

**District School Board of Indian River County, Florida
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: April 23, 2019

Time: 1:00 p.m.

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

Superintendent's Workshop Agenda

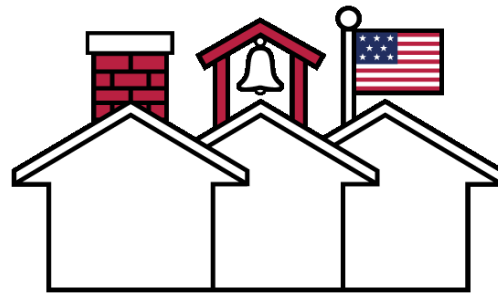
- I. CALL WORKSHOP TO ORDER
- II. PURPOSE OF THE WORKSHOP
- III. PRESENTATIONS
 - 1) Mental Health Updates
 - 2) PBIS Implementation and Data
 - 3) Athletic Coaching Procedures
- V. ADJOURNMENT

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>.

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Mental Health Update

Dr. Sharon Packard
Mental Health Coordinator
Student Services Department
School District of Indian River County



Mental Health Facts

CHILDREN AND TEENS

Fact : 1 in 5 children ages 13-18 have, or will have a serious mental illness

However, only 20% of those will receive treatment



Impact



50%

50% of all lifetime cases of mental illness begin by age 14 and 75% by age 24.



10 yrs

The average delay between onset of symptoms and intervention is 8-10 years

50%



50% of students age 14 and older with a mental illness drop out of high school.

70%

70% of youth in state and local juvenile justice systems have a mental illness

2nd



Suicide

Suicide is the 2nd leading cause of death in youth ages 10 - 24.

90%

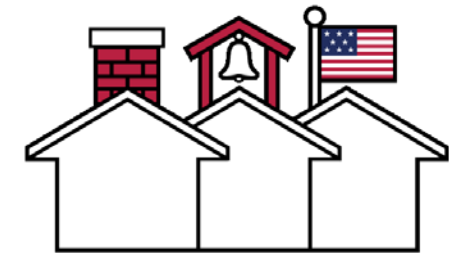
90% of those who died by suicide had an underlying mental illness.



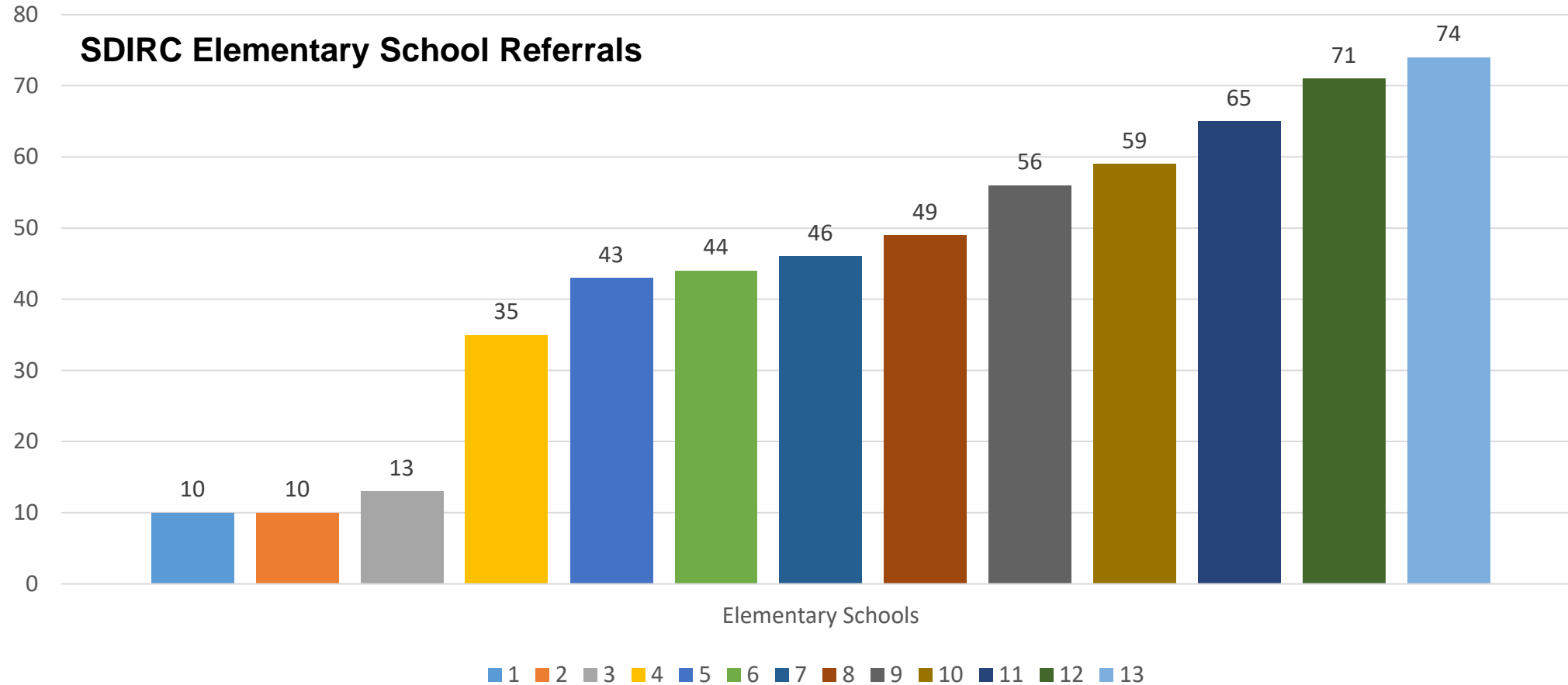
SDIRC Statistics



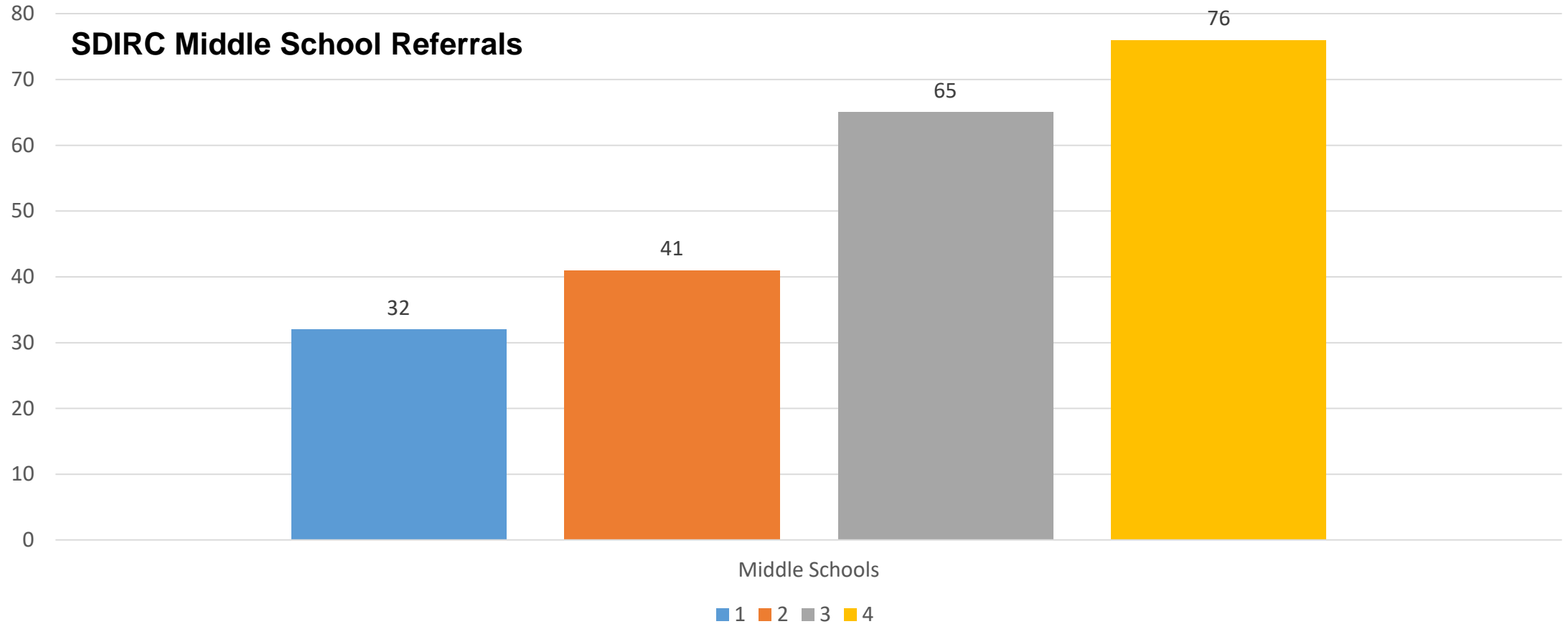
- >1,000 student referrals to the Mental Health Team to date (2018-2019)
 - Contact with >1,200 students
 - ~6.2 referrals per day, ~31 referrals per week
 - Refining tracking procedures: actual numbers for SS team are likely higher



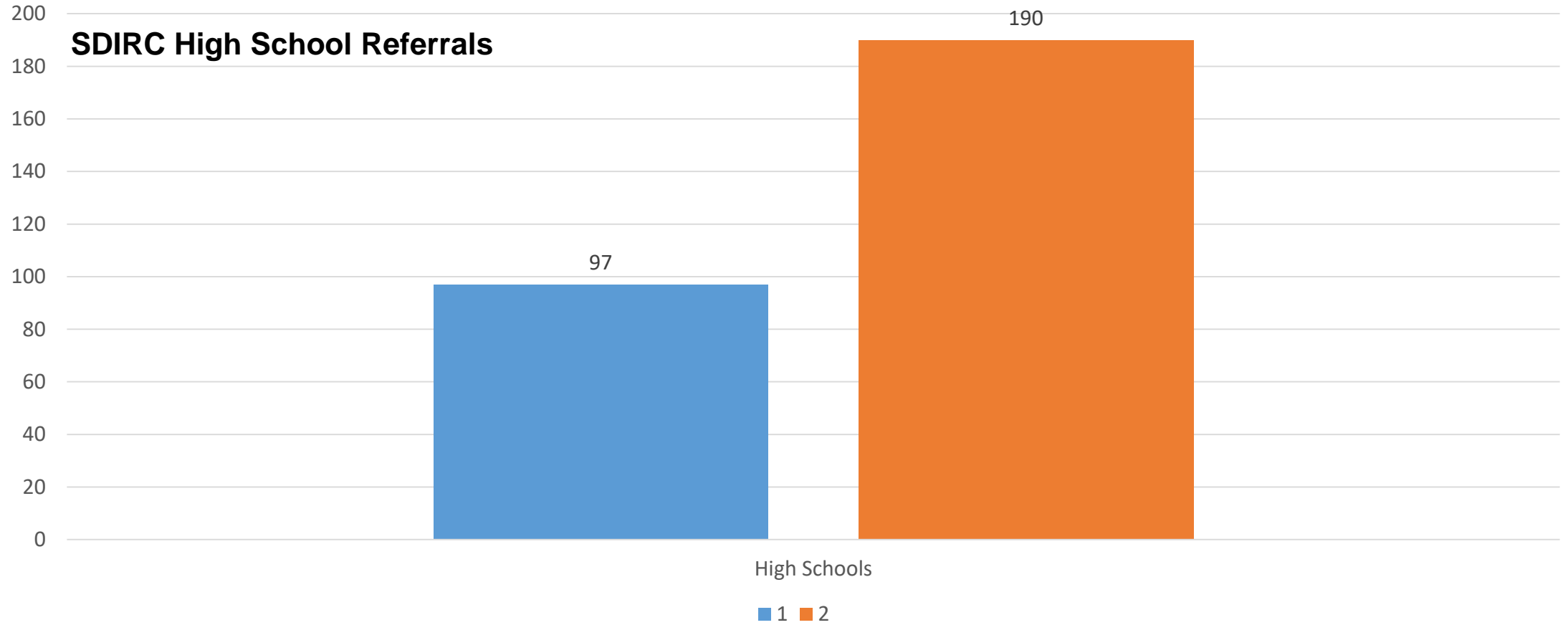
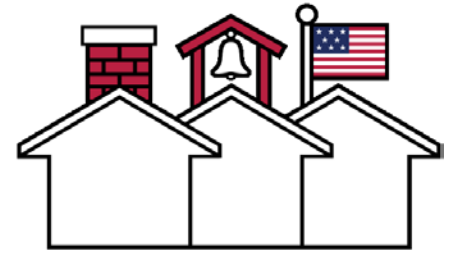
Elementary Schools



Middle Schools



High Schools





Important Considerations

- Lower volume ≠ lower need
 - Example: An elementary school with just 13 total mental health referrals currently requires almost as much time in coordination and provision of direct services as a middle school with 76 referrals.
 - Possible reasons
 - Capacity: The elementary teams lack guidance counselors
 - Ability to provide Tier 2 interventions are meaningfully different
- Adverse Childhood Experiences
 - Do not discriminate, but they are not experienced equally (Sacks & Murphey, 2018)
- Barriers to service
 - Time, money, transportation, etc.



