 2015, with publication of the 2015-16 salary schedule. These positions are non-represented. They are being recommended at this time, so that recruitment and advertising for vacancies may commence. The programs that pay for the recommended salaries will be funded within the cost center's revenue stream. Superintendent recommends approval.

D. Approval of the 21st Community Learning Center Grant 2015-2016 – Mr. Rynberg

The School District of Indian River County (SDIRC) is proposing implementation of a 21st CCLC Program at two, high-poverty elementary schools; Sebastian Elementary and Treasure Coast Elementary. The District is requesting \$316,008 in 21st CCLC Program funding to support the proposed project activities. Depending on the availability of funds, the Florida Department of Education will provide funding to eligible applicants for five (5) years. The District was previously awarded a five-year 21st CCLC grant in 2009-2010 for Glendale Elementary and Pelican Island Elementary Schools. The proposal is submitted in partnership with The Learning Alliance, Substance Council of Indian River, Indian River County Sheriff's Department, Riverside Children's Theater, and other community agencies. The purpose of the centers is to (1) provide opportunities for academic enrichment, including supplemental instruction to support students in attaining increased skills in reading/language arts, mathematics, and science; and (2) offer students a broad array of supplemental services, programs, and personal enrichment activities that are designed to reinforce and compliment the regular academic program; and (3) provide adult family members of regular participating students extended opportunities for literacy and related educational and personal development. To accomplish these purposes, 21st CCLC will provide a range of high-quality, problem/project based, diverse services that support student learning and development. The 21st CCLC program will also provide opportunities for literacy and educational development to the adult family members of students served by 21st CCLC programs. The \$316,008 competitive grant will support School District efforts and strategies to improve outcomes related to student performance and the Moonshot Moment Goal to have 90% all students reading on grade-level by third grade. Superintendent recommends approval.

E. Public Hearing and Board Adoption of World Languages Instructional Materials – Mr. Rynberg

Pursuant to the Public Hearing to hear parent comments, the recommended materials for the World Languages Adoption were made available to the public for at least twenty (20) calendar days. As a part of the instructional adoption process, the School Board must receive public comment from parents of students during Public Hearing and meeting in accordance with School Board Policy 0169.1, *Public Participation*.

The World Languages Adoption Committee is recommending the attached textbook adoption for the 2015-2016 school year. The textbook list represents the committee's selected texts for the World Languages courses as listed. These materials will assist teachers in providing standards-based instruction for over 4,000 students in the aforementioned list of World Languages courses. A digital copy for each of the text purchases is included in this order. The cost of this adoption is approximately \$385,000.00. At this time, the School Board will receive

public comment and take action on the proposed World Languages Instructional Materials. Superintendent recommends approval.

F. Approval to Set Public Hearing Date and Adoption Date for World Languages Instructional Materials – Mr. Rynberg

As part of the adoption process, if needed, a Special Public Hearing will be held on June 23, 2015, at 3:00 p.m., in the TEC to hear petitions from parents of currently enrolled students regarding the World Languages textbook adoption. All parent petitions must be received no later than June 11, 2015, and must be submitted to Judy Smith in Curriculum and Instruction Department. Adoption materials and petition forms are available on the District homepage website at: <https://www.indianriverschools.org/> Superintendent recommends approval.

G. Approval to Purchase Secondary Math Instructional Materials – Mr. Rynberg

Pursuant to the Public Hearing to hear parent comments, the recommended materials for the Secondary Math adoption were made available to the public for at least twenty (20) calendar days. As a part of the instructional adoption process, prior to purchasing, the School Board had to receive public comment from parents of students during the Public Hearing and meeting in accordance with School Board Policy 0169.1, *Public Participation*. The Secondary Math Textbook Adoption Committee has recommended the attached textbook adoption list for the 2014-2015 school year. The textbook list represents the committee's selected texts for the secondary mathematics courses. A digital copy for each of the text purchases is included in this order. These materials will assist teachers in providing standards-based instruction for over 8,000 students in the aforementioned list of mathematics courses. The cost of this adoption is \$825,039.98. Superintendent recommends approval.

H. Approval to Amend Student Progression Plan (SPP) Grading Appendices for the 2014-2015 School Year for 7th – 12th Grades – Mr. Rynberg

Pursuant to HB 7069, signed on April 14, 2015, by Governor Scott, students enrolled in a course, specified in the course code directory, with an associated statewide standardized End of Course (EOC) assessment must take the EOC for such course. No additional final assessment (exam) may be administered in a course with an EOC assessment. The results from the EOC assessment must constitute 30% of the students' final course grade. This newly signed legislation is to be enacted immediately prompting the amendment of the current grade conversion charts in the 2014-2015 Student Progression Plan. To align with state law, the Student Progression Plan (SPP) Appendix B and C were updated. To address the Legislative EOC 30% course assessment requirements, Appendix E has been added. Superintendent recommends approval.

I. Approval of 2014-2015 Digital Learning Support Grant – Mr. Green

Approval is recommended for the Digital Learning Support Grant through the Florida Department of Education, Division of Technology and Innovation. Districts that are participating in the Race to the Top Grant are eligible to receive supplemental federal funding. The \$288,563.03 non-competitive grant will provide financial assistance to support the goals in the District's State-approved Digital Classrooms Plan. Funds provided to the District through this allocation will be used to purchase mobile carts with class sets of wireless devices necessary for students and teachers to access and interact with the secondary math and language arts digital curriculum. Superintendent recommends approval.

J. Approval to Piggyback the School District of Lee County, Florida RFP #R127035JM and the State of Florida Contract #880-000-09-1 to issue a Purchase Order to United Data Technologies for Classroom Audio Visual Systems at Liberty Magnet School - Mr. Morrison

Pursuant to School Board Policy 6320, the Superintendent's authority is limited to purchase commodities and/or contractual services where the total amount does not exceed \$50,000 and does not exceed the applicable appropriation in the District budget. This request is to grant the authority for the Superintendent to issue a purchase order to United Data Technologies (UDT) in the amount of \$181,561.50. The majority of classrooms throughout the District have been retrofitted with the District's standard audio visual system that includes an LCD projector, wireless microphones, speakers, and an integrated wall mounted control panel. Liberty Magnet currently has outdated equipment that was installed during the original construction. The equipment is failing and is beyond the expected refresh cycle. This purchase will equip all classrooms at Liberty Magnet with the District's current standard audio visual system. The price includes all equipment, installation, configuration, and testing. This purchase will be funded by the 0.6 voter approved millage. Pricing references two existing contracts: School District of Lee County, Florida RFP #R127035JM for IT Hardware, Software, and Equipment that expires June 4, 2015, and State of Florida Contract - 880-000-09-1 for Audio & Video Equipment and Accessories – (Extron and Epson) that expires February 2, 2017. Please see attached backup. Superintendent recommends approval.

K. Approval of Dr. Mark J. Rendell's Superintendent Employment Agreement - Chairman McCain

The Superintendent Employment Agreement between Dr. Rendell and the School Board of Indian River County will be available prior to the meeting. The Superintendent Employment Agreement includes a 3-year rolling term commencing July 1, 2015. Additionally, during the month of June, 2015, Dr. Rendell will serve in a consulting capacity to review information with the current Superintendent and otherwise transition into the Superintendent position. Chairman McCain recommends approval.

Added on 5/6/2015:

L. Approval of 2015-2016 Health Insurance Rates – Dr. Fritz

Attached are the 2015/2016 Health Insurance Rates that are being submitted to the Board for approval. The Blue Choice 800 plan will be discontinued. Two of the plans from the previous year will continue to be offered, with a decrease in co-pays to the Blue Options 5770 plan. Additionally, a new 'mid' plan, Blue Options 5772, will be offered to employees. The recommended rates are subject to negotiations with Indian River County Education Association (IRCEA) and Communication Workers of America (CWA). Superintendent recommends approval.

Added on 5/12/2015:

M. Approval of Amendment to the Teacher Evaluation Procedures (TEP) Manual – Dr. Fritz

The current Collective Bargaining Agreement between School District of Indian River County (SDIRC) and Indian River County Education Association (IRCEA) allows for a re-opener for retroactive legislative changes that affect teacher evaluations. Due to passage of House Bill 7069 and signature by Governor Scott, comprehensive assessment requirements have been removed from courses. This same bill also allows for a change in the minimum percentages for *student growth scores'* application to summative evaluations to a minimum of 33.333%. Currently, the *student growth scores'* impact can be as small as 20% or as large as 50% of the evaluation, with the remaining portion being based on observations by the supervisor. The legislation did not remove the requirement that a percent of evaluations be based on student performance. On May 11, 2015, IRCEA and SDIRC engaged in good faith negotiations regarding these changes and have tentatively agreed to amend the TEP Manual to derive all evaluations using 50% student growth and 50% instructional practice scores. Additionally, elementary art, music, and PE teachers' student growth metric is proposed to be limited to locally created assessments for just 4th and 5th grade students, rather than all grades. Superintendent recommends approval, contingent on IRCEA ratification.

VIII. SUPERINTENDENT'S REPORT

IX. DISCUSSION

Added on 5/8/2015:

A. New Grading System for 2015-2016 – Mrs. Simchick

X. SCHOOL BOARD MEMBER MATTERS – Chairman McCain

XI. INFORMATION AGENDA

A. Financial Report for Month ending February 2015 - Mr. Morrison

Attached are the Financial Reports for the month ending February 28, 2015.

XII. SUPERINTENDENT'S CLOSING

XIII. ADJOURNMENT – Chairman McCain

Any invocation that may be offered before the official start of the School Board business meeting is and shall be the voluntary offering of a private citizen to and for the benefit of the School Board pursuant to Resolution #2015-08. The views and beliefs expressed by the Invocation Speaker have not been previously reviewed or approved by the School Board and do not necessarily represent their individual religious beliefs, nor are the views or beliefs expressed intended to express allegiance to or preference for any particular religion, denomination, faith, creed, or belief by the School Board. No person in attendance at this meeting is or shall be required to participate in any invocation and such decision whether or not to participate will have no impact on his or her right to actively participate in the public meeting.

Anyone who needs a special accommodation may contact the School District's American Disabilities Act Coordinator at 564-3175 (TTY 564-8507) at least 48-hours in advance of the meeting. NOTE: Changes and amendments to the agenda can occur 72-hours prior to the meeting. All business meetings will be held in the Teacher Education Center (TEC) located in the J.A. Thompson Administrative Center at 1990 25th Street, Vero Beach, FL 32960, unless otherwise specified. Meetings may broadcast live on Comcast/Xfinity Ch. 28, AT&T Uverse Ch. 99, and the School District's website stream; and may be replayed on Tuesdays and Thursdays at the time of the original meeting. For a schedule, please visit the District's website at www.indianriverschools.org/iretv. The agenda can be accessed by Internet at <http://www.indianriverschools.org>.

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The District School Board of Indian River County met on April 28, 2015, at 9:00 a.m. The discussion was held in the Teacher Education Center located in the School District Office at the J.A. Thompson Administrative Center located at 1990 25th Street, Vero Beach, Florida 32960. District School Board Members attending were: Chairman Matthew McCain, Vice Chairman Charles G. Searcy, and Board Members: Claudia Jiménez, Dale Simchick, and Shawn R. Frost. Suzanne D'Agresta, School Board Attorney, was also present. Dr. Frances J. Adams, Superintendent of Schools, was not present.

2015-2016 Goals Discussion Minutes

Note: Ms. Jiménez was not present.

- I. Discussion was called to order by Chairman McCain

- II. Purpose of the Discussion Session – Chairman McCain
It was stated that goals needed to be set for the new school year prior to July 1, in compliance with the Superintendent's contract for evaluation. There were statements made that the discussion was premature.

Note: Ms. Jiménez was present.

Other subjects of discussion:

Mrs. Simchick reported that Representative Mayfield's office requested available dates from the School Board in regard to the Local Legislative Delegation meeting with the community that was historically held in December at Vero Beach City Hall. The request was not for a meeting with the School Board. It was noted that the School Board's Legislative Representative or designee would attend the meeting to present the School Board's Legislative Platform for 2016. There was concern that the Board's Platform may not be adopted by first week in August.

- II. Open Discussion on Goals for 2015-2016 School Year – Chairman McCain
This was the School Board's opportunity to talk about goals before meeting with the Superintendent. The following goals were discussed with consensus.
 - Academic Improvement
 - Direction for Desegregation Order to move forward with a timeline and documented progress/history
 - PR – Personal Relations Position
 - ESE Audit
 - Additional Resource Officer for High Schools
 - Internal AuditorIt was noted that the items listed above were budgetary issues.

Another item suggested was for feedback (data) from the local Community College (IRSC). It was suggested that during the year, Board Members may want to observe the Superintendent in action as part of the evaluation process.

Board Members reported on individual visits with outside entities; such as, ARC, Gifford Community, sharing of information under Board Member Matters at business meetings, and student transition plans, entitled, “Determining Student Needs”.

III. Next Steps – Chairman McCain

Chairman McCain stated that the Board would meet with the Superintendent on August 11 at 9 a.m. to discuss goals. The goals would, then, be adopted by the Board at a business meeting.

IV. Adjournment – Chairman McCain

With no further discussion, the session adjourned at approximately 10:06 a.m.

The District School Board of Indian River County met on April 28, 2015, at 1:00 p.m. The discussion was held in the Teacher Education Center located in the School District Office at the J.A. Thompson Administrative Center located at 1990 25th Street, Vero Beach, Florida 32960. District School Board Members attending were: Chairman Matthew McCain, Vice Chairman Charles G. Searcy, and Board Members: Claudia Jiménez, Dale Simchick, and Shawn R. Frost. Suzanne D'Agresta, School Board Attorney, was also present. Dr. Frances J. Adams, Superintendent of Schools, was not present.

Discussion Session on New Superintendent's Employment Agreement Minutes

- I. Discussion was called to order by Chairman McCain
- II. Purpose of the Discussion Session – Chairman McCain
To review the changes proposed regarding the employment agreement.
- III. Discussion – Chairman McCain
Chairman McCain stated that Dr. Rendell, through his attorney Thomas Gonzalez, reviewed the draft agreement and put forth changes for the Board to consider. A draft of the contract was distributed by Mrs. D'Agresta to the Board. After reviewing all changes and noting the changes requested by the Board, Mrs. D'Agresta said that she would send a copy of the revised agreement to the Board and to Dr. Rendell through his attorney, Mr. Gonzalez. She also said that she would ask Dr. Rendell, through Mr. Gonzalez, the questions posed by the Board as to the purpose of the changes requested by Dr. Rendell.

Ms. Jiménez handed out a “Summary of Expenses for Current Superintendent Position” prepared by Ms. Stang that contained information received from staff.
- IV. Next Steps – Chairman McCain
Chairman McCain said that he anticipated receiving the final agreement soon. If there were any additional changes, he would be required to call another discussion session.

With no further discussion, the session adjourned at approximately 2:36 p.m.

The District School Board of Indian River County met on April 28, 2015, at 2:47 p.m. The workshop was held in the Teacher Education Center located in the School District Office at the J.A. Thompson Administrative Center located at 1990 25th Street, Vero Beach, Florida 32960. District School Board Members attending were: Chairman Matthew McCain, Vice Chairman Charles G. Searcy, and Board Members: Claudia Jiménez, Dale Simchick, and Shawn R. Frost. Dr. Frances J. Adams, Superintendent of Schools; and Suzanne D'Agresta, School Board Attorney, were also present.

Grading Calculations Workshop Minutes

- I. Workshop was called to order by Chairman McCain.
Chairman McCain announced that the portion of the workshop pertaining to insurance was moved to Tuesday, May 5, at 4 p.m.

- II. Purpose of the Workshop – Dr. Adams
Dr. Adams said that the purpose of the workshop was to review compliance with legislative changes and rate changes, with the assistance of a large committee who worked on this all year. She turned the workshop over to Mr. Rynberg.

- III. Grading Calculations – Mr. Rynberg
Mr. Rynberg, with assistance from Mr. Mahon, using a PowerPoint presentation, gave a presentation on grading calculations. The background information included questions they received and the legislative mandate on grading calculations for end of course (EOC) exams. The goal was to review current grading appendices and to bring a recommendation to the Superintendent's Executive Team with a rationale for updating/changing the current grading appendices for grades 6-12. The second goal was to determine how to apply State end of course exam (EOC) scores to final grades using the 30% requirement. After presenting the information, Mr. Rynberg said that the Final Grading Calculations Committee and the Superintendent's Student Advisory Council recommendations for 2015-2016 school year were:
Goal 1
 - Use GPA model, with pluses and minuses.
 - Change grades 6-12 grading appendices in Student Progression Plan.**Goal 2**
 - Continue to use semester grading for all secondary courses
 - Apply end of course exam grade as 30% of each semester grade.Board Members were given an opportunity to ask questions and make suggestions.

IV. Next Steps – Chairman McCain

Dr. Adams said that she would bring the changes to the Board for adoption and, then, move forward to educate the community, staff, parents, and students. There was a request for more information to be emailed to all Board Members on examples of how the grade changes would affect students.

V. Adjournment – Chairman McCain

With no further discussion, the workshop adjourned at approximately 4:02 p.m.

The District School Board of Indian River County met on April 28, 2015, at 4:12 p.m. The discussion was held in the Teacher Education Center located in the School District Office at the J.A. Thompson Administrative Center located at 1990 25th Street, Vero Beach, Florida 32960. District School Board Members attending were: Chairman Matthew McCain, Vice Chairman Charles G. Searcy, and Board Members: Claudia Jiménez, Dale Simchick, and Shawn R. Frost. Dr. Frances J. Adams, Superintendent of Schools; and Suzanne D'Agresta, School Board Attorney, were also present.

Non-Bargaining Salaries Discussion Session Minutes

- I. Discussion was called to order by Chairman McCain
- II. Purpose of the Session – Dr. Adams
Dr. Adams said that employees covered under union contracts were discussed behind closed doors. However, before the Board were recommendations that she would like to bring to the Board for those not covered under union contracts.
- III. Non-Bargaining Salaries Discussion – Dr. Adams
Dr. Adams said that one of the goals this year was to bring fair and competitive wages before the Board. She said that these positions were not competitive in the market place. Dr. Adams said that there were salary inequities due to salaries being frozen for the past seven years. She explained how in many instances new employees leaped over those already in the District and in some cases above the supervisor's salary. This issued caused low morale issues.

Mr. Morrison said that there were 255 employees in the non-bargaining group or 12% of the District's workforce. He explained how inequity had developed over the years. Salary cuts received by non-bargaining employees included:

- elimination of the performance bonus
- elimination of the in-service incentive pay
- elimination of six paid holidays (all holidays),
- moved Assistant Principals down to eleven months,
- step increases were frozen for seven years
- layoffs
- Those who remained also had to endure an additional 5% salary cut. The results were that work duties were doubled up.

Mr. Morrison said that subsequent to 2011-12 school year, the Board restored salaries to the 2008-2009 levels and the Board in 2013-2014 gave a 2.75% increase across all levels of the steps. Dr. Adams explained that during that period of time the District had to cut \$34 million dollars from the budget. She said that it was a devastating few years from 2008-2011. Mr. Morrison gave examples of how a new employee was able to leap over employees that were here seven years. He also reviewed like-sized District Comparisons (Charlotte, Citrus, Martin, and Indian River). Mr. Morrison showed how Indian River ranked dead last in salaries. He also had a comparison using areas to the north and south (Indian River, Martin, St. Lucie, Brevard, and Volusia).

Dr. Adams said that the following recommendations would keep the District within the budget. Mr. Morrison said that they could do it this year but he was not sure about next year.

Recommendation: Eliminate the step schedule and establish a set competitive salary for Assistant Principals and Principals. Mr. Morrison said that it eliminated step increases, but it created a career path for Assistant Principals to move up to Principal positions.

Recommendation: Proposed revision to current salary schedules to reflect fixed salary amounts for school-based administrators (Principals and Assistant Principals) to reflect proposed adjustments for competitive salaries retroactive to first day of 2014-2015 contract, at an approximate cost to the General Fund of \$377,128.

Recommendation: Approve proposed revision to salary schedules to reflect a 2% across the board salary increase for all non-bargaining groups (excluding Principals and Assistant Principals) retroactive to first day of 2014-2015 contract at an approximate cost to the General Fund of \$189,843.

Currently, a salary study was being conducted for Professional Technical and another study would be done next year for other non-bargaining employees. The total 2014-2015 estimated budget impacts would be \$1,077,589. Dr. Adams said that there would be a phase in period.

Board Members were given an opportunity to ask questions and make suggestions. Board Members asked if there were other areas in the classrooms that needed those dollars and if there was any preparation for the future uncertainty of the budget. Other points were the cost to train new employees and the inequities that burn every day in the workplace.

Board Member salaries were included in this group of non-bargaining employees. Board Members agreed not to be included.

IV. Next Steps – Chairman McCain

Discussion with the Board resulted in the Board asking staff to wait until mid-May before committing funds for the 2014-2015 school year and the 2015-2016 school year going forward. At this point in time, the legislative session was not over.

V. Adjournment – Chairman McCain

With no further business, the meeting adjourned at approximately 5:24 p.m.

The District School Board of Indian River County met on April 28, 2015, at 6:00 p.m. The meeting was held in the Teacher Education Center located in the School District Office at the J.A. Thompson Administrative Center located at 1990 25th Street, Vero Beach, Florida 32960. District School Board Members attending were: Chairman Matthew McCain, Vice Chairman Charles G. Searcy, and Board Members: Claudia Jiménez, Dale Simchick, and Shawn R. Frost. Dr. Frances J. Adams, Superintendent of Schools; and Suzanne D'Agresta, School Board Attorney, were also present. Prior to the meeting, an invocation was given by Rev. Dan Holloway from Unity Spiritual Center Church.

Business Meeting Minutes

- I. Meeting was called to order by Chairman McCain.
- II. PLEDGE OF ALLEGIANCE TO THE FLAG AND PRESENTATION OF COLORS by Sebastian River High School's Naval Junior ROTC under the Direction of James R. O'Neal
- III. ADOPTION OF ORDERS OF THE DAY
Chairman McCain called for a motion. Mrs. Simchick moved approval of the Orders of the Day. Mr. Frost requested to move Consent H from the Consent Agenda. Mrs. Simchick amended her motion to move Consent H from the Consent Agenda. Ms. Jiménez seconded the motion and it carried unanimously, with a 5-0 vote. The Board voted unanimously in favor of the motion with a 5-0 vote.
- IV. PRESENTATIONS
 - A. **Environmental Learning Center – Mr. Rynberg**
Environmental Learning Center's new Executive Director, Molly Steinwald, introduced herself and talked about the Environmental Learning Center's relationship to the School District's students/teachers.
 - B. **Governor's Shine Award – Dr. Adams**
Postponed until the next business meeting.
 - C. **2015 Laurel Awards, Willie C. Regan Award for Educational Arts Leadership – Dr. Adams**
Recognition of Bridget Lyons, Indian River Academy Art Teacher, who received the first Willie C. Regan Award for Educational Arts Leadership.
 - D. **Council for Elementary Science International Award – Dr. Adams**
Recognition of Dustin Strate, Indian River Academy Teacher, who received a teacher award from the Council for Elementary Science International for his focus on getting low-performing students interested in science.

Mrs. Simchick recognized Melissa Sleeper, Science Teacher at Sebastian River Middle School and mentor for Mr. Strate, for being a recipient of the Einstein Award. Out of six hundred applications, Mrs. Sleeper was selected as one of forty to compete nationally. Mrs. Sleeper talked about her involvement in several organizations involving science.

V. CITIZEN INPUT

Luke A. Flynt requested to speak on testing.

VI. CONSENT AGENDA

Dr. Adams spoke to the Board about a change to the new job description regarding a Parts Expeditor. Mr. Morrison and Mr. Earman talked about the reorganization and need for the position. Ms. Jiménez moved approval of the Consent Agenda, with Consent H moved to follow the Consent Agenda. Mrs. Simchick seconded the motion. Ms. Jiménez recognized that the Math Team was going to Utah to compete. She also recognized the WeatherSTEM Project at Dodgertown. The Board voted unanimously in favor of the motion, with a 5-0 vote.

A. Approval of Minutes

1. Special Board Meeting held 3/31/2015
2. Discussion Session held 4/14/2015
3. Business Meeting held 4/14/2015

Superintendent recommended approval.

B. Approval of Personnel Recommendations – Mr. Fritz

Attached was a list of personnel recommendations that included personnel additions, terminations, and/or changes. Superintendent recommended approval.

C. Approval of Budget Amendments – Mr. Morrison

This request was for approval of the following budget amendments for fiscal year ending June 30, 2015:

- Amendment #2 – Debt Service Fund
- Amendment #3 – Debt Service Fund
- Amendment #2 – Capital Projects Fund

Superintendent recommended approval.

D. Approval of Donations – Mr. Morrison

1. Beachland Elementary School received a donation in the amount of \$1,000 from the Beachland Elementary School PTA. The funds would be used for the Beachland Elementary School fifth grade graduation.
2. Osceola Magnet School received a donation in the amount of \$2,896.72 from the Osceola Magnet School PTA. The funds would be used for art supplies for the Osceola Magnet School students.

3. Sebastian River High School received a donation in the amount of \$1,000 from Colin Joseph. The funds were donated to the Sebastian River High School Heather Anderson racing bike fund. The funds would be used to purchase a racing wheelchair for former student Heather Anderson, class of 1998, who was tragically injured in an automobile accident.

Superintendent recommended approval.

E. Approval to Dispose of Surplus Property – Mr. Morrison

This request was for approval to dispose of surplus property in accordance with Florida Statutes 274.05 and 274.06. The attached list represented property to be deleted from various inventories and/or for items that had been declared surplus. After Board approval, property would be traded in for its current value, recycled, and/or auctioned. It was requested that this property be deleted from the Fixed Asset Ledger. Superintendent recommended approval.

F. Approval of Memorandum of Understanding for the WeatherSTEM Donation Program for Dodgertown Elementary School – Mr. Morrison

Dodgertown Elementary School had been awarded the opportunity to become WeatherSTEM Donation Site. WeatherSTEM was a fun and educational program that provided a number of weather condition instruments, including a full service weather station with agriculture sensors, cloud camera, and custom web portal that displays the weather data and images, educational resources for teachers, and was an informational school presentation for all students. In addition, WeatherSTEM would provide the following services: Physical installation of the instruments and cloud camera, configuration of the devices into your network, On-site instructional session teaching your key stakeholders how to get the most out of WeatherSTEM, ongoing parts replacement, and technical support of the system. The approximate value of the materials and services was \$5,000. Superintendent recommended approval

G. Approval of Agreement Renewal to Exchange Use of Facilities and Equipment with the City of Vero Beach – Mr. Fritz

Approval was recommended for the renewal of a long-standing agreement between the City of Vero Beach and the School District. This agreement states that each party would provide the other the use of particular facilities and equipment, and would pay related costs, expenses, and fees for certain recreational or school activities and transportation needs. The agreement authorized the Superintendent to renew the agreement, annually, on behalf of the School District. Superintendent recommended approval.

H. Approval of Agreement Renewal with Environmental Learning Center for 2015-2016 – Mr. Rynberg

(Moved to follow Consent Agenda)

I. Approval of Out-of-State Travel for Vero Beach High School Math Team – Mr. Rynberg

A letter from Principal Shawn O’Keefe is attached in support of the Vero Beach High School Math Team attending the “National Mu Alpha Theta Convention”. The convention will be held July 18-24, 2015, and there will be a maximum of 18 students attending. The trip is funded through the joint efforts of the students and the Math Team fundraising. There is no cost to the School District. All travel insurance has been secured through Risk Management. Superintendent recommends approval.

J. Approval of Early Learning Coalition Contract Renewal with the Extended Day Program 2015-2016 - Mr. Rynberg

This is an Extended Day Program request for the renewal contract with the Early Learning Coalition to provide services for approximately 39 low-income families for the before and afterschool care program. This contract is effective from July 1, 2015, through June 30, 2016. Superintendent recommends approval.

K. Approval of Carl Perkins, Career and Technical Education Act Renewal for 2015-2016 – Mr. Rynberg

The Florida Department of Education Perkins IV, five-year, State Plan is extended through fiscal year 2015-2016; therefore, 2015-16 Carl D. Perkins is a continuation grant. The award of \$171,609 will provide funds for salaries of personnel whose responsibilities include: implement career and technical education activities that are aimed at developing technical skills, provide career guidance for students, organize work-based learning, and establish liaisons between education and business partners. No cost to the District. Superintendent recommends approval.

L. Approval of Continuation of Carl D. Perkins Postsecondary Grant Renewal for 2015-2016 — Mr. Rynberg

The 2015-2016 Continuation Grant of Carl D. Perkins Postsecondary will allow the Technical Center for Career & Adult Education to enhance the educational services in the health science programs. The funds received from this continuation grant, \$27,722, will pay the salary for the part-time nursing clinical teachers, equipment, and supplies for the health science programs. No cost to the District. Superintendent recommends approval.

M. Approval to Piggyback St. Lucie Public Schools Bid #14-33 for Fencing Contractors and to Issue a Purchase Order to Stuart Fence Company, Inc., for the Fencing Project at Sebastian River Middle School - Mr. Morrison

Pursuant to School Board Policy 6320, the Superintendent’s authority is limited to purchase commodities and/or contractual services where the total amount does not exceed \$50,000 and does not exceed the applicable appropriation in the District Budget. This request is to grant the authority for the Superintendent to issue a purchase order to Stuart Fence Company, Inc., in the amount of \$76,925. This purchase is as per the specifications, terms, and condition of St. Lucie Public Schools

Bid #14-33. This bid expires July 22, 2015. Please see attached backup. Superintendent recommends approval.

Chairman McCain stated that Dr. Adam requested to hear this item directly after the Consent Agenda.

Item Moved from Consent for Discussion:

H. Approval of Agreement Renewal with Environmental Learning Center for 2015-2016 – Mr. Rynberg

The Environmental Learning Center contract was an agreement to provide environmental educational services to the students during the 2015-16 school year. The Environmental Learning Center (ELC) would instruct third and fourth grade students during an on-site visit to the ELC. This program would service 2,560 students from our schools. Instruction was guided through the *Splash* curricula for third grades and an environmental education program for fourth grade students entitled *Lagoon Days*. The contract amount would be on a per class basis; \$340.00 for each 3rd grade class that attended and \$533.00 for each 4th grade class, plus transportation costs for an estimated total of \$80,000. Superintendent recommended approval.

Chairman McCain called for a motion. Ms. Jiménez moved approval of the agreement renewal with the Environmental Learning Center for 2015-2016. Mrs. Simchick seconded the motion. A Board Member moved this item because of the cost of \$31.25 per student. It was noted that the commercial liability insurance document was not properly marked. Board Member noted the unique opportunity for students and that the trip used to include first grade students before the recession. Hearing no further discussion, the Board voted in favor of the motion with a 4-1 vote. Mr. Searcy, Ms. Jiménez, Mrs. Simchick, and Chairman McCain moved approval of the motion. Mr. Frost voted against the motion. **Note:** See motion to reconsider and the new motion listed under Board Member Matters.

VII. ACTION AGENDA

A. Approval to Authorize the Chairman of the School Board and Superintendent to Execute and Deliver Second Amendment to Series 2010A Supplemental Trust Agreement (STA) and Second Amendment to Lease Schedule No. 2010A. – Mr. Morrison

On November 9, 2010, the School Board approved the issuance of \$26,261,841 in Certificates of Participation, Series 2010A (the "Series 2010A Certificates") via Resolution 2011-06 to finance the acquisition, construction, and equipping of Vero Beach Elementary School and certain other educational facilities. Subsequently, on September 11, 2012, the School Board approved a Technical Amendment with the Florida Department of Education, to utilize approximately \$20 million of the remaining proceeds of the Series 2010A Certificates for the reconstruction of Vero Beach Elementary, approximately \$3 million at Fellsmere Elementary for the addition

of a two story classroom building and approximately \$3.5 million at Treasure Coast Elementary for the addition of a classroom wing. In connection with such technical amendment, the First Amendment to Lease Schedule No. 2010A was approved in order to accomplish the substitution of such projects. On October 7, 2014, the School Board approved the First Amendment to the STA that amended Section 6.06 of the Series 2010A Supplemental Trust Agreement, removing the requirement to maintain a minimum \$5 million depository account with Regions Bank, the initial purchaser of the Series 2010A Certificates. The Second Amendment to the Series 2010A Supplemental Trust (the "Second Amendment to STA") amended Section 101 of the original STA to add the definition of the "Sinking Fund Forward Delivery Agreement" and amended Section 401(iii) of the original STA in order to allow the investment of sinking fund payments in a forward delivery agreement in order to pay the principal of the Series 2010A Certificates at maturity. The Second Amendment to Lease Schedule No. 2010A ("Second Amendment to Lease Schedule") amended the definition of "Supplemental Rent" to provide that Supplemental Rent shall also include any payments (other than sinking fund payments) due to a provider of the Sinking Fund Forward Delivery Agreement. Under the Master Lease, Supplemental Rent included various payments, but did not specifically provide for payments under a Sinking Fund Forward Delivery Agreement or other investment agreement. This change was being undertaken to permit the School Board to make certain required representations in the Sinking Fund Forward Delivery Agreement. The execution, delivery of the Sinking Fund Forward Delivery Agreement was anticipated to lower the debt service requirements for the Series 2010A Certificates going forward. In connection with the foregoing, Regions Bank, as sole holder of the Series 2010A Certificates, would also be consenting to the changes set forth in the Second Amendment to STA and Second Amendment to Lease Schedule. Superintendent recommended approval

Chairman McCain called for a motion. Mrs. Simchick moved approval to authorize the Chairman of the School Board and Superintendent to execute and deliver second amendment to Series 2010A Supplemental Trust Agreement (STA) and second amendment to Lease Schedule No. 2010A. Ms. Jiménez seconded the motion and it carried unanimously, with a 5-0 vote.

Chairman McCain recessed the business meeting at 6:42 p.m. to hold the special meeting of the Leasing Corporation. At the conclusion of the Leasing Corporation special meeting, the business meeting was reconvened at 6:44 p.m.

B. Approval to Piggyback Martin County School District RFP #5004-0-2012/JC for a Document Management System and to Issue a Purchase Order to Advance Processing & Imaging (API) – Mr. Morrison

Pursuant to School Board Policy 6320, the Superintendent's authority was limited to purchase commodities and/or contractual services where the total amount did not exceed \$50,000 and did not exceed the applicable appropriation in the District Budget. This request was to grant the authority for the Superintendent to piggyback the above referenced bid pursuant to the Florida State Board of Administration Rule 6A-1012 (4) and to issue a purchase order to API in the amount of \$134,135 for the initial annual fee and the recurring annual fees for subsequent years in the amount of \$28,749. OptiView was the name of the document management software that provided a secure, organized, and efficient electronic filing and retrieval system for our District records. This software solution was necessary for the efficient management of District documents. The initial departments slated to start with the electronic filing system were Finance, Personnel, and the Records Management Department. The referenced bid expired on June 18, 2015, and was slated to be renewed by the Martin County School District until June 18, 2018. The attached contract had been reviewed by the Board's Attorney for legal sufficiency. Superintendent recommended approval.

Chairman McCain called for a motion. Mr. Frost moved approval to Piggyback Martin County School District RFP #5004-0-2012/JC for a Document Management System and to Issue a Purchase Order to Advance Processing & Imaging (API). Mrs. Simchick seconded the motion. Board asked questions as to the sufficiency of the training, how long the contract was for, and if the contract was cancelled, how would the District get the information back? Mr. Morrison said that the District would receive a copy of the information on a quarterly basis. The Board voted unanimously in favor of the motion, with a 5-0 vote.

C. Approval to Dispose of Surplus Property for "Trade-in" Value to Acquire New Vision Screening Equipment – Mr. Morrison

This request was for approval to dispose of surplus property in accordance with Florida Statutes 274.05 and 274.06. The attached list represented property to be "traded-in" with School Health Corporation, for approximately \$6,000, to assist the District in procuring 22 new Titmus vision screening machines, with the assistance from a 3-year Blue Cross/Blue Shield grant awarded to the Learning Alliance in fiscal year 2011-2012. New machines valued at \$58,490 would be acquired less the "trade-in" value of \$6,600 for a net cost of \$48,586.36. It was requested that this property be deleted from the Fixed Asset Ledger. Superintendent recommended approval.

Chairman McCain called for a motion. Ms. Jiménez moved approval to dispose of surplus property for “trade-in” value to acquire new vision screening equipment. Mrs. Simchick seconded the motion and it carried unanimously, with a 5-0 vote.

D. Approval of Donation in the Amount of \$48,586.36 from The Learning Alliance for the Acquisition of 22 Vision Screening Machines– Mr. Morrison

During the 2011-2012 fiscal year, the Learning Alliance secured a 3-year Blue Cross/Blue Shield grant and would utilizing a portion of these funds from the grant to assist the District in purchasing 22 Titmus vision screening machines. The District currently had 22 assorted vision screening machines as part of its inventory; however, these machines were outdated and several were not repairable. The District wished to replace these machines at a total value of \$54,890; however, the vendor, School Health Corporation, had agreed to accept the District’s old machines for a trade-in value of approximately \$6,600. The remaining balance of \$48,586.36 would be paid for by the Blue Cross/Blue Shield grant. Superintendent recommended approval.

Dr. Adams asked that a correction be made to Action C correcting the dollar figure from \$6,000 to \$6,600. Chairman McCain called for a motion. Mrs. Simchick moved approval of the donation in the amount of \$48,586.36 from The Learning Alliance for the acquisition of 22 vision screening machines. Mr. Frost seconded the motion and it carried unanimously, with a 5-0 vote.

E. Approval to Enter Into Negotiations with Proctor Construction Co., for a New Classroom Building at Citrus Elementary RFQ #2015-19 - Mr. Morrison

The Facilities, Planning, and Construction Department requested that a Request for Qualifications for Construction Management at Risk (CMAR) be promulgated for a new classroom building addition at Citrus Elementary. The scope of work was for the construction of an approximately 15,500 square foot classroom building and associated site work. As per the Five Year Capital Outlay Budget, \$3,000,000 had been budgeted for this project. This amount included construction fees and FF&E (furniture, fixtures and equipment). As per Florida Statutes Ch. 287.055 F.S., it was recommended that negotiations proceed with Proctor Construction Co. Superintendent recommended approval.

Chairman McCain called for a motion. Mrs. Simchick moved approval to enter into negotiations with Proctor Construction Co., for a new classroom building at Citrus Elementary RFQ #2015-19. Ms. Jiménez seconded the motion. Board Member noted an error on page two of the attachment and asked why there was not more bidders. Mr. Chuma responded. The Board voted unanimously in favor of the motion with a 5-0 vote.

F. Approval of Fiscal Year 2015-2016 TRIM Planning Calendar and Budget Adoption Schedule – Mr. Morrison

Florida Statute 200.065 required School Districts to adopt their budgets within prescribed time schedules. In order to meet those requirements, the attached dates, times, and locations for the Board workshops; and the two public hearings were recommended for approval. Superintendent recommended approval.

Chairman McCain called for a motion. Mr. Searcy moved approval of fiscal year 2015-2016 TRIM Planning Calendar and Budget Adoption Schedule. Ms. Jiménez seconded the motion and it carried unanimously, with a 5-0 vote.

G. Approval of Career & Technical Agreement for Digital Tool Certificates with Certification Partners for 2015-16 – Mr. Rynberg

According to Florida Statutes 1003.4203, SB 850, each District School Board shall make available digital materials that leads to a Digital Tool certificate to indicate a middle school student's digital skills. This agreement with Certification Partners would enable the District to meet this requirement. At the middle school level, Computer Applications in Business 1 and 2 are Career & Technical courses the students would enroll to acquire Digital Tool Certificates. This would impact approximately 600 students at the four middle schools at the cost of approximately \$30,000. This would meet the needs of the students by awarding Digital Tool Certificates. A value of 0.025 full-time equivalent student membership shall be calculated for Digital Tool Certificates earned by students in the middle school grades. By entering into this agreement, each school could generate enough dollars towards paying the cost of the program. The Department of Education annually identified the Digital Tool Certificates funding list and Certification Partners was listed as a provider. Superintendent recommended approval.

Chairman McCain called for a motion. Ms. Jiménez moved approval of the Career & Technical Agreement for Digital Tool Certificates with Certification Partners for 2015-16. Mr. Frost seconded the motion and it carried unanimously, with a 5-0 vote.

VIII. SUPERINTENDENT'S REPORT

Dr. Adams reported on the Top Ten Percent Awards event with Mr. Frost at Vero Beach High School. She noted that testing was still being done at schools. Dr. Adams mentioned House Bill #7069, Title I meetings across the State, and that it impacted this school year. She said that she would bring back any suggestions and information as it came in.

IX. DISCUSSION

A. Update on Superintendent Contract Negotiations.

Chairman McCain gave an update on the Superintendent contract negotiations.

B. End of Course Exam Requirements

Mr. Searcy asked about the elimination of the State requirement for end of course exams. Dr. Adams explained the difference between the local assessment exams (art, PE, etc.) and the end of course exams (math, science, etc.) Mr. Green further explained the difference between the two exams, stating which exams were still required (math, science, etc.) and which exams were not required by the State (art, PE, music, etc.) but were needed for teacher evaluations. A Board Member asked to have a follow up at the next Board Discussion Session in May to see if there was anything the District could do to further reduce the number of tests being given to students. Board Member reported on her experience taking the online test.

X. SCHOOL BOARD MEMBER MATTERS – Chairman McCain

Mr. Frost reported on the Children’s Art Festival, the Congressional Art Awards that was sponsored by Congressman Posey, and the Economic Development Council meeting. He also attended the Pride of the Tribe at Vero Beach High School and Scholarship Night at Sebastian River High School, representing the Agnes Peebles Memorial Scholarship Program. He encouraged parents to apply for scholarships.

Mr. Frost asked the Board to reconsider the motion on the Environmental Learning Center **(Consent H.)** to enable him to change his vote to the affirmative. Mrs. Simchick ~~called for a motion moved~~ to reconsider the motion on the agreement to renew with the Environmental Learning Center for 2015-2016. Ms. Jiménez seconded the motion. The Board voted unanimously in favor of the motion, with a 5-0 vote. Mrs. Simchick ~~called for a motion moved~~ to approve the agreement to renew with the Environmental Learning Center. Mr. Frost seconded the motion and it carried unanimously, with a 5-0 vote.

Mrs. Simchick said that she was looking forward to the end-of-year school celebrations and graduations. She reported on the Sebastian City Planning and Zoning and thanked students for attending to see how government works. Mrs. Simchick thanked Dr. Adams for moving the School District forward in a positive direction.

Ms. Jiménez highlighted the Carl Perkins Career and Technical grant and read the list of career and technical classes offered to students. She gave an update on the legislative session. Ms. Jiménez encouraged the community to contact their legislators.

Mr. Searcy took the online test. He also stated that he read the 10th Grade World history Book and said that it was a shock. He said that it was real, real bad.

XI. INFORMATION AGENDA

A. Monthly Facilities Report – Mr. Morrison

XII. SUPERINTENDENT’S CLOSING

Dr. Adams mentioned that the high schools were comprehensive, in that the career and technical programs were offered at the high schools and not at separate centers. She reported on her attendance at the first, elementary track meet. The elementary track meet was named after Bill Wilson, as the “Bill Wilson Elementary Track Meet”. The Learning Alliance sponsored the Rocket “Read Across the Field” with an aerial photo taken. Dr. Adams closed the meeting with an update on the new J.A. Administrative Center.

XIII. ADJOURNMENT – Chairman McCain

With no further business, the meeting adjourned at approximately 7:34 p.m.

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CONSENT AGENDA 5/12/15

Personnel Recommendations

1. Instructional Changes
2. Instructional Leaves
Douglas, Yvonne – Storm Grove Middle, extend to 5/1/15-5/17/15
Nesper, Megan – Rosewood Magnet, change from 3/29/15-5/22/15 to 3/29/15-5/19/15
Newinski, Paige – Liberty Magnet, 4/22/15-5/4/15
3. Instructional Promotions
4. Instructional Transfers
5. Instructional Separations
Harbaugh, T. Viola – Storm Grove Middle, resignation 6/9/15
Mulligan, Aidan – Dodgertown, resignation 6/9/15
Newinski, Paige – Liberty Magnet, deceased 5/4/15
Shutes, Sarah – Glendale, resignation 6/9/15
6. Instructional Employment
7. Support Staff Changes
Waddell, Nancy – from Food Service 5.50 Worker to Gifford Middle 6.0 Food Service Cook/Baker 5/13/15
8. Support Staff Leaves
9. Support Staff Promotions
Bills, Michael – Physical Plant, from Air Conditioning/Refrigeration Mechanic to Building Automation Specialist 4/29/15
Zilnicki, Su-Ann – from Fellsmere Student Monitor to SRMS 5 hour Food Service Assistant 8/24/15
10. Support Staff Transfers
11. Support Staff Separations
Cornelison, Christine – Osceola Magnet, resignation 5/15/15
Davis, Leatha – Transportation, resignation 5/1/15
Jordan, Tiffany – Oslo Middle, resignation 5/5/15
12. Support Staff Employment
Casebolt, Robert – Physical Plant, Air Conditioning/Refrigeration Mechanic 5/13/15
Nobles, Brian – Physical Plant, Carpet Crew 5/13/15
Scott, Robert – Indian River Academy, School Computer Lab Assistant 5/13/15
Stephanoff, Christopher – Wabasso, Teacher Assistant 5/13/15
Vasilas, Nicholas – Physical Plant, Electrician 5/13/15
Weaver, Wendy – Wabasso, Teacher Assistant 5/13/15

13. Administrative Transfer
Seymour, Eric – from Oslo Middle Principal to Student Services,
District School Social Worker-11 months 6/8/15
14. Administrative Employment
15. Administrative ~~Leaves~~ Promotion
**Shields, Christi – Technical Center for Career and Adult
Education, from Occupational Outreach Coordinator to
Principal 5/18/15**
16. Approval of Placement in Instructional Substitute Pool
Barron, Daveon – Substitute Teacher 5/13/15
Jonsen, Phyllis – Substitute Teacher 5/13/15
Sandgren, Ryan – Substitute Teacher 5/13/15
Stalquist, Angela – Substitute Teacher 5/13/15
Von-Kohorn, Courtney – Substitute Teacher 5/13/15
17. Approval of Placement in Support Staff Substitute Pool
Biggs, Wycliffe – Substitute Bus Driver 5/13/15
Daughtry, Kimberley – Substitute Bus Assistant 5/13/15
Jordan, Tiffany – Substitute Food Service Worker 5/6/15
18. The following employees are recommended for the 2014
Summer School Programs, pending reappointment for the 2015-
2016 school year:

Title 1

Various Locations

Substitute Teacher

Elizabeth Testa

ESE Extended School Year

Sebastian Elementary

Teacher Assistant

Emily Proffit

Rizwana Hussain

Kimberly Lugli

Rebecca Williams

Osceola Magnet

Teacher

Martha Rubio

Wabasso

Teacher

Gene Hanley

Geri Guaragna

Cathy Brunicardi

Leonora Koenig

Elizabeth Larkin

Joanne Pagano

Danielle Sanetti

Sandgren, Ryan

Teacher Assistant

Lucille Mack

Self-Care Aide
Health Assistant
Student Support Specialist
Adaptive PE
Vision
Interpreter

Cecilia Carbajal
Leah Cromie
Itrelle Tookes
Lee Stinson
Bryanna Frengel
Sarah Gordon
Christi Saunders
Laura Hubbard
Karen Schuster
Carolyn Poindexter
Carol Dimascio
Sheila Clark
Alex Remy
Tom Moorehead
Kathy Myers
Jack Neville

Food Service
VBHS

SRHS

Tammy Humphrey
Arline Brege
David Simonton
Jacqueline Erney
Debbie Johnson
Wanda Shaw
Lena Clark
Charlene Ausby
Helen Aubsy
Adela Levy
Lacey Johns
Ellen Trampus
Natarsha Pressley
Helen Hitchcock
Vickie Zita
Lori Cleare
Bobby Jean Williams
Laporsche Mills
Sharntay Bryant
Marian Williams
Nancy Waddell
Mellisa Toperzer
Kimberly Newborn
Nancy Boell
Andre Escoto
Geri Mosher

Margaret Rich
Irma Montgomery
Diana Yanok
Patricia Liguori
Jennifer Rush
Joseph Susino
Korina Eutize
Margaret E. Thomas
Glenda Scott
Brittnia Bryant
Keyetta Hudson

Voluntary Pre-K

Osceola Magnet
Teacher

M. Lynn Clague
Ashley Pinho
Clarissa Merritt
Jill Halliday
Rebecca Elbersen
Karen Gray
Alexis Moyer
Julie Murphy
Jennifer Paulk
Melanie Reid
Kristie Rae

Sebastian Elementary
Teacher

Frances McDonough
Coletta Murray
Laurie Romance
Jeena Jones

Pre-K to K Transition Program for Treasure Coast Elementary

Pelican Island
Teacher

Teacher Assistant

Suzanne Rusin
Regina Wells
Stacey Bivins
Kathy Karinja

Extended Day Summer Camp Program

Sebastian Elementary
Staff

Angela Ellis

AGREEMENT

THIS AGREEMENT is made and entered into as of this 1st day of July, 2015, by and between

THE SCHOOL BOARD OF INDIAN RIVER COUNTY, FLORIDA
(hereinafter referred to as "SBIRC"),
a body corporate and political subdivision of the State of Florida,
whose principal place of business is
1900 25th Street, Vero Beach, Florida 32960

and

THE SCHOOL BOARD OF SEMINOLE COUNTY, FLORIDA
(hereinafter referred to as "SBSC"),
whose principal place of business is
400 East Lake Mary Boulevard, Sanford, Florida, 32773.

WHEREAS, both School Boards have a common and concurrent interest in providing data and sharing statistics for the purpose of being reimbursed for Medicaid Administrative Claiming activities.

NOW, THEREFORE, in consideration of the premises and of the mutual covenants contained herein and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereby agree to establish and maintain a process to determine statistically valid time sample results with approved staff as a function of the Medicaid Administrative Claiming reimbursement process. Both School Boards shall be subject to the following terms:

ARTICLE 1 - RECITALS

1.01 **Recitals.** The Parties agree that the foregoing recitals are true and correct and that such recitals are incorporated herein by reference.

ARTICLE 2 – SPECIAL CONDITIONS

2.01 **Term of Agreement.** The term of this Agreement shall commence on July 1, 2015 and conclude on June 30, 2016, unless terminated as provided herein.

2.02 Responsibilities of SBIRC.

- 2.02.1 Provide a pool of employee names who are eligible to be sampled based upon selected job codes in accordance with those allowable as stated in the School District Administrative Claiming (SDAC) Guide dated November 2013 and whose incumbents have the potential to engage in Administrative Claiming Activities. Only certain staff positions are to be included in the time study process upon mutual concurrence among all parties participating in this agreement and upon the review and approval of Agency for Health Care Administration (AHCA).
- 2.02.2 Monitor random moment samples, generated by the Electronic Medicaid Administrative Claiming System (EMACS) as provided by SBSC during four fiscal quarters in the school year.
- 2.02.3 Code the status of each sample moment to effectively and accurately record the performance of school district personnel activities as delineated in the Medicaid School District Administrative Claiming Guide.
- 2.02.4 Provide periodic training to SBIRC employees who will be responsible for coding the quarterly activities of district personnel delineated on the sample forms. Districts will be responsible for the training in accordance with Chapter 5 of the AHCA SDAC Guide.
- 2.02.5 Pay the SBSC prorated actual and reasonable costs among all districts participating based upon the percent of ESE FTE appropriated during the 2010-2011 school year. Your charge for the 2015-2016 fiscal year will be \$ 1,586.58 which will include the cost of office operations and the cost for clerical and administrative processing, consultation and technical assistance during the contract period. The above reference amount may be payable in equal quarterly installments or in one annual payment. This cost will be reviewed annually.
- 2.02.6 SBIRC shall maintain and be able to produce requested records and materials for AHCA audits.
- 2.02.7 Any recoupment of funds due to an audit exception, deferral or denial deemed appropriate by the AHCA will be the responsibility of the SBIRC, even after withdrawal from the program.

2.03 Responsibilities of SBSC

- 2.03.1 Pursuant to this agreement, SBSC will be acting solely as a data manager and data processor for SBIRC.
- 2.03.2 Annually collect school district calendars and scheduled work hours for relevant staff positions from SBIRC.

2.03.3 Quarterly collect personnel rosters from SBIRC and perform data entry relative to creating a sample pool of individuals.

2.03.4 Quarterly generate the prorated share of random moment sample forms utilizing the EMACS system.

2.03.5 One hundred percent of all returned random moment sample forms will be reviewed for the purposes of quality control. In instances where there is a disagreement on the coding of a particular sample moment form by the district coder, AHCA will be contacted, in writing, to ensure the consistency of activity selection. The University of South Florida student services IDEA Discretionary Project will be copied on any such correspondence.

2.03.6 Quarterly sample results will be share with all participating districts upon receipt from ACHA.

2.03.7 Retain all administrative claiming data in accordance with Medicaid and FDOE record retention requirements.

2.03.8 **Mutual Agreements**

Independent contractors: SBSC and SBIRC are independent contractors. Nothing contained herein shall constitute or designate either party's employees or agents as agents or employees of the other party. Each party remains solely responsible for its own cost report and claim that will be submitted to the Agency for Health Care Administration (AHCA).

2.05 **Indemnification.** Each party agrees to be fully responsible for its acts of negligence, or its agent's acts of negligence when acting within the scope of their employment and agrees to be liable for any damages resulting from said negligence.

ARTICLE 3 – GENERAL CONDITIONS

3.01 **No Waiver of Sovereign Immunity.** Nothing contained in this Agreement is intended to serve as a waiver of sovereign immunity by any agency to which sovereign immunity may be applicable.

3.02 **No Third Party Beneficiaries.** The parties expressly acknowledge that it is not their intent to create or confer any rights or obligations in or upon any third person or entity under this Agreement. None of the parties intend to directly or substantially benefit a third party by this Agreement. The parties agree that there are no third party beneficiaries to this Agreement and that no third party shall be entitled to assert a claim against any of the parties based upon this Agreement. Nothing herein shall be construed as consent by an agency or political subdivision of the State of Florida to be sued by third parties in any matter arising out of any contract.

3.03 **Non-Discrimination.** The parties shall not discriminate against any employee or participant in the performance of the duties, responsibilities and obligations under this Agreement because of race, age, religion, color, gender, national origin, marital status, or disability.

3.04 **Termination.** This Agreement may be canceled by SBIRC or SBSC upon no less than ninety (90) days notice, with or without cause: notice shall be delivered by certified mail, return receipt requested, or in person with proof of delivery.

3.05 **Records.** Each party shall maintain its own respective records and documents associated with this Agreement in accordance with the records retention requirements applicable to public records. Each party shall be responsible for compliance with any public documents request served upon it pursuant to Section 119.07, Florida Statutes, and any resultant award of attorney's fees for non-compliance with that law.

3.06 **Entire Agreement.** This document incorporates and includes all prior negotiations, correspondence, conversations, agreements and understandings applicable to the matters contained herein and the parties agree that there are no commitments, agreements or understandings concerning the subject matter of this Agreement that are not contained in this document. Accordingly, the parties agree that no deviation from the terms hereof shall be predicated upon any prior representations or agreements, whether oral or written.

3.07 **Amendments.** No modification, amendment, or alteration in the terms or conditions contained herein shall be effective unless contained in a written document prepared with the same or similar formality as this Agreement and executed by each party hereto.

3.08 **Preparation of Agreement.** The parties acknowledge that they have sought and obtained whatever competent advice and counsel as was necessary for them to form a full and complete understanding of all rights and obligations herein and that the preparation of this Agreement has been their joint effort. The language agreed to herein expresses their mutual intent and the resulting document shall not, solely as a matter of judicial construction, be construed more severely against one of the parties than the other.

3.09 **Waiver.** The parties agree that each requirement, duty and obligation set forth herein is substantial and important to the formation of this Agreement and, therefore, is a material term hereof. Any party's failure to enforce any provision of this Agreement shall not be deemed a waiver of such provision or modification of this Agreement. A waiver of any breach of a provision of this Agreement shall not be deemed a waiver of any subsequent breach and shall not be construed to be a modification of the terms of this Agreement.

3.10 **Compliance with Laws.** Each party shall comply with all applicable federal and state laws, codes, rules and regulations in performing its duties, responsibilities and obligations pursuant to this Agreement.

3.11 **Governing Law.** This Agreement shall be interpreted and construed in accordance with and governed by the laws of the State of Florida. Any controversies or legal problems arising out of this Agreement and any action involving the enforcement or interpretation of any rights hereunder shall be submitted to the jurisdiction of the State courts of the Eighteenth Judicial Circuit of Seminole County, Florida.

3.12 **Binding Effect.** This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns.

3.13 **Assignment.** Neither this Agreement nor any interest herein may be assigned, transferred or encumbered by any party without the prior written consent of the other party. There shall be no partial assignments of this Agreement including, without limitation, the partial assignment of any right to receive payments from SBIRC.

3.14 **Force Majeure.** Neither party shall be obligated to perform any duty, requirement or obligation under this Agreement if such performance is prevented by fire, hurricane, earthquake, explosion, wars, sabotage, accident, flood, acts of God, strikes, or other labor disputes, riot or civil commotions, or by reason of any other matter or condition beyond the control of either party, and which cannot be overcome by reasonable diligence and without unusual expense ("Force Majeure"). In no event shall a lack of funds on the part of either party be deemed Force Majeure.

3.15 **Place of Performance.** All obligations of SBIRC under the terms of this Agreement are reasonably susceptible of being performed in Indian River County, Florida and shall be payable and performable in Indian River County, Florida.

3.16 **Severability.** In case any one or more of the provisions contained in this Agreement shall for any reason be held to be invalid, illegal, unlawful, unenforceable or void in any respect, the invalidity, illegality, unenforceability or unlawful or void nature of that provision shall not effect any other provision and this Agreement shall be considered as if such invalid, illegal, unlawful, unenforceable or void provision had never been included herein.

3.17 **Notice.** When any of the parties desire to give notice to the other, such notice must be in writing, sent by U.S. Mail, postage prepaid, addressed to the party for whom it is intended at the place last specified; the place for giving notice shall remain such until it is changed by written notice in compliance with the provisions of this paragraph. For the present, the Parties designate the following as the respective places for giving notice:

To SBIRC: Superintendent of Schools
The School Board of Indian River County, Florida
1990 25th Street
Vero Beach, Florida 32960

With a Copy to: Dr. Michael Ferrentino
The School Board of Indian River County, Florida
1990 25th Street
Vero Beach, Florida 32960

To SBSC: Superintendent of Schools
The School Board of Seminole County, Florida
400 East Lake Mary Boulevard
Sanford, Florida 32773

With a Copy to: Dr. Michelle Walsh
The School Board of Seminole County, Florida
400 East Lake Mary Boulevard
Sanford, Florida 32773

3.18 **Captions.** The captions, section numbers, article numbers, title and headings appearing in this Agreement are inserted only as a matter of convenience and in no way define, limit, construe or describe the scope or intent of such articles or sections of this Agreement, nor in any way effect this Agreement and shall not be construed to create a conflict with the provisions of this Agreement.

3.19 **Authority.** Each person signing this Agreement on behalf of either party individually warrants that he or she has full legal power to execute this Agreement on behalf of the party for whom he or she is signing, and to bind and obligate such party with respect to all provisions contained in this Agreement.

3.20 **Excess Funds.** Any party receiving funds paid by SBIRC under this Agreement agrees to promptly notify SBIRC of any funds erroneously received from SBIRC upon the discovery of such erroneous payment or overpayment. Any such excess funds shall be refunded to SBIRC with interest calculated from the date of the erroneous payment or overpayment is noticed to the SBSC subject to confirmation of the overpayment by both parties. Interest shall be calculated using the interest rate for judgments under Section 55.03, Florida Statutes, applicable at the time the erroneous payment or overpayment was made by SBIRC.

IN WITNESS WHEREOF, the Parties hereto have made and executed this Agreement on the date first above written.

FOR SBIRC

(Corporate Seal)

**THE SCHOOL BOARD OF
INDIAN RIVER COUNTY, FLORIDA**

ATTEST:

By _____
School Board Chair

Superintendent of Schools

Approved as to Form:

School Board Attorney

FOR SBSC

(Corporate Seal)

**THE SCHOOL BOARD OF SEMINOLE
COUNTY, FLORIDA**

ATTEST:

Walt Griffin

Walt Griffin, Ed.D., Superintendent

By *Tina Calderone*

Tina Calderone, Chairman

Michelle Walsh

Michelle Walsh, PhD
Exceptional Student Education, Director
Witness

Melissa Hardin

Melissa Hardin
Medicaid Specialist
Witness

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SEBASTIAN RIVER HIGH SCHOOL

9001 Shark Boulevard • Sebastian, Florida 32958

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

Date : April 14, 2015
To : School Board Members
From : Todd Racine, Principal
Sebastian River High School
Regarding: Donation

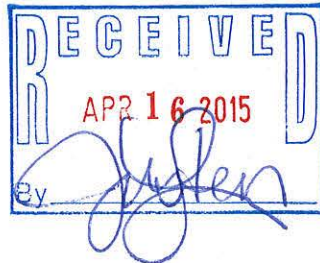
A donation of \$1,500.00 was received from Walmart of Sebastian. The funds were donated to Sebastian River High School's Chorus department.

