

School District of Indian River County

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

PARENT GUIDE 2015-2016



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

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Mark J. Rendell, Ed.D. - Superintendent

August 24, 2015

Dear Parents:

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

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

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

Sincerely,

Mark J. Rendell, 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 Jiménez
District 5

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

WELCOME to the School District of Indian River County

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



ABOUT US

The School Board of Indian River County is comprised of 5 elected representatives of the community. Board Members are elected to 4-year terms. The Superintendent of Schools is appointed by the Board. All business meetings are held on the 2nd and 4th Tuesdays of each month at 6:00 pm in the Teacher Education Center (TEC) located in the J.A. Thompson Administrative Center at 1990 - 25th Street, Vero Beach, FL 32960, (the address will change to 6500 – 57th Street, Vero Beach, FL 32967, after November 2015). Regular meetings will broadcast live and replay on Comcast Channel 28.

The School District of Indian River County is the largest employer in the county, with approximately 1,110 teachers and approximately 906 support personnel employed. <https://www.indianriverschools.org/>

OUR SCHOOLS

- Thirteen elementary schools educating Kindergarten-5th grade students with several offering Pre-K programs.
- Four middle schools educating 6th-8th grade students.
- Two high schools and one Freshman Learning Center for 9th grade students.
- Five charters schools.
- The District also has an [Alternative Center for Education](#), [Technical Center for Career and Adult Education](#), and [Wabasso Exceptional School](#).

Mission and Vision Statement

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

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

Positive Climate School Core Values

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

Overview of the Guiding Principles for Positive School Climate

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

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

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

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

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

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 advance 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

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:

- 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.
- Arrive to school with all necessary materials and be prepared to learn.
- Follow district and school dress codes.
- Treat others with respect and courtesy.
- Understand and recognize how conduct affects other students and school staff.
- Demonstrate respect for school property, and follow the Student Network and Internet Responsible Use and Safety Agreement.
- Make every effort to restore relationships negatively affected by poor conduct.
- Make every reasonable effort to participate in activities, interventions, and appropriate programs recommended by school staff.
- 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.

HOW TO ENROLL YOUR CHILD IN SCHOOL

In order to enter kindergarten, a child must be 5 on or before September 1. In order to enter first grade, a child must be 6 on or before September 1. Enrolling in school for the first time is easy. All you need is a birth certificate, social security number (optional), proof of a school physical within one year of the date your child starts school, Certificate of Immunization (DOH form 680) obtained from a local doctor or our County Health Department, and a current utility bill with your name and address for proof of residence. Kindergarten through 5th grade students enroll at the school district's Attendance Office, 1426 18th Street, Vero Beach, FL 32960. Middle and high school students should enroll at their appropriate schools. For more information call 772-564-3145.

To be completed PRIOR TO enrollment into school:

1. School Entrance Exam (proof of physical) must be “performed within 1 year of the date your child starts school” per F.S. 1003.22.
2. Certificate of Immunization (DOH form 680) showing proof of all required vaccines for age.

Parent/Guardian and school staff should arrange for records to be transferred from the student’s previous school. This information must be transferred within 30 school days with the following information:

1. Student Health Exam (DOH form 3040), proof of physical, must be “performed within 1 year of the date your child starts school” per F.S. 1003.22.
2. Certificate of Immunization (DOH form 680) showing proof of all required vaccines for age.

Who should I talk to about the vaccine?

Contact your family doctor or your County Health Department.

On an annual basis, the person who enrolled the student in school has the right to update the enrollment form. The parent or other responsible adult who enrolled the student should include other responsible persons who may remove the child from school during the course of the school day for things such as family emergencies, doctor’s appointments and for other legitimate purposes. The definition of “parent” for educational purposes in F.S. 1000.21(5) means: “Either or both parents of a student, any guardian of a student, any person in a parental relationship to a student, or any person exercising supervisory authority over a student in place of a parent.” These procedures are implemented in order to insure safety for students and to insure that to the extent reasonably possible students will only be removed during the school day by authorized adults.

Resources
(School Physicals and/or Immunizations)

IRC Health Department-Gifford Health Center	4675 28th Court, Vero Beach, FL 32967	772-794-5151
Treasure Coast Community Health (North)	12196 County Road 512, Fellsmere, FL 32948	772-257-8224
Treasure Coast Community Health (Central)	1555 US Hwy 1, Suite 105, Vero Beach, FL32960	772-257-8224
Treasure Coast Community Health (South)	1545 9 th Street SW (on Oslo Rd.), Vero Beach, FL	772-257-8224
Visiting Nurse Association (VNA) Mobile Unit	Call for mobile unit schedule (<i>physicals only</i>)	772-567-5551

OUT OF ZONE WAIVERS

Out of Zone Attendance Waivers are available online at www.indianriverschools.org or at the Office of Attendance, 1426 18th Street, Vero Beach, if you would like your child to attend a school that is not in your home zone. The deadline for submitting **renewal** out of zone waivers is May 15th. For **initial** out of zone waivers, the deadline is June 30th. The applications are considered by a committee on a space available basis and must be renewed each year. Transportation is not provided for out of zone students. If a waiver is approved and the class size exceeds the limit because someone moves to the zone, your child may be asked to return to your zoned school in order to meet the mandate.



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

Help Your Child Succeed in School

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

Elementary School

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

What you can do

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

Middle and High School

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

What you can do

- Make school attendance a priority.
- Talk about the importance of showing up to school every day, make that the expectation.
- Help your child maintain daily routines, such as finishing homework and getting a good night's sleep.
- Try not to schedule dental and medical appointments during the school day.
- Don't let your child stay home unless truly sick. Complaints of headaches or stomach aches may be signs of anxiety.
- Help your teen stay engaged.

- Find out if your child feels engaged by his classes and feels safe from bullies and other threats. Make sure he/she is not missing class because of behavioral issues and school discipline policies. If any of these are problems, work with your school.
- Stay on top of academic progress and seek help from teachers or tutors, if necessary. Make sure teachers know how to contact you.
- Stay on top of your child's social contacts. Peer pressure can lead to skipping school, while students without many friends can feel isolated.
- Encourage meaningful afterschool activities, including sports and clubs.
- Communicate with the school.
- Know the school's attendance policy – incentives and penalties.
- Talk to teachers, if you notice sudden changes in behavior. These could be tied to something going on at school.
- Check on your child's attendance to be sure absences are not piling up.