• **Tier 1 (SEL)**

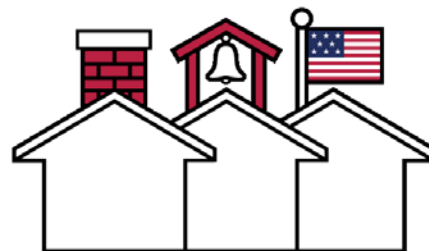
- Sanford Harmony
- CHAMPS
- Conscious Discipline
- CHAMPS
- Kids at Hope
- Botvin Life Skills
- Restorative Justice
- Child Safety Matters
- Teen Dating Violence

• **Tier 2 (SEL)**

- Behavioral reinforcement
- Respite room
- Small Group intervention (non-clinician-led)
 - Second Steps
- Restorative Justice
- Too Good for Violence
- Check-in/Check-out
- ALTOSS



© CASEL 2017



• **Tier 3 (SEL)**

- Circle of Care
- Individual psychotherapy (referral or direct provision)
- Group intervention (clinician-led)
- ALTOSS
- Emergency placement



PBIS Support

- Circle of Care plans and meetings for students with a high risk need
 - Goal setting and progress monitoring to maximize student success
 - Includes student, parent, therapist, other health professionals, and school personnel
- Mental Health Team support of Sanford Harmony
 - Completed PD in spring 2018 and currently supporting several classrooms
- Provision of direct clinical services by LMHC on the Mental Health Team; Risk Assessment assistance from LMHC and Mental Health Coordinator.
- Panorama SEL assessment support (analysis and recommendations)
- Creation of mental health canvas course for students, parents, and staff (will be launched before fall 2019 start)



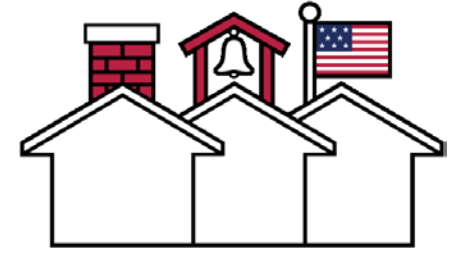
Related Professional Development

- PBIS
 - All teams completed core PBIS training and are implementing framework
- Youth Mental Health First Aid
 - Six hour state-mandated training for ALL employees
 - 113 employees trained to date, with additional dates available this year
- SEL
 - Sanford Harmony (many thanks to Julie Kastensmidt for bringing this to SDIRC)
- Trauma-Informed Care (provided by Tykes & Teens funded by SEBHN and FLDOE)
 - All APs, Student Services staff, Botvin Life Skills facilitators (SAC), all 4 MS, 1 HS, and 1 ES
 - Ongoing coaching and consultation for APs focused on homeless youth (FLDOE)
- Equity
 - Implicit Bias (Tykes & Teens funded by SEBHN) and LGBTQ+ Students (Equality FL)
- Restorative Justice
 - Capacity-building (ongoing)
- Verbal De-escalation (many thanks to Jessica Rojas)
- Others available (Tykes & Teens funded by SEBHN)
 - Motivational Interviewing, Mindfulness, Case Studies, Compassion Fatigue/Resiliency, Reflective Practices

Ongoing Related Projects



- Social and emotional learning
- Trauma-informed care
- Suicide and depression prevention
- Cultural competence
- LGBTQ+ support (MCPS model)
- Vaping education
- De-escalation strategies
- Anti-stigma and mental health education
- Educator and staff education about SDIRC programming
- Educator and staff support
- Parenting support
- Improving overall culture and climate
- Optimizing student health and wellness



Extramural Funding

- Funded
 - FLDOE – trauma-informed care training and ongoing coaching, with an emphasis on homeless children and youth
- Under Review
 - NoVo Foundation – developing youth leadership capacity related to SEL and RJ with targeted outcomes focused on reducing disparities and improving SEL competencies.
- Community Partnership Examples (actively exploring funding)
 - Tykes & Teens
 - Phoenix Program to support trauma-informed programming and mental health support (3 licensed clinicians and a social worker) for our 4 EBD classrooms
 - School-based clinicians
 - Mental Health Association
 - Erika’s Lighthouse, a evidence-informed, data-driven suicide and depression prevention program

SDIRC Procedural Refinements



- Ongoing consultation with other Districts and SDIRC personnel (including legal counsel) to create
 - Centralized systems that promote communication, accurate risk identification, and ongoing progress monitoring
 - Solutions related to consent barriers (e.g., electronic consent options)
 - Agreements and MoUs to better facilitate the referral process and sharing of information

Forecasting 2019-2020



• Plans

- More prevention and intervention options:
 - Tier 1 – depression & suicide prevention
 - Tier 2 – more small group curriculums
 - Tier 3 – more group interventions
- Refined referral and follow-up procedures
- Innovations with technology
- Continued professional development
- Launch of canvas course
- Focused and strengthened community partnerships

• Needs

- Greater capacity
 - Personnel
 - Direct hires and cost-sharing options
 - Space
 - Consistent and confidential
- Resources
 - Materials (in particular for certain tier 2 and tier 3 protocols)
 - Technology
 - Professional development costs
- Educator/staff supports

PBIS IMPLEMENTATION COMPARISON DATA

SCHOOL DISTRICT OF INDIAN RIVER COUNTY

JESSICA A. ROJAS, ED.S

PBIS COORDINATOR

PBIS IMPLEMENTATION CHECKLIST (PIC) FOR SCHOOLS

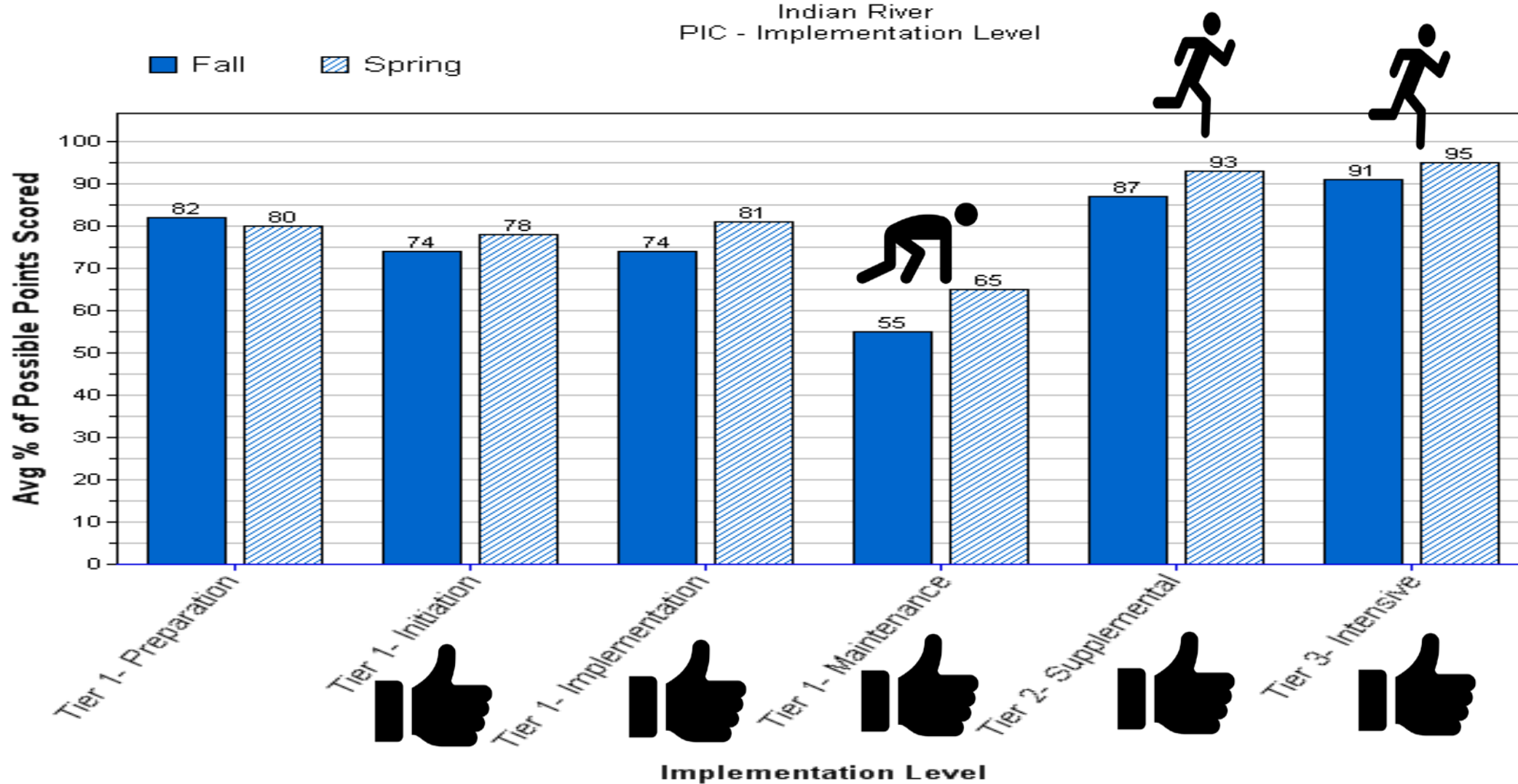
A checklist that assesses the degree of PBIS implementation across all Tiers and rates perceived implementation across specific critical elements.

Administered 2 x per year in order to monitor progress and compare results from fall to spring.

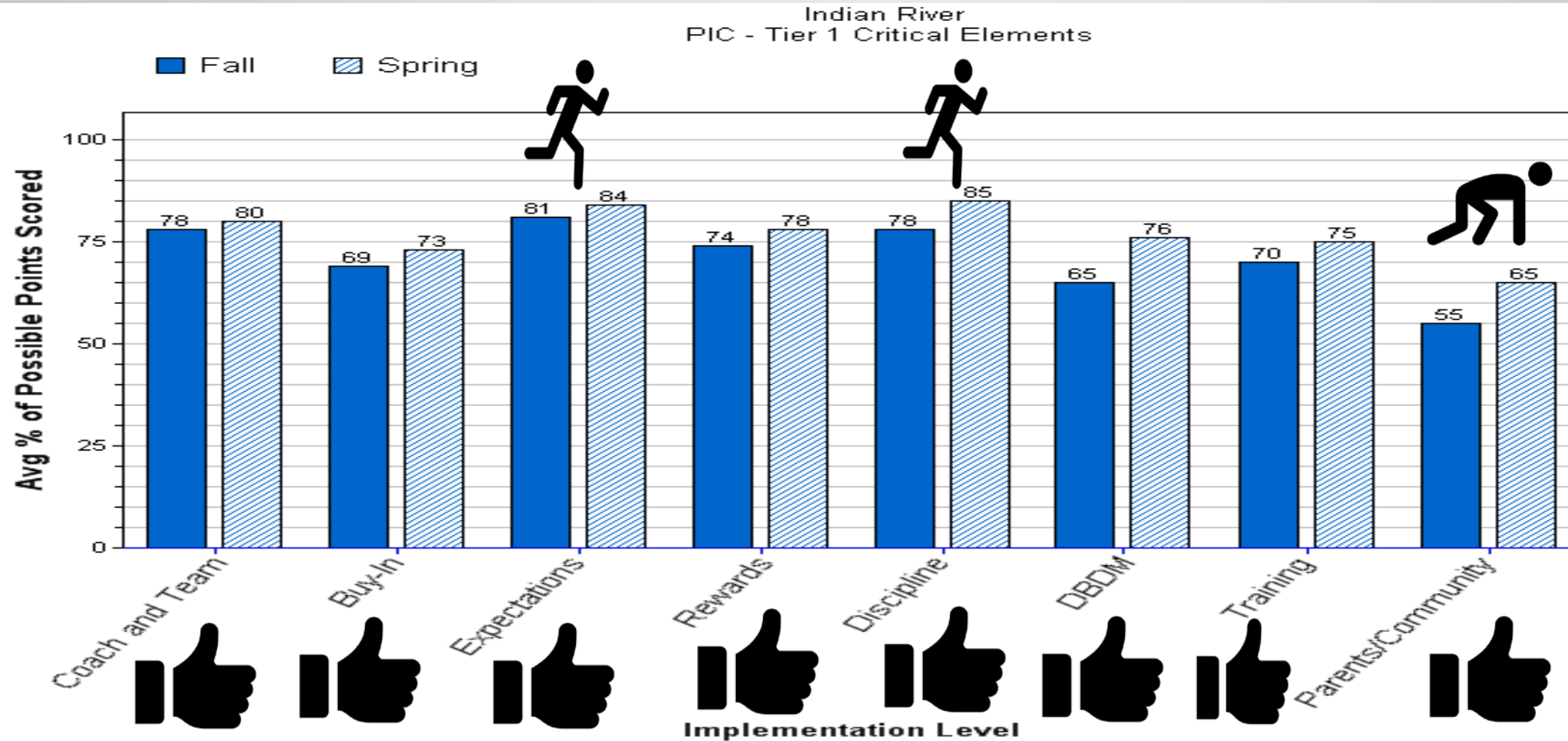
Completed by each school based PBIS team.

The data is used for teams to engage in action planning and problem solving barriers to implementation.

PBIS IMPLEMENTATION CHECKLIST (PIC) IMPLEMENTATION LEVEL DISTRICT WIDE COMPARISON DATA FROM FALL TO SPRING



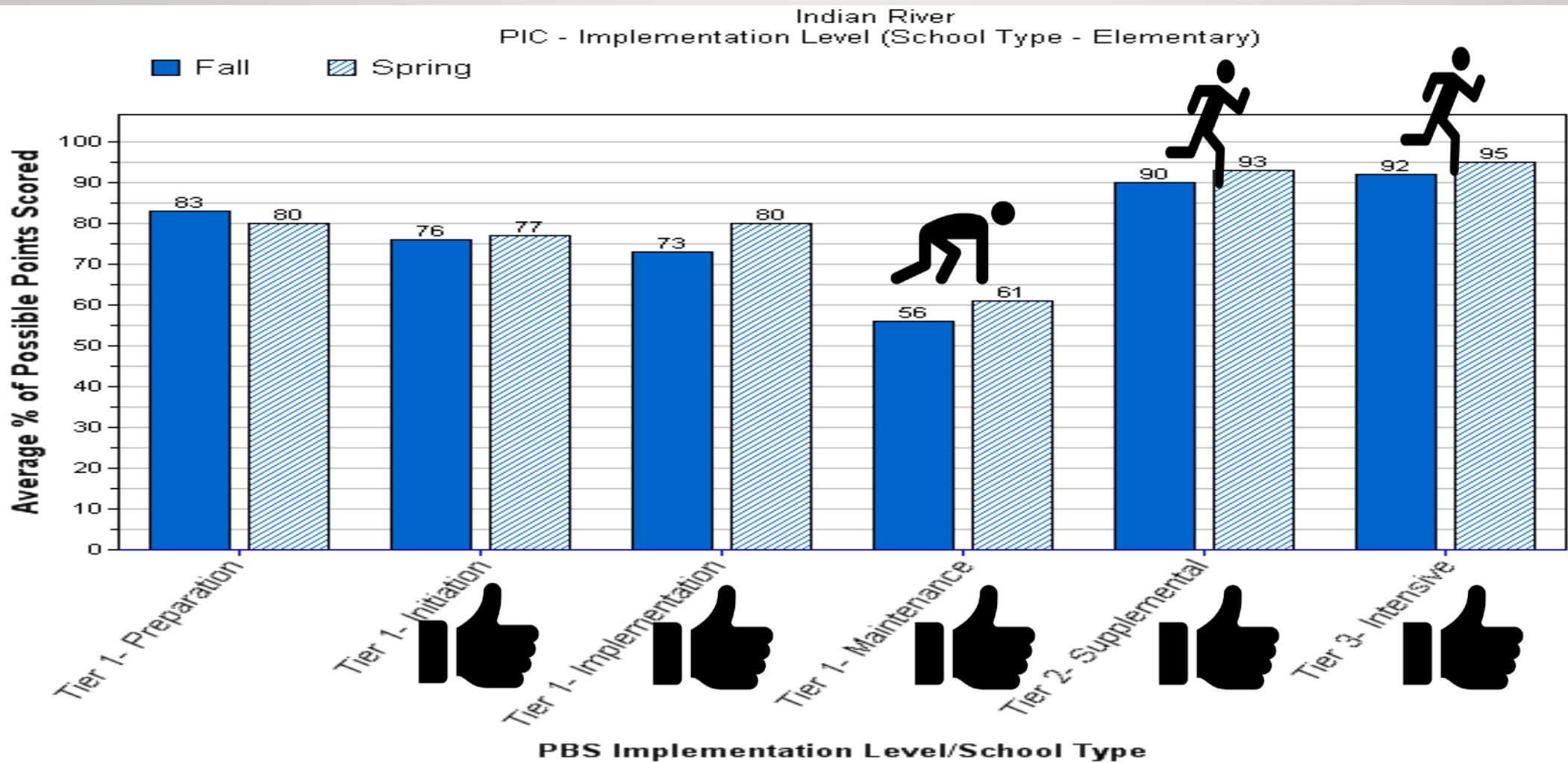
PIC TIER I CRITICAL ELEMENTS DISTRICT WIDE COMPARISON DATA FROM FALL TO SPRING 2018/2019



