

District School Board of Indian River County
6500 – 57th Street, Vero Beach, FL 32967

If a person decides to appeal any decision made by the Board with respect to any matter considered at these meetings, he will need to ensure that a verbatim record is made which includes the testimony and evidence upon which the appeal is to be made.

Date: March 12, 2019

Time: 12:00 p.m.

Room: Joe N. Idlette, Jr. Teacher Education Center (TEC)

Board Discussion Session Agenda

- I. CALL DISCUSSION TO ORDER

- II. ITEMS PLACED ON AGENDA BY BOARD MEMBERS
 1. Tiffany Justice
 - a) Board Protocol
 - b) School Start Time
 2. Laura Zorc
 - a) Follow up on General Counsel and Other Legal Counsel
 - b) Legislative Plan
 3. Teri Barenborg
 - a) Climate Issues on Our Campuses and in Departments
 - b) Absentee Committees
 4. Jacqueline Rosario
 - a) Superintendent's Evaluation Timeline
 - b) Personnel File Policy
 5. Mara Schiff, Ph.D.
 - a) School Board Strategic Plan: Board Vision, Objectives, Strategy, and Collective Priorities, and Responsibilities
 - b) Creating a SDIRC Academy

- III. BOARD COMMITTEE REPORTS

- IV. ITEMS PLACED ON AGENDA BY SUPERINTENDENT – Dr. Rendell

V. ADJOURNMENT

Anyone who needs a special accommodation to participate in these meetings may contact the School District's American Disabilities Act Coordinator at 564-3175 (TTY 564-2792) at least 48-hours in before the meeting. NOTE: Changes and amendments to the agenda can occur 72-hours prior to the meeting. All business meetings will be held in the Joe N. Idlette, Jr. Teacher Education Center (TEC) located in the J.A. Thompson Administrative Center at 6500 – 57th Street, Vero Beach, FL 32967, unless otherwise specified. Meetings may broadcast live on Comcast/Xfinity Ch. 28, AT&T Uverse Ch. 99, and the School District's website stream; and may be replayed on Tuesdays and Thursdays at the time of the original meeting. For a schedule, please visit the District's website at www.indianriverschools.org/iretv. The agenda can be accessed by Internet at <http://www.indianriverschools.org>.

Sample School Board Operating Protocol

For the purpose of enhancing teamwork among members of the board and between the board and the administration, we, the members of the School District Senior Leadership Team (board and superintendent) do hereby publicly commit ourselves collectively and individually to the following operating protocol:

1. **Don't spring surprises** on other board members or the superintendent. Surprises to the board or the superintendent will be the exception, not the rule. There should be no surprises at a board meeting. We agree to ask the board president or the superintendent to place an item on the agenda instead of bringing it up unexpectedly at the meeting.
2. **Communication** between staff and the board is encouraged as long as it follows board policy. The senior leadership team recognizes that "good," "timely", "open", and "constant" communication regarding school district issues is extremely important. We will strive to anticipate issues which may become important or are sensitive to our school district and district stakeholders.
3. **Follow the chain of command.** The last stop, not the first, will be the board. We agree to follow the chain of command and insist that others do so. While the board is eager to listen to its constituents and staff, each inquiry is to be referred to the person who can properly and expeditiously address the issue. Board requests that will likely require considerable time or have political implications are to be directed to the superintendent. All personnel complaints and criticisms received by the board or its individual members will be directed to the superintendent.
4. **Own the collective decision making process.** The senior leadership team will support decisions made by the board and/or the administrative team once a decision is made. We will support the majority decision(s).
5. **Exemplify the governance role.** The leadership team (board and superintendent) will support the policies our district currently has in place. We will continue to annually study and review policies for effectiveness and appropriately engage key stakeholders in the development or deletion of policies and policy revisions. We will maintain and apply district policies consistently while being cognizant of and recognizing the potential uniqueness of any given situation.
6. **Annually conduct a self-assessment/evaluation.** The board will address its behavior by yearly self-evaluation and by addressing itself to any individual problems, such as poor meeting attendance or leaks of confidential information.
7. **Clearly state goals.** The board will set clear goals for themselves and the superintendent. The board and superintendent will set clear goals for the District.
8. **Utilize CEO input.** The superintendent is the chief executive officer of the senior leadership team and should make recommendations, proposals or suggestions on most matters that come before the board.

9. **Board acts only as a body.** Individual board members do not have authority. Only the board as a whole has authority. We agree that an individual board member will not take unilateral action. The board president will communicate the position(s) of the board on controversial issues. When board members serve on various school committees their role shall be defined by the board as silent observer or active participant.
10. **Meeting protocol.** Conduct at a board meeting is very important. We desire to have a legacy of a well functioning, effective board. We agree to avoid words and actions that create a negative impression on an individual, the board or the district. We will be open minded and willing to “deeply listen” to all speakers/presenters. We agree that we can disagree and will do so using common courtesy and respect for others. We will not react to impromptu complaints on the spot, but will assure any individual(s) that the school district will follow-up.
11. **Avoid marathon board meetings.** To be efficient and effective, long board meetings must be avoided. Points are to be made in as few words as possible; speeches at board meetings will be minimal. If a board member believes s/he doesn't have enough information or has questions, either the superintendent or board chair is to be called before the meeting.
12. **Practice efficient decision-making.** Board meetings are for decision-making, action and votes, not endless discussion. We agree to move to the question when discussion is repetitive.
13. **Speak to agenda issues.** The board will not play to the audience. We agree to speak to the issues on the agenda and attend to our fellow board members. Facts and information needed from the administration will be referred to the superintendent.
14. **Executive/closed sessions** will be held only for appropriate subjects. Executive sessions will be held only when specific needs arise. Board members will be extremely sensitive to the legal ramifications of their meetings and comments.
15. **Children's interests come first.** The board will represent the needs and interests of all the children in our district.

Date:

<https://www.boarddocs.com/fl/ircs/Board.nsf/vpublic?open#>

Click **Policies** in the upper right corner

Select **0000 Bylaws**

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Sample School Board Operating Protocol

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Spring no surprises. Surprises to the board or the superintendent will be the exception, not the rule. There should be no surprises at a board meeting. We agree to ask the chair or superintendent to place an item on the agenda instead of bringing it up unexpectedly at a meeting.

Be clear with communication. Communication between staff and the board is encouraged as long as it follows board policy. The governance team recognizes that good, timely, open, and constant communication regarding school district issues is extremely important. We will strive to anticipate issues which may become important or are sensitive to our school district and district stakeholders.

Follow the chain of command. The last stop, not the first, will be the board. We agree to follow the chain of command and insist that others do, too. While the board is eager to listen to its constituents and staff, each inquiry is to be referred to the person who can properly and expeditiously address the issue. Board requests that will likely require considerable time or have political implications are to be directed to the superintendent. All personnel complaints and criticisms received by the board or its individual members will be directed to the superintendent.

Own the collective decision making process. The governance team will support decisions made by the board and/or the administrative team once a decision is made. We will support the majority decision(s).

Exemplify the governance role. The governance team will support the policies our district currently has in place. We will continue to annually study and review policies for effectiveness and appropriately engage key stakeholders in the development or deletion of policies and policy revisions. We will maintain and apply district policies consistently while being cognizant of an recognizing the potential uniqueness of any given situation.

Conduct a self-assessment/evaluation annually. The board will address its behavior by yearly self-evaluation and by addressing itself to any individual problems, such as poor meeting attendance, behavior, or leaks of confidential information.

Clearly state goals. The board will set clear goals for themselves and the superintendent. The board and superintendent will set clear goals for the District.

Utilize CEO input. The superintendent is the chief executive officer and should make recommendations, proposals, or suggestions on most matters that come before the board.



Sample School Board Operating Protocol

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Follow meeting protocol. Conduct at a board meeting is very important. We desire to have a legacy of a well-functioning, effective board. We agree to avoid words and actions that create a negative impression on an individual, the board, or the district. We will be open minded and willing to deeply listen to all speakers/presenters. We agree that we can disagree and will do so using common courtesy and respect for others. We will not react to impromptu complaints on the spot, but will assure any individual(s) that the school district will follow-up.

Avoid marathon board meetings. To be efficient and effective, long board meetings must be avoided. Points are to be made in as few words as possible; speeches at board meetings will be minimal. If a board member believes s/he doesn't have enough information or has questions, either the superintendent or board chair is to be called before the meeting.

Practice efficient decision-making. Board meetings are for decision-making, action and votes, not endless discussion. We agree to move to the question when discussion is repetitive.

Speak to agenda issues. The board will not play to the audience. We agree to speak to the issues on the agenda and attend to our fellow board members. Facts and information needed from the administration will be referred to the superintendent.

Use executive session sparingly. Executive sessions will be held only for appropriate subjects as clearly defined in state statute. Board members will be extremely sensitive to the legal ramifications of their meetings and comments.

Take children's interests first. The board will represent the needs and interests of all children in our district.

Date:

Signature:

Signature:

Signature:

Signature:

Signature:

Signature:



NEW SCHOOL BOARD MEMBER HANDBOOK



Roles &
Responsibilities



Member
Services



Tips of the
Trade

The Florida School Boards Association

The voice of education in Florida

www.fsba.org

The MISSION of the Florida School Boards Association is to increase student achievement through the development of effective school board leadership and advocacy for public education.

Welcome from Executive Director Andrea Messina

Dear newly installed School Board Member,

Your community elected you to the school board for a reason. You stood before your electorate and told them that you would make the decisions that others either are not willing or able to make. You told your community that they could trust you to do the right thing. That is all you will ever be asked to do.

You have been entrusted with your neighbors' most valued commodities—their children and their money. Your community has placed in you an absolute trust. Do not take it lightly. Do not violate it. Do not abuse it.

When I took the oath of office for my first of three terms on the school board, I remember wondering to myself, “Who do you think you are? Who are YOU to make decisions that affect 17,000 students and over 2,000 employees? What have you ever done that prepares you to do this?”

In truth, I was a little overwhelmed. I wondered if I had enough knowledge to be effective—of the system, of the finances, of the state laws, of the structures, of the role. I wondered if I would let my community down at some point in the ensuing four years. I wondered if I would embarrass myself. I wondered if I had the courage to make the difficult decisions I knew needed to be made. And then I thought, “I care what happens. I know I have no agenda other than to contribute to the public education system and strengthen the system for the students, the taxpayers, and the employees.” I determined that I would rather it be me to make those decisions than someone who had motives with which I may not fully agree.

Your first several months will be challenging. You may measure your week's activities in inches of reports still to read, in numbers of emails, in hours of preparations, in phone calls to return. Instead, I challenge you to measure your week's activities by recognizing the contributions you are making to ensure all students are succeeding in your district's schools. That is why you are here. That is why any school board exists.

The Florida School Boards Association has extensive experience in supporting and assisting new and experienced school board members across Florida. If you have any question at all, reach out to us. That is what we do daily. Our job is to make your job easier.

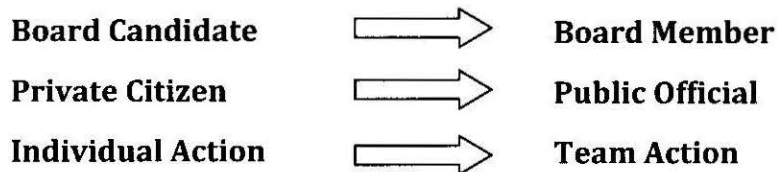
I wish you much good luck and success.



Andrea Messina
Executive Director
Florida School Boards Association

The Transition

You must now make an important transition. This is not always an easy transition to make. You will find that most citizens do not understand the role of a school board member and will often times have unreasonable expectations of what you are statutorily authorized to do for them. It is our hope that these next few pages will be beneficial as you begin to make this very important transition. Again, congratulations and thank you for your willingness to serve.



Your Personal Life

Board members admit that the most surprising discovery about board service is the great amount of time it takes to be an effective board member and the tremendous variety of concerns with which the board deals. Oftentimes the abrupt change from citizen status to board member status catches newly elected board members off guard. They are suddenly bombarded with concerns and complaints from friends, acquaintances and people they have never met before. They no longer can be out in the community without being approached by one or more citizens about concerns within the school district. And, even when they are told that a board member's authority to act is limited to board meetings, citizens see the job of a board member as 24/7.

The board member and his/her family and possibly business will inevitably be affected by a board member's investment of time and talent in the schools. Learning to manage the demands of public service on a public servant's private life can make board service rewarding and enjoyable. Most boards meet once or twice each month with a typical meeting lasting between two and four hours; emergencies may prompt additional special meetings. Board members may also have to attend committee meetings that require even further preparation and time. The board member's involvement in community affairs and attendance at school programs and events accounts for even more dedicated time to the board member's schedule.

Many newly elected board members are unprepared for the huge amount of board-related paperwork they must read or for the multitude of new information they must learn in a very short time. It is not uncommon to hear board members state that it takes them several hours prior to a board meeting to review their board packet thoroughly and to get all their questions answered.

Without question, there is a huge time commitment required to serve on a school board. However, experienced board members often find that the tremendous satisfaction they reap from their public service greatly outweighs any negative aspects of the job or personal sacrifices they must make. Still, anyone running for the school board should be well aware that they will be dedicating many hours to fulfilling the responsibilities of their new position. There are several ways to use your time more efficiently:

- Determine how you will manage the multitude of information you will be receiving by developing your own filing and paper routing system. Keep in mind that your administration keeps on file all the board packets and agendas from past meetings. Because everyone works differently, you will need to organize on the basis of your own most effective way of working. Do not get bogged down in paperwork and skim documents with an eye for the most important points.
- Familiarize yourself with board policies to get a feel for the many details of school operations.

- Use the minutes and agendas of past board meetings to learn about the kinds of issues that have come before the board.
- Learn to say “no.” Prior to being elected to the board, you were probably very active in community and school events that required much of your time. You will have to make some decisions about those activities you need to give up in order to make time for your new board responsibilities. This requires you to establish priorities and learn to say yes to only the priorities at the top of your list. For very service oriented board members, this may be one of the most difficult challenges for them.
- Decide how you want to handle the many concerns, questions and requests you will be receiving from community members both in person and by phone or mail. The time you spend on responding to community concerns can consume your life if you allow it to. Designate times when you will return calls or respond to letters. When approached out in the community, let concerned citizens know you have a limited time to talk with them, but assure them you will contact them later (at a time more convenient for you) or contact the appropriate person to handle their concern. As public officials, board members have a duty to listen to community input. However, you also have a right to protect some time solely dedicated to you personal life.
- As a new board member, you can save time right from the start by learning as much as you can about the school system. Primarily, you need to learn what channels to go through for information which you should learn during a district orientation program. Meet with the superintendent and board chair to learn more about how the board operates and key issues the district is facing.
- Attend conferences and training classes provided by FSBA to learn as much as possible about your responsibilities as a board member.



The job of a school board member is a balancing act.
Good Luck!

Legal Authority of School Boards

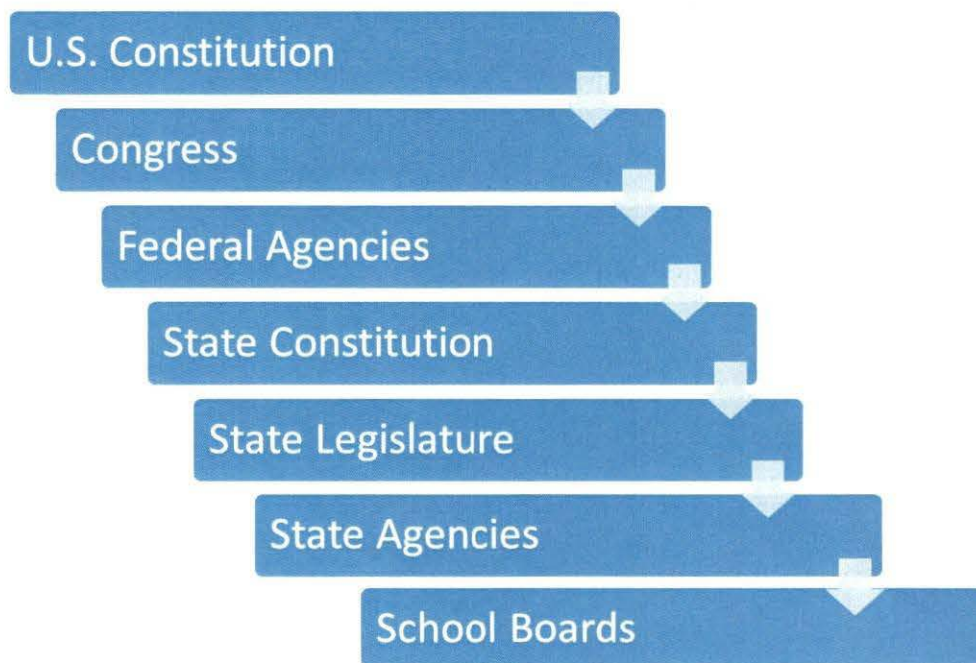
School boards originated when the Colonial legislature of Massachusetts passed a law that gave people the power to establish schools. In the 17th century, Selectmen, the elected representatives of the people, appointed townspeople to a committee to oversee schools. This was the beginning of local control of schools by lay citizens. From this humble beginning, school boards have evolved.

According to Florida Statute, each of Florida’s school boards operates as a corporate body. Individual school board members have extremely limited authority to act independently, and as a general rule cannot commit or bind the board by their individual actions. Powers and duties of the board must be exercised by the board as a whole. Article IX, Section 4 (b) of the Florida Constitution delineates the overall duties of the school board. It reads, “The school board shall **operate, control** and **supervise** all free public schools within the school district and determine the rate of school district taxes within the limits prescribed herein.”

For the school board to take action, the action must be voted on at an advertised public meeting by a majority vote of the members elected to and serving on the board and a proper record made of the vote. The meeting must be properly convened and comply with proper notice to the board and to the public (Florida Public Records Law). The regulations that govern how your school board operates are determined by the Florida Department of Education, the State Board of Education, and your own school policies and bylaws for your district.

Other bodies and agencies with authority for Florida’s public education include the Constitution of the United States, the U.S. Congress, Federal Agencies, the Constitution of the state of Florida, Florida Legislature, and Florida state agencies such as the Department of Education.

It is important that you are aware of the policies and bylaws that your school board has established and follow them carefully in order to comply as well as avoid any fines and lawsuits for violations.



The Role of Ethics in Public Service

Research shows that the public has higher ethical expectations for members of the school board than any other elected body. This should come as no surprise to you if you think about the fact that your community has entrusted their most precious resource to the school board – their children. Furthermore, especially in smaller communities, board members are often very recognizable. They attend the same church, grocery store and school and town events that the rest of the community attends. Their children are your children’s friends and your neighbors have contact with you on a regular basis. Board members are expected to set an example that is morally admirable and free of even a hint of self-serving impropriety. At times, the ethical high road can require making very difficult decisions, especially when doing the ethically correct thing is not always clear cut. Nonetheless, public trust and credibility is essential for effective governance. Making decisions or behaving in a manner that is unethical undermines the credibility of elected board members and erodes the public’s trust. Many boards that are intent on maintaining the public’s trust often agree to a set of guidelines or code of ethics that can be a constant reminder of ethical conduct.

S. 112.3142, F.S., requires all constitutional officers to complete four (4) hours of ethics training annually that addresses, at a minimum, the constitutional “Sunshine Law” provisions (Article II, Section 8), the statutory Code of Ethics for Public Officers and Employees (Chapter 112, Part III, F.S.), and the public records and public meetings laws.

FSBA offers ethics training at The Annual Joint Conference each year. The 2016 ethics training live-delivery will be offered December 2, 2016. Though you are not required to complete this training until calendar year 2017, FSBA recommends new school board members attend this informative session to gain insight into the Sunshine Law and laws regarding public records and meetings. We also help you meet the annual requirements of the law by offering a webinar which is available online. Contact your school board attorney if you have any questions about your annual requirements.

**WHERE
DO YOU DRAW
THE LINE?
2016 Edition
ETHICS**

Training for School District Officials

Standards for School Board Member's Boardsmanship

The FSBA general membership has adopted "Standards for School Board Member's Boardsmanship." The standards below shall guide school board members in educational and ethical conduct during their term(s) of office.

- A. Make decisions in terms of the educational welfare of all children, regardless of ability, race, creed, sex, or social standing.
- B. Bring about desired changes through legal and ethical procedures, upholding and enforcing all laws, State Board of Education policies, and court orders pertaining to schools.
- C. Recognize that decisions must be made by the Board as a whole and that when made, these decisions must be supported by the entire Board.
- D. Focus Board action on policymaking, goal setting, planning, and evaluation and insist on regular and impartial evaluation of all staff.
- E. Support school personnel in the proper performance of their duties.
- F. Hold confidential all matters pertaining to the educational system that may needlessly harm individuals or the system and respect the confidentiality of information that is privileged under applicable law.
- G. Attend all scheduled Board meetings and workshops insofar as is possible and become informed on the issues to be considered at these meetings.
- H. Work with the Superintendent, neither undermining nor intruding into the areas legally assigned to the school administration.
- I. Make policy decisions only after full discussion at public Board meetings and render these decisions based on available facts refusing to surrender that judgment to individuals or special groups.
- J. Encourage the free expression of opinion by all Board members and seek systematic communication between the Board and students, staff and all elements of the community.
- K. Remain informed about current educational issues through study and participation in appropriate programs and/or workshops.
- L. Refrain from using Board position for personal or political gain.
- M. Encourage recognition of the achievements of students and staff and of the involvement of business and community members.
- N. Listen responsively to the community and make decisions based on the best interest of the system as a whole.
- O. Support legislation and funding which will help to improve the educational opportunities and environment for students and staff.
- P. Remember always that the first and greatest concern must be the educational welfare of all the students attending the District and that appropriate curriculum, facilities, and motivation must be provided so that students will be encouraged to love learning, enabling them to achieve their fullest and highest potential.

Are You a Leader?

A local board of education has one of the most important responsibilities in our society—helping plan the education of the children in the community. Its decisions affect the lives of students and their parents, the livelihoods of those the district employs and the economic well-being of the community.

At a time when America’s schools and students face greater challenges than ever before, school boards must demonstrate their leadership by focusing on the academic skills and competencies of students that will make them successful citizens in the future. To accomplish this task, boards must be visionary and open to embracing research-based reforms that have resulted in high performing districts. Do you have the leadership skills necessary to accomplish the enormous progress schools must make? The following characteristics can be found in the highly successful leader.

- **Leaders know and understand what it means and what it takes to be a leader.**
Leadership is the act of identifying important goals and then motivating and enabling others to devote themselves and all necessary resources to achievement. It includes summoning one’s self and others to learn and adapt to the new situation represented by the goal.
- **Leaders have a vision for schools that they constantly share and promote.**
Leaders have a vision of the ideal, can articulate this vision to any audience, and work diligently to make it a reality. Leaders also know how to build upon and sustain a vision that preceded them.
- **Leaders communicate clearly and effectively.**
Leaders possess effective writing and presentation skills. They express themselves clearly, and are capable of responding to the hard questions in a public forum. They are also direct and precise questioners, always seeking understanding.
- **Leaders collaborate and cooperate with others.**
Leaders communicate high expectations and provide accurate information to foster understanding and maintain trust and confidence. Leaders reach out to others for support and assistance, build partnerships, secure resources and share credit for successes and accomplishments.
- **Leaders persevere and take the “long view.”**
Leaders build institutions that endure. They “stay the course,” maintain focus anticipate and work to overcome resistance. They create capacity within the organization to achieve and sustain its vision.
- **Leaders support, develop and nurture staff.**
Leaders set a standard for ethical behavior. They seek diverse perspectives and alternative points-of-view. They encourage initiative, innovation, collaboration and a strong work ethic. Leaders expect and provide opportunities for staff to engage in continuous personal and professional growth.
- **Leaders hold themselves and others responsible and accountable.**
Leaders embrace and adhere to comprehensive planning that improves the organization. They use data to determine the present state of the organization, identify root-cause problems, propose solutions and validate accomplishments.
- **Leaders never stop learning and honing their skills.**
Leaders are introspective and reflective. Leaders ask questions and seek answers. Leaders in education are familiar with current research and best practice, not only in education, but also in other related fields.
- **Leaders have the courage to take informed risks.**
Leaders embrace informed, planned change and recognize that everyone may not support change. Leaders work to win support and are willing to take action in support of their vision, even in the face of opposition.

Roles of the School Board

The role of the School Board is not to run the schools, but to see that they are well run.

FSBA’s Governance Model

The National School Boards Association suggests that the five major areas of leadership for school boards include *vision, policy, accountability, community leadership, and relationships*.

In June of 2016, the FSBA Professional Development Committee adopted the FSBA Governance Model. The model is based upon the five areas of leadership focus and illustrates that student achievement should be the focus of every decision a School Board makes.



FSBA Governance Model

The five major areas are expanded upon on the following page.

Vision—Creating a Shared Vision

- Keeps students as the focus of the work of schools
- Adopts a shared vision based on community beliefs to guide local education
- Demonstrate strong commitment to the shared vision and mission by using them to guide decision making and communicating to others

Policy—Establishing a Structure to Achieve the Vision

- Employs a superintendent (in appointed districts) and establishes a district management system which enables all people to contribute meaningfully to achieve the vision
- Establishes district processes to use information and make effective decisions
- Ensures that long- and short-term plans are developed and annually revised through a process involving extensive participation, information gathering, research and reflection
- Makes decisions, which support student learning and school renewal when it reviews and adopts policies and allocates resources
- Sets high instructional standards based on the best available information of the knowledge and skills students will need in the future
- Encourages an environment conducive to innovative approaches to teaching and learning and supportive of continuous renewal of education

Accountability—Developing Accountability to Measure and Communicate How Well the Vision is Being Accomplished

- Receives regular reports on student progress and needs based on a variety of assessments in order to evaluate the quality and equity of education in the district
- Evaluates both superintendent and board performance
- Evaluates progress toward achievement of district long- and short-term goals and ensures that policies and allocation of resources effectively support district vision
- Periodically reports district progress to community and parents

Community Leadership—Championing the Vision

- Advocates for children and families and establishes strong relationships with of the whole child and other mentors to help support students
- Advocates for children and families and establishes strong relationships with parents and other mentors to help support students
- Leads in celebrating the achievements of students and others in education
- Promotes school board service as a meaningful way to make long-term contributions to society

Relationships---Working with the Superintendent to Enhance Student Achievement

- Board and Superintendent create a systemic approach to improving student achievement, recognizing the board's role as community representative and the superintendent's role as CEO of the district.
- Board follows the adopted procedures for handling community concerns
- Board comes prepared for the meeting
- Governance team is respectful of each member and operates professionally, avoiding surprises

Responsibilities of the School Board

In order to provide the best service to your students and community, you will need to develop and be aware of a wide variety of knowledge and skills. Part of this balance is also recognizing responsibilities specifically assigned to the School Board and identifying responsibilities that are designated for the Superintendent or other parties. Below are some responsibilities of the Board, expanded.

Policy-making

- A board's major function, and the foundation upon which the district's structure is built, is the setting of policy. Policies spell out how the district will operate. They should be based on: the board's vision for the district, and the safety and welfare of the students. **The responsibility for implementing policy is delegated to the superintendent.**
- *Staffing and Evaluation*—The board is responsible for establishing policy that governs:
 - * Salaries and salary schedules
 - * Terms and conditions of employment
 - * Fringe benefits and leave
 - * Professional development for teachers and staff
 - * Approval of job descriptions
- The board delegates the tasks of recruiting, recommending for hire, evaluating, promoting and disciplining staff (in accordance with board policy) to the superintendent.

Designating the Chief Executive Officer*

- Hiring the superintendent, and
- Evaluating the performance of the superintendent.
** Applies to the 46 districts with an appointed superintendent*

Planning, Goal Setting and Evaluation

- The shared community vision is translated into long-and short-range goals. The board establishes the structure to accomplish the vision with input from community, staff, parents and students, and determine the benchmarks to be used to establish if goals have been met.

Financial Resources

- The board approves and adopts the budget. The budget should be linked with the vision and the adopted long and short range goals.

Instruction

- The board, working with the superintendent and staff, must set clear expectations or standards and adopt policies to enhance instructional programs.

School Facilities

- The board is responsible for determining school housing needs and communicating those needs to the community, purchasing, disposing of, or leasing school sites and approving building plans that will support the educational programs.

Students

- The board can accept, modify or reject policies recommended by the superintendent regarding school:

* Admissions	* Discipline	* Graduation	* Safety
* Attendance	* Expulsion	* Health Services	* Suspension
* Conduct	* Food services	* Placement/Promotion	* Transportation services

Communication with Various Constituencies

- The board is responsible for maintaining ongoing two-way communication with school staff, students, parents, and members of the community.

Advocacy

- Board members, both individually and collectively, are responsible to serve as advocates for children and public education.

Adjudication and Investigation

- The board may have to hear appeals from staff members or students on issues which involve board policy implementation.

Establishing Procedures

- The board is responsible for:
 - * procedures for the operation of the board
 - * election of board chair
 - * reviewing and evaluating board operations and performances
 - * establishing and maintaining effective board-superintendent relations regardless if superintendent is elected or appointed.

General

- Other activities include but are not limited to:
 - * establishing attendance zones for the school district,
 - * retaining an attorney or law firm for the school district,
 - * setting strategy and coordinating litigation decisions when the school district is involved in a lawsuit
 - * periodically reviewing and evaluating board operations and performance,
 - * working with (as well as authorizing the administration to work with) city, county and other government and non-government officials and agencies, and
 - * hiring internal auditor, if desired.

The Governance Team

The board and superintendent have very distinct and separate roles. Together they form the district's governance team. Before an effective working relationship is established, a superintendent and board must develop a mutual understanding of their respective roles, then review and validate this understanding on a regular basis. An honest and candid discussion of the functions of each other will greatly enhance the partnership between the superintendent and the board.

As CEO of the school district, the superintendent, whether elected or appointed, is responsible for:

- Implementing policy set by the board
- Making recommendations to the board based on his/her best educational knowledge regarding:
 - Personnel
 - Curriculum
 - Budget
- Informing the board of all vital matters pertaining to the school district
- Developing and maintaining an efficient and effective management system for the school district
- Delegating appropriate responsibilities and assigning duties to other employees of the district, but ultimately being accountable for their actions
- Recommending all candidates for employment and being directly and indirectly responsible for their administration
- Developing and improving instructional programming of the school including being alert to advances and improvements in educational programming
- Preparing and submitting a preliminary budget to the board and managing the financial operations of the school district to meet the strategic goals set by the board.

Research has shown that a positive working relationship between the board and the superintendent can directly impact student achievement in the district. It is fairly easy to surmise that if there is continual acrimony and disruption between the board and the superintendent, very little will be accomplished in the district and students will be negatively impacted by the lack of harmony and cohesiveness.

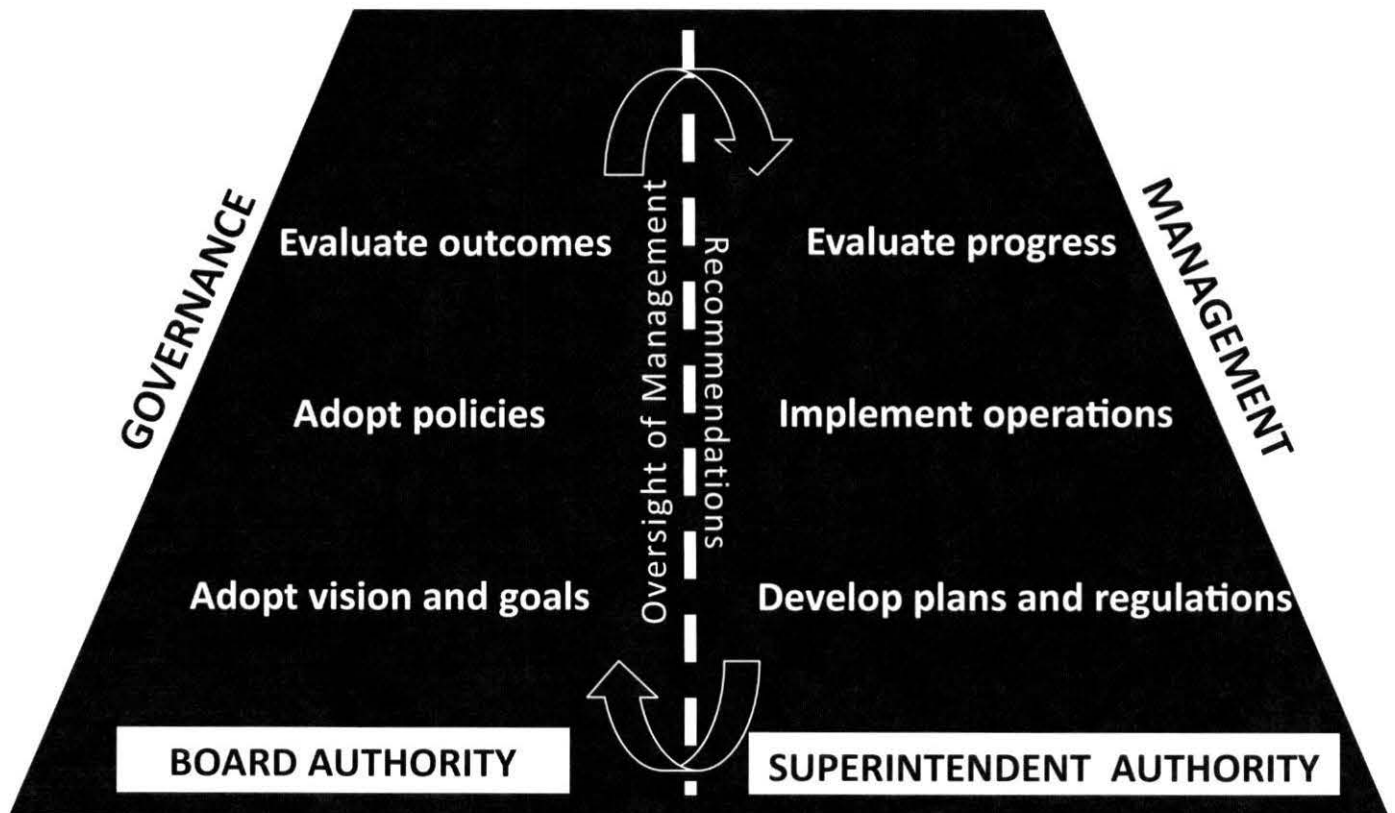
There are several actions that boards and superintendents can take to ensure a good working relationship will exist. Examples of those actions are listed below.

- **Full disclosure:** The cornerstone of a strong board-superintendent partnership is the frank disclosure of school problems to the board members and from the board members. Complete and thorough disclosure requires the superintendent be open and receptive to inquiries from members of the board, that she/he be knowledgeable about the district's activities, and that she/he provide information as quickly as possible.
- **Frequent two-way communication:** The superintendent should provide timely oral and written communications of pending or emergency items. Board members should reciprocate, immediately informing the superintendent of citizen's concerns. The board must be well informed to make wise decisions. The superintendent is responsible for keeping board members informed on an on-going basis, not just at meetings. Before major decisions are made, board members should have an opportunity to read background information, ask questions, examine alternatives and consider the implications of alternative actions.

- **Careful planning:** No one enjoys surprises, and careful planning will avoid most of them. The superintendent and the board should plan together. Planning begins with the board adopting yearly objectives for the district, by which the board provides direction for the superintendent. The superintendent oversees the implementation of the objectives. An excellent approach to global planning that involves the community is strategic planning.
- **Informal interaction:** The superintendent must interact regularly with board members. They should attend conferences or other trainings together and participate in school activities. Through such informal interaction they become more sensitive to each other's interests and values, without, of course, breaching professional relationships.
- **Periodic evaluation:** The superintendent and the board should evaluate the work of the school district at sessions scheduled throughout the year. Periodic evaluations, in addition to the regularly scheduled formal annual evaluation, (in appointed districts) keeps the board apprised of the progress toward district goals. At these meetings the board should discuss the relationship between the board and the superintendent and agree to any modifications necessary.
- **Mutual support:** Both parties need support from the other. A strong partnership is strengthened when board members support the superintendent from unjust criticism and the superintendent, in turn, defends board members from unwarranted accusations.

The Governance Lanes

The Governance Lanes illustrates the division of authority between the Board and the Superintendent. It specifically shows that the role of the Board is one of Governance while that of the Superintendent is more focused on Management.



Sixteen Tenets of the Effective Board/Superintendent Leadership Team

The chart on the following page illustrates that the board's role is to govern the district and the superintendent serves as the educational leader and the school district's chief administrator. Together they form the governance team. The roles are complementary but distinct and both are critical to educating students and ensuring that the organization is running smoothly and efficiently.

Source: *National School Public Relations Association*

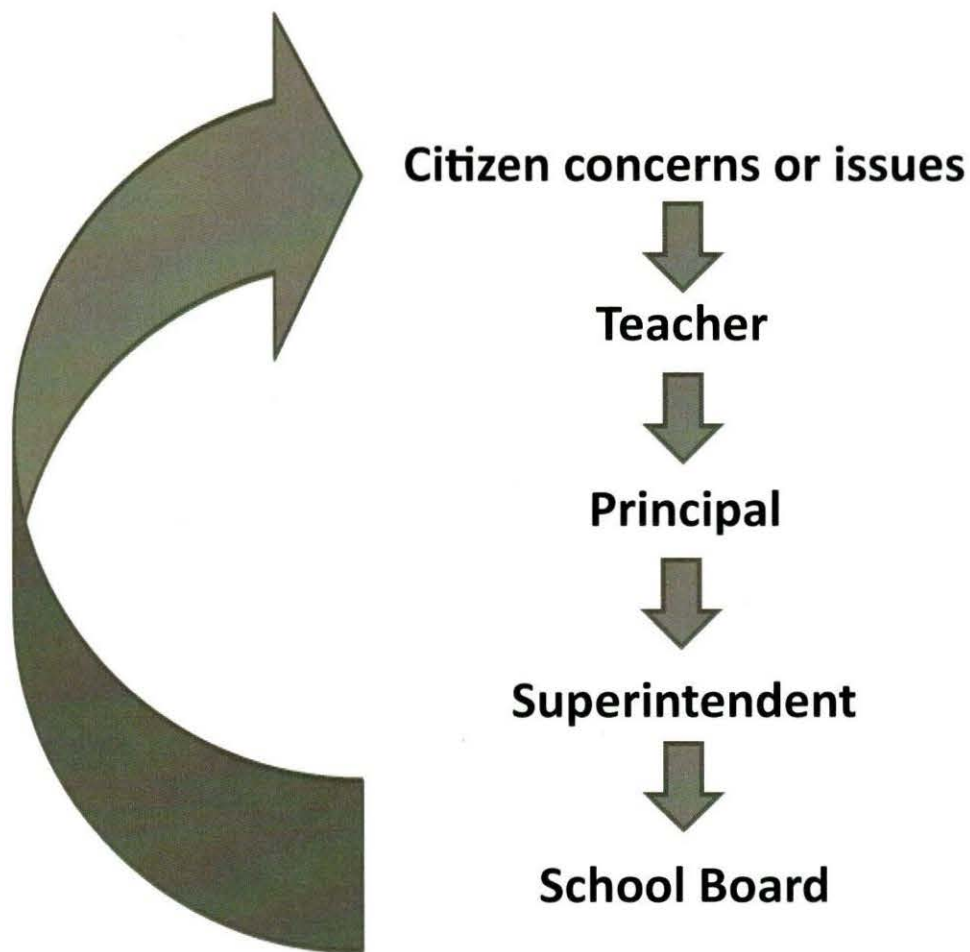
	Board Members Should	Superintendents Should
1	Recognize their function as being legislative and judicial, and respect the executive function of the superintendent.	Recognize his/her function as being executive and respect the legislative and judicial functions of the board.
2	Attend all board meetings and assure that the board doesn't meet in the absence of the superintendent except when his/her terms of employment are under discussion.	Attend all board meetings or delegate the appropriate staff member to attend in the superintendent's behalf.
3	Recognize that authority to act rests with the entire board or a legally constituted quorum of the board and that business may be transacted only in official meetings. Refrain from making commitments to individuals or groups as an individual board member.	Interpret official actions of the board to school employees and community group in a faithful, accurate and objective manner and not make any commitments to individuals or organizations outside the context of adopted school policy.
4	Support the superintendent as the executor of board policies.	Faithfully and objectively administer the policies of the district.
5	Listen courteously to parents with questions and complaints, referring them to an appropriate member of the school staff in accordance with policies of the school.	Provide written grievance procedures for school staff and assure an effective means of communication among staff, board and superintendent.
6	Refer personal requests and criticism by school staff directly to the appropriate administrative officer in accordance with board policies.	Provide written grievance procedures for school staff and assure an effective means of communication among staff, board and superintendent.
7	Keep the superintendent and fellow members of the board advised of community reaction to school policies.	Keep the board continuously, adequately and objectively informed concerning the school program, curriculum and problems.
8	Submit items to be placed on the board meeting agenda in ample time so the superintendent may assemble information bearing upon the subject and according to locally adopted policy.	Accept items to be placed on the board meeting agenda from members of the board and others, and gather pertinent information relative to those agenda items.

	Board Members Should	Superintendents Should
9	Encourage and support the superintendent to consult with staff and community to seek opinions and recommendations for board consideration.	Formulate, when appropriate, with members of the school staff, board and community recommendations to make to the board.
10	Require that meetings of the board be conducted on the basis of a planned agenda prepared by the superintendent in accordance with board policies and be made available to board members prior to the board meetings.	Prepare for all board meetings, in cooperation with the board chair, an agenda and supporting materials to be distributed to board members in ample time prior to board meetings.
11	Develop a clear set of policies regarding such items as size of school, class size, assigned responsibilities, budget preparation, staffing, suspension, or dismissal.	Carry out board policies and be held accountable for them. Assist the board in maintaining focus on policy matters and recommend and evaluate policy at all times.
12	Require that the administrative rules and regulations be in harmony with school policy.	Present to the board for its advice, counsel and approval administrative rules and regulation implementing the policies of the board.
13	Delegate full executive responsibility to the superintendent to make recommendations which establish and operate a total school program of acceptable standards.	Accept full executive responsibility for establishing and operating a total school program of acceptable standards.
14	Assume responsibility for adopting fiscal policies that will allow the superintendent to operate a total school program of acceptable standards.	Assume responsibility for presenting to the board responsible and detailed fiscal plans to assure the smooth operation of the school program.
15	Adopt policies that will allow the superintendent, staff and board to keep abreast of contemporary developments in education through conference attendance, in service workshops and consultant services.	Advise the board of programs designed to keep the superintendent and staff abreast of contemporary developments in education through conference attendance, in service workshops and consultant services.
16	Act on the selection, promotion, demotion or dismissal of school personnel only after submission of a specific recommendation by the superintendent.	Present to the board recommendations for selection, promotion, demotion or dismissal of school personnel.

What is the Chain of Command?

Because every school district is a system of schools, a chain of command is used by board members and administrators to direct parents who call about concerns they have within the district. The best way to respond to parental complaints is to be a good listener, ask questions for better understanding and then redirect and guide the parent to the original source where the problem occurred. For example, if something happened in the classroom, then they should be referred back to the teacher for resolution. It is only when the issue cannot be resolved at that level that the concern should move up the chain of command. The school board should be the very last recourse for complaints. It is reasonable to assume that most complaints that follow this chain of command can be resolved by school personnel before it ever reaches the board level.

Board Member Referral



Roles and Responsibilities of School Boards and Superintendents

Introduction

This memorandum discusses the respective powers of school boards and superintendents, who both hold certain authority with respect to the direction and control of all public schools within their district.

Article IX of the Florida Constitution creates the separate offices of school board and school superintendent. This constitutional article sheds little light on the division of powers between school boards and superintendents. Article IX, section 4(b) of the Constitution creates school boards and provides that "[t]he school board shall operate, control and supervise all free public schools within the school district" Article IX, section 5 creates the position of superintendent but leaves the description of the duties of the office up to the Florida Legislature.

The Legislature assigned specific duties to each of the two positions: (1) school boards "shall operate, control and supervise" the public schools in their district and may exercise any power except those prohibited by the constitution or general law; and (2) the superintendent is charged with "the administration and management of the schools and for the supervision of instruction in the district." Section 1001.32(2)-(3), F.S.

School Boards

The school board can only act as a board in its legislative or quasi-judicial capacity. The School Code makes only one mention of school board members as having individual responsibilities – section 1001.363, F.S., provides that each member shall represent the entire district. In fact, section 1001.42, F.S., entitled "Powers and duties of school board," begins with the words "The district school board, acting as a board, shall exercise all the powers and duties listed below."

While the school board has general power over all facets of the operation of the district, one of its more important powers is the hiring and retention of the superintendent. The school board is dependent on the superintendent to exercise executive power over the laws, regulations, and policies that govern the operation of the district. Such power is given exclusively to the superintendent, who is described as the executive officer in three separate sections of the School Code – sections 1001.32(3), 1001.33, and 1001.48, F.S.

The general powers and duties of school boards are set forth in sections 1001.41 and 1001.42, F.S. These include the powers to:

- Determine and adopt policies and programs for the efficient operation and general improvement of the district school system.

- Prescribe standards and policies to provide each student the opportunity to receive a complete education program.
- Provide for the proper accounting for all students of school age, for the attendance and control of students at school, and for proper attention to health, safety, and other matters relating to the welfare of students.
- Open and close schools.
- Develop and execute plans for the operation of schools.
- Provide for the transportation of students.
- Exercise other powers generally relating to the operation of the school district.

The school board is empowered to contract, sue, and be sued, and the school board is the exclusive contracting agent for the district school system, though it delegates certain authority to the superintendent and designees. See Section 1001.41(4), F.S.; and School Board v. Goodson, 335 So. 2d 308, 310 (Fla. 1st DCA 1976).

Superintendents

The superintendent is the secretary and executive officer of the district school board, and, as such, is responsible for the administration and management of schools and for the supervision of instruction in the school district. See section 1001.32(3), 1001.33, 1001.48, F.S.

The superintendent is the head of curriculum and instruction. He or she (1) recommends the establishment, organization, and operation of such schools, classes, and services as are needed to provide adequate educational opportunities for all children in the district; (2) directs the work of all personnel, including school principals; (3) administers and manages schools; and (4) supervises instruction throughout the district. These same powers and duties give the superintendent primary responsibility with regard to the formulation of plans for student assignment, and establishment and location of special programs and classes.

The general powers and duties of superintendents are set forth in sections 1001.49 and 1001.51, F.S. These include the powers to:

- Exercise general oversight over the district school system in order to determine problems and needs, and recommend improvements.
- Advise and counsel the school board on educational matters and recommend to the school board for action such matters as should be acted upon.
- Recommend to the school board for adoption such policies pertaining to the district school system as the superintendent may consider necessary for its more efficient operation.
- Prepare and submit to the school board for adoption such rules to supplement those adopted by the State Board of Education as, in the superintendent's opinion, will contribute to the efficient operation of any aspect of education in the district.

A superintendent also must perform all tasks necessary to make sound recommendations, nominations, proposals, and reports to be acted upon by the school board, and to direct the work of school personnel, subject to the requirements of chapter 1012, F.S. See Section 1001.51, F.S.

The specific provisions relating to appointment of personnel are contained in sections 1012.27 and 1012.22, F.S. Section 1012.27, F.S., sets forth the superintendent's duties and provides that the superintendent is responsible for directing the work of the personnel, and in addition the superintendent shall perform the following:

- Recommend to the school board duties and responsibilities which need to be performed and positions which need to be filled to make possible the development of an adequate school program in the district.
- Recommend minimum qualifications of personnel for these various positions, and nominate in writing persons to fill such positions.

Section 1012.22(1), F.S., describes the authority of the school board to reject a superintendent's nominations and transfer recommendations and provides in pertinent part:

“The district school board shall act upon written recommendations submitted by the district school superintendent for positions to be filled, for minimum qualifications for personnel for the various positions, and for the persons nominated to fill such positions. The district school board may reject for good cause any employee nominated.”

The superintendent is vested with the sole power to nominate employees for service with the school district and to direct their work. The explicit wording of section 1012.22, F.S., authorizes the school board to act on a superintendent's nomination but limits this action to an acceptance or rejection on consideration of “good cause.” Good cause means that one or more questions exist regarding the nominee’s ability to adequately perform in the position for which he or she is nominated. See McCalister v. Sch. Bd., 971 So. 2d 1020 (Fla. 1st DCA 2008). In practice, this usually means that the nominee does not meet the minimum qualifications for the position, but in rare cases, “good cause” may exist even when the nominee meets the minimum qualifications. However, just because a better candidate exists, at least in the school board’s opinion, does not give rise to good cause to reject the superintendent’s nominee.

MISSION OF THE DISTRICT

VISION

100% Student Success.

MISSION

Educate and prepare each student for college/career and life.

SCOPE OF THE SCHOOL DISTRICT

The School Board is the governing body of the District and is responsible for the control, operation, organization, management, and administration of schools in Pinellas County pursuant to the provisions and minimum standards prescribed by Florida statutes and State Board of Education Rules. The Board may exercise any power except as expressly prohibited by the State Constitution or general law.

The District is part of the State system of public education and includes all public schools, classes, and courses of instruction and all services and activities directly related to education in the District which are under the District officials' directions.

The Board is a corporate body whose official title is "The School Board of Pinellas County, Florida". The Board also does business as "Pinellas County Schools", "Pinellas County School Board", "Pinellas County School District" or "School Board of Pinellas County".

F.S. 1000.03, 1001.41

DISTRICT STRATEGIC PLAN

Annually, in conjunction with the development, approval and adoption of the District budget, the Superintendent will submit for School Board approval a *District Strategic Plan* containing clear goals for the forthcoming school year. The goals of the *District Strategic Plan*, derived from strategic directions, are the focus and driving force for the district. All decision-making, planning, resource allocations, and other activities affecting the plan year and beyond shall support these goals and action plans.

F.S. 1001.32(2), 1001.41, 1001.42, 1001.43

BUDGET PREPARATION

The District's operation and educational plan is reflected in its budgets. Each year, the School Board will cause to have prepared and then review the General Fund as well as the other funds which comprise the budget.

The Superintendent's budget recommendation shall include budgeted reserves. The School Food Services Fund shall be operated on a self-supporting basis utilizing Federal and State revenues, as well as customer revenues. The prices of meals shall be maintained at a level adequate to sustain a balanced budget. Insofar as allowed by applicable State statutes and State Board rules, appropriate flexibility in the use of capital funds shall be utilized to best meet the capital needs of the District.

The Board directs the Superintendent to present the budget to the Board for review and adoption in accordance with the Truth in Millage (TRIM) calendar. On final approval by the Board, the budget shall be submitted to the Florida Department of Education.

The District shall adhere to a policy of full and open public disclosure of its financial activities.

F.S. 1001.42, 1011.01
F.A.C. 6A 1.002

JOB DESCRIPTIONS

(1) Job descriptions document and describe the prescribed qualifications for and essential functions of each administrative staff position and thereby promote organizational effectiveness and efficiency.

(2) The School Board shall act upon written recommendations submitted by the Superintendent to create new positions. The recommendations shall include the job title, pay grade, minimum qualifications, and major functions for these positions. The Superintendent may find it necessary to revise duties and responsibilities, which may be done without Board action. Revisions to job titles, pay grades, minimum qualifications, and major functions shall require Board action.

(3) Once a position has been established or the job description revised, each staff member employed in the position shall be made aware of the details of the job description.

F.S. 1012.23, 1012.27

ASSIGNMENTS

The School Board believes that the appropriate placement of qualified and competent staff is essential to the successful functioning of the District.

The Superintendent shall assign and make known through administrative channels the duties, days, and hours of the various classes of instructional personnel.

- A. Instructional staff members shall perform the duties required by Florida statutes and all other generally accepted administrative duties such as club sponsorship, hall duty, supervision of bus loading zones, chaperoning students, and other reasonable duties as may be assigned by their immediate supervisor. Failure to perform such duties in an acceptable manner shall constitute a violation of contract and/or Board appointment.
- B. Instructional staff members are responsible for student control and supervision at any location on campus or during school-sponsored activities.
- C. Instructional staff members shall not permit their family members or friends by their presence to interfere with performance of their duties during working hours.

Employment of Relatives

No employee shall be assigned to a position that reports to or supervises a position held by a close relative. Close relative shall be defined as the first degree of kindred: husband, wife, father, mother, brother, sister, son, daughter, and in-laws of the same degree. If such a reporting relationship is found to exist, the Superintendent shall effectuate an appropriate transfer as soon as reasonably possible under the circumstances.

F.S. 112.3135, 1012.22, 1012.23, 1012.2315

CURRICULUM DEVELOPMENT

The School Board recognizes its responsibility for the quality of the educational program of the schools. As the educational leader of the District, the Superintendent shall be responsible to the Board for the development and evaluation of curriculum and the preparation of courses of study. The appropriate personnel, materials, and supplies for curriculum exploration, development, and implementation shall be coordinated by the Superintendent.

- A. Curriculum in the District shall provide for appropriate instruction based upon the State curriculum frameworks, course descriptions, and Sunshine State Standards prescribed by the Florida State Department of Education, Florida's System of School Improvement and Accountability goals and standards, and the District's student expectations.
 - 1. Students with disabilities are provided instruction in the general education curriculum to the extent they are able to participate and progress. Accommodations may be provided as specified in the student's Individual Education Plan (IEP) but cannot change course performance standards. The accommodations specify changes in instructional strategies that are required as a result of a student's disability and may address: methods and materials for instruction, assignment and classroom assessments, the learning environment, time demands and scheduling, or special communication systems.
 - 2. When a student with a disability requires additional instruction beyond the general education curriculum, instruction is provided in Sunshine State Standards Access Points at the independent, supported, or participatory level as specified in the student's IEP. Students eligible as vision impaired or speech impaired only are not eligible to pursue a special diploma. Only special diploma students may take Access courses.
- B. The core curriculum established by the Board may be changed only with the permission of the Superintendent and approval of the Board.
- C. School faculties and School Advisory Councils (SACs) shall work in collaboration with the District curriculum staff in implementing curriculum, developing course modifications, and selecting instructional materials.

F.S. 1001.215, 1001.32(2), 1001.41, 1001.42, 1001.43, 1001.51, 1004.64

F.S. 1008.22, 1008.34, 1011.62

SCHOOL DAY

Prior to the beginning of the school year, the opening and closing hours shall be established for each school, upon the recommendation of the Superintendent and approval of the School Board. The Board authorizes the school day to be arranged and scheduled by the administration. It will offer the maximum education for the time spent within the limitations of school facilities and the laws and regulations of the State.

Except in cases of emergency as declared by the Superintendent, no principal is authorized to dismiss school before the regularly scheduled hour. The Superintendent may close the schools, delay the opening of school, or dismiss school early when such alteration in the regular session is required for the protection of the health and safety of students and staff members.

The Superintendent shall have the authority to determine which school-related activities may be conducted if the schools are closed for a period of time. The Superintendent shall communicate with students, parents, and others regarding the scheduling and the conduct of such activities.

F.S. 1001.42, 1001.43, 1001.51

SCHOOL CALENDAR

Not later than the end of the first semester of each school year, the Superintendent, after receiving the recommendations of a calendar committee, shall recommend to the School Board for adoption an annual calendar for school holidays and opening and closing term dates for the next school year, which shall conform to and provide such days for students and teachers as are required by law. The Board shall approve a list of religious holidays on which student absence from school shall be allowed when the annual school calendar is adopted.

Good academic practice calls for student attendance to be at or near capacity when testing and other major events are scheduled for students. Therefore, the calendar committee shall be expected to take into consideration the dates of religious holidays of the various faiths, when a large number of students and staff are usually absent.

F.S. 1001.42, 1001.43, 1003.43

FACILITIES PLANNING

The School Board recognizes that careful, prudent planning is essential to the efficient operation of schools and that planning must be grounded on accurate data. In order to assure that future District construction supports the educational programs and responds to community needs, the Board will prepare a capital construction plan and will revise the plan as needed, but at least annually. The plan shall include a thorough description and analysis of local and regional demographic factors which influence general population growth and public school enrollments.

In order to apprise the Board of the continuing relevance of the Board's capital construction plan, the Superintendent shall:

- A. annually report to the Board on the number of resident students attending school; number of new residential units approved in the District; enrollment by grades during the school year;
- B. conduct a "kindergarten roundup" each spring of the number of students who will be enrolled in the schools of the District in the beginning of the following school year and report the results to the Board;
- C. prepare student enrollment projections every year and compare the actual enrollment figures to the previously projected figures to detect early, for the benefit of the Board, any changes in enrollment trends.

In planning for the enlargement or modification of its facilities, the Board shall consider not only the number of children whose educational needs must be met, but also the physical requirements of the program it deems best suited to meet those needs. The District shall provide suitable accommodations to carry out the educational program of the school including provision for the disabled, pursuant to law and regulation.

A Checklist for New Board Member Orientation

Orientation to the Board

These items are generally the school board's areas of expertise and, therefore, should be the board's responsibility in the orientation process. Often, the board chair will take the lead for this part of the orientation process with the assistance of the superintendent and other members of the board.

New board members should have access to the following items:

- ✓ Policy manual with an explanation of its use
- ✓ A copy of current district goals
- ✓ An explanation of school board organization (bylaws, standing and ad hoc committees, if any)
- ✓ An explanation of any policies governing board member conduct and activities (i.e., board code of conduct, travel expenses, conflict of interest, professional development, calendar of important events)
- ✓ An explanation of how board meetings are conducted, including rules of order used, Administrative
- ✓ Procedures Act requirements, placing items on the agenda, superintendent's informational packets
- ✓ Information about the board speaking with one voice, the authority of the board vs. the authority of any individual board member, the chain of command, etc.
- ✓ An explanation of board processes: gathering community input, monitoring district progress, self evaluation, communication with the media
- ✓ A historical perspective of the board's current work, including minutes from the past year's board meetings
- ✓ An explanation of the board packet, and
- ✓ A list of professional development opportunities throughout the year.

Questions New Board Members Might Ask

- *Who prepares the agendas for board meetings and how do I get an item included?*
- *What do I do if I need additional information?*
- *What are the guidelines of the Sunshine Law?*
- *How does the board respond to controversial situations?*
- *When is it appropriate to raise concerns about staff?*
- *How do I deal with questions from the media?*
- *How do I respond to community members when I am on the losing side of a close and carefully watched vote?*
- *What relationship should board members have with the staff, principals and teachers?*

Orientation to Board/Superintendent Roles and Relationship

These items are generally shared areas of expertise between the board and superintendent, and, therefore, should be a joint responsibility in the orientation process.

New board members should have access to the following items:

- An explanation of the authority and responsibilities of the board, superintendent, administrators and individual board members
- An explanation of how communication occurs between the board and the superintendent
- Explanation of how authority is delegated to the superintendent
- A copy of the superintendent's job description and contract, if appointed
- An organization chart of the school structure
- A copy of the superintendent's evaluation tool, if appointed, and
- An explanation of how communication flows between board members and how to use the chain of command.

Orientation to the District

These items are generally the superintendent's areas of expertise and responsibility in the orientation process. New board members should have access to the following items:

School Finance

- A copy of the district's budget and an explanation of how, when and by whom it is prepared
- An explanation of the state's financial plan and what it means in terms of local district budget
- Data on district per pupil cost and expenditures
- An explanation of the funding process for the school district
- A description of the district's student enrollment trends and projections
- Data on the existing bond indebtedness of the district, and
- Information on federal aid to district's education program.

Facilities

- A list showing the number, location and conditions of schools and other buildings
- An explanation of construction projects contemplated and in process
- An explanation of the student transportation system
- A description of the geographic boundaries and attendance zones of the school district, and
- 5 year Capital Plan.

Administration and Staff

- An explanation of personnel recruitment and hiring procedures
- A copy of staff salary schedules and fringe benefit programs
- A copy of the district's collective bargaining agreements
- An explanation of the district's evaluation criteria and procedures for administrators and teachers, and
- An explanation of the district's professional development program.

School Curriculum and Instruction

- An explanation of curriculum standards required by state law
- Copies of recent state report cards
- A description of the district's overall curriculum
- An explanation of school improvement initiatives
- Student dropout statistics
- Information on recent test results and the utilization of test results
- Data on the percentages of students who go onto college or other post high school programs
- Documents showing teacher-pupil ratio and median class size
- The district's technology plan, and
- Any district turn-around plans currently being executed.

Open Government: The Sunshine Law

Florida began its tradition of openness back in 1909 with the passage of Chapter 119 of the Florida Statutes or the “**Public Records Law**”. This law provides that any records made or received by any public agency in the course of its official business are available for inspection, unless specifically exempted by the Florida Legislature. Over the years, the definition of what constitutes “public records” has come to include not just traditional written documents, but also tapes, photographs, film, sound recordings and records stored in computers and electronic devices.

Currently, public records is assumed to include social media, postings, texts, snapchats or other electronic means of communication. Florida’s Government-in-the-Sunshine Law was enacted in 1967. Today the Sunshine Law regarding open government can be found in Chapter 286 of the Florida Statutes. These statutes establish a basic right of access to most meetings of boards, commissions and other governing bodies of state and local governmental agencies or authorities.

Throughout the history of Florida’s open government, its courts have consistently supported the public’s right of access to governmental meetings and records. As such, they have also been defining and redefining what a public record is under the open meetings requirements. The basic requirements of the law have stayed the same over the years. Any meeting of any public decision-making body must be open to the public, reasonable notice of such meetings must be given and minutes of the meeting must be taken.

FSBA offers in depth training on the Sunshine Law in our New Board Member Academy Part II and in the Ethics trainings.

Frequently Asked Questions

1. What constitutes a “meeting” within the purview of the Sunshine Law?

Section 286.011, Florida Statutes provides that “... All meetings of any board or commission...at which official acts are to be taken are...open to the public at all times.” Any form of gathering of public officials, where some issue is discussed on which “foreseeable” future action may be taken, may be construed as a “meeting” whether formal or informal or casual in nature. This includes all forms of meetings, ranging from workshops to a casual meeting of two or more members on the street or at lunch, depending on the topics being discussed.

2. Does the Sunshine Law apply to a person who is elected as a board member, but has not yet assumed office?

YES! The courts have held that an individual, once elected to a public office, loses his/her status as a private individual and in effect, is a “public trustee” until the date upon which he/she officially assumes office.

3. Is the attendance of two (2) or more board members at a social gathering a violation of the Sunshine Law?

The Sunshine Law **DOES NOT PROHIBIT** board members from attending the same social activities or from attending conferences or training sessions where educational matters are discussed. The Sunshine Law does prohibit board members who attend such functions, from *discussing* issues between or among themselves if such issues are pending before the board or may be presented to the board in the future.

4. What is the penalty for violating the Sunshine Law?

Stringent penalties are placed on any public official who violates the provisions of the Sunshine Law. Any board member who knowingly violates the Sunshine Law, whether in or out of the State of Florida is guilty of a misdemeanor of the second degree and may be imprisoned for a period not to exceed 60 days and fines \$500. A board member may also be suspended or removed from office if found guilty.

The Board's Agenda

A well-planned agenda helps board members prepare for effective discussions and decisions. It assures that the concerns of board members, staff and community will be given appropriate consideration. It helps make it possible to conduct the meeting in an orderly, efficient and fair manner with a minimum of confusion, misunderstanding, dissension (even disaster) that could result from inadequate preparation. It is an avenue for communicating to the board, staff and community important matters to be discussed and actions to be taken. It is an important record—for preparing the minutes, planning future meetings and even for legal purposes.

The Agenda—Foundation of an Effective Meeting

- The steering mechanism for any meeting.
- Forces logical organization and preparation for the meeting.
- Serves the meeting leader as a guidance and disciplinary tool.
- Tells those who will participate how to prepare.
- For board members, the agenda identifies items and issues to be discussed and for which advance study may be advisable.
- For the public, it calls attention to matters in which an individual may be especially interested.
- For the staff, it indicates what supporting materials may be needed to assure that the board will have the information necessary to reach the right decision.
- For the board chair, the agenda provides the guidelines necessary for conducting the meeting in an efficient, well-organized manner.
- For legal purposes, the agenda is kept on file and can be cited as the record of what transpired, also serving as the basis for preparation of the minutes.
- For the superintendent, as the chief administrative officer and advisor to the board, the agenda provides the means for assuring that items and matters to be reported and acted upon will be brought to the board's attention.

Steps in Preparing an Agenda

Typically, the superintendent and board chair jointly prepare the agenda, with the superintendent responsible for gathering items and preparing the public notices while the board chairperson offers advice. Once the agenda is designed, the board chair is responsible for ensuring that the agenda is followed. Check your district's policy to see how your agenda is set.

Consent Agenda

To expedite business at a school board meeting, the board may choose to use a consent agenda. A consent agenda is an item listed on the regular agenda that groups routine items under one agenda heading. This allows your board to take a unified motion and action on all items listed under the consent agenda instead of taking separate votes on each item. It is understood that all items listed under the consent agenda have the recommendation of your superintendent and are routine in nature. Routine items are those items that occur throughout the year and are thought to be readily acceptable to all members. If a consent agenda is used, the board chairperson should ask if any member of your board would like to discuss or remove any item from the consent agenda to discuss and vote separately on that item. All items on the consent agenda are approved by a single motion stated as follows: "I move to approve the items listed on the consent agenda." If the motion receives a second, the president takes the vote on the single motion. It is recommended that the board and superintendent review annually what items or types of items will be found on the consent agenda to ensure that all participants have a shared expectation of how the consent agenda will be utilized. Typical examples of consent agenda items are: *approval of personnel changes, review of monthly bills or financial report, resolution to recognize Educational Secretaries Week, approval of minutes.*

Some boards prefer to schedule the consent agenda early on the agenda and include approval of the minutes; others prefer to schedule it later on the agenda. This is your board's decision. Remember the purpose of a consent agenda is to save time.

Essential Attributes of an Effective School Board Member

Even the most experienced board members never stop learning the technical details of the job, and those who are successful learn early that being effective requires more than knowing the details of the tenure law or how to interpret the budget. Being a successful board member begins with a genuine commitment to striving for high-quality public education that supports the full development of all children. There are certain skills and attributes which are consistently present in effective school board members. Here are some steps to consider.

1. **Be prepared to participate responsibly.** Do your homework, come prepared to work, remember that sometimes the work is to listen, agree and disagree as your values dictate, and accept that the group decision is legitimate even if it is not your personal choice. It is not acceptable to have opinions and not express them.
2. **Focus on serving all children.** Ensure every deliberation, decision and action reflects the best interests of every student you serve. No child is more important than another.
3. **Remember that your identity is with the community, not the staff.** It is easy to identify with staff as you probably will have more discussions with them about issues. But you must remember that your job is to serve in trust for the community.
4. **Represent the community, not a single constituency.** You will understand and/or identify with certain constituencies (parents, neighborhoods or communities, special ed., etc.), but you **MUST** remember that being a board member means serving in trust for the entire community. There is no way five people can provide a spokesperson for every constituency or legitimate interest, so in a moral sense you must stand for them all. You can be **FROM** a constituency, but you must not let yourself **REPRESENT** it solely.
5. **Be responsible for group behavior and productivity.** You are responsible for not only yourself but the group. If the group does not do its job, meddles in administration, or breaks its own rules, you personally share that responsibility.
6. **Honor divergent opinions without being intimidated by them.** You are obligated to express your honest opinions on issues, and so are each of the other board members. Encourage your colleagues to speak their opinions and listen to them carefully and respectfully. But do not allow yourself to be intimidated by louder or more insistent board members.
7. **Use your special expertise to inform your colleagues' wisdom.** If you have special expertise (law, accounting, construction, etc.) remember that you are **NOT** personally responsible for decisions relating to that area. Use your expertise to help inform your colleagues (i.e., help them understand what fiscal health looks like v. fiscal jeopardy) but do not assume sole responsibility for those decisions. Also remember that you are not on the board to help the staff or even advise them with your special expertise. Your job as a board member is to **govern**. If you wish to offer your help as an expert, make sure that all parties know you are acting as a volunteer, not a board member, and remember that asking for or accepting your help is a staff prerogative, not your's.
8. **Be aware of the community and staff's perceptions of the board.** If the board is perceived as being unethical, dishonest, secretive or self-serving, whether justified or not, that will become reality for the community and staff. Consider how stakeholders might interpret your behaviors and decisions then act accordingly.

9. **Think upward and outward more than downward and inward.** There is a great temptation to focus on what goes on with management and staff instead of what difference the district should make in the larger world. This requires ignoring the minutia or details in order to examine, question and define the big picture. The latter is a daunting and awesome task, but its board work – **governance!**
10. **Don't tolerate putting off the big issues forever.** As daunting and awesome as the big decisions are, they are the board's to make. (What are our core values and beliefs about education in our community? Based on those, where do we put our resources?) If you do not, , you are abdicating your authority. Your inaction is a decision of sorts and if you don't make it, someone else will by default.
11. **Support the board's final choice.** No matter which way you voted, you are obligated to support the board in its decision. This does not mean you have to pretend to agree with it. You may maintain the integrity of your dissent. What you support is the legitimacy of the choice even though you do not agree.
12. **Do not mistake form for substance.** Do not confuse having financial reports for having sound finances or having a public relations committee for having good public relations. Beware of the trap of having procedures rather than substance.
13. **Do not expect agendas to be built on your interests.** The board's agenda should not be a laundry list of individual members' interests but a plan for taking care of the governance of the district. Being a community trustee is very different from seeing the organization as your personal possession. The board job must be designed to insure that the right of the entire community is faithfully served in the determination of what the district should accomplish.
14. **Obsess about ends.** Keep the conversation focused on values, mission, vision and goals.
15. **Continuously ask of yourself and the board, "Is this board work?"** The deliberations of the board must add value. They must deal with fundamental, long-term issues that require the wisdom and decision-making of a diverse group of five people who look at the whole – not just at pieces or the issue du jour.

**The primary focus of all board decisions
must be student achievement.**

School Board Member Tips

1. **Go slow in the beginning, especially if you have come to the board to “reform” it.** The chances are you will feel differently about a lot of things after six months on the board. Additionally, your efforts to reform the board may have been based on insufficient information.
2. **Remember that the only authority you have lies in the corporate action of the school board.** You have no legal authority to act alone unless the board as a whole specifically delegates a task to you.
3. **Don’t let your differences of opinion degenerate into personality conflicts.** Nothing is more devastating to good board procedures than to have one member vote for a measure simply because another member votes against it.
4. **Don’t talk too much.** You may acquire a reputation for wisdom simply by not saying the wrong thing at the wrong moment. One thing is certain—you are not learning when you are talking; you are only hearing your own ideas.
5. **If possible, keep out of teacher/personnel problems.** The board has a superintendent and staff to take that responsibility. Additionally, this could lead to a conflict of interest if any action needs to be taken by the board.
6. **Give the superintendent and staff your public support.** Except in unusual and mitigating circumstances, the superintendent has a right to expect this. Use individual conferences with the superintendent and the official forum of legal board meetings to iron out differences of opinions.
7. **Make an effort to be informed.** School business is always important business—and big business—with budgets into millions and even billions of dollars. To be informed requires time and effort. Ask for briefings from staff as you feel the need. Visit each school over which the board has authority following the board’s accepted protocols for such visits.
8. **Welcome people who come to see you about school problems.** Listen carefully, then refer them to the appropriate person according to board policy. If the problem is controversial, remember that you may be hearing only one side of the story. Do not commit yourself to a course of action that you may regret later. The board as a whole may not support your view, and you could find yourself in an embarrassing position of having committed yourself to a stand that the board rejects.
9. **When a special interest group approaches, insist on your right to hear and review all the facts before you act.** A vocal minority can force a school board to act before all the facts are known and evaluated. If you are being pressed, tell them that you need more time to make a fair decision and that your responsibility is to seek out information from any opposing side.
10. **Accept your job on the board as one of responsible leadership in the community.** You will be expected to attend and participate intelligently in many public meetings on school affairs. This is more than an opportunity; it is an obligation to interpret school affairs to an interested public. You may clear away doubts, misconceptions and misunderstandings. You can do more than merely inform the public; you can help form public opinion and create active, intelligent support for education in your communities.

The Hardest Lessons

Experienced board members from across the nation were asked to identify the most difficult lesson or fact they had to learn about board service. Below is a list of the 12 things most often identified.

1. Learning to acknowledge publicly that you have no power and authority as an individual board member: that only the board as a whole can make policies and decisions for the school district.
2. Determining what your function is on the board and how to accomplish it effectively.
3. No matter what you think you know about board service when you first come on board, you still have a lot to learn.
4. Recognizing the difference between setting policy (the board's job) and administering the schools (the superintendent's job).
5. You must represent all the students. Your decisions must be made in the interest of the total school system and not made solely for special groups, or "your district".
6. Learning how to respond to the complaints and concerns of citizens, school administrators and other staff.
7. Change comes slowly.
8. You can't solve everyone's problems by yourself.
9. You must think deeply and sometimes accept a reality that is contrary to your own beliefs.
10. Effective board service means being able to hold the minority viewpoint when voting on a given issue, then openly supporting the majority vote of the board in your community.
11. Discovering how the schools are funded.
12. The primary focus of all board decisions must be student achievement.

School Start Time Committee
Monday, January 23, 2017, 5:30 p.m. – 6:54 p.m.
J. A. Thompson Administrative Center, Teacher Education Center

Dr. Fritz welcomed the members of the committee and thanked them for coming. All members were asked to sign in and verify contact information. They were also asked to introduce themselves. He asked if anyone had a chance to look over the material that was e-mailed to them and stated that the purpose of the committee.

Dr. Fritz via Power Point proposed the norms for the committee. He stated that for each meeting we will identify a person as a keeper of the norms which included:

- We will make decisions in the best interest of students, their growth and achievement
- We will look at the district's students as a whole rather than individual situations or circumstances
- We will consider what objective research says when making decisions
- We will consider the impacts on all stakeholders
- We will focus on issues, not on individuals
- We will start and end on time
- When we disagree, we will do so with respect and dignity

Dr. Fritz then asked the committee if there were any other suggestions regarding the norms. Suggestions included:

- Don't "hog" the floor
- Being conscious of money and resources

Dr. Fritz asked the committee to commit to the norms by a show of hands. The keeper of the norms for this meeting was Ramon Echeverria.

Dr. Fritz showed the Power Point presentation from the previous two community meetings. He stated that all material would be sent digitally to the members. Slides showed the research which recommends that teenagers age 14-17 (high school students) need at least 8 1/2 hours of sleep each night for optimal health and learning as well as the AMA recommendation which calls for high schools across the U.S. to start high school no earlier than 8:30a.m. Slides showed the current start times as well as proposed start times. Dr. Fritz expressed that the time change suggestions were presented to the community, revised due to feedback and then passed to the committee. The slides also showed start times for Brevard and St. Johns counties as examples of schools that already made changes to its start times. Dr. Fritz observed that our district's elementary schools had a shorter day and that the committee may want to consider having a longer day for elementary schools. Dr. Fritz stated that since the proposed changes for our district did not really take into consideration all the research, the starting point for the committee will be the following newly proposed model:

Proposed Draft #2

Middle School	7:45 a.m. – 2:15 p.m.
Elementary School	8:25 a.m. – 2:55p.m
High School	9:00 a.m. – 3:45 p.m.

Dr. Fritz voiced some community concerns about the school start time change such as parents who rely on high schoolers to take care of younger siblings. Additional concerns about participation in athletics were voiced.

The transportation gap was also discussed as the committee needs to consider the time frames because we need more time between elementary and high school.

Dr. Fritz stated that the purpose of the committee which is to recommend the best start times for Indian River County students. He also proposed the process which included:

- The information to be used is in alignment with research-based best practice,
- We will also consider:
 - cost efficiency,
 - family needs,
 - logistics,
 - viable co-curricular and extra-curricular program offerings

Dr. Fritz the asked to committee to share other things they would like to consider. The feedback included:

- safety for all
- bus stop times for middle schoolers
- after school jobs
- overall health risks/benefits
- Early start and after school programs
- After school activities including late games and concerts
- Unsupervised kids from 2-5p.m.
- Range of ages in elementary and middle schools – Longer elementary day doesn't always translate to more learning
- Time changes still does not address research with middle schools
- VPK program logistics of getting students to after school programs
- Concern that middle schoolers will be home too early as that is an age group that is more likely to get into trouble.

Dr. Fritz stated the goal of the committee is full consensus on a recommendation. However, if the consensus is able to be met at >80% level, the recommendation will be made to the Superintendent with a dissenting set of ideas/suggestions prepared by the remaining members. It was stated that the recommendation must be done by March 20, 2017 and the committee members expressed concerns about time constraints and how important it is that we have this done in the time allotted.

Dr. Fritz asked that the committee take look at the research and determine any themes and trends for the next meeting.

Todd Racine expressed the need to possible broaden the committee. Feedback included:

- Identify them based on demographic profile
- Include more teachers (1 Elementary, 1 Middle School, 1 High School)

- Additional parents
- Geographic representatives (south county, mid county and north county)
- Should we consider an alternate means of transportation
- Issue of budget
- Representative from food service

Ramon Echeverria stated that we should get feedback from St. Johns County as they can relate their experiences and give us additional insight.

The committee expressed that based on the research, we should definitely move forward with the start time change and recommended that the committee shift the focus to “How can we do it?” and “Can we do it based on logistics?”

Todd Racine worried that the committee may be getting too big. Dr. Fritz suggested that some members be adjunct.

Committee expressed that people are adaptable and that the kids are the number one priority.

Dr. Butler stated that based on the research, we have to do it. Do we say yes and make it happen? By a show of thumbs up, the majority of the committee agreed with Dr. Butler’s suggestion. Liz Cannon stated that logistic are in the best interest of the students.

Dr. Fritz then asked the committee when they could meet again. The committee agreed to meet again on January 30, 2017 @ 5:00p.m.

The committee was dismissed at 6:54p.m.

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School Start Time Committee
Monday, January 30, 2017, 5:00 p.m. – 6:30 p.m.
Storm Grove Middle School, Cafe

Dr. Fritz welcomed the members of the committee and thanked them for coming. All members were asked to sign in. New members were asked to also provide contact information and to briefly introduce themselves.

The committee read the norms and appointed Liz Cannon as the keeper of the norms for the meeting.

Dr. Fritz asked the committee to review the minutes from the last meeting. He asked if any information was left out of the minutes. Jennifer Idlette stated that at the last meeting she had mentioned the possibility of moving the time frame for making a recommendation up because she was concerned about time constraints and Todd Racine had backed her up stating that for planning purposes for athletics, they would need to know the decision by the beginning of April.

Dr. Fritz stated that our goal today was to lock-in the committee. He stated that if all present could commit to the norms and the meetings, then they would be a voting member of the committee. After today, anyone can attend meetings and have input, but they will not be a voting member of the committee. Dr. Fritz also mentioned that we had broaden the demographic profile of the committee to include students, more teachers and more parents.

Dr. Fritz asked the committee to vote to show agreement on the meeting minutes by a show of hands.

Liz Cannon indicated that she had a question for Jennifer Idlette. The question was, "What time would the first students be picked up?" Jennifer Idlette responded that for a 7:45 a.m. start time, there needs to be a 30 minute window, so the delivery time will be 7:15 a.m. To ensure a 7:15 a.m. delivery time, there needs to be another 30 minute window at the very least which means a 6:45 a.m. or earlier pick-up time. It was observed that 6:45 a.m. or earlier was still very early for our middle schoolers to be out waiting for transportation.

Dr. Fritz notified the committee that the Deputy Superintendent for Operations for St. Johns County was unavailable for the phone conference. He asked that the committee discuss and come up with questions and/or concerns to ask St. Johns County. He mentioned that St. Johns County experienced a cost savings because there were less busses used in the afternoon as the after-school activities started closer to the end of the school day so less students went home at the end of school day. Questions from committee included:

- Why did the district decide to not go in the order of High School, Middle School and Elementary?
- What was your prior schedule?

- Was there community push back?
- What were the community thoughts one year after implementation?
- Need attendance and student achievement data
- How many years has it been since St Johns implemented the change?
- How long did it take to implement?
- Have problems occurred since the change? Do they still exist? How were they solved?
- Any changes in discipline issues since implementation?
- Was there a need to increase before/after school programs?
- Are extended day programs offered to middle school students?
- What kind of afterschool programs do you have for elementary students and what is the cost?
- Explain in more detail, how money was saved with busses?
- What is the number/percentage of students who utilize school transportation?
- Bus capacity: Is it possible to pick up/drop off Middle and High school students together?
- What is the earliest time middle/elementary students wait for the bus?
- Are there programs in place to safeguard bus stops?
- What was the consensus of athletic directors and band directors for later end times?
- How did change affect sports?
- Did a later start time affect the amount of time athletes miss classes to travel for away games?
- How has a later high school time affected practices and games due to lighting issues?
- How are middle school students affected by earlier start times/bus pickup?
- Did the change have an impact on High School students who volunteer at Elementary schools (after care, GYAC, BGC)?
- What are teacher work hours?
- How did a later start time affect dual enrollment students, athletes and musicians?
- What percentage of your student body participates in after school activities?
- What was the makeup of the groups used in the research? Were overachievers and average students combined or separated in the research?
- Did you decrease their homework load?
- Do you have any regrets? What would you do differently?

Dr. Fritz then asked the committee to describe the themes and trends from the 25 studies that were provided. Dr. Fritz also asked the committee to share any additional research that they may know about or come across. Observed themes included:

- Kids need 8.5 hours of sleep
- Less discipline issues, better academic achievement
- Suggests high schools shouldn't start before 8:30
- Most research is focused on ages 14-17 years
- Research was based on boarding schools, or socio-economic communities that were not similar to ours

- Studies were from 2003, 2012, 2014, not much recently
- 30 minute earlier start may be enough (8:30 is optimal start time for High School)
- Not much research on how technology (iPads, video games, etc.) plays a part of sleep patterns (H.S./Elementary)
- Not much research on the effects of earlier start times on elementary schools
- Middle school research not that comprehensive
- Front loading math/academic classes earlier in the day, electives later in the day
- Sleep loss has negative impacts on Academic performance, tardiness, absenteeism and motivation. Later start-time = Improved sleep and day time functioning.
- Reduced caffeine intake with later start time
- Lack of sleep => more depression
- More Sleep => Better student attitude
- Vague research and statistics
- School start time not in line with circadian rhythms for all ages
- Less tardiness/truancy
- Less car crashes
- Health benefits

Dr. Fritz asked the committee to look for additional research on topics mentioned that state “Not much research on...” The committee should compile questions and research these topics. He then asked the committee to refer to the last paragraph of the minutes for the last meeting.

Dr. Butler stated that based on the research, we have to do it. Do we say yes and make it happen? By a show of thumbs up, the majority of the committee agreed with Dr. Butler’s suggestion.

He asked if the new members concurred with moving in that direction. New member feedback included:

Lenny Jankowski – VBHS has a huge percentage of students who participate in athletics and performing arts. As a result, it would be an absolute disaster for scheduling to move the start time to 9:00 a.m. because of issues such as fields without lighting, etc. This would affect a huge percentage of students as we would not be able to have practices or extracurricular activities. Maybe a schedule of 8:25 a.m. – 2:55 p.m. would be better.

Dr. Robert Butler – Disagreed with Mr. Jankowski

Jerenda Huang – Grew up with a 9:00 a.m. – 3:00 p.m. schedule. It is a challenge but it is doable. A parent felt that an 8:30 a.m. start time was doable because a 9:00 a.m. start time with a 3:45 p.m. end time was a little too late.

Reps for both High Schools were in agreement with an 8:30 a.m. start time as it is later but is less drastic and still takes into consideration all the research. Swapping the Elementary and High School start times also decreases the amount of time middle schoolers may possibly be alone at home. Dr. Fritz asked the group to vote on the possibility of changing High School to Elementary

start time at the next session. The majority was thumbs up, a few were sideways and one was thumbs down.

The committee mentioned looking at literature/research on elementary school aged children. They voiced concerns about middle schools getting out early and the need to think about the impact. Are the middle schoolers able to do the high school schedule? Also mentioned was the possibility of middle schoolers starting at 9:00 a.m. Tiffany Justice stated that then the middle schoolers would be waiting for the bus by themselves.

Dr. Fritz stated that the committee needed to go back to the norms as well as look at the research.

The committee agreed to meet again on Monday February 13, 2017 @ 5:20 p.m.

The committee was dismissed at 6:30 p.m.

School Start Time Committee
Monday, February 13, 2017, 5:20 p.m. – 6:50 p.m.
J.A. Thompson Building, TEC

Dr. Fritz welcomed the members of the committee and thanked them for coming. Introduced himself and read through the agenda. All members were asked to sign in. Members were asked to briefly introduce themselves.

The committee read the norms and designated Beth Hofer as the keeper of the norms for the meeting.

Dr. Fritz asked the committee to review the minutes from the last meeting. He asked if there was anything that needed to be changed. As there were no changes to the agenda, Dr. Fritz called for a motion. All agreed.

Dr. Fritz reiterated the need for the committee to move quickly in making a recommendation. He spoke of the need to work out the logistics; mostly with transportation, as well as being deliberate and thorough with the recommendation.

Dr. Fritz stated that the committee needed to consider implementation for Fall '18 as opposed to Fall '17 as this would give the school board time to ensure that the implementation is done correctly. Also, aiming for a Fall '18 implementation would give the district the opportunity to notify the community and allow for a response on how they would accommodate the new schedule. The committee would be likely to be successful if we aim for Fall '18 as issues could be worked through. Implementation would be rocky for Fall '17 but smoothly for Fall '18. He then asked the committee members for their thoughts.

Dr. Butler expressed that he had a conversation with Dr. Rendell a year ago, so it has already been pushed back. Another liked the idea of giving everyone the time to digest the change. Other feedback included:

- Giving the community time to digest the change; we can negate the negativity.
- Since extracurricular activities such as band had already been planned for the upcoming school year, it would be better to push implementation to Fall '18.
- We could pair the implementation with a community education program.

The committee went on to discuss how we would educate the community. Feedback included:

- The need to make a decision but the question arose of how are we going to address the way we receive feedback. If time allowed, we could determine how to put that step in. We would educate the community on the research and let them know what was being considered.
- There was a national conference relating to the same subject.
- We would want solid programs in place.

- Another year would allow community funders to help out with programs.
- Need to take it out and push it into community events.
- Get the teachers on board; let them use their influence to help spread the word.
- Educate the parents at PTA meetings.
- Put the information out there again so it doesn't remain under the radar.
- Advertise the change so that everyone is aware.
- Presentation at orientation; televised workshops, once a month; have it run on our channel to spread the information.

Dr. Butler stated that the committee should bite the bullet and push ahead. He stated that a mixed message will be sent if we delay for another year. We think this is important but we are willing to wait a year to implement. Liz Cannon responded that the district also had a full year with the instructional calendar. Other feedback included:

- There is a high volume of parents at orientation; so talking about it for a year can help.
- The community will appreciate the time to digest the information.
- In favor of rolling out the implementation later.