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

Build a Habit of Good Attendance

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

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

SCHOOL HEALTH SERVICES

The **School District of Indian River County** employs Health Assistants who provide health services at the schools. They work under the direction of a Registered Nurse (Health Services Coordinator) to serve the students' health needs during school hours.

Services available to your child include:

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

A student shall be able to carry a metered dose inhaler, EpiPen, diabetic supplies, and pancreatic enzymes on their person while in school, when they have approval from their parents, physician and proper paperwork on file in the health room. In addition, an Individualized Health Care Plan must be on file and will be reviewed yearly.

Ill children should not be sent to school. In the case of moderate to severe illness, children should be fever free (without fever reducing medication(s) used), and/or have completed 24 hours of an appropriate treatment, when prescribed by a physician or medical practitioner before returning to school. A call will be made to the parent or guardian, when a child becomes ill at school.

For the most up to date requirements and recommendations, please consult with your local public health department and/or physician.

FOR MORE INFORMATION, CALL (850) 245-4342 OR VISIT www.immunizeflorida.org

Need health insurance for your child? Apply online at www.floridakidcare.org or call 1-888-540-5437 for an application.

Schedule for Tdap* and Varicella Vaccines**

Between 2012/2013 through 2020/2021 School Years

School Yr./ Grades	2012/13 Grades	2013/14 Grades	2014/15 Grades	2015/16 Grades	2016/17 Grades	2017/18 Grades	2018/19 Grades	2019/20 Grades	2020/21 Grades
1 Varicella	5-11	6-12							
2 Varicella	K-4	K-5	K-6	K-7	K-8	K-9	K-10	K-11	K-12
Tdap	7-10	7-11	7-12	7-12	7-12	7-12	7-12	7-12	7-12

*Tetanus/Diphtheria/Pertussis vaccine

**Or documentation of evidence of disease

MENINGOCOCCAL VACCINES: WHAT YOU NEED TO KNOW

1. *What is meningococcal disease?*

Meningitis is an infection of fluid surrounding the brain and the spinal cord. Meningococcal disease is a serious illness caused by a bacterium and is the leading cause of bacterial meningitis in children ages 2 through 18 in the United States. Meningococcal disease also causes blood infections. Anyone can get meningococcal disease, but it is most common in infants less than one year old and people with certain medical conditions, such as lack of a spleen. Meningococcal infections can be treated with drugs such as penicillin. Still, about 1 out of every ten people who get the disease dies from it, and many others are affected for life. This is why the meningococcal vaccine is very important for people at high risk.

2. *Meningococcal vaccine*

Meningococcal vaccines cannot prevent all types of this disease, but they do protect many people who might become ill if they did not get the vaccine. Two meningococcal vaccines are available in the U.S. Both vaccines can prevent 4 types of meningococcal disease, including 2 of the 3 types most common in the United States and a type that causes epidemics in Africa.

3. *Who should get meningococcal vaccine and when?*

Either the M.C.V.4 or the M.P.S.V.4 is recommended for all children at their routine preadolescent visit (11 to 12 years of age). For those who have never gotten M.C.V.4 or M.P.S.V.4, a dose is recommended at high school entry. Other adolescents who want to decrease their risk of meningococcal disease can also get the vaccine.

4. *What are the risks from meningococcal vaccine?*

A vaccine, like any medicine, can possibly cause serious problems, such as severe allergic reactions. The risk of meningococcal vaccine causing serious harm, or death, is extremely small.

Mild problems: Up to about half of people who get meningococcal vaccines have mild side effects, such as redness or pain where the shot was given. If these problems do occur, they usually last for 1 or 2 days and are more common after M.C.V.4 than after M.P.S.V.4. A small percentage of people who receive the vaccine develop a fever.

Severe problems: Serious allergic reactions, within a few minutes to a few hours of the shot, are very rare.

5. *Who should I talk to about the vaccine?*

Contact your family doctor or your County Health Department.

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

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

Simple Things You Can Do Today

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

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



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

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

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

To find out more on nutrition click the links below:

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

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

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

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



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

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

Your Child's Fitness

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

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

Parent's Role

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

We have listed a few of the County resources here:

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

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

PARENT INVOLVEMENT MAKES A BIG DIFFERENCE

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

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

Things YOU can do to make a BIG Difference:

Get to know your child's school

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

Attend ALL Parent-Teacher Conferences

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

Spend time with your child's school and volunteer

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

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

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

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

How to get involved

Join the Parent Association at your child's school

(PTA, PTSA, or PTO)

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

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

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

Every school has a SAC, which is made up of parents, teachers, the principal, support staff, and other representatives of businesses and the community. The SAC is responsible for developing and making final decisions about the School Improvement Plan. The School Improvement Plan is your school's plan to address issues such as curriculum, budget, discipline, training, instructional materials, technology, staffing, and student support services. The SAC helps to develop the school budget.

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

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

Successful Parent-Teacher Conference

Tips for having a successful parent-teacher conference are:

- Make a list of questions and concerns you have.
- Keep track of your child's schoolwork to help you with your questions.
- Listen to what the teacher has to say and ask questions, if you do not understand what the teacher is trying to tell you.
- Schedule a follow-up appointment, if necessary.
- Try to work with the teacher to help your child; teamwork is the best approach.

Here are some questions to keep in mind

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

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

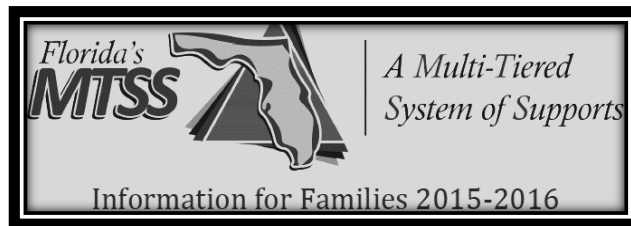
- Attend the start-of-school open house. Ask for an agenda of the event for what might be covered. Come with your questions in hand.
- Utilize **Focus Parent –Student Access** at www.indianriverschools.org to check your child's academic performance and attendance. This online system is available at all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

Homework

Homework is an extended learning opportunity. All students may have homework, including kindergarteners. Homework is an opportunity for students to practice and apply skills they have learned in class. There may be many ways that parents can show their child that homework is important.

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

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



WHAT IS A MULTI-TIERED SYSTEM OF SUPPORTS?