The funds were used to offset the cost of the Kremlin concert held at Sebastian River High School. These funds were deposited into Sebastian River High school's internal funds account, titled chorus department.

Sincerely,



Todd Racine
Principal



" You Can't Hide That Shark Pride "

Todd Racine
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



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FLORIDA DEPARTMENT OF EDUCATION

Project Application

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) Program Name: <p style="text-align: center;">Adult Education and Family Literacy Adult General Education Competitive Fiscal Year 2015-2016</p> <p style="text-align: center;">TAPS NUMBER: 16B022</p>	<p style="text-align: center;">DOE USE ONLY</p> Date Received
B) Name and Address of Eligible Applicant: School District of Indian River County Technical Center for Career and Adult Education 1426 19 th Street Vero Beach, FL 32960		Project Number (DOE Assigned)
C) Total Funds Requested: <p style="text-align: center;">\$ 161,885</p> <hr style="width: 20%; margin: auto;"/> DOE USE ONLY Total Approved Project: <p style="text-align: center;">\$</p>	D) Applicant Contact & Business Information	
		Contact Name: Christi Shields Telephone Numbers: 772-564-4995
		Fiscal Contact Name: Sue Titus, Budget Analyst
		Mailing Address: 1426 19 th Street, Vero Beach, FL 32960 E-mail Addresses: Christi.shields@indianriverschools.org
		Physical/Facility Address: 1426 19 th Street, Vero Beach, FL 32960 DUNS number: 120754676 FEIN number: 596000673
CERTIFICATION		
<p>I, <u>Frances J. Adams</u>, 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.</p> <p>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.</p>		
E) _____ <p style="text-align: center;">Signature of Agency Head</p>		



**FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM**

A) Name of Eligible Recipient/Fiscal Agent: Adult and Community Education School/School District of Indian River County

B) DOE Assigned Project Number: _____

C) TAPS Number: 15B022

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
5400	1000	Salary: Full-time ABE/GED Teacher to provide direct instruction in Adult Education programs.	1	\$39,200	100%			
5400	1000	Salary: Full-time Career Pathway Teacher to conduct student orientation, CHOICES, and develop student career and education plans.	1	\$38,000	100%			
5400	1060	Salaries: Part-time ABE/GED/ESL teachers to provide direct instruction to students (3 teachers x 540 hours (36 weeks x 15 hours a week) x \$25/hour)	1	\$40,500	100%			
5400	2101	Employee Benefits, Retirement (.0741): Contributions to retirement plan for a full-time teacher	1	\$2,905	100%			
5400	2101	Employee Benefits, Retirement (.0741): Contributions to retirement plan for a full-time teacher	1	\$2,816	100%			
5400	2160	Employee Benefits, Retirement (.0741) Contributions to retirement plan for part-time teachers	1	\$3,001	100%			
5400	2201	Employee Benefits, Social Security (.0765) Contributions to retirement plan for a full-time teacher	1	\$2,999	100%			
5400	2201	Employee Benefits, Social Security (.0765) Contributions to retirement plan for a full-time teacher	1	\$2,907	100%			

5400	2201	Employee Benefits, Social Security (.0765) Contributions to retirement plan for a full-time teacher assistant	1	\$1,501	100%			
5400	2260	Employee Benefits, Social Security (.0765) Contributions to retirement plan for part-time teachers	1	\$3,098	100%			
5400	2401	Employee Benefits, Worker's Compensation (.01) Contributions for a full-time teacher	1	\$561	100%			
5400	2401	Employee Benefits, Worker's Compensation (.01) Contributions for a full-time teacher	1	\$365	100%			
5400	2460	Employee Benefits, Worker's Compensation (.01) Contributions for part-time teachers	1	\$405	100%			
5400	2301	Employee Benefits, Health Insurance Contributions for a full-time teacher	1.0	\$5,070	100%			
5400	2301	Employee Benefits, Health Insurance Contributions for a full-time teacher	1.0	\$5,070	100%			
5400	3300	Travel: Travel will support 2 instruction teachers attend the Adult Education Conference; expenditures for costs of registration (\$850); transportation (\$286); lodging (\$496) and meals (\$198) = \$1,830		\$1,830	100%			
5400	3900	Purchase radio announcements (\$800 per month for 3 months) for student recruitment		\$2,400	100%			
5400	5100	Supplies: Paper, file folders, pencils, handing file folders, portfolio folders, ink cartridges,		\$1,163	100%			
5400	7900	Indirect Cost (5%)		\$8,094	100%			
D) TOTAL				\$161,885				

Printed Name: Frances J. Adams

Signature: _____

Title: Superintendent

Date: May 12, 2015

DOE USE ONLY (Grants Management)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name:

.....

Signature:

.....

Title:

.....

Date:

.....

DOE 101S- Print version - Page 2 of 2
September 2011

Risk Analysis

Every agency must complete a Risk Analysis from effective July 1, 2015. The DOE 610 or 620 Risk Analysis Form will be required and approval must be gained prior to a project award being issued. This form has not been released from DOE.

1. Project Summary: The purpose of this Adult General Education grant proposal is to have **Technical Center of Career and Adult Education (TTCAE), School District of Indian River County**, provide in-county literacy/employability instructional services with community-friendly, equitable access. With, **\$161,885**, adult literacy services provision will include Adult Basic Education (ABE), General Education Development (GED), and English Language Learner (ELL) to those in need in Indian River County. The **four sites**, Fellsmere Elementary, 50 N. Cypress Street (Northern Site--ELL); TTCAE, 1426 19th Avenue (Central Site—ABE/GED/ELL) ; Citrus Elementary, 2771 4th Street (Central Site-ELL); and Sebastian River High School, 9001 90th Avenue (Northern ABE/GED), strategically located in neighborhoods throughout the county, will maximize program participation. Project priorities are the ease of access to literacy and employability instruction, parenting support for partnership in the educational development of children, and high school equivalency completion. TCCAIE collaborates with the Adult Literacy Service (ALS) of Indian River County by serving those ALS students that have progressed past the 6th grade. The ALS utilizes one of TCCAIE classrooms for evening tutoring. The **program objectives** include student recruitment by the Outreach Coordinator and effective instructional strategies for literacy improvement. The Outreach Coordinator recruits by distributing GED/ABE/ESL fliers and brochures at local businesses and community agencies and markets through the local news channels including a Spanish language newspaper, La Voz and local radio announcements. Teachers use proven effective instructional strategies that will result in improvement as measured by NRS Performance Measures in the retention and completion of students. Graphic organizers, personal journals, and reaction papers are three instructional strategies utilized by the

ABE/GED teachers to enhance reading speed and comprehension and writing ability as well as contextual learning. TCCAIE will increase the number and percentage of adult education students that enter postsecondary education and result in earning a certificate, degree, and/or industry credential by incorporating the Career Pathways System which includes using Florida CHOICES. The Career Pathway counselor will conduct student orientation of all new enrollees, financial aid workshops, and assist students in creating a career pathways plan. In the ELL programs, Rosetta Stone software assists students to categorize words and ideas, use repetition and consistency in instruction and gestures, and check for understanding. In **Indian River County**, TCCAIE provides ABE/GED/ELL instruction at **four (4) different sites**, offered during the day and evening times, to meet the needs of the residents of Indian River County and provides **family literacy services** at our ELL sites.

2. Project Need: Indian River County has pockets of poverty and a high need for additional English Literacy. The purpose of this grant is to bring intensive literacy and employability skills to low-income adults, primarily minority. According to the National Assessment of Adult Literacy 2003 study, while the national illiteracy rate improved, in Florida, it worsened. It also stated that in Florida, 20 percent of the 13 million adults lacked basic literacy skills and in Indian River County, 12 percent of the 96,967 people 16 years of age and over lacked basic literacy skills. Indian River County has been particularly affected by the on-going poor economic conditions. According to a report by the U.S. Department of Labor, State of Florida, Local Area Unemployment Statistics by County, during the month of March, 2015, Indian River County had a **6.3 percent of unemployment** which is first in the four-county area Martin (5.3), Okeechobee (6.0), St. Lucie (6.1) and Indian River (6.3). **Florida had 5.7 percent of unemployment** which is .6 percent lower than Indian River. TCCAIE has consistently provided for the improvement

of literacy skills of people who live in Indian River County. The outcomes of this project are to serve illiterate citizens of Indian River County with curriculum that would meet individual needs to improve their reading and math skills, prepare students to pass the GED, and provide them with the necessary skills to enter postsecondary education. This proposal would enable the hiring of ABE/GED and ESL teachers who would provide a variety of learning and tailor individualized instruction based on students' needs and learning styles. The identified needs of the targeted population with instructional services will be met through offering computerized software and text material. Gaps in services will be addressed by prescribing the areas of weaknesses using the TABE or CASAS scores of each student. The teachers need to be aware of the student's individual differences in learning, support, and structure and provide them with a caring, nurturing environment. Indian River County's 2008-12 Census states that 13.3 percent do not have a high school diploma; 14.8 percent spoke a language other than English spoken at home; which certainly makes the magnitude of the illiteracy problem justified. Indian River County's Census reports that 55.5% percent of foreign born populations are not a U.S. citizen. This project is focused on those with the greatest needs, and classes will be offered at different sites throughout the county.

3. Project Planning and Design

a) Measurable Goals

Goal	Activities	Methods
60 percent of students enrolled in ABE/GED/ESOL will complete one education function level (EFL) in one	Use appropriate curriculum and software (A+ Learning System, Rosetta Stone);	After the initial assessment, all students will set a quarterly educational goal. The teacher will assist the student by writing down the goal and assure the student that he/she is there to help the student achieve that goal. Weekly monitoring occurs by the teacher to

<p>academic area by June 30, 2016.</p> <p>100 percent of students enrolled in ABE/GED will be exposed to Choices and encouraged to establish an account</p>	<p>Assess using TABE and CASAS ABE/GED orientation provided by the Career Specialist</p>	<p>ensure that the student is making progress towards his/her goal. After two months, the student will be assessed to determine his/her progress. This will continue throughout the year so a student could be assessed on six different occasions.</p> <p>Prior to students attending ABE/GED classes, they must attend an orientation session which includes accessing Choices, taking their first on-line TABE test, rules and regulations, local career choices, and post-secondary educational career options.</p>
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b) Past Effectiveness: TTCAE has consistently provided for the improvement of literacy skills of people who live in Indian River County. According to 2013-14 Fact Book, WDIS student data base for TCCAIE, the district served **845 ABE/GED/ESL students during the 2013-14 school year; 1,252 LCPs were awarded; and 464 students or 55% completed a level.** Currently, students take classes by attending ABE/GED at: Central location (day and evening), TCCAIE GED Lab; northern location (evening), Sebastian River High School. ESL students can attend classes at the central locations of Citrus Elementary (evening) and TCCAIE Center (day and evening); and northern location (evening) Fellsmere Elementary.

c) Serving Those Most in Need: The district accepts all students into its programs but targets those who are born in a foreign country and are illiterate and/or English deficient; adults, 16 years and older, who do not have a secondary diploma and are not enrolled in a secondary school; and incarcerated adults (16 years and older). There is an on-going

collaboration with district schools and counselors, the Adult Literacy Service of Indian River County, Inc., and the Indian River County Jail in an effort to offer services and ensure that all who need services are identified and informed. Services are promoted in all advertising which includes quarterly schedules, fliers, educational TV channel, radio announcements, web site, and news releases for local newspapers. Offering adult career programs, TCCAIE can offer literacy instruction to those students who don't meet the state academic standards i.e. LPN students who score at an 8th grade level on the TABE would need to take classes until they score above the 11th grade level. TCCAIE's Occupational Outreach Coordinator delivers schedules, brochures, and information in English and Spanish (Hispanics are the most served) concerning the ABE/GED and ELL classes especially at locations that indicate a low income or poverty status is present. TCCAIE's ESL program in Fellsmere has a large population of ESL students. According to Census 2000, 54.2 percent of the residents in Fellsmere have less than a 9th grade education and 16.7 percent did not have a high school diploma. Families are served at Citrus Elementary where a teacher assistant serves the children by providing reading and math activities, homework, and academic games. The families participate in various projects that involve both the parent and child.

d) Methods: TCCAIE's project uses effective educational practices such as phonemic awareness, systematic phonics, fluency and reading in three distinct curricula: 0-5.9; 6-8.9; and 9-12. The lower curricula are teacher developed using state standards and applied individually based on the analysis of individual TABE results and subsequent individual progress. TCCAIE recently purchased Pearson's online curriculum software, "MyFoundationsLab." This software is a learning tool that is aligned with other instructional materials and is offered to ABE/GED registered students that is accessible at any location i.e. the library, classroom, home. ESL teachers utilize Life Skills, Focus on Phonics, Side by Side and a variety of supplemental curriculum materials. Instructors

administer CASAS to students which allows them to place the students in the appropriate levels and measure the students' progress. In addition, the Rosetta Stone software system is used extensively with ESL students but the teachers conduct classroom activities using the textbooks and instructional materials also. These activities provide real-world learning so the students gain the skills necessary for the workplace. Teacher strategies are employed and help the students retain the information include group work, cooperative writing, and pair work where the students share ideas or complete a task together. TCCAЕ offers an EL/Civics preparation class in connection with our ELL classes once a student scores in the low intermediate level for ESL or basic beginning level of ABE. The focus of the course is learning about U.S. history and government and naturalization. Desk and laptop computers and network connectivity are available at all sites. Teachers combine auditory, computerized and text materials to deliver instruction. One GED lab (Vero Beach) is open during daytime hours and four evenings per week while the second lab (Sebastian) is offered four evenings per week. All programs operate on an "open" lab model. GED testing is done monthly with several special testing sessions for students with disability or language exceptions. During the year, teachers will attend professional development activities including Adult Education Conference and the webinars that address adult general education. The Career Pathways counselor will attend workshops offered by The Institute for Professional Development of Adult Education and the National Career Pathways Network Conference.

e) Adult Career Pathways: Upon registration, an orientation is scheduled for the student and presented by the Career Pathway Counselor which includes career exploration and planning that promotes career pathways opportunities for adult learners. Each student receives a packet that provides them with information concerning potential funding sources for career programs, labor statistics on earnings and education, fastest growing occupations in Florida, and career clusters. The counselor introduces the software,

CHOICES, and the students have an opportunity to access it during orientation and any time they can log on a computer. The students are provided with a list of local postsecondary career institutions that create greater opportunities for them to transition to postsecondary education and workforce training programs. The staff at TCCAIE is well-informed about the career programs offered at this institution as well as career opportunities offered at other local postsecondary institutions. The goal is to ensure that every student knows the availability of career options. The instructors are integrating reading, math, and language skills with the student's career choice i.e. measuring the dosage of a medicine for the student who desires to become a nurse.

f) Staffing: Through this literacy grant, TCCAIE employs full-time and part-time ABE/GED teachers, part-time ESL teachers, and a part-time teacher assistant. TCCAIE hires certified, professional teachers according to the guidelines of the State of Florida. Employment practices are based on School Board Rule 2.15, Prohibition of Unlawful Discrimination and Harassment (Employees) Applicants for Employment. The duties of these positions are outlined in each job description which can found using the District's website, www.indianriverschools.org. As is stated in the job descriptions, the qualifications, knowledge, skills and abilities of well-trained instructors are employed. These instructional staff provide curriculum that helps students improve their literacy skill which is in perfect alignment with the goals of this proposal. It is their responsibility to prepare students for academic and personal success through obtaining the necessary skills required to pass the GED. Through this grant, TCCAIE provides a Career Pathways counselor who ensures a smooth transition from GED to earning a certificate or degree from a Technical and/or College postsecondary education. The counselor instructs students by using Florida CHOICES, the state career information delivery system provided by the Florida Department of Education. An Occupational Outreach Coordinator, who, along with the teachers, is responsible for recruitment and retention of

adult students, performs activities throughout the community and informs the community of opportunities available through TCCAE programs. TCCAE has a full-time data entry clerk who is responsible for inputting all data for students. The coordinator who oversees this project and part-time evening specialist are constantly monitoring the progress of students to accomplish the expected outcomes of this proposal as listed on Adult General Education Performance Targets Form.

g) Coordination: The Adult and Community Education School includes a collaborative effort among community agencies that will solidify our efforts to expand services and better meet the needs of the community. TCCAE does not subcontract services to another entity. TCCAE has developed a close relationship with the Career Source Research Coast in Indian River County where clients are referred to adult general education and career/technical classes. TCCAE and Adult Literacy Service (ALS) of Indian River County have a long-lasting, positive relationship. ALS uses volunteer teachers for Adult Basic Education and has coordinated with TCCAE for many years, sending its students, who have progressed to the sixth grade level, to TCCAE for continued education. TCCAE continues its coordination with ALS in order to best serve the community. Further coordination exists with the Indian River County Sheriff's Department. TCCAE provides GED preparation classes at the jail two evenings or 6 hours per week. In order to provide instruction throughout the county, TCCAE utilizes schools where they provide classrooms and computers that enable our instructors to educate students who didn't achieve a high school diploma or desire to learn the English language.

h) Flexible Schedules and Support Services: The educational services offered at each location are equipped with certified instructors, have flexible hours and days, and use an open-entry/open-exit format. TCCAE has always strived to offer educational services where and when it is most convenient for students to attend. By doing this TCCAE has been successful in reaching students who would not be able to attend due to

transportation or work hour barriers. TCCAIE offers support services and accommodations to ensure inclusion for persons with disabilities and other special needs during class time; and, the GED test, if approved by DOE. As needed, programs are expanded to accommodate changes of location and/or number of students.

i) English Literacy: The TCCAIE provides English literacy to help immigrants and others who have not yet developed proficiency in English to acquire the basic knowledge and skills they need to function effectively as parents, workers, and citizens. The ESOL classes serve those who have a limited ability in speaking, reading, writing, or understanding the English language; whose native language is a language other than English; or who live in a family or community where a language other than English is the dominant language. The CASAS develops a prescription of learning and each time the students are retested, the teacher keeps track of their progression for individual students. Rosetta Stone software and Side by Side textbooks ensures the advancement and success of our students. The enrollment in the English literacy programs has declined dramatically which is why there are only four locations throughout Indian River County.

j) Management Information: Information Services (IS) uploads TCCAIE's records using TERMS and the Workforce Development Information System (WDIS). TCCAIE's data entry clerk enters Literacy Completion Codes (LCP) which allows programs to be monitored for effective, efficient operation through feedback from survey data submitted to the Florida DOE. Accountability measures are recorded on an ongoing basis and TCCAIE uses the NRS annual report as a guideline. The Coordinator and Outreach Coordinator attended a workshop on Data Use Training where the participants learned standard practices for collecting quality data and how to use local and state data for program improvement to sell your program and propose changes. TCCAIE and Information Systems personnel participate in NRS, WDIS and DOE training.

k) Data Collection Requirements: The registration, student CASA, and student TABE forms that contain the data elements required are securely filed in the records specialist's office as well as inputted in FOCUS, student management software. TCCAE has a notebook that contains the policies, procedures and forms for student intake and exit and pre- and post-testing of students that each teacher receives upon employment with TCCAE. Each year, the teachers attend meetings where these policies and data (especially the NRS) are reviewed and discussed in detail.

l) Student Data Reporting: TCCAE and IS export test data (TABE, CASAS) once a month and import the data into FOCUS, student management software. This data is populated with each student's record and the TABE and CASAS results on "Test Record" panel in TERMS and is available upon request. The TCCAE will collect data and produce monthly reports which identify missing, incomplete, and out-of-range data on a monthly basis.

4. Evaluation: The Coordinator oversees the data collecting and reporting to the NRS and State Reporting System. It is critical that the Coordinator understands the importance of this data, the intended outcomes and the methods for examining the effectiveness of implementation strategies when explaining it to the instructional staff. The IS Department provides the coordinator with a cross-window data reporting comparisons by program and survey. This provides the coordinator with a snap-shot of where TCCAE needs to focus for each student. This will result in a meeting of the coordinator and all the GED/ABE/ELL teachers where a discussion will take place and strategies for implementing appropriate changes. Evaluation is conducted regularly by reviewing the test results achieved by enrolled students in ABE/GED/ESL programs. A Literacy Completion Point (LCP) is earned and recorded when the teacher submits the post testing results. For ESL students, the earned LCP is measured by advancement on the CASAS. For ABE/GED, the earned LCP is measured by advancement on the TABE. The methods for evaluating this project

will include the measurable objective of meeting **60 percent** of students enrolled, one education functioning level (EFL) in one academic area (reading, language, or math) by **June 30, 2016**. By accomplishing this objective, the school will produce the quality of instruction through student achievement and quantitatively will be shown with percentages. The participation in WEDDAC has assisted IS and the coordinator in understanding the way data is submitted using WDIS. Students who attend the orientation sessions will sign and date the attendance log and the agenda states what items will be covered i.e. Choices. A report of students who complete orientation will be generated by the Career Specialist. The TABE is the prescription for all students to begin their ABE/GED classwork. Students' attendance will be posted in TERMS, our student information software.

5. Support for Strategic Plan: TCCAE recognizes the importance of strong reading skills for all students and supports students who require bolstering of these skills in ABE/GED/ELL programs. The occupational specialist counsels students experiencing difficulty and the coordinator will make recommendations concerning strategies to the ABE/GED/ELL teachers in an effort to help students compensate for lack of such skills. In TCCAE, students with deficiencies are supported by teachers who provide individual attention and extra help. This school will continue to provide tutoring for students and provide them with materials that are focused on the specific content areas needed such as math and science curriculum. Supporting the Florida's State of Education Strategic Plan, TCCAE's goal is to support highest student achievement by utilizing our curriculum and assessment by providing direction instruction and developing strategies to meet the highest student achievement, Goal 1 of the Strategic Plan. The school will increase college readiness and success for ABE/GED students so they will have the knowledge, skills, and academic preparation needed to enroll and succeed in introductory college credit-bearing courses without the need for remediation. The percentage of adult general

education students who earn a GED by completing the GED preparation courses offered will increase five (5%) percent over the past year. By attending the orientation of ABE/GED, each student receives information on careers using Choices and handouts of financial aid. Every student is encouraged to pursue a career after they receive their GED and enroll in a postsecondary program. Part of our project planning and design on page seven is increasing the number of students who demonstrate learning gains which is a priority stated in the Plan. Adult Programs support the initiatives of “Just Read, Florida!” and Math/Science emphasizing the importance of reading, math and science. While reading is only one of the subjects taught in ABE/GED programs, it is the foundation of instruction and occupies a substantial amount of teacher and student time. Math and science also play important roles in achieving the passing of the GED test; consequently, teachers apply contextualized instruction so the students will recognize their importance in the students’ careers.

6. Dissemination Plan: Information about the GED/ESOL programs is currently provided to potential students and the general public through many means, such as: four annual TTCAE brochures and schedules describing available programs; full and half-page newspaper advertising of the general brochures; distribution of the brochures to numerous location throughout the community; special program advertising is conducted on a periodic basis; ads run continuously on local access TV; special program flyers are distributed frequently; personnel appear on TV and radio shows and events that attract potential clients; open communication and information sharing are constantly maintained between the programs and the public; an active School Advisory Council promotes TCCA programs in the community at large; and a major event in the community is the annual GED graduation ceremony.

7. Budget: This funding request reflects the district’s emphasis on personal attention to meet students’ needs through reasonable class sizes. The budget is thorough, specific,

and supports the proposed project i.e. Rosetta Stone software offers ESOL students an opportunity to improve and increase their English skills. The costs are allowable, realistic, accurate, and clearly relate to and reflect project activities, objectives and outcomes. Highly qualified teachers' salaries comprise much of the grant's funds because they have an enormous impact on the success of ABE/GED/ESOL students. These grant funds are critical to the continuation of literacy education services in the Indian River County.

8. Program Income Method: The Adult Education Program Income (addition) method approval for the program year 2015-2016 request has been sent to the Florida Department of Education (see below).



School District of Indian River County

1990 25th Street • Vera Beach, Florida, 32960-3395 • Telephone: 772-564-3000 • Fax: 772 569 0424

Frances J. Adams, Ed.D. Superintendent

January 14, 2015

Florida Department of Education
Attention: Janice Brown, Bureau Chief
325 West Gaines Street, Room 344
Tallahassee, FL 32399-0400

Ladies and Gentlemen:

The School District of Indian River County, Adult and Community Education, is requesting that the program income that is generated by the block tuition for adult general education be applied to the Adult Education and Family Literacy Act of 1998 grant. By adding program income to the funds committed by the grant, the total amount of the grant would increase.

The program income deposited into the federal grant account will be used solely and specifically for adult education allowable costs and under the terms and conditions of the grant. An applicable program income will be reported on the DOE 499 by the District's financial department.

Please contact Christi Shields, 772-564-4998 or christi.shields@indianriverschools.org should you need more information.

Sincerely,

Frances J. Adams, Ed.D.
Superintendent

"Educate and inspire every student to be successful"

Shawn R. Frost
District 1

Dale Simchick
District 2

Matthew McCain
District 3

Charles G. Searcy
District 4

Claudia Jimenez
District 5

"To serve all students with excellence"

Equal Opportunity Educator and Employer

ADULT GENERAL EDUCATION LOCAL PERFORMANCE FORM - 2015 – 2016

Provider Name: Technical Center for Career and Adult Education
County Served: INDIANRIVER
Contact Person: Ruth Shaw
E-mail: ruth.shaw@indianriverschools.org
Title: Director, Career, Technical and Adult Education
Telephone: 772-564-4995
Fax: 772-562-8357
Amount Requested: \$161,855

Amount should match the DOE 100A in the application.

Providing Family Literacy services? YES NO

*Click all that pertain to this application
Adult General Education
Corrections Education
English Literacy and Civics Education

EDUCATION FUNCTIONING LEVEL (EFL) COMPLETION TABLE				
1	2	3	4	5
Educational Functioning Levels (EFL)	Proposed State Performance Targets (NRS) 2015-2016	Eligible Recipients Proposed Enrollment Target 2015-2016	Eligible Recipients Proposed EFL Completions Target 2015-2016	Eligible Recipients Proposed Completion Rates NRS 2015-2016
ABE Beginning Literacy	38%	19	8	42%
ABE Beginning	43%	118	51	43%
ABE Low Intermediate	47%	147	69	47%
ABE High Intermediate	51%	114	58	51%
ASE Low	56%	36	20	56%
ASE High	N/A	N/A	N/A	N/A
ESL Beginning Literacy	44%	6	3	50%
ESL Low Beginning	46%	12	6	50%
ESL High Beginning	46%	21	10	48%
ESL Low Intermediate	40%	44	20	45%
ESL High Intermediate	41%	30	13	43%
ESL Advanced	29%	24	7	29%
TOTALS		571	265	

ADULT GENERAL EDUCATION PERFORMANCE TARGETS FORM

Complete provider information
Print completed form
Return completed form with application

Provider Name: Technical Center for Career & Adult Education
County Served: Indian River
Contact Person: Christi Shields
E-mail: Christi.shields@indianriverschools.org
Title: Coordinator
Telephone: 772-564-4998
Fax: 772-562-8357
Amount Requested: \$161,885

Amount should match the DOE 100A in the application.

Providing Family Literacy Services? Yes No

Adult General Education Performance Targets			
	1	2	3
Educational Functioning Levels (EFL)	Proposed State Performance Targets for 2015-16	Targets for 2013-2014	Actual State Performance for 2013-14
ABE Beginning Literacy	38%	34%	32%
ABE Beginning	43%	44%	39%
ABE Low Intermediate	47%	47%	45%
ABE High Intermediate	51%	50%	49%
ASE Low	56%	55%	54%
ASE High	N/A	N/A	22%
ESL Beginning Literacy	44%	46%	39%
ESL Low Beginning	46%	41%	43%
ESL High Beginning	46%	39%	39%
ESL Low Intermediate	40%	36%	33%
ESL High Intermediate	41%	35%	31%
ESL Advanced	29%	31%	27%

Column one lists the state performance targets that are in the approval process with OCTAE for 2015-2016. Column two lists targets that were approved for 2013-2014 and column three lists the statewide actual performance for 2013-2014.

Data Collection Requirements for NRS Reporting Student Data Summary Form/Screen-Shot

The **required Basic Student Information** data elements listed on this form must be included on your agency's Student Data Summary Form or Screen-Shot. Programs may collect additional data but these data elements must be collected for federal NRS reporting.

If your agency does not have a Student Data Summary Form or Screen-Shot, you may use the **Example Student Intake Form** found on the website at: <http://www.fldoe.org/academics/career-adult-edu/funding-opportunities/adult-edu-family-literacy.stml>.

The form used by your agency must also be used by any sub-contracted service providers of your agency.

STUDENT DATA SUMMARY FORM ELEMENTS	
Basic Student Information	
<p><u>Required</u> Name Address Phone Email (for on line access) Date of Birth Enrollment date Separation date Signed Release of Information on File Gender RTCCAE Ethnicity SSN (If available)</p> <p><u>Assessment Data</u> Test Name Test Form Test Level Test Date Test Score</p>	<p><u>Report the Highest Level of Schooling Achieved</u> No schooling Grades 1-5 Grades 6-8 Grades 9-12 no diploma High School diploma High School Equivalency Diploma (HSED) Some college, no degree (AA and Certificates) College or Professional Degree Unknown</p> <p><u>Where was Level of Schooling Achieved</u> Not US Based US Based</p>
Institutional Programs (if applicable)	Program type / Schedule (student <u>must</u> select all that apply)
Correctional Facility Community Correctional Program Other Institutional Setting	ABE Adult Secondary Education (AHS, HSED) ESOL Attendance Hours
Background (select all that apply)	Employment Status (student reports one upon entry for each term/semester)
Disabled On Public Assistance Living in rural area	Employed Unemployed (Looking for employment) Not in labor force (Not seeking employment)

**CAREER SOURCE WORKFORCE BOARD
COORDINATION ASSURANCE FORM**

Complete Section A or B as appropriate and include in application package.

-----Section A

The Superintendent or Agency Head certifies that this application has been submitted to the Career Source Workforce Board and that the activities outlined in the application are consistent with current Career Source Workforce Board local plans.

Signature of Superintendent/Agency Head

Date Submitted to Career
Source Workforce Board

Career Source Workforce Boards are invited to submit comments regarding the application to the Division of Career and Adult Education, Grants Administration and Compliance office by **May 5, 2015.**

Note: Sections 112 (b) (8) and 121 (c), of Title I, Workforce Investment Act (WIA), sets expectations for providers of Adult Education and Family Literacy, to enter into a Memorandum of Understanding with the Career Source Workforce Board to participate in the One-Stop system.

-----Section B

The Superintendent or Agency Head certifies that this **application covers more than one Career Source Workforce Board region**. The activities outlined in this application are consistent with the current Career Source local plans for all regions included in this application.

Signature of Superintendent/Agency Head

Date

Career Source Workforce Boards are invited to submit comments regarding the application to the Division of Career and Adult Education, Grants Administration and Compliance office by **May 5, 2015.**

Note: Sections 112 (b) (8) and 121 (c), of Title I, Workforce Investment Act (WIA), sets expectations for providers of Adult Education and Family Literacy, to enter into a Memorandum of Understanding with the Career Source Workforce Board to participate in the One-Stop system.

Projects recommended for FY 2015-2016 continuation funding must show successful performance accomplishments during the 2014-15 project year. Any shortfalls or negative answer(s) must be explained below.

See Checklist (last page of this RFA document) for proper placement of this form in the application package.

**Self-Evaluation Form
Adult Education and Family Literacy Projects**

Projects recommended for FY 2015-2016 continuation funding must show successful performance accomplishments during the 2014-15 project year. Any shortfalls or negative answer(s) must be explained below.

See Checklist (last page of this RFA document) for proper placement of this form in the application package.

Agency name: Technical Center for Career and Adult Education County: Indian River

Project # for 2014-15: 310-1915A-5CG01 Form prepared by (name and title): Ruth Shaw, Director, Career, Technology and Adult

Agency project coordinator (name and title): Christi Shields, Coordinator E-mail: christi.shields@indianriverschools.org

Agency staff designated to submit the NRS Reports through the online database:

(Name and title): Christi Shields, Coordinator E-mail: christi.shields@indianriverschools.org

Mailing address: 1426 19th Street, Vero Beach, FL 32960

Phone number: 772-564-4998 Fax number: 772-562-8357

Cells will expand when text is typed.

Evaluation of FY 2014-15 Project	✓ YES	✓ NO	If NO, recipient must adequately explain any changes. Use 12-point font and single spacing.
The agency project coordinator <u>understands requirements</u> of the National Reporting System (NRS) on-line reporting via the Internet.	X		
The agency project coordinator <u>has attended or identified a date to attend training</u> for National Reporting System (NRS) provided by the FL Dept. of Education, Division Career and Adult Education.	X		
The agency project coordinator understands that on-line NRS reporting is required.	X		
Are the services to be provided to the target population for 2015-16 consistent with the approved 2014-15 project plan?	X		

Evaluation of FY 2014-15 Project	✓ YES	✓ NO	If NO, recipient must adequately explain any changes. Use 12-point font and single spacing.
Are all applicable collaboration arrangements still in place (financial and non-financial)?	X		
Are grant expenditures directly related to and proportionate with performance outcomes achieved in 2014-15?	X		
Have all projected performances and grant deliverables been satisfied to date as stated in the 2014-15 approved plan?	X		
Are the following 12 Statutory Considerations still in place according to the original competitive application and any approved amendments?			
1. Measurable Goals	X		
2. Past Effectiveness	X		
3. Serving Those Most in Need	X		
4. Intensity of Services	X		
5. Effective Practices	X		
6. Use of Technology	X		
7. Real-Life Context	X		
8. Staffing	X		
9. Coordination	X		
10. Flexible Schedules	X		
11. Management Information	X		
12. English Literacy	X		

Address the following:

Cells will expand when text is typed.

What was the total amount of your agency's AGE 2014-15 funding allocation for this project?	\$161,885
How much has been spent to date?	\$142,681
What is the total amount that will be spent/encumbered by June 30, 2016?	\$161,885
If 100% of the total allocation will not be spent and/or encumbered by June 30, 2016, explain why:	

Any performance shortfalls must be explained by including corrective measures put into place to prevent future shortfalls.

Please respond here and use as much room as necessary to adequately address:

Do you need technical assistance? Yes _____ No x

If yes, to facilitate service, please state your need(s) and your program manager will contact you.

Please respond here:

General Education Provisions Act (GEPA): The School District of Indian River County will utilize all possible and appropriate strategies to ensure equitable access to and participation in all federally assisted programs. Board Rule 2.38, General Administration, assures that there shall be no discrimination against any students, teachers, parents or community members because of gender, race, national origin, color, disability, or age; except when it is necessary to meet bona fide program requirements. The School District of Indian River County shall take all necessary actions to comply with the letter and spirit of state and federal laws providing for equitable participation. Strategies shall include:

- Utilize staff to facilitate access to and participation in adult literacy programs such as providing potential participants with handouts which are written in their native language.
- Encourage students, teachers, and community members to become active participants.
- Designate administrative personnel to provide information to students, teachers, and community members in regard to equal access to programs; for instance, offer adult literacy in communities where there is a need for services.
- Eligible students who meet program selection criteria will be able to participate i.e. 16 years or older and withdrawn from school.
- Adherence to the grievance process for prompt process of discrimination charges.
- Utilized internal reporting and modification procedures to evaluate the effectiveness of the plan such as monitoring the students' data base to ensure that equitable participation is achieved.

It is anticipated that due to the above strategies, the School District will increase equitable access to and participation in all its adult general education programs.

ATTACHMENTS



Sheriff Deryl Loar
Indian River County

Collaborative Agreement
Adult General and Family
Literacy Adult General
Education
Fiscal Year
2015-16

Indian River County
Sheriff's Office
Selby Strickland
sstrickland@ircsherriff.org
4055 41st Avenue
Vero Beach, FL 32960-1808
772-569-6700

As a supporter and collaborative partner of the School District of Indian River County,
Technical Center for Career and Adult Education, Indian River County Sheriff's
Department agrees to the following:

- Provide a classroom to teach ABE/GED to the juvenile inmates of the county jail

The working relationship between the Technical Center for Career and Adult Education
and Indian River County Sheriff's Department continues to be a win-win situation for
the citizens of Indian River County.

Major Selby Strickland
Indian River County Sheriff's Department

March 30, 2015
Date

School District of Indian River County

Date



SEBASTIAN RIVER HIGH SCHOOL

9001 Shark Boulevard • Sebastian, Florida 32958

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


Collaborative Agreement
Adult General and Family Literacy
Adult General Education
Fiscal Year 2015-16

Sebastian River High School
Todd Racine, Principal
todd.racine@indianriverschools.org
9001 90th Avenue
Sebastian, FL 32958
772-564-4176

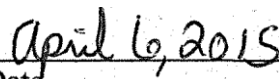
As a supporter and collaborative partner of the School District of Indian River County, Technical Center for Career and Adult Education, Sebastian River High School agrees to the following:

- Provide a classroom equipped with computers for ABE/GED students

The working relationship between the Adult and Community Education and Sebastian River High School continues to be a win-win situation for the citizens of Indian River County.



Sebastian River High School



Date

School District of Indian River County

Date

Todd Racine
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. Count



Literacy Services of Indian River County, Inc.

One page, one book, one life at a time.

Collaborative Agreement
Adult General and Family Literacy
Adult General Education
Fiscal Year 2015-16

As a supporter and collaborative partner of the School District of Indian River County, Technical Center for Career and Adult Education, the Literacy Services of Indian River County agrees to the following:

- Through the use of the Laubach Series and/or Challenger Series provide one-on-one tutorial services
- for adults to learn how to read and write, and adults who are from another country, to learn how to
- speak, read, and write English
- Send our students that are ready to further their education ABE/GED/ESL classes

The working relationship between the School District and Literacy Services continues to be a win-win situation for our students.

Literacy Services of Indian River County, Inc.

3/30/15
Date

School District of Indian River County

Date

1600 21st Street, Vero Beach, FL 32960 (Vero library)

(772) 778-ABCD (2223) • Fax: (772) 778-2066

www.literacyservicesirc.org email: literacy_verobeach@hotmail.com

EACH ONE TEACH ONE

Collaborative Agreement
Adult General and Family Literacy
Adult General Education Fiscal
Year 2015-16

Citrus Elementary
Jon Teske, Principal
Jon.teske@indianriverschools.org
2771 4th Street
Vero Beach, FL 32968
772-978-8350

As a supporter and collaborative partner of the School District of Indian River County, Technical Center for Career and Adult Education, Citrus Elementary School agrees to the following:

- Provide a classroom equipped with computers for ESL students to learn English by using Rosetta Stone and other curriculum

The working relationship between the Technical Center for Career and Adult Education and Citrus Elementary School continues to be a win-win situation for the citizens of Indian River County.



Citrus Elementary School

3/27/15
Date

School District of Indian River County

Date

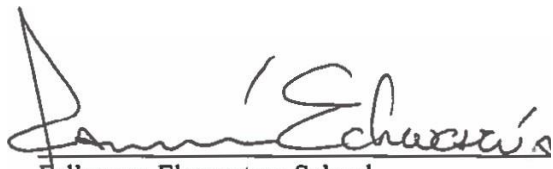
Collaborative Agreement
Adult General and Family Literacy
Adult General Education
Fiscal Year 2015-16

Fellsmere Elementary
Ramon Echeverria, Principal
ramon.echeverria@indianriverschools.org
50 N Cypress Street
Fellsmere, FL 32948
772-564-5972

As a supporter and collaborative partner of the School District of Indian River County, Technical Center of Career and Adult Education, Fellsmere Elementary School agrees to the following:

- Provide a classroom equipped with computers for ESL students to learn English by using Rosetta Stone and other curriculum

The working relationship between the Technical Center of Career and Adult Education and Fellsmere Elementary School continues to be a win-win situation for the citizens of Indian River County.


Fellsmere Elementary School

Date

School District of Indian River County

Date

Definitions

Tasks Specific activities that are required to be performed to complete the Project Narrative/Scope of Work.

Deliverables Products and/or services that directly related to a Task specified in the Scope of Work. Deliverables must be quantifiable, measurable, and verifiable.

Due Date Date for completion of tasks.

The Division of Career and Adult Education has already populated this form with the required information.

- **Simply submit this form with the application as printed.**
- **See Checklist (last page of this RFP) for proper placement of this form in the application package.**

Project Performance and Accountability			
Scope of Work (see Project Design – Narrative)	Tasks (see Project Design – Narrative)	Deliverables	Due Date
Student Performances:			
Primary Core Measures			
1. Educational Functioning Levels Demonstrate improvements in literacy skill levels in any of the following: reading, writing and speaking in the English language, numeracy, problem-solving, English language acquisition, and other literacy skills. NRS reporting requires that the learner completes or advances one or more educational functioning level(s) from starting level measured on entry into the program. Gains must be validated through the use of a NRS and State of Florida approved assessment instruments (see Program Background Information in the Attachments section) and in educational program areas which are reportable to the NRS and the state reporting systems.	Standardized Tests	Standardized Test Results	NRS (Fall 15)
2. Placement, Entered, Retained <ul style="list-style-type: none"> • Entered unsubsidized employment • Retained in employment – learner remains employed through the third quarter after program exit • Placement in postsecondary education or training 	Placement Data	Student Database	NRS (Fall 15)
3. Students' receipt of a <u>secondary school diploma</u> or its recognized equivalent.	GED® Data	GED® Test Results	NRS (Fall 15)

**Adult Education and Family Literacy
Adult General Education**

Fiscal Year 2015-2016

APPLICATION REVIEW CRITERIA AND CHECKLIST

- Include this form in the application package.
- Place all items requested in the order indicated below.
- Include only the items requested.
- Place page numbers on every page consecutively, at the bottom, beginning with the DOE 100A as page one of the application package. Page numbers written by hand are permissible if electronic numbering is a problem.
- Place a binder clip in the upper left corner of the complete application package (no spiral bindings, notebooks or cover pages).

PLACEMENT ORDER	ITEM	APPLICANT	DOE STAFF	
		Indicate Page Numbers Below	✓ Check appropriate box below	Complete
1	DOE 100A, Project Application – with original signature	1		
2	DOE 101S, Budget Narrative Form	2-4		
3	DOE 610 or 620 Risk Analysis Form	5		
	Narrative Components			
4	1. Project Abstract or Summary	6-7		
	2. Project Need	7-8		
	3. Project Planning and Design (a-l)	8-15		
	4. Evaluation	15-16		
	5. Support for Strategic Plan	16-17		
	6. Dissemination Plan	17		
	7. Budget	17-18		
	8. Program Income (Addition) Method - <i>if applicable</i>	18-19		
5	Adult General Education Local Performance Form	20		
6	Adult General Education Performance Target Form	21		
7	Student Data Summary Form/Screen Shot	22		
8	Projected Equipment Purchases Form or other equipment documentation - <i>if applicable</i>	N/A		
9	Career Source Workforce Board Coordination Assurance Form	23		
10	Self-Evaluation Form	24-25		
11	Invoice Schedule Form - <i>if applicable</i>	N/A		
12	Contractual Service Agreements – <i>as applicable</i>	N/A		
13	General Education Provisions Act (GEPA) – one page	26		
14	Attachments	27-33		
15	Application Review Criteria and Checklist Form	34		

School District of Indian River County
 Technical Center for Career and Adult Education
 Extended Day Program
 Fee Schedule 2015-2016

Elementary School Year

Registration Fee	\$ 10.00 per child
Morning Program	
One Day Only or Emergency	\$ 5.00 per week per child
One – Five Day Week	\$10.00 per week per child
Afternoon Program	
One Day Only – Early Release Day or Emergency	\$10.00 per week per child
One – Three Day Week	\$15.00 per week per child
Four – Five Day Week	\$25.00 per week per child \$20.00 per week per sibling
Pick-up Late Fee	\$10.00 per child every 15 minutes or portion thereof past 6:00 pm
Late Payment Penalty Fee	\$10.00 per child per week when payment is not received on time

This program is open for our public school children kindergarten through fifth grade only who can participate in a staff to student ratio of 1:20 without one on one supervision. All children must be potty trained.

 Dr. Fran Adams, Superintendent

 Date

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**TECHNICAL CENTER FOR CAREER & ADULT EDUCATION
SCHOOL DISTRICT OF INDIAN RIVER COUNTY
2015-16**

Tuition and Fee Schedule

	Florida Resident	Out-of-State	Financial Aid	Capital Improvement	Technology
Career Registration Fee (non-refundable unless class cancelled)	\$ 20.00	\$ 80.00			
Career Technical Programs	\$2.33	\$6.99	\$.23 \$.70	\$.12 \$.35	\$.12 \$.35
English for Language Learners (ELL)	\$ 30/Term	\$30/Term			
Adult General Education	\$ 30/Term	\$30/Term			
Life Enrichment Registration Fee (non-refundable unless class cancelled)	\$ 10.00	\$ 10.00			
Life Enrichment Courses	\$ 3.00/hr.	\$ 3.00/hr.			
Commercial Vehicle Driver Final Test (Class A—Tractor/Trailer)	\$ 150.00	\$ 150.00			
Commercial Vehicle Driver Final Test (Class B—School Bus)	\$ 100.00	\$ 100.00			
Commercial Vehicle Driver Final Test (Class C—Taxi Cab)	\$ 75.00	\$ 75.00			
Commercial Vehicle Driver Final Retest Within 30 Days (Class A-C, Each)	\$ 50.00	\$ 50.00			

Dr. Frances J. Adams, Superintendent

Date

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**School District of Indian River County
 Technical Center for Career & Adult Education
 Calendar for 2015-2016**

DAY OF WEEK	DATE	EVENT DESCRIPTION
Wednesday	July 1	First Term for GED, ABE, and ESOL Classes
Monday	August 17	Teachers Report; Workday
Tuesday	August 18	Teacher Workday
Wednesday	August 19	Teacher ½ Workday; ½ In-service Day
Thursday	August 20	First Semester Career Programs Begin
Monday	August 27	Lifelong Learning Classes and Extended Day Program Begin
Monday	September 7	Labor Day; No School; Non-paid Holiday for Teachers
Monday	September 14	No School; Non-paid for Teachers
Wednesday	September 23	Modified Instructional Day; Early Release for Students
Wednesday	October 21	Modified Instructional Day; Early Release for Students
Monday	November 2	Second Term for GED, ABE and ESOL Classes
Monday	November 23	No School; Emergency Day
Wed. – Fri.	November 25-27	Thanksgiving Holiday for Students and Teachers
Monday	November 30	Students and Teachers Return from Thanksgiving Break
Wednesday	December 9	Modified Instructional Day
Saturday	December 12	LPN Graduation
Friday	December 18	Last Day before Winter Break
Monday	Dec. 21-Jan. 3	Winter Break Begins for Teachers and Students
Monday	January 4	Second Semester Career and Lifelong Learning Classes for Students
Monday	January 18	Dr. Martin Luther King Day; No School; Non-paid Holiday
Monday	February 15	President’s Day; No School for Students; Holiday for Teachers
Wednesday	February 17	Modified Instructional Day
Tuesday	March 1	Third Term for GED, ABE and ESOL Classes
Wednesday	March 9	Modified Instructional Day
Monday	March 21-25	Spring Break; No School; 2 Paid Holidays for Teachers
Wednesday	April 20	Modified Instructional Day
Monday	May 30	Memorial Day; No School; Paid Holiday for Teachers
Monday	June 6	Last Day of School for Students
Tuesday	June 7*	Teacher Workday or Emergency Day, if needed
Wednesday	June 8*	Last Day for Teachers or Emergency, if needed
Saturday	June 11	GED Graduation

*If one or two of the Emergency Days on 6/07/2016 and 6/08/2016 are used, the Teacher Workdays will be moved to the next available date(s).

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FLORIDA DEPARTMENT OF EDUCATION
 FINANCIAL MANAGEMENT SECTION
 AMENDMENT TO DISTRICT SCHOOL BUDGET FY 2014 - 2015

SCHOOL DISTRICT OF INDIAN RIVER COUNTY
 AMENDMENT No. 2 Consolidated
 Special Revenue - Other

ESTIMATED REVENUE					
	Revenue Code	Present Budget	Increase	Decrease	Revised Budget
Totals		11,783,222.84	441,606.66	221,599.55	12,003,229.95
Vocational Education Acts	3201	162,779.25	9,499.00	0.00	172,278.25
Race To The Top	3214	688,741.49	0.00	0.00	688,741.49
Teacher/Principal Train/Recruit (Title II)	3225	732,233.63	0.00	55,533.39	676,700.24
Individuals with Disabilities Education Act	3230	4,335,474.28	430,310.66	0.00	4,765,784.94
Title I	3240	5,418,573.50	0.00	166,066.16	5,252,507.34
Adult General Education	3251	163,730.54	0.00	0.00	163,730.54
Federal Through Local	3280	48,745.00	1,797.00	0.00	50,542.00
Other Federal Through State	3290	16,437.74	0.00	0.00	16,437.74
Emergency Immigrant Education Program	3293	216,507.41	0.00	0.00	216,507.41
Adult Ed Fees (Block Tuition)	3461	0.00	0.00	0.00	0.00
APPROPRIATIONS					
	Function	Present Budget	Increase	Decrease	Revised Budget
Instructional Services	5000	6,593,353.38	235,368.33	0.00	6,828,721.71
Pupil Personnel Services	6100	1,016,497.05	18,886.34	0.00	1,035,383.39
Instructional Media Services	6200	0.00	0.00	0.00	0.00
Instructional & Curriculum Development	6300	2,135,187.67	89,310.00	0.00	2,224,497.67
Instructional Staff Training	6400	1,274,272.31	0.00	39,415.42	1,234,856.89
Instructional Related Technology	6500	0.00	0.00	0.00	0.00
General Administration	7200	467,868.90	452.00	0.00	468,320.90
School Administration	7300	61,957.00	0.00	61,957.00	0.00
Fiscal Services	7500	0.00	0.00	0.00	0.00
Central Services	7700	38,750.00	0.00	0.00	38,750.00
Transportation Services	7800	165,128.84	0.00	22,637.14	142,491.70
Administrative Technology Services	8200	15,000.00	0.00	0.00	15,000.00
Community Services	9100	15,207.69	0.00	0.00	15,207.69
Totals		11,783,222.84	344,016.67	124,009.56	12,003,229.95

Adopted By Board: _____ May 12, 2015

 District Superintendent's Signature

(Signature)
 4/22/15
(Signature)
 4/22/15

FLORIDA DEPARTMENT OF EDUCATION
 FINANCIAL MANAGEMENT SECTION
 AMENDMENT TO DISTRICT SCHOOL BUDGET FY 2014 - 2015

SCHOOL DISTRICT OF INDIAN RIVER COUNTY
 AMENDMENT No. 2 - Special Revenue - Other
 Special Revenue - Other

STATED REVENUE					
	Revenue Code	Present Budget	Increase	Decrease	Revised Budget
Totals		11,094,481.35	441,606.66	221,599.55	11,314,488.46
Vocational Education Acts	3201	162,779.25	9,499.00	0.00	172,278.25
Teacher/Principal Train/Recruit (Title II)	3225	732,233.63	0.00	55,533.39	676,700.24
Individuals with Disabilities Education Act	3230	4,335,474.28	430,310.66	0.00	4,765,784.94
Title I	3240	5,418,573.50	0.00	166,066.16	5,252,507.34
Adult General Education	3251	163,730.54	0.00	0.00	163,730.54
Federal Through State	3280	48,745.00	1,797.00	0.00	50,542.00
Other Federal Through State	3290	16,437.74	0.00	0.00	16,437.74
Emergency Immigrant Education Program	3293	216,507.41	0.00	0.00	216,507.41
Adult Ed Fees (Block Tuition)	3461	0.00	0.00	0.00	0.00
APPROPRIATIONS					
	Function	Present Budget	Increase	Decrease	Revised Budget
Instructional Services	5000	6,360,624.27	235,368.33	0.00	6,595,992.60
Pupil Personnel Services	6100	1,011,497.05	18,886.34	0.00	1,030,383.39
Instructional & Media Services	6200	0.00	0.00	0.00	0.00
Instructional & Curriculum Development	6300	2,053,996.80	89,310.00	0.00	2,143,306.80
Instructional Staff Training	6400	958,200.80	0.00	39,415.42	918,785.38
General Administration	7200	467,868.90	452.00	0.00	468,320.90
School Administration	7300	61,957.00	0.00	61,957.00	0.00
Transportation Services	7800	165,128.84	0.00	22,637.14	142,491.70
Community Services	9100	15,207.69	0.00	0.00	15,207.69
Totals		11,094,481.35	344,016.67	124,009.56	11,314,488.46

Adopted By Board: _____ May 12, 2015

District Superintendent's Signature _____

(Signature)
 4/22/15
(Signature)
 4/23/15

FLORIDA DEPARTMENT OF EDUCATION
 FINANCIAL MANAGEMENT SECTION
 AMENDMENT TO DISTRICT SCHOOL BUDGET FY 2014 - 2015

SCHOOL DISTRICT OF INDIAN RIVER COUNTY
 AMENDMENT No. 2 - Race to the Top
 Special Revenue - Other

ESTIMATED REVENUE					
	Revenue Code	Present Budget	Increase	Decrease	Revised Budget
Totals		688,741.49	0.00	0.00	688,741.49
Race To The Top	3214	688,741.49	0.00	0.00	688,741.49
APPROPRIATIONS					
	Function	Present Budget	Increase	Decrease	Revised Budget
Instructional Services	5000	232,729.11	0.00	0.00	232,729.11
Pupil Personnel Services	6100	5,000.00	0.00	0.00	5,000.00
Instructional and Curr. Development Srvc.	6300	81,190.87	0.00	0.00	81,190.87
Instructional Staff Training	6400	316,071.51	0.00	0.00	316,071.51
Instructional Related Technology	6500	0.00	0.00	0.00	0.00
General Administration	7200	0.00	0.00	0.00	0.00
Central Services	7700	38,750.00	0.00	0.00	38,750.00
Administrative Technology Services	8200	15,000.00	0.00	0.00	15,000.00
Totals		688,741.49	0.00	0.00	688,741.49

Adopted By Board: _____ May 12, 2015

 District Superintendent's Signature

(dc)
 4/22/15

zef
 4/23/15

School District of Indian River County
Amendment to District School Budget FY 2014-2015
Amendment #2 – Special Revenue Other

There was a net increase in Estimated Revenue during the period January 1, 2015- March 31, 2015 of \$220,007.11 as discussed below:

Vocational Education Acts:

9,499.00 Budget Increase from Florida Department of Education on Project Award Notification (PAN) dated 2/10/15 for 2014-2015 Carl D. Perkins CTE Secondary.

Teacher/Principal Train/Recruit (Title II):

(55,533.39) Budget decrease from Florida Department of Education on Project Award Notification (PAN) dated 2/17/15 for 2014-2015 Title II Teacher and Principal Training and Recruiting Fund. Certified roll forward amount was less than estimated roll forward amount booked in July.

Individuals with Disabilities Act:

428,810.66 Budget increase from Florida Department of Education on Project Award Notification (PAN) dated 3/4/15 for 2014-2015 IDEA Part B K-12 Entitlement. Certified roll forward was larger than the estimated roll forward amount already booked in July.

1,500.00 Budget Adoption per award notification from Project 10 Transition Education Network dated January, 2015.

Title I:

(166,066.16) Budget decrease from Florida Department of Education on Project Award Notification (PAN) dated 1/27/15 for 2014-2015 Title I Part A Basic. Certified roll forward amount was less than estimated roll forward amount booked in July.

Federal through Local:

1,797.00 Budget increase from Florida Department of Education on Project Award Notification (PAN) dated 3/9/15 for 2014-2015 Carl Perkins Career Technical Education Postsecondary.

\$ 220,007.11 Total Net Change in Estimated Revenue for the period
January 1- March 31, 2015.

Appropriations:

Appropriation changes reflect the amendment to functions for the grants amended to Estimated Revenue listed above and for function shifts to cover grant expenditures through March 31, 2015.

SEBASTIAN RIVER HIGH SCHOOL

9001 Shark Boulevard • Sebastian, Florida 32958

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

April 22, 2015

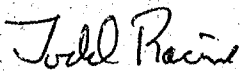
Dr. Adams,

Sebastian River High School Rowing Coach, Mr. Frank Campione, would like to gain school board approval for out of state travel for the Scholastic Rowing Association of America (SRAA) National Championship if the team is able to qualify any boats at the upcoming State Championships. The 2015 SRAA championships will be held on the Cooper River in Cherry Hill, New Jersey on May 22nd and 23rd. There are obviously not any Hotel or travel arrangements made yet as we have not yet qualified any boats. However, if we were to qualify that information would be provided as soon as possible.

There is minimal financial burden on the school and/or district. The majority of the cost will be passed on to students. SRHS will cover the cost of a substitute teachers for any days Mr. Campione will be out of the classroom.

The Crew team has attended National Championships in recent years and they have my support to attend should we have boats qualify. I am available should you have any questions regarding approval of the trip.

Sincerely,



Todd Racine

Cc: Frank Campione
Michael Stutzke
Billy Wilson

"You Can't Hide That Shark Pride"

Todd Racine
Principal

Dariyall Brown
Assistant Principal

Jessica Keaton
Assistant Principal

Kelly Ward
Assistant Principal

William Wilson III
Assistant Principal

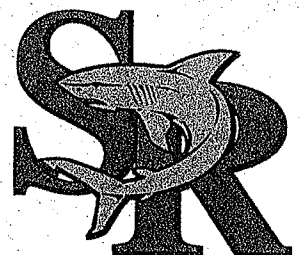
Stephanie Cleveland
Guidance Counselor

Kim O'Keefe
Guidance Counselor

Wendy Palmer
Guidance Counselor

Lynn Phillips
Guidance Counselor

Enrique Valencia
Guidance Counselor



School District of Indian River County



SCOTTSDALE INSURANCE COMPANY®

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Special Event Supplemental General Liability Application

(Complete in addition to ACORD General Liability Application)

Name of Applicant: School District of Indian River County

Web site Address: www.indianriverschools.org

1. Description of event (attach any flyers, brochures, etc.): Scholastic Rowing Association of America National Championships

Maximum daily attendance: 16 Total attendance: 16 Sales: \$0

Length of event: 4 days Estimated age group of audience: From 14 to 18

No. of Participants: 16 Do participants sign waiver of liability agreements? Yes No

2. Applicant's experience in conducting events of this or similar nature: Taken team to away and over night regattas over the last two seasons

Is applicant an event coordinator? Yes No

3. Rides:

Will rides be provided? Yes No

If yes, type of rides:

Will ride operators hold applicant harmless? Yes No

Does applicant have certificates of insurance from the ride vendors? Yes No

Rides inspected? Yes No

Do rides have signs clearly marking age, height, and size limitations? Yes No

Will applicant be in compliance with state laws regulating amusement ride inspections? Yes No

4. Entertainment:

Will live entertainment be provided? Yes No

If yes, describe:

If a concert, type of music: classical jazz rap blue grass country/western gospel R&B alternative hard rock heavy metal hip-hop gothic other (describe):

Any special effects for the concert? Yes No

If yes, describe:

If fireworks are planned, is pyrotechnician licensed? Yes No

Distance between fireworks staging area and audience?

