



# **SECTION IV REPRESENTATION OF AFRICAN AMERICAN TEACHERS AND INSTRUCTIONAL STAFF**

## **SECTION OVERVIEW**

The School District of Indian River County will continue to maintain a reasonable representation of African American teachers and instructional staff at each school compared to the percentage of African American teachers and instructional staff at the school's corresponding level (i.e., elementary, middle, high, alternative). As of August 3, 2020, SDIRC employed at least one African American teacher at each elementary, middle, high school, and alternative school. Our structured hiring practices require giving equal consideration without regard to race, color, religion, age, gender, national origin, or disability to all eligible candidates. The Human Resources team will continue to maintain information about all vacancy announcements, the race of all instructional staff members, and turnover data.

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### **REQUIRED ACTION AS A RESULT OF THE JOINT PLAN:**

**Required Action 1:** Require the maintenance of information listing all teaching and instructional staff vacancy announcements for that school year, and shall require principals to maintain information regarding each teaching and instructional vacancy, including the race of each applicant, interviewee, person(s) selected to fill the vacancy, and person hired for the vacancy, and make such information available to the Equity Committee through appropriate channels.

**Required Action 2:** Require the maintenance of information regarding the race and specific position of all teachers and instructional staff by school and make such information available to the Equity Committee through appropriate channels.

**Required Action 3:** Require the maintenance of information regarding the turnover of African American teachers and instructional staff at each school and the reason(s) for the turnover, if known, and make such information available to the Equity Committee through appropriate channels.

## **ADDITIONAL RECOMMENDATIONS FROM EQUITY COMMITTEE:**

Recommendation 1: Report detailing the race/ethnicity of current teacher and instructional staff roll by Principal and school, supported by an easily readable chart showing the racial/ethnic makeup of their teaching and instructional staff.

Recommendation 2: Report from Principals detailing all teaching and instructional staff vacancy announcements, including the race/ethnicity of each applicant, interviewee, person selected to fill the vacancy, and rationale for hiring said person. Report should be easily readable in Excel format.

Recommendation 3: Monthly report from Principals (HR) detailing all teaching and instructional staff vacancy announcements, including the race/ethnicity of each applicant, interviewee, person selected to fill the vacancy, and rationale for hiring said person. Report should be easily readable. Submitted to the Equity Committee and Board, MONTHLY.

Recommendation 4: Monthly report detailing the race/ethnicity of current teacher and instructional staff roll by Principal and school, supported by an easily readable chart showing the racial/ethnic makeup of their teaching and instructional staff. In Excel format.

Recommendation 5: Principal meeting discussions should include hiring practices and reviewing those practices.

Recommendation 6: Provide culturally competent training for all District staff.

Recommendation 7: If there is turnover of African American teacher/instructional staff (non-renewal, transfer, leave or resignation) provide reason for turnover. Show documented efforts and opportunities presented for former employee to provide feedback. Show how feedback is being implemented to increase retention.

Recommendation 8: Positions added to Equity Department to ensure oversight.

Recommendation 9: District should develop a plan of remedial measures prior to non-renewal/termination, in order to show that corrective measures and additional support was provided prior to separation. Please submit plan to Equity Committee.

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**Section IV –  
Representation of  
African American  
Teachers and  
Instructional Staff at  
Each School  
Required Action 1**









## Joint Plan Evidence of Implementation

School District of Indian River County  
#SDIRCStrongerTogether

**Date:** 8/7/2020

**School/Department:** Human Capital & Operations

**Report generated by:** Mrs. Beth Hofer

**Responsible staff as indicated in the Plan:** I hereby certify that the documentation being provided is true, exact, complete, and unaltered.  
Mr. Scott Bass

**Required Action:** Section IV: Representation of African American Teachers and Instructional Staff at Each School- Data Requirements  
1. Require the maintenance of information listing all teaching and instructional staff vacancy announcements for that school year, and shall require principals to maintain information regarding each teaching and instructional vacancy, including the race of each applicant, interviewee, person(s) selected to fill the vacancy, and person hired for the vacancy, and make such information available to the Equity Committee through appropriate channels

**Explanation of Evidence:** Evidence A is a list of all vacancies listed by hiring site (school or department). The list includes the position type and date the vacancy was filled. Evidence B contains documents required for the hiring process. Each hiring administrator must list persons interviewed and person recommended. In Frontline Education, all hiring administrators must document the race/ethnicity of each applicant for each position.

**Results of Action Taken:** Using this structured hiring process (see Interview Information Sheet and Frontline process), all eligible candidates interviewed must be listed as well as a total of all applicants for each position prior to permission to offer a position. This level of accountability helps ensure that all qualified applicants being granted an interview are given equal consideration without regard to race, color, religion, age, gender, national origin, or disability.

**Reflection:** For the 2020-2021 school year, administrators will participate in culturally responsive interviewing strategies. These added strategies to the interviewing process will assist with giving equal consideration without regard to race, color, religion, age, gender, national origin, or disability. SDIRC intends to reach the goal of matching the percentage of African American instructional staff to the percentage of African American students in the School District of Indian River County.



# **Section IV- Representation of African American Teachers and Instructional Staff Required Action 1 Attachment A**



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## **EXPLANATION OF ATTACHMENT**

The report shows the listing of all teaching and instructional staff vacancy announcements for 2019-2020.



Job Postings List

Category	Position Type	School/Department	Date Filled	Time To Fill (In Days)	Total Applications	Minority Applicants (Non-White)
Career & Adult Education	Career & Technical Teacher, Certified Nurse	Treasure Coast Technical College	12/10/2014	40	7	
Career & Adult Education	Career & Technical Teacher, LPN Instructor	Treasure Coast Technical College	1/14/2015	9	1	
Career & Adult Education	Occupational Outreach Coordinator	Treasure Coast Technical College	6/15/2015	33	28	16
Career & Adult Education	Teacher - Adult Education	Treasure Coast Technical College	8/13/2018	69	53	16
Career & Adult Education	Teacher - Career Technical (Carpentry/Building)	Treasure Coast Technical College	9/25/2018	140	7	1
Career & Adult Education	Teacher - Career Technical (Welding)	Treasure Coast Technical College	8/28/2018	112	6	
Career & Adult Education	LPN Instructor (Registered Nurse)	Treasure Coast Technical College	2/22/2017	99	16	4
Career & Adult Education	Registered Nurse Clinical Instructor	Treasure Coast Technical College	1/29/2018	108	5	2
Career & Adult Education	GED Teacher (.6 or 4.8 hours daily)	Treasure Coast Technical College	11/5/2014	36	10	1
Career & Adult Education	Medical Coder/Biller	Treasure Coast Technical College	1/12/2016	329	8	3
Career & Adult Education	Nursing Assistant/Phlebotomy Instructor	Treasure Coast Technical College	1/19/2018	74	7	3
Career & Adult Education	Teacher - Culinary Arts Part-Time	Treasure Coast Technical College	8/3/2016	91	9	2
Career & Adult Education	Teacher - Welding Part-Time	Treasure Coast Technical College	1/13/2016	217	4	
Curriculum and Instruction	Career and Technical Education Specialist	Curriculum and Instruction		1,059	26	5
Curriculum and Instruction	Career and Technical Education Specialist	Curriculum and Instruction		197	8	4
Curriculum and Instruction	Resource Teacher - Science (Sunset)	Curriculum and Instruction	1/20/2016	98	17	4
Curriculum and Instruction	Teacher on Assignment, Professional Development	Curriculum and Instruction	7/15/2015	20	25	11
Curriculum and Instruction	Teacher on Assignment, Staff Development	Curriculum and Instruction	8/12/2014	55	21	7
Curriculum and Instruction	Teacher on Assignment, Staff Development	Curriculum and Instruction	8/3/2016	163	44	4
Curriculum and Instruction	Teacher on Assignment, Staff Development	Curriculum and Instruction	8/3/2016	69	42	9
Curriculum and Instruction	Teacher on Assignment, Staff Development	Curriculum and Instruction		625	29	14
Curriculum and Instruction	Teacher on Assignment, Staff Development	Curriculum and Instruction	8/3/2016	69	68	22
Curriculum and Instruction	Title I Resource (Math Coach) (2 positions)	Curriculum and Instruction	8/3/2016	106	44	10
Curriculum and Instruction	Teacher on Assignment, Mathematics	Curriculum and Instruction		1,303	5	1
Curriculum and Instruction	Teacher on Assignment, Reading (Fundamental)	Curriculum and Instruction	8/12/2014	98	5	
Curriculum and Instruction	Teacher on Assignment-Curriculum Specialist	Curriculum and Instruction	8/2/2017	71	19	6
Curriculum and Instruction	Teacher on Assignment-Math	Curriculum and Instruction	6/29/2017	37	11	3
Curriculum and Instruction	Teacher on Assignment-Reading	Curriculum and Instruction	6/28/2017	36	20	5
Elementary School Teaching	Teacher, Physical Education	Wabasso School		1,113	15	3
Elementary School Teaching	Elementary Computer Applications Teacher	Vero Beach Elementary	11/5/2014	28	4	1

Job Postings List

Category	Position Type	School/Department	Date Filled	Time To Fill (In Days)	Total Applications	Minority Applicants (Non-White)
Elementary School Teaching	General Music K-4 and Intro to Band 5th Grade	Vero Beach Elementary	8/3/2016	56	8	1
Elementary School Teaching	Library/Media Specialist and Media Production	Vero Beach Elementary	8/3/2016	85	22	5
Elementary School Teaching	Music Teacher	Vero Beach Elementary	8/24/2018	122	8	3
Elementary School Teaching	Teacher - Music - Elementary	Vero Beach Elementary		1,720	2	
Elementary School Teaching	Teacher - Music - Elementary	Vero Beach Elementary	8/12/2014	48	2	
Elementary School Teaching	Teacher, Grade 3	Vero Beach Elementary		1,504	19	2
Elementary School Teaching	Art Teacher (SUNSET)	Vero Beach Elementary	7/25/2017	370	69	17
Elementary School Teaching	Resource Teacher (K-2 Literacy Support)	Vero Beach Elementary	10/24/2017	11	5	2
Elementary School Teaching	Resource Teacher (sunset position)	Vero Beach Elementary	3/27/2018	26	14	3
Elementary School Teaching	Teacher on Assignment- Behavior and PBS	Vero Beach Elementary	8/3/2016	71	39	15
Elementary School Teaching	Title I Resource	Vero Beach Elementary	1/14/2015	61	16	4
Elementary School Teaching	Title I Resource (Sunsets at the end of the	Vero Beach Elementary		246	35	10
Elementary School Teaching	Title I Resource Teacher	Vero Beach Elementary	9/2/2014	69	13	3
Elementary School Teaching	Title I Resource- Literacy, RTI, and Writing	Vero Beach Elementary		1,035	17	2
Elementary School Teaching	Title I Resource- Stem and Technology Co	Vero Beach Elementary		1,035	25	5
Elementary School Teaching	VPK Teacher	Vero Beach Elementary		1,385	15	2
Elementary School Teaching	4/5 Elementary School Teacher	Vero Beach Elementary	8/3/2016	182	58	10
Elementary School Teaching	4th Grade Teacher	Vero Beach Elementary		1,708	10	1
Elementary School Teaching	4th Grade Teacher	Vero Beach Elementary		1,682	17	2
Elementary School Teaching	4th Grade Teacher	Vero Beach Elementary	1/10/2019	106	21	
Elementary School Teaching	4th/5th Grade Teacher	Vero Beach Elementary	8/3/2016	82	9	1
Elementary School Teaching	5th Grade Teacher	Vero Beach Elementary	5/24/2017	90	57	17
Elementary School Teaching	Elementary - 4/5 (Math/Science)	Vero Beach Elementary		1,701	7	1
Elementary School Teaching	Elementary - 4/5 ELA	Vero Beach Elementary	8/12/2014	60	13	
Elementary School Teaching	Elementary - 4/5 ELA (Reading)	Vero Beach Elementary		1,737	1	
Elementary School Teaching	Elementary - 4th Grade	Vero Beach Elementary		1,385	28	6
Elementary School Teaching	Elementary - Intermediate	Vero Beach Elementary		1,720	20	1
Elementary School Teaching	Elementary - Intermediate	Vero Beach Elementary	8/24/2015	54	18	4
Elementary School Teaching	Elementary - Intermediate	Vero Beach Elementary		1,308	7	1
Elementary School Teaching	Elementary - Intermediate	Vero Beach Elementary	8/24/2015	14	6	

Job Postings List

Category	Position Type	School/Department	Date Filled	Time To Fill (In Days)	Total Applications	Minority Applicants (Non-White)
Elementary School Teaching	Elementary - Intermediate	Vero Beach Elementary	8/11/2017	66	27	4
Elementary School Teaching	Elementary - Intermediate Teacher	Vero Beach Elementary	8/3/2016	85	49	8
Elementary School Teaching	Intermediate Teacher	Vero Beach Elementary	8/9/2018	163	32	5
Elementary School Teaching	Teacher, Computer Applications	Vero Beach Elementary		1,238	4	1
Elementary School Teaching	Elementary - K/1 (SUNSET)	Vero Beach Elementary	8/13/2014	28	20	6
Elementary School Teaching	Elementary - Kindergarten	Vero Beach Elementary		1,708	14	1
Elementary School Teaching	Elementary - Kindergarten	Vero Beach Elementary	1/5/2015	77	22	3
Elementary School Teaching	Kindergarten Teacher	Vero Beach Elementary	3/9/2016	40	19	4
Elementary School Teaching	Literacy and STEM Media and Makerspace	Vero Beach Elementary	6/28/2017	78	18	3
Elementary School Teaching	1st Grade Teacher	Vero Beach Elementary	11/22/2017	524	48	7
Elementary School Teaching	1st Grade Teacher	Vero Beach Elementary	5/16/2017	35	33	4
Elementary School Teaching	3rd Grade Teacher	Vero Beach Elementary	3/1/2017	101	28	6
Elementary School Teaching	3rd Grade Teacher	Vero Beach Elementary	6/29/2017	65	55	8
Elementary School Teaching	Dual Language Kindergarten Teacher	Vero Beach Elementary	6/28/2017	68	16	4
Elementary School Teaching	Elementary - 2/3 (Math/STEM)	Vero Beach Elementary		1,737	2	1
Elementary School Teaching	Elementary - 2/3 ELA	Vero Beach Elementary		1,720	21	1
Elementary School Teaching	Elementary - 2/3 ELA (Reading)	Vero Beach Elementary		1,737	5	1
Elementary School Teaching	Elementary - 3rd Grade	Vero Beach Elementary	10/27/2014	24	3	1
Elementary School Teaching	Elementary - Primary (2 Positions)	Vero Beach Elementary	8/12/2014	60	33	4
Elementary School Teaching	Elementary - Primary (2/3 Math) (SUNSET)	Vero Beach Elementary		1,867	8	
Elementary School Teaching	Elementary - Primary -Third Grade	Vero Beach Elementary	8/12/2014	77	0	
Elementary School Teaching	Elementary - Primary -Third Grade	Vero Beach Elementary		1,720	27	2
Elementary School Teaching	Elementary - Second Grade	Vero Beach Elementary	8/12/2014	48	29	4
Elementary School Teaching	First Grade Teacher	Vero Beach Elementary	8/3/2016	6	5	
Elementary School Teaching	Primary Interventionist (sunset position)	Vero Beach Elementary	3/1/2017	49	11	6
Elementary School Teaching	Primary Teacher	Vero Beach Elementary	8/3/2016	111	53	9
Elementary School Teaching	Primary Teacher	Vero Beach Elementary	10/24/2017	116	29	7
Elementary School Teaching	Primary Teacher	Vero Beach Elementary	10/4/2018	154	64	15
Elementary School Teaching	Primary Teacher (3rd Grade)	Vero Beach Elementary	2/28/2018	22	7	1
Elementary School Teaching	Resource Teacher (Sunset)	Vero Beach Elementary	10/11/2017	72	7	3

Job Postings List

Category	Position Type	School/Department	Date Filled	Time To Fill (In Days)	Total Applications	Minority Applicants (Non-White)
Elementary School Teaching	Teacher (3rd Grade)	Vero Beach Elementary	12/9/2015	83	12	2
Elementary School Teaching	Teacher- (2nd Grade)	Vero Beach Elementary	3/30/2016	65	35	9
Elementary School Teaching	Teacher-2nd Grade	Vero Beach Elementary		1,385	39	6
Elementary School Teaching	Teacher-3rd Grade	Vero Beach Elementary	8/17/2015	95	38	8
Elementary School Teaching	Teacher-Primary	Vero Beach Elementary	8/17/2015	33	17	2
Elementary School Teaching	Teacher-Primary	Vero Beach Elementary	8/24/2015	14	6	
Elementary School Teaching	Teacher-Primary (2 positions)	Vero Beach Elementary	8/17/2015	80	35	5
Elementary School Teaching	Teacher-Primary (3rd Grade)	Vero Beach Elementary	10/28/2015	22	3	
Elementary School Teaching	Literacy Coach	Vero Beach Elementary	12/10/2014	33	8	1
Elementary School Teaching	Art Teacher	Treasure Coast Elementary		642	21	5
Elementary School Teaching	Art Teacher (Sunset)	Treasure Coast Elementary	8/12/2014	43	6	1
Elementary School Teaching	Math Coach	Treasure Coast Elementary	8/7/2018	74	8	1
Elementary School Teaching	Title I Resource STEM	Treasure Coast Elementary		1,031	9	2
Elementary School Teaching	Elementary - 4th grade math/science	Treasure Coast Elementary	8/3/2016	69	17	2
Elementary School Teaching	Elementary - 5th grade teacher	Treasure Coast Elementary	7/3/2016	38	13	3
Elementary School Teaching	Elementary - Intermediate	Treasure Coast Elementary	8/17/2015	32	19	2
Elementary School Teaching	Elementary - Intermediate	Treasure Coast Elementary	8/3/2016	40	29	5
Elementary School Teaching	Elementary - Intermediate	Treasure Coast Elementary	6/29/2017	44	42	3
Elementary School Teaching	Elementary - Intermediate	Treasure Coast Elementary	2/28/2018	250	31	3
Elementary School Teaching	Elementary - Intermediate	Treasure Coast Elementary	8/23/2018	48	9	1
Elementary School Teaching	Elementary - Intermediate Grade 5 only	Treasure Coast Elementary	8/9/2018	94	33	5
Elementary School Teaching	Teacher, Elementary	Treasure Coast Elementary		1,570	61	7
Elementary School Teaching	Elementary - Kindergarten	Treasure Coast Elementary	8/12/2014	77	8	3
Elementary School Teaching	Elementary - 3d Grade Math	Treasure Coast Elementary		1,535	80	14
Elementary School Teaching	Elementary - First Grade	Treasure Coast Elementary	8/12/2014	35	31	5
Elementary School Teaching	Teacher (2nd Grade)	Treasure Coast Elementary		1,265	28	5
Elementary School Teaching	Teacher- Primary	Treasure Coast Elementary	8/17/2015	46	37	4
Elementary School Teaching	Teacher-Primary	Treasure Coast Elementary	8/3/2016	209	85	12
Elementary School Teaching	Teacher-Primary	Treasure Coast Elementary	6/29/2017	44	55	4
Elementary School Teaching	Teacher-Primary	Treasure Coast Elementary	6/28/2017	33	51	4



Job Postings List

Category	Position Type	School/Department	Date Filled	Time To Fill (In Days)	Total Applications	Minority Applicants (Non-White)
Elementary School Teaching	Teacher-Primary	Treasure Coast Elementary	10/24/2017	151	59	8
Elementary School Teaching	Teacher-Primary (2018-2019 School Year)	Treasure Coast Elementary	8/13/2018	111	77	12
Elementary School Teaching	Teacher-Primary (Kindergarten/1st Grade)	Treasure Coast Elementary	10/28/2015	47	15	2
Elementary School Teaching	Teacher-Primary 2nd grade	Treasure Coast Elementary	8/3/2016	48	51	7
Elementary School Teaching	Teacher-Primary 3 positions	Treasure Coast Elementary		999	28	3
Elementary School Teaching	Teacher - Music - Elementary	Sebastian Elementary	8/13/2018	102	11	6
Elementary School Teaching	Art Teacher	Sebastian Elementary	8/13/2018	98	22	6
Elementary School Teaching	Art Teacher (Sunset)	Sebastian Elementary	1/3/2019	51	12	2
Elementary School Teaching	Title I Resource (Sunsets at the end of the	Sebastian Elementary		286	6	1
Elementary School Teaching	Elementary - Intermediate	Sebastian Elementary	8/3/2016	68	46	8
Elementary School Teaching	Elementary - Intermediate	Sebastian Elementary	6/26/2017	46	38	3
Elementary School Teaching	Elementary - Intermediate (Sunset)	Sebastian Elementary	1/27/2016	138	23	4
Elementary School Teaching	Elementary - 1st Grade	Sebastian Elementary	10/22/2014	33	16	3
Elementary School Teaching	Teacher, Physical Education - Elementary	Sebastian Elementary	8/14/2018	43	11	2
Elementary School Teaching	Kindergarten Teacher (Sunset)	Sebastian Elementary	10/12/2016	41	15	4
Elementary School Teaching	Teacher-Primary	Sebastian Elementary	10/14/2015	33	10	2
Elementary School Teaching	Teacher-Primary	Sebastian Elementary	6/26/2017	46	54	8
Elementary School Teaching	Teacher-Primary	Sebastian Elementary		253	19	2
Elementary School Teaching	Teacher-Primary (1st Grade)	Sebastian Elementary	8/16/2018	90	32	5
Elementary School Teaching	Teacher-Primary (1st Grade) Sunset	Sebastian Elementary	10/25/2017	118	11	1
Elementary School Teaching	Teacher-Primary (1st Grade), Sunset	Sebastian Elementary	1/25/2019	22	24	3
Elementary School Teaching	Teacher-Primary (2nd Grade)	Sebastian Elementary		285	16	2
Elementary School Teaching	Teacher-Primary (2nd Grade)	Sebastian Elementary		201	17	3
Elementary School Teaching	Teacher-Primary (3rd Grade) 2 positions	Sebastian Elementary	8/13/2018	59	16	3
Elementary School Teaching	Teacher-Primary (3rd Grade, Sunset)	Sebastian Elementary		135	18	2
Elementary School Teaching	Teacher-Primary (4 positions)	Sebastian Elementary	8/10/2016	75	76	13
Elementary School Teaching	3rd Grade Interventionist	Sebastian Elementary		286	7	2
Elementary School Teaching	ElementaryTeacher - Intermediate	Rosewood Magnet	8/28/2015	38	22	4
Elementary School Teaching	ElementaryTeacher - Intermediate 3,4,5	Rosewood Magnet	6/7/2017	30	55	8
Elementary School Teaching	ElementaryTeacher - Intermediate 3,4,5 (\$	Rosewood Magnet		293	37	4

Job Postings List

Category	Position Type	School/Department	Date Filled	Time To Fill (In Days)	Total Applications	Minority Applicants (Non-White)
Elementary School Teaching	ElementaryTeacher - Primary	Rosewood Magnet		251	23	2
Elementary School Teaching	ElementaryTeacher - Media Specialist K-5	Rosewood Magnet		951	31	5
Elementary School Teaching	ElementaryTeacher - Grade 3 (Sunset 201	Rosewood Magnet		78	20	2
Elementary School Teaching	ElementaryTeacher - Intermediate 3,4,5	Rosewood Magnet	6/29/2017	64	46	7
Elementary School Teaching	ElementaryTeacher - Primary	Rosewood Magnet	8/3/2016	76	81	6
Elementary School Teaching	ElementaryTeacher - Primary	Rosewood Magnet	8/3/2016	56	57	6
Elementary School Teaching	ElementaryTeacher - Primary	Rosewood Magnet	8/3/2016	56	51	5
Elementary School Teaching	ElementaryTeacher - Primary	Rosewood Magnet	8/3/2016	47	40	5
Elementary School Teaching	ElementaryTeacher - Primary	Rosewood Magnet	8/3/2016	35	29	3
Elementary School Teaching	ElementaryTeacher - Primary	Rosewood Magnet	5/16/2017	27	45	5
Elementary School Teaching	ElementaryTeacher - Primary	Rosewood Magnet	5/16/2017	27	47	4
Elementary School Teaching	ElementaryTeacher - Primary	Rosewood Magnet	8/29/2018	28	15	4
Elementary School Teaching	ElementaryTeacher - Primary 1,2,3	Rosewood Magnet	1/25/2018	44	13	3
Elementary School Teaching	Teacher-Primary	Rosewood Magnet	8/17/2015	77	59	7
Elementary School Teaching	3rd Grade Interventionist	Rosewood Magnet		293	30	6
Elementary School Teaching	Teacher - Music - Elementary	Pelican Island Elementary	8/24/2015	28	2	
Elementary School Teaching	Teacher - Music - Elementary	Pelican Island Elementary		287	4	1
Elementary School Teaching	Learning Resource Specialist (Math Coach	Pelican Island Elementary		1,736	3	1
Elementary School Teaching	Math Coach	Pelican Island Elementary		1,724	10	2
Elementary School Teaching	Resource Teacher - Math	Pelican Island Elementary	8/2/2017	82	17	4
Elementary School Teaching	Resource Teacher - Math (SUNSET)	Pelican Island Elementary	10/26/2018	49	13	4
Elementary School Teaching	Title I Resource Teacher (Sunset)	Pelican Island Elementary	8/12/2014	62	28	4
Elementary School Teaching	Title I Resource-Science	Pelican Island Elementary	11/4/2015	104	19	2
Elementary School Teaching	Elementary (Grade 5)	Pelican Island Elementary	11/18/2015	21	4	
Elementary School Teaching	Elementary - 4th Grade (Sunset)	Pelican Island Elementary	3/25/2015	8	14	3
Elementary School Teaching	Elementary - Intermediate	Pelican Island Elementary		1,736	5	
Elementary School Teaching	Elementary - Intermediate	Pelican Island Elementary		1,713	36	5
Elementary School Teaching	Elementary - Intermediate	Pelican Island Elementary	9/28/2016	22	15	2
Elementary School Teaching	Elementary - Intermediate	Pelican Island Elementary	6/29/2017	52	48	5
Elementary School Teaching	Elementary - Intermediate Grade 5	Pelican Island Elementary	8/3/2016	29	17	4

Job Postings List

Category	Position Type	School/Department	Date Filled	Time To Fill (In Days)	Total Applications	Minority Applicants (Non-White)
Elementary School Teaching	Elementary - Intermediate Grade 5 Science	Pelican Island Elementary		492	21	3
Elementary School Teaching	Elementary Grade 5 Science	Pelican Island Elementary	2/28/2018	79	8	2
Elementary School Teaching	Teacher-Kindergarten	Pelican Island Elementary		259	26	3
Elementary School Teaching	Library/Media Specialist	Pelican Island Elementary	12/9/2015	30	2	
Elementary School Teaching	Elementary - Primary	Pelican Island Elementary		1,483	90	13
Elementary School Teaching	Elementary - Second Grade (2 Positions)	Pelican Island Elementary	8/12/2014	76	11	2
Elementary School Teaching	Teacher - First Grade	Pelican Island Elementary	8/18/2014	62	42	7
Elementary School Teaching	Teacher-Primary	Pelican Island Elementary	2/22/2017	232	75	15
Elementary School Teaching	Teacher-Primary	Pelican Island Elementary	6/28/2017	51	52	4
Elementary School Teaching	Teacher-Primary	Pelican Island Elementary	7/5/2017	12	13	
Elementary School Teaching	Teacher-Primary -Grade 3	Pelican Island Elementary	12/7/2018	157	43	5
Elementary School Teaching	Teacher-Primary 1st Grade	Pelican Island Elementary	8/16/2018	76	18	2
Elementary School Teaching	Teacher-Primary Grade 3	Pelican Island Elementary	8/10/2017	23	10	2
Elementary School Teaching	Title I Resource Teacher - Science SUNSET	Pelican Island Elementary	2/19/2019	144	25	1
Elementary School Teaching	4th Grade Teacher	Osceola Magnet	6/20/2017	43	46	7
Elementary School Teaching	Elementary - Intermediate	Osceola Magnet		1,370	33	4
Elementary School Teaching	Teacher (4th Grade) - 2 Positions	Osceola Magnet	8/3/2016	93	62	6
Elementary School Teaching	Kindergarten Teacher (Osceola Magnet)	Osceola Magnet		244	21	2
Elementary School Teaching	1st Grade Teacher (2017-2018 school year)	Osceola Magnet		693	52	4
Elementary School Teaching	2nd Grade Teacher - Osceola Magnet	Osceola Magnet	10/11/2017	26	4	
Elementary School Teaching	Elementary - First Grade	Osceola Magnet	8/17/2015	49	39	6
Elementary School Teaching	Elementary - Primary	Osceola Magnet		1,737	6	
Elementary School Teaching	Elementary - Primary -Third Grade	Osceola Magnet	8/12/2014	161	11	2
Elementary School Teaching	Elementary Teacher - Primary	Osceola Magnet	8/3/2016	20	21	2
Elementary School Teaching	Primary Teacher (2nd Grade)	Osceola Magnet	7/24/2017	62	38	5
Elementary School Teaching	Teacher (Kindergarten)	Osceola Magnet	8/3/2016	93	61	8
Elementary School Teaching	Teacher - Osceola Magnet	Osceola Magnet		267	13	1
Elementary School Teaching	Music - Elementary (Sunset)	Liberty Magnet	8/17/2015	54	8	1
Elementary School Teaching	4th Grade Teacher	Liberty Magnet	8/12/2014	43	14	1
Elementary School Teaching	4th Grade Teacher - Intermediate	Liberty Magnet	8/3/2016	50	29	5

Job Postings List

Category	Position Type	School/Department	Date Filled	Time To Fill (In Days)	Total Applications	Minority Applicants (Non-White)
Elementary School Teaching	5th Grade Teacher	Liberty Magnet	8/24/2016	26	22	2
Elementary School Teaching	Elementary - Intermediate	Liberty Magnet		1,356	37	7
Elementary School Teaching	Elementary - Intermediate (Sunset)	Liberty Magnet	8/24/2015	61	31	5
Elementary School Teaching	Elementary - Third Grade	Liberty Magnet	8/12/2014	77	8	1
Elementary School Teaching	Elementary - Third Grade	Liberty Magnet	8/13/2014	61	35	1
Elementary School Teaching	Elementary Teacher - 5th Grade	Liberty Magnet	8/3/2016	62	61	9
Elementary School Teaching	Elementary Teacher - Intermediate	Liberty Magnet		842	101	16
Elementary School Teaching	Elementary - Kindergarten	Liberty Magnet		1,720	27	4
Elementary School Teaching	Elementary - Kindergarten	Liberty Magnet	8/12/2014	48	35	7
Elementary School Teaching	2nd Grade Teacher-2018-19	Liberty Magnet		267	32	4
Elementary School Teaching	Elementary - Primary -Third Grade (SUNSET)	Liberty Magnet		1,687	18	5
Elementary School Teaching	Teacher- 1st Grade (Sunset)	Liberty Magnet	2/25/2015	71	28	3
Elementary School Teaching	Teacher-1st Grade (Sunsets May 2018)	Liberty Magnet	8/3/2017	34	7	1
Elementary School Teaching	Teacher-3rd Grade 2018-19	Liberty Magnet	8/20/2018	98	40	4
Elementary School Teaching	Teacher-Kindergarten	Liberty Magnet	8/3/2016	62	58	7
Elementary School Teaching	Teacher-Primary	Liberty Magnet	8/24/2015	26	23	1
Elementary School Teaching	Teacher-Primary	Liberty Magnet	6/29/2017	71	78	11
Elementary School Teaching	Teacher-Primary	Liberty Magnet		652	61	8
Elementary School Teaching	Teacher-Primary	Liberty Magnet	8/11/2017	36	14	2
Elementary School Teaching	Teacher-Primary (2018-19)	Liberty Magnet	8/9/2018	94	70	9
Elementary School Teaching	Teacher-Primary (2nd Grade)	Liberty Magnet		493	18	3
Elementary School Teaching	Teacher-Primary (3 positions)	Liberty Magnet	8/17/2015	80	57	8
Elementary School Teaching	Teacher-Primary (Sunsets May 2018)	Liberty Magnet	8/11/2017	28	3	1
Elementary School Teaching	Teacher-Primary (Sunsets May 2018)	Liberty Magnet	4/25/2018	64	31	6
Elementary School Teaching	Library/Media Specialist (Literacy and STE)	Indian River Academy	8/11/2017	14	6	2
Elementary School Teaching	Teacher - Music - Elementary	Indian River Academy	8/3/2016	356	25	5
Elementary School Teaching	Teacher - Music - Elementary	Indian River Academy	5/4/2017	248	19	2
Elementary School Teaching	Teacher - Music - Elementary	Indian River Academy		548	7	1
Elementary School Teaching	Art Teacher	Indian River Academy	8/24/2016	57	14	6
Elementary School Teaching	Art Teacher	Indian River Academy	9/29/2017	58	15	4

Job Postings List

Category	Position Type	School/Department	Date Filled	Time To Fill (In Days)	Total Applications	Minority Applicants (Non-White)
Elementary School Teaching	Resource Teacher (Conscious Discipline Le	Indian River Academy	7/27/2017	31	14	3
Elementary School Teaching	Resource Teacher, Title I	Indian River Academy	1/27/2016	113	21	5
Elementary School Teaching	Title I Resource	Indian River Academy		212	1	
Elementary School Teaching	Title I Resource Teacher, Math Coach (SU)	Indian River Academy	2/25/2015	71	16	2
Elementary School Teaching	5th Grade ELA	Indian River Academy		614	17	3
Elementary School Teaching	5th Grade Math/Scienc - Sunset Position	Indian River Academy	2/28/2018	51	7	3
Elementary School Teaching	5TH Grade Math/Science 2018-2019	Indian River Academy	8/13/2018	89	20	7
Elementary School Teaching	Elementary - (Intermediate)	Indian River Academy		1,247	3	1
Elementary School Teaching	Elementary - 4th Grade Math/Science	Indian River Academy	11/20/2018	169	29	10
Elementary School Teaching	Elementary - 5th Grade (Math)	Indian River Academy	8/3/2016	50	23	6
Elementary School Teaching	Elementary - 5th Grade ELA	Indian River Academy	8/10/2016	77	25	4
Elementary School Teaching	Elementary - 5th Grade Math	Indian River Academy		1,008	0	
Elementary School Teaching	Elementary - Intermediate	Indian River Academy		1,672	9	1
Elementary School Teaching	Elementary - Intermediate	Indian River Academy		1,653	4	
Elementary School Teaching	Elementary - Intermediate	Indian River Academy	11/5/2014	30	10	1
Elementary School Teaching	Elementary - Intermediate	Indian River Academy	8/3/2016	70	49	7
Elementary School Teaching	Elementary - Intermediate	Indian River Academy	9/14/2016	33	12	1
Elementary School Teaching	Elementary - Intermediate (2 Positions)	Indian River Academy		1,737	0	
Elementary School Teaching	Elementary - Intermediate (2 positions)	Indian River Academy		1,371	24	3
Elementary School Teaching	Elementary - Intermediate (3 Positions)	Indian River Academy	8/12/2014	64	37	5
Elementary School Teaching	Elementary - Intermediate Math/Science	Indian River Academy	1/19/2018	85	7	1
Elementary School Teaching	Intermediate	Indian River Academy		686	55	6
Elementary School Teaching	Elementary - Kindergarten	Indian River Academy	8/13/2014	78	3	
Elementary School Teaching	Elementary - Kindergarten	Indian River Academy		1,714	13	2
Elementary School Teaching	Kindergarten	Indian River Academy	8/10/2017	48	22	2
Elementary School Teaching	Primary Teacher	Indian River Academy	6/20/2017	69	60	10
Elementary School Teaching	Teacher-Primary (Kindergarten)	Indian River Academy		489	12	3
Elementary School Teaching	Library/Media Specialist	Indian River Academy		1,301	19	4
Elementary School Teaching	Library/Media Specialist - Elementary for	Indian River Academy	8/14/2018	103	23	8
Elementary School Teaching	Media Specialist	Indian River Academy		1,008	17	1