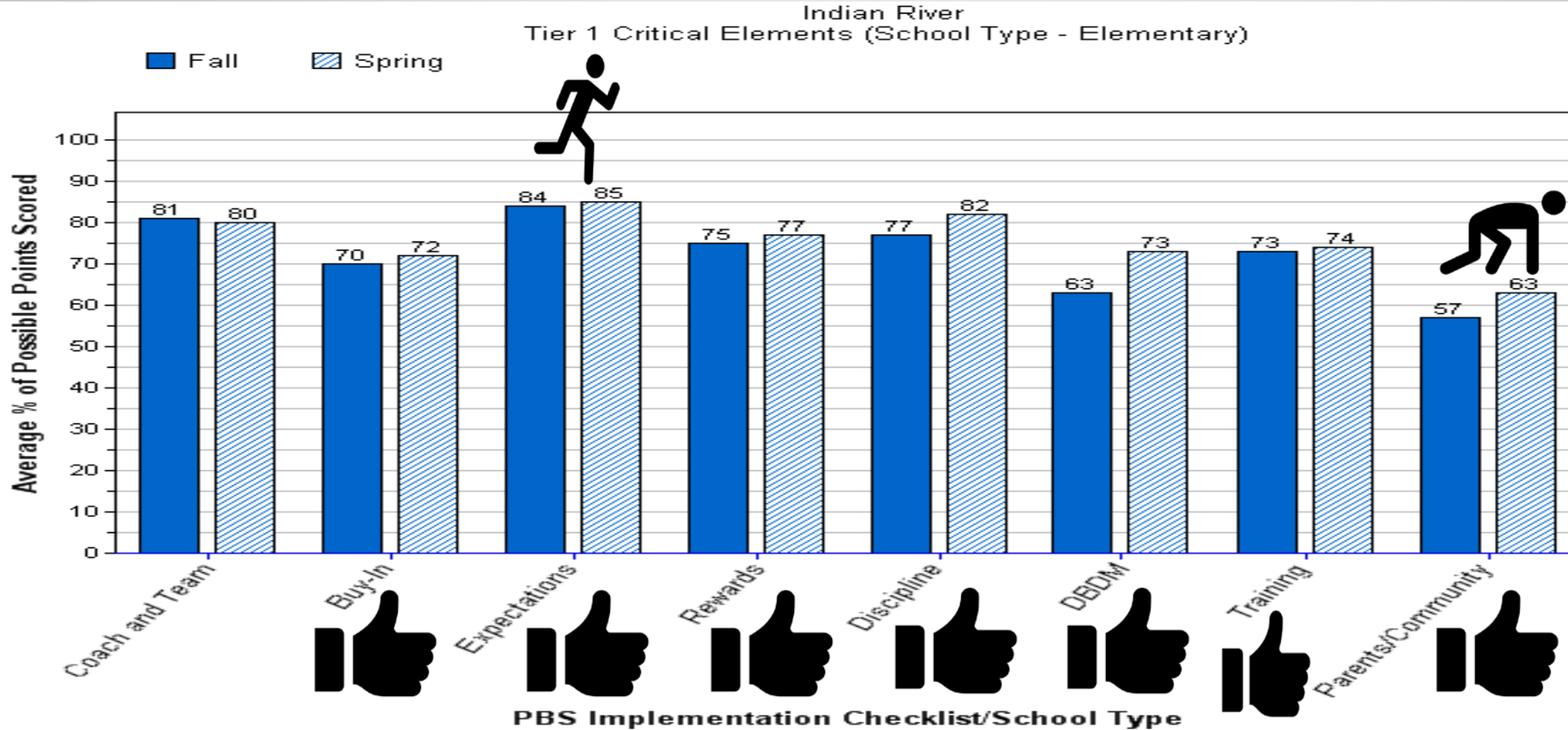
PIC IMPLEMENTATION LEVEL ELEMENTARY COMPARISON

DATA FROM FALL TO SPRING

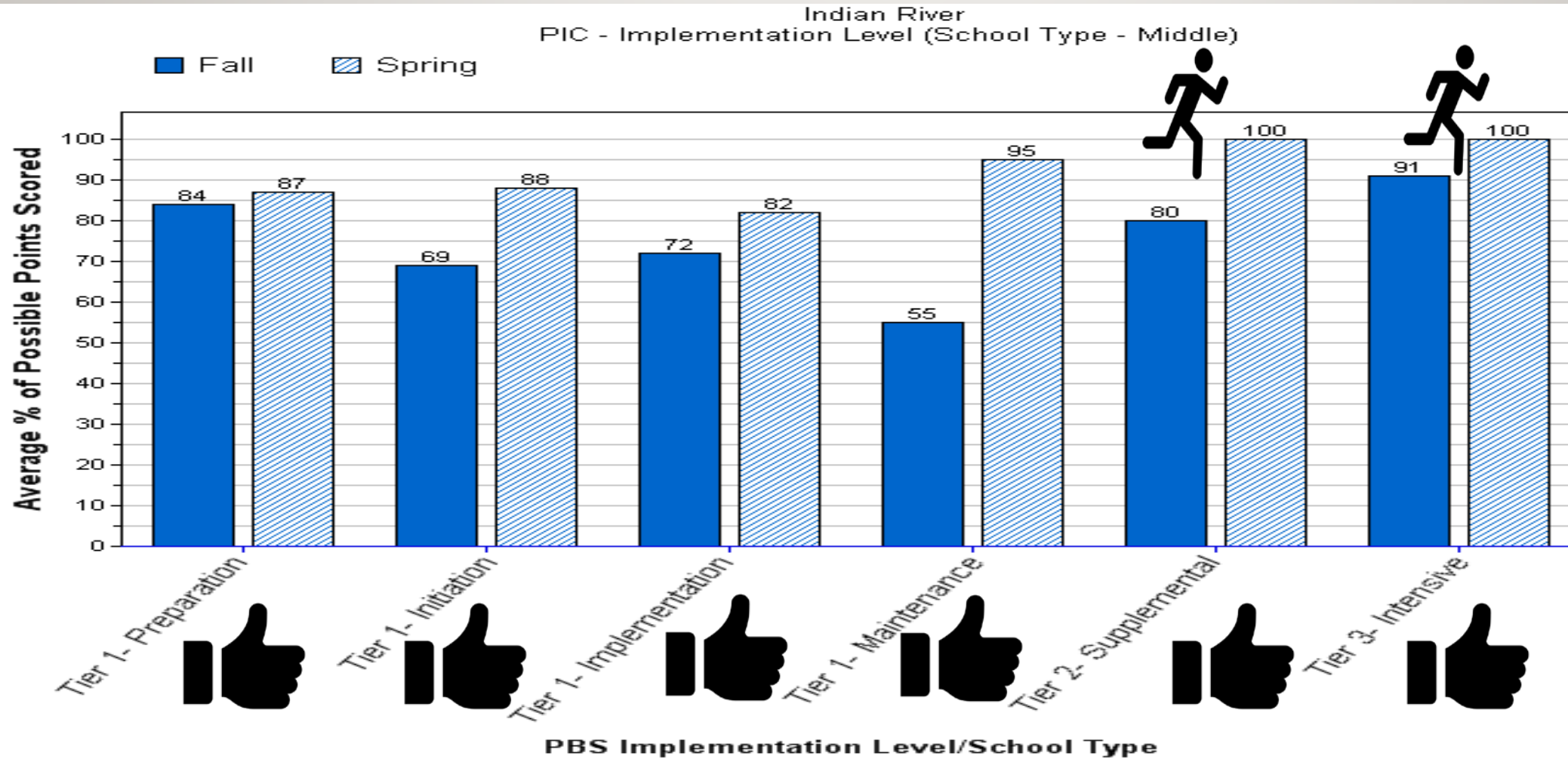
2018/2019



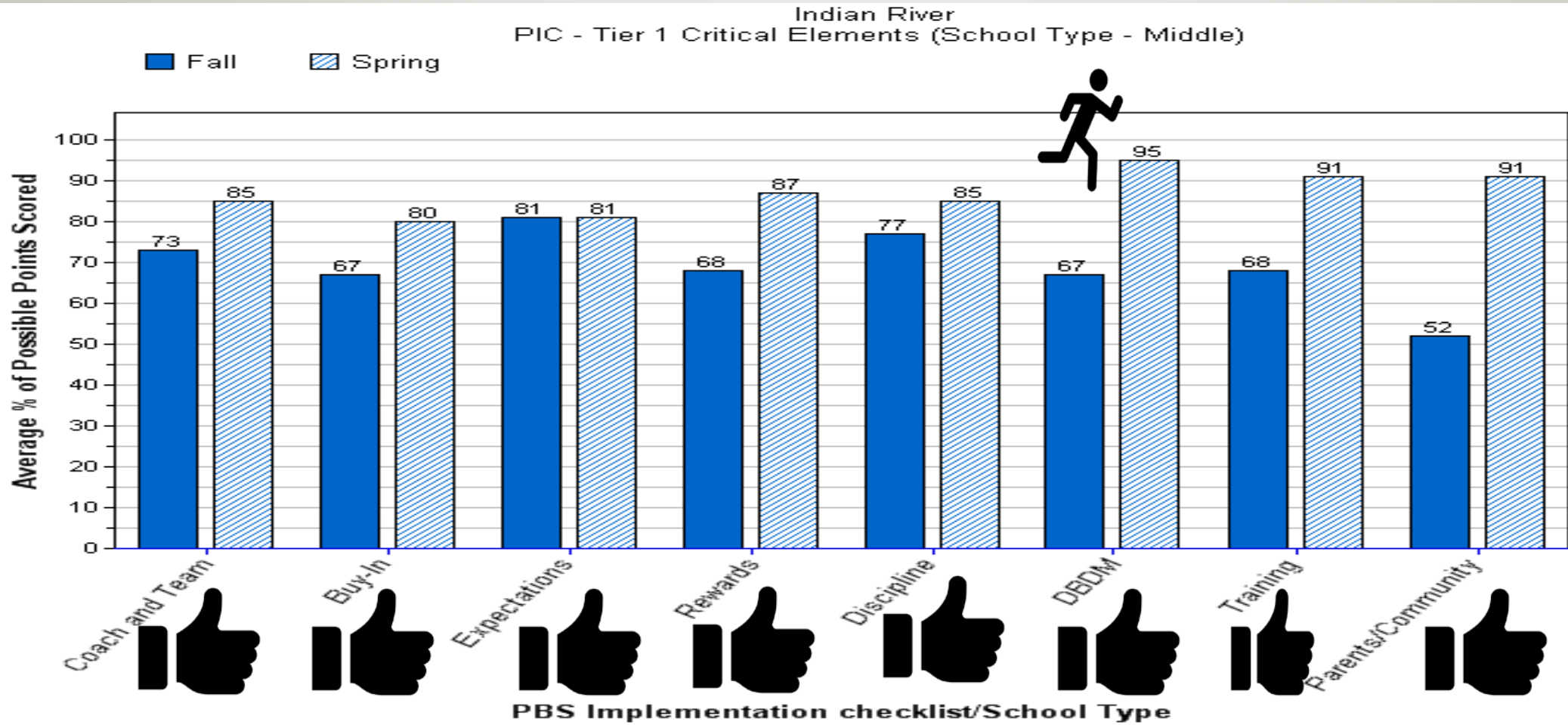
PIC TIER 1 CRITICAL ELEMENTS **ELEMENTARY** COMPARISON DATA FROM FALL TO SPRING 2018/2019



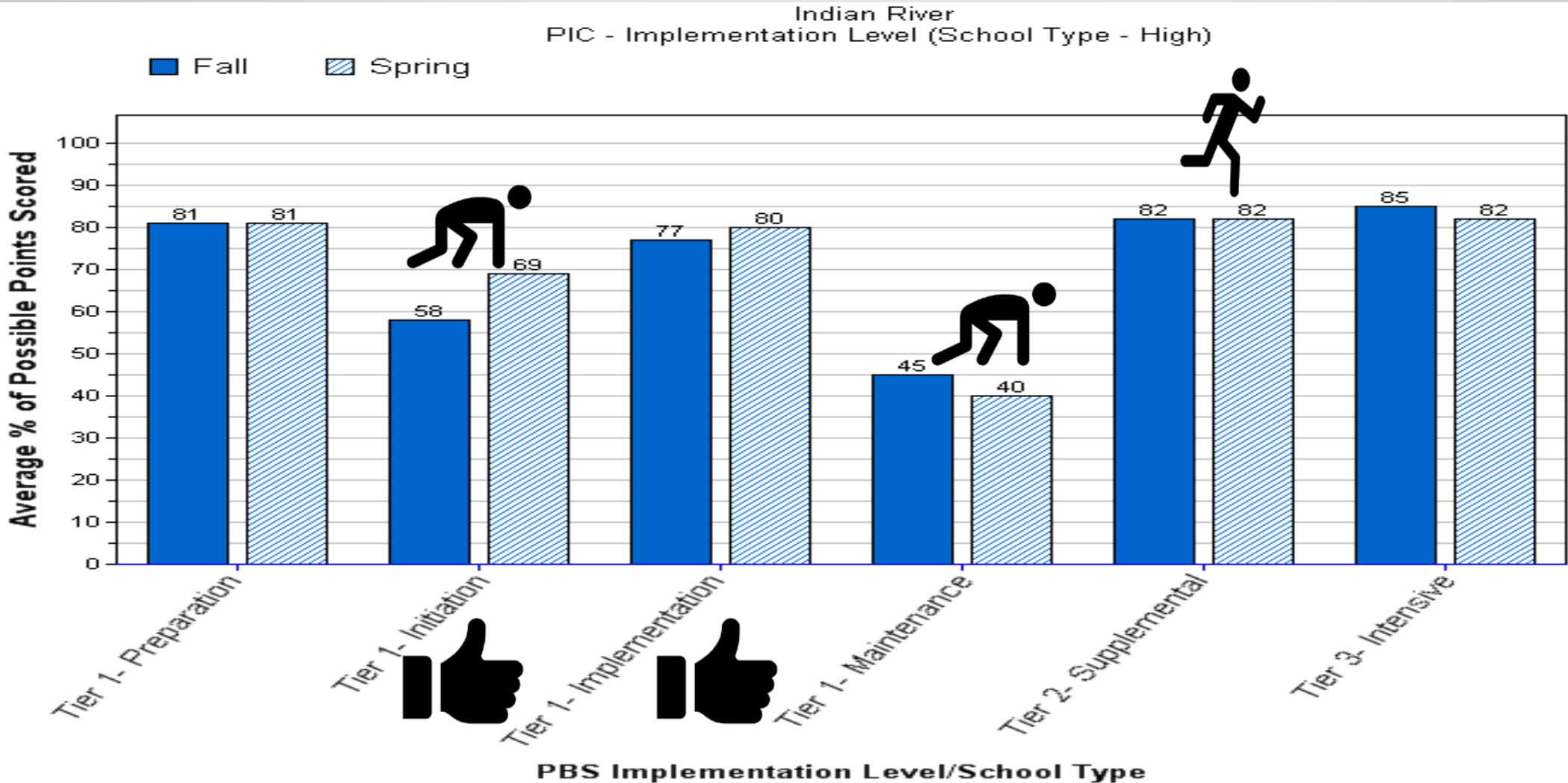
PIC IMPLEMENTATION LEVEL MIDDLE SCHOOL COMPARISON DATA FROM FALL TO SPRING 2018/2019