Spectators allowed in fireworks staging area? Yes No

Will firemen be present? Yes No

5. **Bicycle/Running Event:**

Is the route surface free of hazards and clearly marked? Yes No

Will all pedestrians and vehicular traffic be rerouted? Yes No

6. **Under 21 Dance, Grad Night or Prom:**

Are students allowed to leave and return? Yes No

7. **Haunted House:**

Describe building and construction: _____

Age: _____ Condition: _____

Are there separate entrances and exits? Yes No

Has the house been inspected by a Fire Marshall? Yes No

Does the house meet all local, city and state codes? Yes No

Describe any temporary structures: _____

Are the following present? Yes No

- Unlit stairs Moveable Floors Sinking Floors
- Slides Suspended Bridges Electric Shock Devices
- Fire or Flash Powders

Describe special effects: _____

Does applicant have lead and follow-up guides? Yes No

Ratio of attendants to the public: _____ Number of persons per group: _____

Age of clients: _____ Are children supervised? Yes No

Does applicant have a door monitor? Yes No

Does applicant have the public participate in stunts? Yes No

Does anyone touch the public? Yes No

If yes, explain: _____

Does applicant have a gift shop or concession stand? Yes No

If yes, receipts: _____

8. **Parade:**

Will souvenirs or other items be thrown into the crowd? Yes No

If yes, what is thrown: _____

Animals in the parade are: _____

Are all of the animals insured against third-party liability claims by the owner? Yes No

If yes, what are the minimum liability limits required of the owners: _____

Length of parade route: _____ Number of floats: _____ Number of Equestrians: _____

Number of bands: _____ Number of motorized vehicles and/or floats: _____

9. **Rodeo:**

Name(s) of rodeo promoter/company/stock contractor: _____

Does the rodeo board the stock in the applicant's facility overnight? Yes No
Does the rodeo company maintain responsibility for security of stalls/pens used to board the stock? Yes No
Are the transfer areas between the animal pens and the competition restricted from the general public? Yes No
Rodeo arena specifics: Indoors Outdoors Permanent Temporary

10. **Political Rally:**

Please describe: N/A

11. **Security** (indicate type and number of each):

Independent security co.: _____ Off-duty police: _____
 Employed security: _____ Chaperons: _____
Is there a written emergency plan in the event of an accident? Yes No
Does independent security company provide a certificate of insurance? Yes No
Do they hold the applicant harmless? Yes No

12. **Stadiums:**

Are bleachers or platforms to be used?..... Yes No
If yes, type: portable permanent
Back and side railings provided? Yes No
Construction: Wood Steel Concrete
Height in feet: _____ Age of bleachers or platform: _____
Are patrons protected from, and warned against, potential flying objects?..... Yes No
Are patrons allowed on the field, track or pit area? Yes No
Is public address system clearly audible in all parts of the facility? Yes No
Is there a backup electrical supply for lighting and the public address system?..... Yes No
Are premises entrances/exits well lit? Yes No

13. **Traffic Control:**

Who is responsible for crowd and traffic control? N/A
Are parking areas smooth with clearly marked parking areas and exit roads? Yes No
Is parade route able to handle size and height of floats and are cross streets barricaded? Yes No

14. **Liquor:**

Is liquor to be served by applicant? Yes No
If yes, explain: _____
Does applicant want Host Liquor? Yes No
Is liquor to be served by others? Yes No
If yes, do they have Liquor Liability coverage? Yes No

15. **First Aid:**

Will first aid facilities be provided at the event?..... Yes No
If yes, describe: paramedics
If yes, who will be in charge of the facilities? Doctors Nurses Others: paramedics

16. If applicant is the sponsor, does the operator have liability insurance? Yes No
If yes, name of insurance carrier: _____ and policy limits of liability: \$ _____

17. **Hold-harmless Agreements:**

Is applicant held harmless by others? Yes No

Does applicant agree to hold any third party harmless? Yes No

If yes, who? _____

Is applicant naming anyone as additional insured?..... Yes No

If yes, who and why? _____

APPLICABLE IN THE STATE OF NEW YORK:

Any person who knowingly and with intent to defraud any insurance company or other person files an application for insurance or statement of claim containing any materially false information, or conceals for the purpose of misleading, information concerning any fact material thereto, commits a fraudulent insurance act, which is a crime, and shall also be subject to a civil penalty not to exceed five thousand dollars and the stated value of the claim for each such violation.

FRAUD WARNING:

Any person who knowingly and with intent to defraud any insurance company or other person files an application for insurance or statement of claim containing any materially false information or conceals for the purpose of misleading, information concerning any fact material thereto commits a fraudulent insurance act, which is a crime and subjects such person to criminal and civil penalties.

PRODUCER'S SIGNATURE: _____ DATE: _____

APPLICANT'S SIGNATURE: _____ DATE: _____

AGENT NAME: Regina Lucente AGENT LICENSE NUMBER: A159817

(Applicable to Florida Agents Only.)

IOWA LICENSED AGENT: _____

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NEW

**THE SCHOOL BOARD OF
Indian River County**

PROGRAM
2520/page 1 of 7

SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT

The School Board shall provide instructional materials and equipment, within budgetary constraints, to implement the District's educational goals and objectives and to meet students' needs. The primary objective of such instructional materials and equipment shall be to enrich, support, and implement the educational program of the school.

State law requires the Board to provide adequate instructional materials free of charge to students who are enrolled in the District.

"Adequate instructional materials" means a sufficient number of student or site licenses or sets of materials that are available in bound, unbound, kit, or package form and may consist of hard-backed or soft-backed textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software that serves as the basis for instruction for each student in the core courses of mathematics, language arts, social studies, science, reading, and literature.

Furthermore, Federal law requires the Board to provide accessible instructional materials as specified in a student's IEP. Such accessible instructional materials may be of a type or in a format as specified in the definition of adequate instructional materials in this policy.

The School Board must either (1) adopt instructional materials selected from the state-approved materials according to the state adoption cycles, (2) adopt instructional materials pursuant to a School Board instructional materials review program prescribed by this policy, or (3) a combination of both.

State-Adopted Instructional Materials

The Florida Commissioner of Education shall determine annually the areas in which instructional materials shall be submitted for adoption and evaluate them pursuant to law.

The Superintendent shall assign responsibilities for the District's participation in the State adoption of instructional materials, determine areas of the curriculum in which State adoption of instructional materials is needed and communicate those needs to the Commissioner of Education, and establish procedures for the

NEW

**THE SCHOOL BOARD OF
Indian River County**

PROGRAM
2520/page 2 of 7

requisition, purchase, receipt, storage, distribution, use, conservation, maintenance of records and reports, and management practices, and property accountability concerning instructional materials. The duties and responsibilities include keeping adequate records and accounts for all financial transactions for funds collected pursuant to F.S. 1006.28(2)(a). Such records and account shall be a component of the educational service delivery scope of the District's best financial management practices review under F.S. 1008.35.

Non-State Adopted Instructional Materials

The School Board shall implement its own instructional materials review and selection program for materials that are not state-adopted. Procedures shall be established, which are incorporated by reference in and made a part of this policy, to provide for evaluation and selection of non-state-adopted instructional materials. These procedures shall include processes, criteria, and requirements for (1) selection of reviewers, one or more of whom must be a parent with a child enrolled in a District public school, (2) review of instructional materials, (3) selection of materials, including a thorough review of curriculum content, and (4) reviewer recommendations. The procedures must also identify by subject area, a review cycle for instructional materials, specify the qualifications of reviewers, establish a process that certifies the accuracy of instructional materials and comply with all other requirements in Section 1006.283(2), F.S.

Evaluation and Selection of Instructional Materials (Textbooks)

A. Criteria for Selection

Textbooks and instructional materials should provide quality learning experiences for students, enrich and support the curriculum, and be consistent with the Florida State Standards. School teaching staff and administrators shall evaluate instructional materials by following the State's Guidelines for the Review of Instructional Materials. Below are the major components of the review guidelines. The complete guidelines, including specific indicators may be found on the State's Curriculum and Instruction website: <http://www.fldoe.org/academics/standards/instructional-materials/>

1. Alignment To Florida's Perspective (Florida's Continuous Improvement Model; Reading in the content area; universal design for curriculum access; Florida's vision for the subject area)

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**THE SCHOOL BOARD OF
Indian River County**

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2. Content (Alignment with curriculum; level of treatment; expertise for content development; accuracy of content; currency of content; authenticity of content; multicultural representation; humanity and compassion)
 3. Presentation (Comprehensiveness of student and teacher resources; alignment of instructional components; organization of instructional materials; readability of instructional materials; pacing of content; ease of use and durability of materials)
 4. Learning (Motivational strategies; teaching a few “Big Ideas;” explicit instruction; guidance and support; active participation of students; targeted instructional strategies; targeted assessment strategies)
- B. Instructional materials must also be evaluated for bias-free content. There are five (5) areas in which bias is evidenced in instructional materials:
1. Contextual Invisibility (The omission or under representation of various racial and ethnic groups, people with disabilities, older people, women and people from a variety of social classes.)
 2. Stereotyping And Characterization (Assignment of traditional and rigid roles or attributes to a group.)
 3. Historical Distortions And Omissions (Materials which present only one interpretation of an issue, situation, or group of people.)
 4. Language Bias (Materials which perpetuate single-standard language usage that reflects bias based on gender, race, ethnicity, disability, age, and class.)
 5. Inaccurate And Stereotypical Visual Images (Pictures which present and reinforce sexism, racial and ethnic stereotypes, etc.)
- C. No school official or member of a District or State instructional materials council shall accept any emolument, money, or other valuable thing, or any inducement, to directly or indirectly

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**THE SCHOOL BOARD OF
Indian River County**

PROGRAM
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introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional materials.

- D. No member of the District evaluation committee may discuss matters relating to instructional materials submitted for adoption with any agent of a publisher or manufacturer of instructional materials, either directly or indirectly, except during the period when the committee shall have been called into session for the purpose of evaluating instructional materials submitted for adoption or in a public presentation showcasing the materials. Aside from exception noted above, both parties (District evaluation committee member and agent of a publisher or manufacturer of instructional materials) must comply with the District's "Cone of Silence." (Policy 6324)

Lost and Damaged Instructional Materials

Students shall be held responsible for the cost of replacing any instructional materials lost, destroyed, or unnecessarily damaged. Failure to provide payment for the damage or loss may result in the suspension of the student from participation in extra-curricular activities, or the debt may be satisfied by the student performing community service activities at the school site as determined by the school principal.

Ability to Purchase by Parents/Student

A student or his/her parent(s) may purchase a copy of the designated course instructional materials, regardless of format, for the District's purchase price, including shipping.

Cost of materials may be charged for materials used in those activities beyond the basic curriculum in which a student elects to participate, particularly in activities where the product becomes the property of the student.

A list of all approved instructional materials shall be maintained by the Superintendent and made available for the use of the instructional staff.

Free School-Related Instructional Materials

Free instructional materials may be accepted for classroom and school purposes under conditions that meet all the following criteria:

- A. The initiative for securing the materials should be of the type that teachers seek rather than materials forwarded to them to promote the interests of an outside agency.

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**THE SCHOOL BOARD OF
Indian River County**

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- B. The materials should fill a legitimate purpose of the school curriculum.
- C. The advertising feature of the materials should be minimized.
- D. Educational films should contain a minimum amount of commercial advertising.

Equipment or Instructional Materials Vendors

The Superintendent may permit vendors to demonstrate and show only that equipment and instructional materials which can be used to improve the instructional program and which are under consideration for purchase by the school.

Process for Parents to Object to Specific Instructional Material

Parents of a student attending a District school may object to the use of specific instructional material in a course in which the student is enrolled.

The parent(s) shall use the process for objecting to specific instructional material that is set forth in Policy 9130, *Public Complaints*.

Instructional Materials Adoption and Purchase

Whether instructional materials are selected and purchased from a state-approved instructional materials list or through the District's own instructional materials selection process, the School Board shall:

- A. Conduct an open noticed public hearing to receive comment on recommended materials being considered for adoption,
- B. Provide public access to recommended materials at least twenty (20) calendar days prior to School Board consideration,
- C. Provide public notice of the materials being considered for adoption that specifically lists the materials and how they can be accessed,
- D. Conduct an open noticed public meeting on a date other than the date of the public hearing required above to approve an annual instructional materials plan identifying instructional materials that will be purchased by the District for the entire District. [This does not include instructional

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**THE SCHOOL BOARD OF
Indian River County**

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materials by a school or teacher for the benefit of only that teacher or school]

- E. Receive public comment at the public hearing and meeting in accordance with Policy 0169.1, *Public Participation*.
- F. The School Board takes action on the proposed Instructional Materials.

Objections to Adopted Materials

- A. Within 30 calendar days after the meeting in which the Board adopts any instructional material, a parent of a currently enrolled Indian River School District student may contest the School Board's adoption of a specific instructional material by filing a petition on the form available and posted on the District's website. The petition must include the parent's signature, required contact information and state the specific objection to the material.
- B. Within thirty (30) calendar days of the end of the 30-day filing period described in Section A, the School Board shall hold at least one open duly noticed public hearing on all petitions timely received. All instructional materials contested must be made accessible online to the public at least 7 days before the public hearing.
- C. The District must also notify each petitioner in writing of the date and time of the hearing at least seven (7) days before a public hearing.
- D. The School Board shall receive public comment at the public hearing and meeting in accordance with Policy 0169.1, *Public Participation*.
- E. The School Board shall consider the objection(s) but is not required to make any changes in the materials adoption.
- F. The School Board's determination at the end of the hearing is final and not subject to further petition or review.

Access to Instructional Materials

The School Board shall provide annual written notice to parents of the ability to access their child's instructional materials. In addition, the notice shall be posted on the District's instructional materials information website.

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**THE SCHOOL BOARD OF
Indian River County**

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The School Board must also provide notice and access for teachers, administrators, students and parents to a local instructional improvement system for electronic and digital instructional materials.

F.S. 119.071, 1006.28 through 1006.42
F.A.C. 6A-6.03028
34 C.F.R. Part 300

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1 SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT PROGRAM

2 The School Board shall provide instructional materials and equipment, within
3 budgetary constraints, to implement the District's educational goals and objectives
4 and to meet students' needs. Instructional materials are defined as items having
5 intellectual content that by design serve as a major tool for assisting in the
6 instruction of a subject or course. The primary objective of such instructional
7 materials and equipment shall be to enrich, support, and implement the educational
8 program of the school.

9 An amount not to exceed fifty percent (50%) of the State instructional materials
10 allocation may be used to purchase non-adopted instructional materials such as:

- 11 A. materials for courses, subjects, and programs where appropriate
12 State adopted instructional materials are not available;
- 13 B. materials (print and non-print) to supplement the basic
14 instructional series selected; or
- 15 C. repair and renovation of instructional materials.

16 State law requires the Board to provide adequate instructional materials free of
17 charge to students who are enrolled in the District.

18 "Adequate instructional materials" means a sufficient number of student or site
19 licenses or sets of materials that are available in bound, unbound, kit, or package
20 form and may consist of hard-backed or soft-backed textbooks, electronic content,
21 consumables, learning laboratories, manipulatives, electronic media, and computer
22 courseware or software that serves as the basis for instruction for each student in
23 the core courses of mathematics, language arts, social studies, science, reading, and
24 literature.

25 Furthermore, Federal law requires the Board to provide accessible instructional
26 materials as specified in a student's IEP. Such accessible instructional materials
27 may be of a type or in a format as specified in the definition of adequate
28 instructional materials in this policy.

1 **Instructional Materials Program**

2 The Florida State Board, as part of a consortium of schools districts consisting of
3 administrators, teachers, and content experts, hereby establishes an instructional
4 materials program that includes the review, approval, adoption, and purchase of
5 instructional materials. The program shall be implemented in accordance with the
6 terms of this policy and administrative procedure adopted in accordance herewith.
7 The program shall comply with all applicable provisions of F.S. Chapter 1006, Part I,
8 F. Instructional Materials for K12 Public Education.

9 Beginning in the 2013-2014 school year, the Superintendent shall certify to the
10 Florida Department of Education by March 31st of each year that all instructional
11 materials for core courses used by the District are aligned with applicable State
12 standards. Included in the certification shall be a list of the core instructional
13 materials that will be used or purchased for use by the District.

14 **Instructional Materials Program Review, Approval, Adoption and Purchase**
15 **Process**

16 The Board hereby establishes the following program and process for the review,
17 approval, adoption, and purchase of instructional materials.

18 A. **Review Cycle for Instructional Materials**

19 By April 15th of each school year, the instructional material reviewer
20 shall review the instructional materials under review and evaluate
21 the content for alignment with the applicable Next Generation
22 Sunshine State Standards. The reviewer shall review the materials
23 for the level of instructional support and the accuracy and
24 appropriateness of progression of introduced content. Instructional
25 materials shall be made electronically available to the reviewer. The
26 reviewer shall rate the material on the instructional usability of the
27 resources.

1 B. **Duties and Qualifications of the Instructional Materials**
2 **Reviewers**

3 The Board may employ or contract with one (1) or more instructional
4 materials reviewers. The duties of an instructional materials
5 reviewer are:

6 1. Procedures

7 To adhere to prescribed procedures for evaluating
8 instructional materials submitted by publishers and
9 manufacturers in each adoption.

10 2. Evaluation of Instructional Materials

11 a. To evaluate carefully all instructional materials
12 submitted, in order to ascertain which instructional
13 materials, if any, submitted for consideration
14 implement the selection criteria developed by the
15 Board and those curricular objectives included within
16 applicable performance standards.

17 b. When recommending instructional materials for use in
18 the schools, each reviewer shall include only
19 instructional materials that accurately portray the
20 ethnic, socioeconomic, cultural, and racial diversity of
21 our society, including men and women in professional,
22 career, and executive roles, and the role and
23 contributions of the entrepreneur and labor in the total
24 development of this State and the United States.

25 c. When recommending instructional materials for use in
26 the schools, each reviewer shall include only materials
27 that accurately portray, whenever appropriate,
28 humankind's place in ecological systems, including the
29 necessity for the protection of our environment and
30 conservation of our natural resources and the effects
31 on the human system of the use of tobacco, alcohol,
32 controlled substances, and other dangerous
33 substances.

- 1 d. When recommending instructional materials for use in
2 the schools, each reviewer shall require such materials
3 as s/he deems necessary and proper to encourage
4 thrift, fire prevention, and humane treatment of people
5 and animals.
- 6 e. When recommending instructional materials for use in
7 the schools, each reviewer shall require, when
8 appropriate to the comprehension of students, that
9 materials for social science, history, or civics classes
10 contain the Declaration of Independence and the
11 Constitution of the United States. A reviewer may not
12 recommend any instructional materials for use in the
13 schools which contain any matter reflecting unfairly
14 upon persons because of their race, color, creed,
15 national origin, ancestry, gender, or occupation.
- 16 f. Any instructional material recommended by each
17 reviewer for use in the schools shall be, to the
18 satisfaction of each reviewer, accurate, objective, and
19 current and suited to the needs and comprehension of
20 students at their respective grade levels. Reviewers
21 shall consider for adoption materials developed for
22 academically talented students such as those enrolled
23 in advanced placement courses.
- 24 3. Report of Reviewers
- 25 After a thorough study of all data submitted on each
26 instructional material, the reviewer shall submit an electronic
27 report to the Superintendent for presentation to the Board.
28 The report shall be in substantially the same format as the
29 form used by the Florida Department of Education.
- 30 4. Qualifications of Instructional Materials Reviewer
- 31 The qualifications of the instructional materials reviewer shall
32 be set forth in the Board-approved job description for the
33 position, or, alternatively, in the contract for services.

1 C. **Affidavit of District Instructional Materials Reviewer**

2 Before commencing his/her duties, a District instructional materials
3 reviewer shall execute an affidavit which substantially includes the
4 following requirements of F.S. 1006.30:

- 5 1. The reviewer will faithfully discharge the duties imposed upon
6 him/her.
- 7 2. The reviewer has no interest in any publishing or
8 manufacturing organization that produces or sells
9 instructional materials.
- 10 3. The reviewer is in no way connected with the distribution of
11 the instructional materials.
- 12 4. The reviewer does not have any direct or indirect pecuniary
13 interest in the business or profits of any person engaged in
14 manufacturing, publishing, or selling instructional materials
15 designed for use in the public schools.
- 16 5. The reviewer will not accept any emolument or promise of
17 future reward of any kind from any publisher or
18 manufacturer of instructional materials or his/her agent or
19 anyone interested in, or intending to bias his/her judgment
20 in any way in, the selection of any materials to be adopted.
- 21 6. The reviewer understands that it is unlawful to discuss
22 matters relating to instructional materials submitted for
23 adoption with any agent of a publisher or manufacturer of
24 instructional materials, either directly or indirectly, except
25 during the period when the publisher or manufacturer is
26 providing a presentation for the reviewer during his/her
27 review of the instructional materials submitted for adoption.

28 D. **Compliance with F.S. 1006.32, Relating to Prohibited Acts**

- 29 1. No District official, including an instructional materials
30 reviewer, shall solicit or accept any emolument, money, or
31 other valuable thing, or any inducement, to directly or
32 indirectly introduce, recommend, vote for, or otherwise
33 influence the adoption or purchase of any instructional
34 material.

- 1 2. The District shall not participate in a pilot program of
2 materials being considered for adoption during the
3 eighteen (18) month period before the official adoption of the
4 materials by the Board. Any pilot program during the first
5 two (2) years of the adoption period must have the prior
6 approval of the Board.

- 7 3. Any Board official or instructional materials reviewer who
8 violates any provision of this section commits a misdemeanor
9 of the second degree, punishable as provided in F.S. 775.082
10 or 775.083.

- 11 4. This policy does not prohibit the Board official or
12 instructional materials reviewer from receiving sample copies
13 of instructional materials.

- 14 5. This policy does not prohibit or restrict a Board official from
15 receiving royalties or other compensation, other than
16 compensation paid to him/her as commission for negotiating
17 sales to district school boards, from the publisher or
18 manufacturer of instructional materials written, designed, or
19 prepared by such Board official, and purchased by the Board.
20 No Board official shall be allowed to receive royalties on any
21 materials not on the State-adopted list purchased for use by
22 his/her Board.

- 23 6. The Superintendent, Board member, teacher, or other person
24 officially connected with the government or direction of public
25 schools may not receive during the months actually engaged
26 in performing duties under his/her contract any private fee,
27 gratuity, donation, or compensation, in any manner
28 whatsoever, for promoting the sale or exchange of any
29 instructional material, map, or chart in any public school, or
30 be an agent for the sale or the publisher of any instructional
31 material or reference work, or have a direct or indirect
32 pecuniary interest in the introduction of any such
33 instructional material, and any such agency or interest shall
34 disqualify any person so acting or interested from holding any
35 Board employment whatsoever, and the person commits a
36 misdemeanor of the second degree, punishable as provided in
37 F.S. 775.082 and 775.083; however, this subsection does not
38 prevent the adoption of any instructional material written in
39 whole or in part by a Florida author.

1 E. **Certification of the Accuracy of Instructional Materials**

2 In addition to relying on statements of publishers or manufacturers
3 of instructional materials, the reviewer may, with the approval, and
4 subject to the direction of the Superintendent, conduct or cause to
5 be conducted an independent investigation to determine the
6 accuracy of State-adopted instructional materials.

7 When errors in Board-adopted materials are confirmed, the
8 publisher of the materials shall provide to each district school board
9 that has purchased the materials the corrections in a format
10 approved by the department.

11 The Board may remove materials from the list of Board-adopted
12 materials if it finds that the content is in error and the publisher
13 refuses to correct the error when notified by the Board.

14 The Board may remove materials from the list of Board-adopted
15 materials at the request of the publisher if, in its opinion, there is no
16 material impact on the State's education goals.

17 F. **Advertising, Bidding, and Purchasing Requirements**

18 Beginning on or before May 15th of any year in which an
19 instructional materials adoption is to be initiated, the District shall
20 advertise in a local newspaper of general circulation (the Florida
21 Administrative Register) four (4) weeks preceding the date on which
22 the bids shall be received, that at a certain designated time, not
23 later than June 15th, sealed bids or proposals to be deposited with
24 the District will be received from publishers or manufacturers for
25 the furnishing of instructional materials proposed to be adopted as
26 listed in the advertisement beginning April 1st following the
27 adoption.

28 The advertisement shall state that each bidder shall furnish
29 electronic sample copies of all instructional materials submitted, at
30 a time designated by the District, which copies shall be identical
31 with the copies approved and accepted by State instructional
32 materials reviewers, and with the copies furnished to the District
33 and Superintendent.

34 The advertisement shall state that a contract covering the adoption
35 of the instructional materials shall be for a definite term.

1 The advertisement shall fix the time within which the required
2 contract must be executed and shall state that the Department
3 reserves the right to reject any or all bids.

4 The advertisement shall give information regarding digital
5 specifications that have been adopted by the Board, including
6 minimum format requirements that will enable electronic and digital
7 content to be accessed through the District's local instructional
8 improvement system and a variety of mobile, electronic, and digital
9 devices. Beginning with specifications released in 2014, the digital
10 specifications shall include requiring the capability for searching by
11 State standards and site and student-level licensing. Such digital
12 format specifications shall be appropriate for the interoperability of
13 the content. The Board will not adopt specifications that require the
14 instructional materials to include specific references to FCAT and
15 Next Generation Sunshine State Standards and benchmarks at the
16 point of student use.

17 The bids submitted shall be for furnishing the designated materials
18 in accordance with specifications of the District. The bid shall state
19 the lowest wholesale price at which the materials will be furnished,
20 at the time the adoption period provided in the contract begins.

21 Each publisher or manufacturer of instructional materials who
22 submits a bid under this part is required to deposit with the District
23 such sum of money or certified check as may be determined by the
24 District, the amount to be not less than \$500 and not more than
25 \$2,500, according to the number of instructional materials covered
26 by the bid, which deposit shall be forfeited to the Board and placed
27 in the (General Revenue Fund) General Fund if the bidder making
28 the deposit fails or refuses to execute the contract and bond within
29 thirty (30) days after receipt of the contract in case his/her bid or
30 proposal is accepted. The District shall, upon determining that the
31 deposit is correct and proper, deposit the funds in an interest
32 bearing trust account and issue his/her official receipt.

1 **Selection and Adoption of Instructional Materials**

2 The District will notify all publishers and manufacturers of instructional materials
3 who have submitted bids that within three (3) weeks after the deadline for receiving
4 bids, at a designated time and place, it will open the bids submitted and deposited
5 with it. At the time and place designated, the bids shall be opened, read, and
6 tabulated in the presence of the bidders or their representatives. No one may revise
7 his/her bid after the bids have been filed. When all bids have been carefully
8 considered, the Board will, from the list of suitable, usable, and desirable
9 instructional materials reported by the State instructional materials reviewers, select
10 and adopt instructional materials for each grade and subject field in the curriculum
11 of public elementary, middle, and high schools in which adoptions are made and in
12 the subject areas designated in the advertisement. The adoption shall continue for
13 the period specified in the advertisement, beginning on the ensuing April 1st. The
14 adoption shall not prevent the extension of a contract as provided below. The Board
15 shall always reserve the right to reject any and all bids. The Board may ask for new
16 sealed bids from publishers or manufacturers whose instructional materials were
17 recommended by the instructional materials reviewer as suitable, usable, and
18 desirable; specify the dates for filing such bids and the date on which they shall be
19 opened; and proceed in all matters regarding the opening of bids and the awarding
20 of contracts as required by this part. In all cases, bids shall be accompanied by a
21 cash deposit or certified check of from \$500 to \$2,500, as the Board may direct. The
22 Board, in adopting instructional materials, shall give due consideration both to the
23 prices bid for furnishing instructional materials and to the report and
24 recommendations of the instructional materials reviewer. When the Superintendent
25 has finished with the report of the instructional materials reviewer, the report shall
26 be presented to the Board at a regular or special meeting and shall be available at all
27 times for public inspection.

28 In the selection of instructional materials, library media, and other reading material
29 used in the public school system, the standards used to determine the propriety of
30 the material shall include:

- 31 A. the age of the students who normally could be expected to have
32 access to the material;
- 33 B. the educational purpose to be served by the material;

34 In considering instructional materials for classroom use, priority
35 shall be given to the selection of materials which encompass the
36 State and Board performance standards provided for in
37 F.S. 1001.03(1) and which include the instructional objectives
38 contained within the curriculum frameworks approved by rule of the
39 State Board of Education.

1 C. the degree to which the material would be supplemented and
2 explained by mature classroom instruction as part of a normal
3 classroom instructional program;

4 D. the consideration of the broad racial, ethnic, socioeconomic, and
5 cultural diversity of the students of this State.

6 Any instructional material containing pornography or otherwise prohibited by
7 F.S. 847.012 may not be used or made available within any public school.

8 A publisher that offers instructional materials to the Board shall provide such
9 materials at a price that, including all costs of electronic transmission, does not
10 exceed the lowest price at which the publisher offers such instructional materials for
11 approval or sale to any state or school district in the United States.

12 A publisher shall reduce automatically the price of the instructional materials to the
13 Board to the extent that reductions in price are made elsewhere in the United
14 States.

15 **Maximization of Student Use of Authorized Instructional Materials**

16 In order to maximize student use of authorized instructional materials, the Board
17 shall:

18 A. purchase current instructional materials to provide each student
19 with a major tool of instruction in core courses of the subject areas
20 of mathematics, language arts, science, social studies, reading, and
21 literature for kindergarten through grade 12;

22 B. by the 2015-2016 fiscal year, use at least fifty percent (50%) of the
23 annual allocation for the purchase of digital or electronic
24 instructional materials included on the State-adopted list, except as
25 otherwise authorized law or rules of the State Board of Education.

1 C. use up to 100% of that portion of the annual allocation designated
2 for the purchase of instructional materials for kindergarten, and up
3 to seventy-five percent (75%) of that portion of the annual allocation
4 designated for the purchase of instructional materials for first grade,
5 to purchase materials not on the State-adopted list, which shall be
6 used for the purchase of instructional materials or other items
7 having intellectual content which assist in the instruction of a
8 subject or course.

9 These items may be available in bound, unbound, kit, or package
10 form and may consist of hardbacked or softbacked textbooks,
11 electronic content, replacements for items which were part of
12 previously purchased instructional materials, consumables, learning
13 laboratories, manipulatives, electronic media, computer courseware
14 or software, and other commonly accepted instructional tools.

15 The Superintendent shall implement procedures that will assure the maximum use
16 by the students of the authorized instructional materials.

17 **Assessment and Collection of Fees**

18 The Board may assess and collect fees from publishers participating in the
19 instructional materials approval process.

20 The amount of fees assessed and collected shall be posted on the District's website
21 and reported to the Florida Department of Education of Education. The fees shall
22 not exceed the actual cost of the review process, and the fees shall not exceed
23 \$3,500 per submission by a publisher. Any fees collected for this process shall be
24 allocated for the support of the review process and maintained in a separate line
25 item for auditing purposes.

26 The fees shall be used to cover the actual cost of substitute teachers for each
27 workday that a member of the District's instructional staff is absent from his/her
28 assigned duties for the purpose of rendering service as an instructional materials
29 reviewer. In addition, each reviewer may be paid a stipend and is entitled to
30 reimbursement for travel expenses and per diem in accordance with F.S. 112.061 for
31 actual service in meetings.

32 Instructional materials that have been reviewed by the District instructional
33 materials reviewers and approved must have been determined to align with all
34 applicable State standards pursuant to F.S. 1003.41 and the requirements in
35 F.S. 1006.31. The Superintendent shall annually certify to the Florida Department
36 of Education that all instructional materials for core courses used by the District are
37 aligned with all applicable State standards.

1 The Superintendent shall develop administrative procedures for the selection from
2 the State approved list, acquisition, management, use, accountability, and reporting
3 requirements of all educational and instructional materials and equipment.

4 Students shall be held responsible for the cost of replacing any instructional
5 materials lost, destroyed, or unnecessarily damaged. Failure to provide payment for
6 the damage or loss may result in the suspension of the student from participation in
7 extra-curricular activities, or the debt may be satisfied by the student performing
8 community service activities at the school site as determined by the school principal.

9 A student or his/her parent(s) may purchase a copy of the designated course
10 instructional materials, regardless of format, for the District's purchase price,
11 including shipping, and may be charged an additional ten percent (10%).

12 Cost of materials may be charged for materials used in those activities beyond the
13 basic curriculum in which a student elects to participate, particularly in activities
14 where the product becomes the property of the student.

15 A list of all approved instructional materials shall be maintained by the
16 Superintendent and made available for the use of the instructional staff.

17 **Free School-Related Instructional Materials**

18 Free instructional materials may be accepted for classroom and school purposes
19 under conditions that meet all the following criteria:

20 A. The initiative for securing the materials should be of the type that
21 teachers seek rather than materials forwarded to them to promote
22 the interests of an outside agency.

23 B. The materials should fill a legitimate purpose of the school
24 curriculum.

25 C. The advertising feature of the materials should be minimized.

26 D. Educational films should contain a minimum amount of commercial
27 advertising.

1 **Equipment or Instructional Materials Vendors**

2 The principal may permit vendors to demonstrate and show only that equipment
3 and instructional materials which can be used to improve the instructional program
4 and which are under consideration for purchase by the school.

5 The Superintendent shall develop administrative procedures for the implementation
6 of the Instructional Materials Program and this policy.

7 F.S. 119.071, 1006.28 through 1006.42
8 F.A.C. 6A-6.03028
9 34 C.F.R. Part 300

10 Revised 3/4/14

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12

**SCHOOL DISTRICT OF INDIAN RIVER COUNTY
DISTRICT SCHOOL BOARD POLICY CHANGES
SUPPORT INFORMATION**

Today's Date: March 25, 2015

Policy Number: 2520

Policy Title: Selection of Instructional Materials and Equipment

Check one of the following:

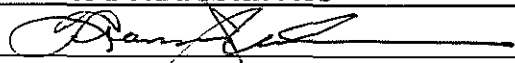
New Policy: <input checked="" type="checkbox"/>	Amendment: <input type="checkbox"/>	Repeal: <input checked="" type="checkbox"/>
---	-------------------------------------	---

I. Summary of Proposed New or Revised Policy:
Repeal of existing policy governing purchase of instruction materials and adoption of a revised policy in compliance with Florida Statute and present practice.

II. Estimated Economic Impact: \$ None

III. Referenced Statutes:
Authority: Listed on the policy (F.S.)
Implemented: Listed on the policy (F.S. and/or FSBE)

IV. Indian River County School Board (Ms. Stang will complete after adoption.)
Date Adopted by IRCSB: _____
Date Amended by IRCSB: / /
Date Repealed by IRCSB: / /

V. School Board Authorization:
Action Initiated by: School Board Members
Approved by: 
(Signature of) Superintendent/School Board Secretary

Do not write below this line.

School Board Recording Secretary:

1. Discussion Agenda Item:	<u>3/10/2015</u>
2. Action Agenda Item – Date for Public Hearing	<u>3/24/2015</u>
3. Legal Notice	<u>3/30/2015</u>
4. Public Hearing/Adopted Date (Action Item)	<u>5/12/2015</u>

001-95-BRD
REV: 08/2011
GSL-SL Item #32

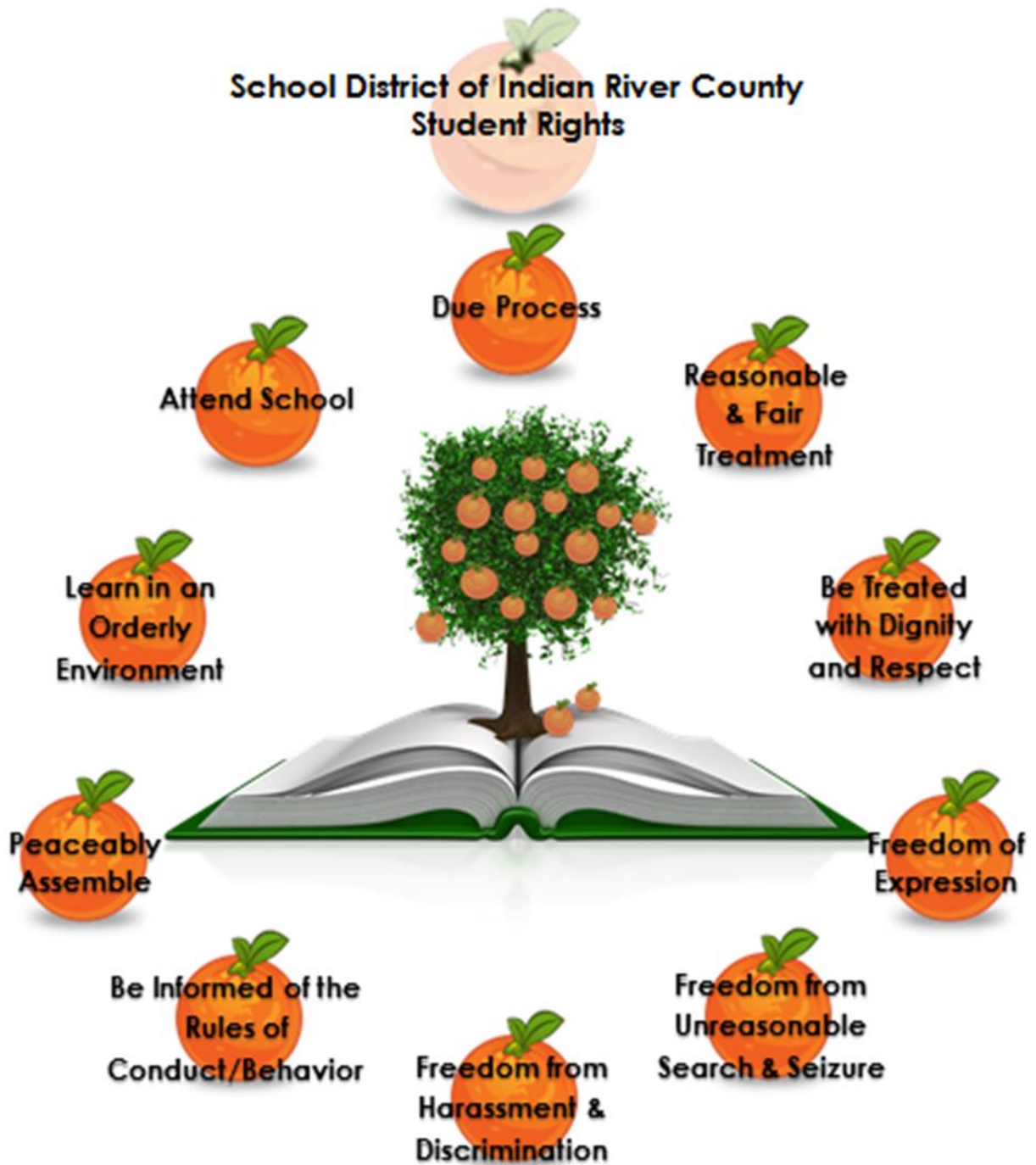
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**SCHOOL DISTRICT
OF
INDIAN RIVER COUNTY**

**POSITIVE CLIMATE AND DISCIPLINE
CODE OF CONDUCT
STUDENT HANDBOOK
2015 - 2016**

**School District of Indian River County
Student Rights**



INDIAN RIVER COUNTY SCHOOLS

ELEMENTARY SCHOOLS

Beachland Elementary	564- 3300
Citrus Elementary	978 -8350
Dodgertown Elementary	564-4100
Fellsmere Elementary	564-5970
Glendale Elementary	978-8050
Indian River Academy	564-3390
Liberty Magnet School	564-5300
Osceola Magnet School	564-5821
Pelican Island Elementary	564-6500
Rosewood Magnet School	564-3840
Sebastian Elementary	978-8200
Treasure Coast Elementary	978-8500
Vero Beach Elementary	564-4550

MIDDLE SCHOOLS

Gifford Middle School	564-3550
Oslo Middle School	564-3980
Sebastian River Middle School	564-5111
Storm Grove Middle School	564-6400

HIGH SCHOOLS

Sebastian River High School 564-4170

Vero Beach High School 564-5400

ALL OTHER SCHOOLS

Alternative Center for Education 564-6240

Wabasso School 978-8000

Technical Center for Adult & Career Education 564-4970

CHARTER SCHOOLS

Imagine Schools 567-2728

Indian River Charter High 567-6600

North County Charter Elementary 794-1941

St. Peter's Academy 562-1963

Sebastian Charter Junior High 388-8838



School District of Indian River County

A CommUNITY Partnership Toward Educational Excellence

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Superintendent's Letter



School District of Indian River County

1990 25th Street • Vero Beach, Florida, 32960-3395 • Telephone: 772-564-3000 • Fax: 772-569-0424

Frances J. Adams, Ed.D. - Superintendent

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“Educate and inspire every student to be successful”

Shawn R. Frost
District 1



Dale Simchick
District 2



Matthew McCain
District 3



Charles G. Searcy
District 4



Claudia Jiménez
District 5

“To serve all students with excellence”
Equal Opportunity Educator and Employer

Introduction: Mission and Vision Statement, Core Values, and Guiding Principles

Mission and Vision Statement:

To serve all students with excellence while educating and inspiring every student to success.

Core Values:

Positive Climate School Core Values:

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

Overview of the Guiding Principles for Positive School Climates:

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

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

A simple consequence-based model of discipline is not effective. Therefore, our school district has progressed to a system that recognizes discipline as part of a larger strategy in creating positive, just environments where students can flourish and succeed. Our goal is not exclusion from school, but to hold students accountable for their actions and promote the development of positive character. This is accomplished by helping students develop confidence in their abilities, and by improving self-control and decision-making skills that lead to academic and social growth.

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

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

Section 1: Expectations, Rights, and Responsibilities

Expectations and Responsibilities for the School Community

Each member of the school community plays an important role in the creation of a safe, supportive, and positive school climate. In order for this to be accomplished, we must work together, supporting and respecting one another's roles. All community members, including school staff and administration, parents/guardians, community organizations, and students, are responsible for promoting engaging school environments that support teaching and learning.

Responsibilities of School Staff and Administration

1. Know rules and regulations, discipline policies, intervention strategies and programs, and sources of community support available to our students.
2. Promote a positive, safe, and supportive school climate, where all students can grow academically, socially, and emotionally.
3. Utilize a positive system of supports and interventions as needed, in an effort to keep students in school and engaged in the learning process.
4. Recognize, encourage, and reward appropriate and positive conduct by all students.
5. Participate in professional development promoting student engagement and support, positive classroom management, and a positive school climate.
6. Make every effort to communicate and respond to parents/guardians in a way that is accessible and easily understood.
7. Implement consequences that align with disciplinary actions, in a graduated and progressive manner, increasing in intensity as behaviors increase in severity and frequency, or when a pattern of behavior has been established.
8. Administer interventions and consequences consistently and equitably, regardless of national origin, race, gender, ethnicity, religion, age, disability, and sexual orientation.
9. Eliminate disproportionality in discipline referrals, as well as in-school and out-of-school suspensions.
10. Provide each student with due process prior to intervention, or to consequences being administered, as a result of an infraction.
11. Use exclusionary disciplinary measures as a last resort, and in accordance with district policies.
12. Provide students and parents/guardians with makeup work when students are suspended from school.
13. Ensure that students are under the supervision of school staff while on school premises during "reasonable time" before and after school, and while attending or participating in a school-sponsored activity. "Reasonable time" is defined as 30 minutes before and after school, and 30 minutes before and after a school activity is scheduled or occurs.
14. Involve School Resource Officers only when a serious infraction occurs that endangers the safety and welfare of oneself or others.

Expectations and Responsibilities for Parents

1. Encourage your children to:
 - a. Contribute to a safe, supportive, and positive school climate
 - b. Demonstrate courtesy and respect for self and others
2. Understand, and make certain your children follow, the Positive Climate and Discipline Code of Student Conduct.
3. Ensure that your child attends school regularly and arrives to school on time.

- a. If your child is absent, report absences to the **attendance clerk** at your child's school within 48 hours of the absence. Failure to notify the school within 48 hours will result in an unexcused absence.
 - b. Provide advanced written notice if you need to remove your child from class for appointments.
4. Review and ensure that your children follow the district/school dress code policy. Parents are expected to monitor student dress before leaving home. Please be advised that you will be contacted to provide appropriate clothing if your child violates the dress code. **Note: Individual schools may have additional dress code policies that are approved by the School Advisory Council (SAC).**
5. Support your child's school in accessing and implementing methods to improve conduct, such as counseling, after-school programs, and mental health services.
6. Visit your school's website or attend school meetings for information regarding what your child is learning. Assist your child with assignments and homework to the best of your ability.
7. Be certain your child has the necessary school supplies each day.
8. Share concerns with school officials as they arise.
9. When visiting your child's school, report to the office and sign in using the electronic visitor management system.
10. Ensure that the school has your **current** home, work, and cellular telephone numbers, and updated home address, e-mail address, and emergency contact information. Only people listed as emergency contacts:
 - a. Can obtain information about the student
 - b. Can pick up a student from school, unless specific written permission is given by the legal guardian. Identification will be required upon pick-up during the day, and signing out is required.
11. Make efforts to participate in your child's school activities, conferences, and problem-solving meetings.
12. Both parents have the right to access student records and information, and be provided information about what is happening at school. These parental rights apply regardless of marital status, unless a certified court document, stating otherwise, is delivered to the school's Principal.
13. Schools will provide law enforcement, crowd control, and proper supervision during extracurricular school activities. However, if a student is attending any event as a spectator, the student's safety and well-being are the responsibility of the parent.
14. Damage done to school district property by a student, including lost or damaged books and teaching materials, is the responsibility of the parent. If property or damages are not restored, schools may require:
 - a. Student loss of extracurricular activity privileges
 - b. Participation in community service

Expectations, Rights, and Responsibilities for Students

Note: Student Rights are included inside the cover page.

Students attending Indian River County public schools are expected to follow all school rules and district policies. They are expected to demonstrate behavior that has a positive impact on school climate. In order to meet these expectations, students must:

1. Make every reasonable effort to attend school all day, every day, and to be on time. If absent, students will obtain, complete, and return missing assignments within the designated time period. Pre-approval from administration is required for college visits and other educational opportunities.
2. Arrive to school with all necessary materials and be prepared to learn.
3. Follow district and school dress codes.
4. Treat others with respect and courtesy.
5. Understand and recognize how conduct affects other students and school staff.
6. Demonstrate respect for school property, and follow the Student Network and Internet Responsible Use and Safety Agreement.
7. Make every effort to restore relationships negatively affected by poor conduct.
8. Make every reasonable effort to participate in activities, interventions, and appropriate programs recommended by school staff.
9. Demonstrate good citizenship by reporting threats, and hazardous or dangerous situations, to an adult in authority.

Peaceful Assembly

Students shall not be disturbed in the exercise of their constitutionally guaranteed rights to assemble peaceably and to express ideas and opinions, privately or publicly, provided that such exercise does not infringe on the rights of others and does not interfere with the operation of schools.

Expectations and Responsibilities for Community-Based Organizations

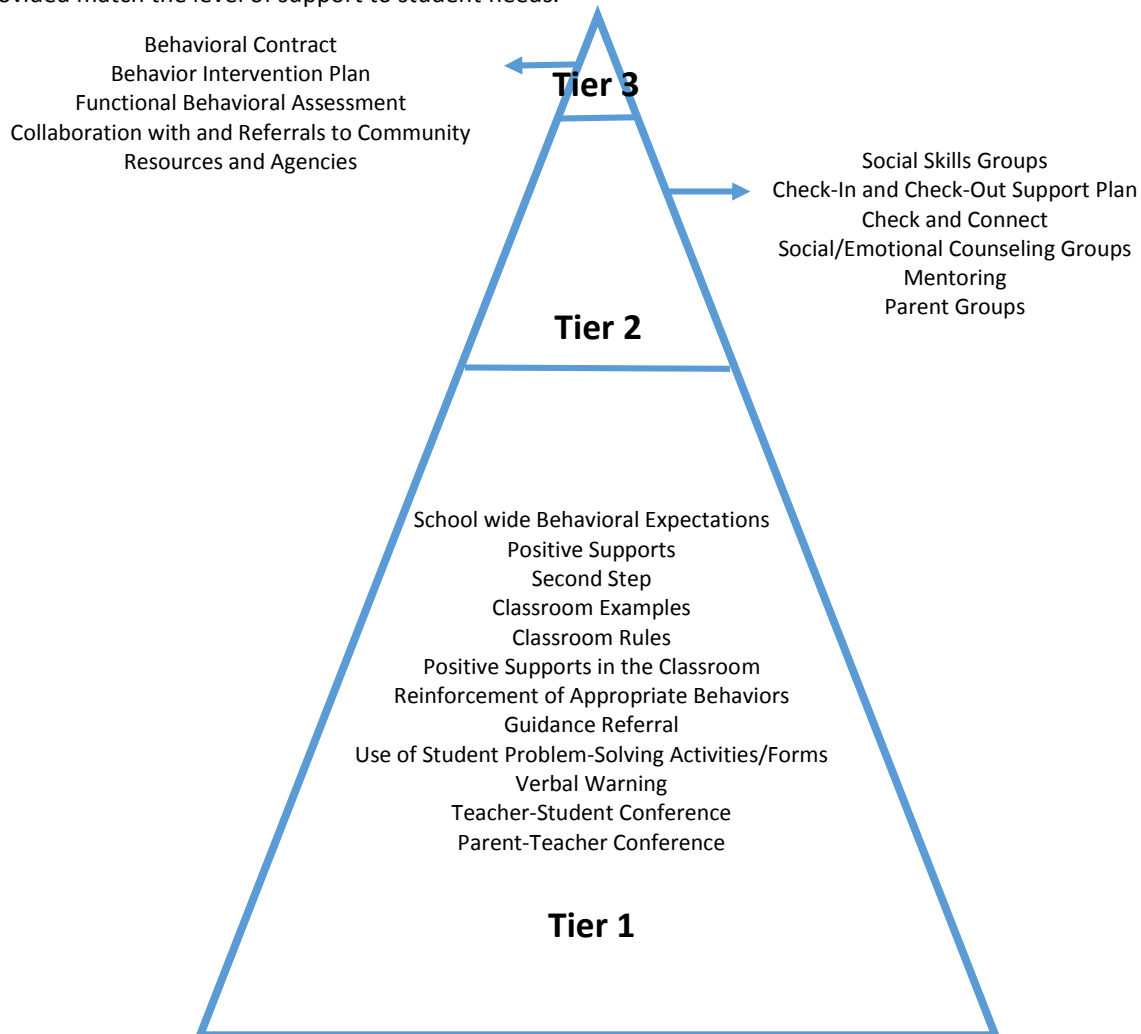
The School District of Indian River County recognizes that, "Schools Can't Do it Alone" (Jamie Vollmer).

Community members such as law enforcement, mental health service providers, and youth activity service providers play a crucial role in the establishment of a safe, supportive, and positive school climate. This is accomplished through mutual support and respect. All community-based organizations share the following objectives:

1. Assist schools in creating positive, safe, supportive, healthy, and engaging learning environments.
2. Serve as a resource for students, families, and school staff as needed.
3. Collaborate with school and district staff to share ideas and strategies that promote positive, healthy, and enriching school environments.

Section 2: Prevention and Intervention Practices

An approach to prevention and intervention has been established to support our students. Interventions and strategies are provided to students through a Multi-Tiered System of Supports (MTSS) framework. Through MTSS, schools apply strategies to maximize student learning and behavioral outcomes. The interventions and supports provided match the level of support to student needs.



Our schools will take action steps to:

- Create processes that support positive school climates by using evidence-based strategies through our MTSS framework.
- Use school and student data to plan and implement the tiered strategies and interventions. Educators, administrators, and support staff may work with community-based organizations to provide support services as needed.

Tier 1- Universal Supports for all students include strategies that are used to teach social, emotional, and behavioral learning. These strategies maximize students' abilities to problem-solve, and help develop a sense of responsibility and confidence in one's ability.

Tier 2- Targeted Interventions focus on targeted interventions for students who need additional support in specific areas.

Tier 3- Intensive Individualized Interventions promote social and emotional learning, and follow social learning principles and standards.

Note: Students who receive Tier 2 levels of support continue to receive Tier 1 instruction and support. Students who receive Tier 3 levels of support continue to receive Tier 1 and Tier 2 instruction and support.

Section 3: Student Attendance

What You Should Know About Attendance

School attendance is one of the strongest predictors of student success and is required of all students between the ages of six (6)--or turning 6 before February 1st-- and 16, unless otherwise exempted by law.

Good attendance provides students with opportunities to learn in the classroom and develop into strong students and citizens. Even just two absences a month can add up to far too much time lost in the classroom. Missing 10% or more of school days is considered chronic absenteeism. Below are percentages reflecting the impact of attendance.

96-100% is considered Good Attendance; 91-95% is considered At Risk of Underachievement; 90% is considered Seriously At Risk of Underachievement; 85% indicates Severe Concerns with Underachievement.

Regular school attendance is crucial to student success in school. Absenteeism has a negative impact on students' educational progress and sense of responsibility. Educators shall encourage regular attendance of students, maintain accurate attendance records, and follow reporting procedures.

Provisions shall be made for promoting school attendance by addressing personal problems, educating parents, and enforcing compulsory attendance laws and related child welfare legislation. Additionally:

- Absences must be reported to the school by the parent or adult student within two days (48 hours). Failure to report and explain the absence(s) shall result in unexcused absence(s). Final authority for determining acceptability of the reason for the absence(s) shall rest with the principal.
- Teachers shall record absentees each period of the school day and report absences--excused and unexcused--as required by the school.
- Parents will be contacted when a student has three (3) unexcused or unexplained absences, to prevent patterns of nonattendance.
- When a student has at least five (5) unexcused or unexplained absences within a calendar month, or ten (10) unexcused or unexplained absences within a ninety (90) calendar day period, the following will occur:
 - The teacher shall report to the Principal that the child may be exhibiting a pattern of nonattendance, if applicable.

- The Principal will refer the case to the MTSS/Individual Problem Solving Team to determine if early patterns of truancy are developing. If the MTSS/Individual Problem Solving Team finds that a pattern of nonattendance is developing, a meeting with the parent must be scheduled to identify potential remedies. If the problem is not resolved, the MTSS/Individual Problem Solving Team will implement interventions.

Habitual Truancy

When a student has a total of fifteen (15) unexcused absences within ninety (90) calendar days, with or without knowledge and consent of parents/guardians, s/he will be considered habitually truant. Parents will be notified of the excessive absences and the intent to notify the Department of Highway Safety and Motor Vehicles, if appropriate. When students are truant they may be subject to having a truancy petition filed. Please note that this may happen under state statute if the student has:

- 1) At least five (5) unexcused or unexplained absences within a calendar month
- 2) Ten (10) unexcused or unexplained absences within a ninety (90) calendar day period
- 3) More than fifteen (15) unexcused absences within a ninety (90) calendar day period

Tardiness

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

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

Excused Absences

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

- Personal illness: Medical evidence may be required by the principal or designee for absences exceeding five (5) consecutive days
- Court appearance
- Medical appointment
- Approved school activity
- Insurmountable problems (Prior permission by principal or designee is required except in the case of an emergency)
- Attendance at a center under the supervision of Children and Families Services
- Significant community events with prior permission of the principal or designee
- Religious instruction or religious holiday
- Death of a family member
- Out-of-school suspension
- Confinement at a detention center
- All other reasonable excuses with prior approval of the principal or designee

Students shall not be given excused absences to remain out of school for the purpose of working, unless the job is an integral part of the student's instructional program.

Absences not included in the above list shall be documented as unexcused.

Makeup School Work for Absences

For any absence excluding truancy, the student shall have two (2) days to make up work for each day missed. Principals may grant time extensions to the student for extenuating circumstances. Assignments and credit for makeup work are within teacher discretion.

Discipline

No student shall be suspended for unexcused tardiness, lateness, absences, or truancy.

Any student who fails to attend any regularly scheduled class and has no excuse should be referred to the appropriate administrator. Disciplinary action shall include parental/guardian notification.

A student's grade in any course is based on performance in the instructional setting and shall not be reduced for reasons of conduct. If a student violates attendance standards or other rules of the school, appropriate discipline will be applied, but grades will be determined by the student's academic performance.

Additional Attendance Processes

- Parents have the right to challenge attendance records by providing documentation that may change the status of an absence. Challenges must be made within the grading period in which the absence occurred. After the documentation is submitted and reviewed, final decision rests with the principal.
- Any student who, due to a specifically identifiable physical or mental impairment, exceeds or may exceed the district's limit on excused absences, is referred for eligibility evaluation under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.

Section 4: Student Discipline

Overview

The goal of progressive discipline is to promote positive school climates and opportunities for students to develop relationships, resulting in better decisions and choices. District policies and school norms set expectations for behavior and consequences that will help students make better choices, improve social-emotional behavior, increase engagement and self-efficacy, and support achievements.

Students are responsible for their behavior and are held accountable when they behave inappropriately. Students shall only be removed from the educational environment as a last resort, after guaranteed due process. They are expected to follow the Positive Climate and Discipline Code of Student Conduct standards, federal and state laws, and school board policies while:

- On school grounds
- At school-sponsored activities and events
- Being transported to and from school or school-related activities and events

Note: Off-campus felonies impacting school environment also may be considered when applying discipline procedures.

Progressive Discipline Practices

Progressive disciplinary actions will be administered based on policies and procedures clearly communicated to staff, students, parents, and guardians. When deciding upon levels of interventions and consequences, administrators will consider developmental factors, student exceptionalities, and cultural sensitivities. Other considerations include:

- Previous conduct
- Probability of a recurring violation
- Intent and severity of the offense
- Patterns of established behavior

Criminal and violent offenses could result in increased interventions and consequences. Accountability measures are intended to keep students safe and engaged in the educational process.

Bus Safety Rules

Riding the school bus is a privilege. Student conduct directly affects the school bus climate; therefore, students must follow bus safety and courtesy rules. Safety and security measures on the school bus include video recordings of students and the driver while on board. Parents are responsible for the supervision and safety of students until boarding, and after departing, the bus.

A written notice including a phone number is required twenty-four (24) hours in advance to allow a student to ride a different bus. The Principal and Director of Transportation must approve the request.

<p>1. At the Bus Stop</p> <ul style="list-style-type: none"> • Wait in an orderly manner • Stay a safe distance from the roadway: at least ten (10) feet • Arrive at your bus stop five (5) minutes early • Be cautious of traffic 	<p>2. When the Bus Arrives</p> <ul style="list-style-type: none"> • Make sure bus warning lights are on • Get in line to board • Let smaller children board first • When crossing the street to board the bus, always cross in front of the bus.
<p>3. On the Bus</p> <ul style="list-style-type: none"> • Keep all body parts inside the bus • Keep bus neat and clean • Be polite and speak with an ‘indoor voice’ • Do not eat or drink • Use appropriate language • Stay in seat until arriving at your stop • Be respectful of the rights and safety of the driver and passengers • Wear seatbelts when provided • The use of headphones and electronic devices must not distract the driver 	<p>4. Exiting the Bus</p> <ul style="list-style-type: none"> • Exit in an orderly manner • Follow school bus exit procedures • Check all directions for oncoming traffic • Avoid danger zones • Cross the street only in front of the bus • Exit at designated stop
<p>Students will avoid:</p>	
<ul style="list-style-type: none"> • Use of electronic devices to take or send pictures or images • Fighting, rough-housing, loud noises, and distracting or disruptive behavior • Throwing objects • Vandalism • Public displays of affection and sexual behavior • Being disrespectful and disobeying the bus driver or assistant • Delaying the bus route schedule • Banned items including live animals, glass containers, skateboards, rollerblades, laser pointers, and objects that could be used to inflict bodily injury • Balloons, bouquets, and large musical instruments • Bullying and harassment of peers, or any conduct that endangers the safety and welfare of others 	
<p>Bus Safety Violations Procedures:</p> <ul style="list-style-type: none"> • Bus driver completes the discipline referral form and submits it to the Principal • Principal investigates and uses the Levels of Interventions and Consequences Matrix to hold student accountable 	

Student Dress Code

Dress code standards foster a safe, healthy, and positive climate that promotes constructive discipline, maintains order, and supports the teaching and learning process.

Elementary Students:

Elementary school students wear a unified dress code. Each school will provide a description of their unified dress code.

Dress and Grooming Expectations for All Students:

- Pants are to be worn above the hip bone, with no visible undergarments, and present no safety hazards.
- Dress and grooming practices will not interfere with school work, create disorder, disrupt the educational program, or prevent the student from achieving educational objectives.
- Hair and clothing must not block vision or restrict movement.
- Clothing will contain no inappropriate sayings, themes, or advertisements such as alcohol, tobacco, drugs, or gang-related symbols.
- Clothing will fit appropriately and include no oversized, undersized, or tight garments.
- Apparel will contain no sheer, net, mesh, or sleepwear items. Shirts will cover the person from the shoulders to the waist at all times, with no revealed midriff or cleavage.
- Shorts, skorts, and skirts are to extend beyond finger-length or mid-thigh, whichever measurement is longer.
- Apparel will not contain hoods, headphones*, ear buds*, hair picks, combs, 'do rags, stocking caps, bandanas, scarves, towels, and other headgear.
- Hats and sunglasses may be worn for P.E. activities, recess, or other specific circumstances when authorized by the Principal.
- Jewelry, accessories, or extended fingernails that could be deemed unsafe are not permitted.
- Dog-type collars, chains, and spikes are not allowed.
- Trench coats are prohibited.
- Dress practices must not be indecent, vulgar, or disruptive to an orderly learning environment.
- Certain courses may require a specific dress code.

Note: The Principal has the final authority to determine when personal appearance does not meet expectations.

**Unless otherwise approved for instructional purposes.*

State statute authorizes the school board to establish dress code requirements. All elementary schools will adhere to a unified dress code established by the school board and superintendent. For middle and high schools, the school board requires the School Advisory Council (SAC) to decide whether a unified or restrictive dress code is necessary for the safety and welfare of the student body and school personnel. When the SAC determines that a unified or restrictive dress code is necessary, the proposition shall be submitted to a vote of the families of students at such school, pursuant to a procedure established by the superintendent. If the proposition is approved by persons eligible to vote, and passes with a written vote of at least fifty percent + 1 (majority vote) in favor of the proposition, then the requirement for a unified or restrictive dress code shall be established and enforced at that school.

Student Use of Wireless Communication Devices

Student possession of a wireless communication device (WCD) is a privilege. To promote positive behavior and protection of students, all WCD users are expected to follow procedures and to sign a Network and Internet Responsible Use and Safety Agreement.