Job Postings List

Category	Position Type	School/Department	Date Filled	Time To Fill (In Days)	Total Applications	Minority Applicants (Non-White)
Elementary School Teaching	Elementary - Physical Education	Indian River Academy	8/12/2014	84	11	4
Elementary School Teaching	Physical Education - Elementary	Indian River Academy		1,737	0	
Elementary School Teaching	Physical Education - Elementary	Indian River Academy		1,371	11	2
Elementary School Teaching	Physical Education - Elementary	Indian River Academy	12/7/2018	37	14	5
Elementary School Teaching	Physical Education - Elementary (Sunset)	Indian River Academy		1,049	24	5
Elementary School Teaching	Physical Education - Elementary for the 20	Indian River Academy	8/14/2018	103	31	7
Elementary School Teaching	Elementary - Primary	Indian River Academy		1,805	15	4
Elementary School Teaching	Elementary - Primary	Indian River Academy	8/18/2014	14	13	1
Elementary School Teaching	Elementary - Primary	Indian River Academy	11/5/2014	30	1	1
Elementary School Teaching	Elementary - Primary (2 Positions)	Indian River Academy		1,737	1	
Elementary School Teaching	Elementary - Primary (3 Positions)	Indian River Academy	8/12/2014	64	43	6
Elementary School Teaching	Primary Teacher	Indian River Academy	6/29/2017	78	78	12
Elementary School Teaching	Teacher- (Primary)	Indian River Academy	2/10/2016	134	28	3
Elementary School Teaching	Teacher-Primary	Indian River Academy	8/17/2015	14	6	
Elementary School Teaching	Teacher-Primary	Indian River Academy	8/10/2016	26	18	1
Elementary School Teaching	Teacher-Primary	Indian River Academy	8/10/2017	41	10	1
Elementary School Teaching	Teacher-Primary	Indian River Academy	8/23/2018	114	50	9
Elementary School Teaching	Teacher-Primary (2 positions)	Indian River Academy	8/17/2015	81	40	3
Elementary School Teaching	Teacher-Primary (3rd Grade) Sunset	Indian River Academy	5/22/2018	70	27	4
Elementary School Teaching	Teacher-Primary 1st Grade	Indian River Academy	1/26/2017	167	54	13
Elementary School Teaching	Teacher (3rd Grade)	Glendale Elementary		1,263	8	2
Elementary School Teaching	Teacher - Music - Elementary	Glendale Elementary		1,713	3	
Elementary School Teaching	Title I Resource (Math Coach)	Glendale Elementary		509	9	1
Elementary School Teaching	Title I Resource Teacher	Glendale Elementary		1,737	3	1
Elementary School Teaching	Title I Resource Teacher, Math Coach	Glendale Elementary	8/17/2015	82	2	1
Elementary School Teaching	4th Grade Teacher	Glendale Elementary	8/12/2014	30	11	2
Elementary School Teaching	5th Grade Teacher	Glendale Elementary	6/29/2017	69	38	5
Elementary School Teaching	5th Grade Teacher (Sunset)	Glendale Elementary	1/11/2019	60	7	2
Elementary School Teaching	Elementary - (Intermediate)	Glendale Elementary	8/3/2016	84	48	8
Elementary School Teaching	Elementary - 4th Grade	Glendale Elementary		1,311	10	1

Job Postings List

Category	Position Type	School/Department	Date Filled	Time To Fill (In Days)	Total Applications	Minority Applicants (Non-White)
Elementary School Teaching	Elementary - Intermediate	Glendale Elementary	8/17/2015	81	37	3
Elementary School Teaching	Elementary - Intermediate (3 Positions)	Glendale Elementary		1,737	2	
Elementary School Teaching	Elementary - Intermediate 4/5	Glendale Elementary		285	7	1
Elementary School Teaching	Teacher Elementary (4th Grade Teacher)	Glendale Elementary	12/10/2014	23	6	
Elementary School Teaching	Teacher Elementary (4th Grade Teacher)	Glendale Elementary	1/28/2015	23	12	1
Elementary School Teaching	Elementary - Kindergarten	Glendale Elementary	8/12/2014	60	21	3
Elementary School Teaching	Primary Teacher	Glendale Elementary	5/24/2017	33	24	1
Elementary School Teaching	Music Teacher - Elementary	Glendale Elementary	8/24/2015	60	6	1
Elementary School Teaching	Elementary - 2nd Grade	Glendale Elementary	8/12/2014	60	31	3
Elementary School Teaching	Elementary - Primary	Glendale Elementary	9/8/2014	104	6	
Elementary School Teaching	Elementary - Primary -Third Grade (3 Posi	Glendale Elementary	8/12/2014	60	28	2
Elementary School Teaching	ElementaryTeacher - Primary	Glendale Elementary	5/24/2017	36	37	1
Elementary School Teaching	Primary Teacher	Glendale Elementary	8/3/2016	84	53	5
Elementary School Teaching	Teacher- (2nd Grade)	Glendale Elementary	1/12/2017	38	14	1
Elementary School Teaching	Teacher-Primary	Glendale Elementary	8/14/2018	77	28	5
Elementary School Teaching	Teacher-Primary (3 positions)	Glendale Elementary		1,371	37	6
Elementary School Teaching	Teacher-Primary (3rd Grade)	Glendale Elementary	9/28/2016	28	12	1
Elementary School Teaching	Teacher-Primary (3rd Grade)	Glendale Elementary	12/13/2017	64	15	3
Elementary School Teaching	Teacher-Primary (K/1)	Glendale Elementary	8/3/2016	20	9	
Elementary School Teaching	Teacher-Primary (Kindergarten)	Glendale Elementary	10/11/2017	65	19	5
Elementary School Teaching	Teacher-Primary - 3rd Grade	Glendale Elementary	8/17/2015	17	6	
Elementary School Teaching	Reading Coach	Glendale Elementary	8/3/2016	76	27	4
Elementary School Teaching	Art Teacher (Fellsmere Elementary - 2018	Fellsmere Elementary	7/19/2018	77	21	5
Elementary School Teaching	Art Teacher - Fellsmere Elementary	Fellsmere Elementary	8/3/2016	69	23	6
Elementary School Teaching	Math Coach	Fellsmere Elementary	8/12/2014	56	7	3
Elementary School Teaching	Math Coach	Fellsmere Elementary		1,393	10	4
Elementary School Teaching	TEACHER TITLE 1 RESOURCE	Fellsmere Elementary	8/12/2014	48	13	3
Elementary School Teaching	Title I Resource Teacher (Math)	Fellsmere Elementary		246	10	1
Elementary School Teaching	4th Grade Teacher	Fellsmere Elementary	8/13/2014	63	32	3
Elementary School Teaching	5th Grade Teacher	Fellsmere Elementary	8/13/2014	63	32	5



Job Postings List

Category	Position Type	School/Department	Date Filled	Time To Fill (In Days)	Total Applications	Minority Applicants (Non-White)
Elementary School Teaching	5th Grade Teacher	Fellsmere Elementary	8/3/2017	41	23	2
Elementary School Teaching	5th Grade Teacher - Fellsmere Elementary	Fellsmere Elementary	8/9/2018	69	4	1
Elementary School Teaching	Elementary - Intermediate	Fellsmere Elementary		1,737	1	
Elementary School Teaching	Elementary - Intermediate (2 positions)	Fellsmere Elementary		1,370	24	5
Elementary School Teaching	Elementary - Intermediate (Grade 4)	Fellsmere Elementary	8/3/2016	23	6	1
Elementary School Teaching	Intermediate Teacher (Fellsmere Elem.-Sc	Fellsmere Elementary		309	20	5
Elementary School Teaching	Intermediate Teacher (Fellsmere Elem.-Sc	Fellsmere Elementary		309	21	5
Elementary School Teaching	Intermediate Teacher - Fellsmere Elem.	Fellsmere Elementary	8/3/2016	69	40	7
Elementary School Teaching	Intermediate Teacher - Fellsmere Element	Fellsmere Elementary	8/3/2016	58	29	4
Elementary School Teaching	Intermediate Teacher(4th Grade) Fellsmere	Fellsmere Elementary		230	6	3
Elementary School Teaching	Teacher 4th Grade - Fellsmere	Fellsmere Elementary		644	14	
Elementary School Teaching	Teacher 4th Grade - Fellsmere Elementary	Fellsmere Elementary	6/23/2017	65	48	6
Elementary School Teaching	Elementary - Kindergarten	Fellsmere Elementary	8/12/2014	77	7	2
Elementary School Teaching	Kindergarten - 2 positions - Fellsmere Eler	Fellsmere Elementary	8/3/2016	49	37	6
Elementary School Teaching	Kindergarten Teacher	Fellsmere Elementary		1,562	9	
Elementary School Teaching	Kindergarten Teacher	Fellsmere Elementary	8/3/2016	33	15	1
Elementary School Teaching	Kindergarten Teacher	Fellsmere Elementary	8/13/2018	73	9	3
Elementary School Teaching	Kindergarten Teacher - Fellsmere Elem.	Fellsmere Elementary	9/28/2016	33	12	2
Elementary School Teaching	Music Teacher	Fellsmere Elementary		1,393	5	1
Elementary School Teaching	Physical Education - Elementary	Fellsmere Elementary	7/12/2017	35	29	6
Elementary School Teaching	1st Grade Teacher	Fellsmere Elementary	8/12/2014	62	52	8
Elementary School Teaching	2nd Grade Teacher	Fellsmere Elementary	8/17/2015	31	17	3
Elementary School Teaching	2nd Grade Teacher - Fellsmere Elementary	Fellsmere Elementary		273	13	4
Elementary School Teaching	3rd Grade Teacher	Fellsmere Elementary	8/12/2014	62	51	6
Elementary School Teaching	3rd Grade Teacher	Fellsmere Elementary	8/24/2015	66	27	
Elementary School Teaching	3rd Grade Teacher - Fellsmere	Fellsmere Elementary		611	14	1
Elementary School Teaching	3rd Grade Teacher - Fellsmere Elementary	Fellsmere Elementary	8/3/2016	63	37	3
Elementary School Teaching	Elementary - First Grade (2 Positions)	Fellsmere Elementary		1,737	8	2
Elementary School Teaching	Primary Teacher - Fellsmere Elementary	Fellsmere Elementary	8/3/2016	69	58	7
Elementary School Teaching	Primary Teacher - Fellsmere Elementary	Fellsmere Elementary		996	44	6



Job Postings List

Category	Position Type	School/Department	Date Filled	Time To Fill (In Days)	Total Applications	Minority Applicants (Non-White)
Elementary School Teaching	Teacher - 3rd Grade	Fellsmere Elementary	8/3/2016	33	15	2
Elementary School Teaching	Teacher - Primary - Fellsmere Elementary	Fellsmere Elementary	6/29/2017	30	25	4
Elementary School Teaching	Teacher 1st Grade (Sunset Position)	Fellsmere Elementary	11/5/2014	26	6	
Elementary School Teaching	Teacher 1st Grade - Fellsmere	Fellsmere Elementary		644	15	
Elementary School Teaching	Teacher 1st Grade - Fellsmere Elementary	Fellsmere Elementary	5/12/2017	23	30	3
Elementary School Teaching	Teacher 1st Grade - Fellsmere Elementary	Fellsmere Elementary	6/7/2017	49	50	5
Elementary School Teaching	Teacher 1st Grade - Fellsmere Elementary	Fellsmere Elementary	5/24/2017	19	31	3
Elementary School Teaching	Teacher 3rd Grade - Fellsmere	Fellsmere Elementary	6/28/2017	35	14	
Elementary School Teaching	Teacher, 1st Grade	Fellsmere Elementary	12/17/2015	28	14	2
Elementary School Teaching	Teacher, 1st Grade	Fellsmere Elementary	2/24/2016	14	10	1
Elementary School Teaching	Teacher, Third Grade	Fellsmere Elementary		1,737	4	1
Elementary School Teaching	Teacher-Primary (3 positions)	Fellsmere Elementary		1,370	37	4
Elementary School Teaching	Teacher-Primary (For school year 2018-2019)	Fellsmere Elementary		309	32	5
Elementary School Teaching	Teacher-Primary - Fellsmere	Fellsmere Elementary		624	8	
Elementary School Teaching	Teacher-Primary - Fellsmere Elementary	Fellsmere Elementary	10/11/2017	13	3	
Elementary School Teaching	Teacher-Primary(3rd Grade Intervention)	Fellsmere Elementary	7/12/2017	19	11	
Elementary School Teaching	Reading Coach	Fellsmere Elementary	8/17/2015	21	16	2
Elementary School Teaching	Title 1 Teacher - Fellsmere Elementary	Fellsmere Elementary	8/3/2016	69	23	7
Elementary School Teaching	Library/Media Specialist	Dodgertown Elementary	10/27/2016	65	32	16
Elementary School Teaching	Math Coach	Dodgertown Elementary		1,840	6	3
Elementary School Teaching	Math Coach	Dodgertown Elementary		1,730	11	1
Elementary School Teaching	Math Coach	Dodgertown Elementary	8/12/2014	64	18	4
Elementary School Teaching	Math Coach (Sunset)	Dodgertown Elementary		1,826	2	
Elementary School Teaching	Resource Teacher, Title I (Sunset)	Dodgertown Elementary		1,239	32	8
Elementary School Teaching	Title I Resource (Sunsets at the end of the school year)	Dodgertown Elementary	8/13/2018	49	13	4
Elementary School Teaching	Elementary - Intermediate	Dodgertown Elementary		1,737	0	
Elementary School Teaching	Elementary - Intermediate	Dodgertown Elementary		1,737	0	
Elementary School Teaching	Elementary - Intermediate	Dodgertown Elementary	8/12/2014	53	48	7
Elementary School Teaching	Elementary - Intermediate	Dodgertown Elementary	8/17/2015	80	29	5
Elementary School Teaching	Elementary - Intermediate	Dodgertown Elementary		1,303	10	2

Job Postings List

Category	Position Type	School/Department	Date Filled	Time To Fill (In Days)	Total Applications	Minority Applicants (Non-White)
Elementary School Teaching	Elementary - Intermediate	Dodgertown Elementary	11/30/2015	33	4	3
Elementary School Teaching	Elementary - Intermediate	Dodgertown Elementary	8/3/2016	50	24	5
Elementary School Teaching	Elementary - Intermediate	Dodgertown Elementary	10/24/2017	39	6	2
Elementary School Teaching	Elementary - Intermediate (2 openings)	Dodgertown Elementary	8/11/2017	17	6	
Elementary School Teaching	Elementary - Intermediate (4th Grade, 20	Dodgertown Elementary	11/30/2018	207	38	7
Elementary School Teaching	Elementary - Kindergarten	Dodgertown Elementary	10/8/2014	134	4	
Elementary School Teaching	Teacher-Primary	Dodgertown Elementary	10/13/2016	43	21	3
Elementary School Teaching	Library/Media Specialist	Dodgertown Elementary	2/10/2016	83	23	4
Elementary School Teaching	Library/Media Specialist	Dodgertown Elementary	8/13/2018	81	11	4
Elementary School Teaching	Library/Media Specialist - Elementary	Dodgertown Elementary		1,737	0	
Elementary School Teaching	Elementary - Primary	Dodgertown Elementary		1,737	3	
Elementary School Teaching	Teacher-Primary	Dodgertown Elementary	8/3/2016	50	24	2
Elementary School Teaching	Teacher-Primary	Dodgertown Elementary	8/3/2016	37	23	4
Elementary School Teaching	Teacher-Primary	Dodgertown Elementary	8/3/2016	37	19	3
Elementary School Teaching	Teacher-Primary	Dodgertown Elementary	6/29/2017	73	57	7
Elementary School Teaching	Teacher-Primary	Dodgertown Elementary		608	21	3
Elementary School Teaching	Teacher-Primary (1st Grade, 2018-19, Doc	Dodgertown Elementary	1/11/2019	249	78	13
Elementary School Teaching	Teacher-Primary (2 positions)	Dodgertown Elementary		1,370	67	13
Elementary School Teaching	Teacher-Primary (3rd Grade)	Dodgertown Elementary	1/19/2018	113	12	3
Elementary School Teaching	Teacher-Primary (4 Positions)	Dodgertown Elementary	10/25/2017	117	11	2
Elementary School Teaching	Teacher-Primary-Temporary-End date 11/	Dodgertown Elementary		593	3	1
Elementary School Teaching	ELA 3rd Grade Interventionist (Dodgertow	Dodgertown Elementary		296	31	10
Elementary School Teaching	Teacher - Music - Elementary (Multiple loc	District Wide		735	19	4
Elementary School Teaching	Elementary - Intermediate (Multiple locat	District Wide	8/10/2017	169	99	15
Elementary School Teaching	Teacher-Primary (Multiple locations for th	District Wide	8/10/2017	169	121	15
Elementary School Teaching	Citrus Elementary School K-5 Position	Citrus Elementary		1,715	27	5
Elementary School Teaching	Elementary - Teacher (2 positions)	Citrus Elementary	11/12/2014	154	39	4
Elementary School Teaching	Elementary - Teacher (2 positions)	Citrus Elementary		1,708	19	2
Elementary School Teaching	ESE VE Teacher	Citrus Elementary		1,652	20	2
Elementary School Teaching	Teacher KG/1 Math & Science (Long Term	Citrus Elementary		1,497	29	5

Job Postings List

Category	Position Type	School/Department	Date Filled	Time To Fill (In Days)	Total Applications	Minority Applicants (Non-White)
Elementary School Teaching	Teacher KG/1 Math (Long Term)	Citrus Elementary		1,356	25	5
Elementary School Teaching	ESE/ELL Resource, Teacher on Assignment	Citrus Elementary	8/3/2016	16	8	2
Elementary School Teaching	Title I Resource (Sunsets at the end of the	Citrus Elementary		247	6	2
Elementary School Teaching	Title I Resource - Math	Citrus Elementary	9/25/2017	20	5	1
Elementary School Teaching	Title I Resource Math (Sunset)	Citrus Elementary		803	15	6
Elementary School Teaching	Title I Resource Teacher (Sunset)	Citrus Elementary		1,722	28	5
Elementary School Teaching	4/5 Grade Reading (Sunset)	Citrus Elementary	12/13/2017	58	6	2
Elementary School Teaching	4/5 Math Science	Citrus Elementary	6/28/2017	8	5	1
Elementary School Teaching	4/5 Math Teacher	Citrus Elementary	8/3/2016	72	37	9
Elementary School Teaching	4/5 Reading (Sunset)	Citrus Elementary	10/13/2016	62	12	1
Elementary School Teaching	4/5 Reading Teacher	Citrus Elementary	8/3/2016	72	27	5
Elementary School Teaching	4/5 Reading Teacher	Citrus Elementary		680	44	7
Elementary School Teaching	Elementary - 4/5 (Math/Science)	Citrus Elementary		1,700	33	5
Elementary School Teaching	Elementary - 4/5 Reading (Sunset)	Citrus Elementary	8/24/2015	16	5	1
Elementary School Teaching	Elementary School Teacher Grades 4/5 Re	Citrus Elementary	8/18/2014	25	10	3
Elementary School Teaching	Reading Teacher (4/5)	Citrus Elementary		1,192	65	10
Elementary School Teaching	Teacher - 5th Grade (ELA)	Citrus Elementary		250	2	1
Elementary School Teaching	Teacher - Intermediate (ELA)	Citrus Elementary	8/13/2018	117	34	8
Elementary School Teaching	Teacher-4/5 Math (Sunset)	Citrus Elementary	8/17/2015	81	52	12
Elementary School Teaching	Elementary Physical Education	Citrus Elementary		1,301	14	4
Elementary School Teaching	2/3 Math Teacher	Citrus Elementary	8/3/2016	72	46	5
Elementary School Teaching	2/3 Reading Teacher	Citrus Elementary	8/3/2016	72	42	4
Elementary School Teaching	K/1 Teacher (Sunset)	Citrus Elementary	11/9/2016	63	22	3
Elementary School Teaching	Primary Teacher	Citrus Elementary	6/20/2017	43	55	7
Elementary School Teaching	Primary Teacher (1st Grade)	Citrus Elementary	12/13/2017	54	10	3
Elementary School Teaching	Teacher (2nd/3rd Grade Math & Science)	Citrus Elementary	2/1/2016	139	23	4
Elementary School Teaching	Teacher - 3rd Grade	Citrus Elementary	8/8/2018	97	15	2
Elementary School Teaching	Teacher-Primary	Citrus Elementary	8/3/2016	61	53	6
Elementary School Teaching	Teacher-Primary (5 positions)	Citrus Elementary	8/17/2015	81	69	11
Elementary School Teaching	Teacher-Primary (Kindergarten)	Citrus Elementary		247	6	1

Job Postings List

Category	Position Type	School/Department	Date Filled	Time To Fill (In Days)	Total Applications	Minority Applicants (Non-White)
Elementary School Teaching	Teacher-Primary K/1	Citrus Elementary		611	17	1
Elementary School Teaching	ELA 3rd Grade Interventionist	Citrus Elementary		300	7	1
Elementary School Teaching	Title I Resource Teacher (Reading) (SUNSE	Citrus Elementary		1,868	11	3
Elementary School Teaching	Title I Resource/ELA Interventionist (Sunse	Citrus Elementary	3/21/2018	48	18	4
Elementary School Teaching	3rd Grade Interventionist (2018-2019)	Beachland Elementary		293	31	5
Elementary School Teaching	Teacher - Music - Elementary	Beachland Elementary	6/29/2017	78	15	3
Elementary School Teaching	Art Teacher	Beachland Elementary		398	31	6
Elementary School Teaching	Elementary - Intermediate	Beachland Elementary		1,737	3	
Elementary School Teaching	Elementary - Intermediate	Beachland Elementary		965	1	
Elementary School Teaching	Elementary - Intermediate	Beachland Elementary		959	10	2
Elementary School Teaching	Elementary - Intermediate (2018-2019)	Beachland Elementary		302	42	6
Elementary School Teaching	Elementary - Intermediate (Long Term Sub	Beachland Elementary	1/4/2017	36	24	4
Elementary School Teaching	Teacher - Intermediate (5th Grade)	Beachland Elementary		545	13	3
Elementary School Teaching	Elementary - 2nd Grade (Math/Science)	Beachland Elementary	8/13/2014	29	28	4
Elementary School Teaching	Elementary - Primary - Third Grade (Readi	Beachland Elementary	8/12/2014	64	25	3
Elementary School Teaching	Elementary - Primary -Third Grade	Beachland Elementary	8/12/2014	68	44	4
Elementary School Teaching	Elementary Teacher	Beachland Elementary		1,871	0	
Elementary School Teaching	Teacher (3rd Grade)	Beachland Elementary	1/20/2016	49	25	4
Elementary School Teaching	Teacher-Primary	Beachland Elementary	10/14/2015	91	29	3
Elementary School Teaching	Teacher-Primary	Beachland Elementary		959	15	
Elementary School Teaching	Teacher-Primary	Beachland Elementary	8/16/2017	106	63	7
Elementary School Teaching	Teacher-Primary	Beachland Elementary	8/7/2018	77	32	4
Elementary School Teaching	Teacher-Primary (3rd Grade)	Beachland Elementary	12/17/2018	33	21	2
Elementary School Teaching	Teacher-Primary (4 positions)	Beachland Elementary	8/3/2016	72	98	10
Elementary School Teaching	Teacher - Music - Elementary (Multiple positions District Wide)			1,412	11	3
Elementary School Teaching	Teacher: Elementary - Primary (K-3)			1,434	62	9
Elementary School Teaching	Elementary - Intermediate			1,787	43	5
Elementary School Teaching	Elementary - Intermediate			1,633	14	2
Elementary School Teaching	Elementary - Intermediate			625	17	1
Elementary School Teaching	Teacher: Elementary - Intermediate		8/17/2015	144	54	9

Job Postings List

Category	Position Type	School/Department	Date Filled	Time To Fill (In Days)	Total Applications	Minority Applicants (Non-White)
Elementary School Teaching	Elementary - Primary			1,633	26	3
Elementary School Teaching	Elementary - Primary (K-3)			1,787	67	14
Elementary School Teaching	Teacher-Primary Kindergarten			625	28	2
Exceptional Student Education	Teacher, ESE	Wabasso School	8/12/2014	77	4	
Exceptional Student Education	Teacher, ESE	Wabasso School		1,639	9	1
Exceptional Student Education	Teacher, ESE	Wabasso School	12/10/2014	26	7	2
Exceptional Student Education	Teacher, ESE	Wabasso School	8/17/2015	55	17	1
Exceptional Student Education	Teacher, ESE	Wabasso School	2/10/2016	127	20	4
Exceptional Student Education	Teacher, ESE	Wabasso School	6/15/2016	104	40	4
Exceptional Student Education	Teacher, ESE	Wabasso School		915	11	
Exceptional Student Education	Teacher, ESE	Wabasso School	8/3/2017	70	14	
Exceptional Student Education	Teacher, ESE	Wabasso School	8/14/2018	109	32	11
Exceptional Student Education	Teacher, ESE(SUNSET POSITION)	Wabasso School		191	18	3
Exceptional Student Education	ESE Teacher	Vero Beach High	8/17/2015	70	17	5
Exceptional Student Education	ESE Teacher	Vero Beach High	8/3/2016	69	36	10
Exceptional Student Education	Teacher, Secondary ESE	Vero Beach High	11/29/2018	143	19	4
Exceptional Student Education	ESE Resource and Support Facilitation Tea	Vero Beach Elementary		421	5	2
Exceptional Student Education	Teacher ESE support facilitation and resou	Vero Beach Elementary	6/29/2017	21	13	3
Exceptional Student Education	Teacher, ESE	Vero Beach Elementary		1,419	30	4
Exceptional Student Education	Teacher, ESE (Early Intervention Pre-K)	Vero Beach Elementary	8/11/2016	41	16	3
Exceptional Student Education	Teacher, ESE (Early Intervention Pre-K)	Vero Beach Elementary		915	10	2
Exceptional Student Education	Teacher, ESE (Early Intervention Pre-K)	Vero Beach Elementary		891	24	7
Exceptional Student Education	Teacher, ESE - VE	Vero Beach Elementary		1,682	0	
Exceptional Student Education	Teacher, ESE - VE	Vero Beach Elementary	8/13/2014	15	8	
Exceptional Student Education	Teacher, ESE VE	Vero Beach Elementary	12/10/2014	54	12	
Exceptional Student Education	Teacher, ESE VE	Vero Beach Elementary	2/10/2016	86	15	3
Exceptional Student Education	VE ESE Teacher	Vero Beach Elementary	12/13/2017	21	3	2
Exceptional Student Education	Pre-Kindergarten Teacher (VPK/ESE Includ	Vero Beach Elementary		257	13	6
Exceptional Student Education	Teacher, ESE	Treasure Coast Technical College		926	3	1
Exceptional Student Education	Teacher, ESE	Treasure Coast Elementary	8/17/2015	39	15	3

Job Postings List

Category	Position Type	School/Department	Date Filled	Time To Fill (In Days)	Total Applications	Minority Applicants (Non-White)
Exceptional Student Education	Teacher, ESE	Treasure Coast Elementary		233	12	1
Exceptional Student Education	Teacher, ESE (Support Facilitation)	Storm Grove Middle	8/3/2016	246	45	13
Exceptional Student Education	Teacher, ESE-Support Facilitation	Storm Grove Middle	8/3/2017	70	13	1
Exceptional Student Education	ESE Teacher	Sebastian River High		237	5	1
Exceptional Student Education	SRHS Teacher, ESE, Facilitator	Sebastian River High	8/3/2016	62	31	9
Exceptional Student Education	Teacher, ESE ( Math)	Sebastian River High	8/4/2017	71	13	2
Exceptional Student Education	Teacher, ESE - VE	Sebastian River High	8/12/2014	77	3	
Exceptional Student Education	Teacher, ESE Support Facilitation	Sebastian River High	8/11/2017	25	6	3
Exceptional Student Education	Teacher, ESE Support Facilitation	Sebastian River High		223	7	1
Exceptional Student Education	Teacher - ESE/Science	Sebastian Middle		1,686	3	1
Exceptional Student Education	Teacher, ESE	Sebastian Middle		1,737	3	
Exceptional Student Education	Teacher, ESE (Support Facilitation 2018-20	Sebastian Middle		328	37	8
Exceptional Student Education	Teacher, Language Arts Inclusion ESE (Gra	Sebastian Middle	10/22/2014	30	6	
Exceptional Student Education	ESE 6th Grade (Reading Teacher and Supp	Sebastian Middle	4/5/2017	91	22	9
Exceptional Student Education	ESE 8th Grade (Reading Teacher and Supp	Sebastian Middle	6/28/2017	175	36	11
Exceptional Student Education	ESE Math Teacher and Support Facilitatio	Sebastian Middle	6/28/2017	14	3	1
Exceptional Student Education	Teacher, ESE	Sebastian Elementary		1,363	7	
Exceptional Student Education	Teacher, ESE	Sebastian Elementary	8/3/2016	78	19	3
Exceptional Student Education	Teacher, ESE	Sebastian Elementary		342	26	7
Exceptional Student Education	Teacher, ESE (SLD) (Sunset)	Sebastian Elementary		163	7	1
Exceptional Student Education	Teacher, ESE (VE)	Sebastian Elementary		338	19	5
Exceptional Student Education	Teacher, ESE (VE)	Sebastian Elementary		201	6	2
Exceptional Student Education	Teacher, ESE (VE), (Sunset 5/25/18)	Sebastian Elementary	8/10/2017	52	12	4
Exceptional Student Education	Teacher ESE K-5	Rosewood Magnet		545	4	1
Exceptional Student Education	Teacher ESE K-5	Rosewood Magnet	8/13/2018	283	50	12
Exceptional Student Education	Teacher, ESE K-5	Rosewood Magnet	8/3/2016	43	28	5
Exceptional Student Education	Teacher, Exceptional Education K-5	Rosewood Magnet	8/14/2018	36	9	2
Exceptional Student Education	Teacher, ESE (EBD)	Pelican Island Elementary	10/24/2017	28	3	1
Exceptional Student Education	Teacher, ESE (VE)	Pelican Island Elementary	11/9/2016	79	15	3
Exceptional Student Education	Teacher - VPK/ESE	Pelican Island Elementary	8/13/2014	22	10	2

Job Postings List

Category	Position Type	School/Department	Date Filled	Time To Fill (In Days)	Total Applications	Minority Applicants (Non-White)
Exceptional Student Education	Support Facilitation Teacher, ESE	Oslo Middle	8/13/2018	49	14	6
Exceptional Student Education	Teacher, ESE	Oslo Middle	8/3/2016	76	35	7
Exceptional Student Education	Teacher, ESE (Support Facilitation)	Oslo Middle	6/16/2017	150	56	13
Exceptional Student Education	Teacher, ESE (Support Facilitation)	Oslo Middle		611	13	7
Exceptional Student Education	Teacher, ESE (Support Facilitation)	Oslo Middle	12/13/2017	71	14	5
Exceptional Student Education	Teacher, ESE Support Facilitator (SUNSET)	Oslo Middle		419	23	6
Exceptional Student Education	ESE Teacher	Osceola Magnet		302	24	7
Exceptional Student Education	ESE Teacher - Osceola Magnet	Osceola Magnet	8/10/2017	38	5	1
Exceptional Student Education	K-5th Teacher, ESE	Osceola Magnet	11/7/2018	44	8	1
Exceptional Student Education	Teacher, ESE	Osceola Magnet		462	28	3
Exceptional Student Education	Teacher, ESE - ASD	Liberty Magnet		1,688	6	2
Exceptional Student Education	Teacher, ESE - ASD	Liberty Magnet	9/10/2014	43	5	
Exceptional Student Education	Teacher, ESE - ASD	Liberty Magnet		1,646	7	1
Exceptional Student Education	Teacher, ESE - ASD (2 Positions)	Liberty Magnet		1,737	1	
Exceptional Student Education	Teacher, ESE - ASD (2 Positions)	Liberty Magnet	8/12/2014	60	11	2
Exceptional Student Education	Teacher, ESE ASD	Liberty Magnet	8/17/2015	80	15	1
Exceptional Student Education	Teacher, ESE	Indian River Academy	4/15/2015	98	25	3
Exceptional Student Education	Teacher, ESE	Indian River Academy		443	10	2
Exceptional Student Education	Teacher, ESE	Indian River Academy		226	7	3
Exceptional Student Education	Teacher, ESE (SUNSET)	Indian River Academy	11/22/2017	57	7	3
Exceptional Student Education	Teacher, ESE	Glendale Elementary	7/27/2017	35	3	
Exceptional Student Education	Teacher, ESE	Glendale Elementary	8/14/2018	36	11	1
Exceptional Student Education	Teacher, ESE - VE	Glendale Elementary	8/12/2014	60	13	
Exceptional Student Education	ESE(IND) SELF-CONTAINED	Gifford Middle		138	7	1
Exceptional Student Education	ESE- SUPPORT FACILITATOR	Gifford Middle	8/3/2016	18	8	4
Exceptional Student Education	ESE- SUPPORT FACILITATOR	Gifford Middle	8/31/2017	80	28	8
Exceptional Student Education	Support Facilitation Teacher, ESE	Gifford Middle	8/14/2018	55	17	7
Exceptional Student Education	TEACHER , ESE- SUPPORT FACILITATOR	Gifford Middle	11/18/2015	56	16	4
Exceptional Student Education	TEACHER , ESE- SUPPORT FACILITATOR	Gifford Middle	8/3/2016	128	47	13
Exceptional Student Education	Teacher, ESE	Gifford Middle	8/17/2015	41	8	2