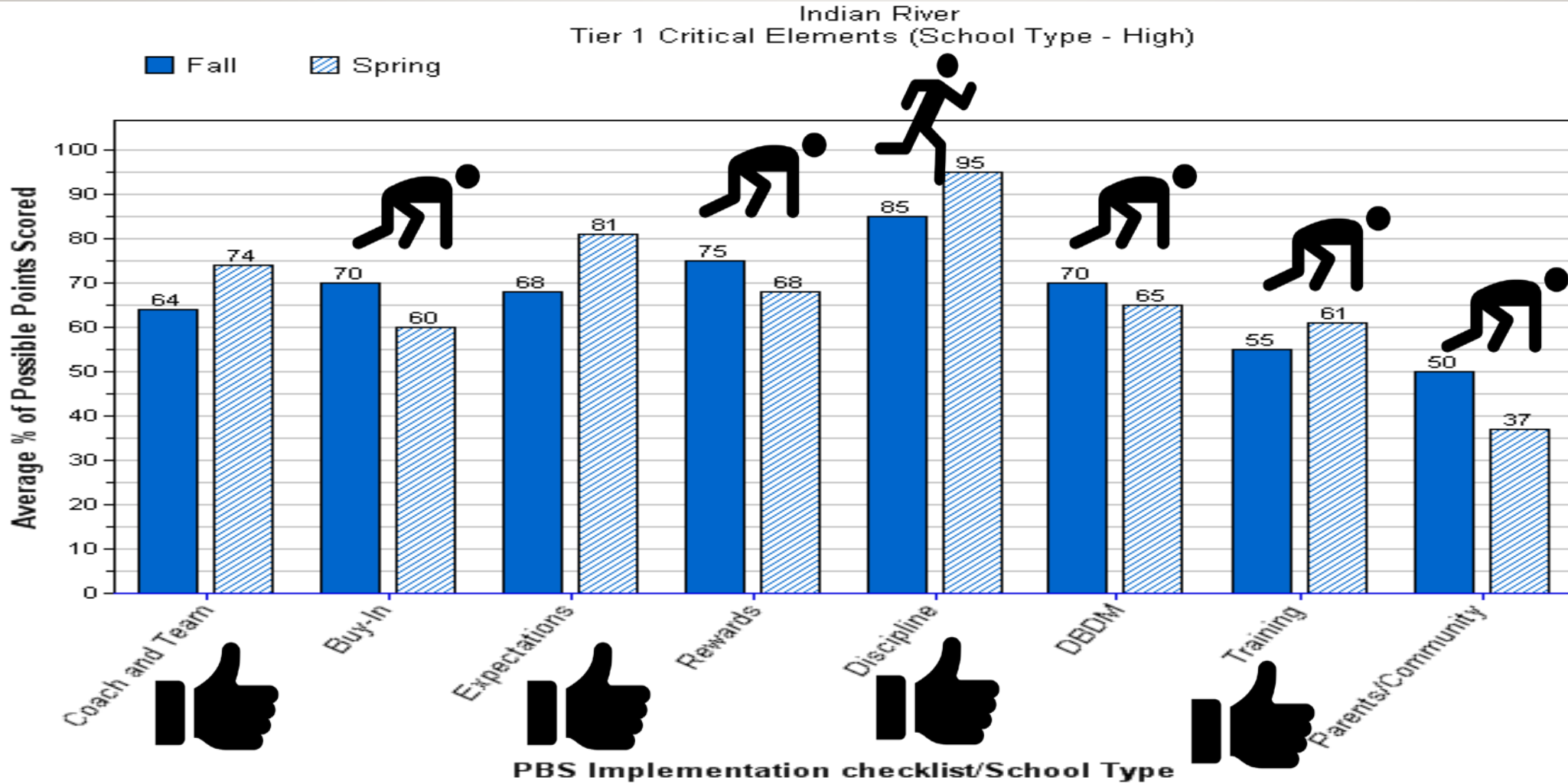
PIC TIER 1 CRITICAL ELEMENTS MIDDLE SCHOOL COMPARISON DATA FROM FALL TO SPRING 2018/2019



PIC IMPLEMENTATION LEVEL HIGH SCHOOL COMPARISON DATA FROM FALL TO SPRING 2018/2019



PIC TIER I CRITICAL ELEMENTS HIGH SCHOOL COMPARISON DATA FROM FALL TO SPRING 2018/2019



SUMMARY OF COMPARISON DATA

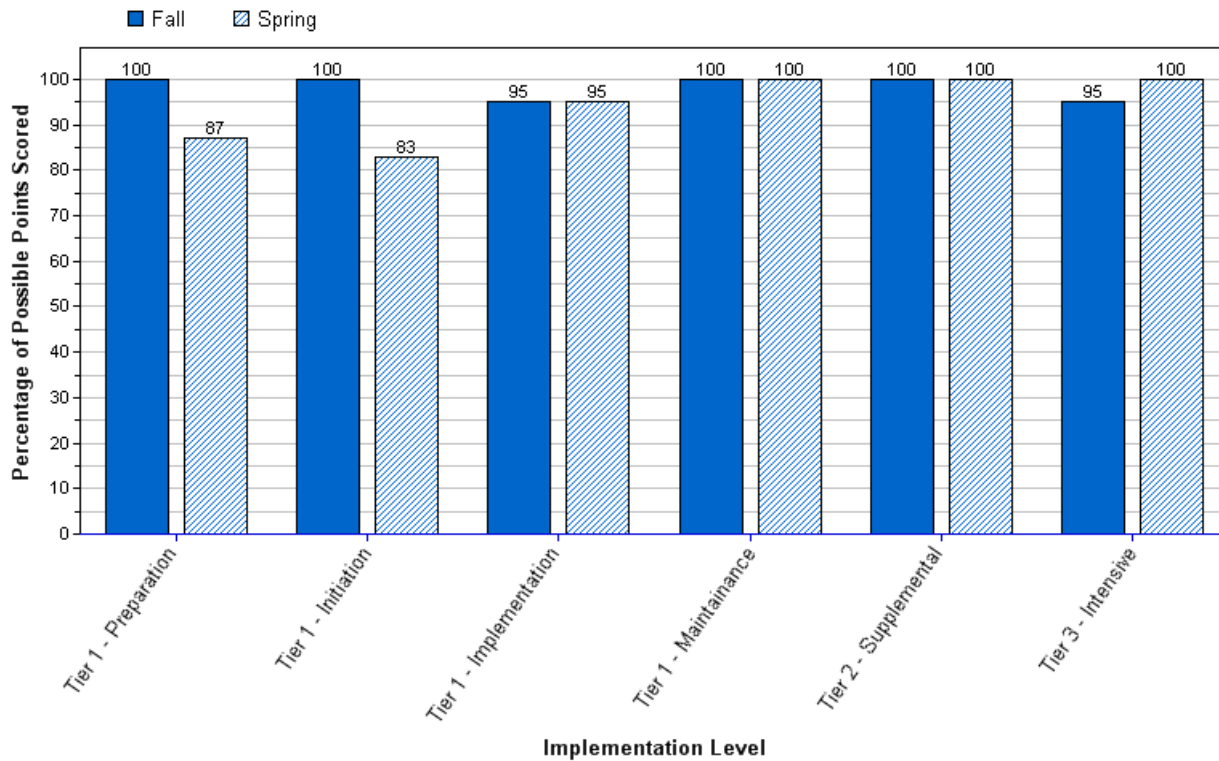
- Districtwide data suggests that we should focus efforts on increasing parents and community involvement.
- Districtwide data suggests that we should focus efforts on increasing Tier I Maintenance:
 - Collecting data and feedback from families, staff, and students
 - Developing a plan for training new PBIS staff members (turnover protection)
 - Raising and sustaining morale by having a system to recognize staff, family, and community contributions.
- There is a significant discrepancy in data between elementary and middle versus high school. A need for focusing efforts in supporting High School PBIS framework exists.

PBIS IMPLEMENTATION AND DISCIPLINE COMPARISON DATA

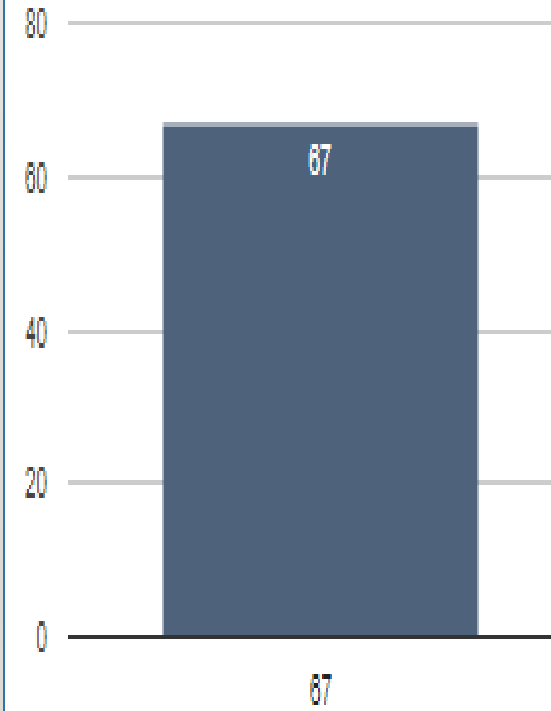
ELEMENTARY SCHOOL # 1

48% DECREASE IN FOCUS REPORTED ODR'S

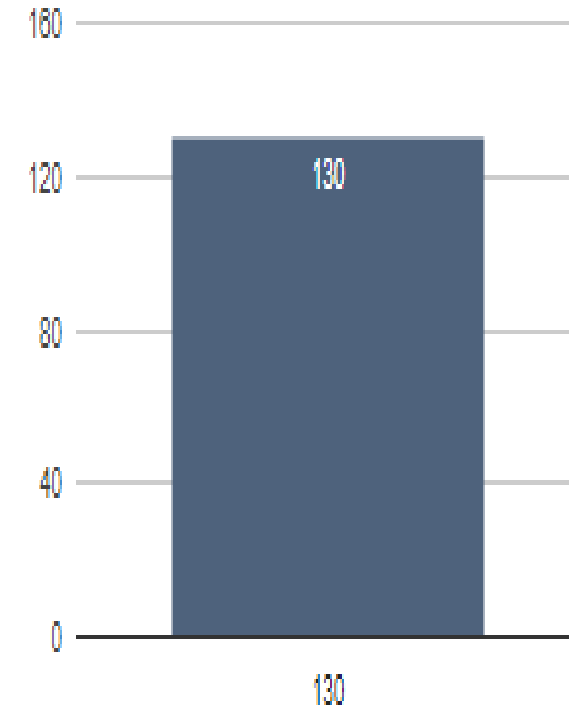
VERO BEACH ELEMENTARY SCHOOL
PIC - Implementation Level



Total Referrals - Current



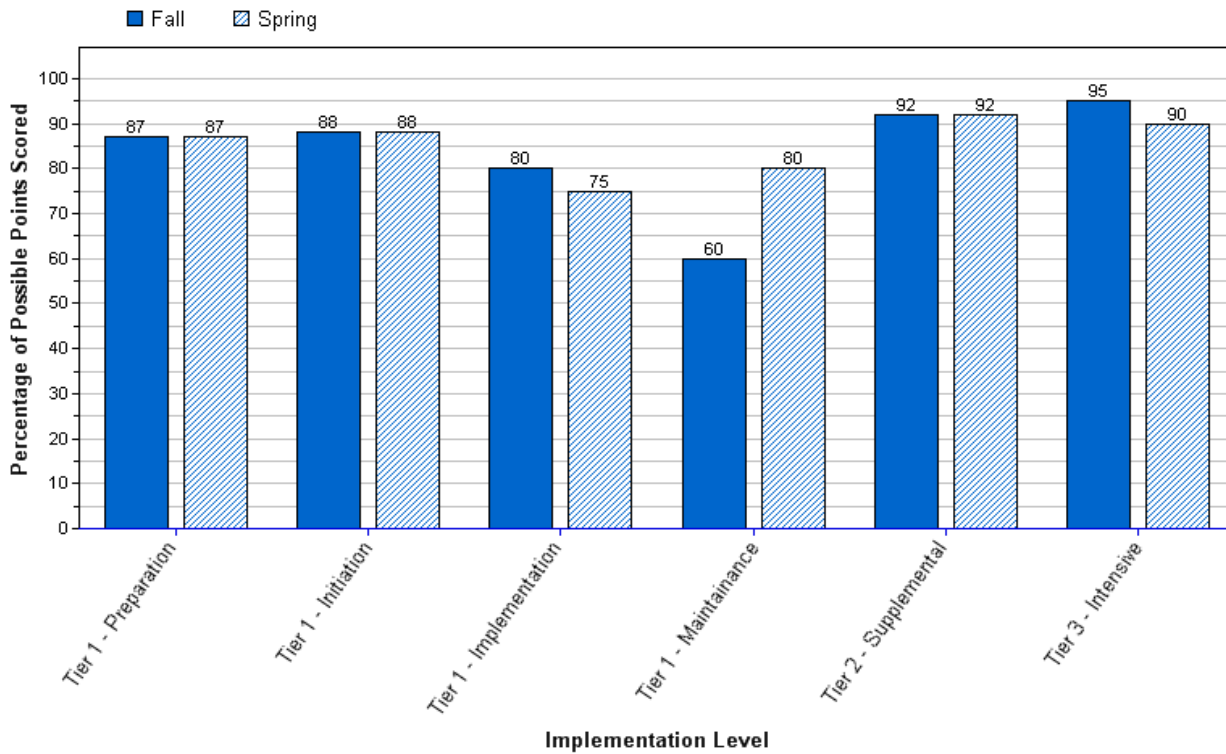
Total Referrals - Prior Year - Date



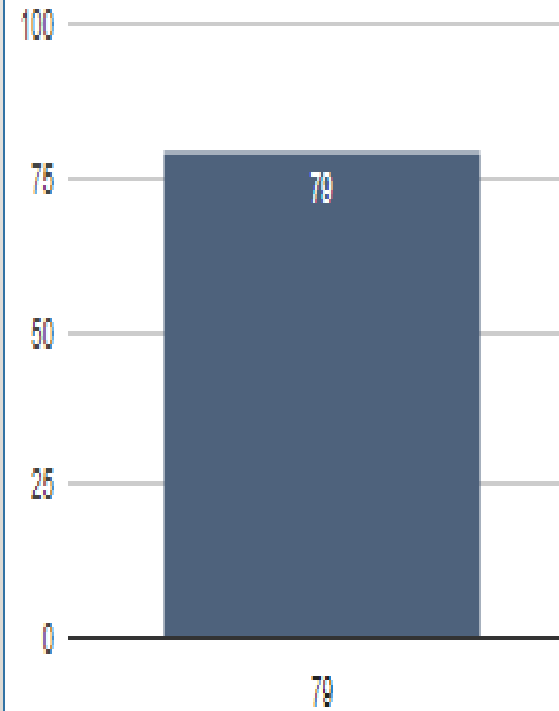
ELEMENTARY SCHOOL #2

35% DECREASE IN FOCUS REPORTED ODR'S

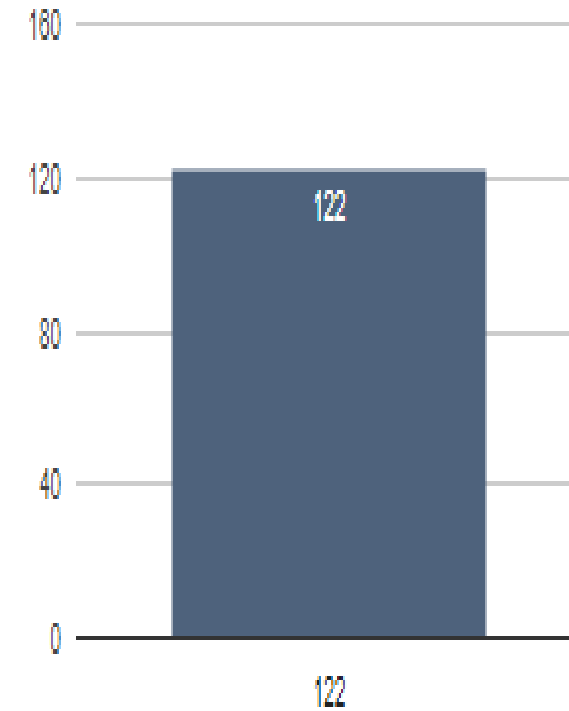
PELICAN ISLAND ELEMENTARY SCHOOL
PIC - Implementation Level