Tiffany Justice noted that stakeholders are unaware of what is going on and it's very damaging. We need the school and community together with teachers as ambassadors. We also need to keep the norms in mind.

Dr. Butler suggested a temporary change of pushing back the time a little; about 5 - 10 minutes. Mr. Goldstein said it would be confusing if we had a temporary plan before we rolled out a permanent one. Liz Cannon asked if transportation's 30 minute window was absolutely necessary. It was noted that the committee would ask Ms. Jennifer Idlette.

Dr. Fritz asked the committee to vote by a show of thumbs on spending a year educating the community once the recommendation is made. The results were:

- 12 thumbs up
- 10 thumbs sideways
- 1 thumb down

The committee then discussed the themes of the middle and elementary school research. The feedback included:

- Elementary school aged kids do not benefit from a later start time
- Disadvantaged kids showed no difference if school started later
- Starting the school day earlier was a disadvantage for affluent kids
- Parents of elementary kids have greater control over bed-time so an earlier start did not affect these kids
- Middle schoolers (Grades 7 & 8) had better grades and fewer behavior problems with a later start time
- Middle schoolers (Grades 7 & 8) had worse grades with an earlier start time

Dr. Butler discussed the sleep pattern research for children ages 10 through 17. He noted that around puberty, a later bed-time took over. They went to bed later so needed more sleep. Elementary schools can start early, Middle and High school should start later than 8:30 a.m.

As the discussions had taken longer than anticipated, the committee agreed to review the research from St. Johns County on their own and move to the next item on the meeting's agenda, and work as groups on the pros/cons analysis of the proposed start times.

Dr. Fritz stated that each group will have time to refine its analysis at the next meeting before presenting.

The committee established the meeting dates for the next two meetings as Thursday March 2, 2017 @ 5:20 p.m. and Tuesday March 7, 2017 @ 5:20 p.m.

The committee was dismissed at 6:30p.m.

DRAFT

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School Start Time Committee Meeting
Thursday, March 2, 2017, 5:20 p.m.
J. A. Thompson Administrative Center, Teacher Education Center

Dr. Fritz began the meeting at 5:20 p.m., welcomed the members of the Committee and thanked them for coming.

Dr. Fritz confirmed that everyone had an agenda and a copy of the draft minutes from the last meeting and asked them to take a few minutes to review them, while waiting for additional members to arrive.

A motion to accept the February 13, 2017, draft meeting minutes was made by Jerenda Huang and seconded by Liz Cannon. The motion passed unanimously.

Dr. Fritz reviewed the meeting norms with the committee. The projected end of the meeting is 6:50 p.m., and Mr. Ashby Goldstein was asked to be the keeper of the norms.

The Committee was asked to break out into their small groups and finish the pros/cons analysis of the proposed start time scenarios that they have been working with. Dr. Fritz gave the group 15-20 minutes to work on this task.

Before the groups presented their pros/cons lists, introductions took place. The highlights from the analyses discussion included:

- Dr. Fritz reported that the Sheriff's Office is working on getting him data on crimes committed by middle school aged youth. A parent had asked for this information at the last Committee Meeting. Dr. Butler added that many times these crimes don't get reported and the group should not put too much faith in the reports.
- The possibility of adding before school care at the middle schools and with community partners.
- If the start time is changed to a later time for middle school students, athletes would miss classes in the afternoon to travel to places, such as Osceola County, to compete with other teams. The Committee agreed that it may need to consider playing teams that are closer to our schools.
- The option of pushing the entire current schedule back one hour doesn't follow the research for benefitting high school students with a start time of 8:30 a.m., or later. This schedule could be used as a backup plan, if a consensus can't be reached; half an hour is better than nothing. This schedule will also cause elementary students to ride the bus home in the dark. Ms. Idlette added that she has a schedule worked out for this and elementary students would not be getting out that late.
- Dr. Fritz asked Ms. Idlette to work up the different transportation schedules.
- Mrs. Ratliff stated that the Committee should do a pro/con analysis on the 1 hour shift option.

Dr. Fritz stated that there needs to be outreach to the community to allow input and to push out information that will let the community know that there is going to be a change. He suggested an electronic survey that contained 3 options. The first couple of pages of the survey would contain information explaining, why the District wants to change school start times and the research behind it. He feels that better feedback would be received, if the survey asked the taker to answer a question such as, "How would this schedule impact you?" and provide a comment box for their answers. Dr. Fritz explained that this will give them feedback that can be synthesized to see what is most important to people, find common themes, and then look for solutions. The group requested that a fourth option be added. Dr. Fritz will take the transportation information from Ms. Idlette and develop a draft survey. The group can review and tune it at the next meeting.

A discussion on the historical amount of survey responses, ensued. Dr. Fritz stated that the survey will be well marketed via ConnectEd calls, media outlets, and social media. He is also going to work with the Technology Department to have a version of the survey that works on a smart phone. Mr. Goldstein stated that the key is to educate people, before allowing feedback. He suggested creating a video that the survey taker must watch before moving on to the survey, similar to how the District implements the Safe Schools online training. Mrs. Rahal suggested having the school Principals talk with their SAC and PTA groups and look for other forums to get the word out. Ms. Idlette added that to capture all demographics, literature could be sent home providing information and a phone number for them to call and take the survey over the phone, instead of using a computer.

The next meeting is scheduled for Tuesday, March 7, 2017, at 5:20 p.m.

The meeting was adjourned at 6:52 p.m.

Minutes approved March 7, 2017

School Start Time Committee Meeting
Thursday, March 7, 2017, 5:20 p.m.
J. A. Thompson Administrative Center, Teacher Education Center

Dr. Fritz began the meeting at 5:20 p.m., welcomed the members of the Committee and thanked them for coming.

In the event that some committee members had to leave early, the committee decided to move up the scheduling of the next meeting. The next meeting is scheduled for April 5, 2017. Dr. Fritz confirmed that everyone had an agenda and a copy of the draft minutes from the last meeting and asked them to take a few minutes to review them.

A motion to accept the March 7, 2017, draft meeting minutes was made by Liz Cannon and seconded by Briana King. The motion passed unanimously.

Dr. Fritz stated that at his meeting the day before, a decision was made to remove the EMH schedule as an option. Instead, the committee will consider using the following schedule as an option:

<i>H.S.</i>	<i>8:00a – 2:50p</i>
<i>M.S.</i>	<i>8:45a – 3:30p</i>
<i>E.S.</i>	<i>9:30a – 4:00p</i>

This schedule doesn't fully address all the research but it is a compromise. The committee then asked to review the other two schedules.

Dr. Fritz stated that towards the end of the last meeting, the committee spoke about having a survey to gather information on the impact each proposed schedule would have on the community. The goal was to create a survey, gather the info and then bring it back here to be able to make a recommendation. Referring to the agenda, Dr. Fritz asked the committee to break out into groups to design the survey. The committee was divided into four groups. The groups were as follows:

- a. Develop ways to market the survey
- b. Factual information
- c. "Education section"
- d. Design questions to be asked for each schedule

The committee continued their discussion regarding the design of the survey. Feedback included having a drop down menu to indicate the role of the person taking the survey as well as the grade level of the student.

The groups' feedback included:

a. Marketing Strategies for Proposed Bell Schedule '18-'19 School Year

- School Connect Calls
- Radio Ads
- Movie Theatre Ad
- Agenda Insert (Elementary)
- School Signage @ Entry Points
- Flyers Distributed in Car Pickup/Drop-off Loop
- FOCUS notifications
- Email Distributions (Parents Only)
- School Newsletter
- Social Media (Twitter/Facebook/YouTube Webinar)
- Virtual Backpack
- School Apps
- Online Brochure
- Educational Channel
- Posters @ Afterschool Programs

(Boys & Girls Club, GYAC, Daisy Hope, Leisure Square)

*suggested to capture high school students feedback by having them complete online survey during school day

b. Information regarding facts

- 2018-2019 school year
- School start time committee comprised of parents, teachers, & community members that started looking at this issue in the fall of 2016
- This committee has been tasked with making a recommendation to the superintendent
- The superintendent then will decide what the next step will be
- 2 town hall meetings were held in the fall of 2016 to hear concerns from the community
- The committee decided that in order to elicit more feedback, a mass survey would go out to parents, students, educators, and community members asking how the proposed time changes would affect their families
- 3 proposed start time schedules will be included on the survey with hopes that feedback will be given on each one
- Am transportation parameters 45 minutes between start times
- Pm transportation parameters 35-40 minutes between end times
- Include what the current school start times are

c. Education Section

- The American Academy of Pediatrics, the American Medical Association, and the Centers for Disease Control released policies encouraging middle and high school to start no earlier than 8:30am.
- Studies show that adolescents who don't get enough sleep often suffer physical and mental health problems, an increased risk of automobile accidents, and a decline in academic performance. AAP
- The average amount of nightly sleep of high school seniors is <7 hours, and most teenagers have difficulty falling asleep before 11pm. Insufficient sleep in adolescence begins at puberty with the onset of sleep-wake "phase delay". AAP
- Research studies of sleep patterns in adolescents demonstrate that delaying school start times is an effective strategy to reverse chronic sleep loss, which can impair mental health, physical health, safety, and academic. AAP
- Recommends school start time of 8:30am or later for both middle school and high schools. AAP
- Scientific evidence strongly suggests that allowing adolescents more time for sleep at the appropriate hours results in improvements in health, academic performance, behavior, and well-being. AMA
- Nearly 10% of U.S. high schools begin at or before 7:30am. AMA
- "While implementing a delayed school start time can be an emotional and potentially stressful issue for school districts, families, and members of the community, the health benefits far outweigh any potential negative consequences," says Dr Kobler. AMA
- Adolescents who do not get enough sleep are more likely to be overweight; not engage in daily physical activity; suffer from depressive symptoms; engage in unhealthy risk behaviors such as drinking, smoking tobacco, and using illicit drugs; and perform poorly in school. CDC
- Researchers have shown improvements in academic achievement, truancy rate, and behavior. Students also reported less depression and showed more interest in after school activities.
- In study of 92,000 students in Minnesota that implemented start time changes, >90% satisfaction reported amongst parents one year later.
- Elementary aged kids prior to puberty tend to wake earlier and therefore can adversely affected by later ends to their school days because of difficulty focusing as day gets longer. Earlier start times show no adverse effect to this age range.
- Suggested – Three slides to highlight Social/Emotional, Academic, and Physical benefits.

d. Design questions

Range 5, 4, 3, 2, 1

- I feel this schedule supports the research.

- This schedule meets the safety needs of children.
- This schedule would negatively affect students' after school activities/job.
- This schedule would necessitate a change in afterschool care.
- This schedule would necessitate a change in before school care.
- Arranging transportation for students would be negatively affected by this schedule.

Comment section after each section

Written response:

How would this schedule impact you?

The meeting was adjourned at 6:55 p.m.

These minutes were approved on April 24, 2017.

School Start Time Committee Meeting
Monday, April 24, 2017, 5:30 p.m.
J. A. Thompson Administrative Center, Teacher Education Center

Dr. Fritz began the meeting at 5:32 p.m., welcomed the members of the Committee and thanked them for coming. He briefly went over the agenda for the meeting and asked the committee to review the minutes from the last meeting.

A motion to accept the March 7, 2017, draft meeting minutes was made by Tracey Segal and seconded by Beth Ratliff. The motion passed unanimously.

Dr. Fritz reviewed the norms and appointed Kim Rahal as keeper of the norms.

Dr. Fritz stated that the results of the survey were in. He stated the survey data was in raw form but the committee would be reviewing the feedback. The committee was divided into three groups representing Schedule 1, Schedule 2 and Schedule 3 to review the survey data. The survey data was divided and each group was given two sections to review. Dr. Fritz asked the committee to categorize the data using the following grid:

+	Favorable
-	Unfavorable
0	Neutral
D	Don't change
G	Good point
N	Not relevant

Each group was asked to create a tally of the categorized results for each section given to their group. The committee worked on this for the duration of the meeting.

The next meeting was scheduled for May 1, 2017 at 5:20p.m.

The meeting was adjourned at 6:58 p.m.

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School Start Time Committee Meeting
Monday, May 1, 2017, 5:20 p.m.
J. A. Thompson Administrative Center, LICR

Dr. Fritz began the meeting at 5:20 p.m., welcomed the members of the Committee and thanked them for coming. Dr. Fritz confirmed that everyone had a copy of the minutes and the agenda. He asked the committee to review the minutes from the last meeting.

A motion to accept the May 1, 2017, draft meeting minutes was made by Beth Ratliff and seconded by Tracey Segal. The motion passed unanimously.

Dr. Fritz reviewed the norms and appointed Dr. Bob Butler as keeper of the norms.

Dr. Fritz stated that we had the stats of the survey results for Option 3 but we did not receive any stats for Option 1 and Option 2. The present members of the committee were divided into two groups representing Option 1 and Option 2 to continue reviewing the survey data. The survey data was divided and each group was given sections to categorize using the following grid:

+	Favorable
-	Unfavorable
0	Neutral
D	Don't change
G	Good point
N	Not relevant

Each group was asked to create a tally of the categorized results for each section given to their group. The committee worked on categorizing the data for Option 1 and Option 2. The data compiled was put into a spreadsheet.

Dr. Fritz stated that when looking at the schedules, the committee needed to take into consideration the comments from the survey such as for Option 1, we would need before care for middle schoolers; can after school programs be improved, etc.?

Todd Racine stated that he was surprised at the data. Bob Butler stated that most likely high school parents and students completed the survey. Dr. Fritz stated that the committee needed to look at the schedules, look at the length of the school day and see if an adjustment needed to be made in the length of the school day. Other feedback included:

- None of the schedules stood out
- It's a toss up
- Determine what's best for the kids
- Option 1 may be the best

Dr. Fritz asked the group present if they were leaning towards a specific option. By a show of hands, 5 members out of the 9 present, said they were leaning towards an option.

Dr. Fritz stated that the committee would schedule another meeting, get the whole committee back together, look at the data and then try to come to a consensus. Dr. Butler suggested a Format for the next meeting would be to look at all the options, give pros and cons for each option and give everyone a chance to speak. Todd Racine expanded and stated that each member could state three benefits of each schedule. The committee could then rank the schedules and as a group look at that to assist in the decision.

The next meeting was scheduled for May 15, 2017 at 5:20p.m.

The meeting was adjourned at 6:59 p.m.

DRAFT

School Start Time Committee
Thursday, November 3, 2017, 5:20 p.m. – 6:42 p.m.
J.A. Thompson Building, TEC-B

Dr. Rendell welcomed the members of the committee and thanked them for coming. He explained that he has taken over this committee, since the departure of Dr. Fritz. He asked, if everyone picked up a packet when they came in. He told the group that they did a lot of work in this committee to come up with recommendations for the Board. He thanked those members who presented their findings to the Board in the August Workshop that he wasn't able to attend.

A survey was on the District website for about two months to receive feedback from parents, students, teachers, District employees, and community members on the proposed school start time changes. The information has been collated in the packet. Dr. Rendell would like the committee's feedback on the survey results, as he needs to take the survey feedback to the Board. He stated that the next Workshop is on November 21, or they could postpone until the Workshop on December 12.

The group reviewed the survey results and were encouraged to jump in with any comments.

Question 1 – Select your role. Dr. Rendell stated that he felt that there was a good representation of people that answered the survey and noted that 331 parents responded.

Question 2 – Have you reviewed the school Start Time presentation available next to this survey on the District website? Ms. Cannon shared that the presentation only summarized the research. Dr. Rendell stated that it provided links to more information on the research.

Question 3 – Did your opinion change after reading the presentation? The majority of the people responded that they did not change their opinion after reading the presentation. There is no way of knowing, if their opinion was for or against at the start of the survey. One member shared that she saw a lot of negative comments on Facebook and believes that these people sought out the survey.

Question 4 – Would you support the SDIRC in changing the school start time to "Option 1?": One member suggested that next time, require an answer to the question before allowing the survey taker to continue. It was noted that the yes vs. no answers were not too far apart in number.

Question 5 – If yes, why do you support "Option 1" as the new school start time? Select all that apply. One member stated that she was confused by some negative responses, as the question was for those who said yes to supporting the change. The majority of responders chose the research option.

Question 6 – If no, why do you not support "Option 1" as the new school start time? Select all that apply. A discussion on bus routes and having elementary students waiting for the bus in the dark, ensued. The group would like a mock bus schedule using this year's data. One member suggested that they reach out to other districts to see how they overcame this challenge. One member stated that the presentation in the survey did not mention a before care program for middle school students. Maybe that would have lowered the number of parents who selected that as a reason to reject the changes. Shortening elementary bus routes was also mentioned.

Dr. Rendell shared that at the Town Hall Meetings many parents were not comfortable with relying on their middle school children to get up and get to the bus stop on their own.

Question 7 – Additional Comments. The group went over the response on pages 19 and 20 that listed other Districts' schools' start times and FSA LA scores. One member proposed that parents might like a push back of start times. Dr. Rendell stated that a simple push back of start times goes against the research for elementary.

One member brought up elementary lunch schedules. The larger schools, such as Citrus Elementary, begin lunch time at 10:30 a.m. How would that be affected with a change to the start time.

Dr. Rendell informed the group that he meets with a Student Advisory Council made up of high school and middle school students. In fact, they met today. He gave the students the information on the Option 1 start times and asked for their feedback. He reminded the students to look at the information from all perspectives, not just their own. Twenty-three out of the thirty students voted against the proposed schedule. The high school students were the most vocal. They have a lot to do and they will just go to bed later. One student said that he would get up early to do homework, which defeats the purpose.

Dr. Rendell has also talked with local employers. Most of them said that they start school-aged kids at 4:00 p.m. and end at 11:00 p.m. The Student Advisory Council kids said that they need time in between school and work to change clothes, decompress, and get to the job site. Dr. Rendell informed the group that the student group contained students from the Alternative Center and some high performing students, but mostly middle of the road students. These students are usually selected by their schools because they are outgoing and possess leadership qualities.

Principal Racine stated that he sees kids everyday who are not really awake when they arrive to school. Many of them have coffee. We need the best/optimal time for them to be in school. They are not mentally present in the first hour.

Several scenarios were briefly discussed when surmising what the Board may direct them to do next. One member stated that the committee spent a lot of time on this and people aren't paying attention. Board Member Justice said that the Board was very impressed with their presentation and stated that it was the best presentation ever brought to them by a committee.

Other topics brought up were:

- Hillsboro County is in the process of splitting their 2-tier bus schedule to 3 tiers.
- Squeezing route times
- Need better ways to present the information to the public – GYAC, Boys & Girls Club
- Public does not realize that committee had input from athletic coaches and band directors.
- Did Dr. Fritz receive a response from St. John's County? Is there an easier way to communicate this information?

- Early bird classes go against the research.
- Was there a decrease in bussing due to school choice this year? (Not this year, only change was at Storm Grove.)

It was decided to bring the survey results to the Board in the November 21 Workshop. Marie Correa will send out an email and ask for volunteers to be present at the Workshop. The group asked for Marie to be sure that Dr. Butler gets this information.

One member asked, if the group should meet to discuss the comments from the survey and start the conversations on how to solve the problems brought up. Then they can present the why and how to alleviate concerns and move forward. Another member suggested they get statistical data from other Districts to support the philosophy.

Dr. Rendell summed up by stating that they will be presenting survey data to the Board to get direction. The group changed their mind and will present to the Board in the November 21 Workshop. A mock bus schedule can be done.

Meeting adjourned at 6:42 p.m.

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Marketing Strategies for Proposed Bell Schedule '18-'19 School Year

School Connect Calls

Radio Ads

Movie Theatre Ad

Agenda Insert (Elementary)

School Signage @ Entry Points

Flyers Distributed in Car Pickup/Drop-off Loop

FOCUS notifications

Email Distributions (Parents Only)

School Newsletter

Social Media (Twitter/Facebook/YouTube Webinar)

Virtual Backpack

School Apps

Online Brochure

Educational Channel

Posters @ Afterschool Programs

(Boys & Girls Club, GYAC, Daisy Hope, Leisure Square)

***suggested to capture high school students feedback by having them complete online survey during school day**

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Quick statistics

Survey 462897 'School Start Times Survey 2017'

Results

Survey 462897

Number of records in this query:	571
Total records in survey:	571
Percentage of total:	100.00%

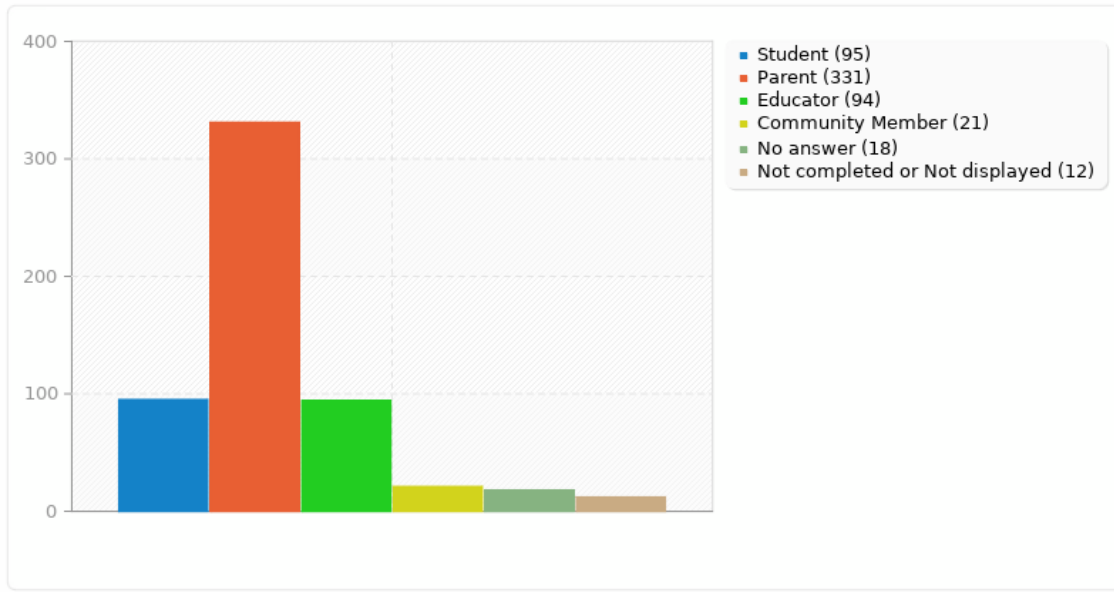
Field summary for Q1

Select your role:

Answer	Count	Percentage
Student (A1)	95	16.64%
Parent (A2)	331	57.97%
Educator (A3)	94	16.46%
Community Member (A4)	21	3.68%
No answer	18	3.15%
Not completed or Not displayed	12	2.10%

Field summary for Q1

Select your role:



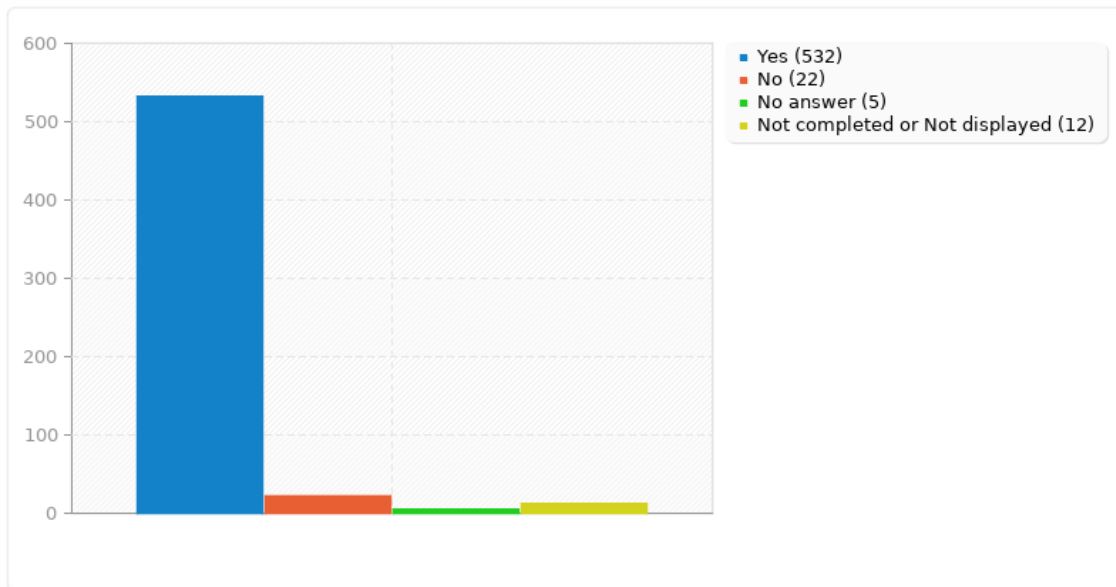
Field summary for Q2

Have you reviewed the School Start Time presentation available next to this survey on the district website? If not Click Here to view the presentation.

Answer	Count	Percentage
Yes (Y)	532	93.17%
No (N)	22	3.85%
No answer	5	0.88%
Not completed or Not displayed	12	2.10%

Field summary for Q2

Have you reviewed the School Start Time presentation available next to this survey on the district website? If not Click Here to view the presentation.



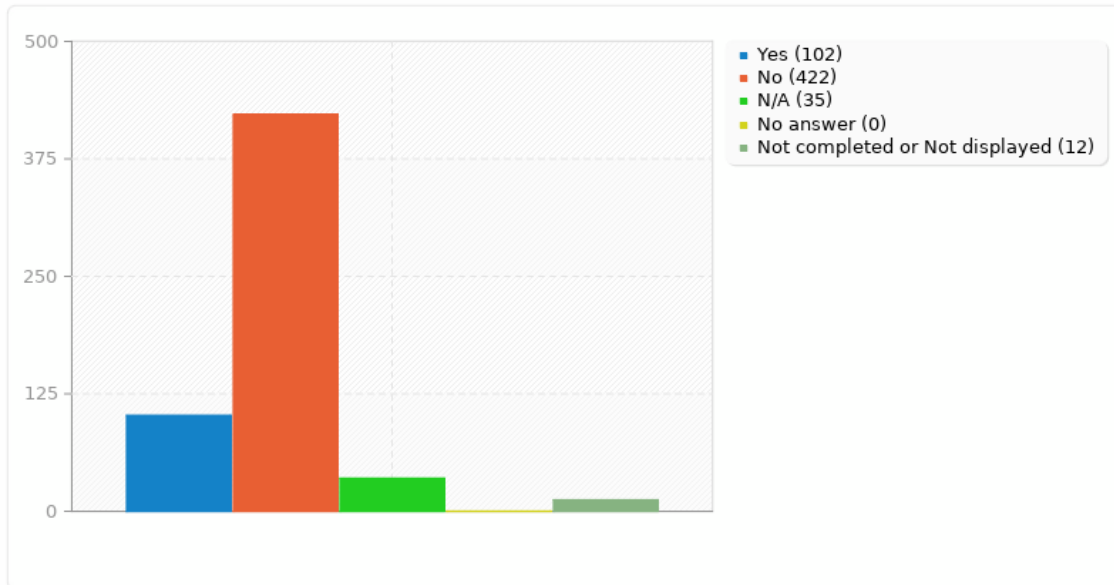
Field summary for Q3

Did your opinion change after reading the presentation?

Answer	Count	Percentage
Yes (A1)	102	17.86%
No (A2)	422	73.91%
N/A (A3)	35	6.13%
No answer	0	0.00%
Not completed or Not displayed	12	2.10%

Field summary for Q3

Did your opinion change after reading the presentation?



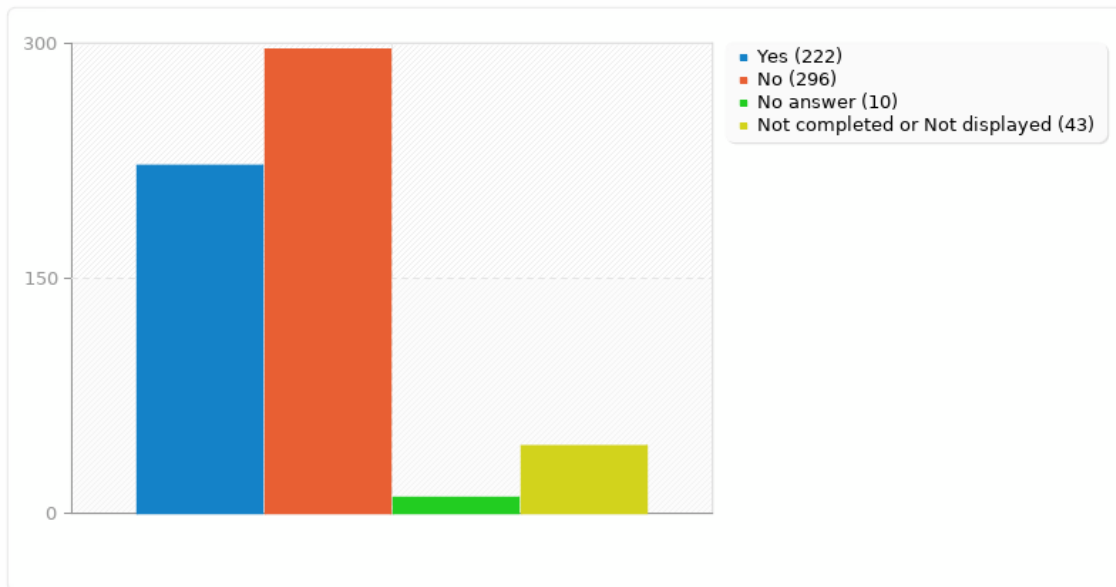
Field summary for Q4

Would you support the School District of Indian River County in changing the school start time to "Option 1?"

Answer	Count	Percentage
Yes (Y)	222	38.88%
No (N)	296	51.84%
No answer	10	1.75%
Not completed or Not displayed	43	7.53%

Field summary for Q4

Would you support the School District of Indian River County in changing the school start time to "Option 1?"



Field summary for Q5

If yes, why do you support “Option 1” as the new school start time? Select all that apply.

Answer	Count	Percentage
Medical research (SQ001)	165	28.90%
More accommodating to my schedule (SQ002)	75	13.13%
More accommodating to my job hours (SQ003)	49	8.58%
Safer for my student(s) (SQ004)	58	10.16%
Safer for my child(ren) (SQ005)	76	13.31%
Other	40	7.01%
Not completed or Not displayed	43	7.53%

ID	Response
18	Younger kids wake earlier and perform better in AM; adolescents need their sleep
75	Beneficial for high school students. Attendance will be higher in high school.
244	best options for successful academic and extra-curricular progress of students
253	I moved from viera and I love the school hrs. It's the same as the proposal for next year. Kids have time to relax and be kids.
264	Better for my child's health and school performance.
313	I have one more year of Elementary school otherwise I would vote no.
322	ridiculous!
332	seriously, even this survey is flawed. This is better for all students whether it impacts my schedule or not!
368	sleeping hours
385	My middle schooler will get more sleep instead of getting up at 5:30am.
413	I have always said elementary should start earlier. The kids naturally wake up early
428	better for my highschooler
454	High-school aged Students are best served by a later start to their day (data/research proven) + 10plus years of favorable results from counties in South Florida
478	I know for a fact my child is alert by 700am its ridiculous we have to wait until 845 to start school he gets tired waiting around. Also i have declined jobs because of the late start time.
491	Less time after school unattended for middle and high school students while elementary have aftercare available.
567	The purpose should be what is BEST for students and give the opportunity for the most successful learning.
604	My kids will be able to get more adequate sleep.
626	They'll get more sleep
627	The schedule has worked for 16 years, why change it.
631	I'll be able to focus in school and get a better sleep because if I don't get a good nights rest in high school then I get bad grades
651	Kids get beeter sleep
655	In the long term it would be good for our family. However, the next 2 school years will be a bit of a struggle as our last child finishes elementary as she is not an early riser. I guess she will adjust to the early wake up call.
664	great for AP students (I'm in the top 3 of my class and do ECs so getting more sleep towards the morning will help!
672	better sleep for the kids
679	leave time as is
777	Would support, but too early for Elementary.
778	keep school time as is
800	Allows for more sleep which is really helpful because some students stay up really late doing homework

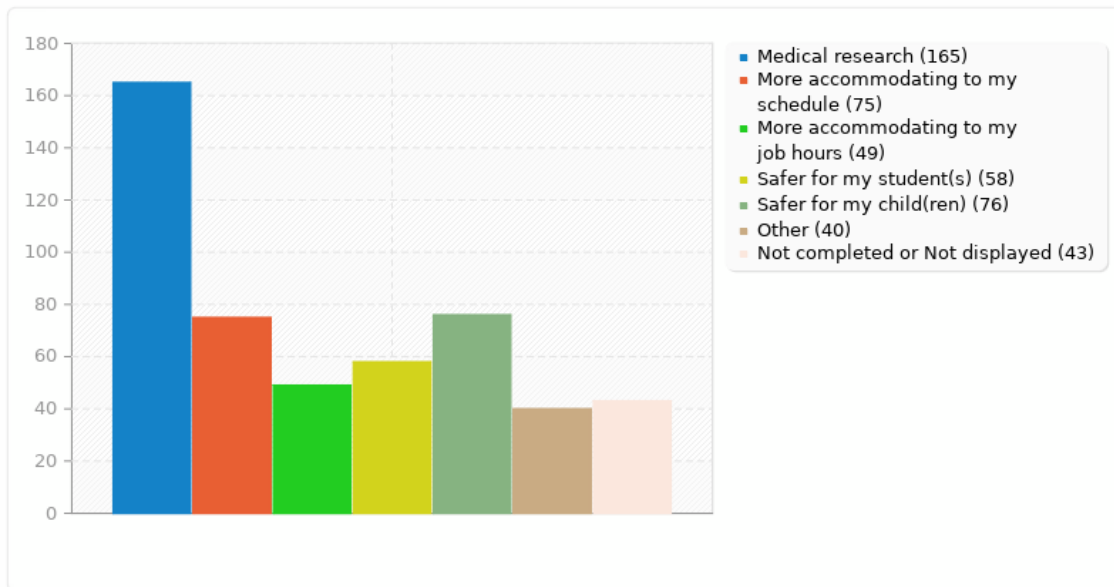
Quick statistics

Survey 462897 'School Start Times Survey 2017'

833	leave school time as is
936	More sleep
966	elementary kids do better in the morning
985	I can get more sleep to help me focus
1020	Better sleep
1021	I would get more sleep
1025	not safe for kids
1039	My kids will get better sleep with this schedule.
1092	Sleep
1101	The natural biorhythm of high school students
1114	please leave time as is
1120	It will give me more time to get ready for school and it will allow

Field summary for Q5

If yes, why do you support "Option 1" as the new school start time? Select all that apply.



Field summary for Q6

If no, why do you not support "Option 1" as the new school start time? Select all that apply.

Answer	Count	Percentage
Unavailable Childcare (SQ001)	113	19.79%
Lack of before/aftercare programs (SQ002)	97	16.99%
Does not accommodate my job hours (SQ003)	152	26.62%
Does not accommodate my schedule (SQ004)	160	28.02%
Not safe for my child(ren) (SQ005)	138	24.17%
Not safe for my student(s) (SQ006)	73	12.78%
Other	88	15.41%
Not completed or Not displayed	43	7.53%

ID	Response
8	Older siblings will not be able to pick up younger siblings while parents work
37	Not safe for little ones who are watched by their siblings, not enough time for homework and after school activities for high school students
38	Student Transportation/After School Activities/Sports
53	Too early for Pre-K, and K
61	Starting later and staying longer wastes the day hours necessary for personal appointment such as doctor or banking appointments. It is difficult enough to make these appointments after school and so many need to take a day off work in order to be seen.
80	Statistical analyse of the theory behind the switch in times based on age and sleep needs is utterly incomplete. Adjusting start times makes no guarantee of children performing better because no one can control/predict/or analyse the variable in the equation and that is parents enforcing bed times and doctor recommended amount of sleep based on age. So if you are unable to ensure how much sleep a child gets, how is altering school times effective? It is not. Each child enrolled in the district is a unique case.
86	Child has autism change in schedules can cause meltdowns
115	Insane
116	your data is skewed on the start times for other district you gave HS
119	This will make for an extremely long day for my elementary child
122	Less supervised Homework time for MIDDLE. Will have to stay up later to finish
144	I don't agree with the research on time effects. I have a elementary age child and new schedule is more convenient for a job but not for rest and ready. Middle and HS age need to put electronics down and go to bed! The hours now are prepping for adulthood. Enabling a kid to continue poor habits with late start.
170	elementary should start 1st middle school starts 2nd /high school 3rd
172	After school activities would be interrupted and employment as well.
182	To early for the age.
194	The teacher extra hours would HAVE to be before school NOT after
214	Not Safe For Smaller Kids
226	Too early for my child to be adequately prepared to learn and have a good day.
229	Times have worked for my children in past so I don't see a need to change
236	My middle school child will not be able to participate in his year round swim team that is located in st Lucie county
243	too early for elementary
248	would not have enough time to do anything
249	Does not accommodate high school students schedule
251	high school students after school activities and jobs and homework time
273	Not good for high school students involved in extra-curricular activities such as band. My daughter prefers option 3

Quick statistics

Survey 462897 'School Start Times Survey 2017'

295	To early for elementary
301	Too late for HS students with jobs, sports
319	young kids will be falling asleep in class
330	Loss of time before school for enrichment/remediation programs
343	Worst thing this District could do.
354	my elementary students do not get up that early. They sleep 8:30 - 7:30
371	School dismissed too late for after school activities. Part time jobs, club meetings, athletic activities
391	Not realistic when teaching HS students responsibility of real work situations.
393	I have 3 teenage boys and no matter how late they need to be at school, they will still stay up late and be tired in the morning. That's the life a teenager. Having a later start time does not prepare them for the real world. High school should be getting them college and career ready and not starting class until 8:30 is not accomplishing that. Also, it affect after school activities. As it is my youngest son is in band until 9:00pm 2 nights a week. Getting out of school over an hour later pushes back after school rehearsals and practices. Keeping him out evern later in the evening.
394	Cost of after school care when I would normally have a High School home first to get from bus and to watch
395	This will cuase problems with Middle School Athletics
403	How would they dual enroll
414	Option 3 Seems More Age Appropriate
425	Too late an end time for middle school - - ALLL students should start at 9:00 and end at 3:00 - - find the money for busses
429	Not enough time after school for high school
460	Elementary kids are to little to get up that early
474	It would be a good idea for smaller school kids but not high school kids it would make them lazier and not getting them ready for college and adult life today age jobs due requires early schedules and some of the college classes also how can you get them to be a young responsible adult this will not work for they future
476	too early for elementary, and for middle school, parents need to be at work before 9, and children won't have supervision
477	Too early for elementary students who also need sleep
504	After school activities for middle school - sports, music lessons, etc
555	Too early for elementary
558	Does not take into account the time required for high school students to participate in extracurriculars and jobs. During the college application process, it is made clear by the colleges that teh difference between many students being admitted to schools or denied is their extracurriculars. Pushing the end time of high school all the way back to 3:20 will not allow students with a challenging course load to complete their homework and engage in extracurriculars. I strongly disagree with the late start time for high school.
584	Does not allow older children to participate in after school activities, allow enough time for homework, and all other things in life.
620	Oscuridad para esperar el camión.
636	too early for child to get up
643	My children have jobs and community service after school. This is ridiculous.
670	Not good for family values
675	It's Not Necessary It Will Take Away After School Activities and giving less time for children to do after school activities
677	Does not accommodate parents job hours
679	not safe for my daughter home alone
694	how am i supposed to afford aftercare bc i will have a high school student next year and three younger siblings who will be in middle and elementary schools. I can't afford aftercare for my younger children. Plus this is not convenient for my schedule as a single parent.
704	Entirely too early for young children
705	the most asinine thing i've ever heard!!!
716	Time Gap between Elem & Middle drop & p/u

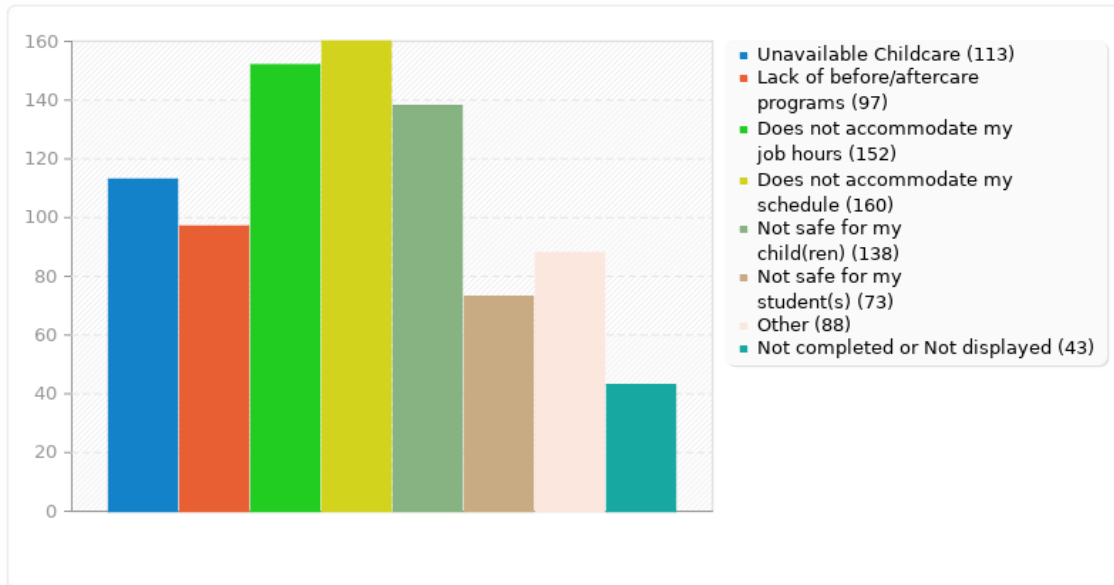
Quick statistics

Survey 462897 'School Start Times Survey 2017'

718	I feel the time is too early for elementary to start.
743	children have to learn now that they need to adjust their sleep schedule to their job. That is what adults do! Aren't we teaching them to be adults?
744	After school activities will start later causing later bedtimes due to homework
747	Before and aftercare is not affordable to households with multiple children
753	too long of a day for my 5 year old, my high school student would not be able to pick up my elementary student; therefore, I would have to pay for childcare
755	Not necessary
757	Good enough with current schedule
778	I cant leave my middle school daughter home alone
794	Who will get the kids off the bus? While the guardian is at work
813	Not good for students
819	Too early for elementary children. They would also be eating lunch too early and not get dinner until off work
833	leave time as is please
842	Some parents rely on their children that are in junior high and high school to watch the younger children if you change the timeline where they get off later there is serious problems going to be happening will have more latchkey kids Indian River County that should not be
847	Too early for young children
904	In my eperience, elementary students already have a hard time getting up for school which begins at 8:30. So with a start time of 7:50, they are going to struggle even more.
908	No one will be home to bring my son the bus stop, which is .6 miles away from our house
922	As a parent I would like to ensure that my child leaves safely for school. If the start time is later I will not be able to ensure that.
927	Just too early for elementary school age children to have to wake up and be ready for school. Concerned that they will not be getting enough sleep
932	This survey is bias-why even have one when you have already decided.? The parents, students and most educators that actually teach the kids don't agree with this!
944	gets done later
962	Another poor choice from this District.
1004	too early for kids
1012	After school activities will be affected.
1025	no morning care for middle school
1031	Too long of a day for elementary students. By the time parents get off work they will have been at schools for 10 hours. That's too long for 5 year olds
1105	As an Elem school teacher with a Middle school child, how do I go to work, but still provide drop off to middle school that starts later without anybody else to provide drop off?
1107	Easier to get homework done earlier in the day
1114	please leave time as is
1115	I don't agree with elementary students starting so early

Field summary for Q6

If no, why do you not support "Option 1" as the new school start time? Select all that apply.



Field summary for Q7

Additional Comments:

Answer	Count	Percentage
Answer	196	34.33%
No answer	325	56.92%
Not completed or Not displayed	50	8.76%

ID	Response
5	Having a later start time will not "train" the students in having to wake up early for work; some jobs require waking up early to open the business or the jobs time is just early. In the work force bosses or owners of the business wont change opening and closing times because their employee is tired. If an employee is tired and does not complete their job requirements they are simply warned and then later terminated. Waking up early conditions high school students with the responsibility of setting an alarm and getting to bed at a decent hour in order to get the necessary amount of sleep needed. I believe Indian River County school system tends to surround their students in a suit of comfort and protection when life after school is just the opposite. With this accommodation it just affects the students in a positive way, but only for a short while and then after that they just wont have the life skills necessary to carry with that responsibility .
16	After reading the research provided and taking a look into other district start times this option is clearly a better choice for many reasons. Also, as an elementary school teacher (kindergarten) my students are exhausted by 2:00pm and can not focus well on work after this time. Thank you for addressing this matter!
17	As a newer parent to Indian River county school district I was taken back by the later start for Elementary school students. In our old county Elementary school children started early and finished early. I love this new plan to be effective for Indian River next year! Sleep based research supports this schedule for younger children.
18	I am incredibly happy to see Indian River County striving to change the school start times. Please perservere in pushing this through the board. Yes parents and after school activities will have to adjust. Life is full of change. You do what you know until you know better...then you do better.
19	This is the best solution for all students.
21	I can't believe that you would have the elementary kids start before 8 and my middle school child won't start until after 9. I am very upset. Who is going to pay for the before care of my child? Who is going to ensure that she gets to the bus stop safely? I have to be at work by 8am. Does your boss like you being late by over an hour?
30	As a parent and teacher in the school district I am no longer going to be able to get my children to their school of choice. I will have to take them out of their middle school to their zoned school. Are you offering before care for middle school to accommodate parents' jobs?
37	I believe the times need to change. However if you bumped everyone up 30 to 40 minutes this would solve the issue and not pose so many other problems.
38	High School students do not only participate in school offered sports, clubs and other activities, which the start times can be restructured by the school(s) in order to facilitate the later release time. Many high school level students also have after school jobs, attend college classes, and play competitive sports outside of school. The scheduled times for these outside activities and obligations may not be flexible.
41	Elementary students are late for school now which starts now at 8:45. I think it is going to be worse if they have to be to school at 7:50. Elementary students will be

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- 42 home alone and at the bus stop when it is dark in the morning.
- 48 Thank you to all those who worked at bringing this change forward.
- 53 The schedule should be left alone. This would upset and disrupt so many people's lives and schedules. The high school kids need to be responsible enough to get the right amount of hours of sleep and get prepared for the real world.
- 56 Not safe for elementary students to walk in dark to bus or school. Too long a day for elementary students that have parents that must work and can not pick up students until after work. This could be a 10 plus hour school day for elementary students whose parents work. Or the elementary child could be home alone an extra hour every day because of the early start time. The elementary students our pre-k 4 year old to 10 year old children are the most vulnerable population. This is NOT the right change for them!
- 59 Asking small children to be up, ready, fed, and at school by 750 is ridiculous, you are trying to solve the problem of high school starting too early by creating another problem.
- 61 I am STRONGLY opposed to this proposed schedule and have NO WAY to get my child to middle school that late! What do you expect working parents to do????????? Very angry about this!!!!!!!!!!!!!!
- 62 Parents should be in charge of their children and actually have them go to sleep at a reasonable hour without tv, computers, ipads or anything else in their bedrooms that would interfere with their children actually sleeping.
- 66 I teach ESE middle school student's, removing them from their current routine would only hinder their learning. I would prefer for my students to come to school willing and ready to learn, and I believe that if we would be allowed to keep our current schedule that would be most beneficial to my current/future student's.
- 75 Would agree except for the Middle School hours being where the children would have to get themselves up and get to the bus stop by themselves when parents are to work by 8:00. Some kids get dropped off at the bus stop as they are on main roads that are unsafe to cross, etc. Also, relying on children to get up and to the bus would result in lower attendance rates as they would not make it to school relying on themselves the majority of the time.
- 81 Research supports this schedule. The board should do what is best for students!
- 86 More learning will take place in high school if students can start later. They will be more alert.
- 89 This will cause huge problems with children with autism. I would have to start during the summer to get him usr to this.
- 105 Too early for young children to be awake at to be prepared for school. Earlier wake up to eat, get dressed and get to school. Kids will be exhausted. Most parents will not be getting children to bed earlier enough the night before.
- 115 High school students will not be able to get any after school employment ensuring they begin to experience life as a meaningful member of society.
- 116 Way to early of a school day for elementary age, too long of a day for them.
- 116 Do you ever consider the parents that work 2 jobs? Older students work?
- 116 Here is an analysis for FSA LA scores for top districts. Clearly there is not trend for high performers other than high school. In addition, parents need to have their kids in bed to get the correct amount of sleep. Most problems begin at home. Maybe we can change the start times for all workers in the US so nobody is late. Kids don't get to pick there parents but that is normally the core problem.

"Grade 3-10
 FSA English Language Arts
 % Level 3 or Above" START TIMES
 District Number District Name 2015 2016 HIGH SCHOOL MIDDLE
 ELEMENTARY
 0 STATEWIDE 0.52 0.52 NA NA NA
 55 ST. JOHNS 0.73 0.73 9:15 7:50 8:30
 58 SARASOTA 0.66 0.65 7:30 9:30 8:30
 57 SANTA ROSA 0.65 0.64 9:00 8:30 7:45

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	46 OKALOOSA 0.63 0.62 7:15 8:15 8:30
	45 NASSAU 0.62 0.62 9:00 9:00 7:45
	59 SEMINOLE 0.62 0.6 7:15 9:15 8:30
	66 WALTON 0.57 0.59
	60 SUMTER 0.59 0.59
	5 BREVARD 0.6 0.59 8:45 9:30 8:00
124	My child's bus stop is almost a mile walk from our house and I have to be at work 8am (leave at 7am). Single parent. She is only 11 and scared to walk alone (no other children live on our street) also she is worried to stay home alone.
126	Just because it's not popular with the parents doesn't mean it's not right for the kids.
127	I do not feel that elementary age children should be up waiting for school busses in the dark it is not safe at all for them!! What is going to happen to middle school sports and extra curricular activities?? I understand the research but if anything I feel the start times should be middle school, elementary and then high school!!!
142	Make this change for the students! It did not matter what time my parents made me go to bed, I couldn't sleep. I remember falling asleep in my first period class. If you can't make the time changes, maybe you could offer a floating period for high school students. Sleep deprivation in high schoolers is real. I would be willing to bet you would see grades go up and fewer drop out.
158	I think option 1 is a great idea
164	If later times for high school students is best...why are they not starting at the latest time?
170	treasure coast elementary morning traffic is a major issue on 510 curve by vero lake estates its a nightmare really with the high school traffic and 512 /66th ave someone is really not thinking ...how soon before the widening of 510? Better bus stops / street lights are needed in vero lake estates to kids safety - vero lake estates has become the forgotten village for safety- school board tell traffic division YOU want the Children of OUR Village safety
172	Leave it alone please!
173	Leave it how it is
182	It's bad enough with all the testing and now you want to start school earlier. NO !!!!
187	Seems to me move that will improve attendance and results the most would have high school starting after middle school.
206	Great times only question will there be any financial aide for aftercare?
208	These times are not convenient for parents that work in other towns for a living. I drive 45 mins to work. Leave the times how they are.
230	It will be issues no matter what time you change school hours., even if you make the time later for high school, they will just stay up later. The students that typical are high achievers will still be high achievers. The students that are late will still be late.
235	Thank you for taking a stand for what is best for students.
236	This is a drastic change and is very upsetting.
242	No one home with middle school students in the morning. This age needs more supervision, not less!
243	How about leaving the elementary and middle start times as they are and start the high school students at 9:00 after elementary.
	I see the struggles the HS students have, but I don't see a need to disrupt everyone's schedule. Frankly, I believe starting before 8:00 is too early. No one should have to drive to school , or wait for a bus in the dark!
249	Many high school students (including my own) do dual-enrollment at the college or have after school jobs. Also - how many of the "sleep deprived" students are allowed to have their cell phones and electronics in their bedrooms at night!?! It's all about parenting!
251	As a parent of a high school freshman who is involved in many after school activities and sports I believe he would not benefit from the later start times. It would only give him less time to participate in those activities and keep up with his homework. My children (this is my 5th to attend high school) have all been very successful with the

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- early start times and liked the fact they were able to have an after school job and participate in outside activities.
- 253 People don't like changes but if you move to another county you have to go by the school hrs. And that's what happened when I moved to viera and now that I'm at Indian river county I wish school are like viera, kids are relax and ready to learn also they can do after school activities and still relax not rush to do homework
- 273 This is a safety issue for parents who leave younger siblings with older ones as well as cutting in to after school time. I do not have younger children but I have heard this over and over again.
- 276 Only issue I have is my daycare needs to adjust with early hours. I do both want to change day cares to some Subpar place just because they open early
- 277 Only issue is daycare. I need my child care to adjust hours
- 282 It is not safe to have elementary kids waiting at bus stops at 6:30 am or earlier. They do not need to be waiting in the dark for the majority of the school year.
- 298 I grew up on this schedule in south Florida. Parents need to know it's better for the younger kids
- 299 I grew up on this schedule in south Florida. Parents need to know it's better for the younger kids
- 300 I grew up on this schedule in south Florida. Parents need to know it's better for the younger kids
- 306 I would be all for this if we can get daycares to open at 6:30
- 307 I would be for it if we can get all daycares, including churches, to open at 6:30.
- 308 I would be for it if we can get all daycares, including churches, to open at 6:30.
- 309 I would be for it if we can get all daycares, including churches, to open at 6:30.
- 314 Just move the high school to the 7:50 start time. Keep elementary at 8:35 and middle at 9. My child will have to be at extended day before and after school now instead of not going at all. He does NOT wake up early. He will be a bear having to be at school that early. Also, what happens with kids in VPK since extended day isn't offered to them?! We have someone to get my daughter at the previous release time, but not an hour or two before, the way your "research" has.
- 315 When do the kids have time for after school sports or jobs? Practice before school-then that defeats the whole "sleeping in" research. In fact, the high school kids will See it as more time for social media and not go to sleep early. And what about elementary kids at the bus in the dark? I wouldn't let my kids do that. It's not safe. So now kids have to spend 3-4 hours at before and aftercare instead of at home with an older sibling. Most people can't afford that!
- 327 Changing the times are stupid they are fine the way they are and changing high school time does not allow high schoolers to pick up their younger siblings from school and lets elementary schoolers get off the bus by themselves and possibly not have anyone home which is illegal just leave the times the way they are.
- 328 I do not appreciate this recommendation because it is unsafe for young children to get off the bus by themselves and have to wait until their older siblings or parents come home. Has anyone thought of just leaving things the way they are how everyone likes it.
- 331 Even though I go to sleep approximately at 9pm every night, it's still a struggle for me to wake up in the morning and be ready for the bus by 6 am. Having a later start time for high school would let me get the rest I need.
- 333 I suspect there will be an increase in truancy for middle schoolers because they will be left on their own to get to the bus stop.
If one of the problems you focused on is that middle schoolers can get into trouble after school, why doesn't the District create more after school activities for them? (not just sports)
- 334 This schedule takes away from family time. Is the District out to get money? This is forcing parents to use before care and after care for their children. The fee may be minimal for some families but not all. These kids will now be dropped off at school at 7:30 and not picked up until 6 in the evening. This is not a family friendly schedule - just a way to pad the District's wallet. Family should come first!
- 336 I teach at the high school and would not be able to get my elementary kids after

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- school . the aftercare is too expensive .
- 343 This District is citing research. But have they done research based on the needs of the students, parents and teachers in this county? As usual no. This would ve the stupidest choice made ever.
- 354 Get more busses so that elementary and high can start/end at the same time. Child care will cost more for 3 kids in aftercare. Are students at bus stops in the dark?
- 355 Changing school start times will just create more stress and problems to the parents and students. The students will be confused and feel out of place with a sudden change of a significant time. Most students will not be able to continue with after school activities and will hurt the students lives and future.
- 362 Due to lack of financial incentives, unfortunately, many teachers like myself work 2 jobs and this would eliminate this possibility which may mean a different career choice for me. The antiquated system of using years of service as a pay schedule needs serious revamping. There are many teachers (even new ones!) that do a great job but make significantly less than their fellow teachers may be just be collecting a paycheck. This has got to change in order to add exceptional teachers to the district.
- 366 Leave the times like they are right now. Elementary children will be late every day.
- 371 Not to mention home work load and family time.
- 375 I appreciate the time the committee has spent to look at this issue and for tackling an issue that has become challenging to all parties involved. I feel this is an important issue we need to address to help students during this developmental period
- 385 I think the new proposed start times are much better than what we have now. I have a child in elementary and in middle school. Right now my middle schooler has to get up at 5:30am to get ready to catch the bus, which does not give her enough sleep time. Please implement the new school start times, thank you.
- 391 I feel that changing the school year times would greatly affect High School aged children the most. By having High School children start at a later time you are not preparing them for the real world. The real world where work starts early and ends late. By starting later in the day, I feel that is telling students in high school that work does not start early, and many of them won't be ready for the real world.
- 394 I understand the research, but this does not accommodate my work schedule. Totally disagree. My daughter also plays on the high school golf team. This will affect their playing time due to lack of daylight by getting out late. Does that mean they get out of school early? If so, that will now affect her class time and grades. I do not support the change.
- 395 As a coach and Middle School Athletic Director, I have to question how the district ids going to work with us on our athletic programs. IF school doesn't get out until 4:05, how will a team make it to Okeechobee for a 4:30 game. We can't start any later than that due to daylight. Our fields do not have lights nor can we afford to lease fields with lights. I fear that this will end Middle School athletics. There is already not many middle schools that have athletic programs in the State of Florida. We have something very special here in Indian River County.
- 398 I support scientific research that unequivocally states later start times benefit older students. Though it may be an inconvenience for parents, we are adults and the wellbeing of children should come first.
- 409 Leave the Damn schedule alone!!!!!!!!!!!!!!
- 413 I think it's a great idea to coincide school start times with the biorythms of kids sleep schedules. Younger kids naturally wake early and as they grow into teen years they stay up later at night with extracurricular activities and jobs in high school.
- 414 Option 3 seems more age appropriate for all of the children.
- 417 I feel that changing the times is not necessary. If you start high school later for us to "sleep in" That is a JOKE as we will be up later doing homework and after school activities. You need to leave the schedule alone. The kids that want to go to school will be there. As for the other kids it will make it easier for them to skip school. Much less, if they don't come now they not going to come at a later time! You will also make it harder on my parent as she has no one to watch our elementary sibling and

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- being a single Mother she can not afford to pay for one. So if I am at school and can not watch my Brother and some thing happens to him. I will make sure the School district of Indian river county gets SUED!!! Have a nice day JERKS!!!
- 425 It is time to face facts the staggered schedule is due to buses, buy and pay for the proper amount of transportation all start at 9 and end at 3 - -
- 428 This is great for high school student it is the pits for middle school where activities are ramping up - -
- 443 Leave the schedule as it is. This schedule caters to stay at home parents.
- 454 1. Priority should be what's best for Students.
2. Success proven in South Florida schools over 10 years
- 459 HATE it!!!
- 460 My child will be in middle school I love the 9:00 am start time, but I do support parents of little kids, mine will never get up too early.
- 461 Please don't change it.
- 462 I am an elementary school teacher. I am the only means of transportation for my children. It would be IMPOSSIBLE for me to get my daughter to Middle School.
- 474 Please revise the school schedule . Honestly what I see its for sports after school with late practice until 8pm and kids can stay up late for homework. life doesn't Come on a silver platter.
- 475 It's been like this for years why all of a sudden the change. Yes kids need their sleep well parents should be more strict and get their kids to sleep early. Makes no sense to change when kids are already used to this schedule.
- 477 I am a parent of elementary aged children. My children go to bed early as it is (7:30) in order to meet the AAP recommended sleep for their age group (9-12 hours for 6-12 years). In order to get them to school for a 7:50am start time they would need to be going to bed at 6:30 pm to get up by 6 am to have time to eat breakfast and get ready. I do not support the proposed start time for this reason.
- 478 I fully support this, how do we get this passed. My son started kindergarten and we wait for 2 hours just sitting around waiting for school. I would fully support this. Most young kids wake up early.
- 493 I fully support the change to later start times for high school and middle school students. Very few people like change, but I think it is important to do what is best for all children and I think the research supports the change in school start times.
- 494 I think the hours should change so the older kids can sleep in a little. They stay up much later than the little kids.
- 513 middle school and high school students have afterschool activities that would 1. for away activities would have students missing more instructional time and create issues for high schoolers who work to learn lifelong skills or helping family by working since they no longer learn some of these skills in school. 2. even later events for high schoolers as well as some middle schoolers. 3. you want elementary children to be walking to bus stops in the dark, it is dangerous enough in the hours they walk to the stops now 4. why does our district continue to try to fix what isn't broken, our schools are no better than they were when my oldest started school, it is shameful how we focus on uniforms, start times, testing instead of making sure these kids are prepared for life after high school especially when for most college is not an option. You all make way too much money, money which apparently would be better spent for our schools.
- 530 Stop changing the start times. High schoolers need to learn to get up early for REAL WORLD JOBS in their future. You cant sleep in every day of the week and hold a good job anywhere (unless you work nights). Middle school is a step towards high school, teaching them to get up earlier.
- This worked fine for YEARS with thousands of positive society contributing people in our communtiy.
- 541 It should not be about accomodating parents. It should be about what is in the best interest of the students!!
- 551 I wish there was a way to have the middle school earliest, then high school, then elementary so that if needed the middle schoolers or high schoolers could watch the

elementary schoolers. Plus, elementary kids don't have as much home work or activities as middle/high schoolers so when they get out later it's pushing activities later. I understand the older kids get, the more they need to sleep, but I'm hoping the later ending times don't negatively affect family time or homework time but it might take a year to see how it goes.

554 I wish there was a way to have the middle school earliest, then high school, then elementary so that if needed the middle schoolers or high schoolers could watch the elementary schoolers. Plus, elementary kids don't have as much home work or activities as middle/high schoolers so when they get out later it's pushing activities later. I understand the older kids get, the more they need to sleep, but I'm hoping the later ending times don't negatively affect family time or homework time but it might take a year to see how it goes.

558 I am a parent in the middle of the college application process with a 12th grade student and a 9th grade student. If the time for high school changes to a 3:20 dismissal, I strongly believe you will force many students to choose between extracurriculars (sports, band, job) and a challenging course load. With the testing score minimum requirements to get into many State schools such as UF and FSU skyrocketing, many students rely on strong extracurriculars and a challenging course load to help them stand out in the college application process (especially if their ACT/SAT test scores are even a fraction lower). While I understand what the research says about high school students needing sleep (my son struggled through the first couple of period in 9th and 10th grades so I understand completely), our students must compete with other students from around the state and country to get into colleges. Unfortunately, it is the "system" in which we operate. Until such a time where all Florida high schools have later dismissal times and therefore less opportunity for extracurriculars and homework from challenging classes, Indian River County will be putting our college-aspiring students at a disadvantage. I implore you to talk to college admissions counselors and look in-depth into their websites to discover the factors they utilize in making decisions for admissions. Please don't handicap our active, aspiring high schoolers by putting so much weight on the AMA recommendations without considering the hard truth of so many other factors. Ask these students how much time they spend on their homework and extracurriculars and then do the math. I do support moving the start time to 7:50 as a compromise. If you force them to get out at 3:20 or later, these students will be forced to get up at 6am to finish their homework anyways.

567 Martin County and Palm Beach County start times are similar to this and they have been doing them for a few years now. This wouldn't be "out of the norm".... it's just not what some of the families in IRC are use to. Those that see School as a "babysitter" will not approve it for the inconvenience- and that is the ONLY reason.

566 I think this is in the best interest of ALL of our students' school performance. Thank you for considering this much-needed change!

572 The proposed elementary start time is too early. The proposed middle school start time is too late. It would be extremely prohibitive to parents of both elementary and middle school-aged students. The proposed elementary start time is entirely too early to ask teachers and students to be ready to teach and learn. The proposed middle school start time requires students to lose optimal learning time in the morning and to go to school entirely too late to accommodate evening/afternoon activities and homework.

576 This is not acceptable

578 I DO NOT AGREE WITH THE PROPOSED NEW START TIME. I DO NOT WANT MY ELEMENTARY STUDENT STARTING AND FINISHING SCHOOL PRIOR TO MY HIGH SCHOOL STUDENT. IT DOESN'T MAKE SENSE TO ME

585 I have considered moving my child into the Charter High School due to the early start time. It is adverse to her health (mental and physical) as well as school performance. Middle school hours had worked; the high school hrs we are seeing a direct impact. I would actually go with option B. I believe it could be a good comprise. The middle school time is not as early as the current high school and could be somewhat manageable, high school time works and the little kids would be

- later in day for safety in the morning and address after school issues for working parents.
- 586 As a parent of a high school student. I need my high school student to help me to pick up my other children from elementary school as I live to close for a bus to take them home. I can not afford to pay aftercare as I am a single parent. Are you are willing to pay for my daycare or drive my children home safely? As there is to many CRAZY people out there in the world and I will not allow my child to walk home!
- 587 I will strongly consider moving my child out of High school due the negative impact the schedule is currently on. Consider option 2 to address the k - 8 issue.
- 589 i am struggling now in high school due to early start time but i did not struggle in middle school.
- 597 Leave the times like they have been for many years. All research isn't good research just someone trying to make money. Elementary students need their rest more that a high school student because research shows that growing children need plenty of sleep.
- 620 Muchos padres trabajan y recogen a sus hijos tarde lo que significa que un niño estaría 12 hrs. aproximadamente tanto en la escuela como otra institución.

Se les quitaría mucho tiempo de ser parte de su niñez.
- 624 It's not broken why are you all trying to stress us parents out by having our babies out of school before our older children???? Do you not see the dangers in this ?
- 626 I think option 1 would benefit the children in all ways. Health and behavioral.
- 630 I work 9-5 so if I drop off my 6 years old son to school at 7:30 and pick him up at 5:15, give him dinner, he will need to sleep at 7:00 to be able to wake up the next day for early school.when would I spend time with him? when will we be doing homework? he will be exhausted at 6:30 (after dinner) not ready to read or write...
- 631 We should really have this new bell schedule
- 634 I have teens and I know this would be better. I cannot wake them in the am and when they were little it was much easier to get them up. They often woke before they needed to and were always ready to go. My teens struggle to fall asleep and then wake up. It's a great idea
- 637 I would love to see this be the new schedule. I would feel much better having my children walk to their bus stop in the daylight. And I think they wouldn't be as tired too.
- 638 It would be nice and more safe for the schools to start later, but I think it's too early for elementary. Perhaps have the times changed a little different, but still later than it is right now.
- 646 I am very excited that Indian River might implement this change in school times. I can't believe it has taken so many districts this long to do so.
- 664 Later times enable adaption to change and possible college times.
- 669 Scientific research has been showing for years that high school kids need more rest and function better later in the day. As a high school teacher, I have never had a first period class that truly 'functioned' or participated the way a group after lunch does.
- 670 My 5 year old will have to get up at 6 in the morning. That means he would have to go to bed by 7 to get the amount of sleep that "research" suggests. The average time that parents get off work is 5. That leaves two hours in the evening to eat, bathe, and get ready for the next day. No time for family activities.
Did your "research" include anything about family values? How school districts across the nation are using school time to try to push their own political or cultural agenda onto our children? I guarantee that you can find research that children need to be at home with their families more than they need to be at school as soon as the sun comes up. Speaking of, why are you proposing that we put our youngest children at bus stops in the early morning light? When the time change happens, they will be waiting in the dark. Sdirc history question: Didn't we change school times back in the 80's after two elementary kids got hit by a car standing at the bus stop in the dark? Here's another safety concern. Some children are not going to go to aftercare. Instead, they will go home to an empty house. Doesn't sound very safe.

Speaking of, is this time change s way for the district to get more money? Most parents will have to pay for aftercare. That's a terrible way to pad the district's wallet. Please remember that families have to come first. Please don't take away our family time!

- 673 Later start time is healthier for high school students that have a lot of homework in their advanced coursework
- 677 It is easier to allow middle and high schoolers to get out school earlier and stay home alone. Have elementary students leave earlier will result in a lot of parents having to leave their jobs earlier and may result in the kids not getting picked up.
- 679 think about people who work for the District leaving there daughter home alone to be work on time are our hour going to change . what are we teaching hi school kids you can stay up as long you want an sleep in keep school time as is teach hi an middle school kids to go to bed around 9 pm it works for my family everybody up an ready an on time
- 680 I'm a high school student and I would like for you to leave the school start time as it is.
- 683 As an elementary educator for 15 years, I currently see my students starting school at 8:45 each day. These children have huge responsibilities with the amount of testing they have daily and the rigor of the state standards. Even at 8:45, many students are not alert and prepared for what is expected each day. Many young students are staying up later and later (I have spoken to 1st, 2nd, and 3rd graders stating they stay up until 9-10:00 at night on school nights). I think having these children begin school at 7:50 is detrimental to their educational success.
- 684 My parents work early hours and I do not feel safe walking to the bus stop alone and staying home alone after school.
- 688 Do what is best for the kids. It's what parents always try to do so why would this (start times) be any different?
- 689 With all the required testing, especially of high school students, we want our students to be at their best. These times are, according to the data, when kids are at their best.
- 690 The greatest impact as a middle school teacher would be having students that are awake and ready to participate in the learning process when the arrive to school while sustaining their optimal learning hours throughout the day. Currently my 1st period students are so sleepy that it's like teaching zombies. Students don't really wake and function until about 9 am (about 10 minutes into 2nd period)—that's over an hour of ineffective instruction that has nothing to do with teacher performance. Then at the end of this he day, 6th and 7th period students crash. After not getting enough rest for their biological age requirements, stressing their brains and bodies to function, they have nothing left to give to problem solving. So there's another 90 minutes of futile instruction. Students, schools, th district will not be successful if we keep the current model. As it stands, middle schoolers are losing out on more than 2.5 hours of optimal instruction because their body and mind was not intended to function with so little sleep.
- 692 The greatest impact as a middle school teacher would be having students that are awake and ready to participate in the learning process when the arrive to school while sustaining their optimal learning hours throughout the day. Currently my 1st period students are so sleepy that it's like teaching zombies. Students don't really wake and function until about 9 am (about 10 minutes into 2nd period)—that's over an hour of ineffective instruction that has nothing to do with teacher performance. Then at the end of this he day, 6th and 7th period students crash. After not getting enough rest for their biological age requirements, stressing their brains and bodies to function, they have nothing left to give to problem solving. So there's another 90 minutes of futile instruction. Students, schools, th district will not be successful if we keep the current model. As it stands, middle schoolers are losing out on more than 2.5 hours of optimal instruction because their body and mind was not intended to function with so little sleep.
- 694 Please consider single parents and two parent households who are working 8-9 hours per day to meet ends meet. Parents who work minim wage jobs, their can't

- afford additional children care. I understand the research that is presented and other counties have made this successful, but as a single parent I am not able to afford aftercare for my younger children. Something needs to be put in place to accommodate parents and families whose work schedule will be affected and will have issues with childcare.
- 705 This is absolutely unacceptable and puts our youngest children at great risk. Middle schoolers and high schoolers need to go to bed early like we did as children. i went to high school in a neighboring state and got up at 5:30 every morning i survived and have gone on to obtain my Master's degree and have had a very successful career and life. keep our children safe and put the older ones to bed at a decent time if your concerned about sleep.
- 706 i do not support this in the least as both a parent and educator it is grossly inappropriate!!! what time would my work day start if the childrn were permitted on campus at 7:20???? i already get up at 5:15 to get us up and dressed and fed and set for the day just to get to work by 7:45. it has been a struggle to find a quality preschool that will allow me to drop my child off this early. Her day already starts ridiculously early and is too long for her what time would we have to be up to be at work w/ this new schedule and where would sje go before her preschool day begins. And the day already starts too early for our youngest learners. we changed our start time last year by 15 minutes and it was a disaster!!! we had rampant tardiness. Our children come to school sleepy and hungry already especially if they are bus riders. we would have our youngest children catching buses before the sun is even up to accommodate the older children. this is insane! if it moves forward i will be finding myself a new job and my child will not be attending public school when she is ready. If you are looking for a way to increase test scores, find another way! This isn't it.
- 712 Love this
- 716 Put HS in 9:30am time slot!
- 717 im a student at a high school and have siblings in elementary and middle school. i can't pick up my siblings at those times either can my parents. they have jobs and it doesn't fit right in their schedules. the time right now is good but why change them for more sleep? honestly teens will not get the sleep you guys want us to get because some of those teens well just figure that " oh we start school later we can stay up later ".
- 718 Why can't there be a schedule for middle school and high school to start later and elementary to stay about the same. I think 7:50 is a little too early.
- 719 The after care plan was clearly not well thought out. While the suggestions were kind they made zero sense. Most job in IRC are 7-3, 8-4 and 9-5. This would force parents to not only have to provide aftercare they will also have provide before care. Giving a break on after care was a nice gesture but how much money would that cost the district? It would require employeeding more people at a lesser rate. Additionally the late bus is a cost to the district and also not well thought out. Will there be one run, multiple runs, how many busses? For students needing both morning and after care a long bus ride home after an already long, exhausting day (early) can not be healthy for our little ones. Also, in the presentation it was stated that most parents being there young children to school or the bus. I'm not sure if the committee had any representatives from the lower socioeconomic end but this statement is false. Therefore young children will be walking in the dark. I'm not opposed to later start times, I'm opposed to the order in which these children are going to school. Just back all of the start times up. I truly believe that high school kids will be ok starting at 8:00. Then middle would start at 8:35 and then 9:05 for elementary.
- 729 I see the research in earlier start times for secondary students, but they will still have to get up early and be dropped off at school before it starts. This is especially true for working parents and schools that do not provide bus transportation. Also, the older students need motivation to get moving in the mornings. If parents have to be at work at 8:00 who is going to be home to get the student up and getting to school on time?

Quick statistics

Survey 462897 'School Start Times Survey 2017'

- 731 I am a student at SRHS and I can not under any circumstances hold a job and do after school activities with the time this schedule takes away from me. I beg of you to not change the schedule because I pay bills for my car and phone and can't quit my job and the after school activities are what are most likely going to put me through college (scholarship wise) I already stay up super late to finish homework because of these things and I'll most likely have to stay up EVEN later because of these changes, which in turn will still end up making me late. These are NOT your only options! Please reconsider something else. This is NOT a solution for everyone, it will become a burden on so many students with extracurricular activities!
- 743 children have to learn now that they need to adjust their sleep schedule to their job. That is what adults do! Aren't we teaching them to be adults?
- 744 The later start time for high school students limits after school job opportunities. After school activities/practices will be later causing later bedtimes due to homework. Safety issues for younger elementary students at bus stops if earlier start time for elementary. Earlier release of elementary students will cause a great burden to parents trying to obtain aftercare.
- 747 This is not safe at all for younger children. I would expect busses that early in the morning to pick up each elementary child directly in front of their home. Not to mention the price of before and aftercare at schools is not affordable when you have multiple children. If this were to pass childcare should be provided for free and times should be extended. As most businesses and employer's are not going to change their businesses hours just because the school district decided to change school times drastically. Which in turn means there will be even more unemployed parents in this county.
- 751 When you have kids in different schools to different times. It doesn't work. Up north we went to school 830 to 330 elementary and middle. High school was 750 to 215pm. High school kids should be able to get up early and get to bed earlier. They are preparing for the real world. If anything should do like the charter school high school does
- 755 Let's focus on teaching Spanish in elementary school through 10th grade. Adding another culture to daily life teach respect.
- 764 I am very concerned about young children in the dark waiting for their bus.
- 777 Elementary School, MS & HS should all start at 8:45 and end at 3:45. Many high school students drive themselves or get rides with friends. Still time for after school activities and be home for dinner by 6-6:30.
- 778 please keep school time as is as a parent cant leave my daughter home alone more middle school kids not showing up for class there not going to be morning care for middle school kids please think about it LEAVE TIME AS IS
- 779 Why not start high school after 9 am and leave the others as is?
- 780 Why try to fix something that is NOT broke!
High Schoolers have been getting up early for years!
They have to learn to deal with it! They are the ones entering the work field, their employers will not change their start time due to "research."
- 793 Do you actually think having elementary students waiting in the dark in the morning is safe?
- 796 Many of my students parents work very early and late into the night. There will be little supervision before school as well as I am concerned of their safety. Also, no one will be home for them to get off the bus. I am very concerned that we will have young children at bus stops before daylight and in danger. Whatever the decision I will be at work but want to think about the safety of our students.
- 797 Keep things the way they are, they work great if it isn't broke don't fix it.
- 800 This school start time will be extremely helpful for students to get there complete sleep at night. most students usually end up staying up late doing homework and the later start time allows for a better schedule
- 813 Need to leave that which is not broken as is. My research shows no real benefit in making changes.
- 819 Not acceptable for elementary students. Too early. Already have tardy students. Lunches too early for family dinner. Does not work with parent schedule.

Quick statistics

Survey 462897 'School Start Times Survey 2017'

820	Teachers with small children would have difficulty getting their children dropped off and getting to school on time Students are tardy at 845. Can't even imagine academic time lost if earlier.
822	Just do it!
833	time change please as is for students an parents there is no morning care for our middle school kids it is not safe to leave your girls home a lone that's not safe an they want feel safe our work times are not going to change that's just wrong to put our middle school kids in danger like that please leave as is you see parents already begging to leave time as is as some hi school help out with elementary sibling after school parents have to work please leave time as is.
847	Please keep elementary the same. Switch high school and middle school but leave ours.
865	As a parent I am concerned about my elementary student leave time and arrival time after school. My husband and I work hours that doesn't allow us to see our children off to school or pick them up. Normally my high school student is able to pick up his brother from the bus stop. We live in a time where it's not safe for our young children to walk home alone. Thank you for your time and Your consideration in regards to this issue.
878	With school starting at 7:10 most kids get up at 5:30 in order to make the bus. So starting later gives them more time to sleep.
889	Another option please.
904	If you change the time and make the elementary students go first, you are going to have a lot of late students getting to school.
908	Because of my work schedule and the bus schedule, Option 2 would work best for our family. Option 3 could also work, but would not be as preferable. If Option 1 is chosen, I will have to find before school care for my high school student who has special needs.
912	Pros and construction either way, so make option 1 mandatory and see results for 2years.
922	If middle schools starts any time after 8, I will not be at home to ensure that my child is ready and makes it to the bus stop on time. I feel that is a tremendous amount of responsibility to place on and 11 year old.
924	My high school freshman is struggling academically and physically due to the early start time. Enough to consider alternative schooling options.
927	New start times make no sense what so ever. It seems completely impractical to have middle school age children unsupervised until 9:00/9:30. It seems like a completely irresponsible decision on the part of the school board.
934	Too dark for buses in the am for children waiting outside
941	Research also shows that if students have parents-that actually parent them- they will get enough sleep anyways bc proper bed times are already set. Electronics should be taken from child at bed time. Kids will only stay up later bc they can get up later with this new, horrible schedule.
944	the earlier for high school the better, they should be the first to start school and the first to end
946	Leave the times like they are now. The high school student need to learn how to get up and be more responsible .
948	Other districts have been doing this for years. Its about time Indian River gets on board. I believe this is beneficial for all ages of children.
962	How about taking a poll of the teachers, students and parents who are in this District, Instead of using these so called "research based studies" that do not represent this District's needs.
965	Research based decisions are the best ones.
977	For people who have to travel to work (45 minutes just to get to work in the morning) it is inconvenient. I have to get my children to preschool early enough as it is. I will never make it to work on time! These times suck!!!
988	i like it
989	no, just no
997	My kids would get more adequate sleep and can concentrate better at school. It

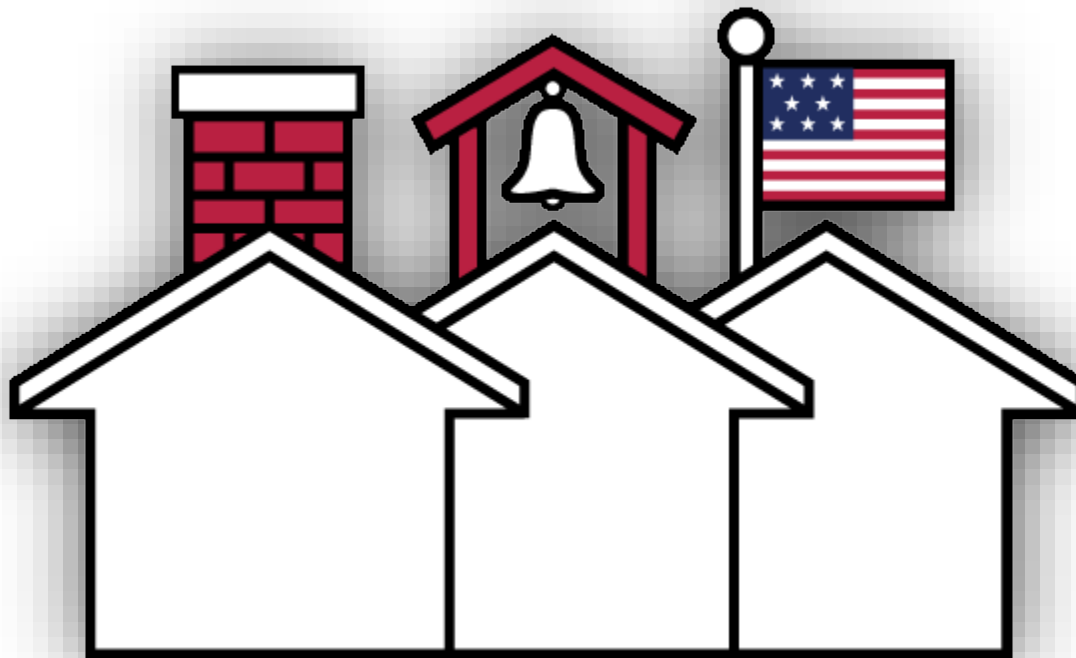
Quick statistics

Survey 462897 'School Start Times Survey 2017'

	would also be safer for my kids since they would not need to get to the bus stop before the sun shines.
1025	please leave school time as is It is not safe to leave middle school kids home alone there will be no morning care for our middle school kids it sad to no that school time will change it already work out that our elementary kids have morning care so parents can get to work some kids only one parent not only that after noon when school out the elementary the hi school who help parent out to make a little cash they cant help out anymore please please leave school times as is Thank you
1031	I would have to pay for after school care because my high school child will no longer be able to pick up their younger siblings at school.
1054	Middle School students will be more apt to skip knowing parents are already at work before they have to be at school
1063	With time changes elementary kids will be walking to school in the dark with no supervision
1074	High School attendance should improve.
1076	Will greatly affect after school opportunities especially in the winter.
1090	I hope option 1 is available for the 2018-2019 academic school year
1101	My kids are in high school. I think based on the natural biorhythm of teenagers, the current start time for high school is too early. I think a later start time would beeter accomodate their biological clocks.
1105	How will an Elem. School teacher who starts earlier than her middle school student get their child to school when their isn't anyone else to take my child to school?
1107	I like to go to bed early. Getting out of school later would make it difficult to play sports and getting homework completed.
1111	Leave the times alone. It makes no sense to change!!
1114	like my middle school time it works for my times to get to school with my mom to drop me off before her going to work please leave time as is.
1128	do not support this

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School Start Time Committee -Survey Results



Reaching a consensus

COMMITTEE

- **Albert, Brent** – Staff (Teacher) / Parent
- **Bourdette, Christi** - Parent
- **Brinkley, Jonna** - Parent
- **Butler, Dr. Bob*** - Community member (Physician) / Parent
- **Campione, Kay** – Community member / Parent
- **Cannon, Liz*** - Staff (Teacher)
- **Dobson, Elaine*** - Staff (Health Asst.) / Parent
- **Echeverria, Ramon*** - Staff (Elem, Administrator) / Parent
- **Goldstein, Ashby*** - Staff (SRHS Band Director) / Parent
- **Hofer, Beth** – Staff (Middle, Administrator)
- **Hooper, Jeremy**
- **Howell, Page*** - Staff (VBHS Band Director)
- **Huang, Jerenda*** - Parent
- **Idlette, Jennifer*** - Staff (Director of Transportation)
- **Jankowski, Lenny** – Staff (H.S. Athletic Director)
- **Justice, Tiffany*** - Board member
- **Keaton, Dr. Jessica** – Charter Staff (Principal N. County Charter)
- **King, Briana*** - Parent
- **Land, Michele**
- **Laycock, Angela** – Parent (H.S.)
- **Lewis, Barbara**
- **Maxwell, Austin** - Student
- **McGinnis, Kimberly***
- **Miller, Patricia** – Community member / Grandparent
- **Musselwhite, Barbara/Susan Thigpen*** - Staff (Extended Day)
- **Norris, Jennifer** – Staff (Elem, Administrator) / Parent
- **O’Neill, Nicole** - Parent
- **Perry, Angelina** – Community member (GYAC)
- **Powell, Valerie**
- **Racine, Todd*** - Staff (H.S. Principal)
- **Rahal, Kimberly*** - Staff (Teacher) / Parent
- **Ratliff, Beth*** - Staff (Teacher)
- **Raulen, Thomas** – Community member (Sheriff’s Office)
- **Segal, Tracey*** - Community member / Parent
- **Shampine, Diane**
- **Thomason, Elizabeth*** - Community member (BGC IRC)
- **Vazquez, L.** - Parent
- **Villalobos, Daisy** - Parent
- **Zorc, Laura*** - Board Member

* attended 4 or more meetings

GOAL

The goal of the committee was to come to a consensus that determined whether or not a recommendation to the Superintendent of the School District of Indian River County was to be made concerning the need to change school start times in order to accommodate the needs of its secondary students.

PROCESS

The process to reach a consensus included the following:

- Developing and committing to norms that shaped the meetings of the committee
- Creating a list of considerations that would guide any decisions made
- Reviewing all the research
- Exploring the facts and discussing everything at length
- Taking the research, the list of considerations and the norms into consideration and voting to move forward with a recommendation to the Superintendent
- Designing a survey to gather feedback from the committee
- Reviewing survey data thoroughly
- Reading and categorizing every comment
- Analyzing the data
- Discussing and listing pro/cons for each option as well as the status quo
- Reviewing the pro/cons list and voting in the best interest of the students

STATUS QUO

Indian River County School District
School Start Times

High School	7:10 a.m. - 2:05 p.m. (approx.)
Middle School	7:50 a.m. - 2:45 p.m. (approx.)
Elementary School	8:45 a.m. - 3:20 p.m. (approx.)