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

What happened to RTI?

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

What can I expect with MTSS?

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

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

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

How can I participate in MTSS?

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

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

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

FLORIDA STANDARDS ARE:

MORE RIGOROUS • 21ST CENTURY SKILLS • EVIDENCE-BASED

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

What are the Florida Standards all about?

Educational standards, or learning goals and targets, define the content knowledge and skills taught in each course or grade level. Standards provide increased knowledge and accountability to all interested parties, including taxpayers, parents, students and staff. They act as a road map to the successful completion of a student's high school education. Expert teachers, professors, business leaders, and others were instrumental in creating both the English/Language Arts and Mathematics Standards for all students in grades K-12.

With the full implementation of Florida Standards in grades K-12 during the 2014-15 academic school year, Indian River County Schools, like school systems across the state, are devoted to ensuring that all students receive a standards-based education. District level administrators, Principals, Assistant Principals, and other school personnel have received training from both the Florida Department of Education and our local professional development department on how to fully immerse our students into a rigorous and engaging learning environment.

With full implementation of the **Florida Standards** in 2014-15, our students began taking the Florida Standards Assessments (FSA) state exam. The exam is more rigorous than the FCAT 2.0. In the area of English Language Arts (ELA), the **Florida Standards** include a greater use of informational and nonfiction texts and reduce the use of fictional texts. Additionally, the complexity of assigned reading passages have increased and the texts incorporate academic vocabulary appropriate for challenging students in each grade.

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

FREQUENTLY ASKED QUESTIONS:

What are educational standards?

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

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

Does the state adopt standards?

The process of state standards adoption depends on the laws of each state. Some states adopt the standards through their state boards of education, while others adopt them through their state legislatures.

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

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

Were teachers involved in the creation of the Florida Standards?

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

Does having standards lead to dumbing down across the board?

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

Will more standards mean more tests?

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

By what criteria were the standards developed?

The standards were developed by the following criteria:

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

Criteria was set by the FLDOE.

How will the standards impact teachers?

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

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

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

WHAT DO THE FLORIDA STANDARDS LOOK LIKE IN THE CLASSROOM?

Classroom Instructional

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

More Non-Fiction

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

More Evidence

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

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

**Non Fiction-writing dealing with facts and events rather than imagination, such as journals, articles, memoirs, diaries, documentaries, scientific papers, biographies, etc.*

More Complexity

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

More Speaking /More Listening

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

MORE READING AND WRITING—LOTS MORE!

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

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

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

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

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

Reading Standard for Science, grades 6-8:

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

Writing Standard for Science, grades 6-8:

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

FLORIDA STANDARDS....WHAT ABOUT MATH?

The way mathematics is being taught is changing in Florida.

With the adoption of the new **Florida Standards** for mathematics, students are focusing more in a number of areas, including the following:

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

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

- Students make sense of a problem and do not give up trying to solve it - even if it means working the problem many times.
- Students think about the math problem in their head and are able to solve the problem.
- In the classroom, students openly discuss different ways to solve the problem, so they understand that there are different approaches they could take.

HOW IS SCIENCE INSTRUCTION AFFECTED BY FLORIDA STANDARDS?

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

Like any subject, science has its own conventions.

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

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

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

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

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

ADDITIONAL FACTS:

- The **Florida Standards** do not dictate the curriculum. Local districts are still free to choose the curriculum used in their schools. The **Florida Standards** do not require the collection of additional student data.
- Literary classics will still be a part of our district’s reading plan. Primary sources of non-fictional texts (historical speeches, journals, etc.) will also be included in all grade levels K-12.
- The Florida Standards are designed to be relevant to the real world, reflecting the knowledge and skills that our young people need for success in both college and work.
- When American students have the skills and knowledge needed in today’s jobs, our communities will be positioned to compete successfully in the global economy.

- The best understanding of what works in the classroom comes from the teachers who are in them. That's why the **Florida Standards** establish what students need to learn, but they do not dictate how teachers should teach. Instead, schools and teachers decide how best to help students reach the standards.

Adapted from the Florida Department of Education Technical Assistance Papers

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

Promotion and Graduation Requirements

The guidelines for promotion and graduation remain largely the same. Students entering 3rd grade in 2014-2015, who have only been taught using the Florida Standards since kindergarten, will be required to achieve a certain score on the 3rd grade Florida Standards Assessment (FSA) English Language Arts (ELA) assessment in order to meet promotion requirements. The score is determined in the spring, ensuring that students are appropriately identified for retention or promotion. Students not meeting this criteria may still meet promotion requirements through any one of six good cause exemptions. None of that has changed.

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

Will any students be taking the FCAT 2.0 in 2015-2016?

High school students that need to achieve a passing score on the 10th grade Reading test who previously took FCAT 2.0, will continue with the same assessment in order to fulfill their graduation requirements and maintain consistency. The FCAT 2.0 science exam will be used in grades 5 and 8.

Testing Accommodations

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

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

HIGH SCHOOL GRADUATION REQUIREMENTS

Graduation Options:

High school students have three graduation options:

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

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

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

How to calculate GPA:

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

Guidance

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

What happens, if your child falls behind?

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

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

How to help your child do better

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

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

OPPORTUNITIES FOR ADVANCED STUDENTS**Gifted Services**

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

Honors Courses

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

Accelerated Graduation

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

Advanced Placement

Advanced Placement is the enrollment of an eligible secondary student in a course being offered through the Advanced Placement Program administered by the College Board. Postsecondary credit for an Advanced Placement course is limited to students who score a minimum of 3, on a 5-point scale, on the corresponding Advanced Placement Examination. The postsecondary course for which the student shall receive credit is determined by the college or

university that accepts the student for admission. Vero Beach High School offers a wide range of Advanced Placement (AP) classes and Sebastian River High School offers a limited number of AP courses.

International Baccalaureate Program

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

Dual Enrollment

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

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

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

Consideration for approval will be based on the following requirements:

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

FOCUS PARENT AND STUDENT PORTAL

What is Focus?

Focus is a web-based grade book designed for use in K-12 districts. This totally web based grade book's impressive functionality has become a great asset, as teachers can now access their grade book from anywhere they have access to the Internet. Focus offers the Parent/Student Portal tool for grades K-12.

What is the Parent/Student Portal tool?