Total Referrals - Current



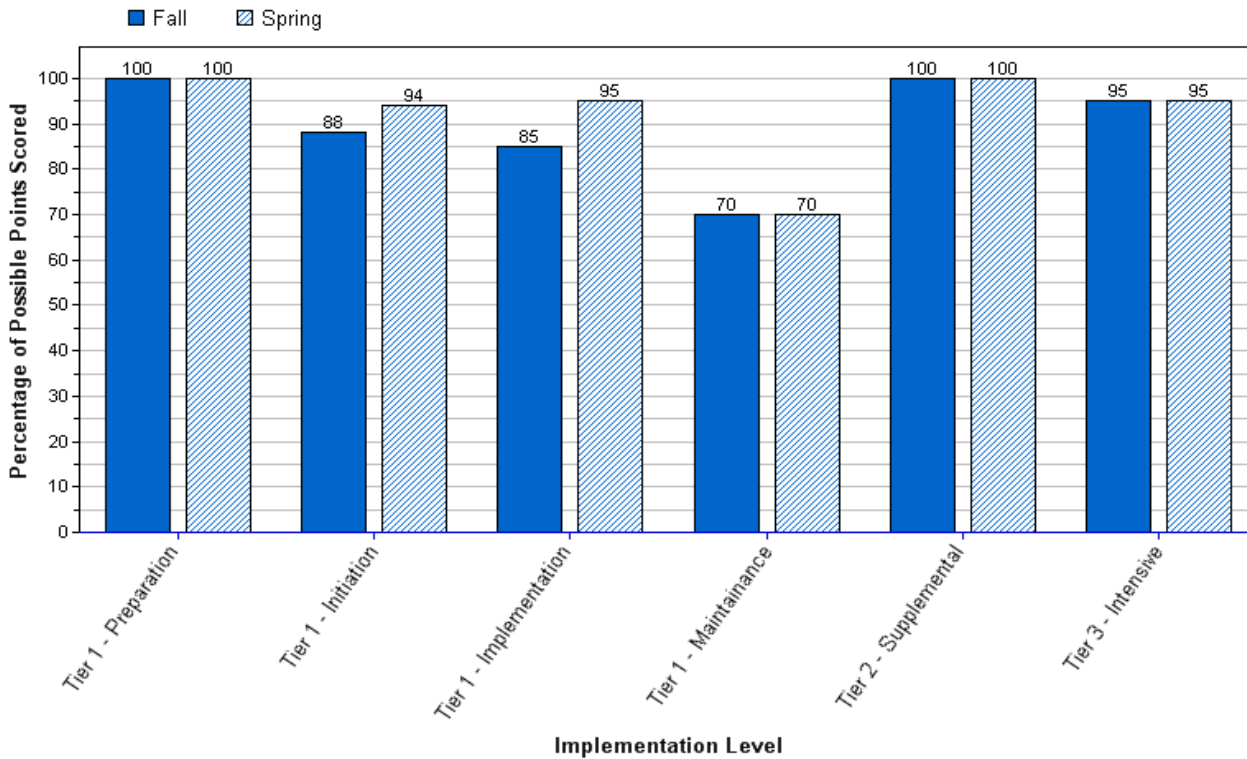
Total Referrals - Prior Year - Date



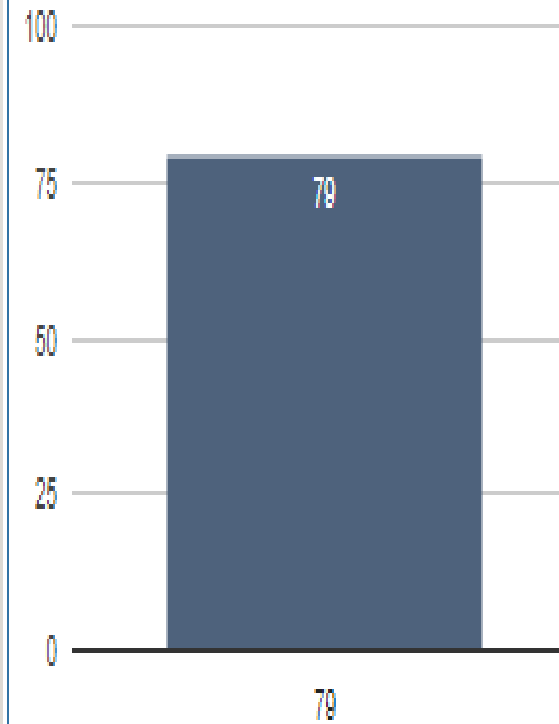
ELEMENTARY SCHOOL #3

30% DECREASE IN FOCUS REPORTED ODR'S

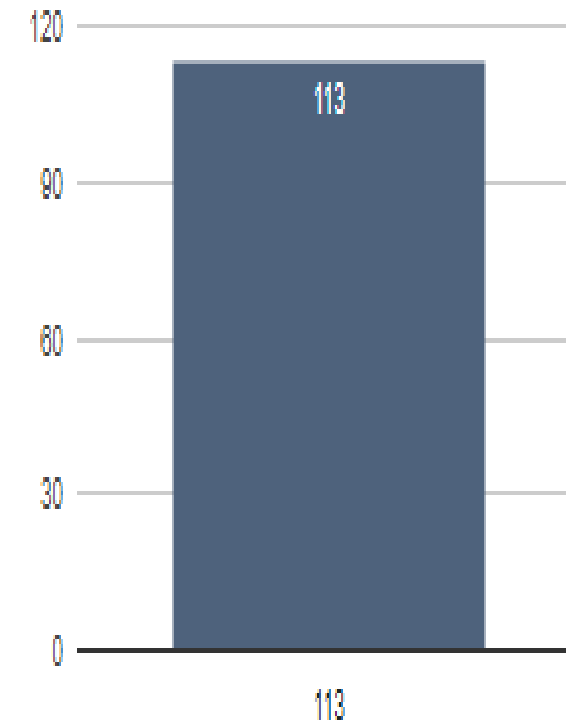
CITRUS ELEMENTARY SCHOOL
PIC - Implementation Level



Total Referrals - Current



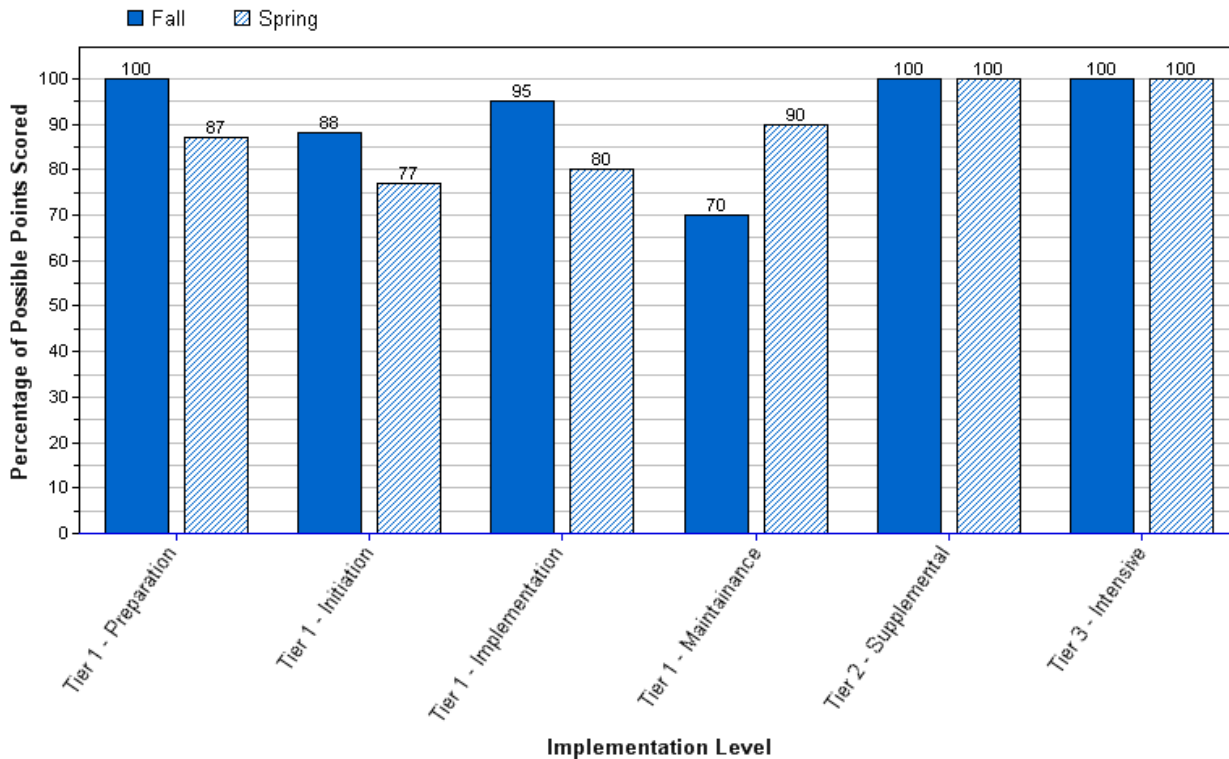
Total Referrals - Prior Year - Date



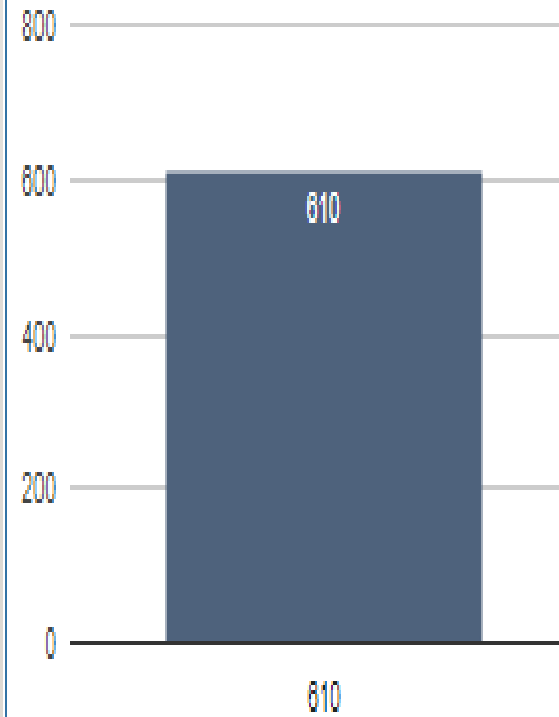
MIDDLE SCHOOL #1

22% DECREASE IN FOCUS REPORTED ODR'S

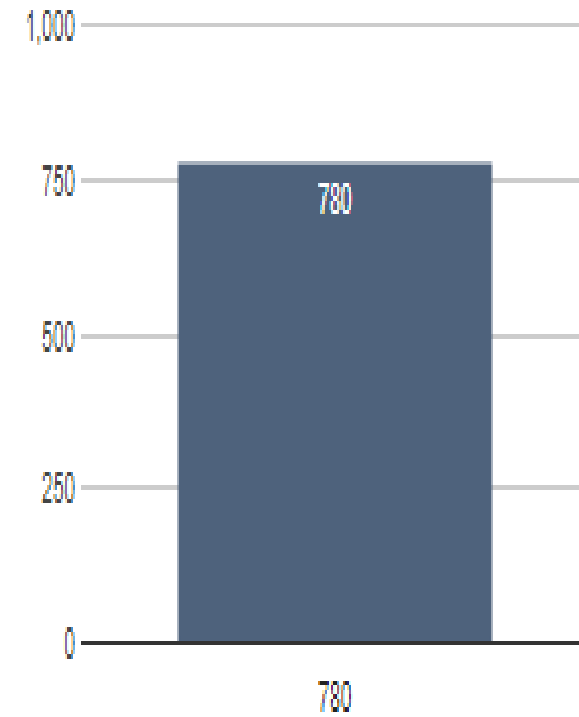
GIFFORD MIDDLE SCHOOL
PIC - Implementation Level