STATUS QUO

PROS	CONS
Familiar	Not supported by research
Doesn't affect current activities	Need before and after care
No change – Less impact to families	Dark in the morning for High School students
	Late drop off from after-care programs for Elementary students

OPTION 1

**Indian River County School District
Proposed School Start Times
'18-'19 School Year**

(AM drop off will occur 30 mins prior to school start time)

Elementary School	7:50 a.m.-2:20 p.m. (6hrs and 30mins)
High School	8:30 a.m.-3:20 p.m. (6hrs and 50mins)
Middle School	9:05 a.m.- 3:50 p.m. (6hrs and 45mins)

OPTION 1

PROS	CONS
Most supported by research	Lack of supervision by siblings (Elementary)
Only need after care for Elementary school	Large split with Elementary → Middle
This order is successful in other districts	Requires after care that is more structured
Still allows for activities for High School	Middle Schoolers getting to the bus by themselves
Elementary students are more alert in the morning	Dark in the morning for Elementary students
Less time for middle schoolers to get into trouble	Middle School sports

WHAT'S NEXT

- Educate School Board and Seek Approval
- Market the change – “Get the word out”
 - Push it out into community events
 - Advertise
 - Presentation at orientation
- Educate the community, parents and teachers; get them onboard
- Work with Athletic directors for Middle and High schools to set game schedules that would work best with the new schedule
- Work with community partners such as GYAC and Boys and Girls club to devise new before and after school programs
- Feedback survey a year after implementation

WHAT'S NEXT

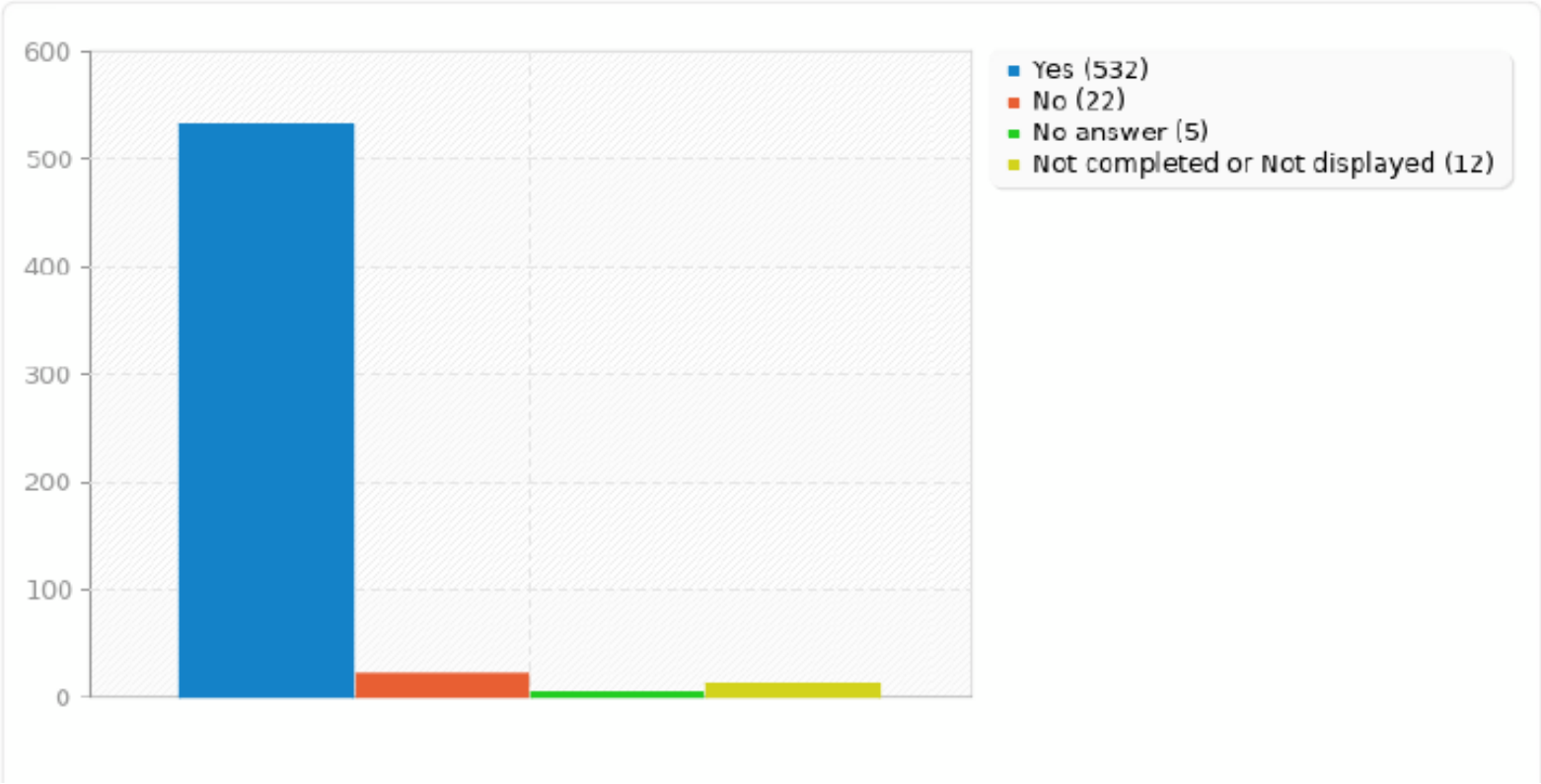
- Educate School Board and Seek Approval
- Market the change – “Get the word out”
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Survey Regarding Option 1

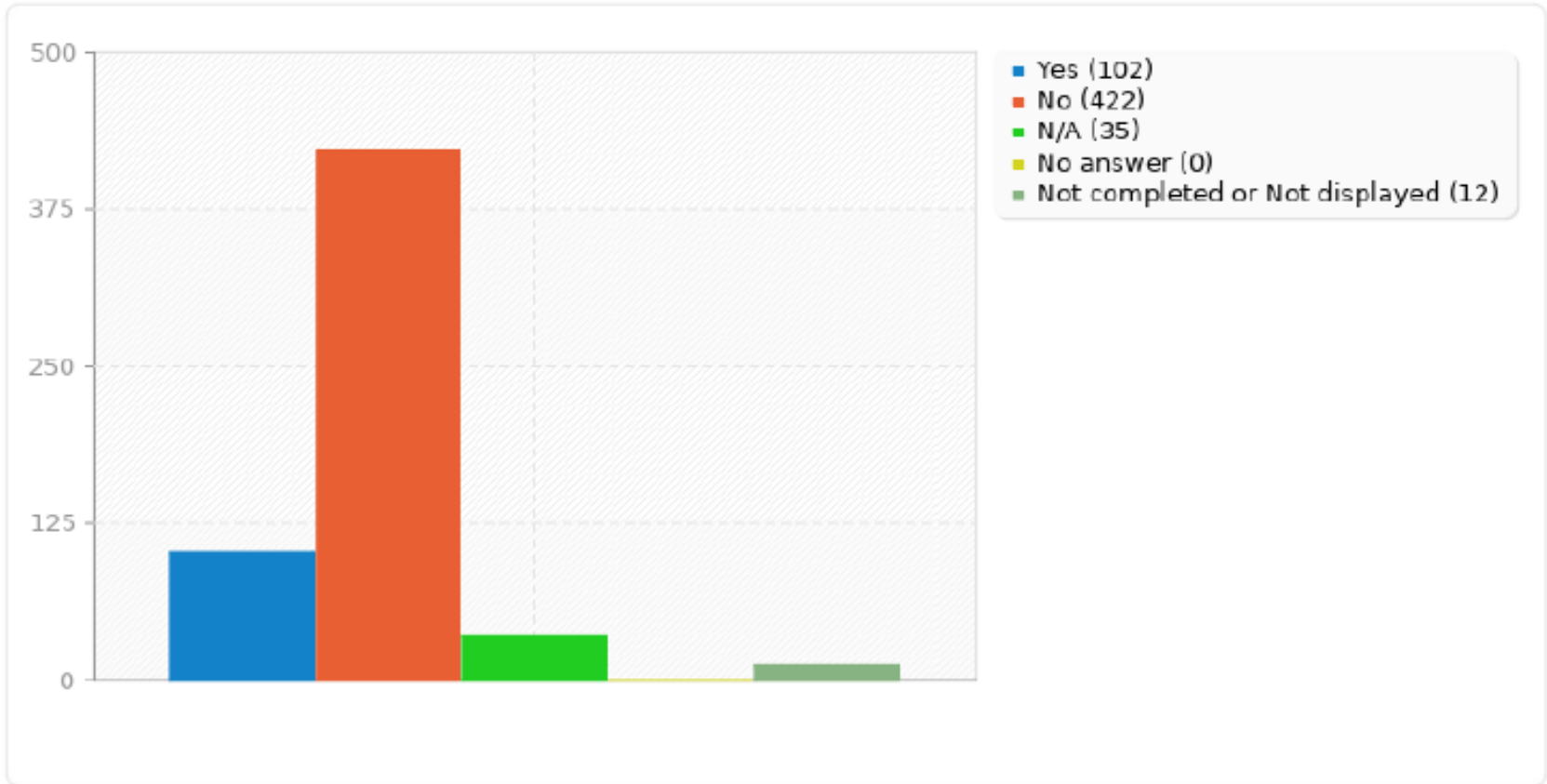
- 571 Responses

• Students	95	16.64%
• Parents	331	57.97%
• Educators	94	16.64%
• Community Members	21	3.68%
• No Answer	30	5.65%

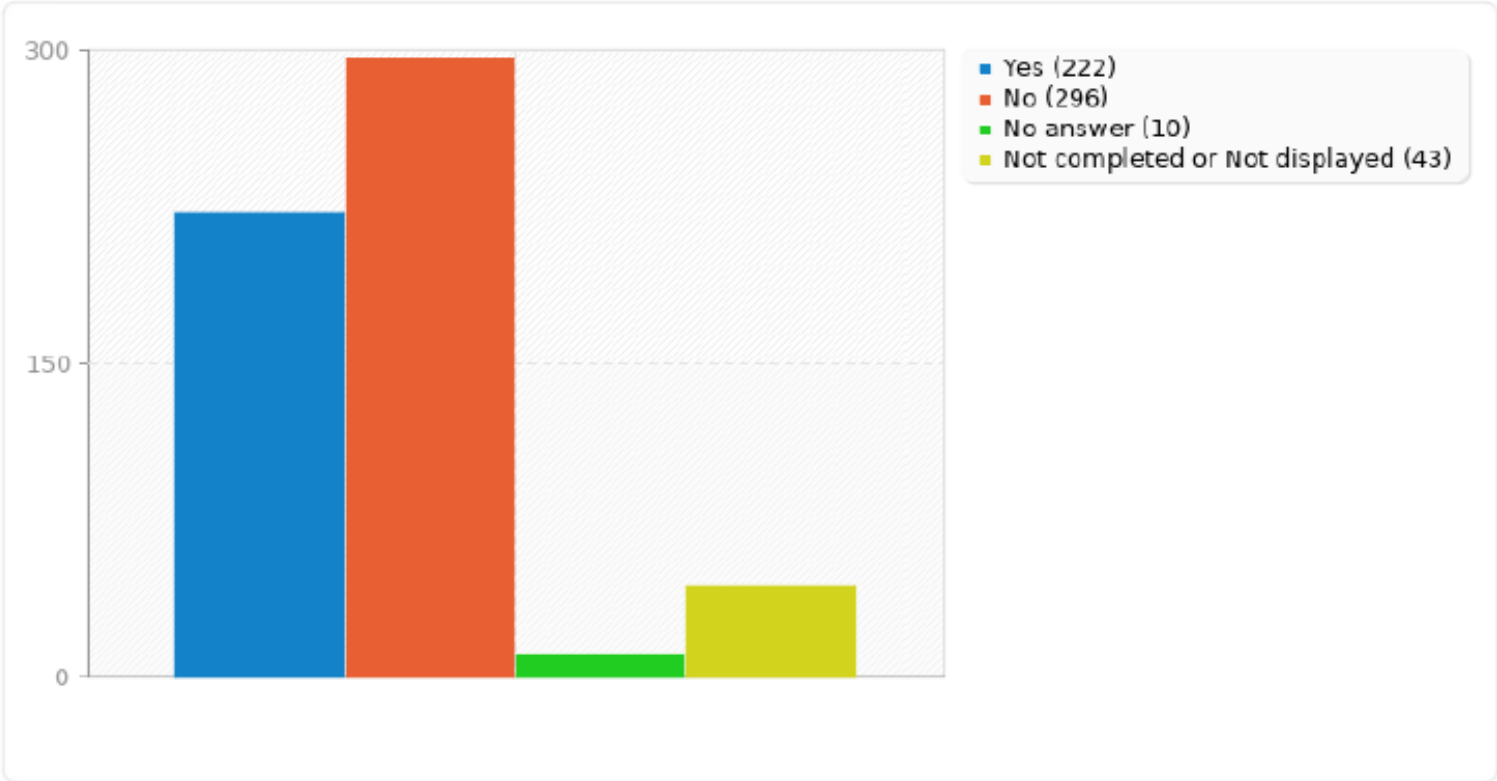
Have you reviewed the School Start Time Presentation available next to the survey on the district website?



Did your opinion change after reading the presentation?



Would you support the School District of Indian River County in Changing the school start time to “Option 1?”



If yes, why do you support Option 1” as the new school start time?

• Medical Research	165	28.90%
• More accommodating to my schedule	75	13.13%
• More accommodating to my job hours	49	8.58%
• Safer for my student(s)	58	10.16%
• Safer for my child(ren)	76	13.31%
• Other	40	7.01%
• Not completed	43	7.53%

If no, why do you not support Option 1” as the new school start time?

• Unavailable Childcare	113	19.79%
• Lack of before/aftercare programs	97	16.99%
• Does not accommodate my job hours	152	26.62%
• Does not accommodate my schedule	160	28.02%
• Not safe for my child(ren)	138	24.17%
• Not safe for my student(s)	73	12.78%
• Other	88	15.41%
• Not completed	43	7.53%

Questions and/or Comments

ADDITIONAL RESOURCES

- Boergers, J., Gable, C. J., & Owens, J. A. (2014). Later school start time is associated with improved sleep and daytime functioning in adolescents. *Journal of Developmental & Behavioral Pediatrics*, 35(1), 11-17. Retrieved from <http://www.gwern.net/docs/melatonin/2014-boergers.pdf>
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- Taras, H., & Potts-Datema, W. (2005). Sleep and student performance at school. *Journal of School Health*, 75(7), 248-254 Retrieved from https://www.researchgate.net/profile/Howard_Taras/publication/7658672_Sleep_and_Student_P

ADDITIONAL RESOURCES con't

Wahlstrom, K., Dretzke, B., Gordon, M., Peterson, K., Edwards, K., & Gdula, J. (2014). Examining the impact of later high school start times on the health and academic performance of high school students: A multi-site study. Retrieved from <http://conservancy.umn.edu/bitstream/handle/11299/162769/Impact%20of%20Later%20Start%20Time%20Final%20Report.pdf%20?sequence=1>

Wolfson, A. R., & Carskadon, M. A. (2003). Understanding adolescent's sleep patterns and school performance: a critical appraisal. *Sleep medicine reviews*, 7(6), 491-506. Retrieved from <http://web.mit.edu/writing/2010/July/Wolfson%26Carskadon2003.pdf>

Wolfson, A. R., Spaulding, N. L., Dandrow, C., & Baroni, E. M. (2007). Middle school start times: the importance of a good night's sleep for young adolescents. *Behavioral sleep medicine*, 5(3), 194-209. [https://www.nationaljewish.org/NJH/media/pdf/Meltzer%20References/Wolfson-\(2007\)-Middle-school-start-times-and-sleep.pdf](https://www.nationaljewish.org/NJH/media/pdf/Meltzer%20References/Wolfson-(2007)-Middle-school-start-times-and-sleep.pdf)

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The Indian River County School Board met on Tuesday, March 20, 2007, at 8:30 a.m. The meeting was held in the Teacher Education Center located at the Central Administrative Offices, 1990 25th Street, Vero Beach, Florida. School Board Members attending were: Chairman Carol Johnson, Vice Chairman Karen Disney-Brombach, Ann Reuter, Lenora Quimby, and Debbie MacKay. Superintendent Dr. Duncan N. P. Pritchett, Ed.D., was also present. Interim School Board Attorney Usher "Larry" Brown was not present (he was present for his interview).

School Board Attorney Search

- I. Chairman Johnson opened the special meeting. She announced that the purpose of the meeting was to interview law firms that responded to the request for proposals and to select a firm to represent the School Board.

- II. Interviews – Chairman Johnson
Chairman Johnson asked each firm to introduce themselves which was done either at the beginning of the interview or at the end. Board Members took turns reading questions from a prepared list. Those firms interviewed were:
 - MacWilliam, McCain, Hill, P.A. – Local Firm
 - Daniel Stump, Esq. – Local Firm, Single Practice
 - Robert Rosillo Esq. – Out of County firm
 - Brown, Garganese, Weiss & D'Agresta, P.A. – Out of County firm

- III. Ranking and Motion to Accept – Mr. Chuma
Mr. Chuma prepared and distributed ranking sheets. He advised the Board that he would collect all notes taken and would keep all ranking sheets and notes in his office. Each Board Member was given an opportunity to discuss the firms. The ranking sheets and notes were collected by Mr. Chuma. The ranking was as follows:

Ranked #1 unanimously 5-0:	Brown, Garganese, Weiss & D'Agresta, P.A.
Ranked #2:	Robert Rosillo, Esq.
Ranked #3:	MacWilliam, McCain, Hill, P.A.
Ranked #4:	Daniel Stump, Esq.

Chairman Johnson asked for a motion to accept the law firm of Brown, D'Agresta. Mrs. Disney-Brombach moved approval to begin contract negotiations with the law firm of Brown, Garganese, Weiss & D'Agresta, P.A. Ms. Quimby seconded the motion and it carried unanimously with a 5-0 vote.

With no further business the meeting adjourned at approximately 11:27 a.m.

March 28, 2007

Brown, Garganese, Weiss & D'Agresta, PA
Attention: Usher L. Brown
225 East Robinson Street, Suite 660
Orlando, FL 32802-2873

Re: SDIRC 2007-22 RFP for Board Attorney

Dear Mr. Brown:

This is to advise you that on March 20, 2007 the School District of Indian River County has selected your firm for board attorney. This acceptance is subject to successful negotiations of fee schedule, compliance with CCNA conditions and all pertinent laws of the State of Florida.

I will be your initial contact person for the School District of Indian River County. If you have any questions please feel free to contact me at 772-564-5050.

Thank you for your interest in our district and we look forward to working with you.

Sincerely,

Rick Chuma
Director of Purchasing

c: Dr. Pritchett
Judy Stang - Board Members
Bid File

Indian River County District School Board Discussion
AGENDA
February 28, 2012
9:15 a.m.

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

Legal Representation Interviews

- I. Call Discussion to Order – Chairman Pegler
(Announcement: Please turn off all cell phones. Cell phones, even when set to a silent mode, can cause loud disturbances within the rooms audio enhancement system.)
- II. Welcome Statement and Introductions – Chairman Pegler
- III. Purpose of the Discussion – Dr. Adams
- IV. Interviews – Mr. Chuma
- V. Next Steps – Chairman Pegler
- VI. ADJOURNMENT – Chairman Pegler

Anyone who needs a special accommodation for this discussion may contact the School District's American Disabilities Act Coordinator, at 564-3060 (TTY 564-8507) at least 48 hours in advance of discussion date. NOTE: Changes and amendments to the agenda can occur 72 hours prior to the meeting. The agenda can be accessed by Internet at <http://www.indianriverschools.org>

The Indian River County District School Board met on Tuesday, February 28, 2012, at 9:15 a.m. The discussion was held in the Teacher Education Center located at the Central Administrative Offices, 1990 25th Street, Vero Beach, Florida. School Board Members attending were: Chairman Jeff Pegler, Vice Chairman Carol Johnson, and Board Members: Matthew McCain, Karen Disney-Brombach, and Claudia Jiménez. Dr. Frances J. Adams, Superintendent of Schools, and School Board Attorney Suzanne D'Agresta were also present.

Legal Representation Interviews

- I. Interview session was called to order by Chairman Pegler.
- II. Welcome Statement and Introductions – Chairman Pegler
Board Members introduced themselves to the potential legal representatives. Chairman Pegler stated that the interviews would be held to 45 minutes.
- III. Interviews – Chairman Pegler
The following firms were interviewed in the area of Labor Law/Employment Law:
9:15 a.m. Gould Cooksey Fennel, P.A. – Jason Odom
10:15 a.m. Law Office of G. Russell Petersen, P.A. – G. Russell Petersen
11:15 a.m. Law Offices of Richeson & Coke, P.A. – David Richeson

~~Break~~

The following firms were interviewed in the area of Real Estate Law:

- 1:30 p.m. Collins, Brown, Caldwell, Barkett & Garavaglia Chartered Attorneys at Law – Bruce Barkett
- 2:30 p.m. Law Offices of O'Haire, Quinn, Candler & Casalino Chartered – Paul Amos

- IV. Next Step in the Process – Chairman Pegler
Chairman Pegler asked the Board if they wanted to discuss the interviews today or wait until March 6, 2012. The majority agreed that they were ready to have that discussion at this session. The Board and Superintendent discussed the selection process, anticipated outcomes, and interviews.

Note: Mr. McCain left the session.

Labor Law/Employment Law:

The Board continued the discussion. Chairman Pegler summarized the outcome of the discussion. He stated that the Board would create a panel of law firms, with no ranking order, that would be called upon in the area of Labor Law/Employment Law. It was agreed that the Superintendent would have the full latitude to refer to the following panel, when outside attorney services were

needed in the area of Labor Law/Employment Law, consulting first with General Counsel:

Panel

- Gould Cooksey Fennel, P.A. – Jason Odom
- Law Office of G. Russell Petersen, P.A. – G. Russell Petersen
- Law Offices of Richeson & Coke, P.A. – David Richeson

Real Estate Law:

Chairman Pegler summarized the discussion of the Board to state that Bruce Barkett from Collins, Brown, Caldwell, Barkett & Garavaglia would be contacted for real estate legal services, when determined by the Superintendent and by the Board's General Counsel that an outside real estate attorney was needed. It was noted by Chairman Pegler that Mrs. D'Agresta would continue to handle general real estate issues and would advise the Superintendent when it was necessary to go outside for a real estate issue.

With no further discussion, the session adjourned at approximately 4:11 p.m.

Indian River County District School Board
Special District School Board Meeting
March 6, 2012 at 12:50 p.m.
AGENDA

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

Special Business Meeting

- I. CALL MEETING TO ORDER – Chairman Pegler
- II. PURPOSE OF THE MEETING – Dr. Adams
- III. CONSENT AGENDA
 - A. **Approval of Personnel Recommendations – Mrs. Lannon**

Attached is a list of personnel recommendations, which includes personnel additions, terminations, and/or changes. Superintendent recommends approval.
 - B. **Approval of Legal Services Structure– Chairman Pegler**

On February 28, 2012, the District School Board conducted interviews for legal services. It is recommended that the District School Board enter into contract negotiations with Mrs. Suzanne D'Agresta of Brown, Garganese, Weiss, & D'Agresta, P.A. to serve as District School Board General Counsel. In addition, it is recommended that the District School Board utilize Bruce Barkett of Collins, Brown, Caldwell, Barkett & Garavaglia for Real Estate legal services on an as needed basis as determined by the School Board and/or Superintendent in consultation with General Counsel. This does not otherwise restrict the District School Board and/or Superintendent from retaining other law firms for Real Estate legal services, if warranted. It is further recommended that a panel of law firms be created for Labor Law/Employment Law matters, that do not fall within the scope of the duties of General Counsel, to provide legal services on an as needed basis. The panel will include the following law firms: Jason Odom of Gould, Cooksey, Fennell, P.A.; G. Russell Petersen, P.A.; and David Richeson of Richeson & Coke, P.A. and will be utilized at the discretion of the School Board and/or Superintendent in consultation with General Counsel. This does not otherwise restrict the School Board and/or Superintendent from retaining other law firms for Labor Law/Employment Law matters if warranted. Superintendent recommends approval.
- IV. ADJOURNMENT – Chairman Pegler

The Indian River County District School Board met on Tuesday, March 6, 2012, at 12:50 p.m. The special meeting was held in the Teacher Education Center located at the Central Administrative Offices, 1990 25th Street, Vero Beach, Florida. School Board Members attending were: Chairman Jeff Pegler, Vice Chairman Carol Johnson, and Board Members: Matthew McCain, Karen Disney-Brombach, and Claudia Jiménez. Dr. Frances J. Adams, Superintendent of Schools, and School Board Attorney Suzanne D'Agresta were also present.

Special Meeting

I. CALLED MEETING TO ORDER – Chairman Pegler

II. PURPOSE OF THE MEETING – Dr. Adams

Dr. Adams stated that there was only one business meeting in March; therefore, the purpose of this meeting was to take care of items that could not wait until March 27 business meeting.

Chairman Pegler called for the approval of the Orders of the Day. Ms. Jiménez moved approval of the Orders of the Day. Mrs. Johnson seconded the motion and it carried unanimously, with a 5-0 vote.

III. CONSENT AGENDA

Mrs. Johnson moved approval of the Consent Agenda. Mrs. Disney-Brombach seconded the motion and it carried unanimously, with a 4-1 vote. Mrs. Johnson, Mrs. Disney-Brombach, Ms. Jiménez, and Chairman Pegler voted in favor of the motion. Mr. McCain voted against the motion.

A. Approval of Personnel Recommendations – Mrs. Lannon

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

B. Approval of Legal Services Structure– Chairman Pegler

On February 28, 2012, the District School Board conducted interviews for legal services. It was recommended that the District School Board enter into contract negotiations with Mrs. Suzanne D'Agresta of Brown, Garganese, Weiss, & D'Agresta, P.A. to serve as District School Board General Counsel. In addition, it was recommended that the District School Board utilize Bruce Barkett of Collins, Brown, Caldwell, Barkett & Garavaglia for Real Estate legal services on an as needed basis as determined by the School Board and/or Superintendent in consultation with General Counsel. This does not otherwise restrict the District School Board and/or Superintendent from retaining other law firms for Real Estate legal services, if warranted. It was further recommended that a panel of law firms be created for Labor Law/Employment Law matters that did not fall within the scope of the duties of General Counsel, to provide legal services on an as needed basis. The panel

would include the following law firms: Jason Odom of Gould, Cooksey, Fennell, P.A.; G. Russell Petersen, P.A.; and David Richeson of Richeson & Coke, P.A. and would be utilized at the discretion of the School Board and/or Superintendent in consultation with General Counsel. This does not otherwise restrict the School Board and/or Superintendent from retaining other law firms for Labor Law/Employment Law matters if warranted. Superintendent recommended approval.

IV. ADJOURNMENT – Chairman Pegler

With no further business, the meeting adjourned at approximately 12:53 p.m.

Legal Services Request for Qualification (RFQ) Discussion

Presented to:

School Board of Indian River County

July 24, 2018

2:30pm

Joe N. Idelette Teacher Education Center

Introductions

- ❖ Director of Purchasing – Jeff Carver
- ❖ Assistant Superintendent for Finance & Employee Services



2012 Solicitation for Legal Services

- ❖ The 2012 School Board facilitated the process and the resultant award.
- ❖ The 2012 School Board Chair was an attorney that worked in Public Procurement.
- ❖ The 2012 School Board requested “Letters of Interest” from various firms.
- ❖ The 2012 School Board Chair facilitated the Evaluation and Interview process.
- ❖ The 2012 process resulted in the selection of firms for Real Estate Law, Labor/Employment Law, Premises Liability Law and Worker Compensation Law .
- ❖ The 2012 School Board extended the existing contract for General Counsel choosing to reject all Letters of Interest for these services.

3

Recommendation for 2018 Solicitation for Legal Services

- ❖ Utilize the Request for Qualifications (RFQ) model as a delivery method.
- ❖ Purchasing Director will facilitate the process and be the repository for all post release and pre-due date communications.
- ❖ Evaluation and selection will be a two-part process that includes individual evaluations of the submittals and interviews.

4

Recommended RFQ Process Overview

- ❖ Purchasing will release and advertise the solicitation documents.
- ❖ Purchasing will provide each Board member with an individual evaluation packet that includes, Instructions, Conflict of Interest Statement, the RFQ, individual score sheets for each submittal and an Interview Guide for each short listed firm.
- ❖ Purchasing will tabulate and report individual score results from School Board Members.
- ❖ The Board will utilize the individual score tabulation to determine a short list and direct staff to notify and schedule interviews.

5

Recommended RFQ Process Overview (cont'd)

- ❖ Board members will utilize their Interview Guides to score each interview.
- ❖ The Purchasing Director will tabulate and report the interview results to the School Board.
- ❖ The Board may direct the Superintendent and staff to negotiate a final agreement with the top scoring firm for each area of law OR may choose to delegate negotiation authority to Board Chair.
- ❖ The Purchasing Director will prepare negotiated contract approval agenda items for the next scheduled Regular Business Meeting with proper posting of the “Intent to Award”.

6

Proposed Timeline

- ❖ August 9th 2018: Release RFQ documents on Demandstar
- ❖ August 12th 2018 - 1st Legal Advertisement to appear in paper of general circulation
- ❖ August 19th 2018 - 2nd Legal Advertisement to appear in paper of general circulation
- ❖ August 24th 2018 - Deadline for written questions from potential respondents
- ❖ August 26th 2018 - 3rd Legal Advertisement to appear in paper of general circulation
- ❖ September 6th 2018 - Qualification Submittal Due Date no later than 2:00 pm.
- ❖ September 25th 2018 -Evaluation Meeting (Individual Score Tabulation and Identify Short List)
- ❖ October 9th 2018 – School Board Interview and Rank shortlisted firms
- ❖ October 23rd 2018- School Board approval of RFQ Award and final negotiated agreements.

7

Questions and answers



8

Questions

- 1. Introduction of your firm. Brief overview of your firm's history including milestones and major accomplishments.**
- 2. Describe your understanding and knowledge of the various areas of the laws outlined behind Tab 3 of your submittal.**
- 3. Describe your team and their qualifications focusing how each will attribute to the rendering of services that your firm will provide.**
- 4. Discuss all potential conflicts of interest that may preclude your firm from representing the Indian River County School Board.**

Number	Questions related to this Criteria	Description
1	1, 3	Experience of Law Firm POINTS _____ (Max.5)
Number	Questions related to this Criteria	Description
2	3	Experience of Attorneys POINTS _____ (Max. 5)
Number	Questions related to this Criteria	Description
3	1, 2,3	References POINTS _____ (Max. 5)
Number	Questions related to this Criteria	Description
4	4	Conflicts of Interest (<i>a "yes" answer in this category would disqualify the respective firm</i>) Yes_____ No_____
Number	Question related to this Criteria	Description
5	1	Location POINTS _____ (Max. 2)
		TOTAL SCORE

School District of Indian River County

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

Dr. Mark J. Rendell
Superintendent

**Request for Qualifications SRIRC 23-0-2018JC
Legal Services**

Date: August 9, 2018

Title: Legal Services

Qualifications must be submitted to the Director of Purchasing, School District of Indian River County, 6055 62ND Avenue, Vero Beach, FL 32967 no later than:

2:00 p.m. on September 9, 2018

Anti-Collusion Statement

The undersigned vendor has not divulged, discussed, or compared this Request for Qualifications with other vendors and has not colluded with any other vendor or parties in their response. Vendor acknowledges that all information contained herein is part of the public domain as defined by the State of Florida Sunshine Laws.

Submitted By:

COMPANY NAME _____

STREET ADDRESS _____

CITY / STATE / ZIP _____

TELEPHONE _____ FAX _____

PRINT NAME OF AUTHORIZED REPRESENTATIVE _____

SIGNATURE OF AUTHORIZED REPRESENTATIVE _____

TITLE _____ DATE: _____

CONTACT PERSON: _____

Check the areas of law that your firm is submitting for:

General Counsel Real Estate Labor Law

Employment Law Premises Liability Workers Compensation

THE SCHOOL BOARD OF INDIAN RIVER COUNTY
Request for Qualifications
SDIRC 01-0-2019JC Legal Services

I. Introduction and General Information

- A. The School Board of Indian River County, Florida ("School Board") is considering its options for all general counsel legal services, as well as specific individual practice areas, such as real estate, labor law, employment law, premises liability/tort defense, and worker's compensation. The School Board intends to retain a law firm as general counsel and may retain one or more attorneys or law firms with expertise in the specific practice areas listed in the Scope of Services. The School Board reserves the right to select as many or as few or none of the responding law firms. This request for proposal does not limit the School Board's ability to hire attorneys or law firms as needed or desired by the School Board.
- B. The School Board is comprised of five elected representatives of the community. Board Members are elected to four-year terms. The Superintendent of Schools is appointed by the School Board.
- Indian River County's population of 147,000+ supports twenty-three public schools attended by more than 17,700 students. The schools are broken into four categories; elementary schools, middle schools, high schools and special schools. In addition, there are five charter schools.
- C. Award will be based on the firm(s) aggregate scores and overall ranking by the School Board. It is the School Board's intent to obtain professional services in which all firm(s) have the capability and the capacity to perform legal services as required. The School Board attorney position will report directly to the School Board and work directly with the Superintendent of Schools as well as the administrative staff. Firms/attorneys selected for individual practice areas will report to the Superintendent as well as administrative staff.
- D. The School Board will receive questions regarding the solicitation only through written inquiries directed to the Director of Purchasing. Deadline for receipt of written inquiries will be **August 24, 2018 at 5:00 p.m.**, local time. Inquiries shall be emailed to Jeffrey.Carver@indianriverschools.org.
- E. Legal Services Transition The School Board will transition legal services to the new provider in a timely manner. The Board reserves the right to continue legal services with the District's current provider on existing projects such as negotiations and/or current legal issues in which institutional knowledge or history are critical to the success of that project.

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II. Scope of Services**A. School Board General Counsel**

The School Board Attorney shall act as the attorney and legal counsel for the School Board. The School Board Attorney shall prepare and/or review as to form and legality all contracts, agreements, bonds and other written instruments to which the School Board is a party. When required to do so, the School Board Attorney shall prosecute and defend for and on behalf of the School Board all complaints, suits and controversies in which the School Board is a party. The School Board Attorney shall furnish to the School Board and the Superintendent an opinion on any question of law affecting the School Board and shall perform such other professional duties as may be consistent and required by resolution of the School Board, prescribed under the laws of Florida or otherwise requested by the School Board or the Superintendent. The School Board Attorney shall be a lawyer admitted in and having authority to practice in all courts of the State of Florida.

1. Primary Duties

- a. The School Board Attorney plans, coordinates and directs the legal activities of the School Board. Work duties require close coordination with the School Board, officials from other governmental units, and the Superintendent.
- b. The function involves primary responsibility for performing legal research, preparing opinions and advising School Board staff.
- c. The School Board Attorney shall serve as chief legal advisor to the School Board, Superintendent, and all School Board staff.
- d. The School Board Attorney shall represent the School Board in most legal matters, including the bringing and defending of suits. Please note the School Board has insurance coverage which provides legal counsel for all covered lawsuits in which the School Board is named as defendant. The School Board Attorney is also the Issuers Counsel on bond issues.
- e. Attend all meetings of the School Board as required. For reference, the School Board regular meetings are held on the second and fourth Tuesday evenings each month. Each meeting lasts approximately one (1) hour to three (3) hours. Some meeting may occasionally last longer.
- f. Draft contracts, resolutions and other documents at the request of the School Board and the Superintendent.
- g. The School Board Attorney shall review and approval all contracts, resolutions, and other documents generated by School

Board staff prior to consideration by the School Board.

- h. Keep the School Board and the Superintendent informed of legislation or judicial opinions that have potential impact to the School Board.
- i. Typically meets with the Superintendent and staff for an entire day once a week, or as needed, to provide legal guidance and instruction on various projects, programs and issues requiring legal assistance.
- j. The contract with the School Board Attorney will be with the School Board Attorney's law firm and will expressly authorize the use of the law firm (and other attorney's with such firm) of the School Board Attorney to complete legal services for the School Board.

B. Real Estate Transactional.

The School Board is considering contracting with one or more attorneys/law firms with expertise in representing local governments in real estate transactions. Such transactions would include the purchase/sale of real property, other types of real property conveyance such as easements, and real property leases.

C. Labor Law.

The School Board is considering its options for retaining one or more attorneys/law firms to assist and advise the Superintendent and staff in collective bargaining issues. Such representation would include advising and representing the Superintendent and staff regarding union negotiations strategy, unfair labor practice matters, grievances, arbitrations, and impasse issues.

D. Employment Law.

The School Board is considering its options for retaining one or more attorneys/law firms to assist and advise the Superintendent and staff regarding public employment law issues. Such representation would include advising and representing the Superintendent and staff regarding hiring/firing issues, discipline, EEOC matters and termination administrative hearings.

E. Premises Liability/Tort Defense.

The School Board is considering its options for retaining litigation counsel in premises liability and/or tort defense. Currently, this litigation is handled through the School Board's risk management consortium (SCERMP). However, the School Board is considering its options for other risk management consortia which would require the retaining of competent defense counsel to handle future litigation needs.

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F. Workers' Compensation Law.

The School Board is considering its options for retaining litigation counsel in the area of workers' compensation. Currently, this area is handled through the School Board's risk management consortium (SCERMP). However, the School Board is considering its options for other risk management consortia which would require the retaining of competent which would require the retaining of competent defense counsel to handle future litigation needs.

III. Submittal Instructions and Scoring Criteria

- A. Responses received will be objectively evaluated in accordance with those criteria listed below

Tab 1. Title Page/Cover Letter/Table of Contents

Title page shall show the request for proposal subject, title and request number; the firm's name; the name, address and telephone number of a contact person; and the date of the response. The response shall contain a cover letter signed by a person who is authorized to commit the Respondent to perform the work included in the response and should identify all materials and enclosures being forwarded in response to the RFQ. The Table of Contents shall provide listing of all major topics, their associated section number, and starting page.

This section shall also include: Name of attorney and law firm; date firm established; locations of all offices and dates established.

The cover letter should indicate the name of the attorney who will be designated as the "School Board Attorney" and have primary responsibility for managing the relationship with the School Board or shall indicate the name of the attorney and the specific legal practice area as described in the Scope of Services, paragraph B., for which application is being made.

Tab 2. Experience of the law firm (45 Points)

Provide background information regarding the law firm and its areas of practice. Include specific information regarding expertise of law firm in local government law or the other practice areas included within the Scope of Services. A highly qualified firm will demonstrate the ability to represent and advise the School Board in such areas as:

- a. The Florida School Code
- b. The Florida Administrative Procedures Act
- c. State Board of Education Rules
- d. Civil Rights Act
- e. The Florida Code of Ethic for Public Officers and Employees
- f. Labor Law
- g. The Florida Public Records and Sunshine Laws
- h. Public Bidding and Contracting
- i. Public Finance

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- j. Real Estate Law (transactions, eminent domain, litigation and land use
- k. Special Education Law and Student Discipline
- l. Due process proceedings
- m. Suspension and dismissal of personnel
- n. Right-of-way, easements, conflict and agreements with other government agencies relating to land use and utilities
- o. School boundaries, zoning, platting, water management, concurrency, and land use plans
- p. TRIM timelines and TRIM advertisement
- q. Negligence claims
- r. Claims of discrimination

Provide a list of all governmental clients that the law firm has represented within the past five (5) years and describe the services provided to these governmental clients. Include a contact name and phone number for each such governmental client.

List all judgments or lawsuits in the last five (5) years against each attorney that would represent the School Board, including the nature of the lawsuit and the resolution thereof.

Provide information regarding the law firm's malpractice insurance coverage, including the amounts of such coverage. [Note: The selected firm will be required to provide evidence of malpractice insurance cover.]

List all lobbyists employed by your firm and the areas in which they lobby.

Tab 3. Experience of Attorneys (35 Points)

Name and biographical sketch of the attorney who will be assigned as School Board Attorney or of the attorney who will perform legal services in the specific legal practice area for which application is being made. The lead attorney(s) shall have a minimum of five (5) years local government experience as an attorney. Designate how many years of experience as a local government attorney.

Provide the names and resumes of other attorneys who will assist in providing legal services to the School Board or Superintendent, and who may attend any of the School Board or other meetings.

Designate how many years legal experience in local government experience for each attorney. For each attorney, identify whether attorney is certified by the Florida Bar, in city, county and local government law, the attorney's professional ratings and/or recognition in the legal community for professional achievement (e.g., Martindale-Hubbell ratings); recognition or extraordinary participation in Florida Bar, Federal Bar, American Bar Association, local bar associations or professional practices committee, or ratings by other nationally recognized systems.

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Tab 4. Conflicts of Interest

Identify any clients that have matters currently pending before the School Board and whether the law firm is representing those clients in the specific matters. Identify any conflicts of interest which would preclude the law firm from representing the School Board with respect to specific clients or matters.

Tab 5. References (25 Points)

Please provide a list of 3 to 5 references, including the phone number of each reference.

AGREEMENT: All participating firms must complete the included agreement (Attachment A) to include fees and compensation. This document must be in a separate sealed envelope labeled:

(FIRM Name)
RFQ 01-0-2019JC Legal Services

IV. INTERVIEW AND SELECTION CRITERIA

Based on the criteria listed above the School Board will review, score, discuss and reach consensus for the selection of a short list of firms to interview for **each area listed in Section I of the RFQ**. Short listed firms will be interviewed on or about **October 9, 2018**. Transition and start dates will be negotiated at a later date for each firm awarded.

V. TIME SCHEDULE:

A. The District will use the following time lines, which will result in the selection of a firm. Dates are subject to change if necessary.

- 08.09.18 Release Request for Qualification of Demandstar
- 08.12.18 1st Legal Advertisement
- 08.19.18 2nd Legal Advertisement
- 08.24.18 Deadline for written questions. See Section I. D.
- 08.26.18 3rd Legal Advertisement
- 09.06.18 Qualification Submittals due no later than 2:00 p.m.
- 09.25.18 Evaluation Meeting (identify shortlist)
- 10.09.18 Interview Shortlisted Firms and Rank
- 10.23.18 School Board approves award of RFQ and final negotiated agreements

B. A reasonable, but not guaranteed, attempt of notification of any required changes to the time schedule will be made to the selected firms. The interview process will take place at the School District of Indian River, Joe N. Idlette, Jr. Teacher Education Center, 6500 57th Street, Vero Beach Florida 32967. Start time is **00:00 A.M.**

VI. JESSICA LUNSFORD ACT

On September 1, 2005, a new law, known as the Jessica Lunsford Act, involving all school district vendors went into effect. This law requires all individuals who are permitted access

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on school grounds when students are present, who will have direct contact with children or any student of the District, or who will have access to or control of school funds to be fingerprinted and background checked.

The Contractor will comply with all requirements of §1012.32, §1012.465, §1012.467 and §1012.468, Florida Statutes. Its employees and subcontractors who provide services under this contract shall complete the fingerprinting conducted or coordinated by the School Board pursuant to §1012.32, Florida Statutes, or present to School Board a valid uniform, statewide identification badge issued by another Florida school district. This background screening or presentment of a previously issued badge shall occur in advance of the Contractor or its personnel or subcontractors providing any services. The Contractor will bear the cost of the fingerprinting and background screening required by §1012.32, Florida Statutes, and any fee imposed by the Florida Department of Law Enforcement to maintain the fingerprints provided with respect to Contractor, its employees and subcontractors. The Contractor's employees and subcontractors shall display the issued uniform, statewide identification badge **in plain view** at all times while at a School Board facility. The parties agree that the failure of the Contractor to perform any of the duties described in this paragraph shall constitute a material breach of this contract entitling the School Board to terminate immediately with no further responsibilities or duties to perform under this contract. Further, notwithstanding any limitation of liability contained in this contract, the Contractor agrees to indemnify and hold harmless the School Board, its officers and employees from any liability in the form of physical or mental injury, death or property damage, or third-party claims resulting from Contractor's failure to comply with these requirements. Contractor shall require each of Contractor's subcontractors on the project to agree in writing to the provisions of this paragraph. Contractor's employees, agents, or contractors shall not be allowed access to any School Board facility until such time as Contractor is in compliance with the provisions of this paragraph.

The cost of the background screening is \$81.25 per person. You may make appointments by calling 772-564-3024 between the hours of 8:00 am and 12:00 noon, Monday through Friday. For identification purposes, each employee must provide a driver's license and social security number. This applies to subcontractors as well. For further explanation regarding payment you may contact Nicki Blanton, Fingerprint Specialist, at 772-564-3024.

VII. INSTRUCTIONS TO PROPOSERS

- A. All Qualifications must be prepared and submitted in accordance with the instructions provided in Section 3 this document.

Qualifications shall be sent to:

School Board of Indian River County

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**Attn: Purchasing Department
6055 62nd Avenue
Vero Beach, FL 32967**

- B. **One original response with a manual signature shall be submitted and ten (10) additional hard copies** and clearly labeled "SDIRC 01-0-2018JC Legal Services" on the outside of the package. The legal name, address, proposer's contact person, and telephone number shall also be clearly annotated on the outside of the sealed package.
- C. All proposals must be received no later than **2:00 PM on September 6, 2018** at which time the proposals will be opened.
- D. If a proposal is transmitted by US Mail or other delivery medium, the proposer shall be responsible for its timely delivery to the designated school district office. Proposals delivered to a location other than as specified will not constitute receipt. It is the responsibility of the proposer to ensure proposals are timely received.
- E. Any proposals received after the stated time and date will not be considered and will be returned unopened to the proposer.
- D. As per Board Rule 6324, a cone of silence is hereby established for all competitive selection processes including Invitations for Bids (IFB), Request for Proposals (RFP), Request for Qualifications (RFQ) and Invitations to Negotiate (ITN) for the provision of goods and services. The **cone of silence** is designed to protect the integrity of the procurement process by shielding it from undue influences prior to the recommendation of contract award. This cone of silence is now in effect. The cone of silence prohibits any communication regarding a particular IFB, RFP, RFQ, or ITN between:
- A potential vendor, service provider, bidder, lobbyist or consultant and the staff of the District, including school principals
- A potential vendor, service provider, bidder, lobbyist or consultant and any School Board Member or member-elects.

XVIII. ATTACHMENTS

- A. Standard Agreement Form

This page intentionally left blank.

MEMORANDUM

Date: March 12, 2007
To: Board Members
From: Rick Chuma
Re: Interviews for 2007-22 RFP for Board Attorney

The interviews for the board attorney are scheduled for March 20, 2007 allowing 45 minutes per interview; 30 minutes for questions and answers by the Board and then 15 minutes for an oral presentation by the firm with a 5 minute break in between.

Schedule as follows:

- 1) 8:30 - 9:15 MacWilliam, McCain, Hill
- 2) 9:20 - 10:05 Stump, Esq.
- 3) 10:10 - 10:55 Robert Rosillo
- 4) 11:00 - 11:45 Brown Garganese

Please note that due to the Sunshine Law, the board must not communicate with each other regarding this RFP. If you have any questions please contact me directly at 564-5050.

March 20, 2007
Questions for RFP 2007-22

1. Please share with this Board your K-12 experience particularly in the areas of student privacy, Charter Schools, ESE due process and union negotiations.
2. What is your philosophy regarding outsourcing legal services to another firm who may have greater expertise or knowledge in a specific area of law or litigation. Also please share the areas of school law about which your firm has the greatest expertise and the areas you feel your firm would recommend for outsourcing.
3. Have you or your firm been involved in Certificate of Participation, RANS, TANS or other methods of borrowing. If so, in what capacity?
4. What knowledge and or experience do you possess in the area of procurement law, contractor negotiations and construction laws/contracts?
5. In representing the Board do you see any potential conflict of interest?
6. Has your firm been rated by Martindale-Hubbell Law Directory or another legal rating service? Please share with the Board the rating that your firm and you, as an individual have received and why. In addition name the courts which have admitted you to practice before them. (State and Federal levels)
7. What significant changes have taken place in the revised 2007 Sunshine Manual?
8. Have you participated as counsel or presided over a public meeting under procedures set out in Roberts Rules of Order?

Revised by Chuma
and sent by email
on 3/14/07.

March 20, 2007
Draft questions for RFP 2007-22

1. Please share with this committee your K-12 experience particularly in the areas of student privacy, Charter Schools, ESE due process and union negotiations.
2. What is your philosophy regarding outsourcing legal services to another firm who may have greater expertise or knowledge in a specific area of law or litigation. Also please share the areas of school law that your firm has the greatest expertise.
3. Have you or your firm been involved in Certificate of Participation, RANS or TANS. If so, in what capacity?
4. What knowledge base do you possess in the area of construction law, contractor negotiations and construction contracts?
5. In representing the Board do you see any potential conflict of interest?
6. Has your Firm been rated by Martindale-Hubbell Law Directory or another legal rating service? Please share with the Board the rating that your firm has received and why In addition what court have you been admitted to? (State and Federal levels)
7. In your opinion what significant changes have taken place in the revised 2006 Sunshine Manual?
8. Have you presided over a public meeting in which the Roberts Rules of Order were the means of conducting the meeting?
9. Please share with the Board your fee schedule and how billing such as travel and other reimbursement will take place? Is your firm amenable to negotiating a fee schedule that would be based on retainer for routine meetings and workshops?

March 20, 2007
Draft questions for RFP 2007-22

1. Please share with this committee your K-12 and government experience.
2. What is your philosophy regarding outsourcing legal services to another firm who may have greater expertise or knowledge in a specific area of law or litigation.
3. Have you or your firm been involved in Certificate of Participation, RANS or TANS
If so, in what capacity?
4. In representing the Board do you see any potential conflict of interest?
5. Has your Firm been rated by Martindale-Hubbell Law Directory or another legal rating service? If so please share with the Board the rating that your firm has received and why. Please share with us your personal Martindale-Hubbell rating.
6. What experience do you have in the Sunshine Law? Have you read the updated Gov-in-the-Sunshine Manual 2006 edition?
7. Are you familiar with Roberts Rules of Order?
8. Please share with the Board your fee schedule and how billing and reimbursement will take place?
9. Are you familiar with the Growth Management Reform Act of 2005 or school concurrency requirements?

MEMORANDUM

Date: March 12, 2007
To: Board Members
From: Rick Chuma
Re: Interviews for 2007-22 RFP for Board Attorney

The interviews for the board attorney are scheduled for March 20, 2007 allowing 45 minutes per interview; 30 minutes for questions and answers by the Board and then 15 minutes for an oral presentation by the firm with a 5 minute break in between.

Schedule as follows:

- 1) 8:30 - 9:15 MacWilliam, McCain, Hill
- 2) 9:20 - 10:05 Stump, Esq.
- 3) 10:10 - 10:55 Robert Rosillo
- 4) 11:00 - 11:45 Brown Garganese

Please note that due to the Sunshine Law, the board must not communicate with each other regarding this RFP. If you have any questions please contact me directly at 564-5050.

KEEPING STUDENTS AND SCHOOLS SAFE

Increase total funds for the Safe Schools Allocation to accommodate growth and expand coverage of safe-school officers. The Marjory Stoneman Douglas High School Public Safety Act requires districts to provide a “safe school officer” on each school campus. While there was an increase in the Safe Schools allocation as part of Marjory Stoneman Douglas School High School Public Safety Act, it does not amount to enough funding to adequately provide a safe school officer at each campus. School districts were forced to use general operating revenue to meet this requirement.

Maintain funding for school facility hardening. The Marjory Stoneman Douglas High School Public Safety Act provided a pool of categorical funding for districts to improve the physical safety at school sites. This funding has enabled districts to begin to address the upgrades needed to strengthen the physical security aspects at schools. Unfortunately, the costs associated with these enhancements are much greater than can be accomplished with the amount of funding made available in the original grant.

Maintain funding for the Mental Health Assistance Allocation to serve more students and families who need mental health services. The Marjory Stoneman Douglas High School Public Safety Act included funding for districts to provide Mental Health Assistance to students in need. This focus on providing proactive measures to meet the social, emotional, and psychological needs of our young people is long overdue. We must be able to maintain this critical element in providing a safe and secure environment for students.

SUFFICIENT FUNDING TO MEET THE EDUCATIONAL NEEDS OF FLORIDA'S PUBLIC SCHOOL STUDENTS

Reallocate the Best & Brightest Scholarship program to Increase teacher salaries in a meaningful sustainable manner to attract and retain highly effective teachers; and to address a growing teacher shortage. According to a study by the Rand Corporation, among school factors, the quality of the classroom teacher has the most impact on a student's learning. The need for a high effective teacher in every classroom has never been higher. The Best and Brightest Scholarship program has its merits, but it is limited in its ability to provide the resources needed to fill vacancies in every subject area, in every district across the state.

Increase the general operating dollars (Base Student Allocation) to sufficiently fund the costs for school districts including salaries, benefits, mandatory employer contributions to the Florida Retirement System, and increased fixed costs such a utilities and insurance. While the total funding for public education has increased over the last several years, most of the additional monies have been tied to specific programs. Costs associated with essential services such as transportation and exceptional student education, are consistently higher than the funds allocated to these programs, and so district's are forced to use general operating revenue to cover these costs.

Field summary for Q0

) Select your Location:

Answer	Count	Percentage
School (A1)	2	100.00%
Department (A2)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q0A

) Select your school.

Answer	Count	Percentage
Alternative Center for Education (L001)	2	100.00%
Beachland Elementary (L002)	0	0.00%
Citrus Elementary (L003)	0	0.00%
Dodgertown Elementary (L004)	0	0.00%
Fellsmere Elementary (L005)	0	0.00%
Gifford Middle (L006)	0	0.00%
Glendale Elementary (L007)	0	0.00%
Indian River Academy (L008)	0	0.00%
Liberty Magnet (L009)	0	0.00%
Osceola Magnet (L010)	0	0.00%
Oslo Middle (L011)	0	0.00%
Pelican Island Elementary (L012)	0	0.00%
Rosewood Magnet (L013)	0	0.00%
Sebastian Elementary (L014)	0	0.00%
Sebastian River High (L015)	0	0.00%
Sebastian River Middle (L016)	0	0.00%
Storm Grove Middle (L024)	0	0.00%
Technical Center for Career and Adult Education (L018)	0	0.00%
Treasure Coast Elementary (L019)	0	0.00%
Vero Beach Elementary (L020)	0	0.00%
Vero Beach High (L021)	0	0.00%
Wabasso School (L023)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q1A

) Are you an Instructional or Non-Instructional Employee?

Answer	Count	Percentage
Instructional (A1)	2	100.00%
Non-Instructional (A2)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q2

) In my school/department, personnel work together as a team.

Answer	Count	Percentage
Always (L001)	1	50.00%
Often (L002)	1	50.00%
Sometimes (L003)	0	0.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q3

) In my school/department, administrators solve problems effectively.

Answer	Count	Percentage
Always (L001)	0	0.00%
Often (L002)	2	100.00%
Sometimes (L003)	0	0.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q4

) In my school/department, I feel that my ideas are listened to and considered.

Answer	Count	Percentage
Always (L001)	2	100.00%
Often (L002)	0	0.00%
Sometimes (L003)	0	0.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q5

) In-service programs keep me informed of the latest educational or job related strategies.

Answer	Count	Percentage
Always (L001)	0	0.00%
Often (L002)	2	100.00%
Sometimes (L003)	0	0.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q24

) I feel that I have opportunities for career advancement.

Answer	Count	Percentage
Always (L001)	0	0.00%
Often (L002)	0	0.00%
Sometimes (L003)	1	50.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	1	50.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q8

) My school/department provides a safe environment for teaching, learning, and working.

Answer	Count	Percentage
Always (L001)	1	50.00%
Often (L002)	1	50.00%
Sometimes (L003)	0	0.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q9

) Student bullying concerns are addressed promptly, fairly and consistently. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	1	50.00%
Often (L002)	1	50.00%
Sometimes (L003)	0	0.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q10

) My school/department is kept clean and in good condition.

Answer	Count	Percentage
Always (L001)	1	50.00%
Often (L002)	1	50.00%
Sometimes (L003)	0	0.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q11

) Students at my school are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	1	50.00%
Often (L002)	1	50.00%
Sometimes (L003)	0	0.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q115

) Staff at my school/department are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	1	50.00%
Often (L002)	1	50.00%
Sometimes (L003)	0	0.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q13

) My school/department recognizes staff members for the good things they do.

Answer	Count	Percentage
Always (L001)	1	50.00%
Often (L002)	1	50.00%
Sometimes (L003)	0	0.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q16

) Students and parents receive adequate communication about school events/activities.

Answer	Count	Percentage
Always (L001)	1	50.00%
Often (L002)	1	50.00%
Sometimes (L003)	0	0.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q161

) Employees receive adequate communication about events/activities.

Answer	Count	Percentage
Always (L001)	0	0.00%
Often (L002)	2	100.00%
Sometimes (L003)	0	0.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q20

) I feel supported in addressing the needs of diverse student populations. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	0	0.00%
Often (L002)	1	50.00%
Sometimes (L003)	1	50.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q21

) I feel that the mission and vision of my school/department supports the district and helps create a positive learning/working environment.

Answer	Count	Percentage
Always (L001)	1	50.00%
Often (L002)	1	50.00%
Sometimes (L003)	0	0.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q22

) I feel I understand my role in supporting district and school initiatives.

Answer	Count	Percentage
Always (L001)	1	50.00%
Often (L002)	1	50.00%
Sometimes (L003)	0	0.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q12

) The overall atmosphere in my school/department is positive.

Answer	Count	Percentage
Always (L001)	1	50.00%
Often (L002)	1	50.00%
Sometimes (L003)	0	0.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q18

) What overall grade would you give your school?

Answer	Count	Percentage
A (A1)	1	50.00%
B (A2)	1	50.00%
C (A3)	0	0.00%
D (A4)	0	0.00%
F (A5)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q19

) What overall grade would you give the district?

Answer	Count	Percentage
A (A1)	0	0.00%
B (A2)	1	50.00%
C (A3)	1	50.00%
D (A4)	0	0.00%
F (A5)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q0

) Select your Location:

Answer	Count	Percentage
School (A1)	22	100.00%
Department (A2)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q0A

) Select your school.

Answer	Count	Percentage
Alternative Center for Education (L001)	0	0.00%
Beachland Elementary (L002)	22	100.00%
Citrus Elementary (L003)	0	0.00%
Dodgertown Elementary (L004)	0	0.00%
Fellsmere Elementary (L005)	0	0.00%
Gifford Middle (L006)	0	0.00%
Glendale Elementary (L007)	0	0.00%
Indian River Academy (L008)	0	0.00%
Liberty Magnet (L009)	0	0.00%
Osceola Magnet (L010)	0	0.00%
Oslo Middle (L011)	0	0.00%
Pelican Island Elementary (L012)	0	0.00%
Rosewood Magnet (L013)	0	0.00%
Sebastian Elementary (L014)	0	0.00%
Sebastian River High (L015)	0	0.00%
Sebastian River Middle (L016)	0	0.00%
Storm Grove Middle (L024)	0	0.00%
Technical Center for Career and Adult Education (L018)	0	0.00%
Treasure Coast Elementary (L019)	0	0.00%
Vero Beach Elementary (L020)	0	0.00%
Vero Beach High (L021)	0	0.00%
Wabasso School (L023)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q1A

) Are you an Instructional or Non-Instructional Employee?

Answer	Count	Percentage
Instructional (A1)	13	59.09%
Non-Instructional (A2)	9	40.91%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q2

) In my school/department, personnel work together as a team.

Answer	Count	Percentage
Always (L001)	11	50.00%
Often (L002)	10	45.45%
Sometimes (L003)	1	4.55%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q3

) In my school/department, administrators solve problems effectively.

Answer	Count	Percentage
Always (L001)	9	40.91%
Often (L002)	8	36.36%
Sometimes (L003)	5	22.73%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q4

) In my school/department, I feel that my ideas are listened to and considered.

Answer	Count	Percentage
Always (L001)	9	40.91%
Often (L002)	7	31.82%
Sometimes (L003)	6	27.27%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q5

) In-service programs keep me informed of the latest educational or job related strategies.

Answer	Count	Percentage
Always (L001)	4	18.18%
Often (L002)	12	54.55%
Sometimes (L003)	4	18.18%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	2	9.09%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q24

) I feel that I have opportunities for career advancement.

Answer	Count	Percentage
Always (L001)	4	18.18%
Often (L002)	5	22.73%
Sometimes (L003)	7	31.82%
Rarely (L004)	4	18.18%
Never (L005)	1	4.55%
N/A (L006)	1	4.55%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q8

) My school/department provides a safe environment for teaching, learning, and working.

Answer	Count	Percentage
Always (L001)	15	68.18%
Often (L002)	7	31.82%
Sometimes (L003)	0	0.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q9

) Student bullying concerns are addressed promptly, fairly and consistently. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	7	31.82%
Often (L002)	10	45.45%
Sometimes (L003)	1	4.55%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	3	13.64%
No answer	1	4.55%
Not completed or Not displayed	0	0.00%

Field summary for Q10

) My school/department is kept clean and in good condition.

Answer	Count	Percentage
Always (L001)	9	40.91%
Often (L002)	7	31.82%
Sometimes (L003)	5	22.73%
Rarely (L004)	1	4.55%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q11

) Students at my school are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	13	59.09%
Often (L002)	9	40.91%
Sometimes (L003)	0	0.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q115

) Staff at my school/department are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	12	54.55%
Often (L002)	7	31.82%
Sometimes (L003)	3	13.64%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q13

) My school/department recognizes staff members for the good things they do.

Answer	Count	Percentage
Always (L001)	9	40.91%
Often (L002)	7	31.82%
Sometimes (L003)	5	22.73%
Rarely (L004)	0	0.00%
Never (L005)	1	4.55%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q16

) Students and parents receive adequate communication about school events/activities.

Answer	Count	Percentage
Always (L001)	10	45.45%
Often (L002)	8	36.36%
Sometimes (L003)	2	9.09%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	2	9.09%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q161

) Employees receive adequate communication about events/activities.

Answer	Count	Percentage
Always (L001)	10	45.45%
Often (L002)	8	36.36%
Sometimes (L003)	4	18.18%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q20

) I feel supported in addressing the needs of diverse student populations. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	7	31.82%
Often (L002)	7	31.82%
Sometimes (L003)	4	18.18%
Rarely (L004)	1	4.55%
Never (L005)	0	0.00%
N/A (L006)	3	13.64%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q21

) I feel that the mission and vision of my school/department supports the district and helps create a positive learning/working environment.

Answer	Count	Percentage
Always (L001)	11	50.00%
Often (L002)	8	36.36%
Sometimes (L003)	2	9.09%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	1	4.55%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q22

) I feel I understand my role in supporting district and school initiatives.

Answer	Count	Percentage
Always (L001)	13	59.09%
Often (L002)	6	27.27%
Sometimes (L003)	2	9.09%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	1	4.55%
Not completed or Not displayed	0	0.00%

Field summary for Q12

) The overall atmosphere in my school/department is positive.

Answer	Count	Percentage
Always (L001)	7	31.82%
Often (L002)	12	54.55%
Sometimes (L003)	2	9.09%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	4.55%

Field summary for Q18

) What overall grade would you give your school?

Answer	Count	Percentage
A (A1)	16	72.73%
B (A2)	4	18.18%
C (A3)	1	4.55%
D (A4)	0	0.00%
F (A5)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	4.55%

Field summary for Q19

) What overall grade would you give the district?

Answer	Count	Percentage
A (A1)	2	9.09%
B (A2)	12	54.55%
C (A3)	7	31.82%
D (A4)	0	0.00%
F (A5)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	4.55%

Field summary for Q0

) Select your Location:

Answer	Count	Percentage
School (A1)	32	100.00%
Department (A2)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q0A

) Select your school.

Answer	Count	Percentage
Alternative Center for Education (L001)	0	0.00%
Beachland Elementary (L002)	0	0.00%
Citrus Elementary (L003)	32	100.00%
Dodgertown Elementary (L004)	0	0.00%
Fellsmere Elementary (L005)	0	0.00%
Gifford Middle (L006)	0	0.00%
Glendale Elementary (L007)	0	0.00%
Indian River Academy (L008)	0	0.00%
Liberty Magnet (L009)	0	0.00%
Osceola Magnet (L010)	0	0.00%
Oslo Middle (L011)	0	0.00%
Pelican Island Elementary (L012)	0	0.00%
Rosewood Magnet (L013)	0	0.00%
Sebastian Elementary (L014)	0	0.00%
Sebastian River High (L015)	0	0.00%
Sebastian River Middle (L016)	0	0.00%
Storm Grove Middle (L024)	0	0.00%
Technical Center for Career and Adult Education (L018)	0	0.00%
Treasure Coast Elementary (L019)	0	0.00%
Vero Beach Elementary (L020)	0	0.00%
Vero Beach High (L021)	0	0.00%
Wabasso School (L023)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q1A

) Are you an Instructional or Non-Instructional Employee?

Answer	Count	Percentage
Instructional (A1)	23	71.88%
Non-Instructional (A2)	9	28.12%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q2

) In my school/department, personnel work together as a team.

Answer	Count	Percentage
Always (L001)	15	46.88%
Often (L002)	10	31.25%
Sometimes (L003)	7	21.88%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q3

) In my school/department, administrators solve problems effectively.

Answer	Count	Percentage
Always (L001)	11	34.38%
Often (L002)	9	28.12%
Sometimes (L003)	8	25.00%
Rarely (L004)	4	12.50%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q4

) In my school/department, I feel that my ideas are listened to and considered.

Answer	Count	Percentage
Always (L001)	11	34.38%
Often (L002)	10	31.25%
Sometimes (L003)	5	15.62%
Rarely (L004)	5	15.62%
Never (L005)	1	3.12%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q5

) In-service programs keep me informed of the latest educational or job related strategies.

Answer	Count	Percentage
Always (L001)	7	21.88%
Often (L002)	7	21.88%
Sometimes (L003)	15	46.88%
Rarely (L004)	3	9.38%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q24

) I feel that I have opportunities for career advancement.

Answer	Count	Percentage
Always (L001)	2	6.25%
Often (L002)	7	21.88%
Sometimes (L003)	7	21.88%
Rarely (L004)	4	12.50%
Never (L005)	5	15.62%
N/A (L006)	7	21.88%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q8

) My school/department provides a safe environment for teaching, learning, and working.

Answer	Count	Percentage
Always (L001)	15	46.88%
Often (L002)	11	34.38%
Sometimes (L003)	3	9.38%
Rarely (L004)	1	3.12%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	1	3.12%
Not completed or Not displayed	1	3.12%

Field summary for Q9

) Student bullying concerns are addressed promptly, fairly and consistently. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	7	21.88%
Often (L002)	4	12.50%
Sometimes (L003)	10	31.25%
Rarely (L004)	3	9.38%
Never (L005)	1	3.12%
N/A (L006)	6	18.75%
No answer	0	0.00%
Not completed or Not displayed	1	3.12%

Field summary for Q10

) My school/department is kept clean and in good condition.

Answer	Count	Percentage
Always (L001)	12	37.50%
Often (L002)	12	37.50%
Sometimes (L003)	7	21.88%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	3.12%

Field summary for Q11

) Students at my school are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	17	53.12%
Often (L002)	12	37.50%
Sometimes (L003)	2	6.25%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	3.12%

Field summary for Q115

) Staff at my school/department are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	12	37.50%
Often (L002)	10	31.25%
Sometimes (L003)	6	18.75%
Rarely (L004)	3	9.38%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	3.12%

Field summary for Q13

) My school/department recognizes staff members for the good things they do.

Answer	Count	Percentage
Always (L001)	14	43.75%
Often (L002)	8	25.00%
Sometimes (L003)	6	18.75%
Rarely (L004)	2	6.25%
Never (L005)	1	3.12%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	3.12%

Field summary for Q16

) Students and parents receive adequate communication about school events/activities.

Answer	Count	Percentage
Always (L001)	16	50.00%
Often (L002)	11	34.38%
Sometimes (L003)	3	9.38%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	1	3.12%
No answer	0	0.00%
Not completed or Not displayed	1	3.12%

Field summary for Q161

) Employees receive adequate communication about events/activities.

Answer	Count	Percentage
Always (L001)	8	25.00%
Often (L002)	17	53.12%
Sometimes (L003)	4	12.50%
Rarely (L004)	2	6.25%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	3.12%

Field summary for Q20

) I feel supported in addressing the needs of diverse student populations. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	6	18.75%
Often (L002)	14	43.75%
Sometimes (L003)	7	21.88%
Rarely (L004)	1	3.12%
Never (L005)	0	0.00%
N/A (L006)	2	6.25%
No answer	1	3.12%
Not completed or Not displayed	1	3.12%

Field summary for Q21

) I feel that the mission and vision of my school/department supports the district and helps create a positive learning/working environment.

Answer	Count	Percentage
Always (L001)	12	37.50%
Often (L002)	15	46.88%
Sometimes (L003)	3	9.38%
Rarely (L004)	1	3.12%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	3.12%

Field summary for Q22

) I feel I understand my role in supporting district and school initiatives.

Answer	Count	Percentage
Always (L001)	16	50.00%
Often (L002)	12	37.50%
Sometimes (L003)	3	9.38%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	3.12%

Field summary for Q12

) The overall atmosphere in my school/department is positive.

Answer	Count	Percentage
Always (L001)	10	31.25%
Often (L002)	12	37.50%
Sometimes (L003)	5	15.62%
Rarely (L004)	3	9.38%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	1	3.12%
Not completed or Not displayed	1	3.12%

Field summary for Q18

) What overall grade would you give your school?

Answer	Count	Percentage
A (A1)	7	21.88%
B (A2)	14	43.75%
C (A3)	8	25.00%
D (A4)	2	6.25%
F (A5)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	3.12%

Field summary for Q19

) What overall grade would you give the district?

Answer	Count	Percentage
A (A1)	4	12.50%
B (A2)	13	40.62%
C (A3)	12	37.50%
D (A4)	2	6.25%
F (A5)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	3.12%

Field summary for Q0

) Select your Location:

Answer	Count	Percentage
School (A1)	20	100.00%
Department (A2)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q0A

) Select your school.

Answer	Count	Percentage
Alternative Center for Education (L001)	0	0.00%
Beachland Elementary (L002)	0	0.00%
Citrus Elementary (L003)	0	0.00%
Dodgertown Elementary (L004)	20	100.00%
Fellsmere Elementary (L005)	0	0.00%
Gifford Middle (L006)	0	0.00%
Glendale Elementary (L007)	0	0.00%
Indian River Academy (L008)	0	0.00%
Liberty Magnet (L009)	0	0.00%
Osceola Magnet (L010)	0	0.00%
Oslo Middle (L011)	0	0.00%
Pelican Island Elementary (L012)	0	0.00%
Rosewood Magnet (L013)	0	0.00%
Sebastian Elementary (L014)	0	0.00%
Sebastian River High (L015)	0	0.00%
Sebastian River Middle (L016)	0	0.00%
Storm Grove Middle (L024)	0	0.00%
Technical Center for Career and Adult Education (L018)	0	0.00%
Treasure Coast Elementary (L019)	0	0.00%
Vero Beach Elementary (L020)	0	0.00%
Vero Beach High (L021)	0	0.00%
Wabasso School (L023)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q1A

) Are you an Instructional or Non-Instructional Employee?

Answer	Count	Percentage
Instructional (A1)	12	60.00%
Non-Instructional (A2)	8	40.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q2

) In my school/department, personnel work together as a team.

Answer	Count	Percentage
Always (L001)	5	25.00%
Often (L002)	12	60.00%
Sometimes (L003)	3	15.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q3

) In my school/department, administrators solve problems effectively.

Answer	Count	Percentage
Always (L001)	6	30.00%
Often (L002)	7	35.00%
Sometimes (L003)	7	35.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q4

) In my school/department, I feel that my ideas are listened to and considered.

Answer	Count	Percentage
Always (L001)	9	45.00%
Often (L002)	6	30.00%
Sometimes (L003)	2	10.00%
Rarely (L004)	3	15.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q5

) In-service programs keep me informed of the latest educational or job related strategies.

Answer	Count	Percentage
Always (L001)	3	15.00%
Often (L002)	8	40.00%
Sometimes (L003)	5	25.00%
Rarely (L004)	2	10.00%
Never (L005)	0	0.00%
N/A (L006)	2	10.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q24

) I feel that I have opportunities for career advancement.

Answer	Count	Percentage
Always (L001)	4	20.00%
Often (L002)	5	25.00%
Sometimes (L003)	6	30.00%
Rarely (L004)	2	10.00%
Never (L005)	0	0.00%
N/A (L006)	3	15.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q8

) My school/department provides a safe environment for teaching, learning, and working.

Answer	Count	Percentage
Always (L001)	8	40.00%
Often (L002)	7	35.00%
Sometimes (L003)	3	15.00%
Rarely (L004)	1	5.00%
Never (L005)	1	5.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q9

) Student bullying concerns are addressed promptly, fairly and consistently. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	3	15.00%
Often (L002)	9	45.00%
Sometimes (L003)	1	5.00%
Rarely (L004)	3	15.00%
Never (L005)	1	5.00%
N/A (L006)	3	15.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q10

) My school/department is kept clean and in good condition.

Answer	Count	Percentage
Always (L001)	2	10.00%
Often (L002)	12	60.00%
Sometimes (L003)	4	20.00%
Rarely (L004)	2	10.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q11

) Students at my school are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	11	55.00%
Often (L002)	7	35.00%
Sometimes (L003)	0	0.00%
Rarely (L004)	1	5.00%
Never (L005)	0	0.00%
N/A (L006)	1	5.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q115

) Staff at my school/department are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	4	20.00%
Often (L002)	11	55.00%
Sometimes (L003)	4	20.00%
Rarely (L004)	1	5.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q13

) My school/department recognizes staff members for the good things they do.

Answer	Count	Percentage
Always (L001)	6	30.00%
Often (L002)	7	35.00%
Sometimes (L003)	5	25.00%
Rarely (L004)	2	10.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q16

) Students and parents receive adequate communication about school events/activities.

Answer	Count	Percentage
Always (L001)	8	40.00%
Often (L002)	7	35.00%
Sometimes (L003)	4	20.00%
Rarely (L004)	1	5.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q161

) Employees receive adequate communication about events/activities.

Answer	Count	Percentage
Always (L001)	6	30.00%
Often (L002)	6	30.00%
Sometimes (L003)	4	20.00%
Rarely (L004)	3	15.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	1	5.00%
Not completed or Not displayed	0	0.00%

Field summary for Q20

) I feel supported in addressing the needs of diverse student populations. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	7	35.00%
Often (L002)	5	25.00%
Sometimes (L003)	5	25.00%
Rarely (L004)	2	10.00%
Never (L005)	0	0.00%
N/A (L006)	1	5.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q21

) I feel that the mission and vision of my school/department supports the district and helps create a positive learning/working environment.

Answer	Count	Percentage
Always (L001)	8	40.00%
Often (L002)	7	35.00%
Sometimes (L003)	3	15.00%
Rarely (L004)	1	5.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	1	5.00%
Not completed or Not displayed	0	0.00%

Field summary for Q22

) I feel I understand my role in supporting district and school initiatives.

Answer	Count	Percentage
Always (L001)	11	55.00%
Often (L002)	5	25.00%
Sometimes (L003)	3	15.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	1	5.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q12

) The overall atmosphere in my school/department is positive.

Answer	Count	Percentage
Always (L001)	6	30.00%
Often (L002)	6	30.00%
Sometimes (L003)	6	30.00%
Rarely (L004)	1	5.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	1	5.00%
Not completed or Not displayed	0	0.00%

Field summary for Q18

) What overall grade would you give your school?

Answer	Count	Percentage
A (A1)	3	15.00%
B (A2)	13	65.00%
C (A3)	4	20.00%
D (A4)	0	0.00%
F (A5)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q19

) What overall grade would you give the district?

Answer	Count	Percentage
A (A1)	2	10.00%
B (A2)	15	75.00%
C (A3)	2	10.00%
D (A4)	1	5.00%
F (A5)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q0

) Select your Location:

Answer	Count	Percentage
School (A1)	28	100.00%
Department (A2)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q0A

) Select your school.

Answer	Count	Percentage
Alternative Center for Education (L001)	0	0.00%
Beachland Elementary (L002)	0	0.00%
Citrus Elementary (L003)	0	0.00%
Dodgertown Elementary (L004)	0	0.00%
Fellsmere Elementary (L005)	28	100.00%
Gifford Middle (L006)	0	0.00%
Glendale Elementary (L007)	0	0.00%
Indian River Academy (L008)	0	0.00%
Liberty Magnet (L009)	0	0.00%
Osceola Magnet (L010)	0	0.00%
Oslo Middle (L011)	0	0.00%
Pelican Island Elementary (L012)	0	0.00%
Rosewood Magnet (L013)	0	0.00%
Sebastian Elementary (L014)	0	0.00%
Sebastian River High (L015)	0	0.00%
Sebastian River Middle (L016)	0	0.00%
Storm Grove Middle (L024)	0	0.00%
Technical Center for Career and Adult Education (L018)	0	0.00%
Treasure Coast Elementary (L019)	0	0.00%
Vero Beach Elementary (L020)	0	0.00%
Vero Beach High (L021)	0	0.00%
Wabasso School (L023)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q1A

) Are you an Instructional or Non-Instructional Employee?

Answer	Count	Percentage
Instructional (A1)	21	75.00%
Non-Instructional (A2)	7	25.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q2

) In my school/department, personnel work together as a team.

Answer	Count	Percentage
Always (L001)	8	28.57%
Often (L002)	15	53.57%
Sometimes (L003)	4	14.29%
Rarely (L004)	0	0.00%
Never (L005)	1	3.57%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q3

) In my school/department, administrators solve problems effectively.

Answer	Count	Percentage
Always (L001)	6	21.43%
Often (L002)	11	39.29%
Sometimes (L003)	9	32.14%
Rarely (L004)	1	3.57%
Never (L005)	1	3.57%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q4

) In my school/department, I feel that my ideas are listened to and considered.

Answer	Count	Percentage
Always (L001)	6	21.43%
Often (L002)	12	42.86%
Sometimes (L003)	7	25.00%
Rarely (L004)	2	7.14%
Never (L005)	1	3.57%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q5

) In-service programs keep me informed of the latest educational or job related strategies.

Answer	Count	Percentage
Always (L001)	6	21.43%
Often (L002)	11	39.29%
Sometimes (L003)	6	21.43%
Rarely (L004)	3	10.71%
Never (L005)	1	3.57%
N/A (L006)	1	3.57%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q24

) I feel that I have opportunities for career advancement.

Answer	Count	Percentage
Always (L001)	5	17.86%
Often (L002)	8	28.57%
Sometimes (L003)	6	21.43%
Rarely (L004)	4	14.29%
Never (L005)	1	3.57%
N/A (L006)	4	14.29%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q8

) My school/department provides a safe environment for teaching, learning, and working.

Answer	Count	Percentage
Always (L001)	13	46.43%
Often (L002)	14	50.00%
Sometimes (L003)	1	3.57%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q9

) Student bullying concerns are addressed promptly, fairly and consistently. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	10	35.71%
Often (L002)	9	32.14%
Sometimes (L003)	5	17.86%
Rarely (L004)	0	0.00%
Never (L005)	1	3.57%
N/A (L006)	3	10.71%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q10

) My school/department is kept clean and in good condition.

Answer	Count	Percentage
Always (L001)	7	25.00%
Often (L002)	16	57.14%
Sometimes (L003)	3	10.71%
Rarely (L004)	1	3.57%
Never (L005)	1	3.57%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q11

) Students at my school are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	19	67.86%
Often (L002)	8	28.57%
Sometimes (L003)	1	3.57%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q115

) Staff at my school/department are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	12	42.86%
Often (L002)	10	35.71%
Sometimes (L003)	4	14.29%
Rarely (L004)	2	7.14%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q13

) My school/department recognizes staff members for the good things they do.

Answer	Count	Percentage
Always (L001)	8	28.57%
Often (L002)	12	42.86%
Sometimes (L003)	6	21.43%
Rarely (L004)	1	3.57%
Never (L005)	1	3.57%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q16

) Students and parents receive adequate communication about school events/activities.

Answer	Count	Percentage
Always (L001)	15	53.57%
Often (L002)	10	35.71%
Sometimes (L003)	1	3.57%
Rarely (L004)	1	3.57%
Never (L005)	1	3.57%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q161

) Employees receive adequate communication about events/activities.

Answer	Count	Percentage
Always (L001)	8	28.57%
Often (L002)	12	42.86%
Sometimes (L003)	5	17.86%
Rarely (L004)	2	7.14%
Never (L005)	1	3.57%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q20

) I feel supported in addressing the needs of diverse student populations. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	8	28.57%
Often (L002)	8	28.57%
Sometimes (L003)	6	21.43%
Rarely (L004)	0	0.00%
Never (L005)	1	3.57%
N/A (L006)	5	17.86%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q21

) I feel that the mission and vision of my school/department supports the district and helps create a positive learning/working environment.

Answer	Count	Percentage
Always (L001)	14	50.00%
Often (L002)	9	32.14%
Sometimes (L003)	4	14.29%
Rarely (L004)	0	0.00%
Never (L005)	1	3.57%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q22

) I feel I understand my role in supporting district and school initiatives.

Answer	Count	Percentage
Always (L001)	15	53.57%
Often (L002)	8	28.57%
Sometimes (L003)	4	14.29%
Rarely (L004)	0	0.00%
Never (L005)	1	3.57%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q12

) The overall atmosphere in my school/department is positive.

Answer	Count	Percentage
Always (L001)	11	39.29%
Often (L002)	8	28.57%
Sometimes (L003)	6	21.43%
Rarely (L004)	0	0.00%
Never (L005)	1	3.57%
N/A (L006)	0	0.00%
No answer	1	3.57%
Not completed or Not displayed	1	3.57%

Field summary for Q18

) What overall grade would you give your school?

Answer	Count	Percentage
A (A1)	10	35.71%
B (A2)	10	35.71%
C (A3)	5	17.86%
D (A4)	1	3.57%
F (A5)	1	3.57%
No answer	0	0.00%
Not completed or Not displayed	1	3.57%

Field summary for Q19

) What overall grade would you give the district?

Answer	Count	Percentage
A (A1)	4	14.29%
B (A2)	16	57.14%
C (A3)	4	14.29%
D (A4)	2	7.14%
F (A5)	1	3.57%
No answer	0	0.00%
Not completed or Not displayed	1	3.57%

Field summary for Q0

) Select your Location:

Answer	Count	Percentage
School (A1)	32	100.00%
Department (A2)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q0A

) Select your school.

Answer	Count	Percentage
Alternative Center for Education (L001)	0	0.00%
Beachland Elementary (L002)	0	0.00%
Citrus Elementary (L003)	0	0.00%
Dodgertown Elementary (L004)	0	0.00%
Fellsmere Elementary (L005)	0	0.00%
Gifford Middle (L006)	0	0.00%
Glendale Elementary (L007)	32	100.00%
Indian River Academy (L008)	0	0.00%
Liberty Magnet (L009)	0	0.00%
Osceola Magnet (L010)	0	0.00%
Oslo Middle (L011)	0	0.00%
Pelican Island Elementary (L012)	0	0.00%
Rosewood Magnet (L013)	0	0.00%
Sebastian Elementary (L014)	0	0.00%
Sebastian River High (L015)	0	0.00%
Sebastian River Middle (L016)	0	0.00%
Storm Grove Middle (L024)	0	0.00%
Technical Center for Career and Adult Education (L018)	0	0.00%
Treasure Coast Elementary (L019)	0	0.00%
Vero Beach Elementary (L020)	0	0.00%
Vero Beach High (L021)	0	0.00%
Wabasso School (L023)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q1A

) Are you an Instructional or Non-Instructional Employee?

Answer	Count	Percentage
Instructional (A1)	23	71.88%
Non-Instructional (A2)	9	28.12%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q2

) In my school/department, personnel work together as a team.

Answer	Count	Percentage
Always (L001)	15	46.88%
Often (L002)	13	40.62%
Sometimes (L003)	4	12.50%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q3

) In my school/department, administrators solve problems effectively.

Answer	Count	Percentage
Always (L001)	13	40.62%
Often (L002)	12	37.50%
Sometimes (L003)	5	15.62%
Rarely (L004)	1	3.12%
Never (L005)	1	3.12%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q4

) In my school/department, I feel that my ideas are listened to and considered.

Answer	Count	Percentage
Always (L001)	9	28.12%
Often (L002)	11	34.38%
Sometimes (L003)	8	25.00%
Rarely (L004)	3	9.38%
Never (L005)	1	3.12%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q5

) In-service programs keep me informed of the latest educational or job related strategies.

Answer	Count	Percentage
Always (L001)	5	15.62%
Often (L002)	12	37.50%
Sometimes (L003)	12	37.50%
Rarely (L004)	3	9.38%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q24

) I feel that I have opportunities for career advancement.

Answer	Count	Percentage
Always (L001)	2	6.25%
Often (L002)	7	21.88%
Sometimes (L003)	9	28.12%
Rarely (L004)	7	21.88%
Never (L005)	3	9.38%
N/A (L006)	3	9.38%
No answer	1	3.12%
Not completed or Not displayed	0	0.00%

Field summary for Q8

) My school/department provides a safe environment for teaching, learning, and working.

Answer	Count	Percentage
Always (L001)	11	34.38%
Often (L002)	15	46.88%
Sometimes (L003)	5	15.62%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	1	3.12%
Not completed or Not displayed	0	0.00%

Field summary for Q9

) Student bullying concerns are addressed promptly, fairly and consistently. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	9	28.12%
Often (L002)	13	40.62%
Sometimes (L003)	4	12.50%
Rarely (L004)	2	6.25%
Never (L005)	1	3.12%
N/A (L006)	3	9.38%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q10

) My school/department is kept clean and in good condition.

Answer	Count	Percentage
Always (L001)	1	3.12%
Often (L002)	1	3.12%
Sometimes (L003)	15	46.88%
Rarely (L004)	7	21.88%
Never (L005)	8	25.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q11

) Students at my school are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	20	62.50%
Often (L002)	11	34.38%
Sometimes (L003)	1	3.12%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q115

) Staff at my school/department are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	15	46.88%
Often (L002)	11	34.38%
Sometimes (L003)	3	9.38%
Rarely (L004)	2	6.25%
Never (L005)	1	3.12%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q13

) My school/department recognizes staff members for the good things they do.

Answer	Count	Percentage
Always (L001)	10	31.25%
Often (L002)	14	43.75%
Sometimes (L003)	6	18.75%
Rarely (L004)	1	3.12%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	1	3.12%
Not completed or Not displayed	0	0.00%

Field summary for Q16

) Students and parents receive adequate communication about school events/activities.

Answer	Count	Percentage
Always (L001)	19	59.38%
Often (L002)	9	28.12%
Sometimes (L003)	2	6.25%
Rarely (L004)	2	6.25%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q161

) Employees receive adequate communication about events/activities.