The student is solely responsible for any equipment that s/he brings to school.

The principal has the authority to allow or discontinue WCD use; therefore, all procedures are subject to principal approval. While on school district property, students must adhere to the following procedures:

- A. Students may use WCDs while riding to and from school, or to and from school-sponsored activities on a bus or other school board-provided vehicle, at the discretion of the bus driver and administrator,

teacher, sponsor, advisor, or coach. Distracting behavior that creates an unsafe environment will not be permitted.

- B. When a student arrives at school, the WCD should be set to 'silent' or 'vibrate' and remain in that mode throughout the school day.
- C. With principal permission, the student may use their WCD before school, during lunch, and after school as long as they do not create a distraction, disruption, or otherwise interfere with the educational environment or school functions.
- D. WCDs may **not** be used in the hallways during class changes.
- E. The WCD may be used in class **only** for educational purposes, with the principal's and teacher's expressed permission.
- F. The student must connect to the district Wi-Fi to access the Internet during classroom instruction even if they have their own data plan in compliance with CIPA (Children's Internet Protection Act).
- G. Students must disable or deactivate any personal hotspots or other Internet sharing capability while on school grounds.
- H. During class, WCDs should not be visible when not being used as part of classroom instruction.
- I. Students may not use WCDs, personal data plans, or other networks to access or view Internet websites that are otherwise blocked for students by the district's web filter.
- J. Students may not download or stream any audio or video files without teacher permission.
- K. Students may not participate in cyberbullying, sending hate e-mail/ posts/ texts, or making false, harassing, or obscene e-mail/ posts/ texts ("sexting").
- L. Students may not take pictures or videos of anyone on campus, or post or send any pictures or videos without a teacher's permission.
- M. Students may not participate in hacking, cracking, vandalizing, introducing viruses, worms, Trojan horses, or time bombs, and may not use Peer-to-Peer (P2P) computing or networking.
- N. Students may not use another person's password or account, change or steal another person's work or files, or use another's personal electronic device.
- O. Students may not use proxies, HTTPS, or special ports. Students may not change browser settings or in any other way try to get through Internet filters.
- P. Students may not post any personal information about themselves or anyone else online.
- Q. Students will not have the ability to access network folders or print from personal devices.
- R. Students must charge devices before coming to school; devices are not to be charged at school.

- S. During after-school activities, WCDs may only be used with the permission of the principal and administrator, teacher, sponsor, advisor, or coach.
- T. The district is not responsible for the security, repair, troubleshooting, technical support, loss, misplacement, theft, or damage of any personal WCD.

Note: Schools may implement site-specific procedures beyond those listed above.

Drugs and Alcohol Possession, Use, and Distribution

The misuse of drugs is a serious problem with legal, physical, and social implications for the entire school community. "Drugs" shall mean:

- A. all dangerous controlled substances as so designated and prohibited by Florida statute
- B. all chemicals which release toxic vapors
- C. all alcoholic beverages
- D. any prescription or patent drug, except those for which permission to use in school has been granted pursuant to school board policy
- E. anabolic steroids
- F. any substance that is a "look-alike" of any of the above

Possession, concealment, or distribution of any drug or drug-related paraphernalia as the term is defined by law, or the misuse of a product containing a substance that can provide an intoxicating or mood-altering effect, is prohibited on school grounds, on school vehicles, and at any school-sponsored event. Further, it is established that a drug-free zone exists within 1000 feet of any facility used by the district for educational purposes.

Progressive interventions and consequences for drug and alcohol behavior actions are listed in the Levels of Interventions and Consequences sections of this handbook.

Over-the-Counter (OTC) Medication

"Medication" shall include all medicines prescribed by a physician as well as any non-prescribed (over-the-counter) drugs, preparations, and remedies, including herbal products and vitamin supplements.

Students are not allowed to have medication in their possession on school property, on the school bus, or while attending any school-sponsored activity. This includes asthma inhalers, epinephrine auto-injectors, pancreatic enzymes, and diabetic medications/monitoring/treatment supplies when prescribed by a physician unless proper documentation (a physician-approved Medication Form and an Authorization to Carry Form) has been filed in the school's health room.

A parent/guardian (middle or high school students only) may provide to the school Principal a medication permission slip for non-prescription, over-the-counter medications used to relieve pain, granting the Principal permission to assist in administering medication to the student. Non-prescription, over-the-counter medications used to relieve pain, which are provided by the parent/guardian to the school, shall be stored and administered as provided in this policy and shall be governed by the district's Medication Procedures Handbook. The only approved non-prescription medication to relieve pain as contemplated by this policy is acetaminophen (Tylenol).

Tobacco-Free Safe and Healthy Learning Environment

Tobacco is the leading cause of preventable death in Florida. Most tobacco use begins before the age of eighteen. It is important that schools provide a safe and healthy learning environment, free from exposure to known carcinogens, and one in which adults are role models for healthy behavior. As school district personnel and school

visitors serve as role models to students, comprehensive school policies are a necessary strategy to prevent youth initiation, as well as to reduce tobacco use.

All uses of tobacco products in any form including the use of electronic “vapor,” or other substitute forms of cigarettes, clove cigarettes, or other smoking devices are prohibited in all school board-owned properties, facilities, and at any school board-sponsored event, 24 hours a day/365 days a year, for students, district personnel, and visitors.

Students are prohibited from possessing or using tobacco products during school-sponsored events whether on or off district property. If a tobacco citation is issued by a School Resource Officer (SRO) it is mandatory that the student pay a civil penalty and attend a school-approved anti-tobacco program. The anti-tobacco program is ten weeks in duration and is offered at the Substance Awareness Center of IRC. **Failure to complete this program or to pay the civil penalty will result in the suspension of the student’s driver’s license or withholding of license.** Additionally, students possessing or using tobacco products are subject to progressive disciplinary and accountability measures.

Weapons

Students are prohibited from possessing, storing, making, or using a weapon, including a concealed weapon, in a school safety zone and in any setting that is: under the control and supervision of the district for the purpose of school activities including property leased, owned, or contracted by the district, a school-sponsored event, or in a district vehicle.

Students are required to immediately report knowledge of weapons and threats of violence by students and staff to the building principal. Failure to report such knowledge may subject the student to immediate suspension and potential expulsion from school.

Any student who violates this policy will be reported to the student's parents or guardians and to the criminal justice or juvenile delinquency system. The student may also be subject to disciplinary action, up to and including expulsion.

Exceptions include items pre-approved by the building principal as part of a class or individual presentation, or as theatrical props used under adult supervision. **This exception does not apply to working firearms or to any ammunition.**

Gun Free Schools

The ***Gun Free Schools Act of 1994*** establishes that any student who is determined to have brought a firearm, as defined in *18 U.S.C. s.921*, to school, to any school function, or onto any school-sponsored transportation will be expelled, with or without continuing educational services, from the student’s regular school for a period of no less than one full year, and will be referred for criminal prosecution.

Student Groups

Student groups will be recognized as authorized school organizations only if they are approved by the school administration, sponsored by school-approved personnel, composed of members of the current student body, conduct the majority of their meetings at school, and have established aims which are educational in nature.

Membership or participation in the organization or operation of any fraternity, sorority, or other secret group as described by law is prohibited. In particular, any type of gang or gang-related activity is prohibited on district property or in the guise of school-sponsored activities.

Bullying, Harassment, Cyberbullying, Hazing, Dating Violence and Abuse, Bias Behavior, and Gang-Related Activities

The school district is committed to providing an educational setting that is safe, secure, and free from harassment and bullying for all of our students and school employees. Unlawful bullying and harassment, cyberbullying, hazing, dating violence and abuse, bias behavior, and gang-related activities of any type will not be permitted.

Schools shall appropriately **identify, report, investigate, and respond to situations** of bullying, harassment, cyberbullying, hazing, dating violence and abuse, bias behavior, and gang-related activities of any type. This applies whether incidents occur on school grounds, at school-sponsored events, through school computer networks, off school grounds, or in any way have an impact on school safety and positive school climate.

Violent Crimes and Victimization

Violent crimes and victimization committed on campus, during any school-sponsored event, or connected to a district school in any way will be reported to law enforcement. Offenders are subject to arrest and criminal prosecution.

Getting Help:

Reporting Procedures

Our schools are steadfast in providing educational settings that are safe, secure, and free from bullying, cyberbullying, harassment, hazing, dating violence and abuse, gang-related activities, and bias behavior for all students and school employees. **The school principal is the person responsible for receiving all complaints.** Any student or parent/guardian who experiences any of the above acts should immediately report the situation to the school principal. **If an act occurs during non-school hours, it should be reported to a law enforcement agency.**

Note: Written and oral reports are considered official reports. Reports can be made anonymously. After a formal investigation is completed, interventions and consequences will be applied as needed.

A victim of the above acts, or anyone who witnesses an act and has credible information, may utilize the **No- Go - Tell** reporting procedures. For example:

No: Tell the offender to stop, or you can say to yourself, “No, I won’t allow this person to make fun of me, tease me, or bully me.”

Go: Walk away calmly. Don’t fight back; if possible, find a friend to walk away with you. Try not to show anger or fear. (Students who bully like to see they can upset you.)

Tell: Tell your teacher, school counselor, or an administrator if you are being bullied at school. **Telling is not tattling.** Write down--or ask someone to write down for you-- what happened, where and when it happened, and who bullied you. Remember that you can always tell your parents or guardians.

➤ Report the incident:

- To an adult
- In writing
- In the anonymous “Comments” box(es) located in your school’s main office, health room, guidance office, student support specialist office, and media center.

If bullying occurs after school hours, report it to your local law enforcement agency or notify your SRO when returning to school.

- If you witness bullying (**you are a bystander**), you should:

- Refuse to join in
- Never fight a bully
- Get others to help you speak out against the bully
- Distract the bully
- Report all bullying to school staff
- Utilize the universal web-based reporting system on your school and/or School District of Indian River County website: www.indianriverschools.org
- Utilize comment reporting boxes that are placed in your school's main office, health room, guidance office, student support specialist office, and media center
- Utilize reporting forms located next to the comment boxes or downloaded from the SDIRC website
- Contact local law enforcement if an act occurs after school hours

Note: Accountability measures are included in the Offenses/Violations and Levels of Interventions and Consequences sections of this handbook.

Section 5: Expectations, Consequences, and Accountability Measures

This section describes the levels of interventions and consequences that have been designed to support students and maintain safe, nurturing, and engaging learning environments, and it also includes the matrix to be used when an infraction/offense has occurred.

Levels of Interventions and Consequences

Level 1	Level 2	Level 3	Level 4	Level 5
Teachers use these interventions to help the students adjust behavior in the classroom				
<p>Classroom Levels Interventions/Consequences If these interventions are successful, referral to the school administrator may not be necessary.</p> <ul style="list-style-type: none"> Warning Seat change Parent outreach Teacher conference with student Mentoring In-class time-out/ Thinking space† Time-out in another classroom setting Restitution (replacing an item, repairing harm) Restorative Practices† (letter of apology) Reinforcement of appropriate behaviors Written reflection about incident Detention before or after school Behavior agreement Loss or suspension of privileges Informal and/or preventative school-based mentoring Informal and/or preventative school-based/teacher-based strategies Confiscation of item Behavior Agreement 	<p>Appropriate when Level 1 Interventions/Consequences have been ineffective In some cases, referral to the school administrator may be necessary.</p> <ul style="list-style-type: none"> Parent/ guardian involvement Phone call/letter to parent or guardian Confiscation of item Supervised time-out outside of classroom Conference with parent or guardian Detention Behavior Agreement Teacher and/or administrator conference with student and/or parent Restitution Restorative Practices† Parent contract Peer mediation Loss or suspension of privileges Temporary removal from class Informal and/or preventative school-based mentoring School-based or outside facilitated conflict resolution Informal and/or preventative school-based/teacher-based strategies Short-term in-school counseling 	<p>Appropriate when Level 2 Interventions/Consequences have been ineffective</p> <ul style="list-style-type: none"> Office referral required Parent/guardian notification required Work detail Restitution Restorative Practices† In-school intervention In-school suspension In-class time-out/ Thinking space† Community Service (volunteer work for any non-profit organization, public or private, as a form of restitution) Learning lab† Loss or suspension of privileges Temporary removal from class Informal and/or preventative school-based mentoring School-based or outside facilitated conflict resolution Referral to Individual Problem Solving Team Check and Connect† Check In-Check Out Civil Citation (if applicable for infraction) Class or schedule change Suspension 1-2 days Bus Suspension 1-5 days 	<p>Appropriate when Level 3 Interventions/Consequences have been ineffective</p> <ul style="list-style-type: none"> Office discipline referral required Parent/guardian notification required Restricted activity Restitution Restorative Practices† SERT referral for consideration for alternative school-based program Loss of parking privileges Loss or suspension of privileges Temporary removal from class School-based or outside facilitated conflict resolution Suspension (1–5 days except for attendance or tardiness-related offenses) Student re-entry or success plan Referral to Individual Problem Solving Team Civil Citation (if applicable for infraction) Behavior Contract Student re-entry or success plan (when student returns from any suspension) 	<p>Appropriate when Level 4 Interventions/Consequences have been ineffective or for major infractions and/or Level 1 School Environmental Safety Incident Reporting (SESIR)</p> <ul style="list-style-type: none"> Office discipline referral required Parent/guardian notification required Restitution Restorative Practices† Short-term suspension (1-5 days) Long-term suspension (6-10 days) SERT referral for consideration of alternative placement or expulsion hearing Student re-entry or success plan (when student returns from any suspension) Referral to Individual Problem Solving Team Civil Citation (if applicable for infraction) <p>† If available at school</p> <p>Note: Detailed descriptions of levels can be found in the glossary.</p>

Offenses/Violations and Levels of Consequences Matrix

Abbreviation Key:

E-Elementary
 S-Secondary
 LE- Law Enforcement
 SESIR-School Environmental Safety Incident Reporting*
 SS-Student Services
 SAC-Substance Awareness Center
 HA-Health Assistant

Level 1 SESIR Incidents are to be referred to the Suspension and Expulsion Review Team (SERT).

Offense/Violation	Level of Consequence					SESIR Major Incident Report	School will contact/report to:
	1	2	3	4	5		
Abusive language/Profanity/Gestures Gestures, verbal, and nonverbal messages including swearing, name calling, or use of words in an inappropriate way.	E/S	E/S	E/S				
Aiding and Abetting Knowingly giving aid or help to another student in violation of any of the Positive Climate and Discipline Code of Student Conduct standards, or acting to help violator escape detection, shall be considered equal to the student directly committing the violation.	E/S	E/S	E/S				
Alcohol Possession* (Possession, sale, use, or purchase of alcoholic beverages) Use should be reported only if the person is caught in the act of using or is discovered to have used these substances in the course of the investigation.	Possession		E	E/S	S	S	✓ LE, HA, SAC, SS, SESIR Level 4
	Consumption		E	E/S	S	S	✓ LE, HA, SAC, SS, SESIR Level 4
	Possession/Intent to Distribute		E	E/S	S	S	✓ LE, HA, SAC, SS, SESIR Level 4
	Distribution		E	E/S	S	S	✓ LE, HA, SAC, SS, SESIR Level 4
Arson (district) The act of willfully or intentionally igniting a fire, or damaging--or attempting to damage--any real or personal property by fire or incendiary device, excluding the act of lighting a match alone.	E	E	E/S	S	S		LE, SS
Arson* (Intentionally setting a fire on/with school property) To damage any dwelling, structure, or conveyance, or its contents, whether occupied or not, by fire or explosion.	E	E	E/S	E/S	E/S	✓	LE, SESIR Level 1, SS

<p>Assault An intentional unlawful threat by word or act to do violence to a person, coupled with apparent ability to do so, which creates a well-founded fear that such violence is imminent.</p>	E	E	E/S	E/S	S		
<p>Battery/FS 1006.13(5) The physical use of force or violence by an individual against another. The attack must be serious enough to warrant consulting law enforcement and result in serious bodily injury. (Report an incident as battery, rather than a fight, only when the force or violence is carried out against a person who does not fight back.) Increased criminal penalties may be imposed on anyone who commits a battery on a school employee or volunteer.</p>	E	E	E/S	E/S	E/S	✓	LE, SESIR Level 1, SS
<p>Bus Safety Violations Failure to comply with rules set forth to ensure safe travel on a school bus.</p>	E/S	E/S	E/S				*Excluding school suspension
<p>Breaking and Entering/Burglary* (Illegal entry into a facility) The unlawful entry with force or unauthorized presence in a building, other structure, or conveyance with evidence of the intent to damage or remove property or to harm a person(s).</p>			E/S	E/S	E/S	✓	LE, SESIR Level 2, SS
<p>Bullying Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation. It may involve but is not limited to: teasing, social exclusion, threat, intimidation, stalking, physical violence, theft, sexual, religious, or racial harassment, public humiliation, or destruction of property.</p> <p>Bullying is not:</p> <ul style="list-style-type: none"> • An altercation between equals • Good-natured playful teasing among equals or peers • Isolated incidents • Annoying different people at different times 	E/S	E/S	E/S	E/S	E/S	✓	LE, SESIR Level 4, SS

<p>Cheating, Plagiarism The inappropriate and deliberate distribution or use of information, notes, materials, or work of another person in the completion of an academic exam, test, or assignment without specific teacher permission and proper crediting of the source (plagiarism).</p>	E/S	E/S	S	S	S		
<p>Continuation of Mid-Range Infractions Three or more mid-range infractions that need to be addressed. Any behavioral infraction that merits repeated ODR(s) where interventions have been implemented and the behavior has not changed.</p>			E/S	E/S	E/S		
<p>Contraband The processing or use of items which are prohibited at school or school-sponsored events.</p>	E/S	E/S	E/S				
<p>Cyberbullying Bullying through the use of technology or any electronic communication, including transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo electronic system, or photo optical system. This includes electronic mail, Internet communications, instant messages, and facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or impersonates another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution, by electronic means, of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.</p>	E/S	E/S	E/S	E/S	E/S	✓	LE, SESIR, Level 4, SS
<p>Disrespect/Insolence An act of rudeness, contempt, or lack of respect.</p>	E/S	E/S	E/S	E/S			
<p>Disruption Behavior causing an interruption in a class or activity. Includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or rough-housing; and sustained out-of-seat behavior.</p>	E/S	E/S	E/S				

Disruption on Campus – Major* (Significantly disrupts campus activities, school-sponsored events, or school bus transportation) Disruptive behavior that poses a serious threat to the learning environment or to the health, safety, and welfare of others. This includes bomb threats [F.S. 1006.07(2)(m)] , inciting a riot, and initiating a false fire alarm.				E/S	E/S	E/S	✓	LE, SESIR Level 3, SS
Dress Code Violation Student wears clothing, or practices grooming habits, that do not fit within the dress code guidelines required by the district.	First offense: Verbal warning and notification of parent/guardian.	E/S	E/S	E/S				
	Second Offense: Student is ineligible to participate in any extracurricular activity for a period of time not to exceed five (5) days, and holding of a parent conference.							
	Third and Subsequent Offenses: In-school suspension not to exceed three (3) days, student cannot participate in any extracurricular activity for a period not to exceed thirty (30) days, and Principal shall call parent/guardian and send a written letter of in-school suspension and ineligibility to participate in extracurricular activities.							
Drugs (excluding alcohol) *Illegal distribution of drugs; sale or possession of drugs and paraphernalia; the manufacture, cultivation, or distribution of any drug, narcotic, controlled substance, or substance represented as a drug.	Possession		E	E/S	E/S	E/S	✓	LE, HA, SAC, SS, SESIR Level 3
	Consumption		E	E/S	E/S	E/S	✓	LE, HA, SAC, SS, SESIR Level 3
	Distribution		E	E/S	E/S	E/S	✓	LE, HA, SAC, SS, SESIR Level 3
	Possession/Intent to Distribute		E	E/S	E/S	E/S	✓	LE, HA, SAC, SS, SESIR Level 3
	Sales		E	E/S	E/S	E/S	✓	LE, HA, SAC, SS, SESIR Level 3
	Paraphernalia		E	E/S	E/S	E/S	✓	LE, HA, SAC, SS, SESIR Level 3
Failure to Serve A student who fails to adhere to/report for a consequence for an infraction.				E/S	E/S			

<p>False Accusations Against Classmate(s) The act of intentionally publicizing--verbal or written--untrue, injurious allegations against another classmate or knowingly bringing false charges against a classmate. If accusations against a classmate are found to be false, the student lodging the false accusation may receive the same punishment as would have been received by the wrongly accused individual. The Principal may adjust the consequence after considering the circumstances of misdirected staff time and damage to the wrongly accused individual.</p>	E	E	E/S				
<p>False Accusations Against Staff Member(s) The act of intentionally publicizing--verbal or written--untrue, injurious allegations against a staff member or knowingly bringing false charges against a staff member. If accusations against a staff member are found to be false, the student lodging the false accusation may receive the same punishment as would have been received by the wrongly accused individual. The Principal may adjust the consequence after considering the circumstances of misdirected staff time and damage to the wrongly accused staff member.</p>	E	E	E/S	E/S	E/S		
<p>False Fire Alarm (district) Activating a fire alarm system or equipment (such as fire extinguishers, hoses, or sprinklers) when there is no fire or legitimate emergency.</p>	E	E/S	E/S				
<p>Fighting (district) Participating in an altercation involving physical violence in which individuals may or may not sustain minor personal injury.</p>	E/S	E/S	E/S	E/S			
<p>Fighting* Two or more persons mutually participating in the use of force or physical violence that requires physical restraint or results in injury.</p>	E/S	E/S	E/S	E/S	E/S	✓	LE, SESIR Level 3, SS
<p>Gambling Any participation in games or activities of chance for money or items of value. *May refer to other Major SESIR.</p>	S	S	S	S			
<p>Gang-Related Activity Any visible activity/contraband that represents/references a gang or group (such as bandanas, hand signs, verbiage, and gang graffiti). Any student known by law enforcement to be a present or possible gang member shall be reviewed by law enforcement and administration.</p>		E	E/S	E/S	E/S		LE, SS Note: A student is at risk of being put on the state and national gang registry by law enforcement, if s/he meets the following criteria: admits to criminal gang membership and associates with one or more known criminal gang members.

<p>Harassment* Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee that:</p> <ol style="list-style-type: none"> 1. Places a student or school employee in reasonable fear of harm to person or damage to property 2. Has the effect of substantially interfering with a student’s educational performance, opportunities, or benefits 3. Has the effect of substantially disrupting the orderly operation of a school <p>Harassment also encompasses:</p> <ol style="list-style-type: none"> 1. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment (reporting an act of bullying or harassment that is not made in good faith is considered retaliation) 2. Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by: <ol style="list-style-type: none"> a) Incitement or coercion b) Accessing, or knowingly and willingly causing or providing access to data or computer software, through a computer, computer system, or computer network within the scope of the district school system c) Acting in a manner that has an effect substantially similar to the effect of bullying or harassment 			E/S	E/S	E/S	✓	LE, SESIR Level 4, SS
<p>Hazing* Any action or situation that endangers the mental or physical health or safety of a student for purposes including initiation or admission into, or affiliation with, any organization operating under the sanction of a school. This includes coercing or forcing a student into violating state or federal law, any brutality of a physical nature such as whipping, beating, branding, or exposure to the elements, as well as forced consumption of any food, liquor, drug, or other substance. Hazing does not include customary athletic events or other similar contests or competitions, or any activity or conduct that furthers a legal and legitimate objective. Permission, consent, or</p>			S	S	S	✓	9-12 LE, SESIR Level 3, SS

assumption of risk by an individual subjected to hazing shall not lessen the prohibitions of hazing.								
Homicide* The unjustified killing of one human being by another, including acts referred to as ‘murder’ or ‘manslaughter.’					E/S		✓	LE, SESIR Level 1, SS
Inappropriate Behavior Any behavior not defined elsewhere in the Positive Climate and Discipline Code of Student Conduct.	E/S	E/S	E/S	E/S				
Inappropriate Physical Contact/Scuffling Non-serious, but inappropriate physical contact, such as pushing.	E/S	E/S	E/S					
Inappropriate Display of Affection Engaging in an inappropriate display of affection while in school.	E	E	E/S					
Kidnapping* Forcibly, or by threat: confining, abducting, or imprisoning another person against his/her will and without lawful authority.					E/S		✓	LE, SESIR Level 1, SS
Lack of Supplies The failure of a student to be in possession of any school supplies necessary to participate in and complete classroom activities or assignments. Supplies include: pencils, paper, books, notebooks, pens, rulers, protractors, gym clothing, musical instruments, or any other item reasonably needed to participate in classroom activities or assignments.	E/S	E/S						
Larceny/Theft* Taking of property from a person, building, or vehicle. The unauthorized taking, carrying, riding away, or concealing the property of another person--including motor vehicles--without threat, violence, or bodily harm. Student is in possession of, has passed onto someone else, or is responsible for removing someone else’s property. (The item must be \$300 or more to report in SESIR.)			E/S	E/S	E/S		✓	LE, SESIR Level 3, SS
Lying/Misrepresentation/Forgery Student delivers message that is untrue or deliberately violates rules, or has signed a person’s name without permission.	E/S	E/S	E/S	E/S				
Noncompliance/Defiance Refusal to follow directions, talking back, or socially rude interactions (hall violations, gum chewing, throwing objects) without intent to harm.	E/S	E/S	E/S					

<p>Off-Campus Felony Arrest with Petition Filed by State Attorney*</p> <p>The arrest of a student for the alleged commission of a felony or a delinquent act which would be classified as a felony if committed by an adult at a time and place where students are not subject to control of the school. (*If the incident is shown to have an adverse impact on the educational program, discipline, or welfare of the school, the student may be suspended and placed in an alternative program).</p>					S	✓	LE, SESIR, SS
<p>Open Defiance/Insubordination</p> <p>The open or flagrant challenge of any adult in authority.</p>	E/S	E/S	E/S	E/S			
<p>Other Major*</p> <p>(major incidents that do not fit within the other definitions) Any serious, harmful incident resulting in the need for law enforcement intervention not previously classified. Examples: student producing or knowingly using counterfeit money, participating in gambling activities, possessing child pornography, or possessing drug paraphernalia.</p>			E/S	E/S	E/S	✓	LE, SESIR Level 3, SS
<p>Parking/Driving Offense</p> <p>Failing to follow established rules and regulations concerning the privilege of driving and parking vehicles on a school campus.</p>		S	S				
<p>Physical Attack*</p> <p>Actual and intentional striking of another person against his/her will, or intentional causing of bodily harm to an individual.</p>			E/S	E/S	E/S	✓	LE, SESIR Level 2, SS
<p>Physical Aggression Toward Staff (Elementary Students)</p> <p>Inappropriate physical contact toward staff such as hitting, biting, and pushing.</p>	E	E	E	E			
<p>Possession of Over-the-Counter/ Prescription Medication</p> <p>Possession of over-the-counter or prescription medications without following health room medication procedures.</p>	E/S	E/S	E/S				
<p>Production and/or Distribution of Obscene/ Inappropriate Materials</p> <p>The production or distribution of written language, electronic messages, pictures, and objects that are considered to be offensive, socially unacceptable, or not suitable for an educational setting.</p>	E/S	E/S	E/S	E/S			

<p>Profanity to Staff Using any profane, vulgar, or unnecessary crude utterance or gesture, whether directed toward a staff member, member of transportation staff, teacher, administrator, or volunteer.</p>	E/S	E/S	E/S	E/S			
<p>Robbery* (using force to take something from another) The taking or attempt to take anything of value that is owned by another person or organization, under confrontational circumstances of force, or threat of force or violence, or by causing the victim fear.</p>	E/S	E/S	E/S	E/S	E/S	✓	LE, SESIR Level 2, SS
<p>“Sexting” The transmission of nude images or acts of sex or sexual conduct by electronic means, through the use of cell phones, PDAs, and other portable devices of any type, or through computers or other electronic and machine devices. It is a violation of this Code for students to participate in “sexting” in any manner (either by posing, transmitting, receiving, or assisting with any aspect of the activity) while on campus, participating in any school or school-sponsored activity, or while being transported under the authority of the district.</p>	E/S	E/S	E/S	E/S	E/S		
<p>Sexual assault* An incident that includes threat of: rape, fondling, indecent liberties, child molestation, or sodomy. Both male and female students can be victims of sexual assault. The threat must include all of the following elements: intent, fear, and capability.</p>			E/S	E/S	E/S	✓	LE, SEISIR Level 2, SS
<p>Sexual Battery* (attempted or actual) Any sexual act directed against another person, forcibly or against the person’s will, or when the victim is not capable of giving consent because of youth or mental incapacity.</p>	E/S	E/S	E/S	E/S	E/S	✓	LE, SESIR Level 1, SS
<p>Sexual Harassment* (undesired sexual behavior) Unwanted verbal or physical behavior with sexual connotations by an adult or student that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment, while causing discomfort, humiliation, or unreasonably interfering with school performance or participation. An incident when one person demands a sexual favor from another under the threat of physical harm or adverse consequence.</p>	E/S	E/S	E/S	E/S	E/S	✓	LE, SESIR Level 3, SS

<p>Sexual Offense/Misconduct (other)* Other sexual contact including intercourse--without force or threat of force--subjecting an individual to lewd sexual gestures, comments, sexual activity, or exposure to private body parts in a lewd manner.</p>	E/S	E/S	E/S	E/S	E/S	✓	LE, SEISIR Level 3, SS
<p>Skipping (cannot be given a suspension) The act of not reporting to class or school without receiving prior approval, or without following the established procedures for checking out of school.</p>	E/S	E/S	E/S				
<p>Tardy (cannot be given a suspension) Arrival to class after the designated starting time or after the tardy signal has sounded.</p>	E/S	E/S	E/S				
<p>Teasing & Taunting Children are commonly teased about such matters as their appearance, weight, behavior, abilities, and clothing. The most common kind of teasing is verbal bullying or taunting. This behavior is intended to distract, irritate, or annoy the recipient. Because it is hurtful, it is different from playful joking and is generally accompanied by some degree of social rejection.</p>	E/S	E/S	E/S				
<p>Teen Dating Violence or Abuse A pattern of emotional, verbal, sexual, or physical abuse used by one person in a current or past dating relationship to exert power and control over another when one or both partners are teenaged. Abuse may include insults, coercion, social sabotage, sexual harassment, stalking, threats, and acts of physical or sexual abuse. The abusive partner uses this pattern of violent and coercive behavior to gain power and maintain control over the dating partner. This may also include abuse, harassment, and stalking via electronic devices such as cell phones and computers, and harassment through a third party, and may be physical, mental, or both.</p>	S	S	S	S	S		Dating violence and abuse reports shall be investigated, documented, and referred to appropriate agencies.
<p>Threat/Intimidation*(Must investigate) (instilling fear in others) A threat to cause physical harm to another person with or without the use of a weapon that includes all of the following elements: (1) Intent – an intention that the threat is heard or seen by the person who is the object of the threat; (2) Fear – a reasonable fear or apprehension by the person who is the object of the threat that the threat could be carried out; and (3) Capability – the ability of the offender to actually carry out the threat directly or by a weapon or other instrument that can easily be obtained.</p>			E/S	E/S	E/S	✓	LE, SESIR Level 3, SS

Threatening Behavior (Must investigate) The act of declaring the student's intent by word or act to do violence.				E/S	E/S			
Threatening Behavior to Staff (Must Investigate) The act of declaring intent by word or act to commit violence against a staff member, teacher, administrator, or volunteer, or to his/her property.				E/S	E/S	E/S		
Tobacco/E-Cigarettes 17 Years and Younger* (cigarettes or other forms of tobacco) The possession, use, distribution, or sale of tobacco products on school grounds, at school-sponsored events, or on school transportation.	First offense	E/S	E/S				✓	LE, HA, SAC, SS, SESIR LEVEL 4
	Second offense	E/S	E/S				✓	LE, HA, SAC, SS, SESIR LEVEL 4
	Third and subsequent offense(s)	E/S	E/S	E/S			✓	LE, HA, SAC, SS, SESIR LEVEL 4
Tobacco/E-Cigarettes 18 Years or Older (cigarettes or other forms of tobacco) The possession, use, distribution, or sale of tobacco products on school grounds, at school-sponsored events, or on school transportation.	First offense	E/S	E/S				✓	LE, HA, SAC, SS, SESIR LEVEL 4
	Second offense	E/S	E/S				✓	LE, HA, SAC, SS, SESIR LEVEL 4
	Third and subsequent offense(s)	E/S	E/S	E/S			✓	LE, HA, SAC, SS, SESIR LEVEL 4
Trespassing* (illegal entry onto campus) To enter or remain on school grounds/campus, school transportation, or at a school-sponsored event off campus without authorization or invitation, and with no lawful purpose for entry.				E/S	E/S	E/S	✓	LE, SESIR LEVEL 2, SS
Under the influence* Observed or suspected of having mental or physical faculties so impaired as to reduce the ability to think or act with ordinary care due to the intake of alcohol, excessive medication, or intoxicating drugs or other substances.			E/S	E/S	E/S	E/S	✓	LE, SESIR LEVEL 4, SS
Unsafe Act/Unauthorized Area A physical act which compromises the health/safety of an individual, interfering with the orderly operation of school or school activities. This includes pushing, shoving, hitting, kicking, and slapping. This also includes the act of inciting, advising, encouraging, or being an accomplice to a violation of the Positive Climate and Discipline Code of Student Conduct.		E/S	E/S	E/S	S			

<p>Use/Possession of Combustibles Student is in possession of/use of substances and objects readily capable of causing bodily harm or property damage (matches, lighters, firecrackers, gasoline, and lighter fluid)</p>			E/S	E/S	E/S	✓	LE, SESIR, SS
<p>Vandalism/Property Damage (\$1000 or more)* (destruction, damage, or defacement of school or personal property) The intentional destruction, damage, or defacement of public or private property without consent of the owner or the person having custody or control of it. (The amount of damage must be \$1000 or more to report in SESIR, including time and labor.)</p>			E/S	E/S	E/S	✓	LE, SESIR LEVEL 3, SS
<p>Vandalism/Property Damage less than \$1000 The intentional destruction, damage, or defacement of public or private property without consent of the owner or the person having custody or control of it.</p>		E/S	E/S	E/S	E/S		
<p>Violation of Student Network and Internet Responsible Use and Safety Policy The inappropriate use of computers, resources, electronic networks, or calculators that violates the Acceptable Use Policy for Network Access (File: EHAA); hacking into or accessing/breaking into restricted accounts or networks; modifying or destroying files without permission; illegally copying software; entering, accessing, viewing, distributing, or printing inappropriate/unauthorized files, programs, pornographic sites, or sites advocating hate or violence.</p>		E/S	E/S	E/S	E/S		
<p>Violation of Behavior Agreement Violation of an individualized behavior contract intended to improve a student's behavior.</p>		E/S	E/S	E/S			
<p>Violation of Stipulated Order in Lieu of Expulsion A student who receives a stipulated order in lieu of an expulsion proceeding is expected to adhere to the order. Failure to comply with the order may result in a recommendation for expulsion.</p>				E/S	E/S		

<p>Weapons possession* (possession of firearms and other instruments that can cause harm) Possession of any instrument or object that can inflict serious harm on another person or cause reasonable fear of serious harm. Possession of a pocket knife or eating utensil is not included unless there is intent to harm. Weapons include: firearms, guns of any type, including air and gas-powered guns--whether loaded or unloaded--knives (excludes plastic knives and blunt-bladed table knives), razors, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives. F.S. 1006.07(2)(I)</p>			E/S	E/S	✓	LE, SESIR LEVEL 2, SS
<p>Weapons/Handcuffs Possession (district) The act of possessing, storing, distributing, selling, or purchasing any object that can inflict serious harm on another person or cause reasonable fear of serious harm. This includes fixed blade knives (household), folding knives, switch blade knives, common pocket knives, razor blades, box cutters, sharp cutting instruments, ice picks, chains, pipes, 'nunchucks,' brass knuckles, Chinese stars, BB or pellet guns, propellants, paintball guns, "look alike" weapons, or any object or substance directly represented to be, or falsely represented to be, a weapon of mass destruction (such as an anthrax hoax).</p>		E/S	E/S	E/S		
<p>Wireless Communication Devices (WCDs) Misuse The inappropriate use of WCDs that violates the Student Network and Internet Responsible Use and Safety guidelines, hacking into--or accessing or breaking into--restricted accounts or networks, modifying or destroying files without permission, illegally copying software, and entering, accessing, viewing, distributing, or printing inappropriate/unauthorized files, programs, pornographic sites, or sites advocating hate or violence.</p>	E/S	E/S	E/S			

Section 6: Procedures Relating to Disciplinary Actions

Emergency Removal, Suspensions, and Alternative Placement as a Consequence for Behavioral Infractions

The school board recognizes that exclusion from a school's educational program, whether by emergency removal, suspension, or expulsion, is the most severe sanction that can be imposed on a student in this school district, and is one that cannot be imposed without due process. No student is to be removed, suspended, expelled, or excluded from an activity, program, or school unless his/her behavior represents a severe infraction as specified in the Levels of Interventions and Consequences sections of this handbook.

Emergency Removal

The exclusion of a student who poses a continuing danger to school district property or persons, or whose behavior presents an ongoing threat of disruption to the educational process.

Suspension

The student shall not be allowed to attend regular classes or school-sponsored activities for a prescribed number of days not to exceed ten (10). The Principal may refer the student during the period of the suspension to in-school suspension, a center for special counseling, or remand the student to parent/guardian custody. Prior to suspending a student, except in emergencies, the Principal shall make an effort to employ parental assistance or alternative methods of dealing with the student, and document such efforts.

Prompt notice of a suspension will be given by telephone to the student's parent/guardian, if possible. Formal written notification will be sent to the student's parent/guardian within twenty-four (24) hours of the time the student is informed of the suspension.

All out-of-school suspensions shall not commence prior to the beginning of the next school day following the infraction, unless the parents/guardians have been notified, except in emergencies or disruptive conditions which require immediate suspension, or in the case of a serious breach of conduct that is defined as:

- willful disobedience
- open defiance of a member of the school staff
- violence against persons or property
- any other act which substantially disrupts the orderly conduct of the school

Prior to suspension, students will be given an informal and impartial hearing before the Principal, and be informed of the charge(s) which may result in suspension.

If the student denies the charge(s), s/he will be given an explanation of the evidence, an opportunity to present his/her version of the case, and notification of the action taken by the Principal. In cases of extremely disruptive or dangerous behavior, persons or groups involved may be immediately suspended and ejected from the school campus without the necessity of a prior hearing. In such instances, each student shall be afforded an informal hearing before the Principal prior to the end of the third day of suspension.

Students may be suspended from any or all co-curricular or extracurricular activities. The length of suspension shall be in accordance with progressive discipline practices.

Our school district will honor disciplinary consequences of suspension and expulsion from other districts. A student who has been suspended or expelled from another district will have to complete the suspension or expulsion term prior to attending a school in our district.

Bus Suspension

Students may lose bus-riding privileges for the length of time deemed appropriate for the violation and remediation of the behavior. The Principal is the only person with authority to suspend a student.

Expulsion

Expulsion is the removal of the right and obligation of a student to attend a public school for a period of time and under conditions set by the school board, not to exceed the remainder of the term or school year and one (1) additional year of attendance.

A principal may recommend the expulsion of a student to the Superintendent. The principal shall provide the Superintendent with an adequate history of the student's actions and alternative measures taken relevant to the recommendation. When the Superintendent makes a recommendation for expulsion to the school board, written notice will be given to the student and parent/guardian, setting forth the charges and advising the student and parent/guardian of their right to due process.

When school board action on a recommendation for the expulsion of a student is pending, the Superintendent may extend the suspension assigned by the principal beyond ten (10) school days, if such suspension expires before the next regular or special meeting of the school board. In the case of a student receiving exceptional education services, please refer to the Special Programs and Placement Plan for Exceptional Student Education.

Placement in Alternative Education & Expulsion Recommendation Process

Suspension Expulsion Review Team (SERT)

When a student commits a serious breach of conduct, a principal may request that the student be considered for alternative education placement or for expulsion.

The Superintendent shall refer the case to the SERT, which is comprised of Student Services professionals and school-based administrators. After reviewing all available information, SERT may recommend to the Superintendent one of the following:

- (1) A return to school with conditions listed in the stipulated order
- (2) Placement at the alternative school program with conditions listed in the stipulated order
- (3) Recommendation for an expulsion hearing and parent/guardian notification of the right to appear at the expulsion hearing

Procedures for Appeal of Alternative Education Placements

The Superintendent has final discretion to accept the recommendation of SERT or to make a different recommendation, based on review of all available information.

Expulsion Appeals

Parents may appeal an expulsion recommendation in writing. The school board will hold a meeting to consider the written evidence presented at the hearing, as well as arguments of the principal, student, and parents/guardians. The board may then decide to uphold the expulsion or to authorize alternative discipline.

A student and parents/guardians must be given written notice of the intention to expel and the reasons therefore, and an opportunity to appear with a representative before the school board's hearing officer to answer the charges. The student and parents/guardians will also be provided with a brief description of the student's rights and the hearing procedure. The school board shall act on any recommended expulsion by the hearing officer.

Procedures for Felony Suspensions

A principal may initiate suspension proceedings against any student who is formally charged by a prosecuting attorney with a felony, or with a delinquent act which would be a felony if committed by an adult, for an incident which allegedly occurred on property other than that owned by the school district. If the incident is shown to have an adverse impact on the educational program, discipline, or welfare of the school, the student may be suspended or placed at an alternative program. The principal will hold an administrative hearing to make the determination. Teachers will be notified by the principal or another administrator if they have a student in their class who has been charged with a felony. For additional information regarding this procedure, please contact the Director of Student Services.

Discipline Process for Students with Disabilities

When the behavior of a student eligible under the IDEA or Section 504 is such to justify serious disciplinary action, three (3) possible courses of action may be available depending upon the nature and severity of the behavioral problem:

- In-school or out-of-school suspension for a cumulative total of ten (10) days in any one (1) school year
- Interim Alternative Education Placement (IAEP) for possession of a weapon or illegal drugs at school
- Expulsion from school

In-School/Out-of-School Suspension

The principal may assign in-school or out-of-school suspensions for a student eligible under the IDEA or Section 504 for short-term periods not to exceed a cumulative ten (10) days during a school year. Such short-term suspensions from a program are not considered a change in educational placement and the procedural safeguards associated with a change of placement are not required. However, the Principal, in collaboration with a resource specialist and a student support specialist, should stay alert to the possible need to convene the Individual Education Plan (IEP) team or the Section 504 team to review the appropriateness of the student's current IEP or Section 504 Accommodation Plan and its implementation, and to determine whether the behavior and its frequency/intensity creates the need for a Behavioral Assessment and Behavioral Intervention Plan.

If the principal suspends a student eligible under the IDEA or Section 504 and suspects that further disciplinary action may be necessary during the school year, it is essential that the Individual Education Plan (IEP) team or the Section 504 team convene within ten (10) days of the suspension to complete a Functional Behavior Assessment (FBA). In addition, a Behavior Intervention Plan (BIP) may need to be developed by the IEP team or Section 504 team and made a part of the student's IEP. If the FBA and BIP cannot be completed prior to the student's suspension, they must be completed within the ten (10) days at the beginning of the suspension.

Interim Alternative Educational Placement

A student eligible under the IDEA or Section 504 may be placed in an interim alternative educational setting under one of the following conditions:

- A. An Interim Alternative Educational Placement (IAEP) has been made a part of the student's IEP or Section 504 Accommodation Plan, and its use is limited to ten (10) days or less in any school year.
- B. The student has been found to possess a weapon or illegal drugs in school.
- C. The student is considered to be a danger to self or others as determined by an independent hearing officer. The IEP team or Section 504 team may, however, choose to go directly to a court to obtain authority for an IAEP without involving a hearing officer.

The Individual Education Plan (IEP) team or the Section 504 team may place a student in a forty-five (45) calendar day IAEP if the student is found to have violated the Positive Climate and Discipline Code of Conduct by carrying a weapon to school or to a school function, or by possessing, using, distributing, or soliciting illegal drugs at school or at a school function.

The student's IEP team or Section 504 team is to convene as soon as possible and no later than ten (10) days after the placement begins, to determine whether or not the drug or weapons violation is related to the student's disability. If the IEP team or Section 504 team determines that the behavior is causally related to the disability, it should review the Behavioral Intervention Plan (BIP) and make any modifications necessary to deal more effectively with the inappropriate behavior and prevent its reoccurrence. If there is no BIP, one should be developed, or a behavioral assessment performed.

If the IEP team or Section 504 team finds no causal relationship between the student's disability and the weapon or drugs violation, the school may continue the forty-five (45) calendar day interim alternative educational placement and proceed with expulsion.

Expulsion

If the principal decides that a request for consideration for recommendation of an expulsion hearing should occur, the parents are to be notified on the date the principal makes the request accompanied by a notice of parent rights,

which delineates all of the rights and procedural safeguards to which the parents and students have access to in connection with an expulsion. Within ten (10) school days following the decision to request consideration for a recommendation for an expulsion hearing, the student's IEP team or Section 504 team shall convene to conduct a Manifestation Determination for students identified with disabilities under IDEA and/or Section 504.

Search and Seizures

Principals may conduct a warrantless search of a student's possessions, locker, vehicle, or any other storage area on school property, if there is reason to believe that contraband is present. School officials, in coordination with law enforcement, may use canine 'sniffers' for searches on campus without prior student notification. When alcohol or drug use is reasonably suspected, students may be required by staff to submit to a Breathalyzer or drug test. If a student refuses to submit to a drug or alcohol test following reasonable suspicion by staff, the student will be subject to discipline for open defiance/insubordination/gross disrespect.

School administrators/designees have the legal right to search any vehicle brought onto a school campus if it is suspected that the vehicle contains contraband.

Investigations Involving Students

School employees have a duty to cooperate with law enforcement agencies and the Department of Children and Family Services, and comply with investigations relating to child abuse, abandonment, neglect, or an alleged unlawful sexual offense involving a child. The Principal may also assist authorities in their investigations of other violations of law in which students are alleged to be involved.

Before student(s) are questioned as a witness to, or a suspect in, an alleged violation of law, the Principal shall attempt to contact the parent prior to questioning and remain in the room during the questioning, unless compelling reasons for exclusion are provided by the law enforcement agency.

Non-Discrimination Grievance Procedure

Students may participate in appropriate programs and activities without regard to race, color, religion, national origin, sex, disability, marital status, or age, except as otherwise provided by state law.

All written grievances may be properly directed to the principal of the school alleged to be in violation of Title IX of the Florida Education Equity Act.

Student Grievance Procedure

The steps described below must be followed in the submittal and resolution of student grievances.

Step 1

A student should first take the complaint to the person(s) and appropriate school official(s) involved and try to solve the problem informally. If this does not work, then s/he may go on to the next step. The student may also begin the process at the second step.

Step 2

The student or parents/guardians must give the principal a written and signed harassment grievance notification no later than thirty (30) days after the date of the event giving rise to the grievance. This event is the initial response by a school official to an accusation of harassment. A copy of the grievance is to be given to all persons involved, describing the problem and giving all the facts. The student should offer the best solution to the problem. The principal shall make a decision within seven (7) days.

Step 3

If a student does not agree with the principal's decision, the parents/guardians may send another harassment grievance, just as in Step 2, to the superintendent. A copy of the grievance is to be given to the principal. This must be done within seven (7) days after receiving the principal's decision. The superintendent will make a decision within seven (7) days after receiving the grievance.

Step 4

If the parents of the student do not agree with the superintendent's decision, they may send the harassment grievance to the board within seven (7) school days after they receive the superintendent's decision. A copy of the harassment grievance is to be given to the superintendent. The board will take action at its next regularly scheduled meeting. The board will communicate its decision to the grieving party within thirty (30) days.

Section 7: Interscholastic and Extracurricular Activities

Interscholastic athletics and sports have a positive impact on students and are an integral part of the school experience, benefitting the community as a whole. The program should foster the growth of school loyalty within the student body, and stimulate community interest in athletics. Participation in the district's interscholastic athletics programs is a privilege. All middle schools and high schools are members of the FHSAA and are governed by its rules and regulations. All district students (including transfer students) shall satisfy the eligibility requirements established by the FHSAA, Florida law, and school board policy.

Participation in extracurricular activities, including interscholastic sports, is a privilege. Therefore, the school board authorizes the superintendent, principals, and assistant principals to prohibit a student from participating in extracurricular activities of the school district for offenses or violations of the Positive Climate and Discipline Code of Student Conduct for a period not to exceed the remainder of the school year in which the offense or violation took place. All procedures relating to disciplinary actions, as outlined in Section 5 and Section 6 of this handbook, must be followed prior to prohibiting a student from participating.

In addition, student athletes are further subject to the Florida High School Athletic Association (FHSAA) Code of Conduct and may be prohibited from participating in all or part of any interscholastic sport for violations therein.

Section 8: Other Useful Information

Enrollment

Children who have or will have attained the age of six (6) years by February 1st of any school year or who are older than six (6) years of age but have not attained the age of sixteen (16) years, except as otherwise provided in Florida statute, are required to attend school regularly during the entire school term.

Students reaching the age of twenty (20) years on or before September 1st of any year shall be considered ineligible for attendance in high school. The student shall be informed of opportunities to continue his/her education in a different environment, including adult education, and to obtain a high school equivalency test. Exceptional education students may remain in school until the student earns a standard diploma up to and including the school year in which the student turns twenty-two (22) years of age.

Additional enrollment information may be found in the Parent Handbook available in the Enrollment Office and at your child's school upon request.

McKinney-Vento Assistance Act for Homeless Students

Homeless children and youth are defined as individuals who lack a fixed, regular, and adequate nighttime residence, and are afforded the following rights:

- To be enrolled immediately, and attend school even if they do not have the necessary enrollment documentation such as immunization and health records, proof of residency or guardianship, birth certificate, and school records

- To continue enrollment in the school that s/he attended before becoming homeless, or in the school for which the student is currently zoned
- To request transportation to school of origin
- To participate in programs with students who are not homeless
- To receive free breakfast and lunch

Additional information may be obtained by contacting the SDIRC Homeless Liaison.

Health Services

School Health Services are provided in collaboration with the Indian River County Health Department. At the beginning of the school year, school principals will provide written information regarding health services and screenings performed during the school year. Additional details are included in the Health Service Manual.

Corporal Punishment

Corporal punishment is prohibited.

English Language Learners (ELLs)

The goal for ELL students is to achieve proficiency in English. Students whose native language is one other than English maintain the right to appropriate use of their native language without being subject to disciplinary action. At parent request, communication--both verbal and written--from the school or district office will be translated into the native language when deemed appropriate and feasible.

School Resource Officers /Law Enforcement

School Resource Officers (SROs) are employees of the Indian River County Sheriff's Office who are housed at all middle and high schools. As sworn law enforcement officers, SROs work with the school administration and staff to maintain a safe and lawful environment. SROs are governed by state statute and cannot ignore any criminal acts that may come to their attention. SROs are not required to document parental contact prior to interviewing a student suspect, victim, or witness, as long as they are performing their job duties in accordance with law and procedures at their assigned schools. However, the school's principal will attempt to contact a parent/guardian before any interview with an SRO takes place.

Other law enforcement personnel must check in with the Principal when entering campus except in the case of a public safety emergency. The Principal has the authority to deny an on-campus interview if the interview may disrupt the educational program. Other law enforcement officers have the authority to question students, on school grounds, who are either suspects or witnesses to criminal acts without a parent/guardian present. School staff shall make reasonable efforts to notify the parent/guardian and document these attempts.

Family Educational Rights and Privacy Act

Student Records

In order to provide appropriate educational services and programming, the school board must collect, retain, and use information about individual students. The board recognizes the need to safeguard student privacy and restrict access to personally identifiable information.

The rights of students and parents/guardians with respect to education records created, maintained, or used by the district must be protected in accordance with the Family Educational Rights and Privacy Act (FERPA), and state law.

Students and parents/guardians have the right to access their education records, inspect and review records, access records in certain circumstances, challenge the content of education records, maintain privacy with respect to such

records and reports, and to receive notice of their rights with respect to educational records. Additional record information may be found on school board policy 8330.

Section 9: Student Network and Internet Responsible Use and Safety

Advances in telecommunications and other related technologies have fundamentally altered the ways in which information is accessed, communicated, and transferred in society. Such changes are driving the need for educators to adapt their means and methods of instruction, and the way they approach student learning, to harness and utilize the vast, diverse, and unique resources available on the Internet. The school district is pleased to provide Internet services to its students. The district's Internet system has a limited educational purpose. The district's Internet system has not been established as a public access service or a public forum. The district has the right to place restrictions on its use to ensure accordance with its limited educational purpose. Student use of the district's computers, network, and Internet services ("Network") will be governed by this policy, related administrative guidelines, and the Positive Climate and Discipline Code of Student Conduct. The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Network.

Users have no expectation of privacy in any communication sent or received by e-mail, during use of the Internet or Network access, use of electronic resources, in materials stored on any school board-provided electronic device, in materials stored using any board electronic device, or in materials stored on any personal electronic device that is connected to the board network.

The district encourages students to utilize the Internet in order to promote educational excellence in our schools by providing opportunities to develop the resource sharing, innovation, and communication skills and tools that are essential to both life and work. The instructional use of the Internet will be guided by the board's policy on instructional materials.

The Internet is a global information and communication network that provides an incredible opportunity to bring previously unimaginable education and information resources to our students. The Internet connects computers and users in the district with computers and users worldwide. Through the Internet, students and staff can access up-to-date, highly relevant information that will enhance their learning and education. Further, the Internet provides students and staff with the opportunity to communicate with other people throughout the world. Access to such an incredible quantity of information and resources brings with it, however, certain unique challenges.

First and foremost, the district may not be able to technologically limit access to services through the district's Internet connection to only those that have been authorized for the purpose of instruction, study, and research related to the curriculum. Because it serves as a gateway to any publicly available file server in the world, access to the Internet will open classrooms and students to electronic information resources which have not been screened by educators for use by students of various ages.

The district has implemented technology protection, utilizing software and hardware measures which monitor, block, and filter Internet access to visual displays that are obscene, use child pornography, or are harmful to minors. Nevertheless, parents/guardians are advised that a determined user may be able to gain access to services on the Internet that the school board has not authorized for educational purposes. In fact, it is impossible to guarantee that students will not gain access through the Internet to information and communications that they and their parents/guardians may find inappropriate, offensive, objectionable, or controversial. Parents/guardians assume risks by consenting to allow their child to participate in the use of the Internet. Parents/guardians of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

Pursuant to federal law, students shall receive education about the following:

- A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications
- B. the dangers inherent with the online disclosure of personally identifiable information

C. the consequences of unauthorized access ("hacking"), cyberbullying, and other unlawful or inappropriate activities by students online.

D. unauthorized disclosure, use, and dissemination of personal information regarding minors

Site Administrators/Principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying procedures. The board expects that staff members will provide guidance and instruction to students in the appropriate use of the Internet, and will monitor students' online activities while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions, or use of specific monitoring tools to review browser history and network, server, and computer logs.

All Internet users (and parents/guardians of minors) are required to sign a written agreement annually, or at the time of enrollment, to abide by the terms and conditions of this policy and its accompanying procedures.

Students and staff members are responsible for good behavior on the district's computers and the Internet just as they are in classrooms, school hallways, and other school premises and school-sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The board does not sanction any use of the Internet that is not authorized by or conducted strictly in compliance with this policy and its accompanying procedures.

Students shall not access social media for personal use from the district's network, but shall be permitted to access social media for educational use in accordance with their teacher's approved plan for such use.

The use of these technology resources is a privilege. Users who disregard this policy and its accompanying procedures may have their use privileges suspended or revoked, and disciplinary action taken against them. Users granted access to the Internet through the district's computers assume personal responsibility and liability, both civil and criminal, for use of the Internet not authorized by this board policy and its accompanying procedures.

Section 10: Forms to Be Completed by Students and Parents

STUDENT NETWORK AND INTERNET RESPONSIBLE USE AND SAFETY AGREEMENT

PLEASE READ THE FOLLOWING CAREFULLY. THIS IS AN AGREEMENT THAT MUST BE SIGNED BEFORE A STUDENT WILL BE GIVEN A NETWORK ACCOUNT WITH ACCESS TO E-MAIL AND/OR THE INTERNET.

To access the School District of Indian River County's computers, network and Internet services ("Network") at school, students under the age of eighteen (18) must obtain parent permission and must sign and return this form. Students eighteen (18) and over may sign their own forms.

Use of the Network/Internet is a privilege, not a right. The School District of Indian River County's Network/Internet connection is provided for educational purposes only. Unauthorized and inappropriate use will result in a cancellation of this privilege.

The SDIRC has implemented technology protection measures, which protect against (e.g. block/filter) Internet access to visual displays/depictions/materials that are obscene, constitute child pornography, or are harmful to minors. The SDIRC also monitors online activity of students in an effort to restrict access to child pornography and other material that is obscene, objectionable, inappropriate, or harmful to minors. Nevertheless, parents/guardians are advised that determined users may be able to gain access to information, communication and services on the Internet that the SDIRC has not authorized for educational purposes that they and their parents/guardians may find inappropriate, offensive, objectionable, or controversial. Parents/Guardians assume this risk by consenting to allow their students to participate in the use of the Internet. Students accessing the Internet through the school's computers assume personal responsibility and liability, both civil and criminal, for unauthorized or inappropriate use of the Internet.

The SDIRC has the right, at any time, to access, monitor, review, and inspect any directories, files, or messages residing on or sent using the district's computers and networks. Messages relating to, or in support of, illegal activities will be reported to the appropriate authorities.

Examples of prohibited activities while on the Network include, but are not limited to:

- Using another person's username and password.
- Accessing chat rooms, social media such as Facebook and Twitter, and other forms of direct electronic communications for non-educational purposes.
- Using electronic resources for financial gain, advertising, political activity, or personal business activity.
- Accessing, downloading, storing, viewing, sending, or displaying text, images, movies, or sounds that contain pornography, obscenity, or language that offends or tends to degrade others.
- Sending, or attempting to send, anonymous messages of any kind or pretending to be someone else while sending a message.
- Accessing, or attempting to access, the Network, or any devices attached to the Network, to engage in "hacking" or other unlawful activities.
- Using electronic resources for illegal or inappropriate activities.
- Violating copyright laws, and obtaining copies of or modifying files, data, or passwords belonging to others.
- Accessing confidential student or employee information without authorization, or through misuse of authorization, and communicating such information with unauthorized persons.

- Downloading files to district hard drives without prior authorization, attempting to view other computers or computer resources across the network, or disclosing personally identifiable information of minors via electronic resources, except as expressly authorized by the minor student's parent/guardian.

Please carefully review the forms on the following pages with your child, complete all required information, and return them to your child's school.

STUDENT NETWORK AND INTERNET RESPONSIBLE USE AND SAFETY AGREEMENT

Please complete the following information and return to your child’s school:

Student User's Full Name (please print): _____

School: _____ Grade: _____

Parent/Guardian's Name: _____

Parent/Guardian

As the parent/guardian of this student, I have read the Student Network and Internet Responsible Use and Safety Policy, any guidelines referenced within, and have discussed them with my child. I understand that student access to the Network/Internet is designed for educational purposes and that the district has taken available precautions to restrict and/or control student access to material on the Internet that is obscene, objectionable, inappropriate and/or harmful to minors. However, I recognize that it is impossible for the district to restrict access to all objectionable and/or controversial materials that may be found on the Internet. I will not hold the district (or any of its employees, administrators, or officers) responsible for materials my child may acquire or come in contact with while on the Internet. Additionally, I accept responsibility for communicating to my child the guidelines concerning acceptable use of the Internet: setting and conveying standards for my child to follow when selecting, sharing, and exploring information and resources on the Internet. I further understand that individuals and families may be liable for violations.

To the extent that proprietary rights in the design of a website hosted on the district's servers would endow my child upon creation, I agree to assign those rights to the district.

Check below to agree:

____ I give permission for my child to use and access the Network/Internet at school and for the board to issue an e-mail account to my child.

Parent/Guardian's Signature: _____ Date: _____

Student

I have read and agree to abide by the Student Network and Internet Responsible Use and Safety Policy, and any guidelines referenced within. I understand that any violation of the terms and conditions set forth in the policy and guidelines is inappropriate and may constitute a criminal offense. As a user, I agree to communicate over the Internet and the Network in an appropriate manner, while honoring all relevant laws, restrictions, and guidelines.

Student's Signature: _____ Date: _____

Teachers and building principals are responsible for determining what constitutes unauthorized or inappropriate use. The principal may deny, revoke, or suspend access to the Network/Internet to individuals who violate the Student Network and Internet Responsible Use and Safety Policy and related guidelines, and take such other disciplinary action as is appropriate pursuant to the Positive Climate and Discipline Code of Student Conduct.