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

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

To create a Focus account to access your student's information, go to the District's web site at www.indianriverschools.org. From the District's **Home Page** click on the **Focus Parent–Student Access** link. Helpful Parent FAQ's and detailed instructions are provided for your convenience to guide you step-by-step to create a user account.

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

Yes. For security purposes, self-serve users - parents, guardians and students, are required to create a new account every school year.

REPORT CARDS AND WHAT THEY MEAN

Students receive report cards every nine weeks. They will also receive progress reports between each report card. Most academic subjects will be given a grade ranging from A to F. Other grades and subjects may receive an E, S, P, N, S, I, X or NE.

If your child receives a D, F, P, N or X in any subject, your child is having academic difficulty. You should contact the teacher as soon as possible.

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

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

Work Habit Grade Definition

E	Exceeding expectations
S	Successfully meeting expectations
P	Progressing but needs support
N	Not meeting expectations


Academic Grade Definition

S	Satisfactorily meeting expectations
I	Improving, but needs support
X	Area of concern
NE	Not evaluated at this time

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

VERO BEACH HIGH SCHOOL
Sean O'Keefe, Principal
(772) 564-4777

STUDENT GRADE REPORT
School Year 2013-2014



School District of
Indian River County
Vision: Educate and inspire every student to be successful
Mission: To serve all students with excellence

FOR: _____ NT NO. 000001 GRADE 09 HMRM. _____ COUNSELOR _____

COURSE NUMBER	TEACHER	GRADE	CON	QUARTER 1		SEMESTER 1		QUARTER 2		SEMESTER 2		PERIOD ATTENDANCE		TEACHER COMMENTS (Explain Below)	
				GRADE	CON	GRADE	CON	GRADE	CON	GRADE	CON	PERIOD	ATTENDANCE		
2002400	GLOBAL STUDIES	SRHS	INFANZON J	B	S	A	B	A	S			4	2	0	NEEDS TO STUDY MORE
21043200	HEALTH I-LF MGMT SKL	SRHS	ROGERS TER	C	S							4	2	0	
08003000	INTENSIVE READING		SMITH BARB	C	S	C	C	C	S			4	2	0	
21043204	GLOBAL STUDIES		SMITH BARB	B	S	C	S	A	C	B	S	4	2	0	INCONSISTENT WORK GOOD ATTITUDE GOOD ATTITUDE GOOD EFFORT
82090200	BUS SYS & TECH	SRHS	FRANK NORA	A	S							0	2	0	
10013100	ENG I	SRHS	O'MALLEY	C	S							4	2	0	
12003100	ALGEBRA I		ECHIVERRIA			A	N	A	A	C	N	4	2	0	TALKATIVE COOPERATIVE
20024000	INTEGRATED SCI I	SRHS	CARLSON CH	B	S	C	S	A	C	C	S	4	2	0	
2100350	FLORIDA HISTORY		SMITH BARB	C	S	C	S	A	C	C	S	4	2	0	
10013105	ENG I		INMAN-LA D			S	A	D	C	S	4	2	0	INCONSISTENT WORK GOOD ATTITUDE GOOD ATTITUDE GOOD EFFORT	
1200370A	ALGEBRA IA	SRHS	AVILA MARI	A	S							0	2		0

For each quarter, first column is academic grade, second column is conduct grade.

CUMULATIVE RECORD

CREDITS	
ATTEMPTED:	3.00
EARNED:	3.00
GPA	
CUMULATIVE UNWEIGHTED:	2.3333
STATE REQUIRED COURSES:	2.6666
DISTRICT WEIGHTED:	2.3333
DAILY ATTENDANCE	
EXCUSED ABSENCES:	4
UNEXCUSED ABSENCES:	2

SAC meeting Tuesday, April 20 at 6:30 P.M.

Last day of school is Friday, June 1, 2013.

Reminder: Students must arrive by 7:45 A.M.

GRADE KEY

A 90-100	FL = Fails on a Pass/Fail basis
B 80-89	N = Needs Improvement
C 70-79	NG = No Grade Assigned
D 60-69	O = Outstanding
F 0-59	S = Satisfactory
FF 0-33 on Exam	U = Unsatisfactory
I Incomplete	WF = Withdrew Failing
* No Grade	WP = Withdrew Passing

Promotion Status
Promoted with Academic Improvement Plan

OTHER PROGRAMS AVAILABLE

ESOL (English for Speakers of Other Languages)

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

ESOL strategies are used, as appropriate, during classroom instruction for English Language Learners (ELLs) and are required to be noted in the teacher's lesson plan book. Each school in the district with 15 or more ESOL students of the same native language shall have an ESOL staff member to assist children in the ESOL program.

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

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

What is Title I?

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

Title I funds assist schools in improving student achievement and are used to enhance the regular district instructional program. Schools qualify based on demonstrating that their student population has a sufficiently high percentage of economically disadvantaged students. In accordance with federal law, funds are allocated to schools to support the purpose of Title 1 and the goals of the School Improvement Plan.

Career and Technical Education Programs

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

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

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

Students have the opportunity to be awarded a Digital Tool Certificate in grades 6-8, when they enroll in a computer applications course. Please discuss this option with the guidance counselor at your middle school.

What is the Migrant Education Program?

The Migrant Education Program is a federally funded program that provides supplemental educational services and other support services to eligible migrant children. You or your children, 3 to 21 years old, may be eligible to receive the following services, if you or your family has moved within the last 36 months in order to seek temporary or seasonal employment in qualifying agricultural, dairy, or fishing work.

How can the migrant program help my children?

The following services are offered:

- English as a second language
- Pre-school
- Summer school programs
- Bilingual tutors to help students in school
- Help and support in enrolling children in school
- Migrant after school programs
- Parent resources
- Family engagement activities
- Social services referrals
- Portable Assisted Study Sequence (PASS) - enables students to make up or earn extra credits (high school)

If you believe your child(ren) may be eligible for the support provided by the Migrant Education Program, contact José Blanco, Migrant Parent Specialist, at (772) 564-5974; Alice Blanco, Project Specialist, at (772) 564-3093; or Karen Malits, Coordinator of Title I, III, and X Programs, at (772) 564-3096.

McKinney-Vento Education for Homeless Children and Youth Program

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

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

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

If you believe your child(ren) may be eligible for the support provided by the McKinney-Vento Act, contact the district's Homeless Liaison, Alice Blanco, at (772) 564-3093 or Karen Malits, Coordinator of Title I, III, and X programs, at (772) 564-3096.