Answer	Count	Percentage
Always (L001)	10	31.25%
Often (L002)	11	34.38%
Sometimes (L003)	7	21.88%
Rarely (L004)	3	9.38%
Never (L005)	1	3.12%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q20

) I feel supported in addressing the needs of diverse student populations. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	7	21.88%
Often (L002)	10	31.25%
Sometimes (L003)	5	15.62%
Rarely (L004)	3	9.38%
Never (L005)	0	0.00%
N/A (L006)	7	21.88%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q21

) I feel that the mission and vision of my school/department supports the district and helps create a positive learning/working environment.

Answer	Count	Percentage
Always (L001)	17	53.12%
Often (L002)	10	31.25%
Sometimes (L003)	3	9.38%
Rarely (L004)	2	6.25%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q22

) I feel I understand my role in supporting district and school initiatives.

Answer	Count	Percentage
Always (L001)	16	50.00%
Often (L002)	14	43.75%
Sometimes (L003)	1	3.12%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	1	3.12%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q12

) The overall atmosphere in my school/department is positive.

Answer	Count	Percentage
Always (L001)	14	43.75%
Often (L002)	13	40.62%
Sometimes (L003)	4	12.50%
Rarely (L004)	1	3.12%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q18

) What overall grade would you give your school?

Answer	Count	Percentage
A (A1)	14	43.75%
B (A2)	11	34.38%
C (A3)	5	15.62%
D (A4)	2	6.25%
F (A5)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q19

) What overall grade would you give the district?

Answer	Count	Percentage
A (A1)	2	6.25%
B (A2)	16	50.00%
C (A3)	10	31.25%
D (A4)	2	6.25%
F (A5)	2	6.25%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q0

) Select your Location:

Answer	Count	Percentage
School (A1)	29	100.00%
Department (A2)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q0A

) Select your school.

Answer	Count	Percentage
Alternative Center for Education (L001)	0	0.00%
Beachland Elementary (L002)	0	0.00%
Citrus Elementary (L003)	0	0.00%
Dodgertown Elementary (L004)	0	0.00%
Fellsmere Elementary (L005)	0	0.00%
Gifford Middle (L006)	29	100.00%
Glendale Elementary (L007)	0	0.00%
Indian River Academy (L008)	0	0.00%
Liberty Magnet (L009)	0	0.00%
Osceola Magnet (L010)	0	0.00%
Oslo Middle (L011)	0	0.00%
Pelican Island Elementary (L012)	0	0.00%
Rosewood Magnet (L013)	0	0.00%
Sebastian Elementary (L014)	0	0.00%
Sebastian River High (L015)	0	0.00%
Sebastian River Middle (L016)	0	0.00%
Storm Grove Middle (L024)	0	0.00%
Technical Center for Career and Adult Education (L018)	0	0.00%
Treasure Coast Elementary (L019)	0	0.00%
Vero Beach Elementary (L020)	0	0.00%
Vero Beach High (L021)	0	0.00%
Wabasso School (L023)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q1A

) Are you an Instructional or Non-Instructional Employee?

Answer	Count	Percentage
Instructional (A1)	23	79.31%
Non-Instructional (A2)	5	17.24%
No answer	1	3.45%
Not completed or Not displayed	0	0.00%

Field summary for Q2

) In my school/department, personnel work together as a team.

Answer	Count	Percentage
Always (L001)	10	34.48%
Often (L002)	9	31.03%
Sometimes (L003)	6	20.69%
Rarely (L004)	2	6.90%
Never (L005)	0	0.00%
N/A (L006)	1	3.45%
No answer	1	3.45%
Not completed or Not displayed	0	0.00%

Field summary for Q3

) In my school/department, administrators solve problems effectively.

Answer	Count	Percentage
Always (L001)	5	17.24%
Often (L002)	12	41.38%
Sometimes (L003)	8	27.59%
Rarely (L004)	1	3.45%
Never (L005)	0	0.00%
N/A (L006)	2	6.90%
No answer	1	3.45%
Not completed or Not displayed	0	0.00%

Field summary for Q4

) In my school/department, I feel that my ideas are listened to and considered.

Answer	Count	Percentage
Always (L001)	4	13.79%
Often (L002)	10	34.48%
Sometimes (L003)	6	20.69%
Rarely (L004)	6	20.69%
Never (L005)	0	0.00%
N/A (L006)	2	6.90%
No answer	1	3.45%
Not completed or Not displayed	0	0.00%

Field summary for Q5

) In-service programs keep me informed of the latest educational or job related strategies.

Answer	Count	Percentage
Always (L001)	6	20.69%
Often (L002)	6	20.69%
Sometimes (L003)	7	24.14%
Rarely (L004)	7	24.14%
Never (L005)	1	3.45%
N/A (L006)	1	3.45%
No answer	1	3.45%
Not completed or Not displayed	0	0.00%

Field summary for Q24

) I feel that I have opportunities for career advancement.

Answer	Count	Percentage
Always (L001)	2	6.90%
Often (L002)	2	6.90%
Sometimes (L003)	8	27.59%
Rarely (L004)	8	27.59%
Never (L005)	2	6.90%
N/A (L006)	6	20.69%
No answer	1	3.45%
Not completed or Not displayed	0	0.00%

Field summary for Q8

) My school/department provides a safe environment for teaching, learning, and working.

Answer	Count	Percentage
Always (L001)	6	20.69%
Often (L002)	10	34.48%
Sometimes (L003)	6	20.69%
Rarely (L004)	4	13.79%
Never (L005)	0	0.00%
N/A (L006)	1	3.45%
No answer	1	3.45%
Not completed or Not displayed	1	3.45%

Field summary for Q9

) Student bullying concerns are addressed promptly, fairly and consistently. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	5	17.24%
Often (L002)	7	24.14%
Sometimes (L003)	9	31.03%
Rarely (L004)	3	10.34%
Never (L005)	0	0.00%
N/A (L006)	3	10.34%
No answer	1	3.45%
Not completed or Not displayed	1	3.45%

Field summary for Q10

) My school/department is kept clean and in good condition.

Answer	Count	Percentage
Always (L001)	5	17.24%
Often (L002)	3	10.34%
Sometimes (L003)	7	24.14%
Rarely (L004)	10	34.48%
Never (L005)	1	3.45%
N/A (L006)	1	3.45%
No answer	1	3.45%
Not completed or Not displayed	1	3.45%

Field summary for Q11

) Students at my school are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	13	44.83%
Often (L002)	10	34.48%
Sometimes (L003)	3	10.34%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	1	3.45%
No answer	1	3.45%
Not completed or Not displayed	1	3.45%

Field summary for Q115

) Staff at my school/department are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	7	24.14%
Often (L002)	12	41.38%
Sometimes (L003)	6	20.69%
Rarely (L004)	1	3.45%
Never (L005)	0	0.00%
N/A (L006)	1	3.45%
No answer	1	3.45%
Not completed or Not displayed	1	3.45%

Field summary for Q13

) My school/department recognizes staff members for the good things they do.

Answer	Count	Percentage
Always (L001)	7	24.14%
Often (L002)	13	44.83%
Sometimes (L003)	5	17.24%
Rarely (L004)	1	3.45%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	1	3.45%
Not completed or Not displayed	2	6.90%

Field summary for Q16

) Students and parents receive adequate communication about school events/activities.

Answer	Count	Percentage
Always (L001)	13	44.83%
Often (L002)	9	31.03%
Sometimes (L003)	3	10.34%
Rarely (L004)	1	3.45%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	1	3.45%
Not completed or Not displayed	2	6.90%

Field summary for Q161

) Employees receive adequate communication about events/activities.

Answer	Count	Percentage
Always (L001)	9	31.03%
Often (L002)	7	24.14%
Sometimes (L003)	8	27.59%
Rarely (L004)	2	6.90%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	1	3.45%
Not completed or Not displayed	2	6.90%

Field summary for Q20

) I feel supported in addressing the needs of diverse student populations. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	8	27.59%
Often (L002)	8	27.59%
Sometimes (L003)	9	31.03%
Rarely (L004)	1	3.45%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	1	3.45%
Not completed or Not displayed	2	6.90%

Field summary for Q21

) I feel that the mission and vision of my school/department supports the district and helps create a positive learning/working environment.

Answer	Count	Percentage
Always (L001)	8	27.59%
Often (L002)	7	24.14%
Sometimes (L003)	8	27.59%
Rarely (L004)	2	6.90%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	2	6.90%
Not completed or Not displayed	2	6.90%

Field summary for Q22

) I feel I understand my role in supporting district and school initiatives.

Answer	Count	Percentage
Always (L001)	12	41.38%
Often (L002)	7	24.14%
Sometimes (L003)	5	17.24%
Rarely (L004)	1	3.45%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	2	6.90%
Not completed or Not displayed	2	6.90%

Field summary for Q12

) The overall atmosphere in my school/department is positive.

Answer	Count	Percentage
Always (L001)	4	13.79%
Often (L002)	12	41.38%
Sometimes (L003)	4	13.79%
Rarely (L004)	3	10.34%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	1	3.45%
Not completed or Not displayed	5	17.24%

Field summary for Q18

) What overall grade would you give your school?

Answer	Count	Percentage
A (A1)	3	10.34%
B (A2)	11	37.93%
C (A3)	8	27.59%
D (A4)	1	3.45%
F (A5)	0	0.00%
No answer	1	3.45%
Not completed or Not displayed	5	17.24%

Field summary for Q19

) What overall grade would you give the district?

Answer	Count	Percentage
A (A1)	3	10.34%
B (A2)	6	20.69%
C (A3)	12	41.38%
D (A4)	1	3.45%
F (A5)	1	3.45%
No answer	1	3.45%
Not completed or Not displayed	5	17.24%

Field summary for Q0

) Select your Location:

Answer	Count	Percentage
School (A1)	16	100.00%
Department (A2)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q0A

) Select your school.

Answer	Count	Percentage
Alternative Center for Education (L001)	0	0.00%
Beachland Elementary (L002)	0	0.00%
Citrus Elementary (L003)	0	0.00%
Dodgertown Elementary (L004)	0	0.00%
Fellsmere Elementary (L005)	0	0.00%
Gifford Middle (L006)	0	0.00%
Glendale Elementary (L007)	0	0.00%
Indian River Academy (L008)	16	100.00%
Liberty Magnet (L009)	0	0.00%
Osceola Magnet (L010)	0	0.00%
Oslo Middle (L011)	0	0.00%
Pelican Island Elementary (L012)	0	0.00%
Rosewood Magnet (L013)	0	0.00%
Sebastian Elementary (L014)	0	0.00%
Sebastian River High (L015)	0	0.00%
Sebastian River Middle (L016)	0	0.00%
Storm Grove Middle (L024)	0	0.00%
Technical Center for Career and Adult Education (L018)	0	0.00%
Treasure Coast Elementary (L019)	0	0.00%
Vero Beach Elementary (L020)	0	0.00%
Vero Beach High (L021)	0	0.00%
Wabasso School (L023)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q1A

) Are you an Instructional or Non-Instructional Employee?

Answer	Count	Percentage
Instructional (A1)	10	62.50%
Non-Instructional (A2)	6	37.50%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q2

) In my school/department, personnel work together as a team.

Answer	Count	Percentage
Always (L001)	7	43.75%
Often (L002)	6	37.50%
Sometimes (L003)	1	6.25%
Rarely (L004)	2	12.50%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q3

) In my school/department, administrators solve problems effectively.

Answer	Count	Percentage
Always (L001)	6	37.50%
Often (L002)	6	37.50%
Sometimes (L003)	4	25.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q4

) In my school/department, I feel that my ideas are listened to and considered.

Answer	Count	Percentage
Always (L001)	6	37.50%
Often (L002)	6	37.50%
Sometimes (L003)	2	12.50%
Rarely (L004)	2	12.50%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q5

) In-service programs keep me informed of the latest educational or job related strategies.

Answer	Count	Percentage
Always (L001)	5	31.25%
Often (L002)	4	25.00%
Sometimes (L003)	5	31.25%
Rarely (L004)	2	12.50%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q24

) I feel that I have opportunities for career advancement.

Answer	Count	Percentage
Always (L001)	1	6.25%
Often (L002)	3	18.75%
Sometimes (L003)	6	37.50%
Rarely (L004)	2	12.50%
Never (L005)	1	6.25%
N/A (L006)	3	18.75%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q8

) My school/department provides a safe environment for teaching, learning, and working.

Answer	Count	Percentage
Always (L001)	7	43.75%
Often (L002)	7	43.75%
Sometimes (L003)	1	6.25%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	6.25%

Field summary for Q9

) Student bullying concerns are addressed promptly, fairly and consistently. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	5	31.25%
Often (L002)	5	31.25%
Sometimes (L003)	2	12.50%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	3	18.75%
No answer	0	0.00%
Not completed or Not displayed	1	6.25%

Field summary for Q10

) My school/department is kept clean and in good condition.

Answer	Count	Percentage
Always (L001)	6	37.50%
Often (L002)	4	25.00%
Sometimes (L003)	5	31.25%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	6.25%

Field summary for Q11

) Students at my school are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	12	75.00%
Often (L002)	3	18.75%
Sometimes (L003)	0	0.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	6.25%

Field summary for Q115

) Staff at my school/department are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	8	50.00%
Often (L002)	3	18.75%
Sometimes (L003)	4	25.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	6.25%

Field summary for Q13

) My school/department recognizes staff members for the good things they do.

Answer	Count	Percentage
Always (L001)	7	43.75%
Often (L002)	3	18.75%
Sometimes (L003)	3	18.75%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	1	6.25%
Not completed or Not displayed	2	12.50%

Field summary for Q16

) Students and parents receive adequate communication about school events/activities.

Answer	Count	Percentage
Always (L001)	8	50.00%
Often (L002)	5	31.25%
Sometimes (L003)	1	6.25%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	2	12.50%

Field summary for Q161

) Employees receive adequate communication about events/activities.

Answer	Count	Percentage
Always (L001)	5	31.25%
Often (L002)	6	37.50%
Sometimes (L003)	3	18.75%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	2	12.50%

Field summary for Q20

) I feel supported in addressing the needs of diverse student populations. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	4	25.00%
Often (L002)	6	37.50%
Sometimes (L003)	1	6.25%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	3	18.75%
No answer	0	0.00%
Not completed or Not displayed	2	12.50%

Field summary for Q21

) I feel that the mission and vision of my school/department supports the district and helps create a positive learning/working environment.

Answer	Count	Percentage
Always (L001)	7	43.75%
Often (L002)	6	37.50%
Sometimes (L003)	1	6.25%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	2	12.50%

Field summary for Q22

) I feel I understand my role in supporting district and school initiatives.

Answer	Count	Percentage
Always (L001)	9	56.25%
Often (L002)	3	18.75%
Sometimes (L003)	2	12.50%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	2	12.50%

Field summary for Q12

) The overall atmosphere in my school/department is positive.

Answer	Count	Percentage
Always (L001)	5	31.25%
Often (L002)	8	50.00%
Sometimes (L003)	0	0.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	3	18.75%

Field summary for Q18

) What overall grade would you give your school?

Answer	Count	Percentage
A (A1)	6	37.50%
B (A2)	6	37.50%
C (A3)	1	6.25%
D (A4)	0	0.00%
F (A5)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	3	18.75%

Field summary for Q19

) What overall grade would you give the district?

Answer	Count	Percentage
A (A1)	4	25.00%
B (A2)	7	43.75%
C (A3)	2	12.50%
D (A4)	0	0.00%
F (A5)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	3	18.75%

Field summary for Q0

) Select your Location:

Answer	Count	Percentage
School (A1)	18	100.00%
Department (A2)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q0A

) Select your school.

Answer	Count	Percentage
Alternative Center for Education (L001)	0	0.00%
Beachland Elementary (L002)	0	0.00%
Citrus Elementary (L003)	0	0.00%
Dodgertown Elementary (L004)	0	0.00%
Fellsmere Elementary (L005)	0	0.00%
Gifford Middle (L006)	0	0.00%
Glendale Elementary (L007)	0	0.00%
Indian River Academy (L008)	0	0.00%
Liberty Magnet (L009)	18	100.00%
Osceola Magnet (L010)	0	0.00%
Oslo Middle (L011)	0	0.00%
Pelican Island Elementary (L012)	0	0.00%
Rosewood Magnet (L013)	0	0.00%
Sebastian Elementary (L014)	0	0.00%
Sebastian River High (L015)	0	0.00%
Sebastian River Middle (L016)	0	0.00%
Storm Grove Middle (L024)	0	0.00%
Technical Center for Career and Adult Education (L018)	0	0.00%
Treasure Coast Elementary (L019)	0	0.00%
Vero Beach Elementary (L020)	0	0.00%
Vero Beach High (L021)	0	0.00%
Wabasso School (L023)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q1A

) Are you an Instructional or Non-Instructional Employee?

Answer	Count	Percentage
Instructional (A1)	15	83.33%
Non-Instructional (A2)	3	16.67%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q2

) In my school/department, personnel work together as a team.

Answer	Count	Percentage
Always (L001)	11	61.11%
Often (L002)	5	27.78%
Sometimes (L003)	2	11.11%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q3

) In my school/department, administrators solve problems effectively.

Answer	Count	Percentage
Always (L001)	7	38.89%
Often (L002)	5	27.78%
Sometimes (L003)	3	16.67%
Rarely (L004)	3	16.67%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q4

) In my school/department, I feel that my ideas are listened to and considered.

Answer	Count	Percentage
Always (L001)	6	33.33%
Often (L002)	5	27.78%
Sometimes (L003)	5	27.78%
Rarely (L004)	1	5.56%
Never (L005)	1	5.56%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q5

) In-service programs keep me informed of the latest educational or job related strategies.

Answer	Count	Percentage
Always (L001)	2	11.11%
Often (L002)	10	55.56%
Sometimes (L003)	4	22.22%
Rarely (L004)	1	5.56%
Never (L005)	0	0.00%
N/A (L006)	1	5.56%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q24

) I feel that I have opportunities for career advancement.

Answer	Count	Percentage
Always (L001)	2	11.11%
Often (L002)	4	22.22%
Sometimes (L003)	5	27.78%
Rarely (L004)	2	11.11%
Never (L005)	1	5.56%
N/A (L006)	4	22.22%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q8

) My school/department provides a safe environment for teaching, learning, and working.

Answer	Count	Percentage
Always (L001)	10	55.56%
Often (L002)	6	33.33%
Sometimes (L003)	1	5.56%
Rarely (L004)	0	0.00%
Never (L005)	1	5.56%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q9

) Student bullying concerns are addressed promptly, fairly and consistently. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	5	27.78%
Often (L002)	7	38.89%
Sometimes (L003)	2	11.11%
Rarely (L004)	1	5.56%
Never (L005)	0	0.00%
N/A (L006)	3	16.67%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q10

) My school/department is kept clean and in good condition.

Answer	Count	Percentage
Always (L001)	7	38.89%
Often (L002)	9	50.00%
Sometimes (L003)	2	11.11%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q11

) Students at my school are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	11	61.11%
Often (L002)	6	33.33%
Sometimes (L003)	1	5.56%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q115

) Staff at my school/department are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	7	38.89%
Often (L002)	7	38.89%
Sometimes (L003)	2	11.11%
Rarely (L004)	2	11.11%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q13

) My school/department recognizes staff members for the good things they do.

Answer	Count	Percentage
Always (L001)	7	38.89%
Often (L002)	4	22.22%
Sometimes (L003)	4	22.22%
Rarely (L004)	2	11.11%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	5.56%

Field summary for Q16

) Students and parents receive adequate communication about school events/activities.

Answer	Count	Percentage
Always (L001)	8	44.44%
Often (L002)	8	44.44%
Sometimes (L003)	1	5.56%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	5.56%

Field summary for Q161

) Employees receive adequate communication about events/activities.

Answer	Count	Percentage
Always (L001)	6	33.33%
Often (L002)	7	38.89%
Sometimes (L003)	4	22.22%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	5.56%

Field summary for Q20

) I feel supported in addressing the needs of diverse student populations. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	8	44.44%
Often (L002)	3	16.67%
Sometimes (L003)	4	22.22%
Rarely (L004)	1	5.56%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	1	5.56%
Not completed or Not displayed	1	5.56%

Field summary for Q21

) I feel that the mission and vision of my school/department supports the district and helps create a positive learning/working environment.

Answer	Count	Percentage
Always (L001)	7	38.89%
Often (L002)	7	38.89%
Sometimes (L003)	2	11.11%
Rarely (L004)	1	5.56%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	5.56%

Field summary for Q22

) I feel I understand my role in supporting district and school initiatives.

Answer	Count	Percentage
Always (L001)	8	44.44%
Often (L002)	8	44.44%
Sometimes (L003)	1	5.56%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	5.56%

Field summary for Q12

) The overall atmosphere in my school/department is positive.

Answer	Count	Percentage
Always (L001)	7	38.89%
Often (L002)	7	38.89%
Sometimes (L003)	1	5.56%
Rarely (L004)	2	11.11%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	5.56%

Field summary for Q18

) What overall grade would you give your school?

Answer	Count	Percentage
A (A1)	10	55.56%
B (A2)	5	27.78%
C (A3)	1	5.56%
D (A4)	1	5.56%
F (A5)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	5.56%

Field summary for Q19

) What overall grade would you give the district?

Answer	Count	Percentage
A (A1)	5	27.78%
B (A2)	6	33.33%
C (A3)	6	33.33%
D (A4)	0	0.00%
F (A5)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	5.56%

Field summary for Q0

) Select your Location:

Answer	Count	Percentage
School (A1)	12	100.00%
Department (A2)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q0A

) Select your school.

Answer	Count	Percentage
Alternative Center for Education (L001)	0	0.00%
Beachland Elementary (L002)	0	0.00%
Citrus Elementary (L003)	0	0.00%
Dodgertown Elementary (L004)	0	0.00%
Fellsmere Elementary (L005)	0	0.00%
Gifford Middle (L006)	0	0.00%
Glendale Elementary (L007)	0	0.00%
Indian River Academy (L008)	0	0.00%
Liberty Magnet (L009)	0	0.00%
Osceola Magnet (L010)	12	100.00%
Oslo Middle (L011)	0	0.00%
Pelican Island Elementary (L012)	0	0.00%
Rosewood Magnet (L013)	0	0.00%
Sebastian Elementary (L014)	0	0.00%
Sebastian River High (L015)	0	0.00%
Sebastian River Middle (L016)	0	0.00%
Storm Grove Middle (L024)	0	0.00%
Technical Center for Career and Adult Education (L018)	0	0.00%
Treasure Coast Elementary (L019)	0	0.00%
Vero Beach Elementary (L020)	0	0.00%
Vero Beach High (L021)	0	0.00%
Wabasso School (L023)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q1A

) Are you an Instructional or Non-Instructional Employee?

Answer	Count	Percentage
Instructional (A1)	4	33.33%
Non-Instructional (A2)	8	66.67%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q2

) In my school/department, personnel work together as a team.

Answer	Count	Percentage
Always (L001)	3	25.00%
Often (L002)	6	50.00%
Sometimes (L003)	3	25.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q3

) In my school/department, administrators solve problems effectively.

Answer	Count	Percentage
Always (L001)	4	33.33%
Often (L002)	4	33.33%
Sometimes (L003)	3	25.00%
Rarely (L004)	1	8.33%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q4

) In my school/department, I feel that my ideas are listened to and considered.

Answer	Count	Percentage
Always (L001)	1	8.33%
Often (L002)	5	41.67%
Sometimes (L003)	5	41.67%
Rarely (L004)	0	0.00%
Never (L005)	1	8.33%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q5

) In-service programs keep me informed of the latest educational or job related strategies.

Answer	Count	Percentage
Always (L001)	2	16.67%
Often (L002)	4	33.33%
Sometimes (L003)	3	25.00%
Rarely (L004)	3	25.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q24

) I feel that I have opportunities for career advancement.

Answer	Count	Percentage
Always (L001)	0	0.00%
Often (L002)	2	16.67%
Sometimes (L003)	4	33.33%
Rarely (L004)	4	33.33%
Never (L005)	1	8.33%
N/A (L006)	1	8.33%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q8

) My school/department provides a safe environment for teaching, learning, and working.

Answer	Count	Percentage
Always (L001)	7	58.33%
Often (L002)	3	25.00%
Sometimes (L003)	2	16.67%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q9

) Student bullying concerns are addressed promptly, fairly and consistently. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	4	33.33%
Often (L002)	1	8.33%
Sometimes (L003)	1	8.33%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	6	50.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q10

) My school/department is kept clean and in good condition.

Answer	Count	Percentage
Always (L001)	3	25.00%
Often (L002)	6	50.00%
Sometimes (L003)	2	16.67%
Rarely (L004)	1	8.33%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q11

) Students at my school are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	7	58.33%
Often (L002)	5	41.67%
Sometimes (L003)	0	0.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q115

) Staff at my school/department are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	5	41.67%
Often (L002)	4	33.33%
Sometimes (L003)	3	25.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q13

) My school/department recognizes staff members for the good things they do.

Answer	Count	Percentage
Always (L001)	1	8.33%
Often (L002)	6	50.00%
Sometimes (L003)	3	25.00%
Rarely (L004)	1	8.33%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	1	8.33%
Not completed or Not displayed	0	0.00%

Field summary for Q16

) Students and parents receive adequate communication about school events/activities.

Answer	Count	Percentage
Always (L001)	8	66.67%
Often (L002)	2	16.67%
Sometimes (L003)	1	8.33%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	1	8.33%
Not completed or Not displayed	0	0.00%

Field summary for Q161

) Employees receive adequate communication about events/activities.

Answer	Count	Percentage
Always (L001)	2	16.67%
Often (L002)	8	66.67%
Sometimes (L003)	1	8.33%
Rarely (L004)	1	8.33%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q20

) I feel supported in addressing the needs of diverse student populations. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	1	8.33%
Often (L002)	4	33.33%
Sometimes (L003)	2	16.67%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	5	41.67%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q21

) I feel that the mission and vision of my school/department supports the district and helps create a positive learning/working environment.

Answer	Count	Percentage
Always (L001)	8	66.67%
Often (L002)	2	16.67%
Sometimes (L003)	2	16.67%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q22

) I feel I understand my role in supporting district and school initiatives.

Answer	Count	Percentage
Always (L001)	6	50.00%
Often (L002)	4	33.33%
Sometimes (L003)	2	16.67%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q12

) The overall atmosphere in my school/department is positive.

Answer	Count	Percentage
Always (L001)	2	16.67%
Often (L002)	6	50.00%
Sometimes (L003)	4	33.33%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q18

) What overall grade would you give your school?

Answer	Count	Percentage
A (A1)	9	75.00%
B (A2)	2	16.67%
C (A3)	1	8.33%
D (A4)	0	0.00%
F (A5)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q19

) What overall grade would you give the district?

Answer	Count	Percentage
A (A1)	2	16.67%
B (A2)	7	58.33%
C (A3)	3	25.00%
D (A4)	0	0.00%
F (A5)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q0

) Select your Location:

Answer	Count	Percentage
School (A1)	48	100.00%
Department (A2)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q0A

) Select your school.

Answer	Count	Percentage
Alternative Center for Education (L001)	0	0.00%
Beachland Elementary (L002)	0	0.00%
Citrus Elementary (L003)	0	0.00%
Dodgertown Elementary (L004)	0	0.00%
Fellsmere Elementary (L005)	0	0.00%
Gifford Middle (L006)	0	0.00%
Glendale Elementary (L007)	0	0.00%
Indian River Academy (L008)	0	0.00%
Liberty Magnet (L009)	0	0.00%
Osceola Magnet (L010)	0	0.00%
Oslo Middle (L011)	48	100.00%
Pelican Island Elementary (L012)	0	0.00%
Rosewood Magnet (L013)	0	0.00%
Sebastian Elementary (L014)	0	0.00%
Sebastian River High (L015)	0	0.00%
Sebastian River Middle (L016)	0	0.00%
Storm Grove Middle (L024)	0	0.00%
Technical Center for Career and Adult Education (L018)	0	0.00%
Treasure Coast Elementary (L019)	0	0.00%
Vero Beach Elementary (L020)	0	0.00%
Vero Beach High (L021)	0	0.00%
Wabasso School (L023)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q1A

) Are you an Instructional or Non-Instructional Employee?

Answer	Count	Percentage
Instructional (A1)	31	64.58%
Non-Instructional (A2)	17	35.42%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q2

) In my school/department, personnel work together as a team.

Answer	Count	Percentage
Always (L001)	4	8.33%
Often (L002)	24	50.00%
Sometimes (L003)	14	29.17%
Rarely (L004)	5	10.42%
Never (L005)	1	2.08%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q3

) In my school/department, administrators solve problems effectively.

Answer	Count	Percentage
Always (L001)	6	12.50%
Often (L002)	15	31.25%
Sometimes (L003)	17	35.42%
Rarely (L004)	9	18.75%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	1	2.08%
Not completed or Not displayed	0	0.00%

Field summary for Q4

) In my school/department, I feel that my ideas are listened to and considered.

Answer	Count	Percentage
Always (L001)	5	10.42%
Often (L002)	18	37.50%
Sometimes (L003)	12	25.00%
Rarely (L004)	9	18.75%
Never (L005)	3	6.25%
N/A (L006)	1	2.08%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q5

) In-service programs keep me informed of the latest educational or job related strategies.

Answer	Count	Percentage
Always (L001)	6	12.50%
Often (L002)	16	33.33%
Sometimes (L003)	13	27.08%
Rarely (L004)	8	16.67%
Never (L005)	2	4.17%
N/A (L006)	1	2.08%
No answer	2	4.17%
Not completed or Not displayed	0	0.00%

Field summary for Q24

) I feel that I have opportunities for career advancement.

Answer	Count	Percentage
Always (L001)	2	4.17%
Often (L002)	10	20.83%
Sometimes (L003)	16	33.33%
Rarely (L004)	12	25.00%
Never (L005)	6	12.50%
N/A (L006)	2	4.17%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q8

) My school/department provides a safe environment for teaching, learning, and working.

Answer	Count	Percentage
Always (L001)	9	18.75%
Often (L002)	14	29.17%
Sometimes (L003)	15	31.25%
Rarely (L004)	5	10.42%
Never (L005)	3	6.25%
N/A (L006)	0	0.00%
No answer	1	2.08%
Not completed or Not displayed	1	2.08%

Field summary for Q9

) Student bullying concerns are addressed promptly, fairly and consistently. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	6	12.50%
Often (L002)	12	25.00%
Sometimes (L003)	15	31.25%
Rarely (L004)	7	14.58%
Never (L005)	2	4.17%
N/A (L006)	4	8.33%
No answer	1	2.08%
Not completed or Not displayed	1	2.08%

Field summary for Q10

) My school/department is kept clean and in good condition.

Answer	Count	Percentage
Always (L001)	5	10.42%
Often (L002)	15	31.25%
Sometimes (L003)	13	27.08%
Rarely (L004)	7	14.58%
Never (L005)	7	14.58%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	2.08%

Field summary for Q11

) Students at my school are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	13	27.08%
Often (L002)	17	35.42%
Sometimes (L003)	15	31.25%
Rarely (L004)	1	2.08%
Never (L005)	1	2.08%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	2.08%

Field summary for Q115

) Staff at my school/department are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	10	20.83%
Often (L002)	17	35.42%
Sometimes (L003)	13	27.08%
Rarely (L004)	4	8.33%
Never (L005)	3	6.25%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	2.08%

Field summary for Q13

) My school/department recognizes staff members for the good things they do.

Answer	Count	Percentage
Always (L001)	7	14.58%
Often (L002)	10	20.83%
Sometimes (L003)	23	47.92%
Rarely (L004)	6	12.50%
Never (L005)	1	2.08%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	2.08%

Field summary for Q16

) Students and parents receive adequate communication about school events/activities.

Answer	Count	Percentage
Always (L001)	17	35.42%
Often (L002)	18	37.50%
Sometimes (L003)	6	12.50%
Rarely (L004)	4	8.33%
Never (L005)	1	2.08%
N/A (L006)	1	2.08%
No answer	0	0.00%
Not completed or Not displayed	1	2.08%

Field summary for Q161

) Employees receive adequate communication about events/activities.

Answer	Count	Percentage
Always (L001)	12	25.00%
Often (L002)	19	39.58%
Sometimes (L003)	10	20.83%
Rarely (L004)	5	10.42%
Never (L005)	1	2.08%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	2.08%

Field summary for Q20

) I feel supported in addressing the needs of diverse student populations. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	6	12.50%
Often (L002)	16	33.33%
Sometimes (L003)	10	20.83%
Rarely (L004)	5	10.42%
Never (L005)	2	4.17%
N/A (L006)	8	16.67%
No answer	0	0.00%
Not completed or Not displayed	1	2.08%

Field summary for Q21

) I feel that the mission and vision of my school/department supports the district and helps create a positive learning/working environment.

Answer	Count	Percentage
Always (L001)	7	14.58%
Often (L002)	19	39.58%
Sometimes (L003)	12	25.00%
Rarely (L004)	4	8.33%
Never (L005)	3	6.25%
N/A (L006)	1	2.08%
No answer	1	2.08%
Not completed or Not displayed	1	2.08%

Field summary for Q22

) I feel I understand my role in supporting district and school initiatives.

Answer	Count	Percentage
Always (L001)	15	31.25%
Often (L002)	20	41.67%
Sometimes (L003)	7	14.58%
Rarely (L004)	2	4.17%
Never (L005)	2	4.17%
N/A (L006)	1	2.08%
No answer	0	0.00%
Not completed or Not displayed	1	2.08%

Field summary for Q12

) The overall atmosphere in my school/department is positive.

Answer	Count	Percentage
Always (L001)	5	10.42%
Often (L002)	16	33.33%
Sometimes (L003)	13	27.08%
Rarely (L004)	7	14.58%
Never (L005)	6	12.50%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	2.08%

Field summary for Q18

) What overall grade would you give your school?

Answer	Count	Percentage
A (A1)	4	8.33%
B (A2)	14	29.17%
C (A3)	17	35.42%
D (A4)	6	12.50%
F (A5)	4	8.33%
No answer	2	4.17%
Not completed or Not displayed	1	2.08%

Field summary for Q19

) What overall grade would you give the district?

Answer	Count	Percentage
A (A1)	1	2.08%
B (A2)	18	37.50%
C (A3)	20	41.67%
D (A4)	8	16.67%
F (A5)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	2.08%

Field summary for Q0

) Select your Location:

Answer	Count	Percentage
School (A1)	36	100.00%
Department (A2)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q0A

) Select your school.

Answer	Count	Percentage
Alternative Center for Education (L001)	0	0.00%
Beachland Elementary (L002)	0	0.00%
Citrus Elementary (L003)	0	0.00%
Dodgertown Elementary (L004)	0	0.00%
Fellsmere Elementary (L005)	0	0.00%
Gifford Middle (L006)	0	0.00%
Glendale Elementary (L007)	0	0.00%
Indian River Academy (L008)	0	0.00%
Liberty Magnet (L009)	0	0.00%
Osceola Magnet (L010)	0	0.00%
Oslo Middle (L011)	0	0.00%
Pelican Island Elementary (L012)	36	100.00%
Rosewood Magnet (L013)	0	0.00%
Sebastian Elementary (L014)	0	0.00%
Sebastian River High (L015)	0	0.00%
Sebastian River Middle (L016)	0	0.00%
Storm Grove Middle (L024)	0	0.00%
Technical Center for Career and Adult Education (L018)	0	0.00%
Treasure Coast Elementary (L019)	0	0.00%
Vero Beach Elementary (L020)	0	0.00%
Vero Beach High (L021)	0	0.00%
Wabasso School (L023)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q1A

) Are you an Instructional or Non-Instructional Employee?

Answer	Count	Percentage
Instructional (A1)	23	63.89%
Non-Instructional (A2)	13	36.11%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q2

) In my school/department, personnel work together as a team.

Answer	Count	Percentage
Always (L001)	3	8.33%
Often (L002)	12	33.33%
Sometimes (L003)	15	41.67%
Rarely (L004)	6	16.67%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q3

) In my school/department, administrators solve problems effectively.

Answer	Count	Percentage
Always (L001)	2	5.56%
Often (L002)	13	36.11%
Sometimes (L003)	13	36.11%
Rarely (L004)	8	22.22%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q4

) In my school/department, I feel that my ideas are listened to and considered.

Answer	Count	Percentage
Always (L001)	6	16.67%
Often (L002)	7	19.44%
Sometimes (L003)	16	44.44%
Rarely (L004)	6	16.67%
Never (L005)	1	2.78%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q5

) In-service programs keep me informed of the latest educational or job related strategies.

Answer	Count	Percentage
Always (L001)	3	8.33%
Often (L002)	14	38.89%
Sometimes (L003)	9	25.00%
Rarely (L004)	7	19.44%
Never (L005)	0	0.00%
N/A (L006)	3	8.33%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q24

) I feel that I have opportunities for career advancement.

Answer	Count	Percentage
Always (L001)	3	8.33%
Often (L002)	4	11.11%
Sometimes (L003)	11	30.56%
Rarely (L004)	9	25.00%
Never (L005)	5	13.89%
N/A (L006)	4	11.11%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q8

) My school/department provides a safe environment for teaching, learning, and working.

Answer	Count	Percentage
Always (L001)	3	8.33%
Often (L002)	20	55.56%
Sometimes (L003)	7	19.44%
Rarely (L004)	6	16.67%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q9

) Student bullying concerns are addressed promptly, fairly and consistently. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	5	13.89%
Often (L002)	5	13.89%
Sometimes (L003)	13	36.11%
Rarely (L004)	7	19.44%
Never (L005)	2	5.56%
N/A (L006)	4	11.11%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q10

) My school/department is kept clean and in good condition.

Answer	Count	Percentage
Always (L001)	1	2.78%
Often (L002)	7	19.44%
Sometimes (L003)	12	33.33%
Rarely (L004)	13	36.11%
Never (L005)	3	8.33%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q11

) Students at my school are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	7	19.44%
Often (L002)	19	52.78%
Sometimes (L003)	9	25.00%
Rarely (L004)	1	2.78%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q115

) Staff at my school/department are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	5	13.89%
Often (L002)	15	41.67%
Sometimes (L003)	13	36.11%
Rarely (L004)	3	8.33%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q13

) My school/department recognizes staff members for the good things they do.

Answer	Count	Percentage
Always (L001)	5	13.89%
Often (L002)	7	19.44%
Sometimes (L003)	18	50.00%
Rarely (L004)	5	13.89%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	2.78%

Field summary for Q16

) Students and parents receive adequate communication about school events/activities.

Answer	Count	Percentage
Always (L001)	12	33.33%
Often (L002)	16	44.44%
Sometimes (L003)	4	11.11%
Rarely (L004)	2	5.56%
Never (L005)	0	0.00%
N/A (L006)	1	2.78%
No answer	0	0.00%
Not completed or Not displayed	1	2.78%

Field summary for Q161

) Employees receive adequate communication about events/activities.

Answer	Count	Percentage
Always (L001)	7	19.44%
Often (L002)	13	36.11%
Sometimes (L003)	12	33.33%
Rarely (L004)	3	8.33%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	2.78%

Field summary for Q20

) I feel supported in addressing the needs of diverse student populations. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	7	19.44%
Often (L002)	6	16.67%
Sometimes (L003)	15	41.67%
Rarely (L004)	4	11.11%
Never (L005)	0	0.00%
N/A (L006)	3	8.33%
No answer	0	0.00%
Not completed or Not displayed	1	2.78%

Field summary for Q21

) I feel that the mission and vision of my school/department supports the district and helps create a positive learning/working environment.

Answer	Count	Percentage
Always (L001)	6	16.67%
Often (L002)	14	38.89%
Sometimes (L003)	12	33.33%
Rarely (L004)	2	5.56%
Never (L005)	1	2.78%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	2.78%

Field summary for Q22

) I feel I understand my role in supporting district and school initiatives.

Answer	Count	Percentage
Always (L001)	11	30.56%
Often (L002)	14	38.89%
Sometimes (L003)	8	22.22%
Rarely (L004)	2	5.56%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	2.78%

Field summary for Q12

) The overall atmosphere in my school/department is positive.

Answer	Count	Percentage
Always (L001)	3	8.33%
Often (L002)	6	16.67%
Sometimes (L003)	14	38.89%
Rarely (L004)	11	30.56%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	2	5.56%

Field summary for Q18

) What overall grade would you give your school?

Answer	Count	Percentage
A (A1)	3	8.33%
B (A2)	13	36.11%
C (A3)	12	33.33%
D (A4)	5	13.89%
F (A5)	0	0.00%
No answer	1	2.78%
Not completed or Not displayed	2	5.56%

Field summary for Q19

) What overall grade would you give the district?

Answer	Count	Percentage
A (A1)	2	5.56%
B (A2)	11	30.56%
C (A3)	16	44.44%
D (A4)	3	8.33%
F (A5)	1	2.78%
No answer	1	2.78%
Not completed or Not displayed	2	5.56%

Field summary for Q0

) Select your Location:

Answer	Count	Percentage
School (A1)	20	100.00%
Department (A2)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q0A

) Select your school.

Answer	Count	Percentage
Alternative Center for Education (L001)	0	0.00%
Beachland Elementary (L002)	0	0.00%
Citrus Elementary (L003)	0	0.00%
Dodgertown Elementary (L004)	0	0.00%
Fellsmere Elementary (L005)	0	0.00%
Gifford Middle (L006)	0	0.00%
Glendale Elementary (L007)	0	0.00%
Indian River Academy (L008)	0	0.00%
Liberty Magnet (L009)	0	0.00%
Osceola Magnet (L010)	0	0.00%
Oslo Middle (L011)	0	0.00%
Pelican Island Elementary (L012)	0	0.00%
Rosewood Magnet (L013)	20	100.00%
Sebastian Elementary (L014)	0	0.00%
Sebastian River High (L015)	0	0.00%
Sebastian River Middle (L016)	0	0.00%
Storm Grove Middle (L024)	0	0.00%
Technical Center for Career and Adult Education (L018)	0	0.00%
Treasure Coast Elementary (L019)	0	0.00%
Vero Beach Elementary (L020)	0	0.00%
Vero Beach High (L021)	0	0.00%
Wabasso School (L023)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q1A

) Are you an Instructional or Non-Instructional Employee?

Answer	Count	Percentage
Instructional (A1)	15	75.00%
Non-Instructional (A2)	5	25.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q2

) In my school/department, personnel work together as a team.

Answer	Count	Percentage
Always (L001)	8	40.00%
Often (L002)	11	55.00%
Sometimes (L003)	1	5.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q3

) In my school/department, administrators solve problems effectively.

Answer	Count	Percentage
Always (L001)	5	25.00%
Often (L002)	9	45.00%
Sometimes (L003)	6	30.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q4

) In my school/department, I feel that my ideas are listened to and considered.

Answer	Count	Percentage
Always (L001)	5	25.00%
Often (L002)	7	35.00%
Sometimes (L003)	5	25.00%
Rarely (L004)	2	10.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	1	5.00%
Not completed or Not displayed	0	0.00%

Field summary for Q5

) In-service programs keep me informed of the latest educational or job related strategies.

Answer	Count	Percentage
Always (L001)	3	15.00%
Often (L002)	11	55.00%
Sometimes (L003)	5	25.00%
Rarely (L004)	1	5.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q24

) I feel that I have opportunities for career advancement.

Answer	Count	Percentage
Always (L001)	1	5.00%
Often (L002)	3	15.00%
Sometimes (L003)	6	30.00%
Rarely (L004)	6	30.00%
Never (L005)	0	0.00%
N/A (L006)	4	20.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q8

) My school/department provides a safe environment for teaching, learning, and working.

Answer	Count	Percentage
Always (L001)	7	35.00%
Often (L002)	12	60.00%
Sometimes (L003)	1	5.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q9

) Student bullying concerns are addressed promptly, fairly and consistently. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	5	25.00%
Often (L002)	7	35.00%
Sometimes (L003)	2	10.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	6	30.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q10

) My school/department is kept clean and in good condition.

Answer	Count	Percentage
Always (L001)	3	15.00%
Often (L002)	11	55.00%
Sometimes (L003)	6	30.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q11

) Students at my school are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	10	50.00%
Often (L002)	8	40.00%
Sometimes (L003)	1	5.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	1	5.00%
Not completed or Not displayed	0	0.00%

Field summary for Q115

) Staff at my school/department are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	7	35.00%
Often (L002)	11	55.00%
Sometimes (L003)	2	10.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q13

) My school/department recognizes staff members for the good things they do.

Answer	Count	Percentage
Always (L001)	4	20.00%
Often (L002)	13	65.00%
Sometimes (L003)	3	15.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q16

) Students and parents receive adequate communication about school events/activities.

Answer	Count	Percentage
Always (L001)	9	45.00%
Often (L002)	6	30.00%
Sometimes (L003)	3	15.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	1	5.00%
No answer	1	5.00%
Not completed or Not displayed	0	0.00%

Field summary for Q161

) Employees receive adequate communication about events/activities.

Answer	Count	Percentage
Always (L001)	8	40.00%
Often (L002)	5	25.00%
Sometimes (L003)	5	25.00%
Rarely (L004)	2	10.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q20

) I feel supported in addressing the needs of diverse student populations. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	6	30.00%
Often (L002)	8	40.00%
Sometimes (L003)	2	10.00%
Rarely (L004)	1	5.00%
Never (L005)	0	0.00%
N/A (L006)	3	15.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q21

) I feel that the mission and vision of my school/department supports the district and helps create a positive learning/working environment.

Answer	Count	Percentage
Always (L001)	8	40.00%
Often (L002)	9	45.00%
Sometimes (L003)	2	10.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	1	5.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q22

) I feel I understand my role in supporting district and school initiatives.

Answer	Count	Percentage
Always (L001)	9	45.00%
Often (L002)	8	40.00%
Sometimes (L003)	3	15.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q12

) The overall atmosphere in my school/department is positive.

Answer	Count	Percentage
Always (L001)	4	20.00%
Often (L002)	12	60.00%
Sometimes (L003)	2	10.00%
Rarely (L004)	1	5.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	5.00%

Field summary for Q18

) What overall grade would you give your school?

Answer	Count	Percentage
A (A1)	14	70.00%
B (A2)	5	25.00%
C (A3)	0	0.00%
D (A4)	0	0.00%
F (A5)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	5.00%

Field summary for Q19

) What overall grade would you give the district?

Answer	Count	Percentage
A (A1)	2	10.00%
B (A2)	10	50.00%
C (A3)	5	25.00%
D (A4)	2	10.00%
F (A5)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	5.00%

Field summary for Q0

) Select your Location:

Answer	Count	Percentage
School (A1)	24	100.00%
Department (A2)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q0A

) Select your school.

Answer	Count	Percentage
Alternative Center for Education (L001)	0	0.00%
Beachland Elementary (L002)	0	0.00%
Citrus Elementary (L003)	0	0.00%
Dodgertown Elementary (L004)	0	0.00%
Fellsmere Elementary (L005)	0	0.00%
Gifford Middle (L006)	0	0.00%
Glendale Elementary (L007)	0	0.00%
Indian River Academy (L008)	0	0.00%
Liberty Magnet (L009)	0	0.00%
Osceola Magnet (L010)	0	0.00%
Oslo Middle (L011)	0	0.00%
Pelican Island Elementary (L012)	0	0.00%
Rosewood Magnet (L013)	0	0.00%
Sebastian Elementary (L014)	24	100.00%
Sebastian River High (L015)	0	0.00%
Sebastian River Middle (L016)	0	0.00%
Storm Grove Middle (L024)	0	0.00%
Technical Center for Career and Adult Education (L018)	0	0.00%
Treasure Coast Elementary (L019)	0	0.00%
Vero Beach Elementary (L020)	0	0.00%
Vero Beach High (L021)	0	0.00%
Wabasso School (L023)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q1A

) Are you an Instructional or Non-Instructional Employee?

Answer	Count	Percentage
Instructional (A1)	21	87.50%
Non-Instructional (A2)	3	12.50%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q2

) In my school/department, personnel work together as a team.

Answer	Count	Percentage
Always (L001)	7	29.17%
Often (L002)	5	20.83%
Sometimes (L003)	9	37.50%
Rarely (L004)	3	12.50%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q3

) In my school/department, administrators solve problems effectively.

Answer	Count	Percentage
Always (L001)	2	8.33%
Often (L002)	3	12.50%
Sometimes (L003)	10	41.67%
Rarely (L004)	7	29.17%
Never (L005)	2	8.33%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q4

) In my school/department, I feel that my ideas are listened to and considered.

Answer	Count	Percentage
Always (L001)	1	4.17%
Often (L002)	3	12.50%
Sometimes (L003)	9	37.50%
Rarely (L004)	7	29.17%
Never (L005)	3	12.50%
N/A (L006)	0	0.00%
No answer	1	4.17%
Not completed or Not displayed	0	0.00%

Field summary for Q5

) In-service programs keep me informed of the latest educational or job related strategies.

Answer	Count	Percentage
Always (L001)	3	12.50%
Often (L002)	1	4.17%
Sometimes (L003)	10	41.67%
Rarely (L004)	8	33.33%
Never (L005)	2	8.33%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q24

) I feel that I have opportunities for career advancement.

Answer	Count	Percentage
Always (L001)	0	0.00%
Often (L002)	1	4.17%
Sometimes (L003)	7	29.17%
Rarely (L004)	8	33.33%
Never (L005)	5	20.83%
N/A (L006)	3	12.50%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q8

) My school/department provides a safe environment for teaching, learning, and working.

Answer	Count	Percentage
Always (L001)	4	16.67%
Often (L002)	12	50.00%
Sometimes (L003)	8	33.33%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q9

) Student bullying concerns are addressed promptly, fairly and consistently. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	4	16.67%
Often (L002)	3	12.50%
Sometimes (L003)	12	50.00%
Rarely (L004)	3	12.50%
Never (L005)	0	0.00%
N/A (L006)	2	8.33%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q10

) My school/department is kept clean and in good condition.

Answer	Count	Percentage
Always (L001)	1	4.17%
Often (L002)	6	25.00%
Sometimes (L003)	8	33.33%
Rarely (L004)	4	16.67%
Never (L005)	5	20.83%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q11

) Students at my school are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	4	16.67%
Often (L002)	10	41.67%
Sometimes (L003)	8	33.33%
Rarely (L004)	2	8.33%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q115

) Staff at my school/department are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	1	4.17%
Often (L002)	5	20.83%
Sometimes (L003)	11	45.83%
Rarely (L004)	6	25.00%
Never (L005)	1	4.17%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q13

) My school/department recognizes staff members for the good things they do.

Answer	Count	Percentage
Always (L001)	2	8.33%
Often (L002)	1	4.17%
Sometimes (L003)	15	62.50%
Rarely (L004)	5	20.83%
Never (L005)	1	4.17%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q16

) Students and parents receive adequate communication about school events/activities.

Answer	Count	Percentage
Always (L001)	6	25.00%
Often (L002)	13	54.17%
Sometimes (L003)	2	8.33%
Rarely (L004)	3	12.50%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q161

) Employees receive adequate communication about events/activities.

Answer	Count	Percentage
Always (L001)	3	12.50%
Often (L002)	10	41.67%
Sometimes (L003)	7	29.17%
Rarely (L004)	4	16.67%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q20

) I feel supported in addressing the needs of diverse student populations. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	2	8.33%
Often (L002)	2	8.33%
Sometimes (L003)	13	54.17%
Rarely (L004)	4	16.67%
Never (L005)	0	0.00%
N/A (L006)	3	12.50%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q21

) I feel that the mission and vision of my school/department supports the district and helps create a positive learning/working environment.

Answer	Count	Percentage
Always (L001)	2	8.33%
Often (L002)	6	25.00%
Sometimes (L003)	10	41.67%
Rarely (L004)	4	16.67%
Never (L005)	2	8.33%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q22

) I feel I understand my role in supporting district and school initiatives.

Answer	Count	Percentage
Always (L001)	7	29.17%
Often (L002)	9	37.50%
Sometimes (L003)	6	25.00%
Rarely (L004)	1	4.17%
Never (L005)	0	0.00%
N/A (L006)	1	4.17%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q12

) The overall atmosphere in my school/department is positive.

Answer	Count	Percentage
Always (L001)	0	0.00%
Often (L002)	4	16.67%
Sometimes (L003)	7	29.17%
Rarely (L004)	9	37.50%
Never (L005)	4	16.67%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q18

) What overall grade would you give your school?

Answer	Count	Percentage
A (A1)	2	8.33%
B (A2)	4	16.67%
C (A3)	12	50.00%
D (A4)	6	25.00%
F (A5)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q19

) What overall grade would you give the district?

Answer	Count	Percentage
A (A1)	1	4.17%
B (A2)	7	29.17%
C (A3)	13	54.17%
D (A4)	3	12.50%
F (A5)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q0

) Select your Location:

Answer	Count	Percentage
School (A1)	27	100.00%
Department (A2)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q0A

) Select your school.

Answer	Count	Percentage
Alternative Center for Education (L001)	0	0.00%
Beachland Elementary (L002)	0	0.00%
Citrus Elementary (L003)	0	0.00%
Dodgertown Elementary (L004)	0	0.00%
Fellsmere Elementary (L005)	0	0.00%
Gifford Middle (L006)	0	0.00%
Glendale Elementary (L007)	0	0.00%
Indian River Academy (L008)	0	0.00%
Liberty Magnet (L009)	0	0.00%
Osceola Magnet (L010)	0	0.00%
Oslo Middle (L011)	0	0.00%
Pelican Island Elementary (L012)	0	0.00%
Rosewood Magnet (L013)	0	0.00%
Sebastian Elementary (L014)	0	0.00%
Sebastian River High (L015)	0	0.00%
Sebastian River Middle (L016)	0	0.00%
Storm Grove Middle (L024)	27	100.00%
Technical Center for Career and Adult Education (L018)	0	0.00%
Treasure Coast Elementary (L019)	0	0.00%
Vero Beach Elementary (L020)	0	0.00%
Vero Beach High (L021)	0	0.00%
Wabasso School (L023)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q1A

) Are you an Instructional or Non-Instructional Employee?

Answer	Count	Percentage
Instructional (A1)	18	66.67%
Non-Instructional (A2)	9	33.33%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q2

) In my school/department, personnel work together as a team.

Answer	Count	Percentage
Always (L001)	10	37.04%
Often (L002)	10	37.04%
Sometimes (L003)	5	18.52%
Rarely (L004)	2	7.41%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q3

) In my school/department, administrators solve problems effectively.

Answer	Count	Percentage
Always (L001)	9	33.33%
Often (L002)	9	33.33%
Sometimes (L003)	7	25.93%
Rarely (L004)	2	7.41%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q4

) In my school/department, I feel that my ideas are listened to and considered.

Answer	Count	Percentage
Always (L001)	8	29.63%
Often (L002)	9	33.33%
Sometimes (L003)	5	18.52%
Rarely (L004)	3	11.11%
Never (L005)	1	3.70%
N/A (L006)	1	3.70%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q5

) In-service programs keep me informed of the latest educational or job related strategies.

Answer	Count	Percentage
Always (L001)	5	18.52%
Often (L002)	7	25.93%
Sometimes (L003)	6	22.22%
Rarely (L004)	6	22.22%
Never (L005)	0	0.00%
N/A (L006)	3	11.11%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q24

) I feel that I have opportunities for career advancement.

Answer	Count	Percentage
Always (L001)	5	18.52%
Often (L002)	5	18.52%
Sometimes (L003)	5	18.52%
Rarely (L004)	4	14.81%
Never (L005)	4	14.81%
N/A (L006)	4	14.81%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q8

) My school/department provides a safe environment for teaching, learning, and working.

Answer	Count	Percentage
Always (L001)	11	40.74%
Often (L002)	11	40.74%
Sometimes (L003)	5	18.52%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q9

) Student bullying concerns are addressed promptly, fairly and consistently. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	8	29.63%
Often (L002)	10	37.04%
Sometimes (L003)	5	18.52%
Rarely (L004)	1	3.70%
Never (L005)	1	3.70%
N/A (L006)	2	7.41%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q10

) My school/department is kept clean and in good condition.

Answer	Count	Percentage
Always (L001)	10	37.04%
Often (L002)	11	40.74%
Sometimes (L003)	5	18.52%
Rarely (L004)	1	3.70%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q11

) Students at my school are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	9	33.33%
Often (L002)	12	44.44%
Sometimes (L003)	6	22.22%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q115

) Staff at my school/department are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	9	33.33%
Often (L002)	10	37.04%
Sometimes (L003)	7	25.93%
Rarely (L004)	1	3.70%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q13

) My school/department recognizes staff members for the good things they do.

Answer	Count	Percentage
Always (L001)	11	40.74%
Often (L002)	7	25.93%
Sometimes (L003)	7	25.93%
Rarely (L004)	2	7.41%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q16

) Students and parents receive adequate communication about school events/activities.

Answer	Count	Percentage
Always (L001)	15	55.56%
Often (L002)	8	29.63%
Sometimes (L003)	3	11.11%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	1	3.70%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q161

) Employees receive adequate communication about events/activities.

Answer	Count	Percentage
Always (L001)	13	48.15%
Often (L002)	11	40.74%
Sometimes (L003)	2	7.41%
Rarely (L004)	1	3.70%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q20

) I feel supported in addressing the needs of diverse student populations. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	7	25.93%
Often (L002)	6	22.22%
Sometimes (L003)	8	29.63%
Rarely (L004)	1	3.70%
Never (L005)	0	0.00%
N/A (L006)	5	18.52%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q21

) I feel that the mission and vision of my school/department supports the district and helps create a positive learning/working environment.

Answer	Count	Percentage
Always (L001)	11	40.74%
Often (L002)	6	22.22%
Sometimes (L003)	7	25.93%
Rarely (L004)	2	7.41%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	1	3.70%
Not completed or Not displayed	0	0.00%

Field summary for Q22

) I feel I understand my role in supporting district and school initiatives.

Answer	Count	Percentage
Always (L001)	13	48.15%
Often (L002)	8	29.63%
Sometimes (L003)	6	22.22%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q12

) The overall atmosphere in my school/department is positive.

Answer	Count	Percentage
Always (L001)	8	29.63%
Often (L002)	11	40.74%
Sometimes (L003)	5	18.52%
Rarely (L004)	2	7.41%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	3.70%

Field summary for Q18

) What overall grade would you give your school?

Answer	Count	Percentage
A (A1)	13	48.15%
B (A2)	8	29.63%
C (A3)	5	18.52%
D (A4)	0	0.00%
F (A5)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	3.70%

Field summary for Q19

) What overall grade would you give the district?

Answer	Count	Percentage
A (A1)	4	14.81%
B (A2)	11	40.74%
C (A3)	7	25.93%
D (A4)	4	14.81%
F (A5)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	3.70%

Field summary for Q0

) Select your Location:

Answer	Count	Percentage
School (A1)	47	100.00%
Department (A2)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q0A

) Select your school.

Answer	Count	Percentage
Alternative Center for Education (L001)	0	0.00%
Beachland Elementary (L002)	0	0.00%
Citrus Elementary (L003)	0	0.00%
Dodgertown Elementary (L004)	0	0.00%
Fellsmere Elementary (L005)	0	0.00%
Gifford Middle (L006)	0	0.00%
Glendale Elementary (L007)	0	0.00%
Indian River Academy (L008)	0	0.00%
Liberty Magnet (L009)	0	0.00%
Osceola Magnet (L010)	0	0.00%
Oslo Middle (L011)	0	0.00%
Pelican Island Elementary (L012)	0	0.00%
Rosewood Magnet (L013)	0	0.00%
Sebastian Elementary (L014)	0	0.00%
Sebastian River High (L015)	47	100.00%
Sebastian River Middle (L016)	0	0.00%
Storm Grove Middle (L024)	0	0.00%
Technical Center for Career and Adult Education (L018)	0	0.00%
Treasure Coast Elementary (L019)	0	0.00%
Vero Beach Elementary (L020)	0	0.00%
Vero Beach High (L021)	0	0.00%
Wabasso School (L023)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q1A

) Are you an Instructional or Non-Instructional Employee?

Answer	Count	Percentage
Instructional (A1)	35	74.47%
Non-Instructional (A2)	11	23.40%
No answer	1	2.13%
Not completed or Not displayed	0	0.00%

Field summary for Q2

) In my school/department, personnel work together as a team.

Answer	Count	Percentage
Always (L001)	10	21.28%
Often (L002)	19	40.43%
Sometimes (L003)	9	19.15%
Rarely (L004)	7	14.89%
Never (L005)	2	4.26%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q3

) In my school/department, administrators solve problems effectively.

Answer	Count	Percentage
Always (L001)	4	8.51%
Often (L002)	17	36.17%
Sometimes (L003)	16	34.04%
Rarely (L004)	7	14.89%
Never (L005)	3	6.38%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q4

) In my school/department, I feel that my ideas are listened to and considered.

Answer	Count	Percentage
Always (L001)	5	10.64%
Often (L002)	12	25.53%
Sometimes (L003)	15	31.91%
Rarely (L004)	11	23.40%
Never (L005)	4	8.51%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q5

) In-service programs keep me informed of the latest educational or job related strategies.

Answer	Count	Percentage
Always (L001)	2	4.26%
Often (L002)	9	19.15%
Sometimes (L003)	18	38.30%
Rarely (L004)	16	34.04%
Never (L005)	0	0.00%
N/A (L006)	2	4.26%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q24

) I feel that I have opportunities for career advancement.

Answer	Count	Percentage
Always (L001)	3	6.38%
Often (L002)	8	17.02%
Sometimes (L003)	18	38.30%
Rarely (L004)	9	19.15%
Never (L005)	7	14.89%
N/A (L006)	2	4.26%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q8

) My school/department provides a safe environment for teaching, learning, and working.

Answer	Count	Percentage
Always (L001)	7	14.89%
Often (L002)	22	46.81%
Sometimes (L003)	15	31.91%
Rarely (L004)	1	2.13%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	2	4.26%

Field summary for Q9

) Student bullying concerns are addressed promptly, fairly and consistently. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	3	6.38%
Often (L002)	13	27.66%
Sometimes (L003)	15	31.91%
Rarely (L004)	5	10.64%
Never (L005)	0	0.00%
N/A (L006)	9	19.15%
No answer	0	0.00%
Not completed or Not displayed	2	4.26%

Field summary for Q10

) My school/department is kept clean and in good condition.

Answer	Count	Percentage
Always (L001)	3	6.38%
Often (L002)	18	38.30%
Sometimes (L003)	17	36.17%
Rarely (L004)	3	6.38%
Never (L005)	4	8.51%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	2	4.26%

Field summary for Q11

) Students at my school are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	10	21.28%
Often (L002)	29	61.70%
Sometimes (L003)	6	12.77%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	2	4.26%

Field summary for Q115

) Staff at my school/department are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	8	17.02%
Often (L002)	15	31.91%
Sometimes (L003)	12	25.53%
Rarely (L004)	10	21.28%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	2	4.26%

Field summary for Q13

) My school/department recognizes staff members for the good things they do.

Answer	Count	Percentage
Always (L001)	6	12.77%
Often (L002)	19	40.43%
Sometimes (L003)	12	25.53%
Rarely (L004)	7	14.89%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	3	6.38%

Field summary for Q16

) Students and parents receive adequate communication about school events/activities.

Answer	Count	Percentage
Always (L001)	13	27.66%
Often (L002)	26	55.32%
Sometimes (L003)	3	6.38%
Rarely (L004)	1	2.13%
Never (L005)	0	0.00%
N/A (L006)	1	2.13%
No answer	0	0.00%
Not completed or Not displayed	3	6.38%

Field summary for Q161

) Employees receive adequate communication about events/activities.

Answer	Count	Percentage
Always (L001)	12	25.53%
Often (L002)	25	53.19%
Sometimes (L003)	7	14.89%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	3	6.38%

Field summary for Q20

) I feel supported in addressing the needs of diverse student populations. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	5	10.64%
Often (L002)	16	34.04%
Sometimes (L003)	8	17.02%
Rarely (L004)	9	19.15%
Never (L005)	2	4.26%
N/A (L006)	4	8.51%
No answer	0	0.00%
Not completed or Not displayed	3	6.38%

Field summary for Q21

) I feel that the mission and vision of my school/department supports the district and helps create a positive learning/working environment.

Answer	Count	Percentage
Always (L001)	5	10.64%
Often (L002)	17	36.17%
Sometimes (L003)	12	25.53%
Rarely (L004)	10	21.28%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	3	6.38%

Field summary for Q22

) I feel I understand my role in supporting district and school initiatives.

Answer	Count	Percentage
Always (L001)	10	21.28%
Often (L002)	21	44.68%
Sometimes (L003)	7	14.89%
Rarely (L004)	5	10.64%
Never (L005)	1	2.13%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	3	6.38%

Field summary for Q12

) The overall atmosphere in my school/department is positive.

Answer	Count	Percentage
Always (L001)	6	12.77%
Often (L002)	11	23.40%
Sometimes (L003)	12	25.53%
Rarely (L004)	10	21.28%
Never (L005)	1	2.13%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	7	14.89%

Field summary for Q18

) What overall grade would you give your school?

Answer	Count	Percentage
A (A1)	4	8.51%
B (A2)	15	31.91%
C (A3)	14	29.79%
D (A4)	4	8.51%
F (A5)	3	6.38%
No answer	0	0.00%
Not completed or Not displayed	7	14.89%

Field summary for Q19

) What overall grade would you give the district?

Answer	Count	Percentage
A (A1)	4	8.51%
B (A2)	10	21.28%
C (A3)	15	31.91%
D (A4)	8	17.02%
F (A5)	3	6.38%
No answer	0	0.00%
Not completed or Not displayed	7	14.89%

Field summary for Q0

) Select your Location:

Answer	Count	Percentage
School (A1)	22	100.00%
Department (A2)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q0A

) Select your school.

Answer	Count	Percentage
Alternative Center for Education (L001)	0	0.00%
Beachland Elementary (L002)	0	0.00%
Citrus Elementary (L003)	0	0.00%
Dodgertown Elementary (L004)	0	0.00%
Fellsmere Elementary (L005)	0	0.00%
Gifford Middle (L006)	0	0.00%
Glendale Elementary (L007)	0	0.00%
Indian River Academy (L008)	0	0.00%
Liberty Magnet (L009)	0	0.00%
Osceola Magnet (L010)	0	0.00%
Oslo Middle (L011)	0	0.00%
Pelican Island Elementary (L012)	0	0.00%
Rosewood Magnet (L013)	0	0.00%
Sebastian Elementary (L014)	0	0.00%
Sebastian River High (L015)	0	0.00%
Sebastian River Middle (L016)	22	100.00%
Storm Grove Middle (L024)	0	0.00%
Technical Center for Career and Adult Education (L018)	0	0.00%
Treasure Coast Elementary (L019)	0	0.00%
Vero Beach Elementary (L020)	0	0.00%
Vero Beach High (L021)	0	0.00%
Wabasso School (L023)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q1A

) Are you an Instructional or Non-Instructional Employee?

Answer	Count	Percentage
Instructional (A1)	16	72.73%
Non-Instructional (A2)	6	27.27%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q2

) In my school/department, personnel work together as a team.

Answer	Count	Percentage
Always (L001)	5	22.73%
Often (L002)	11	50.00%
Sometimes (L003)	6	27.27%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q3

) In my school/department, administrators solve problems effectively.

Answer	Count	Percentage
Always (L001)	4	18.18%
Often (L002)	13	59.09%
Sometimes (L003)	4	18.18%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	1	4.55%
Not completed or Not displayed	0	0.00%

Field summary for Q4

) In my school/department, I feel that my ideas are listened to and considered.

Answer	Count	Percentage
Always (L001)	6	27.27%
Often (L002)	6	27.27%
Sometimes (L003)	7	31.82%
Rarely (L004)	2	9.09%
Never (L005)	0	0.00%
N/A (L006)	1	4.55%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q5

) In-service programs keep me informed of the latest educational or job related strategies.

Answer	Count	Percentage
Always (L001)	3	13.64%
Often (L002)	7	31.82%
Sometimes (L003)	7	31.82%
Rarely (L004)	1	4.55%
Never (L005)	1	4.55%
N/A (L006)	3	13.64%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q24

) I feel that I have opportunities for career advancement.

Answer	Count	Percentage
Always (L001)	2	9.09%
Often (L002)	2	9.09%
Sometimes (L003)	7	31.82%
Rarely (L004)	7	31.82%
Never (L005)	2	9.09%
N/A (L006)	2	9.09%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q8

) My school/department provides a safe environment for teaching, learning, and working.

Answer	Count	Percentage
Always (L001)	6	27.27%
Often (L002)	15	68.18%
Sometimes (L003)	1	4.55%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q9

) Student bullying concerns are addressed promptly, fairly and consistently. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	4	18.18%
Often (L002)	10	45.45%
Sometimes (L003)	5	22.73%
Rarely (L004)	1	4.55%
Never (L005)	0	0.00%
N/A (L006)	2	9.09%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q10

) My school/department is kept clean and in good condition.

Answer	Count	Percentage
Always (L001)	8	36.36%
Often (L002)	9	40.91%
Sometimes (L003)	3	13.64%
Rarely (L004)	2	9.09%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q11

) Students at my school are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	10	45.45%
Often (L002)	12	54.55%
Sometimes (L003)	0	0.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q115

) Staff at my school/department are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	4	18.18%
Often (L002)	14	63.64%
Sometimes (L003)	4	18.18%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q13

) My school/department recognizes staff members for the good things they do.

Answer	Count	Percentage
Always (L001)	2	9.09%
Often (L002)	13	59.09%
Sometimes (L003)	6	27.27%
Rarely (L004)	1	4.55%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q16

) Students and parents receive adequate communication about school events/activities.

Answer	Count	Percentage
Always (L001)	9	40.91%
Often (L002)	9	40.91%
Sometimes (L003)	4	18.18%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q161

) Employees receive adequate communication about events/activities.

Answer	Count	Percentage
Always (L001)	8	36.36%
Often (L002)	10	45.45%
Sometimes (L003)	3	13.64%
Rarely (L004)	1	4.55%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q20

) I feel supported in addressing the needs of diverse student populations. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	3	13.64%
Often (L002)	10	45.45%
Sometimes (L003)	2	9.09%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	6	27.27%
No answer	1	4.55%
Not completed or Not displayed	0	0.00%

Field summary for Q21

) I feel that the mission and vision of my school/department supports the district and helps create a positive learning/working environment.

Answer	Count	Percentage
Always (L001)	5	22.73%
Often (L002)	14	63.64%
Sometimes (L003)	2	9.09%
Rarely (L004)	1	4.55%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q22

) I feel I understand my role in supporting district and school initiatives.

Answer	Count	Percentage
Always (L001)	7	31.82%
Often (L002)	13	59.09%
Sometimes (L003)	1	4.55%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	1	4.55%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q12

) The overall atmosphere in my school/department is positive.

Answer	Count	Percentage
Always (L001)	1	4.55%
Often (L002)	12	54.55%
Sometimes (L003)	7	31.82%
Rarely (L004)	2	9.09%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q18

) What overall grade would you give your school?

Answer	Count	Percentage
A (A1)	0	0.00%
B (A2)	18	81.82%
C (A3)	3	13.64%
D (A4)	1	4.55%
F (A5)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q19

) What overall grade would you give the district?

Answer	Count	Percentage
A (A1)	2	9.09%
B (A2)	9	40.91%
C (A3)	7	31.82%
D (A4)	2	9.09%
F (A5)	2	9.09%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q0

) Select your Location:

Answer	Count	Percentage
School (A1)	10	100.00%
Department (A2)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q0A

) Select your school.

Answer	Count	Percentage
Alternative Center for Education (L001)	0	0.00%
Beachland Elementary (L002)	0	0.00%
Citrus Elementary (L003)	0	0.00%
Dodgertown Elementary (L004)	0	0.00%
Fellsmere Elementary (L005)	0	0.00%
Gifford Middle (L006)	0	0.00%
Glendale Elementary (L007)	0	0.00%
Indian River Academy (L008)	0	0.00%
Liberty Magnet (L009)	0	0.00%
Osceola Magnet (L010)	0	0.00%
Oslo Middle (L011)	0	0.00%
Pelican Island Elementary (L012)	0	0.00%
Rosewood Magnet (L013)	0	0.00%
Sebastian Elementary (L014)	0	0.00%
Sebastian River High (L015)	0	0.00%
Sebastian River Middle (L016)	0	0.00%
Storm Grove Middle (L024)	0	0.00%
Technical Center for Career and Adult Education (L018)	10	100.00%
Treasure Coast Elementary (L019)	0	0.00%
Vero Beach Elementary (L020)	0	0.00%
Vero Beach High (L021)	0	0.00%
Wabasso School (L023)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q1A

) Are you an Instructional or Non-Instructional Employee?

Answer	Count	Percentage
Instructional (A1)	5	50.00%
Non-Instructional (A2)	5	50.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q2

) In my school/department, personnel work together as a team.

Answer	Count	Percentage
Always (L001)	3	30.00%
Often (L002)	3	30.00%
Sometimes (L003)	4	40.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q3

) In my school/department, administrators solve problems effectively.

Answer	Count	Percentage
Always (L001)	4	40.00%
Often (L002)	2	20.00%
Sometimes (L003)	4	40.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q4

) In my school/department, I feel that my ideas are listened to and considered.

Answer	Count	Percentage
Always (L001)	3	30.00%
Often (L002)	3	30.00%
Sometimes (L003)	4	40.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q5

) In-service programs keep me informed of the latest educational or job related strategies.

Answer	Count	Percentage
Always (L001)	5	50.00%
Often (L002)	1	10.00%
Sometimes (L003)	3	30.00%
Rarely (L004)	1	10.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q24

) I feel that I have opportunities for career advancement.

Answer	Count	Percentage
Always (L001)	3	30.00%
Often (L002)	0	0.00%
Sometimes (L003)	2	20.00%
Rarely (L004)	2	20.00%
Never (L005)	2	20.00%
N/A (L006)	1	10.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q8

) My school/department provides a safe environment for teaching, learning, and working.

Answer	Count	Percentage
Always (L001)	5	50.00%
Often (L002)	2	20.00%
Sometimes (L003)	3	30.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q9

) Student bullying concerns are addressed promptly, fairly and consistently. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	3	30.00%
Often (L002)	2	20.00%
Sometimes (L003)	0	0.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	5	50.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q10

) My school/department is kept clean and in good condition.

Answer	Count	Percentage
Always (L001)	5	50.00%
Often (L002)	2	20.00%
Sometimes (L003)	3	30.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q11

) Students at my school are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	7	70.00%
Often (L002)	3	30.00%
Sometimes (L003)	0	0.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q115

) Staff at my school/department are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	5	50.00%
Often (L002)	2	20.00%
Sometimes (L003)	3	30.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q13

) My school/department recognizes staff members for the good things they do.

Answer	Count	Percentage
Always (L001)	3	30.00%
Often (L002)	2	20.00%
Sometimes (L003)	3	30.00%
Rarely (L004)	2	20.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q16

) Students and parents receive adequate communication about school events/activities.

Answer	Count	Percentage
Always (L001)	4	40.00%
Often (L002)	1	10.00%
Sometimes (L003)	3	30.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	2	20.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q161

) Employees receive adequate communication about events/activities.

Answer	Count	Percentage
Always (L001)	3	30.00%
Often (L002)	3	30.00%
Sometimes (L003)	3	30.00%
Rarely (L004)	0	0.00%
Never (L005)	1	10.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q20

) I feel supported in addressing the needs of diverse student populations. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	4	40.00%
Often (L002)	1	10.00%
Sometimes (L003)	2	20.00%
Rarely (L004)	1	10.00%
Never (L005)	0	0.00%
N/A (L006)	2	20.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q21

) I feel that the mission and vision of my school/department supports the district and helps create a positive learning/working environment.

Answer	Count	Percentage
Always (L001)	4	40.00%
Often (L002)	3	30.00%
Sometimes (L003)	3	30.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q22

) I feel I understand my role in supporting district and school initiatives.

Answer	Count	Percentage
Always (L001)	6	60.00%
Often (L002)	2	20.00%
Sometimes (L003)	2	20.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q12

) The overall atmosphere in my school/department is positive.

Answer	Count	Percentage
Always (L001)	4	40.00%
Often (L002)	2	20.00%
Sometimes (L003)	4	40.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q18

) What overall grade would you give your school?

Answer	Count	Percentage
A (A1)	5	50.00%
B (A2)	3	30.00%
C (A3)	2	20.00%
D (A4)	0	0.00%
F (A5)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q19

) What overall grade would you give the district?

Answer	Count	Percentage
A (A1)	3	30.00%
B (A2)	4	40.00%
C (A3)	3	30.00%
D (A4)	0	0.00%
F (A5)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q0

) Select your Location:

Answer	Count	Percentage
School (A1)	26	100.00%
Department (A2)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q0A

) Select your school.

Answer	Count	Percentage
Alternative Center for Education (L001)	0	0.00%
Beachland Elementary (L002)	0	0.00%
Citrus Elementary (L003)	0	0.00%
Dodgertown Elementary (L004)	0	0.00%
Fellsmere Elementary (L005)	0	0.00%
Gifford Middle (L006)	0	0.00%
Glendale Elementary (L007)	0	0.00%
Indian River Academy (L008)	0	0.00%
Liberty Magnet (L009)	0	0.00%
Osceola Magnet (L010)	0	0.00%
Oslo Middle (L011)	0	0.00%
Pelican Island Elementary (L012)	0	0.00%
Rosewood Magnet (L013)	0	0.00%
Sebastian Elementary (L014)	0	0.00%
Sebastian River High (L015)	0	0.00%
Sebastian River Middle (L016)	0	0.00%
Storm Grove Middle (L024)	0	0.00%
Technical Center for Career and Adult Education (L018)	0	0.00%
Treasure Coast Elementary (L019)	26	100.00%
Vero Beach Elementary (L020)	0	0.00%
Vero Beach High (L021)	0	0.00%
Wabasso School (L023)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q1A

) Are you an Instructional or Non-Instructional Employee?

Answer	Count	Percentage
Instructional (A1)	18	69.23%
Non-Instructional (A2)	8	30.77%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q2

) In my school/department, personnel work together as a team.

Answer	Count	Percentage
Always (L001)	5	19.23%
Often (L002)	10	38.46%
Sometimes (L003)	9	34.62%
Rarely (L004)	2	7.69%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q3

) In my school/department, administrators solve problems effectively.

Answer	Count	Percentage
Always (L001)	3	11.54%
Often (L002)	15	57.69%
Sometimes (L003)	3	11.54%
Rarely (L004)	4	15.38%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	1	3.85%
Not completed or Not displayed	0	0.00%

Field summary for Q4

) In my school/department, I feel that my ideas are listened to and considered.

Answer	Count	Percentage
Always (L001)	4	15.38%
Often (L002)	15	57.69%
Sometimes (L003)	1	3.85%
Rarely (L004)	4	15.38%
Never (L005)	2	7.69%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q5

) In-service programs keep me informed of the latest educational or job related strategies.

Answer	Count	Percentage
Always (L001)	4	15.38%
Often (L002)	7	26.92%
Sometimes (L003)	9	34.62%
Rarely (L004)	3	11.54%
Never (L005)	0	0.00%
N/A (L006)	2	7.69%
No answer	1	3.85%
Not completed or Not displayed	0	0.00%

Field summary for Q24

) I feel that I have opportunities for career advancement.

Answer	Count	Percentage
Always (L001)	2	7.69%
Often (L002)	3	11.54%
Sometimes (L003)	8	30.77%
Rarely (L004)	7	26.92%
Never (L005)	3	11.54%
N/A (L006)	3	11.54%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q8

) My school/department provides a safe environment for teaching, learning, and working.

Answer	Count	Percentage
Always (L001)	16	61.54%
Often (L002)	6	23.08%
Sometimes (L003)	4	15.38%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q9

) Student bullying concerns are addressed promptly, fairly and consistently. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	13	50.00%
Often (L002)	5	19.23%
Sometimes (L003)	3	11.54%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	5	19.23%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q10

) My school/department is kept clean and in good condition.

Answer	Count	Percentage
Always (L001)	12	46.15%
Often (L002)	9	34.62%
Sometimes (L003)	5	19.23%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q11

) Students at my school are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	12	46.15%
Often (L002)	11	42.31%
Sometimes (L003)	3	11.54%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q115

) Staff at my school/department are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	5	19.23%
Often (L002)	11	42.31%
Sometimes (L003)	9	34.62%
Rarely (L004)	1	3.85%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q13

) My school/department recognizes staff members for the good things they do.

Answer	Count	Percentage
Always (L001)	2	7.69%
Often (L002)	11	42.31%
Sometimes (L003)	10	38.46%
Rarely (L004)	3	11.54%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q16

) Students and parents receive adequate communication about school events/activities.

Answer	Count	Percentage
Always (L001)	12	46.15%
Often (L002)	11	42.31%
Sometimes (L003)	2	7.69%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	1	3.85%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q161

) Employees receive adequate communication about events/activities.

Answer	Count	Percentage
Always (L001)	10	38.46%
Often (L002)	7	26.92%
Sometimes (L003)	8	30.77%
Rarely (L004)	1	3.85%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q20

) I feel supported in addressing the needs of diverse student populations. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	8	30.77%
Often (L002)	10	38.46%
Sometimes (L003)	4	15.38%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	4	15.38%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q21

) I feel that the mission and vision of my school/department supports the district and helps create a positive learning/working environment.

Answer	Count	Percentage
Always (L001)	12	46.15%
Often (L002)	10	38.46%
Sometimes (L003)	4	15.38%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q22

) I feel I understand my role in supporting district and school initiatives.

Answer	Count	Percentage
Always (L001)	11	42.31%
Often (L002)	12	46.15%
Sometimes (L003)	2	7.69%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	1	3.85%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q12

) The overall atmosphere in my school/department is positive.

Answer	Count	Percentage
Always (L001)	4	15.38%
Often (L002)	12	46.15%
Sometimes (L003)	5	19.23%
Rarely (L004)	3	11.54%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	2	7.69%

Field summary for Q18

) What overall grade would you give your school?

Answer	Count	Percentage
A (A1)	11	42.31%
B (A2)	8	30.77%
C (A3)	5	19.23%
D (A4)	0	0.00%
F (A5)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	2	7.69%

Field summary for Q19

) What overall grade would you give the district?

Answer	Count	Percentage
A (A1)	4	15.38%
B (A2)	9	34.62%
C (A3)	9	34.62%
D (A4)	0	0.00%
F (A5)	2	7.69%
No answer	0	0.00%
Not completed or Not displayed	2	7.69%

Field summary for Q0

) Select your Location:

Answer	Count	Percentage
School (A1)	21	100.00%
Department (A2)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q0A

) Select your school.

Answer	Count	Percentage
Alternative Center for Education (L001)	0	0.00%
Beachland Elementary (L002)	0	0.00%
Citrus Elementary (L003)	0	0.00%
Dodgertown Elementary (L004)	0	0.00%
Fellsmere Elementary (L005)	0	0.00%
Gifford Middle (L006)	0	0.00%
Glendale Elementary (L007)	0	0.00%
Indian River Academy (L008)	0	0.00%
Liberty Magnet (L009)	0	0.00%
Osceola Magnet (L010)	0	0.00%
Oslo Middle (L011)	0	0.00%
Pelican Island Elementary (L012)	0	0.00%
Rosewood Magnet (L013)	0	0.00%
Sebastian Elementary (L014)	0	0.00%
Sebastian River High (L015)	0	0.00%
Sebastian River Middle (L016)	0	0.00%
Storm Grove Middle (L024)	0	0.00%
Technical Center for Career and Adult Education (L018)	0	0.00%
Treasure Coast Elementary (L019)	0	0.00%
Vero Beach Elementary (L020)	21	100.00%
Vero Beach High (L021)	0	0.00%
Wabasso School (L023)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q1A

) Are you an Instructional or Non-Instructional Employee?

Answer	Count	Percentage
Instructional (A1)	16	76.19%
Non-Instructional (A2)	5	23.81%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q2

) In my school/department, personnel work together as a team.

Answer	Count	Percentage
Always (L001)	8	38.10%
Often (L002)	12	57.14%
Sometimes (L003)	1	4.76%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q3

) In my school/department, administrators solve problems effectively.

Answer	Count	Percentage
Always (L001)	7	33.33%
Often (L002)	7	33.33%
Sometimes (L003)	7	33.33%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q4

) In my school/department, I feel that my ideas are listened to and considered.

Answer	Count	Percentage
Always (L001)	6	28.57%
Often (L002)	5	23.81%
Sometimes (L003)	7	33.33%
Rarely (L004)	3	14.29%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q5

) In-service programs keep me informed of the latest educational or job related strategies.

Answer	Count	Percentage
Always (L001)	7	33.33%
Often (L002)	5	23.81%
Sometimes (L003)	8	38.10%
Rarely (L004)	1	4.76%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q24

) I feel that I have opportunities for career advancement.

Answer	Count	Percentage
Always (L001)	5	23.81%
Often (L002)	8	38.10%
Sometimes (L003)	2	9.52%
Rarely (L004)	3	14.29%
Never (L005)	1	4.76%
N/A (L006)	1	4.76%
No answer	1	4.76%
Not completed or Not displayed	0	0.00%

Field summary for Q8

) My school/department provides a safe environment for teaching, learning, and working.

Answer	Count	Percentage
Always (L001)	11	52.38%
Often (L002)	6	28.57%
Sometimes (L003)	4	19.05%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q9

) Student bullying concerns are addressed promptly, fairly and consistently. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	9	42.86%
Often (L002)	5	23.81%
Sometimes (L003)	2	9.52%
Rarely (L004)	2	9.52%
Never (L005)	0	0.00%
N/A (L006)	3	14.29%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q10

) My school/department is kept clean and in good condition.

Answer	Count	Percentage
Always (L001)	6	28.57%
Often (L002)	9	42.86%
Sometimes (L003)	5	23.81%
Rarely (L004)	1	4.76%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q11

) Students at my school are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	9	42.86%
Often (L002)	10	47.62%
Sometimes (L003)	2	9.52%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q115

) Staff at my school/department are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	6	28.57%
Often (L002)	9	42.86%
Sometimes (L003)	6	28.57%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q13

) My school/department recognizes staff members for the good things they do.

Answer	Count	Percentage
Always (L001)	9	42.86%
Often (L002)	7	33.33%
Sometimes (L003)	4	19.05%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	1	4.76%
Not completed or Not displayed	0	0.00%

Field summary for Q16

) Students and parents receive adequate communication about school events/activities.

Answer	Count	Percentage
Always (L001)	12	57.14%
Often (L002)	4	19.05%
Sometimes (L003)	4	19.05%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	1	4.76%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q161

) Employees receive adequate communication about events/activities.