STUDENT/PARENT ACKNOWLEDGMENT FORM, 2015-2016

The Positive Climate and Discipline Code of Student Conduct has been developed to help your child gain the greatest possible benefit from his/her school experiences. The Code defines the responsibilities and the rights of students attending Indian River County Public Schools, and clearly identifies the consequences for student actions which violate this Code.

The school is in need of your help and cooperation. Students, parents, and schools working together can maintain a safe and purposeful atmosphere in the schools where students can learn to their full potential.

Since parents/guardians share responsibility for the actions of their children, they should also become familiar with the rules and expectations described in this handbook. Please read and discuss this important document with your child, then sign this form and return it to your child’s school, where it will be kept on file.

ID#:

Student Name (Print) / School:

DOB:

Student Signature / Date:

Cellular phone number:

Parent/Guardian Name (Print) / Date:

Parent/Guardian Signature / Date:

Note: Failure to return this acknowledgment form will not release a student or the parents/guardians of the student from responsibility for knowledge of the contents of the Positive Climate and Discipline Code of Student Conduct and will not excuse noncompliance with the Positive Climate and Discipline Code of Student Conduct by the student.

Statement of Academic Honesty

The School District of Indian River County strongly believes that academic honesty must be practiced by all its students. In accordance with the school district’s mission to serve all students with excellence, the district must take an unwavering stand on academic integrity. Cheating and plagiarism are wrong. Cheating and plagiarism in any form as defined by this Code will be considered a critical breach of character and integrity, as well as a serious violation of the Positive Climate and Discipline Code of Student Conduct. The School District of Indian River County defines cheating as:

The inappropriate and deliberate distribution or use of information, notes, materials, or work of another person in the completion of an academic exam, test, or assignment without specific teacher permission and proper crediting of the source (plagiarism).

Refer to the Levels of Interventions and Consequences sections within this handbook for a listing of consequences relating to violations of academic honesty.

In addition to the consequences applied by the teacher, a cheating or plagiarism violation will be referred to the administration and may result in the loss of eligibility or removal from an academic club, loss of academic honors and awards, and loss of eligibility to apply for or receive local academic scholarships. These decisions, any or all, would be decided by a committee of teachers appointed by the principal.

I have read and understand the SDIRC’s policy concerning academic honesty.

Parent/Guardian Signature

Date

Media Release

As the parent/guardian of a student in the Indian River County School District, I hereby grant the School Board of Indian River County, Florida, and its officers and employees, permission to photograph and/or record my student while involved in any and all school activities.

I understand that my student's photograph, name (both verbally and in print), face, likeness, voice, and appearance contained in such media productions may be used for purposes including but not limited to public service announcements, professional development, school publicity, and other programs shown to the school community and the general public, and may appear in newspapers, on television, on district and public websites, in district publications (such as school yearbooks, school newspapers, and class pictures), and other communication tools inside and outside the district. Indicate preference by checking the box below:

- I WILL allow my student to be photographed and/or recorded for the purposes explained above.
- I will NOT allow my student to be photographed and/or recorded for the purposes explained above.

NOTE: The Request to Withhold Information (for junior and seniors only) form which was previously included in the code is now available on the SDIRC website: www.indianriverschools.org, and in high school guidance offices.

Parent/Guardian Signature

Date

----- Sign and return to your child's school -----

Glossary

Behavior Agreement: An agreement that outlines expectations, rewards, and consequences related to student conduct.

Behavior Intervention Plan (BIP): A method that takes the observations made in a Functional Behavioral Assessment and turns them into a concrete plan of action for managing a student's behavior.

Bias Behavior: Behavior that intentionally or unintentionally directs any harmful or hurtful word or action toward an individual or group based upon actual or perceived identity characteristics including: race, religion, national origin, sexual orientation, ethnicity, culture, social economic status, gender identity, and cognitive, physical, or developmental ability.

Conscious Discipline: A leading method in integrating classroom management and social-emotional learning. It utilizes everyday events rather than an external curriculum, and addresses the adult's emotional intelligence as well as the child's. Teaches responses to daily conflict that afford opportunities to teach critical life skills.

Corporal Punishment: A form of physical punishment that involves the deliberate infliction of pain as retribution for an offense, for the purpose of disciplining or reforming a wrongdoer, or to deter attitudes or behavior deemed unacceptable.

Disproportionately: Having or showing a difference that is not fair, reasonable, or expected; too large or too small in relation to something.

Due Process: The legal requirement that the state must respect all of the legal rights that are owed to a person. Due process balances the power of law of the land and protects the individual person.

Exclusionary Disciplinary Measures: Describes any type of school disciplinary action that removes or excludes a student from his or her usual educational setting. Two of the most common exclusionary discipline practices at schools are suspension and expulsion.

Functional Behavior Assessment (FBA): A process that identifies specific target behavior, the purpose of the behavior, and what factors maintain behavior interfering with the student's educational progress.

Health Assistant: Nurse, or nursing assistant, working in the school health room on campus.

Individual Education Plan (IEP): A plan detailing how the student learns, how the student best demonstrates that learning, and what teachers and service providers will do to help the student learn more effectively. Developing an IEP requires assessing students in all areas related to known disabilities while simultaneously considering ability to access the general curriculum, considering how the disability affects the student's learning, forming goals and objectives that correspond to the needs of the student, and choosing a placement in the least restrictive environment possible for the student.

Individualized Education Program (IEP) Team: A multi-disciplinary group of individuals, including the student's parent/guardian, who is responsible for developing, reviewing, and revising an Individualized Education Program and corresponding Individual Education Plan for a student who has been identified with a disability according to State Board of Education criteria.

Level(s): Levels of interventions and consequences have been designed to support students by maintaining safe, nurturing, and engaging learning environments. As a graduated form of correction, the levels vary as such:

- Level One: The goal of these interventions and consequences is for teachers to engage students through a support system designed to safeguard a positive learning environment, and to create conditions that prevent or decrease inappropriate and disruptive behavior.

- Level Two: These interventions and consequences are implemented to promote appropriate conduct. The goal is to correct negative behavior by providing the necessary support system to encourage students to recognize, utilize, and maintain appropriate responses.
- Level Three: These interventions and consequences are implemented to correct behaviors that may interfere with the learning environment. The goal is to adequately address behavioral infractions while helping students recognize, and learn from, their own inappropriate reactions.
- Level Four: These interventions and consequences are a necessary response to serious behavioral infractions, when the severity is significant enough to warrant an intensive response. The ultimate goal is to promote a safe school environment while decreasing potentially destructive and dangerous behavior.
- Level Five: These interventions and consequences will be applied when the severity of behavior is significant enough to potentially endanger the safety and welfare of self and others, and when progressive discipline practices have proven ineffective.

Multi-Tiered System of Supports (MTSS) Individual Problem Solving Team: A multi-disciplinary team that engages in the problem-solving process related to individual student needs, in order to identify the nature and intensity of supports required by a student, and to accelerate student progress related to the academic and behavioral domains of schooling.

Parent: For the purpose of this Code, parent(s) includes legal guardian(s).

Positive School Climate (PSC): A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviors and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a safe environment and a culture of mutual respect.

Principal: pincipal means principal or designee; pincipal means principal only.

Restorative Justice: A theory of justice that emphasizes repairing, rather than punishing, the harm caused or revealed by misconduct through:

- Identifying the misconduct and attempting to repair the damage
- Including all people impacted by a conflict in the process of responding to the conflict
- Creating a process that promotes healing, reconciliation, and the rebuilding of relationships, in order to foster mutual responsibility and constructive responses to wrongdoing

Restorative practices: A framework for a broad range of restorative justice approaches designed to proactively build a school community based on cooperation, mutual understanding, trust, and respect. Responses to conflict include all persons involved, in order to find solutions that restore relationships and repair the harm done to the school community.

School Climate: The learning environment and relationships found within a school and school community.

School Community: Includes students, teachers, administrators, counselors, social workers, and other school staff, as well as families and the surrounding neighborhoods and communities.

School Environmental Safety Incident Reporting (SESIR): A system developed by the Florida Department of Education to enable school districts to correctly code data used to report incidents that are against the law or represent serious breaches of student conduct.

School Norms or Values: A list of the ways students, teachers, administrators, and all members of the school community should treat one another, developed with the participation of all stakeholder groups.

School Resource Officers (SROs)/Law Enforcement (LE): All safety officers permanently assigned to work in a school or set of schools. In some localities, they are sworn or certified law enforcement officers employed by city police

departments, whereas in other localities they make up an independent school police department and are employed directly by the school district.

Section 504 Plan: A facet of the Rehabilitation Act of 1973, that guarantees certain rights to people with disabilities. Schools comply with Section 504 through the following process: identifying students with disabilities, evaluating those students, and if the student is eligible, creating a written accommodation plan, often called a “504 Plan.”

Stakeholder/Community: Any person/group with a vested interest in the educational outcomes at public schools, with such interests including but not limited to: the life success and potential of students and their families, the quality of working conditions for those who are employed at--or rendering services to--public schools, and the credibility and reputation of those who are charged with the responsibility of producing educational outcomes, paid or unpaid.

Student Code of Conduct: A Student Code of Conduct, or Discipline Code, is a policy adopted by a school or district to help create a safe and positive school environment for all students, staff, and other members of the school community. The Code sets forth the expected behaviors for students and a process for how teachers, support staff, and administrators should respond to behavior. Codes often include a description of school-wide preventive practices, students’ and parents’ rights and responsibilities, a list of behaviors that are prohibited, and descriptions of the positive interventions (such as counseling, mediation, and restorative circles) and exclusionary responses (such as suspension and expulsion) that staff can use to respond to those behaviors.

Superintendent: Superintendent means superintendent or designee; superintendent means superintendent only.

Statutes and Policies:

The Positive Climate and Discipline Code of Student Conduct was created pursuant to the following Florida state statutes, Indian River County School Board policies, and United States Code:

STATE STATUTES	BOARD POLICIES	UNITED STATES CODE
<p>F.S.322.091: Driver's Licenses F.S.790.001(13): Concealed Weapons F.S.847.0141: 'Sexting' F.S.874.03(3): Criminal Gang Members F.S.893: Drug Abuse Prevention/Control F.S.984.12: Truancy F.S.984.151: Unexcused Absences F.S. 985.04(4): Children and Families in Need of Services F.S.1001.43(1)(b): Enforcement of Dress Code F.S.1001.54(1)(c): Removal of Disruptive Students F.S.1002.20(3)(b): Immunizations F.S.1003.01(8): Habitual Truancy F.S.1003.21(2)(c): School Attendance F.S.1003.24: Attendance Policy F.S.1003.26, F.S.1003.26(1)(b), and F.S.1003.26(1)(c): Enforcement of School Attendance F.S.1003.27(2)(b): Court Procedure and Penalties F.S.1003.31: Students Subject to Control of School F.S.1003.32: Authority of Teacher; Responsibility for Control of Students; District School Board and Principal Duties F.S.1006.062: Administration of Medication F.S.1006.07: Student Discipline and Safety F.S.1006.07(2)(d)(1): Dress Code Policy F.S.1006.07(2)(f): Wireless Communications F.S.1006.09(2): Suspension Proceedings F.S.1006.11: Standards for Use of Reasonable Force F.S.1006.11(2): Enactment of Reasonable Force F.S.1006.147: Bullying and Harassment F.S.1006.147b: Cyberbullying F.S.1006.148: Dating Violence and Abuse</p>	<p>2260.02: Nondiscrimination Grievance Procedure 2430: District-Sponsored Clubs and Activities 2430.01: Special Programs by Community Volunteers 2431: Interscholastic Athletics 2451: Alternative School Plans/Programs 5111.01: Homeless Students 5112: Entrance Requirements 5136: Wireless Communication Devices 5200: Attendance 5223: Absences for Religious Instruction 5225: Absences for Religious Holidays 5230: Late Arrival and Early Dismissal 5310: Health Services 5320: Immunization 5330: Use of Medications 5410: Student Progression 5500: Student Conduct 5511: Dress and Grooming 5512: Tobacco-Free Environment 5513: Care of School Property 5516: Student Hazing 5517: Anti-Harassment 5517.01: Bullying and Harassment 5517.02: Anti-Harassment Complaint Procedure 5517.03: Dating Violence and Abuse 5520: Disorder and Demonstration 5530: Drug Prevention 5540: The Schools and Investigations Involving Students 5600: Student Discipline 5605: Suspension/Expulsion of Disabled Students 5610: Removal, Suspension, and Expulsion of Students 5610.01: Emergency Removal of Students 5610.04: Suspension of Bus Riding/Transportation Privileges 5610.05: Prohibition from Extra-Curricular Activities 5611: Due Process Rights 5630: Corporal Punishment and Use of Reasonable Force and Restraint 5771: Search and Seizure 5772: Weapons 5780: Student/Parent Rights 5840: Student Groups 7540: Computer Technology and Networks 7540.03: Student Network and Internet Responsible Use and Safety 8330: Student Records 8405: School Safety 8462: Student Abuse and Neglect 8600: Transportation</p>	<p>18 U.S.C. s.921: Firearms (Definition)</p>

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**SCHOOL DISTRICT OF INDIAN RIVER COUNTY
DISTRICT SCHOOL BOARD POLICY CHANGES
SUPPORT INFORMATION**

Today's Date: March 6, 2015

Policy Number: 5500

Policy Title: Code of Student Conduct, Student/Parent Handbook - Public Hearing

Check one of the following:

New Policy:

Amendment:

Repeal:

I. Summary of Proposed New or Revised Policy:

Repeal existing policy and adopt new policy on Code of Student Conduct, Student/Parent Handbook in compliance with School Board Policy 5500 Student Conduct under Chapter 120 F.S.

II. Estimated Economic Impact: \$ None

III. Referenced Statutes:

Authority: Listed on policy 5500 Student Conduct (F.S.)

Implemented: Listed on policy 5500 Student Conduct (F.S. and/or FSBE)

IV. Indian River County School Board

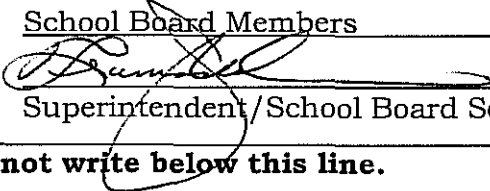
Date Adopted by IRCSB: _____

Date Amended by IRCSB: / /

Date Repealed by IRCSB: / /

V. School Board Authorization:

Action Initiated by: School Board Members

Approved by: 
(Signature of) Superintendent/School Board Secretary

Do not write below this line.

School Board Recording Secretary:

- | | |
|---|-------------------|
| 1. Discussion Agenda Item: | <u>2015-02-10</u> |
| 2. Action Agenda Item – Date for Public Hearing | <u>2015-03-24</u> |
| 3. Legal Notice | <u>2015-03-30</u> |
| 4. Public Hearing/Adopted Date (Action Item) | <u>2015-05-12</u> |

001-95-BRD
REV: 08/2011
GSL-SL Item #32

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ADULT EDUCATION

Non degreed life enhancement course instructor / teachers assistants -\$15.00 per hour

Postsecondary Adult Vocational and General Education/
District Certified.

Non-degreed \$18.00 per hour

~~Bachelor's Degree 18.00 per hour~~

~~Master's Degree 19.00 per hour~~

~~Doctorate Degree 20.00 per hour~~

Degreed \$25.00/hour

Computer Courses & Continuing
Education Units (Degree Not Required) \$18.00 per hour

Clinical Instructors – Medical (RN) \$30.00 per hour

EXTENDED DAY – ADULT & COMMUNITY EDUCATION


Coordinators* \$ 13.00 per hour

Extended Day Worker ~~\$ 9.00~~\$10.00 per hour

Student Workers** Current Minimum Wage

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FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

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) Program Name: <h3 style="text-align: center;">21st Century community Learning Centers</h3> TAPS NUMBER: 16B036	DOE USE ONLY Date Received Project Number (DOE Assigned)								
B) Name and Address of Eligible Applicant: School District of Indian River County 1990 25 th Street Vero Beach, FL 32960										
C) Total Funds Requested: \$ \$316,008.00 <hr style="width: 50%; margin: 10px auto;"/> <p style="text-align: center;">DOE USE ONLY</p> Total Approved Project: \$	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Contact Name: Alice Blanco</td> <td>Telephone Numbers: 772-564-3093</td> </tr> <tr> <td>Fiscal Contact Name:</td> <td></td> </tr> <tr> <td>Mailing Address: 1990 25th Street, Vero Beach, FL 32960</td> <td>E-mail Addresses: alice.blanco@indianriverschools.org</td> </tr> <tr> <td>Physical/Facility Address: 1990 25th Street, Vero Beach, FL 32960</td> <td>DUNS number: 120754676 FEIN number: 59-6000673</td> </tr> </table>		Contact Name: Alice Blanco	Telephone Numbers: 772-564-3093	Fiscal Contact Name:		Mailing Address: 1990 25 th Street, Vero Beach, FL 32960	E-mail Addresses: alice.blanco@indianriverschools.org	Physical/Facility Address: 1990 25 th Street, Vero Beach, FL 32960	DUNS number: 120754676 FEIN number: 59-6000673
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CERTIFICATION										
<p>I, <u>Frances J. Adams</u>, (Please Type Name) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. 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.</p> <p>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.</p>										
E)	 Signature of Agency Head									



S.T.R. E.A.M. Project-based After School Academies: Educating and Inspiring every student to be Successful.

5.1 Project Abstract: The School District of Indian River County (SDIRC) in partnership with The Learning Alliance and ten other community partners, will implement a 21st Century Community Learning Center project, Science, Technology, Reading, Engineering, Math (S.T.R.E.A.M.) *Project-Based After School Academies: Educating And Inspiring Every Student To Be Successful*, that provides students with unique and engaging project based learning opportunities. The after-school programs will operate at two public school sites in the City of Sebastian, FL, Sebastian Elementary (SE) and Treasure Coast Elementary (TCE). The schools are identified with having a significant student need as indicated by low academic achievement levels, academic growth, and lack of opportunity available to engage students in interactive STEM based learning experiences. *The project will serve 195 students total at the two sites during the regular school year /2.5 hours per day (M-Th) and 2 hrs. per day/Friday, 159 days/ 36 weeks.* Project Design: Students will experience high quality project-based learning (PBL) activities where they can practice new skills, receive individualized instruction and explore in depth a broad range of topics, expanding students' educational experiences. Outcomes for PBL activities result in student generated products, representing the academic content outlined in the program objectives. Additionally, the after school program will include workshops and training for parents to assist them with the knowledge needed to bridge learning from school to home, learning skills to become actively engaged in their child's learning. Services provided through the after-school program include participation in PBL activities, field-trips related to project themes/concepts, tutoring/homework help, mentoring, physical education/recreation activities, art/music activities connected to theme when appropriate, character education and mentoring services. Population: Priority preference for this target group are students in grades 1-5 that have been identified in need of additional support through recommendations from schools' problem solving teams, academic deficiencies, grade

S.T.R. E.A.M. Project-based After School Academies: Educating and Inspiring every student to be Successful.

retention, parent recommendations and homeless students. Other students will be enrolled in the after-school program after students identified for priority preference have been enrolled. The \$316,008 grant will support School District efforts and strategies to improve outcomes related to student performance and the “Moonshot” Moment Goal to have 90% all students reading on grade-level by 3rd grade.

5.2. Needs Assessment (10 Points Total): Students attending SE and TCE have limited access to afterschool programs due to lack of funding and availability of affordable programs. Lack of transportation is also a barrier to student participation. The 21st CCLC leadership team used numerous data elements from a variety of sources to identify target populations and pinpoint strategies to meet the educational needs of students and their families. Using student performance data on the Florida Comprehensive Achievement Test 2.0 (FCAT) from The Florida Department of Education website, it is clear to see the majority of students in the following schools are struggling to meet state proficiency levels for grade level standards in reading, math science and writing.

The following data details the ten risk factors that place students in jeopardy of academic failure. One factor that effect students and families is the (1) unemployment rate for Indian River County is higher at 6.0% than the state as a whole at 5.4% (US Bureau of Labor Statistics, 1/2015.). The number of individuals and families in St. Lucie County whose income is below the (2) poverty level in the last 12 months is 16.1%, with children 18 and younger and 16.4% for 5 and younger. This is higher than the national percentage at 14.5% (US Department of Commerce, 2011). Furthermore, the February 2015 (3) Title I Public School Eligibility Survey indicates the free/reduced lunch district average is 62%. This means 10,029 of the district’s 16,183 students enrolled in SDIC meet Title I eligibility. The same survey indicates 70% of Sebastian and 68% of Treasure Coast students are eligible for free/reduced meals. Feeding America, with the support from the ConAgra Foods Foundation, recently updated its “Map

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the Meal Gap,” study (April 14, 2015) which reveals that individuals and children are still struggling with hunger in every county, including Indian River county. The study, using meal food costs data from The Nielson Company, indicates \$3.17 is the average price per meal in Indian River County. This is above the \$2.79 national average cost spent on a meal by food secure persons. The food budget shortfall per person per week is \$18.49, with a total shortfall of \$12,802,000 or 4,040,900 meals. According to the study, 27.5 % of Indian River County children are food insecure, with 7,070 kids not knowing where their next meal is coming from. 21% of food insecure children in Indian River County do NOT qualify for federal child nutrition programs and often must rely on charitable food assistance programs. There are several educational impacts for students from low-income families as a high percentage of students who drop out of high school and college are low-income, of ethnic minority status or have disabilities. Other risk factors, such as living in a single-parent family or low parent education levels, especially when combined with poverty, can increase children’s chances of adverse outcomes. Additionally, children affected by multiple risks are the most likely to experience school failure and other negative outcomes (Robbins, Stagman, & Smith, 2012). Florida Department of Health data further documents the needs in the community served by this grant reporting (4) 31.5% of births in Indian River County were from single mothers ranging in age from 15-19 from 2011-2013. The rate in Indian River increased from 28.2 in 2013 and it was higher, 31.5 per 1,000 females, than the rate in Florida, 26.7 per 1,000 females. Research has shown children born to new mothers with less than a high-school education, have a risk factor for developmental delays in language and social skills. The same report also shows (5) substance abuse rates among middle school students for tobacco use was (3.4%), alcohol use (12.8%), and marijuana use was (5.0%). The rates are higher than the state percentage at 3.3%, 12.3 and 4.2% respectively. These statistics are significant as the National Household Survey on Drug Abuse (2000), determined approximately 52% of youths who had smoked cigarettes and 66% of youths who drank

alcohol heavily within the past month were also past month users of illicit drugs.

US Census Bureau, American Community Survey, 2013, showed (6) 11% of the population in Sebastian aged 25 years and older has not attained a high school diploma or equivalent level of education. This is significant when educational attainment for the county as a whole is 8.5%. Telephone survey data of from (7) The Indian River County Children's Assessment (2014) conducted by the Health Council of Southeast Florida, indicates that community stakeholders identified poverty/homelessness, lack of transportation, and lack of out-of-school programs as the biggest problems related to children's well-being in the Indian River community. (8) One of the recommendations to improve the lack of out-of-school care and transportation was for the School District to collaborate with other organizations to bring programs to kids as an extension of their day. The Children's Assessment identified out of school enrichment programs as one of the six focus areas to improve the community's efforts toward improving the wellbeing of the county's children.

Increasing numbers of grandparents are becoming surrogate parents to grandchildren. (9) US Census Bureau, American Community Survey, 2013, reported that an alarming 57.5% of grandparents in the City of Sebastian are responsible for their grandchildren. This statistic is significantly higher than Indian River County (38.7%) and the State at 35.9%. Results from the National Institute of Health (NIHS), Psychiar Services, 2007 November 21, Author Manuscript, showed that custodial grandchildren are at greater risk of emotional and behavioral problems than children in general. A major reason grandparent care for their grandchildren is due to predicaments among their parents such as substance abuse, child abuse/neglect, teenage pregnancy, death, illness, divorce, and incarceration. Such situations expose the grandchildren to prenatal toxins, early childhood trauma, family conflict, social stigma and uncertainty about the future.

The 2014 America's Youngest Outcasts Report published by *The National Center on Family*

Homelessness at American Institutes for Research (AIR) reveals that many homeless children struggle in school, missing days, repeating grades, and drop out entirely. The (10) Department of Children and Families, Council on Homelessness reported that there was nearly a 17% increase in the number of homeless individuals in Indian River between 2009 and 2013 report. Indian River County reported 887 homeless individuals in 2013. The Treasure Coast Homeless Services Council, Inc., annual point in time homeless count compiled by the Health Council of Southeast Florida, 2014 shows 317 homeless youth as of January 2014 in Indian River County.

The ten risk factors detailed above clearly establish the need for targeting afterschool programs in the two schools and the Sebastian community. With that stated, the 21st CCLC programs will provide students with a safe learning environment; one that will support, encourage and inspire students to be creative and innovative and meet the needs of the targeted students and their adult family members. The 21st CCLC program will offer students the opportunity to overcome the list of risk factors described above.

5.3 Evaluation Plan (15 Points): (a) The evaluation is intended to provide data that will enable the Project Manager and 21st CCLC Advisory board to analyze progress towards achieving the proposed goals and objectives of this project. Evaluation questions for this proposal are designed to gather the required data needed for several purposes: (1) to support the Annual Performance Report (APR), (2) to gather implementation data for program improvement, and (3) to investigate the impact of PBL on students attending the afterschool program. A brief sample of evaluation questions are as follows: (1) What percent of participants have improved their English, math, science, and social studies grades from fall to spring?, (2). What percent of participants meet or exceed the proficiency level of performance on state assessments?, (3) Have 80% of regularly

attending students produced an artifact that demonstrates their understanding of the reading and writing process that meets the appropriate criteria established in the teacher created rubric? These questions are aligned with the program description. Data results will allow the PS and Advisory board to evaluate progress toward meeting program goals or objectives. These questions intend to support character education programs by potentially flagging participating students whose behavior or achievement is not meeting standards each quarter. As such, managers can quickly remediate suspected problems and bring students back onto a positive track for achievement toward pupil progression.

Evaluation Strategy: Quantitative and qualitative data will be collected to answer the evaluation questions quarterly that supports a three period reporting system. Objective quantitative data for academic achievement, attendance, OSS, ISS, tardies and course grades, will be collected quarterly to continuously assess progress towards meeting each of the proposed goals and objectives. Qualitative data will be included in the form of survey results, teacher feedback on instrument development, observations, and content analysis in each of the reporting periods. The evaluation is integral to the project's planning, design, and implementation. Current data will be presented to the project managers at monthly meetings for up to date information that can impact changes in program strategies and activities based on evaluation findings. The relationship between decision-making and change is linked to deciding whether to continue, to terminate, to modify, or to refocus an activity. A formative evaluation will be presented to managers in a mid-year report that informs and drives decision-making regarding program implementation (baseline and mid-year assessments) to adequately demonstrate mid-year progress. The annual summative report will examine the impact of the program on various stakeholders (teachers, students, and parents). The impact will be measured through objective quantitative data as well as qualitative data in the form of

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perceptions using at least three time points (baseline, mid-year, and end-of-year). Data Collection Process: Quarter 1 and Quarter 2 represent the baseline and mid-year reporting periods. Quarters 3 and 4 define the End-of- Year reporting period. Data determined to be available will be gathered each quarter for presentation in the formative report. Those data determined to be In Progress, are surveys or data collection tools that are available, but must be reviewed to meet the goals of the grant. Other tools require input from school personnel and that will occur at the beginning of the school year, early enough to begin data gathering. Finally, some tools will be developed specifically for this grant and will be in development the first year. Quantitative behavioral data (i.e., Attendance, ISS, OSS, Tardy) intend to support the goals for character education program goals. Behavioral data will flag students early and then subsequently throughout the school year allowing the PS to remediate appropriate programs or tutoring to help students get back on a positive track. Content analysis using the lesson plans and descriptions in the PBL Plan will drive the focus lessons that must align with curricular standards which impacts student achievement. Observations of PBL lessons will document the incorporation of 21st CCLC Skills components as well as the Small Group Inquiry Model. Feedback from the teacher participation rubric/checklist will address the communication link between the day school teachers and afterschool teachers. The information from the checklists will flag students who have become disengaged from school activities. Monthly, the PS will collect all surveys complete tests results, and rubrics or checklists from site coordinators who collect data from the program teachers. The evaluator also uses SPSS to match program students to electronic files that house achievement data. As such the integrity and accuracy of the data is ensured. Analytic Methods: This evaluation is based on the mixed model methodology. According to Creswell (2003), a Mixed Method approach allows the researcher to integrate data at several stages of inquiry and employ the practices of both qualitative and quantitative research. Data are collected during three periods

of the year. Types of data include qualitative and quantitative data because 'the examination of a given social phenomenon is often best accomplished through the use of several different methods (Babbie, 1997, p.27). Essentially, the scope of the project is designed to monitor students' behavior and academic achievement monitoring students' progression toward meeting benchmarks in the district's pupil progression which tracks aligned to meeting criteria for high school graduation. As such, achievement and behavioral data will be collected and presented in tables to provide descriptive information that will show the number of students progressing at grade level. These data are aligned with the APR requirements and project goals and objectives. Qualitative data, such as surveys, checklists and observations, will enable the project managers to focus on the implementation of the project. Patton (1987) suggests that qualitative methods are particularly appropriate to use with Case Studies, and Implementation Evaluations. The checklists, rubrics, surveys, and observation tool will all be under construction during the first year. However, data from these tools will be reported, as all other data by month and more formally through the formative report. The responsibility of the evaluator is to ensure throughout program development, that the program's description is kept up-to-date, reflecting how the program is actually being conducted (King, Morris, & Fitz-Gibbon, 1987, p. 18).

While the implementation of the program is the main function of the outside evaluator, a proposal will be made to teachers to investigate their participation in PBL. Dana and Yendol-Silva (2003) define teacher inquiry as a focus on the concerns of teachers and engages teachers in the design, data collection, and interpretation of data around their question. While all teachers reflect on their practice, teacher inquiry invites intentional, planned reflection, heightening the focus on the centered problem. It is a goal of this evaluation to invite teachers to conduct the teacher inquiry model, also known as Action Research, in the PBL. The evaluator will provide training and monitoring. The Project evaluation will be conducted by the

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district's previous 21st CLCC evaluator, Jackson K. McAfee, Ph.D., an experienced and published evaluator who has conducted numerous evaluations for federal or state-level grants. Grants include, 21st CCLC, Small Learning Communities, Carol M. White, and Title I Programs. Dr. McAfee has published numerous articles, including Predicting Performance on the Florida College Entry-Level Placement Test, Research Bulletin, Florida Educational Research Council, Vol. 30, 1999. Dr. McAfee also served as member of the State Education Commissioner's Advisory Committee on Instructional Computing- 1979-1981. A resume is included for more detailed information. The evaluation results will be used to refine, improve and strengthen the quality of the 21st CCLC program. The evaluation findings will be disseminated to school participants, family and community members by posting the summative report on the school and district 21st CCLC website. Findings will be shared with the 21st CCLC Advisory board and school based principal. (5.3.b.) The 21st CCLC evaluation reports will be completed via the 21st CCLC web-based system.

5.4 Experience and Capacity (7 points): SDIRC has extensive experience in implementing after- school programs and activities directed at enhancing students' educational experiences and academic achievement. SDIRC was awarded and successfully implemented a three-year 21st CCLC program at the Federal level in 2001, USDE Award # R287A990468 The district was again awarded a new 21st CCLC grant award during the 2009-2010 funding period which served students and families in two of our district schools, FLDOE Award #310-2440A-0CCC1. In school year 2005, the district was awarded a competitive three-year Carol M White Physical Education Program, PR/Award #Q215F041357, grant totaling \$1,317,494. Listed above are the official FLDOE assigned project numbers providing proof of project awards. Previous success of our current 21st CCLC program has been documented by grant program officers conducting reporting in their annual reports, our success with developing an organized, dedicated, and capable administrative structure, maintaining effective lines of communication

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among program leaders, and cultivating strong relationships with the district's school board. The district's Project Specialist, with over 25 years of grant development/management experience, provides direct program support to ensure compliance with 21st CCLC requirements. The district's Title I Department has extensive experience implementing successful afterschool programs. The Title I Program monitors funds, and provides technical support and infrastructure for all district Title I schools to institute their own school based after-school program. SDIRC's partners are also experienced providing educational programs. For example, the Learning Alliance implements successful Moonshot Academy afterschool programs at both schools. The Environmental Learning Center provides stimulating environmental programs for our students. Riverside Children's Theater offers classes, camps, and training opportunities in the areas of theatre, dance, music, and video offers classes, camps, ages on a year round basis.

5.5 Community Collaboration and Partnerships (13 points): (5.5.a.) The district staff met with each schools' leadership team and teachers to inform them of the program and solicit input. District staff also contacted potential community partners to inform them of the grant and solicit support. District staff then met again with school teams at each school to develop program project plans and activities included in this application. Once awarded a 21st CCLC grant, parents, students and community partners will continue their roles to serve on the 21st CCLC Advisory board. The district/school websites will also provide extensive information about the 21st CCLC program to community members. (5.5.b) SDRIC has an established annual consultation process for non-public schools and community members to participate in Federal Programs. The annual Federal Consultation meeting was held March 11th, 2015. Invitations were sent by certified mail to non-public schools and notification of our intent to submit was published on the district website. (5.5.c.) SDIRC works closely with community agencies and organizations to enhance services in our community. Listed below are the primary community partners that will support the 21st CCLC program.

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Partner	Support/Contribution
The Learning Alliance (PRIMARY PARTNER)	Moonshot Academies - Intensive small group tutorial & enrichment activities and materials. Family workshops in the area of literacy.
Substance Abuse Council of IRC	Character education and dropout prevention strategies through the delivery of Life Skills curriculum.
Indian River County Health Department	Provide in-kind activities for students through nutrition-based programs to include 5210 Let's Go! Program.
Riverside Children's Theatre	Support for enrichment activities to include instruction in drama, dance, music and involvement in the production process
Sebastian Police Department	Training for students/parents/staff: bicycle/pedestrian safety, stranger danger, and response to emergency situations.
Indian River County Sheriff	Safety and crime prevention programs.
American Red Cross	Provide age appropriate preparedness information and land-based water safety instruction.
The Environmental Learning Center	In-kind support for environmental education programs/workshops.
Humane Society - Vero Beach & IRC	Animal-related programs incorporating science, language and safety skills.
Literacy Council of IRC	Literacy services for adult family members
Homeless Family Center	Adult Family member training/services - including employment training, financial planning, health services, and referral to community services. Also HFC works closely with the district to secure grant funding for special projects such as 21 st CCLC.
School District of Indian River County	<p>Adult Education School Principal will provide grant administration</p> <p>Curriculum Dept. -Project Specialist to provide grant management and project oversight</p> <p>Food Service Department - Free daily snacks that meet UDSA requirements.</p> <p>Professional Dev. Dept. -Staff training: STEM lesson development, modeling/coaching, Bullying, Safety, Ethics, parent workshops (Fl Standards)</p>

The district will record the value of the in-kind services through documentation provided by its partners. Following federal tax guidelines, partners will describe the services provided, including dates of service. Value of the service will be assessed using real market value. The Project Supervisor (PS) will have the responsibility of maintaining and documenting services provided. 3.) As a school district, several prominent leaders in our organization are directly involved with and support other community agencies by serving on community boards, and community planning teams. It is through these relationships, that our organization will work to identify common needs, and resources to further expand upon and not duplicate services to similar target groups. District staff actively seeks grant funding to support district initiatives with community partners and non-profit agencies to identify collaborative projects and grant opportunities of mutual benefit. Through this process, we will collaborate with existing partners to maintain and find alternate means to continue their support for activities included in this project.

5.5.d. Collaboration with Regular School Day: Extended learning time is identified in the schools' 2014-2015 School Improvement Plan as an *instructional strategy* to provide and differentiate instruction to meet the diverse needs of students. The 21st CCLC will supplement existing efforts to meet the needs of targeted students. The 21st CCLC Project Supervisor will communicate (via email, telephone, site visits) with school administrators on a weekly basis to ensure collaboration with the schools. School Site coordinators will use a 21st CCLC progress monitoring checklist to facilitate communication between regular day teachers and teachers in the after-school program. The checklist will include data elements aligned to grant objectives, including behavior and participation. Teachers will be hired from the regular day staff. An effort will be made to place teachers at their current grade level as this will enable teachers to be familiar with the Florida Standards and regular classroom objectives, and the learning styles and

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need of the students. Program teachers will disseminate progress checklists to regular day teachers and parents bi-weekly. The principals, site coordinators, parents and students are members of the 21st CCLC Advisory Committee. The Advisory meets twice per year. 2.) The PS serves on the school's SAC committee, which meets quarterly. The PS's role is to support collaboration with teachers in the after-school program, day school teachers, parents and community. Site coordinators teach during the regular day and can verify and ensure program activities support students in and out of school. Site coordinators have access to school records and will assist the PS in obtaining data for program evaluation. 3.) Both schools receive Learning Alliance funding and will utilize those funds to support activities in the 21st CCLC program. Most notably, efforts to reach parents through community parent nights will be conducted in conjunction with 21st CCLC family nights to maximize parents' time and off-set associated costs. If the SAC determined a need to expand after-school services to additional students beyond those included in the grant, it is possible that other grant funding could be sought to support additional teachers to work in the after-school program. Each school's site coordinator will recruit volunteers for activities when appropriate. Project Based Learning Activities: project teams from each school site developed the projects described below: Sebastian Elementary and Treasure Coast. Both schools will utilize Zula Science Kits for PBL activities. According to a student survey conducted April 2014, students expressed an interest in learning about their environment. Students expressed a need to see "first-hand" how the world has interconnectedness to the land, sea, sky, all living things and non-living things. Teachers will begin the project with students brainstorming ideas to the driving questions: How is everything around me interconnected? How can I make the world a better place? This nine week project will allow students to understand their community first hand as they conduct research by traveling to different community treasures or listening to presenters from such organizations as: Environmental Learning Center, Manatee Center, Indian River State College

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Planetarium, and NASA outreach center. One hour each day for a nine-week period students will engage in 21st century skills as they collaborate on projects, communicate ideas, think critically about what they are learning and problem solve ways in which the world is connected. When students understand how their education is relevant to their lives and their future careers, they tend to be more engaged and ultimately, more successful. (Project # 2) 5210 Let's Go! The enrichment activities will include physical movement, spiritual wellness, and educational guidance for overall personal success. The goal of Mind, Body and Spirit will be to ensure that students are healthy in life and are ready to learn. Staff will promote healthy behaviors (such as, maintaining a healthy weight and choosing to be physically active), selecting healthy nutrition and reduce risk-taking behaviors. Wellness: Mind, Body and Spirit will support SDIRC elementary schools students, parents and community. This will include educating students about healthy food choices, and adding physical activity into their daily lives. Programs implemented will provide students with opportunities to learn about healthy foods, discover what it means to have a healthy mind and healthy spirit. Students will also engage in physical activities as they learn how to keep their mind, body and spirit healthy. Students will participate in PBL activities daily for a minimum of one hour. During the remaining hours in the program, students will participate in activities that support PBL projects as teachers weave high interest themes in the arts, music, and recreational activities to expand the depth of students learning outside PBL activities when possible. Additional activities will include tutoring and Mentoring, Physical Education, Dropout Prevention and Character Education, Arts and Music Education.

(3) As soon as snack is completed students will be offered a 45-minute enrichment activity, a 60-minute instructional activity, and homework assistance. Activities and schedules will vary according to student interest. Enrichment activities will be provided in a 1:15 ratio by teachers, support staff, and various professionals and will feature sports, cheerleading, dance, drama/theatre, gymnastics, nutrition/wellness, music, computer, Spanish and Book Clubs.

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Instructional activities will be taught by certified teachers in a 1:10 ratio and will feature Project-Based Learning activities in the areas of science, mathematics, and reading. STEM activities and Character Education will also be featured in many of the lessons. After polling instructional staff it was determined that science instruction was a concern and that more science reinforcement would be of a benefit to students. All PBL activities are tied to a curricular component connected to the district's scope and sequence and focus calendars, which are aligned to the Florida Standards. Such activities will be rich in technology, imagination, innovation and creativity that are designed to make learning easier and more engaging. Content vocabulary, extended reading and comprehension activities will be implemented within the theme of each project. (4) Students will be divided into subgroups by grade level. Each subgroup will participate in distinct hands-on, project-based units. (5) Activities will occur 5 days per week during the program. (6) Students participating in extracurricular activities will receive their academic component through the 21st CCLC program allowing them to participate in the activity through their personal enrichment period of the program 45 minutes daily.

5.5.e. Sustainability Plan SDIRC will explore engaging in a partnership with community organizations and local foundations such as The Learning Alliance, Indian River Education foundation, Big Brothers/Big Sisters and Boys and Girls Club to sustain the after-school program for future years at the end of the project. Sebastian and Treasure Coast are eligible for Title I funding. However, due to limited Title I funding availability, the district only allocates Title I funds to schools above 75.1% poverty. Should the schools' poverty reach 75.1% or higher, the schools will utilize Title I funds to offset cost of personnel by supplementing with Title I funding, if funds are available. SDIRC will collaborate with the Learning Alliance to identify additional fund sources and launch a financial campaign to support the after-school initiative. As funds decrease in year three of the project, SDIRC will submit grant proposals to the following foundations to support continuation of after-school programs: The Kresge Foundation, Hearst

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Foundation and Helios Foundation, Home Depot Foundation, Lowe’s Foundation and Target.

Program Plan (30 points): (5.6.a.) Targeted Students. The two tables below describe the academic achievement and target population of students in the areas of Reading (R), Math (M) and Science (S) and Writing (W) at the two schools identified in this proposal. Both schools received a 2014-2015 Differentiated Accountability classification of “Prevent”. The following narrative describes the trend data represented in Table 1.

School	% Satisfactory 2013 Reading	% Satisfactory 2014 Reading	% Change	% Satisfactory 2013 Math	% Satisfactory 2014 Math	Change %
Sebastian Elem	64%	58%	-6.0%	51%	45%	-6%
Treasure Coast	51%	58%	+7%	43%	43%	0%

Target School	Sebastian Elementary	Treasure Coast Elementary
Grade Level	1-5	1-5
Number of 21 st CCLC Students	90	105
Percent Free & Reduced Meals	69.86	67.79
Academic Criteria/ Behavior Criteria	Low academic performance in grades (1-2) data from baseline, mid-year and predictive district benchmark assessments. Students scoring below State proficiency on Reading and Math in Grades (3-5). Homeless students will also have priority for services.	
At-risk Criteria	Lack of social skills where character education and smaller group instruction might positively influence student achievement. Homeless students will have priority for services.	

Review of state assessment data shows that both schools are struggling to reach proficiency levels and meet grade level standards in reading, math, science and writing. Trend data in reading for Sebastian and Treasure Coast shows 42% of students have not demonstrated

proficiency. Sebastian had a drop of 6% in reading scores from the prior year. Although reading scores increased by 7% from the prior year for Treasure Coast, 42% of the students are not reaching proficiency. Trend data in math for Sebastian shows 55% of students not reaching proficiency and with 57% of Treasure Coast students not reaching the target. Sebastian data shows a drop of 7% from the prior year. Treasure Coast maintained the percentage of students not reaching proficiency from the prior year, however 57% of students were still not at the proficient level. Review of state assessment data also shows that both schools are struggling to reach proficiency levels and meet grade level standards in science and writing. Both schools are below the 54% state average for proficiency in SCIENCE.

FCAT 2.0 Grade 5 Science	2013 % Proficient	2014 % Proficient	Change	% Below State Average
Sebastian Elementary	54	47	-7	-7
Treasure Coast Elementary	39	43	4	-11

Both schools are significantly below the 58% state average for proficiency in Writing. State AMO writing target for all students is 90%.

FCAT 2.0 and Florida Alternative Assessment (FAA) Grade 4 Writing	2013 % Proficient	2014 % Proficient	Change	% Below State Average
Sebastian Elementary	57	31	-26	-27
Treasure Coast Elementary	57	30	-27	-28

5.6.b – Recruitment and Retention: The district will give priority for participation to the most at-risk students; including homeless students. Program staff will work closely with school administrators to identify students who may benefit from program services. School staff will be consulted regarding recruitment of students and families who would benefit from the 21st CCLC program services. The program will use various methods to share program information and recruit students and their families such as flyers, mall events, open house and parent meetings. Information will be also posted on the school/district websites. The district strives

to ensure that all students, including those participating in afterschool programs, have access to quality programming and have the resources necessary to be effective. Student attendance will be monitored weekly and contact will be made with parents to encourage regular attendance. Incentives/Awards may be used to encourage student attendance.

5.6.c. Student Program Activities: Students in grades one through five will begin participation in the 21st CCLC program as soon as their regular school day ends. Students will be served a healthy, nutritious snack provided by the SDIRC Food Service Department. As soon as snack is completed students will be offered a 45-minute enrichment activity, a 60-minute instructional activity, and homework assistance. Activities and schedules will vary according to student interest. Enrichment activities will be provided in a 1:15 ratio by teachers, support staff, and various professionals and will feature sports, cheerleading, dance, drama/theatre, gymnastics, nutrition/wellness, music, computer, Spanish and Book Clubs. Instructional activities will be taught by certified teachers in a 1:10 ratio and will feature Project-Based Learning activities in the areas of science, mathematics, and reading. STEM activities and Character Education will also be featured in many of the lessons. After polling instructional staff it was determined that science instruction was a concern and that more science reinforcement would be of a benefit to students. As a result of this request the 21st CCLC program will feature the *Zula Afterschool Discovery Science* program, which features hands-on, inquiry-based science activities. During their lessons students will go on a mission to learn about a physical, earth, and life science topics. Students will spend approximately nine weeks on a science topic such as: Combining Matter, Environment, Force, Habitats, Life Cycles, Light, Simple Machines, Water, Weather, and Rocks, Crystals, and Minerals. Students will rotate each nine weeks between the various subjects to develop their science vocabulary, communication skills, science and math skills and critical thinking. Students will also work on improving their reading and writing skills as they journal about their mission and what they have

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learned. Teachers will be hired from the regular day staff. An effort will be made to place teachers at their current grade level as this will enable teachers to be familiar with the Florida Standards and regular classroom objectives, and the learning styles and need of the students. Parents will be invited to attend activities and student presentations following unit completion. Periodically throughout the year we will feature guest speakers focusing on safety, the environment, character education, and fine arts. 21st CCLC enrichment services on Saturdays will be from 8:00 a.m. – 4:00 p.m. will feature a more informal approach to learning. Certified teachers will introduce topics that will be driven by themes that will include current and local events, holidays, theatre, environmental issues, character education, cultural diversity, health and wellness. On these eight Saturdays for Sebastian Elementary and nine for Treasure Coast, students are offered full eight hours of fun, educational activities centered around a different theme each month. The Saturdays will include educational field trips to locations such as Harbor Branch Oceanographic Institute, Kennedy Space Center, McKee Botanical Gardens and Orlando Science Center. All Saturdays and field trips are free and the District's the Food Service Department is providing lunches for the Saturday program. Parents will be invited to participate as presenters, volunteers and audience members. The program will be closed on official school holidays and/or inclement weather days, as announced by the Superintendent of Schools.

SAMPLE SCHEDULE

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1st-5th	3:20	Snack in Cafe	Snack in Cafe	Snack in Cafe	Snack in Cafe	Snack in Cafe
FIRST GRADE Mrs.	3:45 – 4:45	Project Based Learning	Project Based Learning	Project Based Learning	Project Based Learning	Technology Lab

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Graham	4:45-5:30	Enrichment Activities	Enrichment Activities	Enrichment Activities	Enrichment Activities	Enrichment Activities
	Ms. Shaw Room #612	5:30 - 6:00	Homework Assistance	Homework Assistance	Homework Assistance	Homework Assistance

5.6.d Adult Family Member Program Activities: Parents will be invited to attend daily activities and student presentations following unit completion. Parents will be invited to participate as advisory board members, presenters, volunteers and audience members. Family nights will be offered monthly and will feature topics that will assist parents with parenting skills, cultural awareness, character education, inform them of Florida Standards, classroom objectives, and the learning styles and need of their students. Most sessions will be an hour-long activity featuring instruction and hands on activities. Brochures featuring the Adult Education programs offerings at the SDIRC Technical Center for Career and Adult Education will be distributed to inform parents of GED classes, Nursing/Health Assistant programs, Computer, Welding, Spanish, English and Literacy courses and Citizenship.

5.6.e Staffing Plan and Professional Development: The 21st CCLC staff will be recruited from the site where the students attend school. School staff are already familiar with the students, parents, and SDIRC practices, policies and procedures. This knowledge is valuable and provides continuity between the day school and the afterschool programs. Students are comfortable with staff and procedures. Administrative staff will be consulted as to best placement of staff. Certified teachers will be employed to provide instructional services. Non-instructional staff may be employed to provide support services. Professional Development is

an important component of the 21st CCLC Program. All staff participate in site-based and district professional development activities as part of their regular contract. However, the 21st CCLC staff will be provided with supplemental training opportunities. Staff development logs will be maintained as documentation.

5.6.f. Program Site: The School District of Indian River County (SDIRC) 21st CCLC programs will be offered at two school sites for the 2015-16 school year. The sites will include Sebastian Elementary School and Treasure Coast Elementary School. These sites are inspected by district safety personnel and are maintained by the district maintenance staff. Students will use the same classrooms, media center, cafeteria, multi-purpose rooms, computer labs, basketball courts, and playgrounds that they use during the school day. These sites are neighborhood schools where the students attend their regular day classes and students will remain at the site where they attend school. The students in the 21st CCLC program live in the communities in which the centers are located and therefore the sites are easily accessible to families. The students are familiar with the facility and school staff and this will make the transition from day school to afterschool program very effortless. These centers will offer safe havens for students after school while providing opportunities for learning and socializing with their classmates for students who otherwise might go home to empty houses and unhealthy influences.

5.6.g. Safety & Student Transportation: Student Safety is a major focus of the School District of Indian River County 21st CCLC program. The 21st CCLC adheres to the School District of Indian River County's policies and procedures in regard to safety regulations. The students in the 21st CCLC program live in the communities in which the centers are located and therefore the sites are easily accessible to families. Students are escorted directly from the day classroom to the school cafeteria for 21st CCLC program check-in and snack. 21st CCLC staff meet students during snack time, take attendance, escort students to classrooms, and students

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are monitored when moving between activities. The majority of the staff hired to work in the 21st CCLC after-school program are School District of Indian River County daytime staff. Academic teaching staff members are certified teachers and these staff members are caring individuals who are familiar with the students and families. An adult in the School Coordinator's office must sign out students leaving campus before being dismissed.

The 21st CCLC adheres to the School District of Indian River County's specific fingerprinting procedures. These procedures are based on the type of relationship that each person has with the School District. All employees, volunteers, student teaching interns, vendors, consultants and contractors must be fingerprinted and undergo a Level II background check. Every person who will be at a school when students are present or who will have direct contact with students, must complete the background screening. The School District of Indian River County is committed to keeping our students and staff members safe. In compliance with the *Jessica Lunsford Act* signed into law on May 2, 2005, background check requirements have been expanded to include all contracted workers and consultants as well as employees. In addition, the Florida Department of Law Enforcement has implemented a database to track arrests of school district employees and contractors and notify the school districts when an employee is arrested. This new tracking system helps ensure that students and staff in our schools remain safe. The School District of Indian River County is a Drug Free Workplace and requires all individuals hired by the School Board to be free of alcohol and controlled substances. All job applicants offered a position with the School Board are required to submit to a workplace screening. The School District of Indian River County 21st CCLC program uses the same school facilities that students attend during their day program. The centers are located on Indian River County school sites and are evaluated annually by Indian River County School District Risk Management safety staff for safety concerns. Students are familiar with the campus, discipline expectations, and staff. If an emergency develops the 21st CCLC staff will follow the

SDIRC policies and procedures plans in place at the school site. All of the School District of Indian River County 21st CCLC program staff are employees of the School District of Indian River County and the majority of our staff are employed at the school where they are employed during the day program. The safety of students is paramount to the staff at each of the School District of Indian River County 21st CCLC programs. The site coordinator and staff will monitor site security during program hours. Sites will be secured during the program and students will be check-in by 21st CCLC staff and signed out through the 21st CCLC coordinator's office by parents/guardians. Staff will check identification when deemed necessary. All visitors must check in at the site coordinator's office. An emergency contact lists will be kept in the site coordinator's office. Several staff members at each site are trained in First Aid and CPR procedures. Additionally, many staff members attend training sessions provided by the SDIRC Professional Development department. A School District of Indian River County student accident report form will be completed for any student injury during the program hours. These forms are submitted to the School District of Indian River County Risk Management Office.

Buses used for student transportation home are School District of Indian River County buses and drivers. Buses are regularly inspected and drivers must comply with workplace screening guidelines. Students who ride bus transportation home are supervised and monitored by a checklist system. Bus stops are located close to home sites so that during the winter months students do not have far to walk home in the early evening hours. Students are encouraged to walk home in groups and parents are encouraged to meet students at bus stops to walk home with them. When field trips are offered parents will be required to complete a permission slip and must sign students in and out. Chaperones will monitor students closely while on field trips. Students attending field trips will be assigned to chaperones and groups will be kept as small as possible.

Campus Safety and Food Service Sanitation inspections are performed by the School District of Indian River County Food Service staff according to Florida Statutes to ensure all facilities and food service areas are in compliance.

5.6.h Dissemination Plan: The Indian River County 21st CCLC School Coordinators and Supervisor will share the project components with school personnel, parents and community members, and with other school districts. Marketing materials will include handouts, posting of signs/newsletters/photos and the district's home page www.indianriverschools.org will provide information on the many activities and opportunities of this program. The 21st CCLC Supervisor will work closely with the SDIRC Webmaster to develop and update the SDIRC 21st CCLC webpage. The 21st CCLC Formative and Summative Evaluation reports and 21st CCLC grant documents will be distributed and a link to the evaluations will be provided on the webpage. A click on the 21st CCLC logo that appears on the front page of the District website will navigate to the School District of Indian River County 21st CCLC website. From this district webpage, interested parties may also navigate to the individual school sites to learn about the 21st CCLC program at the program sites. Monthly newsletters and photos of activities and projects will be displayed. The 21st CCLC logo will be displayed prominently in the centers and will be included on all marketing and public awareness materials disseminated. Each center will share best practices and present at state and regional 21st CCCLC/Afterschool conferences and forums.

Outreach & marketing activities will be designed and implemented to ensure the community is aware of the centers and the activities	Monthly throughout the 21st CCLC program year
On-going outreach activities will be used to market the center and all activities.	Ongoing throughout the 21st CCLC program year

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Collaborating agencies and the project site coordinator will facilitate the centers' events	Monthly throughout the 21st CCLC program year
Special consideration and accommodation will be provided to students and family members with disabilities and limited English proficiency	Daily throughout the 21st CCLC program year

Budget (25 Points) Adequate funding and resources are essential to the provision of comprehensive and effective services, activities, and programs. Needs assessment data was used to substantiate program goals, objectives, and activities designed to offer students a research-based, conceptually sound, and unique approach to the improve student achievement. Effective funding strategies were established with input from program staff, and careful analysis of program goals, objectives, needs, and proposed activities. To ensure that budgeted items are adequate and suited to program goals, existing resources were carefully examined to determine program relativity and congruency. New resources to be purchased will undergo the same careful examination. The Budget Narrative (DOE 101) provides a brief explanation of the basis for estimating the cost of each budgeted category. To successfully implement the unique elements, methodology, and structure of the 21st CCLC program, a significant portion of grant funds is used to employ adequate personnel at a low-teacher pupil ratio. Additional dollars are requested to provide supplemental materials for project activities, supplies, equipment, printing, and travel. Each site will be adequately staffed and equipped with varied and numerous materials to support hands-on project based learning activities. The majority of materials are not consumable, and those that may need additional supplements from year to year are at a minimum costs. Therefore, it is reasonable to state the first two years of the program is designed to develop a sustainable program activities are cost effective for the district to maintain after the grant period has ended. Budget Narrative Form (DOE 101S) is attached.

- Online Overview
- Agency
- Centers
- Operations
- Target Schools
- Objectives
- Priority Points
- RFP Funding
- Document Upload
- Forms
- Home/Submit

RFP FUNDING

Maximum Funding Amount	316,008
Total Budget Request	316,008
Percent of Maximum	100%

CENTER: SEBASTIAN ELEMENTARY SCHOOL

Before School Maximum Funding Amount									
School Name	Group	Start	End	Hours	Days	Students	Rate	Max. Amount	
1 Sebastian Elementary School									
Subtotal Before School									
After School Maximum Funding Amount									
School Name	Group	Start	End	Hours	Days	Students	Rate	Max. Amount	
1 Sebastian Elementary School	1,2,3,4,5	3:30 PM	5:54 PM	2:40	159	90	4	137,376	
								Subtotal After School	137,376
Early Release Maximum Funding Amount									
School Name	Group	Start	End	Hours	Days	Students	Rate	Max. Amount	
1 Sebastian Elementary School	1,2,3,4,5					90	4		
								Subtotal Early Release	
Weekend, Holiday, School Break Maximum Funding Amount									
Start	End	Hours	Days	Students	Rate	Max. Amount			
8:00 AM	4:00 PM	8:00	8	30	4.5	8,640			
								Subtotal Weekend, Holiday, School Break	8,640
Summer Maximum Funding Amount									
Start	End	Hours	Days	Students	Rate	Max. Amount			
					4.5	0			
								Subtotal Summer	0
SUBTOTAL SEBASTIAN ELEMENTARY SCHOOL									146,016

CENTER: TREASURE COAST ELEMENTARY SCHOOL

Before School Maximum Funding Amount									
School Name	Group	Start	End	Hours	Days	Students	Rate	Max. Amount	
1 Treasure Coast Elementary School									
Subtotal Before School									
After School Maximum Funding Amount									
School Name	Group	Start	End	Hours	Days	Students	Rate	Max. Amount	
1 Treasure Coast Elementary School	1,2,3,4,5	3:30 PM	5:54 PM	2:40	159	105	4	160,272	
								Subtotal After School	160,272
Early Release Maximum Funding Amount									
School Name	Group	Start	End	Hours	Days	Students	Rate	Max. Amount	
1 Treasure Coast Elementary School	1,2,3,4,5					105	4		
								Subtotal Early Release	
Weekend, Holiday, School Break Maximum Funding Amount									
Start	End	Hours	Days	Students	Rate	Max. Amount			
8:00 AM	4:00 PM	8:00	9	30	4.5	9,720			
								Subtotal Weekend, Holiday, School Break	9,720
Summer Maximum Funding Amount									
Start	End	Hours	Days	Students	Rate	Max. Amount			
					4.5	0			
								Subtotal Summer	0
SUBTOTAL TREASURE COAST ELEMENTARY SCHOOL									169,992



2015-16 Site Profile Worksheet (includes information from previous Title I Table and Funding Request Guide)

Agency Name	Indian River County School District			Project Number	
County (Site)	Indian River	School Year Start Date			End Date
Site Name	Sebastian Elementary School			Type of Site	Public School
Site Address:	400 County Road #512		City	Sebastian	Zip 32958
Site Contact Name:	Letitia Whitfield	Phone	772-978-8200	Email	Letitia.Whitfield@indianriverschools.org

TARGET SCHOOLS

School Name School Number	School-wide Information					Targeted Student Population				
	Grades	Enroll	Title I	FRL	Grade	Grade Group	# Students		Typical School Times	
							BS	AS	Start (AM)	End (PM)
1. Sebastian Elementary School 310191	K,1,2,3,4,5	507	N	69.0%	C	1,2,3,4,5		90	3:30 PM	6:00 PM
2.										
3.										
4.										
<i>* Indicates user entered values</i>						TOTAL		90		

BEFORE SCHOOL Site Operations

Start Date		End Date		Total Number of Service Days		
Non-service days						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours of Before School services per typical week.
Start Time						
End Time						
Hours						

AFTER SCHOOL Site Operations

Start Date	08/31/2015	End Date	05/31/2016	Total Number of Service Days		159
Non-service days	09/07/2015, 09/14/2015, 09/23/2015, 10/21/2015, 11/18/2015, 11/23/2015, 11/24/2015, 11/25/2015, 11/26/2015, 11/27/2015, 12/09/2015, 12/21/2015, 12/22/2015, 12/23/2015, 12/24/2015, 12/25/2015, 12/28/2015, 12/29/2015, 12/30/2015, 12/31/2015, 01/01/2016, 01/13/2016, 01/14/2016, 01/15/2016, 01/18/2016, 01/19/2016, 01/20/2016, 02/15/2016, 02/17/2016, 03/09/2016, 03/21/2016, 03/22/2016, 03/23/2016, 03/24/2016, 03/25/2016, 04/20/2016, 05/18/2016, 05/30/2016					
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours of Before School services per typical week.
Start Time	3:30 PM	3:30 PM	3:30 PM	3:30 PM	3:30 PM	
End Time	6:00 PM	6:00 PM	6:00 PM	6:00 PM	5:30 PM	
Hours	2.50	2.50	2.50	2.50	2.00	
Early Release Dates				Total Service Days		Hours/Day

WEEKEND, HOLIDAY, SCHOOL BREAK Site Operations

	Holiday, School Break		Weekend Days		
Service days			09/26/2015,10/24/2015,11/14/2015,12/12/2015,01/16/2016,02/27/2016,04/16/2016,05/28/2016		
	Holidays/Break	Total number of Holiday, School Break service days.	Saturday		Total number of Weekend service days.
Start Time			Start Time	8:00 AM	
End Time			End Time	4:00 PM	
Hours			Hours	8.00	

SUMMER Site Operations

Start Date		End Date		Total Number of Service Days		
Non-service days						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Start Time						
End Time						
Hours						
						Total hours of Before School services per typical week.