Student Counseling Services, Academic Advisement, and College Planning

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

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

Virtual Instruction

Part-Time Virtual Instruction

Students in grades K through 12 may choose to enroll in courses available through Florida Virtual School. Students will receive credit for successful completion of such courses. Because of the unique nature of this program, approval of the principal or guidance counselor is required to ensure that the courses meet the student's expectations, academic needs and/or graduation requirements. Students may take courses from the Virtual School on campus during school hours or after school hours, in addition to the regular school day or through summer school enrollment. Visit the website at www.flvs.net.

Full-Time Virtual Instruction

Full-time virtual instruction is offered as a "school of choice" to families in Indian River County. The School District of Indian River County provides virtual instruction for K-12 students through a partnership with Florida Virtual School/Connections Academy, Brevard eSchool, Pasco eSchool, and K12 Virtual. Registration is available for secondary, grades 6-12, and must be completed by July 15, for the 1st semester; by December 15, for the 2nd semester; and by July 15, for elementary students. Visit the website at www.flvsft.com.

EXCEPTIONAL STUDENT EDUCATION PROGRAMS

Students who have met eligibility criteria, following a multi-disciplinary team evaluation, receive an individualized education that is reflected in an Individual Educational Plan (IEP) to meet their specific and individual needs. Students with disabilities work toward a standard diploma and take the same assessments and are graded on the same scale as non-disabled peers, unless otherwise indicated in the IEP. Accommodations for instruction and assessment are included within the IEP to meet individual student needs and are typically in the following categories: presentation, prompting, responding, scheduling, setting, and assistive devices. If you are the parent of a student with a disability and need additional information, please call your child's school and ask to speak to the school-based Resource Specialist. Their role is to coordinate and facilitate programming reflective of a student's IEP, which is reviewed and revised on an annual basis.

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

Section 504

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

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

All students with disabilities who qualify under Section 504 are provided with protection from discrimination, as well as procedural safeguards, manifestation determinations, if the student is being recommended for a change of placement in school, and periodic re-evaluations to determine the need for continued protections or for

accommodations. For some students, the effect of the disability is sufficient that specific accommodations must be put in place to insure that the student is able to access instruction and demonstrate learning. In these cases, the team will design interventions to assist the student and monitor the effectiveness of the interventions. Such interventions may include changes to instructional methods, learning materials, assignments, assessments, the learning environment, time demands, scheduling, or the use of assistive technology. Interventions, which prove to be successful, will be written into a Section 504 Accommodation Plan. Intervention Plans are reviewed regularly to determine the continued need for existing accommodations, as well as the need for alternate or additional accommodations.

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

McKay Scholarship for Students with Disabilities

The School District of Indian River County (SDIRC) provides routine notice to all families of students with disabilities that the student may be eligible to participate in the John M. McKay Scholarship for Students with Disabilities Program. The scholarship program may offer other public or private school choice options. Your child may be eligible if he/she meets the requirements of having an active IEP (Individualized Education Plan) or 504 Accommodation Plan from a public school and has been enrolled in a Florida public school for the current school year and was reported by the school district for funding during October and February full time enrollment (FTE). For more information, please contact: Randall G. Hunt, Program Specialist, at (772) 564-6068 or visit the website at: <http://www.floridaschoolchoice.org/Information/McKay/>

Notice of Indian River County School District Participation in Medicaid School Match Program

The School District of Indian River County (SDIRC) continues to participate in the Medicaid School Match Program. Participation in this program allows the SDIRC to verify Medicaid eligibility, bill Medicaid for reimbursable Certified School Match services referenced on a student's Individual Education Plan (IEP), and receive Medicaid reimbursement for Exceptional Student Education (ESE) services it provides to students while at school. It is important to note that there is NO life-time cap for eligible students to receive services and/or benefits. Any questions concerning your child's participation in this program should be directed to Dr. Jamie Robison at (772) 564-5949.

PROMOTING SAFE AND SECURE SCHOOLS

Bullying and Harassment

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

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

- during any education program or activity conducted by the School District;
- during any school-related or school-sponsored program or activity or on a school bus of the School District; or
- through the use of data or computer software that is accessed through a computer, computer system, or computer network of the School District.

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

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

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

Bullying is not:

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

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

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

Bullying and Harassment also encompasses:

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

What is Cyberbullying?

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

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

Teen Dating Violence and Abuse:

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

HAZING

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

“Hazing” includes, but is not limited to:

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

STUDENT CONDUCT VIOLENT CRIMES AND VICTIMIZATION

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

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

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

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

- **NO:** Tell the person 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, tell the bully to stop or say nothing, don’t fight back, find a friend to walk away with you. Try not to show anger or fear. Students who bully like to see that 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 you can always tell your parents or guardians.
- Report the incident:
 - a. To an adult;
 - b. In writing, or;
 - c. Anonymously (put in the “Comments” box in the school office).

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

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

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

Practical Tips for Technology Safety and Security

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

(Source: <http://www.fbi.gov/publications/pguide/pguidee.htm>)
- Learn the language of technology
- Keep your home computer in a location that is easily viewable.
- Talk with other parents who have a computer, Internet access, and/or other related technologies in their homes.
- Turn on the Safe Filtering mode on your search engines.
- Choose a "Family Friendly" Internet Service Provider (ISP).
- If you choose to give your child a cell phone, choose one that is "child friendly." That is, users of this phone can only call friends approved by parents.

- Screen all incoming email messages. You can set up an email account for your child that allows him/her to only send messages out. Any incoming emails go to your inbox for review. Or, simply share an email account that you first screen before your child looks at any messages.
- Learn how to use the parent control settings on your television. Relatedly, use websites to help you review movies and other programming to determine appropriateness for your child.
- Gain personal and practical experience of various technologies so you can listen and talk with your children with authority. That is, become more technologically literate yourself. For example, set up your own Facebook, Twitter, Instagram, or any other social media accounts and learn how they are used.