Answer	Count	Percentage
Always (L001)	11	52.38%
Often (L002)	5	23.81%
Sometimes (L003)	5	23.81%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q20

) I feel supported in addressing the needs of diverse student populations. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	11	52.38%
Often (L002)	3	14.29%
Sometimes (L003)	5	23.81%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	2	9.52%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q21

) I feel that the mission and vision of my school/department supports the district and helps create a positive learning/working environment.

Answer	Count	Percentage
Always (L001)	10	47.62%
Often (L002)	7	33.33%
Sometimes (L003)	3	14.29%
Rarely (L004)	1	4.76%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q22

) I feel I understand my role in supporting district and school initiatives.

Answer	Count	Percentage
Always (L001)	9	42.86%
Often (L002)	7	33.33%
Sometimes (L003)	3	14.29%
Rarely (L004)	1	4.76%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	1	4.76%
Not completed or Not displayed	0	0.00%

Field summary for Q12

) The overall atmosphere in my school/department is positive.

Answer	Count	Percentage
Always (L001)	8	38.10%
Often (L002)	6	28.57%
Sometimes (L003)	6	28.57%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	1	4.76%
Not completed or Not displayed	0	0.00%

Field summary for Q18

) What overall grade would you give your school?

Answer	Count	Percentage
A (A1)	9	42.86%
B (A2)	8	38.10%
C (A3)	2	9.52%
D (A4)	1	4.76%
F (A5)	0	0.00%
No answer	1	4.76%
Not completed or Not displayed	0	0.00%

Field summary for Q19

) What overall grade would you give the district?

Answer	Count	Percentage
A (A1)	4	19.05%
B (A2)	9	42.86%
C (A3)	7	33.33%
D (A4)	1	4.76%
F (A5)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q0

) Select your Location:

Answer	Count	Percentage
School (A1)	69	100.00%
Department (A2)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q0A

) Select your school.

Answer	Count	Percentage
Alternative Center for Education (L001)	0	0.00%
Beachland Elementary (L002)	0	0.00%
Citrus Elementary (L003)	0	0.00%
Dodgertown Elementary (L004)	0	0.00%
Fellsmere Elementary (L005)	0	0.00%
Gifford Middle (L006)	0	0.00%
Glendale Elementary (L007)	0	0.00%
Indian River Academy (L008)	0	0.00%
Liberty Magnet (L009)	0	0.00%
Osceola Magnet (L010)	0	0.00%
Oslo Middle (L011)	0	0.00%
Pelican Island Elementary (L012)	0	0.00%
Rosewood Magnet (L013)	0	0.00%
Sebastian Elementary (L014)	0	0.00%
Sebastian River High (L015)	0	0.00%
Sebastian River Middle (L016)	0	0.00%
Storm Grove Middle (L024)	0	0.00%
Technical Center for Career and Adult Education (L018)	0	0.00%
Treasure Coast Elementary (L019)	0	0.00%
Vero Beach Elementary (L020)	0	0.00%
Vero Beach High (L021)	69	100.00%
Wabasso School (L023)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q1A

) Are you an Instructional or Non-Instructional Employee?

Answer	Count	Percentage
Instructional (A1)	53	76.81%
Non-Instructional (A2)	16	23.19%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q2

) In my school/department, personnel work together as a team.

Answer	Count	Percentage
Always (L001)	18	26.09%
Often (L002)	25	36.23%
Sometimes (L003)	17	24.64%
Rarely (L004)	7	10.14%
Never (L005)	1	1.45%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	1.45%

Field summary for Q3

) In my school/department, administrators solve problems effectively.

Answer	Count	Percentage
Always (L001)	11	15.94%
Often (L002)	29	42.03%
Sometimes (L003)	20	28.99%
Rarely (L004)	7	10.14%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	1	1.45%
Not completed or Not displayed	1	1.45%

Field summary for Q4

) In my school/department, I feel that my ideas are listened to and considered.

Answer	Count	Percentage
Always (L001)	12	17.39%
Often (L002)	16	23.19%
Sometimes (L003)	18	26.09%
Rarely (L004)	14	20.29%
Never (L005)	4	5.80%
N/A (L006)	3	4.35%
No answer	1	1.45%
Not completed or Not displayed	1	1.45%

Field summary for Q5

) In-service programs keep me informed of the latest educational or job related strategies.

Answer	Count	Percentage
Always (L001)	5	7.25%
Often (L002)	20	28.99%
Sometimes (L003)	16	23.19%
Rarely (L004)	15	21.74%
Never (L005)	6	8.70%
N/A (L006)	6	8.70%
No answer	0	0.00%
Not completed or Not displayed	1	1.45%

Field summary for Q24

) I feel that I have opportunities for career advancement.

Answer	Count	Percentage
Always (L001)	3	4.35%
Often (L002)	9	13.04%
Sometimes (L003)	19	27.54%
Rarely (L004)	16	23.19%
Never (L005)	13	18.84%
N/A (L006)	8	11.59%
No answer	0	0.00%
Not completed or Not displayed	1	1.45%

Field summary for Q8

) My school/department provides a safe environment for teaching, learning, and working.

Answer	Count	Percentage
Always (L001)	18	26.09%
Often (L002)	28	40.58%
Sometimes (L003)	18	26.09%
Rarely (L004)	3	4.35%
Never (L005)	1	1.45%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	1.45%

Field summary for Q9

) Student bullying concerns are addressed promptly, fairly and consistently. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	8	11.59%
Often (L002)	21	30.43%
Sometimes (L003)	12	17.39%
Rarely (L004)	8	11.59%
Never (L005)	1	1.45%
N/A (L006)	17	24.64%
No answer	1	1.45%
Not completed or Not displayed	1	1.45%

Field summary for Q10

) My school/department is kept clean and in good condition.

Answer	Count	Percentage
Always (L001)	9	13.04%
Often (L002)	31	44.93%
Sometimes (L003)	22	31.88%
Rarely (L004)	6	8.70%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	1.45%

Field summary for Q11

) Students at my school are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	16	23.19%
Often (L002)	37	53.62%
Sometimes (L003)	13	18.84%
Rarely (L004)	2	2.90%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	1.45%

Field summary for Q115

) Staff at my school/department are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	12	17.39%
Often (L002)	30	43.48%
Sometimes (L003)	17	24.64%
Rarely (L004)	9	13.04%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	1.45%

Field summary for Q13

) My school/department recognizes staff members for the good things they do.

Answer	Count	Percentage
Always (L001)	12	17.39%
Often (L002)	24	34.78%
Sometimes (L003)	16	23.19%
Rarely (L004)	15	21.74%
Never (L005)	0	0.00%
N/A (L006)	1	1.45%
No answer	0	0.00%
Not completed or Not displayed	1	1.45%

Field summary for Q16

) Students and parents receive adequate communication about school events/activities.

Answer	Count	Percentage
Always (L001)	21	30.43%
Often (L002)	33	47.83%
Sometimes (L003)	10	14.49%
Rarely (L004)	1	1.45%
Never (L005)	0	0.00%
N/A (L006)	2	2.90%
No answer	1	1.45%
Not completed or Not displayed	1	1.45%

Field summary for Q161

) Employees receive adequate communication about events/activities.

Answer	Count	Percentage
Always (L001)	14	20.29%
Often (L002)	33	47.83%
Sometimes (L003)	15	21.74%
Rarely (L004)	4	5.80%
Never (L005)	1	1.45%
N/A (L006)	1	1.45%
No answer	0	0.00%
Not completed or Not displayed	1	1.45%

Field summary for Q20

) I feel supported in addressing the needs of diverse student populations. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	8	11.59%
Often (L002)	20	28.99%
Sometimes (L003)	18	26.09%
Rarely (L004)	9	13.04%
Never (L005)	1	1.45%
N/A (L006)	10	14.49%
No answer	2	2.90%
Not completed or Not displayed	1	1.45%

Field summary for Q21

) I feel that the mission and vision of my school/department supports the district and helps create a positive learning/working environment.

Answer	Count	Percentage
Always (L001)	13	18.84%
Often (L002)	28	40.58%
Sometimes (L003)	15	21.74%
Rarely (L004)	7	10.14%
Never (L005)	3	4.35%
N/A (L006)	2	2.90%
No answer	0	0.00%
Not completed or Not displayed	1	1.45%

Field summary for Q22

) I feel I understand my role in supporting district and school initiatives.

Answer	Count	Percentage
Always (L001)	16	23.19%
Often (L002)	33	47.83%
Sometimes (L003)	17	24.64%
Rarely (L004)	2	2.90%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	1.45%

Field summary for Q12

) The overall atmosphere in my school/department is positive.

Answer	Count	Percentage
Always (L001)	7	10.14%
Often (L002)	30	43.48%
Sometimes (L003)	17	24.64%
Rarely (L004)	11	15.94%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	4	5.80%

Field summary for Q18

) What overall grade would you give your school?

Answer	Count	Percentage
A (A1)	11	15.94%
B (A2)	31	44.93%
C (A3)	19	27.54%
D (A4)	4	5.80%
F (A5)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	4	5.80%

Field summary for Q19

) What overall grade would you give the district?

Answer	Count	Percentage
A (A1)	6	8.70%
B (A2)	31	44.93%
C (A3)	19	27.54%
D (A4)	9	13.04%
F (A5)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	4	5.80%

Field summary for Q0

) Select your Location:

Answer	Count	Percentage
School (A1)	20	100.00%
Department (A2)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q0A

) Select your school.

Answer	Count	Percentage
Alternative Center for Education (L001)	0	0.00%
Beachland Elementary (L002)	0	0.00%
Citrus Elementary (L003)	0	0.00%
Dodgertown Elementary (L004)	0	0.00%
Fellsmere Elementary (L005)	0	0.00%
Gifford Middle (L006)	0	0.00%
Glendale Elementary (L007)	0	0.00%
Indian River Academy (L008)	0	0.00%
Liberty Magnet (L009)	0	0.00%
Osceola Magnet (L010)	0	0.00%
Oslo Middle (L011)	0	0.00%
Pelican Island Elementary (L012)	0	0.00%
Rosewood Magnet (L013)	0	0.00%
Sebastian Elementary (L014)	0	0.00%
Sebastian River High (L015)	0	0.00%
Sebastian River Middle (L016)	0	0.00%
Storm Grove Middle (L024)	0	0.00%
Technical Center for Career and Adult Education (L018)	0	0.00%
Treasure Coast Elementary (L019)	0	0.00%
Vero Beach Elementary (L020)	0	0.00%
Vero Beach High (L021)	0	0.00%
Wabasso School (L023)	20	100.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q1A

) Are you an Instructional or Non-Instructional Employee?

Answer	Count	Percentage
Instructional (A1)	9	45.00%
Non-Instructional (A2)	11	55.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q2

) In my school/department, personnel work together as a team.

Answer	Count	Percentage
Always (L001)	14	70.00%
Often (L002)	4	20.00%
Sometimes (L003)	2	10.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q3

) In my school/department, administrators solve problems effectively.

Answer	Count	Percentage
Always (L001)	13	65.00%
Often (L002)	5	25.00%
Sometimes (L003)	2	10.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q4

) In my school/department, I feel that my ideas are listened to and considered.

Answer	Count	Percentage
Always (L001)	11	55.00%
Often (L002)	5	25.00%
Sometimes (L003)	4	20.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q5

) In-service programs keep me informed of the latest educational or job related strategies.

Answer	Count	Percentage
Always (L001)	12	60.00%
Often (L002)	5	25.00%
Sometimes (L003)	3	15.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q24

) I feel that I have opportunities for career advancement.

Answer	Count	Percentage
Always (L001)	8	40.00%
Often (L002)	6	30.00%
Sometimes (L003)	3	15.00%
Rarely (L004)	2	10.00%
Never (L005)	1	5.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q8

) My school/department provides a safe environment for teaching, learning, and working.

Answer	Count	Percentage
Always (L001)	14	70.00%
Often (L002)	4	20.00%
Sometimes (L003)	2	10.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q9

) Student bullying concerns are addressed promptly, fairly and consistently. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	11	55.00%
Often (L002)	2	10.00%
Sometimes (L003)	1	5.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	6	30.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q10

) My school/department is kept clean and in good condition.

Answer	Count	Percentage
Always (L001)	11	55.00%
Often (L002)	5	25.00%
Sometimes (L003)	3	15.00%
Rarely (L004)	1	5.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q11

) Students at my school are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	17	85.00%
Often (L002)	3	15.00%
Sometimes (L003)	0	0.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q115

) Staff at my school/department are treated with respect and dignity.

Answer	Count	Percentage
Always (L001)	13	65.00%
Often (L002)	4	20.00%
Sometimes (L003)	3	15.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	0	0.00%

Field summary for Q13

) My school/department recognizes staff members for the good things they do.

Answer	Count	Percentage
Always (L001)	11	55.00%
Often (L002)	5	25.00%
Sometimes (L003)	3	15.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	5.00%

Field summary for Q16

) Students and parents receive adequate communication about school events/activities.

Answer	Count	Percentage
Always (L001)	14	70.00%
Often (L002)	4	20.00%
Sometimes (L003)	0	0.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	1	5.00%
No answer	0	0.00%
Not completed or Not displayed	1	5.00%

Field summary for Q161

) Employees receive adequate communication about events/activities.

Answer	Count	Percentage
Always (L001)	15	75.00%
Often (L002)	4	20.00%
Sometimes (L003)	0	0.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	5.00%

Field summary for Q20

) I feel supported in addressing the needs of diverse student populations. (If this does not apply to you, please select N/A.)

Answer	Count	Percentage
Always (L001)	14	70.00%
Often (L002)	2	10.00%
Sometimes (L003)	0	0.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	3	15.00%
No answer	0	0.00%
Not completed or Not displayed	1	5.00%

Field summary for Q21

) I feel that the mission and vision of my school/department supports the district and helps create a positive learning/working environment.

Answer	Count	Percentage
Always (L001)	16	80.00%
Often (L002)	2	10.00%
Sometimes (L003)	1	5.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	5.00%

Field summary for Q22

) I feel I understand my role in supporting district and school initiatives.

Answer	Count	Percentage
Always (L001)	16	80.00%
Often (L002)	3	15.00%
Sometimes (L003)	0	0.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	5.00%

Field summary for Q12

) The overall atmosphere in my school/department is positive.

Answer	Count	Percentage
Always (L001)	12	60.00%
Often (L002)	4	20.00%
Sometimes (L003)	3	15.00%
Rarely (L004)	0	0.00%
Never (L005)	0	0.00%
N/A (L006)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	5.00%

Field summary for Q18

) What overall grade would you give your school?

Answer	Count	Percentage
A (A1)	14	70.00%
B (A2)	4	20.00%
C (A3)	1	5.00%
D (A4)	0	0.00%
F (A5)	0	0.00%
No answer	0	0.00%
Not completed or Not displayed	1	5.00%

Field summary for Q19

) What overall grade would you give the district?

Answer	Count	Percentage
A (A1)	5	25.00%
B (A2)	7	35.00%
C (A3)	4	20.00%
D (A4)	2	10.00%
F (A5)	1	5.00%
No answer	0	0.00%
Not completed or Not displayed	1	5.00%



2017-18 School Grades

Legend for School Types: 01=Elementary; 02=Middle; 03=High; 04=Combination

Additional information is available in the School Grades calculations guide at <http://www.fldoe.org/accountability/accountability-reporting/school-grades/>.

District Number	District Name	School Number	School Name	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains of the Lowest 25%	Science Learning Gains	Science Achievement	Social Studies Achievement	Middle School Achievement	Graduation Rate 2016-17	College and Career Acceleration 2016-17	Total Points Earned	Total Components	Percent of Total Possible Points	Percent Tested	Grade 2018	Grade 2017	Grade 2016	Informational Baseline Grade 2015	Charter School	Title I	Alternative/ESE Center School	School Type	Percent of Minority Students	Percent of Economically Disadvantaged Students	Region
31	INDIAN RIVER	0031	VERO BEACH HIGH SCHOOL	51	49	39	45	47	36	61	75		91	68	562	10	56	95	B	C	C	A	NO	NO	N	03	44.2	51.2	2
31	INDIAN RIVER	0041	ROSEWOOD MAGNET SCHOOL	66	57	40	73	72	53	64					425	7	61	100	B	A	B	A	NO	NO	N	01	29.6	39.7	2
31	INDIAN RIVER	0051	OSCEOLA MAGNET SCHOOL	78	55	33	82	67	63	71					449	7	64	100	A	A	A	A	NO	NO	N	01	38.5	41	2
31	INDIAN RIVER	0061	BEACHLAND ELEMENTARY SCHOOL	55	47	31	62	49	34	59					337	7	48	99	C	A	B	A	NO	NO	N	01	40.6	56.8	2
31	INDIAN RIVER	0081	GIFFORD MIDDLE SCHOOL	57	56	39	62	67	55	64	68	80			548	9	61	98	B	C	C	B	NO	NO	N	02	54	62	2
31	INDIAN RIVER	0101	FELLSMERE ELEMENTARY SCHOOL	41	42	47	57	71	63	49					370	7	53	100	C	C	C	D	NO	YES	N	01	87.8	100	2
31	INDIAN RIVER	0121	PELICAN ISLAND ELEMENTARY SCHOOL	47	47	43	47	46	45	50					325	7	46	98	C	C	C	C	NO	YES	N	01	42.5	77.8	2
31	INDIAN RIVER	0141	CITRUS ELEMENTARY SCHOOL	48	52	51	52	56	40	37					336	7	48	99	C	C	C	D	NO	YES	N	01	46.4	81.3	2
31	INDIAN RIVER	0151	DODGERTOWN ELEMENTARY SCHOOL	32	48	61	47	54	59	33					334	7	48	100	C	C	D	D	NO	YES	N	01	75.5	91	2
31	INDIAN RIVER	0161	VERO BEACH ELEMENTARY SCHOOL	30	46	50	39	44	24	39					272	7	39	99	D	C	F	D	NO	YES	N	01	63.6	87.5	2
31	INDIAN RIVER	0171	SEBASTIAN RIVER MIDDLE SCHOOL	43	45	37	52	55	39	42	70	68			451	9	50	99	C	C	C	B	NO	NO	N	02	52	69.5	2
31	INDIAN RIVER	0191	SEBASTIAN ELEMENTARY SCHOOL	59	66	61	58	63	71	49					427	7	61	99	B	C	C	C	NO	YES	N	01	39	77.6	2
31	INDIAN RIVER	0201	GLENDALE ELEMENTARY SCHOOL	52	54	46	57	54	41	51					355	7	51	99	C	B	C	C	NO	YES	N	01	46.6	79.5	2
31	INDIAN RIVER	0221	INDIAN RIVER ACADEMY	49	44	40	55	58	46	53					345	7	49	100	C	C	C	F	NO	YES	N	01	55.4	88.2	2
31	INDIAN RIVER	0271	OSLO MIDDLE SCHOOL	40	50	44	47	57	49	42	48	64			441	9	49	99	C	D	C	C	NO	YES	N	02	53.7	79	2
31	INDIAN RIVER	0291	SEBASTIAN RIVER HIGH SCHOOL	47	50	38	48	53	39	59	56		84	70	544	10	54	96	B	C	C	B	NO	NO	N	03	46.3	57.6	2
31	INDIAN RIVER	0301	LIBERTY MAGNET SCHOOL	75	61	48	79	72	63	69					467	7	67	100	A	B	A	A	NO	NO	N	01	35.4	47.3	2
31	INDIAN RIVER	0341	TREASURE COAST ELEMENTARY SCHOOL	57	50	42	74	68	49	62					402	7	57	99	B	B	B	C	NO	YES	N	01	37.3	70.5	2
31	INDIAN RIVER	0371	STORM GROVE MIDDLE SCHOOL	49	48	42	61	65	48	57	66	41			477	9	53	99	C	B	B	A	NO	NO	N	02	39.1	54.4	2
31	INDIAN RIVER	5001	INDIAN RIVER CHARTER HIGH SCHOOL	72	58	49	54	47	33	82	89		92	66	642	10	64	100	A	B	A	A	YES	NO	N	03	30.2	14.9	2
31	INDIAN RIVER	5002	ST. PETER'S ACADEMY	86	84	91	84	84	90	76					595	7	85	100	A	C	A	A	YES	YES	N	01	87.1	100	2
31	INDIAN RIVER	5003	NORTH COUNTY CHARTER SCHOOL	79	68	57	75	64	41	57					441	7	63	100	A	B	A	A	YES	NO	N	01	35.9	92.5	2
31	INDIAN RIVER	5005	SEBASTIAN CHARTER JUNIOR HIGH SCHO	68	56	32	72	64	52	79	90	73			586	9	65	99	A	A	C	A	YES	NO	N	02	32.6	44.1	2
31	INDIAN RIVER	5006	IMAGINE AT SOUTH VERO	68	62	52	69	72	71	74	89	65			622	9	69	98	A	A	A	A	YES	NO	N	04	20.1	36	2

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3rd Grade FSA 2018	Percent Scoring Level 3 and Above										Mean Developmental Scale Score								Number of Students Tested											
	ELA Scores					Math Scores					ELA				Math				ELA				Math							
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Beachland	67	76	47	66	59	52	75	59	72	71	Historical Developmental Scale Scores cannot be compared to new scale of FSA	313	300	305	306	Historical Developmental Scale Scores cannot be compared to new scale of FSA	312	300	309	309	100	91	76	82	79	99	91	75	83	78
Citrus	46	41	35	46	50	54	58	58	57	52		295	293	299	299		297	298	299	297	135	133	116	127	123	134	134	115	129	124
Dodgertown	37	37	35	31	33	23	31	48	57	37		289	290	290	290		286	293	298	290	73	76	88	62	67	73	74	89	61	70
Fellsmere	34	42	42	35	50	49	40	45	42	56		297	294	294	298		290	294	294	299	122	146	123	111	109	120	146	125	112	111
Glendale	45	46	50	56	52	47	37	54	55	58		298	301	302	300		291	297	301	300	77	93	101	93	103	77	94	100	95	103
Imagine South Vero	68	60	59	68	55	61	57	67	56	55		305	305	308	304		299	303	300	298	97	97	102	95	95	97	97	102	95	95
Indian River Academy	45	31	48	46	55	37	37	44	41	49		292	297	298	299		290	294	290	296	85	85	107	69	78	84	84	107	71	78
Liberty	82	71	71	83	80	66	69	79	79	74		307	313	314	302		304	307	312	307	88	87	89	92	90	89	87	89	91	90
North County Charter	50	68	85	82	80	50	61	87	64	78		306	317	311	315		303	311	302	312	30	53	54	56	65	30	54	54	56	65
Osceola	70	73	81	80	86	64	67	77	72	86		309	314	314	316		303	308	310	315	86	86	90	90	92	86	89	90	90	90
Pelican Island	54	51	56	42	46	43	59	52	51	46		299	298	295	300		300	295	295	296	94	75	64	89	68	94	75	64	89	69
Rosewood	76	79	69	77	62	69	73	72	61	66		312	308	313	309		309	307	303	306	89	90	90	90	89	89	90	90	90	89
St. Peter's Academy	42	33	96	22	79	42	56	92	56	100		295	317	300	312		300	311	295	317	12	18	24	100	19	12	18	24	27	19
Sebastian Elem.	51	49	43	54	55	49	50	43	55	59		297	295	286	303		293	292	298	300	85	89	87	27	85	87	88	86	100	86
Treasure Coast	68	64	66	67	57	49	63	49	84	75		307	306	305	302		301	295	312	306	130	101	116	134	105	129	100	115	132	106
Vero Beach Elem	46	41	25	36	25	26	35	30	38	39		296	290	293	287		289	284	292	288	122	134	122	112	117	122	137	123	116	116
District (3rd)	56	54	53	56	56	49	53	56	59	60	301	301	302	302	297	298	301	301	1425	1461	1452	1434	1388	1422	1461	1451	1442	1393		
State (3rd)	57	53	54	58	57	58	58	61	62	62	300	301	303	302	300	301	302	301												

4th Grade 2018	Percent Scoring Level 3 and Above										Mean Developmental Scale Score									
	ELA Scores					Math Scores					ELA Scores					Math Scores				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Beachland	79	60	68	42	63	77	57	75	42	59	Historical Developmental Scale Scores cannot be compared to new scale of FSA	316	320	306	313	Historical Developmental Scale Scores cannot be compared to new scale of FSA	315	321	303	311
Citrus	46	41	56	37	43	39	52	51	39	53		306	308	300	305		309	309	304	308
Dodgertown	42	31	32	46	22	45	27	36	60	59		303	298	308	301		298	298	313	311
Fellsmere	38	45	35	38	40	53	45	43	38	54		309	306	307	304		306	305	306	314
Glendale	65	44	45	55	58	48	47	45	63	56		307	308	313	315		305	308	316	313
Indian River Academy	45	34	42	49	55	23	41	37	52	59		301	306	309	307		301	304	311	309
Imagine South Vero	64	60	54	65	69	47	65	58	61	64		318	312	316	319		318	312	314	317
Liberty	71	75	70	74	77	56	82	70	83	84		320	318	322	320		324	324	330	327
North County Charter	86	64	73	79	84	89	68	73	73	84		317	321	324	321		317	325	325	325
Osceola	87	70	61	77	73	87	80	79	84	79		321	317	324	320		325	326	331	328
Pelican Island	59	49	41	50	37	46	54	49	54	42		310	304	310	301		310	310	309	304
Rosewood	82	61	69	69	69	85	78	80	83	80		317	319	319	320		326	327	325	325
St. Peter's Academy	61	90	77	57	93	78	100	92	64	79		325	319	310	323		324	320	316	323
Sebastian Elem	59	52	39	42	69	51	57	49	40	58		310	305	305	316		311	309	305	312
Treasure Coast	49	53	63	59	52	35	46	66	63	72		312	314	315	311		309	317	316	320
Vero Beach Elem	41	36	28	27	36	26	26	19	49	41		305	301	300	303		297	296	305	307
District (4th)	59	51	51	54	56	52	54	54	59	63		311	310	312	312		311	312	314	315
State (4th)	61	54	52	56	56	63	59	59	64	62		312	310	312	312		314	314	316	315

4th Grade 2018	Number of Students Tested									
	ELA					Math				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Beachland	95	95	78	59	78	95	95	79	60	80
Citrus	89	112	117	113	130	88	120	119	117	133
Dodgertown	69	67	62	65	49	69	67	64	67	51
Fellsmere	112	108	127	106	91	112	110	131	109	93
Glendale	65	79	96	99	99	65	81	97	100	100
Indian River Academy	67	71	81	94	71	69	71	82	95	74
Imagine South Vero	123	98	95	100	93	123	98	95	100	94
Liberty	85	85	88	88	91	86	85	88	88	91
North County Charter	36	22	64	62	56	36	22	64	62	56
Osceola	86	86	87	88	86	86	86	86	88	87
Pelican Island	83	77	69	56	71	83	78	69	56	71
Rosewood	85	88	83	87	88	85	88	86	88	88
St. Peter's Academy	18	10	13	21	14	18	10	13	22	14
Sebastian Elem	93	89	93	67	77	91	89	95	68	79
Treasure Coast	115	131	100	108	140	114	132	105	111	144
Vero Beach Elem	101	109	120	95	95	101	111	121	94	98
District (4th)	1323	1330	1373	1310	1332	1322	1346	1394	1327	1356
State (4th)										

5th Grade 2018	Percent Scoring Level 3 and Above															Mean Developmental Scale Score																		
	ELA Scores					Math Scores					Science					ELA Scores					Math Scores					Science								
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017
Beachland	72	63	58	82	45	70	69	66	80	53	63	72	63	80	58	327	325	335	317	317	333	330	336	321	206	210	208	216	201	Historic al Develop- mental Scale Scores cannot be compar- ed to new scale of FSA				
Citrus	57	35	34	46	50	37	42	42	50	48	39	23	33	36	38	313	312	316	317	317	313	317	319	318	192	186	192	194	196					
Dodgertown	51	30	27	34	38	28	38	23	34	42	27	31	20	23	33	310	308	310	315	315	309	304	307	316	187	186	186	186	192					
Fellsmere	50	34	44	33	31	60	41	56	58	54	36	28	39	31	46	314	318	312	314	314	316	322	320	324	194	190	197	191	199					
Glendale	58	51	43	40	45	51	40	54	46	53	37	57	46	38	49	321	317	316	319	319	319	318	317	321	195	204	196	194	199					
Indian River Academy	53	23	31	43	40	40	26	38	43	51	35	18	38	38	52	304	312	312	315	315	304	315	313	320	190	182	192	195	201					
Imagine S.	72	57	63	67	70	59	49	54	59	58	53	54	59	61	75	321	328	328	329	329	318	324	322	325	202	202	202	202	210					
Liberty	76	65	65	61	72	52	75	73	72	84	56	65	59	55	70	327	328	327	334	334	334	331	329	336	201	206	202	202	208					
North Co. Ch	73	82	68	68	74	85	85	68	64	62	73	82	64	58	57	337	330	329	334	334	335	333	329	327	209	215	203	204	205					
Osceola	78	76	68	64	70	80	85	70	69	80	69	83	67	66	70	334	329	330	332	332	336	328	328	333	210	219	207	208	209					
Pelican Island	61	43	46	45	52	41	38	47	37	48	48	40	40	30	44	315	320	314	320	320	313	320	310	317	197	196	195	192	198					
Rosewood	77	76	64	71	66	70	76	77	80	75	54	71	67	69	65	332	327	330	328	328	335	334	335	334	204	210	208	210	210					
SCJHS	NA	52	47	NA	NA	NA	24	23	NA	NA	NA	NA	41	NA	NA	325	317	NA	NA	NA	307	312	NA	NA	NA	NA	195	NA	NA					
St. Peter's Ac.	NA	69	100	NA	84	NA	77	100	NA	74	NA	77	100	NA	74	324	348	NA	330	330	335	339	NA	333	NA	218	233	NA	214					
Sebastian El	65	46	49	46	48	40	41	50	47	51	47	37	51	46	47	319	320	317	317	317	315	320	316	319	196	195	197	197	197					
Treasure Coast	58	37	44	58	60	47	33	47	59	73	43	40	52	56	63	316	320	321	324	324	311	319	324	328	196	198	200	201	204					
Vero Beach El	42	35	29	27	30	30	36	13	36	35	30	33	22	32	38	313	311	309	310	310	313	301	313	311	190	191	185	192	194					
District (5th)	63	49	48	52	52	52	50	50	56	58	47	48	47	48	54	320	320	320	321	321	319	320	321	323	198	199	198	199	202					
State (5th)	61	52	52	53	55	56	55	55	57	61	54	53	51	55	55	321	320	321	322	322	322	322	323	324	201	200	200	200	202					

5th Grade 2018	Number of Students Tested														
	ELA					Math					Science				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Beachland	113	98	89	79	75	112	99	92	82	75	112	99	92	81	74
Citrus	103	88	116	116	121	105	103	119	118	122	105	103	118	120	121
Dodgertown	74	73	77	61	73	76	74	78	62	73	75	74	79	62	73
Fellsmere	105	107	99	124	104	105	109	99	126	107	105	109	99	126	107
Glendale	81	69	82	97	104	81	68	83	98	104	81	68	83	98	102
Indian River Academy	86	69	78	74	102	86	73	79	75	103	85	71	79	76	98
Imagine S.	92	118	99	99	98	92	119	99	99	99	92	119	99	98	99
Liberty	86	85	82	88	87	86	84	82	88	87	86	86	82	88	87
North Co. Ch	40	34	22	56	61	40	34	22	56	61	40	34	22	55	61
Osceola	86	86	87	88	87	86	86	87	88	87	86	86	87	86	87
Pelican Island	64	72	61	67	48	64	73	62	73	48	63	72	62	73	48
Rosewood	87	87	86	84	85	87	87	86	85	85	87	87	86	85	85
SCJHS	NA	21	43	NA	NA	6	21	44	NA	NA	6	21	44	NA	NA
St. Peter's Ac.	6	13	10	7	19	6	13	10	7	19	6	13	10	7	19
Sebastian El	89	90	78	99	75	89	91	78	100	77	89	93	77	100	76
Treasure Coast	118	119	131	109	120	118	122	131	110	119	118	121	133	109	119
Vero Beach El	85	100	105	97	98	87	100	106	98	99	86	100	106	97	97
District (5th)	1315	1331	1346	1347	1361	1320	1358	1358	1367	1369	1316	1357	1359	1363	1356

6th Grade 2018	Percent Scoring Level 3 and Above										Mean Developmental Scale Score									
	ELA Scores					Math Scores					ELA Scores					Math Scores				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Gifford	60	54	54	43	50	47	51	57	44	56	Historical Develop- mental Scale Scores cannot be compare d to new scale of FSA	326	328	320	326	Historical Develop- mental Scale Scores cannot be compare d to new scale of FSA	326	329	321	327
Imagine	65	65	64	60	80	62	77	72	74	78		332	333	332	340		335	333	335	338
Oslo	52	46	34	34	36	28	33	22	25	35		322	317	317	317		315	310	311	314
SCJHS	55	54	56	70	67	40	74	47	73	67		330	327	336	335		335	322	334	335
SGMS	67	61	53	48	46	58	56	54	44	56		329	328	323	324		327	327	321	327
SRMS	50	44	38	51	43	43	41	36	42	43		321	320	324	320		319	316	320	318
St.Peter's	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA
District (6th)	58	52	47	47	48	45	50	45	44	51		325	324	323	324		324	322	320	323
State (6th)	60	51	52	52	52	53	50	50	51	52	324	326	325	325	324	324	323	324		

6th Grade 2018	Number of Students Tested									
	ELA					Math				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Gifford	281	240	257	249	175	273	247	256	259	177
Imagine	97	105	109	104	108	97	105	108	104	108
Oslo	289	268	228	267	298	286	260	235	270	297
SCJHS	62	85	90	90	91	62	85	92	92	91
SGMS	289	272	293	320	365	290	274	294	323	366
SRMS	269	310	330	293	302	270	311	331	298	303
St.Peter's	6	5	5	2	5	6	5	5	2	5
District (6th)	1299	1289	1320	1335	1347	1291	1292	1331	1358	1354
State (6th)										

7th Grade 2018	Percent Scoring Level 3 and Above										Mean Developmental Scale Score									
	ELA Scores					Math Scores					ELA Scores					Math Scores				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Gifford	56	52	47	57	48	40	40	45	55	47	Historical Develop- mental Scale Scores cannot be compare d to new scale of FSA	333	328	335	330	Historical Develop- mental Scale Scores cannot be compare d to new scale of FSA	321	327	331	326
Oslo	49	39	39	33	33	34	33	40	39	42		327	327	323	323		320	324	321	325
SCJHS	60	48	48	59	69	45	56	66	71	69		330	332	340	341		332	337	339	338
SGMS	59	55	52	54	45	48	50	63	60	56		335	334	333	330		329	334	333	332
SRMS	49	46	41	43	39	49	48	52	46	47		328	328	328	328		327	328	325	324
Alt Ed	NA	NA	NA	NA	0	NA	NA	NA	NA	30		NA	NA	NA	310		NA	NA	NA	310
Imagine	64	69	74	65	59	58	68	81	82	82		339	342	342	339		332	342	341	346
District (7th)	54	49	47	49	44	44	45	53	54	52		331	330	331	329		325	330	329	329
State (7th)	57	51	51	52	51	56	52	52	53	54	332	341	332	331	330	329	329	330		

7th Grade 2018	Number of Students Tested									
	ELA					Math				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Gifford	280	269	244	258	232	234	235	223	235	209
Oslo	288	266	268	220	266	261	249	263	220	251
SCJHS	77	61	87	86	90	77	61	88	84	67
SGMS	338	291	288	295	312	289	258	266	285	300
SRMS	256	279	311	320	304	229	217	294	322	281
Alt Ed	8	8	4	6	10	7	8	5	9	10
Imagine	113	99	104	107	99	89	85	85	93	87
District (7th)	1361	1273	1308	1296	1316	1187	1114	1227	1250	1208
State (7th)										

8th Grade 2018	Percent Scoring Level 3 and Above															Mean Developmental Scale Score										Mean Scale Score								
	ELA Scores					Math Scores					Science					ELA Scores					Math Scores					Science								
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017
Gifford	58	53	51	53	66	11	37	18	26	46	49	53	42	46	62	Historical	341	336	336	344	Historical	328	318	323	330	201	204	198	199	207				
Oslo	53	52	50	42	50	8	22	38	49	51	46	43	41	36	41	Developmental	337	335	332	337	Developmental	325	331	334	335	198	198	196	195	197				
SCJHS	62	57	63	63	70	68	52	53	64	54	72	59	59	65	79	Scale Scores cannot be compared to new scale of FSA	341	341	344	347	Scale Scores cannot be compared to new scale of FSA	336	331	341	336	207	205	204	211	213				
SGMS	62	61	62	65	55	12	35	61	56	60	60	57	62	57	56		342	341	342	339		329	340	336	340	208	206	207	206	205				
SRMS	53	52	46	42	46	20	36	22	38	44	47	46	45	42	41		335	332	333	334		328	323	327	331	200	200	199	198	198				
Alt Ed	NA	NA	13	0	8	NA	NA	7	0	9	NA	NA	7	0	0		NA	312	299	317		NA	300	296	305	NA	NA	174	171	183				
Imagine	78	76	76	80	73	24	49	84	66	61	56	56	76	65	73		347	349	349	348		338	349	338	340	204	205	210	210	210				
District (8th)	58	56	54	53	55	18	34	41	45	51	51	51	50	47	53		339	337	337	339		329	330	331	335	202	203	201	201	203				
State (8th)	57	55	57	55	58	47	45	48	46	45	49	48	48	48	50		338	339	338	339		333	334	333	332	201	201	201	200	201				

8th Grade 2018	Number of Students Tested														
	ELA Scores					Math Scores					Science				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Gifford	300	266	269	250	229	155	142	142	145	129	302	268	278	253	234
Oslo	305	284	282	276	231	161	197	242	240	172	309	288	283	281	234
SCJHS	60	87	59	83	79	60	46	38	55	39	60	86	59	82	78
SGMS	277	323	296	278	318	132	158	218	198	251	278	316	296	279	312
SRMS	295	262	281	309	328	137	77	153	204	202	285	264	281	315	326
Alt Ed	8	8	15	12	12	6	9	14	13	11	9	6	15	14	12
Imagine	89	108	89	97	100	37	43	57	35	44	89	108	89	97	100
District (8th)	1334	1338	1293	1308	1299	688	672	864	894	848	1332	1337	1302	1326	1299
State (8th)															

9th Grade 2018	Percent Scoring Level 3 and Above					Mean Developmental Scale Score					Number of Students Tested				
	ELA Scores					ELA Scores					ELA				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
ALT ED	13	NA	NA	NA	NA	Historical Scale Scores cannot be compared to new scale of FSA	NA	NA	NA	NA	15	4	9	9	5
IRCHS	73	75	77	70	75		353	353	351	351	170	167	197	176	174
SRHS	58	52	45	40	44		343	338	337	337	486	406	442	452	470
VBHS	54	52	50	47	51		343	341	340	342	699	720	700	699	726
District (9th)	57	55	52	48	52		344	342	340	341	1374	1297	1348	1336	1377
State (9th)	53	53	51	52	53		343	341	342	342					

10th Grade 2018	Percent Scoring Level 3 and Above					Mean Developmental Scale Score					Number of Students Tested				
	ELA Scores					ELA Scores					ELA				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
ALT ED	8	NA	NA	NA	NA	Historical Scale Scores cannot be compared to new scale of FSA	NA	NA	NA	NA	12	5	1	7	1
IRCHS	77	62	68	72	68		355	358	360	358	163	164	161	187	165
SRHS	56	52	48	47	45		349	348	346	346	429	425	375	422	403
VBHS	61	53	51	50	50		349	348	348	349	669	651	686	668	659
District(10th)	61	54	52	52	51		350	349	349	349	1273	1246	1224	1284	1228
State (10th)	55	51	50	50	53		349	348	348	349					

EOC 2018	Percent Scoring Level 3 and Above																							
	Algebra I					Geometry					Biology					US History					Civics			
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2015	2016	2017	2018
GMS	91	96	77	90	97		100	88	97	100											60	68	70	65
Oslo	81	90	83	70	92		97	100	NA	NA											53	52	55	47
SCJHS	89	98	96	100	93		NA	NA	NA												74	79	87	88
SGMS	95	98	98	99	98		100	100	100	100											72	76	78	64
SRMS	85	80	83	94	87		100	100	100	NA											59	68	65	69
Alt Ed	NA	NA	NA	NA	NA																NA	NA	NA	23
Imagine	86	84	97	91	89		100	100	100	100											85	94	84	89
VBHS	20	31	38	26	47	59	54	30	41	42	69	67	63	61	60	70	80	69	71	73				
SRHS	14	23	11	37	40	52	48	43	49	55	60	57	55	52	58	57	69	59	58	56				
IRCHS	47	72	46	43	55	82	69	71	50	58	70	79	90	76	81	87	92	87	87	88				
District	50	60	51	49	63	64	59	46	51	51	65	65	63	59	62	68	78	68	69	70	63	69	70	65
State	57	67	50	62	63	63	63	50	54	57	66	65	64	64	65	65	66	66	67	68	64	67	70	71

EOC 2018	Mean Scale Score																							
	Algebra I					Geometry					Biology					US History					Civics			
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2015	2016	2017	2018
GMS	Historical Developmental Scale Scores cannot be compared to new scale of FSA	516	511	522	525	Historical Developmental Scale Scores cannot be compared to new scale of FSA		530	532												402	404	409	408
Oslo		512	516	508	522		527		NA												393	393	395	393
SCJHS		523	520	521	522				NA												407	411	417	421
SGMS		527	535	539	543				556	559											407	410	413	406
SRMS		507	517	521	520				534												402	404	403	406
Alt Ed		NA	NA	NA	NA																NA	NA	NA	367
Imagine		507	522	515	519				545	545											415	422	416	418
VBHS		475	490	479	494		492	485	492	494	405	403	402	400	400	410	416	410	412	411				
SRHS		472	471	489	488		489	494	496	497	400	375	397	395	399	399	409	402	401	398				
IRCHS		499	493	491	495		504	508	500	501	407	412	419	410	412	417	423	423	417	423				
District		494	497	494	505		498	496	500	499	403	403	402	399	401	408	415	409	409					
State		497	495	502	503		499	497	499	501	404	403	403	402	404	405	407	407	408					



2017-18 School Grades

Legend for School Types: 01=Elementary; 02=Middle; 03=High; 04=Combination
 Additional information is available in the School Grades calculations guide at
<http://www.fldoe.org/accountability/accountability-reporting/school-grades/>

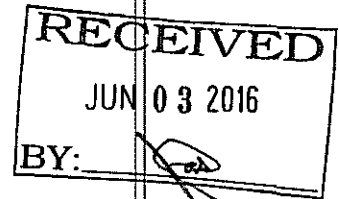
District Number	District Name	School Number	School Name	English Language Arts Achievement	English Language Arts Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Social Studies Achievement	Middle School Achievement	Graduation Rate 2016-17	College and Career Acceleration 2016-17	Total Points Earned	Percent of Total Possible Points Percent Tested	Grade 2018	Grade 2017	Grade 2016	Informational Baseline Grade 2015	Grade 2014	Grade 2013	Grade 2012	Grade 2011	Title I	School Type	Percent of Minority Students	Percent of Economically Disadvantaged Students	Region				
31	INDIAN RIVER	0031	VERO BEACH HIGH SCHOOL	51	49	39	45	47	36	61	75	91	68	562	10	56	95	B	C	C	A	B	B	A	B	NO	03	44	2	51	2	2
31	INDIAN RIVER	0041	ROSEWOOD MAGNET SCHOOL	66	57	40	73	72	53	64				425	7	61	100	B	A	B	A	A	A	A	A	NO	01	29	6	39	7	2
31	INDIAN RIVER	0051	OSCEOLA MAGNET SCHOOL	78	55	33	82	67	63	71				449	7	64	100	A	A	A	A	B	A	A	A	NO	01	38	5	41	2	2
31	INDIAN RIVER	0061	BEACHLAND ELEMENTARY SCHOOL	55	47	31	62	49	34	59				337	7	48	99	C	A	B	A	A	B	A	A	NO	01	40	6	56	8	2
31	INDIAN RIVER	0081	GIFFORD MIDDLE SCHOOL	57	56	39	62	67	55	64	68	80		548	9	61	98	B	C	C	B	C	B	A	A	NO	02	54	6	62	2	2
31	INDIAN RIVER	0101	FELLSMERE ELEMENTARY SCHOOL	41	42	47	57	71	63	49				370	7	53	100	C	C	C	D	C	C	B	A	YES	01	87	8	100	2	2
31	INDIAN RIVER	0121	PELICANI ISLAND ELEMENTARY SCHOOL	47	47	43	47	46	45	50				325	7	46	98	C	C	C	C	D	C	B	A	YES	01	42	5	77	8	2
31	INDIAN RIVER	0141	CITRUS ELEMENTARY SCHOOL	48	52	51	52	56	40	37				336	7	48	99	C	C	C	D	C	C	C	B	YES	01	46	4	81	3	2
31	INDIAN RIVER	0151	DODGERTOWN ELEMENTARY SCHOOL	32	48	61	47	54	59	33				334	7	48	100	C	C	D	D	D	D	C	B	YES	01	75	5	91	2	2
31	INDIAN RIVER	0161	VERO BEACH ELEMENTARY SCHOOL	30	46	50	39	44	24	39				272	7	39	99	D	C	F	D	C	B	A	B	YES	01	63	6	87	5	2
31	INDIAN RIVER	0171	SEBASTIAN RIVER MIDDLE SCHOOL	43	45	37	52	55	39	42	70	68		451	9	50	99	C	C	C	B	C	C	C	B	NO	02	52	69	5	2	2
31	INDIAN RIVER	0191	SEBASTIAN ELEMENTARY SCHOOL	59	66	61	58	63	71	49				427	7	61	99	B	C	C	C	C	B	B	B	YES	01	39	77	6	2	2
31	INDIAN RIVER	0201	GLENDALE ELEMENTARY SCHOOL	52	54	46	57	54	41	51				355	7	51	99	C	B	C	C	A	C	B	A	YES	01	46	6	79	5	2
31	INDIAN RIVER	0221	INDIAN RIVER ACADEMY	49	44	40	55	58	46	53				345	7	49	100	C	C	C	F	D	C	B	A	YES	01	55	4	88	2	2
31	INDIAN RIVER	0271	OSLO MIDDLE SCHOOL	40	50	44	47	57	49	42	48	64		441	9	49	99	C	D	C	C	C	C	C	B	YES	02	53	7	79	2	2
31	INDIAN RIVER	0291	SEBASTIAN RIVER HIGH SCHOOL	47	50	38	48	53	39	59	56		84	544	10	54	96	B	C	C	B	B	A	A	B	NO	03	46	3	57	6	2
31	INDIAN RIVER	0301	LIBERTY MAGNET SCHOOL	75	61	48	79	72	63	69				467	7	67	100	A	B	A	A	C	B	A	A	NO	01	35	4	47	3	2
31	INDIAN RIVER	0341	TREASURE COAST ELEMENTARY SCHOOL	57	50	42	74	68	49	62				402	7	57	99	B	B	B	C	C	B	A	A	YES	01	37	3	70	5	2
31	INDIAN RIVER	0371	STORM GROVE MIDDLE SCHOOL	49	48	42	61	65	48	57	66	41		477	9	53	99	C	B	B	A	A	B	A	A	NO	02	39	1	54	4	2
31	INDIAN RIVER	5001	INDIAN RIVER CHARTER HIGH SCHOOL	72	58	49	54	47	33	82	89		92	66	642	10	64	100	A	B	A	A	A	A	A	NO	03	30	2	14	9	2
31	INDIAN RIVER	5002	ST PETER'S ACADEMY	86	84	91	84	84	90	76				595	7	85	100	A	C	A	A	A	A	A	A	YES	01	87	1	100	2	2
31	INDIAN RIVER	5003	NORTH COUNTY CHARTER SCHOOL	79	68	57	75	64	41	57				441	7	63	100	A	B	A	A	A	B	A	A	NO	01	35	9	92	5	2
31	INDIAN RIVER	5005	SEBASTIAN CHARTER JUNIOR HIGH SCHOOL	68	56	32	72	64	52	79	90	73		586	9	65	99	A	A	C	A	B	B	A	A	NO	02	32	6	44	1	2
31	INDIAN RIVER	5006	IMAGINE AT SOUTH VERO	68	62	52	69	72	71	74	89	65		622	9	69	98	A	A	A	A	B	A	A	A	NO	04	20	1	36	2	2



2017-18 School Grades

District Number	District Name	School Number	School Name	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25% Mathematics Achievement	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Social Studies Achievement	Middle School Achievement	Graduation Rate 2016-17	College and Career Acceleration 2016-17	Total Points Earned	Total Components	Percent of Total Possible Grade 2018	Grade 2017	Percent of Minority Students	Percent of Economically Disadvantaged Students			
31	INDIAN RIVER	0031	VERO BEACH HIGH SCHOOL	51	49	39	45	47	36	61	75	91	68	562	10	56	B	C	44.2	51.2	
31	INDIAN RIVER	0041	ROSEWOOD MAGNET SCHOOL	66	57	40	73	72	53	64				425	7	61	B	A	29.6	39.7	
31	INDIAN RIVER	0051	OSCEOLA MAGNET SCHOOL	78	55	33	82	67	63	71				449	7	64	A	A	38.5	41	
31	INDIAN RIVER	0061	BEACHLAND ELEMENTARY SCHOOL	55	47	31	62	49	34	59				337	7	48	C	A	40.6	56.8	
31	INDIAN RIVER	0081	GIFFORD MIDDLE SCHOOL	57	56	39	62	67	55	64	68	80		548	9	61	B	C	54	62	
31	INDIAN RIVER	0101	FELLSMERE ELEMENTARY SCHOOL	41	42	47	57	71	63	49				370	7	53	C	C	87.8	100	
31	INDIAN RIVER	0121	PELICAN ISLAND ELEMENTARY SCHOOL	47	47	43	47	46	45	50				325	7	46	C	C	42.5	77.8	
31	INDIAN RIVER	0141	CITRUS ELEMENTARY SCHOOL	48	52	51	52	56	40	37				336	7	48	C	C	46.4	81.3	
31	INDIAN RIVER	0151	DODGERTOWN ELEMENTARY SCHOOL	32	48	61	47	54	59	33				334	7	48	C	C	75.5	91	
31	INDIAN RIVER	0161	VERO BEACH ELEMENTARY SCHOOL	30	46	50	39	44	24	39				272	7	39	D	C	63.6	87.5	
31	INDIAN RIVER	0171	SEBASTIAN RIVER MIDDLE SCHOOL	43	45	37	52	55	39	42	70	68		451	9	50	C	C	52	69.5	
31	INDIAN RIVER	0191	SEBASTIAN ELEMENTARY SCHOOL	59	66	61	58	63	71	49				427	7	61	B	C	39	77.6	
31	INDIAN RIVER	0201	GLENDALE ELEMENTARY SCHOOL	52	54	46	57	54	41	51				355	7	51	C	B	46.6	79.5	
31	INDIAN RIVER	0221	INDIAN RIVER ACADEMY	49	44	40	55	58	46	53				345	7	49	C	C	55.4	88.2	
31	INDIAN RIVER	0271	OSLO MIDDLE SCHOOL	40	50	44	47	57	49	42	48	64		441	9	49	C	D	53.7	79	
31	INDIAN RIVER	0291	SEBASTIAN RIVER HIGH SCHOOL	47	50	38	48	53	39	59	56		84	70	544	10	54	B	C	46.3	57.6
31	INDIAN RIVER	0301	LIBERTY MAGNET SCHOOL	75	61	48	79	72	63	69				467	7	67	A	B	35.4	47.3	
31	INDIAN RIVER	0341	TREASURE COAST ELEMENTARY SCHOOL	57	50	42	74	68	49	62				402	7	57	B	B	37.3	70.5	
31	INDIAN RIVER	0371	STORM GROVE MIDDLE SCHOOL	49	48	42	61	65	48	57	66	41		477	9	53	C	B	39.1	54.4	
31	INDIAN RIVER	5001	INDIAN RIVER CHARTER HIGH SCHOOL	72	58	49	54	47	33	82	89		92	66	642	10	64	A	B	30.2	14.9
31	INDIAN RIVER	5002	ST. PETER'S ACADEMY	86	84	91	84	84	90	76				595	7	85	A	C	87.1	100	
31	INDIAN RIVER	5003	NORTH COUNTY CHARTER SCHOOL	79	68	57	75	64	41	57				441	7	63	A	B	35.9	92.5	
31	INDIAN RIVER	5005	SEBASTIAN CHARTER JUNIOR HIGH SCHOOL	68	56	32	72	64	52	79	90	73		586	9	65	A	A	32.6	44.1	
31	INDIAN RIVER	5006	IMAGINE AT SOUTH VERO	68	62	52	69	72	71	74	89	65		622	9	69	A	A	20.1	36	

**Superintendent Evaluation: Dr. Rendell
2015-2016**



Professional Standards

- A. **Integrity and Leadership – Commendable**
Dr. Rendell has shown integrity and consistency in his leadership. He is calm and introspective when dealing with challenging situations. He prioritizes student achievement and has shown commitment to promoting a climate of civility and acceptance of diversity in our schools.
- B. **Communication & Community Engagement – Commendable (See Focus Area IV)**
- C. **Effective Board Relations – Meets expectations**
Dr. Rendell has been approachable, responsive and timely in responding to questions and concerns brought forth during our meetings or by e-mail. Communication and engagement with the board have been effective. Information is usually forthcoming. There have been instances when the board lacked complete information to make informed decisions. Dr. Rendell is aware of this, and will be mindful in the future.
- D. **Highly Developed and High Performing Staff – Reasonable progress (see Focus Area III)**
- E. **Efficient and Effective Operational Planning, Organization and Financial Management – Meets expectations**
Dr. Rendell has maintained responsible fiscal management of the school district. The budget workshops have been effective in communicating district priorities for the new fiscal year and how they will be financed. Dr. Rendell has been proactive in examining funding deficits. There has been open discussion about the seriousness of the insurance fund deficit. Dr. Rendell is working with the board, staff and stakeholders to eliminate the deficit over a three year period while minimizing negative financial effects for district employees. Furthermore, he is working to engage community support for an essential operating 0.5 millage to replace the 0.6 millage that expires this year. He has also been proactive in addressing the negative consequences of recalibration by opening a district virtual franchise.

Summary: Overall rating of Professional Standards Meets expectations

Focus Areas 2015-2016

- I. **Student Achievement**
Dr. Rendell's actions this past year demonstrate his commitment to "serving ALL students with excellence." He has recognized the need for an ESE audit to make sure exceptional education students receive the support they need to be academically successful. An achievement plan for African American students is also in progress. He is focused on increasing graduation rates as well as tackling truancy and discipline issues that are obstacles to student academic success. Dr. Rendell is also aware of the challenges faced in reaching the Moonshot goal, and is working with staff to make sure all schools have staffing, programming and training in place to be successful. Because this year's test results are pending,

and the 5% increase for third graders reading at grade level was not met, my rating is reasonable progress.

II. Safety and Security

STUDENTS: Dr. Rendell has been responsive to the need to keep students in school by emphasizing to his staff the importance of creating a welcoming school climate and a safe learning environment where bullying and harassment are not tolerated. Student referrals and suspension rates have been declining in some schools. However, the demographic data are lacking to determine if disproportionate minority contact continues to be an issue.

FACILITIES: Dr. Rendell has been working on completing the safety plan ensuring one point of entry at all schools. He has also ensured that effective emergency response measures are in place. The school safety reports are in progress. – Meets expectations

III. Employee Development and Performance

Dr. Rendell is an inspirational leader who is respected by his staff. The “Rendell Report” has been an excellent tool to promote teamwork and a positive climate among employees and to provide supplemental readings and information during weekly discussions with principals. During this first year, Dr. Rendell has been observing district and site leadership staff strengths and growth opportunities to make sure they are in the positions best suited for their abilities. He is also aware of the support teachers need to deal with the social and emotional issues that can be barriers to student achievement. Work needs to continue to make sure professional development is meaningful for each teacher and specific to their needs. – Reasonable progress

IV. School Community Relations

Dr. Rendell is visible in the community, in schools and at student events. He is accessible and works to strengthen and sustain community partnerships. He re-established meaningful, result-oriented dialogue with the NAACP. This is important because the district is exploring the possibility of obtaining unitary status. He also continues to increase transparency, not only in access to public records but regarding issues and challenges faced by the school district. The student and district report cards are an invaluable tool for parents and community stakeholders who want to understand what is happening in our schools. – Commendable

V. Technology Integration

Dr. Rendell is working to leverage technology to obtain feedback from community stakeholders and employees regarding the effectiveness of customer service and district practices. Furthermore, the focus on using technology as an instructional tool by both students and teachers will help better engage students. It will be interesting to see if there can be a way of measuring the impact of technology use on academic achievement – Meets expectations

A. General Comments

Dr. Rendell has had a productive, successful first year. He is focused on students and leads by example.

B. Area(s) of greatest accomplishment

1. ESE audit (in progress)
2. Analyzing progress and deficits regarding compliance with Desegregation Order
3. Improved relations with charter schools
4. Addressing insurance fund deficit (in progress)
5. School and district report cards

C. Area(s) of greatest particular performance which need(s) strengthening.

1. Developing a process to address controversial issues that may affect the learning environment as they occur (e.g. Confederate flag issue).
2. Comprehensive academic achievement plan for African American students
3. Directing work on further reducing suspension rates and assessing the effectiveness of in school suspension programs.
4. Leadership balancing site based management with firm expectations regarding compliance with district wide policies and initiatives.
5. Making sure plans are in place to maintain and improve literacy levels beyond the third grade.
6. Making Cultural Competence Training an on-going component of staff development at all levels. The Multicultural Education should provide similar training for students.

The signatures indicate the Superintendent has reviewed the performance evaluation with the appraiser on the date written below.

Board member: *Audrey J. Gomez* Date: 6/3/16
Superintendent: *Mary Murphy* Date: 6/3/16

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PROFESSIONAL STANDARD

Description of Ratings:	
Commendable	4
Meets Expectations	3
Reasonable Progress Toward Expectation	2
Needs Improvement	1

Commendable	Individual Board Member Rating:	4
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A. INTEGRITY AND LEADERSHIP

Guidelines: Maintains high standards of ethics, honesty and integrity.

- Provides proactive leadership to address the needs of the District to continuously improve teaching and learning.
- Identifies important issues and problems, recommends appropriate solutions in a timely manner, and recognizes the consequences of such recommendations.
- Establishes priorities, related timelines and expectations, follows-up and acts on reports.
- Presents and promotes a positive image of the School District.
- Conveys a commitment to the mission and values of the District and supports these values even if difficult actions are required.
- Uses a systematic process of developing the board agenda items including staff review, examination of alternatives and recommendations of the best options.
- Promotes and expects a climate of tolerance, acceptance and civility.
- Maintains a professional demeanor in high stress situations.
- Demonstrates sufficient understanding of all aspects of the school system and seeks self-improvement through continued professional development.

Dr. Rendell has completed his certification and has incorporated practices that exhibit exceptional leadership. Both with the public and press, he has demonstrated a high professional standard throughout bomb threats and emergencies. He has also worked on improving relations within the community through various groups, memberships, NAACP, "State of the district broadcast". Dr Rendell can and has made difficult decisions to support the district's values even when not publicly popular.

Board Member's Initials: RS
 Date: 6/7/16

PROFESSIONAL STANDARD

<p><u>Description of Ratings:</u> Commendable Meets Expectations Reasonable Progress Toward Expectation Needs Improvement</p>

Commendable	Individual Board Member Rating:	4
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B. COMMUNICATION AND COMMUNITY ENGAGEMENT

Guidelines:

- Promotes, demonstrates and supports effective and timely two-way communication between District, schools, community, and local governments regarding School District programs and activities in a clear, consistent manner.
- Fosters positive working relationships with community, stakeholder groups and governmental entities.
- Maintains visibility in the community.
- Works to increase parental and community involvement in schools and in the District.
- Informs staff of relevant information, as appropriate.
- Provides information from all perspectives and clarifies issues to the Board in an appropriate manner.
- Visits school sites and communicates with the staff, students and parents as appropriate.
- Fosters a transparent environment in which information is fully disseminated to the public.

Dr. Rendell has demonstrated a higher understanding and importance for the districts communications. By establishing a P.I.O, positive relationships with weekly radio appearances and club memberships we can foster public trust and transparency. Additionally we have increased Charter School presence at career development classes and assigned a Charter School Liaison. Casual dress for a cause has brought district awareness and financially has supported "in county" worthy causes. Dr. Rendell has revamped the website, improved social media and developed individual school report cards.

Board Member's Initials: DR
 Date: 6/7/16

PROFESSIONAL STANDARD

<p>Description of Ratings: Commendable Meets Expectations Reasonable Progress Toward Expectation Needs Improvement</p>
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Meets Expectations	Individual Board Member Rating:	3
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<p>C. EFFECTIVE BOARD RELATIONS</p> <p>Guidelines:</p> <ul style="list-style-type: none"> • Works to create and maintain a positive working relationship with the School Board. • Keeps the School Board informed on issues, needs and operations of the District. • Responds to School Board concerns in a timely manner. • Prepares recommendations based on thorough study and analysis. • Appropriately interprets and executes Board policy and direction. • Understands and interprets the role of federal, state and local government policy and politics, and their relationship to the School District and schools. • Works with the Board to establish a District vision and attainable goals for the District. • Is sensitive to Board Members' responsibility to respond to the community, and provides them information to do so.

Dr. Rendell always keeps us informed on major issues immediately as through his designee. He executes our policies and corrects his staff if needed. He has worked hard to create implement and share our vision with everyone. Dr. Rendell continues to grow in his understanding of the differences in our positions and responsibility to the community. Major things sometimes in "our" positions have a sense of urgency and he has developed this year a sense of knowing our perspective

Board Member's Initials: RS
 Date: 6/7/16

PROFESSIONAL STANDARD

<u>Description of Ratings:</u> Commendable Meets Expectations Reasonable Progress Toward Expectation Needs Improvement
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<i>Meets expectations</i>	Individual Board Member Rating:	<i>3</i>
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D. HIGHLY DEVELOPED AND HIGH PERFORMING STAFF

Guidelines:

- Provides leadership to attract and retain high quality employees.
- Executes sound personnel procedures and practices.
- Promotes professional development and builds expanded competencies within the workforce.
- Delegates responsibility and authority to staff members appropriate to the position each holds and holds each accountable.
- Demonstrates the ability to resolve sensitive personnel issues.
- Establish productive relationships with bargaining groups while managing contracts effectively.
- Encourages team work among District level staff and between District level and school based personnel.
- Promotes high morale and inspires employees to high professional standards.
- Oversees development and implementation of an effective performance review and evaluating process for all district employees.

Dr. Rendell has created comprehensive salary studies, established competitive salaries and improved recruitment efforts. He has completed mid year assessments, improved employee development plans and practices. By creating a spirit of integrity and high morale, Dr. Rendell raises the bar. This is demonstrated everyday by his example.

Board Member's Initials: *DR*
 Date: *6/7/16*

PROFESSIONAL STANDARD

<p><u>Description of Ratings:</u> Commendable Meets Expectations Reasonable Progress Toward Expectation Needs Improvement</p>

<i>Commendable</i>	Individual Board Member Rating:	<i>4</i>
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E. EFFICIENT AND EFFECTIVE OPERATIONAL PLANNING, ORGANIZATION, AND FINANCIAL MANAGEMENT

Guidelines:

- Works to develop and improve management procedures/systems in each department.
- Develops and implements a comprehensive plan to promote the safety and security of students and staff.
- Coordinates the District budget so that schools can operate effectively and efficiently.
- Supervises the preparation of the annual budget which reveals careful analysis of the operational expenditures to improve the quality of the instructional program.
- Maintains accurate financial records to ensure the proper expenditure of funds and elimination of waste by securing goods and services at fair and reasonable cost without compromising the quality of the instructional program.
- Meets and works collaboratively with the Board and appropriate staff to determine priorities for budgeting and for the effective allocation of space and human resources.
- Analyzes available instructional resources and assigns them in a cost-effective and equitable manner to enhance student outcomes.
- Maintains accountability of school and department leadership.

This area is very important to me. Dr. Rendell has proven to be a great leader. Immediately he recognized our need for SRO's, reviewed and fixed our physical safety issues and installed additional surveillance cameras as needed. Additionally he has been proactive in providing a safe and secure learning environment by implementing new positive behavior support programs.

Board Member's Initials: *DR*
 Date: *6/7/16*

Summary: Overall Rating of Professional Standards: Meets & Exceeds
3.6 Average

A. General comments:

Dr. Rendell is a great fit for our district. As a first year Superintendent he has many accomplishments, made himself known to the community and has raised morale of the employees. He has managed the delicate balance between community, staff and Board members needs and issues. But he has always placed students first!

B. Area(s) of greatest accomplishments this year which deserve commendations:

- ① Handling, planning & repairing the Citrus Bowl.
- ② Focus on student achievement and literacy.
- ③ Increased safety at our schools
- ④ Examined and addressed EDE and Unity Status
- ⑤ Strengthened relationships in the community with NAACP, Charter schools, media and social groups, PTA's & parents

C. Area(s) of greatest particular performance which need(s) strengthening:

Dr. Rendell is a strong leader. His strength and performance will continue to improve with time. He has done such a wonderful job and accomplished so much I would not get in the way by criticizing. He was given direction and fulfilled our requests. What more could you ask for?

The signatures below indicate only that the Superintendent has reviewed this performance evaluation with the appraiser on the date written below.

Board Member Signature: Dale Shuck Date: 6/7/16
Superintendent Signature: Mary Muehl Date: 6/8/16

SCHOOL BOARD OF INDIAN RIVER COUNTY
SUPERINTENDENT'S EVALUATION FORM
2015 - 2016

Individual Board Members will rate the Superintendent's performance in each of the five professional standards areas listed below. Under each professional standard, there are several guidelines and, taken collectively, will give meaning to the professional standard being evaluated. The focus is on leadership practices that impact prioritization and results for student achievement--knowing what is important, understanding what is needed, and taking action that gets results.

RATING LEGEND

COMMENDABLE:

The Superintendent's performance exceeds your expectation. This performance level is significantly above expectations. Performance levels would include unusually high-quality work that results in unexpected benefit to the District.

MEETS EXPECTATIONS:

The Superintendent performs her duties in an acceptable manner. Produces high-quality work in most competency areas, completing tasks or projects when expected, bringing projects in on-budget, maintaining a balanced budget, substantially addressing problem issues, achieving goals with established or expected timelines, maintaining safe and adequate facilities within the allocated resources, performing duties in a manner that does not negatively impact the District's operation and comply with all legal requirements regarding the District's operations.

REASONABLE PROGRESS TOWARD EXPECTATION:

This category takes into account that unusual or unforeseen circumstances may prevent the Superintendent from meeting expectations but shows reasonable progress toward achieving that status.

NEEDS IMPROVEMENT:

The Superintendent's performance does not meet your expectation. Significantly fails to meet District objectives or fails to perform at the expected levels of service as indicated in the categories.

PROFESSIONAL STANDARD

Description of Ratings:

- Commendable
- Meets Expectations
- Reasonable Progress Toward Expectation
- Needs Improvement

	Individual Board Member Rating:	<i>Commendable</i>
A. INTEGRITY AND LEADERSHIP		
<p><i>Guidelines:</i> Maintains high standards of ethics, honesty and integrity.</p> <ul style="list-style-type: none"> • Provides proactive leadership to address the needs of the District to continuously improve teaching and learning. • Identifies important issues and problems, recommends appropriate solutions in a timely manner, and recognizes the consequences of such recommendations. • Establishes priorities, related timelines and expectations, follows-up and acts on reports. • Presents and promotes a positive image of the School District. • Conveys a commitment to the mission and values of the District and supports these values even if difficult actions are required. • Uses a systematic process of developing the board agenda items including staff review, examination of alternatives and recommendations of the best options. • Promotes and expects a climate of tolerance, acceptance and civility. • Maintains a professional demeanor in high stress situations. • Demonstrates sufficient understanding of all aspects of the school system and seeks self-improvement through continued professional development. 		
<i>Excellent in all areas</i>		

Board Member's Initials: *MR*
 Date: 6/10/14

PROFESSIONAL STANDARD

<u>Description of Ratings:</u> Commendable Meets Expectations Reasonable Progress Toward Expectation Needs Improvement
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	Individual Board Member Rating:	<i>Commendable</i>
C. EFFECTIVE BOARD RELATIONS		
<i>Guidelines:</i> <ul style="list-style-type: none"> • Works to create and maintain a positive working relationship with the School Board. • Keeps the School Board informed on issues, needs and operations of the District. • Responds to School Board concerns in a timely manner. • Prepares recommendations based on thorough study and analysis. • Appropriately interprets and executes Board policy and direction. • Understands and interprets the role of federal, state and local government policy and politics, and their relationship to the School District and schools. • Works with the Board to establish a District vision and attainable goals for the District. • Is sensitive to Board Members' responsibility to respond to the community, and provides them information to do so. 		
<i>Excellent follow-through w/ Board requests</i>		

Board Member's Initials: *RW*
 Date: 6/18/14

Summary: Overall Rating of Professional Standards: _____

A. General comments:

Despite several challenges the district has faced in the past year, Dr. Rendell proved a highly effective leader. His willingness to make change when change is needed is always apparent.

B. Area(s) of greatest accomplishments this year which deserve commendations:

Dr. Rendell continues to exhibit superior communication skills + techniques with the board, the individual schools, and the community at large. There is excellent follow-up with board questions + concerns.

C. Area(s) of greatest particular performance which need(s) strengthening:

No areas noted

The signatures below indicate only that the Superintendent has reviewed this performance evaluation with the appraiser on the date written below.

Board Member Signature: Mark [Signature] Date: 6/10/16

Date:

6/10/16

Superintendent Signature:

Mary Andrew

SCHOOL BOARD OF INDIAN RIVER COUNTY
SUPERINTENDENT'S EVALUATION FORM
2015 - 2016

Individual Board Members will rate the Superintendent's performance in each of the five professional standards areas listed below. Under each professional standard, there are several guidelines and, taken collectively, will give meaning to the professional standard being evaluated. The focus is on leadership practices that impact prioritization and results for student achievement--knowing what is important, understanding what is needed, and taking action that gets results.

RATING LEGEND

COMMENDABLE:

The Superintendent's performance exceeds your expectation. This performance level is significantly above expectations. Performance levels would include unusually high-quality work that results in unexpected benefit to the District.

MEETS EXPECTATIONS:

The Superintendent performs ^{her} duties in an acceptable manner. Produces high-quality work in most competency areas, completing tasks or projects when expected, bringing projects in on-budget, maintaining a balanced budget, substantially addressing problem issues, achieving goals with established or expected timelines, maintaining safe and adequate facilities within the allocated resources, performing duties in a manner that does not negatively impact the District's operation and comply with all legal requirements regarding the District's operations.

REASONABLE PROGRESS TOWARD EXPECTATION:

This category takes into account that unusual or unforeseen circumstances may prevent the Superintendent from meeting expectations but shows reasonable progress toward achieving that status.

NEEDS IMPROVEMENT:

The Superintendent's performance does not meet your expectation. Significantly fails to meet District objectives or fails to perform at the expected levels of service as indicated in the categories.

PROFESSIONAL STANDARD

Description of Ratings;	
Commendable	4
Meets Expectations	3
Reasonable Progress Toward Expectation	3
Needs Improvement	1

	Individual Board Member Rating:	3
A. INTEGRITY AND LEADERSHIP		
<p><i>Guidelines:</i> Maintains high standards of ethics, honesty and integrity.</p> <ul style="list-style-type: none"> • Provides proactive leadership to address the needs of the District to continuously improve teaching and learning. ✓ • Identifies important issues and problems, recommends appropriate solutions in a timely manner, and recognizes the consequences of such recommendations. • Establishes priorities, related timelines and expectations, follows-up and acts on reports. • Presents and promotes a positive image of the School District. ✓ • Conveys a commitment to the mission and values of the District and supports these values even if difficult actions are required. • Uses a systematic process of developing the board agenda items including staff review, examination of alternatives and recommendations of the best options. • Promotes and expects a climate of tolerance, acceptance and civility. ✓ • Maintains a professional demeanor in high stress situations. ✓ • Demonstrates sufficient understanding of all aspects of the school system and seeks self-improvement through continued professional development. ✓ 		

M 3
M 3
M 3
M 3
M 3
R 2
M 3
M 3
M 3

Board Member's Initials: CR
Date: 6-14-16

PROFESSIONAL STANDARD

Description of Ratings:	
Commendable	4
Meets Expectations	3
Reasonable Progress Toward Expectation	2
Needs Improvement	1

	Individual Board Member Rating:	3
<p>C. EFFECTIVE BOARD RELATIONS</p> <p><i>Guidelines:</i></p> <ul style="list-style-type: none"> • Works to create and maintain a positive working relationship with the School Board. • Keeps the School Board informed on issues, needs and operations of the District. • Responds to School Board concerns in a timely manner. • Prepares recommendations based on thorough study and analysis. • Appropriately interprets and executes Board policy and direction. • Understands and interprets the role of federal, state and local government policy and politics, and their relationship to the School District and schools. • Works with the Board to establish a District vision and attainable goals for the District. • Is sensitive to Board Members' responsibility to respond to the community, and provides them information to do so. 		
<p><i>Dr. Rendell keeps the Board members informed on issues and maintains a positive working relationship with us.</i></p> <p><i>He is a pleasure to work with</i></p>		

Dr. Rendell keeps the Board members informed on issues and maintains a positive working relationship with us.

Board Member's Initials: *CS*
 Date: 6-14-16

PROFESSIONAL STANDARD

Description of Ratings:	
Commendable +	4
Meets Expectations	2 3
Reasonable Progress Toward Expectation	5 2
Needs Improvement	4 1

	Individual Board Member Rating:	3
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D. HIGHLY DEVELOPED AND HIGH PERFORMING STAFF

Guidelines:

- Provides leadership to attract and retain high quality employees.
- Executes sound personnel procedures and practices.
- Promotes professional development and builds expanded competencies within the workforce.
- Delegates responsibility and authority to staff members appropriate to the position each holds and holds each accountable.
- Demonstrates the ability to resolve sensitive personnel issues.
- Establish productive relationships with bargaining groups while managing contracts effectively.
- Encourages team work among District level staff and between District level and school based personnel.
- Promotes high morale and inspires employees to high professional standards.
- Oversees development and implementation of an effective performance review and evaluating process for all district employees.

R 2
 R 2
 M 3
 R 2
 N 1
 R 2
 M 3
 M 3
 R 2

Dr. Rendell needs to steer clear of the "Good Old Boy" network and hire the most qualified candidates that have the qualifications in the job descriptions.

Additional time is needed to see the results of the staff hirings that have taken place during his first year on the job.

Board Member's Initials: *CR*
 Date: 6-14-16

PROFESSIONAL STANDARD

Description of Ratings:	
Commendable	4
Meets Expectations	3
Reasonable Progress Toward Expectation	2
Needs Improvement	1

	Individual Board Member Rating:	<u>3</u>
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E. EFFICIENT AND EFFECTIVE OPERATIONAL PLANNING, ORGANIZATION, AND FINANCIAL MANAGEMENT

Guidelines:

- Works to develop and improve management procedures/systems in each department.
- Develops and implements a comprehensive plan to promote the safety and security of students and staff.
- Coordinates the District budget so that schools can operate effectively and efficiently.
- Supervises the preparation of the annual budget which reveals careful analysis of the operational expenditures to improve the quality of the instructional program.
- Maintains accurate financial records to ensure the proper expenditure of funds and elimination of waste by securing goods and services at fair and reasonable cost without compromising the quality of the instructional program.
- Meets and works collaboratively with the Board and appropriate staff to determine priorities for budgeting and for the effective allocation of space and human resources.
- Analyzes available instructional resources and assigns them in a cost-effective and equitable manner to enhance student outcomes.
- Maintains accountability of school and department leadership.

2
3
3
3
3
3

Dr. Rendell meets my expectations concerning efficient and effective operational planning, organization and financial management.

Board Member's Initials: *CR*
Date: 6-14-16

Meets Expectations

Summary: Overall Rating of Professional Standards: 3

A. General comments:

Dr. Rendell is the right man for the job.
Easy to work with and knows his stuff.

B. Area(s) of greatest accomplishments this year which deserve commendations:

Improved relationships with Charter Schools.
Progress on Desegregation order analysis and
initial steps toward unitary status.

C. Area(s) of greatest particular performance which need(s) strengthening:

Hiring practices where new employees do not
have the qualifications for the job.
Need to delegate more to assistants but
test their recommendations on specific issues.

The signatures below indicate only that the Superintendent has reviewed this performance evaluation with the appraiser on the date written below.

Board Member Signature: Charles H. Seacey Date: 6-14-16

Superintendent Signature: Mary Kemp Date: 6/15/16

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Action Item A: 6/28/2016

Approval of Superintendent's 2015-2016 Composite Evaluation of Professional Standards as Satisfactory and Above Expectations-Chairman Simchick

Dr. Rendell has served as Superintendent of Schools since June 2015. As per his employment contract, each Board Member, independently, prepared an evaluation of Professional Standards linking goals set by the School Board and met with Dr. Rendell to review his evaluation. All evaluations and any accompanying comments were reviewed by individual Board Members with the Superintendent. Board Members are now asked to vote to accept the evaluation.

Overall Composite Summative Rating

Category	Integrity & Leadership	Communication and Community	Board Relations	Highly Developed and High Performing Staff	Efficient and Effective Operational Planning, organization and Financial Management
Charles Searcy	3	3	3	3	3
Matt McCain	4	4	4	4	4
Claudia Jiménez	4	4	3	2	3
Shawn Frost	4	3	3	3	3
Dale Simchick	4	4	3	3	4
Average Rating	3.8	3.6	3.2	3	3.4

Overall Average Rating: 3.4

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SCHOOL BOARD OF INDIAN RIVER COUNTY
SUPERINTENDENT'S EVALUATION FORM
2015 - 2016

Individual Board Members will rate the Superintendent's performance in each of the five professional standards areas listed below. Under each professional standard, there are several guidelines and, taken collectively, will give meaning to the professional standard being evaluated. The focus is on leadership practices that impact prioritization and results for student achievement--knowing what is important, understanding what is needed, and taking action that gets results.

RATING LEGEND

COMMENDABLE:

The Superintendent's performance exceeds your expectation. This performance level is significantly above expectations. Performance levels would include unusually high-quality work that results in unexpected benefit to the District.

MEETS EXPECTATIONS:

The Superintendent performs her duties in an acceptable manner. Produces high-quality work in most competency areas, completing tasks or projects when expected, bringing projects in on-budget, maintaining a balanced budget, substantially addressing problem issues, achieving goals with established or expected timelines, maintaining safe and adequate facilities within the allocated resources, performing duties in a manner that does not negatively impact the District's operation and comply with all legal requirements regarding the District's operations.

REASONABLE PROGRESS TOWARD EXPECTATION:

This category takes into account that unusual or unforeseen circumstances may prevent the Superintendent from meeting expectations but shows reasonable progress toward achieving that status.

NEEDS IMPROVEMENT:

The Superintendent's performance does not meet your expectation. Significantly fails to meet District objectives or fails to perform at the expected levels of service as indicated in the categories.

PROFESSIONAL STANDARD

Description of Ratings:	
Commendable	4
Meets Expectations	3
Reasonable Progress Toward Expectation	2
Needs Improvement	1

<i>Exceeds -</i>	Individual Board Member Rating:	4
A. INTEGRITY AND LEADERSHIP		
<p><i>Guidelines:</i> Maintains high standards of ethics, honesty and integrity.</p> <ul style="list-style-type: none"> • Provides proactive leadership to address the needs of the District to continuously improve teaching and learning. • Identifies important issues and problems, recommends appropriate solutions in a timely manner, and recognizes the consequences of such recommendations. <i>+</i> Establishes priorities, related timelines and expectations, follows-up and acts on reports. • Presents and promotes a positive image of the School District. • Conveys a commitment to the mission and values of the District and supports these values even if difficult actions are required. • Uses a systematic process of developing the board agenda items including staff review, examination of alternatives and recommendations of the best options. • Promotes and expects a climate of tolerance, acceptance and civility. • Maintains a professional demeanor in high stress situations. <i>+</i> • Demonstrates sufficient understanding of all aspects of the school system and seeks self-improvement through continued professional development. 		
<p><i>Dr. Rendell has faced numerous emergency situations and provided steady leadership.</i></p>		

Board Member's Initials: *RF*
 Date: 5-15-16

PROFESSIONAL STANDARD

<u>Description of Ratings:</u> Commendable 4 Meets Expectations 3 Reasonable Progress Toward Expectation 2 Needs Improvement 1
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<i>Meets</i>	Individual Board Member Rating:	<i>3</i>
C. EFFECTIVE BOARD RELATIONS		
<p><i>Guidelines:</i></p> <ul style="list-style-type: none"> • Works to create and maintain a positive working relationship with the School Board. • Keeps the School Board informed on issues, needs and operations of the District. + • Responds to School Board concerns in a timely manner. • Prepares recommendations based on thorough study and analysis. • Appropriately interprets and executes Board policy and direction. • Understands and interprets the role of federal, state and local government policy and politics, and their relationship to the School District and schools. - • Works with the Board to establish a District vision and attainable goals for the District. - • Is sensitive to Board Members' responsibility to respond to the community, and provides them information to do so. 		
<i>Need strategic plan</i>		
<i>Does an excellent job keeping us informed</i>		

Board Member's Initials: *RS*
 Date: *0-15-16*

PROFESSIONAL STANDARD

<p><u>Description of Ratings:</u> Commendable Meets Expectations Reasonable Progress Toward Expectation Needs Improvement</p>

meets	Individual Board Member Rating:	3
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D. HIGHLY DEVELOPED AND HIGH PERFORMING STAFF

Guidelines:

- Provides leadership to attract and retain high quality employees.
- Executes sound personnel procedures and practices.
- Promotes professional development and builds expanded competencies within the workforce.
- Delegates responsibility and authority to staff members appropriate to the position each holds and holds each accountable.
- Demonstrates the ability to resolve sensitive personnel issues.
- Establish productive relationships with bargaining groups while managing contracts effectively.
- Encourages team work among District level staff and between District level and school based personnel.
- Promotes high morale and inspires employees to high professional standards.
- Oversees development and implementation of an effective performance review and evaluating process for all district employees.

This has been a year of change, hoping this will be a 4 next year based on what changes produce in results.
 Appreciate efforts toward 360^o accountability culture.

Board Member's Initials: RC
 Date: 5-13-16

PROFESSIONAL STANDARD

Description of Ratings:
 Commendable
 Meets Expectations
 Reasonable Progress Toward Expectation
 Needs Improvement

meets	Individual Board Member Rating:	3
<p>E. EFFICIENT AND EFFECTIVE OPERATIONAL PLANNING, ORGANIZATION, AND FINANCIAL MANAGEMENT</p> <p><i>Guidelines:</i></p> <ul style="list-style-type: none"> • Works to develop and improve management procedures/systems in each department. • Develops and implements a comprehensive plan to promote the safety and security of students and staff. • Coordinates the District budget so that schools can operate effectively and efficiently. • Supervises the preparation of the annual budget which reveals careful analysis of the operational expenditures to improve the quality of the instructional program. • Maintains accurate financial records to ensure the proper expenditure of funds and elimination of waste by securing goods and services at fair and reasonable cost without compromising the quality of the instructional program. • Meets and works collaboratively with the Board and appropriate staff to determine priorities for budgeting and for the effective allocation of space and human resources. • Analyzes available instructional resources and assigns them in a cost-effective and equitable manner to enhance student outcomes. †. Maintains accountability of school and department leadership. 		
<p>Health Care situation a major set-back</p>		
<p>A move to true zero-based budgeting will</p>		
<p>result in a 4</p>		
<p>The focus on accountability has been</p>		
<p>a great benefit.</p>		

Board Member's Initials: JS
 Date: 6-15-16

Summary: Overall Rating of Professional Standards: Meets

A. General comments:

I have high expectations, meeting them is no small feat. You are a highly skilled, high potential whom I expect to grow into a super star. This review allows recognition for such once it is achieved.

B. Area(s) of greatest accomplishments this year which deserve commendations:

Improved relationship with public charter Boards
Proactive approach to improvement via DMC + Unity status
Steady leadership in emergency situations
Fostering a culture of accountability.

C. Area(s) of greatest particular performance which need(s) strengthening:

Zero based + transparent budgeting process
Strategic Plan clearly communicate to all stakeholders.

The signatures below indicate only that the Superintendent has reviewed this performance evaluation with the appraiser on the date written below.

Board Member Signature: [Signature]

Date: 6-15-16

Superintendent Signature: [Signature]

Date: 6/23/16

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PROFESSIONAL STANDARD

Description of Ratings:
Exceeds Expectations
Satisfactory
Reasonable Progress Toward Satisfactory
Unsatisfactory

A. INTEGRITY AND LEADERSHIP

Guidelines: Maintains high standards of ethics, honesty and integrity.