Total Referrals - Current



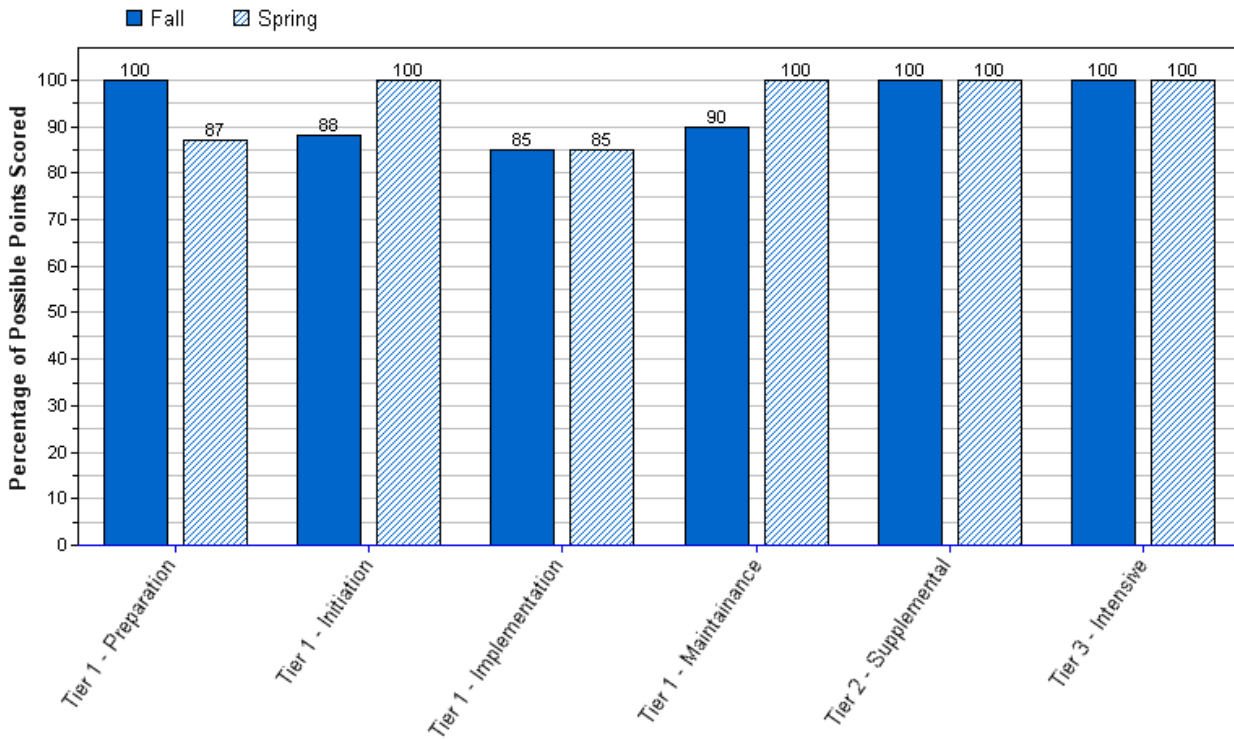
Total Referrals - Prior Year - Date



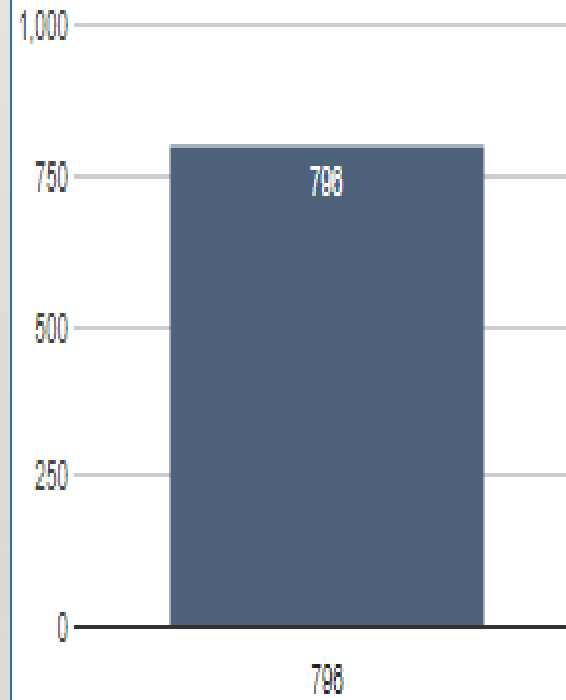
MIDDLE SCHOOL #2

10% INCREASE IN FOCUS REPORTED ODR'S

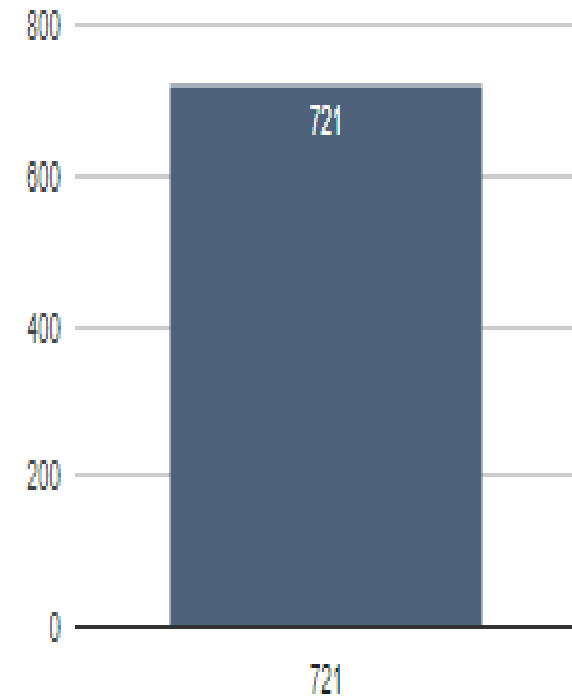
STORM GROVE MIDDLE SCHOOL
PIC - Implementation Level



Total Referrals - Current



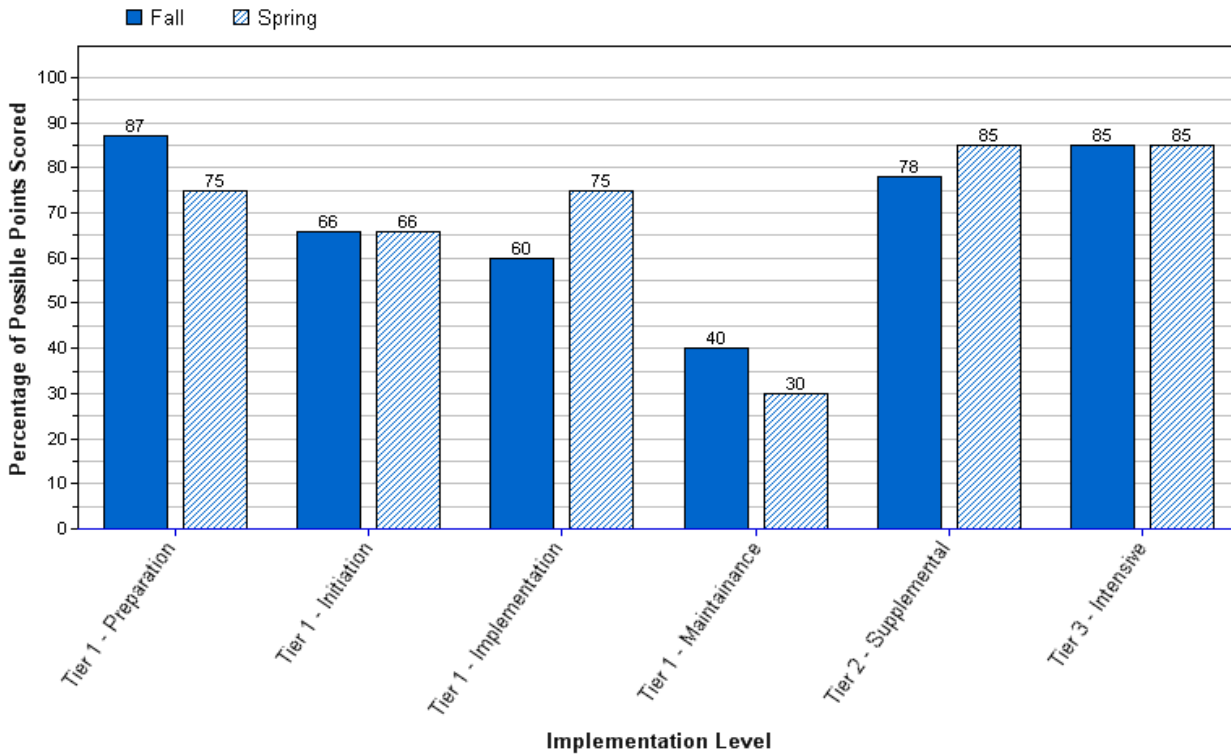
Total Referrals - Prior Year - Date



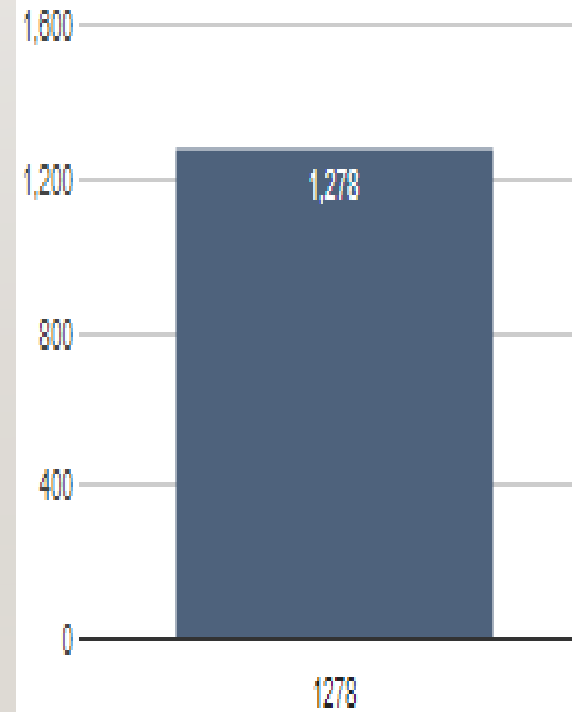
HIGH SCHOOL #1

41% DECREASE IN FOCUS REPORTED ODR'S

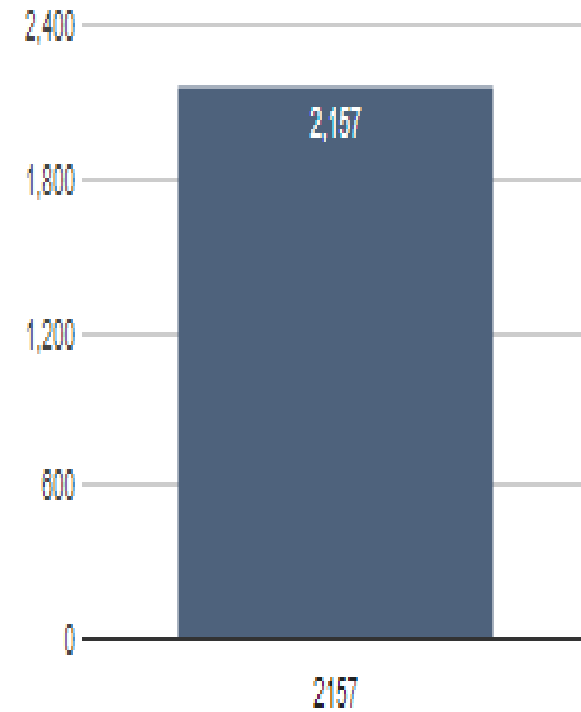
SEBASTIAN RIVER HIGH SCHOOL
PIC - Implementation Level



Total Referrals - Current



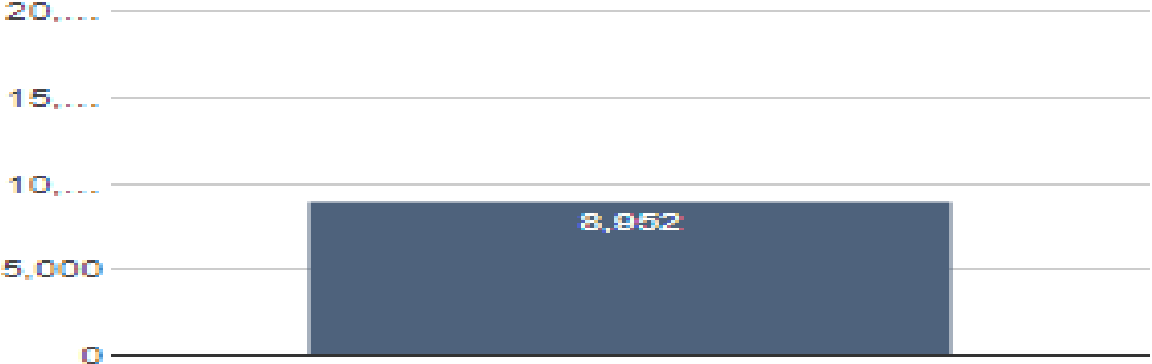
Total Referrals - Prior Year - Date



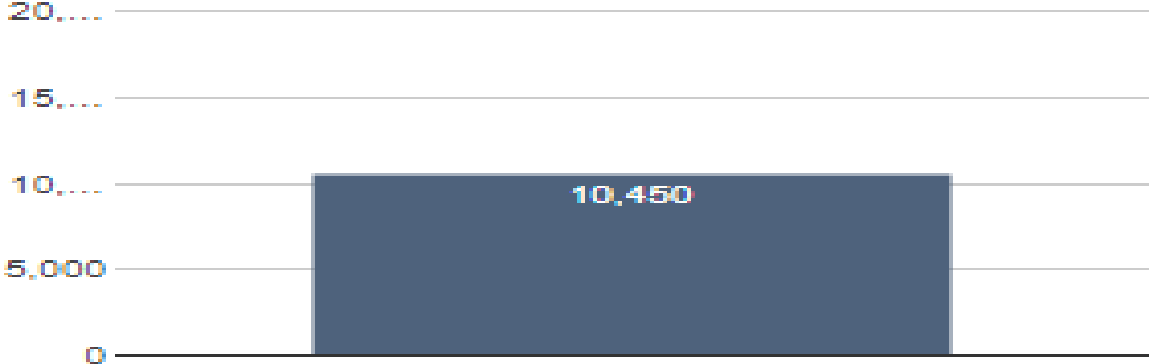
DISTRICTWIDE DISCIPLINE REFERRAL DATA

14% DECREASE IN FOCUS REPORTED ODR'S

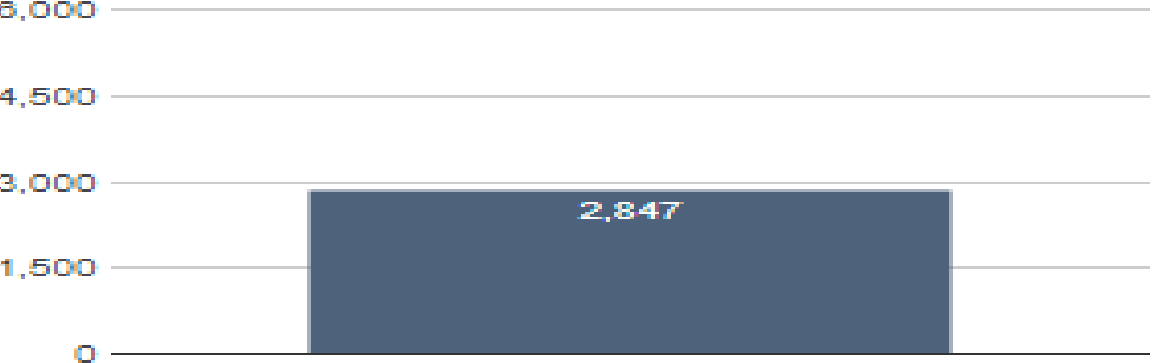
District Total Referrals - Current



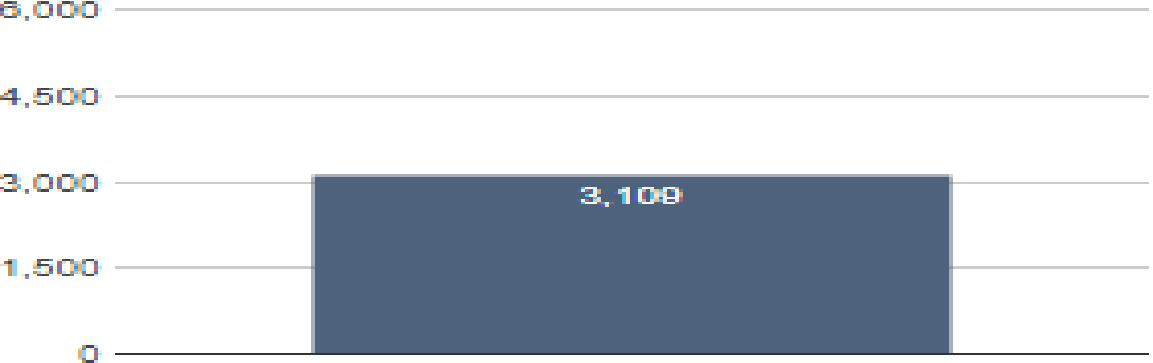
District Total Referrals - Prior Year To Date