Job Postings List

Category	Position Type	School/Department	Date Filled	Time To Fill (In Days)	Total Applications	Minority Applicants (Non-White)
Exceptional Student Education	Teacher, ESE (Support Facilitation) (2 open	Gifford Middle		629	9	4
Exceptional Student Education	Teacher, ESE-IND	Gifford Middle	11/28/2017	69	8	3
Exceptional Student Education	VE, ESE	Gifford Middle	8/16/2018	83	17	6
Exceptional Student Education	Teacher ESE (School Year 2018-2019)	Fellsmere Elementary		302	17	4
Exceptional Student Education	Teacher ESE/VE - Fellsmere Elementary	Fellsmere Elementary	8/10/2017	15	2	1
Exceptional Student Education	Teacher, ESE (Fellsmere Elementary 2018-	Fellsmere Elementary		287	17	7
Exceptional Student Education	Teacher, ESE - VE	Fellsmere Elementary	8/13/2014	28	6	2
Exceptional Student Education	ESE, Teacher on Assignment	ESE District Wide		299	26	5
Exceptional Student Education	Teacher - Gifted	ESE District Wide		1,716	4	
Exceptional Student Education	Teacher of Autism, ESE (Early Intervention)	ESE District Wide	9/15/2017	60	2	1
Exceptional Student Education	Teacher of the Visually Impaired, ESE	ESE District Wide	10/10/2017	181	13	2
Exceptional Student Education	Teacher, ESE	ESE District Wide		902	33	5
Exceptional Student Education	Teacher, ESE	ESE District Wide	10/27/2016	49	10	2
Exceptional Student Education	Teacher, ESE (3 Positions)	ESE District Wide	8/11/2017	236	78	15
Exceptional Student Education	Teacher, ESE (Early Intervention Pre-K)	ESE District Wide	8/10/2017	70	12	2
Exceptional Student Education	Teacher, ESE (Early Intervention Pre-K)	ESE District Wide	8/11/2017	71	18	4
Exceptional Student Education	Teacher, ESE (Early Intervention Pre-K)	ESE District Wide	8/10/2017	50	5	1
Exceptional Student Education	Teacher, ESE (Early Intervention Pre-K)	ESE District Wide	9/21/2017	71	2	
Exceptional Student Education	Teacher, ESE (Early Intervention Pre-K)	ESE District Wide	11/26/2018	165	27	7
Exceptional Student Education	Teacher, ESE (Hospital/Homebound)	ESE District Wide		950	4	
Exceptional Student Education	Resource Specialist	ESE District Wide		1,793	14	2
Exceptional Student Education	Resource Specialist	ESE District Wide	8/12/2014	56	11	3
Exceptional Student Education	Resource Specialist	ESE District Wide	8/3/2016	12	5	4
Exceptional Student Education	Resource Specialist	ESE District Wide	12/5/2016	68	40	18
Exceptional Student Education	Resource Specialist	ESE District Wide	1/12/2017	38	16	8
Exceptional Student Education	Resource Specialist	ESE District Wide	8/11/2017	93	82	23
Exceptional Student Education	Resource Specialist	ESE District Wide		462	41	8
Exceptional Student Education	Resource Specialist (Pre-K)	ESE District Wide		1,826	9	2
Exceptional Student Education	Teacher, ESE	Dodgertown Elementary	8/3/2016	50	17	3
Exceptional Student Education	Teacher, ESE	Dodgertown Elementary		898	0	



Job Postings List

Category	Position Type	School/Department	Date Filled	Time To Fill (In Days)	Total Applications	Minority Applicants (Non-White)
Exceptional Student Education	Teacher, ESE	Dodgertown Elementary	9/20/2017	71	16	3
Exceptional Student Education	Teacher, ESE - VE	Dodgertown Elementary	8/12/2014	53	20	5
Exceptional Student Education	Teacher, ESE - VE	Dodgertown Elementary		1,359	11	1
Exceptional Student Education	Teacher, ESE (Multiple locations for the 20	District Wide		735	76	15
Exceptional Student Education	Resource Specialist	District Wide		455	38	8
Exceptional Student Education	Resource Specialist District Wide (4 positio	District Wide	8/16/2018	78	48	17
Exceptional Student Education	ASD/ESE Teacher	Citrus Elementary		668	15	3
Exceptional Student Education	ASD/ESE Teacher	Citrus Elementary	7/31/2018	91	5	1
Exceptional Student Education	ESE Resource 4/5	Citrus Elementary		643	17	5
Exceptional Student Education	ESE Resource K/1 (Sunset)	Citrus Elementary	8/3/2016	61	18	4
Exceptional Student Education	ESE/VE Teacher	Citrus Elementary	8/10/2017	114	30	6
Exceptional Student Education	ESE/VE Teacher	Citrus Elementary		540	2	
Exceptional Student Education	ESE/VE Teacher	Citrus Elementary	12/13/2017	26	4	2
Exceptional Student Education	ESE/VE Teacher (Sunset)	Citrus Elementary	9/14/2016	42	12	1
Exceptional Student Education	Teacher, ESE	Citrus Elementary		1,737	3	
Exceptional Student Education	Teacher, ESE	Citrus Elementary	8/24/2015	73	18	3
Exceptional Student Education	Teacher, ESE - VE	Citrus Elementary		1,370	19	1
Exceptional Student Education	Teacher, ESE - VE	Citrus Elementary		1,364	6	
Exceptional Student Education	ESE Resource Teacher	Citrus Elementary	8/16/2018	38	1	
Exceptional Student Education	Teacher, ESE	Beachland Elementary	7/20/2017	35	5	1
Exceptional Student Education	Teacher, ESE	Beachland Elementary	8/14/2018	36	9	1
Exceptional Student Education	Teacher, ESE	Alternative Center for Education	8/11/2017	57	7	4
Exceptional Student Education	Teacher, ESE	Alternative Center for Education	10/26/2018	49	10	1
Exceptional Student Education	Resource Specialist			1,716	6	
High School Teaching	Art Teacher	Vero Beach High	8/3/2016	68	11	2
High School Teaching	Chemistry Teacher (2 positions)	Vero Beach High	8/3/2016	69	12	4
High School Teaching	English Teacher	Vero Beach High	8/3/2016	69	28	4
High School Teaching	English Teacher (Sunset)	Vero Beach High		1,293	5	1
High School Teaching	Graduation Coach, Teacher on Assignmen	Vero Beach High	8/3/2016	47	29	10
High School Teaching	Math Teacher	Vero Beach High	8/3/2016	69	30	5

Job Postings List

Category	Position Type	School/Department	Date Filled	Time To Fill (In Days)	Total Applications	Minority Applicants (Non-White)
High School Teaching	Math Teacher, Secondary	Vero Beach High	8/9/2018	126	10	2
High School Teaching	PE Teacher	Vero Beach High	8/3/2016	69	37	7
High School Teaching	Science Teacher	Vero Beach High	11/9/2016	28	12	3
High School Teaching	Science Teacher, Secondary	Vero Beach High	8/14/2018	85	18	4
High School Teaching	Secondary, Reading Teacher	Vero Beach High	11/26/2018	175	25	10
High School Teaching	Social Studies Teacher	Vero Beach High	8/3/2016	69	75	13
High School Teaching	Spanish Teacher	Vero Beach High		832	8	7
High School Teaching	Teacher (Social Studies)	Vero Beach High		1,262	7	1
High School Teaching	Teacher - High School - Art	Vero Beach High		1,737	1	
High School Teaching	Teacher - High School - Art	Vero Beach High	8/12/2014	63	2	1
High School Teaching	Teacher - High School - Critical Thinking	Vero Beach High		1,737	1	
High School Teaching	Teacher - High School - Language Arts (2 P	Vero Beach High		1,737	0	
High School Teaching	Teacher - High School - Language Arts (2 P	Vero Beach High	8/12/2014	63	7	2
High School Teaching	Teacher - High School - Physical Science	Vero Beach High		1,737	0	
High School Teaching	Teacher - High School - Physical Science	Vero Beach High	8/12/2014	63	4	2
High School Teaching	Teacher - High School - Reading	Vero Beach High	8/12/2014	77	2	
High School Teaching	Teacher - High School - Reading	Vero Beach High		1,723	5	1
High School Teaching	Teacher - High School - Social Studies	Vero Beach High	8/13/2014	36	10	
High School Teaching	Teacher, Art	Vero Beach High	6/16/2017	53	22	5
High School Teaching	Teacher, Biology	Vero Beach High	8/3/2016	54	14	4
High School Teaching	Teacher, Business	Vero Beach High	8/17/2015	18	5	
High School Teaching	Teacher, Business	Vero Beach High	8/3/2016	50	7	1
High School Teaching	Teacher, Culinary	Vero Beach High	8/3/2016	43	8	1
High School Teaching	Teacher, English	Vero Beach High	8/17/2015	35	10	3
High School Teaching	Teacher, ESE	Vero Beach High	7/27/2017	94	32	4
High School Teaching	Teacher, French/Spanish	Vero Beach High	8/17/2015	19	3	1
High School Teaching	Teacher, Health Occupations (nursing)	Vero Beach High	7/27/2017	76	3	
High School Teaching	Teacher, In School Suspension	Vero Beach High	8/11/2017	99	44	15
High School Teaching	Teacher, Math 6-12	Vero Beach High	6/28/2017	85	13	3
High School Teaching	Teacher, PE	Vero Beach High	6/29/2017	66	46	8

Job Postings List

Category	Position Type	School/Department	Date Filled	Time To Fill (In Days)	Total Applications	Minority Applicants (Non-White)
High School Teaching	Teacher, Secondary (English)	Vero Beach High	8/11/2017	17	13	3
High School Teaching	Teacher, Secondary (Reading)	Vero Beach High	1/23/2018	144	18	4
High School Teaching	Teacher, Secondary (Science)	Vero Beach High	8/11/2017	51	12	3
High School Teaching	Teacher, Secondary - Language Arts	Vero Beach High	8/17/2015	81	7	
High School Teaching	Teacher, Secondary - Math (2 positions)	Vero Beach High	8/17/2015	81	9	1
High School Teaching	Teacher, Secondary - Physical Science	Vero Beach High		1,371	3	
High School Teaching	Teacher, Secondary - Social Studies (3 pos	Vero Beach High	8/17/2015	81	25	3
High School Teaching	Teacher, Secondary Math 6-12	Vero Beach High	2/28/2018	56	9	2
High School Teaching	Teacher, Secondary Social Science	Vero Beach High	1/11/2019	25	12	
High School Teaching	Teacher, Secondary, Business Education	Vero Beach High	10/18/2018	38	16	2
High School Teaching	Teacher, Secondary, Science	Vero Beach High	2/28/2018	86	14	4
High School Teaching	Teacher, Spanish	Vero Beach High	8/3/2016	55	10	8
High School Teaching	Teacher, Spanish	Vero Beach High	8/10/2017	108	21	15
High School Teaching	Teacher - High School - Business Ed (Digit	Vero Beach High	8/13/2014	8	1	
High School Teaching	Teacher, Secondary (Language Arts)	Vero Beach High	5/27/2015	15	9	
High School Teaching	Foreign Language Teacher (Spanish)	Vero Beach High	8/14/2018	85	16	14
High School Teaching	Teacher, Technology Education - Culinary	Vero Beach High	8/17/2015	81	2	
High School Teaching	Library/Media Specialist	Vero Beach High	11/18/2015	36	7	1
High School Teaching	Math Teacher- High School	Vero Beach High	8/12/2014	47	5	1
High School Teaching	Math Teacher- High School	Vero Beach High		1,667	5	2
High School Teaching	Graduation Coach	Sebastian River High	8/10/2016	50	52	16
High School Teaching	In School Suspension Teacher - High Scho	Sebastian River High	8/18/2014	20	13	4
High School Teaching	JROTC Instructor	Sebastian River High		1,514	4	1
High School Teaching	Math Teacher	Sebastian River High	8/17/2015	68	10	1
High School Teaching	Math Teacher - Algebra 1	Sebastian River High	8/3/2016	69	28	5
High School Teaching	Math Teacher - Geometry	Sebastian River High		980	11	1
High School Teaching	Math Teacher - High School	Sebastian River High		1,503	5	
High School Teaching	Math Teacher--Algebra 1	Sebastian River High		482	7	1
High School Teaching	Naval Science Instructor for NJROTC Unit	Sebastian River High	7/1/2016	134	16	4
High School Teaching	Physics Teacher (.9 position)	Sebastian River High		1,358	2	

Job Postings List

Category	Position Type	School/Department	Date Filled	Time To Fill (In Days)	Total Applications	Minority Applicants (Non-White)
High School Teaching	Reading, Secondary	Sebastian River High		219	7	2
High School Teaching	Social Studies Teacher	Sebastian River High	8/17/2015	35	23	7
High School Teaching	Social Studies Teacher	Sebastian River High	8/3/2016	48	51	8
High School Teaching	Spanish Teacher	Sebastian River High		1,358	4	3
High School Teaching	Teacher - Foreign Language (Spanish)	Sebastian River High	8/2/2017	71	18	13
High School Teaching	Teacher - Foreign Language (Spanish)	Sebastian River High		258	9	9
High School Teaching	Teacher - High School - Physical/Earth Spa	Sebastian River High	8/18/2014	17	2	
High School Teaching	Teacher - High School - Science (Chemistr	Sebastian River High		1,737	0	
High School Teaching	Teacher - High School - Science (Chemistr	Sebastian River High		1,723	1	1
High School Teaching	Teacher - High School - Science (Physics)	Sebastian River High		1,737	0	
High School Teaching	Teacher - High School Math (Algebra)	Sebastian River High		1,664	2	2
High School Teaching	Teacher, Biology	Sebastian River High		616	2	
High School Teaching	Teacher, Biology - Honors	Sebastian River High		833	5	2
High School Teaching	Teacher, Biology/Anatomy Physiology	Sebastian River High		399	16	2
High School Teaching	Teacher, Biology/Anatomy Physiology	Sebastian River High	7/6/2018	53	15	3
High School Teaching	Teacher, Biology/Anatomy Physiology	Sebastian River High	10/23/2017	105	14	4
High School Teaching	Teacher, English	Sebastian River High	8/17/2015	32	7	2
High School Teaching	Teacher, High School Foreign Language (S	Sebastian River High	2/11/2016	31	12	9
High School Teaching	Teacher, Math (Algebra)	Sebastian River High	8/24/2015	25	6	
High School Teaching	Teacher, Science- Biology and Marine Scie	Sebastian River High	3/14/2016	25	6	
High School Teaching	Teacher, Secondary (Chemistry) Long Terr	Sebastian River High		917	5	2
High School Teaching	Teacher, Secondary (IB Program)	Sebastian River High	1/4/2017	97	13	3
High School Teaching	Teacher, Secondary (ISS)	Sebastian River High		462	32	10
High School Teaching	Teacher, Secondary (Math-Geometry)	Sebastian River High	8/3/2016	8	3	
High School Teaching	Teacher, Secondary (Social Studies)	Sebastian River High	8/3/2016	8	11	2
High School Teaching	Teacher, Secondary (Social Studies) Long	Sebastian River High		953	7	2
High School Teaching	Teacher, Secondary - Language Arts	Sebastian River High		1,308	3	1
High School Teaching	Teacher, Secondary - Math (9th -12th Gra	Sebastian River High	1/27/2016	65	10	1
High School Teaching	Teacher, Secondary English II Composition	Sebastian River High	8/30/2018	51	10	3
High School Teaching	Teacher, Secondary Intensive Reading	Sebastian River High	8/3/2017	37	8	3

Job Postings List

Category	Position Type	School/Department	Date Filled	Time To Fill (In Days)	Total Applications	Minority Applicants (Non-White)
High School Teaching	Teacher, Secondary Music (Band)	Sebastian River High		1,021	14	3
High School Teaching	Teacher, Secondary Reading	Sebastian River High	11/21/2018	78	9	2
High School Teaching	Teacher, Secondary Social Studies	Sebastian River High	8/11/2017	22	29	6
High School Teaching	Teacher, Secondary Social Studies	Sebastian River High		289	23	4
High School Teaching	Teacher, Secondary--English 3 & 4 Honors	Sebastian River High		918	7	
High School Teaching	Teacher, Secondary--In-School-Suspension	Sebastian River High		910	3	
High School Teaching	TV Production	Sebastian River High	8/3/2016	82	10	
High School Teaching	Welding Teacher, Secondary	Sebastian River High	8/3/2016	55	1	
High School Teaching	High School - Business Ed / Microsoft Office	Sebastian River High	8/10/2016	92	29	8
High School Teaching	Teacher (Business Education)	Sebastian River High	10/14/2015	33	9	3
High School Teaching	Teacher (Business Education)	Sebastian River High	8/10/2017	31	11	1
High School Teaching	Teacher - High School - Business Ed (Digital)	Sebastian River High	8/12/2014	11	2	
High School Teaching	English Teacher, Secondary	Sebastian River High	8/3/2016	56	35	5
High School Teaching	English Teacher- High School	Sebastian River High	8/12/2014	63	6	2
High School Teaching	Teacher - High School - Language Arts	Sebastian River High		1,693	3	
High School Teaching	Teacher - High School - Language Arts	Sebastian River High	8/18/2014	17	5	
High School Teaching	Teacher, Secondary	Sebastian River High	8/3/2016	33	19	3
High School Teaching	Teacher, Secondary	Sebastian River High	8/10/2016	23	11	2
High School Teaching	Teacher, Secondary	Sebastian River High		919	0	
High School Teaching	Teacher, Secondary (Language Arts, 9th Grade)	Sebastian River High	7/30/2018	67	9	3
High School Teaching	Reading Teacher, Secondary	Sebastian River High	8/3/2016	85	25	7
High School Teaching	French Teacher, Secondary	Sebastian River High	8/3/2016	85	8	2
High School Teaching	French Teacher, Secondary	Sebastian River High	11/9/2016	22	5	2
High School Teaching	Teacher - Foreign Language (Spanish)	Sebastian River High	8/12/2014	77	4	3
High School Teaching	Teacher, Technology Education - TV Production	Sebastian River High		443	6	1
High School Teaching	Teacher, Technology Education - TV Production	Sebastian River High		289	4	
High School Teaching	Teacher, Technology Education - TV Production	Sebastian River High		237	3	
High School Teaching	Technology Education - Culinary Arts	Sebastian River High	8/3/2016	36	5	
High School Teaching	Technology Education - Digital Design	Sebastian River High	8/10/2016	12	5	1
High School Teaching	Math Teacher	Sebastian River High		1,316	1	

Job Postings List

Category	Position Type	School/Department	Date Filled	Time To Fill (In Days)	Total Applications	Minority Applicants (Non-White)
High School Teaching	Math Teacher- High School	Sebastian River High	8/12/2014	63	1	
High School Teaching	Math Teacher- High School (Preference in	Sebastian River High	8/13/2014	29	4	1
High School Teaching	Math- Geometry	Sebastian River High		205	4	2
High School Teaching	Math-Algebra	Sebastian River High		223	1	1
High School Teaching	Math-Algebra 1, Math Algebra 2/ Geomet	Sebastian River High	7/27/2017	63	12	5
High School Teaching	Math-Algebra 2	Sebastian River High	8/3/2016	40	11	1
High School Teaching	Math-Algebra 2	Sebastian River High	6/29/2017	63	5	1
High School Teaching	Assistant Band Director	Sebastian River High	8/3/2015	54	8	
High School Teaching	Band Director, High School	Sebastian River High	11/12/2014	177	3	
High School Teaching	Teacher, Secondary Physical Education - H	Sebastian River High		233	21	5
High School Teaching	Biology Teacher, Secondary	Sebastian River High	8/3/2016	85	23	6
High School Teaching	Biology Teacher, Secondary	Sebastian River High	8/3/2016	85	15	3
High School Teaching	Physical Science Teacher, Secondary	Sebastian River High	8/3/2016	85	8	1
High School Teaching	Science Teacher- High School - Physics	Sebastian River High	8/12/2014	63	1	
High School Teaching	Social Studies- High School	Sebastian River High	9/24/2014	251	8	1
High School Teaching	Digital Graphics Arts Teacher	Sebastian Middle	9/20/2017	49	13	6
High School Teaching	Title I Resource	Indian River Academy		1,364	0	
High School Teaching	Social Studies Teacher	Gifford Middle		686	43	8
High School Teaching	Teacher, Secondary (Chemistry)	District Wide	10/27/2016	44	5	1
High School Teaching	Teacher, Secondary (ELA) (Multiple locati	District Wide	8/3/2017	162	46	11
High School Teaching	Teacher, Secondary (Math)	District Wide	10/13/2016	30	6	1
High School Teaching	Teacher, Secondary (Math)	District Wide		744	1	
High School Teaching	Teacher, Secondary (Math) (Multiple loca	District Wide	8/11/2017	170	37	13
High School Teaching	Teacher, Secondary (Science)	District Wide	4/7/2017	119	14	3
High School Teaching	Teacher, Secondary (Science) (Multiple lo	District Wide		735	41	9
High School Teaching	Teacher, Secondary (Social Studies) (Multi	District Wide		735	121	18
High School Teaching	Secondary (Virtual School) (Physical Scien	Curriculum and Instruction		1,059	4	1
High School Teaching	Teacher, Secondary (Virtual School) (Alge	Curriculum and Instruction		1,059	5	
High School Teaching	Teacher, Secondary (Virtual School) (Alge	Curriculum and Instruction		1,059	0	
High School Teaching	Teacher, Secondary (Virtual School) (Chen	Curriculum and Instruction		1,059	1	

Job Postings List

Category	Position Type	School/Department	Date Filled	Time To Fill (In Days)	Total Applications	Minority Applicants (Non-White)
High School Teaching	Teacher, Secondary (Virtual School) (Drive	Curriculum and Instruction		1,059	2	
High School Teaching	Teacher, Secondary (Virtual School) (Earth	Curriculum and Instruction		1,059	3	1
High School Teaching	Teacher, Secondary (Virtual School) (Econ	Curriculum and Instruction		1,059	5	1
High School Teaching	Teacher, Secondary (Virtual School) (Engli	Curriculum and Instruction		1,059	10	1
High School Teaching	Teacher, Secondary (Virtual School) (Engli	Curriculum and Instruction		1,059	10	
High School Teaching	Teacher, Secondary (Virtual School) (Geor	Curriculum and Instruction		1,059	5	
High School Teaching	Teacher, Secondary (Virtual School) (Gove	Curriculum and Instruction		1,059	8	2
High School Teaching	Teacher, Secondary (Virtual School) (Histo	Curriculum and Instruction		1,059	10	1
High School Teaching	Teacher, Secondary (Virtual School) (Histo	Curriculum and Instruction		1,059	7	1
High School Teaching	Teacher, Secondary (Virtual School) (HOPE	Curriculum and Instruction		1,059	7	1
High School Teaching	Teacher, Secondary (Virtual School) (Mari	Curriculum and Instruction		1,059	4	1
High School Teaching	Teacher, Secondary (Virtual School) (Phys	Curriculum and Instruction		1,059	1	
High School Teaching	Library/Media Specialist and Reading	Alternative Center for Education		645	11	4
High School Teaching	MATH Teacher, Secondary	Alternative Center for Education	8/14/2018	763	4	1
High School Teaching	Math Teacher, Secondary .6	Alternative Center for Education		243	1	
High School Teaching	Math, Secondary	Alternative Center for Education		960	22	7
High School Teaching	Reading, Secondary	Alternative Center for Education	8/14/2018	307	33	16
High School Teaching	Resource Teacher	Alternative Center for Education		622	60	25
High School Teaching	Resource Teacher, Secondary (.6)	Alternative Center for Education	2/17/2017	45	1	1
High School Teaching	Teacher	Alternative Center for Education	1/13/2016	42	6	1
High School Teaching	Teacher, Dropout Prevention	Alternative Center for Education		244	27	9
High School Teaching	Teacher, Secondary (Math)	Alternative Center for Education	8/17/2015	32	9	3
High School Teaching	Teacher, Secondary (Math)	Alternative Center for Education		645	16	8
High School Teaching	Teacher, Secondary (Science)	Alternative Center for Education	8/3/2016	56	10	2
High School Teaching	Teacher, Secondary (Social Studies)	Alternative Center for Education	2/22/2017	78	21	7
High School Teaching	Teacher, Secondary (Language Arts)	Alternative Center for Education		478	16	8
High School Teaching	Teacher, Secondary (Language Arts)	Alternative Center for Education		240	2	
High School Teaching	Physical Education - Elementary (.6)	Alternative Center for Education	8/18/2014	13	15	4
High School Teaching	Teacher, Physical Education (.6)	Alternative Center for Education		1,183	4	
Middle School Teaching	Art Teacher - Middle School	Storm Grove Middle	8/22/2017	116	27	6



Job Postings List

Category	Position Type	School/Department	Date Filled	Time To Fill (In Days)	Total Applications	Minority Applicants (Non-White)
Middle School Teaching	Business Teacher	Storm Grove Middle	8/17/2015	69	10	3
Middle School Teaching	Career Elective/Yearbook Teacher - Middle School	Storm Grove Middle		1,000	20	4
Middle School Teaching	ELA Teacher	Storm Grove Middle	1/25/2018	17	9	3
Middle School Teaching	ELA Teacher	Storm Grove Middle	7/31/2018	78	12	2
Middle School Teaching	English/ Language Arts Teacher - Middle School	Storm Grove Middle	12/13/2017	194	33	5
Middle School Teaching	Language Arts Teacher - Middle School	Storm Grove Middle	8/3/2016	57	32	5
Middle School Teaching	Language Arts/Reading	Storm Grove Middle	2/29/2016	45	13	3
Middle School Teaching	Math Teacher	Storm Grove Middle	7/30/2018	157	30	9
Middle School Teaching	Math Teacher	Storm Grove Middle	8/15/2018	28	3	
Middle School Teaching	Math Teacher	Storm Grove Middle	11/5/2018	21	5	1
Middle School Teaching	Physical Education Teacher - Storm Grove Middle School	Storm Grove Middle	7/27/2017	85	47	6
Middle School Teaching	Physical Education Teacher Middle School	Storm Grove Middle	8/3/2016	62	36	5
Middle School Teaching	Reading Teacher - Middle School	Storm Grove Middle	8/3/2016	34	18	5
Middle School Teaching	Science Teacher - Middle School	Storm Grove Middle	8/3/2016	54	19	2
Middle School Teaching	Social Studies Teacher - Middle School	Storm Grove Middle	8/3/2016	61	38	8
Middle School Teaching	Social studies Teacher - Storm Grove Middle School	Storm Grove Middle	7/27/2017	80	42	7
Middle School Teaching	Social Studies Teacher -Storm Grove Middle School	Storm Grove Middle		588	15	4
Middle School Teaching	Storm Grove Middle School Business Educator	Storm Grove Middle	8/30/2017	97	20	5
Middle School Teaching	Storm Grove Middle School Math Teacher	Storm Grove Middle	6/29/2017	35	12	2
Middle School Teaching	Storm Grove Middle Science Teacher - Middle School	Storm Grove Middle	8/10/2017	69	12	2
Middle School Teaching	Teacher - Middle School (Language Arts)	Storm Grove Middle		944	9	2
Middle School Teaching	Teacher - Middle School (Science)	Storm Grove Middle		1,737	2	
Middle School Teaching	Teacher - Middle School (Science)	Storm Grove Middle	8/12/2014	63	9	2
Middle School Teaching	Teacher - Middle School (Science)	Storm Grove Middle		208	2	1
Middle School Teaching	Teacher - Middle School (Social Studies)	Storm Grove Middle	7/31/2018	63	13	2
Middle School Teaching	Teacher - Middle School - Reading	Storm Grove Middle	8/10/2017	232	47	7
Middle School Teaching	Teacher - Middle School- Language Arts	Storm Grove Middle	6/16/2017	49	8	
Middle School Teaching	Teacher - Social Studies	Storm Grove Middle	8/17/2015	35	21	8
Middle School Teaching	Teacher - Foreign Language (Spanish)	Storm Grove Middle	8/12/2014	77	3	3
Middle School Teaching	Teacher - Foreign Language (Spanish)	Storm Grove Middle		1,723	3	3



Job Postings List

Category	Position Type	School/Department	Date Filled	Time To Fill (In Days)	Total Applications	Minority Applicants (Non-White)
Middle School Teaching	Teacher - Middle School - Language Arts	Storm Grove Middle	8/13/2014	23	8	2
Middle School Teaching	7th Grade Civics Teacher	Storm Grove Middle		1,315	7	
Middle School Teaching	Middle School Social Studies Teacher	Storm Grove Middle	8/24/2015	35	15	5
Middle School Teaching	Teacher - Middle School	Storm Grove Middle		1,696	13	1
Middle School Teaching	Drama Teacher (Part Time)	Sebastian Middle	10/10/2017	118	10	3
Middle School Teaching	In School Suspension Teacher - Middle School	Sebastian Middle		1,647	15	3
Middle School Teaching	Middle School Language Arts	Sebastian Middle		1,318	9	
Middle School Teaching	Middle School Science (Grades 6-8)	Sebastian Middle	8/17/2015	28	12	3
Middle School Teaching	Social Studies (6-8) Middle School	Sebastian Middle	10/28/2015	100	6	
Middle School Teaching	Teacher, In School Suspension	Sebastian Middle		345	45	15
Middle School Teaching	Art Teacher	Sebastian Middle		478	5	3
Middle School Teaching	Art Teacher (Sunset)	Sebastian Middle	2/22/2017	92	17	3
Middle School Teaching	Computer Teacher	Sebastian Middle	8/3/2016	42	12	2
Middle School Teaching	Foreign Language (Spanish)	Sebastian Middle	8/28/2018	48	13	10
Middle School Teaching	Middle School Foreign Language - Spanish	Sebastian Middle		992	12	11
Middle School Teaching	Teacher - Foreign Language (Spanish)	Sebastian Middle		327	18	14
Middle School Teaching	ELA 6th Grade	Sebastian Middle	7/31/2018	62	17	6
Middle School Teaching	ELA Teacher	Sebastian Middle	8/10/2017	22	6	1
Middle School Teaching	ELA/Reading Teacher- 7th Grade	Sebastian Middle		285	16	6
Middle School Teaching	Language Arts Teacher	Sebastian Middle	10/27/2016	42	12	3
Middle School Teaching	Math Teacher	Sebastian Middle	8/24/2015	27	9	
Middle School Teaching	Math Teacher- 6th Grade	Sebastian Middle		285	16	6
Middle School Teaching	Math Teacher- Middle School	Sebastian Middle	8/3/2016	56	25	7
Middle School Teaching	Math Teacher- Middle School	Sebastian Middle	7/27/2017	72	32	9
Middle School Teaching	Teacher, Combined Math/Science	Sebastian Middle	10/28/2015	18	3	
Middle School Teaching	Band Director	Sebastian Middle	6/20/2016	73	33	4
Middle School Teaching	PE Teacher	Sebastian Middle		261	20	3
Middle School Teaching	PE Teacher - Middle School	Sebastian Middle	8/10/2017	136	63	12
Middle School Teaching	PE Teacher- Middle School	Sebastian Middle	8/3/2016	57	33	4
Middle School Teaching	Teacher, Secondary Physical Education	Sebastian Middle		1,318	14	3

Job Postings List

Category	Position Type	School/Department	Date Filled	Time To Fill (In Days)	Total Applications	Minority Applicants (Non-White)
Middle School Teaching	Middle School ELA Teacher (Secondary Po	Sebastian Middle	8/17/2015	39	13	4
Middle School Teaching	Middle School ELA Teacher (Secondary Po	Sebastian Middle		1,278	11	2
Middle School Teaching	Middle School ELA Teacher (Secondary Po	Sebastian Middle	11/18/2015	29	2	1
Middle School Teaching	Middle School Reading Teacher (Secondar	Sebastian Middle	4/6/2015	143	18	3
Middle School Teaching	Reading Teacher- 7th Grade	Sebastian Middle		285	15	6
Middle School Teaching	Reading/Science Teacher	Sebastian Middle		285	15	5
Middle School Teaching	Science Teacher	Sebastian Middle	1/11/2017	51	15	2
Middle School Teaching	Science Teacher	Sebastian Middle	8/11/2017	60	14	3
Middle School Teaching	Science Teacher	Sebastian Middle	8/10/2017	43	12	2
Middle School Teaching	Science Teacher	Sebastian Middle	8/8/2018	106	34	7
Middle School Teaching	Science Teacher	Sebastian Middle	10/2/2018	21	14	2
Middle School Teaching	Science Teacher	Sebastian Middle	11/13/2018	32	9	2
Middle School Teaching	Science Teacher-Middle School (2 position	Sebastian Middle	8/3/2016	57	33	9
Middle School Teaching	Teacher - Middle School Science, 8th grad	Sebastian Middle	8/29/2018	43	8	2
Middle School Teaching	Social Studies Teacher (IB experience pref	Sebastian Middle	1/26/2017	72	21	2
Middle School Teaching	Social Studies Teacher (World Cultures/Ci	Sebastian Middle		264	27	5
Middle School Teaching	Social Studies Teacher - Middle School	Sebastian Middle	8/3/2016	57	57	12
Middle School Teaching	Social Studies Teacher - Middle School	Sebastian Middle		652	67	10
Middle School Teaching	(Language Arts Gifted grades 6,7, and 8) -	Oslo Middle		1,479	19	3
Middle School Teaching	Advanced Language Arts Teacher - Middle	Oslo Middle	8/13/2018	87	17	4
Middle School Teaching	Art Teacher - Middle School	Oslo Middle		273	9	3
Middle School Teaching	Art Teacher - Middle School	Oslo Middle	11/21/2018	26	7	2
Middle School Teaching	Business Teacher (Digital Information Tec	Oslo Middle	2/28/2018	47	6	3
Middle School Teaching	Language Arts - Middle School	Oslo Middle	8/16/2018	65	11	4
Middle School Teaching	Language Arts Teacher - Middle School	Oslo Middle	12/13/2017	43	6	3
Middle School Teaching	Language Arts Teacher - Middle School	Oslo Middle	12/7/2018	73	13	3
Middle School Teaching	Media Specialist - Middle School (Job Shar	Oslo Middle		638	10	1
Middle School Teaching	Oslo Middle School Language Arts	Oslo Middle	8/10/2017	24	3	1
Middle School Teaching	Reading Teacher - Middle School	Oslo Middle	11/28/2018	128	20	5
Middle School Teaching	Reading Teacher - Oslo Middle	Oslo Middle		546	6	2