- Provides proactive leadership to address the needs of the District to continuously improve teaching and learning. 4
- Identifies important issues and problems, recommends appropriate solutions in a timely manner, and recognizes the consequences of such recommendations. 2
- Establishes priorities, related timelines and expectations, follows-up and acts on reports. 3
- Presents and promotes a positive image of the School District. 4
- Conveys a commitment to the mission and values of the District and supports these values even if difficult actions are required. 4
- Uses a systematic process of developing the board agenda items including staff review, examination of alternatives and recommendations of the best options. 3
- Promotes and expects a climate of tolerance, acceptance and civility. 3
- Maintains a professional demeanor in high stress situations. 4
- Demonstrates sufficient understanding of all aspects of the school system and seeks self-improvement through continued professional development. 4

Unquestioned integrity and good leadership skills

Rating: 3
 Board Member's Initials: CS
 Date: 6-17

PROFESSIONAL STANDARD

Description of Ratings:
Exceeds Expectations
Satisfactory
Reasonable Progress Toward Satisfactory
Unsatisfactory

B. COMMUNICATION AND COMMUNITY ENGAGEMENT

Guidelines:

- Promotes, demonstrates and supports effective and timely two-way communication between District, schools, community, and local governments regarding School District programs and activities in a clear, consistent manner. 3
- Fosters positive working relationships with community, stakeholder groups and governmental entities. 3
- Maintains visibility in the community. 4
- Works to increase parental and community involvement in schools and in the District. 3
- Informs staff of relevant information, as appropriate. 3
- Provides information from all perspectives and clarifies issues to the Board in an appropriate manner. 3
- Visits school sites and communicates with the staff, students and parents as appropriate. 4
- Fosters a transparent environment in which information is fully disseminated to the public. 2

*Effective communicator in the District
and in the Community*

Rating: 3
Board Member's Initials: CS
Date: 6-6-17

PROFESSIONAL STANDARD

Description of Ratings:
Exceeds Expectations
Satisfactory
Reasonable Progress Toward Satisfactory
Unsatisfactory

C. EFFECTIVE BOARD RELATIONS

Guidelines:

- Works to create and maintain a positive working relationship with the School Board. 3
- Keeps the School Board informed on issues, needs and operations of the District. 3
- Responds to School Board concerns in a timely manner. 4
- Prepares recommendations based on thorough study and analysis. 3
- Appropriately interprets and executes Board policy and direction. 3
- Understands and interprets the role of federal, state and local government policy and politics, and their relationship to the School District and schools. 3
- Works with the Board to establish a District vision and attainable goals for the District. 3
- Is sensitive to Board Members' responsibility to respond to the community, and provides them information to do so. 3

Rating: 3
Board Member's Initials: RS
Date: 6-6-17

PROFESSIONAL STANDARD

Description of Ratings:
Exceeds Expectations
Satisfactory
Reasonable Progress Toward Satisfactory
Unsatisfactory

D. HIGHLY DEVELOPED AND HIGH PERFORMING STAFF

Guidelines:

- Provides leadership to attract and retain high quality employees. 3
- Executes sound personnel procedures and practices. 2
- Promotes professional development and builds expanded competencies within the workforce. 3
- Delegates responsibility and authority to staff members appropriate to the position each holds and holds each accountable. 3
- Demonstrates the ability to resolve sensitive personnel issues. 2
- Establish productive relationships with bargaining groups while managing contracts effectively. 3
- Encourages team work among District level staff and between District level and school based personnel. 2
- Promotes high morale and inspires employees to high professional standards. 3
- Oversees development and implementation of an effective performance review and evaluating process for all district employees. 3

Personnel issues need much work.

Ineffective at delegating

Rating: 3
Board Member's Initials: CR
Date: 6-6-17

PROFESSIONAL STANDARD

Description of Ratings:
 Exceeds Expectations
 Satisfactory
 Reasonable Progress Toward Satisfactory
 Unsatisfactory

E. EFFICIENT AND EFFECTIVE OPERATIONAL PLANNING, ORGANIZATION, AND FINANCIAL MANAGEMENT

Mr. Peribato

Guidelines:

- Works to develop and improve management procedures/systems in each department. *2*
- Develops and implements a comprehensive plan to promote the safety and security of students and staff. *4*
- Coordinates the District budget so that schools can operate effectively and efficiently. *3*
- Supervises the preparation of the annual budget which reveals careful analysis of the operational expenditures to improve the quality of the instructional program. *3*
- Maintains accurate financial records to ensure the proper expenditure of funds and elimination of waste by securing goods and services at fair and reasonable cost without compromising the quality of the instructional program. *3*
- Meets and works collaboratively with the Board and appropriate staff to determine priorities for budgeting and for the effective allocation of space and human resources. *3*
- Analyzes available instructional resources and assigns them in a cost-effective and equitable manner to enhance student outcomes. *3*
- Maintains accountability of school and department leadership. *3*

2 3

Satisfactory

Rating: *3*
 Board Member's Initials: *CR*
 Date: *6-6-17*

Ratings: Goals for 2016-2017

F. Focus Area I – Student Achievement:

has much incomplete or not available yet
Good - Graduation rates
Decrease in reading scores.

Rating: 2
Board Member's Initials: CS
Date: 6-6-17

G. Focus Area II – Safety and Security

Serious lifesafety violations still open - Not good.
Measurable outcomes still in progress

No district wide emergency drill - Revised - why?

Rating: 3
Board Member's Initials: CS
Date: 6-6-17

H. Focus Area III – Employee Development

Non-attendance at PD sessions - problem.

Somewhat difficult to determine employee development

Rating: 3
Board Member's Initials: CS
Date: 6-6-17

Ratings: Goals for 2016-2017

I. Focus Area IV – School Community Relations

Good work!

Rating: 4
Board Member's Initials: CS
Date: 6-6-17

J. Focus Area V – Technology Integration

Excellent progress

Rating: 4
Board Member's Initials: CS
Date: 6-6-17

Summary: Overall Rating of Professional Standards and Goals: 3
(Exceeds Expectations, Satisfactory, Reasonable Progress Toward Satisfactory, Unsatisfactory)

General comments:

Dr. Rendell is doing a good job.
He inherited some major problems both financial and personnel but making good progress in resolving the issues.

Area(s) of greatest accomplishments this year which deserve commendations:

Moving the District closer to unitary status.
Getting multi-year contract with IRCEA.
Made necessary but unpopular changes in principals.
Major feat was developing a plan to solve the employee health insurance crisis.

Area(s) of greatest particular performance which need(s) strengthening:

Necessary personnel changes need to be made without delay.
More effective and timely responses to citizens and press requests.
Must get a handle on the discipline

The signatures below indicate only that the Superintendent has reviewed this performance evaluation with the appraiser on the date written below.

Board Member's Signature: Charles A. Gray

Date: 6-6-17

Superintendent's Signature: Mary Kemp

Date: 6/6/17

SCHOOL BOARD OF INDIAN RIVER COUNTY
SUPERINTENDENT'S EVALUATION FORM and GOAL RATINGS
2016 - 2017

Individual Board Members will rate the Superintendent's performance in each of the five professional standards areas listed below and each of the five Goals. The final page and overall rating will be turned into the Chairman for the final overall rating. Under each professional standard, there are several guidelines and, taken collectively, will give meaning to the professional standard being evaluated. The focus is on leadership practices that impact prioritization and results for student achievement--knowing what is important, understanding what is needed, and taking action that gets results.

RATING LEGEND

EXCEEDS EXPECTATIONS = 4 Points:

The Superintendent's performance exceeds your expectation. This performance level is significantly above expectations. Performance levels would include unusually high-quality work that results in unexpected benefit to the District.

SATISFACTORY = 3 Points:

The Superintendent performs her duties in a satisfactory manner. Produces high-quality work in most competency areas, completing tasks or projects when expected, bringing projects in on-budget, maintaining a balanced budget, substantially addressing problem issues, achieving goals with established or expected timelines, maintaining safe and adequate facilities within the allocated resources, performing duties in a manner that does not negatively impact the District's operation and comply with all legal requirements regarding the District's operations.

REASONABLE PROGRESS TOWARD SATISFACTORY = 2 Points:

This category takes into account that unusual or unforeseen circumstances may prevent the Superintendent from meeting expectations but shows reasonable progress toward achieving that status.

UNSATISFACTORY = 1 Point:

The Superintendent's performance does not meet your expectation. Significantly fails to meet District objectives or fails to perform at the expected levels of service as indicated in the categories.

PROFESSIONAL STANDARD

Description of Ratings:
Exceeds Expectations
Satisfactory
Reasonable Progress Toward Satisfactory
Unsatisfactory

A. INTEGRITY AND LEADERSHIP

Guidelines: Maintains high standards of ethics, honesty and integrity.

- Provides proactive leadership to address the needs of the District to continuously improve teaching and learning.
- Identifies important issues and problems, recommends appropriate solutions in a timely manner, and recognizes the consequences of such recommendations.
- Establishes priorities, related timelines and expectations, follows-up and acts on reports.
- Presents and promotes a positive image of the School District.
- Conveys a commitment to the mission and values of the District and supports these values even if difficult actions are required.
- Uses a systematic process of developing the board agenda items including staff review, examination of alternatives and recommendations of the best options.
- Promotes and expects a climate of tolerance, acceptance and civility.
- Maintains a professional demeanor in high stress situations.
- Demonstrates sufficient understanding of all aspects of the school system and seeks self-improvement through continued professional development.

Dr. Rendell promotes a positive image of our school district. He takes appropriate actions during issues that are difficult, but must be dealt with. These actions require strong leadership skills. Dr. Rendell demonstrates this quality!

Rating: 4
Board Member's Initials: RS
Date: 5/26/17

PROFESSIONAL STANDARD

Description of Ratings:
Exceeds Expectations
Satisfactory
Reasonable Progress Toward Satisfactory
Unsatisfactory

B. COMMUNICATION AND COMMUNITY ENGAGEMENT

Guidelines:

- Promotes, demonstrates and supports effective and timely two-way communication between District, schools, community, and local governments regarding School District programs and activities in a clear, consistent manner.
- Fosters positive working relationships with community, stakeholder groups and governmental entities.
- Maintains visibility in the community.
- Works to increase parental and community involvement in schools and in the District.
- Informs staff of relevant information, as appropriate.
- Provides information from all perspectives and clarifies issues to the Board in an appropriate manner.
- Visits school sites and communicates with the staff, students and parents as appropriate.
- Fosters a transparent environment in which information is fully disseminated to the public.

Dr. Rendell makes several rounds in the community through radio, school visits, civic organizations and more! He is highly visible and responds very quickly to the public. Dr. Rendell communicates effectively and professionally!

Rating: 4
Board Member's Initials: RS
Date: 5/26/17

PROFESSIONAL STANDARD

Description of Ratings:
Exceeds Expectations
Satisfactory
Reasonable Progress Toward Satisfactory
Unsatisfactory

C. EFFECTIVE BOARD RELATIONS

Guidelines:

- Works to create and maintain a positive working relationship with the School Board.
- Keeps the School Board informed on issues, needs and operations of the District.
- Responds to School Board concerns in a timely manner.
- Prepares recommendations based on thorough study and analysis.
- Appropriately interprets and executes Board policy and direction.
- Understands and interprets the role of federal, state and local government policy and politics, and their relationship to the School District and schools.
- Works with the Board to establish a District vision and attainable goals for the District.
- Is sensitive to Board Members' responsibility to respond to the community, and provides them information to do so.

Dr. Rendell has always worked with the board to gather information and carry out their will. Through our vision he sets goals and executes. Although most of the time he is sensitive to our responsibility to the community and our ability to respond, he neglected to deliver important information to me. This made my job extremely difficult. This matter was discussed.

Rating: 3
Board Member's Initials: RS
Date: 5/26/17

PROFESSIONAL STANDARD

Description of Ratings:
Exceeds Expectations
Satisfactory
Reasonable Progress Toward Satisfactory
Unsatisfactory

D. HIGHLY DEVELOPED AND HIGH PERFORMING STAFF

Guidelines:

- Provides leadership to attract and retain high quality employees.
- Executes sound personnel procedures and practices.
- Promotes professional development and builds expanded competencies within the workforce.
- Delegates responsibility and authority to staff members appropriate to the position each holds and holds each accountable.
- Demonstrates the ability to resolve sensitive personnel issues.
- Establish productive relationships with bargaining groups while managing contracts effectively.
- Encourages team work among District level staff and between District level and school based personnel.
- Promotes high morale and inspires employees to high professional standards.
- Oversees development and implementation of an effective performance review and evaluating process for all district employees.

Dr. Rendell always trys to put the right people in the right seat, He is highly successful in this area!

Rating: 4
Board Member's Initials: as
Date: 5/26/17

PROFESSIONAL STANDARD

Description of Ratings:
Exceeds Expectations
Satisfactory
Reasonable Progress Toward Satisfactory
Unsatisfactory

E. EFFICIENT AND EFFECTIVE OPERATIONAL PLANNING, ORGANIZATION, AND FINANCIAL MANAGEMENT

Guidelines:

- Works to develop and improve management procedures/systems in each department.
- Develops and implements a comprehensive plan to promote the safety and security of students and staff.
- Coordinates the District budget so that schools can operate effectively and efficiently.
- Supervises the preparation of the annual budget which reveals careful analysis of the operational expenditures to improve the quality of the instructional program.
- Maintains accurate financial records to ensure the proper expenditure of funds and elimination of waste by securing goods and services at fair and reasonable cost without compromising the quality of the instructional program.
- Meets and works collaboratively with the Board and appropriate staff to determine priorities for budgeting and for the effective allocation of space and human resources.
- Analyzes available instructional resources and assigns them in a cost-effective and equitable manner to enhance student outcomes.
- Maintains accountability of school and department leadership.

Dr. Rendell has implemented a new organizational chart and streamlined services. Dr. Rendell has gone to budgeting and has brought about several money saving solutions.

Rating: 4
Board Member's Initials: RS
Date: 5/22/17

Ratings: Goals for 2016-2017

F. Focus Area I – Student Achievement:

This year was Amazing! Including the ACT that allowed 130 students to graduate was fantastic!

Rating: 4
Board Member's Initials: RO
Date: 5/26/17

G. Focus Area II – Safety and Security

We added several security measures according to our improvement plan.
Thanks!!

Rating: 4
Board Member's Initials: RO
Date: 5/24/17

H. Focus Area III – Employee Development

Mitigating Health Care benefits and issues have been challenging but Dr. Rendell has accomplished much in this area of his goals!

Rating: 4
Board Member's Initials: RO
Date: 5/26/17

Ratings: Goals for 2016-2017

I. Focus Area IV – School Community Relations

As mentioned in Standards - Superior!

Rating: 4
Board Member's Initials: KS
Date: 5/26/17

J. Focus Area V – Technology Integration

Thanks to the voters for the funds
and De Rendell's implementation.

Rating: 4
Board Member's Initials: KS
Date: 5/26/17

Summary: Overall Rating of Professional Standards and Goals: 4 (3.87 average)
(Exceeds Expectations, Satisfactory, Reasonable Progress Toward Satisfactory, Unsatisfactory)

General comments:

Dr. Rendell raises our district image in the community, handles inaccurate media coverage well!

Area(s) of greatest accomplishments this year which deserve commendations:

Standing Stronger in teachers disciplines, working towards unitary status and turning lower performing schools around!

Area(s) of greatest particular performance which need(s) strengthening:

Not much - continue to smoothly transfer information to board members

The signatures below indicate only that the Superintendent has reviewed this performance evaluation with the appraiser on the date written below.

Board Member's Signature: Dale Anichie Date: 5/26/17
Superintendent's Signature: May Mump Date: 6/5/17

PROFESSIONAL STANDARD

Description of Ratings:
 Exceeds Expectations
 Satisfactory
 Reasonable Progress Toward Satisfactory
 Unsatisfactory

A. INTEGRITY AND LEADERSHIP

Guidelines: Maintains high standards of ethics, honesty and integrity.

- ✓ Provides proactive leadership to address the needs of the District to continuously improve teaching and learning.
- Identifies important issues and problems, recommends appropriate solutions in a timely manner, and recognizes the consequences of such recommendations.
- Establishes priorities, related timelines and expectations, follows-up and acts on reports.
- ✓ Presents and promotes a positive image of the School District.
- ✓ Conveys a commitment to the mission and values of the District and supports these values even if difficult actions are required.
- ✓ Uses a systematic process of developing the board agenda items including staff review, examination of alternatives and recommendations of the best options.
- Promotes and expects a climate of tolerance, acceptance and civility.
- Maintains a professional demeanor in high stress situations.
- Demonstrates sufficient understanding of all aspects of the school system and seeks self-improvement through continued professional development.

- Need to improve upon identifying issues before they become problematic.

- Need to work on analyzing and probing into recommendations being made by staff or leadership before settling on consequences.

Rating: 3
 Board Member's Initials: JN
 Date: 6/13/17

PROFESSIONAL STANDARD

Description of Ratings:

- Exceeds Expectations
- Satisfactory
- Reasonable Progress Toward Satisfactory
- Unsatisfactory

B. COMMUNICATION AND COMMUNITY ENGAGEMENT

Guidelines:

- Promotes, demonstrates and supports effective and timely two-way communication between District, schools, community, and local governments regarding School District programs and activities in a clear, consistent manner.
- Fosters positive working relationships with community, stakeholder groups and governmental entities.
- ✓ Maintains visibility in the community.
- ✓ Works to increase parental and community involvement in schools and in the District.
- Informs staff of relevant information, as appropriate.
- Provides information from all perspectives and clarifies issues to the Board in an appropriate manner.
- Visits school sites and communicates with the staff, students and parents as appropriate.
- Fosters a transparent environment in which information is fully disseminated to the public.

6 of these 8 areas need significant improvement.

- Teachers are not given an opportunity to express their ideas or concerns.
- To retain and recruit within and outside leadership we must practice professional courtesy when not renewing contracts. Just showing up and saying your contract is not going to be renewed because we need new leadership is unacceptable. Professionals learn and grow from weaknesses. Constructive Criticism was owed to the Beachland & Gifford Principals.

Rating: 1
 Board Member's Initials: ha
 Date: 6/13/17

- Information is present to me w/ formulated opinions and when I disagree and ask for further documents there is no sense of urgency to provide... I should not have to

wait weeks or months for readily available information. Mr. Green has always given me an ETA and follows through.

I am very disappointed with how long it takes me to get basic financial documents to the point it really slows down my ability to wisely and effectively use my time. If I am in a budget review meeting w/ Mr. Morrison I should not be told I have to ask Dr. Rendell to ask Mr. Morrison to print a list of all the portables we are leasing in the district and how long we have been leasing these units. Because if I am reviewing budget with him and see an expense for \$800k per year I should be able to ask for any budget detail w/o getting run around for weeks. This is just one small example of a

[Signature]
6/13/17

PROFESSIONAL STANDARD

Description of Ratings:

- Exceeds Expectations
- Satisfactory
- Reasonable Progress Toward Satisfactory
- Unsatisfactory

C. EFFECTIVE BOARD RELATIONS

Guidelines:



Works to create and maintain a positive working relationship with the School Board. *needs work*

Keeps the School Board informed on issues, needs and operations of the District.

Responds to School Board concerns in a timely manner. *X*

- Prepares recommendations based on thorough study and analysis. *needs work*
- Appropriately interprets and executes Board policy and direction.
- Understands and interprets the role of federal, state and local government policy and politics, and their relationship to the School District and schools.



Works with the Board to establish a District vision and attainable goals for the District. *One sided*

Is sensitive to Board Members' responsibility to respond to the community, and provides them information to do so. *needs work*

- Not being given heads up of looming issues.

- Staff is argumentative and defensive when probing for further information. Ex) Career & Tech Plans & Spending

- Very Slow to provide info under time sensitivity. (deducted under

communication so will not under this professional Standard)

Rating: 2
 Board Member's Initials: ly
 Date: 6/12/17

PROFESSIONAL STANDARD

Description of Ratings:
Exceeds Expectations
Satisfactory
Reasonable Progress Toward Satisfactory
Unsatisfactory

D. HIGHLY DEVELOPED AND HIGH PERFORMING STAFF

Guidelines:

- 1 Provides leadership to attract and retain high quality employees.
 - Executes sound personnel procedures and practices.
- 2 Promotes professional development and builds expanded competencies within the workforce.
 - Delegates responsibility and authority to staff members appropriate to the position each holds and holds each accountable.
 - Demonstrates the ability to resolve sensitive personnel issues.
 - Establish productive relationships with bargaining groups while managing contracts effectively.
 - Encourages team work among District level staff and between District level and school based personnel.
- 3 Promotes high morale and inspires employees to high professional standards.
- 4 Oversees development and implementation of an effective performance review and evaluating process for all district employees.

- Teacher Morale is low across district needs immediate attention.

- School Climate needs work.

= School Leadership needs more accountability
if they are maintaining status quo academically
and poor school climate.

Rating: 3
Board Member's Initials: AG
Date: 6/13/17

PROFESSIONAL STANDARD

Description of Ratings:
 Exceeds Expectations
 Satisfactory
 Reasonable Progress Toward Satisfactory
 Unsatisfactory

E. EFFICIENT AND EFFECTIVE OPERATIONAL PLANNING, ORGANIZATION, AND FINANCIAL MANAGEMENT

Guidelines:

- Works to develop and improve management procedures/systems in each department.
- Develops and implements a comprehensive plan to promote the safety and security of students and staff.
- Coordinates the District budget so that schools can operate effectively and efficiently.
- Supervises the preparation of the annual budget which reveals careful analysis of the operational expenditures to improve the quality of the instructional program.
- Maintains accurate financial records to ensure the proper expenditure of funds and elimination of waste by securing goods and services at fair and reasonable cost without compromising the quality of the instructional program.
- Meets and works collaboratively with the Board and appropriate staff to determine priorities for budgeting and for the effective allocation of space and human resources.
- Analyzes available instructional resources and assigns them in a cost-effective and equitable manner to enhance student outcomes.
- Maintains accountability of school and department leadership.

- Making very good strides in right direction w/ reorganization of HR, Operations, ESE, & Curriculum.

- Positive move to renegotiate Florida Blue, I encourage staff to continue looking for ways to save district money. We should try to renegotiate contracts up for renewal verses just accepting

Rating: 4
 Board Member's Initials: my
 Date: 6/13/17

Past terms. This takes planning by staff to ensure there is sufficient time to negotiate verses accepting

Ratings: Goals for 2016-2017

F. Focus Area I – Student Achievement:

- Needs significant improvement across district, FSA scores did not meet expectation, ~~It is unacceptable~~
1) - School leadership must be held accountable.

Rating: 2
Board Member's Initials: _____
Date: 6/13/17

G. Focus Area II – Safety and Security

Code of Conduct and Student Discipline Problems have been ignored since I have been on the board. You must actively become a part of resolving this issue and not leave the work solely to staff and a committee.
You must take a leading role to fix this issue.

Rating: 2
Board Member's Initials: _____
Date: 6/13/17

H. Focus Area III – Employee Development

Making strides in the right direction.

Rating: 3
Board Member's Initials: TAJ
Date: 6/13/17

Ratings: Goals for 2016-2017

I. Focus Area IV – School Community Relations

- Would like to see more progress
in the area of achieving Unitary Status,
ex) Student Code of Conduct

Rating: 3
Board Member's Initials: _____
Date: 6/13/17

J. Focus Area V – Technology Integration

I can envision us as a
district of technology and innovation.
Keep up the great job.

Rating: 4
Board Member's Initials: JR
Date: 6/13/17

Summary: Overall Rating of Professional Standards and Goals: 2.7
(Exceeds Expectations, Satisfactory, ~~Reasonable Progress Toward Satisfactory,~~
Unsatisfactory)

General comments:

Overall I think the superintendent is making progress toward Satisfactory. Exceeding Expectations will be reached when 90% are reading on grade level combined w/ graduation rates above 90%.

Area(s) of greatest accomplishments this year which deserve commendations:

Revitalizing leadership within district was way overdue. Cabinet, Principal, and Curriculum department changes are to be commended.

Area(s) of greatest particular performance which need(s) strengthening: Middle achievement 6-8

- Need to foster a Culture of Open Communication.
- A Climate where employee input is solicited & appreciated.
- Employees, Students, Parents & Board Members are well informed through formal channels (emails, memos, meetings)
- We need to work on gaining the trust back from all stakeholders

The signatures below indicate only that the Superintendent has reviewed this performance evaluation with the appraiser on the date written below.

Board Member's Signature: Laura Yew

Date: 6/13/17

Superintendent's Signature: Mary Rulif

Date: 6/13/17

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Superintendent Performance Accountability System

Superintendent's Name: Mark Rendell

School Year: 2017-2018

Board Member's Name: Self Assessment

Date: 6-28-18

Accountability Ratings

The Superintendent shall be rated on each item using the following scale – ratings must be based on demonstrated evidence or lack of evidence. Documents associated with the accomplishment of the Superintendent's Goals shall accompany this assessment of performance.

5 – Outstanding	Has exceeded expected outcomes for goal attainment or mastery of performance objective.
4 – Meets Expectation	Has demonstrated goal attainment and /or a high level of performance for designated performance objective.
3 – Satisfactory	Has demonstrated progress toward goal attainment or an acceptable level of performance for required performance objective.
2 – Improvement Expected	Progress on goal attainment or demonstration of an acceptable level of performance for required performance objectives is not up to School Board standards.
1 - Unsatisfactory	No evidence of goal progress or progress towards an acceptable performance of School Board standards.

Each Board Member will rate the Superintendent in each of the performance areas. A composite score for each performance area will then be calculated based on an average of the scores in each performance area.

Superintendent / District Goal #1	Student Success: Every student receives a high quality education that is grounded in high expectations, personalized to meet his/her needs and interests, and backed by the necessary learning supports.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	<p>The Assessor's Rating of the accomplishment of this goal based on information provided.</p> <p>5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <p>I believe that we have made great progress in the area of student achievement this past school year, but we still have work to do. The monitoring framework contains specific data. It is also illustrated on p. 4 of the District Report Card. Highlights include:</p> <ul style="list-style-type: none"> • Across the district we improved student performance in every tested subject area except 7th Grade Civics. Highlighted by 6 point increases in 5th and 8th Grade Science, a 14% increase in Algebra 1, and 3 percent increase in Math grades (3-8) • Even though we earned a grade "B" the improvement in student performance resulted in an increase in our point total of 32 points (623 to 655) – which put us within 2 percent of an "A" grade as a district. • We increased the number of students enrolled in Career Pathways by 12% (499 more students) and those earning certification by 5.65% (222 more students). • We increased the number of students enrolled in Accelerated Courses by 15% (842 more students). There were 524 more students in AP/IB, 74 more in Dual Enrollment, and 244 more in Honors Classes. • We also significantly increased the number of minority students enrolled in these accelerated courses. There were 13% more African America students in AP/IB, and 11% more Hispanic students in AP/IB. There were also 15% more African American students in Honors Courses.

Superintendent / District Goal #2	Culture and Climate: Staff and students thrive in positive learning and work environments where they feel safe, supported, and celebrated
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	<p>The Assessor's Rating of the accomplishment of this goal based on information provided.</p> <p>5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <p>I also believe that we made great strides in the goal area of Culture and Climate. Many schools saw a significant reduction in student misbehavior as a result of new programs. We also received more positive feedback on training, we improved our performance in physical safety metrics, and established baseline data for recognition programs. However, we did not meet all of our targets, so we have room for improvement. Highlights include:</p> <ul style="list-style-type: none"> • We decreased the number of discipline referrals by 14% (2,049 fewer referrals) • We decreased the number of total students who received a discipline referral by 7% (245 fewer students). • Positive responses from participants to training on positive behavior supports increased by 4% (88% to 92%). • 100% of our schools participated in the positive behavior support training. • We reduced the number of initial life safety violations by 8% (104 fewer) • All schools completed 100% of the safety and security drills. • Even though we did not raise our student and parent climate survey grade of the district to an "A" we did increase our "B" average from 2.73 to 2.75 in the student survey and from 3.05 to 3.14 in the parent survey. <p>We did see a decline in our student attendance data. Average daily attendance declined from 93.5% to 92.85% and students with 90% or better attendance dropped from 82.4% to 77.3%. We believe that several events contributed to this decline, such as Hurricane Irma, several flu outbreaks, and safety concerns immediately following the tragedy at Marjory Stoneman Douglas High School. Regardless, we will focus on student attendance in the 2018-2019 school year to ensure our students are in class and learning.</p>

Superintendent / District Goal #3	High Quality Workforce: Employees are at the heart of our students' success, and we will attract, support, and retain a high quality workforce.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	<p>The Assessor's Rating of the accomplishment of this goal based on information provided.</p> <p>5 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <p>We have invested a significant amount of resources and effort to ensure that we attract, support, and retain the best employees possible. This includes compensation, support, and working conditions. We met many of our target areas, but not all, and so will continue to address shortfalls. Highlights include:</p> <ul style="list-style-type: none"> • We have established competitive salaries and benefits packages for most employee groups. However, this is an area that must be addressed on a continuous basis, as we want to retain high quality employees and are competing for limited pool of applicants. • The amount of instructional staff participating in professional development increased by 2% and the amount of non-instructional staff participating in professional development increased by 5%. • Positive responses to the training provided increased by 5% (In-service programs keep me informed of the latest educational strategies) and by 22% (In-service programs are very impactful or somewhat impactful, I want more). • We have increased our retention rate for teachers by 2.3% and for all employee groups by 1.6% • Our analysis of Stay Interviews indicated the following <ul style="list-style-type: none"> • 87% of new employees believe their employer treats them fairly • 78% of new employees plan to have a long career with SDIRC • Our Analysis of Exit Interviews indicated that pay was the least cited reason for leaving (5%) • The School District of Indian River County was named the <i>Best Place to Work</i> by Career Source of Indian River County.

Superintendent / District Goal #4	Communication & Engagement: The district uses communication and engagement to build awareness and trust, which lead to stronger relationships that benefit student learning.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	<p>The Assessor's Rating of the accomplishment of this goal based on information provided.</p> <p>5 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <p>We have put forth a lot of effort to increase the amount and type of communication with our internal and external stakeholder groups. We have improved our use of technology as a communication tool. We have met all of the identified Measures of Success.</p> <ul style="list-style-type: none"> • Our analysis of our social media communication tools indicated a sharp increase in the "impressions" on Twitter (over 133,000) and a large increase in the number of posts "liked" on Facebook, increasing from 1,707 in 2017-2018 to 2,869 this year. • Positive parent survey responses to "This school is helpful in letting me know about school events and activities" increased by 2% • Positive parent survey responses to "I feel that teachers do their best to include me in matters directly affecting my child's progress in school" increased by 6% • All schools met the minimum threshold for response rate for the Parent Climate Survey (+20%). • In total, we received over 4,000 responses to the Parent Climate Survey, representing 29% response rate for the district. • We collected \$32,816 for Casual for a Cause that will benefit agencies in our community.

Superintendent / District Goal #5	Strategic Partnerships: Building strong partnerships with all stakeholders in our community is vital to our success.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	<p>The Assessor's Rating of the accomplishment of this goal based on information provided.</p> <p>5 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <p>I believe this is one of our strongest areas. We continue to benefit from a great number of positive relationships with organizations and individuals in our community. We must do everything we can to maintain and strengthen the existing partnerships and cultivate new partnerships on behalf our students and staff. We met all of the identified Measures of Success. Highlights include:</p> <ul style="list-style-type: none"> • We increased parent participation on School Advisory Councils by 2% • Over 27,000 parents attended school based events and 460 attended district events • Through a partnership with the Vero Beach Museum of Art and The Learning Alliance, over 1,700 elementary school students participated in a literacy based activity at the Vero Beach Museum of Art (Where the Wild Things Are) • Through our partnership with the Environmental Learning Center the 4th Grade classes in our elementary schools were provided with a hands-on learning experience in the Indian River Lagoon • The number of agencies we partner with to provide supplemental after school programs increased with the addition of three new programs. • The number of students who participated in supplemental after school programs increased by 37% (387 students) • Members of our community invested 47,633 volunteer hours at our schools • Through RISE UP, a new partnership with Big Brothers Big Sisters, over 30 of our students were matched with a Mentor who will be a positive impact on their life.

IMPACT / RAPPORT BUILDING

- A. Builds a favorable public image of the district and superintendency.
- B. Maintains visibility at school sites and throughout the school district.
- C. Maintains visibility in the business community.
- D. Skilled in conflict resolution, consensus, and compromise-building while maintaining a professional demeanor and the self-esteem of others.

Rating

The Assessor's Rating of Impact/Rapport Building.

5

4

3

2

1

Comments

The Assessor's Comments regarding the rating of Impact/Rapport Building. Comments are required for a rating of 2 or below.

As the Superintendent of Schools, I have immersed myself in our community. I am an active member of the following organizations:

- **Children's Services Advisory Council**
- **Government Affairs Subcommittee of the Chamber of Commerce**
- **Sunrise Rotary Club of Vero Beach**
- **United Way of Indian River County Board of Directors**
- **Taxpayers Association of Indian River County**

I regularly present information about the school district to local organization (such as Exchange Clubs, the Realtors Association, the Indian River Bar Association, etc.)

I participated in the *Real Men Wear Pink* Campaign on behalf of the American Cancer Society and was the top fundraiser in Indian River County (over \$12,000).

I was selected as a *Key Influencer* by the Vero Beach Air Show and was able to fly with a Blue Angel pilot in a FA-18 Hornet

I received the *Navigator Award* from the Treasure Coast Interagency Transition Council of Indian River, St. Lucie, Martin, and Okeechobee counties

I visit our schools and classrooms on a regular basis and taught for two full days as part of our *Classroom Connection* Initiative

I am serving as a Mentor with Big Brothers Big Sisters through our RISE UP program.

INTEGRITY

- A. Models consistent ethical, personal, and professional conduct.
- B. Develops high levels of openness and trust with Board members, staff, and the community.
- C. Considers needs of students foremost when making recommendations to the Board.
- D. Maintains consistency in interaction with staff, Board members, and community.

Rating

The Assessor's Rating of Integrity.

5

4

3

2

1

Comments

The Assessor's Comments regarding the rating of Integrity. Comments are required for a rating of 2 or below.

I have always made a commitment to high moral and ethical standards and govern all of my behavior and decisions based on what is right. I believe that we must always be searching for what is best for our students and staff. I have shared that vision with the members of our team and I hold them accountable to that standard.

I make it a point to communicate with the School Board Members on a regular basis. I update them via email and/or cell phone whenever there is an emergency situation or other urgent need. I meet with several School Board Members in person on a regular basis and communicate via phone with others quite often.

During the crisis with Hurricane Irma I was tasked with making many decisions that would affect the safety and welfare of our community. I believe that I made sound decisions during that time, all of which were based on the interests of everyone involved.

I answer my own email, my cellphone number is on my business card, and on the district website. I often communicate directly with parents and community members to address any concerns.

WORK STANDARDS

- A. Insists on effective performance from associates and subordinates
- B. Selects personnel who possess integrity and qualifications for key management positions.
- C. Relates all activities and decisions to the mission of the district.
- D. Establishes course of action which results in higher performance of students.
- E. Orders priorities and insists upon quality control and cost effectiveness.

Rating

The Assessor's Rating of Work Standards.

5

4

3

2

1

Comments

The Assessor's Comments regarding the rating of Work Standards. Comments are required for a rating of 2 or below.

I believe that I have set very high standard of work quality and output for myself and the team of people I work with. As stated earlier, we make all of our decisions based in what is in the best interest of the students. We constantly review the goals and objectives of the Strategic Plan and align our work to support the outcomes identified in the plan.

I also believe that I have demonstrated the ability to identify personnel who possess strong leadership skills and place them in key positions. When faced with difficult decisions regarding personnel I have not shied away or neglected to act when I believe it is what is best for our district.

We have greatly improved the operation of our Benefits Department and communication between that department and our employees.

We have implemented progress monitoring and quality control measures in Curriculum and Instruction and the results has been improved student performance and greater access to challenging coursework.

We continue to face funding challenges, yet we have been able to adequately fund our budgeted programs. We did so this past school year without issuing a Tax Anticipation Note.

Summary

General Comments:

I am honored to serve as the Superintendent of Schools here in Indian River County. I am blessed to be surrounded by colleagues who want to make all decisions on what is best for the students in our district. Over the course of the past year we have moved the district in a positive direction, as is evidenced by many key indicators. We have increased student performance, increased employee retention rates, instituted organizational efficiency. We have strengthened existing partnerships with community stakeholders and cultivated new agreements that will benefit our students and staff. I am excited to continue to work on behalf of the students of Indian River County and to do everything we can to provide them the best education possible.

Superintendent's Signature: _____ Date: _____

Board Member Signature: _____ Date: _____

SCHOOL BOARD OF INDIAN RIVER COUNTY
SUPERINTENDENT'S EVALUATION FORM and GOAL RATINGS
2016 - 2017

Individual Board Members will rate the Superintendent's performance in each of the five professional standards areas listed below and each of the five Goals. The final page and overall rating will be turned into the Chairman for the final overall rating. Under each professional standard, there are several guidelines and, taken collectively, will give meaning to the professional standard being evaluated. The focus is on leadership practices that impact prioritization and results for student achievement--knowing what is important, understanding what is needed, and taking action that gets results.

RATING LEGEND

EXCEEDS EXPECTATIONS = 4 Points:

The Superintendent's performance exceeds your expectation. This performance level is significantly above expectations. Performance levels would include unusually high-quality work that results in unexpected benefit to the District.

SATISFACTORY = 3 Points:

The Superintendent performs her duties in a satisfactory manner. Produces high-quality work in most competency areas, completing tasks or projects when expected, bringing projects in on-budget, maintaining a balanced budget, substantially addressing problem issues, achieving goals with established or expected timelines, maintaining safe and adequate facilities within the allocated resources, performing duties in a manner that does not negatively impact the District's operation and comply with all legal requirements regarding the District's operations.

REASONABLE PROGRESS TOWARD SATISFACTORY = 2 Points:

This category takes into account that unusual or unforeseen circumstances may prevent the Superintendent from meeting expectations but shows reasonable progress toward achieving that status.

UNSATISFACTORY = 1 Point:

The Superintendent's performance does not meet your expectation. Significantly fails to meet District objectives or fails to perform at the expected levels of service as indicated in the categories.

PROFESSIONAL STANDARD

Description of Ratings:

Exceeds Expectations

Satisfactory

Reasonable Progress Toward Satisfactory

Unsatisfactory

A. INTEGRITY AND LEADERSHIP

Guidelines: Maintains high standards of ethics, honesty and integrity.

- Provides proactive leadership to address the needs of the District to continuously improve teaching and learning.
- Identifies important issues and problems, recommends appropriate solutions in a timely manner, and recognizes the consequences of such recommendations.
- Establishes priorities, related timelines and expectations, follows-up and acts on reports.
- Presents and promotes a positive image of the School District.
- Conveys a commitment to the mission and values of the District and supports these values even if difficult actions are required.
- Uses a systematic process of developing the board agenda items including staff review, examination of alternatives and recommendations of the best options.
- Promotes and expects a climate of tolerance, acceptance and civility.
- Maintains a professional demeanor in high stress situations.
- Demonstrates sufficient understanding of all aspects of the school system and seeks self-improvement through continued professional development.

Dr. Rendell has responded well to emergencies such as the hurricane and bomb scares. He is unshakable in

A crisis. Some decisions and actions have come later than one would deem ideal. Staffing changes

are less proactive than they perhaps should be.

Rating: 3

Board Member's Initials: APK

Date: 6/5/17

PROFESSIONAL STANDARD

Description of Ratings: Exceeds Expectations Satisfactory Reasonable Progress Toward Satisfactory Unsatisfactory
--

B. COMMUNICATION AND COMMUNITY ENGAGEMENT

Guidelines:

- Promotes, demonstrates and supports effective and timely two-way communication between District, schools, community, and local governments regarding School District programs and activities in a clear, consistent manner.
- Fosters positive working relationships with community, stakeholder groups and governmental entities.
- Maintains visibility in the community.
- Works to increase parental and community involvement in schools and in the District.
- Informs staff of relevant information, as appropriate.
- Provides information from all perspectives and clarifies issues to the Board in an appropriate manner.
- Visits school sites and communicates with the staff, students and parents as appropriate.
- Fosters a transparent environment in which information is fully disseminated to the public.

He does a great job creating opportunities for interaction and engaging the community.

Social media engagement has been an area of great improvement as has "casual for a cause"

School report cards are an innovative model that other districts are copying.

Commitment to and dedication of resources to the African – American achievement plan are commendable.

Rating: 4
 Board Member's Initials: SP
 Date: 6/5/17

PROFESSIONAL STANDARD

Description of Ratings:

Exceeds Expectations

Satisfactory

Reasonable Progress Toward Satisfactory

Unsatisfactory

C. EFFECTIVE BOARD RELATIONS

Guidelines:

- Works to create and maintain a positive working relationship with the School Board.
- Keeps the School Board informed on issues, needs and operations of the District.
- Responds to School Board concerns in a timely manner.
- Prepares recommendations based on thorough study and analysis.
- Appropriately interprets and executes Board policy and direction.
- Understands and interprets the role of federal, state and local government policy and politics, and their relationship to the School District and schools.
- Works with the Board to establish a District vision and attainable goals for the District.
- Is sensitive to Board Members' responsibility to respond to the community, and provides them information to do so.

Dr. Rendell's commitment to our "no surprises" agreement earns him the satisfactory rating.

The only area of improvement have been agenda items that are incomplete or missing back-up materials by staff, which resulted in them being pulled for future consideration.

Rating: 3
Board Member's Initials: RS
Date: 6/15/17

PROFESSIONAL STANDARD

Description of Ratings:

Exceeds Expectations

Satisfactory

Reasonable Progress Toward Satisfactory

Unsatisfactory

D. HIGHLY DEVELOPED AND HIGH PERFORMING STAFF

Guidelines:

- Provides leadership to attract and retain high quality employees.
- Executes sound personnel procedures and practices.
- Promotes professional development and builds expanded competencies within the workforce.
- Delegates responsibility and authority to staff members appropriate to the position each holds and holds each accountable.
- Demonstrates the ability to resolve sensitive personnel issues.
- Establish productive relationships with bargaining groups while managing contracts effectively.
- Encourages team work among District level staff and between District level and school based personnel.
- Promotes high morale and inspires employees to high professional standards.
- Oversees development and implementation of an effective performance review and evaluating process for all district employees.

Dr. Rendell inherited a model that seemed long on platitudes and short on substance.

The changes he's made seem promising, and this might be an area that results in an

"exceeds expectations" next year as we see the benefits. I believe he's made good choices

In staffing and strategy. To get exceeds, we would need fewer instances of complications

with recommendations for discipline.

Rating: 3

Board Member's Initials: RS

Date: 6/15/17

PROFESSIONAL STANDARD

Description of Ratings:
Exceeds Expectations
Satisfactory
Reasonable Progress Toward Satisfactory
Unsatisfactory

E. EFFICIENT AND EFFECTIVE OPERATIONAL PLANNING, ORGANIZATION, AND FINANCIAL MANAGEMENT

Guidelines:

- Works to develop and improve management procedures/systems in each department.
- Develops and implements a comprehensive plan to promote the safety and security of students and staff.
- Coordinates the District budget so that schools can operate effectively and efficiently.
- Supervises the preparation of the annual budget which reveals careful analysis of the operational expenditures to improve the quality of the instructional program.
- Maintains accurate financial records to ensure the proper expenditure of funds and elimination of waste by securing goods and services at fair and reasonable cost without compromising the quality of the instructional program.
- Meets and works collaboratively with the Board and appropriate staff to determine priorities for budgeting and for the effective allocation of space and human resources.
- Analyzes available instructional resources and assigns them in a cost-effective and equitable manner to enhance student outcomes.
- Maintains accountability of school and department leadership.

This is another area where we can expect growth as initiatives take hold.

Dr. Rendell has taken the Board's feedback to heart and has increased the transparency of the budget process. I feel as though the course adjustments in our health insurance fund and movement towards zero-based budgeting earns an "exceeds expectations" rating.

Rating: 4
Board Member's Initials: RS
Date: 6/5/17

Ratings: Goals for 2016-2017

F. Focus Area I – Student Achievement:

I do not feel comfortable giving a rating in this area, as we do not yet have the performance data for the current year. I suggest we move the Superintendent's evaluation back one month so that current data may be used. It is unfair to use this data for teachers but not the Superintendent. This should be the primary focus of his evaluation. Perhaps as we move to strategic plan it will resolve. This should be based on outcomes, not efforts.

Rating: 3
Board Member's Initials: SR
Date: 6/5/17

G. Focus Area II – Safety and Security

Dr. Rendell has done a fantastic job in this area. He has built a team and procedures that have handled many incidents well.

Rating: 4
Board Member's Initials: SR
Date: 6/5/17

H. Focus Area III – Employee Development

This seems redundant to item "D" above. See comments there.

Rating: 3
Board Member's Initials: SR
Date: 6/5/17

Ratings: Goals for 2016-2017

I. Focus Area IV – School Community Relations

This seems redundant to item "B" above. See comments there.

Rating: 4
Board Member's Initials: [Signature]
Date: 6/5/17

J. Focus Area V – Technology Integration

Dr. Rendell has done a fantastic job implementing the voter approved technology initiative.

Mr. Green and his team have benefited greatly from Dr. Rendell's leadership in this area and non-interference when appropriate. Dr. Rendell has guided and supported the experts well.

Rating: 3
Board Member's Initials: [Signature]
Date: 6/5/17

Summary: Overall Rating of Professional Standards and **Goals: 3.4 Satisfactory- almost exceeds**

(Exceeds Expectations, Satisfactory, Reasonable Progress Toward Satisfactory, Unsatisfactory)

General comments:

Dr. Rendell has responded well to the unique challenges facing him and has taken a new vision and operationalized it. Some of these initiatives such as movement towards zero-based budgeting represent significant improvements in the way we do business. I look forward to seeing the benefits in future years. I still believe that this evaluation is incomplete without outcomes data, but the efforts and programs warrant a "highly satisfactory" rating absent these data. I enthusiastically support extending his contract by one year.

Area(s) of greatest accomplishments this year which deserve commendations:

Response to Hurricane
Fervent support of the African-American Achievement Plan and community engagement
3% improvement in 3rd grade reading scores

Area(s) of greatest particular performance which need(s) strengthening:

Recommendation of employee discipline should be even and commensurate with infraction.

The signatures below indicate only that the Superintendent has reviewed this performance evaluation with the appraiser on the date written below.

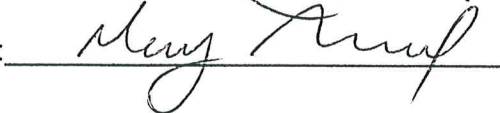
Board Member's Signature:



Date:

6/6/17

Superintendent's Signature:



Date:

6/6/17

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PROFESSIONAL STANDARD

Description of Ratings:

Exceeds Expectations - 4

Satisfactory - 3

Reasonable Progress Toward Satisfactory - 2

Unsatisfactory - 1

A. INTEGRITY AND LEADERSHIP

Guidelines:

- Maintains high standards of ethics, honesty and integrity.
- Provides proactive leadership to address the needs of the District to continuously improve teaching and learning.
- Identifies important issues and problems, recommends appropriate solutions in a timely manner, and recognizes the consequences of such recommendations.
- Establishes priorities, related timelines and expectations, follows-up and acts on reports.
- Presents and promotes a positive image of the School District.
- Conveys a commitment to the mission and values of the District and supports these values even if difficult actions are required.
- Uses a systematic process of developing the board agenda items including staff review, examination of alternatives and recommendations of the best options.
- Promotes and expects a climate of tolerance, acceptance and civility.
- Maintains a professional demeanor in high stress situations.
- Demonstrates sufficient understanding of all aspects of the school system and seeks self-improvement through continued professional development.

I have been consistently impressed with the level of professionalism and moral integrity shown by Dr. Rendell. He has demonstrated through his willingness to make difficult decisions that he is student focused and committed to continuously working to improve the teaching and learning in SDIRC classrooms. Dr. Rendell has been extremely visible in the community and I have felt that he presents and promotes a positive image of the School District. Dr. Rendell appears to have a systematic process of developing the board agenda items. I meet with various staff members in advance of the upcoming board meeting to discuss agenda items and always have the sense that it has been a true district "team" effort to develop the board agenda. Items have been reviewed, and I feel an examination of alternatives and recommendations of the best options have been made and considered.

Rating: 4

Board Member's Initials: AR

Date: 6/13/17

PROFESSIONAL STANDARD

Description of Ratings:

Exceeds Expectations

Satisfactory

Reasonable Progress Toward Satisfactory

Unsatisfactory

B. COMMUNICATION AND COMMUNITY ENGAGEMENT

Guidelines:

- Promotes, demonstrates and supports effective and timely two-way communication between District, schools, community, and local governments regarding School District programs and activities in a clear, consistent manner.
- Fosters positive working relationships with community, stakeholder groups and governmental entities.
- Maintains visibility in the community.
- Works to increase parental and community involvement in schools and in the District.
- Informs staff of relevant information, as appropriate.
- Provides information from all perspectives and clarifies issues to the Board in an appropriate manner.
- Visits school sites and communicates with the staff, students and parents as appropriate.
- Fosters a transparent environment in which information is fully disseminated to the public.

As stated earlier, Dr. Rendell has been extremely visible in the community. He has been an active contributor to the United Way Education Visioning Council and has just recently been named to the United Way Executive Board of Directors. This is a prestigious appointment that I believe will benefit the students of Indian River County. In addition to the United Way BOD, Dr. Rendell is a member of the Children's Services Advisory Committee, the Vero Beach Sunrise Rotary Club, the Moonshot Community Action Network (MCAN), the Taxpayers Association amongst many other community groups. His commitment to the Chamber of Commerce in Indian River County has proven to be an advantageous relationship as they have taken an active interest in the crafting of the SDIRC plan for furthering Career and Technical education opportunities in our school district. Having been raised in Indian River County, I have many relationships with non-profit organizations and community groups, such as the Boys and Girls Club of IRC and Historic Dodgertown, that continually express how impressed they are with Dr. Rendell's commitment to the community. I think upon reflection that this is truly because, not only is Dr. Rendell committed to his position in our School District as Superintendent, also he and his family have truly become a part of the Indian River County community. Having a Superintendent that has children in our school system, pays taxes in our county and is truly invested in the future of our community is so incredibly important. Dr. Rendell has also worked to foster a positive and symbiotic relationship with Indian River State College. I am excited to see the expanded opportunities available to our students in the coming years.

There have been several committees created and community surveys given to parents and community members to make sure that the work of the school district is aligned with the vision of our community. The Instructional Calendar committee, School Start Time committee, Code of Conduct committee and Strategic Planning leadership team have all solicited community feedback with town halls, open meetings

and/or surveys. I would encourage Dr. Rendell to continue to work to garner as much community feedback as possible in the future.

The area of the most concern currently is the negative media coverage that the School District seems to be getting from local media sources. Many of the pieces that have been written have been opinion pieces. In other articles that are meant to be more information based, there have continued to be inaccuracies. I would ask the Superintendent to continue to try to work to build a better relationship with local media outlets. I know this is a difficult request but the students of Indian River County deserve better than the way their schools, administrators, teachers, and staff have been portrayed.

Rating: 4

Board Member's Initials: AR

Date: 6/13/17

PROFESSIONAL STANDARD

Description of Ratings:

Exceeds Expectations

Satisfactory

Reasonable Progress Toward Satisfactory

Unsatisfactory

C. EFFECTIVE BOARD RELATIONS

Guidelines:

- Works to create and maintain a positive working relationship with the School Board.
- Keeps the School Board informed on issues, needs and operations of the District.
- Responds to School Board concerns in a timely manner.
- Prepares recommendations based on thorough study and analysis.
- Appropriately interprets and executes Board policy and direction.
- Understands and interprets the role of federal, state and local government policy and politics, and their relationship to the School District and schools.
- Works with the Board to establish a District vision and attainable goals for the District.
- Is sensitive to Board Members' responsibility to respond to the community, and provides them information to do so.

Dr. Rendell responds to questions and requests for information in a timely manner. He is open and forthcoming with information and is always willing to connect me with staff for answers to a question that may need a more specific answer. I have always felt that I am welcome to visit schools and classrooms as frequently as I would like to visit and I feel that Dr. Rendell has made it clear to district leadership and administration that all should be as open and transparent as possible.

I feel that Dr. Rendell could work to create a system to keep Board members more connected to district and school based events. Perhaps a weekly update to Board members reviewing the past week and updating us on the events of the coming week could be helpful. It would serve to keep board members connected and informed. Improving our ability to connect and respond to the community would be greatly appreciated.

Dr. Rendell could also work to ensure, with the help of the Board attorney, that all School Board policies and procedures are followed by all parties involved, including board members. Board policy is important and I believe that Dr. Rendell could be more assertive in ensuring that the policies of the board are followed by all stakeholders.

I feel that Dr. Rendell and staff do an adequate job keeping the board abreast of pertinent legislative issues that influence decision making in IRC schools. I am looking forward to the board review of the Strategic Plan draft coming up at our June 27, 2017 board meeting. I believe Dr. Rendell is well intentioned in his efforts to work with his School Board to establish a clear vision and mission for the school district to be executed in the strategic plan.

Rating: 3

Board Member's Initials: AW

Date: 6/13/17

PROFESSIONAL STANDARD

Description of Ratings:

Exceeds Expectations

Satisfactory

Reasonable Progress Toward Satisfactory

Unsatisfactory

D. HIGHLY DEVELOPED AND HIGH PERFORMING STAFF

Guidelines:

- Provides leadership to attract and retain high quality employees.
- Executes sound personnel procedures and practices.
- Promotes professional development and builds expanded competencies within the workforce.
- Delegates responsibility and authority to staff members appropriate to the position each holds and holds each accountable.
- Demonstrates the ability to resolve sensitive personnel issues.
- Establish productive relationships with bargaining groups while managing contracts effectively.
- Encourages team work among District level staff and between District level and school based personnel.
- Promotes high morale and inspires employees to high professional standards.
- Oversees development and implementation of an effective performance review and evaluating process for all district employees.

Dr. Rendell has had to make several controversial and difficult leadership decisions in the past year. Halfway through Dr. Rendell's first year in the SDIRC, he acted swiftly and made a full change in the leadership of Vero Beach Elementary, which was at the time a school truly in crisis. I have been very involved on the Vero Beach Elementary campus this past year and I have seen first-hand the amazing new leadership team that Dr. Rendell put together to help to guide that school back to serving students with excellence. The positive change in the culture and climate of VBE is undeniable and it will be interesting to see how these improvements relate to the 2016-2017 school grade. Dr. Rendell's ability to assess leadership and make changes when needed is to be valued and commended. It seems that there has been quite a vacuum of leadership identification and training in our district in the years preceding Dr. Rendell's arrival. Last year, Dr. Rendell supervised all 22 Principals in our traditional schools. I believe this was in an effort to get a good feel for the leadership district wide. While some leadership and administrative changes were made in his first year here, I believe Dr. Rendell has been sensitive in his approach to changes in leadership.

Under the direction and with the support of Dr. Rendell, the leadership team in the curriculum department has spent the last year analyzing systems and staff and the department is currently being reorganized to ensure that we are best meeting student needs in our schools. I am encouraged by the willingness of Dr. Rendell and his team to work with outside consulting groups, such as Equal Opportunity Schools (EOS) and the District Management Group (DMG), to give us an unbiased, raw analysis of how we are serving our low-income students, minority students and students with exceptional needs. It is only through real analysis of our current services, strengths and shortcomings, that we will improve the level of instruction and services we provide for our students. Dr. Rendell's has proven that he is committed to **ensuring that all students have the opportunity to succeed in challenging courses**. This last board meeting, the Board approved six new principal positions, 4 transfers and 2 new additions to

the IRC leadership team. Dr. Rendell and his staff should be commended for their ability and willingness to identify top leadership talent and recruit staff from neighboring districts to work in our IRC schools when necessary. I believe in past years in SDIRC, leaders were occasionally placed in positions because of personal relationships, rather than ability. I do not believe that Dr. Rendell would ever jeopardize student achievement to advance the agenda of adults.

CWA and IRCEA relationships seem to be handled effectively. We have had to navigate some difficult waters in the past year, specifically the raising of insurance premiums for our employees. Dr. Rendell's experience as the bargaining agent in previous positions he has held has been helpful in executive session with our Board. He seems to be a very good mentor for his bargaining agent on his staff and is encouraging a productive relationship with all bargaining groups while managing contracts effectively.

I have expressed to Dr. Rendell that while I appreciate the fundamental values of "site based management" in our schools, I would like to see some amount of consistency across the District. I believe that it is important for the School Board and Superintendent to set the tone for parent engagement and community interaction in the District. This is an area that I hope we continue to work to improve upon.

Rating: 4
Board Member's Initials: AW
Date: 6/13/17

PROFESSIONAL STANDARD

Description of Ratings:

Exceeds Expectations

Satisfactory

Reasonable Progress Toward Satisfactory

Unsatisfactory

E. EFFICIENT AND EFFECTIVE OPERATIONAL PLANNING, ORGANIZATION, AND FINANCIAL MANAGEMENT

Guidelines:

- Works to develop and improve management procedures/systems in each department.
- Develops and implements a comprehensive plan to promote the safety and security of students and staff.
- Coordinates the District budget so that schools can operate effectively and efficiently.
- Supervises the preparation of the annual budget which reveals careful analysis of the operational expenditures to improve the quality of the instructional program.
- Maintains accurate financial records to ensure the proper expenditure of funds and elimination of waste by securing goods and services at fair and reasonable cost without compromising the quality of the instructional program.
- Meets and works collaboratively with the Board and appropriate staff to determine priorities for budgeting and for the effective allocation of space and human resources.
- Analyzes available instructional resources and assigns them in a cost-effective and equitable manner to enhance student outcomes.
- Maintains accountability of school and department leadership.

The School Board of IRC recently approved the reorganization of Dr. Rendell's cabinet. Dr. Rendell has chosen to restructure the Human Resources, Transportation, Facilities and Maintenance, Food Services and Risk and Benefits management leadership within the District office. I have been impressed with Dr. Rendell's patient and measured reorganization of his top leadership team, or Cabinet. My observation over the past year was that there was significant outside pressure on Dr. Rendell to make changes in certain positions of leadership in the district office. He took his time to identify the strongest people within the organization and is now placing those people into positions of leadership.

The area of the budget has been such an interesting and challenging area to comprehend as a School Board member. So many of the funds we receive are categorical in nature, with very little if any flexibility in spending authority. I have been impressed by Dr. Rendell's ability to work with staff to ensure that student needs are always being met within the tight constraints of our budget. The "students first" mentality that Dr. Rendell has in leading the school district is pervasive throughout all departments. I have been impressed by the followership that I have seen demonstrated by district staff.

A request was made by the previous board that the School District adopt a zero-based budgeting procedure districtwide and I believe that has occurred this year. Dr. Rendell is ensuring that school based and district leadership maintain a high level of accountability with taxpayer dollars and I feel that the community should be bolstered by his commitment to their contribution. The School Board has also recently appointed members to an Audit Committee to report to us on further analysis of specific areas of financial concern in our district. I would encourage Dr. Rendell and staff to continue to support and aid this group in their work.

Rating: 4

Board Member's Initials: AR

Date: 6/13/17

Ratings: Goals for 2016-2017

F. Focus Area I – Student Achievement:

Dr. Rendell's commitment to improving student achievement for all students, no exceptions, has been unwavering. The Curriculum department has had a steady and determined focus on **high quality, content rich, and engaging standards based instruction** being delivered to every student, in every classroom across our district.

I commend Dr. Rendell and his team for setting high expectations for student achievement across the district. Preliminary testing data shows that we continue to make gains in some areas. I would encourage Dr. Rendell to continue to set the bar high for achievement, knowing that if our aim is not high, we will never fully unfold the full potential of our students. The addition of the School Report Card was so incredibly important for our students, parents and community. The school letter grade given to us by the FLDOE is a one dimensional, quantitative measure based on standardized test results. The School Report Card, developed by Dr. Rendell, gives a much more balanced picture of the health and wellness of our schools based on both quantitative and qualitative data. It should be noted that school districts around the state are using our School Report Card as a template to better showcase their schools.

The implementation of IReady in K-5 has been successful overall across the district. Early indications are that the IReady diagnostics that have been gathered are aligning with the FSA scores our students are receiving. Dr. Rendell is to be commended for investing in a diagnostic tool that teachers and school leadership can use throughout the school year to help analyze student performance and remediate or add enrichment for students as needed. It has been brought to my attention that our youngest learners may struggle a bit with the IReady program, both in the areas of login and usage. I have brought this to the attention of Dr. Rendell and he has assured me that there will be a focused effort to ensure that IReady is working well for these students. I am happy that the District will be expanding this program in grades 6-8 in the coming year.

Dr. Rendell continues to work with The Learning Alliance, our community partner in striving to reach the 2018 goal of 90% of third graders reading on grade level. It has become apparent that we will not reach our Moonshot Moment by 2018, but I commend Dr. Rendell for continuing to analyze student data and performance in respect to this goal. It will be important going forward to look for ways to restructure and strengthen this community partnership to ensure that we are doing what is best for the students in our school district.

Graduation rate increased significantly this last school year. I am hopeful with the addition of the graduation coaches during this 2016-2017 school year we will continue to see our graduation rate increase. The addition of a Career and Technical college in the 2018-2019 school year is a fantastic idea supported by Dr. Rendell. I believe that this addition of services and opportunity will only serve to engage a broader group of students and inspire them to stay in school and graduate on time.

Rating: 4

Board Member's Initials: AW

Date: 6/13/17

G. Focus Area II – Safety and Security

Student referral and suspension rates have declined significantly during the 16/17 school year. Dr. Rendell continues to work to have his staff scrutinize our disproportionate minority and ESE discipline rates and is putting systems into place to directly address and monitor this area of concern. The planned revision of the Code of Conduct will serve to better outline student expectations and School district protocols. I appreciate Dr. Rendell's willingness to continue to work with our community stakeholders to make sure our systems reflect the values of our community.

I fully support the focus Dr. Rendell has put on keeping students in classrooms, where they can continue to learn. The addition of a Behavior Intervention Specialist and Student Support Specialist at every school is an example of student focused decision making by the Superintendent and his staff. I am very hopeful that this commitment to student safety and wellbeing will translate into safer, more harmonious classrooms where our teachers can focus on teaching.

I believe that the schools in Indian River County are the safest places that our children can possibly be during the day. Security on our campuses continues to be a priority of the Superintendent and staff and I am thankful for this focus. Facilities and maintenance are continuing to improve the infrastructure of our buildings and grounds. A recent restructuring of Maintenance staff has put a renewed focus on preventative maintenance and I believe that is what is best for students and for the district.

I think that an analysis of the dissemination of information to parents during times of emergency or change is necessary. Utilizing all methods of communication with parents to keep them informed about any changes that may affect their student is vital. Our parents deserve to feel connected and valued and one way that we can ensure this happens is to make sure that we are communicating in the most direct and efficient way possible. The school district needs to work to ensure that we have the most up to date contact information for all parents and guardians.

Rating: 4
Board Member's Initials: AWJ
Date: 6/13/17

H. Focus Area III – Employee Development

The menu driven format of professional development seems to have been very well received by our teachers and administrators. Minimizing the impact of professional development time to classroom instruction time was a focus of the Superintendent and his staff. I was happy to see less substitutes in classrooms around the district this past year.

The Principal Training program is an area that I was thrilled to see made a focus. As I stated earlier, there has been a lack of leadership identification and training in our school district in the past. The leadership training and identifications programs currently being put in place will serve to better our district for many years to come. Continued training on the proper use of the Evaluation Protocol for instructional and leadership staff as well as non-instructional staff and supervisors will serve to better our schools and the education our students receive in our classrooms.

See also Highly Developed and High Performing Staff, Superintendent Evaluation

Rating: 4
Board Member's Initials: AW
Date: 6/13/17

Ratings: Goals for 2016-2017

I. Focus Area IV – School Community Relations

See Communication and Community Engagement, Superintendent Evaluation

Rating: 3
Board Member's Initials: AW
Date: 6/13/17

J. Focus Area V – Technology Integration

The school district continues to benefit from the voter approved millage to support upgrades to our technology infrastructure and integration of the technology in our classrooms. Dr. Rendell seems to do a good job helping his staff to balance the importance of technology integration in our classrooms with “old fashioned paper and pencil” teaching and learning. Preliminary fifth grade science scores across the district show that the Digital Science Initiative seems to be having a beneficial effect on academic achievement of students in this area of study. I truly believe that the focus on using technology as an instructional tool will continue to better engage students in our classrooms.

I believe there is room for improvement on our website. I think that it could be more visually appealing as well as easier to navigate. I have suggested to Dr. Rendell that the website be reviewed soon to see what improvements could be made to better reach and serve students, teachers and parents.

Rating: 4
Board Member's Initials: AWJ
Date: 6/13/17

Summary: Overall Rating of Professional Standards and **Goals:** 4
(Exceeds Expectations, Satisfactory, Reasonable Progress Toward Satisfactory, Unsatisfactory)

General comments:

Dr. Rendell models an example of professionalism and integrity that I believe is exemplary for staff and faculty across the district. His commitment to students and our community is to be commended and I am excited for the upcoming 2017-2018 school year.

Area(s) of greatest accomplishments this year which deserve commendations:

- iReady as a diagnostic tool and teaching tool in our classrooms
- Career and Technical program expansion
- Strategic Plan creation
- Leadership development
- Organizational restructuring
- Community outreach and giving back, Casual for Cause
- FOCUS
- Analysis of educational experience for our minority students and students with exceptional needs (EOS and DMG)

Area(s) of greatest particular performance which need(s) strengthening:

- Media relations
- Website improvement
- Continued improvement in parent/school relationships and communication
- Calendar of school and community events

The signatures below indicate only that the Superintendent has reviewed this performance evaluation with the appraiser on the date written below.

Board Member's Signature: *J. M. Justice*

Date: 6/13/17

Superintendent's Signature: *Mary Ann*

Date: 6/13/17

Superintendent Performance Accountability System

Superintendent's Name: Mark Rendell

School Year: 2017-2018

Board Member's Name: Self Assessment

Date: 6-28-18

Accountability Ratings

The Superintendent shall be rated on each item using the following scale – ratings must be based on demonstrated evidence or lack of evidence. Documents associated with the accomplishment of the Superintendent's Goals shall accompany this assessment of performance.

5 – Outstanding	Has exceeded expected outcomes for goal attainment or mastery of performance objective.
4 – Meets Expectation	Has demonstrated goal attainment and /or a high level of performance for designated performance objective.
3 – Satisfactory	Has demonstrated progress toward goal attainment or an acceptable level of performance for required performance objective.
2 – Improvement Expected	Progress on goal attainment or demonstration of an acceptable level of performance for required performance objectives is not up to School Board standards.
1 - Unsatisfactory	No evidence of goal progress or progress towards an acceptable performance of School Board standards.

Each Board Member will rate the Superintendent in each of the performance areas. A composite score for each performance area will then be calculated based on an average of the scores in each performance area.

Superintendent / District Goal #1	Student Success: Every student receives a high quality education that is grounded in high expectations, personalized to meet his/her needs and interests, and backed by the necessary learning supports.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	<p>The Assessor's Rating of the accomplishment of this goal based on information provided.</p> <p>5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <p>I believe that we have made great progress in the area of student achievement this past school year, but we still have work to do. The monitoring framework contains specific data. It is also illustrated on p. 4 of the District Report Card. Highlights include:</p> <ul style="list-style-type: none"> • Across the district we improved student performance in every tested subject area except 7th Grade Civics. Highlighted by 6 point increases in 5th and 8th Grade Science, a 14% increase in Algebra 1, and 3 percent increase in Math grades (3-8) • Even though we earned a grade "B" the improvement in student performance resulted in an increase in our point total of 32 points (623 to 655) – which put us within 2 percent of an "A" grade as a district. • We increased the number of students enrolled in Career Pathways by 12% (499 more students) and those earning certification by 5.65% (222 more students). • We increased the number of students enrolled in Accelerated Courses by 15% (842 more students). There were 524 more students in AP/IB, 74 more in Dual Enrollment, and 244 more in Honors Classes. • We also significantly increased the number of minority students enrolled in these accelerated courses. There were 13% more African America students in AP/IB, and 11% more Hispanic students in AP/IB. There were also 15% more African American students in Honors Courses.

Superintendent / District Goal #2	Culture and Climate: Staff and students thrive in positive learning and work environments where they feel safe, supported, and celebrated
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	<p>The Assessor's Rating of the accomplishment of this goal based on information provided.</p> <p>5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <p>I also believe that we made great strides in the goal area of Culture and Climate. Many schools saw a significant reduction in student misbehavior as a result of new programs. We also received more positive feedback on training, we improved our performance in physical safety metrics, and established baseline data for recognition programs. However, we did not meet all of our targets, so we have room for improvement. Highlights include:</p> <ul style="list-style-type: none"> • We decreased the number of discipline referrals by 14% (2,049 fewer referrals) • We decreased the number of total students who received a discipline referral by 7% (245 fewer students). • Positive responses from participants to training on positive behavior supports increased by 4% (88% to 92%). • 100% of our schools participated in the positive behavior support training. • We reduced the number of initial life safety violations by 8% (104 fewer) • All schools completed 100% of the safety and security drills. • Even though we did not raise our student and parent climate survey grade of the district to an "A" we did increase our "B" average from 2.73 to 2.75 in the student survey and from 3.05 to 3.14 in the parent survey. <p>We did see a decline in our student attendance data. Average daily attendance declined from 93.5% to 92.85% and students with 90% or better attendance dropped from 82.4% to 77.3%. We believe that several events contributed to this decline, such as Hurricane Irma, several flu outbreaks, and safety concerns immediately following the tragedy at Marjory Stoneman Douglas High School. Regardless, we will focus on student attendance in the 2018-2019 school year to ensure our students are in class and learning.</p>

Superintendent / District Goal #3	High Quality Workforce: Employees are at the heart of our students' success, and we will attract, support, and retain a high quality workforce.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	<p>The Assessor's Rating of the accomplishment of this goal based on information provided.</p> <p>5 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <p>We have invested a significant amount of resources and effort to ensure that we attract, support, and retain the best employees possible. This includes compensation, support, and working conditions. We met many of our target areas, but not all, and so will continue to address shortfalls. Highlights include:</p> <ul style="list-style-type: none"> • We have established competitive salaries and benefits packages for most employee groups. However, this is an area that must be addressed on a continuous basis, as we want to retain high quality employees and are competing for limited pool of applicants. • The amount of instructional staff participating in professional development increased by 2% and the amount of non-instructional staff participating in professional development increased by 5%. • Positive responses to the training provided increased by 5% (In-service programs keep me informed of the latest educational strategies) and by 22% (In-service programs are very impactful or somewhat impactful, I want more). • We have increased our retention rate for teachers by 2.3% and for all employee groups by 1.6% • Our analysis of Stay Interviews indicated the following <ul style="list-style-type: none"> • 87% of new employees believe their employer treats them fairly • 78% of new employees plan to have a long career with SDIRC • Our Analysis of Exit Interviews indicated that pay was the least cited reason for leaving (5%) • The School District of Indian River County was named the <i>Best Place to Work</i> by Career Source of Indian River County.

Superintendent / District Goal #4	Communication & Engagement: The district uses communication and engagement to build awareness and trust, which lead to stronger relationships that benefit student learning.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	<p>The Assessor's Rating of the accomplishment of this goal based on information provided.</p> <p>5 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <p>We have put forth a lot of effort to increase the amount and type of communication with our internal and external stakeholder groups. We have improved our use of technology as a communication tool. We have met all of the identified Measures of Success.</p> <ul style="list-style-type: none"> • Our analysis of our social media communication tools indicated a sharp increase in the "impressions" on Twitter (over 133,000) and a large increase in the number of posts "liked" on Facebook, increasing from 1,707 in 2017-2018 to 2,869 this year. • Positive parent survey responses to "This school is helpful in letting me know about school events and activities" increased by 2% • Positive parent survey responses to "I feel that teachers do their best to include me in matters directly affecting my child's progress in school" increased by 6% • All schools met the minimum threshold for response rate for the Parent Climate Survey (+20%). • In total, we received over 4,000 responses to the Parent Climate Survey, representing 29% response rate for the district. • We collected \$32,816 for Casual for a Cause that will benefit agencies in our community.

Superintendent / District Goal #5	Strategic Partnerships: Building strong partnerships with all stakeholders in our community is vital to our success.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	<p>The Assessor's Rating of the accomplishment of this goal based on information provided.</p> <p>5 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <p>I believe this is one of our strongest areas. We continue to benefit from a great number of positive relationships with organizations and individuals in our community. We must do everything we can to maintain and strengthen the existing partnerships and cultivate new partnerships on behalf our students and staff. We met all of the identified Measures of Success. Highlights include:</p> <ul style="list-style-type: none"> • We increased parent participation on School Advisory Councils by 2% • Over 27,000 parents attended school based events and 460 attended district events • Through a partnership with the Vero Beach Museum of Art and The Learning Alliance, over 1,700 elementary school students participated in a literacy based activity at the Vero Beach Museum of Art (Where the Wild Things Are) • Through our partnership with the Environmental Learning Center the 4th Grade classes in our elementary schools were provided with a hands-on learning experience in the Indian River Lagoon • The number of agencies we partner with to provide supplemental after school programs increased with the addition of three new programs. • The number of students who participated in supplemental after school programs increased by 37% (387 students) • Members of our community invested 47,633 volunteer hours at our schools • Through RISE UP, a new partnership with Big Brothers Big Sisters, over 30 of our students were matched with a Mentor who will be a positive impact on their life.

IMPACT / RAPPORT BUILDING

- A. Builds a favorable public image of the district and superintendency.
- B. Maintains visibility at school sites and throughout the school district.
- C. Maintains visibility in the business community.
- D. Skilled in conflict resolution, consensus, and compromise-building while maintaining a professional demeanor and the self-esteem of others.

Rating

The Assessor's Rating of Impact/Rapport Building.

5 4 3 2 1

Comments

The Assessor's Comments regarding the rating of Impact/Rapport Building. Comments are required for a rating of 2 or below.

As the Superintendent of Schools, I have immersed myself in our community. I am an active member of the following organizations:

- **Children's Services Advisory Council**
- **Government Affairs Subcommittee of the Chamber of Commerce**
- **Sunrise Rotary Club of Vero Beach**
- **United Way of Indian River County Board of Directors**
- **Taxpayers Association of Indian River County**

I regularly present information about the school district to local organization (such as Exchange Clubs, the Realtors Association, the Indian River Bar Association, etc.)

I participated in the *Real Men Wear Pink* Campaign on behalf of the American Cancer Society and was the top fundraiser in Indian River County (over \$12,000).

I was selected as a *Key Influencer* by the Vero Beach Air Show and was able to fly with a Blue Angel pilot in a FA-18 Hornet

I received the *Navigator Award* from the Treasure Coast Interagency Transition Council of Indian River, St. Lucie, Martin, and Okeechobee counties

I visit our schools and classrooms on a regular basis and taught for two full days as part of our *Classroom Connection* Initiative

I am serving as a Mentor with Big Brothers Big Sisters through our RISE UP program.

INTEGRITY

- A. Models consistent ethical, personal, and professional conduct.
- B. Develops high levels of openness and trust with Board members, staff, and the community.
- C. Considers needs of students foremost when making recommendations to the Board.
- D. Maintains consistency in interaction with staff, Board members, and community.

Rating

The Assessor's Rating of Integrity.

5

4

3

2

1

Comments

The Assessor's Comments regarding the rating of Integrity. Comments are required for a rating of 2 or below.

I have always made a commitment to high moral and ethical standards and govern all of my behavior and decisions based on what is right. I believe that we must always be searching for what is best for our students and staff. I have shared that vision with the members of our team and I hold them accountable to that standard.

I make it a point to communicate with the School Board Members on a regular basis. I update them via email and/or cell phone whenever there is an emergency situation or other urgent need. I meet with several School Board Members in person on a regular basis and communicate via phone with others quite often.

During the crisis with Hurricane Irma I was tasked with making many decisions that would affect the safety and welfare of our community. I believe that I made sound decisions during that time, all of which were based on the interests of everyone involved.

I answer my own email, my cellphone number is on my business card, and on the district website. I often communicate directly with parents and community members to address any concerns.

WORK STANDARDS

- A. Insists on effective performance from associates and subordinates
- B. Selects personnel who possess integrity and qualifications for key management positions.
- C. Relates all activities and decisions to the mission of the district.
- D. Establishes course of action which results in higher performance of students.
- E. Orders priorities and insists upon quality control and cost effectiveness.

Rating

The Assessor's Rating of Work Standards.

5 4 3 2 1

Comments

The Assessor's Comments regarding the rating of Work Standards. Comments are required for a rating of 2 or below.

I believe that I have set very high standard of work quality and output for myself and the team of people I work with. As stated earlier, we make all of our decisions based in what is in the best interest of the students. We constantly review the goals and objectives of the Strategic Plan and align our work to support the outcomes identified in the plan.

I also believe that I have demonstrated the ability to identify personnel who possess strong leadership skills and place them in key positions. When faced with difficult decisions regarding personnel I have not shied away or neglected to act when I believe it is what is best for our district.

We have greatly improved the operation of our Benefits Department and communication between that department and our employees.

We have implemented progress monitoring and quality control measures in Curriculum and Instruction and the results has been improved student performance and greater access to challenging coursework.

We continue to face funding challenges, yet we have been able to adequately fund our budgeted programs. We did so this past school year without issuing a Tax Anticipation Note.

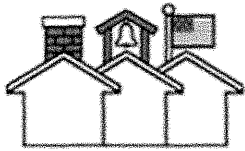
Summary

General Comments:

I am honored to serve as the Superintendent of Schools here in Indian River County. I am blessed to be surrounded by colleagues who want to make all decisions on what is best for the students in our district. Over the course of the past year we have moved the district in a positive direction, as is evidenced by many key indicators. We have increased student performance, increased employee retention rates, instituted organizational efficiency. We have strengthened existing partnerships with community stakeholders and cultivated new agreements that will benefit our students and staff. I am excited to continue to work on behalf of the students of Indian River County and to do everything we can to provide them the best education possible.

Superintendent's Signature: _____ Date: _____

Board Member Signature: _____ Date: _____



School District of Indian River County



Superintendent Performance Accountability System

Superintendent's Name: Dr. Mark Rendell School Year: 2017-18

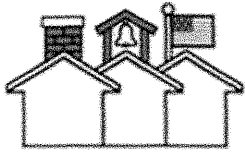
Board Member's Name: Shawn R. Frost Date: July 14, 2018

Accountability Ratings

The Superintendent shall be rated on each item using the following scale – ratings must be based on demonstrated evidence or lack of evidence. Documents associated with the accomplishment of the Superintendent's Goals shall accompany this assessment of performance.

- 5 – Outstanding Has exceeded expected outcomes for goal attainment or mastery of performance objective.
- 4 – Meets Expectation Has demonstrated goal attainment and /or a high level of performance for designated performance objective.
- 3 – Satisfactory Has demonstrated progress toward goal attainment or an acceptable level of performance for required performance objective.
- 2 – Improvement Expected Progress on goal attainment or demonstration of an acceptable level of performance for required performance objectives is not up to School Board standards.
- 1 - Unsatisfactory No evidence of goal progress or progress towards an acceptable performance of School Board standards.

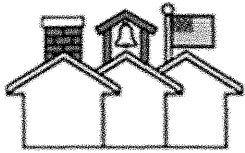
Each Board Member will rate the Superintendent in each of the performance areas. A composite score for each performance area will then be calculated based on an average of the scores in each performance area.



School District of Indian River County



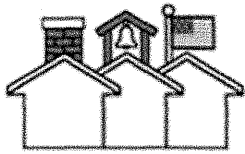
Superintendent / District Goal #1		Student Success: Every student receives a high quality education that is grounded in high expectations, personalized to meet his/her needs and interests, and backed by the necessary learning supports.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.	
Rating	The Assessor's Rating of the accomplishment of this goal based on information provided. 5 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>	
Comments	The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below. The data speak for themselves. We are moving in the right direction in most instances and we have plans in place, which include monitoring, for areas of concern.	



School District of Indian River County



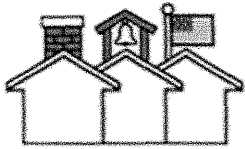
Superintendent / District Goal #2		Culture and Climate: Staff and students thrive in positive learning and work environments where they feel safe, supported, and celebrated
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.	
Rating	The Assessor's Rating of the accomplishment of this goal based on information provided. 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>	
Comments	The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below. While the trend is positive this is certainly a growth opportunity for our district. Perception is reality in climate and culture and shifting the culture takes time.	



School District of Indian River County



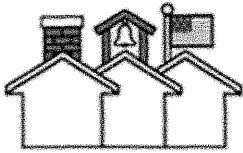
Superintendent / District Goal #3		High Quality Workforce: Employees are at the heart of our students' success, and we will attract, support, and retain a high quality workforce.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.	
Rating	The Assessor's Rating of the accomplishment of this goal based on information provided. 5 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>	
Comments	The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below. I believe Dr. Rendell has done a fine job of recruiting talent and has implemented policies and procedures to continue doing so. Practices such as "Stay interviews" and "exit interviews" are a step in the right direction. Dr. Rendell is committed to, and working diligently towards, hiring and retaining a workforce that reflects the diversity of our community. He has done a great job in the war for talent and has an eye for	



School District of Indian River County



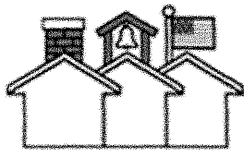
Superintendent / District Goal #4		Communication & Engagement: The district uses communication and engagement to build awareness and trust, which lead to stronger relationships that benefit student learning.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.	
Rating	The Assessor's Rating of the accomplishment of this goal based on information provided.	
	5 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>	
Comments	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <p>Dr. Rendell has done a fine job of communicating with me, as a Board Member, and the community. He has done a good job of cutting through the noise where possible and correcting misperceptions. Employing a public information officer (PIO) and tools such as the Strategic Plan and our feedback tools such as parent surveys show a commitment to improved two-way communication. For whatever reason, board members are out in the community undercutting the Superintendent in the media which makes it difficult for him to build trust.</p>	



School District of Indian River County



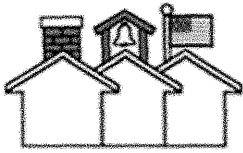
Superintendent / District Goal #5		Strategic Partnerships: Building strong partnerships with all stakeholders in our community is vital to our success.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.	
Rating	The Assessor's Rating of the accomplishment of this goal based on information provided.	
	5 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>	
Comments	The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.	
	Dr. Rendell has fostered numerous Strategic Partnerships and enhanced the relationship enjoyed with existing partners such as The Learning Alliance.	



School District of Indian River County



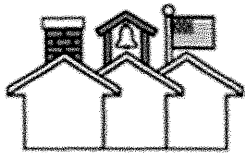
IMPACT / RAPPORT BUILDING	
<p>A. Builds a favorable public image of the district and superintendency. B. Maintains visibility at school sites and throughout the school district. C. Maintains visibility in the business community. D. Skilled in conflict resolution, consensus, and compromise-building while maintaining a professional demeanor and the self-esteem of others.</p>	
Rating	<p>The Assessor's Rating of Impact/Rapport Building.</p> <p>5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>The Assessor's Comments regarding the rating of Impact/Rapport Building. Comments are required for a rating of 2 or below.</p> <p>A. The addition of a PIO is helpful, and many good stories are shared. Some reporters are willing to ignore the facts and often report inaccurate and inflammatory opinions as fact. Despite these unscrupulous reporters, Dr. Rendell and the PIO do a good job of placing the wins in the media to build morale and celebrate our excellent employees.</p> <p>B. Excellent presence and engagement</p> <p>C. Very good, but partnerships with high tech businesses from Brevard will provide STEM pathways for students and serves as an opportunity</p> <p>D. In general good, but relationships with some board members are strained and all parties would benefit from conflict resolution support. The situation with the non-profits was a learning experience for all.</p>



School District of Indian River County



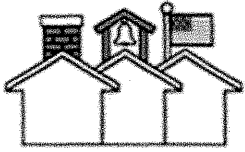
INTEGRITY	
<p>A. Models consistent ethical, personal, and professional conduct.</p> <p>B. Develops high levels of openness and trust with Board members, staff, and the community.</p> <p>C. Considers needs of students foremost when making recommendations to the Board.</p> <p>D. Maintains consistency in interaction with staff, Board members, and community.</p>	
Rating	<p>The Assessor's Rating of Integrity.</p> <p>5 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>The Assessor's Comments regarding the rating of Integrity. Comments are required for a rating of 2 or below.</p> <p>A. Consistent and honest in all dealings with me.</p> <p>B. Dr. Rendell is always available to me and meets regularly to communicate.</p> <p>C. Always</p> <p>D. Does his best to be respectful with board members who are often less than civil in their discourse.</p> <p>Dr. Rendell leads by example and is quick to take blame for problems and sets quietly about resolving issues without needing a spotlight or pat-on-the-back for doing what is in the best interest of students.</p>



School District of Indian River County



WORK STANDARDS	
<p>A. Insists on effective performance from associates and subordinates B. Selects personnel who possess integrity and qualifications for key management positions. C. Relates all activities and decisions to the mission of the district. D. Establishes course of action which results in higher performance of students. E. Orders priorities and insists upon quality control and cost effectiveness.</p>	
Rating	<p>The Assessor's Rating of Work Standards.</p> <p>5 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>The Assessor's Comments regarding the rating of Work Standards. Comments are required for a rating of 2 or below.</p> <p>A. Stellar- Dr. Rendell expects a lot from subordinates and this expectation of excellence could be the cause for those who rate the "culture and climate" as low who aren't prepared to rise to those expectations.</p> <p>B. Great hires and promotions</p> <p>C. Consistently focuses on the Strategic Plan and how it ties to operations</p> <p>D. Makes, sometimes unpopular, decisions based on student success.</p> <p>E. As in item "A" above. Dr. Rendell has a habit of focusing on quality and insisting on excellence.</p>



School District of Indian River County



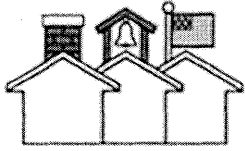
Summary

General Comments:

Dr. Rendell has done great things to position SDIRC for success. I look forward to seeing the initiatives in place produce results in the years to come. It is my hope that this, and future boards afford him the support and time necessary to see these initiatives and his leadership bear fruit.

Superintendent's Signature: Mary Ruff Date: 7/14/18

Board Member Signature: [Signature] Date: 7/14/18



School District of Indian River County



Superintendent Performance Accountability System

Superintendent's Name: Dr. Mark J. Rendell

School Year: 2017-2018

Board Member's Name: Tiffany M. Justice

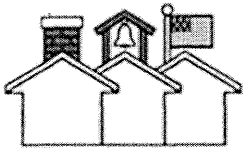
Date: July 13, 2008

Accountability Ratings

The Superintendent shall be rated on each item using the following scale – ratings must be based on demonstrated evidence or lack of evidence. Documents associated with the accomplishment of the Superintendent's Goals shall accompany this assessment of performance.

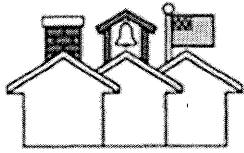
- 5 – Outstanding Has exceeded expected outcomes for goal attainment or mastery of performance objective.
- 4 – Meets Expectation Has demonstrated goal attainment and /or a high level of performance for designated performance objective.
- 3 – Satisfactory Has demonstrated progress toward goal attainment or an acceptable level of performance for required performance objective.
- 2 – Improvement Expected Progress on goal attainment or demonstration of an acceptable level of performance for required performance objectives is not up to School Board standards.
- 1 - Unsatisfactory No evidence of goal progress or progress towards an acceptable performance of School Board standards.

Each Board Member will rate the Superintendent in each of the performance areas. A composite score for each performance area will then be calculated based on an average of the scores in each performance area.