ADULT FAMILY MEMBER Services

Describe Frequency, Duration, and Dosage:

Adult family members of regularly participating 21st CCLC students that attend 21st CCLC activities will increase their knowledge of school and district resources (e.g., parent portal, parent center, parent academy, tutoring) that can support their child's academic performance measured through attendance rosters and parent surveys. Parental involvement and family literacy will be provided based on the needs of the parents, students and school communities. Each school has its own specific needs; however, common elements from school improvement plans, Title I needs assessments, school based leadership teams and input from SACs was used to develop the topics described. 21st CCLC and Title I will work collaboratively to promote parent and family involvement activities to increase regular attendance. Adult and Family workshops will be offered on monthly basis. Workshops typically begin at 6:00pm and end at 8:00pm. Parental engagement and family literacy will be provided based on the needs of the parents, students and school communities. Each school has its own specific needs; however, common elements from school improvement plans, needs assessments, school based leadership teams and input from SACs was used to develop the topics described. Below is a proposed calendar of monthly topics: Science Fair projects, Surviving FSA, Literacy/Science/Math Nights, STEM information nights, Understanding College and Career Readiness, Assessments and Impact, Career Exploration, Literacy in the Home, and college nights, drug prevention, gang awareness, drop-out prevention, conflict resolution, a character education programs, English Language Learner Nights, Parenting Skills Classes, counseling. In addition the Technical Center for Career & Adult Education School will offer adult family members the opportunity to learn skills in personal enrichment, careers, computers/software and languages. Classes will be offered a minimum of two times during the year. Frequency and duration are specific to the class. For example, English Language Literacy and Citizenship classes are offered three days per week and are either two-hours in duration for the evening classes or four-hours in duration for daytime classes. Adult GED is Monday-Thursday, 3 to 4 hours per class. Classes will include, GED/Adult Basic preparation, English language acquisition, computer courses, Career Programs (medical assistant, culinary arts, security officer) Financial Management, and Life Enrichment courses (Art, Spanish, Italian, Tai Chi, & CPR). The project schools have agreed to expanded library hours. Participants will also have access to school technology.

Total Number of Sessions

9

Total Number of Adult Family Members Served

50

BEFORE SCHOOL Maximum Funding Amount

School Name	Grade Group	Start time	End Time	Hours	Days	Students	Rate	Max. Amount
1. Sebastian Elementary School								
2.								
3.								
4.								
Subtotal Before School								

AFTER SCHOOL Maximum Funding Amount

School Name	Grade Group	Start time	End Time	Hours	Days	Students	Rate	Max. Amount
1. Sebastian Elementary School	1,2,3,4,5	3:30 PM	5:54 PM	2.40	159	90	4	137,376
2.								
3.								
4.								
Subtotal After School								137,376

EARLY RELEASE Maximum Funding Amount

School Name	Grade Group	Start time	End Time	Hours	Days	Students	Rate	Max. Amount
1. Sebastian Elementary School	1,2,3,4,5					90	4	
2.								
3.								
4.								
Subtotal Early Release								

WEEKEND, HOLIDAY, SCHOOL BREAK Maximum Funding Amount

	Start time	End Time	Hours	Days	Students	Rate	Max. Amount
	8:00 AM	4:00 PM	8.00	8	30	4.5	8,640
Subtotal Weekend, Holiday, Break							8,640

SUMMER Maximum Funding Amount							
	Start time	End Time	Hours	Days	Students	Rate	Max. Amount
						4.5	
Subtotal Weekend, Holiday, Break							

Maximum (total from above)	146,016
Total Budget Request	
Percent of Maximum	

2015-16 Site Profile Worksheet (includes information from previous Title I Table and Funding Request Guide)

Agency Name	Indian River County School District			Project Number	
County (Site)	Indian River	School Year Start Date		End Date	
Site Name	Treasure Coast Elementary School			Type of Site	Public School
Site Address:	8955 85th Street	City		Sebastian	Zip 32958
Site Contact Name:	Kelly Baysura	Phone	772-978-8500	Email	kelly.baysura@indianriverschools.org

TARGET SCHOOLS										
School Name School Number	School-wide Information					Targeted Student Population				
	Grades	Enroll	Title I	FRL	Grade	Grade Group	BS	AS	Start (AM)	End (PM)
1. Treasure Coast Elementary School 310341	K,1,2,3,4,5	632	N	69.0%	C	1,2,3,4,5		105	3:30 PM	6:00 PM
2.										
3.										
4.										
<i>* Indicates user entered values</i>						TOTAL		105		

BEFORE SCHOOL Site Operations								
Start Date		End Date		Total Number of Service Days				
Non-service days								
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours of Before School services per typical week.		
Start Time								
End Time								
Hours								

AFTER SCHOOL Site Operations							
Start Date	08/31/2015	End Date	05/31/2016	Total Number of Service Days		159	
Non-service days	09/07/2015, 09/14/2015, 09/23/2015, 10/21/2015, 11/18/2015, 11/23/2015, 11/24/2015, 11/25/2015, 11/26/2015, 11/27/2015, 12/09/2015, 12/21/2015, 12/22/2015, 12/23/2015, 12/24/2015, 12/25/2015, 12/28/2015, 12/29/2015, 12/30/2015, 12/31/2015, 01/01/2016, 01/13/2016, 01/14/2016, 01/15/2016, 01/18/2016, 01/19/2016, 01/20/2016, 02/15/2016, 02/17/2016, 03/09/2016, 03/21/2016, 03/22/2016, 03/23/2016, 03/24/2016, 03/25/2016, 04/20/2016, 05/18/2016, 05/30/2016						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours of Before School services per typical week.	
Start Time	3:30 PM	3:30 PM	3:30 PM	3:30 PM	3:30 PM		
End Time	6:00 PM	6:00 PM	6:00 PM	6:00 PM	5:30 PM		
Hours	2.50	2.50	2.50	2.50	2.00	12.00	
Early Release Dates				Total Service Days		Hours/Day	

WEEKEND, HOLIDAY, SCHOOL BREAK Site Operations					
	Holiday, School Break		Weekend Days		
Service days			09/19/2015,10/24/2015,11/14/2015,12/12/2015,01/16/2016,02/27/2016,03/12/2016,04/16/2016,05/28/2016		
	Holidays/Break	Total number of Holiday, School Break service days.	Saturday		Total number of Weekend service days.
Start Time			Start Time	8:00 AM	
End Time			End Time	4:00 PM	
Hours			Hours	8.00	9

SUMMER Site Operations							
Start Date		End Date		Total Number of Service Days			
Non-service days							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total hours of Before School services per typical week.
Start Time							
End Time							
Hours							

ADULT FAMILY MEMBER Services

Describe Frequency, Duration, and Dosage:

Adult family members of regularly participating 21st CCLC students that attend 21st CCLC activities will increase their knowledge of school and district resources (e.g., parent portal, parent center, parent academy, tutoring) that can support their child's academic performance measured through attendance rosters and parent surveys. Parental involvement and family literacy will be provided based on the needs of the parents, students and school communities. Each school has its own specific needs; however, common elements from school improvement plans, Title I needs assessments, school based leadership teams and input from SACs was used to develop the topics described. 21st CCLC and Title I will work collaboratively to promote parent and family involvement activities to increase regular attendance. Adult and Family workshops will be offered on monthly basis. Workshops typically begin at 6:00pm and end at 8:00pm. Parental engagement and family literacy will be provided based on the needs of the parents, students and school communities. Each school has its own specific needs; however, common elements from school improvement plans, needs assessments, school based leadership teams and input from SACs was used to develop the topics described. Below is a proposed calendar of monthly topics: Science Fair projects, Surviving FSA, Literacy/Science/Math Nights, STEM information nights, Understanding College and Career Readiness, Assessments and Impact, Career Exploration, Literacy in the Home, and college nights, drug prevention, gang awareness, drop-out prevention, conflict resolution, a character education programs, English Language Learner Nights, Parenting Skills Classes, counseling. In addition the Technical Center for Career & Adult Education School will offer adult family members the opportunity to learn skills in personal enrichment, careers, computers/software and languages. Classes will be offered a minimum of two times during the year. Frequency and duration are specific to the class. For example, English Language Literacy and Citizenship classes are offered three days per week and are either two-hours in duration for the evening classes or four-hours in duration for daytime classes. Adult GED is Monday-Thursday, 3 to 4 hours per class. Classes will include, GED/Adult Basic preparation, English language acquisition, computer courses, Career Programs (medical assistant, culinary arts, security officer) Financial Management, and Life Enrichment courses (Art, Spanish, Italian, Tai Chi, & CPR). The project schools have agreed to expanded library hours. Participants will also have access to school technology.

Total Number of Sessions	9	Total Number of Adult Family Members Served	50
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BEFORE SCHOOL Maximum Funding Amount

School Name	Grade Group	Start time	End Time	Hours	Days	Students	Rate	Max. Amount
1. Treasure Coast Elementary School								
2.								
3.								
4.								
Subtotal Before School								

AFTER SCHOOL Maximum Funding Amount

School Name	Grade Group	Start time	End Time	Hours	Days	Students	Rate	Max. Amount
1. Treasure Coast Elementary School	1,2,3,4,5	3:30 PM	5:54 PM	2.40	159	105	4	160,272
2.								
3.								
4.								
Subtotal After School								160,272

EARLY RELEASE Maximum Funding Amount

School Name	Grade Group	Start time	End Time	Hours	Days	Students	Rate	Max. Amount
1. Treasure Coast Elementary School	1,2,3,4,5					105	4	
2.								
3.								
4.								
Subtotal Early Release								

WEEKEND, HOLIDAY, SCHOOL BREAK Maximum Funding Amount

	Start time	End Time	Hours	Days	Students	Rate	Max. Amount
	8:00 AM	4:00 PM	8.00	9	30	4.5	9,720
Subtotal Weekend, Holiday, Break							9,720

SUMMER Maximum Funding Amount							
	Start time	End Time	Hours	Days	Students	Rate	Max. Amount
						4.5	
Subtotal Weekend, Holiday, Break							

Maximum (total from above)	169,992
Total Budget Request	
Percent of Maximum	

2015-2016 OBJECTIVES TABLE

Indian River County School District - S.T.R. E.A.M. Project-Based After School Academies: Educating And Inspiring Every Student To Be Successful.

Agency Name - Grant Name:

STATEWIDE STANDARD OBJECTIVES

Objective Narrative	Objective Assessment	Success Criterion	Benchmark	Justify the Benchmark	Data Collection Points	Person(s) Responsible for Data Collection	Plan for Obtaining Data	Student Groups Measured	Mid-Year Change Measured	End-of-Year Change Measured
English Language Arts Writing	75 % of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	75	The students served by the 21st CCLC have performances in the Level 1 and Level 2 range. This benchmark was chosen because the 75% objective is attainable and reachable by students in the at-risk category.	Academic grades for quarters 1, 2, and 4	Supervisor of the 21st CCLC	Students' scores on Florida Standards Assessment (FSA), benchmarks, report cards, and teacher assessments will be collected, reviewed and reported.	All grade levels	Change in academic grades from quarter 1 to quarter 2	Change in academic grades from quarter 1 to quarter 4

Objective 1

STATEWIDE STANDARD OBJECTIVES										
Objective Narrative	Objective Assessment	Success Criterion	Benchmark	Justify the Benchmark	Data Collection Points	Person(s) Responsible for Data Collection	Plan for Obtaining Data	Student Groups Measured	Mid-Year Change Measured	End-of-Year Change Measured
		% of regularly participating students will improve to a satisfactory level or above on English language Arts/writing or maintain an above satisfactory level.	Required of awardees after award decisions	Required of awardees after award decisions	Prior academic year and current academic year	21st CCLC Supervisor	Students' scores on Florida Standards Assessment (FSA), benchmarks, report cards, and teacher assessments will be collected, reviewed and reported in conjunction with the Assessment and Accountability Department.	3rd to 11th grades		
Mathematics	Improve mathematics performance to a satisfactory level or above or maintain an above satisfactory level of performance.	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	75	The students served by the 21st CCLC have performances in the Level 1 and Level 2 range. This benchmark was chosen because the 75% objective is attainable and reachable by students in the at-risk category.	Academic grades for quarters 1, 2, and 4	Supervisor of the 21st CCLC	Students' scores on Florida Standards Assessment (FSA), benchmarks, report cards, and teacher assessments will be collected, reviewed and reported.	All grade levels	Change in academic grades from quarter 1 to quarter 2	Change in academic grades from quarter 1 to quarter 4

STATEWIDE STANDARD OBJECTIVES

Objective Narrative	Objective Assessment	Success Criterion	Benchmark	Justify the Benchmark	Data Collection Points	Person(s) Responsible for Data Collection	Plan for Obtaining Data	Student Groups Measured	Mid-Year Change Measured	End-of-Year Change Measured
		% of regularly participating students will improve to a satisfactory level or above on mathematics or maintain an above satisfactory level.	Required of awardees after award decisions	Required of awardees after award decisions	Prior academic year and current academic year		Students' scores on Florida Standards Assessment (FSA), benchmarks, report cards, and teacher assessments will be collected, reviewed and reported in conjunction with the Assessment and Accountability Department.	3rd to 8th grades		
Science	Florida Standards Assessment	To be provided after award decisions	75		Academic grades for quarters 1, 2, and 4	Supervisor of the 21st CCLC	Students' scores on Florida Standards Assessment (FSA), benchmarks, report cards, and teacher assessments will be collected, reviewed and reported.	All grade levels	Change in academic grades from quarter 1 to quarter 2	Change in academic grades from quarter 1 to quarter 4
Objective 3	Academic Report Card Grades	Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)								
		75 % regularly participating students will improve to a satisfactory science grade or above, or maintain a high grade across the program year.								
		Improve science performance to a satisfactory level or higher or maintain an above satisfactory level of performance.								

STATEWIDE STANDARD OBJECTIVES

Objective Narrative	Objective Assessment	Success Criterion	Benchmark	Justify the Benchmark	Data Collection Points	Person(s) Responsible for Data Collection	Plan for Obtaining Data	Student Groups Measured	Mid-Year Change Measured	End-of-Year Change Measured
	Florida Standards Assessment	To be provided after award decisions	Required of awardees after award decisions	Required of awardees after award decisions	Prior academic year and current academic year		Students' scores on Florida Standards Assessment (FSA), benchmarks, report cards, and teacher assessments will be collected, reviewed and reported in conjunction with the Assessment and Accountability Department.	5th and 8th grades		
	% of regularly participating students will improve to a proficient level on science or maintain an above proficiency level.									

APPLICANT-SPECIFIED OBJECTIVES

Personal Enrichment

Objective Narrative	Objective Domain Areas to be Assessed	Grade Levels Served by the Program for Each Domain Area	Objective Assessment	Measures	Name of the Measure (if unknown, provide details on the type)	Content Area for the Measure	Benchmark for Each Measure	Justify the Benchmark	Student Grade Levels for Each Measure	Intended Program Impact for Each Measure	Mid-Year Progress for Each Measure	End-of-Year Performance for Each Measure	Plan for Obtaining Data for Each Measure
Improve english/language arts (ela) achievement.	reading	Elementary School Only	75% of participating students will meet or exceed proficiency in their english/language arts (ela) as measured by local assessment.	Local Assessment	Performance Measures Benchmarks (Local assessment program aligned with the FL State Standards)	English/Language Arts (ELA)	75		1,2,3,4,5	Meet or Exceed Proficiency In	Students' scores on benchmarks, report cards, and teacher assessments will be collected, reviewed and reported.	Students' scores on Florida Standards Assessment (FSA).	The School District of Indian River County Instructional and Assessment Department will provide the necessary data mid-year and end-of-year for evaluation by 21st CCLC Supervisor.

APPLICANT-SPECIFIED OBJECTIVES

Personal Enrichment (Elementary programs) (All Programs)

Objective Narrative	Objective Domain Areas to be Assessed	Grade Levels Served by the Program for Each Domain Area	Objective Assessment	Measures	Name of the Measure (if unknown, provide details on the type)	Content Area for the Measure	Benchmark for Each Measure	Justify the Benchmark	Student Grade Levels for Each Measure	Intended Program Impact for Each Measure	Mid-Year Progress for Each Measure	End-of-Year Performance for Each Measure	Plan for Obtaining Data for Each Measure
Improve good nutrition.	health	Elementary School Only	90% of participating students will meet or exceed	Observational Assessment	21st CCLC Teacher Assessment including group activities, student	Good Nutrition	90	This benchmark was chosen because 90% is an attainable	1,2,3,4,5	Meet or Exceed Proficiency In	Monthly teacher report including student journals/assignments and attendance.	Performance activity will include a capstone project/presentation in the areas of Health and	Parent Night presentation of student capstone project, teacher reports, and 21st CCLC Supervisor

		proficiency in their good nutrition as measured by observational assessment.	participation, and assignments/forums.		and reachable objective by students in the at-risk category.			Nutrition.	observations.

APPLICANT-SPECIFIED OBJECTIVES

Dropout Prevention & College / Career Readiness (Middle/High programs)

Objective Narrative	Objective Domain Areas to be Assessed	Grade Levels Served by the Program for Each Domain Area	Objective Assessment	Measures	Name of the Measure (if unknown, provide details on the type)	Content Area for the Measure	Benchmark for Each Measure	Justify the Benchmark	Student Grade Levels for Each Measure	Intended Program Impact for Each Measure	Mid-Year Progress for Each Measure	End-of-Year Performance for Each Measure	Plan for Obtaining Data for Each Measure
Improve			[benchmark] % of participating students will [impact] their [content area] as measured by [measures].										

APPLICANT-SPECIFIED OBJECTIVES

Adult Family Member Performance

Objective Narrative	Objective Domain Areas to be Assessed	Grade Levels Served by the Program for Each Domain Area	Objective Assessment	Measures	Name of the Measure (if unknown, provide details on the type)	Content Area for the Measure	Benchmark for Each Measure	Justify the Benchmark	Student Grade Levels for Each Measure	Intended Program Impact for Each Measure	Mid-Year Progress for Each Measure	End-of-Year Performance for Each Measure	Plan for Obtaining Data for Each Measure
Improve involvement in student education.	family	Elementary School Only	25% of participating family members will meet or exceed	Logs	Parent participation in 21st CCLC activities including	Involvement in Student Education	25	The benchmark of 25% was chosen due to the fact that the 21st CCLC serves at-	1,2,3,4,5	Meet or Exceed Proficiency In	Parent sign-in sheets will be evaluated by 21st CCLC Supervisor	Parent sign-in sheets and surveys will be evaluated by 21st CCLC	Parent sign-in sheets will be collected by 21st CCLC School Coordinator and reported to 21st CCLC

	proficiency in their involvement in student education as measured by logs.	family nights, student activities, field trips, meetings (PTA, School events)	risk families who may hold more than one job and do not have transportation or babysitters. These barriers limit the number of events they may attend.		and reported.	Supervisor and reported.	Supervisor will create and review the end-of-the-year surveys.

OPTIONAL OBJECTIVES													
Objective Narrative	Objective Domain Areas to be Assessed	Grade Levels Served by the Program for Each Domain Area	Objective Assessment	Measures	Name of the Measure (if unknown, provide details on the type)	Content Area for the Measure	Benchmark for Each Measure	Justify the Benchmark	Student Grade Levels for Each Measure	Intended Program Impact for Each Measure	Mid-Year Progress for Each Measure	End-of-Year Performance for Each Measure	Plan for Obtaining Data for Each Measure

OPTIONAL OBJECTIVES													
Objective Narrative	Objective Domain Areas to be Assessed	Grade Levels Served by the Program for Each Domain Area	Objective Assessment	Measures	Name of the Measure (if unknown, provide details on the type)	Content Area for the Measure	Benchmark for Each Measure	Justify the Benchmark	Student Grade Levels for Each Measure	Intended Program Impact for Each Measure	Mid-Year Progress for Each Measure	End-of-Year Performance for Each Measure	Plan for Obtaining Data for Each Measure

OPTIONAL OBJECTIVES													

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent:

School District of Indian River County

B) DOE Assigned Project Number:

16B036

C) TAPS Number:

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
9100	110	21st CCLC/Extended Day Supervisor (6) Supervisor: Oversee the 21st CCLC program at Sebastian and Treasure Coast Elementary schools, monitors compliance with 21st CCLC project, visits 21st CCLC sites and program staff, coordinate 21st CCLC professional development, plan field trips, assists 21st CCLC staff with data collection, analysis and reporting. Position paid 100% through 21st CCLC funds) <i>Salary calculation: Professional/Tech(P3), 24 yrs experience; position paid at \$59,687 x .6 = \$35,812.</i>	0.6	\$ 35,812.00	100			

9100	<p>Teachers - Supplementay pay beyond contract for certified teachers provide direct instruction & assessment to actively participating 21st CCLC students, maintain 21st CCLC program & student documentation, participate in 21st CCLC planning meetings, and supervise 21st CCLC field trip experiences during 21st CCLC program hrs. students. The teachers meet the District's highly qualified requirements. SEBASTIAN ELEMNTARY (1.64 FTE) After School: (7) Teachers working 1.5 hrs. per day @ 25.00/hr. x 238.5 hrs. each = \$41,737.50 (1.51 FTE) WKND/HOLIDAY: 2 Teachers @ 25.00/hr. x 8.00 hrs. x 8 days = \$3,200 (0.13 FTE) TOTAL Seb. Elem. = \$44,937.50 (rounded up to \$44,978)</p> <p>TREASURE COAST ELEM. (1.78 FTE) After School: (7) Teachers working 1.5 hrs. per day @ 25.00/hr. x 238.5 hrs. each = \$41,737.50 (1.51 FTE) WKND/HOLIDAY: 2 Teachers @ 25.00/hr. x 8.00 hrs. x 9 days = \$3,600 (0.13 FTE) TOTAL Treasure Coast Elem. = \$45,337.00</p>	3.42 \$	90,275.00	100		
9100	<p>Site Coordinators - Coordinate & oversee daily operation of the 21st CCLC programs at Sebastian and Treasure Coast Elementary Schools: Oversee instruction of 21st CCLC participants, field trips experiences, snacks, participates in planning meetings and ensures services are delivered with fidelity to families of active 21st CCLC students. AFTER SCHOOL: 2 Site Coordinators @ 25.00/hr. x 3.00 hrs. x 159 days = \$11,925 x 2 = \$23,850 (1.04 FTE) WKND/HOLIDAY: Sebastian Elem (1) Site Coordinator @ 25/hr. x 8.00 hrs. x 8 days = \$1,600; Treasure Coast (1) Site Coordinator @ 25/hr. x 8.00 hrs. x 9 days = \$1,800 (0.26 FTE) Total = \$27,250</p>	1.3 \$	27,250.00	100		

9100	160	<p>Clerical/Data Clerk: Salaries/supplemental pay to assist site coordinator with 21st CCLC data collection and clerical at Sebastian and Treasure Coast. Collect daily attendance and input information during the 21st CCLC after school program, maintain 21st CCLC program and student files, complete all 21st CCLC data and reports, Assist with sign-in/out activities when needed. (2) Clerical/Data Clerk @ 15.00/hr. x 1.00 hr. per day. x 159 days = \$4,770 (0.35 FTE) Administrative: 385, Evaluation: 4,385</p> <p>Support Staff: Salaries/supplemental pay for non-certified support staff to support enrichment activities such as dance (step), cheerleading, STEM and other personal enrichment activities AFTERSCHOOL: Sebastian Elem. (6) Support Staff @ 15.00/hr. x 2.00 hrs. x 159 days = \$28,620 WKND/HOLIDAY: Seb. Elem. (6) Support Staff @ 15.00/hr. x 2.00 hrs. x 8 weekends = \$1,920 = Total Seb. Elem. = \$30,540 AFTERSCHOOL: Treasure Coast (6) Support Staff @ 15.00/hr. x 2.00 hrs. x 159 days = \$30,780. WKND/HOLIDAY: Treasure Coast. (8) Support Staff @ 15.00/hr. x 2.00 hrs. x 9 weekends = \$2,160 = Total Treasure Coast. = \$30,780. Both sites = \$61,320 (0.70 FTE)</p>	0.35 \$	4,770.00	100			
9100	160		0.7 \$	61,320.00	100			
7800	101	<p>Transportation Dispatchers: Supplemental Pay for Transportation Dispatchers beyond contract hours - Provides a safety measure and communication between the bus driver and 21st CCLC staff concerning actively participating 21st CCLC students and their adult family members during evening 21st CCLC bus transportation. AFTERSCHOOL: (1) Transportation Dispatcher @ 25.00/hr. x 1 hr. per day x 159 after school days = \$3,975; WKND/HOLIDAY: 2 hrs. per day for 9 weekends days = \$450. TOTAL \$4,425 (0.08 FTE)</p>	0.08 \$	4,425.00	100			
9100	210	<p>FRS @ 7.37 Supervisor (21st CCLC portion of salary) \$35,812</p>	\$	2,639.34	100			
9100	210	<p>FRS @ 7.37 - Teachers (21st CCLC portion of salary) \$90,275</p>	\$	6,653.27	100			
9100	210	<p>FRS @ 7.37- Site Coordinators (21st CCLC portion of salary) \$27,250</p>	\$	2,008.33	100			

9100	210	FRS @ 7.37 Support Staff (21st CCLC portion of salary) \$61,320		\$	4,519.28	100		
9100	210	FRS @ 7.37 - Clerical/Data Entry (21st CCLC portion of salary)		\$	351.55	100		
9100	210	FRS @ 7.37 - Transportation Dispatcher (21st CCLC portion of salary)		\$	326.12	100		
9100	210	Fringe Benefits: FICA benefit for 21st CCLC Supervisor calculated @ 7.65% of 21st CCLC portion of salaries. \$35,812 x 7.65% = \$2,739.62		\$	2,739.62	100		
9100	220	Fringe Benefits: FICA benefit for teachers calculated @ 7.65% of 21st CCLC portion of salaries. \$90,275 x 7.65% = \$6,906.4		\$	6,906.04	100		
9100	220	Fringe Benefits: FICA benefits for Site Coordinators, calculated @ 7.65% of 21st CCLC portion of salaries. \$27,250 x 7.65% = 2,085		\$	2,085.00	100		
9100	220	Fringe Benefits: FICA benefits for Clerical/Data Entry, calculated @ 7.65% of 21st CCLC portion of salaries. \$4,770 x 7.65% = 365		\$	365.00	100		
9100	220	Fringe Benefits: FICA benefit for support staff calculated @ 7.65% of 21st CCLC portion of salaries \$61,320 = \$4,690.98		\$	4,690.98	100		
7800	220	Fringe Benefits: FICA benefit for transportation dispatcher, calculated @ 7.65% of 21st CCLC portion of salaries. \$4,425 x 7.65% = \$338		\$	338.00	100		
9100	230	Group Insurance - Supervisor of 21st CCLC @ \$5,004 per year		\$	5,004.00	100		
9100	240	Worker's Compensation - Supervisor of 21st CCLC @ 1.5% of \$35,812		\$	537.00	100		
7800	790	Transportation provided for actively participating 21st CCLC students from the 21st CCLC after school sites to the student's home on a daily basis. Due to the high poverty rate of these sites it is estimated that the majority of participants will require student transportation. Calculation: One bus per site - 2 school buses @ \$45/hr. x 1 hr. per route x 159 days = \$14,310 + (2) sites, 1 school bus per site for weekends @ x \$45/hr. x 1 hr. per route x 9 days = \$810 (Total Cost = \$15,120)		\$	15,120.00	100		

9100	310	<p>Contractual Services (External Evaluator) Payments of services provided by external evaluator with knowledge of evaluation requirements of federal programs. Evaluator will base the evaluation on the Principals of Effectiveness. Evaluator will provide formative and summative evaluations and review and validate 21st CCLC data for the 21st CCLC project. Evaluator will conduct at least two site visits per year per site, meet with program staff to assist with evaluation, and prepare reports as required by the 21st CCLC grant. \$750 per site = \$1500. <i>Evaluation: 1,500</i></p>	\$	1,500.00	100			
9100	310	<p>Contractual Services - Professional services to support implementation of Junior Great Books \$50 per hour x 10 hrs. per site x 2 sites = 1,000 and Zula curriculum supports \$50 per hr. x5 hrs. per site x 2 sites = \$500</p>	\$	1,500.00	100			
9100	310	<p>Contractual Services with local agencies/individuals to provide specialized enrichment services: Karate, Drums, Dance, Sports (basketball, soccer, cheerleading) and foreign language (Spanish/French). All services will be delivered solely to actively participating 21st CCLC students during 21st CCLC operational hours. Twenty hours of services paid at \$25 per hour for student groups of 15. Ten hours each site. All instructors must comply with all federal, state and local safety policies and undergo a Level II background check.</p>	\$	500.00	100			

6400	330	<p>Staff Training: Mandated 21st CCLC Annual Conference</p> <p>Travel expenditures for 2) active 21st CCLC staff to attend the mandatory 21st CCLC statewide conference. Conferences will provide an opportunity for active 21st CCLC staff to learn effective strategies and best practices to be implemented in the 21st CCLC program.</p> <p>Lodging: \$145/night x 3 nights x 3 staff = \$870 Meals/Per Diem: \$36 per day x 3 days x 2 staff = \$216</p> <p>Transportation/Mileage: 0.565 per mile/220 miles per trip = \$124.30 x 2 staff = \$248</p> <p>Registration Fees: \$300 per staff x 2 = \$600; (Total = \$1,932) Workshops and conferences - STEM, PBL, Afterschool for 21st CCLC staff.</p> <p>Paid at approved travel rates. Local travel to two sites for supervisor to make site visits Calculated at 100 miles per month x 9 months x 0.565 per mile = \$508 (Total travel = \$2,443) Rounded up to \$2,443</p>							
		<p>Curriculum & Supplies: Purchase of necessary items to be used exclusively by actively participating 21st CCLC students at the Sebastian and Treasure Coast sites during 21st CCLC programming. Items include: Zula Science kits (Twenty Afterschool bundles including Simple Machines Combining Matter, Life Cycle, Rocks, Light, Module Force, Habitats, Environmental, and Weather/prices range from \$110 to \$360 per kit. Kits will be shared/rotated between the two sites. Zula Kit Cost = <u>\$10,406</u>; Junior Great Book Series \$1,150 per site x two sites = <u>\$2,300</u>. [Great Books Breakout: \$20 for sets of three, ten per grade level Gr. K-1 10 x \$20 = \$200, Gr. 2-Grade 5, 40 sets x \$20= \$800. Teacher Manuals/Materials /one per grade level @ \$30 per pkg. = \$150] Consumables: paper, paints, pencils, pens, folders, scissors; reading, math, and science manipulatives, STEM materials, literacy materials, fitness items: balls, jump ropes</p> <p>\$1,730.23 per site x 2 sites = <u>3,460.47</u> Total = <u>\$16,166.47</u></p>							
9100	510								

7800	790	<p>Transportation of actively participating 21st CCLC students to and from field trip sites. The program has planned four field trips per year (2 for Sebastian and 2 for Treasure Coast) to the following sites: Riverside Children's Theater, McKee Jungle Gardens, Harbor Branch Oceanographic, Environmental Learning Center, Indian River State College Planetarium, Brevard Zoo and Children's Museum of the Arts. Admission fees and other field trips costs are solely for actively participating 21st CCLC students. Field trips will clearly support the approved goals and objectives of the 21st CCLC program; all field trips will be based upon established educational curriculum. All field trips will follow applicable federal, state and local rules and regulations governing field trips. Tickets will be purchased from educational centers of the field trip locations and will include the available educational components and lesson plans. Cost calculated at the district field trip cost of \$275 per trip x 4 trips = \$1,100</p>						\$ 1,100.00	100		
7900	790	<p>Indirect Cost calculated based on maximum 5% cap less administrative cost of \$385 included under salaries for clerical/data entry position</p>						\$ 14,663.00	100		

										D) TOTAL \$ 316,008.00	

DOE USE ONLY (Program)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name: -----

Signature: -----

Title: -----

Date: -----

DOE USE ONLY (Grants Management)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name: -----

Signature: -----

Title: -----

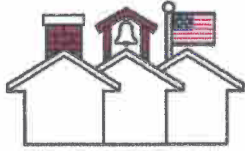
Date: -----

Partners Table

Agency Name: School District of Indian River County		Program Name: S.T.R.E.A.M. Project-Based After School Academies: Educating And Inspiring Every Student To Be Successful	
Partner Agency Name	Agency Type	Contribution Type	Align to Need/Goal
The Learning Alliance (Primary Partner)		Services/Volunteers and Supplies	Moonshot Academies - The Learning Alliance will provide intensive literacy tutoring and enrichment activities and materials.
American Red Cross	CBO	In-kind	Learn & Serve Education/Character Education – the Red Cross provides preparedness information that teaches students with presentations on fire prevention, hurricane readiness, and water safety.
Environmental Learning Center	CBO	In-kind	Science Education/Character Education – the ELC provides hands-on learning that instills an understanding of the natural world and inspires students to be active stewards of our natural resources.
Humane Society of Vero Beach & Indian River County	CBO	In-kind	Character Education – the Humane Society provides presentations to develop students' skills to understand animal behavior, dog bite prevention, general animal safety, and basic pet care.
Indian River County Sheriff's Department	CNT	In-kind	Character Education – Sheriff's Department staff visit school sites to build positive social relationships with students and teach students safety techniques and procedures.
			Letter of Support
			Yes
			Yes
			Yes
			Yes
			Yes

Partner Agency Name	Agency Type	Contribution Type	Align to Need/Goal	Letter of Support
Riverside Children's Theatre	CBO	In-kind	Personal Enrichment in Arts, Music, and Character Education - The Riverside Theatre provides drama, dance and musical experiences for students through classes and performances as well as teaches social behaviors for theatre activities.	Yes
School District of Indian River County – Food Service Department	SD	Supplies	Enrichment Activities – The IRCSD Food Service Department provides healthy afternoon snacks for students.	Yes
Sebastian Police Department	CNT	In-kind	Character Education – Sebastian Police Department staff visit school sites to build positive social relationships with students and teach students safety techniques and procedures.	Yes
Homeless Family Center	CBO	In-Kind	Adult Family member training/services – including employment training, financial planning, health services, and referral to community services. Also HFC works closely with the district to secure grant funding for special projects such as 21 st CCLC.	Yes
Literacy Services of Indian River County, Inc.	CBO	In-kind	Parent/Adult Family Member Education – The Literacy Services work with adult family members who may need tutors to improve literacy skills or GED services.	Yes
Indian River County Health Department	HBO/CNT	In-Kind	Provide in-kind activities for students through nutrition-based programs to include 5210 Let's Go! program.	Yes

Partner Agency Name	Agency Type	Contribution Type	Align to Need/Goal	Letter of Support
Substance Abuse Council of IRC	CBO	<i>In-Kind</i>	Character education and dropout prevention strategies through the delivery of Life Skills curriculum.	Yes



School District of Indian River County

1990 25th Street • Vero Beach, Florida, 32960-3395 • Telephone: 772-564-3000 • Fax: 772-569-0424

Frances J. Adams, Ed.D. - Superintendent

April 28, 2015

Florida Department of Education
21st Century Community Learning Centers
325 West Gaines Street
Tallahassee, FL 32399

To Whom It May Concern:

The School District of Indian River County in partnership with The Learning Alliance and ten other community partners, will implement a 21st Century Community Learning Center (21stCCLC) Project, *S.T.R.E.A.M. Project-Based After School Academies: Educating And Inspiring Every Student To Be Successful*, that provides students with unique and engaging project based learning opportunities. The after-school programs will operate at two public school sites in the City of Sebastian, Florida: Sebastian Elementary (SE) and Treasure Coast Elementary (TCE).

In the summer of 2012, the School District set a goal to have 90 percent of all third grade students reading at grade level by 2018. We know of only one other school district in the nation bold enough to set such an aggressive goal. This is our **Moonshot Moment**, setting us on a path toward becoming our country's leading learning and literacy community.

For the past five years, the School District has collaborated with *The Learning Alliance*, a nonprofit organization dedicated to providing teachers with the latest advances in science-based educational techniques. *The Learning Alliance* has trained more than 300 local teachers and tutors and helped more than 2,000 students in 12 elementary schools and summer learning programs.

Our experience with *The Learning Alliance* is a perfect example of what Jamie Vollmer, an award-winning champion of public education, has been saying for years – “Schools can no longer do it alone.” Success requires meaningful community conversations to inform long-term solutions that do not start and stop at the classroom door. School readiness, attendance, and summer learning loss, as well as properly aligned systems of care, services, and family supports for every child from birth through third grade, will be critical in achieving the 90 percent goal.

To that end, the School District has been actively seeking cross-sector partnerships with civic and business leaders, governmental agencies and nonprofit organizations. The 21st CCLC grant,

in collaboration with our partners, will further enhance our efforts to support a community-wide strategic plan to ensure our children can not only read well by the end of third grade, but also are ready to become excellent earners, achievers, and citizens of our community.

“Educate and inspire every student to be successful”

Shawn R. Frost
District 1

• Dale Simchick
District 2

• Matthew McCain
District 3


• Charles G. Searcy
District 4

• Claudia Jiménez
District 5

“To serve all students with excellence”
Equal Opportunity Educator and Employer

I recognize the student services and extended opportunities for families that 21st Community Learning Centers provide and look forward to the opportunity for the District to participate in Florida's 21st CCLC Program. I know that when a caring community and a school district form a partnership, we all benefit.

Sincerely,



Frances J. Adams, Ed.D.
Superintendent

TREASURE COAST ELEMENTARY

8955 85th Street ♦ Sebastian, FL 32958 ♦ (772) 978-8500 ♦ Fax: (772) 978-8503

Kelly Baysura
Principal

Robyn Bethel
Assistant Principal

Proposed 21st Century Program for Treasure Coast Elementary:

Welcome to Treasure Coast Elementary School, We look forward to working with approximately 675 K-5th grade families and 73 faculty/staff members during the 2015-2016 school year.

Our school is unique in the variety of programs we offer our learners. We have: 1.) Single Year Programs (SYP) in which students study with a particular teacher for one academic year. 2.) Multi Year Programs (MYP) in which students study with a particular teacher for more than one year (Loop). 3.) TEAM TEACHING in which teams of 2 or more teachers with multiple groups of students team up for an academic school year. Each teacher specializes in two academic areas: Reading/Language Arts, Math/Science, or Writing/Social Studies. 4.) Exceptional Student Education (ESE) in which students are supported through a broad array of models to insure they are learning in their least restrictive environment.

We will continue our focus on developing "Healthy Habits" by embracing our District Wellness Policy. We insure that our students receive daily 50 minute periods daily of physical activity as a way of establishing healthy habits.

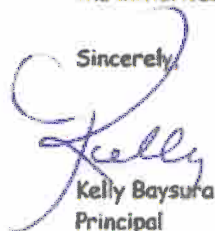
We are excited this year to continue our business partnerships with the Mardy Fish Foundation, Winn Dixie, Publix and Wemmer Family Orthodontics

We would like to propose the following needs for our 21st Century Program if approved. We would like to offer:

1. FSA Tutorial Services
2. Fine Art Academies
 - A Cooking Academy
 - A Music Academy: Including Strings , Keyboards, and Chorus
 - A Sports Academy : Including Baseball, Soccer, Basketball, and Track
 - A Gardening Academy
 - An Academic Games Academy

We are hoping to implement the 21st century program as a way to support our students and vow to implement the initiatives of the program.

Sincerely,


Kelly Baysura
Principal



"Our Children, Our Treasures"
School District of Indian River County

Sebastian Elementary School

400 Sebastian Boulevard ♦ Sebastian, Florida 32958

Telephone: (772) 978-8200 Fax: (772) 978-8205

Letitia Whitfield-Hart
Principal

Cheryl A. Hoyt
Assistant Principal

Welcome to Sebastian Elementary School, We look forward to working with approximately 490 K-5th grade families and 70 faculty/staff members during the 2015-2016 school year.

Our school is unique in the variety of programs we offer our learners including a Departmentalized programs for grades 3, 4 and 5 and Exceptional Student Education (ESE) in which students are supported through a broad array of models to insure they are learning in their least restrictive environment: full inclusion, support facilitation, push-in/pull-out resource, and self-contained.

We are active participants in the Learning Alliance Moonshot Academy afterschool programs through which we have supported over 260 students in both afterschool tutoring targeting our "Bubble" students who are in at-risk academic status and enrichment programs that foster higher expectations of achievement in our on-grade level learners.

Our faculty has been awarded several grants in direct service to our students including a Mardy Fish grant which supports our "Sea Turtle" Cheerleaders and an Education Foundation grant that enhanced mathematics education in two of our 3rd grade classes. Additionally, our entire student population participated in the "5210 Goes To School" program; a part of the national "Let's GO" Initiative. The 5210 program educates students about healthy eating and active living and supports our district wellness policy. We also insure that our students receive daily 50 minute periods of physical activity, another building block in establishing healthy, lifelong, lifestyles.

We are also very excited this year to continue our business partnerships with the Mardy Fish Foundation, Frankie's' Lawn Business, and Winn Dixie, and Indian River County Mosquito Control.

We look forward to once again hosting volunteers from the Learning Alliance, the Indian River Golf Foundation, the Sebastian Police Department and many more.

"Home of the Sebastian Sea Turtles"
A Florida Positive Behavior Support Model School
School District of Indian River County
www.indianriverschools.org/SES

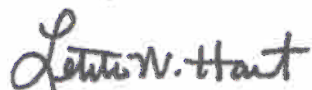
We are also excited to propose the following needs for our 21st Century Program. We would like to offer:

1. FSA Tutoring Services
2. Fine Art Academies
 - A Cooking Academy
 - A Music Academy: Including Strings , Keyboards, and Chorus
 - A Sports Academy : Including Baseball, Soccer, Basketball, and Track
 - A Gardening Academy
 - An Academic Games Academy

These services and academies are designed to support both struggling learners and enhance creativity, discipline, teamwork and personal expression.

These academies are opportunities our students would not normally receive because of the very high population of socioeconomically disadvantaged families here at Sebastian Elementary. Without the advantage of the 21st Century Student program, we will not be able to provide our students with these activities. With the help of the 21st Century Student program, we will be able to offer our students the skills they need to thrive in the classroom and community.

Sincerely,



Letitia Whitfield-Hart
Principal
Sebastian Elementary School

Memo

To: Alice Blanco
From: Patrick McCarty
Date: 4/28/15
Re: Snack Program

The 21st Century Community Learning Center students are provided after school snacks from the Food & Nutrition Services Department. These snacks are at no charge to the 21st Century Community Learning Center and are distributed at Sebastian & Treasure Coast Elementary schools.



THE LEARNING ALLIANCE

"CRACKING THE CODE"

HELPING VERNO'S CHILDREN RECLAIM THE AMERICAN
DREAM WITH EDUCATION THAT WORKS

877-548-READ or 772-473-0167

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Warren and Virginia Schwerin

William and Marlynn Scully

King and Dace Stubbs

Donald and Janet Tribus

Patrick and Carol Welsh

Advisors

Robert and Eleonora McCabe

April 24, 2015

Dear Mrs. Blanco,

The Learning Alliance will be providing afterschool Moonshot Academies at Treasure Coast and Sebastian Elementary Schools, during the 2015-16 school year.

This provides a wonderful opportunity to offer intensive small group tutoring services to the students who are attending your 21st Century Community Learning Center at these two schools. In addition to the academics, we pair the literacy tutoring with high quality enrichment activities.

The academy will occur 3 days a week for 21 weeks. Half of the students involved will participate in tutoring while the other half will be involved in a highly engaging enrichment opportunity. We will have highly effective certified teachers providing the tutoring at a 4:1 ratio. Students will spend 45 minutes in either tutoring or enrichment and then switch.

We value the support at approximately \$1000 per student for the 21-week session.

We recognize the service that 21st Century Community Learning Center provides to the students and their families and look forward to the opportunity to be part of your program.

Thank you.

Barbara Hammond
Executive Director

Mission:

To protect, promote & improve the health of all people in Florida through integrated state, county & community efforts.



Rick Scott
Governor

John H. Armstrong, MD, FACS
State Surgeon General & Secretary

Vision: To be the Healthiest State in the Nation

FLORIDA DEPARTMENT OF HEALTH IN INDIAN RIVER COUNTY

April 24, 2015

Ms. Alice Blanco, Project Specialist
School District of Indian River County
1990 25th Street
Vero Beach, FL 32960

Dear Ms. Blanco:

On behalf of the Florida Department of Health in Indian River County (DOH-Indian River), I would like to extend our full support of the School District of Indian River County's 21st Century Community Learning Center – STREAM (Science, Technology, Reading, Engineering and Math), to provide project-based after school academies to inspire and educate every student to be successful.

DOH-Indian River will partner with the 21st Century Community Learning Center Program by providing nutrition information, including our 5210, *Let's Go!* childhood obesity initiative, through the after school program. This nationally recognized initiative, promoting 5 fruits and veggies, 2 hours or less of recreational screen time, 1 hour or more of physical activity and 0 sugary drinks, is evidenced based and will help students to make healthy life choices.

DOH-Indian River recognizes the importance of after school programs to provide expanded enrichment opportunities for children and we look forward to working on you in this endeavor.

Sincerely,

Miranda C. Hawker, MPH
County Health Department Administrator

Florida Department of Health
in Indian River County
1900 27th Street
Vero Beach, FL 32960
PHONE: 772/794-7400
<http://indianriver.floridahealth.gov>



www.FloridaHealth.gov
TWITTER: HealthyFLA
FACEBOOK: FLDepartmentofHealth
YOUTUBE: fidoh
FLICKR: HealthyFla
PINTEREST: HealthyFla

children's
RIVERSIDE THEATRE



March 20, 2015

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Elizabeth Sorensen

Susan Thigpen

Angela Waldrop

Beth Walsh

Linda Downey

Ex-Officio

Jon Moses

Ex-Officio

To Whom it May Concern:

Riverside Children's Theatre (RCT) has been a community partner of the Indian River County School District's 21st Century program and fully supports their application for funding to continue this worthwhile program.

RCT makes available to 21st Century at no charge its touring company that performs plays and conducts theatre workshops with the students.

Estimated value is \$30 per contact hour for workshops and \$300 per performance.

The theatre looks forward to a continued relationship with this program.

Sincerely,



Linda Downey
Director of Education
Riverside Children's Theatre

A G N E S W A H L S T R O M Y O U T H P L A Y H O U S E
A N N E M O R T O N T H E A T R E

3280 Riverside Park Drive • Vero Beach, FL 32963 • RCT Office (772) 234-8052 • Box Office (772) 231-6990 • FAX (772) 234-4407

rct@riversidetheatre.com



March 31, 2015

The mission of the Environmental Learning Center (ELC) is to provide stimulating environmental education programs that instill an understanding of the natural world, enrich people's lives, and inspire participants to be active stewards of the surrounding natural resources.

The ELC already has a well-established relationship with the School District of Indian River County. All of the county's 3rd and 4th grade classes, plus the first grade classes of Title 1 schools come out for a day of learning about the environment and specifically about the Indian River Lagoon. Many of the county's Pre/K classes also participate in our programs. We also serve various IRCSD summer programs. In fact, working together this summer, we established a new program called Literacy on the Lagoon.

Annually, the ELC now has over 4,000 students from IRCSD visiting our campus for hands-on learning. And still, not every student every year has the opportunity to attend an ELC program. That is unfortunate, because studies have shown that kids who grow up to be adults that care about the environment have had *repeat, positive experiences* in nature, starting at young ages. And, generally with an adult mentor. At a time when our local environment, particularly the Indian River Lagoon, is in dire situation, our community needs as many informed citizens and local stewards as it can get.

So, it is imperative to establish that positive repetition in nature; and, our qualified staff and trained volunteers can provide the "nature mentors."

Providing Saturday programs for the school district's "Student and Family Enrichment" series will further that positive repeat exposure to nature that our families and community so desperately need. If the ELC were to provide four Saturday programs for 30 students each time, we would serve an additional 120 students, at a value of about \$600.

We would gladly support this effort, as it would further our mission as well.

With great enthusiasm

Heather Stapleton, Education Director

Environmental Learning Center

255 Live Oak Drive

Vero Beach FL 32963



Literacy Services of Indian River County, Inc.

One page, one book, one life at a time.

March 25, 2015

Florida Department of Education
Office of Grants Management
Room 332 Turlington Building
325 West Gaines Street
Tallahassee, FL 32399-0400

Ladies and Gentlemen:

Literacy Services of Indian River County is a non-profit organization designed to improve the literacy skills of residents in our county. Our volunteer tutors provide free, one-to-one tutoring to individuals age 16 and over who struggle with literacy. We also provide family literacy tutoring for families; therefore, we support the 21st Century STREAM project in our community.

Our primary focus is on adults because a recent study confirmed that, despite the fact few organizations support adult literacy, the most important indicator of a child's academic success is the literacy skills of the child's caregiver. We would provide this literacy service to the parents/guardians of those participating in the 21st Century CCLC. For many years, we have collaborated with the Adult and Community Education School so our students could further their education by attaining a diploma of the Florida High School (GED). Our organization's mission statement is to empower students to achieve their goals so that they may become contributing member of the community.

The estimated cost for delivering this instruction would be \$120 per individual, based on the State's tuition. The parents/guardians of the 21st Century CCLC would receive this service at no charge to them.

Please contact us if you need further information.

Sincerely yours,

Mary Silva
Executive Director



1600 21st Street, Vero Beach, FL 32960 (Vero library)
(772) 778-ABCD (2223) • Fax: (772) 778-2066

www.literacyservicesinc.org email: literacy_verobeach@hotmail.com





Changing lives one family at a time.

April 27, 2015

21st Century Learning Center
School District of Indian River County
1426 19th Street
Vero Beach, FL 32960

To whom it may concern:

The Homeless Family Center of Indian River County would like to express our support for the Indian River County School District's Century 21st Community Learning Center.

These project based after school academies provide the incentive for every student to be successful. They help build self-esteem and positive social relationships with other children and adults.

Here at Homeless Family Center, we are well aware of every child's need to be successful as they develop. Our children are severely traumatized by numerous failures of their parents and themselves. They may live in a secure setting at this time, but the remnants of previous negative experiences still linger on, sometimes for many years.

A program such as this helps eradicate years of unsuccessful attempts and helps them to become productive members of our community. We applaud the School District's innovation and dedication to better serve our families.

Sincerely,

Gary C. Pettit

Operations Director

www.HomelessFamilyCenter.com

Mailing Address: PO Box 650855 · Vero Beach, Florida · 32965-0855

Physical Address: 720 4th Street · Vero Beach, Florida · 32962

Phone: (772) 567-5537 · Fax: (772) 567-1454





Changing lives one family at a time.

IRSC Business Classes at Homeless Family Center

19 January 2015

There has been confusion regarding when classes at HFC actually begin. The two classes for this semester and their start dates are as follows:

Contemporary Leadership (SLS 1261 206252)

Begins **Thursday, 01/22/15**, from 6:15 p.m. until 8:45 p.m.

Principles of Management (MAN 2021 206253)

Begins **Tuesday, 01/27/15**, from 6:15 p.m. until 8:45 p.m.

Both classes will be held in The John P. & Emilie Brady Employment and Education Center at our facility at 720 4th Street in Vero Beach. The Center is located in the portable classroom on the west side of our property adjacent to the Mobil Station.

There is still time to enroll in both classes but anyone wishing to enroll should do so immediately. I will be happy to assist with registration for any of your clients.

Please let me know if you have questions or if I may be of assistance in any manner.

Thank you,

Michael Whitaker
Employment and Education Specialist
(772) 567-5537 Ext. 325

www.HomelessFamilyCenter.com

Mailing Address: PO Box 650855 · Vero Beach, Florida · 32965-0855

Physical Address: 720 4th Street · Vero Beach, Florida · 32962

Phone: (772) 567-5537 · Fax: (772) 567-1454



A United Way Agency



Sebastian Police Department
1201 Main Street
Sebastian, Florida, 32958
772-589-5233 ext 8573 e-mail apenn@cityofsebastian.org
Officer Ashley Penn, School Resource Officer

April 6, 2015

To Whom It May Concern,

The Sebastian Police Department and the Indian River County School Board have worked together for many years to make sure the students of Pelican Island Elementary are well equipped for life's challenges when it comes to their safety and awareness. For the past four years I have had the great opportunity to be a part of that portion of that education process. I teach an eleven week course to 5th graders in D.A.R.E. (Drug Abuse Resistance Education) that has an emphasis on building the student's character in order to say no to the decisions that are wrong for them. I also use educational safety cards that are provided by D.A.R.E. America, in order to spread the education to the younger students in the school.

The Sebastian Police Department has been instrumental in providing security to the school during student drop off and pick up as well as their walk home. We respond to any calls for service, disturbances and any other allegations of a crime that may occur at the school or involve a student. Officers have also accompanied students to activities off campus on occasion. I have shown my support to the school's safety patrol by being present and assisting with the swearing in of the students who take on the task. It has been such a pleasure to work with this school and I look forward to the coming years of being a part of the school family.

The education of these students is very important and any assistance they can get to achieve the goals they need to for the students is very important. Pelican Island Elementary is a well deserving school that works to get the best education for its students.

Sincerely,

Officer Ashley Penn
School Resource Officer
Sebastian Police Department



Sheriff Deryl Loar

Indian River County

March 23, 2015

21st Century Learning Center
School District of Indian River County
1426 19th Street
Vero Beach, Fl 32960

To Whom It May Concern:

The Indian River County Sheriff's Office fully supports the efforts of the Indian River County School District's 21st Century Community Learning Center – STREAM (Science, Technology, READING, Engineering, and Math).

These project-based after school academies educate and inspire every student to be successful. Organized, extended learning programs not only enhance the students' education but helps students build positive social relationships with other children and adults. Children, families and the whole community benefit as children learn and grow in a safe and enriching before/after school environment.

School based learning centers provide safe, academically-driven learning environments for students who may not otherwise be able to attend these types of programs. The learning opportunities for children and parents/families will help bridge the gap that most parents don't have time for during regular school hours. These programs provide the development of parent-child relationships and communication between the home and school. Keeping schools open after typical hours to become Community Learning Centers is a significant way to help meet the increasing needs of families in an economically depressed nation and lower the achievement gap.

We look forward to assisting and ensuring the success of quality, effective programs for a targeted population with great need. The Indian River County Sheriff's Office would be glad to arrange for McGruff, the Crime Dog, along with members of our School Resource Unit to visit occasionally to interact with the children.

Sincerely,

A handwritten signature in black ink, appearing to read "Deryl Loar".

Deryl Loar, Sheriff

DL:lt

4055 41st Avenue, Vero Beach, Florida 32960

www.ircsheriff.org

(772) 569-6700





March 23, 2015

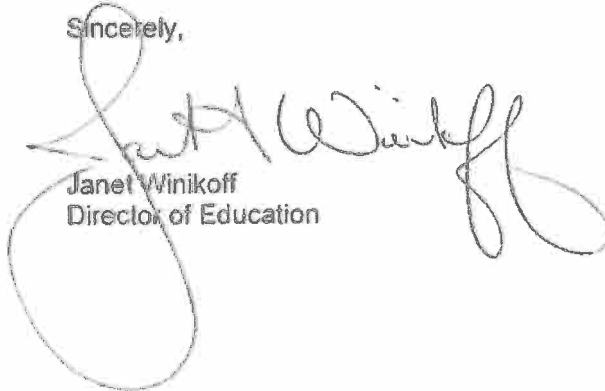
To Whom It May Concern,

I am writing this letter of support for the proposed STREAM Program that would offer Indian River County students greater opportunities to excel in science, technology, reading, engineering, and math.

For several years, The Humane Society has collaborated with teachers and students involved with the 21st Century Community Learning Center by providing animal-related programs and materials that incorporated science, language and safety skills. We greatly enjoyed working with these groups and found the students and teachers to be excited and engaged.

Like the 21st Century program, we believe STREAM will similarly help Indian River County provide students with new and unique learning opportunities. Our Humane Society stands ready to help with the program in any way possible. It is a worthwhile endeavor and we hope that you will consider financial support to this program.

Sincerely,



Janet Winikoff
Director of Education

Post Office Box 644 • Vero Beach, FL 32961-0644
Phone 772 388 3331 • Fax 772.388 3981 • information@hsvb.org • www.hsvb.org
The Good Shepherd Haven of Hope Animal Centers • 6230 77th Street • Vero Beach, FL 32967-5009



Substance Awareness Center of Indian River County
Prevention is a partnership

April 17, 2015

Ms. Alice Blanco, Project Specialist
School District of Indian River County
1990 25th Street
Vero Beach, FL 32960

I am writing this letter on behalf of the Substance Awareness Center (SAC) of Indian River County, in support of the Indian River County School District's 21st Century Community Learning Center - STREAM - (Science, Technology, READING, Engineering, and Math) which will provide project-based After School Academies that inspire and educate every student to be successful.

The Substance Awareness Center will partner with the 21st Century Community Learning Center Program by providing preparedness information including substance abuse prevention and providing guidance for making healthy life choices through our Life Skills Curriculum. Our program has yielded extremely positive results that are captured in our evaluation report. The most impactful results were seen in: youth knowledge of the effects of alcohol, tobacco, and other drugs; attitudes towards tobacco and smoking; life and refusal skills; and positive attitudes towards bullying prevention. At an approximate cost of \$150.00 per student for the three year, 30 lesson program, the value of implementing the Life Skills Curriculum is tremendous.

We support the mission of the 21st Century program and hope that it continues to receive funding. The program provides vital academic and enrichment activities to students in elementary schools in Indian River County who would not otherwise have these opportunities.

Sincerely,

Robin Dapp
Executive Director, SAC

1507 20th Street, Vero Beach, FL 32960 (772)770-4811 (772)770-4822 fax





Broward County Chapter
600 NE 3rd Avenue
Fort Lauderdale, FL 33304

**Florida's Coast
to Heartland Chapter**
2506 17th Avenue
Vero Beach, FL 32960

2963 W Midway Road
Fort Pierce, FL 34981

6011 N US Hwy 27
Sebring, FL 33870

323 N. Parrott Avenue
Okeechobee, FL 34972

**Florida's Southern
Gulf Chapter**
7051 Cypress Terrace, #110
Fort Myers, FL 33907

2610 Northbrooke Plaza Drive
Naples, FL 34119

**Greater Miami &
The Keys Chapter**
335 SW 27th Avenue
Miami, FL 33135

5450 McDonald Avenue, Unit
11
Key West, FL 33040

**Greater Palm Beach &
Martin County Chapter**
1250 Northpoint Parkway
West Palm Beach, FL 33407

149 SE Avenue D
Belle Glade, FL 33430

5820 North Federal Highway
Boca Raton, FL 33487

2750 South Kanner Highway
Stuart, FL 34994

March 20, 2015

Ms. Susan Thigpen, Supervisor
School District of Indian River County
21st Century Community Learning Center
1426 19th Street
Vero Beach, FL 32960

I am writing this letter on behalf of the American Red Cross South Florida Region in support of the Indian River County School District's 21st Century Community Learning Center – STREAM – (Science, Technology, READING, Engineering and Math) which will provide project-based After School Academies that inspire and educate every student to be successful.

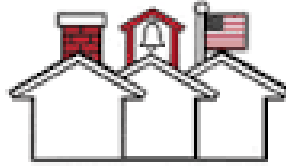
The American Red Cross has worked with the 21st Century students by providing preparedness information including fire prevention, making family plans and hurricane planning. In addition we have presented land-based water safety instruction through our Whales Tales program. The estimated cost for travel to and from our facility to the school, instruction by staff and presentation materials is approximately \$150.00.

We support the mission of the 21st Century program and hope that it continues to receive funding. The program provides vital academic and enrichment activities to students in elementary schools in Indian River County who would not otherwise have these opportunities.