INFORMATION PARENTS SHOULD HAVE

Parent/Student Telephone Notification System

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

DIFFERENTIATED ACCOUNTABILITY (DA)

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

GRADING FLORIDA'S PUBLIC SCHOOLS

Public schools in Florida receive school grades, A-F, annually. School grades have been issued since 1999. Elementary, middle, and combination high schools, serving elementary and middle school grade levels, are assigned a school grade based primarily upon student achievement data from the Florida Comprehensive Assessment Test (FCAT) 2.0, end-of-course (EOC) assessments, and the Florida Alternate Assessment (FAA), which is administered to cognitively disabled students for whom the FCAT 2.0 is not an appropriate assessment. School grades communicate to the public how well a school is performing relative to state standards. The assessment-based components of all school grades are calculated based on student achievement in reading, math, writing, and science, annual learning gains for each student, and the progress of the lowest quartile of students. School grades for middle schools include an additional component measuring middle school students' participation and performance on high-school level EOC assessments. High school grades involve additional components on graduation rates, acceleration, and college readiness, which are calculated near the end of the calendar year.

FERPA NOTIFICATION OF RIGHTS

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

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

PPRA

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

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

This requirement also applies to the collection, disclosure, or use of student information for marketing purposes (marketing surveys), and certain physical exams and screenings.

At this time, the school district has not scheduled surveys for this school year. You will be notified, if your child will be asked to participate; and at that time, you will be provided with information about the survey.

SCHOOL DISTRICT OF INDIAN RIVER COUNTY

PARENT SELF-ASSESSMENT CHECKLIST

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

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

Yes No

Attitude: As a parent/guardian, do you:

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

Academics: As a parent/guardian, do you:

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

Behavior: As a parent/guardian, do you:

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

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

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

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

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

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

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

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

RESOURCES AND INFORMATION YOU MAY NEED

The Code of Student Conduct

- The **Code of Student Conduct** is disseminated at the start of the school year and is available at www.indianriverschools.org. Students and parents must sign that they have received a copy.

Medication Procedures

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

Phone Numbers for your child's school

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

A copy of the School Handbook

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

A copy of your Title I Parent Plan

- At Title I elementary schools, parents sign a Title I Parent Agreement, which includes information about the program.

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

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

Free and Reduced Lunch Program

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

K12PaymentCenter Meal Prepayment Plan

K12PaymentCenter offers great convenience and the following benefits:

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

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

STUDENT ACCIDENT INSURANCE AND FLORIDA KIDCARE

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

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

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

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

Armed Forces Recruiter Access to Students and Student Recruiting

The "No Child Left Behind Act of 2001" passed certain new requirements with respect to Armed Forces Recruiter Access to Students and Student Recruiting Information. Unless the parent requests otherwise, the School District must provide military recruiters access to high school students' names, addresses, and telephone listings. Either the high school student or the parent of the student may request that the student's name, address, and telephone listing not be released without the prior parental consent.

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

RESOURCES

Available Resources

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

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

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

ONLINE RESOURCES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Meal Prepayment Plan: www.lunchprepaid.com

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

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

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

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

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

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

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

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

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

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

USEFUL TELEPHONE NUMBERS

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

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

Blind Services Toll Free: 800-342-1828

Braille/Talking Book Services: 800-226-6075

Bright Futures: 888-827-2004

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

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

Domestic Violence Hotline: 800-500-1119

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

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

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

Commission for Independent Education: 888-224-6684

Early Learning/VPK: 866-447-1159

Financial Aid:

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

Florida Department of Health:

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

Food and Nutrition:

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

FTCE Questions: 413-256-2893

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

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

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

McKay Scholarships: 800-447-1636

Parent Response Center: 800-206-8956

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

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

School Choice: 800-832-2435

Vocational Rehabilitation: 866-515-3692

Behavioral Health Resources

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

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

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

Hibiscus Children's Center: [1145 - 12th Street, Vero Beach, FL 32960 \(772-299-6011\)](#).

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

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

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

Mental Health Association: Walk In Center 820 - 37th Place, Vero Beach, FL 32960 (569-9788) www.mhairc.org/
Outpatient Pediatric & Adult Walk-in services available with counselors/Psychiatrist available by appointment for those who qualify. Case Management/Mental Health Support Groups Fees: Sliding scale/No insurance accepted. Indigent funding available/ Substance abuse treatment services/ Bilingual services available

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

Horizons of the Treasure Coast, Inc.: 1910 - 82nd Avenue, Vero Beach, FL 32966 (772-778-7217) www.nhtcinc.org
Inpatient Pediatric & Adult (4500 Midway Road, Ft. Pierce)/Outpatient Pediatric & Adult Counselors & Psychiatrists
Case Management Psychosocial rehabilitation screening assessments available 24/7/365 at 4500 Midway Road, Ft. Pierce
Insurance: Most Accepted (including Medicaid HMO, Medicare)/sliding scale for those who qualify, adult/children/
Indigent funding available for those who qualify.

Ocean Addiction Recovery Services: 1705 - 19th Place, Suite E-2, Vero Beach, FL 32960 (257-5995) www.oceanaddictionrecovery.com
Adult Outpatient Addiction Treatment/Counseling Drug Testing/Suboxone
Induction & Maintenance Behavioral Health Services Comprehensive Consultations for: Chronic Pain/Problematic
Medication Use/Addiction /Accepting Medicare & most major insurances: Call to verify

Sequel Care of Florida: 1910 - 82nd Avenue, Suite 102, Vero Beach, FL 32966 (492-9841) www.sequelyouthservies.com
In Office, In Home and Community based Pediatric, Adolescent and Adult Counseling/
Child & Adult Targeted Case Management Child & Adult Psychiatric Evaluation & Medication Management/ Insurance:
Medicaid, Child Welfare, Magellan, Healthy Kids, United Behavioral Health, CMS.

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

Suncoast Mental Health Center, Inc.: 2501 - 27th Avenue, Suite A7, Vero Beach, FL 32960 (564-8616) www.suncoastmentalhealth.org
Outpatient Pediatric (age 4-17) & Adults Counselors & Psychiatrists/Case
Management/Medication Management/Insurance: Medicaid, Child Welfare, Magellan, HE/Stay Well, Psych Care,
United Healthy Kids/Indigent funding available for children.

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

UF Center for Psychiatry & Addiction Medicine 840 - 37th Place, Suite 2, Vero Beach, FL 32960 (794-0179) <https://ufhealth.org/center-psychiatry-addiction-and-pain-medicine-vero-beach>
Outpatient Pediatric & Adult
Psychologists & Psychiatrists/Insurance: Most accepted, call to verify/Indigent funding available/Substance abuse
treatment services (Suboxone) Pain Management Services.