Job Postings List

Category	Position Type	School/Department	Date Filled	Time To Fill (In Days)	Total Applications	Minority Applicants (Non-White)
Middle School Teaching	Social Studies Teacher - Middle School	Oslo Middle	12/13/2017	42	14	2
Middle School Teaching	Teacher (Science)	Oslo Middle		1,262	7	2
Middle School Teaching	Teacher - Language Arts Middle School	Oslo Middle		1,045	29	5
Middle School Teaching	Teacher - Middle School (Art)	Oslo Middle	3/30/2016	76	13	1
Middle School Teaching	Teacher - Middle School (Computers/Digit	Oslo Middle	8/3/2016	33	13	2
Middle School Teaching	Teacher - Middle School (Language Arts ar	Oslo Middle	8/24/2016	54	23	3
Middle School Teaching	Teacher - Middle School (Math)	Oslo Middle	1/26/2017	49	16	3
Middle School Teaching	Teacher - Middle School (Math)	Oslo Middle	6/16/2017	29	24	9
Middle School Teaching	Teacher - Middle School (Reading)	Oslo Middle		1,291	19	5
Middle School Teaching	Teacher - Middle School (Science 2018-20	Oslo Middle	7/5/2018	78	20	7
Middle School Teaching	Teacher - Middle School (Social Studies)	Oslo Middle	2/17/2017	80	26	6
Middle School Teaching	Teacher - Middle School (Social Studies) (S	Oslo Middle	3/9/2016	37	37	9
Middle School Teaching	Teacher - Middle School - Reading	Oslo Middle		1,371	21	3
Middle School Teaching	Teacher - Middle School Digital Informatio	Oslo Middle	6/29/2017	69	14	3
Middle School Teaching	Teacher - Middle School Language Arts	Oslo Middle		659	26	3
Middle School Teaching	Teacher - Middle School Language Arts/Re	Oslo Middle	8/8/2018	129	30	11
Middle School Teaching	Teacher - Middle School MATH	Oslo Middle	8/17/2015	68	18	4
Middle School Teaching	Teacher - Middle School Math	Oslo Middle		985	17	5
Middle School Teaching	Teacher - Middle School Science (Sunset)	Oslo Middle	3/30/2016	77	15	4
Middle School Teaching	Teacher - Middle School Social Studies	Oslo Middle	8/3/2016	41	35	7
Middle School Teaching	Teacher - Middle School Social Studies	Oslo Middle	8/10/2017	93	50	6
Middle School Teaching	Teacher -Language Arts/Reading	Oslo Middle		1,101	20	4
Middle School Teaching	Title I Resource Teacher - Middle School	Oslo Middle		253	12	5
Middle School Teaching	Title I Resource Teacher - Middle School (S	Oslo Middle	11/28/2017	89	4	1
Middle School Teaching	Title I Resource Teacher - Middle School (S	Oslo Middle	2/28/2018	103	8	4
Middle School Teaching	Language Arts Teacher	Oslo Middle		1,660	5	
Middle School Teaching	Math Teacher-Middle School (Algebra)	Oslo Middle	8/10/2017	33	10	3
Middle School Teaching	Teacher (Math)	Oslo Middle		1,262	8	
Middle School Teaching	Teacher, Music	Oslo Middle	11/4/2015	26	2	
Middle School Teaching	Reading Teacher-3 Positions	Oslo Middle	9/10/2014	29	8	

Job Postings List

Category	Position Type	School/Department	Date Filled	Time To Fill (In Days)	Total Applications	Minority Applicants (Non-White)
Middle School Teaching	Teacher (Social Studies)	Oslo Middle		1,262	20	3
Middle School Teaching	2018-2019 Social Studies - Middle School	Gifford Middle		309	32	9
Middle School Teaching	Art Teacher - Middle School	Gifford Middle	8/11/2017	9	5	2
Middle School Teaching	Business Education Teacher - Middle School	Gifford Middle	8/10/2017	38	15	4
Middle School Teaching	Gifted Teacher- Language Arts	Gifford Middle		1,014	12	1
Middle School Teaching	LANGUAGE ARTS - Middle School	Gifford Middle		268	17	5
Middle School Teaching	Language Arts Middle School Teacher	Gifford Middle	8/3/2016	19	7	
Middle School Teaching	Language Arts Middle School Teacher-SUN	Gifford Middle	1/26/2017	38	3	2
Middle School Teaching	MATH - Middle School	Gifford Middle	8/16/2018	30	3	1
Middle School Teaching	Middle School Language Arts Teacher	Gifford Middle		1,008	13	3
Middle School Teaching	Physical Education Teacher Middle School	Gifford Middle		636	12	1
Middle School Teaching	Reading Teacher - Middle School	Gifford Middle	10/15/2018	460	22	6
Middle School Teaching	Social Studies Teacher - Middle School	Gifford Middle	2/20/2019	100	38	4
Middle School Teaching	Teacher - Language Arts	Gifford Middle	10/28/2015	35	4	1
Middle School Teaching	Teacher - Middle School - Language Arts (3	Gifford Middle		800	4	1
Middle School Teaching	Teacher - Middle School-LANGUAGE ARTS	Gifford Middle		621	14	1
Middle School Teaching	Foreign Language (Spanish)	Gifford Middle	8/3/2016	79	17	15
Middle School Teaching	Language Arts Middle School Teacher	Gifford Middle	8/17/2015	63	16	2
Middle School Teaching	Language Arts Middle School Teacher	Gifford Middle	4/7/2017	51	15	6
Middle School Teaching	Language Arts Middle School Teacher (2 o	Gifford Middle	8/11/2017	121	21	6
Middle School Teaching	Geometry/Pre-Algebra Teacher	Gifford Middle		1,059	10	1
Middle School Teaching	Teacher, Math	Gifford Middle	8/17/2015	47	13	5
Middle School Teaching	TEACHER, MIDDLE SCHOOL MATH	Gifford Middle		1,359	16	5
Middle School Teaching	Teacher, Secondary (Math) (2018-2019 Sc	Gifford Middle	8/9/2018	127	25	9
Middle School Teaching	Band Director, Middle School	Gifford Middle	8/12/2014	64	3	
Middle School Teaching	Middle School Band Director	Gifford Middle	6/29/2017	77	11	1
Middle School Teaching	MUSIC/CHORUS TEACHER MIDDLE SCHOOL	Gifford Middle	8/3/2016	69	12	4
Middle School Teaching	Teacher Secondary Music	Gifford Middle	8/17/2015	69	4	2
Middle School Teaching	Middle School Physical Education Teacher	Gifford Middle		933	13	3
Middle School Teaching	Physical Education - Middle School	Gifford Middle		635	18	2

Job Postings List

Category	Position Type	School/Department	Date Filled	Time To Fill (In Days)	Total Applications	Minority Applicants (Non-White)
Middle School Teaching	Middle School Reading Teacher	Gifford Middle	8/3/2016	18	7	1
Middle School Teaching	Middle School Reading Teacher	Gifford Middle	12/5/2016	63	8	1
Middle School Teaching	Middle School Reading Teacher	Gifford Middle	1/26/2017	50	7	1
Middle School Teaching	Middle School Reading Teacher	Gifford Middle	8/10/2017	120	19	7
Middle School Teaching	Reading ( Sunset Position for 2015-16 )	Gifford Middle		950	1	
Middle School Teaching	Science Teacher	Gifford Middle		995	2	1
Middle School Teaching	Science Teacher	Gifford Middle		621	16	4
Middle School Teaching	Science Teacher (2 Positions)	Gifford Middle	5/24/2017	42	14	3
Middle School Teaching	Science Teacher - (Sunset)	Gifford Middle		1,100	9	2
Middle School Teaching	Science Teacher - (Sunset)	Gifford Middle	2/16/2017	41	3	
Middle School Teaching	Science Teacher - (Sunset)	Gifford Middle	2/16/2017	22	11	4
Middle School Teaching	Science Teacher -Middle School	Gifford Middle		939	15	2
Middle School Teaching	Teacher, Middle School Science	Gifford Middle	8/17/2015	19	3	
Middle School Teaching	Teacher, Middle School Science	Gifford Middle		950	3	1
Middle School Teaching	Teacher, Science	Gifford Middle		1,183	12	3
Middle School Teaching	Teacher, Science	Gifford Middle		1,027	36	6
Middle School Teaching	Teacher, Science	Gifford Middle	8/3/2016	89	33	5
Middle School Teaching	Middle School Social Studies Teacher	Gifford Middle	8/3/2016	18	8	1
Middle School Teaching	SOCIAL STUDIES - Middle School	Gifford Middle	8/23/2018	93	31	4
Middle School Teaching	Social Studies Teacher	Gifford Middle		635	12	2
Middle School Teaching	Teacher - Middle School (ELA) (Multiple lo	District Wide		735	50	6
Middle School Teaching	Teacher - Middle School (Math) (Multiple	District Wide		735	52	12
Middle School Teaching	Teacher - Middle School (Social Studies) (N	District Wide		735	117	18
Student Support Services	Guidance Counselor	Vero Beach High	8/24/2015	28	6	1
Student Support Services	Guidance Counselor	Vero Beach High	10/14/2015	27	5	1
Student Support Services	Guidance Counselor	Vero Beach High		593	9	2
Student Support Services	Guidance Counselor (.4 Non Benefitted)	Vero Beach High		1,286	4	
Student Support Services	Guidance Counselor (2 positions)	Vero Beach High	8/3/2016	69	25	9
Student Support Services	Literacy Coach	Vero Beach Elementary	8/3/2016	100	22	2
Student Support Services	Literacy Coach	Treasure Coast Elementary	6/28/2017	16	12	5

Job Postings List

Category	Position Type	School/Department	Date Filled	Time To Fill (In Days)	Total Applications	Minority Applicants (Non-White)
Student Support Services	Guidance Counselor	Storm Grove Middle	6/10/2015	14	7	3
Student Support Services	Guidance Counselor	Storm Grove Middle	8/3/2017	22	18	4
Student Support Services	Guidance Counselor	Storm Grove Middle	7/30/2018	73	11	3
Student Support Services	Middle School Guidance Counselor	Storm Grove Middle	1/13/2016	91	18	8
Student Support Services	Storm Grove Middle Guidance Counselor	Storm Grove Middle	6/21/2017	35	18	6
Student Support Services	Migrant Secondary Advocate (SUNSET)	Sebastian River High	1/27/2016	79	13	8
Student Support Services	Migrant-Immigrant Specialist	Sebastian River High		1,332	4	4
Student Support Services	Guidance Counselor	Sebastian River High	1/20/2015	83	11	6
Student Support Services	Guidance Counselor	Sebastian Middle	8/13/2014	27	6	3
Student Support Services	Guidance Counselor (2018-2019 School Year)	Sebastian Middle		345	23	7
Student Support Services	Literacy Coach	Sebastian Elementary	8/17/2015	80	19	6
Student Support Services	Speech and Language Pathologist	Sebastian Elementary		1,646	0	
Student Support Services	Speech and Language Pathologist	Sebastian Elementary		1,566	4	
Student Support Services	K-2 Literacy Coach	Pelican Island Elementary		267	9	1
Student Support Services	Literacy Coach	Pelican Island Elementary	8/12/2014	48	7	
Student Support Services	Literacy Coach	Pelican Island Elementary	8/17/2015	42	14	3
Student Support Services	Literacy Coach	Pelican Island Elementary	8/3/2017	41	21	7
Student Support Services	Literacy Coach	Pelican Island Elementary		302	25	6
Student Support Services	Literacy Coach	Osceola Magnet	9/24/2014	37	9	1
Student Support Services	Literacy Coach - Osceola Magnet	Osceola Magnet	8/9/2018	76	10	3
Student Support Services	Literacy Coach	Liberty Magnet		576	1	1
Student Support Services	Literacy Coach (2018-19)	Liberty Magnet		295	12	2
Student Support Services	Guidance Counselor	Gifford Middle		1,808	9	3
Student Support Services	Guidance Counselor	Gifford Middle	8/6/2014	15	6	4
Student Support Services	Guidance Counselor - Middle School	Gifford Middle	7/29/2014	54	13	5
Student Support Services	K-2 Literacy Specialist	Fellsmere Elementary		287	9	2
Student Support Services	Speech and Language Pathologist	Fellsmere Elementary		279	2	1
Student Support Services	Speech and Language Pathologist	ESE District Wide	9/9/2015	181	9	
Student Support Services	Speech and Language Pathologist	ESE District Wide	8/10/2016	245	14	1
Student Support Services	Speech and Language Pathologist	ESE District Wide	2/16/2017	126	7	2

Job Postings List

Category	Position Type	School/Department	Date Filled	Time To Fill (In Days)	Total Applications	Minority Applicants (Non-White)
Student Support Services	Speech and Language Pathologist	ESE District Wide	8/30/2017	41	5	
Student Support Services	Speech and Language Pathologist	ESE District Wide	2/28/2018	85	3	1
Student Support Services	Speech and Language Pathologist (.8 / 6 h	ESE District Wide	9/10/2014	28	4	
Student Support Services	Speech and Language Pathologist (Sunset	ESE District Wide	3/30/2016	49	3	1
Student Support Services	ESOL Resource Teacher	Dodgertown Elementary	8/12/2014	56	17	11
Student Support Services	Literacy Coach	Dodgertown Elementary	8/12/2014	60	7	2
Student Support Services	Literacy Coach	Dodgertown Elementary	8/3/2016	48	20	5
Student Support Services	Literacy Coach (Dodgertown Elementary:	Dodgertown Elementary		296	29	5
Student Support Services	ESOL Resource Teacher	Curriculum and Instruction	8/17/2015	38	9	5
Student Support Services	ESOL Resource Teacher (Sunset)	Curriculum and Instruction	11/28/2018	138	22	12
Student Support Services	ESOL Resource Teacher SUNSET	Curriculum and Instruction	1/12/2017	45	12	7
Student Support Services	Literacy Coach, Secondary	Curriculum and Instruction		1,791	5	1
Student Support Services	Literacy Coach	Citrus Elementary		315	7	1
Student Support Services	Literacy Coach			1,580	0	





# **Section IV- Representation of African American Teachers and Instructional Staff Required Action 1 Attachment B**



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## **EXPLANATION OF ATTACHMENT**

The following documents are the interview and hiring paperwork required to enter into Frontline when making a recommendation for an instructional staff hire by a principal.



**2020-2021 SDIRC AAAP Goal 4: Instructional Staff**

**5 Year Baseline Report for the Racial/Ethnic Breakdown of New Hires**

Race/Eth	15-16		16-17		17-18		18-19		19-20*	
	# of Applicants	% of Applicants	# of Applicants	% of Applicants	# of Applicants	% of Applicants	# of Applicants	% of Applicants	# of Applicants	% of Applicants
White	76	81%	109	86%	113	82%	101	66%	60	73%
Hispanic	6	6%	1	1%	5	4%	5	3%	13	16%
Black	11	12%	14	11%	13	9%	12	8%	7	9%
Two or More			0	0%	0	0%	0	0%	0	0%
Asian			2	2%	4	3%	1	1%	1	1%
Am Indian	1	1%	1	1%	2	1%	0	0%	1	1%
Pac Islander			0	0%	0	0%	0	0%	0	0%
<b>District Total</b>	<b>94</b>		<b>127</b>		<b>137</b>		<b>154</b>		<b>82</b>	
	Black/White Gap	69%	Black/White Gap	75%	Black/White Gap	73%	Black/White Gap	58%	Black/White Gap	65%
	Hisp/White Gap	74%	Hisp/White Gap	85%	Hisp/White Gap	79%	Hisp/White Gap	62%	Hisp/White Gap	57%

\* Did candidate accept position?

\* Date accepted/declined:

Orientation date & time:

\* Employment start date:

\* Favorable background screening?

\* Date individual cleared workplace screening:

\* Start date verification:

\* Board Agenda date:

\* Date input in Focus:

\* Please provide the information below for each category.

\* Number of American Indian/Alaskan Native applicants:

\* Number of Asian applicants:

\* Number of Black applicants:

\* Number of Hawaiian Native/Pacific Islander applicants:

\* Number of White applicants:

\* Number of Hispanic/Latino applicants:

Yes

10/11/2019

10/21/2019

Yes

08/29/2016

10/21/2019

11/12/2019

10/21/2019

0

0

1

0

4

0

List of applicants interviewed:

Estonic Dantes

Maureen Ricco

Richard Cusick

Joshua Benyola

Steven Campbell

**INFORMATION SHEET FOR CONDUCTING PERSONNEL SELECTION  
INTERVIEWS - INDIAN RIVER COUNTY SCHOOL DISTRICT**

It is important that all interviewers have the same basic opportunities in an interview although the director/administrator/supervisor usually leads the interviews and actually signs off on the recommended choice for hiring. *All interviews will be conducted by a minimum of two interviewers.* All qualified applicants being granted an interview must be given equal consideration without regard to race, color, religion, age, gender, national origin, or disability. Avoid making any comments during the interviews that might infer the pre-selection of the interviewee or any other individual to the position being filled.

The following materials and information should be available prior to the interviews: (If information is not in your interview folder, please check with Personnel or download from the District web site). **DO NOT START THE INTERVIEW WITHOUT ALL THE PROPER INFORMATION NEEDED.**

1. INTERVIEW SHEET - to be completed by the Director/Administrator/Supervisor. This is the sheet used to record the recommended choice for hiring. It is to be submitted to Personnel and after processing, is retained as a matter of official record. Note: To facilitate the hiring process, selection notices may be e-mailed to Personnel but the e-mail(s) do not replace the Interview Sheet or the Interview Evaluation Sheets. These documents must be completed and forwarded to Personnel for the official file.
2. INTERVIEW EVALUATION SHEET - to be completed on each applicant, tallied, and given to the Director/Administrator/Supervisor after the final interview. Evaluation sheets are used to arrive at the final recommendation(s) on the Interview Sheet and are to be submitted to Personnel for retention in an official applicant file. These sheets are a matter of record and any written comments or annotations should be relevant to the employee's scoring.
3. APPLICATION - Each interviewee's application or letter of intent should be in the Director/Administrator/Supervisor's Folder. Applications and supporting documents may be downloaded from WinOcular, the online applicant system.
4. COPY OF JOB DESCRIPTION / SALARY INFORMATION - This information may be downloaded from the District web site. Access is via the Employment Opportunities link on the main menu. Contact Personnel if assistance is needed.

RECOMMENDATION - Each member of the interview team shall share with the Director/Administrator/Supervisor his or her findings. If there is disagreement as to the final recommendation, this should be noted on the interview sheet. Recommend the top two or three candidates be noted in their order of ranking. That way, if the recommended first choice declines, Personnel can offer the position to the next individual if so requested.

**NO JOB OFFER IS TO BE MADE TO AN APPLICANT BY THE INTERVIEW TEAM MEMBERS. JOB OFFERS ARE ONLY MADE THROUGH PERSONNEL AFTER ALL REFERENCE AND BACKGROUND CHECKS ARE COMPLETED.**

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Administrator/Director/Supervisor's Signature

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Date

# INTERVIEW SUMMARY SHEET

**INSTRUCTIONS:** This form is to be completed by the interviewer(s) and submitted to Personnel for retention in the official applicant file after the interviews are complete. The absence of this form may delay the appointment process. **ALL RECOMMENDATIONS MUST BE ACCOMPANIED BY A COPY OF THIS FORM.**

Position Interviewed:

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NAME(S) OF APPLICANTS:

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The candidate selected, \_\_\_\_\_, was rated higher than other applicants interviewed in the following areas (please check where appropriate).

\_\_\_Qualifications\_\_\_Poise/Personality\_\_\_Prior Experience\_\_\_Availability

Other factors (explain): \_\_\_\_\_

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Comments: \_\_\_\_\_

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Interviewer's Signature

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Date

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**Section IV –  
Representation of  
African American  
Teachers and  
Instructional Staff at  
Each School  
Required Action 2**









## Joint Plan Evidence of Implementation

School District of Indian River County  
#SDIRCStrongerTogether

**Date:** 8/7/2020

**School/Department:** Human Capital & Operations

**Report generated by:** Mrs. Beth Hofer

**Responsible staff as indicated in the Plan:** I hereby certify that the documentation being provided is true, exact, complete, and unaltered.  
Mr. Scott Bass

**Required Action:** Section IV: Representation of African American Teachers and Instructional Staff at Each School-Data Requirements  
2. Require the maintenance of information regarding the race and specific position of all teachers and instructional staff by school and make such information available to the Equity Committee through appropriate channels.

**Explanation of Evidence:** The provided chart shows each school in the district (elementary, middle, and high) with number of African American teachers at each respective school. As of August 3, 2020, there was a minimum of one African American instructional staff member at each school site.

**Results of Action Taken:** Hiring administrators were mindful of the percentage of African American instructional staff members for the 2020-2021 school year. The School District is working to match or exceed the percentage of African American instructional staff to the percentage of African American students at each school site.

**Reflection:** Included in the 2020-2021 SDIRC Recruitment Plan is the "Tour of Schools." This program is being created to offer invitations to African American college students in Florida and out of state, the opportunity to visit Indian River County schools and meet district and school staff. SDIRC plans to increase the percentage of African American instructional staff from 11%-15% for the 2021-2022 school year.



# **Section IV- Representation of African American Teachers and Instructional Staff Required Action 2 Attachment A**



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## **EXPLANATION OF ATTACHMENT**

The following charts list all instructional staff in the district (schools and district staff) with the number of instructional staff by ethnicity and race.



<b>STAFF BY ALL DISTRICT DEPTS</b>													
Row Labels	Hispanic	White	Asian	African	Hawaiian	Native A	Total	% Hispani	% White	% Asian	% African	% Hawaiiar	% Native
ALTERNATIVE CENTER		4		8			12	0.0%	33.3%	0.0%	66.7%	0.0%	0.0%
BEACHLAND ELEMENTARY		28		1			29	0.0%	96.6%	0.0%	3.4%	0.0%	0.0%
CITRUS ELEMENTARY	1	47		3			51	2.0%	92.2%	0.0%	5.9%	0.0%	0.0%
CURRICULUM & INSTRUCTIONAL		5		2			7	0.0%	71.4%	0.0%	28.6%	0.0%	0.0%
DODGERTOWN ELEMENTARY	1	25		5			32	3.1%	78.1%	0.0%	15.6%	0.0%	0.0%
ESE DISTRICT WIDE		1					1	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
ESE SCHOOL WIDE		21		2			23	0.0%	91.3%	0.0%	8.7%	0.0%	0.0%
FELLSMERE ELEMENTARY	8	30	1	1			41	19.5%	73.2%	2.4%	2.4%	0.0%	0.0%
GIFFORD MIDDLE SCHOOL	1	29		7			38	2.6%	76.3%	0.0%	18.4%	0.0%	0.0%
GLENDALE ELEMENTARY	3	30		1			34	8.8%	88.2%	0.0%	2.9%	0.0%	0.0%
INDIAN RIVER ACADEMY	4	27		2			34	11.8%	79.4%	0.0%	5.9%	0.0%	0.0%
LIBERTY ELEMENTARY	2	26		3		3	34	5.9%	76.5%	0.0%	8.8%	0.0%	8.8%
OSCEOLA ELEMENTARY		28		2		1	31	0.0%	90.3%	0.0%	6.5%	0.0%	3.2%
OSLO MIDDLE SCHOOL	1	35		15		1	52	1.9%	67.3%	0.0%	28.8%	0.0%	1.9%
PELICAN ISLAND ELEMENTARY	1	28		2			32	3.1%	87.5%	0.0%	6.3%	0.0%	0.0%
PRE-KINDERGARTEN PROGRAM		7		1			8	0.0%	87.5%	0.0%	12.5%	0.0%	0.0%
ROSEWOOD ELEMENTARY	1	28		1			31	3.2%	90.3%	0.0%	3.2%	0.0%	0.0%
SEBASTIAN ELEMENTARY	2	22		9			33	6.1%	66.7%	0.0%	27.3%	0.0%	0.0%
SEBASTIAN RIVER HIGH SCHOOL	7	73		8			88	8.0%	83.0%	0.0%	9.1%	0.0%	0.0%
SEBASTIAN RIVER MIDDLE SCHL	6	32	2	7			47	12.8%	68.1%	4.3%	14.9%	0.0%	0.0%
STORM GROVE MIDDLE SCHOOL	2	51		4			58	3.4%	87.9%	0.0%	6.9%	0.0%	0.0%
Strategic Planning and Support Services		1					1	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
TEACHER CERT/STAFF DEVELOPMENT		2		2			4	0.0%	50.0%	0.0%	50.0%	0.0%	0.0%
TREASURE COAST ELEMENTARY	1	40	1	1	1		44	2.3%	90.9%	2.3%	2.3%	2.3%	0.0%
Treasure Coast Technical Coll.		6					6	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
VERO BEACH ELEMENTARY	1	24		7			35	2.9%	68.6%	0.0%	20.0%	0.0%	0.0%
VERO BEACH HIGH SCHOOL	9	105	1	14			130	6.9%	80.8%	0.8%	10.8%	0.0%	0.0%
WABASSO SCHOOL	1	10		1			12	8.3%	83.3%	0.0%	8.3%	0.0%	0.0%
Grand Total	52	765	5	108	1	5	948	5.5%	80.7%	0.5%	11.4%	0.1%	0.5%



# **Section IV- Representation of African American Teachers and Instructional Staff Required Action 2 Attachment B**



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## **EXPLANATION OF ATTACHMENT**

The following charts list all schools by elementary, middle, and high school with number of instructional staff by ethnicity and race.





STAFF BY ELEMENTARY SCHOOL													
Row Labels	Hispanic	White	Asian	African	Hawaiian	Native A	Total	% Hispanic	% White	% Asian	% African	% Hawaiian	% Native
BEACHLAND ELEMENTARY		28		1			29	0.0%	96.6%	0.0%	3.4%	0.0%	0.0%
CITRUS ELEMENTARY	1	47		3			51	2.0%	92.2%	0.0%	5.9%	0.0%	0.0%
DODGERTOWN ELEMENTARY	1	25		5			32	3.1%	78.1%	0.0%	15.6%	0.0%	0.0%
FELLSMERE ELEMENTARY	8	30	1	1			41	19.5%	73.2%	2.4%	2.4%	0.0%	0.0%
GLENDALE ELEMENTARY	3	30		1			34	8.8%	88.2%	0.0%	2.9%	0.0%	0.0%
INDIAN RIVER ACADEMY	4	27		2			34	11.8%	79.4%	0.0%	5.9%	0.0%	0.0%
LIBERTY ELEMENTARY	2	26		3		3	34	5.9%	76.5%	0.0%	8.8%	0.0%	8.8%
OSCEOLA ELEMENTARY		28		2		1	31	0.0%	90.3%	0.0%	6.5%	0.0%	3.2%
PELICAN ISLAND ELEMENTARY	1	28		2			32	3.1%	87.5%	0.0%	6.3%	0.0%	0.0%
PRE-KINDERGARTEN PROGRAM		7		1			8	0.0%	87.5%	0.0%	12.5%	0.0%	0.0%
ROSEWOOD ELEMENTARY	1	28		1			31	3.2%	90.3%	0.0%	3.2%	0.0%	0.0%
SEBASTIAN ELEMENTARY	2	22		9			33	6.1%	66.7%	0.0%	27.3%	0.0%	0.0%
TREASURE COAST ELEMENTARY	1	40	1	1	1		44	2.3%	90.9%	2.3%	2.3%	2.3%	0.0%
VERO BEACH ELEMENTARY	1	24		7			35	2.9%	68.6%	0.0%	20.0%	0.0%	0.0%

<b>STAFF BY HIGH SCHOOL</b>													
Row Labels	Hispanic	White	Asian	African	Hawaiian	Native A	Total	% Hispani	% White	% Asian	% African	% Hawaiian	% Native
ALTERNATIVE CENTER		4		8			12	0.0%	33.3%	0.0%	66.7%	0.0%	0.0%
SEBASTIAN RIVER HIGH SCHOOL	7	73		8			88	8.0%	83.0%	0.0%	9.1%	0.0%	0.0%
Treasure Coast Technical Coll.		6					6	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
VERO BEACH HIGH SCHOOL	9	105	1	14			130	6.9%	80.8%	0.8%	10.8%	0.0%	0.0%
WABASSO SCHOOL	1	10		1			12	8.3%	83.3%	0.0%	8.3%	0.0%	0.0%

STAFF BY MIDDLE SCHOOL													
Row Labels	Hispanic	White	Asian	African	Hawaiian	Native A	Total	% Hispani	% White	% Asian	% African	% Hawaiian	% Native
GIFFORD MIDDLE SCHOOL	1	29		7			38	2.6%	76.3%	0.0%	18.4%	0.0%	0.0%
OSLO MIDDLE SCHOOL	1	35		15		1	52	1.9%	67.3%	0.0%	28.8%	0.0%	1.9%
SEBASTIAN RIVER MIDDLE SCHL	6	32	2	7			47	12.8%	68.1%	4.3%	14.9%	0.0%	0.0%
STORM GROVE MIDDLE SCHOOL	2	51		4			58	3.4%	87.9%	0.0%	6.9%	0.0%	0.0%



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**Section IV –  
Representation of  
African American  
Teachers and  
Instructional Staff at  
Each School  
Required Action 3**







## Joint Plan Evidence of Implementation

School District of Indian River County  
#SDIRCStrongerTogether

**Date:** 8/7/2020

**School/Department:** Human Capital & Operations

**Report generated by:** Mrs. Beth Hofer

**Responsible staff as indicated in the Plan:** I hereby certify that the documentation being provided is true, exact, complete, and unaltered.  
Mr. Scott Bass

**Required Action:** Section IV: Representation of African American Teachers and Instructional Staff at Each School-Data Requirements  
3. Require the maintenance of information regarding the turnover of African American teachers and instructional staff at each school and the reason(s) for the turnover, if known, and make such information available to the Equity Committee through appropriate channels.

**Explanation of Evidence:** Evidence A is a spreadsheet of the turnover of instructional staff and the reason if available for the school year 2019-2020.

**Reflection:** [Click or tap here to enter text.](#)





LOCATION	POSITION	FTE	NOTES	Posted
Curriculum	Teacher on Assignment	1	Resigned 12-30-19	12/19/2019
ESE District	ESE	1	New Position	12/17/2019
ESE District	Resource Specialist	1	J. Mistretta resign 3-20-20	
Dodgertown	Media Specialist	1	No action by school	
Dodgertown	Resource Teacher	0.4	Lowest 300	12/17/2019
Fellsmere	3rd Grade	1	S. Cochilla resign 1-28-20	
Osceola	4th Grade	1	No action by school	
Osceola	ESE Teacher	1	K Randall resign 3-6-20	2/28/2020
Osceola	Library Media Spec	1	C Rodriguez 5-29-20	2/27/2020
Oslo	Social Studies	1	K Campbell resign 4-3-20	
Oslo	Social Studies	1	C Deller resign 2-12-20	2/12/2020
Oslo	Social Studies	1	In Process (Green, L)	12/17/2019
Gifford Middle	ELA	2		12/18/2019
Gifford Middle	ESE	2		12/18/2019
Gifford Middle	Reading	1	C. Dickens resign 3-24-20	
Pelican Island	2nd Grade	1	Long Term Substitute	
Storm Grove Middle	Reading	1	Resigned 01-17-20	LTS
Vero Beach Elem	Kindergarten	1	LTS (Has Letter of Intent)	
Vero Beach Elem	3rd Grade	1	LTS (Has Letter of Intent)	
Vero Beach Elem	3rd Grade	1	Beare resign	1/28/2020
Vero Beach Elem	PE	1		12/17/2019
Sebastian Elem	1st Grade	1	B. Gallo resign 3-16-20	3/2/2020
Sebastian Elem	1st Grade	1	WC Settlement 01/14/2020	
Sebastian River Middle	Social Studies (Sunset)	1		12/9/2019
Sebastian River High	ESE	1	No action by school	
Sebastian River High	Science	1	S. Hurley resign 4-3-20	
Sebastian River High	Graduation Coach	1	Resign 3-16-20	
Sebastian River High	Math	1	Resign 5-29-20	2/28/2020
Sebastian River High	Reading	1	Retirement 2-28-2020	12/19/2019
Vero Beach High	Reading	1		12/17/2019
Vero Beach High	Art	1	K. Modesitt resign 3-31-20	
Vero Beach High	Spanish	1	Resigned 12-13-19	12/17/2019
Vero Beach High	Guidance	1	Resigned 1-17-20	
Vero Beach High	Social Studies	1		1/7/2020
Vero Beach High	ESE-VE	2		12/17/2019
Total		37.4		

LOCATION	POSITION	FTE	NOTES	Posted
Physical Plant	Groundskeeper	1		

Physical Plant	AC Mechanic	1		
Physical Plant	General Maint Wrkr	1		
Technology Services	ED Tech Spec	2		
Beachland	Custodian	1	Resign 2/24/2020 Chaney, L	2/10/2020
Citrus	ESE Teacher Assistant	2		
Glendale	Head Custodian	1	Retire 4-27-20 Gramble, J	2/6/2020
Curriculum and Ins	Data Analyst	1	New Position	
Liberty Magnet	Secretary	1	In process	
Purchasing	Buyer	2		
Osceola	Behavior Tech	1	New Position	
Osceola	ESE Teacher Assistant	1	Fortner resign 3/20/20	
Oslo	Custodian	1	In process	
Pelican Island	ESE Teacher Assistant	1		
Treasure Coast	ESE Teacher Assistant	1		
Storm Grove Middle	Security Monitor	1		
Sebastian Elementary	Title 1 Teacher Asst	2	1 FT, 2 PT Title I Fund	1/6/2020
Sebastian Elementary	ESE Teacher Assistant	1	M. Ostrowski retire	3/6/2020
Sebastian Middle	ESE Teacher Assistant	1	Retire 1-31-2020 (ESE GF)	1/13/2020
Sebastian River High	ESE Teacher Assistant	1	Retire 3-31-20 Pirke, K	2/5/2020
Sebastian River High	Scheduling Technician	1	In process	
Sebastian River High	Athletic Trainer	1	In process	
Sebastian River High	Custodian	1		
Vero Beach High	ESE Teacher Assistant	1	Retire 1-31-2020 (IDEA)	1/10/2020
Vero Beach High	Custodian	1	WC Settlement (GF)	
Vero Beach High	Custodian	1	Retire 1-15-2020	1/9/2020
Total		30		



# **Section IV – Representation of African American Teachers and Instructional Staff**

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**RECOMMENDATION 1: REPORT DETAILING THE RACE/ETHNICITY OF CURRENT TEACHER AND INSTRUCTIONAL STAFF BY PRINCIPAL AND SCHOOL, SUPPORTED BY AN EASILY READABLE CHART SHOWING THE RACIAL/ETHNIC MAKEUP OF THEIR TEACHING AND INSTRUCTIONAL STAFF.**