Sincerely,

Sarah Tippet Ruwe
Executive Director

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School District of
Indian River County

World Languages Textbook Adoption 2015

Course	Textbook	Preview Site
Spanish - Elementary	Pearson. <i>Realidades A</i>	https://www.indianriverschools.org/component/easyfolderlistingpro/?view=download&format=raw&data=eNpNUE1rwzAM_S-6myQba4dy72mUHQY7FtdWEIPHDRdFsr---w4ZTsl6T3xnj4kdi0-Au4QBm81MfQB3zlyxwppNNqEvEbFRiXOOdk0_yuF1H6JxjuhvUozuRiKvusQUiCujpVCaj-tMVGif9P2CKfTyhX0XqVOzIRgi1DSrrJGQ2-wrVwiJrvlOK2uud98e7ZafEg3prL6ZjYYS0-zl4wPTE5N4pPpaugmijm-6B7P3l9WyStChlu16GHbkO6L4WJax-engYxRgqkcDf05sz- rf1tpg..
Exploring Spanish – 6 th grade	Pearson. <i>Realidades A</i>	
Exploring Spanish – 7 th grade	Pearson. <i>Realidades A</i>	
Spanish 1	Pearson. <i>Realidades 1</i>	
Spanish 2	Pearson. <i>Realidades 2</i>	
Spanish 3	Pearson. <i>Realidades 3</i>	
Spanish 4	Pearson. <i>Realidades 4</i>	
AP Spanish	Pearson. <i>Abriendo Paso</i>	
French 1	Vista. <i>D'accord 1</i>	<ol style="list-style-type: none"> 1. Go to vhlcentral.com 2. Login: Trialfrench 3. Password: vhlfrench1
French 2	Vista. <i>D'accord 2</i>	
French 3	Vista. <i>D'accord 3</i>	
French 4	Vista. <i>Themes</i>	
AP French	Vista. <i>Themes</i>	

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Instructional Materials Adoption Timeline for World Languages

Event	Date	Description	Contact
Instructional Materials Committee Formed	April 2014 – January 2015	Steps 1-5 of the <i>Procedure for Instructional Materials Adoption</i> : All World Languages teachers informed and included on the World Languages Adoption Committee	Deborah Long, Director of Secondary Education (772-564-3209) with assistance from Stella Seixas-McCarthy at SRMS (772-564-5147)
Textbook Extravaganza, Formal Presentations by Publishers selected by the World Languages Adoption Committee, & Recommendation	August 13- March 9, 2015	Steps 6-8 of the <i>Procedure for Instructional Materials Adoption</i> : Committee members facilitate a review of texts and resource materials at each school site, evaluate materials using a rubric provided by the District, collect and analyze data from the rubric to reach consensus and make a recommendation to the Supt.	Deborah Long, Director of Secondary Education (772-564-3209) with assistance from Jody Brown at SRHS (772-564-4271) and Stella Seixas -McCarthy at SRMS (772-564-5147)
SDIRC Website	April 20, 2015	Post World Language Adoption Flyer and Timeline NOTE: The <i>Procedure for Instructional Materials Adoption</i> is already posted on the SDIRC website.	Deborah Long, Director of Secondary Education (772-564-3209) and Ravi Annam, Webmaster (772-564-3210)
20 Day Public Preview of Materials	April 21- May 11, 2015	Step 9 of the <i>Procedure for Instructional Materials Adoption</i> : Links to materials available online and on display in the SDIRC District Office, Ed-Connect telephone call; Flyer sent home to all secondary students	Deborah Long, Director of Secondary Education (772-564-3209) and Ravi Annam, Webmaster (772-564-3210)
Notice of Public Hearing	May 5, 2015	Include a detailed list of instructional materials being recommended and how to access and preview these materials	Judy Stang, Executive Assistant to the School Board (772-564-3200)
Public Hearing	May 12, 2015 6:00 p.m.	Steps 10 & 11 of the <i>Procedure for Instructional Materials Adoption</i> : Board hears Superintendent's recommendation of instructional materials, listens to public comments, and votes to adopt the recommended instructional materials	SDIR Superintendent and School Board
30 Day Contest Period	May 13 – June 11, 2015	Step 12 of the <i>Procedure for Instructional Materials Adoption</i> : A parent of an enrolled student will have 30 calendar days from the date of the Board's adoption to file a petition. Links to the materials and petition forms are available on the district website https://www.indianriverschools.org/curriculum-adoption-documents	Judy Smith, Administrative Assistant, Curriculum & Instruction Dept. (772-564-3100)
7+ Days Written Notice to Petitioners	June 15, 2015	Step 12 of the <i>Procedure for Instructional Materials Adoption</i> : Written notice will be provided to the petitioners (parents) of the date and time of the hearing.	Judy Stang, Executive Assistant to the School Board (772-564-3200)
SDIRC School Board Hearing	June 23, 2015 3:00 p.m.	Step 12 of the <i>Procedure for Instructional Materials Adoption</i> : The School Board will conduct a public hearing on all petitions timely received. The School Board's decision is final and not subject to further petition or review.	SDIRC School Board
Instructional Materials Removed from SDIRC Website and District Office Display	June 23, 2015	Step 12 of the <i>Procedure for Instructional Materials Adoption</i> : The instructional materials for the specific adoption will be removed after the public hearing	Judy Smith, Administrative Assistant, Curriculum & Instruction Dept. (772-564-3100)
School Board Meeting	June 23, 2015 6:00 p.m.	Step 13 of the <i>Procedure for Instructional Materials Adoption</i> : SDIRC School Board approves the purchase of instructional materials for World Languages	SDIRC School Board

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School District of Indian River County
Mathematics
Courses and textbook recommendations

Course Number	Course Title	Textbook
1205010	M/J Grade 6 Mathematics	BIG IDEAS MATH COURSE 1, A COMMON CORE CURRICULUM, 2015/1ST FLORIDA EDITION
1205020	M/J Grade 6 Mathematics Advanced	BIG IDEAS MATH COURSE 1 ADVANCED, A COMMON CORE CURRICULUM, 2015/1ST FLORIDA EDITION
1205040	M/J Grade 7 Mathematics	BIG IDEAS MATH COURSE 2, A COMMON CORE CURRICULUM, 2015/1ST FLORIDA EDITION
1205050	M/J Grade 7 Mathematics Advanced	BIG IDEAS MATH COURSE 2 ADVANCED, A COMMON CORE CURRICULUM, 2015/1ST FLORIDA EDITION
	Log In for above titles	https://www.bigideasmath.com/teachers/ Username: Indianriver Password: Indianriver
1200370	Algebra 1A	Pearson Algebra 1 1 st Florida Edition
1200380	Algebra 1B	Pearson Algebra 1 1 st Florida Edition
1200310	Algebra 1	Pearson Algebra 1 1 st Florida Edition
1200320	Algebra 1 Honors	Pearson Algebra 1 1 st Florida Edition
1206310	Geometry	Pearson Geometry 1 st Florida Edition
1206320	Geometry Honors	Pearson Geometry 1 st Florida Edition
	Log In for above titles	Pearsonrealize.com Username: IndianRiverMath Password: Florida1
1200330	Algebra 2	Houghton Mifflin Algebra 2 Core Math
1200340	Algebra 2 Honors	Houghton Mifflin Algebra 2 Core Math
	Log In for above titles	My.hrw.com Sample word: FLMA13
1201310	Analysis of functions	Algebra and Trigonometry 2014/9 th Edition (Larson)
1211300	Trigonometry	Algebra and Trigonometry 2014/9 th Edition (Larson)
1202340	Pre-calculus	Pre-Calculus with Limits: A Graphing Approach, 6 th Edition (Larson)
1200700	College Readiness	College Prep Algebra 1 st Edition (Larson)
	Available now in hard copy	Ebook links available TBA

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Student Progression Plan Changes 2014-2015

KEY

All changes are pursuant to HB7069

Pursuant to HB 7069, signed into law on April 14, 2015 by Governor Scott, students enrolled in a course, specified in the course code directory, with an associated statewide standardized End of Course (EOC) assessment must take the EOC for such course. No additional final assessment (exam) may be administered in a course with an EOC assessment. The results from the EOC assessment must constitute 30% of the students' final course grade. Because these changes are to be enacted immediately, we must make changes to our current grade conversion charts.

82	Appendix B Delete: EOC Grade box (lower right hand corner) Add: To the title, "(Except EOC Courses)"
83	Appendix C Delete: Existing Title "Semester Grades – Grade 8-12" and EOC Box "Semester 2 grade x 70% + EOC grade x 30%" Add: To the title "1 st Semester 2014-2015 Secondary (EOC Courses)" Add title to EOC box "EOC 1 st Semester Only"
85	Appendix E Add: Title "2 nd Semester 2014-2015 Secondary Grades – EOC Courses Only"

APPENDIX B

Semester Grades - Grade 7 and Grade 6 - 2014-15 Second Semester Only (Except EOC Courses)

Nine Week Grades	Exam Grade				
	A	B	C	D	F
A+ & A+	A	A	A	A	A
A+ & A	A	A	A	A	A
A+ & B+	A	A	A	B	B
A+ & B	A	A	B	B	B
A+ & C+	B	B	B	B	B
A+ & C	B	B	B	B	B
A+ & D+	B	B	B	B	C
A+ & D	B	B	B	C	C
A+ & F	C	C	C	C	F
A & A	A	A	A	A	B
A & B+	A	A	B	B	B
A & B	A	B	B	B	B
A & C+	B	B	B	B	B
A & C	B	B	B	B	B
A & D+	B	B	B	C	C
A & D	B	B	C	C	C
A & F	C	C	C	C	F
B+ & B+	A	B	B	B	B
B+ & B	B	B	B	B	B
B+ & C+	B	B	B	B	C
B+ & C	B	B	B	C	C
B+ & D+	B	C	C	C	C
B+ & D	C	C	C	C	C
B+ & F	C	C	C	C	F
B & B	B	B	B	B	B
B & C+	B	B	B	C	C
B & C	B	B	C	C	C
B & D+	C	C	C	C	C
B & D	C	C	C	C	C
B & F	C	C	C	D	F
C+ & C+	B	C	C	C	C
C+ & C	C	C	C	C	C
C+ & D+	C	C	C	C	D
C+ & D	C	C	C	C	D
C+ & F	C	D	D	D	F
C & C	C	C	C	C	C
C & D+	C	C	C	C	D
C & D	C	C	C	D	D
C & F	D	D	D	D	F
D+ & D+	C	C	D	D	D
D+ & D	C	D	D	D	D
D+ & F	D	D	D	D	F
D & D	D	D	D	D	D
D & F	D	D	D	D	F
F & F	F	F	F	F	F

SEMESTER GRADE

Numeric Scale	
100-98	A+
97-90	A
89-88	B+
87-80	B
79-78	C+
77-70	C
69-68	D+
67-60	D
59-0	F

Students must earn a passing grade in 2 of the 3 areas reported in order to receive a passing grade for the semester.

Students taking End-of-Course Exams (EOC); for Civics the following calculation will be used to include the EOC as 30% of each semester's grade as state mandated.

Semester 1 grade x 70% + EOC grade x 30%

Semester 2 grade x 70% + EOC grade x 30%

Semester Grade	Final Grade				
	A	B	C	D	F
A	A	A	B	B	
B	B	B	B	C	
C	B	C	C	D	
D	C	C	D	F	
F	D	D	D	F	F

Charts currently under review for 2015 – 2016 school year

APPENDIX C

Semester Grades – Grade 8-12

1st Semester 2014-2015 Secondary (EOC Courses)

Nine Week Grades	Exam Grade					
	A	B	C	D	F	FF
A+ & A+	A	A	A	A	B	B
A+ & A	A	A	A	A	B	B
A+ & B+	A	A	B	B	B	B
A+ & B	A	A	B	B	B	B
A+ & C+	B	B	B	B	B	C
A+ & C	B	B	B	B	B	C
A+ & D+	B	B	B	C	C	C
A+ & D	B	B	B	C	C	C
A+ & F	B	C	C	C	F	F
A & A	A	A	A	B	B	B
A & B+	A	A	B	B	B	B
A & B	A	B	B	B	B	B
A & C+	B	B	B	B	B	C
A & C	B	B	B	B	C	C
A & D+	B	B	B	C	C	C
A & D	B	B	C	C	C	C
A & F	C	C	C	C	F	F
B+ & B+	B	B	B	B	B	C
B+ & B	B	B	B	B	B	C
B+ & C+	B	B	B	C	C	C
B+ & C	B	B	B	C	C	C
B+ & D+	B	C	C	C	C	C
B+ & D	B	C	C	C	C	C
B+ & F	C	C	C	C	F	F
B & B	B	B	B	B	C	C
B & C+	B	B	B	C	C	C
B & C	B	B	C	C	C	C
B & D+	B	C	C	C	C	C
B & D	C	C	C	C	C	D
B & F	C	C	C	D	F	F
C+ & C+	B	C	C	C	C	C
C+ & C	B	C	C	C	C	C
C+ & D+	C	C	C	C	D	D
C+ & D	C	C	C	C	D	D
C+ & F	C	C	D	D	F	F
C & C	C	C	C	C	C	D
C & D+	C	C	C	C	D	D
C & D	C	C	C	D	D	D
C & F	C	D	D	D	F	F
D+ & D+	C	C	D	D	D	D
D+ & D	C	C	D	D	D	D
D+ & F	D	D	D	D	F	F
D & D	C	D	D	D	D	F
D & F	D	D	D	D	F	F
F & F	F	F	F	F	F	F

SEMESTER GRADE

Numeric Scale	
100-98	A+
97-90	A
89-88	B+
87-80	B
79-78	C+
77-70	C
69-68	D+
67-60	D
59-0	F

Students must earn a passing grade in 2 of the 3 areas reported in order to receive a passing grade for the semester.

FF = "Effortless F" for Semester Exam Grade <= 33% (Not used for 9 weeks grades).

EOC 1st Semester Only

Students taking End of Course Exams (EOC); Algebra I, Geometry, Biology 1, US History, and/or Algebra II (if enrolled), the following calculations will be used to include the EOC as 30% of each the 1st semester's grade as state mandated.

Semester 1 grade x 70% + EOC grade x 30%

Semester 2 grade x 70% + EOC grade x 30%

Semester Grade	EOC Grade					Final Grade
	A	B	C	D	F	
A	A	A	B	B	B	
B	B	B	B	C	C	
C	B	C	C	C	D	
D	C	C	D	D	D	
F	D	D	D	F	F	

Charts currently under review for 2015 – 2016 school year

APPENDIX E

2nd Semester 2014-15 Secondary Grades – EOC Courses Only

9 Week Grades	EOC Grade					Numeric Scale	
	A	B	C	D	F		
A+ & A+	A	A	A	B	B	100-98	A+
A+ & A	A	A	B	B	B	97-90	A
A+ & B+	A	A	B	B	B	89-88	B+
A+ & B	A	B	B	B	B	87-80	B
A+ & C+	B	B	B	B	C	79-78	C+
A+ & C	B	B	B	C	C	77-70	C
A+ & D+	B	B	B	C	C	69-68	D+
A+ & D	B	B	C	C	C	67-60	D
A+ & F	B	C	C	C	D	59-0	F
A & A	A	A	B	B	B		
A & B+	A	B	B	B	B		
A & B	A	B	B	B	C		
A & C+	B	B	B	C	C		
A & C	B	B	B	C	C		
A & D+	B	B	C	C	C		
A & D	B	B	C	C	C		
A & F	B	C	C	C	D		
B+ & B+	B	B	B	B	C		
B+ & B	B	B	B	C	C		
B+ & C+	B	B	B	C	C		
B+ & C	B	B	C	C	C		
B+ & D+	B	C	C	C	C		
B+ & D	B	C	C	C	D		
B+ & F	C	C	C	D	D		
B & B	B	B	B	C	C		
B & C+	B	B	C	C	C		
B & C	B	B	C	C	C		
B & D+	B	C	C	C	D		
B & D	B	C	C	C	D		
B & F	C	C	C	D	D		
C+ & C+	B	C	C	C	C		
C+ & C	B	C	C	C	D		
C+ & D+	C	C	C	C	D		
C+ & D	C	C	C	D	D		
C+ & F	C	C	D	D	D		
C & C	B	C	C	C	D		
C & D+	C	C	C	D	D		
C & D	C	C	C	D	D		
C & F	C	C	D	D	D		
D+ & D+	C	C	D	D	D		
D+ & D	C	C	D	D	D		
D+ & F	C	D	D	D	F		
D & D	C	C	D	D	D		
D & F	C	D	D	D	F		
F & F	D	D	D	F	F		

SEMESTER GRADE

Charts currently under review for 2015 – 2016 school year

**FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION**

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) Program Name: <p align="center">Digital Learning Support</p> TAPS NUMBER: 15AT68	<p align="center">DOE USE ONLY</p> Date Received
--	---	---

B) Name and Address of Eligible Applicant: School District of Indian River County 1990 25 th Street Vero Beach, FL 32960	Project Number (DOE Assigned)
---	-------------------------------

C) Total Funds Requested: <u>\$ 288,563.03</u> <hr/> <p align="center">DOE USE ONLY</p> Total Approved Project: \$	D) Applicant Contact & Business Information <table border="1"> <tr> <td data-bbox="586 659 1045 789"> Contact Name: Fiscal Contact Name: Alice Blanco </td> <td data-bbox="1045 659 1521 789"> Telephone Numbers: 772-564-3093 </td> </tr> <tr> <td data-bbox="586 789 1045 898"> Mailing Address: 1990 25th Street, Vero Beach, FL 32960 </td> <td data-bbox="1045 789 1521 898"> E-mail Addresses: alice.blanco@indianriverschools.org </td> </tr> <tr> <td data-bbox="586 898 1045 993"> Physical/Facility Address: 1990 25th Street, Vero Beach, FL 32960 </td> <td data-bbox="1045 898 1521 993"> DUNS number: 120754676 FEIN number: 59-6000673 </td> </tr> </table>	Contact Name: Fiscal Contact Name: Alice Blanco	Telephone Numbers: 772-564-3093	Mailing Address: 1990 25 th Street, Vero Beach, FL 32960	E-mail Addresses: alice.blanco@indianriverschools.org	Physical/Facility Address: 1990 25 th Street, Vero Beach, FL 32960	DUNS number: 120754676 FEIN number: 59-6000673
Contact Name: Fiscal Contact Name: Alice Blanco	Telephone Numbers: 772-564-3093						
Mailing Address: 1990 25 th Street, Vero Beach, FL 32960	E-mail Addresses: alice.blanco@indianriverschools.org						
Physical/Facility Address: 1990 25 th Street, Vero Beach, FL 32960	DUNS number: 120754676 FEIN number: 59-6000673						

CERTIFICATION

I, Frances J. Adams, (*Please Type Name*) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. 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



School District of Indian River County – Digital Learning Support Grant

Project Design Narrative

The School District of Indian River County will utilize the Digital Learning Support (DLS) allocation to support School District efforts and strategies to improve outcomes related to student performance by integrating technology in classroom teaching and learning. The activities included in the DLS grant will support the digital learning goals outlined in the in the LEA’s State-approved 2014-2015 Digital Classroom Plan. Specifically, the (DLS) funding will enhance the district’s efforts to purchase mobile carts with class sets of wireless devices necessary for students to access and interact with the secondary language arts and math digital curriculum.

The Digital Learning Support Grant will fund expenditures listed under the Digital Learning Support Grant pre-approved Project #1:

- Student Devices that meet minimum specifications established by the Florida Department of Education.

Definitions

- **Scope of Work-** specific tasks that the grantee is required to perform.
- **Tasks-** Specific activities that are required to be performed to complete the Project Narrative/ Scope of Work.
- **Deliverables-** Products and/or services that directly relate to a task specified in the Scope of Work. Deliverables must be quantifiable, measurable, and verifiable.
- **Evidence-** Tangible proof.
- **Due Date-** Date for completion of tasks.
- **Unit Cost-** Dollar value of deliverables
- **Project Number –** List pre-approved project number that the deliverable relates to. One project number per deliverable.

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)	Unit Cost	Project Number
Purchase YOGA 11E Bundle, 20DASOC200, student Lenovo Yoga 11E, Windows 8.1 Pro 64	Acquisition of Student Devices	Purchase orders, invoices, cancelled checks	June 30, 2015	243,377.75	1
Purchase Think Pad Bundle, 20DAS0C20CTO1WW200 and UDT 1:1 Solutions Bundle, LENOVO Think Pad s100 Windows 8.1 Pro 64	Acquisition of Teacher Devices	Purchase orders, invoices, cancelled checks	June 30, 2015	20,260.10	1
Purchase YOGA Spectrum cart/with wheels & Rear Panel for LENOVO YOGA 11E, AC Adapters	Acquisition of Student Devices (Storage carts)	Purchase orders, invoices, cancelled checks	June 30, 2015	21,190.00	1
Purchase Lightweight stereo headphone-wired connectivity	Acquisition of Student Devices	Purchase orders, invoices, cancelled checks	June 30, 2015	3,735.18	1

Project Performance Accountability Information, Instructions, and Forms

NOTE: The following pages are included in the RFA (DOE 900D) template and are to be completed by the applicant.

The Florida Department of Education has a standardized process for preparing proposals/applications for discretionary funds. This section of the RFP, Project Performance Accountability, is to assure proper accountability and compliance with applicable state and federal requirements.

The Department's project managers will:

- track each project's performance based on the information provided and the stated criteria for successful performance
- verify the receipt of required deliverables prior to payment

For projects funded via Cash Advance, the Department's project managers will verify that the project activities/deliverables are progressing in a satisfactory manner, consistent with the Project Narrative and Performance Expectations, on a quarterly basis.

The Scope of Work/ Project Narrative must include the specific tasks that the grantee is required to perform.

Deliverables must:

- be directly linked to a specific line item/cost item that in turn links to the specific task/activity/service
- identify the minimum level of service to be performed
- be quantifiable, measurable, and verifiable. (*how many, how often, duration*). Effectiveness (*a method demonstrating the success such as a scale goals to be attained is necessary*) Evidence or proof that the activity took place

Deliverables include, but are not limited to:

- documents such as manuals, websites, web videos, CD ROMs, training materials, brochures, and any other tangible product to be developed by the project
- training and technical assistance activities whether provided onsite, through distance learning media, conferences, workshops, or other delivery strategies
- project Performance and Accountability assures that are specific to student performance (e.g., test scores, attendance, behavior, award of diplomas, certificates, etc. "Students" may include prekindergarten, K-12, and adult learners, as well as parents
- specific services to target population (e.g., adult literacy services, child find services, student evaluation services, etc.)
- evidence to include record of attendance, agenda's, URL addresses for web based delivery and attendance, receipts from registrations, certificates, printed material provided in the course of service delivery

The Department of Education's criteria for the acceptance of the above deliverables includes, but is not limited to, the following:

- meet technical specifications, as appropriate as stated in the scope of work

School District of Indian River County – Digital Learning Support Grant

- quantity and quality of service meets established minimums
- quantity and quality of evaluations/assessments meet established minimums
- participation rate meets established minimums
- review of follow-up data or participant feedback that indicates level of effectiveness and usefulness of service
- student evaluations/assessments are administered appropriately
- quantity of evaluations/assessments meet established minimums
- review of state/district/school/student data indicates level of effectiveness of service
- specified agencies collaborated
- use of consultants met levels of performance as stated in the scope of work
- design, organization, format, and readability levels are appropriate for intended use and audience
- content is accurate and grammatically correct
- documents are compliant with the Americans with Disabilities Act (ADA)
- copyright and funding information is noted on products

The applicant must complete the information related to the required tasks to be performed and timelines/due dates for the respective tasks/deliverables consistent with the provided instructions.

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United Data Technologies
 8825 NW 21 Terrace
 Doral, Florida 33172
 Tel: (305) 882-0435 Fax: (305) 882-0436
 www.udtonline.com

Quotation No AAAQ35446-01
Date: Wednesday, April 29, 2015
Quoted by Manny Castro
 manny.castro@udtonline.com
Tel: 305-882-0435 **Fax:** 305-882-0436

Quote For:

School District of Indian River County
 Tiffany McKenzie
 1990 25th Street
 Vero Beach, FL 32960

Ship To:

School District of Indian River County
 Tiffany McKenzie
 1990 25th Street
 Vero Beach, FL 32960

Tel: (772) 564-3125 **Fax:** Tiffany.McKenzie@indi **Terms:** NET30

Quotation No: AAAQ35446-01 for Tiffany McKenzie Tiffany.McKenzie@indianriverschools.org

Line	Qty.	Part Number	Description	Price	Extended Price
1			Indian River Classroom Interactive Projector System (Option 2: VGA from PC with Splitter)		
2			Phase 2: Liberty Magnet Digital Wall Vault Solution with Epson Doc Camera		
3			State of Florida Contract - Audio & Video Equipment and Accessories 880-000-09-1 - (Extron and Epson)		
4			Hardware:Custom WallVault System with 2 HDMI, 1 VGA, 2 Speakers, and 1 Priority Page Sensor, VoiceLife Mic		
5	30	42-211-000322	Digital WallVault System with 2 HDMI, 1 VGA, 2 Speakers, and 1 Priority Page Sensor	\$2,645.86	\$79,375.80
6	30	42-139-22	VOICE LIFT 2000 MICROPHONE - VLM2000H	\$625.00	\$18,750.00
7			SubTotal		\$98,125.80
8	30	60-046-03	P/2 DA2 PLUS Two Output VGA Distribution Amplifier	\$121.75	\$3,652.50
9	30	GC5676	C2G 2m High Speed HDMI Cable with Ethernet (6.6ft) - HDMI for Audio/Video Device - 6.56 ft - 1 x HDMI Male Digital Audio/Video - Black	\$12.54	\$376.20
10	30	26-490-02	VGA-A M-M MD/6, 6' VGA Cable with Audio (1.8 m)	\$28.60	\$858.00
11	30	15248	C2G 50ft Cat5e Non-Booted Unshielded (UTP) Network Patch Cable (Plenum Rated) - Blue	\$28.00	\$840.00
12	30	29344	USB RJ45 WHITE SUPERBOOSTER WALL PLATE TRANSMITTER	\$49.50	\$1,485.00

Quotation No: AAAQ35446-01 for Tiffany McKenzie Tiffany.McKenzie@indianriverschools.org

Line	Qty.	Part Number	Description	Price	Extended Price
13	30	29353	1-Port USB 1.1 Superbooster Dongle RJ45 Female to USB B Male - Receiver	\$49.50	\$1,485.00
14			SubTotal		\$8,696.70
15	30	V11H599022	EPSON BrightLink 595Wi Interactive Projector/WXGA, Interactive Projector, 6 Finger Touch & 2 pen simultaneous, 3300 Lumens, 3LCD, Wide Screen, Ultra-short Throw Distance, 16 Watt speaker, Closed Caption Decoder, MHL, 2 HDMI, RJ 45 Network Control, Display Content Over IP, 3 Year Warranty	\$1,466.30	\$43,989.00
16	Installation Services				
17	30	SLS-SVC-MISC-AV	Miscellaneous Hardware, cabling, raceway, boxes, etc	\$125.00	\$3,750.00
18	30	SLS-SVC-INST-AV	Engineering, Installation, Configuration, Programming, Testing of Above System	\$900.00	\$27,000.00
19	THE SCHOOL DISTRICT OF LEE COUNTY, FLORIDA RFP# R127035JM INFORMATION TECHNOLOGY HARDWARE, SOFTWARE AND EQUIPMENT CATALOG DISCOUNT BID				

Sub Total	\$181,561.50
Sales Tax	\$0.00
Shipping	\$0.00
Total	\$181,561.50

Ask your UDT representative how you can save thousands using Managed Services

This quotation is in U.S Dollars. This Quotation Expires 30 days from the date shown on the first page. Please refer to the Agreement for information on Terms and Conditions governing orders, or call your salesperson for more information. United Data Technologies is an Equal Opportunity employer.

Accepted by: _____

Date: _____

Please write bill to and ship to addresses below if different from quotation.

Order Number: _____

THE SCHOOL DISTRICT OF LEE COUNTY, FLORIDA

Date: June 5, 2012 Section: Superintendent's Recommendation

Subject: Award RFP No. R127035JM - Information Technology Hardware, Software and Equipment

Item No: VI.B. Presenter(s): Dr. Joseph Burke, Dr. Alberto Rodriguez, Mr. Dwayne C. Alton, Ms. Susan M. Malay

SCHOOL BOARD ACTION

Strategic Plan:

III. Business Services: We will use effective business practices to achieve our mission and objectives.

Background Information:

RFP No. R127035JM is for information technology hardware, software and equipment. The RFP is for catalog discounts on the purchase of printers, SMART Boards, mobile lab equipment, cameras, headphones, microphones, presentations carts, computer mice cables and all other related equipment. It is recommended that the award be made equally to Audio Visual Innovations, Inc.; B & H Photo; Cables and Kits.com; Camcor, Inc.; CDW Government LLC; Contrax Furnishings LLC; eInstruction; Lightspeed Technologies, Inc.; Software Express, Inc.; Troxell Communications, Inc.; United Data Technologies, Inc. and Virtucom as indicated on the attached tabulation sheet. It is recommended that the contract be effective for three years beginning June 5, 2012 through June 4, 2015 with renewal options for two additional one year periods upon the written agreement of the vendors and the District, at an estimated expenditure of \$10,500,000 for the first year. Forty-six (46) vendors were notified of the RFP; twenty (20) vendors submitted a response; six (6) vendors submitted a no-bid and twenty (20) vendors did not respond.

Fiscal Impact:

The estimated expenditure of \$10,500,000 will be funded from School/Department budgeted funds. This agenda item is specifically for the approval of the RFP. Funds will only be expended within the existing resources of the applicable location(s).

The action requested is within the current budget allocated to the department or area: Yes No N/A

Approved: Budget: Attorney: SDLC Board Approved Agenda Item No: VI.B Date: Action 5/12/2015

Superintendent's Recommendation:

I recommend Board approval to award RFP No. R127035JM for information technology hardware, software and equipment to Audio Visual Innovations, Inc.; B & H Photo; Cables and Kits.com; Camcor, Inc.; CDW Government LLC; Contrax Furnishings LLC; eInstruction; Lightspeed Technologies, Inc.; Software Express, Inc.; Troxell Communications, Inc.; United Data Technologies, Inc. and Virtucom as indicated on the attached tabulation sheet for three years beginning June 5, 2012 through June 4, 2015 with renewal options for two additional one year periods upon the written agreement of the vendors and the District, at an estimated expenditure for the first year of \$10,500,000, and authorization for the Superintendent to execute all necessary documents.

Department of Management Services

[Florida Department of Management Services](#) > [Business Operations](#) > [State Purchasing](#) > [Vendor Information](#) > [State Contracts and Agreements](#) > [State Term Contracts](#) > Audio & Video Equipment and Accessories

<< [Return](#)

Audio & Video Equipment and Accessories 880-000-09-1

Effective Period

02/19/2009 through **02/18/2017**







Contract Type

State Term Contract

Contract Information

- [Pricing](#)
- [Product Categories](#)
- [Contractors](#)
- [How to Use this Contract](#)

Contract Documents

[Microsoft Word](#) ( 902.50 KB)
[PDF](#) ( 985.67 KB)
[Amendments and Memorandums](#)
[TIPS - Product Change Request](#) ( 15.24 KB)
[TIPS - Reseller Add Request](#) ( 15.48 KB)
[Product Change Request form](#) ( 674.00 KB)
[Reseller Add Request](#) ( 27.50 KB)

Contract Administration

- [Jerilyn Bailey](#)
- (850) 921-4072
- jerilyn.bailey@dms.myflorida.com

Commodity Codes

655-210, 655-270, 840-490, 840-630, 880-060, 880-230, 880-320, 880-810, UNSPSC-45121504 , UNSPSC-45121501, UNSPSC-52161505, UNSPSC-45121505, UNSPSC-52161500, UNSPSC-45111703, UNSPSC-45111600

Description

This state term contract includes new CD systems, MP3 players, PA systems, speakers, cameras, camcorders, data/video projectors, assistive listening devices, projection screens, interactive educational response systems (e.g. white boards), televisions and video conferencing equipment and some services related to equipment, supplies, or accessories purchased from this contract.

Benefits

MSRP discounts vary. Please review the price sheets on the DMS website or the vendor's State of Florida state term contract website. Additional discounts for large quantity orders may be offered. Please consult the vendor prior to placing order. Free delivery on most items. Shipping charges apply to oversized items. (e.g. includes but is not limited to Televisions over 32".) Statewide coverage. Wide product selection on contract with ability to keep pace with changes in technology.

The following value-added services are included: design, installation, programming, engineering and training for equipment, supplies, or accessories purchased from the contract.

Department of Management Services

[Florida Department of Management Services](#) > [Business Operations](#) > [State Purchasing](#) > [Vendor Information](#)
 > [State Contracts and Agreements](#) > [State Term Contracts](#) > [Audio & Video Equipment and Accessories](#) >
 Contractors

<< [Return](#)

Audio & Video Equipment and Accessories 880-000-09-1

Contractors

Name	CBE Code	Florida Climate Friendly Preferred Products	Recycled Products	Utilizes Authorized Resellers	Coverage Area
Audio Visual Innovations	A - Non-Minority	No	No	Yes	Statewide
BES Industries	A - Non-Minority	No	No	No	Statewide
Best Buy	A - Non-Minority	Yes	No	No	Statewide
BT Conferencing	A - Non-Minority	No	No	No	Statewide
Camcor	A - Non-Minority	No	No	No	Statewide
Classroom Technology Solutions	A - Non-Minority	No	No	No	Statewide
Divine Visual & Systems Corp.	N - African-American, Non Certified	No	No	No	Statewide
Epson	A - Non-Minority	No	No	Yes	Statewide
Extron	A - Non-Minority	No	No	Yes	Statewide
Howard Computers	A - Non-Minority	No	No	No	Statewide
Lightspeed Technologies	A - Non-Minority	Yes	No	No	Statewide
Polycom	A - Non-Minority	No	No	Yes	Statewide
Signal House Communications	A - Non-Minority	No	No	No	Statewide
Smiley's Audio Visual	R - Non-Minority (White) Woman, Non Certified	No	No	No	Statewide
Troxell	A - Non-Minority	No	No	No	Statewide
Viewsonic	P - Asian-American, Non Certified	No	No	Yes	Statewide

EPSON AMERICA, INC.

Reseller List - State of Florida Contract 880-000-09-1

Business Name: Audio Fidelity Communications Corp, DBA: Whitlock
State of FL Vendor: 540617014-014
Contact Name: Allyson Durango
Title: CSR/Admin
Street Address/PO: 15712 SW 41st Street #11
City, State, Zip: Davie, FL 33331
Email Address: durangoa@whitlock.com
Phone Number: 954-384-4286
Toll Free Number: 888-472-3009
Ordering Fax Number: 954-473-0205
Internet Address: www.whitlock.com
Remit Address: 12820 West Creek Parkway, Suite M
City, State, Zip: Richmond, VA 23238

Business Name: United Data Technologies
State of FL Vendor#: F6-50-566138-001
Contact Name: Gary Patterson
Title: AV Inside Sales
Street Address/PO: 8825 NW 21 Terrace
City, State, Zip: Miami, FL 33372
Email Address: gary.patterson@udtonline.com
Phone Number: 305-882-0435
Toll Free Number: 800-882-9919
Ordering Fax Number: 305-882-0436
Internet Address: http://www.udtonline.com
Remit Address: 8825 NW 21 Terrace
City, State, Zip: Miami, FL 33372

Business Name: Howard Technology Solutions, a division of Howard Industries, Inc.
State of FL Vendor: F-640466143-007
Contact Name: Melissa Reeves
Title: Contract Manager
Street Address/PO: PO Box 1590
City, State, Zip: Laurel, Mississippi 39441
Email Address: mreeves@howard.com
Phone Number: 888.912.3151 x 5680
Toll Free Number: 888.912.3151 x5680
Ordering Fax Number: 601.399.5077
Internet Address: www.howardcomputers.com
Remit Address: PO Box 1590
City, State, Zip: Laurel, Mississippi 39441



North America

EPSON AMERICA, INC. - FLORIDA AUDIO VISUAL EQUIPMENT & ACCESSORIES CONTRACT CONTRACT

Contract 880-000-09-01

Contract Information

- Contract is for: **Epson Audio Visual Equipment and Accessories**
- State Contract#: **880-000-09-1**
- Term of Contract: **February 19, 2009 - February 18, 2017**
- Epson's Federal Tax Id: **95-2935679**

Scroll down for pricing & additional important information

Awarded Audio Visual Equipment and Accessories

- Multimedia Projectors and Accessories
- Multimedia Projector Mounting Systems
- Projection Screens
- Object Document Cameras

Epson's CAM Contact Information

Florida Account Manager: **Barry Sugarman**
Phone: **954-349-4311**
Fax: **954-349-3221**
Email address:
barry_sugarman@ea.epson.com

Ordering Information

All orders must be sent directly to an Epson Authorized Reseller/Partner. Epson does not fulfill orders directly. See below for Auth. Reseller/Partner list.

Department of Management Services

[Florida Department of Management Services](#) > [Business Operations](#) > [State Purchasing](#) > [Vendor Information](#) > [State Contracts and Agreements](#) > [State Term Contracts](#) > [Audio & Video Equipment and Accessories](#) > [Contractors](#) > Contractors - Extron

Extron

CBE Code	Florida Climate Friendly Preferred Products	Recycled Products	Utilizes Authorized Resellers	Coverage Area
A - Non-Minority	No	No	Yes	Statewide

Category Awarded:

Audio:

- Audio Accessories

Visual:

- Presentation Systems Accessories

Contact Information

Vendor Name:	RGB Systems, Inc. d.b.a. Extron Electronics
FL Minority Business Designation:	A (Non-minority)
Vendor FEIN:	33-0107486
Contact Name:	Kellie Herrera
Contact Title:	Contract Administrator
Street Address:	1230 S Lewis Street Anaheim, CA 92805
Phone Number:	714-491-1500
Toll Free Number:	800-633-9873
Fax Number:	800-633-9870
Email Address:	salescontracts@extron.com

Ordering Information

Customers should direct orders to:	Kellie Herrera
State of FL Vendor Number:	F-330107486-005
Mailing Address:	1230 S Lewis Street Anaheim, CA 92805
Phone Number:	714-491-1500
Toll Free Number:	800-633-9873
Ordering Fax Number:	800-633-9870

Pricing Information for the State of Florida

State Term Contract for Purchase of Audio/Video Equipment & Accessories
 Contract # 880-000-09-1

The contract term dates are: 02/19/2009 – 02/18/2017

Extron Electronics State of Florida Vendor Number: F-330107486-005

Kellie Herrera
 800-633-9873
salescontracts@extron.com (<mailto:salescontracts@extron.com>)

Authorized Extron Electronics Florida Resellers:

Direct Packet, Inc/dba: OneVision Solutions for Extron	
Contact Information	
Vendor Name:	Direct Packet, Inc/dba: OneVision Solutions
FL Minority Business Designation:	None
Vendor FEIN:	20-1005886
Contact Name:	Sarah Duncan
Contact Title:	Account Manager
Street Address:	909 Lake Carolyn Parkway, Suite 1800 Irving, TX 75039
Phone Number:	850-228-0079
Fax Number:	972-580-8435
Email Address:	sduncan@onevisionsolutions.com (mailto:sduncan@onevisionsolutions.com)
Ordering Information	
Customers should direct orders to:	orders@onevisionsolutions.com (mailto:orders@onevisionsolutions.com)
State of FL Vendor Number:	F201005886-003
Mailing Address:	909 Lake Carolyn Parkway, Suite 1800 Irving, TX 75039
Phone Number:	850-228-0079
Ordering Fax Number:	972-580-8435
Email Address:	sduncan@onevisionsolutions.com (mailto:sduncan@onevisionsolutions.com)
Remit Address:	909 Lake Carolyn Parkway, Suite 1800 Irving, TX 75039

Universal Cabling Systems, Inc for Extron	
Contact Information	
Vendor Name:	Universal Cabling Systems, Inc
FL Minority Business Designation:	None
Vendor FEIN:	65-183752
Contact Name:	Ron Dubeau
Contact Title:	Vice President
Street Address:	914 Fern Street West Palm Beach, FL 33401
Phone Number:	561-659-6224
Fax Number:	561-659-6308
Email Address:	ron@ucscable.com (mailto:ron@ucscable.com)
Ordering Information	
Customers should direct orders to:	Universal Cabling Systems, Inc
State of FL Vendor Number:	K17983
Mailing Address:	914 Fern Street West Palm Beach, FL 33401
Phone Number:	561-659-6224

Ordering Information	
Customers should direct orders to:	Rauland-Borg Corp of Florida
State of FL Vendor Number:	F-362124601-009
Mailing Address:	620 Douglas Avenue, Ste 1316 Altamonte Springs, FL 32714
Phone Number:	407-830-6175
Ordering Fax Number:	407-767-9293
Email Address:	Jim.Taylor@rauland-fl.com (mailto:Jim.Taylor@rauland-fl.com)
Remit Address:	620 Douglas Avenue, Ste 1316 Altamonte Springs, FL 32714

UDT for Extron	
Contact Information	
Vendor Name:	United Data Technologies, Inc.
FL Minority Business Designation:	I (Hispanic American, Certified)
Vendor FEIN:	65-0566138
Contact Name:	Julia Salas
Contact Title:	Sales Operations
Street Address:	8825 NW 21st Terrace Doral, FL 33172
Phone Number:	305-882-0435
Toll Free Number:	800-882-9919
Fax Number:	305-882-0436
Email Address:	Julia.stiles@udtonline.com (mailto:Julia.stiles@udtonline.com)
Ordering Information	
Customers should direct orders to:	Order Management Department (OMG)
State of FL Vendor Number:	F-650566138-005
Mailing Address:	8825 NW 21st Terrace Doral, FL 33172
Phone Number:	(305) 882-0435
Toll Free Number:	800-882-9919
Ordering Fax Number:	305-882-0436
Email Address:	MyFloridaQuotes@udtonline.com (mailto:MyFloridaQuotes@udtonline.com)
Remit Address:	8825 NW 21st Terrace Doral, FL 33172

AVI for Extron	
Contact Information	
Vendor Name:	Audio Visual Innovations
FL Minority Business Designation:	A (Non-minority)
Vendor FEIN:	59-1958935
Contact Name:	Cindy Turner
Contact Title:	Public Sector Contracts Manager
Street Address:	6301 Benjamin Road Suite 101 Tampa, Fl. 33634
Phone Number:	813 884-7168
Toll Free Number:	800 282-6733
Fax Number:	813 882-9508
Email Address:	Bids@avispl.com (mailto:Bids@avispl.com)
Ordering Information	
Customers should direct orders to:	Cindy Turner
State of FL Vendor Number:	F-591958935-046
Mailing Address:	6301 Benjamin Road Suite 101 Tampa, Fl. 33634
Phone Number:	813 884-7168
Toll Free Number:	800 282-6733
Ordering Fax Number:	813 882-9508
Email Address:	Bids@avispl.com (mailto:Bids@avispl.com)
Remit Address:	P.O. Box 62251 Baltimore, MD. 21264-2251

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SUPERINTENDENT’S EMPLOYMENT AGREEMENT

This Agreement made this 12th day of May, 2015, by and between the SCHOOL BOARD OF INDIAN RIVER COUNTY, FLORIDA (hereinafter “School Board”) and Mark J. Rendell, Ed.D. (hereinafter “Superintendent”).

W I T N E S S E T H:

WHEREAS, the School Board wishes to retain the Superintendent to provide all of the services of Superintendent, fully and faithfully, consistent with the spirit, intent and statutory requirements regarding the duties and responsibilities of a school superintendent in the State of Florida; and

WHEREAS, the School Board shall appoint the authorized Superintendent of Schools for the District pursuant to Section 1001.50, Florida Statutes;

WHEREAS, the Superintendent is willing to provide said services and will faithfully and fully comply with the duties and responsibilities of his office as outlined herein, as well as provide those services to the School Board as are requested by the School Board throughout the term of this Agreement.

NOW, THEREFORE, in consideration of the mutual promises and covenants set forth hereinafter, it is agreed as follows:

I. Superintendent of the School District of Indian River County.

The School Board hereby appoints Mark J. Rendell, Ed.D as Superintendent of Schools for the School District of Indian River County, effective July 1, 2015.

II. Services and Duties.

A. Superintendent Is the Chief Executive Officer.

The superintendent shall have and exercise all powers, and perform all duties, provided or required by law. The Superintendent shall use his best efforts and devote his full working time to provide those services and work required of the Superintendent by law, such additional duties as are prescribed by the School Board and the job description adopted by the School Board. The Superintendent shall be the Chief Executive Officer of the School District, and, subject to conformance with applicable laws and School Board policies (duly enacted pursuant to law) and directives of the School Board (by majority vote or consensus by a quorum present at a duly conducted public meeting), shall have charge of the administration of all schools, facilities and personnel within the District. The Superintendent shall provide supervision directly and indirectly of all staff members and shall organize, reorganize and arrange the administrative and supervisory staff as best serves the School District subject to approval by the School Board.

B. Conformance With Law and Duly Enacted Board Policy and Directive.

The Superintendent's duties relating to the District's school system shall be those provided by the rules and policies of the School Board, laws of the State of Florida, rules and regulations of other appropriate administrative agencies, including but not limited to the Florida Department of Education and the United States Department of Education, and such special duties and

functions as may be prescribed or assigned by the School Board through mutual goal setting or other forms of direction. All of such duties shall be performed within the time frames or deadlines imposed by law, applicable policy, rule, or goal setting. Absent a legally imposed time frame, the Superintendent shall perform his duties within a reasonable period of time and with due regard for promptness, diligence and professionalism.

C. Obligation of the Superintendent to Present Matters for Decision.

The Superintendent is required by law, School Board policy, and, from time to time, by direction of the School Board, to bring certain matters before the School Board for consideration, decision, or other action. In addition to such matters, the Superintendent is charged to exercise his best professional judgment and shall timely present to the School Board such recommendations which the Superintendent may determine are reasonably necessary for the successful accomplishment of his duties as Superintendent.

D. Devotion of Resources.

The Superintendent shall assign or devote such resources and personnel in a manner which in his judgment best serves the interest of the School District of Indian River County, Florida, consistent with law and the policies and direction of the School Board of Indian River County.

E. Certification.

The Superintendent shall at all times throughout the term of this Agreement obtain, (if necessary), maintain and keep current a valid

certification in administration and supervision or equivalent, as issued by the Florida Department of Education. The Superintendent shall notify the School Board immediately of any change in the status of such certification. Suspension, revocation, or lapse of such certification shall be deemed a breach of this Agreement by the Superintendent and shall release the School Board from all obligations under this Agreement. Additionally, the Superintendent shall obtain the Chief Executive Officer Leadership Development Program Certificate pursuant to Section 1001.47, Florida Statutes, as provided in paragraph VI.C hereinafter, entitled “Chief Executive Officer Leadership Development Program Certificate”. As provided in that paragraph, the School Board shall fund the reasonable and necessary expenses incurred by the Superintendent in obtaining the Leadership Development Certificate.

F. Responsibility to Keep the Individual School Board Members Informed of Material Matters.

The Superintendent shall, by means of communications consistent with the Public Records Act (Chapter 119, Florida Statutes), and the Sunshine Law (Section 286.011, Florida Statutes), keep the individual School Board members informed of matters that are material and significant in the reasonable discretion of the Superintendent.

III. Term of Agreement.

This Agreement for Superintendent duties shall commence on July 1, 2015, and shall remain in full force and effect, continuously, until midnight, June 30, 2018,

unless terminated sooner pursuant to this Agreement. This Agreement is for a three (3) year term of employment, and will roll forward after the second year, unless the Board takes action as more fully provided in paragraph IV below. Commencing June 1, 2015 and ending June 30, 2015, for a total of seventeen (17) work days (the “Transition Period”), Dr. Rendell shall be a Consultant to the School Board, review pertinent information and meet with the current Superintendent as needed, to evaluate the School District and transition into the position of Superintendent. The services to be provided by Dr. Rendell during the Transition Period will not constitute employment by the School Board and the Superintendent will not be an employee of the School Board until July 1, 2015. Dr. Rendell will be compensated for his consulting services on a per diem basis in an amount to be determined by reference to the base salary provided for in paragraph VI.A., below, plus One Thousand Six Hundred Sixty Two and 05/100 Dollars (\$1,662.05) which constitutes one (1) month COBRA family health insurance premium coverage. Additionally, the School Board will pay for the costs of Dr. Rendell’s attendance at the FADSS/FSBA joint summer conference which he will attend during the Transition Period.

IV. Agreement Renewal.

On or before June 30, 2017, the School Board may by majority vote, decline to employ the Superintendent for the fourth year of this Agreement. In the event that the School Board does not affirmatively decline the fourth year of the Agreement and the Agreement therefore rolls over, upon terms and conditions mutually agreed upon, then on or before June 30, 2018, and on the same day of each year thereafter in which the contract has rolled over

for an additional year, the School Board may decline to renew the Agreement, or any extension thereof, in the same manner as provided herein. Nothing herein will prevent the School Board and the Superintendent to agree to an extension of this Agreement for a term in excess of one year.

A. The School Board can extend the Superintendent's Agreement for one (1) or more years beyond June 30, 2018, on terms and condition, including compensation, to be determined by mutual consent.

V. Termination of the Agreement.

A. Termination of the Agreement Without Cause. Notwithstanding any other provision of this Agreement, the School Board reserves the right at any time during the term of this Agreement or any renewal or extension thereof, in its sole discretion, to terminate this Agreement and the Superintendent's employment without cause. However, if the Superintendent is terminated and released from his Agreement and this Agreement is thereby terminated pursuant to this provision, then the Superintendent shall receive his terminal pay calculated as for any administrative employee pursuant to paragraph VI.G hereof, plus his base salary only, without any other benefits, including monetary benefits, for a period of twenty (20) weeks from the date of the School Board vote to terminate pursuant to this provision. The Superintendent agrees that the School Board shall have the sole and absolute discretion to decide upon such termination under this paragraph and that in the event of such termination, the Superintendent waives all rights to

contest or challenge the School Board's decision and will accept the payments provided in this paragraph in full satisfaction of the Board's obligations under this Agreement and in full release of any and all claims against the School Board under this Agreement. Nothing herein prevents the School Board and Superintendent from negotiating a lump sum payment in lieu of the periodic payments provided for herein.

B. Termination for Cause. The School Board may terminate for cause in accordance with the following procedures:

1. The School Board may terminate for cause at any duly conducted meeting, provided however, that no action will be maintained to terminate the Superintendent for cause without first giving the Superintendent thirty (30) days prior written notice of the cause and an opportunity for the Superintendent to cure such cause by initiating corrective action in good faith regarding the cause specified in such notice within said thirty (30) day period of time. The term "cause" as it is used in this Agreement shall mean any material breach of this Agreement, violation of any requirement or provision of Florida Statutes, School Board policy or clearly established legal precedence, a failure to meet or make reasonable progress to the meeting of the annual goals established pursuant to paragraph VII of this Agreement, a failure to perform the duties of the office as provided by law or this Agreement, failure to follow the direction of the collective School

Board acting in accordance with law, and/or any matter that would be a basis for termination for cause that would apply to other instructional personnel of the School District as specified in Section 1012.33, Florida Statutes, as the same may be amended from time to time.

2. However, the Superintendent will not receive an opportunity to cure if the cause is any act or matter that would be sufficient to terminate the employment of a member of the administrative or instructional staff or for any of the grounds mentioned as a basis for possible suspension or dismissal in Section 1012.33, Florida Statutes, as it may be amended from time to time.
3. If the School Board terminates the Superintendent for cause, the Superintendent's sole legal remedy will be an action for breach of contract in a court of appropriate jurisdiction and venue.
4. If the Superintendent is terminated for cause and a court of appropriate jurisdiction fails to reverse that decision the Superintendent shall not receive the twenty (20) weeks base salary provided for in subparagraph A. hereinabove. However, if a court determines that the School Board did not properly terminate the Superintendent for cause, the parties hereby agree that such termination from employment will be deemed a termination without cause pursuant to the provisions of subparagraph A. above, and the Superintendent will be entitled to the twenty (20) weeks of

pay and terminal pay in accordance with the provisions of said subparagraph. Accordingly, the actual damages to be suffered upon a breach of the Agreement are not reasonably ascertainable by the parties at this time, and the parties agree that a reasonable amount of damages upon a breach by the School Board for failure to properly terminate the Superintendent for cause is twenty (20) weeks of pay and terminal pay under this Agreement, and that said amount is not a penalty.

5. If the Superintendent is terminated for cause, the Superintendent shall be entitled to no further compensation under this Agreement except terminal pay in accordance with sub-paragraph VI.G, *infra*.

C. Superintendent Termination of Agreement.

1. If the Superintendent decides to apply for any employment position outside the jurisdiction of the School Board, the Superintendent shall, prior to applying for the employment position, provide written notice to the School Board of the intended employment application.
2. If the Superintendent decides his employment as Superintendent shall end, the Superintendent shall provide at least thirty (30) days advance written notice to the School Board, and the Superintendent shall only receive payment under this Agreement for the balance of his base salary and benefits for the actual days he is performing duties as Superintendent and not for the remainder of the term of this Agreement. In the event the School Board breaches the Agreement, the

Superintendent may terminate the Agreement immediately.

3. If the Superintendent fails to comply with the notice provisions in subparagraphs V.C.1 and 2 above, the Superintendent agrees to pay to the School Board the value of any accrued terminal pay benefits as defined in paragraph VI.G. below, up to a maximum of Ten Thousand Dollars (\$10,000.00), with said sum being withheld from final monetary payments or otherwise paid by the Superintendent until the full cost is paid to the Board.
4. The payment which might be owed by the Superintendent pursuant to this section will not be owed if the Superintendent resigns after having been given notice of the School Board's intention to terminate his employment, without cause or for cause, nor will those payments be due if the Superintendent resigns his employment on account of any material breach of this Agreement by the School Board.

VI. Compensation.

For all services rendered by the Superintendent under this Agreement, the School Board shall pay and provide for the Superintendent the salary, and other benefits described hereafter:

- A. Base Salary. The Superintendent shall receive an annual salary of One Hundred Sixty Thousand Dollars (\$160,000.00) for the fiscal year July 1, 2015 through June 30, 2016, less appropriate deductions for employment taxes and income tax withholding. Beginning with the fiscal year July 1, 2016 - June 30, 2017, if the Superintendent receives an overall performance

rating of satisfactory or greater on the evaluation described in paragraph VII herein, then he shall receive for that fiscal year the same percentage wage increase, if any, on the same basis granted to other administrators of the District who are not eligible for a step increase during that fiscal year. In no event shall the Superintendent receive less in base salary in the second full year or subsequent year (or years, if any) than he did in the first year of this Agreement. This same procedure shall apply for each fiscal year after the fiscal year ending June 30, 2017, so long as this Agreement remains in effect.

- B. Retirement. The Superintendent shall participate in the Senior Management Category of the Florida Retirement System, subject to then applicable laws and rules relating to such category and program.
- C. Chief Executive Officer Leadership Development Program Certificate.

The parties agree that the Superintendent shall participate in, and receive the Chief Executive Officer Leadership Development Program Certificate pursuant to Section 1001.47, Florida Statutes, to the extent that program is in effect and an appointed Superintendent is permitted to participate. The School Board shall fund all reasonable and necessary costs incurred by the Superintendent in complying with the requirements of the program, and in obtaining and maintaining certification pursuant to the program requirements. Obtaining this certificate and maintaining it in good standing is a requirement of this Agreement, to the extent that Florida law provides for the continuation of the program and allows an appointed

superintendent to participate therein. In addition to the base salary provided in subparagraph A above, the Superintendent shall receive an annual performance salary incentive in the amount provided for elected Superintendents pursuant to Section 1001.47(5)(b), Florida Statutes, so long as the Superintendent has completed all phases of the program as described in that statutory section, and demonstrated successful performance as determined by the Florida Department of Education, as set forth in that statutory subparagraph. The precise amount of the Performance Salary Incentive shall be in the discretion of the School Board but shall be within the range established in the statute. In complying with this provision, no other consideration shall be due or payable from the School Board with respect to the Leadership Development Program Certificate.

- D. Civic and Community Activities Expenses. The School Board will annually budget a fund of Three Thousand Dollars (\$3,000.00) that the Superintendent shall have available to expend for civic and community activities, civic club memberships that the Superintendent believes will benefit directly or indirectly the School District, and activities that promote good relations with the public, business community and other community and civic leaders. The Superintendent must obtain the permission of the School Board to exceed Three Thousand Dollars (\$3,000.00) annually in expenditures in this category. However, notwithstanding any other provision hereof, in no event shall the Superintendent expend more than his purchase order authority for expenditures in this category, and all

expenditures in this category shall be reported to the Board at least quarterly or on such other schedule as the School Board may direct. Additionally, the School Board shall pay for membership of the Superintendent in the American Association of School Administrators and the Florida Association of District School Superintendents.

E. Per Diem and Travel Expenses of the Superintendent Not Otherwise

Accounted For. The School Board shall reimburse the Superintendent, for authorized and reasonably necessary travel and per diem expenses incurred as a result of the Superintendent providing services to the School District pursuant to this Agreement, in accordance with the provisions for per diem and travel expense reimbursement of public officers set out in Section 112.061, Florida Statutes, as it may be amended, and Chapter 112, Florida Statutes, generally.

F. Leave. Vacation and leave (including sick leave) shall be the same as for other twelve (12) month administrative employees of the School District.

G. Terminal Pay. Upon termination of employment the Superintendent shall receive in lump sum his lawfully allowed "Terminal Pay", pursuant to applicable state law, and subject to then existing School Board policies or rules, and subject to the limitations in Sections 1012.61 and 1012.65 Florida Statutes, as the same may be amended. This lump sum payment shall be in addition to any other amount payable to the Superintendent upon termination of employment under this Agreement. It is specifically understood and agreed that the computation of terminal pay for the

Superintendent shall be done under the same rules, limitations and policies as govern other School Board employees.

H. Disability or Death.

1. Termination for Disability. The School Board shall have the right to terminate the Superintendent's employment under this Agreement in the event of his disability to perform fully his duties.

a. The School Board shall pay up to Five Thousand Dollars (\$5,000.00) annually toward the premium for a disability policy of insurance that insures the Superintendent from and against disability that prevents him from performing the responsibilities of his job as Superintendent of Schools. The disability policy of insurance shall be procured through the School Board's then existing benefits plan available to all employees. The disability policy will provide as a benefit at least sixty percent (60%) of the base salary on a monthly basis up to a maximum amount specified in the policy.

b. Superintendent agrees that the School Board shall have the sole and absolute discretion to decide upon a termination for disability and said determination shall be based on a Florida licensed medical doctor determination of disability and inability to perform the essential requirements of the job with or without reasonable accommodation. In the event of such termination the Superintendent waives all right to contest or

challenge the School Board's decision in that regard and will accept the benefits provided in this subparagraph in full satisfaction of the School Board's obligations under this Agreement in full release of any and all claims against the School Board under this Agreement.

2. Payment in the Event of Death. In the event of the death of the Superintendent during the term of this Agreement, the School Board shall pay to his surviving spouse, if any, or if the Superintendent does not have a surviving spouse, to the estate of the Superintendent, all of the Superintendent's salary to which he was entitled through the date of his death, including any Terminal Pay amount to be paid as provided for in sub-paragraph VI.G, *supra*, payable within one month of the date of his death.

I. Other Benefits Not Specifically Mentioned in this Agreement. The Superintendent is eligible to participate in other benefits that are afforded twelve (12) month administrative employees of the School District, under the same terms and conditions as other senior administrative employees, including but not limited to life insurance, participation in the health plan, and participation in the Florida Retirement System at the senior management class level. The Superintendent shall also be eligible to exercise any retirement option available to other administrators of the School District. If the Superintendent retires from the School District, the Superintendent shall retain the right, under the same eligibility requirements as other

employees, to participate in such School District group insurance plans as are in effect at such time, if any, which participation shall be at no expense to the School Board.

- J. Budgetary Process. Nothing herein precludes the Superintendent from requesting that the School Board, through the budgetary process, include additional line items and/or authorization for expenditures as he shall deem reasonably necessary or appropriate for the operation of his office or the school system.

VII. Goals; Evaluations; Board Member Discussions and Board Action.

- A. Goals and Objectives. On an annual basis, no later than June 30, the School Board shall establish measurable goals for achievement by the Superintendent. These measurable goals shall be assessed, beginning upon the completion of the first year of employment, and annually thereafter, for purposes of negotiating increases in compensation, if any. The extent of accomplishment of these annual goals shall also be used for the purposes of increases tied to administrative step increases, if any, in future years, pursuant to the provisions in subparagraph VI.A of this Agreement.
- B. Annual Evaluation. Before the first day in May of each year during the term of this Agreement, the Superintendent shall report to the School Board his progress in meeting goals and performance objectives established as provided under sub-paragraph A, above, and such matters as he deems relevant to his performance under this Agreement. Between May 1st and June 30th of each year the School Board shall review with the Superintendent

his progress in meeting the goals and objectives and the working relationships among the Superintendent, School Board, faculty, staff, and community. Each individual member of the School Board may prepare and present a written or oral evaluation of the Superintendent's performance. The annual evaluation of the Superintendent's performance may include a formal evaluation procedure and form as may be mutually agreed upon by the School Board and the Superintendent. If agreement on the form for the evaluation is not mutually agreed, then it shall be as established by the School Board unilaterally. Any evaluation by a School Board member, whether written or oral, which indicates that the performance of the Superintendent has not been satisfactory overall shall include in writing the incidents or areas of unsatisfactory performance. The Superintendent shall be entitled to present a written response to any written unsatisfactory evaluations or evaluations by an individual School Board member which indicates a need for improvement. In the sole discretion of the School Board, the completion of the annual evaluation process may be extended in order to allow for the School District to receive the results of annually administered tests and assessments, and/or annually announced grades and results that are issued by the State or Federal Departments of Education, including statewide assessment results, and grades for individual schools. A delay in the receipt of such data or other good cause, as determined by the School Board in its sole discretion, may delay the completion of the evaluation process beyond the start of the next fiscal year. If there is such

delay, then any bonus or other compensation which the School Board may determine shall be retroactive to the beginning of the fiscal year.