School District of Indian River County

Superintendent / District Goal #1	Student Success: Every student receives a high quality education that is grounded in high expectations, personalized to meet his/her needs and interests, and backed by the necessary learning supports.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	The Assessor's Rating of the accomplishment of this goal based on information provided. 5 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>
Comments	<p> Objective 1.1: All students graduate with the skills necessary for college and career success. Objective 1.2: All students receive high quality instruction and rigorous coursework. Objective 1.3: All students are provided the supports needed to ensure their academic success. </p> <p> The objectives of the area of Student Success were to ensure that every student graduates with the skills necessary for college and career success; all students receive high quality instruction and rigorous coursework; and all students are provided the supports needed to ensure their academic success. </p> <p> EVERY and ALL are two of the most significant and important words in the objectives for Student Success. I believe that for some time in our district we have been serving a certain segment of motivated students quite well. That being said, I believe that Dr. Rendell has taken steps to create a system to ensure that EVERY student has the same number of opportunities and supports to ensure their success in our classrooms. </p> <p> I believe that we are no longer "teaching to a test" but truly taking the steps necessary to build a system of learning in our classrooms that gives every student the opportunity to be successful. I recognize this type of systemic change takes time and patience. I remain committed to supporting the work of the Curriculum & Instruction team as well as our administrators and teachers to give every student in Indian River County the education they deserve. </p> <p> Two of the three major focus areas for the district this year pertained directly to the area of Student Success. I have seen both standards based instruction and formative assessment as two of the guiding principles in both professional development and classroom support this past year. The increased attention to ensuring that our students are being given the foundation of knowledge necessary in every grade to be successful as they matriculate through our classrooms and ultimately onto higher education or a career is incredibly important. This increased emphasis on curriculum and pacing within classrooms will have long lasting benefits for our students and teachers. </p> <p> Student performance improved in every tested subject area with the exception of 7th grade civics. I was happy to see that a district supported, increased emphasis on science instruction showed significant gains in tested grades. Another highlight was the significant gains in tested grades of math with a 14% increase in Algebra 1! While we continue to have the opportunity to improve in all areas, it is clear that the increased focus and support in these two areas of instruction over the past 2 years have been very effective. It is imperative that we create these same types of supports across all teaching areas. Dr. Rendell is aware that there is a need for continued improvements in our STEAM programs across the district and I know that he and his team are making plans to help to support this work. </p> <p> I have also been very impressed with the usage of performance data to help to inform decision making and instructional support for the coming year. Administrators, teachers and district level staff recognize that our </p>



School District of Indian River County

students are more than a test score, but they are also utilizing both state assessment and iReady data to create systems of support for individual students and grade levels at schools where a need is identified. It is my understanding that Dr. Rendell and staff have made the decision to require an additional reading course in our middle schools to provide students with additional literacy strategies. It is this type of targeted support that we need to continue providing for our students.

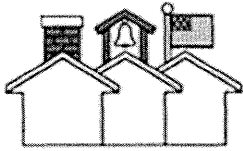
Participation in accelerated courses as well as our Career Pathways program increased by 15% and 12% respectively. I was thrilled to see that the number of minority students participating in accelerated courses increased significantly, with African American student's participation up 11% in AP/IB and 15% in honors courses. Ensuring that our minority students are given the same opportunities to accelerated learning is extremely important and I am happy to see the district's commitment to this goal. It is extremely important that we not only increase participation in our accelerated programs, but that we also put into place supports that ensure students success in these courses. First and foremost, I feel it is imperative that Dr. Rendell and his team look at student's passing rates in courses and make instructional changes as necessary. Students deserve to be taught by a competent and dedicated teacher that is focused on helping them to be successful in their class.

The new addition of the Treasure Coast Technical College will continue to open more opportunities for our students to be successful in our classrooms and graduate with the skills necessary for career success. I applaud Dr. Rendell and his team for their hard work and dedication to making the TCTC a reality! This is a wonderful asset for our school district, students, families and the entire Indian River County community.

If not for a change in the coding of our students, I am aware that the district would have seen a rise in our graduation rates this past year, with VBHS graduating over 90% of their students. As it stood, SDIRC held on to the graduation rate of 87.1% overall, while many districts saw a decline. This is an area that I believe we will see continued improvements in over the course of the next few years as we continue to increase supports in our high schools and matriculate better prepared students from our middle schools into our high schools.

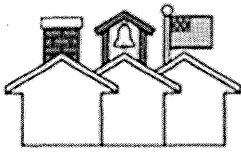
Dr. Rendell has continued to support and encourage our community partnership with The Learning Alliance and our joint commitment to the Moonshot Moment. Last year, Dr, Rendell, his staff and TLA staff worked together to put into place 5 third grade literacy intervention specialists. We saw increased improvement and learning gains in the schools where this targeted intervention was applied. This coming year, we will have 12 third grade literacy interventionists in our schools. It is this type of creative and out of the box thinking that truly helps our students achieve success.

Dr. Rendell has also taken many steps to acknowledge that student success in our schools isn't just determined by a test score. His support of the fine arts programs has been crucial in making sure our students all have the opportunity for a well-rounded and full education. The Superintendent's Art Gallery was a wonderful event that celebrated students from every public school in the district, including our charter schools. I commend Dr. Rendell on his support of the arts programs in our schools. I continue to ask that he and his team find a way to roll into the budget the 30 special area teaching positions that are currently paid for out of the .5 voter approved millage that expires in 2020.



School District of Indian River County

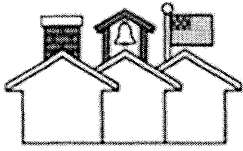
Superintendent / District Goal #2	Culture and Climate: Staff and students thrive in positive learning and work environments where they feel safe, supported, and celebrated.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	<p>The Assessor's Rating of the accomplishment of this goal based on information provided.</p> <p>5 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>Objective 2.1: Social and Emotional Support; Every school fosters a caring and responsive culture to ensure a positive learning environment for staff and students.</p> <p>Objective 2.2: Physical Safety; Every school provides a safe and secure learning environment.</p> <p>Objective 2.3: Celebrate Success; Every school recognizes and celebrates the accomplishments of students and staff.</p> <p>The third major area of focus in our district this past year was the area of Culture and Climate. I observed that Culture and Climate was a primary focus in professional development and support in our schools. I wholeheartedly believe in the importance of social and emotional learning being at the forefront of the work we do with our students and I am happy to see an intense commitment to the mental and physical safety of our students and staff.</p> <p>Results from parent, teacher and student surveys all showed an improvement in the way that our stakeholders feel about the educational environment being created and provided in our schools. The ultimate goal for Dr. Rendell, staff and school board members should be to create an environment in which every parent, student and teacher feels that their school is an A school.</p> <p>The physical safety of our students remains a top area of concern for me as a school board member and parent. The school shooting in Parkland shook every teacher and parent to their core. Significant improvements were made over the course of the year in the maintenance of our grounds and compliance with required safety and security drills. I would like to see Dr. Rendell continue to make the safety and security a top priority. There are schools that are occasionally lax with following safety and security protocols and I feel that Dr. Rendell and his staff need to do more to ensure that every school not only has safety measures in place, but is following those measures with fidelity.</p> <p>100% of our schools now have some type of Positive Behavior Intervention Support program in place with 100% of our teachers also trained in PBIS. This focus on a common language and positive intervention system has shown itself to in fact be very positive. The addition of Behavior Intervention Specialists at every school this year has also been a positive change that has contributed to less disciplinary action needing to be taken. Discipline issues with our students will always occur, but the fact that we have seen a significant decrease in referrals and the number of students with repeat referrals is promising. Students aren't learning if they aren't in their classrooms. I think it is a delicate balance between reducing the amount of time that students are without instruction but also holding them accountable for their behavior.</p> <p>I have discussed with Dr. Rendell that he and his staff need to make sure that they are truly giving schools and teachers the supports they need to handle the discipline issues that occur. It may be helpful for student services staff to meet with teachers at individual schools to get feedback on the additional supports they feel they could use to better handle discipline issues in their classrooms and schools.</p>



School District of Indian River County



Superintendent / District Goal #3	High Quality Workforce: Employees are at the heart of our students' success, and we will attract, support, and retain a high quality workforce.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	The Assessor's Rating of the accomplishment of this goal based on information provided. 5 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>
Comments	<p>Objective 3.1: (Attracting) We intentionally recruit and employ highly skilled and motivated individuals for every position.</p> <p>Objective 3.2: (Supporting) We support all employees with professional learning opportunities to ensure growth and students' success.</p> <p>Objective 3.3: (Retaining) We value our employees and are committed to creating working conditions that support their personal well-being and professional success.</p> <p>Indian River County teacher salaries continue to be higher than surrounding districts. It is my hope that we will be able to continue to ensure that this is the case. Dr. Rendell and staff negotiated a three-year agreement with our teacher's union that has just come to an end. Dr. Rendell has made teacher compensation a budget priority in the past and I urge him to continue this in the future.</p> <p>Proper management and focus on our health insurance fund will allow us to not increase insurance premiums for the second year in a row. Our wellness clinic is an absolute asset to our workforce and I applaud Dr. Rendell and staff for continuing to support and expand access to this benefit. I have seen a significant improvement in the Benefits department in our school district and our employees are receiving better communication about the benefits that are available to them.</p> <p>We continue to struggle to hire minority teachers in our district, but I am aware that we are not alone in this struggle. Only 3% of current graduates from teacher's college are African American and districts across the country continue to struggle to have a teaching staff that reflects their student population. I applaud the recent efforts to diversify our recruiting efforts in an effort to attract and hire more minority teachers. I would like to see Dr. Rendell and staff work to come up with an agreement with our teacher's union that allows us to offer bonuses be given to teachers in high demand who are willing to work in Critical Needs areas in our district.</p> <p>More teachers than ever before participated in professional learning opportunities this past school year. They also stated that the felt that the PD offered was valuable and needed. We need to keep this area of work a priority. It was disappointing that a majority of the board did not support the addition of a district level Professional Development position to continue to expand upon the offerings of training and pedagogical support available to our teachers.</p> <p>Another improvement this year was the addition of "On-boarding" procedures to support new staff members. This was an area of concern for the board and the addition of this program will benefit students, teachers and families.</p>

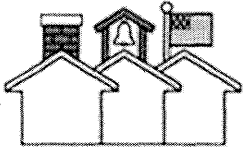


School District of Indian River County



Results of a survey of first year teachers were extremely positive and the STAR program specifically designed by Curriculum & Instruction staff for our first-year teachers has been an extremely valuable addition to our district.

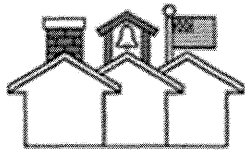
I believe we have some of the most dedicated and wonderful staff members in the state. I am so incredibly grateful for the faculty and staff that give their all every day for our students. Because of the importance of the classroom teacher on student achievement, I can think of nothing worse than for a student to have a teacher that doesn't want to be teaching in the classroom. We must continue to work to retain and support our excellent teachers, but Dr. Rendell must continue to support administrators when they are making instructional changes they believe will benefit student achievement at their schools.



School District of Indian River County

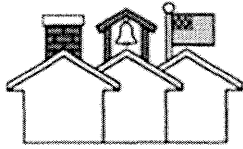


Superintendent / District Goal #4	Communication & Engagement: The district uses communication and engagement to build awareness and trust, which lead to stronger relationships that benefit student learning.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	<p>The Assessor's Rating of the accomplishment of this goal based on information provided.</p> <p>5 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>Objective 4.1: Purposeful Communication; We plan our communications, establish common communication protocols, and frequently share the achievements of our students and staff with our community.</p> <p>Objective 4.2: Internal Engagement; We foster engagement with internal stakeholders to build awareness & trust.</p> <p>Objective 4.3: External Engagement; We foster engagement with external stakeholders to build awareness & trust.</p> <p>I believe that Dr. Rendell and his staff have made significant improvements in this area over the past year. Survey results showed that parents felt that the district and their children's school and teachers were doing a good job in making them aware of school based events, activities and their child's progress in school. Town halls and open house events were well attended across the district.</p> <p>Dr. Rendell brought to the board this year an agreement with School Messenger for an updated website and mobile application to further enhance our ability to communicate with parents. These additions will also enhance our parent's ability to navigate the many channels of information pertinent to their child's education. I am firm believer in the more information the better when it comes to parent communication and Dr. Rendell has been supportive of my concerns in this area.</p> <p>I feel that we need to focus on being more sensitive to the needs and concerns of our parents. We also need to work to do a better job of communicating why certain decisions are made. I think the majority of our parents and families are incredibly supportive of the work of our teachers and district staff; increased communication can only serve to support this.</p> <p>The newsletter, "The Connection" is a great new method of district communication with our parents, families and community members.</p> <p>Dr. Rendell and staff continue to support the work of many committees in our district. This type of direct community feedback is important and has been encouraged.</p> <p>Internal Communication methods such as "The Collaborator" and "The Stream" as well as better communication with all staff members regarding payroll and benefits have been very positive.</p>



School District of Indian River County

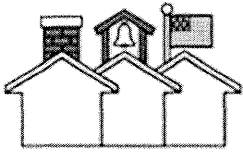
Superintendent / District Goal #5	Strategic Partnerships: Building strong partnerships with all stakeholders in our community is vital to our success.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	The Assessor's Rating of the accomplishment of this goal based on information provided. 5 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>
Comments	<p> Objective 1: Families; We engage families as the most important partner in the education of our students. Objective 2: Existing Organizations; We strengthen existing partnerships with organizations in our community and seek out opportunities with other organizations. Objective 3: Individuals; We embrace and value the contributions of the individuals in our community who volunteer in our schools. </p> <p> Dr. Rendell has continued to make our students and families the focus of all decisions made in the district. Student Advisory Councils across the district are not only complying with state requirements, but are doing a great job in welcoming a diverse group of stakeholders to participate in school based decision making. I am aware that Dr. Rendell has attended SAC meetings this past year and this dedication to parents and schools is admirable and appreciated. </p> <p> We have begun to track attendance, volunteer hours and school based events at all of our schools in the district. Previously only Title 1 schools were required to track attendance at school based events. This new attention to parent engagement at all schools can only serve to better our partnerships with families. </p> <p> Dr. Rendell and staff have worked to strengthen and expand existing partnerships with many SDIRC community partners. It was wonderful that ALL 4th graders in our district were given the opportunity to attend field trips to the Environmental Learning Center. This focus on creating opportunities for all students has been a focus of Dr. Rendell and staff and I applaud this commitment to equity and equality. Dr. Rendell worked with Big Brothers and Big Sisters to create the RISE UP mentoring program and has encouraged staff members to participate as mentors for students in our schools. </p> <p> As I mentioned earlier, Dr. Rendell has continued to support and encourage our community partnership with The Learning Alliance. Last year, Dr, Rendell, his staff and TLA staff worked together to put into place 5 third grade literacy intervention specialists. We saw increased improvement and learning gains in the schools where this targeted intervention was applied. This coming year, we will have 11 third grade literacy interventionists in our schools. It is this type of creative and out of the box thinking that truly helps our students achieve success. </p> <p> Over 47,633 volunteer hours and volunteers have been tracked, acknowledged and celebrated. Community members want to be in our schools helping to make a difference in the lives of our students. </p> <p> Dr. Rendell has also increased the number of ways our students can give back to our community. His involvement with the United Way of IRC gave us an increased role in the UW Day of Caring where hundreds of students participated in charitable activities at schools and locations in our community. </p>



School District of Indian River County

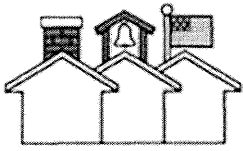


IMPACT / RAPPORT BUILDING	
<p>A. Builds a favorable public image of the district and superintendency.</p> <p>B. Maintains visibility at school sites and throughout the school district.</p> <p>C. Maintains visibility in the business community.</p> <p>D. Skilled in conflict resolution, consensus, and compromise-building while maintaining a professional demeanor and the self-esteem of others.</p>	
Rating	<p>The Assessor's Rating of Impact/Rapport Building.</p> <p>5 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>Dr. Rendell has been extremely visible in the community and our schools.</p> <p>In addition to frequently visiting schools and classrooms, Dr. Rendell is a mentor to a Dodgertown Elementary student through the RISE UP program in our district. Also new this year was the Classroom Connections program. Every staff member in the school district that has a teaching certificate spent at least one day, if not more, teaching alongside a teacher in one of our classrooms. This program was a great addition and one that I hope Dr. Rendell continues.</p> <p>I believe Dr. Rendell's role as an active board member on the United Way Executive Board of Directors has benefitted the students of Indian River County greatly. As I mentioned earlier, SDIRC played a huge role in the annual UW Day of Caring this past year. In addition to the United Way board, Dr. Rendell is a member of the Children's Services Advisory Committee, the Vero Beach Sunrise Rotary Club, the Moonshot Community Action Network (MCAN), the Taxpayers Association amongst many other community groups. Dr. Rendell's commitment to the Chamber of Commerce in Indian River County has proven to be an advantageous relationship as their interest in helping to support the new Treasure Coast Technical Center has been invaluable.</p> <p>Dr. Rendell's ability to build consensus and bring those around him to compromise has been hindered at times by those around him interested in creating conflict and discontent. He has always maintained a professional demeanor even when handling difficult or tense situations on the dais during board meetings and whilst out in the community.</p> <p>The negative media coverage that the School District and Superintendent continue to receive from certain local media sources is unfortunate and not deserved. I believe that this false and negative "reporting" has done significant damage to our students, teachers, leadership, district staff, board members and our entire community. Last year, I asked for the Superintendent to continue to try to work to build a better relationship with local media outlets. I knew this was a difficult request, but the students of Indian River County deserved to be treated better than the way their schools, administrators, teachers and staff had been portrayed. They still do.</p>



School District of Indian River County

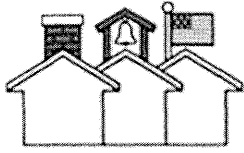
However, this year I ask that the Superintendent focus on the work at hand in our school district and ignore all efforts to sully his reputation and that of the good work of his staff. Again, I know this is a difficult request, but our students deserve the full focus and attention of our Superintendent and his staff.



School District of Indian River County



INTEGRITY	
<p>A. Models consistent ethical, personal, and professional conduct.</p> <p>B. Develops high levels of openness and trust with Board members, staff, and the community.</p> <p>C. Considers needs of students foremost when making recommendations to the Board.</p> <p>D. Maintains consistency in interaction with staff, Board members, and community.</p>	
Rating	<p>The Assessor's Rating of Integrity.</p> <p>5 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>Dr. Rendell continues to put students first in every decision that he makes in the School District of Indian River County.</p> <p>I have been consistently impressed with the level of professionalism and moral integrity shown by Dr. Rendell. He has demonstrated through his willingness to make difficult decisions that he is student focused and committed to continuously working to improve the teaching and learning in SDIRC classrooms. Dr. Rendell has been extremely visible in the community and I have felt that he presents and promotes a positive image of the School District.</p> <p>I try to treat the Superintendent and his staff with respect and that respect has always been returned. I meet weekly with Dr. Rendell and various staff members when necessary to review the agenda for upcoming board meetings. I have never had any issue with receiving answers to the questions or clarifications that I have asked for. Dr. Rendell and his staff have always been open to suggestions or criticisms that I have offered.</p> <p>Board members are kept up to date via phone and email. We have received all backup materials for our workshop and board meetings in a timely manner. All sensitive issues are always addressed in the most discreet, but transparent manner as possible.</p>



School District of Indian River County



WORK STANDARDS

- A. Insists on effective performance from associates and subordinates
- B. Selects personnel who possess integrity and qualifications for key management positions.
- C. Relates all activities and decisions to the mission of the district.
- D. Establishes course of action which results in higher performance of students.
- E. Orders priorities and insists upon quality control and cost effectiveness.

Rating

The Assessor's Rating of Work Standards.

5

4

3

2

1

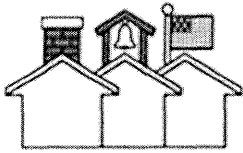
Comments

Dr. Rendell has consistently demonstrated a strong work ethic. His own dedication and commitment to the demands of his position have set a high standard for associates and subordinates. I am very active in my role as a school board member and attend many after work and weekend activities on behalf of our school board. Dr. Rendell consistently attends numerous events on weekends and after hours.

Dr. Rendell and his team had promised focus and remained committed to the 5-year Strategic Plan. The focus of all work across the district has been aligned with the goals and objectives of the SDIRC 5-year Strategic Plan.

There is a fair amount of history of nepotism in our district and I have witnessed how challenging it has been at times for many members of SDIRC staff to navigate when looking to make changes and improvements in personnel district wide. This continues to be a challenge.

Dr. Rendell and his staff fully embraced the zero-based budgeting process in formulating our district budget this past year. The school district budget process was extremely open and transparent.



School District of Indian River County

Summary

General Comments:

I am proud of the work of the School Board of Indian River County and Dr. Rendell and his staff in creating the five-year Strategic plan for our district. As a school board, we agreed to tie the evaluation of our Superintendent to the monitoring framework metrics for our Strategic Plan. While I recognize that we have many areas in which to continue to improve, I also feel that we have made significant progress over the past year. As I cited in my evaluation, we saw overall gains in student success, improvements in the areas of culture and climate, dedication to the support of a high quality workforce, increased communication and engagement with all stakeholders and the continued formation and support of strategic partnerships within our community.

When I joined the school board, we were dealing with one financial crisis after another. From the health insurance deficit to the charter school and desegregation litigation, Dr. Rendell and his team have worked together with board members and our school district attorney to resolve many of the issues left behind by the previous district administration. We have an improved relationship with our charter schools, a healthy insurance fund and we are on the path to an agreed road map to unitary status in our desegregation order.

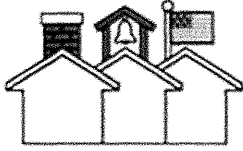
Research shows that the highest performing districts in our state have a few things in common when it comes to their school boards and Superintendent. First, they have board members that are committed to working together as a team to increase student achievement. Secondly, they have an experienced and dedicated Superintendent that they respect, support and encourage. Board members continually work to create the space for their Superintendent and his staff to take big risks and make changes within the district to support growth and student achievement.

I believe in Dr. Rendell's ability to make great things happen in our district. It is my hope that in the future, Indian River County will have a school board that is willing to work together as a team to give our Superintendent, staff members and teachers the support and resources they need to effectively accomplish their goal of ensuring every student is successful in our classrooms.

Superintendent's Signature: *Mary Rindorf* Date: 7/16/18

Board Member Signature: *J.M. Justice* Date: 7/16/18

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School District of Indian River County



Superintendent Performance Accountability System

Superintendent's Name: Mark Rendell School Year: 2017-2018

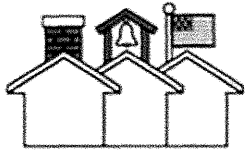
Board Member's Name: Charles G. Searcy Date: 7-12-18

Accountability Ratings

The Superintendent shall be rated on each item using the following scale – ratings must be based on demonstrated evidence or lack of evidence. Documents associated with the accomplishment of the Superintendent's Goals shall accompany this assessment of performance.

- 5 – Outstanding Has exceeded expected outcomes for goal attainment or mastery of performance objective.
- 4 – Meets Expectation Has demonstrated goal attainment and /or a high level of performance for designated performance objective.
- 3 – Satisfactory Has demonstrated progress toward goal attainment or an acceptable level of performance for required performance objective.
- 2 – Improvement Expected Progress on goal attainment or demonstration of an acceptable level of performance for required performance objectives is not up to School Board standards.
- 1 - Unsatisfactory No evidence of goal progress or progress towards an acceptable performance of School Board standards.

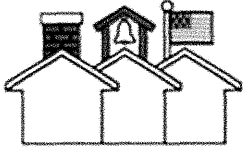
Each Board Member will rate the Superintendent in each of the performance areas. A composite score for each performance area will then be calculated based on an average of the scores in each performance area.



School District of Indian River County



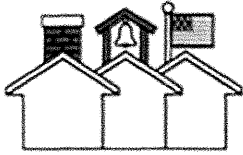
Superintendent / District Goal #1		Student Success: Every student receives a high quality education that is grounded in high expectations, personalized to meet his/her needs and interests, and backed by the necessary learning supports.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.	
Rating	The Assessor's Rating of the accomplishment of this goal based on information provided. 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>	
Comments	The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.	



School District of Indian River County



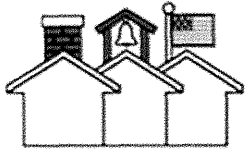
Superintendent / District Goal #2		Culture and Climate: Staff and students thrive in positive learning and work environments where they feel safe, supported, and celebrated
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.	
Rating	The Assessor's Rating of the accomplishment of this goal based on information provided.	
	5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 1 <input type="checkbox"/>	
Comments	The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below. <i>Some students feel celebrated.</i> <i>Many employees and students do not feel safe and supported.</i> <i>Teachers are told to handle discipline in the classroom and not refer students to the office. (Classroom management?)</i>	



School District of Indian River County



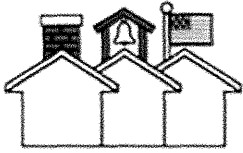
Superintendent / District Goal #3		High Quality Workforce: Employees are at the heart of our students' success, and we will attract, support, and retain a high quality workforce.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.	
Rating	The Assessor's Rating of the accomplishment of this goal based on information provided.	
	5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 1 <input type="checkbox"/>	
Comments	The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below. <i>See no evidence of what the District does to attract high quality workers</i> <i>Once we hire employees we have a tendency to not utilize their special skills sets.</i> <i>at times we jump to conclusions about charges against employees (Coach Joe, Ravi Annam)</i>	



School District of Indian River County



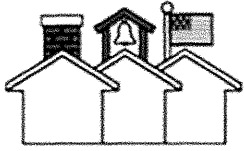
Superintendent / District Goal #4	Communication & Engagement: The district uses communication and engagement to build awareness and trust, which lead to stronger relationships that benefit student learning.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	The Assessor's Rating of the accomplishment of this goal based on information provided. 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 1 <input type="checkbox"/>
Comments	The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below. <i>Many teachers and CWA employees do not trust administration and superintendent. Retribution is an ongoing concern in the District & trust is nearly non-existent!</i>



School District of Indian River County



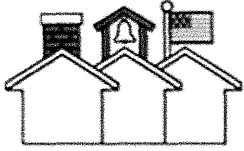
Superintendent / District Goal #5		Strategic Partnerships: Building strong partnerships with all stakeholders in our community is vital to our success.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.	
Rating	The Assessor's Rating of the accomplishment of this goal based on information provided. 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>	
Comments	The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.	



School District of Indian River County



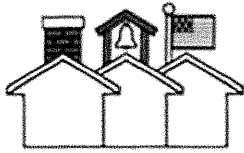
INTEGRITY	
<p>A. Models consistent ethical, personal, and professional conduct. ✓</p> <p>B. Develops high levels of openness and <u>trust</u> with Board members, staff, and the community. ?</p> <p>C. Considers needs of students foremost when making recommendations to the Board.</p> <p>D. Maintains consistency in interaction with staff, Board members, and community.</p>	
Rating	The Assessor's Rating of Integrity. <p>5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	The Assessor's Comments regarding the rating of Integrity. Comments are required for a rating of 2 or below.



School District of Indian River County



WORK STANDARDS	
<p>A. Insists on effective performance from associates and subordinates - ?</p> <p>B. Selects personnel who possess integrity and qualifications for key management positions. ?</p> <p>C. Relates all activities and decisions to the mission of the district.</p> <p>D. Establishes course of action which results in higher performance of students.</p> <p>E. Orders priorities and insists upon quality control and cost effectiveness. ?</p>	
Rating	<p>The Assessor's Rating of Work Standards.</p> <p>5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>The Assessor's Comments regarding the rating of Work Standards. Comments are required for a rating of 2 or below.</p>



School District of Indian River County



Summary

General Comments:

Superintendent is performing OK, but has a long way to go in getting the District to where it should be.

May have reached the point where he does not need to be quite as involved in outside activities (United Way Board, Chamber Committee)

One homeroom was teaching two days in connection with the Classroom Connection Initiative. He should insist that all of our District administrators who promote procedures that are expected to be used in the classroom, teach several times per year (or more often if possible) to see what issues (positive or negative) those procedures may cause.

Superintendent's Signature: Maly Rulup Date: 7-12-18

Board Member Signature: Charles G. Seay Date: 7-12-18



School District of Indian River County



Superintendent Performance Accountability System

Superintendent's Name: DR. MARK RENDALL School Year: 2017-2018

Board Member's Name: DAVE SIMCHICK Date: 7/5/18

Accountability Ratings

The Superintendent shall be rated on each item using the following scale – ratings must be based on demonstrated evidence or lack of evidence. Documents associated with the accomplishment of the Superintendent's Goals shall accompany this assessment of performance.

- 5 – Outstanding Has exceeded expected outcomes for goal attainment or mastery of performance objective.
- 4 – Meets Expectation Has demonstrated goal attainment and /or a high level of performance for designated performance objective.
- 3 – Satisfactory Has demonstrated progress toward goal attainment or an acceptable level of performance for required performance objective.
- 2 – Improvement Expected Progress on goal attainment or demonstration of an acceptable level of performance for required performance objectives is not up to School Board standards.
- 1 - Unsatisfactory No evidence of goal progress or progress towards an acceptable performance of School Board standards.

Each Board Member will rate the Superintendent in each of the performance areas. A composite score for each performance area will then be calculated based on an average of the scores in each performance area.

Superintendent / District Goal #1	Student Success: Every student receives a high quality education that is grounded in high expectations, personalized to meet his/her needs and interests, and backed by the necessary learning supports.					
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.					
Rating <u>4</u>	The Assessor's Rating of the accomplishment of this goal based on information provided.					
Page 141 of 168	<table border="1" style="display: inline-table;"> <tr> <td>5</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> </table>	5	4	3	2	1
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Comments	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <p>DR. RENDALL continues to progress in this area. Recently we discussed VBE's specific issues and overall he is aware of how he can continue to improve.</p>

Superintendent / District Goal #2	Culture and Climate: Staff and students thrive in positive learning and work environments where they feel safe, supported, and celebrated								
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.								
Rating 3	The Assessor's Rating of the accomplishment of this goal based on information provided.								
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5	4	3	2	1					
Comments	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <p>There are many celebrations of accomplishments for students and staff. Work environment</p>								

	<p>seems to be an area of concern. Although many positive comments I receive the most complaints</p>
	<p>from employees that bleed into the climate.</p>

Superintendent / District Goal #3	High Quality Workforce: Employees are at the heart of our students' success, and we will attract, support, and retain a high quality workforce.							
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.							
Rating 3	The Assessor's Rating of the accomplishment of this goal based on information provided.							
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5	4	3	2	1				
Comments	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <p>Our work force has many power hitters and high quality employees but I am very sure we can improve. On a district level some can improve on customer service, perhaps through training or placing those in other job titles.</p>							

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Superintendent / District Goal #4	Communication & Engagement: The district uses communication and engagement to build awareness and trust, which lead to stronger relationships that benefit student learning.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating 4	The Assessor's Rating of the accomplishment of this goal based on information provided.
	5 4 3 2 1
Comments	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <p>Dr. Rendell has increased communication and engagement through our P.I.O., website, surveys and board meetings!</p>

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Superintendent / District Goal #5	Strategic Partnerships: Building strong partnerships with all stakeholders in our community is vital to our success.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating 4	The Assessor's Rating of the accomplishment of this goal based on information provided.
	5 (4) 3 2 1
Comments	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <p>This area is a strength and strong Asset of the districts, Kudos for these partnerships and relationships he has nurtured!</p>

D. Skilled in conflict resolution, consensus, and compromise-building while maintaining a professional demeanor and the self-esteem of others.

Rating	The Assessor's Rating of Impact/Rapport Building.
2	5 4 3 2 1
Comments	The Assessor's Comments regarding the rating of Impact/Rapport Building. Comments are required for a rating of 2 or below. Many Aspects of this area meets satisfactory levels. I believe his public image can improve and a better approach to conflict resolution. No one loves the boss but this is the area I hear the most from. Fiction or fact this area needs improvement for his personal image and the districts.

INTEGRITY	
A. Models consistent ethical, personal, and professional conduct. B. Develops high levels of openness and trust with Board members, staff, and the community. C. Considers needs of students foremost when making recommendations to the Board. D. Maintains consistency in interaction with staff, Board members, and community.	
Rating	The Assessor's Rating of Integrity.
4	5 4 3 2 1
Comments	The Assessor's Comments regarding the rating of Integrity. Comments are required for a rating of 2 or below. Dr Rendell always considers student needs first - always. He has always interacted with

Myself regularly and always has gotten back to my constituents very quickly. Dr. Rendell is strong in this area.

WORK STANDARDS

- A. Insists on effective performance from associates and subordinates
- B. Selects personnel who possess integrity and qualifications for key management positions.
- C. Relates all activities and decisions to the mission of the district.
- D. Establishes course of action which results in higher performance of students.
- E. Orders priorities and insists upon quality control and cost effectiveness.

Rating The Assessor's Rating of Work Standards.

5 5 | 4 | 3 | 2 | 1

Comments The Assessor's Comments regarding the rating of Work Standards. Comments are required for a rating of 2 or below.

This is the strongest area for Dr. Rendell. Only area he can strive to insist on better performance is A. insisting his subordinates follow board decisions when ordered and instructed.

I believe his plans & course
of actions improve student
outcomes!

Summary

3.63

General Comments:

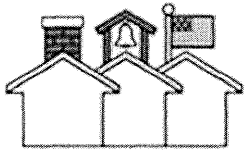
I hope Dr. Rendell takes
"critiques", stays open minded
and dedicated to the mission.
It's been a pleasure

Superintendent's Signature:

Marilyn Muelup Date: 7/10/18

Board Member Signature:

Patricia Hernandez Date: 7/10/18



School District of Indian River County

Superintendent Performance Accountability System

Superintendent's Name: Dr. Mark Rendell School Year: 2017-18

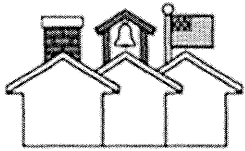
Board Member's Name: Mrs. Laura Zorc Date: July 13, 2018

Accountability Ratings

The Superintendent shall be rated on each item using the following scale – ratings must be based on demonstrated evidence or lack of evidence. Documents associated with the accomplishment of the Superintendent's Goals shall accompany this assessment of performance.

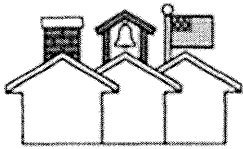
- 5 – Outstanding Has exceeded expected outcomes for goal attainment or mastery of performance objective.
- 4 – Meets Expectation Has demonstrated goal attainment and /or a high level of performance for designated performance objective.
- 3 – Satisfactory Has demonstrated progress toward goal attainment or an acceptable level of performance for required performance objective.
- 2 – Improvement Expected Progress on goal attainment or demonstration of an acceptable level of performance for required performance objectives is not up to School Board standards.
- 1 - Unsatisfactory No evidence of goal progress or progress towards an acceptable performance of School Board standards.

Each Board Member will rate the Superintendent in each of the performance areas. A composite score for each performance area will then be calculated based on an average of the scores in each performance area.



School District of Indian River County

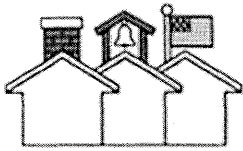
Superintendent / District Goal #1	Student Success: Every student receives a high quality education that is grounded in high expectations, personalized to meet his/her needs and interests, and backed by the necessary learning supports.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	<p>The Assessor's Rating of the accomplishment of this goal based on information provided.</p> <p>5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 1 <input type="checkbox"/></p>
	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <p>*The SDIRC is moving in a positive direction when it comes to Vocational and Technical opportunities. Accolades to the Superintendent, Dr. Arnett, Christy Shields, and the district team for turning a vision into a reality.</p> <p>See FSA Spreadsheets minus IRC Charter School Scores.</p> <ul style="list-style-type: none"> Overall in Math, Science, Algebra I, and Geometry we have a slight incline from 2014-15 to current year. <p>I contribute a significant amount of credit to the Education Foundation for assisting the district with the additional funding resources to hold Saturday middle school math camps and Algebra camps during the summer.</p> <ul style="list-style-type: none"> I am very concerned about the FSA ELA Reading/Writing scores. It appears that the district's overall progress is in a stagnate decline with very little growth. In 2014-15 FSA scores were 50.9%, 2016-17 48.6%, and 2017-18 overall FSA scores are 48.9%. <p>When I look at these numbers for 2017-18 school year I see 4,504 students that are struggling to read and write. A mere 48.9% in any grade book is a failing grade. I am very troubled by these numbers because we all know that it is very difficult to succeed in any subject when a student is struggling to read or write.</p> <p>*After studying the charts for Biology, Civics, and U.S. History I see declining stagnate numbers. The decline in these numbers makes logical sense because students are struggling with reading comprehension.</p> <p>For the 2018-19 school year I would like to see the superintendent's plan on how he intends on improving student literacy, reading comprehension, and writing skills to a mastery levels for all grade levels.</p> <p>*Mastering the basic core subjects in Math and Reading is critical for any person to succeed in life. Students entering middle school grades 6-8 should be offered intensive reading and or math if they scored below a 3 on their FSA. I encourage the superintendent to focus more efforts on middle school 6-8 students. Students scoring a 1 or 2 on their FSA should have the option to take an intensive math or reading class as an elective. With a \$286 million-dollar budget we need to make sure that the basics of reading and math are a financial priority. I appreciate our local nonprofits, but we should not solely rely on them to fund these initiatives.</p>



School District of Indian River County

*I-Ready Assessments are taking away from the one on one teacher time with the student. The program was intended to give the teachers additional resources by pinpointing what standards the students are struggling in. However, I see that the 45 minutes for ELA and 45 minutes of Math per week assessment time takes too much time away from teacher led instruction. In concept I-Ready makes sense. Instead, I-Ready has turned into a \$480,000 a year data chat tool for the district and principals to gauge how well the students are going to perform on the FSA. With 14,000 elementary and middle school students testing 1.5 hours a week on I-Ready alone, when is there time to utilize the multimillion dollar computer technology the district has purchased over the last four years? We should be using these labs to boost the Science, Technology and Engineering programs but instead we are using these computers to over assess our students. I would like to see the district minimize the amount of assessments. We need to reallocate the human and financial resources into initiatives that focus less on data chats and more on student success.

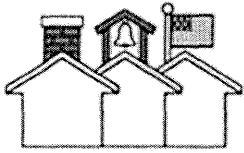
*The SDIRC Aftercare Program has the possibility of becoming a valuable tool to working parents. Not all aftercare sites are of equal caliber. Some are providing homework assistance and tutoring to the students, some aren't. It makes logical sense for the Executive Director of Elementary Education to have oversight of this program. I would like to see an in-depth review of the aftercare program mission and organizational structure. Currently the elementary aftercare is under the principal of Adult Ed and Vocational. With expansion of the TCTC this is an optimal time to review the aftercare model.



School District of Indian River County



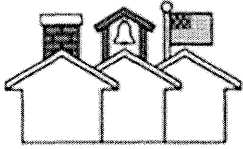
Superintendent / District Goal #2	Culture and Climate: Staff and students thrive in positive learning and work environments where they feel safe, supported, and celebrated
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	The Assessor's Rating of the accomplishment of this goal based on information provided. 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input checked="" type="checkbox"/>
Comments	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <ul style="list-style-type: none"> Teachers are pleading for support with student discipline. When teachers send students out of class because of discipline issues, they are sent right back to class. There are several school sites that have instructed the teachers not to write referrals. The district discipline numbers are at an all-time low, but the teacher's frustration is at an all-time high. <p>The superintendent stands behind his statement made to the Taxpayer's Association. I strongly disagree that student discipline throughout the district is excellent. I think that we need to recognize that this issue goes beyond the numbers presented on paper. In addition, disruptive students interrupt learning for the entire class.</p> <p>I suggest that the superintendent gets out to the schools and speak to the teachers because obviously there is a disconnect.</p> <ul style="list-style-type: none"> There are extreme issues with culture and climate within the Transportation Department. The problem goes beyond an internal issue when the department's management and turnover affects students being picked up and dropped off on time for class. I am very unsatisfied with the superintendent's passive oversight.



School District of Indian River County



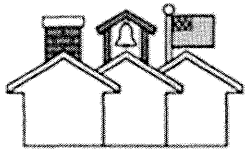
Superintendent / District Goal #3	High Quality Workforce: Employees are at the heart of our students' success, and we will attract, support, and retain a high quality workforce.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	The Assessor's Rating of the accomplishment of this goal based on information provided. 5 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>
Comments	The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below. <p>I give this goal a 5 because the SDIRC is blessed to have such passionate dedicated employees. Our district employees are a phenomenal.</p> <p>Overall we do need to work on supporting and retaining.</p>



School District of Indian River County



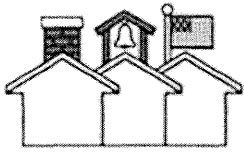
Superintendent / District Goal #4	Communication & Engagement: The district uses communication and engagement to build awareness and trust, which lead to stronger relationships that benefit student learning.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	<p>The Assessor's Rating of the accomplishment of this goal based on information provided.</p> <p>5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <p>I think we need to work on Trust. It's ok to admit we make mistakes. Ignoring or letting issues go on unaddressed develops into mistrust.</p>



School District of Indian River County



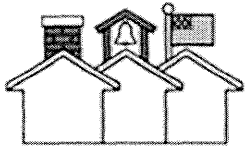
Superintendent / District Goal #5	Strategic Partnerships: Building strong partnerships with all stakeholders in our community is vital to our success.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	The Assessor's Rating of the accomplishment of this goal based on information provided. 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 1 <input type="checkbox"/>
Comments	The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below. The transportation issue with the Boys and Girls Club, GYAC, and Daisie Hope Center was handled very poorly. Offering to pay 50% of the transportation cost this year but resending the offer because they spoke out at the public board meeting was wrong.



School District of Indian River County



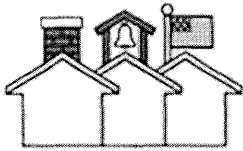
IMPACT / RAPPOR T BUILDING	
<p>A. Builds a favorable public image of the district and superintendency.</p> <p>B. Maintains visibility at school sites and throughout the school district.</p> <p>C. Maintains visibility in the business community.</p> <p>D. Skilled in conflict resolution, consensus, and compromise-building while maintaining a professional demeanor and the self-esteem of others.</p>	
Rating	<p>The Assessor's Rating of Impact/Rappor t Building.</p> <p>5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>The Assessor's Comments regarding the rating of Impact/Rappor t Building. Comments are required for a rating of 2 or below.</p> <p>The public's trust of the superintendent's abilities is very low.</p>



School District of Indian River County



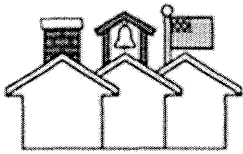
INTEGRITY	
<p>A. Models consistent ethical, personal, and professional conduct.</p> <p>B. Develops high levels of openness and trust with Board members, staff, and the community.</p> <p>C. Considers needs of students foremost when making recommendations to the Board.</p> <p>D. Maintains consistency in interaction with staff, Board members, and community.</p>	
Rating	<p>The Assessor's Rating of Integrity.</p> <p>5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>The Assessor's Comments regarding the rating of Integrity. Comments are required for a rating of 2 or below.</p> <p>The superintendent does not maintain a balanced relationship among board members. We have had this conversation and it seems to go nowhere.</p> <p>Many Employees think that Dr. Rendell is unapproachable.</p>



School District of Indian River County



WORK STANDARDS	
<p>A. Insists on effective performance from associates and subordinates B. Selects personnel who possess integrity and qualifications for key management positions. C. Relates all activities and decisions to the mission of the district. D. Establishes course of action which results in higher performance of students. E. Orders priorities and insists upon quality control and cost effectiveness.</p>	
Rating	<p>The Assessor's Rating of Work Standards.</p> <p>5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>The Assessor's Comments regarding the rating of Work Standards. Comments are required for a rating of 2 or below.</p> <p>The superintendent needs to address discipline and the toxic work environment in Transportation.</p> <p>Nepotisms across the district is occurring and it needs to be addressed immediately with management.</p>



School District of Indian River County



Summary

General Comments:

I want the superintendent to succeed. When Dr. Rendell succeeds, we all succeed. I am very hopeful that he will accept this evaluation as constructive criticism.

Superintendent's Signature: *Mary Reed* Date: 7/13/18
Board Member Signature: *L. A. [unclear]* Date: 7/13/18

FSA English Language Arts (ELA)

Applied filters: District equal to 31-INDIAN RIVER AND School Number equal to 0061, 0141, 0151, 0051, 0031, 0033, 0041, 0081, 0101, 0121, 0131, 0161, 0171, 0191, 0201, 0221, 0271, 0291, 0301, 0341, 0371

Year	2014-15			2015-16			2016-17			2017-18		
	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient
03-Third	1,299	684	52.7%	1,272	641	50.4%	1,257	693	55.1%	1,208	657	54.4%
04-Fourth	1,206	606	50.2%	1,210	596	49.3%	1,132	580	51.2%	1,169	628	53.7%
05-Fifth	1,149	539	46.9%	1,175	537	45.7%	1,189	588	49.5%	1,183	584	49.4%
06-Sixth	1,095	555	50.7%	1,120	499	44.6%	1,140	500	43.9%	1,143	495	43.3%
07-Seventh	1,118	533	47.7%	1,119	499	44.6%	1,109	517	46.6%	1,125	458	40.7%
08-Eighth	1,143	620	54.2%	1,147	593	51.7%	1,128	560	49.6%	1,119	591	52.8%
09-Ninth	1,133	589	52.0%	1,154	550	47.7%	1,165	511	43.9%	1,201	580	48.3%
10-Tenth	1,085	569	52.4%	1,071	530	49.5%	1,099	535	48.7%	1,063	511	48.1%
ALL	9,228	4,695	50.9%	9,268	4,445	48.0%	9,219	4,484	48.6%	9,211	4,504	48.9%

FSA Mathematics

Applied filters: District equal to 31-INDIAN RIVER AND School Number equal to 0031, 0033, 0041, 0051, 0061, 0081, 0101, 0121, 0131, 0141, 0151, 0161, 0171, 0191, 0201, 0221, 0271, 0291, 0301, 0341, 0371

Year	2014-15			2015-16			2016-17			2017-18		
	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient
03-Third	1,298	680	52.4%	1,271	678	53.3%	1,265	745	58.9%	1,213	715	58.9%
04-Fourth	1,222	642	52.5%	1,223	645	52.7%	1,143	657	57.5%	1,192	733	61.5%
05-Fifth	1,171	573	48.9%	1,184	589	49.7%	1,205	662	54.9%	1,190	686	57.6%
06-Sixth	1,098	495	45.1%	1,128	475	42.1%	1,160	449	38.7%	1,150	537	46.7%
07-Seventh	968	411	42.5%	1,055	526	49.9%	1,073	536	50.0%	1,052	507	48.2%
08-Eighth	583	181	31.0%	770	287	37.3%	804	343	42.7%	765	387	50.6%
ALL	6,340	2,982	47.0%	6,631	3,200	48.3%	6,650	3,392	51.0%	6,562	3,565	54.3%

Statewide Science Assessment

Applied filters: District equal to 31-INDIAN RIVER AND School Number equal to 0081, 0271, 0171, 0371, 0041, 0051, 0061, 0101, 0121, 0131, 0141, 0151, 0161, 0191, 0201, 0221, 0301, 0341, 0033

Year	2013-14			2014-15			2015-16			2016-17			2017-18		
	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient
05-Fifth	1,178	533	45.2%	1,170	535	45.7%	1,184	540	45.6%	1,203	551	45.8%	1,177	609	51.7%
08-Eighth	1,183	592	50.0%	1,143	568	49.7%	1,154	544	47.1%	1,145	511	44.6%	1,119	548	49.0%
ALL	2361	1125	47.6%	2313	1103	47.7%	2338	1084	46.4%	2348	1062	45.2%	2296	1157	50.4%

FSA Algebra 1 EOC

Applied filters: Grade Level equal to 07-Seventh, 08-Eighth, 09-Ninth, 10-Tenth AND District equal to 31-INDIAN RIVER AND School Number equal to 0081, 0171, 0271, 0371, 0031, 0033, 0291, 0131

Year	2014-15				2015-16				2016-17				2017-18			
	Total	Ct. Proficient	Percent Proficient	Proficient	Total	Ct. Proficient	Percent Proficient	Proficient	Total	Ct. Proficient	Percent Proficient	Proficient	Total	Ct. Proficient	Percent Proficient	Proficient
07-Seventh	110	107	97.3%	81	77	95.1%	48	48	100.0%	94	93	98.9%				
08-Eighth	365	276	75.6%	254	200	78.7%	264	237	89.8%	306	277	90.5%				
09-Ninth	548	84	15.3%	431	99	23.0%	583	188	32.2%	520	273	52.5%				
10-Tenth	49 **		6.1%	51	23	45.1%	184	25	13.6%	195	42	21.5%				
All	1,072	470	43.8%	817	399	48.8%	1,079	498	46.2%	1,115	685	61.4%				

FSA Geometry EOC

Applied filters: Grade Level equal to 08-Eighth, 09-Ninth, 10-Tenth, 11-Eleventh, 12-Twelfth AND District equal to 31-INDIAN RIVER AND School Number equal to 0081, 0171, 0271, 0371, 0031, 0033, 0131, 0291

Year	2014-15				2015-16				2016-17				2017-18			
	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient	
08-Eighth	135	134	99.3%	105	101	96.2%	80	79	98.8%	53	52	98.1%				
09-Ninth	452	301	66.6%	351	236	67.2%	237	179	75.5%	279	246	88.2%				
10-Tenth	461	79	17.1%	451	58	12.9%	347	91	26.2%	400	156	39.0%				
11-Eleventh	59	6	10.2%	67	10	14.9%	64	15	23.4%	230	24	10.4%				
12-Twelfth	13	3	23.1%	8	4	50.0%	20	4	20.0%	12	1	8.3%				
All	1,120	523	46.7%	982	409	41.6%	748	368	49.2%	974	479	49.2%				

Biology 1 EOC

Applied filters: Grade Level equal to 09-Ninth, 10-Tenth, 11-Eleventh, 12-Twelfth AND District equal to 31-INDIAN RIVER AND School Number equal to 0031, 0033, 0131, 0291

Year	2013-14			2014-15			2015-16			2016-17			2017-18		
	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient
09-Ninth	516	459	89.0%	492	461	93.7%	488	433	88.7%	518	427	82.4%	541	457	84.5%
10-Tenth	503	215	42.7%	573	218	38.0%	594	221	37.2%	618	215	34.8%	575	202	35.1%
11-Eleventh	28	11	39.3%	29	12	41.4%	28	10	35.7%	26	17	65.4%	21	5	23.8%
All	1,053	688	65.3%	1,101	698	63.4%	1,124	675	60.1%	1,178	669	56.8%	1,143	668	58.4%

Civics EOC

Applied filters: Grade Level equal to 07-Seventh AND District equal to 31-INDIAN RIVER AND School Number equal to 0081, 0171, 0271, 0371, 0131, 0033

Year	2013-14			2014-15			2015-16			2016-17			2017-18		
Grade Level	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient
07-Seventh	1,174	711	60.6%	1,104	678	61.4%	1,139	749	65.8%	1,117	750	67.1%	1,137	698	61.4%

U.S. History EOC

Applied filters: Grade Level equal to 10-Tenth, 11-Eleventh, 12-Twelfth AND District equal to 31-INDIAN RIVER AND School Number equal to 0031, 0033, 0131, 0291

Year	2013-14			2014-15			2015-16			2016-17			2017-18		
	Total Ct.	Proficient	Percent Proficient	Total Ct.	Proficient	Percent Proficient	Total Ct.	Proficient	Percent Proficient	Total Ct.	Proficient	Percent Proficient	Total Ct.	Proficient	Percent Proficient
10-Tenth	58	22	37.9%	38	17	44.7%	41	20	48.8%	33	13	39.4%	41	18	43.9%
11-Eleventh	728	497	68.3%	875	681	77.8%	895	593	66.3%	889	608	68.4%	920	626	68.0%
12-Twelfth	17	13	76.5%	44	33	75.0%	46	23	50.0%	73	42	57.5%	28	17	60.7%
All	803	532	66.3%	957	731	76.4%	982	636	64.8%	995	663	66.6%	989	661	66.8%

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cc: Finance Office
D'Agresta
Superintendent's Office
HR

SUPERINTENDENT'S EMPLOYMENT AGREEMENT

This Agreement made this 12th day of May, 2015, by and between the SCHOOL BOARD OF INDIAN RIVER COUNTY, FLORIDA (hereinafter "School Board") and Mark J. Rendell, Ed.D. (hereinafter "Superintendent").

WITNESSETH:

WHEREAS, the School Board wishes to retain the Superintendent to provide all of the services of Superintendent, fully and faithfully, consistent with the spirit, intent and statutory requirements regarding the duties and responsibilities of a school superintendent in the State of Florida; and

WHEREAS, the School Board shall appoint the authorized Superintendent of Schools for the District pursuant to Section 1001.50, Florida Statutes;

WHEREAS, the Superintendent is willing to provide said services and will faithfully and fully comply with the duties and responsibilities of his office as outlined herein, as well as provide those services to the School Board as are requested by the School Board throughout the term of this Agreement.

NOW, THEREFORE, in consideration of the mutual promises and covenants set forth hereinafter, it is agreed as follows:

I. Superintendent of the School District of Indian River County.

The School Board hereby appoints Mark J. Rendell, Ed.D as Superintendent of Schools for the School District of Indian River County, effective July 1, 2015.

II. Services and Duties.

A. Superintendent Is the Chief Executive Officer.

The superintendent shall have and exercise all powers, and perform all duties, provided or required by law. The Superintendent shall use his best efforts and devote his full working time to provide those services and work required of the Superintendent by law, such additional duties as are prescribed by the School Board and the job description adopted by the School Board. The Superintendent shall be the Chief Executive Officer of the School District, and, subject to conformance with applicable laws and School Board policies (duly enacted pursuant to law) and directives of the School Board (by majority vote or consensus by a quorum present at a duly conducted public meeting), shall have charge of the administration of all schools, facilities and personnel within the District. The Superintendent shall provide supervision directly and indirectly of all staff members and shall organize, reorganize and arrange the administrative and supervisory staff as best serves the School District subject to approval by the School Board.

B. Conformance With Law and Duly Enacted Board Policy and Directive.

The Superintendent's duties relating to the District's school system shall be those provided by the rules and policies of the School Board, laws of the State of Florida, rules and regulations of other appropriate administrative agencies, including but not limited to the Florida Department of Education and the United States Department of Education, and such special duties and

functions as may be prescribed or assigned by the School Board through mutual goal setting or other forms of direction. All of such duties shall be performed within the time frames or deadlines imposed by law, applicable policy, rule, or goal setting. Absent a legally imposed time frame, the Superintendent shall perform his duties within a reasonable period of time and with due regard for promptness, diligence and professionalism.

C. Obligation of the Superintendent to Present Matters for Decision.

The Superintendent is required by law, School Board policy, and, from time to time, by direction of the School Board, to bring certain matters before the School Board for consideration, decision, or other action. In addition to such matters, the Superintendent is charged to exercise his best professional judgment and shall timely present to the School Board such recommendations which the Superintendent may determine are reasonably necessary for the successful accomplishment of his duties as Superintendent.

D. Devotion of Resources.

The Superintendent shall assign or devote such resources and personnel in a manner which in his judgment best serves the interest of the School District of Indian River County, Florida, consistent with law and the policies and direction of the School Board of Indian River County.

E. Certification.

The Superintendent shall at all times throughout the term of this Agreement obtain, (if necessary), maintain and keep current a valid

certification in administration and supervision or equivalent, as issued by the Florida Department of Education. The Superintendent shall notify the School Board immediately of any change in the status of such certification. Suspension, revocation, or lapse of such certification shall be deemed a breach of this Agreement by the Superintendent and shall release the School Board from all obligations under this Agreement. Additionally, the Superintendent shall obtain the Chief Executive Officer Leadership Development Program Certificate pursuant to Section 1001.47, Florida Statutes, as provided in paragraph VI.C hereinafter, entitled "Chief Executive Officer Leadership Development Program Certificate". As provided in that paragraph, the School Board shall fund the reasonable and necessary expenses incurred by the Superintendent in obtaining the Leadership Development Certificate.

F. Responsibility to Keep the Individual School Board Members Informed of Material Matters.

The Superintendent shall, by means of communications consistent with the Public Records Act (Chapter 119, Florida Statutes), and the Sunshine Law (Section 286.011, Florida Statutes), keep the individual School Board members informed of matters that are material and significant in the reasonable discretion of the Superintendent.

III. Term of Agreement.

This Agreement for Superintendent duties shall commence on July 1, 2015, and shall remain in full force and effect, continuously, until midnight, June 30, 2018,

unless terminated sooner pursuant to this Agreement. This Agreement is for a three (3) year term of employment, and will roll forward after the second year, unless the Board takes action as more fully provided in paragraph IV below. Commencing June 1, 2015 and ending June 30, 2015, for a total of seventeen (17) work days (the "Transition Period"), Dr. Rendell shall be a Consultant to the School Board, review pertinent information and meet with the current Superintendent as needed, to evaluate the School District and transition into the position of Superintendent. The services to be provided by Dr. Rendell during the Transition Period will not constitute employment by the School Board and the Superintendent will not be an employee of the School Board until July 1, 2015. Dr. Rendell will be compensated for his consulting services on a per diem basis in an amount to be determined by reference to the base salary provided for in paragraph VI.A., below, plus One Thousand Six Hundred Sixty Two and 05/100 Dollars (\$1,662.05) which constitutes one (1) month COBRA family health insurance premium coverage. Additionally, the School Board will pay for the costs of Dr. Rendell's attendance at the FADSS/FSBA joint summer conference which he will attend during the Transition Period.

IV. Agreement Renewal.

On or before June 30, 2017, the School Board may by majority vote, decline to employ the Superintendent for the fourth year of this Agreement. In the event that the School Board does not affirmatively decline the fourth year of the Agreement and the Agreement therefore rolls over, upon terms and conditions mutually agreed upon, then on or before June 30, 2018, and on the same day of each year thereafter in which the contract has rolled over

for an additional year, the School Board may decline to renew the Agreement, or any extension thereof, in the same manner as provided herein. Nothing herein will prevent the School Board and the Superintendent to agree to an extension of this Agreement for a term in excess of one year.

A. The School Board can extend the Superintendent's Agreement for one (1) or more years beyond June 30, 2018, on terms and condition, including compensation, to be determined by mutual consent.

V. Termination of the Agreement.

A. Termination of the Agreement Without Cause. Notwithstanding any other provision of this Agreement, the School Board reserves the right at any time during the term of this Agreement or any renewal or extension thereof, in its sole discretion, to terminate this Agreement and the Superintendent's employment without cause. However, if the Superintendent is terminated and released from his Agreement and this Agreement is thereby terminated pursuant to this provision, then the Superintendent shall receive his terminal pay calculated as for any administrative employee pursuant to paragraph VI.G hereof, plus his base salary only, without any other benefits, including monetary benefits, for a period of twenty (20) weeks from the date of the School Board vote to terminate pursuant to this provision. The Superintendent agrees that the School Board shall have the sole and absolute discretion to decide upon such termination under this paragraph and that in the event of such termination, the Superintendent waives all rights to

contest or challenge the School Board's decision and will accept the payments provided in this paragraph in full satisfaction of the Board's obligations under this Agreement and in full release of any and all claims against the School Board under this Agreement. Nothing herein prevents the School Board and Superintendent from negotiating a lump sum payment in lieu of the periodic payments provided for herein.

B. Termination for Cause. The School Board may terminate for cause in accordance with the following procedures:

1. The School Board may terminate for cause at any duly conducted meeting, provided however, that no action will be maintained to terminate the Superintendent for cause without first giving the Superintendent thirty (30) days prior written notice of the cause and an opportunity for the Superintendent to cure such cause by initiating corrective action in good faith regarding the cause specified in such notice within said thirty (30) day period of time. The term "cause" as it is used in this Agreement shall mean any material breach of this Agreement, violation of any requirement or provision of Florida Statutes, School Board policy or clearly established legal precedence, a failure to meet or make reasonable progress to the meeting of the annual goals established pursuant to paragraph VII of this Agreement, a failure to perform the duties of the office as provided by law or this Agreement, failure to follow the direction of the collective School

Board acting in accordance with law, and/or any matter that would be a basis for termination for cause that would apply to other instructional personnel of the School District as specified in Section 1012.33, Florida Statutes, as the same may be amended from time to time.

2. However, the Superintendent will not receive an opportunity to cure if the cause is any act or matter that would be sufficient to terminate the employment of a member of the administrative or instructional staff or for any of the grounds mentioned as a basis for possible suspension or dismissal in Section 1012.33, Florida Statutes, as it may be amended from time to time.
3. If the School Board terminates the Superintendent for cause, the Superintendent's sole legal remedy will be an action for breach of contract in a court of appropriate jurisdiction and venue.
4. If the Superintendent is terminated for cause and a court of appropriate jurisdiction fails to reverse that decision the Superintendent shall not receive the twenty (20) weeks base salary provided for in subparagraph A. hereinabove. However, if a court determines that the School Board did not properly terminate the Superintendent for cause, the parties hereby agree that such termination from employment will be deemed a termination without cause pursuant to the provisions of subparagraph A. above, and the Superintendent will be entitled to the twenty (20) weeks of

pay and terminal pay in accordance with the provisions of said subparagraph. Accordingly, the actual damages to be suffered upon a breach of the Agreement are not reasonably ascertainable by the parties at this time, and the parties agree that a reasonable amount of damages upon a breach by the School Board for failure to properly terminate the Superintendent for cause is twenty (20) weeks of pay and terminal pay under this Agreement, and that said amount is not a penalty.

5. If the Superintendent is terminated for cause, the Superintendent shall be entitled to no further compensation under this Agreement except terminal pay in accordance with sub-paragraph VI.G, *infra*.

C. Superintendent Termination of Agreement.

1. If the Superintendent decides to apply for any employment position outside the jurisdiction of the School Board, the Superintendent shall, prior to applying for the employment position, provide written notice to the School Board of the intended employment application.
2. If the Superintendent decides his employment as Superintendent shall end, the Superintendent shall provide at least thirty (30) days advance written notice to the School Board, and the Superintendent shall only receive payment under this Agreement for the balance of his base salary and benefits for the actual days he is performing duties as Superintendent and not for the remainder of the term of this Agreement. In the event the School Board breaches the Agreement, the

Superintendent may terminate the Agreement immediately.

3. If the Superintendent fails to comply with the notice provisions in subparagraphs V.C.1 and 2 above, the Superintendent agrees to pay to the School Board the value of any accrued terminal pay benefits as defined in paragraph VI.G. below, up to a maximum of Ten Thousand Dollars (\$10,000.00), with said sum being withheld from final monetary payments or otherwise paid by the Superintendent until the full cost is paid to the Board.
4. The payment which might be owed by the Superintendent pursuant to this section will not be owed if the Superintendent resigns after having been given notice of the School Board's intention to terminate his employment, without cause or for cause, nor will those payments be due if the Superintendent resigns his employment on account of any material breach of this Agreement by the School Board.

VI. Compensation.

For all services rendered by the Superintendent under this Agreement, the School Board shall pay and provide for the Superintendent the salary, and other benefits described hereafter:

- A. Base Salary. The Superintendent shall receive an annual salary of One Hundred Sixty Thousand Dollars (\$160,000.00) for the fiscal year July 1, 2015 through June 30, 2016, less appropriate deductions for employment taxes and income tax withholding. Beginning with the fiscal year July 1, 2016 - June 30, 2017, if the Superintendent receives an overall performance

rating of satisfactory or greater on the evaluation described in paragraph VII herein, then he shall receive for that fiscal year the same percentage wage increase, if any, on the same basis granted to other administrators of the District who are not eligible for a step increase during that fiscal year. In no event shall the Superintendent receive less in base salary in the second full year or subsequent year (or years, if any) than he did in the first year of this Agreement. This same procedure shall apply for each fiscal year after the fiscal year ending June 30, 2017, so long as this Agreement remains in effect.

- B. Retirement. The Superintendent shall participate in the Senior Management Category of the Florida Retirement System, subject to then applicable laws and rules relating to such category and program.
- C. Chief Executive Officer Leadership Development Program Certificate.

The parties agree that the Superintendent shall participate in, and receive the Chief Executive Officer Leadership Development Program Certificate pursuant to Section 1001.47, Florida Statutes, to the extent that program is in effect and an appointed Superintendent is permitted to participate. The School Board shall fund all reasonable and necessary costs incurred by the Superintendent in complying with the requirements of the program, and in obtaining and maintaining certification pursuant to the program requirements. Obtaining this certificate and maintaining it in good standing is a requirement of this Agreement, to the extent that Florida law provides for the continuation of the program and allows an appointed

superintendent to participate therein. In addition to the base salary provided in subparagraph A above, the Superintendent shall receive an annual performance salary incentive in the amount provided for elected Superintendents pursuant to Section 1001.47(5)(b), Florida Statutes, so long as the Superintendent has completed all phases of the program as described in that statutory section, and demonstrated successful performance as determined by the Florida Department of Education, as set forth in that statutory subparagraph. The precise amount of the Performance Salary Incentive shall be in the discretion of the School Board but shall be within the range established in the statute. In complying with this provision, no other consideration shall be due or payable from the School Board with respect to the Leadership Development Program Certificate.

- D. Civic and Community Activities Expenses. The School Board will annually budget a fund of Three Thousand Dollars (\$3,000.00) that the Superintendent shall have available to expend for civic and community activities, civic club memberships that the Superintendent believes will benefit directly or indirectly the School District, and activities that promote good relations with the public, business community and other community and civic leaders. The Superintendent must obtain the permission of the School Board to exceed Three Thousand Dollars (\$3,000.00) annually in expenditures in this category. However, notwithstanding any other provision hereof, in no event shall the Superintendent expend more than his purchase order authority for expenditures in this category, and all

expenditures in this category shall be reported to the Board at least quarterly or on such other schedule as the School Board may direct. Additionally, the School Board shall pay for membership of the Superintendent in the American Association of School Administrators and the Florida Association of District School Superintendents.

- E. Per Diem and Travel Expenses of the Superintendent Not Otherwise Accounted For. The School Board shall reimburse the Superintendent, for authorized and reasonably necessary travel and per diem expenses incurred as a result of the Superintendent providing services to the School District pursuant to this Agreement, in accordance with the provisions for per diem and travel expense reimbursement of public officers set out in Section 112.061, Florida Statutes, as it may be amended, and Chapter 112, Florida Statutes, generally.
- F. Leave. Vacation and leave (including sick leave) shall be the same as for other twelve (12) month administrative employees of the School District.
- G. Terminal Pay. Upon termination of employment the Superintendent shall receive in lump sum his lawfully allowed "Terminal Pay", pursuant to applicable state law, and subject to then existing School Board policies or rules, and subject to the limitations in Sections 1012.61 and 1012.65 Florida Statutes, as the same may be amended. This lump sum payment shall be in addition to any other amount payable to the Superintendent upon termination of employment under this Agreement. It is specifically understood and agreed that the computation of terminal pay for the

Superintendent shall be done under the same rules, limitations and policies as govern other School Board employees.

H. Disability or Death.

1. Termination for Disability. The School Board shall have the right to terminate the Superintendent's employment under this Agreement in the event of his disability to perform fully his duties.

a. The School Board shall pay up to Five Thousand Dollars (\$5,000.00) annually toward the premium for a disability policy of insurance that insures the Superintendent from and against disability that prevents him from performing the responsibilities of his job as Superintendent of Schools. The disability policy of insurance shall be procured through the School Board's then existing benefits plan available to all employees. The disability policy will provide as a benefit at least sixty percent (60%) of the base salary on a monthly basis up to a maximum amount specified in the policy.

b. Superintendent agrees that the School Board shall have the sole and absolute discretion to decide upon a termination for disability and said determination shall be based on a Florida licensed medical doctor determination of disability and inability to perform the essential requirements of the job with or without reasonable accommodation. In the event of such termination the Superintendent waives all right to contest or

challenge the School Board's decision in that regard and will accept the benefits provided in this subparagraph in full satisfaction of the School Board's obligations under this Agreement in full release of any and all claims against the School Board under this Agreement.

2. Payment in the Event of Death. In the event of the death of the Superintendent during the term of this Agreement, the School Board shall pay to his surviving spouse, if any, or if the Superintendent does not have a surviving spouse, to the estate of the Superintendent, all of the Superintendent's salary to which he was entitled through the date of his death, including any Terminal Pay amount to be paid as provided for in sub-paragraph VI.G, *supra*, payable within one month of the date of his death.

I. Other Benefits Not Specifically Mentioned in this Agreement. The Superintendent is eligible to participate in other benefits that are afforded twelve (12) month administrative employees of the School District, under the same terms and conditions as other senior administrative employees, including but not limited to life insurance, participation in the health plan, and participation in the Florida Retirement System at the senior management class level. The Superintendent shall also be eligible to exercise any retirement option available to other administrators of the School District. If the Superintendent retires from the School District, the Superintendent shall retain the right, under the same eligibility requirements as other

employees, to participate in such School District group insurance plans as are in effect at such time, if any, which participation shall be at no expense to the School Board.

- J. Budgetary Process. Nothing herein precludes the Superintendent from requesting that the School Board, through the budgetary process, include additional line items and/or authorization for expenditures as he shall deem reasonably necessary or appropriate for the operation of his office or the school system.

VII. Goals; Evaluations; Board Member Discussions and Board Action.

- A. Goals and Objectives. On an annual basis, no later than June 30; the School Board shall establish measurable goals for achievement by the Superintendent. These measurable goals shall be assessed, beginning upon the completion of the first year of employment, and annually thereafter, for purposes of negotiating increases in compensation, if any. The extent of accomplishment of these annual goals shall also be used for the purposes of increases tied to administrative step increases, if any, in future years, pursuant to the provisions in subparagraph VI.A of this Agreement.
- B. Annual Evaluation. Before the first day in May of each year during the term of this Agreement, the Superintendent shall report to the School Board his progress in meeting goals and performance objectives established as provided under sub-paragraph A, above, and such matters as he deems relevant to his performance under this Agreement. Between May 1st and June 30th of each year the School Board shall review with the Superintendent

his progress in meeting the goals and objectives and the working relationships among the Superintendent, School Board, faculty, staff, and community. Each individual member of the School Board may prepare and present a written or oral evaluation of the Superintendent's performance. The annual evaluation of the Superintendent's performance may include a formal evaluation procedure and form as may be mutually agreed upon by the School Board and the Superintendent. If agreement on the form for the evaluation is not mutually agreed, then it shall be as established by the School Board unilaterally. Any evaluation by a School Board member, whether written or oral, which indicates that the performance of the Superintendent has not been satisfactory overall shall include in writing the incidents or areas of unsatisfactory performance. The Superintendent shall be entitled to present a written response to any written unsatisfactory evaluations or evaluations by an individual School Board member which indicates a need for improvement. In the sole discretion of the School Board, the completion of the annual evaluation process may be extended in order to allow for the School District to receive the results of annually administered tests and assessments, and/or annually announced grades and results that are issued by the State or Federal Departments of Education, including statewide assessment results, and grades for individual schools. A delay in the receipt of such data or other good cause, as determined by the School Board in its sole discretion, may delay the completion of the evaluation process beyond the start of the next fiscal year. If there is such

delay, then any bonus or other compensation which the School Board may determine shall be retroactive to the beginning of the fiscal year.

C. Procedure for Discussion with School Board Members.

Each School Board member may meet individually with the Superintendent subject to applicable case law and legislation relating to open government to discuss how the particular board member views the performance of the Superintendent and his progress in light of School Board policy decisions and objectives. Such meetings shall consist of full, frank and honest exchanges, but shall not involve the discussion of any matter that is prohibited by law to be discussed in such private meeting. Without limitation, the Superintendent will not discuss with any School Board member, individually, any matter related to how another School Board member views any topic, nor shall any School Board member and the Superintendent act as a conduit for any other School Board member during the course of any such discussion. The purposes of these individual meetings may include the individual School Board informing the Superintendent how the individual Board member views the performance of the Superintendent or for the Board member to inform the Superintendent regarding matters of District business.

D. Referral of Matters to the Superintendent. Board members individually may not take action on behalf of the School District. Therefore, the members of the School Board will promptly refer to the Superintendent for his study and recommendation, criticism, complaints and suggestions called

to the attention of individual members of the School Board. Additionally, to the extent reasonably possible, the School Board as a body corporate will refer to the Superintendent for his study and recommendation, criticisms, complaints and suggestions called to the attention of the School Board so that the Superintendent may make his professional recommendations before the School Board takes action with respect to such matters.

VIII. Indemnification.

To the extent allowed by law, the School Board will defend, hold harmless and indemnify the Superintendent against any and all civil demands, claims, suits, actions, and legal proceedings brought against the Superintendent individually or in his capacity as agent or employee of the School Board that may arise while the Superintendent is acting within the scope of his employment and is not acting in bad faith or with malicious purpose or in a manner exhibiting wanton or willful disregard of human rights, safety, or property; and further, criminal litigation shall not be included in this indemnity clause. This clause shall be interpreted and construed in a manner not inconsistent with Florida Statutes governing the indemnification of School Board employees. No School Board member shall be personally liable to the Superintendent for any cost, expense, fee or judgment arising from matters described in this paragraph.

IX. Applicability of School Board Policy and Florida Law.

The Superintendent shall be bound by all policies of the School Board and shall faithfully enforce, administer and abide by the same. Additionally, the Superintendent is bound by the Code of Ethics for Public Employees and Officers in

Florida and all other laws of Florida that relate to the operation of the School District and the performance of his duties.

X. Annual Physical Examination.

Once each year during the term of employment under the Agreement, including any renewal, the School Board shall pay for a complete physical examination of the Superintendent by a primary care physician who is a participant of the School District's health network. The Superintendent agrees to undergo such an annual physical examination. The results of such examination shall be given to the School Board, prior to the evaluation process in paragraph VII.B., by the examining physician in the following form:

“In my opinion, based upon a complete physical examination of Mark J. Rendell, Ed.D, he is (is not) physically capable of carrying out the duties of Superintendent, with or without reasonable accommodation.”

(Signature of Physician)

XI. Severability.

If any of the provisions of this Agreement are held invalid it shall not affect the validity or enforceability of any other provision, and the invalid provision shall be deemed severed from the remainder of the Agreement, and the remainder of the Agreement shall be fully enforceable.

XII. Amendments.

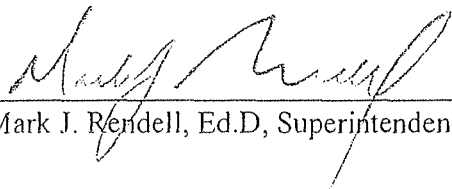
This Agreement embodies the entire Agreement between the parties and all prior negotiations and understandings, whether written or oral, are deemed to be

merged and integrated in this written Agreement. This Agreement may not be amended except by written Agreement dully adopted by the parties in the manner provided by law.

WHEREUPON, the undersigned parties do hereby enter and accept this Agreement May 12, 2015

SUPERINTENDENT, SCHOOL DISTRICT
OF INDIAN RIVER COUNTY, FLORIDA

SCHOOL BOARD OF INDIAN RIVER
COUNTY, FLORIDA

By: 
Mark J. Rendell, Ed.D, Superintendent

By: 
Matthew McCain, Chairman

TIMELINE FOR SUPERINTENDENT'S ASSESSMENT FOR 2017-2018 SCHOOL YEAR

The following is a timeline from start to finish for the Approval of Summative Assessment of Superintendent and Goals; and Goal setting for the 2018-2019 school year.

INSTRUMENT AND TIMELINE:

9/26/2017 Superintendent Discussed Goals during the Workshop
9/27/2017 Nancy Esplen provided Board Members, Superintendent, Mrs. Poyzell and Mrs. D'Agresta with five other districts Evaluation Tool via email.

MID-YEAR REVIEW:

January Board Members are encouraged to have a mid-year discussion with Superintendent
Per contract Board Members are expected to meet "periodically"

ANNUAL PHYSICAL EXAMINATION:

May Copy to be submitted to the Board Office prior to the Evaluation Process

PROCESS:

Before 6/1/2018 Superintendent's Annual Progress Report
6/1/2018 Assessment form distributed to Board Members. Note: Board Members will complete the form and schedule individual appointments with the Superintendent to go over the assessment
6/13/2018 Deadline to submit individual assessments to Board Executive Assistant in the Board Office. Board Chair will compile the information.

FINAL ACTION:

6/26/2018 Business Meeting: Approval of Superintendent's 2017-2018 Composite Evaluation of Professional Standards and Goals – Chairman
6/30/2018 Contract Renewal Deadline.

GOAL SETTING FOR 2017-2018:

7/24/2018 Discussion Session on Goals for 2018-2019 School Year
8/14/2018 Adoption of Superintendent's Evaluation Tool and Goals for 2018-2019

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TIMELINE FOR SUPERINTENDENT'S ASSESSMENT FOR 2017-2018 SCHOOL YEAR

The following is a timeline from start to finish for the Approval of Summative Assessment of Superintendent (if applicable) and Goals; and Goal setting for the 2018-2019 school year.

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PROCESS:

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6/1/2018 Assessment form distributed to Board Members. Note: Board Members will complete the form and schedule individual appointments with the Superintendent to go over the assessment
6/13/2018 Deadline to submit individual assessments to Judy Stang in the Board Office. Board Chair will compile the information.

FINAL ACTION:

6/26/2018 Business Meeting: Approval of Superintendent's 2016-2017 Composite Evaluation of Professional Standards and Goals – Chairman

GOAL SETTING FOR 2017-2018:

7/24/2018 Discussion Session on Goals for 2018-2019 School Year
8/14/2018 Adoption of Superintendent's Evaluation Tool (if applicable) and Goals for 2018-2019

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From: Suzanne D'Agresta
Sent: Friday, February 1, 2019 8:58 AM
To: Rosario, Jacqueline
Subject: RE: Rendell Contract

Good morning Mrs. Rosario –

Dr. Rendell's employment agreement with the School Board currently runs through June 30, 2020. In June/July 2019, the School Board will need to decide if Dr. Rendell's employment agreement should be extended beyond June 30, 2020.

Thank you.



Suzanne D'Agresta | Shareholder
Garganese, Weiss, D'Agresta & Salzman, P.A.
Board Certified City, County, & Local Government Law
111 N. Orange Avenue, Suite 2000
P.O. Box 2873
Orlando, Florida 32802-2873
Phone (407) 425-9566
Fax (407) 425-9596
Website: www.orlandolaw.net
Email: sdagresta@orlandolaw.net

Any incoming e-mail reply to this communication will be electronically filtered for "spam" and/or "viruses." That filtering process may result in such reply being quarantined (i.e., potentially not received at our site at all) and/or delayed in reaching us. For that reason, we may not receive your reply and/or we may not receive it in a timely manner. Accordingly, you should consider sending communications to us which are particularly important or time-sensitive by means other than e-mail.

Confidentiality Note: This e-mail, and any attachment to it, contains privileged and confidential information intended only for the use of the individual(s) or entity named on the e-mail. If the reader of this e-mail is not the intended recipient, or the employee or agent responsible for delivering it to the intended recipient, you are hereby notified that reading it is strictly prohibited. If you have received this e-mail in error, please immediately return it to the sender and delete it from your system. Thank you.

From: D'Agresta, Suzanne [<mailto:Suzanne.D'Agresta@indianriverschools.org>]
Sent: Friday, February 1, 2019 8:19 AM
To: Suzanne D'Agresta <sdagresta@orlandolaw.net>
Subject: [EXTERNAL] FW: Rendell Contract

From: Rosario, Jacqueline

Sent: Friday, February 1, 2019 8:19:20 AM (UTC-05:00) Eastern Time (US & Canada)

To: D'Agresta, Suzanne

Subject: Rendell Contract

Hello Mrs. D'Agresta,

When is Rendell's contract up again? Would you be the person to ask about this?

Educationally yours,

Jacqueline Rosario

School Board Member, District 2

School District of Indian River County

Office - 772.564.3043

Mobile – 772.925.2310

District Office – 772.564.3000

www.indianriverschools.org

Our Vision: Educate and inspire every student to be successful.

Our Mission: To serve all students with excellence.

Our Strategic Plan focus: Home-School-Community

Under Florida's "Public Records" law, absent a specific exclusion, written communications to or from the School District of Indian River County employees are considered public records. E-mail communication with this correspondent may be subject to public and/or media disclosure upon request.

**FIRST AMENDMENT TO SUPERINTENDENT'S
EMPLOYMENT AGREEMENT**

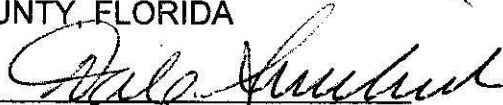
THE SCHOOL BOARD OF INDIAN RIVER COUNTY, FLORIDA (hereinafter "School Board") and MARK J. RENDELL, Ed.D. (hereinafter "Superintendent") do hereby amend the Superintendent's Employment Agreement dated May 12, 2015 as follows:

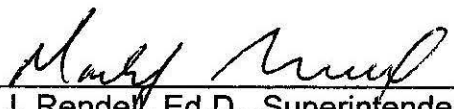
1. Paragraph VII (A) of the Agreement is amended to provide that the School Board, on an annual basis no later than the first available School Board meeting in August of each year, shall establish measureable goals for achievement by the Superintendent. Otherwise, the remainder of the provisions in paragraph VII (A) shall remain in full force and effect.

2. Paragraph VII (B) of the Agreement is amended to provide that the Superintendent shall report to the School Board his progress in meeting goals and performance objectives established as provided in paragraph VII (A) above, and such matters as he deems relevant to his performance under the Agreement, on or before the first day of June of each year. Otherwise, the remainder of the provisions in paragraph VII (B) shall remain in full force and effect.

3. The remaining terms of the Superintendent's Employment Agreement shall otherwise remain in full force and shall be binding on the parties. The only exceptions are the terms that are expressly modified by this First Amendment.

SCHOOL BOARD OF INDIAN RIVER
COUNTY, FLORIDA

By: 
Dale Simchick, Chairperson

By: 
Mark J. Rendell, Ed.D., Superintendent

Date Approved: 1/26/16

Dated: 1/26/16

SECOND AMENDMENT TO SUPERINTENDENT'S EMPLOYMENT AGREEMENT

The School Board of Indian River County, Florida (hereinafter, "School Board") and Mark J. Rendell, Ed.D (hereinafter, "Superintendent") do hereby amend the Superintendent's Employment Agreement dated May 12, 2015, as amended by the First Amendment to Superintendent's Employment Agreement dated January 26, 2016 (hereinafter collectively, "Agreement"), as follows:

1. Paragraph IV of the Agreement is amended and restated as follows:

Agreement Renewal. On or before July 31, 2018, the School Board may by majority vote, decline to employ the Superintendent for the fifth year of this Agreement. In the event that the School Board does not affirmatively decline the fifth year of the Agreement and the Agreement therefore rolls over, upon terms and conditions mutually agreed upon, then on or before July 31, 2019, and on the same day of each year thereafter in which the contract has rolled over for an additional year, the School Board may decline to renew the Agreement, or any extension thereof, in the same manner as provided herein. Nothing herein will prevent the School Board and the Superintendent from agreeing to an extension of this Agreement for a term in excess of one year.

- A. The School Board can extend the Superintendent's Agreement for one (1) or more years beyond July 31, 2019, on terms and condition, including compensation, to be determined by mutual consent.
- B. In the sole discretion of the School Board, the action to extend or to decline to extend the Agreement may be delayed in order for the Superintendent to receive the results of annually administered student assessments and/or annually announced grades and results that are issued by the State or Federal Departments of Education, including statewide assessment results, and grades for individual schools. In the event the School Board wishes to exercise its discretion under this subparagraph, then the School Board shall no later than July 31 of each year articulate at a public meeting it is exercising its discretion to delay action on the extension or declination of extension of the Agreement, and shall provide the date upon which it will take such action.

2. Paragraph VII.B. of the Agreement is amended and restated as follows:

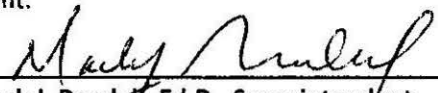
Annual Evaluation. On or before the second day in July of each year during the term of this Agreement, the Superintendent shall report to the School Board his progress in meeting goals and performance objectives established as provided under sub-paragraph A, above, and such matters as he deems relevant to his performance under this Agreement. During the two (2) week period following delivery of the Superintendent's progress report, the School Board shall review with the Superintendent his progress in meeting the goals and objectives and the working relationships among the Superintendent, School Board, faculty, staff, and community. Each individual member of the School Board may prepare and present a written or oral evaluation of the Superintendent's performance. The annual evaluation of the Superintendent's performance may include a formal evaluation procedure and form as may be mutually agreed upon by the School Board and the Superintendent. If agreement on the form for the evaluation is not mutually agreed, then it shall be as established by the School Board unilaterally. Any evaluation by a School Board member, whether written or oral, which indicates that the performance of the Superintendent has not been satisfactory overall shall include in writing the incidents or areas of unsatisfactory performance. The Superintendent shall be entitled to present a written response to any written unsatisfactory evaluations or evaluations by an individual School Board member which indicates a need for improvement. Thereafter, the School Board shall place the Superintendent's annual evaluation on a School Board business meeting agenda for action no later than July 31 of each year. In the sole discretion of the School Board, the completion of the annual evaluation process may be extended in order to allow for the School District to receive the results of annually administered tests and assessments, and/or annually announced grades and results that are issued by the State or Federal Departments of Education, including statewide assessment results, and grades for individual schools. A delay in the receipt of such data or other good cause, as determined by the School Board in its sole discretion, may delay the completion of the evaluation process beyond the start of the next fiscal year. If there is such delay, then any bonus or other compensation which the School Board may determine shall be retroactive to the beginning of the fiscal year.

3. The remaining terms of the Superintendent's Employment Agreement, as amended, shall otherwise remain in full force and effect, and shall be binding on the parties. The only exceptions are the terms that are expressly modified by this Second Amendment.

THE SCHOOL BOARD OF INDIAN RIVER COUNTY, FLORIDA

By: 
Shawn R. Frost, Chairman

Date Approved: 1/23/2018


Mark J. Rendell, Ed.D., Superintendent

Date: 1/23/2018

TIMELINE FOR SUPERINTENDENT'S ASSESSMENT FOR 2017-2018 SCHOOL YEAR

The following is a timeline from start to finish for the Approval of Summative Assessment of Superintendent and Goals; and Goal setting for the 2018-2019 school year.

INSTRUMENT AND TIMELINE:

9/26/2017 Superintendent Discussed Goals during the Workshop
9/27/2017 Nancy Esplen provided Board Members, Superintendent, Mrs. Poyzell and Mrs. D'Agresta with five other districts Evaluation Tool via email.