**PLEASE SEE ATTACHED DOCUMENTATION OF BREAKDOWN OF INSTRUCTIONAL STAFF FOR EACH LEVEL (ELEMENTARY, MIDDLE, HIGH).**



<b>STAFF BY ALL DISTRICT DEPTS</b>													
Row Labels	Hispanic	White	Asian	African	Hawaiian	Native A	Total	% Hispani	% White	% Asian	% African	% Hawaiiar	% Native
ALTERNATIVE CENTER		4		8			12	0.0%	33.3%	0.0%	66.7%	0.0%	0.0%
BEACHLAND ELEMENTARY		28		1			29	0.0%	96.6%	0.0%	3.4%	0.0%	0.0%
CITRUS ELEMENTARY	1	47		3			51	2.0%	92.2%	0.0%	5.9%	0.0%	0.0%
CURRICULUM & INSTRUCTIONAL		5		2			7	0.0%	71.4%	0.0%	28.6%	0.0%	0.0%
DODGERTOWN ELEMENTARY	1	25		5			32	3.1%	78.1%	0.0%	15.6%	0.0%	0.0%
ESE DISTRICT WIDE		1					1	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
ESE SCHOOL WIDE		21		2			23	0.0%	91.3%	0.0%	8.7%	0.0%	0.0%
FELLSMERE ELEMENTARY	8	30	1	1			41	19.5%	73.2%	2.4%	2.4%	0.0%	0.0%
GIFFORD MIDDLE SCHOOL	1	29		7			38	2.6%	76.3%	0.0%	18.4%	0.0%	0.0%
GLENDALE ELEMENTARY	3	30		1			34	8.8%	88.2%	0.0%	2.9%	0.0%	0.0%
INDIAN RIVER ACADEMY	4	27		2			34	11.8%	79.4%	0.0%	5.9%	0.0%	0.0%
LIBERTY ELEMENTARY	2	26		3		3	34	5.9%	76.5%	0.0%	8.8%	0.0%	8.8%
OSCEOLA ELEMENTARY		28		2		1	31	0.0%	90.3%	0.0%	6.5%	0.0%	3.2%
OSLO MIDDLE SCHOOL	1	35		15		1	52	1.9%	67.3%	0.0%	28.8%	0.0%	1.9%
PELICAN ISLAND ELEMENTARY	1	28		2			32	3.1%	87.5%	0.0%	6.3%	0.0%	0.0%
PRE-KINDERGARTEN PROGRAM		7		1			8	0.0%	87.5%	0.0%	12.5%	0.0%	0.0%
ROSEWOOD ELEMENTARY	1	28		1			31	3.2%	90.3%	0.0%	3.2%	0.0%	0.0%
SEBASTIAN ELEMENTARY	2	22		9			33	6.1%	66.7%	0.0%	27.3%	0.0%	0.0%
SEBASTIAN RIVER HIGH SCHOOL	7	73		8			88	8.0%	83.0%	0.0%	9.1%	0.0%	0.0%
SEBASTIAN RIVER MIDDLE SCHL	6	32	2	7			47	12.8%	68.1%	4.3%	14.9%	0.0%	0.0%
STORM GROVE MIDDLE SCHOOL	2	51		4			58	3.4%	87.9%	0.0%	6.9%	0.0%	0.0%
Strategic Planning and Support Services		1					1	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
TEACHER CERT/STAFF DEVELOPMENT		2		2			4	0.0%	50.0%	0.0%	50.0%	0.0%	0.0%
TREASURE COAST ELEMENTARY	1	40	1	1	1		44	2.3%	90.9%	2.3%	2.3%	2.3%	0.0%
Treasure Coast Technical Coll.		6					6	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
VERO BEACH ELEMENTARY	1	24		7			35	2.9%	68.6%	0.0%	20.0%	0.0%	0.0%
VERO BEACH HIGH SCHOOL	9	105	1	14			130	6.9%	80.8%	0.8%	10.8%	0.0%	0.0%
WABASSO SCHOOL	1	10		1			12	8.3%	83.3%	0.0%	8.3%	0.0%	0.0%
Grand Total	52	765	5	108	1	5	948	5.5%	80.7%	0.5%	11.4%	0.1%	0.5%

STAFF BY ELEMENTARY SCHOOL													
Row Labels	Hispanic	White	Asian	African	Hawaiian	Native A	Total	% Hispanic	% White	% Asian	% African	% Hawaiian	% Native
BEACHLAND ELEMENTARY		28		1			29	0.0%	96.6%	0.0%	3.4%	0.0%	0.0%
CITRUS ELEMENTARY	1	47		3			51	2.0%	92.2%	0.0%	5.9%	0.0%	0.0%
DODGERTOWN ELEMENTARY	1	25		5			32	3.1%	78.1%	0.0%	15.6%	0.0%	0.0%
FELLSMERE ELEMENTARY	8	30	1	1			41	19.5%	73.2%	2.4%	2.4%	0.0%	0.0%
GLENDALE ELEMENTARY	3	30		1			34	8.8%	88.2%	0.0%	2.9%	0.0%	0.0%
INDIAN RIVER ACADEMY	4	27		2			34	11.8%	79.4%	0.0%	5.9%	0.0%	0.0%
LIBERTY ELEMENTARY	2	26		3		3	34	5.9%	76.5%	0.0%	8.8%	0.0%	8.8%
OSCEOLA ELEMENTARY		28		2		1	31	0.0%	90.3%	0.0%	6.5%	0.0%	3.2%
PELICAN ISLAND ELEMENTARY	1	28		2			32	3.1%	87.5%	0.0%	6.3%	0.0%	0.0%
PRE-KINDERGARTEN PROGRAM		7		1			8	0.0%	87.5%	0.0%	12.5%	0.0%	0.0%
ROSEWOOD ELEMENTARY	1	28		1			31	3.2%	90.3%	0.0%	3.2%	0.0%	0.0%
SEBASTIAN ELEMENTARY	2	22		9			33	6.1%	66.7%	0.0%	27.3%	0.0%	0.0%
TREASURE COAST ELEMENTARY	1	40	1	1	1		44	2.3%	90.9%	2.3%	2.3%	2.3%	0.0%
VERO BEACH ELEMENTARY	1	24		7			35	2.9%	68.6%	0.0%	20.0%	0.0%	0.0%

<b>STAFF BY HIGH SCHOOL</b>													
Row Labels	Hispanic	White	Asian	African	Hawaiian	Native A	Total	% Hispani	% White	% Asian	% African	% Hawaiian	% Native
ALTERNATIVE CENTER		4		8			12	0.0%	33.3%	0.0%	66.7%	0.0%	0.0%
SEBASTIAN RIVER HIGH SCHOOL	7	73		8			88	8.0%	83.0%	0.0%	9.1%	0.0%	0.0%
Treasure Coast Technical Coll.		6					6	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
VERO BEACH HIGH SCHOOL	9	105	1	14			130	6.9%	80.8%	0.8%	10.8%	0.0%	0.0%
WABASSO SCHOOL	1	10		1			12	8.3%	83.3%	0.0%	8.3%	0.0%	0.0%

STAFF BY MIDDLE SCHOOL													
Row Labels	Hispanic	White	Asian	African	Hawaiian	Native A	Total	% Hispani	% White	% Asian	% African	% Hawaiian	% Native
GIFFORD MIDDLE SCHOOL	1	29		7			38	2.6%	76.3%	0.0%	18.4%	0.0%	0.0%
OSLO MIDDLE SCHOOL	1	35		15		1	52	1.9%	67.3%	0.0%	28.8%	0.0%	1.9%
SEBASTIAN RIVER MIDDLE SCHL	6	32	2	7			47	12.8%	68.1%	4.3%	14.9%	0.0%	0.0%
STORM GROVE MIDDLE SCHOOL	2	51		4			58	3.4%	87.9%	0.0%	6.9%	0.0%	0.0%





# **Section IV – Representation of African American Teachers and Instructional Staff**

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**RECOMMENDATION 2: REPORT FROM PRINCIPALS DETAILING ALL TEACHING AND INSTRUCTIONAL STAFF VACANCY ANNOUNCEMENTS, INCLUDING THE RACE/ETHNICITY OF EACH APPLICANT, INTERVIEWEE, PERSON SELECTED TO FILL THE VACANCY, AND RATIONALE FOR HIRING SAID PERSON. REPORT SHOULD BE EASILY READABLE IN EXCEL FORMAT.**

THE DISTRICT OFFICE MAINTAINS ALL VACANCY POSTING ANNOUNCEMENTS. ALL HIRING ADMINISTRATORS ARE REQUIRED TO FOLLOW THE SDIRC HIRING PROCESS BY COMPLETING REQUIRED FORMS AND FOLLOWING ALL US EQUAL EMPLOYMENT OPPORTUNITY COMMISSION REGULATIONS.

SEE JOINT PLAN 3.8





# **Section IV – Representation of African American Teachers and Instructional Staff**

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**RECOMMENDATION 3: MONTHLY REPORT FROM PRINCIPALS (HR) DETAILING ALL TEACHING AND INSTRUCTIONAL STAFF VACANCY ANNOUNCEMENTS, INCLUDING THE RACE/ETHNICITY OF EACH APPLICANT, INTERVIEWEE, PERSON SELECTED TO FILL THE VACANCY, AND RATIONALE FOR HIRING SAID PERSON. REPORT SHOULD BE EASILY READABLE. SUBMITTED TO THE EQUITY COMMITTEE AND BOARD, MONTHLY.**

THE DISTRICT OFFICE MAINTAINS ALL VACANCY POSTING ANNOUNCEMENTS. ALL HIRING ADMINISTRATORS ARE REQUIRED TO FOLLOW THE SDIRC HIRING PROCESS BY COMPLETING REQUIRED FORMS AND FOLLOWING ALL US EQUAL EMPLOYMENT OPPORTUNITY COMMISSION REGULATIONS.

SEE JOINT PLAN 3.8





# **Section IV – Representation of African American Teachers and Instructional Staff**

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**RECOMMENDATION 4: MONTHLY REPORT DETAILING THE RACE/ETHNICITY OF CURRENT TEACHER AND INSTRUCTIONAL STAFF ROLL BY PRINCIPAL AND SCHOOL, SUPPORTED BY AN EASILY READABLE CHART SHOWING THE RACIAL/ETHNIC MAKEUP OF THEIR TEACHING AND INSTRUCTIONAL STAFF. IN EXCEL FORMAT.**

**PLEASE SEE AUGUST REPORT ATTACHED.**



<b>STAFF BY ALL DISTRICT DEPTS</b>													
Row Labels	Hispanic	White	Asian	African	Hawaiian	Native A	Total	% Hispani	% White	% Asian	% African	% Hawaiiar	% Native
ALTERNATIVE CENTER		4		8			12	0.0%	33.3%	0.0%	66.7%	0.0%	0.0%
BEACHLAND ELEMENTARY		28		1			29	0.0%	96.6%	0.0%	3.4%	0.0%	0.0%
CITRUS ELEMENTARY	1	47		3			51	2.0%	92.2%	0.0%	5.9%	0.0%	0.0%
CURRICULUM & INSTRUCTIONAL		5		2			7	0.0%	71.4%	0.0%	28.6%	0.0%	0.0%
DODGERTOWN ELEMENTARY	1	25		5			32	3.1%	78.1%	0.0%	15.6%	0.0%	0.0%
ESE DISTRICT WIDE		1					1	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
ESE SCHOOL WIDE		21		2			23	0.0%	91.3%	0.0%	8.7%	0.0%	0.0%
FELLSMERE ELEMENTARY	8	30	1	1			41	19.5%	73.2%	2.4%	2.4%	0.0%	0.0%
GIFFORD MIDDLE SCHOOL	1	29		7			38	2.6%	76.3%	0.0%	18.4%	0.0%	0.0%
GLENDALE ELEMENTARY	3	30		1			34	8.8%	88.2%	0.0%	2.9%	0.0%	0.0%
INDIAN RIVER ACADEMY	4	27		2			34	11.8%	79.4%	0.0%	5.9%	0.0%	0.0%
LIBERTY ELEMENTARY	2	26		3		3	34	5.9%	76.5%	0.0%	8.8%	0.0%	8.8%
OSCEOLA ELEMENTARY		28		2		1	31	0.0%	90.3%	0.0%	6.5%	0.0%	3.2%
OSLO MIDDLE SCHOOL	1	35		15		1	52	1.9%	67.3%	0.0%	28.8%	0.0%	1.9%
PELICAN ISLAND ELEMENTARY	1	28		2			32	3.1%	87.5%	0.0%	6.3%	0.0%	0.0%
PRE-KINDERGARTEN PROGRAM		7		1			8	0.0%	87.5%	0.0%	12.5%	0.0%	0.0%
ROSEWOOD ELEMENTARY	1	28		1			31	3.2%	90.3%	0.0%	3.2%	0.0%	0.0%
SEBASTIAN ELEMENTARY	2	22		9			33	6.1%	66.7%	0.0%	27.3%	0.0%	0.0%
SEBASTIAN RIVER HIGH SCHOOL	7	73		8			88	8.0%	83.0%	0.0%	9.1%	0.0%	0.0%
SEBASTIAN RIVER MIDDLE SCHL	6	32	2	7			47	12.8%	68.1%	4.3%	14.9%	0.0%	0.0%
STORM GROVE MIDDLE SCHOOL	2	51		4			58	3.4%	87.9%	0.0%	6.9%	0.0%	0.0%
Strategic Planning and Support Services		1					1	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
TEACHER CERT/STAFF DEVELOPMENT		2		2			4	0.0%	50.0%	0.0%	50.0%	0.0%	0.0%
TREASURE COAST ELEMENTARY	1	40	1	1	1		44	2.3%	90.9%	2.3%	2.3%	2.3%	0.0%
Treasure Coast Technical Coll.		6					6	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
VERO BEACH ELEMENTARY	1	24		7			35	2.9%	68.6%	0.0%	20.0%	0.0%	0.0%
VERO BEACH HIGH SCHOOL	9	105	1	14			130	6.9%	80.8%	0.8%	10.8%	0.0%	0.0%
WABASSO SCHOOL	1	10		1			12	8.3%	83.3%	0.0%	8.3%	0.0%	0.0%
Grand Total	52	765	5	108	1	5	948	5.5%	80.7%	0.5%	11.4%	0.1%	0.5%







# **Section IV – Representation of African American Teachers and Instructional Staff**

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**RECOMMENDATION 5: PRINCIPAL MEETING DISCUSSIONS SHOULD INCLUDE HIRING PRACTICES AND REVIEWING THOSE PRACTICES.**

**PLEASE SEE ATTACHED NOTES FROM SEPTEMBER’S PRINCIPALS MEETING.**





## RECRUITING, RETENTION, and PROFESSIONAL PRACTICES


### Recruiting:

All principals should have diverse interview committee.

All principals should interview eligible African American candidates.

### Retention:

Mrs. Hofer will be visiting campuses in September to check in with ALL new teachers.

This is part of the new program called: **WEpr**  **mise**

### Professional Practices:

Reminder to review the Professional Practices. An upcoming PD session with Michelle Olk and Beth Hofer will be scheduled for each admin team.

<http://www.fldoe.org/teaching/professional-practices/>



### BETH HOFER

Director of Recruitment, Retention and Professional Practices  
School District of Indian River County  
Beth.Hofer@indianriverschools.org

**Follow @recruitSDIRC on TWITTER**  
**772-564-3148**





# **Section IV – Representation of African American Teachers and Instructional Staff**

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**RECOMMENDATION 6: PROVIDE CULTURALLY COMPETENT TRAINING FOR ALL DISTRICT STAFF.**

**PLEASE SEE ATTACHED CULTURALLY RESPONSIVE EDUCATION TRAINING DOCUMENTS.**



Congratulations on your promotion!  
Please sit with your new colleagues.

- **Area Superintendents for Area 1:**
  - Secondary Principals
- **Area Superintendents for Area 2:**
  - Principals for OMES, LMS, RMS, and BES
- **Area Superintendents for Area 3:**
  - Principals for CES, DTE, GES, IRA, and VBES
- **Area Superintendents for Area 4:**
  - Principals for PIES, SES, TCES, and FES

1

## Walk-in Exercise

Individually, jot down as many supports and strategies your school uses to address racial/ethnic, social, and/or socioeconomic inequities in academic or SEL outcome measures.



2



# Avoiding Symptom → Solution PITFALLS:



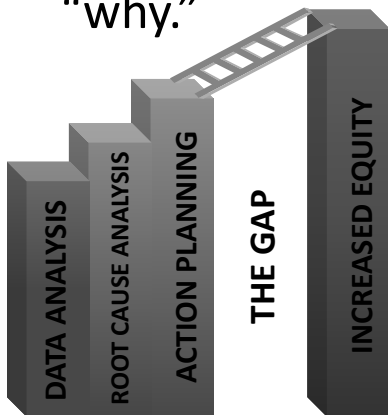
Effectively Addressing Educational Inequities Through Meaningful Root Cause Analysis

September 2019

3

## AN OVERVIEW

→ Start with the “why.”



Education either functions as a system which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it *becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of the world.*

-Paulo Freire, Pedagogy of the Oppressed

4






9/12 | [REDACTED] | Purpose of school

The purpose of school is not just to learn, but to become a better human being. Sure, you also need to know your math and history facts. But the point of school is to gain skills like, compassion, self-awareness, organization, and kindness. That is a teacher's ultimate goal.

5

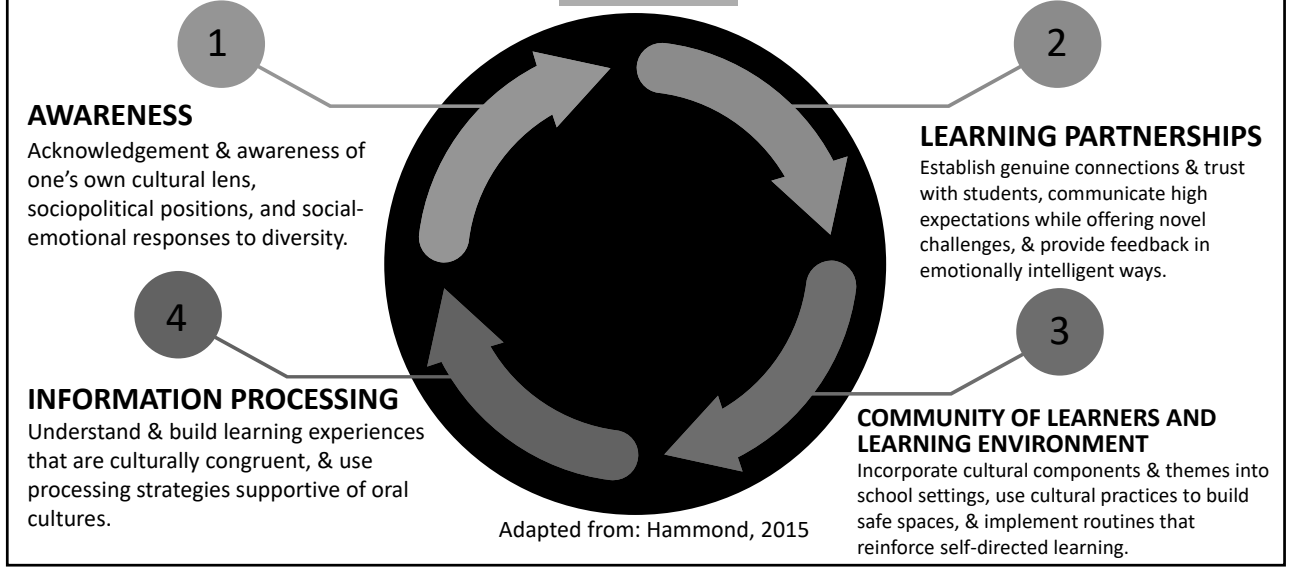
In education, there is a golden triangle of quantity, quality, and equity. You just can't ignore one, while strengthening others. -Sitaram Yechury

Equality	Equity	Justice
		
<p>The assumption is that everyone benefits from the same supports. This is equal treatment.</p>	<p>Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.</p>	<p>All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.</p>



6

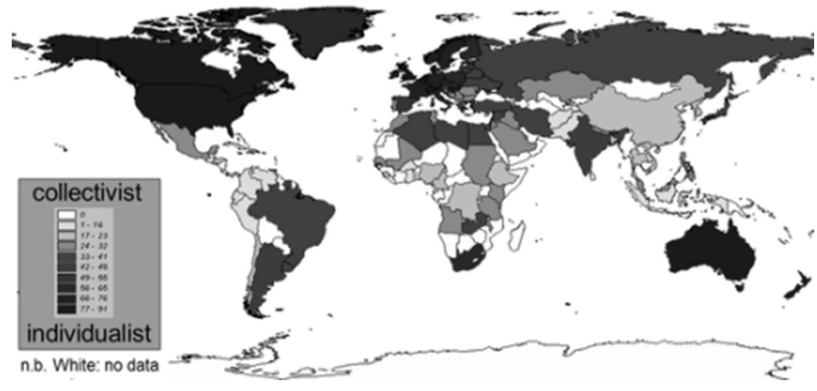
## “Ready for Rigor” Framework for Culturally-Responsive Education



7

## Two cultural archetypes: Collectivism vs Individualism Oral vs Written Traditions

Collectivism – Individualism World map



8

## Two cultural archetypes: Collectivism vs Individualism Oral vs Written Traditions

### Cognition in Oral vs Written Traditions

#### Oral Traditions

- All senses are balanced and simultaneous while auditory sense is dominant
- Non-linear thinking
- Symbols and situations
- Phenomenal memory
- Mnemonic devices
- Improvising

#### Written Traditions

- Visual sense is dominant (how do you spell it?)
- Logic and analysis
- Categories and classification
- Connected linear sequences
- From easy to difficult; from simple to complex

(McLuhan, 1962)

9

## Why do we engage in root cause analysis?

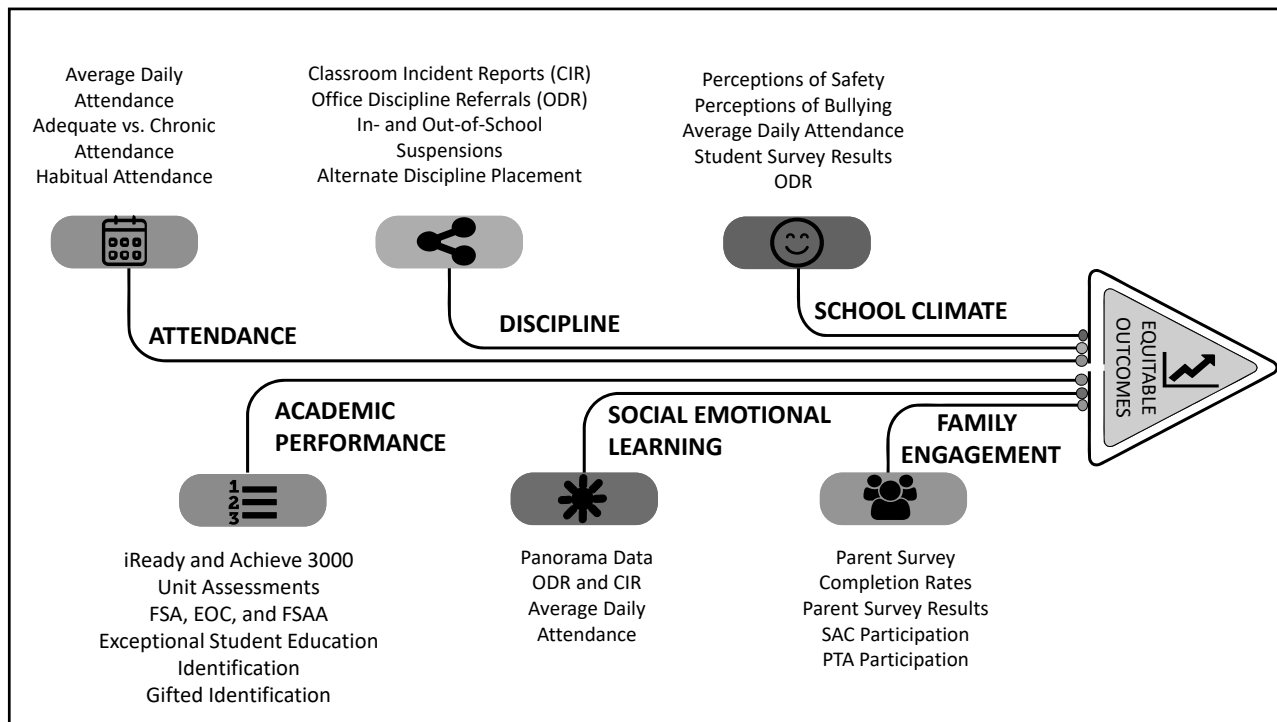
Root Cause Analysis: "The deepest underlying cause, or causes, of positive or negative symptoms within any process that, if dissolved, would result in elimination, or substantial reduction of the symptom." (Preuss, 2003)

Solutions

Symptoms



10



11

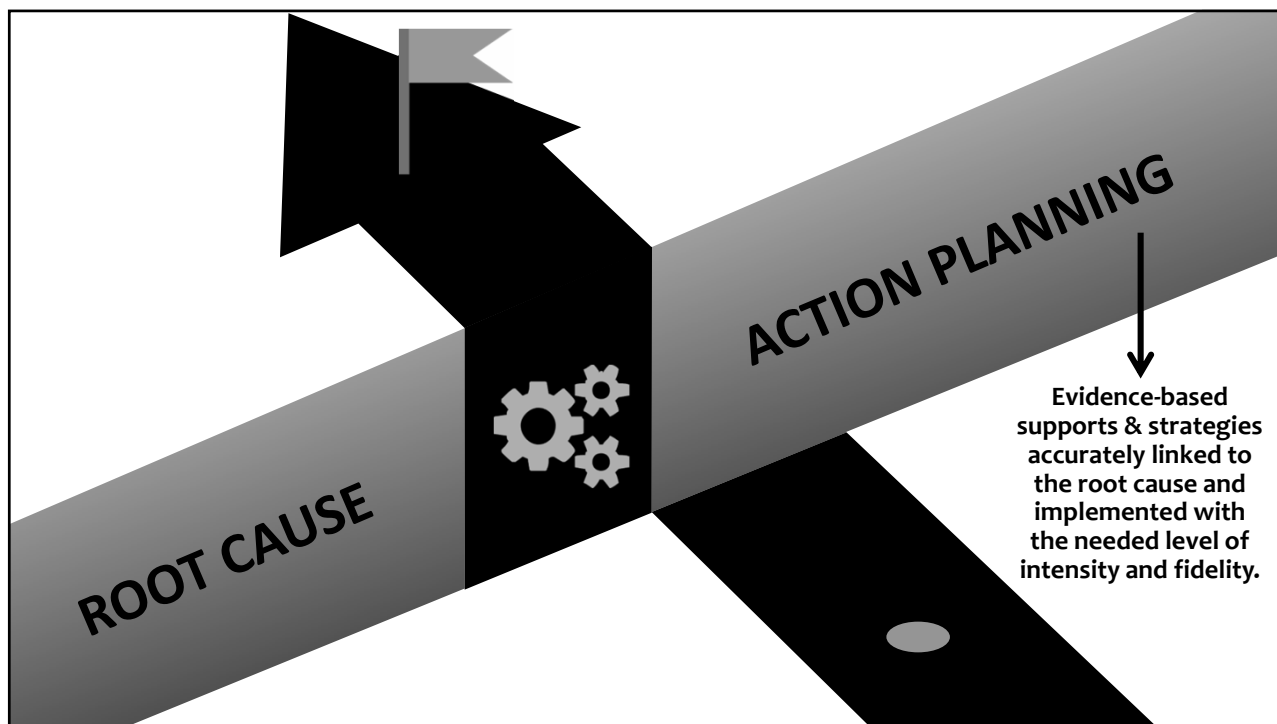
## Data "Noticings"

There are two types of people in this world:

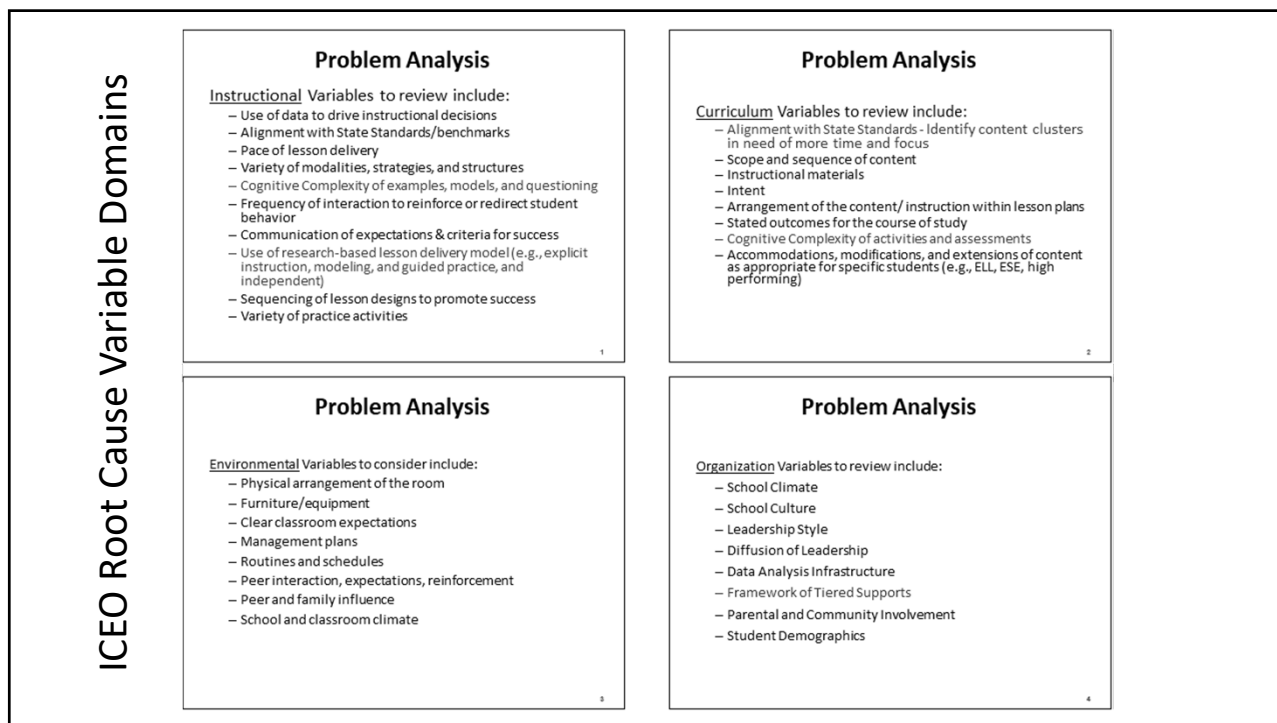
1) Those who can extrapolate from incomplete data

+	-
△	?

12

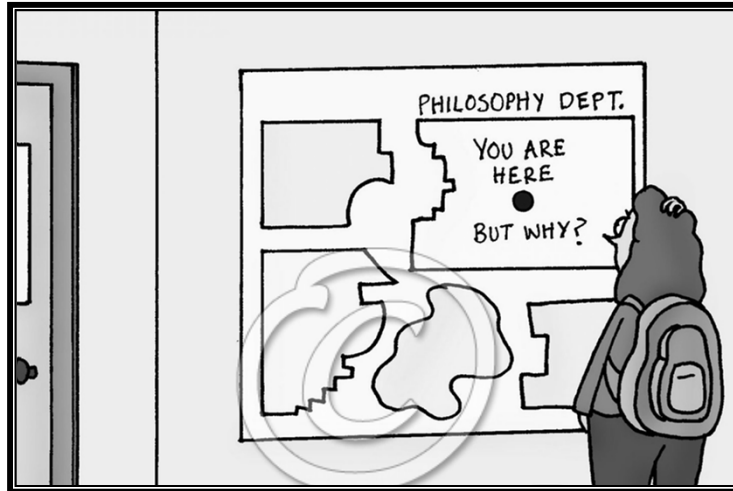


13



14

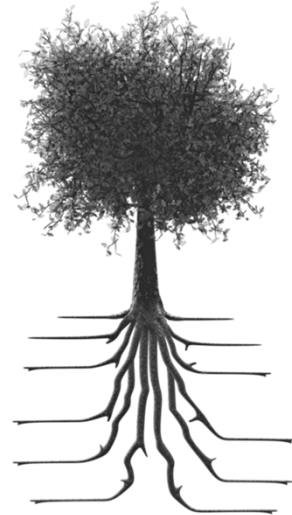
# Modeling Root Cause Analysis



15

Now your turn. As area superintendents, use the data provided to frame your root cause analysis to identify the primary barrier in each of the three areas:

- **Establish genuine connections & trust with students.**
- **Communicate high expectations while offering novel challenges.**
- **Provide feedback in emotionally intelligent ways.**



16

# Strategy Crosswalk

Ready for Rigor Framework COMPONENT :: AWARENESS Strategy Crosswalk for Culturally Responsive & Inclusive School Settings			
Acknowledgement & awareness of one's own cultural lens, sociopolitical positions, and social-emotional responses to diversity.			
Domain	Strategy	Marzano Element(s)	Source/Reference
School Climate	Conduct a self-assessment related to implicit bias.	55, 56	Project Implicit, 2001; <a href="https://implicit.harvard.edu/implicit/takeatest.html">https://implicit.harvard.edu/implicit/takeatest.html</a>
Social Emotional Learning	Practice self-compassion, through conducting self-directed check-ins using the SPIRE Model of Whole-Being Wellness: Spiritual, Physical, Intellectual, Relational, Emotional.	55, 56	Stockman & Gray, 2018
Social Emotional Learning	Engage in mindful awareness practices (e.g., mindful breathing, seeing oneself in others, you are not your emotion) to cultivate personal resiliency and well-being, and increased awareness of "the present" in supporting students.		Srinivisan, 2019; Stockman & Gray, 2018
Academic Performance	Establish an understanding of the primary cultural archetypes and how they impact student learning and performance.		Srinivisan, 2019
School Climate	Engage in self-reflection related to personal, cultural, and linguistic assets; as well as, personal prejudices and biases and how this impacts one's emotional, social contexts, and identities.		Srinivisan, 2019
School Climate	Practice self-compassion, which includes the accurate assessment and acknowledgement of personal strengths and areas of growth, while supporting the importance of self-care and resiliency.		Stockman & Gray, 2018
School Climate	"Set an intention" for the day which explicitly outlines which virtues or characteristics we would like to promote in ourselves as educators.		Stockman & Gray, 2018
Social Emotional Learning	Incorporate routines, strategies, or practices which support the expression of gratitude and appreciation.		Stockman & Gray, 2018
	Choose an item.		
	Choose an item.		