C. Procedure for Discussion with School Board Members.

Each School Board member may meet individually with the Superintendent subject to applicable case law and legislation relating to open government to discuss how the particular board member views the performance of the Superintendent and his progress in light of School Board policy decisions and objectives. Such meetings shall consist of full, frank and honest exchanges, but shall not involve the discussion of any matter that is prohibited by law to be discussed in such private meeting. Without limitation, the Superintendent will not discuss with any School Board member, individually, any matter related to how another School Board member views any topic, nor shall any School Board member and the Superintendent act as a conduit for any other School Board member during the course of any such discussion. The purposes of these individual meetings may include the individual School Board informing the Superintendent how the individual Board member views the performance of the Superintendent or for the Board member to inform the Superintendent regarding matters of District business.

D. Referral of Matters to the Superintendent. Board members individually may not take action on behalf of the School District. Therefore, the members of the School Board will promptly refer to the Superintendent for his study and recommendation, criticism, complaints and suggestions called

to the attention of individual members of the School Board. Additionally, to the extent reasonably possible, the School Board as a body corporate will refer to the Superintendent for his study and recommendation, criticisms, complaints and suggestions called to the attention of the School Board so that the Superintendent may make his professional recommendations before the School Board takes action with respect to such matters.

VIII. Indemnification.

To the extent allowed by law, the School Board will defend, hold harmless and indemnify the Superintendent against any and all civil demands, claims, suits, actions, and legal proceedings brought against the Superintendent individually or in his capacity as agent or employee of the School Board that may arise while the Superintendent is acting within the scope of his employment and is not acting in bad faith or with malicious purpose or in a manner exhibiting wanton or willful disregard of human rights, safety, or property; and further, criminal litigation shall not be included in this indemnity clause. This clause shall be interpreted and construed in a manner not inconsistent with Florida Statutes governing the indemnification of School Board employees. No School Board member shall be personally liable to the Superintendent for any cost, expense, fee or judgment arising from matters described in this paragraph.

IX. Applicability of School Board Policy and Florida Law.

The Superintendent shall be bound by all policies of the School Board and shall faithfully enforce, administer and abide by the same. Additionally, the Superintendent is bound by the Code of Ethics for Public Employees and Officers in

Florida and all other laws of Florida that relate to the operation of the School District and the performance of his duties.

X. Annual Physical Examination.

Once each year during the term of employment under the Agreement, including any renewal, the School Board shall pay for a complete physical examination of the Superintendent by a primary care physician who is a participant of the School District's health network. The Superintendent agrees to undergo such an annual physical examination. The results of such examination shall be given to the School Board, prior to the evaluation process in paragraph VII.B., by the examining physician in the following form:

“In my opinion, based upon a complete physical examination of Mark J. Rendell, Ed.D, he is (is not) physically capable of carrying out the duties of Superintendent, with or without reasonable accommodation.”

(Signature of Physician)

XI. Severability.

If any of the provisions of this Agreement are held invalid it shall not affect the validity or enforceability of any other provision, and the invalid provision shall be deemed severed from the remainder of the Agreement, and the remainder of the Agreement shall be fully enforceable.

XII. Amendments.

This Agreement embodies the entire Agreement between the parties and all prior negotiations and understandings, whether written or oral, are deemed to be

merged and integrated in this written Agreement. This Agreement may not be amended except by written Agreement dully adopted by the parties in the manner provided by law.

WHEREUPON, the undersigned parties do hereby enter and accept this Agreement May 12, 2015

SUPERINTENDENT, SCHOOL DISTRICT
OF INDIAN RIVER COUNTY, FLORIDA

SCHOOL BOARD OF INDIAN RIVER
COUNTY, FLORIDA

By: _____
Mark J. Rendell, Ed.D, Superintendent

By: _____
Matthew McCain, Chairman

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**July 2015 Health Insurance Rates
Per Pay Period Plan Comparison**

***Rates are subject to negotiations with IRCEA and CWA**

	5770 per pay (current)	5770 per pay *
Board Contribution	\$208.50	\$208.50
Employee Only	\$37.50	\$72.00
Employee Spouse	\$198.00	\$255.50
Employee Child(ren)	\$190.00	\$246.00
Employee Family	\$245.50	\$309.50

	5772 New Plan	5772 New Plan
Board Contribution		\$208.50
Employee Only		\$36.50
Employee Spouse		\$196.50
Employee Child(ren)		\$188.50
Employee Family		\$243.50

	5774 per pay (current)	5774 per pay
Board Contribution	\$208.50	\$208.50
Employee Only	\$6.00	\$6.00
Employee Spouse	\$146.00	\$146.00
Employee Child(ren)	\$139.00	\$139.00
Employee Family	\$187.50	\$187.50

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MEMORANDUM OF UNDERSTANDING
between
The School District of Indian River County (SDIRC)
and
The Indian River County Education Association (IRCEA)


Notwithstanding any other provision in Article IV of the SDIRC-IRCEA 2013-2015 Collective Bargaining Agreement or the 2013-2015 TEP Manual, the summative rating for all MBUs for the 2014-2015 school year shall be derived 50% from the Instructional Practice Score, and 50% from the Student Performance Score. For classroom teachers, the Student Performance Score shall only be based on students assigned to the MBU.

Any MBU whose Student Performance Assessment Measure is changed as a result of reopening the CBA and/or TEP Manual for additional negotiations during the 2014-2015 school year pursuant to Article IV.2.D or Article IV.2.F.2.a shall receive a rating of "Effective" for their Student Performance Score.

The parties agree to amend the
"Student Growth Assessment Measures"
chart as follows:

Teacher Art Elementary	4 th & 5 th Grade LCA
Teacher Music Elementary	4 th & 5 th Grade LCA
Teacher Physical Education Elementary	4 th & 5 th Grade LCA

TA
S-11-15



V. J. F.
5/11/15.

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SCHOOL DISTRICT OF INDIAN RIVER COUNTY
 REVENUE STATUS SUMMARY
 FEBRUARY 28, 2015

FND FUNC	- 100 DESCRIPTION	GENERAL FUND	ESTIMATED REVENUE	CURRENT REVENUE FEBRUARY 2015	YTD REVENUE COLLECTED	UNCOLLECTED REVENUE	PERCENT COLLECTED
3191	RESERVE OFFICERS TRAINING CORP		150,000.00	6,571.35	81,732.03	68,267.97	54
3202	MEDICAID		400,000.00	4,470.32	221,010.23	178,989.77	55
3310	FLA EDUCATION FINANCE PROGRAM		20,099,800.00	1,545,148.00	13,919,205.00	6,180,595.00	69
3315	WORKFORCE DEVELOPMENT		1,059,190.00	88,266.00	706,128.00	353,062.00	67
3323	WITHHELD FOR SBE ADM EXPENSES		10,105.00	0.00	0.00	10,105.00	0
3343	STATE LICENSE TAX		145,000.00	9,752.67	134,555.93	10,444.07	93
3344	LOTTERY FUNDS		172,086.00	0.00	0.00	172,086.00	0
3355	CLASS SIZE REDUCTION (CSR)		19,309,833.00	1,583,037.00	12,977,688.00	6,332,145.00	67
3361	SCHOOL RECOGNITION FUNDS		444,675.00	0.00	0.00	444,675.00	0
3371	VOLUNTARY PRE-K PROGRAM		510,450.66	37,801.40	275,972.35	234,478.31	54
3399	OTHER MISCELLANEOUS STATE REVE		50,733.51	0.00	12,683.38	38,050.13	25
3411	DISTRICT SCHOOL TAX		81,167,567.00	1,829,658.19	72,203,467.84	8,964,099.16	89
3414	CRITICAL OPERATING MILLAGE		8,261,330.00	186,121.84	7,346,045.04	915,284.96	89
3423	EXCESS FEES		68,000.00	0.00	70.20	67,929.80	0
3425	RENT		130,000.00	10,028.29	85,811.76	44,188.24	66
3431	INTEREST ON INVESTMENTS		184,000.00	6,688.17	166,819.02	17,180.98	91
3440	GIFTS, GRANTS AND REQUESTS		23,288.00	4,428.60	9,678.60	13,609.40	42
3461	ADULT ED FEES (Block Tuition)		25,000.00	1,560.00	14,190.00	10,810.00	57
3462	POST SECONDARY VOC COURSE FEES		167,900.00	4,604.00	89,468.93	78,431.07	53
3464	CAPITAL IMPROVEMENT FEES		8,910.00	231.00	6,739.00	2,171.00	76
3465	POSTSECONDARY LAB FEES		64,500.00	1,265.00	38,111.00	26,389.00	59
3466	LIFELONG LEARNING FEES		10,000.00	438.00	4,863.00	5,137.00	49
3467	GED TESTING FEES		9,000.00	646.25	5,091.25	3,908.75	57
3469	OTHER STUDENT FEES		12,000.00	490.00	6,385.00	5,615.00	53
3473	SCHOOL AGE CHILD CARE FEES		165,000.00	17,632.80	124,704.18	40,295.82	76
3491	BUS FEES		30,000.00	0.00	12,215.84	17,784.16	41
3493	SALE OF JUNK		0.00	286.00	939.40	939.40-	0
3494	FEDERAL INDIRECT		400,000.00	40,283.49	261,967.43	138,032.57	65
3495	OTHER MISC LOCAL SOURCES		1,580,079.62	55,040.69	1,293,507.71	286,571.91	82
3497	REFUNDS-PRIOR YEAR EXPENDITURE		0.00	294.20-	1,510.19	1,510.19-	0
3499	RECPT-FOOD SERVICES INDIRECT C		150,000.00	17,723.83	127,748.94	22,251.06	85
3630	TRANSFERS-CAPITAL PROJECTS FD		4,526,397.00	71,161.00	562,435.00	3,963,962.00	12
3730	SALE OF FIXED ASSETS		75,000.00	28,622.00	170,434.99	95,434.99-	227
3740	INSURANCE LOSS RECOVERIES		4,436.15	0.00	9,294.44	4,858.29-	210
	*		139,414,280.94	5,551,661.69	110,870,473.68	28,543,807.26	80

SCHOOL DISTRICT OF INDIAN RIVER COUNTY
 REVENUE STATUS SUMMARY
 FEBRUARY 28, 2015

FND FUNC	- 200 DESCRIPTION	DEBT SERVICE	ESTIMATED REVENUE	CURRENT REVENUE FEBRUARY 2015	YTD REVENUE COLLECTED	UNCOLLECTED REVENUE	PERCENT COLLECTED
3199	MISCELLANEOUS FEDERAL DIRECT		1,413,472.06	0.00	705,974.46	707,497.60	50
3322	CO & DS WITHHELD-SBE/COBI BOND		201,202.55	0.00	0.00	201,202.55	0
3412	DIST INTEREST/SINKING TAXES		0.00	81.80	1,801.56	1,801.56-	0
3431	INTEREST ON INVESTMENTS		4,000.00	1,538.45	4,734.58	734.58-	118
3630	TRANSFERS-CAPITAL PROJECTS FD		10,465,995.80	0.00	1,994,919.79	8,471,076.01	19
3750	PROCEEDS-CERTIFICATE OF PARTIC		45,455,000.00	0.00	45,455,000.00	0.00	100
3792	PREMIUMS ON BOND REFUNDING		7,177,668.10	0.00	7,177,668.10	0.00	100
		*	64,717,338.51	1,620.25	55,340,098.49	9,377,240.02	86

SCHOOL DISTRICT OF INDIAN RIVER COUNTY
 REVENUE STATUS SUMMARY
 FEBRUARY 28, 2015

FND FUNC	- 300 DESCRIPTION	CAPITAL FUND	ESTIMATED REVENUE	CURRENT REVENUE FEBRUARY 2015	YTD REVENUE COLLECTED	UNCOLLECTED REVENUE	PERCENT COLLECTED
3321	CO & DS DISTRIBUTED		68,705.00	0.00	68,705.00	0.00	100
3391	PUBLIC EDUCATION CAPITAL OUTLA		321,266.00	0.00	321,266.00	0.00	100
3397	CHARTER SCHOOL CAPITAL OUTLAY		1,026,397.00	0.00	1,026,397.00	0.00	100
3399	OTHER MISCELLANEOUS STATE REVE		18,500.00	0.00	18,500.00	0.00	100
3413	DIST LOCAL CAPITAL IMPROVE TAX		20,661,036.07	837.68	20,668,977.17	7,941.10-	100
3431	INTEREST ON INVESTMENTS		32,623.28	3,745.00	21,468.40	11,154.88	66
3490	MISCELLANEOUS LOCAL SOURCES		65,270.90	0.00	65,270.90	0.00	100
3495	OTHER MISC LOCAL SOURCES		7,887.00	0.00	7,887.00	0.00	100
3496	Impact Fees		741,871.00	142,236.00	741,871.00	0.00	100
	*		22,943,556.25	146,818.68	22,940,342.47	3,213.78	100

SCHOOL DISTRICT OF INDIAN RIVER COUNTY
 REVENUE STATUS SUMMARY
 FEBRUARY 28, 2015

FND FUNC	- 400 DESCRIPTION	SPECIAL REVENUE	ESTIMATED REVENUE	CURRENT REVENUE FEBRUARY 2015	YTD REVENUE COLLECTED	UNCOLLECTED REVENUE	PERCENT COLLECTED
3201	VOCATIONAL EDUCATION ACTS		172,278.25	11,274.05	88,775.07	83,503.18	52
3214	ARRA Race to the Top		720,940.51	20,789.20	179,843.47	541,097.04	25
3225	Teacher/PRINCIPAL TRAIN/RECRUI		676,700.24	27,926.29	330,376.09	346,324.15	49
3230	EDUCATION FOR THE HANDICAPPED		4,336,974.28	373,051.39	2,490,959.63	1,846,014.65	57
3240	ECIA, CHAPTER 1		5,252,507.34	344,729.71	2,257,896.69	2,994,610.65	43
3251	ADULT BASIC EDUCATION		163,730.54	14,325.66	100,928.50	62,802.04	62
3261	SCHOOL LUNCH REIMBURSEMENT		4,057,605.00	434,979.26	2,761,288.14	1,296,316.86	68
3262	SCHOOL BREAKFAST REIMBURSEMENT		1,198,771.20	119,645.72	770,365.28	428,405.92	64
3263	AFTER SCHOOL SNACKS-FED REIMB		243,540.00	30,923.02	174,102.40	69,437.60	71
3265	USDA DONATED COMMODITIES		243,234.30	0.00	0.00	243,234.30	0
3267	SUMMER FEEDING PROGRAM		250,000.00	0.00	84,041.06	165,958.94	34
3268	FRESH FRUIT AND VEGETABLE PRG		236,150.00	30,315.00	155,741.55	80,408.45	66
3280	Federal Through Local		48,745.00	3,139.63	33,648.10	15,096.90	69
3290	OTHER FEDERAL THROUGH STATE		16,437.74	0.00	16,437.74	0.00	100
3293	EMERGENCY IMMIGRANT EDUC. PROG		216,507.41	12,493.19	79,715.34	136,792.07	37
3337	SCHOOL BREAKFAST SUPPLEMENT		52,734.00	0.00	52,754.00	20.00-	100
3338	SCHOOL LUNCH SUPPLEMENT		63,749.00	0.00	0.00	63,749.00	0
3431	INTEREST ON INVESTMENTS		1,800.00	341.18	2,244.51	444.51-	125
3451	STUDENT LUNCHESES		624,915.00	56,103.30	367,546.01	257,368.99	59
3452	STUDENT BREAKFASTS		86,961.60	5,138.30	32,641.55	54,320.05	38
3453	ADULT BREAKFASTS/LUNCHESES		63,531.00	4,255.25	25,867.25	37,663.75	41
3454	STUDENT A LA CARTE		631,127.97	70,756.25	415,978.78	215,149.19	66
3455	Student Snacks (Revised Redbk)		30,240.00	0.00	0.00	30,240.00	0
3456	MEALS ON WHEELS-OTH FOOD SALES		322,000.00	29,161.18-	162,123.83	159,876.17	50
3457	CATERING AND OTHER FOOD SALES		4,200.00	483.40	4,168.52	31.48	99
3495	OTHER MISC LOCAL SOURCES		0.00	1,719.43	8,035.57	8,035.57-	0
	*		19,715,380.38	1,533,228.05	10,595,479.08	9,119,901.30	54

SCHOOL DISTRICT OF INDIAN RIVER COUNTY
 REVENUE STATUS SUMMARY
 FEBRUARY 28, 2015

FND FUNC	- 700 DESCRIPTION	INTERNAL SERVICE FUN	ESTIMATED REVENUE	CURRENT REVENUE FEBRUARY 2015	YTD REVENUE COLLECTED	UNCOLLECTED REVENUE	PERCENT COLLECTED
3199	MISCELLANEOUS FEDERAL DIRECT		783,936.00	7,702.85	209,726.08-	993,662.08	27
3431	INTEREST ON INVESTMENTS		10,000.00	732.46	6,245.19	3,754.81	62
3483	PREMIUM REVENUE-VISION INS		103,000.00	9,137.41	86,284.36	16,715.64	84
3484	PREMIUM REVENUE-HEALTH INS		14,948,350.00	1,276,460.62	11,009,017.59	3,939,332.41	74
3485	PREMIUM REVENUE-DENTAL		1,400,000.00	95,091.23	840,735.32	559,264.68	60
3486	PREMIUM REVENUE-LIFE INSURANCE		550,000.00	35,753.27	329,892.50	220,107.50	60
3487	PREMIUM REVENUE-DISABILITY INS		275,000.00	19,479.93	181,353.21	93,646.79	66
3488	CONTRIBUTIONS-FLEXIBLE SPENDIN		225,000.00	14,243.69	149,020.23	75,979.77	66
	*		18,295,286.00	1,458,601.46	12,392,822.32	5,902,463.68	68

SCHOOL DISTRICT OF INDIAN RIVER COUNTY
 REVENUE STATUS SUMMARY
 FEBRUARY 28, 2015

FND FUNC	- 800 DESCRIPTION	AGENCY	ESTIMATED REVENUE	CURRENT REVENUE FEBRUARY 2015	YTD REVENUE COLLECTED	UNCOLLECTED REVENUE	PERCENT COLLECTED
3431	INTEREST ON INVESTMENTS		0.00	84.45	703.32	703.32-	0
3433	INCREASE (DEC) FMV INVESTMENTS		0.00	429.30-	373.87	373.87-	0
		*	0.00	344.85-	1,077.19	1,077.19-	0

SCHOOL DISTRICT OF INDIAN RIVER COUNTY
 REVENUE STATUS SUMMARY
 FEBRUARY 28, 2015

FND FUNC	- 900 DESCRIPTION	ENTERPRISE FUNDS	ESTIMATED REVENUE	CURRENT REVENUE FEBRUARY 2015	YTD REVENUE COLLECTED	UNCOLLECTED REVENUE	PERCENT COLLECTED
3431	INTEREST ON INVESTMENTS		700.00	93.84	664.08	35.92	95
3473	SCHOOL AGE CHILD CARE FEES		833,120.00	66,267.90	520,528.91	312,591.09	62
	*		833,820.00	66,361.74	521,192.99	312,627.01	63

SCHOOL DISTRICT OF INDIAN RIVER COUNTY
 REVENUE STATUS SUMMARY
 FEBRUARY 28, 2015

FND FUNC	DESCRIPTION	ESTIMATED REVENUE	CURRENT REVENUE FEBRUARY 2015	YTD REVENUE COLLECTED	UNCOLLECTED REVENUE	PERCENT COLLECTED
=====	=====	=====	=====	=====	=====	=====
REQUEST 005	TOTAL	265,919,662.08	8,757,947.02	212,661,486.22	53,258,175.86	80

ACCOUNT TITLE	ACCT CODE	TOTAL	SALARIES 100	EMPLOYEE BENEFITS 200	PURCHASED SERVICES 300	ENERGY SERVICES 400	MATERIALS SUPPLIES 500	CAPITAL OUTLAY 600	OTHER EXPENSE 700	ALL OTHER OBJECTS
INSTRUCTION SERVICE 5000										
APPROPRIATION		89992515.29	53114082.98	12958960.75	16253464.48	4305.00	5618307.88	777716.61	1265677.59	.00
EXPENDITURE		48998868.47	27534658.73	6989945.49	10418521.01	984.26	2956813.14	230615.20	867330.64	.00
ENCUMBRANCE		987843.79	.00	.00	514140.03	.00	340095.67	33488.39	100119.70	.00
BALANCE		40005803.03	25579424.25	5969015.26	5320803.44	3320.74	2321399.07	513613.02	298227.25	.00
PUPIL PERSONNEL SER 6100										
APPROPRIATION		3731642.58	2890419.64	762438.83	26846.24	3861.00	27388.90	1249.64	19438.33	.00
EXPENDITURE		1989578.46	1548510.82	392590.08	10437.38	2276.80	18361.39	649.64	16752.35	.00
ENCUMBRANCE		11610.03	.00	.00	9539.91	.00	1670.15	399.97	.00	.00
BALANCE		1730454.09	1341908.82	369848.75	6868.95	1584.20	7357.36	200.03	2685.98	.00
INST MEDIA SERVICES 6200										
APPROPRIATION		1965102.90	1402903.65	395636.60	10884.26	.00	16600.03	124017.34	15061.02	.00
EXPENDITURE		1036513.37	760950.85	207472.54	3915.82	.00	9234.39	44559.07	10380.70	.00
ENCUMBRANCE		26981.46	.00	.00	1861.87	.00	1794.71	23324.88	.00	.00
BALANCE		901608.07	641952.80	188164.06	5106.57	.00	5570.93	56133.39	4680.32	.00
INST & CURR DEV 6300										
APPROPRIATION		2991834.85	2392967.35	550483.35	16904.25	.00	25495.65	5872.15	112.10	.00
EXPENDITURE		1752370.29	1397111.88	345365.42	4241.93	.00	5042.92	496.04	112.10	.00
ENCUMBRANCE		6854.64	.00	.00	2508.48	.00	4346.16	.00	.00	.00
BALANCE		1232609.92	995855.47	205117.93	10153.84	.00	16106.57	5376.11	.00	.00
INST STAFF TRAINING 6400										
APPROPRIATION		1515882.87	933640.72	227765.80	198677.20	.00	12696.92	39071.19	104031.04	.00
EXPENDITURE		692386.58	461796.33	111086.03	65953.98	.00	5421.56	.00	48128.68	.00
ENCUMBRANCE		58248.47	.00	.00	26487.28	.00	100.00	31661.19	.00	.00
BALANCE		765247.82	471844.39	116679.77	106235.94	.00	7175.36	7410.00	55902.36	.00
INSTR RELATED TECH 6500										
APPROPRIATION		3309856.76	487223.00	129859.42	738342.66	1744.30	5668.72	1947018.66	.00	.00
EXPENDITURE		1417488.00	374020.88	92622.84	467888.63	.00	5438.73	477516.92	.00	.00
ENCUMBRANCE		657480.26	.00	.00	257382.94	.00	.00	400097.32	.00	.00
BALANCE		1234888.50	113202.12	37236.58	13071.09	1744.30	229.99	1069404.42	.00	.00
BOARD OF EDUCATION 7100										
APPROPRIATION		1164136.49	206036.00	336650.63	482922.28	.00	394.84	450.00	137682.74	.00
EXPENDITURE		640456.56	140353.92	93531.96	288530.88	.00	354.68	37.48	117647.64	.00
ENCUMBRANCE		165327.32	.00	.00	165312.61	.00	14.70	.01	.00	.00
BALANCE		358352.61	65682.08	243118.67	29078.79	.00	25.46	412.51	20035.10	.00

ACCOUNT TITLE	ACCT CODE	TOTAL	SALARIES 100	EMPLOYEE BENEFITS 200	PURCHASED SERVICES 300	ENERGY SERVICES 400	MATERIALS SUPPLIES 500	CAPITAL OUTLAY 600	OTHER EXPENSE 700	ALL OTHER OBJECTS

GEN ADMINISTRATION	7200									
APPROPRIATION		441602.96	279387.13	86874.05	21350.01	.00	6651.78	264.99	47075.00	.00
EXPENDITURE		306517.93	186628.06	55082.31	13690.05	.00	3974.77	211.02	46931.72	.00
ENCUMBRANCE		4634.12	.00	.00	4286.39	.00	347.73	.00	.00	.00

BALANCE		130450.91	92759.07	31791.74	3373.57	.00	2329.28	53.97	143.28	.00

SCH ADMINISTRATION	7300									
APPROPRIATION		8203252.32	6188970.05	1621537.56	95772.00	600.00	149211.22	124012.34	23149.15	.00
EXPENDITURE		5038236.99	3932382.53	945769.19	47127.07	580.98	35143.82	66727.11	10506.29	.00
ENCUMBRANCE		41171.52	.00	.00	29891.98	.00	5087.11	6192.43	.00	.00

BALANCE		3123843.81	2256587.52	675768.37	18752.95	19.02	108980.29	51092.80	12642.86	.00

FAC ACQ & CONST	7400									
APPROPRIATION		1452402.46	455535.00	104388.29	73686.29	8415.00	4950.00	805427.88	.00	.00
EXPENDITURE		729410.74	303690.08	71305.17	14335.79	4152.11	2129.53	333798.06	.00	.00
ENCUMBRANCE		34664.06	.00	.00	11234.60	.00	577.73	22851.73	.00	.00

BALANCE		688327.66	151844.92	33083.12	48115.90	4262.89	2242.74	448778.09	.00	.00

FISCAL SERVICES	7500									
APPROPRIATION		1139212.53	828953.00	228518.45	59031.08	.00	3710.01	199.99	18800.00	.00
EXPENDITURE		764516.92	552665.11	148025.68	43068.57	.00	1911.61	199.99	18645.96	.00
ENCUMBRANCE		12842.80	.00	.00	11705.51	.00	1137.29	.00	.00	.00

BALANCE		361852.81	276287.89	80492.77	4257.00	.00	661.11	.00	154.04	.00

FOOD SERVICE	7600									
APPROPRIATION		.00	.00	.00	.00	.00	.00	.00	.00	.00
EXPENDITURE		.00	.00	.00	.00	.00	.00	.00	.00	.00
ENCUMBRANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00

BALANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00

CENTRAL SERVICES	7700									
APPROPRIATION		2221899.68	1406405.42	363116.71	364553.65	8767.00	45912.85	11349.40	21794.65	.00
EXPENDITURE		1264616.30	881083.47	237029.37	136725.21	5563.32	5110.06	4974.99	4350.00	.00
ENCUMBRANCE		141199.19	.00	.00	130673.02	150.00	9789.97	260.20	326.00	.00

BALANCE		816084.19	525321.95	126087.34	97155.42	3053.68	41232.94	6114.21	17118.65	.00

TRANSPORTATION SER	7800									
APPROPRIATION		5057296.25	2859509.89	891457.90	339309.49	692214.76	183063.83	510.00	91230.38	.00
EXPENDITURE		2839848.72	1597617.19	496576.74	133823.84	395090.66	103422.88	451.15	112866.26	.00
ENCUMBRANCE		122444.17	.00	.00	30947.18	71739.34	19744.19	13.46	.00	.00

BALANCE		2095003.36	1261892.70	394881.16	174538.47	225384.76	59896.76	45.39	21635.88	.00

ACCOUNT TITLE	ACCT CODE	TOTAL	SALARIES 100	EMPLOYEE BENEFITS 200	PURCHASED SERVICES 300	ENERGY SERVICES 400	MATERIALS SUPPLIES 500	CAPITAL OUTLAY 600	OTHER EXPENSE 700	ALL OTHER OBJECTS
OPERATION SERVICES 7900										
APPROPRIATION		12692244.33	3213447.19	991734.52	3201625.01	4871071.00	390481.13	5266.11	18619.37	.00
EXPENDITURE		8268796.53	2073174.31	625516.06	2509309.05	2856976.75	201638.31	2182.05	.00	.00
ENCUMBRANCE		251212.23	.00	.00	141550.87	6010.32	102916.56	734.48	.00	.00
BALANCE		4172235.57	1140272.88	366218.46	550765.09	2008083.93	85926.26	2349.58	18619.37	.00
MAINTENANCE SERVICE 8100										
APPROPRIATION		3003710.71	1901152.29	498213.57	349549.29	47154.01	188658.77	18544.78	438.00	.00
EXPENDITURE		2003308.28	1269862.32	326993.19	225485.04	51005.17	113765.86	15758.70	438.00	.00
ENCUMBRANCE		136948.31	.00	.00	74740.61	868.01	59728.05	1611.64	.00	.00
BALANCE		863454.12	631289.97	171220.38	49323.64	4719.17	15164.86	1174.44	.00	.00
ADMIN TECH SERVICES 8200										
APPROPRIATION		7065724.38	1629471.50	394241.27	884910.40	1230.85	1612.32	4154158.04	100.00	.00
EXPENDITURE		2973134.78	1070088.75	256974.86	771403.40	3057.84	883.82	870636.11	90.00	.00
ENCUMBRANCE		504549.80	.00	.00	64805.92	.00	425.98	439317.90	.00	.00
BALANCE		3588039.80	559382.75	137266.41	48701.08	1826.99	302.52	2844204.03	10.00	.00
COMMUNITY SERVICES 9100										
APPROPRIATION		.00	.00	.00	.00	.00	.00	.00	.00	.00
EXPENDITURE		.00	.00	.00	.00	.00	.00	.00	.00	.00
ENCUMBRANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
BALANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
*SUB TOTAL										
APPROPRIATION		145948317.36	80190104.81	20541877.70	23117828.59	5639362.92	6680804.85	8015129.12	1763209.37	.00
EXPENDITURE		80716048.92	44084595.23	11395886.93	15154457.65	3319687.89	3458427.35	2048813.53	1254180.34	.00
ENCUMBRANCE		3164012.17	.00	.00	1477069.20	78767.67	547776.00	959953.60	100445.70	.00
BALANCE		62068256.27	36105509.58	9145990.77	6486301.74	2240907.36	2674601.50	5006361.99	408583.33	.00
DEBT SERVICES 9200										
APPROPRIATION		.00	.00	.00	.00	.00	.00	.00	.00	.00
EXPENDITURE		.00	.00	.00	.00	.00	.00	.00	.00	.00
ENCUMBRANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
BALANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
*SUB TOTAL										
APPROPRIATION		.00	.00	.00	.00	.00	.00	.00	.00	.00
EXPENDITURE		.00	.00	.00	.00	.00	.00	.00	.00	.00
ENCUMBRANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
BALANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00

ACCOUNT TITLE	ACCT CODE	TOTAL	SALARIES 100	EMPLOYEE BENEFITS 200	PURCHASED SERVICES 300	ENERGY SERVICES 400	MATERIALS SUPPLIES 500	CAPITAL OUTLAY 600	OTHER EXPENSE 700	ALL OTHER OBJECTS
GRAND TOTAL FOR FUND										
APPROPRIATION		145948317.36	80190104.81	20541877.70	23117828.59	5639362.92	6680804.85	8015129.12	1763209.37	.00
EXPENDITURE		80716048.92	44084595.23	11395886.93	15154457.65	3319687.89	3458427.35	2048813.53	1254180.34	.00
ENCUMBRANCE		3164012.17	.00	.00	1477069.20	78767.67	547776.00	959953.60	100445.70	.00
BALANCE		62068256.27	36105509.58	9145990.77	6486301.74	2240907.36	2674601.50	5006361.99	408583.33	.00

ACCOUNT TITLE	ACCT CODE	TOTAL	SALARIES 100	EMPLOYEE BENEFITS 200	PURCHASED SERVICES 300	ENERGY SERVICES 400	MATERIALS SUPPLIES 500	CAPITAL OUTLAY 600	OTHER EXPENSE 700	ALL OTHER OBJECTS
DEBT SERVICES	9200									
APPROPRIATION		11958975.25	.00	.00	407590.79	.00	.00	.00	11551384.46	.00
EXPENDITURE		2426656.46	.00	.00	434749.72	.00	.00	.00	1991906.74	.00
ENCUMBRANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
BALANCE		9532318.79	.00	.00	27158.93-	.00	.00	.00	9559477.72	.00
*SUB TOTAL										
APPROPRIATION		11958975.25	.00	.00	407590.79	.00	.00	.00	11551384.46	.00
EXPENDITURE		2426656.46	.00	.00	434749.72	.00	.00	.00	1991906.74	.00
ENCUMBRANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
BALANCE		9532318.79	.00	.00	27158.93-	.00	.00	.00	9559477.72	.00
GRAND TOTAL FOR FUND										
APPROPRIATION		11958975.25	.00	.00	407590.79	.00	.00	.00	11551384.46	.00
EXPENDITURE		2426656.46	.00	.00	434749.72	.00	.00	.00	1991906.74	.00
ENCUMBRANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
BALANCE		9532318.79	.00	.00	27158.93-	.00	.00	.00	9559477.72	.00

ACCOUNT TITLE	ACCT CODE	TOTAL	SALARIES 100	EMPLOYEE BENEFITS 200	PURCHASED SERVICES 300	ENERGY SERVICES 400	MATERIALS SUPPLIES 500	CAPITAL OUTLAY 600	OTHER EXPENSE 700	ALL OTHER OBJECTS
FAC ACQ & CONST	7400									
APPROPRIATION		27384519.80	.00	.00	.00	.00	.00	27384519.80	.00	.00
EXPENDITURE		7641905.23	.00	.00	.00	.00	.00	7641905.23	.00	.00
ENCUMBRANCE		12279728.56	.00	.00	.00	.00	.00	12279728.56	.00	.00
BALANCE		7462886.01	.00	.00	.00	.00	.00	7462886.01	.00	.00
*SUB TOTAL										
APPROPRIATION		27384519.80	.00	.00	.00	.00	.00	27384519.80	.00	.00
EXPENDITURE		7641905.23	.00	.00	.00	.00	.00	7641905.23	.00	.00
ENCUMBRANCE		12279728.56	.00	.00	.00	.00	.00	12279728.56	.00	.00
BALANCE		7462886.01	.00	.00	.00	.00	.00	7462886.01	.00	.00
9700 - 9790										
APPROPRIATION		14992392.80	.00	.00	.00	.00	.00	.00	.00	4992392.80
EXPENDITURE		2557354.79	.00	.00	.00	.00	.00	.00	.00	2557354.79
ENCUMBRANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
BALANCE		12435038.01	.00	.00	.00	.00	.00	.00	.00	2435038.01
*SUB TOTAL										
APPROPRIATION		14992392.80	.00	.00	.00	.00	.00	.00	.00	4992392.80
EXPENDITURE		2557354.79	.00	.00	.00	.00	.00	.00	.00	2557354.79
ENCUMBRANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
BALANCE		12435038.01	.00	.00	.00	.00	.00	.00	.00	2435038.01
GRAND TOTAL FOR FUND										
APPROPRIATION		42376912.60	.00	.00	.00	.00	.00	27384519.80	.00	4992392.80
EXPENDITURE		10199260.02	.00	.00	.00	.00	.00	7641905.23	.00	2557354.79
ENCUMBRANCE		12279728.56	.00	.00	.00	.00	.00	12279728.56	.00	.00
BALANCE		19897924.02	.00	.00	.00	.00	.00	7462886.01	.00	2435038.01

ACCOUNT TITLE	ACCT CODE	TOTAL	SALARIES 100	EMPLOYEE BENEFITS 200	PURCHASED SERVICES 300	ENERGY SERVICES 400	MATERIALS SUPPLIES 500	CAPITAL OUTLAY 600	OTHER EXPENSE 700	ALL OTHER OBJECTS
INSTRUCTION SERVICE 5000										
APPROPRIATION		6456324.82	4220364.52	1253360.06	188025.93	.00	318204.89	422759.53	53609.89	.00
EXPENDITURE		3055188.11	1946765.26	561120.06	79674.71	.00	223558.69	184781.78	59287.61	.00
ENCUMBRANCE		89455.89	.00	.00	9079.50	.00	31947.19	48429.20	.00	.00
BALANCE		3311680.82	2273599.26	692240.00	99271.72	.00	62699.01	189548.55	5677.72	.00
PUPIL PERSONNEL SER 6100										
APPROPRIATION		1018230.39	716044.59	179784.35	23875.00	.00	94526.45	.00	4000.00	.00
EXPENDITURE		502854.76	376011.04	93040.73	1972.74	.00	29835.25	.00	1995.00	.00
ENCUMBRANCE		5997.52	.00	.00	3867.13	.00	2130.39	.00	.00	.00
BALANCE		509378.11	340033.55	86743.62	18035.13	.00	62560.81	.00	2005.00	.00
INST & CURR DEV 6300										
APPROPRIATION		2145187.67	1633035.10	412170.88	70681.69	.00	.00	26300.00	3000.00	.00
EXPENDITURE		1201044.71	939136.86	214715.65	30654.26	.00	.00	14998.96	1538.98	.00
ENCUMBRANCE		12652.02	.00	.00	12427.02	.00	.00	.00	225.00	.00
BALANCE		931490.94	693898.24	197455.23	27600.41	.00	.00	11301.04	1236.02	.00
INST STAFF TRAINING 6400										
APPROPRIATION		1243737.94	429704.14	81220.75	520410.33	.00	82054.51	7366.07	122982.14	.00
EXPENDITURE		517122.74	190185.11	37780.20	232166.37	.00	22800.89	.00	34190.17	.00
ENCUMBRANCE		138440.11	.00	.00	136374.14	.00	2065.97	.00	.00	.00
BALANCE		588175.09	239519.03	43440.55	151869.82	.00	57187.65	7366.07	88791.97	.00
INSTR RELATED TECH 6500										
APPROPRIATION		.00	.00	.00	.00	.00	.00	.00	.00	.00
EXPENDITURE		.00	.00	.00	.00	.00	.00	.00	.00	.00
ENCUMBRANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
BALANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
GEN ADMINISTRATION 7200										
APPROPRIATION		468320.90	.00	.00	.00	.00	.00	.00	468320.90	.00
EXPENDITURE		261967.43	.00	.00	.00	.00	.00	.00	261967.43	.00
ENCUMBRANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
BALANCE		206353.47	.00	.00	.00	.00	.00	.00	206353.47	.00
SCH ADMINISTRATION 7300										
APPROPRIATION		61957.00	44355.00	17602.00	.00	.00	.00	.00	.00	.00
EXPENDITURE		7769.99	5913.88	1856.11	.00	.00	.00	.00	.00	.00
ENCUMBRANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
BALANCE		54187.01	38441.12	15745.89	.00	.00	.00	.00	.00	.00

ACCOUNT TITLE	ACCT CODE	TOTAL	SALARIES 100	EMPLOYEE BENEFITS 200	PURCHASED SERVICES 300	ENERGY SERVICES 400	MATERIALS SUPPLIES 500	CAPITAL OUTLAY 600	OTHER EXPENSE 700	ALL OTHER OBJECTS
FOOD SERVICE 7600										
APPROPRIATION		8595118.55	2693058.33	1005520.90	149057.91	310389.36	3975787.69	198422.95	262881.41	.00
EXPENDITURE		4517852.55	1443136.69	441220.48	62763.19	186220.38	2166292.76	64861.84	153357.21	.00
ENCUMBRANCE		1163730.89	.00	4225.90	47149.64	15134.34	1079297.52	17923.49	.00	.00
BALANCE		2913535.11	1249921.64	560074.52	39145.08	109034.64	730197.41	115637.62	109524.20	.00
CENTRAL SERVICES 7700										
APPROPRIATION		38750.00	.00	.00	38750.00	.00	.00	.00	.00	.00
EXPENDITURE		3537.00	.00	.00	3537.00	.00	.00	.00	.00	.00
ENCUMBRANCE		23231.00	.00	.00	23231.00	.00	.00	.00	.00	.00
BALANCE		11982.00	.00	.00	11982.00	.00	.00	.00	.00	.00
TRANSPORTATION SER 7800										
APPROPRIATION		142104.90	.00	.00	100.00	.00	.00	.00	142004.90	.00
EXPENDITURE		13888.20	.00	.00	.00	.00	.00	.00	13888.20	.00
ENCUMBRANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
BALANCE		128216.70	.00	.00	100.00	.00	.00	.00	128116.70	.00
ADMIN TECH SERVICES 8200										
APPROPRIATION		15000.00	.00	.00	15000.00	.00	.00	.00	.00	.00
EXPENDITURE		.00	.00	.00	.00	.00	.00	.00	.00	.00
ENCUMBRANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
BALANCE		15000.00	.00	.00	15000.00	.00	.00	.00	.00	.00
COMMUNITY SERVICES 9100										
APPROPRIATION		15207.69	9947.84	1629.52	.00	.00	3630.33	.00	.00	.00
EXPENDITURE		15207.69	9947.84	1629.52	.00	.00	3630.33	.00	.00	.00
ENCUMBRANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
BALANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
*SUB TOTAL										
APPROPRIATION		20199939.86	9746509.52	2951288.46	1005900.86	310389.36	4474203.87	654848.55	1056799.24	.00
EXPENDITURE		10096433.18	4911096.68	1351362.75	410768.27	186220.38	2446117.92	264642.58	526224.60	.00
ENCUMBRANCE		1433507.43	.00	4225.90	232128.43	15134.34	1115441.07	66352.69	225.00	.00
BALANCE		8669999.25	4835412.84	1595699.81	363004.16	109034.64	912644.88	323853.28	530349.64	.00
GRAND TOTAL FOR FUND										
APPROPRIATION		20199939.86	9746509.52	2951288.46	1005900.86	310389.36	4474203.87	654848.55	1056799.24	.00
EXPENDITURE		10096433.18	4911096.68	1351362.75	410768.27	186220.38	2446117.92	264642.58	526224.60	.00
ENCUMBRANCE		1433507.43	.00	4225.90	232128.43	15134.34	1115441.07	66352.69	225.00	.00
BALANCE		8669999.25	4835412.84	1595699.81	363004.16	109034.64	912644.88	323853.28	530349.64	.00

ACCOUNT TITLE	ACCT CODE	TOTAL	SALARIES 100	EMPLOYEE BENEFITS 200	PURCHASED SERVICES 300	ENERGY SERVICES 400	MATERIALS SUPPLIES 500	CAPITAL OUTLAY 600	OTHER EXPENSE 700	ALL OTHER OBJECTS
FAC ACQ & CONST 7400										
APPROPRIATION		184825.79	.00	.00	.00	.00	.00	184825.79	.00	.00
EXPENDITURE		152815.80	.00	.00	.00	.00	.00	152815.80	.00	.00
ENCUMBRANCE		29094.76	.00	.00	.00	.00	.00	29094.76	.00	.00
BALANCE		2915.23	.00	.00	.00	.00	.00	2915.23	.00	.00
FISCAL SERVICES 7500										
APPROPRIATION		82253.81	66411.00	15842.81	.00	.00	.00	.00	.00	.00
EXPENDITURE		54745.94	44274.08	10471.86	.00	.00	.00	.00	.00	.00
ENCUMBRANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
BALANCE		27507.87	22136.92	5370.95	.00	.00	.00	.00	.00	.00
CENTRAL SERVICES 7700										
APPROPRIATION		19304600.40	44456.01	2794019.18	1447925.98	1800.00	4500.00	28538.72	14983360.51	.00
EXPENDITURE		11945477.99	29637.44	1511865.67	893300.61	1398.49	2840.88	6119.63	9500315.27	.00
ENCUMBRANCE		291.18	.00	.00	291.18	.00	.00	.00	.00	.00
BALANCE		7358831.23	14818.57	1282153.51	554334.19	401.51	1659.12	22419.09	5483045.24	.00
OPERATION SERVICES 7900										
APPROPRIATION		300.00	.00	.00	.00	.00	.00	.00	300.00	.00
EXPENDITURE		.00	.00	.00	.00	.00	.00	.00	.00	.00
ENCUMBRANCE		295.00	.00	.00	.00	.00	.00	.00	295.00	.00
BALANCE		5.00	.00	.00	.00	.00	.00	.00	5.00	.00
MAINTENANCE SERVICE 8100										
APPROPRIATION		.00	.00	.00	.00	.00	.00	.00	.00	.00
EXPENDITURE		.00	.00	.00	.00	.00	.00	.00	.00	.00
ENCUMBRANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
BALANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
*SUB TOTAL										
APPROPRIATION		19571980.00	110867.01	2809861.99	1447925.98	1800.00	4500.00	213364.51	14983660.51	.00
EXPENDITURE		12153039.73	73911.52	1522337.53	893300.61	1398.49	2840.88	158935.43	9500315.27	.00
ENCUMBRANCE		29680.94	.00	.00	291.18	.00	.00	29094.76	295.00	.00
BALANCE		7389259.33	36955.49	1287524.46	554334.19	401.51	1659.12	25334.32	5483050.24	.00
GRAND TOTAL FOR FUND										
APPROPRIATION		19571980.00	110867.01	2809861.99	1447925.98	1800.00	4500.00	213364.51	14983660.51	.00
EXPENDITURE		12153039.73	73911.52	1522337.53	893300.61	1398.49	2840.88	158935.43	9500315.27	.00
ENCUMBRANCE		29680.94	.00	.00	291.18	.00	.00	29094.76	295.00	.00
BALANCE		7389259.33	36955.49	1287524.46	554334.19	401.51	1659.12	25334.32	5483050.24	.00

ACCOUNT TITLE	ACCT CODE	TOTAL	SALARIES 100	EMPLOYEE BENEFITS 200	PURCHASED SERVICES 300	ENERGY SERVICES 400	MATERIALS SUPPLIES 500	CAPITAL OUTLAY 600	OTHER EXPENSE 700	ALL OTHER OBJECTS
COMMUNITY SERVICES	9100									
APPROPRIATION		.00	.00	.00	.00	.00	.00	.00	.00	.00
EXPENDITURE		.00	.00	.00	.00	.00	.00	.00	.00	.00
ENCUMBRANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
BALANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
*SUB TOTAL										
APPROPRIATION		.00	.00	.00	.00	.00	.00	.00	.00	.00
EXPENDITURE		.00	.00	.00	.00	.00	.00	.00	.00	.00
ENCUMBRANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
BALANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
GRAND TOTAL FOR FUND										
APPROPRIATION		.00	.00	.00	.00	.00	.00	.00	.00	.00
EXPENDITURE		.00	.00	.00	.00	.00	.00	.00	.00	.00
ENCUMBRANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00
BALANCE		.00	.00	.00	.00	.00	.00	.00	.00	.00

ACCOUNT TITLE	ACCT CODE	TOTAL	SALARIES 100	EMPLOYEE BENEFITS 200	PURCHASED SERVICES 300	ENERGY SERVICES 400	MATERIALS SUPPLIES 500	CAPITAL OUTLAY 600	OTHER EXPENSE 700	ALL OTHER OBJECTS
COMMUNITY SERVICES	9100									
APPROPRIATION		859769.55	548240.21	102299.34	100580.00	.00	77565.00	30700.00	385.00	.00
EXPENDITURE		450972.50	326677.46	58412.87	21503.77	.00	35543.46	8521.71	313.23	.00
ENCUMBRANCE		20259.43	.00	.00	2392.17	.00	17867.26	.00	.00	.00
BALANCE		388537.62	221562.75	43886.47	76684.06	.00	24154.28	22178.29	71.77	.00
*SUB TOTAL										
APPROPRIATION		859769.55	548240.21	102299.34	100580.00	.00	77565.00	30700.00	385.00	.00
EXPENDITURE		450972.50	326677.46	58412.87	21503.77	.00	35543.46	8521.71	313.23	.00
ENCUMBRANCE		20259.43	.00	.00	2392.17	.00	17867.26	.00	.00	.00
BALANCE		388537.62	221562.75	43886.47	76684.06	.00	24154.28	22178.29	71.77	.00
GRAND TOTAL FOR FUND										
APPROPRIATION		859769.55	548240.21	102299.34	100580.00	.00	77565.00	30700.00	385.00	.00
EXPENDITURE		450972.50	326677.46	58412.87	21503.77	.00	35543.46	8521.71	313.23	.00
ENCUMBRANCE		20259.43	.00	.00	2392.17	.00	17867.26	.00	.00	.00
BALANCE		388537.62	221562.75	43886.47	76684.06	.00	24154.28	22178.29	71.77	.00

* * * END OF IRBD410 REPORT * * *

FND - 300 CAPITAL PROJECTS		PRD-00 BEGINNING			PRD-08 FEBRUARY 2015	
TY PRJ		BUDGET	COMMITTED	ENCUMBERED	EXPENDED	AVAILABLE
B	TRANSFERS	14,992,392.80	0.00	0.00	2,557,354.79	12,435,038.01
B 001	Safety to Health	2,633,524.35	135,748.50	262,037.80	743,689.10	1,492,048.95
B 002	ADA COMPLIANCE	63,000.00	6,750.00	4,924.50	8,670.00	42,655.50
B 003	ENVIRONMENTAL COMPLIANCE	14,713.44	0.00	6,965.45	1,690.55	6,057.44
B 004	AIR CONDITIONING	1,100,232.62	445.60	105,807.21	336,993.46	656,986.35
B 005	ROOFING	480,320.21	0.00	41,388.48	49,617.73	389,314.00
B 007	WALKWAYS AND SIDEWALKS	35,327.00	0.00	0.00	327.00	35,000.00
B 008	ELECTRICAL	240,243.34	0.00	38,889.61	93,782.63	107,571.10
B 009	SITE IMPROVEMENTS	470,777.70	43,119.15	38,069.33	128,107.60	261,481.62
B 010	BUILDING RENOVATIONS	103,142.12	3,608.60	6,791.29	56,733.81	36,008.42
B 012	TECHNOLOGY	786,915.87	0.00	9,978.65	21,558.29	755,378.93
B 013	MOTOR VEHICLES	739,639.76	0.00	735,799.76	3,840.00	0.00
B 016	PLUMBING & WATER PROJECTS	47,500.00	2,000.00	20,376.95	24,459.58	663.47
B 018	PAVING	10,000.00	0.00	0.00	8,400.00	1,600.00
B 021	TECHNOLOGY TRANS.VIDEO/COMMUN.	85,122.70	0.00	25,000.00	0.00	60,122.70
B 023	PAINTING SERVICES	5,000.00	0.00	0.00	0.00	5,000.00
B 024	MISC EQUIPMENT	570,819.12	1,437.35	93,542.61	159,927.86	315,911.30
B 029	SEBASTIAN RIVER HIGH ADDITION	7,556.50	0.00	0.00	7,556.50	0.00
B 032	DRAINAGE	5,000.00	0.00	0.00	0.00	5,000.00
B 033	WINDOWS & DOORS	49,225.37	360.00	24,810.34	21,953.84	2,101.19
B 034	CUSTODIAL/GROUNDS EQUIPMENT	65,000.00	0.00	15,538.86	48,034.23	1,426.91
B 036	CONSULTING	28,779.91	0.00	6,000.00	7,000.00	15,779.91
B 037	GLENDALE HARDCOURT	0.00	0.00	0.00	0.00	0.00
B 044	GYM/BAND/PE	167,732.59	35,424.50	50,100.48	60,710.54	21,497.07
B 048	PORTABLE LEASING & FF&E	1,936,260.76	0.00	334,616.22	968,395.09	633,249.45
B 050	DODGERTOWN CAFETERIA RENOVATIO	0.00	0.00	0.00	0.00	0.00
B 052	LAND PURCHASES	0.00	0.00	0.00	0.00	0.00
B 060	SRMS Locker Room Renovation	0.00	0.00	0.00	0.00	0.00
B 067	Storm Grove Middle School	0.00	0.00	0.00	0.00	0.00
B 068	Beachland -- Expansion	303,520.00	0.00	303,520.00	0.00	0.00
B 069	Upgrade TV Production Studio	0.00	0.00	0.00	0.00	0.00
B 072	PLAYGROUNDS	1,037,792.01	0.00	0.00	1,017,754.25	20,037.76
B 100	OTHER DISTRICTWIDE PROJECTS	0.00	0.00	0.00	0.00	0.00
B 401	District Office Lease	45,000.00	0.00	11,250.00	33,750.00	0.00
B 402	Administration Facility	7,030,238.74	0.00	6,331,116.72	692,322.23	6,799.79
B 403	Support Services Complex	0.00	0.00	0.00	0.00	0.00
B 404	Fellsmere Cafe Expan & Class A	594,164.71	0.00	2,998.60	576,468.75	14,697.36
B 405	Traffic Improvement Projects	0.00	0.00	0.00	0.00	0.00
B 406	TCE Additional Classrooms	204,093.11	0.00	29,215.95	118,704.14	56,173.02
B 407	Vero Beach El Replacement	21,235.60	0.00	0.00	21,235.60	0.00
B 408	Energy Management Projects	0.00	0.00	0.00	0.00	0.00
B 411	Renovate Thompson for Osceola	981.00	0.00	0.00	981.00	0.00
B 412	Rehabilitate Oslo Middle Schl	176,671.54	0.00	12,531.65	164,139.89	0.00
B 413	Vero Beach HS/FLC/PAC HVAC	0.00	0.00	0.00	0.00	0.00
B 414	Performing Arts Allocation	70,000.00	0.00	2,769.30	37,278.04	29,952.66
B 415	Gifford Middle School Chillers	17,913.50	0.00	0.00	0.00	17,913.50
B 416	Gifford M.Kalwell Revitalizatn	136,520.79	0.00	26,289.00	7,600.00	102,631.79
B 417	SRHS Lights EMS	0.00	0.00	0.00	0.00	0.00
B 418	Citrus Mechanical Rehab.	3,449.40	0.00	3,449.40	0.00	0.00
B 419	SMS TES	71,971.20	0.00	0.00	71,971.20	0.00
B 420	Highlands Mechanical Rehab.	43,115.98	0.00	7,633.00	5,500.00	29,982.98

FND - 300 CAPITAL PROJECTS		PRD-00 BEGINNING			PRD-08 FEBRUARY 2015	
TY PRJ		BUDGET	COMMITTED	ENCUMBERED	EXPENDED	AVAILABLE
B 421	Floor replacement to tile DW	286,456.71	0.00	0.00	286,456.71	0.00
B 422	Rosewood PPU Road Improvements	194,287.48	0.00	5,001.48	189,286.00	0.00
B 423	VBHS Firedoors	0.00	0.00	0.00	0.00	0.00
B 425	VBHS Citrus Bowl Field Rehab	0.00	0.00	0.00	0.00	0.00
B 426	VBHS FLC Soccer/Lacorsse Flds	0.00	0.00	0.00	0.00	0.00
B 427	TCE Firewall	0.00	0.00	0.00	0.00	0.00
B 428	Data Air for IT Room	0.00	0.00	0.00	0.00	0.00
B 429	Citrus Additional Classrooms	5,959,193.99	0.00	3,141,924.84	1,603,009.61	1,214,259.54
B 430	Glendale FAFCO Tank Replacemnt	57,000.00	0.00	0.00	0.00	57,000.00
B 431	Districtwide Chiller Replacemt	868,462.30	0.00	504,518.08	64,000.00	299,944.22
B 432	VBHS Building IV Repairs	125,000.00	0.00	7,270.00	0.00	117,730.00
B 440	Beachland Drainage Project	148,753.13	0.00	45,803.00	0.00	102,950.13
B 441	Beachland Media Center	9,218.25	0.00	0.00	0.00	9,218.25
B 442	TCE Parking Lot Project	300,000.00	0.00	23,800.00	0.00	276,200.00
B 443	Storm Grove Stage	33,647.00	0.00	0.00	0.00	33,647.00
B 444	PIE Rehabilitation	0.00	0.00	0.00	0.00	0.00
	*	42,376,912.60	228,893.70	12,279,728.56	10,199,260.02	19,669,030.32

BUDGET STATUS SUMMARY
BUDGET AND EXPENDITURE REPORT-CAPITAL PROJECTS

TY PRJ	BUDGET	COMMITTED	ENCUMBERED	EXPENDED	AVAILABLE
REQUEST 091 TOTAL	42,376,912.60	228,893.70	12,279,728.56	10,199,260.02	19,669,030.32

FND - 420 SPECIAL REVENUE - OTHER - 420		PRD-00 BEGINNING			PRD-08 FEBRUARY 2015		
TY PRJ		BUDGET	COMMITTED	ENCUMBERED	EXPENDED	AVAILABLE	% REM
B 101	Title I Part C Migrant 2014/15	60805.00	0.00	674.87	24543.23	35586.90	58.53
B 102	Title I Part C Migrant 2013/14	1990.80	0.00	0.00	1990.80	0.00	.00
B 105	Title I Part A Basic 2014-2015	4979808.82	20419.38	59329.31	2078121.66	2821938.47	56.67
B 106	Title I Part A Basic 2013-2014	69872.72	0.00	0.00	69872.72	0.00	.00
B 109	Title III Enh Opp for Imig.	18193.05	0.00	0.00	129.51	18063.54	99.29
B 111	Title II FY15 Teacher Training	635317.61	36.00	12929.02	288993.46	333359.13	52.47
B 112	Title II FY14 Teacher Training	41382.63	0.00	0.00	41382.63	0.00	.00
B 134	Title I School Imp Init FY14	15838.00	0.00	0.00	15838.00	0.00	.00
B 135	Title I School Imp Init FY 15	124192.00	0.00	0.00	67530.28	56661.72	45.62
B 151	Title III Part A Eng Lang 2015	198369.44	0.00	1123.17	79640.91	117605.36	59.29
B 152	Title III Part A Eng Lang 2014	55.08-	0.00	0.00	55.08-	0.00	.00
B 180	21st Century Com Lgnr Cntr 14	16437.74	0.00	0.00	16437.74	0.00	.00
B 201	IDEA Part B Pre K 2014-2015	109174.29	0.00	0.00	58282.43	50891.86	46.62
B 206	IDEA Part B 2013-2014	79710.94	0.00	0.00	79710.94	0.00	.00
B 207	IDEA Part B 2014-2015	4095589.00	0.00	8844.37	2308905.70	1777838.93	43.41
B 301	Adult Education FY 14/15	161885.00	0.00	0.00	99082.96	62802.04	38.79
B 302	Adult Education FY 13/14	1845.54	0.00	0.00	1845.54	0.00	.00
B 309	Carl Perkins Secondary FY 15	167350.00	0.00	859.08	83846.82	82644.10	49.38
B 310	Carl Perkins Sec Voc Ed FY14	4928.25	0.00	0.00	4928.25	0.00	.00
	*	10782635.75	20455.38	83759.82	5321028.50	5357392.05	49.69

FND - 421 Special Revenue -Other-Fed Dir		PRD-00 BEGINNING			PRD-08	FEBRUARY	2015
TY	PRJ	BUDGET	COMMITTED	ENCUMBERED	EXPENDED	AVAILABLE	% REM
B	203	SEDNET ALLOCATION	20386.00	0.00	2623.00	10215.00	7548.00 37.03
B	315	Carl Perkins Post Sec FY14/15	28359.00	0.00	85.67	23433.10	4840.23 17.07
		*	48745.00	0.00	2708.67	33648.10	12388.23 25.41

FND - 422 Special Revenue - Other - Reim		PRD-00 BEGINNING			PRD-08	FEBRUARY	2015
TY	PRJ	BUDGET	COMMITTED	ENCUMBERED	EXPENDED	AVAILABLE	% REM
B	114	PROJECT10 CONNECT MINI GRANT	1000.05	0.00	0.00	1000.05	0.00 .00
B	115	PROJECT10 CONNECT MINI GRANT	1500.00	0.00	202.40	0.00	1297.60 86.51
B	205	UDL THROUGH TECHNOLOGY 14/15	50000.00	0.00	0.00	43060.51	6939.49 13.88
	*		52500.05	0.00	202.40	44060.56	8237.09 15.69

FND - 434 Special Rev Race To The Top		PRD-00 BEGINNING			PRD-08	FEBRUARY	2015	
TY	PRJ	BUDGET	COMMITTED	ENCUMBERED	EXPENDED	AVAILABLE	%	REM
B	433	PROF.DEV.FOR DIGITAL LEARNING	75000.00	0.00	52815.99	5159.58	17024.43	22.70
B	434	Race To The Top 2010 - 2014	613741.49	0.00	130289.66	174683.89	308767.94	50.31
B	439	RTTT-FL Stand. PD Act. Project	32199.02	0.00	0.00	0.00	32199.02	100.00
		*	720940.51	0.00	183105.65	179843.47	357991.39	49.66

TY PRJ	BUDGET	COMMITTED	ENCUMBERED	EXPENDED	AVAILABLE	% REM
REQUEST 093 TOTAL	11604821.31	20455.38	269776.54	5578580.63	5736008.76	49.43

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