Whole Family Health Center 981 - 37th Place, Vero Beach, FL 32960 (257-5785) www.wholefamilyhealthcenter.org/about-us/
Outpatient: Primary Care, Pediatric, Behavioral Health Therapist &
Psychiatrist/Indigent care available/Insurance & sliding scale.

The Women's Refuge of Vero Beach 1850 Lemon Avenue, Vero Beach, FL 32960 (770-4424) www.womensrefugevb.org/
Residential services for women: 2 week–2 year programs/Outpatient: Adult, Children & Family/ Christian Based Support
Groups/Leadership training; conferences at churches; Bible studies/No insurance accepted/Substance abuse treatment
services.

211 Palm Beach/Treasure Coast 2-1-1 www.211treasurecoast.org 24-Hour Crisis Hotline Community Helpline
Suicide Hotline Telephone/Reassurance Free & Confidential.

STUDENT GRIEVANCE PROCEDURES

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

A grievance is a complaint alleging a violation of Title IX, Section 504, and other federal and state civil rights laws, rules, and regulations. It is the policy of the School District of Indian River County to provide a learning and working environment for students that is free from harassment or discrimination on the basis of gender, marital status, race, national origin, religion, age, or disability. This grievance procedure is not applicable to situations for which other appeal and adjudication procedures are provided in state laws or in which the school board is without authority to act. In utilizing the complaint procedure, normal channels of communication shall be from student to teacher to principal to Superintendent.

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

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

Level One

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

Level Two

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

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

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

Level Three

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

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

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

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

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

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

The School District of Indian River County does not discriminate on the basis of race, sex, color, religion, age, national origin, or disability in its provision of programs, services, or employment. The District has designated the following people/departments as coordinators of:

Section 504
Americans with Disabilities Act
Equity

Dr. Jamie Robison
Dr. Michael Ferrentino
Dr. Edwina Suit

564-5949
564-5932
564-3071

COMPLAINTS RELATING TO EMPLOYEES

School Board Policy 9130 describes the process that should be followed when filing a formal complaint against an employee. The written complaint must be signed by the person making the complaint and submitted to the superintendent/designee. The complaint must state the basis of the charge against the employee and identify why he or she believes that the employee has acted in a manner that is in violation of any law, policy or otherwise is wrongful conduct by an employee. For additional information regarding this process, refer to this specific policy (9130) located on the District's website.

Equity Coordinators' Contact Information:

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

Executive Director of Human Resources
1990 - 25th Street
Vero Beach, Florida 32960
772-564-3000

Executive Director of ESE and Student Services
1990 - 25th Street
Vero Beach, Florida 32960
772-564-3000

District Compliance Officers:

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

Executive Director of Human Resources
Executive Director of Exceptional Education and Student Services
1990 - 25th Street
Vero Beach, Florida 329620
772-564-3000
772-569-2360 fax

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

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

TERMS YOU’LL NEED TO KNOW

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

Access for L’s 2.0: The new assessment will allow educators, students, and families to monitor students’ progress in acquiring academic English in the domains of speaking, listening, reading, and writing.

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

AMO: Annual Measurable Objectives

DIAP: District Improvement and Accountability Plan

ECHOS: Early Childhood Observation System

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

ELL: English Language Learner

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

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

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

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

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

ESOL: English for Speakers of Other Languages

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

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

FLKRS: Florida Kindergarten Readiness Screener - The Florida Kindergarten Readiness Screener (FLKRS) is administered to assess the readiness of each child for kindergarten. The FLKRS includes a subset of the Early Childhood Observation System™ (ECHOS™) and the first FSA assessment for kindergarten to gather information on a child’s development in emergent literacy.

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

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

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

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

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

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

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

SAC: School Advisory Council

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

SIP: School Improvement Plan

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

SWD: Students with Disabilities



2015-2016 SCHOOL CALENDAR

So why does our District have monthly modified Wednesdays?

On early release days, **all** teachers across the District are participating in professional development to improve their practice and to learn research-based strategies that will have a direct impact on student achievement.

Day of the Week	Date	Event
Monday	08/17/2015	Teachers Report; Workday
Tuesday	08/18/2015	Teacher ½ Workday; ½ In-Service
Wednesday	08/19/2015	Teacher In-Service Day
Thursday	08/20/2015	Teacher Workday; Student Orientation
Friday	08/21/2015	Teacher Workday
Monday	08/24/2015	First Day of School for Students
Wednesday	08/26/2015	Modified Instructional Day; Early Release for Students
Monday	09/07/2015	Labor Day; No School; Non-Paid Holiday for Teachers
Monday	09/14/2015	No School; Non-Paid Holiday for Teachers
Wednesday	09/23/2015	Modified Instructional Day; Early Release for Students
Wednesday	10/21/2015	Modified Instructional Day; Early Release for Students
Friday	10/27/2015	End of First Nine Weeks
Monday	11/09/2015	Report Cards Distributed
Monday	11/16/2015	Conferences, 4.5 hours between 11/16/15 - 11/18/15
Wednesday	11/18/2015	Modified Instructional Day; Early Release for Students
Thursday	11/19/2015	Conference Night, District-Wide – 3 Hour Minimum
Monday	11/23/2015	No School; Emergency Day
Tuesday	11/24/2015	Teachers off due to Conferences; No School for Students
Wednesday	11/25/2015	No School for Teachers and Students - Thanksgiving Break 11/25/15 - 11/27/15
Thursday	11/26/2015	Thanksgiving; No School; Paid Holiday for Teachers
Friday	11/27/2015	No School; Paid Holiday for Teachers
Monday	11/30/2015	Students and Teachers Return from Thanksgiving Break
Wednesday	12/09/2015	Modified Instructional Day; Early Release for Students
Friday	12/18/2015	Last Day before Winter Break
Monday	12/21/2015	No School; Winter Break Begins; 12/21/2015 - 1/01/2016
Monday	1/04/2016	Students and Teachers Return from Winter Break
Wednesday	1/13/2016	Final Exams; Early Release for Students
Thursday	1/14/2016	Final Exams; Early Release for Students
Friday	1/15/2016	Final Exams; Early Release for Students; End of First Semester
Monday	1/18/2016	Dr. Martin Luther King, Jr. Day; No School; Non-paid Holiday
Tuesday	1/19/2016	½ Teacher Workday; ½ Teacher In-Service Day; No School for Students
Wednesday	1/20/2016	Second Semester Begins; Modified Instructional Day; Early Release for Students
Monday	2/01/2016	Report Cards Distributed
Thursday	2/04/2016	Conferences, 4.50 hours between 2/04/16 and 2/10/2016
Thursday	2/11/2016	Conference Night; District wide, 3 hour minimum
Monday	2/15/2016	Presidents' Day; No School; Paid Holiday for Teachers due to Conferences
Wednesday	2/17/2016	Modified Instructional Day; Early Release for Students
Wednesday	3/09/2016	Modified Instructional Day; Early Release for Students
Monday	3/21/2016	No School; Spring Break Begins; 3/21/16 - 3/25/16; 2 Paid Holidays for Teachers
Tuesday	3/29/2016	End of 3 rd Nine Weeks
Thursday	4/14/2016	Report Cards Distributed
Wednesday	4/20/2016	Modified Instructional Day; Early Release for Students
Wednesday	5/18/2016	Modified Instructional Day; Early Release for Students
Monday	5/30/2016	No School; Memorial Day Observed; Paid Holiday for Teachers
Thursday	6/02/2016	Final Exams; Early Release for Students
Friday	6/03/2016	Final Exams; Early Release for Students; Graduation VBHS
Saturday	6/04/2016	Graduation SRHS
Monday	6/06/2016	Final Exams; Early Release for Students; Last Day of School for Students
Tuesday	6/07/2016*	Teacher Workday or Emergency Day, if needed
Wednesday	6/08/2016*	Teacher Workday – Last Day for Teachers or Emergency Day, if needed
Monday	6/20/2016	Report Cards Distributed