17

## Action Plan

Root Cause: \_\_\_\_\_

**[Equity GAP]**

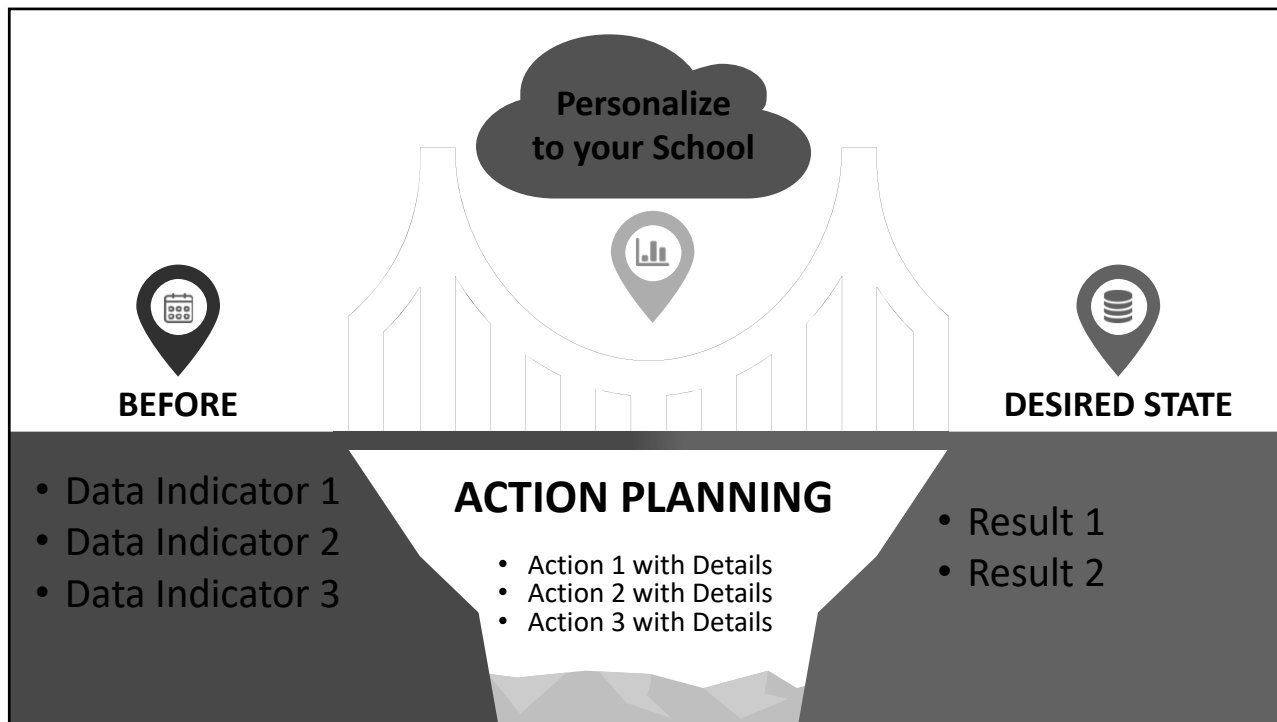
Key steps to bridge the GAP

Using the crosswalk and drawing upon your expertise as Area Superintendents, develop an action plan for your Area that utilizes evidence-based supports & strategies accurately linked to the root cause your team identified. Include adequate checks to ensure the supports and strategies are implemented with the needed level of intensity and fidelity!

### Action List

- 1. Support & Strategy**
- 2. Implemented with intensity!**
- 3. Implemented with fidelity!**

18

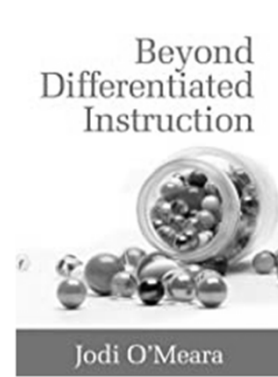
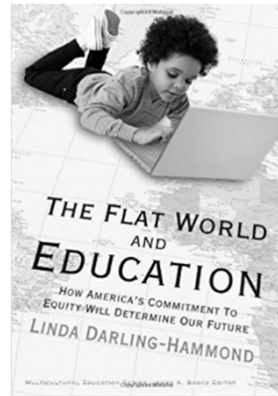
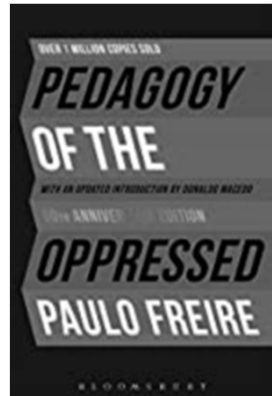
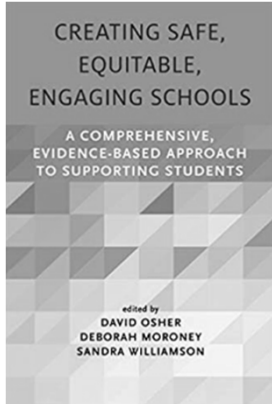


19

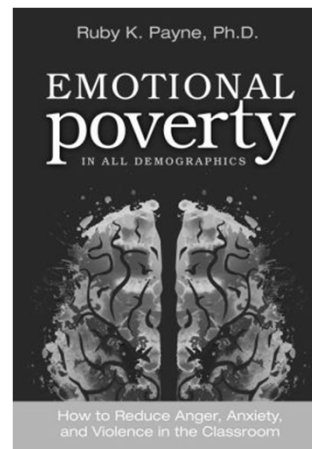
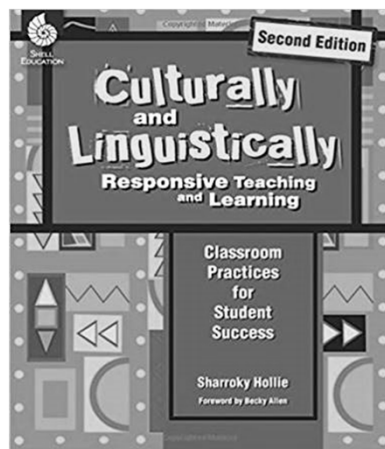


20





21



22

**To achieve greatness,  
start where you are,  
use what you have,  
do what you can.**

-Arthur  
Ashe



**School District of Indian River County  
Participant Attendance Roster -- District Inservice**

**Date Began:** Thu 26-Sep-2019 **Date Concluded:** Thu 26-Sep-2019 **Time:** 8:00 am - 5:00 pm **Component No:**

**Name of Workshop:** Principal Meeting PD

**Location:**

**Presenter:** Total Points Available: 1 Point per hour

2007002-19  
387

\*\*\* TO RECEIVE INSERVICE PTS, INITIAL UNDER EACH DATE ATTENDED \*\*\*

Employee_ID	Name	Phone	School	Certification	Assignment	Initials				Total
	Bender, Brian	564-3035	DO	None	Director of Technology Services	<i>BB</i>		✓		4
	Bieber, Anne	5501	SGMS	Business Ed 6-12, Ed Leadership K-12	Principal	<i>AB</i>		✓		
	Brown, Dariyall	7725644270	SRHS	Ed Leadership, Guidance K-12, Psychology 6-12	Principal	<i>DB</i>		✓		
	Dampier, Pamela	772-564-3014	DO	Business Education/School Principal	Asst Supt Curr/Instruction	<i>PD</i>		✓		
	Echeverria, Ramon	772-569-6347	FES	Professional	Principal	<i>RE</i>				
	Emerson, Cynthia	772-564-6074	VBES	k-12 Educational Leadership Masters Degree, 6-8 Social Studies	Principal at VBE	<i>CE</i>		✓		
	Fannin, Diane	772-564-3405	IRA	Educational Leadership	Principal	<i>DF</i>				
	Faust, Adam	713-0869	GES	Educational Leadership/ All Levels, Elementary Education 1-6/ ESOL Endorsement	Principal Glendale Elementary School K-5	<i>AF</i>		✓		
	Finnegan, Rachel	772-584-2272	BES	Educational Leadership K-12	Principal	<i>RF</i>		✓		
	Flood, Brooke	772.913.4180	DO	Elem Ed, Ed Leadership	Coordinator of School Readiness	<i>BF</i>		✓		
	Flores, Casandra	772-564-3860	RMS	Leadership	Principal	<i>CF</i>		✓		
	Garcia, Kimberly	3212288686	CES	Elementary Education, Educational Leadership, ESOL, Reading Endorsement	Principal	<i>KG</i>		✓		
	Harris, Takeisha	564-5350	LMS	Educational Leadership	Principal, Liberty Magnet School	<i>TH</i>				
	Hart, Denny	772-564-6242	ACE	Marketing 6-12; Social Science 5-	Principal	<i>HA</i>		✓		

			9; Ed.Leadership k-12							
	Hofer, Beth	772-713-5243	OMS	Educational Leadership, K-12 ESOL, K-12 Reading, 5-9 English, 6-12 English	Principal	/				
	Idlette, Jennifer	564-6327	DO	Ed Leadership, Business Administration	Director of Transportation	/				
	Jacobs, Christina	772-564-6077	DO	PK-12, School Psychologist, Educational Leadership	District ESE/SS	WJ		✓	(4)	
	Jones, Tasha	(772)564-3607	GMS	Business Education 6- 12/Educational Leadership	Principal	TG		✓		
	Kohlstedt, Chris	7725643033	WS	Educational Leadership	Principal	CK		✓		
	Long, Deborah	772 538-8138	DO	English, Ed Leadership	Coordinator of Equity and Instructional Support	Day		✓		
	Lord, Colleen	(772)564-3335	DO	Primary Ed, Elem Ed, School Principal, Ed Leadership	Executive Director of Secondary Education	/				
	Malits, Karen	584-2342	DO	K-6 Elem. Ed.; K- 12 LD; K-12 EH; ESOL; Ed. Ldrshp.	Director of Federal Programs	km		✓		
	Moree, Rachel	713-6096	PIES	ESOL, Reading, Gifted, Elementary K-6, Middle School English (5-9), English (6-12)	Principal	RM		✓		
	O'Keefe, Shawn	564-5505	VBHS	Principal	Principal	SK		✓		
	Packard, Sharon	772-559-9455	DO	Licensed Psychologist PY 9084	Mental Health Coordinator (SDIRC)	/				
	Pierandozzi, Kathrine	772-978-8002	DO	SLD ed leadership	Executive Director of Secondary Education	KP		✓		
	Racine, Todd	772-564-4176	SRMS	Business 6-12; Educational Leadership k-12	Principal	TR		✓		
	Shields, Christi	772-559-2292	TCCA	Secondary Social Studies & Educational Leadership	Principal	CS		✓		
	Simpson, Scott	772-713-8472	OMES	Ed. Leadership, Elementary Ed., ESOL, Mathematics (5-	Principal (K-5 Elementary School)	SS		✓		



				9), Social Studies (6-12), Science (6-12)						
	Suit, Edwina	7725643137	DO	Educational Leadership	Executive Director of Human Resources	ES		✓		(A)
	Taylor, Christopher	772-321-5832	DO	Ed. Leadership	Director of Assessment & Accountability					
	Teske, Jon	473 6371	DO	Elem. Ed/Edu. Ldrs.	Asst Supt Operations			✓		
	Tetreault, Elizabeth	772-205-9968	TCES	Elementary Ed, School Principal, Ed Leadership	Principal			✓		
	Vernette, Aretha	(772)564-4101	DES	Mathematics 9-12, School Principal, Ed Leadership, Gifted Endorsement	Principal			✓		
	Whitfield-Hart, Letitia	777-978-8203	SES	Ed Leadership and School Principal	Principal			✓		
Total Registered: 35										

Signature of Presenter \_\_\_\_\_  
 (Signature verifies successful activity completion which includes follow-up and participant evaluation.)

**For Staff Development Use Only** Component# \_\_\_\_\_ Sequence# \_\_\_\_\_  
 Session# \_\_\_\_\_



# Principal Meeting September 26, 2019

Time	Location	Session Topics	Participants
8:00 am - 11:30 am	Citrus	Learning walks - Elementary	Elementary Administrators
8:00 am - 11:30 am	SRMS	Learning walks - Secondary	Secondary Administrators

3.5

\*\*\*\*\* 11:30 am - 1:00 pm Lunch Break \*\*\*\*\*

Time	Location	Session Topics	Presenters	Participants
1:05 pm - 1:35 pm	TEC	Announcements	Pam Dampier	All Administrators
1:35 pm - 2:05 pm	TEC	Operations	Jon Teske	All Administrators
2:05 pm - 2:20 pm	TEC	IT/Finance	Ronald Fagan	All Administrators
2:20 pm - 2:35 pm	TEC	Learning Forward Professional Development Curriculum & Instruction	Pam Dampier	All Administrators
2:35 pm - 2:40 pm	BREAK			
2:40 pm - 4:40 pm	TEC	Avoiding Symptom -> Solution Pitfalls: Effectively Addressing Educational Inequities Through Meaningful Root Cause Analysis	Dr. B. McMahon, Dr. C. Jacobs & Dr. D. Long	All Administrators
4:40 pm - 5:00 pm	TEC	Closing Remarks	Dr. Susan Moxley	All Administrators

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2

2.5

Survey 2019-2020  
<https://www.surveymonkey.com/r/C8YF58Q>





# **Section IV – Representation of African American Teachers and Instructional Staff**

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**RECOMMENDATION 7: IF THERE IS TURNOVER OF AFRICAN AMERICAN TEACHER/INSTRUCTIONAL STAFF (NON-RENEWAL, TRANSFER, LEAVE OR RESIGNATION) PROVIDE REASON FOR TURNOVER. SHOW DOCUMENTATION EFFORTS AND OPPORTUNITIES PRESENTED FOR FORMER EMPLOYEE TO PROVIDE FEEDBACK. SHOW HOW FEEDBACK IS BEING IMPLEMENTED TO INCREASE RETENTION.**

**THE SCHOOL DISTRICT CONTRACTS WITH EXITRIGHT (EMPLOYEE EXIT INTERVIEW OUTSOURCING). ALL FEEDBACK FROM EXITRIGHT IS SENT TO THE DIRECTOR OF HUMAN RESOURCES. INSIGHTS ARE COLLATED FROM EXIT TRENDS ACROSS THE ORGANIZATION TO REVEAL FOCUSES FOR IMPROVEMENT.**

**SEE JOINT PLAN 4.3**







# **Section IV – Representation of African American Teachers and Instructional Staff**

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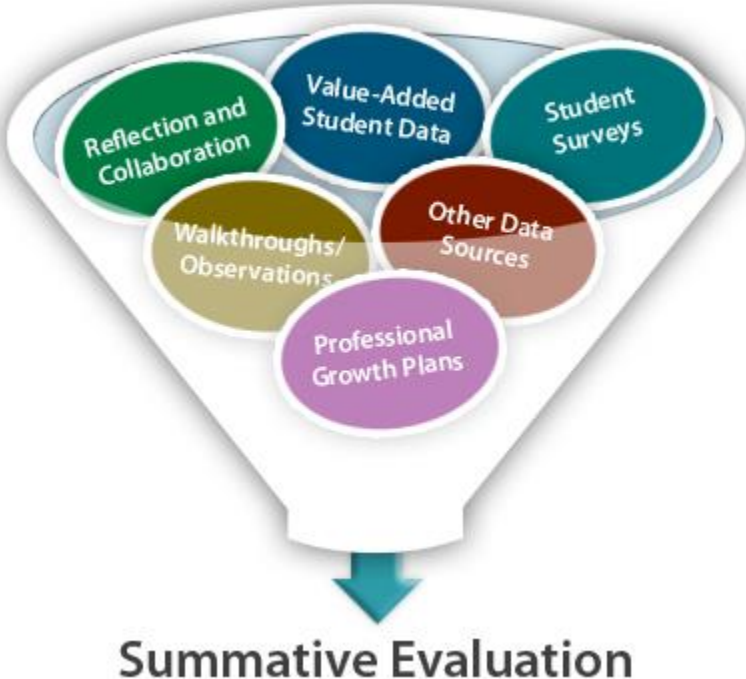
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**RECOMMENDATION 8: POSITIONS ADDED TO EQUITY DEPARTMENT TO ENSURE OVERSIGHT.**

**IN AUGUST OF 2020, AN ADMINISTRATIVE ASSISTANT WAS ADDED TO THE EQUITY DEPARTMENT.**



# Teacher Evaluation Procedures Manual



## School District of Indian River County

Proposed for 2019-20

FINAL



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## Part 1: Evaluation System Overview

The School District of Indian River County's (SDIRC) Teacher Evaluation Program (TEP) Procedures Manual details the procedures for the instructional personnel evaluation system addressing the requirements of Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.). Instructional personnel receive an annual summative evaluation based on a combination of observational data (Instructional Practice Score [IPS]) and student performance data (Student Performance Score [SPS]). The purpose of the teacher evaluation system is to increase student learning performance by improving the quality of instructional, administrative, and supervisory service.

### Common Language and Definitions

TERM	DESCRIPTION
<b>Artifact</b>	Written, electronic, photographic, or other forms of evidence for the purpose of demonstrating levels of proficiency within the Marzano Framework.
<b>Category I Teacher</b>	A teacher in the first three (3) years of hire within the District. One year equals one day more than half a year.
<b>Category II Teacher</b>	Any MBU not a Category I teacher
<b>Deliberate Practice</b>	A mindset that requires teachers to precisely attend to what they are doing in the classroom on a daily basis to identify what is working and what isn't and to determine why students are learning or not. In deliberate practice teachers identify up to three thin slices of teaching to focus their efforts to improve. Deliberate practice requires establishing a baseline for performance in a focus area (thin slice) and engaging in focused practice, feedback and monitoring of progress within a time-bound goal for improvement.
<b>Desired Effect</b>	The intended result of the teacher's strategy.
<b>Domain</b>	A body of knowledge defined by research representing a particular aspect of teaching.
<b>Dominant Elements</b>	Dominant elements are those elements that the observer has enough evidence to confidently score or something done intentionally by the teacher with enough evidence to be coded (scored). Dominant Elements are those that influence the flow of instruction in the classroom.
<b>FEAPs</b>	Florida Educator Accomplished Practices embody 3 essential principles: 1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement. 2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught. 3. The effective educator exemplifies the standards of the profession. There are 6 accomplished practices: 1. Quality Instruction 2. The Learning Environment 3. Instructional Delivery and Facilitation 4. Assessment 5. Continuous Improvement, Responsibility and Ethics 6. Professional Responsibility and ethical conduct.



TERM	DESCRIPTION
<b>Final IPS Conference (scheduled in advance with the MBU )</b> <b>**As needed**</b>	Presentation of teacher artifacts and evidences of value added measures at or before the Evaluation Conference Individual overview of performance Finalizing the IPS Signing the forms
<b>Focused Feedback</b>	Feedback that is focused on specific classroom strategies and behaviors during a set time interval. The feedback is informative, constructive, objective and actionable. Feedback is generally provided by administrators, coaches, and peers.
<b>Focused Practice</b>	Practice that is focused on a limited number of strategies where corrections, modifications, and adaptations are made to improve student learning at an appropriate level of difficulty so that the teacher can experience success.
<b>Formal Observation (mutually scheduled)</b>	30 minutes or one class period, whichever is greater Scheduled pre-observation conference Scheduled post-observation conference Used for Summative Evaluation Written feedback Observer gathers evidence regarding classroom instructional practices and behaviors
<b>Formative Conference (scheduled in advance with the MBU)</b>	Individual overview of evaluation procedure Goal setting Review of forms Review of electronic data components of evaluation system Identifying category of MBU (Category I or II teacher)
<b>Individual Professional Development Plan (IPDP) Professional Growth Plan</b>	The IPDP is a plan related to specific performance data for students to whom the teacher is assigned. It defines the inservice objectives and specific measurable improvements expected in student performance as a result of inservice activity received by teacher. It includes an evaluation component to ascertain the effectiveness of provided in-service as well as the overall professional development plan as established by the school principal.
<b>Informal Observation – (announced or unannounced)</b>	At least 10 minutes in length Used for Summative Evaluation Written Feedback Observer gathers evidence regarding classroom instructional practices and behavior
<b>Instructional Practices Score (IPS)</b>	The observation portion of a MBU’s annual evaluation which is based on multiple observations undertaken by the MBU’s evaluator.
<b>Lesson Segment</b>	Parts of a lesson that have unique goals and purposes for teachers and for students. Teachers engage in intentional and specific actions during these times. The Marzano Evaluation Framework consists of three major lesson segments: Lesson Segments Addressing Routine Events, Lesson Segments Addressing Content, and Lesson Segments Enacted on the Spot.



TERM	DESCRIPTION
<b>Performance Deficiency</b>	<p>A Performance Deficiency is indicated through one of two means:</p> <ol style="list-style-type: none"> <li>Two consecutive scores (on two separate observations) for any one Marzano element in which the MBU was rated either “Developing,” “Beginning,” or “Not Using,” on both particular observations.</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>Scores of “Developing,” “Beginning,” or “Not Using” on at least 50% of the Marzano elements scored in any single observation in which at least four Marzano elements are scored.</li> </ol>
<b>Planning (Pre)Conference</b>	<p>The planning or pre-conference provides an opportunity for the MBU and the evaluator to talk about the lesson prior to the formal announced observation. During this time, the MBU and evaluator <b>may</b> (but not required) use the planning conference form <b>as a guide</b> to discuss the lesson, engage in collaborative decision making, clarify expectations, and identify areas where specific feedback will be provided. This form is not required to be completed in advance.</p>
<b>Reflection (Post)Conference</b>	<p>The reflection or post-conference provides an opportunity for the MBU and the evaluator to reflect about the lesson, clarify expectations and plan forward. The reflection (post)conference form may be used as a guide for reflection and feedback.</p>
<b>Student Evidence</b>	<p>Specific observable behaviors that students engage in response to the teacher’s use of particular instructional strategies.</p>
<b>Student Performance Score (SPS)</b>	<p>This score defines student performance as indicated by the measures articulated in Appendix A.</p>
<b>Summative Rating Score</b>	<p>A combination of a teacher’s Instructional Practice Score and their Student Performance Score.</p>
<b>Teacher Evidence</b>	<p>Specific observable behaviors that teachers engage in when using a particular instructional strategies.</p>
<b>Unsatisfactory Performance</b>	<p>Two consecutive unsatisfactory summative evaluations, two unsatisfactory summative evaluations within a three year period, or three consecutive summative evaluations of Needs Improvement or a combination of Needs Improvement and Unsatisfactory.</p>



## Part 2: Evaluation Procedures

### Annual Evaluation

Pursuant to section 1012.34(3)(a)2., F.S., at least one-third of the evaluation must be based upon instructional practice and up to one-third must be based on student performance. For SDIRC, an MBU's IPS and SPS will each count 50% towards the summative evaluation.

### Instructional Practice Score

The Instructional Practice Score (IPS) is derived from evidence collected through informal observations, formal observations, and evaluation conferences. The below table articulates the frequency and timing for these observations:

#### Observation/Evaluation Timeline

Status	Component	Quantity	Timeline
Category I and II Teachers	Formative Conference – including the overview of evaluation process and selection of data to be used in SPS.	1	October 15
Category I Teacher	Formal Observation – including pre-observation conference, observation and post-observation conference – must be scheduled	2	Complete 1 formal observation by the end of the first semester Complete 1 formal observation by May 1
Category I Teacher	Informal Observation – at least 10 minutes in length – can be announced or unannounced	4	At least 2 per semester
Category II Teacher	Formal Observation – including pre-observation conference, observation and post-observation conference – must be scheduled	1-2	Complete 1 formal observation by the end of the first semester
Category II Teacher	Informal Observation – at least 10 minutes in length – can be announced or unannounced	2-4	At least 1 per semester
Category I and II Teacher	Final IPS Score	1	By May 15

- Additional observations beyond the quantities specified above may be initiated by the MBU or the evaluator. Such observations shall occur within a mutually agreed upon timeframe.
- When an MBU receives a score of “Developing,” “Beginning,” or “Not Using” on a Marzano element, a period of five (5) days following receipt of written feedback on the observation shall elapse before a subsequent observation is conducted. This provision may be waived with written consent of the MBU. The MBU is encouraged to consult with and notify the Association in this event.
- During the post conference following the first semester Formal Observation, the MBU and evaluator will mutually agree whether the MBU will have a second Formal Observation or two additional Informal Observations. In the case where the parties are unable to reach mutual agreement, a second Formal Observation shall occur.





- If an MBU is hired after the start of the school year, the minimum number of evaluations is still required, but the dates those evaluations are required to be completed can be amended as agreed to by the MBU and Evaluator.
- If an MBU is on leave, during the school year, every effort will be made to evaluate the MBU according to the guidelines outlined here. However, if an IPS cannot be calculated, the prior year IPS will be used.
- During the Formative Conference, the MBU and Evaluator will select the data measures to be used in the MBU’s SPS for the given school year and notify HR through the online platform.

**Rubrics and Weighting**

To calculate the final IPS for an MBU, all element scores will be numerically averaged across all domains to obtain a single element score. This final score will be applied to the below table to obtain a final IPS Rating:

Minimum IPS Score	IPS Final Rating
3.2	Highly Effective
2.5	Effective
1.5	Needs Improvement/Developing
0.0	Unsatisfactory

For the 2019-20 school year, if the total percentage of Highly Effective and Effective IPS scores changes +/-3% points from the prior year, both parties agree to review and update the IPS Rubric for any necessary adjustments.

The District will be using the following rating scale for the elements in Domain 1 as shown below:

Not Using 0	Beginning 1	Developing 2	Applying 3	Innovating 4
Strategy is called for but not exhibited	Strategy is used incorrectly, or with parts missing	Strategy is used correctly, but the majority of students are not monitored for the desired effect of the strategy	Strategy is used correctly and monitored for evidence of the extent to which the majority* of students display the desired effect	Strategy is adapted and created for unique student needs and situations in order for the desired effect to be evident in all** students

\* For the purposes of clarification, the term “majority” means at least 50% of the students present while the observation takes place.

\*\* For the purposes of clarification, the term “all” means at least 90% of the students present while the observation takes place.

For domains 2, 3, and 4, there shall be a minimum of four (4) scores entered for each domain through the year.



## Examples of Domain Sources of Evidence

The following is a sample of examples to be used as evidence within each domain. The lists are not exhaustive.

### Domain 1: Classroom Strategies & Behaviors

- Formal observation(s)
- Informal, announced observation
- Informal, unannounced observation
- Student surveys
- Videos of classroom practice
- Artifacts

### Domain 2: Planning and Preparing

- Planning & conference or preconference
- Lesson plan documentation
- Differentiated documents
- Technology
- Rubrics
- Artifacts

### Domain 3: Reflecting on Teaching

- Self-assessment
- Reflection conference
- Professional Growth Plan
- Conferences
- Discussions
- Artifacts

### Domain 4: Collegiality & Professionalism

- Conferences
- Discussions
- Professional Learning Communities
- Communication logs
- Mentoring
- Artifacts

## Amending Evaluations

In accordance with Section 1012.34(3)(a)4(d), Florida Statutes, the evaluator may amend an evaluation based upon assessment data from the current school year if the data becomes available within 90 calendar days after the close of the school year. An evaluation may also be amended: (1) following the evaluation conference meeting by mutual agreement between the MBU and evaluator; (2) as a result of an appeal of an evaluation according to the procedures set forth in Article IV, Teacher Evaluation; or (3) as a result of an award by an arbitrator.



## **Student Performance Score**

An MBU's final SPS to be used in the summative evaluation calculation will be an average of the last three years of annual SPS scores. If an MBU was not employed with the school district for the previous three years, then only the annual SPS scores for the years employed will be used. SPS shall only be based on students assigned to the MBU and, for classroom teachers, will be determined from the Roster Verification Tool (RVT) export. Non-classroom teacher rosters will be determined by their assigned job function. For example, the roster for an Instructional Coach assigned to grades KG – 2 will include all students in those grades.

For all non-VAM measures, the SPS will be calculated using a matched process (only those students who were enrolled with the MBU in the assessed subject during both the Survey 2 and Survey 3 RVT periods will be used in the SPS Calculation). MBUs who teach semester long courses will have a combined roster of both Survey 2 and 3.

Students who have less than 90% attendance in the course evaluated will be excluded from the SPS calculation if the contributing score counts negatively towards the MBU's SPS.

If an MBU starts after Survey 2, then the roster from the Survey 3 will be used to calculate an SPS.

If an MBU elects to use VAM for their SPS measure, then the 3-year aggregate VAM will be used to derive the current year SPS. Prior years' SPS will not be used in the calculation of the current year SPS. For non-VAM SPS measures, the current year SPS will be averaged with the prior two years' SPS to calculate the final SPS.



## **Procedure for Applying the Value Added Growth Model:**

A Value Added Growth Model produces a score for a teacher which reflects the aggregate amount of learning growth of the teacher's students above or below the expected learning growth of similar students in the state, using specific variables accounted for in the model. A score of "0" indicates that students performed no better or worse than expected, based on the factors in the model. A positive score indicates that the students, on an aggregate level, performed better than expected, a negative score indicates that the students scored worse than expected. The School District of Indian River County will use the following steps to classify teachers under a Value Added Model.

Each teacher's VAM will be compared against a set of cut scores. The cut score of 0 will be used in the initial classification process.

If a teacher's VAM (raw score not considering the standard error or confidence intervals) is 0 or above then the teacher would be classified as at least Effective. To determine if the teacher is Highly Effective, the standard error will be multiplied by a confidence interval and subtracted from the teacher's VAM to provide a high level of certainty that the teacher's VAM is above 0.

### **Method for classifying HIGHLY EFFECTIVE:**

- If Teacher VAM is positive and the  $VAM - (\text{Standard Error} * \text{Confidence Interval}) > 0$ , then the teacher is classified as Highly Effective
- A confidence interval of 2 standard errors will be used in the determination of Highly Effective.

### **Method for Classifying EFFECTIVE:**

- If Teacher VAM is positive and the  $VAM - (\text{Standard Error} * \text{Confidence Interval}) < 0$ , than the teacher is classified as EFFECTIVE.
- A confidence interval of 2 standard errors will be used in this determination of EFFECTIVE.
- If Teacher VAM is negative and the  $VAM + (\text{Standard Error} * \text{Confidence Interval}) > 0$ , than the teacher is classified as EFFECTIVE.
- A confidence interval of 1 standard error will be used in this determination of EFFECTIVE.

To determine if the teacher is Unsatisfactory, or Needs Improvement, the standard error will be multiplied by a confidence interval and added to the teacher's VAM to provide an extremely high level of certainty that the teacher's VAM is below 0.

### **Method for classifying UNSATISFACTORY:**

- If Teacher VAM is negative and  $VAM + (\text{Standard Error} * \text{Confidence Interval}) < 0$ , then the teacher is classified as Unsatisfactory
- A confidence interval of 2 standard errors will be used in the determination of Unsatisfactory.

### **Method For Classifying NEEDS IMPROVEMENT:**

- If Teacher VAM is negative and  $VAM + (\text{Standard Error} * \text{Confidence Interval})$  does not meet the definition of Effective or Unsatisfactory, then the teacher is classified as Needs Improvement.



## Summative Evaluation Score

To calculate a summative evaluation score, the IPS and SPS score will each be weighted 50% to derive a final summative score. This score will be applied to the below rubric to determine a Summative Rating.

SDIRC SUMMATIVE EVALUATION RATING RUBRIC	
Minimum	Final Evaluation Rating
3.5	Highly Effective
2.5	Effective
1.5	Developing (Category I)/ Needs Improvement (Category II)
1.0	Unsatisfactory

### EXAMPLE:

Below is an example of how the Student Performance Score will be combined with the Instructional Practice Score to arrive at a Final Evaluation Score.

	Rubric Score	Weighting	Summative Score
Student Performance Score (SPS)	2	50%	2 X 50% = 1
Instructional Practice Score (IPS)	3	50%	3 X 50% = 1.5
<b>Final Evaluation Score</b>			<b>2.5 = Effective</b>

Table of All Possible Summative Ratings			
IPS	SPS	Summative Score	Summative Rating
4	4	4	Highly Effective
4	3	3.5	Highly Effective
4	2	3	Effective
4	1	2.5	Effective
3	4	3.5	Highly Effective
3	3	3	Effective
3	2	2.5	Effective
3	1	2	Needs Improvement/Developing
2	4	3	Effective
2	3	2.5	Effective
2	2	2	Needs Improvement/Developing
2	1	1.5	Needs Improvement/Developing
1	4	2.5	Effective
1	3	2	Needs Improvement/Developing
1	2	1.5	Needs Improvement/Developing
1	1	1	Unsatisfactory



## Part 3: Miscellaneous

### Annual Review by the District

An annual review of the teacher evaluation system will be completed by the evaluation committee to determine compliance with Florida Statute. Any recommended revisions will be reviewed and approved by the SDIRC and IRCEA negotiating teams before incorporation into the evaluation system.

An ongoing evaluation of the teacher evaluation system to include analysis of data such as overall district trends, fidelity of implementation, and feedback from users will be conducted by the evaluation committee. Reports will be made to the Superintendent and the IRCEA. Periodic updates will be presented to the School Board as appropriate. The following methods may be used to collect data:

- Surveys to assess teacher/evaluator perceptions of adequacy of training, understanding of the system, fairness of the process, and impact of the new process on teaching and student learning
- Surveys of selected teachers and evaluators to gather feedback on system implementation and identify necessary adjustments
- Correlation of teacher performance ranking and student performance data
- Trend data on professional development offerings
- Patterns of performance on various components of the framework
- Review and feedback on the forms, rubric language, processes and support materials for recommended revisions

This analysis will be conducted with the assistance of the Curriculum and Instruction Department. Recommended revisions must be negotiated between the parties.

### Procedures for Struggling Teachers (Non Probationary)

Non Probationary teachers only, if the evaluator observes Performance Deficiencies or an area where additional training is needed, intervention shall occur in one of two (2) ways: a conference on the deficiency and/or a Performance Improvement Plan (PIP).

A conference on the deficiency is a conversation between the teacher and evaluator that is documented. After the teacher understands the evaluator's expectations, the teacher has time to work on the deficiency before there is a follow-up conversation. The administrator is required to give the teacher a reasonable period of time to make improvement. An additional formal or informal observation beyond those stipulated in Article IV.6 of the Contract may be utilized to gauge whether the teacher has made improvement. If the expectations have been met, the administrator will communicate this in writing to the MBU. In many cases, no further assistance is necessary. If the concern has not been addressed satisfactorily, the administrator may assign the teacher to complete a Performance Improvement Plan (PIP).

A PIP is a more formalized process that takes longer to complete. The administrator will hold a conference with the teacher, identify the deficiencies and make specific, comprehensive suggestions/strategies in writing, as to how the performance of the teacher can be improved. The teacher has up to sixty (60) calendar days in which to satisfactorily complete a PIP. A PIP must be completed prior to a teacher receiving Notification of Unsatisfactory Performance.