District Total -Referrals - Students



District Total Referrals -Students - Prior Year To Date



PBIS MODEL SCHOOL PROCESS AND CRITERIA

18-19 Model School Application



- Must meet all pre-requisites
- Must login to PMOD between **June 18, 2019 and September 1, 2019** and complete application in the system.
- Bronze application:
 - General information about you and your school (e.g., your name, contact information, etc.)
 - Please write a short description of how PBIS implementation has positively affected student(s) on your campus. This can be a story about the general impact on school climate and culture or a story highlighting the positive impact of PBIS for a single student. This response will not be "scored" but is required to submit a Bronze application. *Please note each text response is limited to 2,000 characters.*



- Must meet Bronze criteria
- Silver model schools exemplify improved student outcomes (ODR, OSS) over the last two years (less than 5% increases from 16-17 to 17-18 and 17-18 to 18-19 in ODR/100 and OSS/100 that are also less than the state's lowest quartile for their school type).
 - If your school experienced a 1-year increase of 5% or more in ODR/100 or OSS/100 from 17-18 to 18-19, your school will be eligible for Silver. You will be provided a warning that if increases continue your school may not be eligible during the next school year (19-20 school year).
 - If your school experienced 2 years of increases that are 5% or more, and the rates of ODRs/100 or OSS/100 are greater than the state's lowest quartile for your school type (elementary, middle, high, alt/center, other), your school will be ineligible for Silver but will be considered for Bronze.
- Silver application:
 - Please write a short description of the engaging instructional approaches and creative alternatives to suspension strategies that your school is using to reduce the use of referrals and/or suspensions. This response will not be "scored" but is required to submit a Silver application. *Please note each text response is limited to 2,000 characters.*



- Must meet Silver criteria
- Gold model schools strive for equitable student outcomes during the 18-19 school year
 - If your school has 0 subgroups with Risk Ratios for ODR or OSS of 2.5 or greater, your school will be eligible for Gold. Subgroups are only considered if 10 or more students in the subgroup received ODRs or OSS.
 - If your school has one or more subgroups with a Risk Ratio for ODR or OSS of 2.5 or greater, your school will be ineligible for Gold but will be considered for Silver. Subgroups are only considered if 10 or more students in the subgroup received ODRs or OSS.
- Gold application:
 - Please write a short description of the innovative PBIS strategies that promote equitable disciplinary outcomes. This response will not be "scored" but is required to submit a Gold application. *Please note each text response is limited to 2,000 characters.*

- The application period for Model School status runs from **June 18, 2019 - September 1, 2019**
- Evaluations must be submitted through PBES by established deadlines. Model school applications must be submitted in PMOD by established deadlines.
- Applications can be reviewed, edited, and saved until September 1st. Do not "submit" your application until all editing is complete as no changes can be made after submitting an application.
- **After September 1, the system will not accept applications or changes to existing applications.**
- **Please contact your District Coordinator for questions about the PBIS Model School process.**

To apply for Model Status, log in to the Model School web portal:



EQUITY PROFILES

DISPARITY AND DISPROPORTIONALITY DATA

ESE EQUITY PROFILE

DATA DISAGGREGATED BY ETHNICITY

District Name: School Name (if applicable):		Guiding Question 1: Are outcomes equitable for all student groups?										disproportionality				For information only; This section can be interpreted as "percentage of removals received by students"						
SDIRC	District Wide ESE Data					Ratio					Rate				Guiding Question 2: How big are the disparities?							
	Number by Race/Ethnicity					Rate					Composition Difference				Composition							
Time Period for this Data:	ENROLLED	ISS Events	OSS Events	EXP Events	TOTAL ISS, OSS, & EXP Events	Group's Percent of Students	ISS Ratio	OSS Ratio	EXP Ratio	RISK VALUE	ISS Rate	OSS Rate	EXP Rate	Overall Removal Rate	ISS	OSS	EXP	All Removals	ISS	OSS	EXP	All Removals
4.1.19																						
White	3976	176	340	0	516	62.0%	0.19	0.30	N/A	0.25	0.04	0.09	N/A	0.13	####	####	N/A	-32.8	####	####	N/A	29.2%
Hispanic/Latino	903	105	97	0	202	14.1%	1.00	0.64	N/A	0.79	0.12	0.11	N/A	0.22	0.03	-4.61	N/A	-2.7	14.1%	9.5%	N/A	11.4%
African American/Black	1245	431	492	0	923	19.4%	5.72	3.84	N/A	4.54	0.35	0.40	N/A	0.74	38.52	28.64	N/A	32.8	####	####	N/A	52.2%
Amer. Indian/Alaskan Native	5	0	0	0	0	0.1%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	28	1	5	0	6	0.4%	0.31	1.12	N/A	0.78	0.04	0.18	N/A	0.21	-0.30	0.05	N/A	-0.1	0.1%	0.5%	N/A	0.3%
Nat. Haw./Pacif. Isl.	0	0	0	0	0	0.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi Racial	257	31	90	0	121	4.0%	1.04	2.31	N/A	1.76	0.12	0.35	N/A	0.47	0.16	4.78	N/A	2.8	4.2%	8.8%	N/A	6.8%
Totals	6414	744	1024	0	1768	100.0%																

ESE EQUITY PROFILE

DATA DISAGGREGATED BY ETHNICITY

African American/Black

ISS Ratio The average number of ISS events per student for African American/Black students is 5.72 times higher than the ISS rate for all other students .

OSS Ratio The average number of OSS events per student for African American/Black students is 3.84 times higher than the OSS rate for all other students .

EXP Ratio #VALUE!

RISK Ratio The average number of removals per student for African American/Black students is 4.54 times higher than the removal rate for all other students .

ISS Rate African American/Black students receive an average of 0.35 ISS events per student.

OSS Rate African American/Black students receive an average of 0.4 OSS events per student.

EXP Rate

Removal Rate African American/Black students receive an average of 0.74 removals per student.

ISS Comp. Diff. The percentage of ISS events attributed to African American/Black students is 38.5 percentage points higher than expected given African American/Black students' percentage of the overall population.

OSS Comp. Diff. The percentage of OSS events attributed to African American/Black students is 28.6 percentage points higher than expected given African American/Black students' percentage of the overall population.

EXP Comp. Diff.

Overall Comp. Diff. The percentage of removals attributed to African American/Black students is 32.8 percentage points higher than expected given African American/Black students' percentage of the overall population.

ISS Comp. Of the 744 ISS events generated within the overall population, 57.9% were attributed to African American/Black students .

OSS Comp. Of the 1024 OSS events generated within the overall population, 48% were attributed to African American/Black students .

EXP Comp. Overall

Composti

EQUITY PROFILE- ALL STUDENTS DATA DISAGGREGATED BY ETHNICITY

SDIRC	District Wide Data					Guiding Question 1: Are outcomes equitable for all student groups?					For information only; This section can be interpreted as "removals per student" (enrolled)				Guiding Question 2: How big are the disparities?				For information only; This section can be interpreted as "percentage of removals received by students"			
	Number by Race/Ethnicity					Ratio					Rate				Composition Difference				Composition			
Time Period for this Data:	ENROLLED	ISS EVENTS	OSS EVENTS	EXP EVENTS	TOTAL ISS, OSS, & EXP EVENTS	Group's Percent of Students	ISS Ratio	OSS Ratio	EXP Ratio	RISK VALUE	ISS Rate	OSS Rate	EXP Rate	Overall Removal Rate	ISS	OSS	EXP	All Removals	ISS	OSS	EXP	All Removals
4.1.19																						
White	29133	2002	1392	0	4786	67.1%	0.38	0.42	N/A	0.56	0.07	0.05	N/A	0.16	-23.17	-20.98	N/A	-13.7	43.9%	46.1%	N/A	53.4%
Hispanic/Latino	6187	462	330	0	792	14.3%	0.68	0.74	N/A	0.58	0.07	0.05	N/A	0.13	-4.11	-3.32	N/A	-5.4	10.1%	10.9%	N/A	8.8%
African American/Black	5864	1914	1100	0	3014	13.5%	4.64	3.67	N/A	3.24	0.33	0.19	N/A	0.51	28.50	22.94	N/A	20.1	42.0%	36.4%	N/A	33.6%
Amer. Indian/Alaskan Native	42	3	8	0	11	0.1%	0.68	2.74	N/A	1.27	0.07	0.19	N/A	0.26	-0.03	0.17	N/A	0.0	0.1%	0.3%	N/A	0.1%
Asian	325	3	11	0	14	0.7%	0.09	0.48	N/A	0.21	0.01	0.03	N/A	0.04	-0.68	-0.38	N/A	-0.6	0.1%	0.4%	N/A	0.2%
Nat. Haw./Pacif. Isl.	0	0	0	0	0	0.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi Racial	1861	172	177	0	349	4.3%	0.88	1.39	N/A	0.90	0.09	0.10	N/A	0.19	-0.51	1.58	N/A	-0.4	3.8%	5.9%	N/A	3.9%
Totals	43412	4556	3018	0	8966	100.0%																

EQUITY PROFILE ALL STUDENTS DATA DISAGGREGATED BY ETHNICITY

African American/Black

ISS Ratio The average number of ISS events per student for African American/Black students is 4.64 times higher than the ISS rate for all other students .

OSS Ratio The average number of OSS events per student for African American/Black students is 3.67 times higher than the OSS rate for all other students .

EXP Ratio #VALUE!

RISK Ratio The average number of removals per student for African American/Black students is 3.24 times higher than the removal rate for all other students .

ISS Rate African American/Black students receive an average of 0.33 ISS events per student.

OSS Rate African American/Black students receive an average of 0.19 OSS events per student.

EXP Rate

Removal Rate African American/Black students receive an average of 0.51 removals per student.

ISS Comp. Diff. The percentage of ISS events attributed to African American/Black students is 28.5 percentage points higher than expected given African American/Black students' percentage of the overall population.

OSS Comp. Diff. The percentage of OSS events attributed to African American/Black students is 22.9 percentage points higher than expected given African American/Black students' percentage of the overall population.

EXP Comp. Diff.

Overall Comp. Diff. The percentage of removals attributed to African American/Black students is 20.1 percentage points higher than expected given African American/Black students' percentage of the overall population.

ISS Comp. Of the 4556 ISS events generated within the overall population, 42% were attributed to African American/Black students .

OSS Comp. Of the 3018 OSS events generated within the overall population, 36.4% were attributed to African American/Black students .

EXP Comp.

Overall Composition Page 25 of 28

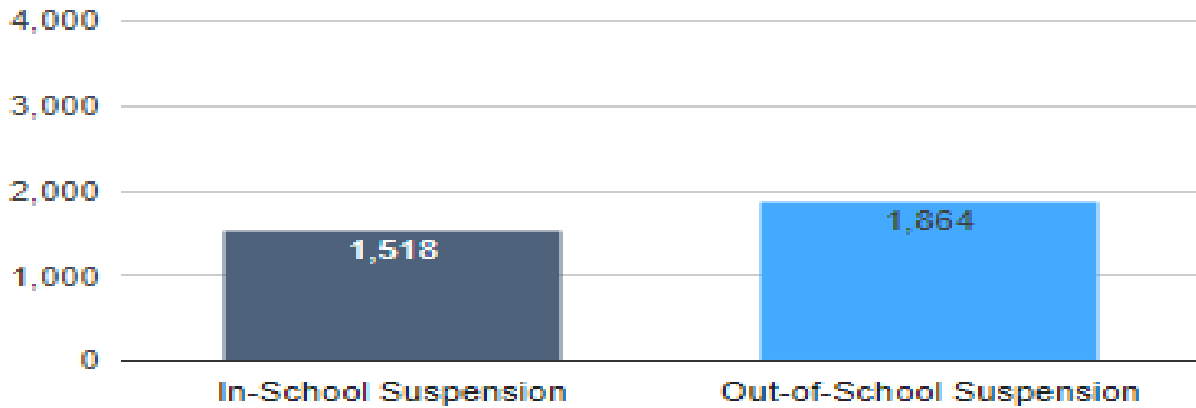
Presentation 2.1 - 04/23/2019

DISTRICTWIDE SUSPENSION DATA

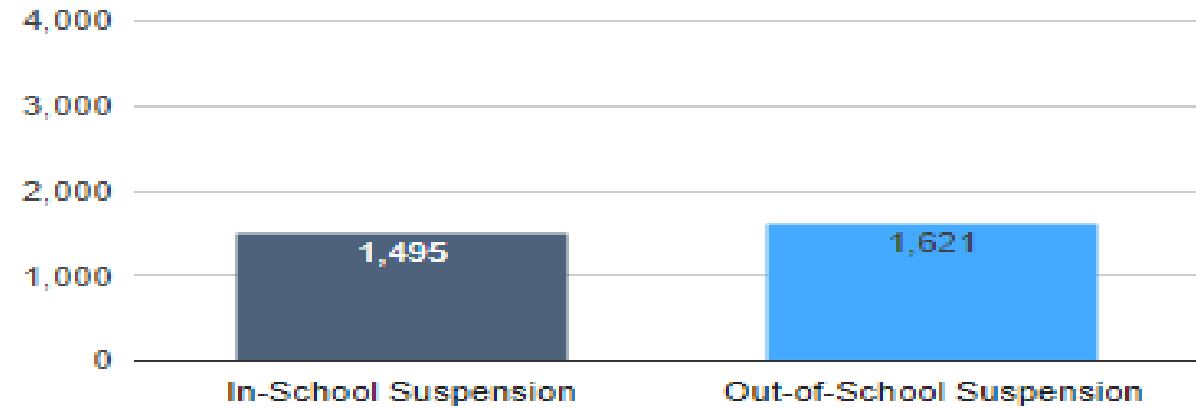
15% INCREASE IN FOCUS REPORTED OSS EVENTS