*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).

Board Approved 3/10/15; Revised 4/13/15; Revised 6/23/15

Assessment Schedule for 2015-2016 (Based on 6/11/2015 information)			
*Dates and Target Groups are subject to change with Legislative and District updates			
Date Range	Assessment	Target Group	
July 13-24	FSA Algebra 1, Geometry, Algebra 2	Secondary	
July 13-24	Algebra 1 Retake	Secondary	
	Biology1	Secondary	
	Civics	Secondary	
	U.S. History	Secondary	
Aug 24-Oct. 5	Work Sampling System	Kindergarten	
Sept. 8 -Sept 18	Reading Baseline	Grade 3	
	Science Baseline	Grades 6- 8	
Sept. 14-25	FSA Algebra 1, Geometry, Algebra 2	Secondary	
Sept. 28-Oct 30	Math Benchmark	Grades 1-Algebra 2	
	Reading Benchmark	Grades 2-11	
	Science Benchmark	Grade 3- Biology	
	U.S. History Benchmark	Secondary	
	Civics Benchmark	Secondary	
Oct 12-23	FSA ELA Grade 10 Retake		
	FCAT 2.0 Reading retake		
	Algebra 1 Retake	Secondary	
	Biology 1	Secondary	
	Civics	Secondary	
	U.S. History	Secondary	
Oct. 26-28	P.E.R.T (Post- Secondary Education Readiness Test)	Secondary	
Nov. 30-Dec 18	Algebra 1 Retake	Secondary	
	Biology 1	Secondary	
	Civics	Secondary	
	U.S. History	Secondary	
	FSA Algebra 1	Secondary	
	FSA Geometry	Secondary	
	FSA Algebra 2	Secondary	
Jan. 21-Feb. 26	Math Benchmark	Kindergarten-Algebra 2	
	Reading Benchmark	Grade 1- Grade 11	
	Science Benchmark	Grade 3-Biology	
	U.S. History Benchmark	Secondary	
	Civics Benchmark	Secondary	
Feb. 4-6	P.E.R.T (Post-Secondary Education Readiness Test)	Secondary	
Feb. 29-March 11	FSA Writing Component	Grades 4-10	
Mar. 7- 18	Reading Benchmark	Grade 3	
Mar. 14-16	P.E.R.T (Postsecondary Education Readiness Test)	Secondary	
Mar. 16-20	Science Benchmark	Biology	
Mar. 28-April 8	FSA ELA Grade 10 Retake	Secondary	
	FCAT 2.0 Reading Retake		
	Algebra 1 Retake	Secondary	
Mar. 28-April 8	FSA ELA	Grade 3	
	FSA Math	Grades 3-4	
April 11 -May 6	FSA ELA	Grades 4-11	
	FSA Math	Grades 5-8	
April 11- May 6	FCAT 2.0 Science	Grade 5 and 8	
April 18-May 20	Biology 1	Secondary	
	Civics	Secondary	
	U.S. History	Secondary	
April 18- May 13	FSA Algebra 1	Secondary	
	FSA Geometry	Secondary	
	FSA Algebra 2	Secondary	
April 25-May 6	Reading Benchmark	Grade 3	

No Child Left Behind – Parents Right To Know

The No Child Left Behind Act of 2001(NCLB) provides you, the parent, the opportunity to request information regarding the professional qualifications of your child’s teacher. You may also request information regarding the qualifications of the paraprofessional(s) providing services to your child, if applicable. This information includes the following:

- Certificate type (a Professional or Temporary)
- Subject area coverage and grade level of coverage
- Degree(s) and defined major field of study
- Teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.

The School District of Indian River County works hard to ensure that all students are provided the highest quality education by effective and skilled teachers. The district strives to make sure all teachers of core academic subjects meet the definition of “Highly-Qualified” under the NCLB Act. Core academic subjects include English, reading, language arts, mathematics, civics/government, economics, geography, history, science, foreign languages, and the arts. In order for a teacher to meet the definition of “Highly-Qualified,” they must have a Bachelor’s degree or higher, have full State certification, and demonstrate knowledge of academic subject area(s) in which they teach. If your child attends a Title I Program school, you will be notified in writing if your child has been assigned or has been taught for more than four consecutive weeks by a teacher who has not met the NCLB “Highly-Qualified” criteria. As a parent you have the right to information on the qualifications of any teacher or instructional assistant who is instructing or providing instructional support to your child. Please note that all teachers employed by the district have a college degree from an accredited college or university and are eligible for or hold a Florida educator’s certificate.

You may view the certification status of any Florida teacher through The Florida Department of Education Educator Certification Lookup through the following link: <http://www.fldoe.org/edcert/public.asp>.

If you desire to request any information on the qualifications of your child’s teacher please contact the principal at your child’s school.

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