## Notification of Unsatisfactory Performance

The following process shall be instituted following teacher notification of unsatisfactory performance. The teacher shall be:

1. Notified in writing of the unsatisfactory performance. This notification must specifically describe the unsatisfactory performance and include the following:
  - a. A meeting with the teacher
  - b. Specific, written recommendations as to how to improve the performance in areas that are unsatisfactory
  - c. Provide administrative assistance to help correct the deficiencies, e.g. professional development opportunities, mentoring/coaching, etc.
  - d. Provide a specific period of time in which the deficiencies are to be corrected. During this time period the teacher must be evaluated periodically and apprised of the progress. These evaluations will be conducted by someone other than the teacher's original evaluator.
2. The teacher will be placed on performance probation for a 90 day period (90 calendar days). Within this 90 day window the teacher must demonstrate corrective action.
3. After the close of the 90 calendar days, the evaluator must evaluate the teacher within 14 days, to see if the performance deficiencies have been corrected.
4. The evaluator must also (at the same time) forward a recommendation to the Superintendent.
5. The Superintendent has 14 days upon receipt of the recommendation to notify the teacher, in writing, whether performance deficiencies have been satisfactorily corrected, and whether the Superintendent will recommend renewal or termination of the employment contract.
6. If the teacher chooses to contest the Superintendent's recommendation, the teacher has 15 days to submit a written request for a hearing in accordance with Florida Statutes.



## Appendix A: Student Performance Assessment Measures (2019-2020 and beyond)

Proficiency				
Assessment	Measure	Rubric	Available Subjects	Available Grades
i-Ready Spring Assessment	50th Percentile or above	Percentile	Reading and Math	KG - 8
FSA	Level 3 or above	Percentile	ELA, Math, Algebra 1, Geometry, Biology, Civics, & US History	3 - 10
FSA*	Meet or exceed Learning Expectations	Percentile	ELA, Math, & Algebra 1	4 - 10
Science Statewide Standardized Assessment	Level 3 or above	Percentile	Science	5 & 8
VPK Assessment	Meet or Exceed Expectations	Percentile	OL/V, Math, PA, & PK	PK
FSA Writing Reporting Category	At or Above State Average	Percentile	Writing	4 - 10
Industry Certification Exam	Pass/Fail	Percentile	CTE Courses	6 - 12
Advanced Placement	Mean Student AP Score	AP	AP Courses	9 - 12
Advanced Placement	Level 3 or above	Percentile	AP Courses	9 - 12
International Baccalaureate	Mean Student IB Score	IB	IB Diploma Courses	11-12
International Baccalaureate	Level 4 or above	Percentile	IB Diploma Program Courses	11 - 12
AP Scholar Designation	Earned scholar designation	Percentile	AP Courses	9 - 12
IB Diploma	Obtain IB Diploma	Percentile	IB Diploma Program Courses	12
SAT, ACT, & PERT	College Ready	Percentile	Reading & Math	9 - 12
GED Subject Test	Pass/Fail	Percentile	Math, Reading, Language Arts, Social Studies, Science	Adult
*MBU must teach a VAM course to select this.				
<b>If none of the above proficiency measures properly addresses student performance for the teacher's students, then the below LCA measure can be used:</b>				
LCA	59.5% or above (D or higher)	Percentile	ALL	ALL





Growth				
Assessment	Measure	Rubric	Available Subjects	Available Grades
iReady Fall to Spring Growth	Meet or exceed Typical or Stretch Growth target for student (teacher selects between Typical and Stretch growth target).	Percentile	Reading and Math	KG - 8
FSA*	Teacher, School, or District VAM - State defined ratings	VAM	ELA, Math, & Grade 8 or 9 Algebra 1	4 - 10
FSA	Met Learning Expectations	Percentile	ELA, Math, & Grade 8 or 9 Algebra 1	4 - 10
FSA	Made learning gains	Percentile	ELA, Math, Algebra 1, & Geometry	4 - 12
VPK Assessment AP1 to AP3	Maintain Meet/Exceed or Increase from Below to Meet/Exceed	Percentile	OL/V, Math, PA, & PK	PK
FSAA	Made learning gains	Percentile	Math, Reading, Social Studies, Science	4 - 12
Batelle	Made gains	Percentile	VPK	PK
HCAPP	Increase severity rating	Percentile	Language	PK - 12
TABE	Increase Functioning Level	Percentile	Math, Reading, Language Arts, Social Studies, Science	Adult
*MBU must teach a VAM course to select a "Teacher" VAM.				



# APPENDIX B: Pre Conference Form A and Reflection Conference Form

Art and Science of Teaching Teacher Evaluation Framework



Planning Conference Structured Interview Form A and B

**\*CLASSROOM TEACHERS ONLY**

Name of Teacher: \_\_\_\_\_ Name of Observer: \_\_\_\_\_

Planning Conference Date: \_\_\_\_\_ Observation Date: \_\_\_\_\_ Reflection Conference Date: \_\_\_\_\_

**Instructions:** Please attach your lesson plan, assessments, scoring guides, and/or rubrics to this document, if you have anything to share. Please be prepared to discuss the following questions in preparation for the planning conference

<b>Classroom Demographics</b>		
Briefly describe the students in your classroom (e.g. number of students, gender, special needs etc.) <b>Add ELL, ESE, SP/L too if you have</b>		
Answer:		
<b>Routine Events</b>		
1. What will you do to establish learning goals, track student progress and celebrate success for this lesson? <b>DQ1 elements 1, 2, &amp; 3</b>		
Answer:		
2. What will you do to establish or maintain classroom rules and procedures for this lesson? <b>DQ6 elements 4 &amp; 5</b>		
Answer:		
<b>Content Choose ONE: either 3-4-5</b>		
Please consider the following questions as appropriate for the lesson being observed		
3. What will you do to help students effectively interact with new knowledge? <b>DQ2 elements 6-13</b>	4. What will you do to help students practice new knowledge? <b>DQ3 elements 14-20</b>	5. What will I do to help students generate and test hypothesis about new knowledge? <b>DQ4 elements 21-23</b>
Answer:		



### Enacted on the Spot

6. What will you do to engage students in the lesson? **DQ5 elements 24-32**

Answer:

7. What will I do to recognize and acknowledge lack of adherence to classroom rules and procedures?  
**DQ7 elements 33-35**

Answer:

8. What will I do to establish and maintain effective relationships with students during this lesson?  
**DQ8 elements 36-38**

Answer:

9. What will I do to communicate high expectations to students within the lesson?  
**DQ9 elements 39-41**

Answer:

### Planning and Preparing for Lessons and Units

10. How will you scaffold the content within the lesson? **Element 42**

Please describe:

- the rationale for how the content of the lesson is organized
- the rationale for the sequence of instruction
- how the content is related to previous lessons, units or other content
- possible confusions that may impact the lesson

Answer:

11. How does this lesson progress within the unit over time? **Element 43**



Please describe:

- how lessons within the unit progress toward deep understanding and transfer of content
- describe how students will make choices and take initiative
- how learning will be extended

Answer:

12. How will you align this lesson with established content standards identified by the district and the manner in which that content should be sequenced (important content (scope/sequence) identified by the district)? **Element 44**

Please describe the LAFS, MAFS, Science Standard(s) you are teaching and how they align to your lesson

Answer:

### Planning and Preparing for Use of Resources and Technology

13. How will the resources and materials that you select be used to enhance students' understanding of the content?

Please describe the resources that will be used:

- traditional resources **element 45**
- technology **element 46**

Answer:

### Planning and Preparing for the Special Needs of Students

14. How do you plan to address the special needs of your students to include special education students (**element 48**), ELL students (**element 47**) and students who come from home environments that offer little support for schooling (**element 49**)?

Answer:



## Reflection Conference

**\*CLASSROOM TEACHERS ONLY**

Name of Teacher: \_\_\_\_\_ Name of Observer: \_\_\_\_\_

Reflection Conference Date: \_\_\_\_\_

**Instructions:** Please bring student work, assessments, scoring guides, and/or rubrics to the reflection conference and be prepared by filling out the following 5 questions:

### General Reflection Domain 3 # 50

1. Overall, how do you think the lesson went and why?

Answer:

### Identifying and Evaluating Areas of Pedagogical Strength and Weakness D3 #51

2. What were your biggest strengths in this lesson? Why do you say this?

Answer:

3. What area do you think you can still work on and why?

Answer:

### Student Achievement Domain 3 #52

4. How did you enhance student achievement and what was the cause of the success (or any difficulty you ran into)? What specific strategies did you use to get there?

Answer:

### IPDP Domain 3 #53-54

5. What were the two elements you chose for your Deliberate Practice on your IPDP and how are you working to master these two elements (activities, PD, etc)?

Answer:



Name of Teacher: \_\_\_\_\_ Name of Observer: \_\_\_\_\_

Planning Conference Date: \_\_\_\_\_ Observation Date: \_\_\_\_\_ Reflection Conference Date: \_\_\_\_\_

**Instructions:** Please attach your lesson plan, assessments, scoring guides, and/or rubrics to this document, if you have anything to share. Please be prepared to discuss the following questions in preparation for the planning conference. It is not a requirement to fill this form out. Refer to the Marzano Non-Classroom Instructional Support Personnel Evaluation Model *Learning Map* for clarification on each question.

<b>Classroom Demographics</b>
Briefly describe the students/participants for this lesson/presentation (e.g. number of participants, gender, special needs etc.) <b>Add ELL, ESE, ED, SP/L if applicable</b>
Answer:
<b>Routine Events</b>
15. What will you do to establish learning goals, track student/participation progress and celebrate success for this lesson? <b>elements 1,2,3</b>
Answer:
<b>Establishing Content</b>
16. What will you do to establish content for the students/participants? <b>elements 4-9</b>
Answer:
<b>Facilitating Engagement</b>
17. What will you do to facilitate student/participant engagement? <b>elements 10-16</b>
Answer:



**Planning and Preparing**

18. How will you scaffold the content within the lesson? **element 17**

Suggested topics to discuss:

- the rationale for how the content is organized
- the rationale for the sequence
- how the content is related to previous presentations, activities, or other content
- possible confusions that may have an impact

Answer:

19. How will the established content standards or procedures identified by the state/district/school be aligned? Describe the manner in which that content should be sequenced if applicable (important content, scope, and sequence).  
**element 18 \*Consider Florida professional development standards.**

Answer:

**Planning and Preparing for Use of Resources and Technology**

- How will the resources and materials that you select be used to enhance understanding of the content? **element 19 - 20**

Answer:

**Planning and Preparing for the Special Needs of Students**

20. If applicable, how do you plan to address the special needs of participants?  
**element 21 - 23**

Answer:



**Reflection Conference**

**\* Non-Classroom Instructional**

Name of Teacher: \_\_\_\_\_ Name of Observer: \_\_\_\_\_

Reflection Conference Date: \_\_\_\_\_

**Instructions:** Please bring artifacts to support participants' success or challenge with the lesson/presentation to the reflection conference **if needed**. This may include exit tickets, reflection forms, student/participant work, assessments. Please be prepared to discuss the following questions. It is not a requirement to fill this form out. Refer to the Marzano Non-Classroom Instructional Support Personnel Evaluation Model *Learning Map* for clarification on each question.

**General Reflection Domain 3**

1. Overall, how do you think the lesson/presentation went and why? **element 24**

Answer:

**Identifying and Evaluating Areas of Pedagogical Strength and Weakness**

2. What were your biggest strengths in this lesson/presentation? Why do you say this? **element 25**

Answer:

3. What area do you think you can still work on and why?

Answer:

**Student Achievement**

4. As a result of this lesson/presentation, how do you expect to enhance student achievement? What was the cause of the success (or any difficulty you ran into)? What specific strategies did you use to get there? **element 25**

Answer:

**IPDP Domain 3**

5. What were the two elements you chose for your Deliberate Practice on your IPDP and how are you working to master these two elements (activities, PD, etc)? **element 26, 27**

Answer:

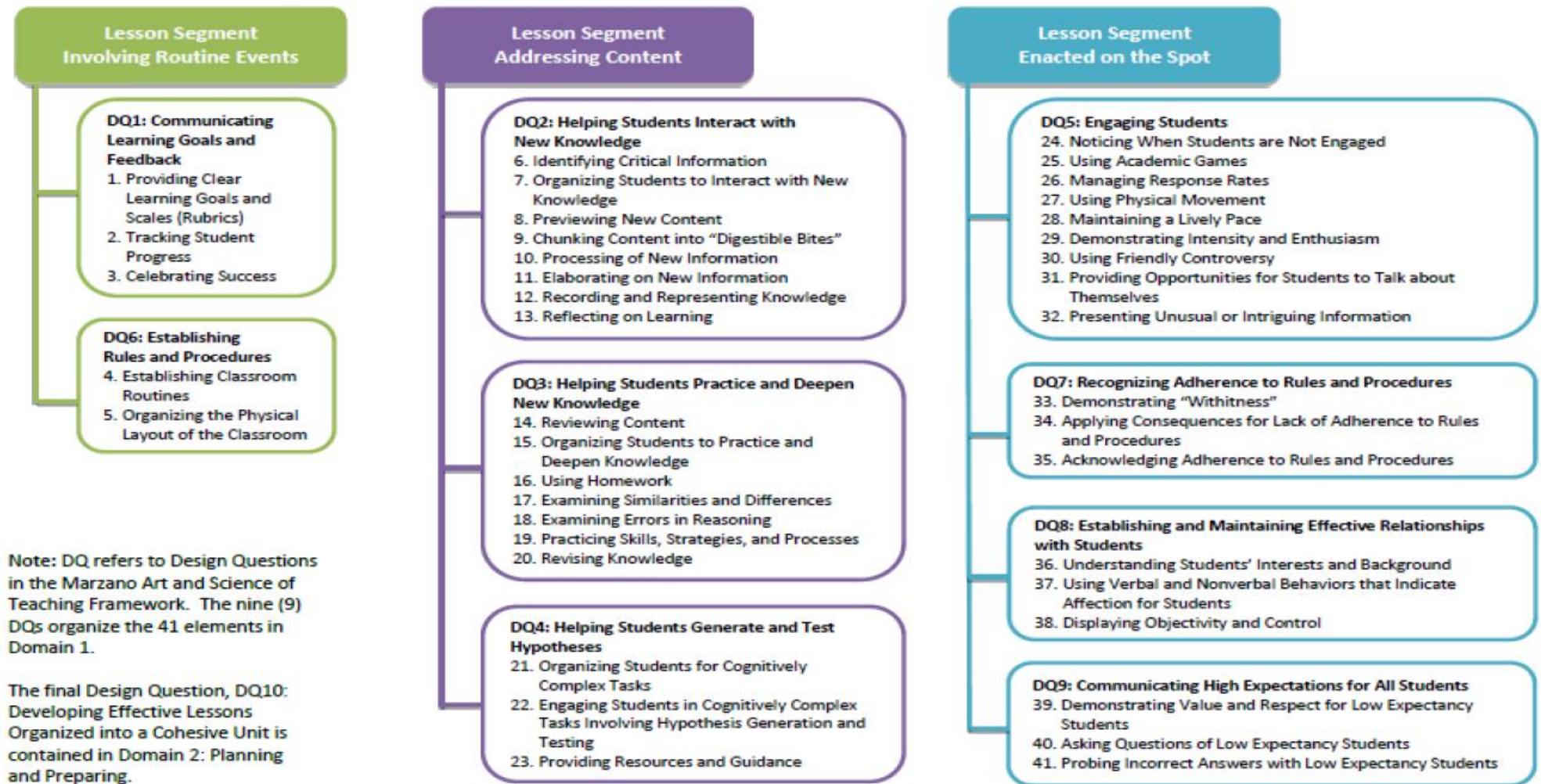




# APPENDIX C: Maps for Classroom Teachers and Instructional Support

## Domain 1: Classroom Strategies and Behaviors

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.

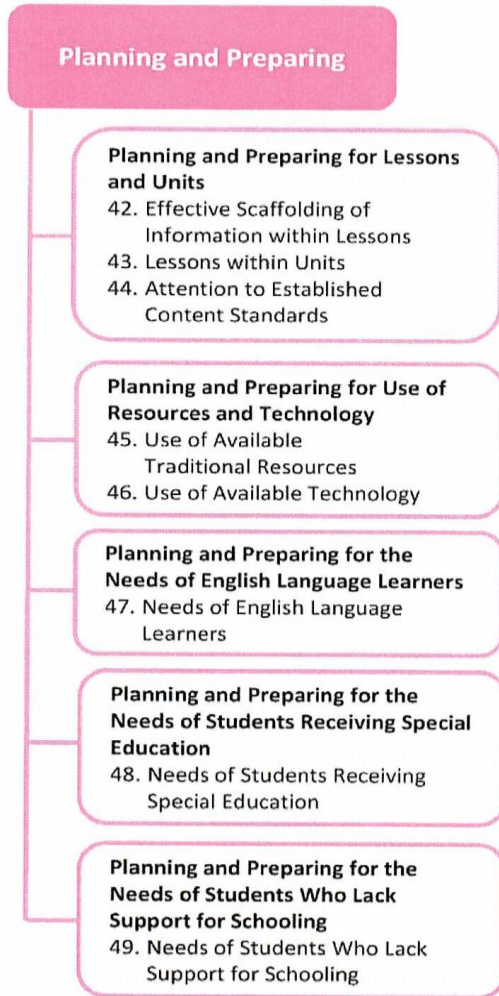


# Classroom Teachers

## Marzano Teacher Evaluation Model Learning Map



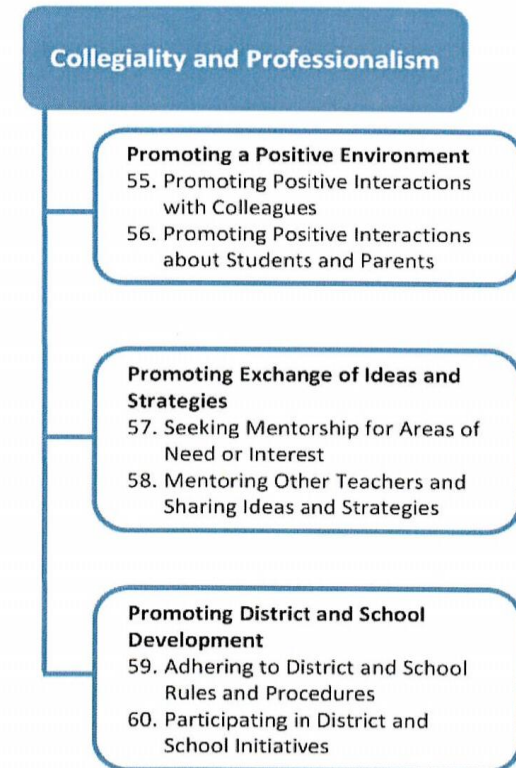
### Domain 2: Planning and Preparing



### Domain 3: Reflecting on Teaching

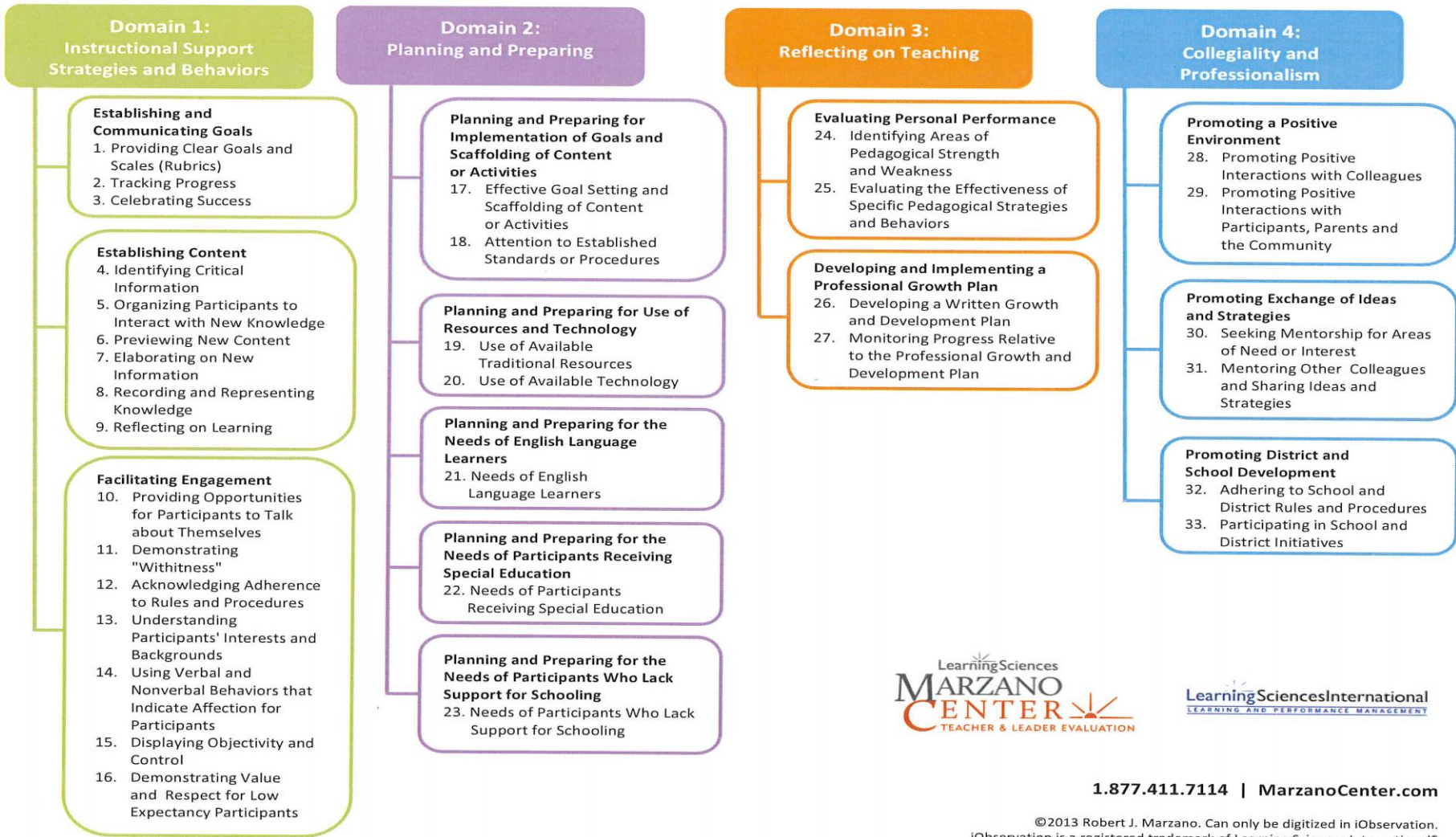


### Domain 4: Collegiality and Professionalism





**Marzano Center Non-Classroom Instructional Support Personnel Evaluation Model Learning Map**



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## APPENDIX D: PLAN FOR IMPROVEMENT (Template)

Performance Improvement Plan

Name of Employee: \_\_\_\_\_ Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluation Criterion	What was Observed	What Observer Expects to See	Resources (May be listed on an attached page)	Timeline

This Plan of Improvement identifies several major areas that require to improve performance deficiencies. Progress and performance related to each of these identified areas will be monitored and evaluated. Continued deficient performance is unacceptable and cannot continue.

This summary memorandum, its expectations including the Plan of Improvement and timelines were presented to \_\_\_\_\_, on \_\_\_\_\_, 20\_\_\_\_, by \_\_\_\_\_.

**The Performance Improvement Plan is no longer in effect and the deficiencies have been resolved:**

\_\_\_\_\_  
 Evaluator Date Teacher Date



## APPENDIX E: LCA Agreement



### Indian River County Schools Test Administration Agreement Locally Created Assessments



*\*This agreement must be signed by teachers who are using the LCA scores as their data source for teacher evaluation.*

**School:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Both State Board Rule and Florida Statute prohibit activities that may threaten the integrity of tests. Engaging in such activities may result in an investigation, loss of teaching certification, and/or prosecution for violation of the law.

Examples of prohibited activities are listed below:

- Influencing the student prior to test by diminishing the importance of the test
- Explaining or interpreting test items in detail, giving verbal cues, or reading passages or test items for students (unless permitted)
- Revealing the passage, test items, or performance tasks
- Changing or otherwise interfering with student responses to test items
- Re-administration of the assessment
- Failing to follow test administration directions specified in the test administration manuals/scripts, test procedures, or test protocols
- Causing achievement of students to be inaccurately measured or reported
- Permitting students to have access to electronic devices, other than what may be an approved tool for the test
- Adjusting the test or scoring of the test ( i.e. elimination of test items considered invalid, curving test – must be approved by the principal or designee)
- Participating in, directing, aiding, counseling, assisting in, or encouraging any of the acts prohibited by Florida Statute

If any of the above examples are allowable accommodations for students with a current IEP, Section 504 Plan, or ELL Plan, test administrators are permitted to provide the required accommodations.

#### **Test Administration Protocols for Locally Created Assessment administration:**

- District-Selected - Teachers will provide school administration with a hard copy of all LCAs and their related components (answer keys, rubrics, etc.).
- Teachers will administer LCAs, score the tests, and record the students' results in the District's Gradebook application.
- Scratch paper may be provided for the LCA (if needed).
- Reference sheets and calculators may be used if approved by principal or designee.
- Students included on the school's Survey 2 (October) and/or Survey 3 (February) rosters will be included in the data calculation linked to teacher evaluation.

I have read and understand this Test Administration Agreement. This agreement will apply to all LCA/District-Selected and LCA/District-Developed Tests linked to my teacher evaluation that I administer during the school year. I understand that if I violate this Test Administration Agreement that I may be subject to disciplinary action, including up to termination of my employment. I agree to administer the assessment in accordance to the Test Administration Agreement.

\_\_\_\_\_

Date

\_\_\_\_\_

Printed Name

\_\_\_\_\_

Signature



**SIGNATURE PAGE**

Michelle Oll  
**School District of Indian River County**

11/14/19  
**Date**

Elizabeth Cannon  
**Indian River County Education Association**

11/14/19  
**Date**

**Indian River County Education Association**

**Date**





# **Section IV – Representation of African American Teachers and Instructional Staff**

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**RECOMMENDATION 9: DISTRICT SHOULD DEVELOP A PLAN OF REMEDIAL MEASURES PRIOR TO NON-RENEWAL/TERMINATION, IN ORDER TO SHOW THAT CORRECTIVE MEASURES AND ADDITIONAL SUPPORT WAS PROVIDED PRIOR TO SEPARATION. PLEASE SUBMIT PLAN TO EQUITY COMMITTEE.**

**THE IRCEA (INDIAN RIVER COUNTY EDUCATION ASSOCIATION) 2019-2020 COLLECTIVE BARGAINING AGREEMENT DEFINES THE STEPS OF THE EMPLOYEE DISCIPLINE PROCEDURE AS WELL AS THE SPECIFICS FOR WORKING CONDITIONS.**

**THE TEP MANUAL (TEACHER EVALUATION PROCEDURES) CONTAINS THE STEPS TAKEN TO SUPPORT TEACHERS THROUGH A PERFORMANCE IMPROVEMENT PLAN (IF APPROPRIATE).**





**2018-2020  
Collective Bargaining  
Agreement**

**Between the  
School District  
of  
Indian River County**

**and the**

**Indian River County Education Association**



## SDIRC-IRCEA Collective Bargaining Agreement 2018-2020

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## **ARTICLE I – RECOGNITION**

### **I.1 Preamble**

- A. The School District of Indian River County, hereinafter referred to as the “Board” and the Indian River County Education Association, hereinafter referred to as the “Association” or “IRCEA”, having met and negotiated in accordance with Florida Statutes Chapter 447 and having reached certain understandings, hereby agree as follows:

### **I.2 Recognition**

- A. The Board hereby recognizes the Indian River County Education Association as the sole and exclusive bargaining agent for all regular full time classroom teachers, guidance counselors, department and grade level Chairs, occupational outreach coordinators, speech and language pathologists, SLP assistants library-media specialists, "teachers on assignment", resource specialists/teachers, music directors, JROTC instructors, migrant-immigrant specialists, and career and technical education specialists.
- B. The term "member(s)" or "M.B.U." shall be used to refer to a member or members of the bargaining unit.
- C. The Board agrees not to negotiate with or recognize any teachers' organization composed of the classification of employees listed above other than the Association for the duration of this agreement.
- D. This agreement shall supersede any rules, regulations or practices of the Board, which shall be contrary to or inconsistent with the terms of this agreement.

## **ARTICLE II – ASSOCIATION AND MEMBER RIGHTS**

### **II.1 General Provisions**

- A. The Board hereby agrees that every employee of the Board eligible for inclusion in the bargaining unit as listed on certificate #29 of The Public Employee Relations Commission date May 15, 1975, shall have the right to join and participate in the Indian River County Education Association or the right to refrain from such activity.
- B. Employees who are, or who qualify to be, members of units represented by this Association shall have the right to join and assist or to refrain from joining and assisting the Association and the activities conducted by the Association for the purpose of collective bargaining or other mutual aid or protection. This right shall be enjoyed without interference from the Board or its representatives or from any member, officer, or representative of the Association.
- C. Nothing contained in this contract shall be construed to provide, deny, or to restrict employees who are members of the Association or employees who are eligible for membership in the Association rights they may or may not have under Florida school laws or other applicable laws, rules and regulations.
- D. Upon ratification of the proposed agreement by the parties, eighty (80) copies of the agreement shall be furnished to the Association. The cost of printing shall be borne equally by the parties. Additionally, the agreement will be posted on-line at the District website.

### **II.2 Use of Facilities and Communication**

- A. The Association and its representatives shall be considered a school-related group regarding the use of school buildings for meetings. The Association or its representatives shall make proper arrangements with the school principal and adhere to regulations set forth in School Board Policy 7510.
- B. The Association may post notices of activities and matters of the Association on a bulletin board specifically assigned by the school principal. Each school will provide bulletin board space designated for Association use.
- C. The Indian River County courier service will be available within District facilities to the Association without expense for any reasonable handling of mail. Reimbursement as mutually agreed upon is expected if usage exceeds reasonable limits as determined by the Board. If agreement is not reached, courier service will be discontinued for the Association.
- D. Mailboxes assigned to members of the bargaining unit in each school may be used for Association communication at the discretion of the Association.
- E. When school announcements are made through written bulletins, brief Association announcements may be included with prior approval of the principal.
- F. The Association president via district e-mail may communicate announcements of IRCEA meetings with attached agenda.
- G. The Association faculty representative, IRCEA officers or other designated representatives shall be given an opportunity at the end of each faculty meeting to present reports and announcements, provided prior arrangement is made with the principal.

- H. Association members will be given an opportunity to meet with the faculties for the purpose of explaining the contract and other related matters. Arrangements for these meetings will be worked out between representatives of the Association and principals of individual schools.
- I. The Association president via the automated calling system may communicate announcements regarding voting to MBUs.

### **II.3 Payroll Deductions**

- A. The Board agrees to deduct Association dues from the wages of those employees who have completed the written authorization for such deductions as provided in School Board Policy **6520** of the School District of Indian River County. Dues will be deducted proportionally from each check.
- B. The employee's authorization shall continue to be in effect unless cancelled by written notice to the Association and Board. The notice must be received at least thirty (30) days prior to the effective date of the cancellation.

### **II.4 Provision of Public Records**

- A. The Board agrees to furnish to the president of the Association, upon request, any public information falling under provisions of the public records laws.
- B. Requested information will be provided in a timely manner as stated in Chapter 119.07 and may be prepared at cost to the Association.

### **II.5 Association Release Time**

- A. The Board will provide a substitute for a maximum of thirty (30) days for the Association president or his/her designee for Professional Leave with pay, provided written designation and leave forms are filed five (5) days prior to the leave. Up to thirty (30) additional days, when mutually agreed on by the Association and the School Board, will be granted when such leave will promote the welfare of the schools. When extenuating circumstances exist and an approved substitute or a volunteer staff member can be secured by the principal for the person on leave, the leave shall be approved in less than five (5) days. The sixty (60) days shall represent the total days granted for all Association activities.
  - 1. The Board shall pay for the cost of substitute teachers for the first fifteen (15) days of leave under this provision and the Association shall pay for the cost of substitute teachers for days sixteen (16) through thirty (30).
  - 2. The Board shall pay for the cost of substitute teachers for days thirty-one (31) through sixty (60) when leave is initiated by the Board.

### **II.6 Association Leave**

- A. Leave of absence without pay shall be granted by the Board to an IRCEA representative for the purpose of serving as an officer of [limited to one (1)]: the Florida Education Association, the American Federation of Teachers, or the National Education Association upon written application of such teacher to the Superintendent at least twenty-five (25) calendar days prior to the onset of the semester in which the leave is to begin.
- B. Such leave shall be approved on an annual basis for the length of the term of office.
- C. Leave approved under this provision shall not be for less than one (1) school year.
- D. The Association shall reimburse the Board for the salary, medical insurance, Florida Retirement System and Social Security costs for annual release of the Association president using mutually agreed upon procedure. It is the express desire of both the Association and the Board to have a full-time release position for the Association president. Until such time as the Association becomes eligible for a FEA funding grant to aide in supporting the cost of a full-time release position, the Board will agree to an annual half-time release position (half-time defined as a .5 position). After receiving said FEA grant, the half-time release position of the Association president will automatically convert to a full-time release position.

### **II.7 Association Leadership Benefits**

- A. The position of IRCEA President will receive full benefits.

## **ARTICLE III – WORKING CONDITIONS**

### **III.1 Workday and Workyear**

- A. The established workday for the 2015-2016 contract year will be seven (7) hours and thirty (30) minutes including lunch. The established workday in subsequent years will be eight (8) hours including lunch. Where special supplements are paid for additional duties, the workday will be appropriately extended.
- B. The work year for all ten (10) month employees shall be 196 days. Additional days may be added at the discretion of the Board at the same daily rate of pay.
- C. Teachers will be required to provide a maximum of twenty-five (25) hours of FEFP instruction directly to students each week with the exception of extenuating circumstances where it is necessary to change the student day to comply with minimal FEFP instructional time (i.e. hurricane makeup) or in cases where the MBU agrees to teach during her/his planning period.
- D. All MBUs shall have a thirty (30) minute duty free lunch, except in situations where the principal declares an emergency.
- E. An uninterrupted, daily planning period shall be provided for all MBUs during the time students are in session for the purpose of individual planning. The planning period shall be equal to one full period of instruction at the Secondary level and at least thirty-five (35) minutes at the Elementary level. If a school is utilizing block scheduling consisting of classes longer than sixty (60) minutes, then a single period of planning will be assigned and thus fall on alternating days. Meetings will not be scheduled during a MBU's planning period on a regular or frequent basis (not to exceed once per month). Beginning with the 2016-2017 contract year, an additional 30 minutes of planning time shall be provided for all MBUs at the beginning or end of the workday; this time may be used to schedule meetings or other activities at the principal's discretion on up to 60% of the number of work days in each month.
  - 1. All instructional personnel employed at .5 will have an additional .1 of the normal workday for use as a planning time to equal .6.
- F. Every effort will be made to provide a lunch break and/or a planning period as part of each teacher's regular daily schedule in such a way that no more than four consecutive hours (or periods, where applicable) of student contact time is required.
- G. MBUs employed for additional days beyond the regular 196 work calendar will be paid in accordance with the salary schedules attached in Appendix B.4.
- H. Where teaching subjects are departmentalized, the administrator will make every effort to see that no MBU will have more than three (3) preparations per semester.
- I. Three (3) of the last days of the 90 day term, and of the 180 day term will be designated by the Board as shortened days with a minimum of four hours for secondary school students and five hours for elementary students. Time that is free from student contact on these days shall be used for individual teacher grading, planning, etc.
- J. One (1) day per month will be designated as a modified instructional day, with a maximum of four (4) hours of instructional time for secondary students and five (5) hours for elementary students. Time that is free from student contact on these days shall be used for school based or district professional development. Notwithstanding Article III, paragraph 3.F. Flex Time may not be taken by teachers during this professional development. This provision shall be subject to reopener negotiations on an annual basis.
- K. MBUs will be notified via email or phone of any changes in teaching assignment after the close of the school year. If this constitutes a physical move, then support will be provided at a convenient time for both the MBU and site administration.
- L. L. Probationary Period: The length of the probationary period is defined as one school year. For MBUs whose start day occurs prior to the last day of the first semester, their probationary period will end on the last day of the teachers' contract for that school year. For MBUs whose start day occurs on or after the first day of the second semester, their probationary period will end one calendar year from the start date.