MID-YEAR REVIEW:

January - March Board Members are encouraged to have a mid-year discussion with Superintendent
Per contract Board Members are expected to meet "periodically"

ANNUAL PHYSICAL EXAMINATION:

May Copy to be submitted to the Board Office prior to the Evaluation Process

PROCESS:

Before 6/1/2018 Superintendent's Annual Progress Report
6/1/2018 Assessment form distributed to Board Members. Note: Board Members will complete the form and schedule individual appointments with the Superintendent to go over the assessment (State of the District, Self Evaluation on Goals).
6/13/2018 Deadline to submit individual assessments to Board Executive Assistant in the Board Office. Board Chair will compile the information. (Boards Evaluation of the Superintendent)

FINAL ACTION:

6/26/2018 ? Business Meeting: Approval of Superintendent's 2017-2018 Composite (Average) Evaluation of Professional Standards and Goals - Chairman

6/30/2018 Contract Renewal Deadline.

GOAL SETTING FOR 2017-2018

7/24/2018 Discussion Session on Goals for 2018-2019 School Year
8/14/2018 *Adoption of Superintendent's Evaluation Tool and Goals for 2018-2019

make sure these are not weekends

(June/July 2019)

2019-2020

Contract runs through June 30th 2020.



Collier County Public Schools
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Goals throughout this evaluation use both quantitative and qualitative data as best fits the structure of the goal.
 These results will be used to refine and enhance the work of the District for the following school year 2018-2019.

2018-2019 will be Year 3 of the current Strategic Plan. In Year 1, new initiatives were developed. Year 2 was implementing and monitoring those initiatives. Year 3 will include analyzing data, reflecting on feedback and enhancing many of the initiatives from the Strategic Plan.

Goal 1: Expand Early Childhood Education				
	Did not meet objective	Partly met objective	Mostly met objective	Completely met objective
	(0-29%)	(30-59%)	(60-99%)	(100%)
Create three early learning resources, provided in three languages, with a new theme for community providers and parents to promote literacy, social-emotional well-being, and Science, Technology, Engineering, Arts, and Math (STEAM) Education				
Review feedback from professional learning opportunities provided, make adjustments and deliver the third targeted professional learning opportunity for community early learning providers				
Comments:				



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Goal 2: Extend College and Career Readiness				
	Did not meet objective	Partly met objective	Mostly met objective	Completely met objective
	(0-29%)	(30-59%)	(60-99%)	(100%)
Transition Entrepreneurship Clubs in all middle schools to Entrepreneurship Courses utilizing feedback from the 2017-18 school year				
Incorporate Pathway to College and Career Readiness tasks into a digital platform and implement appropriately by grade level; monitor student usage				
Analyze feedback and make enhancements to the college and career readiness experience – visiting a Collier County technical college – for identified students in all high schools				
Analyze feedback and continue to monitor written reflections in a digital platform for the college and career readiness experiences in grade 7 at all middle schools				
100% of students who complete a sequence of NAF courses will participate in a workplace learning experience				
Comments:				



Collier County Public Schools
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Goal 3: Engage Science, Technology, Engineering, Art, and Math Education (STEAM) to Strengthen Global Awareness and 21st Century Learning Skills				
	Did not meet objective	Partly met objective	Mostly met objective	Completely met objective
	(0-29%)	(30-59%)	(60-99%)	(100%)
Create and pilot a STEAM challenge for kindergarten				
Expand STEAM school-based exploration challenge to all first grade classrooms				
Analyze feedback and enhance the engineering coding challenge in all high schools				
Enhance Passport to Focus on Arts and Music Education (FAME) opportunities, including additional information on STEAM careers, to provide visual and performing arts experiences for all schools				
Comments:				



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Goal 4: Highly Talented and Engaged Workforce				
	Did not meet objective	Partly met objective	Mostly met objective	Completely met objective
	(0-29%)	(30-59%)	(60-99%)	(100%)
Refine and expand the CCPSEdu professional learning academy to meet the needs of year one teachers at all schools				
Utilize outcomes from Cultural Competency work group meetings to develop cultural awareness and sensitivity resources for implementation at all schools				
Expand the teaching academy to one additional high school				
Develop a comprehensive plan for existing CCPS non-instructional employees to obtain a teaching degree				
Comments:				



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Goal 5: Student Achievement				
	Did not meet objective	Partly met objective	Mostly met objective	Completely met objective
	(0-29%)	(30-59%)	(60-99%)	(100%)
Increase the percentage of students in grades three through ten who score level three or higher in English Language Arts by one percent				
Increase the percentage of students in grades four through ten demonstrating learning gains in English Language Arts by one percent				
Increase the percentage of students in grades three through eight who score level three or higher in mathematics by one percent				
Increase the percentage of students in grades four through eight demonstrating learning gains in mathematics by one percent				
Increase the percentage of students who score level three or higher on high school Mathematics End-of-Course (EOC) exams by one percent				
Increase the percentage of students in grades five and eight who score level three or higher in science by one percent				
Increase the percentage of students who score level three or higher on Biology EOC exam by one percent				



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	Did not meet objective	Partly met objective	Mostly met objective	Completely met objective
	(0-29%)	(30-59%)	(60-99%)	(100%)
Increase the percentage of students who score level three or higher on Civics EOC exam by one percent				
Increase the percentage of students who score level three or higher on US History EOC exam by one percent				
Increase acceleration rate by one percent				
Increase graduation rate by 0.5 percent				
Continue to utilize a District-wide protocol for data/accountability interpretation inclusive of strategies for teachers' professional learning that is aligned with the district's practice of Data Dialogues				
Analyze and enhance Student/Graduation Success Plans for students at risk in grades K – 12 and monitor interventions through the Student Success Program and Data Dialogues				
Implement Cambridge Primary, grades K - 2, at all elementary schools and monitor implementation				
Expand COVE M/J Spanish, Beginning and M/J Spanish for Spanish Speakers, Beginning for advanced learners in fifth grade in identified schools				



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June 12, 2018

Goal 6: Maintain Fiscal Responsibility				
	Did not meet objective	Partly met objective	Mostly met objective	Completely met objective
	(0-29%)	(30-59%)	(60-99%)	(100%)
Maintain five percent fund balance in general fund revenues in the strategic and contingency reserve				
Provide five meetings/opportunities for input from district, school administrators, parents, and community members for suggestions on spending reductions				
Create two new platforms through which to share budgetary information and increase public awareness				
Conduct four Consolidated Planning meetings to discuss District initiatives and prioritize academic needs to determine budgetary priorities, constraints to support academic initiatives, and leverage resources and human capital				
Comments:				



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Goal 7: Communication – Parent and Community Engagement				
	Did not meet objective	Partly met objective	Mostly met objective	Completely met objective
	(0-29%)	(30-59%)	(60-99%)	(100%)
Conduct a total of 16 events: two Symposiums; three End-of-year Superintendent's Roundtable Discussions; four CEO Briefings; a District-wide Principal for the Day program; four Superintendent District Advisory Council (SDAC); and two District PTA/PTO/SAC meetings				
Conduct four communications based advisory meetings inclusive of parents and community members to discuss and implement the district and school engagement plans				
Continue collaboration with schools to enhance communication plans that inform parents of opportunities to participate in school events and support student academics				
Comments:				



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Additional				
	Did not meet objective	Partly met objective	Mostly met objective	Completely met objective
	(0-29%)	(30-59%)	(60-99%)	(100%)
Conduct a minimum of one yearly visit per school including charter schools				
Implement social emotional learning strategies across all traditional public schools				
Add one layer of school security (school safety)				
Conduct a school security risk assessment tool at each school using the state-provided tool that must be submitted to the state				
Create a local law enforcement and state approved safety plan for each school				
Implement Customer Service training for Office Staff, collect and analyze feedback				
Implement a Buddy Bench and/or "We Dine Together" program at each school				
Develop a new 3-year Strategic Plan for 2020-2022				



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	Did not meet objective	Partly met objective	Mostly met objective	Completely met objective
	(0-29%)	(30-59%)	(60-99%)	(100%)
Expand student focus groups, inclusive of senior round tables, by adding middle school and Beacon/Phoenix focus groups				
Monitor two audits from the internal audit plan				
Comments:				



Collier County Public Schools
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Professional Standards Rating	Description
Excellent	Performance consistently exceeds expectations. Performance demonstrates outstanding aptitude and proficiency.
Good	Performance consistently meets expectations. Performance demonstrates skillful competence and proficiency.
Needs Improvement	Performance inconsistently meets expectation. Performance needs attention and development. If this rating is used, specific reference to the performance concerns must be indicated by the Board member.
Not Acceptable	Performance is consistently unacceptable. Performance does not adequately meet expectations or fulfill responsibilities. If this rating is used, specific reference to the performance concerns must be indicated by the board member.

Professional Standards	Not Acceptable	Needs Improvement	Good	Excellent
RELATIONSHIP WITH BOARD: <i>"Connect Now Statement: What we want for our Schools: Together we want our schools to be focused on a common vision to guide work, and moving forward with effective leadership."</i>				
Keeps Board informed on issues, needs, and operation of school system in a timely manner				
Makes appropriate recommendations based on thorough study/analysis				
Interprets and executes the intent of Board policy appropriately				
Supports Board policy and actions when interacting with public and staff				
Creates and maintains professional working relationship with Board				
Accepts responsibility for her recommendations				



Collier County Public Schools
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Professional Standards	Not Acceptable	Needs Improvement	Good	Excellent
MANAGEMENT OF DISTRICT: <i>"Connect Now Statement: What needs to happen: Increase Academic Success. Academic mastery and an expectation of high student achievement needs to be widespread and sustained through all grades. This should be the focus of the entire community in order for all students to be the best they can be."</i>				
A. Instructional Leadership				
Provides vision and strategic direction to district				
Visits school sites and communicates with teachers, students and staff				
Encourages the implementation of continuous improvement in academics				
B. Management of Employees				
Delegates appropriate authority to senior staff and monitors their follow-through				
Inspires employees to work toward the highest standards				

POLICY AND GOVERNANCE: <i>"Connect Now Statement: The Challenges: Instability in Governance and Leadership of the School System: A lack of understanding about the role of the school board and turnover in leadership have created a sense of instability and concern within the community."</i>				
Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles				
Understands and interprets the role of federal, state and regional governments, policies, and politics and their relationships to local districts and schools				
Uses legal counsel in governance and procedures to avoid civil and criminal liabilities				



Collier County Public Schools
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Professional Standards	Not Acceptable	Needs Improvement	Good	Excellent
RELATIONSHIP WITH COMMUNITY: <i>"Connect Now Statement: The Challenges: Uneven Communication. Open, two-way communication is missing in too many places between the community and the school system, and within the school system. There is a lack of understanding in the community about what the schools are doing. And, there are gaps in the understanding of the schools and the district about the community and how to work with the community and its very diverse populations."</i>				
Responds in an appropriate and timely way to issues brought by members of the community				
Develops and maintains meaningful, respectful and cooperative relationships with legislators and community members				
Engages community in the work of the school system, as appropriate				
Develops and maintains business partners within the community				

PROFESSIONAL/PERSONAL ATTRIBUTES: <i>"Connect Now Statement: Build unity from diversity. The diversity of the County should be seen as an asset. Schools should connect across diversity and build unity showing students how to thrive in a diverse world."</i>				
Demonstrates tact and diplomacy in working with individuals and groups				
Responds appropriately when faced with unforeseen events				



**Collier County Public Schools
Superintendent's Goals 2018-2019
Performance Objectives
June 12, 2018**

SUPERINTENDENT EVALUATION RATING SCALE:

Each Performance Outcome indicator and Professional Standard indicator will be rated on the 4 point rating scale.

OVERALL SUPERINTENDENT EVALUATION MEAN RATING:

- 30% will be based on Student Achievement Outcomes
- 40% will be based on Superintendent's Evaluation Goals
- 30% will be based on the Professional Standards

The overall Superintendent Evaluation Mean Rating will translate as follows:

SATISFACTORY 2.4 or above
UNSATISFACTORY 2.3 or below

- Home
- Senate
- House
- Citator
- Statutes, Constitution, & Laws of Florida
- Florida Statutes
- Search Statutes
- Search Tips
- Florida Constitution
- Laws of Florida
- Legislative & Executive Branch Lobbyists Information Center
- Joint Legislative Committees & Other Entities
- Historical Committees
- Florida Government Efficiency Task Force
- Legislative Employment
- Legistore
- Links

Interpreter Services for the Deaf and Hard of Hearing



Select Year: 2018 Go

The 2018 Florida Statutes

Title XLVIII Chapter 1012 View Entire Chapter
K-20 EDUCATION CODE PERSONNEL

1012.31 Personnel files.—Public school system employee personnel files shall be maintained according to the following provisions:

(1)(a) Except for materials pertaining to work performance or such other matters that may be cause for discipline, suspension, or dismissal under laws of this state, no derogatory materials relating to an employee’s conduct, service, character, or personality shall be placed in the personnel file of such employee.

(b) No anonymous letter or anonymous materials shall be placed in the personnel file.

(2)(a) Materials relating to work performance, discipline, suspension, or dismissal must be reduced to writing and signed by a person competent to know the facts or make the judgment. The resignation or termination of an employee before an investigation of alleged misconduct by the employee affecting the health, safety, or welfare of a student is concluded must be clearly indicated in the employee’s personnel file.

(b)1. No such materials may be placed in a personnel file unless they have been reduced to writing within 45 days, exclusive of the summer vacation period, of the school system administration becoming aware of the facts reflected in the materials.

2. Additional information related to such written materials previously placed in the file may be appended to such materials to clarify or amplify them as needed.

(c) A copy of such materials to be added to an employee’s personnel file shall be provided to the employee either:

1. By certified mail, return receipt requested, to his or her address of record; or

2. By personal delivery. The employee’s signature on a copy of the materials to be filed shall be proof that such materials were given to the employee, with the understanding that such signature merely signifies receipt and does not necessarily indicate agreement with its contents.

(d) An employee has the right to answer in writing any such materials in a personnel file on July 1, 1983, as well as any such materials filed thereafter, and the answer shall be attached to the file copy. An employee has the right to request that the district school superintendent or the superintendent’s designee make an informal inquiry regarding material in the employee’s personnel file which the employee believes to be false. The official who makes the inquiry shall append to the material a written report of his or her findings.

(e) Upon request, an employee, or any person designated in writing by the employee, shall be permitted to examine the personnel file of such employee. The employee shall be permitted conveniently to reproduce any materials in the file, at a cost no greater than the fees prescribed in s. 119.07(4).

(f) The custodian of the record shall maintain a record in the file of those persons reviewing the file each time it is reviewed.

(3)(a) Public school system employee personnel files are subject to the provisions of s. 119.07(1), except as follows:

1. Any complaint and any material relating to the investigation of a complaint against an employee shall be confidential and exempt from the provisions of s. 119.07(1) until the conclusion of the preliminary investigation or until such time as the preliminary investigation ceases to be active. If the preliminary investigation is concluded with the finding that there is no probable cause to proceed further and with no disciplinary action taken or charges filed, a statement to that effect signed by the responsible investigating official shall be attached to the complaint, and the complaint and all such materials shall be open thereafter to inspection pursuant to s. 119.07(1). If the preliminary investigation is concluded with the finding that there is probable cause to proceed further or with disciplinary action taken or charges filed, the complaint and all such materials shall be open thereafter to inspection pursuant to s. 119.07(1). If the preliminary investigation ceases to be active, the complaint and all such materials shall be open thereafter to inspection pursuant to s. 119.07(1). For the purpose of this subsection, a preliminary investigation shall be considered active as long as it is continuing with a reasonable, good faith anticipation that an administrative finding will be made in the foreseeable future. An investigation shall be presumed to be inactive if no finding relating to probable cause is made within 60 days after the complaint is made. This subparagraph does not absolve the school district of its duty to provide any legally sufficient complaint to the department within 30 days after the date on which the subject matter of the complaint comes to the attention of the school district pursuant to s. 1012.796(1)(d)1., regardless of the status of the complaint.

2. An employee evaluation prepared pursuant to s. 1012.33, s. 1012.34, or s. 1012.56 or rules adopted by the State Board of Education or district school board under the authority of those sections shall be confidential and exempt from the provisions of s. 119.07(1) until the end of the school year immediately following the school year in which the evaluation was made. No evaluation prepared before July 1, 1983, shall be made public pursuant to this section.

3. No material derogatory to an employee shall be open to inspection until 10 days after the employee has been notified pursuant to paragraph (2)(c).

4. The payroll deduction records of an employee shall be confidential and exempt from the provisions of s. 119.07(1).

5. Employee medical records, including psychiatric and psychological records, shall be confidential and exempt from the provisions of s. 119.07(1); however, at any hearing relative to the competency or performance of an employee, the administrative law judge, hearing officer, or panel shall have access to such records.

(b) Notwithstanding other provisions of this subsection, all aspects of the personnel file of each employee shall be open to inspection at all times by district school board members, the district school superintendent, and the principal, or their respective designees, in the exercise of their respective duties.

(c) Notwithstanding other provisions of this subsection, all aspects of the personnel file of each employee shall be made available to law enforcement personnel in the conduct of a lawful criminal investigation.

(4) The term “personnel file,” as used in this section, means all records, information, data, or materials maintained by a public school system, in any form or retrieval system whatsoever, with respect to any of its employees, which is uniquely applicable to that employee whether maintained in one or more locations.

History.—s. 705, ch. 2002-387; s. 34, ch. 2004-335; s. 9, ch. 2018-150.

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Unless a specific policy has been amended and the date the policy was revised is noted at the bottom of that policy, the bylaws and policies of The School Board of Indian River County were adopted on August 13, 2013.

- ▶ [Bylaws & Policies](#)
- ▶ [Administrative Procedures](#)
- ▶ [Forms](#)
- ▶ [State Government](#)

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1590 - PERSONNEL FILE

It is necessary for the orderly operation of the School District to prepare a personal information system for the retention of appropriate files bearing upon an employee's duties and responsibilities to the District and the District's responsibilities to the employee.

The School Board requires that sufficient records exist to determine an employee's qualifications for the job held, compliance with Federal, State, and local benefit programs, conformance with District rules, and evidence of completed evaluations. Such records will be kept in compliance with the laws of the State of Florida.

The term personnel file as used in this section shall mean all records, information, data, or materials maintained by a public school system, in any form or retrieval system whatsoever, with respect to any of its instructional staff, which are uniquely applicable to that employee, whether maintained in one (1) or more locations.

Only that information which pertains to the professional role of the employee and submitted by duly authorized school administrative personnel and the Board may be entered in the official record file.

Pursuant to State law, a complaint of misconduct against a District employee, and all information obtained pursuant to an investigation by the District of the complaint of misconduct, are confidential and exempt from inspection or copying until the investigation ceases to be active, or until the District provides written notice to the employee who is the subject of the complaint, in the manner set forth below, that the District has either:

- A. concluded the investigation with a finding not to proceed with disciplinary action or file charges, or
- B. concluded the investigation with a finding to proceed with disciplinary action and/or to file charges. If the investigation results in such a finding, the District shall also file a legally sufficient complaint regarding the misconduct as required by State law and Policy [8141](#) - Mandatory Reporting of Misconduct by Certificated Employees.

Any material that is derogatory to an employee shall not be open to inspection for an additional ten (10) days after the employee has been notified either:

- A. by certified mail, return receipt requested, to his/her address of record; or
- B. by personal delivery. The employee's signature on a copy of the materials to be filed shall be proof that such materials were given to the employee, with the understanding that such signature merely signifies receipt and does not necessarily indicate agreement with its contents.

No record in a personnel file which is confidential and exempt from inspection and copying pursuant to applicable law shall be disclosed except as provided by applicable law.

The Superintendent shall maintain a record in each personnel file of those persons reviewing the files each time they are reviewed.

A copy of each such entry shall be given to the employee upon request.

The employee shall have access to his/her file upon request.

The related procedures manual is entitled Personnel File Procedures.

F.S. 119.011, 119.07, 119.071, 1012.31

Revised 3/4/14

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Book
 Policy Manual Section
 1000 Administration Title
 PERSONNEL FILE
 Code po1590
 Status Active
 Adopted August 13, 2013
 Last Revised March 4, 2014

Requested
 Revisions

- J Rosario 3/12/19

1590 - PERSONNEL FILE

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- A. concluded the investigation with a finding not to proceed with disciplinary action or file charges, or
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For the purpose of this subsection, a preliminary investigation shall be considered active as long as it is continuing with a reasonable, good faith anticipation that an administrative finding will be made in the foreseeable future. An investigation shall be presumed to be inactive if no finding relating to probable cause is made within 60 days after the complaint is made. This subparagraph does not absolve the school district of its duty to provide any legally sufficient complaint to the department within 30 days after the date on which the subject matter of the complaint comes to the attention of the school district pursuant to s. 1012.796(1)(d)1., regardless of the status of the complaint.

(1)(a) Except for materials pertaining to work performance or such other matters that may be cause for discipline, suspension, or dismissal under laws of this state, no derogatory materials relating to an

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(b) No anonymous letter or anonymous materials shall be placed in the personnel file.

(2)(a) Materials relating to work performance, discipline, suspension, or dismissal must be reduced to writing and signed by a person competent to know the facts or make the judgment. The resignation or termination of an employee before an investigation of alleged misconduct by the employee affecting the health, safety, or welfare of a student is concluded must be clearly indicated in the employee's personnel file.

(b)1. No such materials may be placed in a personnel file unless they have been reduced to writing within 45 days, exclusive of the summer vacation period, of the school system administration becoming aware of the facts reflected in the materials.

Any material that is derogatory to an employee shall not be open to inspection for an additional ten (10) days after the employee has been notified either:

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- B. by personal delivery. The employee's signature on a copy of the materials to be filed shall be proof that such materials were given to the employee, with the understanding that such signature merely signifies receipt and does not necessarily indicate agreement with its contents.

No record in a personnel file which is confidential and exempt from inspection and copying pursuant to applicable law shall be disclosed except as provided by applicable law.

An employee has the right to answer in writing any such materials in a personnel file on July 1, 1983, as well as any such materials filed thereafter, and the answer shall be attached to the file copy. An employee has the right to request that the district school superintendent or the superintendent's designee make an informal inquiry regarding material in the employee's personnel file which the employee believes to be false. The official who makes the inquiry shall append to the material a written report of his or her findings.

The Superintendent shall maintain a record in each personnel file of those persons reviewing the files each time they are reviewed.

A copy of each such entry shall be given to the employee upon request.

The employee shall have access to his/her file upon request. The employee shall be permitted conveniently to reproduce any materials in the file, at a cost no greater than the fees prescribed in s. 119.07(4).

An employee evaluation shall be confidential and exempt from the provisions of s. 119.07(1) until the end of the school year immediately following the school year in which the evaluation was made. No evaluation prepared before July 1, 1983, shall be made public pursuant to this section.

No material derogatory to an employee shall be open to inspection until 10 days after the employee has been notified pursuant to notification requirements previously stated.

The payroll deduction records of an employee shall be confidential and exempt from the provisions of s. 119.07(1).

Employee medical records, including psychiatric and psychological records, shall be confidential and exempt from the provisions of s. 119.07(1); however, at any hearing relative to the competency or performance of an employee, the administrative law judge, hearing officer, or panel shall have access to such records.

(a) Notwithstanding other provisions of this subsection, all aspects of the personnel file of each employee shall be open to inspection at all times by district school board members, the district school superintendent, and the principal, or their respective designees, in the exercise of their respective duties.

(b) Notwithstanding other provisions of this subsection, all aspects of the personnel file of each employee shall be made available to law enforcement personnel in the conduct of a lawful criminal investigation.

The related procedures manual is entitled Personnel File Procedures.

Revised 3/4/14

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Legal

F.S. 119.011, 119.07, 119.071, 1012.31

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***Note: Font in this color is recommended language for requested edits to this policy.

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PERSONNEL RECORDS

THE INDIVIDUAL PERSONNEL RECORD(S) OF EACH BOARD EMPLOYEE OR APPLICANT, AS MAINTAINED BY THE SCHOOL, DEPARTMENT, OR THE DIVISION OF HUMAN RESOURCES, SHALL BE OPEN TO INSPECTION PURSUANT TO THE PROVISIONS OF F.S. 231.291 AND THE RULES LISTED BELOW:

AUTHORITY: F.S. 230.22 (1) (2); 231.291
 POLICY ADOPTED: 5/14/70
 POLICY READOPTED: 9/5/74; 3/20/75

POLICY AMENDED: 3/14/89

RULES

1. Personnel files shall be limited to building files and files maintained by the Human Resources Division. Other personnel files may not be created and/or maintained.

Special Investigative Unit may create files related to a complaint or an investigation of a complaint against an employee.

2. Each employee or applicant shall have the right, upon request, to review the entire contents of his/her own personnel file(s) maintained at the employee's work location or in the Division of Human Resources. A representative of the employee or applicant may be present at this review. The review shall be made in the presence of the administrator (or his/her designee) responsible for the safekeeping of these files.

3. Except for materials pertaining to work performance or such other matters that may be cause for discipline, suspension, or dismissal under laws of the state, no derogatory materials relating to an employee's conduct, service, character or personality shall be placed in the personnel file of such employee.

No anonymous letter or anonymous materials shall be placed in the personnel file.

4. Materials related to work performance, discipline, suspension, or dismissal must be reduced to writing and signed by a person competent to know the facts or make the judgment.

5. No such materials may be placed in a personnel file unless they have been reduced to writing within 45 calendar days, exclusive of the summer vacation period, of the school system administration becoming aware of the facts reflected in the materials.

6. Additional information related to such written materials previously placed in the file may be appended to such materials to clarify or amplify them as needed.

7. A copy of such materials to be added to an employee's personnel file shall be provided to the employee either:

a. By certified mail, return receipt requested, to the address of record; or

b. By personal delivery. The employee's signature on a copy of the materials to be filed shall be proof that such materials were given to the employee, with the understanding that such signature merely signifies receipt and does not necessarily indicate agreement with its contents. If an employee refuses to sign the material, the supervisor shall call a witness into the room with the affected employee and ask the witness to sign the material. Such signature shall indicate that the affected employee had an opportunity to sign the material and chose not to.

8. An employee has the right to answer in writing any such materials in a personnel file and the answer shall be attached to the file copy. Employees have the right to request that the superintendent or his designee make an informal inquiry regarding material in their personnel file which the employee believes to be false. The official who makes the inquiry shall append to the material a written report of his findings.

9. Applicant files which are not updated annually shall be placed in the inactive file. After two years, information in the inactive applicant file shall be returned to the sender, if requested, or destroyed.

10. Items in personnel files are open to the public pursuant to the provisions of F. S. Chapter 119, except as follows:
- a. Any complaint and any material relating to the investigation until the conclusion of the preliminary investigation or until such time as the preliminary investigation ceases to be active.
 - b. An employee evaluation shall be confidential until the end of the school year immediately following the school year in which the evaluation was made. No evaluation prepared before July 1, 1983 shall be made public.
 - c. No material derogatory to an employee shall be open to inspection until ten (10) days after the employee has been notified.
 - d. The payroll deduction records of an employee shall be confidential.
 - e. Employee medical records shall be confidential.
11. Records shall be maintained in accordance with the United States Department of Labor, Part 850 (29CFR) -- Records To Be Made Or Kept Relating to Age; Notices To Be Posted; Administrative Exemptions Section 850.3 - Records To Be Kept By Employers- and F. S. 231.191.
- * All principals shall make and keep for at least one year records on applications.

AUTHORITY: F.S. 230.22 (1) (2); 231.291
RULES ADOPTED: 5/15/70
RULES READOPTED: 9/5/74; 3/20/75

RULES AMENDED: 3/14/89



Book	St. Lucie County School Board Policy Manual
Section	Chapter 6: Human Resources
Title	Personnel Files
Code	6.90+
Status	Active

The term "personnel file," as used in this policy with respect to any employee, shall mean all records, information, data, or materials uniquely applicable to that employee and maintained by the District in any form or retrieval system whatsoever.

(1) A personnel file shall be maintained by the Superintendent on each employee. The records shall include the following:

- (a) Application for employment
- (b) References
- (c) Annual evaluations
- (d) Letters of commendation, reprimand, etc.
- (e) Data substantiating placement on the salary schedule (education, official transcripts, experience, etc.)
- (f) Teaching certificate, if applicable.
- (g) Any other pertinent data.

(2) Except for materials pertaining to work performance or other matters that may be cause for discipline, suspension, or dismissal under laws of this state, no derogatory materials relating to an employee's conduct, service, character, or personality shall be placed in the personnel file of such employee. No anonymous letter or anonymous materials shall be placed in the personnel file.

(3) Materials relating to work performance, discipline, suspension, or dismissal must be reduced to writing and signed by a person competent to know the facts or make the judgment.

(a) No such materials may be placed in a personnel file unless reduced to writing within forty-five (45) calendar days, exclusive of the summer vacation period, of the administration becoming aware of the facts reflected in the materials.

(b) Additional information related to such written materials previously placed in a file may be appended to such materials to clarify or amplify as needed. A copy of such materials to be

added to an employee's personnel file shall be provided to the employee either by certified mail or personal delivery.

- (c) The employee's signature on a copy of materials to be filed in the employee's personnel file signifies receipt and does not necessarily indicate agreement with its content. The employee will be afforded every right as outlined in Florida Statutes.
- (4) Personnel file, regardless of their location in the school system, are open to inspection pursuant to Florida Statutes, except as follows:
 - (a) Any complaint of misconduct and any material relating to the investigation of a complaint against an employee shall be confidential until the conclusion of the preliminary investigation or until such time as the preliminary investigation ceases to be active as defined in Section 1012.31(3)(a)1, Florida Statutes. At the conclusion of the preliminary investigation, the District shall provide written notice to the employee who is the subject of the complaint, either personally or by mail, that the District has either:
 - (i) Concluded the investigation with a finding not to proceed with disciplinary action or file charges; or
 - (ii) Concluded the investigation with a finding to proceed with disciplinary action or file charges.
 - (b) Employee evaluations prepared pursuant to Florida, rules adopted by the State Board of Education, or a local School Board shall be confidential until the end of the school year immediately following the school year during which each evaluation is made. No evaluations prepared prior to July 1, 1983, shall be made public.
 - (c) No material derogatory to the employee shall be open to inspection until ten (10) calendar days after the employee has been notified pursuant to subsection (3)(b) of this policy.
 - (d) The payroll deduction records of the employee shall be confidential.
 - (e) Employee medical records, including medical claims, psychiatric and psychological records, shall be confidential. However, at any hearing relative to an employee's competency or performance, the hearing officer or panel shall have access to such records.
 - (f) Any information in a report of injury or illness filed pursuant to Florida Statute that would identify an ill or injured employee shall be confidential.
- (5) Notwithstanding other provisions of this policy, all aspects of each employee's personnel file shall be open to inspection at all times by School Board members, the Superintendent, and the principal or their respective designees in the exercise of their respective duties.
- (6) Notwithstanding other provisions of this policy, all aspects of each employee's personnel file shall be made available to law enforcement personnel in the conduct of a lawful criminal investigation.

STATUTORY AUTHORITY: [1001.41](#), [1012.22](#), [1012.23](#), F. S.

**LAWS IMPLEMENTED: [112.08\(7\)](#), [119.071](#), [441.85\(10\)](#), [1001.43](#), [1012.31](#), F.S.
[34 cFR 99](#) (FERPA), [45 CFR 164](#) (HIPaA)**

History:

Adopted: 03/30/2004

Orange County Public Schools

PERSONNEL RECORDS

FILE: GBJ

TITLE: Administrator's Home Telephone

POLICY:

The Superintendent, district-level employees as designated by the Superintendent, and all principals and assistant principals are required to maintain a telephone in their residence and to have the number listed with their name in the appropriate telephone directory.

TITLE: Personnel Files

POLICY:

- (1) A personnel file shall be maintained for each employee. The file shall be inclusive of all records, information, data, or materials maintained by the School Board of Orange County, Florida ("Board") in any form or retrieval system whatsoever. The file shall be uniquely applicable to the employee, whether maintained in one or more locations.
- (2) The Superintendent shall establish written procedures for the maintenance of personnel files consistent with the provisions of Section 1012.31, Florida Statutes. Such procedures shall include, but not be limited to, the following:
 - (a) location of personnel files;
 - (b) criteria and procedures for placing materials in a personnel file;
 - (c) persons authorized to place materials in a personnel file;
 - (d) review of disputed or contested materials in a personnel file;
 - (e) public access to personnel files; and
 - (f) persons designated to have access to confidential materials in a personnel file.
- (3) Access to file.
 - (a) Except for those portions of the personnel file which are exempt from disclosure by law, the personnel file of an employee shall be open to inspection by any member of the general public, upon reasonable notice to the records custodian located in the Records Management Department.
 - (b) Upon request, an employee or any other person designated in writing by the employee, shall be permitted to examine the entire contents of the file, including all items which are exempt from disclosure by law. A notation shall be made each time the file is examined, indicating the person making the examination.

- (c) Any employee whose personnel file has been inspected by anyone other than a person specifically authorized by Florida law or designated by the Superintendent as provided herein shall, if requested by the employee, be notified of each person who requested and observed the file.

(4) Derogatory materials.

- (a) Except for material pertaining directly to the work performance or such other matters that may be cause for discipline under Florida law, no material derogatory to an employee's conduct, service, character, or personality shall be placed in any official personnel file of such employee. Material relating to work performance, discipline, suspension, or dismissal must be reduced to writing within forty-five (45) days and may be maintained only if it is signed by a person competent to know the facts or make the judgment and only if the employee has been given the opportunity to read the material following its receipt or formulation. The employee shall be sent a copy of such material by certified mail to the address of record or shall be given an actual copy of the material to be filed. If employees receive said copy, they shall indicate that such material has been received by affixing their signature on the actual copy to be filed with the understanding that such signature merely signifies that the material to be filed has been read and does not necessarily indicate agreement with its content. However, an incident which has not been reduced to writing within forty-five (45) days of the date it becomes known shall not be added to the file.
- (b) The employee shall have the right to answer in writing any material placed in the file. The answer shall be attached to the file copy.
- (c) No anonymous letter or material shall be placed in the employee file nor used in any proceeding or given any credibility anywhere by the Board.

- (5) Individual copies of documents in an employee's file shall, upon request, be provided at no cost to the employee. Additional copies may be provided at a cost not to exceed fifteen (15) cents per copy per page.

TITLE: Name and Address Changes of Employees

POLICY:

- (1) Name Change. Employees with a name change shall make proper application for a name change on their social security card. Any principal, supervisor, or member of the instructional staff who changes his/her name shall request a name change on the certificate from the Certification Section of the Department of Education no later than the next renewal date of the certificate. Employees shall use their legal name in dealing with the Board and other professional agencies, but in the event of a change in name, the

new name shall not be used until the name on the social security card is changed and recorded in Employment Services.

- (2) Address Change. Employees shall keep Employment Services informed as to their current address.

SPECIFIC AUTHORITY: Chapter 119; Sections 1001.41; 1001.51; 1012.796;
1012.23; 1012.31, Florida Statutes

ADOPTED: 10/12/93
REVISED: 10/11/16



Book	School Board Policy Manual
Section	Chapter 6: HUMAN RESOURCES
Title	Personnel Files
Code	654
Status	Active
Legal	STATUTORY AUTHORITY 1001.43 1012.22 1012.23, F.S. LAWS IMPLEMENTED 112.08(7) 119.07 119.071 1001.43 1012.31, F. S. 34 CFR 99 (FERPA) 45 CFR 164 (HIPAA)
Adopted	September 15, 1998
Last Revised	July 23, 2013

The term "personnel file," as used in this rule, shall mean all records, information, data, or materials maintained by the District in any form or retrieval system whatsoever, with respect to any employee, which is uniquely applicable to that employee.

- I. A personnel record shall be maintained by the Superintendent on each employee. The record shall include:
 - A. Application for employment
 - B. References
 - C. Annual evaluations
 - D. Letters of commendation, reprimand, etc.
 - E. Data substantiating placement on the salary schedule (education, official transcripts, experience, etc.)
 - F. Teaching certificate, if applicable
 - G. Any other pertinent data.
- II. Except for materials pertaining to work performance or other matters that may be cause for discipline, suspension or dismissal under laws of this state, no derogatory materials relating to an employee's conduct, service, character, or personality shall be placed in the personnel file of such employee. No anonymous letter or anonymous materials shall be placed in the personnel file.
- III. Materials relating to work performance, discipline, suspension, or dismissal must be reduced to writing and signed by a person competent to know the facts or make the judgment.
 - A. No such materials may be placed in a personnel file unless they have been reduced to writing within forty-five (45) days, exclusive of the summer vacation period, of the administration becoming aware of the facts reflected in the materials.
 - B. Additional information related to such written materials previously placed in the file may be appended to such materials to clarify or amplify as needed. A copy of such materials to be added to an employee's personnel file shall be provided to the employee either by certified mail or by personal delivery.
 - C. The employee's signature on a copy of materials to be filed in the employee's personnel file signifies receipt and does not necessarily indicate agreement with its content. The employee will be afforded due process

rights as outlined in Florida Statutes.

- IV. Personnel files, regardless of their location in the school system, are open to inspection pursuant to Chapter 119, Florida Statutes, except as follows:
- A. Any complaint and any material relating to the investigation of a complaint against an employee shall be confidential until the conclusion of the preliminary investigation, or until such time as the preliminary investigation ceases to be active as defined in Florida Statutes.
 - B. Employee evaluations prepared pursuant to Florida Statutes, rules adopted by the State Board of Education, or a local School Board shall be confidential until the end of the school year immediately following the school year during which each evaluation is made. No evaluations prepared prior to July 1, 1983, shall be made public.
 - C. No material derogatory to the employee shall be open to inspection until ten (10) days after the employee has been notified pursuant to (3)(b) of this rule.
 - D. The payroll deduction records of the employee shall be confidential.
 - E. Employee medical records, including medical claims, psychiatric and psychological records, shall be confidential; provided however, at any hearing relative to an employee's competency or performance, the hearing officer or panel shall have access to such records.
 - F. Any information in a report of injury or illness filed pursuant to Florida Statute that would identify an ill or injured employee.
 - G. Agency personnel information that is excluded under the provisions of 119.071, F.S.
- V. Notwithstanding other provisions of this rule, all aspects of each employee's personnel file shall be open to inspection at all times by School Board members, the Superintendent and the principal or their respective designees, in the exercise of their respective duties.
- VI. Notwithstanding other provisions of this rule, all aspects of each employee's personnel file shall be made available to law enforcement personnel in the conduct of a lawful criminal investigation.

CHAPTER 6.00 – HUMAN RESOURCES

PERSONNEL FILES

6.45

The term *personnel file*, as used in this rule, shall mean all records, information, data, or materials maintained by the District in any form or retrieval system whatsoever, with respect to any employee, which is uniquely applicable to that employee.

I. A personnel record shall be maintained by the Superintendent on each employee. The record shall include

- A. Application for employment
- B. References
- C. Annual evaluations
- D. Letters of commendation, reprimand, etc.
- E. Data substantiating placement on the salary schedule (education, official transcripts, experience, etc.)
- F. Teaching certificate, if applicable
- G. Any other pertinent data.

II. Except for materials pertaining to work performance or other matters that may be cause for discipline, suspension or dismissal under laws of this state, no derogatory materials relating to an employee's conduct, service, character, or personality shall be placed in the personnel file of such employee. No anonymous letter or anonymous materials shall be placed in the personnel file.

III. Materials relating to work performance, discipline, suspension, or dismissal must be reduced to writing and signed by a person competent to know the facts or make the judgment. The resignation or termination of an employee before an investigation of alleged misconduct by the employee affecting the health, safety, or welfare of the student is concluded must be clearly indicated in the employee's personnel file.

A. No such materials may be placed in a personnel file unless they have been reduced to writing within forty-five (45) days, exclusive of the summer vacation period, of the administration becoming aware of the facts reflected in the materials.

B. Additional information related to such written materials previously placed in the file may be appended to such materials to clarify or amplify as needed.

CHAPTER 6.00- HUMAN RESOURCES

A copy of such materials to be added to an employee's personnel file shall be provided to the employee either by certified mail or by personal delivery.

- C. The employee's signature on a copy of materials to be filed in the employee's personnel file signifies receipt and does not necessarily indicate agreement with its content. The employee will be afforded every right as outlined in Florida Statutes.
- IV. Personnel files, regardless of their location in the school system, are open to inspection pursuant to Florida Statutes, except as follows:
 - A. Any complaint and any material relating to the investigation of a complaint against an employee shall be confidential until the conclusion of the preliminary investigation, or until such time as the preliminary investigation ceases to be active as defined in Florida Statutes. This subparagraph does not absolve the school district of its duty to provide any legally sufficient complaint to FLDOE within 30 days after the date on which the subject matter of the complaint comes to the attention of the school district, regardless of the status of the complaint.
 - B. Employee evaluations prepared pursuant to Florida Statutes, rules adopted by the State Board of Education, or a local School Board shall be confidential until the end of the school year immediately following the school year during which each evaluation is made. No evaluations prepared prior to July 1, 1983, shall be made public.
 - C. No material derogatory to the employee shall be open to inspection for the period of time specified in section 1012.31, Florida Statutes, after the employee has been notified pursuant to III.B. of this rule.
 - D. The payroll deduction records of the employee shall be confidential.
 - E. Employee medical records, including medical claims, psychiatric and psychological records, shall be confidential; provided however, at any hearing relative to an employee's competency or performance, the hearing officer or panel shall have access to such records.
 - F. Any information in a report of injury or illness filed pursuant to Florida Statute that would identify an ill or injured employee.
 - G. Other records excluded by federal, state or administrative rules.
- V. Notwithstanding other provisions of this rule, all aspects of each employee's personnel file shall be open to inspection at all times by School Board members, the Superintendent and the principal or their respective designees, in the exercise of their respective duties.

CHAPTER 6.00 – HUMAN RESOURCES

- VI. Notwithstanding other provisions of this rule, all aspects of each employee's personnel file shall be made available to law enforcement personnel in the conduct of a lawful criminal investigation.
- VII. An employee may review his/her own personnel file at any time.
- VIII. A person requesting to view another person's personnel file shall give the Custodian of Record a twenty-four (24) hour notice and shall schedule an appointment time to view the file to allow for sufficient time to remove confidential material. Any requested copies will be made after payment of the fee allowed by Florida Statute. Any person reviewing another person's personnel file shall provide name, address and telephone number along with appropriate identification.

1001.41, 1012.22, 1012.23, F.S.

STATUTORY AUTHORITY:

LAW(S) IMPLEMENTED:

112.08(7), 1001.43, 1012.31, F.S.
34 CFR 99 (FERPA), 45 CFR 164 (HIPAA)

STATE BOARD OF EDUCATION RULE(S):

6A-1.0503

HISTORY:

ADOPTED: April 1, 1997
REVISION DATE(S): 07/09/18
11/10/08
01/12/15
FORMERLY: GBJ

Book	St. Lucie County School Board Policy Manual
Section	Chapter 6: Human Resources
Title	Evaluation of Employees
Code	6.40*
Status	Active

(1) The Superintendent shall develop or select personnel performance evaluation systems for all staff. The Board will adopt instructional and administrative employee performance criteria in compliance with Florida Statutes.

(2) Each member of the staff shall receive an annual evaluation by his immediate administrative supervisor, except that a classroom teacher, as defined in Section 1012.01(2)(a), Florida Statutes, excluding substitute teachers, who is newly hired by the District must be observed and evaluated at least twice in the first year of teaching in the District. The purpose of the evaluation shall be to improve the services of personnel in all departments. The administrative supervisors and department heads shall use the evaluation form provided by the Superintendent.

The District's evaluation system shall meet all requirements of law.

- ~~(3)~~ A copy of each employee's evaluation report shall be filed in the District Human Resources office.
 - ~~(4)~~ The evaluation of all employees shall be based on observations of the individual's work by his or her immediate supervisor and shall be made at least once each year prior to reappointment.
 - ~~(5)~~ The Superintendent shall arrange for the evaluation of all principals, supervisors and administrative personnel as required by law.
 - ~~(6)~~ The principal or administrator supervising personnel shall arrange for the evaluation of all employees under his supervision as required by law.
- (7) Prior to preparing the written report of the evaluation, the individual being evaluated shall be informed as to the criteria and the procedure to be used.
- (8) The written report of the evaluation shall be reviewed with the employee and discussed with him or her by the person who made the assessment.
- (9) An employee may respond to an evaluation in the manner provided by law or other approved procedures.

STATUTORY AUTHORITY: 1001.41, 1012.22, 1012.23, F.S.

CHAPTER 6.00 – HUMAN RESOURCES

PERSONNEL RECORDS

6.90

The term *personnel file*, as used in this rule with respect to any employee, shall mean all records, information, data, or materials uniquely applicable to that employee and maintained by the District in any form or retrieval system whatsoever.

- I. A personnel record shall be maintained by the Superintendent on each employee. The record shall include
 - A. Application for employment
 - B. References
 - C. Annual evaluations
 - D. Letters of commendation, reprimand, etc.
 - E. Data substantiating placement on the salary schedule (education, official transcripts, experience, etc.)
 - F. Teaching certificate, if applicable
 - G. Any other pertinent data.
- II. Except for materials pertaining to work performance or other matters that may be cause for discipline, suspension, or dismissal under laws of this state, no derogatory materials relating to an employee's conduct, service, character, or personality shall be placed in the personnel file of such employee. No anonymous letter or anonymous materials shall be placed in the personnel file.
- III. Materials relating to work performance, discipline, suspension, or dismissal must be reduced to writing and signed by a person competent to know the facts or make the judgment.
 - A. No such materials may be placed in a personnel file unless they have been reduced to writing within forty-five (45) calendar days, exclusive of the summer vacation period, of the administration becoming aware of the facts reflected in the materials.
 - B. Additional information related to such written materials previously placed in the file may be appended to such materials to clarify or amplify as needed. A copy of such materials to be added to an employee's personnel file shall be provided to the employee either by certified mail or by personal delivery.

CHAPTER 6.00 – HUMAN RESOURCES

- IV. The employee's signature on a copy of materials to be filed in the employee's personnel file signifies receipt and does not necessarily indicate agreement with its content. The employee will be afforded every right as outlined in Florida Statutes.
- V. Personnel files, regardless of their location in the school system, are open to inspection pursuant to Florida Statutes, except as follows:
 - A. Any complaint and any material relating to the investigation of a complaint against an employee shall be confidential until the conclusion of the preliminary investigation or until such time as the preliminary investigation ceases to be active as defined in Florida Statutes.
 - (B) Employee evaluations prepared pursuant to Florida Statutes, rules adopted by the State Board of Education, or a local School Board shall be confidential until the end of the school year immediately following the school year during which each evaluation is made. No evaluations prepared prior to July 1, 1983, shall be made public.
 - (C) No material derogatory to the employee shall be open to inspection until ten (10) calendar days after the employee has been notified pursuant to III.B. of this rule.
 - (D) The payroll deduction records of the employee shall be confidential.
 - (E) Employee medical records, including medical claims, psychiatric and psychological records, shall be confidential. However, at any hearing relative to an employee's competency or performance, the hearing officer or panel shall have access to such records.
 - F. Any information in a report of injury or illness filed pursuant to Florida Statute that would identify an ill or injured employee.
 - G. Agency personnel information that is excluded under the provisions of 119.071, F.S.
- VI. Notwithstanding other provisions of this rule, all aspects of each employee's personnel file shall be open to inspection at all times by School Board members, the Superintendent, and the principal or their respective designees in the exercise of their respective duties. The individual who reviews the file in the performance of his/ her duties shall maintain the exempt or confidential status of the personnel file.

CHAPTER 6.00 – HUMAN RESOURCES

VII. Notwithstanding other provisions of this rule, all aspects of each employee's personnel file shall be made available to law enforcement personnel in the conduct of a lawful criminal investigation.

STATUTORY AUTHORITY: 1001.43, 1012.22, 1012.23, F.S.

LAW(S) IMPLEMENTED: 112.08(7), 119.07, 119.071,
1001.43, 1008.24, 1012.31, F.S.

HISTORY: REVISED: 09/17/13, 08/19/14, 04/21/15
FORMERLY: 1.1, 1.16, 5.1.2.D.(3), 5.1.7, 9.2.5

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Personnel file

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3590 - PERSONNEL FILES**Introduction and Overview**

In August, 1983, at a countywide principals' meeting, you were briefed by the Human Resources Services Department on House Bill 1261 which repealed F.S. 231.28(7). This legislation created F.S. 1012.31 and substantially amends F.S. 1012.34 – Personnel Records. This law defines content, enables public access to all records not expressly excluded, and effectively reverses the prior law establishing the confidentiality of personnel records.

With the statute, personnel records are defined as follows "...all records, information, data, or materials maintained by a public school system, in any form of retrieval system whatsoever (which are) uniquely applicable to that employee, whether maintained at one or more locations."

The statute controls the entry of data into a personnel file and establishes the following requirements for such actions.

- (A.) Except for materials pertaining to work performance or such other matters that may be cause for discipline, suspension, or dismissal under laws of this State, no derogatory materials pertaining to an employee's conduct, service, character, or personality shall be placed in the personnel file of such employee.
- (B.) No anonymous letters or materials may be added to the file.
- C. Any material relating to evaluation, discipline, or being used for investigation is subject to the following provisions:
 - (1.) Must be signed by a person competent or know the facts or making the judgment.
 - (2.) Must be reduced to writing within forty-five (45) days of the school system administration becoming aware of the facts giving rise to the incident.
 - (3.) A copy must be provided the employee with all file copies bearing certification of receipt by the employee.
 - (4.) Such written material may be answered by the individual employee and a copy of the response attached to the file copies of the initially filed material.
 - 5. An employee may request an informal inquiry by the Superintendent or his/her designee into any material which the employee believes to be false. The official making the inquiry shall append a written report on his/her findings to the material.
- D. All files, as previously defined, are subject to F.S. Chapter 119 Public Records and, therefore, are open to the public view with certain exceptions as follows:
 - (1.) All evaluations conducted prior to July 1, 1983.

2. Employee assessments are closed during the year which they are conducted and one (1) fiscal year thereafter. No assessments are open to the public until July 1, 1985.

3. Derogatory material relating to employee performance is confidential until ten (10) days after employee is notified.

4. Payroll deductions, medical, psychiatric, and psychological records are confidential. (Except at any hearing related to an employee's competency.)

5. Materials relating to an investigation ceases to be active. (i.e., no probable cause found within sixty (60) days.)

E. Access to the total file, including confidential material, is limited to Board members, Superintendent, principals, and their designees (in the course of their duties) and law enforcement officials (in conducting a lawful criminal investigation.) A log of each person inspecting the file must be maintained.

All personnel files, wherever located, shall be brought into conformity with this act upon the request of any employee and/or prior to June 30, 1984.

PROCEDURES FOR ADDING MATERIAL TO THE PERSONNEL FILE EFFECTIVE JULY 1, 1983

Except for material pertaining to unacceptable work performance or other matters that may be cause for discipline, no derogatory or anonymous material shall be placed in the central or work site personnel file

A. Materials relating to work performance, discipline, suspension, or dismissal must be reduced to writing within forty-five (45) days of the administration becoming aware of facts and signed by a person competent to know the facts or make a judgment.

B. A copy of the material to be added to the files shall be provided to the employee by certified mail or personal delivery. The employee's signature and date on a copy of the material to be filed shall be proof that such materials were given to the employee. Any material which is to be added to the files shall include the following statement:

This is to confirm that a copy of the original of this document was provided to me

On _____ by _____
Date School Official

My signature merely signifies receipt of this document and does not necessarily indicate agreement with its contents.

Employee's Signature

Date

ACCESS TO PERSONNEL FILES

PUBLIC REVIEW

PUBLIC REVIEW

The 1983 Legislature substantially amended F.S. 231.291, Personnel Files, to define content and enable public access to all records not expressly excluded. Pursuant to the statutory revisions which became law effective July 1, 1983, records custodians are authorized to exclude from public access personnel file data on the following subjects:

- A. assessment records prior to July 1, 1983
- B. medical, psychiatric, and psychological records
- C. active investigations
- D. college transcripts
- E. payroll deductions

Although assessments made after July 1, 1983, are covered by provisions of the law, they are not available for public scrutiny until July 1, 1985. With the exception of data cited above, the personnel file of any employee shall be open to inspection upon request. Records custodians should review an employee's file for compliance with F.S. Chapter 1000 before opening the file for inspection. The custodian of each record shall maintain a record in the file of those persons reviewing the file each time it is reviewed. Access to files is to be furnished at reasonable times, under reasonable conditions and under supervision of the custodian of records. Such review shall be recorded on the appropriate form.

EMPLOYEE REVIEW

Individual employees may review the total file. Access to the files will be furnished a reasonable times, under reasonable conditions and under the supervision of the custodian of records. Such review shall be recorded on the appropriate form.

MANAGEMENT REVIEW

The Superintendent has authorized the following School District personnel access to confidential personnel records, provided the inquiry is job related and only on a need to know basis:

- A. Nonbargaining unit managerial personnel.
- B. Nonbargaining unit clerical personnel assigned to work with personnel files.
- C. Board attorneys and attorneys under contract to the Board.

The law already provides access by building principals/designee and law enforcement personnel. It is the responsibility of the records custodian to insure compliance with appropriate administrative directives, Board rules, Florida statutes, and contractual provisions.

PRODUCTION PROCEDURES AND FEES

Every person who has custody of personnel files shall permit the files to be

inspected and duplicated by any person desiring to do so, at reasonable times, under reasonable conditions and under supervision by the custodian of the records or designee.

The records custodian shall review the employee's file for compliance with exemptions under F.S. Chapter 1000 before opening the file for inspection or duplication.

Reproduction of records is to be done on Board premises at a cost no greater than fifteen cents (.15) per page. An Individual Access Records Form must be added to the employee's file showing the file was inspected and by whom.

When other than an individual employee and when the nature or volume of records is such as to require extensive clerical or supervisory assistance by personnel of the Board, we may charge in addition to the actual cost of duplication, a reasonable charge which shall be based on the actual salary rate of such personnel providing the service.

COMPLIANCE PROCEDURES

All personnel files, wherever housed, shall be brought into compliance with F.S. 1012.31 upon the request of the employee and not later than June 30, 1984. The Human Resources Services Department has conducted a major sample of employee records relative to purging requirements to insure compliance. As we suggested, this is a very delicate, time consuming process due to the technical nature of the statute. Each item to remain or to be purged from files must be treated with extreme care and thorough knowledge of the detailed requirements of the law.

This process is further complicated by the fact that depending on who has requested access to the file, certain judgments have to be made on a continuing basis as to the documents subject to review. To minimize the potential of errors as each work site begins the purging process, all items with the exception of the following are to be removed from the work site active personnel records and destroyed. Again, **ONLY** the following items may be retained in the work site active file.

INSTRUCTIONAL/ADMINISTRATIVE

Applications	Employee Process Letter/Substitute Form
Appointment (form only)	Current Evaluation/Observation Conf. Report
Authorization to Review File	Inservice Print-Outs/related materials
Certificates and all related forms	Leaves of Absences/Change Forms
Contracts and all related forms	Letters of Commendation
Code of Ethics form	Nepotism Letters/Approvals
Deficiency forms (certification)	Notification to Begin Work Letters
Social Security Card Copy	Resumes
Reclassification Transfer	Resignation
	Transcripts

SUPPORT

Applications	Resumes
Appointments	Reclassification/Transfer
Authorization to Review File	Resignation
Bumping, Lay-off and Recall Letters	Reappointment Letters

Current Evaluation	Social Security Card Copy
Employee Process Letter/Substitute Form	Salary Letters
Inservice Print-Out/related materials	Work Permits
Leaves of Absences/Change Forms	Letters of Commendation
Nepotism Letter/Approval	Notification to Begin Work Letters
	Transcripts

Please pay special attention to the fact that no annual evaluation may be retained in a work site active personnel file except for the **current** year. All previous evaluations are to be destroyed as above described. Each year a new evaluation is conducted, the prior year likewise is to be destroyed.

Particular attention should also be given to removing any medical information including doctor's statements attached to medical related leaves of absences as well as pre-employment references.

This should place work site files into strict compliance with the statute and result in no confidential information being contained in such files except for current year evaluation and college transcripts.

RECORDS AUDIT

The final part of this procedure is the audit process. Human Resources Services will periodically, and at random, visit schools and conduct a total records review. In addition, the internal auditors have been asked to conduct an audit sample at each work site as a part of the normal internal auditing process.

We anticipate continuing questions due to the sensitive and technical nature of this material. You are encouraged to call repeatedly, if necessary, if you feel uncertain about a decision.

DEFINITION OF TERMS

A. Evaluations

Include classroom observations, annual evaluations, reprimands, and N.E.A.T. process materials.

B. Complaint

An accusation by any member of the public or Board employee changing an employee with misconduct and/or unacceptable performance.

C. Confidential Records

Information that is not available for public review. This would include medical records, psychiatric/psychological files, payroll deductions, transcripts, preliminary investigations, active investigations, assessments prior to July 1, 1983, and subsequent evaluations for one (1) full school year.

D. Custodian of Records

The appointed work site administrator, central office administrator or administrative designee charged by law with

the responsibility of maintaining and supervising personnel files for the District.

E. **Derogatory Material**

Typical examples:

1. Complaints, allegations, negative assessments, and charges related to work performance. (Can be placed in file)
2. Employee's conduct, service, character, or personality not related to work performance. (Cannot be placed in file)

F. **Designee**

Persons authorized by Board members, the Superintendent, the principal, or the employee to inspect all aspects of the personnel file in the exercise of their respective duties. (Based on the need to know)

G. **Inspection of Records**

Every person who has custody of personnel files shall permit the records to be inspected and examined by any person desiring to do so, **at reasonable times, under reasonable conditions** and under supervision of the custodian of the records. Confidential records are not available for inspection by the public.

H. **Lawful Criminal Investigation**

Any investigation conducted by local, State, and Federal law enforcement agencies concerning criminal acts, according to the laws of the State or community as enforced by the courts.

I. **Law Enforcement Personnel**

Any person employed by an authorized law enforcement agency to conduct an investigation concerning unlawful acts; e.g., employed by Federal, State, county or municipal agency.

J. **Medical Records**

Include medical, psychological/psychiatric evaluations, medical releases, workers' compensation reports and other letters, documentation or reports attendant to the employee's medical condition.

K. **No Probable Cause**

Findings of preliminary investigations showing no evidence to support or continue an investigation.

L. **Official Logs**

Individual Access Records – form placed in each personnel file showing the date of inspection, person inspecting the file

and records custodian authorizing the access.

M. Payroll Deduction

Include Federal Income Tax and FICA deductions, deductions taken for insurance, union dues, retirement contributions, tax sheltered annuities and other investment deductions, alimony and court mandated deductions, charity deductions, credit union.

N. Personnel File

All records, information, data or material maintained by the Board, in any form or retrieval system, with respect to any employee or former employee, which is uniquely applicable to the employee, whether maintained or stored in one or more locations. Such records may include, but are not limited to, public records such as employment application and supporting data, employment history and confidential records such as investigative files, payroll deductions, disciplinary actions, and medical/psychiatric evaluations.

O. Preliminary Investigation

Investigative actions conducted to determine if there is probable cause to proceed further with complaint or alleged violation of Board rules and /or statutory provisions

P. Probable Cause

Result of preliminary investigation with findings of reasonable grounds for suspecting that violation of a Board rule or criminal offense has been committed. May lead to further investigation, disciplinary action or charges filed.

Q. Right of Inquiry

The employee has the right to request that the Superintendent or his/her designee make an informal inquiry regarding material in his/her personnel file which the employee believes to be false. The official conducting the inquiry shall append a written report of his/her findings to the personnel file.

PERSONNEL FILE TIMELINES

A. Any Material Placed in File:

Time Frame	No later than forty-five (45) days after the administration becomes aware of the facts reflected into the materials.
Procedure/Responsibility	Custodian of records notifies employee by certified mail or personal delivery that material is placed in personnel file. Signature of employee is required.

B. Access to Derogatory Information in File:

Time Frame: Access to derogatory information is

Time Frame Access to derogatory information is restricted for **ten (10) days** after notification to the individual

Procedure/Responsibility Assessment material not subject for public view, except as provided in Item #5.

C. Investigative Issues:

Time Frame Within sixty (60) days after complaint is made. Active investigative issues could extend beyond the sixty (60) days, provided reasonable good faith anticipation exists that an administrative finding will be made in the future.

Procedure/Responsibility Must be reduced in writing and signed by the investigating official. Final disposition is made by the Human Resources Services Department.

D. Bring File into Conformity with F.S. 1012.31:

Time Frame Upon request by employee but no later than June 30, 1984.

Procedure/Responsibility 1983-84 assessments first available for review on July 1, 1985.

E. Assessments:

Time Frame **End of year following year of record.** Assessments prior to July 1, 1983 are not available for public inspection

Procedure/Responsibility 1983-84 assessments first available for review on July 1, 1985

F. Inspection and duplication of Personnel Files:

Time Frame Reasonable times and conditions and under the supervision of the custodian of records or administrative designee.

Procedure/Responsibility

1. Custodian of records or designee supervises inspection
2. Charge per page:
Employee 15 cents
Non-employee 15 cents
3. Extensive duplication shall require a reasonable additional charge for employee's time consumed.

G. Documenting Inspection of Personnel Files:

Time Frame **Immediately upon inspection.**

Procedure/Responsibility It is the responsibility of the custodian of records or his/her designee to place the Individual Access Records Form in the personnel file.

PERSONNEL FILES

F.S. Chapter 1000

Personnel Files – F.S. 1012.31



Public school system employee personnel files shall be maintained according to the following provisions:

- A.
 1. Except for materials pertaining to work performance or such other matters that may be cause for discipline, suspension, or dismissal under laws of this State, no derogatory materials relating to an employee's conduct, service, character, or personality shall be placed in the personnel file of such employee.
 2. No anonymous letters or anonymous materials shall be placed in the personnel file.
- B.
 1. Materials relating to work performance, discipline, suspension, or dismissal must be reduced to writing and signed by a person competent to know the facts or make the judgment.
 2. No such materials may be placed in a personnel file unless they have been reduced to writing within forty-five (45) days, exclusive of the summer vacation period of the school system administration becoming aware of the facts reflected in the materials.
 3. Additional information related to such written materials previously placed in the file may be appended to such materials to clarify or amplify as needed.
- C. A copy of such materials to be added to an employee's personnel file shall be provided to the employee either:
 1. by certified mail, return receipt requested to his/her address of record; or
 2. by personal delivery to the employee.

The employee's signature on a copy of the materials to be filed shall be proof that such materials were given to the employee, with the understanding that such signature merely signifies receipt and does not necessarily indicate agreement with its contents.

The employee shall have the right to answer in writing any such materials in a personnel file on the effective date of this act, as well as any such materials filed thereafter, and the answer shall be attached to the file copy. The employee shall have the right to request that the Superintendent or his/her designee make an informal inquiry regarding material in his/her personnel file which the employee believes to be false. The official making the inquiry shall append a written report of his/her findings to the material.

Upon request, the employee or any person designated in writing by the employee shall be permitted to examine the personnel file. The employee shall be permitted, conveniently, to reproduce any materials in the file at a cost no greater than fifteen cents (.15) per page.

The custodian of records shall maintain a record in the file of those persons reviewing the file each time it is reviewed.

- D. Public school system employee personnel files are subject to the provisions of F.S. Chapter 119, except as follows:
 1. Any complaint and any material relating to the investigation of a complaint against an employee shall be confidential until the conclusion of the preliminary investigation, or until such time as the preliminary investigation ceases to be active. If the preliminary investigation is concluded with the finding that there is no probable cause to proceed further and with no disciplinary action taken or charges filed, a statement to that effect signed by the responsible

investigating official shall be attached to the complaint and the complaint and all such materials shall be opened thereafter to inspection pursuant to F.S. Chapter 119. If the preliminary investigation is concluded with the findings that there is probable cause to proceed further or with disciplinary action taken or charges filed, the complaint and all such materials shall be open thereafter to inspection pursuant to F.S. Chapter 119. If the preliminary investigation ceases to be active, the complaint and all such materials shall be open thereafter to inspection pursuant to F.S. Chapter 119. For the purpose of this subsection, a preliminary investigation shall be considered active as long as it is continuing with a reasonable, good faith anticipation that an administrative finding will be made in the foreseeable future. An investigation shall be presumed to be inactive if no finding relating to probable cause is made within sixty (60) days after the complaint is made.

2. Employee evaluations prepared pursuant to F.S. 321.17(3), 1012.34, 1012.33, or rules adopted by the State Board of Education or a local school board under the authority of said sections, shall be confidential until the end of school year immediately following the school year during which each evaluation is made. No evaluations prepared prior to the effective date of this act shall be made public pursuant to this section.
3. No material derogatory to the employee shall be open to inspection until ten (10) days after the employee has been notified pursuant to paragraph (2) (c).
4. The payroll deduction records of the employee shall be confidential.
5. Employee medical records, including psychiatric and psychological records, shall be confidential; provided, however, at any hearing relative to an employee's competency or performance the hearing officer or panel shall have access to such records.
6. Notwithstanding other provisions of this subsection, all aspects of each employee's personnel file shall be open to inspection at all times by Board members, the Superintendent and the principal, or their respective designees, in the exercise of their respective duties.
7. Notwithstanding other provisions of this subsection, all aspects of each employee's personnel file shall be made available to law enforcement personnel in the conduct of a lawful criminal investigation.

- E. The term "personnel file" as used in this section shall mean all records, information, data or materials maintained by a public school system, in any form or retrieval system whatsoever, with respect to any of its employees, which is uniquely applicable to that employee, whether, with respect to any of its employees, which is uniquely applicable to that employee, whether maintained in one (1) or more locations.

Complaints Against Teachers and Administrators Procedures – F.S. 1012.796

The complaint and all information obtained pursuant to the investigation by the department shall be **confidential, until the conclusion of the preliminary investigation of the complaint, or until such time as the preliminary investigation ceases to be active. If the preliminary investigation is concluded with the finding that there is no probable cause to proceed, the complaint and information shall be open thereafter to inspection pursuant to F.S. Chapter 119. If the preliminary investigation is concluded with the finding that there is probable cause to proceed and a complaint is filed pursuant to subsection (5) the complaint and**

a complaint is filed pursuant to subsection (c), the complaint and information shall be open thereafter to inspection pursuant to F.S. Chapter 119. If the preliminary investigation ceases to be active, the complaint and all such material shall be open thereafter to inspection pursuant to F.S. Chapter 119. For the purpose of this subsection, a preliminary investigation shall be considered active as long as it is continuing with a reasonable, good faith anticipation that an administrative finding will be made in the foreseeable future.

- A. Upon request of any employee, such employee's personnel file shall be brought into conformity with F.S. 1012.31, as created by this act. All personnel files shall be brought into conformity with F.S. 1012.31, no later than one year after the effective date of this act.
- B. Each section which is added to F.S. Chapter 1000, by this act is repealed on October 1, 1992, and shall be reviewed by the Legislature pursuant to F.S. 11.61.
- C. This act shall take effect July 1, 1983.

PUBLIC RECORDS

F.S. CHAPTER 119

Inspection and Examination of Records; Exemptions – F.S. 119.07

- A.
 - 1. Every person who has custody of public records shall permit the records to be inspected and examined by any person desiring to do so, at reasonable times, under reasonable conditions and under supervision by the custodian of the records or his/her designee. The custodian shall furnish copies or certified copies of the records upon payment of fees as prescribed by law or if fees are not prescribed by law, upon payment.
 - 2. In the case of records produced under this act when the nature or volume of records is such as to require extensive clerical or supervisory assistance by personnel of the agency involved, the agency may charge, in addition to the actual cost of duplication, a reasonable charge, which shall be based on the actual salary rate of such personnel providing the service.
- B.
 - 1. Any person who has custody of public records and who asserts that an exemption provided in subsection (3) or in general or special law applies to a particular record shall delete or excise from the record only that portion of the record for which an exemption is asserted and shall produce for inspection and examination the remainder of such record.
 - 2. In any action in which an exemption is asserted pursuant to paragraph (e), paragraph (f) or paragraph (g) of subsection (3), the record or records shall be submitted in-camera to the court for a de novo inspection. In the case of an exemption asserted pursuant to paragraph (d) of subsection (3), an in-camera inspection shall be discretionary with the court. If the court finds no basis for the assertion of the exemption, it shall order the records to be closed.
- C.
 - 1. All public records which are presently provided by law to be confidential or which are prohibited from being inspected by the public, whether by general or special law, shall be exempt from the provisions of subsection (1).
 - 2. All public records referred to in F.S. 198.09, 199.22, 1002.22, 257.261, 288.075, 624.319 (3, 4) and 655.057(1)(b), (3, 4) are exempt from the provisions of subsection (1).

3. Examination questions and answer sheets of examinations administered by a governmental agency for the purpose of licensure, certification, or employment shall be exempt from the provisions of subsection (1). However, an examinee shall have the right to review his/her own completed examination.
 4. Active criminal intelligence information and active criminal investigative information are exempt from the provisions of subsection (1).
 5. Any information revealing the identify of confidential informants or sources is exempt from the provisions of subsection (1).
 6. Any information revealing surveillance techniques or procedures or personnel is exempt from the provisions of subsection (1).
 7. Any information revealing undercover personnel of any criminal justice agency is exempt from the provisions of subsection (1).
 8. Any criminal intelligence information or criminal investigative information including the photograph, name, address, or other fact or information which reveals the identity of the victim of any sexual battery as defined by F.S. Chapter 874 or child abuse as defined by F.S. Chapter 837 is exempt from the provisions of subsection (1).
 9. Any criminal intelligence information or criminal investigative information which reveals the personal assets of the victim of a crime, or other than property stolen or destroyed during the commission of the crime, is exempt from the provisions of subsection (1).
 10. All criminal intelligence and criminal investigative information received by criminal justice agency prior to January 25, 1979, is exempt from the provisions of subsection (1).
 11. The home addresses, telephone numbers, and photographs of law enforcement personnel; the home addresses, telephone numbers, photographs, and places of employment of spouses and children of law enforcement personnel; and the names and locations of schools attended by the children of law enforcement personnel are exempt from the provisions of subsection (1).
- D. Nothing herein shall be construed to exempt from subsection (1) records made part of a court file and not specifically closed by order of the court except as provided in paragraphs (e), (f) and (g) of subsection (3).
- E. The provisions of this section are not intended to expand or limit the provisions of Rule 3.220, Florida Rules of Criminal Procedure, regarding the right and extent of discovery by the State and defendant in a criminal prosecution.

Penalty – 119.02

Any public official who shall violate the provisions of F.S. 119.07 (1) shall be subject to suspension and removal or impeachment and, in addition, shall be guilty of a misdemeanor of the second degree, punishable as provided in F.S. 775.082 or F.S. 775.083.

General Personnel Policy Statement

Personnel Files

The term "personnel file" as used in this section shall mean all records, information, data, or materials maintained by a public school system, in any form

information, data, or materials maintained by a public school system, in any form or retrieval system whatsoever, with respect to any of its employees, which is uniquely applicable to that employee, whether maintained in one or more locations.

- A. The employee file maintained in the Office of Human Resources Services at a minimum and in addition to assessment material, shall contain records which show conveniently and completely all the information necessary for making required reports to the Commissioner of Education, for administration of District salary schedules; and for auditing of school funds; and any other materials which may be required by law or State Board Rules.
- B. The work-site file may not contain any information which is defined as confidential in F.S. 1012.31, except college transcripts and the current year evaluation.
- C. The personnel file of each employee shall be open to inspection and examined by any person desiring to do so, except for personnel records which are presently provided by law to be confidential and excluded from public inspection unless authorized in writing by the employee or Superintendent.
- D. All aspects of each employee's personnel file shall be open to inspection at all times by Board members, the Superintendent and the principal, or their respective designees, in the exercise of their respective duties; and by the employee or any person designated in writing by the employee.
- E. Examination of any material in a personnel file is subject to the provisions of F.S. 1012.31 and F.S. Chapter 119.
- F. The procedures manual entitled "Personnel File Procedures" is incorporated by reference and is a part of this Board rule. Such procedures manual may be updated by the Superintendent as necessary to insure compliance with applicable law and/or rule.

F.S. 119.011, 119.07(3), 1001.41, 1012.31

PERSONNEL FILES

Individual Access Records

(Public Only)

MEMORANDUM

TO: _____
Custodian of Records Title Date

Work Location

I, _____
Name Position School/Dept.

Hereby request permission to review my personnel file of _____

For the following reason(s) _____

This request is to view records not otherwise excluded from inspection by Florida law. I understand I will be charged fifteen cents per page and extensive duplication shall require a reasonable additional charge for employee's time consumed.

Reviewed in the presence of:

_____	_____	_____	_____
Custodian of Records	Date	Signature Other Than Employee	Date

_____	_____
Employee	Date

_____ Copies Made @ 15 Cents Per Copy _____
 _____ Agency

RECORDS CUSTODIAN USE ONLY

THE MATERIALS LISTED BELOW ARE **CONFIDENTIAL** WITHIN THE PROVISIONS OF FLORIDA LAW.

The custodian of records must complete check list before providing the file for review:

1. _____ All performance assessments records completed prior to July 1, 1983, were removed from the file prior to providing the file for review.
2. _____ All performance assessment records completed during the preceding school year and current year were removed from the file.
3. _____ The file contains no investigative materials for any investigation still in process, unless the sixty (60) day limit has expired.
4. _____ A copy of any material contained in the file which may be construed as derogatory to the employee, has been provided to the employee at least ten (10) days prior to the date the materials were placed in the file for review.
5. _____ No payroll deduction records are contained in the file.
6. _____ No medical, psychiatric/psychological records are in the file.
7. _____ Transcripts have been removed.

PERSONNEL FILES

Individual Access Records

(Employee Only)

MEMORANDUM

TO: _____
 Custodian of Records Title Date

 Work Location

I, _____
Name Position School/Dept.

Hereby request permission to review my personnel file for the following reason(s):

_____ and have also authorized _____
Name

to review my personnel file.

This request is to view records not otherwise excluded from inspection by Florida law. I understand I will be charged fifteen cents per page and extensive duplication shall require a reasonable additional charge for employee's time consumed. I understand my file has been brought into compliance under F.S. 1012.31.

Reviewed in the presence of:

Custodian of Records Date Signature Other Than Employee Date

Employee Date

_____ Copies Made @ 15 Cents Per Copy

3590 - PERSONNEL FILE

The Board requires that sufficient records exist to ensure an employee's qualifications for the job held, meeting compliance with Federal, State, and local benefit programs, conformance with District rules, and evidence of completed evaluations. Such records, constituting a personnel file, will be kept in compliance with F.S. 1012.31.

The term personnel file as used in this section shall mean all records, information, data, or materials maintained by a public school system, in any form or retrieval system, with respect to any of its administrative staff, which are uniquely applicable to that employee, whether maintained in one (1) or more locations.

Pursuant to State law, a complaint of misconduct against a District employee, and all information obtained pursuant to an investigation by the District of the complaint of misconduct, are confidential and exempt from inspection or copying until the investigation ceases to be active, or until the District provides written notice to the employee who is the subject of the complaint, in the manner set forth below, that the District has either:

- A. concluded the investigation with a finding not to proceed with disciplinary action or file charges, or
- B. concluded the investigation with a finding to proceed with disciplinary action and/or to file charges. If the investigation results in such a finding, the District shall also file a legally sufficient complaint regarding the misconduct as required by State law and Policy [8141](#) - Mandatory Reporting of Misconduct by Certificated Employees.

Any material that is derogatory to an employee shall not be open to inspection for an additional ten (10) days after the employee has been notified either:

- A. by certified mail, return receipt requested, to his/her address of record; or
- B. by personal delivery. The employee's signature on a copy of the materials to be filed shall be proof that such materials were given to the employee, with the understanding that such signature merely signifies receipt and does not necessarily indicate agreement with its contents.

No record in a personnel file which is confidential and exempt from inspection and copying pursuant to applicable law shall be disclosed except as provided by applicable law.

The Superintendent shall maintain a record in each personnel file of those persons reviewing the files each time they are reviewed.

The Superintendent shall develop guidelines as to what should be included in a

The Superintendent shall develop guidelines as to what should be included in a personnel file. The contents of the personnel files should be consistent from file to file. The District should periodically conduct audits of personnel files to determine whether the contents are consistent with the guidelines.

The related procedures manual is entitled *Personnel File Procedures*.

F.S. 119.011, 119.07, 119.071, 1012.31

Revised 11/16/10

Revised 3/11/14

Revised 10/28/14

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Personnel file

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1590 - PERSONNEL FILE

It is necessary for the orderly operation of the School District to prepare a personal information system for the retention of appropriate files bearing upon an employee's duties and responsibilities to the District and the District's responsibilities to the employee.

The School Board requires that sufficient records exist to determine an employee's qualifications for the job held, compliance with Federal, State, and local benefit programs, conformance with District rules, and evidence of completed evaluations. Such records will be kept in compliance with the laws of the State of Florida.

The term personnel file as used in this section shall mean all records, information, data, or materials maintained by a public school system, in any form or retrieval system whatsoever, with respect to any of its administrative staff, which are uniquely applicable to that employee, whether maintained in one (1) or more locations.

ACCESS TO PERSONNEL FILES

- A. The employee shall have timely access to his/her file upon request.
- B. The complete file is open to:
 1. School Board members
 2. Superintendent
 3. principal
 4. law enforcement personnel involved in a lawful criminal investigation
- C. The limited file is open to anyone who files and signs an appropriate request in accordance with applicable law.

INVESTIGATIONS

- A. A preliminary investigation shall be considered active as long as it is continuing with a reasonable, good faith anticipation that an administrative finding will be made in the foreseeable future.
- B. A preliminary investigation of a complaint must terminate in any of the following ways:
 1. with a finding that there is no probable cause to proceed further.

A statement to that effect signed by a responsible investigating

official shall be attached to the complaint.

2.

with a finding that there is probable cause to proceed further or with disciplinary action taken or charges filed.

3.

with the investigation ceasing to be active.

An investigation shall be presumed to be inactive if no finding relating to probable cause is made within sixty (60) days after the complaint is made.

* Only that information which pertains to the professional role of the employee and submitted by duly authorized school administrative personnel and the School Board may be entered in the official record file.

No record in a personnel file which is confidential and exempt from inspection and copying pursuant to applicable law shall be disclosed except as provided by applicable law.

The Superintendent shall maintain a record in each personnel file of those persons reviewing the files each time they are reviewed.

The Superintendent shall develop procedures as to what should be included in a personnel file. The contents of the personnel files should be consistent from file to file. The District shall periodically conduct random audits of personnel files to determine whether the contents are consistent with the procedures.

A copy of each such entry shall be given to the employee upon request.

The employee shall have access to his/her file upon request.

F.S. 119.011, 119.07, 119.071, 1012.31

Effective Date: 7/1/05

Revised 1/20/15

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3590 - PERSONNEL FILE

It is necessary for the orderly operation of the School District to prepare a personal information system for the retention of appropriate files bearing upon an employee's duties and responsibilities to the District and the District's responsibilities to the employee.

The School Board requires that sufficient records exist to determine an employee's qualifications for the job held, compliance with Federal, State, and local benefit programs, conformance with District rules, and evidence of completed evaluations. Such records will be kept in compliance with the laws of the State of Florida.

The term personnel file as used in this section shall mean all records, information, data, or materials maintained by a public school system, in any form or retrieval system whatsoever, with respect to any of its instructional staff, which are uniquely applicable to that employee, whether maintained in one (1) or more locations.

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- A. The employee shall have timely access to his/her file upon request.
- B. The complete file is open to:
 - 1. School Board members
 - 2. Superintendent
 - 3. principal
 - 4. law enforcement personnel involved in a lawful criminal investigation
- C. The limited file is open to anyone who files and signs an appropriate request in accordance with applicable law.

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- B. A preliminary investigation of a complaint must terminate in any of the following ways:
 - 1. with a finding that there is no probable cause to proceed further.

A statement to that effect signed by a responsible investigating official shall be attached to the complaint.

2. with a finding that there is probable cause to proceed further or with disciplinary action taken or charges filed.
3. with the investigation ceasing to be active.

An investigation shall be presumed to be inactive if no finding relating to probable cause is made within sixty (60) days after the complaint is made.

Only that information which pertains to the professional role of the employee and submitted by duly authorized school administrative personnel and the School Board may be entered in the official record file.

No record in a personnel file which is confidential and exempt from inspection and copying pursuant to applicable law shall be disclosed except as provided by applicable law.

The Superintendent shall maintain a record in each personnel file of those persons reviewing the files each time they are reviewed.

The Superintendent shall develop guidelines as to what should be included in a personnel file. The contents of the personnel files should be consistent from file to file. The District shall periodically conduct random audits of personnel files to determine whether the contents are consistent with the guidelines.

A copy of each such entry shall be given to the employee upon request.

The employee shall have access to his/her file upon request.

F.S. 119.011, 119.07, 119.071, 1012.31

Effective Date: 7/1/05

Revised 1/20/15

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- ▶ Forms
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Personnel file

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The School Board of Martin County Bylaws & Policies

4590 - PERSONNEL FILE

It is necessary for the orderly operation of the School District to prepare a personal information system for the retention of appropriate files bearing upon an employee's duties and responsibilities to the District and the District's responsibilities to the employee.

The School Board requires that sufficient records exist to determine an employee's qualifications for the job held, compliance with Federal, State, and local benefit programs, conformance with District rules, and evidence of completed evaluations. Such records will be kept in compliance with the laws of the State of Florida.

The term personnel file as used in this section shall mean all records, information, data, or materials maintained by a public school system, in any form or retrieval system whatsoever, with respect to any of its non-instructional staff, which are uniquely applicable to that employee, whether maintained in one (1) or more locations.

ACCESS TO PERSONNEL FILES

- A. The employee shall have timely access to his/her file upon request.
- B. The complete file is open to:
 - 1. School Board members
 - 2. Superintendent
 - 3. principal
 - 4. law enforcement personnel involved in a lawful criminal investigation
- C. The limited file is open to anyone who files and signs an appropriate request in accordance with applicable law.

INVESTIGATIONS

- A. A preliminary investigation shall be considered active as long as it is continuing with a reasonable, good faith anticipation that an administrative finding will be made in the foreseeable future.
- B. A preliminary investigation of a complaint must terminate in any of the following ways:
 - 1. with a finding that there is no probable cause to proceed further.

A statement to that effect signed by a responsible investigating

official shall be attached to the complaint.

2. with a finding that there is probable cause to proceed further or with disciplinary action taken or charges filed.
3. with the investigation ceasing to be active.

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Pasco County Schools Citizens' Academy



Pasco County Schools is launching a Citizens' Academy to give community members a unique opportunity to see the innerworkings of the school district and gain a better understanding of how our school system works. Participants will join department directors and school board leaders for seven sessions throughout the 2018-2019 school year.

Three of the Academy's seven sessions will be daytime informational tours in a live school environment. Participants will visit several of Pasco County's diverse schools, meet with school personnel and principals, and learn about special programs, athletics, extracurricular activities, and more.

The other four sessions will be held in a training classroom at the district complex. Participants will learn about school safety initiatives, curriculum and instruction, construction and maintenance, budget, student nutrition, and other current issues.

Those selected to attend will meet at the district office in Land O'Lakes at the time and dates below. Participants should plan to attend ALL seven sessions.

Date	Time	Location
August 23, 2018	6 p.m. to 8 p.m.	District Office Complex
September 27, 2018	8 a.m. to noon	School Sites
October 25, 2018	6 p.m. to 8 p.m.	District Office Complex
November 29, 2018	6 p.m. to 8 p.m.	District Office Complex
January 24, 2018	8 a.m. to noon	School Sites
February 28, 2018	8 a.m. to noon	School Sites
March 28, 2018	6 p.m. to 8:30 p.m.	District Office Complex

Light meals will be provided each day. After all seven sessions have been completed, participants will receive a certificate of completion during a graduation ceremony for our first ever Pasco County Schools Citizens' Academy.

This is your chance to meet members of the school board, principals and other school leaders, ask questions, provide feedback, and see first-hand how we are providing a world-class education for all students.

The application period closes on July 29, 2018. Space is extremely limited!

APPLY NOW (<https://ryu.pasco.k12.fl.us/do-mform/view.php?id=148857>)

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Pasco County Schools

Providing a world-class education for all students

Kurt S. Browning, Superintendent of Schools

Pasco Schools Citizens' Academy

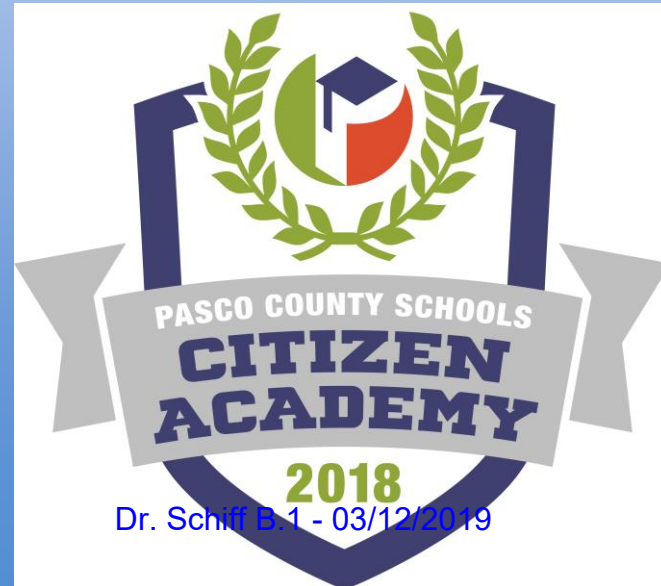
FSBA/FADSS ANNUAL JOINT CONFERENCE



How it started

Pasco County Schools Citizens' Academy

- Pasco County Schools Success Plan
- Connecting to the Community Pillar
- Measuring success
- Vision & Success Plan Committee



Dr. Schiff B.1 - 03/12/2019

Implementation

Pasco County Schools Citizens' Academy

- Purpose: To educate the public on the operation of a public school system.
- Scope: 7 monthly meetings.
 - 3 meetings during the day consisting of school visits.
 - Title 1 middle school, technical college/high school
 - Title 1 elementary school and high school
 - High SES elementary and high schools, CNG station

Implementation

Pasco County Schools Citizens' Academy

- Scope: 7 monthly meetings
 - 4 evening classroom meetings
 - Orientation and introductions, Education Foundation, School Safety
 - School Choice, Assessment & Accountability, Career & Technical Education
 - Finance/Budget, Planning, Maintenance, Construction
 - Food & Nutrition Services, HR, Graduation

Evaluation

Pasco County Schools Citizens' Academy

- Motivation for participating
 - To learn how the system operates
 - Desire to share with community
- Positives and negatives
 - Positive – Meeting Board members & assistant superintendents, content, school visits
 - Negative – not enough time to cover all content and have Q&A



Questions and Comments