2% INCREASE IN FOCUS REPORTED ISS EVENTS

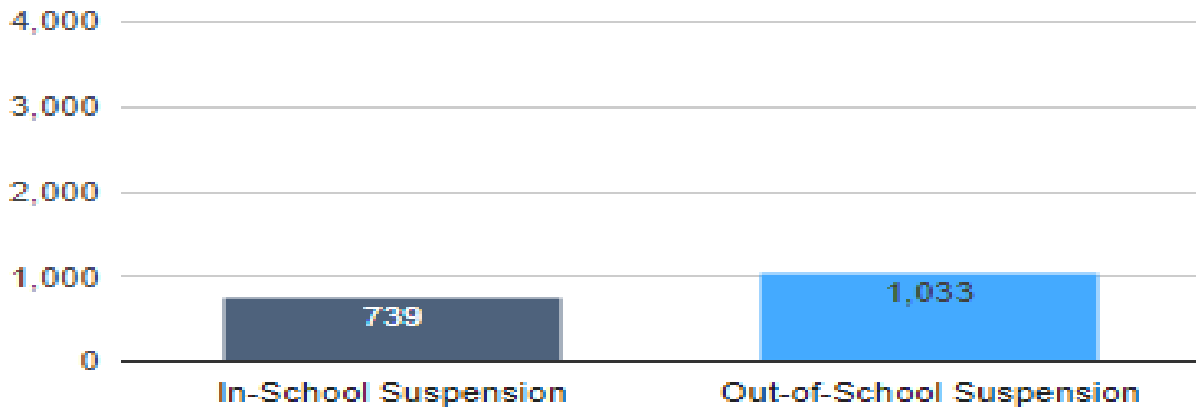
District Suspensions - Current



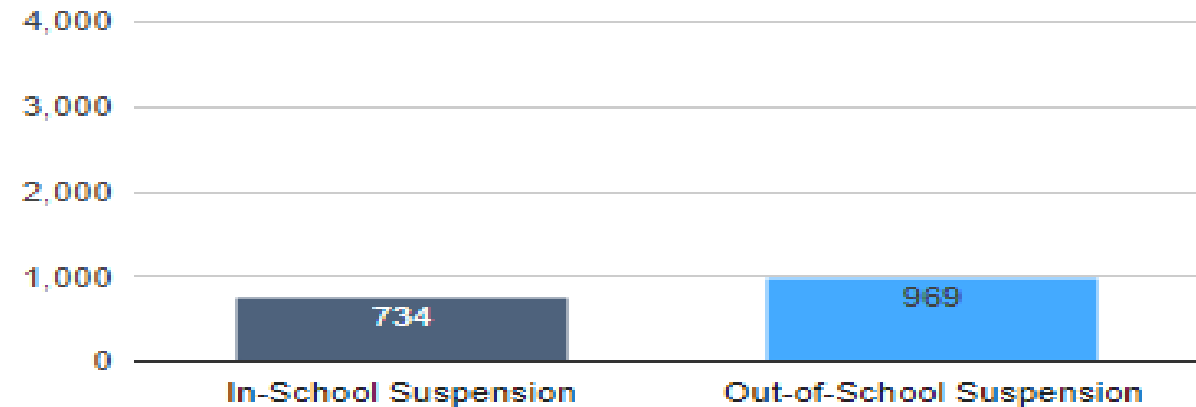
District Suspensions - Prior Year - To Date



District Suspensions - Students - Current



District Suspensions - Students - Prior Year



PROBLEM DEFINITION TEMPLATE

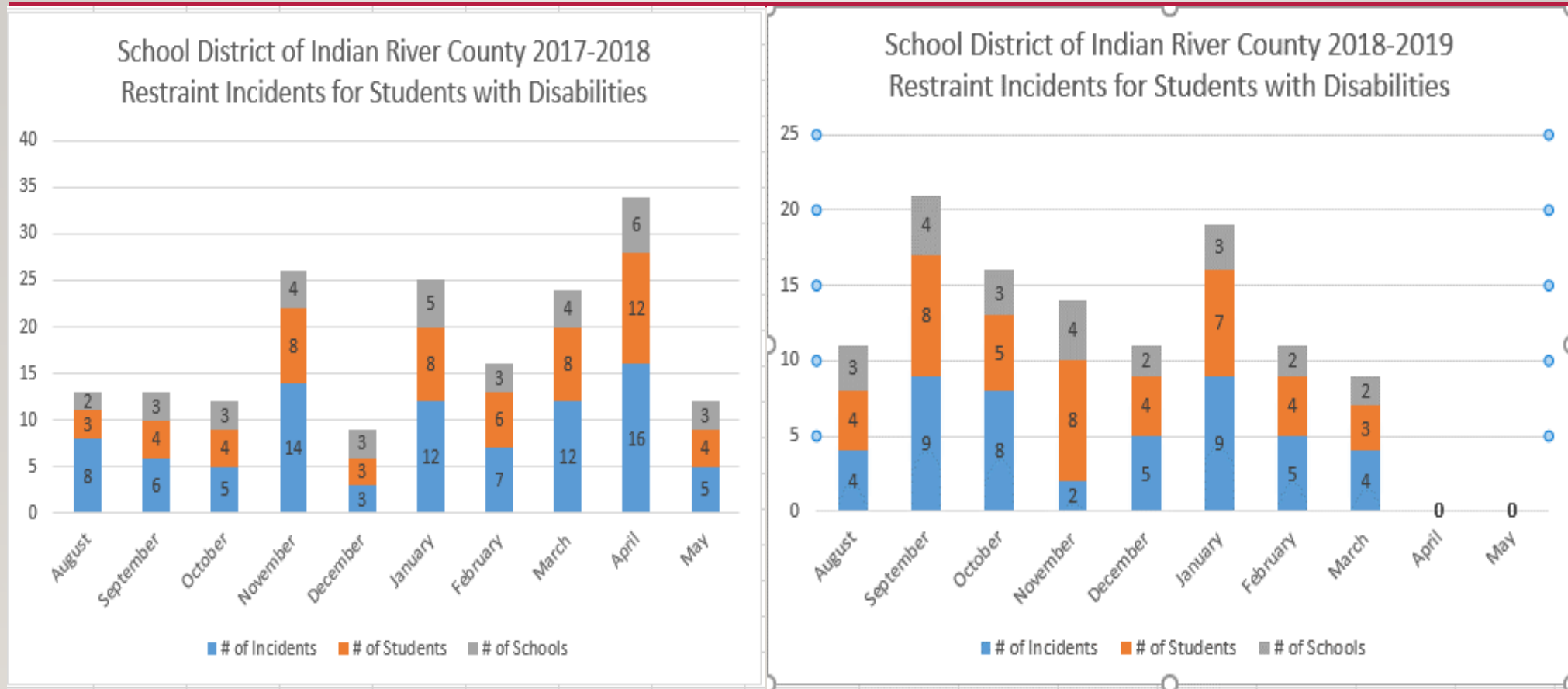
<i>Example</i>						
	Most common variable <u>school-wide</u>	<u>School-Wide</u> Total # ODR for that variable	<u>School-Wide</u> Total # of Students	Most common variable <u>for</u> <u>Target Group</u> <u>students</u>	# ODRs given to <u>Target Group</u>	# <u>Target Group</u> <u>students</u>
<i>Problem Behavior</i>	<i>Disrespect</i>	<i>225</i>	<i>100</i>	<i>Disrespect</i>	<i>25</i>	<i>10</i>
<i>Location</i>	<i>Classroom</i>	<i>590</i>	<i>230</i>	<i>Classroom</i>	<i>60</i>	<i>25</i>
<i>Admin decision</i>	<i>Detention</i>	<i>170</i>	<i>170</i>	<i>Disruption</i>	<i>40</i>	<i>20</i>
<i>School's data: as of 4/2/19</i>						
<i>Hispanic</i>						
Problem Behavior	Tardy	110	48	Tardy Noncompliance	26 23	9 13
Location	Classroom	444	178	Classroom	84	32
Admin decision	Phone call/letter to parent Detention	670 422	231 182	Phone call/letter to parent Detention	133 78	46 33
Grade Level	7th	328	97	7 th	77	18
Staff	XXXX XXXX	71 71	62 44	XXXXXX XXXXXX	17 14	14 11
Time	After school	52	36	After school	12	7
Motivation						
Context						

RESTRAINT COMPARISON DATA 2017-18 & 2018-19 SCHOOL YEARS

2017-18 THROUGH MARCH: 67 RESTRAINTS

2018-19 THROUGH MARCH: 46 RESTRAINTS

WE HAVE A 31% DECREASE FROM LAST YEAR TO THIS YEAR



ATHLETIC COACHING PROCEDURES

LENNY JANKOWSKI AND JOHN COPPOLA

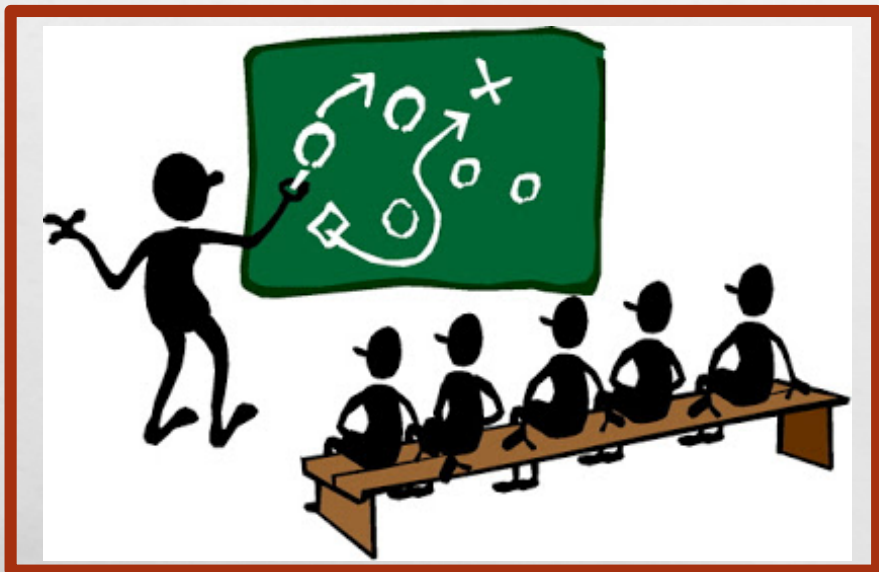


STATE STATUTE

- (2)(A) EACH PERSON WHO IS EMPLOYED AND RENDERS SERVICE AS AN ATHLETIC COACH IN ANY PUBLIC SCHOOL IN ANY DISTRICT OF THIS STATE SHALL HOLD A VALID TEMPORARY OR PROFESSIONAL CERTIFICATE OR AN ATHLETIC COACHING CERTIFICATE. THE ATHLETIC COACHING CERTIFICATE MAY BE USED FOR EITHER PART-TIME OR FULL-TIME POSITIONS. THE PROVISIONS OF THIS SUBSECTION DO NOT APPLY TO ANY ATHLETIC COACH WHO VOLUNTARILY RENDERS SERVICE AND WHO IS NOT EMPLOYED BY ANY PUBLIC SCHOOL DISTRICT OF THIS STATE.



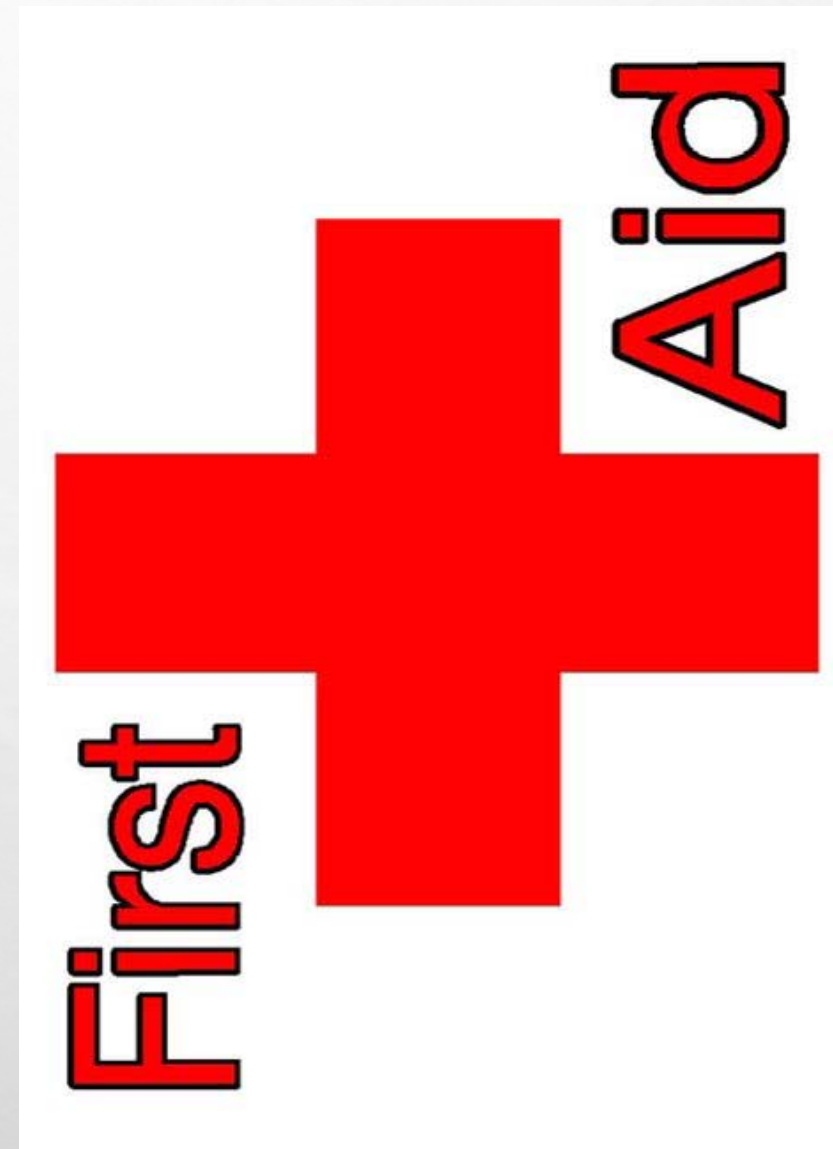
PREPARING COACHES



- VACANCY - HIRING COACHES
- FIRST - QUALIFIED ON CAMPUS PERSONNEL
- POSTED – DISTRICT HIRING PROCESS
- ATHLETIC COACHING CERTIFICATE – DOE

TRAINING CPR/FIRST AID/AED

- ALL FHSAA MEMBER SCHOOL HEAD COACHES, PAID/SUPPLEMENTED COACHES ARE REQUIRED TO ANNUALLY COMPLETE THE ONLINE EDUCATION COURSES,
- "CONCUSSION IN SPORTS - WHAT YOU NEED TO KNOW", "HEAT ILLNESS PREVENTION", AND "SUDDEN CARDIAC ARREST" ACCORDING TO POLICY 40.1.1/POLICY 41.1/POLICY42.1.1
- BASIC FIRST AID KITS ARE SUPPLIED TO ALL SPORTS TEAMS AND ARE TO BE CARRIED AT PRACTICES AND GAMES



PRACTICE, RULES, PARENTS...

- **COACHES HAVE HAD PRIOR PLAYING AND/OR COACHING EXPERIENCE AND HAVE KNOWLEDGE OF THE GAME. OUR SELECTION HAS ALWAYS BEEN BASED ON CAPABLE AND COMPETENT COACHES AND NOT ON A WARM BODY.**
- **SOME MIDDLE SCHOOLS ARE ENROLLED WITH FACA, FLORIDA ATHLETIC COACHES ASSOCIATION. THIS ASSOCIATION PROVIDES IN-SERVICE TRAINING FOR ALL COACHES, FOR ALL SPORTS, THROUGHOUT THE SCHOOL YEAR.**
- **ALL TEACHERS IN INDIAN RIVER HAVE GONE THROUGH SOME FORM OF CLASSROOM TRAININGS IN DE-ESCALATION STRATEGIES AND HOW TO HOLD PARENT CONFERENCES.**

TEAM RULES / GOALS

AFTER THE TEAM IS SELECTED, THE COACH MEETS WITH THE STUDENT ATHLETES AND PARENTS TO REVIEW THE STUDENT ATHLETE/PARENT CONTRACT *

- 24 HOUR RULE
- CHAIN OF COMMAND
- OPEN LINE OF COMMUNICATION AND THE GOALS FOR THE SEASON

- **Not all sports may have an actual contract*



QUESTIONS?

THANK YOU



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