### **III.2 Librarians/Media Specialists**

- A. School libraries will be staffed by certified personnel at all levels unless library/media specialists are identified as a critical shortage area.
- B. Principals shall make every effort for librarians/media specialists to be relieved of extra duties so libraries/media centers can be open before and/or after school.

### **III.3 Non-Instructional Duties**

- A. Teachers agree to fulfill assigned responsibilities for such activities as those required in fulfilling their regular assignments. The administration will schedule assigned responsibilities to occur within the regular workday.
- B. Members of the bargaining unit recognize that it is necessary to occasionally participate in such activities as curriculum study committees, county-wide grade or special area meetings, meetings with parents, instructional

materials and program evaluations, etc., which may extend beyond the normal work day. Attendance at activities occurring outside regular contract hours is voluntary. Members of the bargaining unit may voluntarily participate in such activities without additional compensation. Where permissible by state law, the Executive Directors of Elementary and Secondary Education will assign inservice points for attendance at such activities provided the activity has received prior approval from the Executive Director.

- C. The Board and the Association recognize the importance derived from teacher and parent contacts. MBUs are encouraged to attend all PTA or PTO meetings where applicable; however, such attendance is voluntary. Attendance at one (1) annual open house is expected unless excused by the principal.
- D. The principal shall select personnel to advise/direct extracurricular activities and there shall be, insofar as possible, a fair and equitable distribution of such duties among available personnel. Extracurricular activities that receive supplements are noted in Appendix B.3. All open extracurricular activity positions at each school shall be posted at the school level. If not filled within a ten (10) day period, then the vacancy will be advertised at the District level.
  - 1. If all qualifications are equal, MBUs shall be hired over other District employees or community members when assigning negotiated supplements.
  - 2. The duty or duties for all negotiated supplements must be performed by the individual(s) receiving the supplement(s). Portions of negotiated supplements may not be appropriated and given to individuals not performing the duties of that supplement.
  - 3. Participation by teachers in extra-curricular activities for which no additional compensation is paid shall be voluntary.
- E. To provide proper supervision of students, it is essential that instructional personnel assume responsibility for such assignments as bus duty, ground duty, hall duty, etc. Where teachers do not volunteer for these duties, the principal shall assign them. There shall be insofar as possible, a fair and equitable distribution of such duties among available personnel. In the event a teacher assigned duty is absent, the administrator will assign the substitute teacher to assume that duty.
- F. MBUs shall be paid or earn flex time for duties that are non-instructional and/or supervisory in nature for times that extend before or after the regular work day. Examples of such duties are ground duty, hall duty, cafeteria duty, bus/car duty, etc. Payment/flex time for such non-instructional and/or supervisory duties shall be made if the MBU volunteers to perform such duties during his/her duty free lunch period. All employees who are paid shall be compensated in accordance with the salary schedules as attached in Appendix B.4. Any accumulated flex time may be taken during the normal teacher work year, at the teachers' discretion, at a time not requiring a substitute. No MBU shall be required to perform duties for flex time that she/he will be unable to use. Non instructional/supervisory duties as referenced in all other areas of the contract refer to duties performed within the normal school day.
- G. No MBU will be required to get CDL licensure or be requested to drive a bus.
- H. Elementary teachers will provide supervision and maintain discipline during PE activities developed by the District, recorded on video tape, and broadcast via the school-wide ITV during the regular student day for thirty (30) consecutive minutes.
  - 1. At the individual discretion of the MBU and with the principal's approval, the MBU may provide instruction other than the videos for physical education. Such instruction must conform with the definition of physical education as found in the law.
  - 2. Documentation of all PE activities is to be recorded in the teacher plan book.
  - 3. It is the teacher's decision as to when and where the PE activities occur during the student day.
  - 4. Implementation of this law will not result in reduction of recess time at any elementary school.
  - 5. No MBU who is a classroom teacher will be required to plan PE in order to meet the mandates of CS/CS/HB 967.

#### **III.4 Health, Safety and Welfare Issues**

- A. It is the responsibility of the Board to provide a comprehensive program of safety and sanitation. The Board will take appropriate action to correct, diminish or remove unsafe or unsanitary conditions. The Board and the Association agree that a district wide safety committee shall be established and meet regularly. Composition of the safety committee will be consistent with the Board's adopted plan. IRCEA will appoint one member to the committee.
- B. The Board and the Association recognize the importance of providing first aid to students. The Board, assisted by the Indian River County Health Department, shall provide school nurse services to all schools. The Board shall develop the schedule for these services. School nurses shall be responsible for providing services/procedures that require medical training. MBUs shall not be required to provide health related services to students.
  - 1. Notwithstanding the above, teachers may volunteer to assist with student health related services in an emergency situation by signing the Emergency Care Plan Cover Letter, a copy of which is attached to an individual student's Emergency Care Plan. A copy of the cover letter is appended to the contract as Appendix F. An emergency situation shall be defined as a student medical crisis requiring immediate administration



of medication or performance of a medical procedure necessary to avoid and/or stabilize the medical situation.

2. Within ten (10) working days from the cover letter signature date, the Board will provide individual training to the MBU via a Licensed Registered Nurse (RN), during the contract day necessary to implement the Emergency Care Plan.
  3. A second signature from the MBU will be required on the cover letter attached to the Emergency Care Plan indicating that the individual training was completed.
  4. The MBU will not be held liable for damages when carrying out the Emergency Care Plan pursuant to F.S. 1006.062 (2). Nothing herein shall obligate the School Board or any MBU to indemnify any person served by the Emergency Care Plan.
- C. In those areas of a school plant (FS 1013.01(6), identified as places where frequent injury is possible, the Board will provide a communication system which will permit contact with administration.
  - D. In compliance with State and Federal guidelines, Principals will implement a procedure for handling bomb threats and other emergency situations in accordance with recommendations made by appropriate law enforcement agencies. No MBU will be required to search for bombs, assist in implementing emergency plans other than evacuation and lockdown procedures, or be required to be part of a school emergency team.
  - E. When the front office of a school receives a message for a teacher, the message will be delivered to the teacher either in person or via physical or electronic mailbox as soon as is practicable.
  - F. MBUs may leave the work location during duty hours to smoke only when they are not supervising students and when approved by the Principal or designee. Approval shall be granted for MBUs needing to step off campus for tobacco use during their duty free lunch.

### **III.5 Facilities**

- A. The Board shall provide facilities and equipment comparable in every school.
- B. It is not the responsibility of members of the bargaining unit to perform maintenance or custodial duties.
- C. The Board shall provide adequate parking facilities for all MBUs on or near the premises of each school in the District. Such parking shall be closest available to the school building. However, up to fifteen (15) parking stalls may be close to the building for visitors.
- D. Due to facility restrictions, teachers may be required to be flexible with room arrangements for planning. If a MBU is displaced from his/her classroom during planning a suitable work area shall be provided.

### **III.6 Faculty Meetings**

- A. There shall be a reasonable number of regularly scheduled faculty meetings conducted during the contract day. Principals may hold additional meetings in cases of emergency.

### **III.7 Personnel File**

- A. Upon request, any MBU may review the contents of his/her personnel file, wherever the personnel file(s) is located. After review, upon request, reproductions of personnel file materials shall be provided to the MBU by the Human Resource Department/school office at cost.
- B. The personnel file of a MBU will be treated as indicated by Florida Statutes.
- C. If an MBU's personnel file is requested the MBU will receive notification via electronic mail within ten (10) working days.

### **III.8 Video Cameras, Cell Phones and Other Recording Equipment**

- A. MBUs shall be notified in advance when video cameras or other recording equipment is installed in a work place. A sign indicating the facility has video cameras or recording equipment for security reasons shall be placed at the main entrance to the facility.
- B. If supervisory personnel have reasonable suspicion of possible employee misconduct or illegal activity on the part of an MBU, video recordings may be reviewed and its contents used as evidence to verify or disprove possible employee misconduct. When disciplinary action is being considered, recommended action will be based on totality of the evidence, rather than the video recording(s) in isolation.
- C. Video recordings may be used as part of the evaluation process with the mutual agreement of the evaluator and the MBU. In no circumstances will video recordings of MBUs be used as part of an evaluation without the MBU's advance knowledge and written consent.

- D. Notwithstanding the above, the district will pursue any unlawful act which is shown on a video recording. The district may also investigate any unethical act shown on a video recording and may discipline if violations are supported by other evidence.

### **III.9 Lesson Plans**

- A. All MBUs will create lesson plans. Lesson plans will contain the lesson goal or objective, activities, means of assessment, and applicable ESOL strategies and State Standards.
  - 1. If ESOL strategies or State Standards are currently in textbooks, district pacing guides, or other instructional materials, then they will not be required to be listed within the lesson plan.
  - 2. When listing ESOL strategies or State Standards, only the reference number needs to be listed in lesson plans.
- B. MBUs with Category II contract status will be required to submit lesson plans upon request of administration no more than once per month, unless documentation exists in evaluations that prior lesson planning has been insufficient.
- C. MBUs with Category I contract status will be required to submit lesson plans upon request of administration no more than on a biweekly basis, unless documentation exists in evaluations that prior lesson planning has been insufficient.
- D. If electronic submission of lesson plans is required, MBUs have the choice of creating lesson plans in a lesson plan book using paper and pencil or using any computer program readily available in the District, e.g. Excel, Word, eSembler, etc. MBUs creating lesson plans within a lesson plan book will be provided access to a scanner or copier with scanning capabilities, connected to a computer, for converting these written lesson plans into an electronic format for submission.
- E. MBUs are guaranteed access to a computer with programs installed for lesson plan preparation to use during their planning time during the student day.
- F. The computers of MBUs will be linked with a working school printer or copier for the purpose of printing off hard copies of lesson plans for use in the classroom. If the computer of an MBU is not linked, then the District will provide a flash drive on which the MBU can save lesson plans to print on a net-worked printer or copier.
- G. Training opportunities during the contract day will be provided to MBUs on proper use of a scanner or for lesson plan preparation using the electronic grading program.
- H. Administrators must provide feedback to the MBU on submitted lesson plans within ten (10) days from the date of submission.
- I. Teachers will be required to have lesson plans prepared one (1) school week in advance. These plans will be ready the first morning of the week the lesson plans are to be implemented.

## **ARTICLE IV –TEACHER EVALUATION**

### **IV.1 Authority and Purpose**

- A. The parties agree that the State has directed specific action in the area of teacher evaluation in the Student Success Act, Chapter 2011-1, Laws of Florida, Florida Law pertaining to teacher evaluation will take effect during the 2011-2012 school year.

### **IV.2 Overview**

- A. The parties will separately bargain and approve the evaluation instrument(s) to be used in the Teacher Evaluation Program (TEP) and the TEP shall be a part of the District Procedure Manual for Teacher Evaluation (the TEP Manual), and the TEP Manual shall also be separately bargained.
- B. The TEP Manual shall contain the procedures by which MBU's shall be evaluated and scored. The TEP and TEP manual are incorporated herein by reference.
- C. It is the intent that reference to the TEP and TEP Manual will avoid unnecessary technical assessment detail being included in this Agreement.
- D. Negotiations of the TEP Manual may occur at any time due to legislative changes, or by mutual consent of the parties.
- E. Domain Weights  
The Marzano observation protocol is comprised of four (4) Domains. Points earned in each Domain will be weighted as indicated for calculation of the overall instructional practice portion of the summative rating.
  - 1. Domain 1: Classroom Strategies and Behaviors - 60%
  - 2. Domain 2: Planning and Preparing – 24%
  - 3. Domain 3: Reflecting on Teaching – 8%

4. Domain 4: Collegiality and Professionalism – 8%
- F. Value Added/Student Learning Growth/Gain Data.
1. The summative rating for each MBU will be 50% derived from the Instructional Practice Score (IPS), and 50% derived from the Student Performance Score measure listed in the TEP Manual for the MBU. For classroom teachers, such measures shall only be based on students assigned to the MBU.
  2. In the event that state statute is altered to no longer require the use of VAM scores or any other measure or indicator of student learning growth as part of employees’ performance evaluations, performance evaluations for all teachers will be solely based on the Instructional Practice Score.
    1. In the event of any other changes to state statute with regard to teacher performance evaluations, the parties will immediately enter into negotiations on the impact of those changes.

**IV.3 General Rules**

1. A TEP Committee of four (2 selected by IRCEA and 2 selected by the District) will meet regularly to recommend to the Association and the Board the following:
  - a. The percentage used for calculating the Instructional Practice summative rating.
  - b. An option to narrow the focus of the Summative Evaluation by selecting two (2) to three (3) design questions in Domain 1, in addition to Design question one (1). Domains 2, 3, and 4 will remain as presented.
  - c. Any changes to the TEP Manual.
  - d. Any recommendations of the committee must be negotiated between the parties.
2. The use of the Marzano protocols (State Model) will be implemented with the following changes:
  - a. Striking (deleting) the student interview questions.
  - b. Striking (deleting) any boxes on the form and substituting with bullets.
  - c. After each Teacher Evidence title the following will be included: (list of examples; not a checklist)
  - d. After each Student Evidence title the following will be included: (questions may be asked by the TEACHER only to further demonstrate evidences)

**IV.4 Timeline Status**

	Component	Quantity	Timeline
Category I and II Teachers	Formative Conference	1	October 15
Category I Teacher	Formal Observation – including pre-observation conference, observation and post-observation conference – must be scheduled	2	Complete 1 formal observation by Dec. 9 Complete 1 formal observation by May 15
Category I Teacher	Informal Observation – at least 10 minutes in length – can be announced or unannounced	4	At least 2 per semester
Category II Teacher	Formal Observation – including pre-observation conference, observation and post-observation conference – must be scheduled	1-2	Complete 1 formal observation by Dec. 9 Complete 1 formal observation by May 15
Category II Teacher	Informal Observation – at least 10 minutes in length – can be announced or unannounced	2-4	At least one in each semester

Category I and II Teacher	Evaluation Conference	1	By May 25
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- A. Additional observations beyond the quantities specified above may be initiated by the MBU or the evaluator. Such observations shall occur within a mutually agreed upon timeframe.
- B. When an MBU receives a score of “Developing,” “Beginning,” or “Not Using” on a Marzano element, a period of five (5) days following receipt of written feedback on the observation shall elapse before a subsequent observation is conducted. This provision may be waived with written consent of the MBU. The MBU is encouraged to consult with and notify the Association in this event.
- C. During the post conference following the first semester Formal Observation, the MBU and evaluator will mutually agree whether the MBU will have a second Formal Observation or two additional Informational Observations. In the case where the parties are unable to reach mutual agreement, a second Formal Observation shall occur.

**IV.5 Definitions of Components**

Formative Conference – scheduled in advance with the MBU	<ul style="list-style-type: none"> <li>• Individual overview of evaluation procedure</li> <li>• Goal setting</li> <li>• Review of forms</li> <li>• Review of electronic data components of evaluation system</li> <li>• Identifying category of MBU (Category I or II teacher)</li> <li>• Selection of Deliberate Practice elements will consist of teacher selection, with mutual agreement</li> </ul>
Formal Observation – mutually scheduled	<ul style="list-style-type: none"> <li>• 30 minutes or one class period, whichever is greater</li> <li>• Scheduled pre-observation conference</li> <li>• Scheduled post-observation conference</li> <li>• Used for annual evaluation</li> <li>• Written feedback</li> <li>• Observer gathers evidence regarding classroom instructional practices and behaviors</li> </ul>
Informal Observation – announced or unannounced	<ul style="list-style-type: none"> <li>• At least 10 minutes in length</li> <li>• Used for annual evaluation</li> <li>• Written feedback</li> <li>• Observer gathers evidence regarding classroom instructional practices and behavior</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> </ul>
Evaluation Conference – scheduled in advance with the MBU	<ul style="list-style-type: none"> <li>• Individual overview of performance</li> <li>• Finalizing the evaluation</li> <li>• Signing the forms</li> <li>• Presentation of teacher artifacts and evidences of value added measures</li> </ul>

- A. Scheduling Observations and Conferences  
If pre or post conferences are canceled due to an emergency, they shall be re-scheduled for a time that is as close to the originally scheduled time as possible. If the formal observation is canceled due to an emergency, the formal observation will be rescheduled. A new pre-conference may be rescheduled if deemed necessary by the teacher or the evaluating administrator.
- B. All observations must be conducted openly.

## **IV.6 Procedure**

### **A. Criteria**

1. Evaluations shall be based on observations made by the principal or assigned observing administrator and shall include at a minimum deliberate practice and teaching strategies, and duties and responsibilities of the MBU as outlined in the TEP.
2. One administrator will be assigned to each MBU for the Formal and Informal observations
3. Any artifact(s) presented by the MBU to their evaluator to support an element that has already been scored, shall be accepted and may be utilized, providing that the artifact(s) is presented by the MBU within twenty-one (21) working days after the Formal Post Conference. If the artifact is not used to change a score, upon request, a written explanation will be provided to the MBU.

### **B. Evaluation criteria shall be made known to the MBU, in addition to identifying and documenting the category (Category I or II) of the MBU by September 30th of each year. MBUs hired after September 30th shall be informed of the evaluation criteria/procedures before their assignment begins. This shall include an explanation and discussion of the criteria and the evaluation process.**

### **C. Evaluators**

1. Evaluation procedures for assessing the performance of duties and responsibilities of MBUs are functions and responsibilities of the administration.
2. Upon written request by a MBU, the same administrator shall not evaluate the MBU for more than three (3) consecutive years.
3. The evaluating administrator must submit written feedback to the MBU no later than five (5) student days after each observation takes place.
  - a. The MBU will be notified by e-mail each time an observation has been modified within the teacher evaluation electronic scoring program (For example: FASTe, iObservation, etc.).
  - b. In the event that the MBU receives a score of “Developing,” “Beginning,” or “Not Using” on a Marzano element, written feedback for that element shall be provided. When such scores are within Domain 1, the written feedback will include a specific description of what was observed that resulted in the low score, and specific suggestions as to how the MBU should perform differently in order to receive a higher score.
4. In matters of due process a second evaluator shall also conduct multiple observations of the MBU to be included within the evaluation, and considered within due process considerations.
5. The evaluating administrator is required to sign and date the formative conference and summative rating forms. The pre-observation conference form and reflection conference form shall be completed together by the administrator and teacher during the pre-observation conference and reflection conference, respectively.
6. The only evaluative document to be placed in the personnel files housed in the District office will be the summative rating form.
7. Any and all documents pertaining to the evaluation of the employee will be kept confidential and exempt from provisions of s. 119.07(1) until the end of the school year immediately following the school year in which the evaluation was made. The Board will comply with state statute in regard to evaluations and public access.
8. The evaluator shall be trained in the evaluation tool.

### **D. Members of the Bargaining Unit**

1. MBUs are entitled to an evaluation which is fair, equitable and impartial. Any MBU who can document evidence to prove that any portion of their evaluation is biased, unfair, retaliatory in nature or procedurally incorrect, may file a grievance pursuant to Article XVII of this Agreement. The timeline for initiating the Informal Discussion set forth in Article XVII.5.A shall not begin until the MBU’s receipt of their summative evaluation rating; this does not preclude the MBU from filing a grievance prior to receiving their summative evaluation rating.
2. The MBU is required to sign and date the formative conference form and the summative rating form.
3. At the formative conference and the summative conference, the MBU will provide artifacts of deliberate practice have occurred throughout the year. Examples of artifacts may include but are not limited to observations, conferences, plan book, grade book, parent contacts, student products, and peer collaborations.
4. The signature of the MBU being evaluated on the summative rating form does not necessarily indicate agreement. When there is a point of difference, the MBU shall be given the opportunity to write a letter of rebuttal, which will become a permanent part of his or her personnel file.
5. Any data collected for evaluative purposes will be dated, stored and readily accessible to an MBU for the current evaluation year.

### **E. Assessment**

1. Roster verification. Any MBU whose Student Performance Score is calculated from a non-VAM assessment who can provide documentation that a student has accumulated absences totaling more than 10% of instructional time between the first student day of the school year and the first date that the assessment used

- to calculate the MBU’s Student Performance Score is administered shall, upon request, have the student removed from their roster for the purposes of calculating their Student Performance Score.
2. The results of a student’s performance on any district-required local assessment or benchmark assessment used for evaluations must be provided to the student’s teachers through a student information system no later than 30 days after such assessment is administered.

F. Levels of Performance

Not Using 0	Beginning 1	Developing 2	Applying 3	Innovating 4
Strategy is called for but not exhibited.	Strategy is used incorrectly, or with parts missing.	Strategy is used correctly, but the desired effect.	Strategy is used correctly and monitored for evidence of the extent to which the majority of the students display.	Strategy is adapted and created for unique student needs and situations in order for the desired effect to be evident in all students.

**IV.7 Outcome of Final Evaluation**

- A. Annual Contract Teacher Availability List: Non-renewed teachers will have the opportunity to apply for any open, posted instructional positions for which they are certified. A specific posting entitled “Annual Contract Availability Application” must be filled out by June 30 in the online posting system. This is a “short form” which can be used to express interest in open posted District positions.  
An availability list of all teachers who applied to the list will be distributed to Principals, and Principals may access this list at any time online when seeking qualified staff.  
The entire process defined by this language ends at the close of the 20-day count process. At that time, the Annual Contract Teacher Availability List will be dissolved. This language shall not be applicable to program areas identified by the District for workforce reduction for the ensuing school year. Notwithstanding any provisions in this Article, Annual Contract employees, irrespective of evaluation process or rating, shall remain subject to non-reappointment by the Superintendent.

**IV.8 Pay for Performance**

- A. MBUs holding a PSC or CC who decide to participate in the performance pay system must acknowledge in writing with the MBU’s signature that they permanently forfeit their right to PSC or CC contract status.

**ARTICLE V – EMPLOYEE DISCIPLINE**

**V.1 Discipline Defined**

- A. Discipline of a MBU may be progressive. Progression may be as follows: documented verbal warning presented in conference with the MBU, letter of reprimand, suspension, termination. Serious first offenses may result in an immediate, strong consequence up to and including termination.
- B. Members are entitled to due process prior to any decisions regarding discipline.
- C. An impartial investigation shall be conducted.
- D. Discipline shall be justifiable and reasonably related to the extent of the offense.
- E. Discipline shall be administered fairly and objectively.

**V.2 Procedures**

- A. The MBU has the right to have a representative present during any type of disciplinary procedure. When a request for such representation has been made, no action shall be taken with respect to the MBU until such representative shall have a reasonable opportunity to be present.
- B. No reprimand or discipline shall be discussed by the administrator(s), MBU, or representative involved in the presence of students, parents, or employees not involved in the events giving rise to such reprimand or discipline, provided this shall not preclude such discussion as is necessary to establish the facts or to process such reprimand

or discipline to the School Board, and provided such shall not preclude the MBU and/or representative discussing the same with appropriate Union officials.

- C. Any disciplinary action taken against a MBU based on a complaint by a parent or student shall be limited to informal action unless the matter is first reported to the MBU in writing. Formal disciplinary action resulting from such complaint shall be limited to those matters, which have been reported to the MBU in writing.
- D. The Board and Association understand that the administration may need to discipline a member of the bargaining unit. During any type of disciplinary procedure, both the principal/designee and MBU shall behave in a professional manner that promotes communication and understanding. MBUs shall be given copies of any materials and/or documents used during the disciplinary procedure and the opportunity to include a written statement on his/her behalf before any record of the discipline is placed in the member's file. The member shall be notified if any other material related to the subject of discipline is to be placed in his/her file, provided a copy of the material and given the right to respond.
- E. A complaint, against an employee who is a MBU, which is lodged by a parent, student, or other individual, will only be included in the member's personnel file if the complaint is placed in writing and signed by the person lodging the complaint and the member is provided with information about the complaint. The member shall be given the opportunity to file his/her explanation with the complaint prior to any action.

## **ARTICLE VI – TRANSFERS, ASSIGNMENTS, PROMOTIONS**

### **VI.1 Transfers**

#### **A. General Provisions**

- 1. A transfer shall mean the movement of the employee to a different school or worksite.
- 2. The Board and the Association acknowledge that the authority to make transfers rests with the Board upon the recommendation of the Superintendent. When transfers are made, they shall be made in what is considered to be in the best interest of the district instructional program as determined by the principal, superintendent and Board. MBU requests for transfers will be taken under consideration.
- 3. Vacancies within the district will be publicized using the online application system. Such postings shall be made at least five (5) days before the vacancy is to be filled. Interviews for the position shall be held within two (2) weeks following the closing of the posted position.

#### **B. Voluntary Transfers**

- 1. A voluntary transfer shall mean an employee initiated transfer.
- 2. Request for transfers from one school to another school shall be initiated by the MBU using the “internal applicant” function of the online application system. . Transfer requests shall be viewable to the principals.
- 3. After July 15, notice of a transfer request shall be made known to the MBU's principal and to the principal(s) of the school(s) involved in the transfer request. If a member’s principal denies a request for transfer during the school year, the principal will notify the superintendent. Members are not required to have the principal’s permission at their current worksite when a voluntary transfer is sought during the summer months.
  - a. Transfers between schools after July 15 will be made only when the efficient operation of the school system is contingent upon the transfer.
  - b. Members recommended by the Superintendent for transfer shall be given notice as soon as possible. All requests for transfers, in this section shall be made by consultation between the Executive Director of Human Resource and the member. However, nothing in this section shall prohibit the MBU from discussing a possible transfer with the principal(s) of the school(s) in which an interest is shown.
  - c. In instances where a requested transfer is not granted, the employee may request a conference with the Executive Director of Human Resource, for the purpose of reviewing the decision.
- 4. No assignments of new MBUs to positions in the school district shall be made until all MBUs desiring a reassignment or transfer to that position have been given an opportunity to apply. All qualifications being essentially equal (certification, NCLB standards, advanced degrees, etc.), years of experience in the district will be the primary factor in making voluntary transfers.
- 5. No voluntary transfer will take place before the input of the receiving principal is considered.

#### **C. Involuntary Transfers**

- 1. An involuntary transfer shall mean an employer initiated transfer of an employee to a different school or worksite than the one where the employee is currently working.
- 2. When an involuntary transfer of an employee within the system is necessary, criteria to be used shall be principal recommendations, qualifications, evaluations, seniority and certification. When involuntary transfers are necessary, lists of positions in other schools shall be made available to all members being transferred, and their interest in a particular position will be considered. The requests for voluntary transfers shall be considered before involuntary transfers are implemented.
- 3. The salary of an individual, excluding supplements and contract variations, shall not be reduced.

4. Involuntary transfer shall not be used as a punitive measure.
5. When an involuntary transfer is initiated due to changes in student enrollment, voluntary transfer requests from the exiting school to the receiving school shall be given first consideration.

## **VI.2 Assignments**

- A. An assignment or re-assignment within a school is the responsibility of the principal. Consideration will be given to the member's wishes and will be in the best interests of the educational processes. A reassignment shall mean a change in assignment, i.e. subject area, grade level or work responsibility, for an employee within a school or worksite.
- B. Principals will, whenever possible, make assignments "in-field". This statement, however, shall not be interpreted to either mean that a class will be denied students because a member is not available who has this subject on his/her certificate and/or that full time members will be permitted to carry less than a full teaching load.
  1. Members will be required to maintain all subjects covered on their certificates at the time of their employment throughout their tenure in the district.
  2. When there are not sufficient numbers of periods in a specific area where a member is certified, the workday and pay may be reduced proportionately to the number of periods the member is assigned "in-field", if the member is inadequately prepared to accept an "out-of-field" assignment.
  3. No MBU will be required to obtain certification for a subject area reassignment unless the District has no other currently employed MBU who is certified for the position or no other applicants who are certified for the position. In the event that the MBU must be assigned to teach "out of field", the District agrees to pay the cost for that MBU to take the subject area exam one time. In the event that a subject area exam is not offered in that subject, the District agrees to assist that MBU in obtaining certification through the Staff Development Office.
- C. Assignments for summer school, adult evening school, or other similar programs of the school district conducted other than during the normal school day, shall be filled with the best-qualified, available applicants. Fully certified personnel shall be given first consideration. Consideration shall be given to the number of years of experience the applicant has had in teaching a specific subject and tenure in the school district. This shall not, however, disqualify applicants who possess special skills, knowledge, and competencies required in the special program provided. Electronic applications for summer school should be submitted prior to the posted summer school application deadline.
- D. When a vacancy occurs in a teaching assignment during the school year, due to resignation, retirement or termination of the MBU, the principal and the Human Resource Administrator(s) shall recommend the best-qualified applicant to fill this vacancy. Applicants who are fully certified shall be given first consideration. This employee shall be placed at the appropriate step on the approved salary schedule.
- E. If a vacancy occurs after July 15, the Superintendent may waive the five day posting period in an effort to place teachers in the classroom prior to the start of school.

## **VI.3 Promotions**

- A. The Board and the Association acknowledge that the authority to make promotions rests with the Board upon the recommendation of the Superintendent. When promotions are made, they shall be made in what is considered to be in the best interest of the district instructional program as determined by the Superintendent and Board. A member's requests for promotion will be taken into consideration. A promotion shall be defined as movement from a position within the instructional bargaining unit to an administrative position.
- B. Vacancies for professional positions, which are promotions, will be publicized by using the online application system with a copy e-mailed to the Association. Requirements for the position will be included in the notice and the duties and responsibilities as approved will be available in the Human Resource Department.
- C. Eligibility
  1. To be eligible for a promotion, a member of the bargaining unit must successfully complete the School District of Indian River County's professional development program. Successful completion will result in the MBUs inclusion into the eligibility pool.
  2. A candidate for the professional development program should be working towards or have attained certification in Administration and Supervision, Educational Leadership, or possess a Master's Degree or higher with a graduate major in School Administration. The candidate should also have three (3) years of full-time teaching experience. The candidate must declare interest in administrative position vacancies in Indian River County.
  3. All information concerning this process for the professional development program is available in the office of the Superintendent.



#### **VI.4 Assignment of Non-MBUs to Bargaining Unit Positions**

- A. Once a bargaining unit position has been posted within applicable timeframes, SDIRC may assign a non-MBU employee to an IRCEA represented position, so long as the employee meets the minimum qualifications for the position.

### **ARTICLE VII – REDUCTION IN PERSONNEL**

#### **VII.1 Layoff Procedures**

- A. The Board and Superintendent are legally charged with the responsibility of staffing the instructional services provided by the Board. It is recognized that occasions may arise when it is necessary to reduce services. When this occurs, the Superintendent and his staff will analyze the total school program and services provided, including but not limited to personnel, in order to make recommendations to the School Board. When instructional personnel are to be affected by a reduction in the number of teaching positions, the Association shall be notified by the Superintendent or his designee. The following procedures shall be used when reducing instructional personnel:
  - 1. The School Board will determine the order of a workforce reduction based on the educational program needs and the performance evaluations of employees. Seniority will not be a factor in determining the order of employees to be reduced. The School Board shall first determine the education programs that will be affected by the reduction in force. Within the programs targeted for reduction, the employee with the lowest performance evaluation, in the current and immediately preceding school year, will be the first to be released; the employee with the next lowest performance evaluation will be the next to be released; and the reductions shall continue in like manner until the needed number of reductions has occurred. The Board and the IRCEA recognize the right of the principal to recommend personnel he/she feels is best qualified for meeting the curricular needs of the school and the right of the School Board to determine the overall educational program needs of the district.

#### **VII.2 Recall**

- A. The following procedures shall be used when recalling instructional personnel.
  - 1. All instructional personnel affected by a reduction as specified in Section A shall be given every consideration until the first day of school for MBUs in the event vacancies occur, provided the MBUs are fully certified for the position which is vacant.
  - 2. MBUs shall be recalled in reverse order of Article VII.1.A. Recall shall be based on who is best qualified for the individual position due to evaluation data, certification, experience, references, and other relevant factors. MBUs shall notify the Human Resources Department in writing, within seven (7) days of the receipt of a certified, return receipt requested letter of recall a MBU shall notify the Human Resource Department in writing whether he/she shall accept employment. Failure to respond to the letter of recall or to accept the position within the time required automatically terminates the MBU's right of recall. The MBU is responsible for maintaining a current mailing address and telephone number in the Human Resource Department at all times for purposes of this section. The letter shall be mailed to the MBU at said address by certified mail, return receipt requested.
  - 3. No benefits shall accrue to individuals who are waiting to fill vacancies.

### **ARTICLE VIII – TEACHER AUTHORITY AND PROTECTION**

#### **VIII.1 Student Discipline**

- A. MBUs may impose customary classroom discipline where necessary in the case of minor infractions (which must be documented on the classroom incident report) and may use such force as necessary to protect himself/herself from attack, or to prevent injury to another student.
- B. Normal classroom management and student behavior modification are the responsibility of the classroom teacher. However, there may be times when the teacher needs to send or take a student to the principal's office in order to maintain effective discipline in the classroom. During these instances it is the principal's responsibility to take the necessary steps and apply the appropriate discipline. A teacher may send a student to the principal's office to maintain effective discipline in the classroom and, using the online discipline referral (CIR and ODR), may recommend an appropriate consequence consistent with the student code of conduct under §1006.07. The principal shall respond by employing the teacher's recommended consequence or a more serious disciplinary action if the student's history of disruptive behavior warrants it. If the principal determines that a lesser disciplinary action is appropriate, the principal should consult with the teacher prior to taking disciplinary action using the student code of conduct matrix.

- C. Pursuant to F.S. 1003.32, the school principal shall fully support the authority of each teacher to remove disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive students from the classroom and, when appropriate and available, recommend placement for such students in an alternative educational setting. The teacher has the authority not to take back the student who was removed until the placement review is held.

### **VIII.2 Determination of Student Grades**

- A. It shall be the responsibility of MBU's to determine grades and evaluate students in accordance with the grading regulations and procedures established by the School District of Indian River County as provided for in School Board Rules.

### **VIII.3 Exceptional Student Referral**

- A. A student referred for exceptional education shall be tested and staffed within 45 working days from the date the completed referral is logged in with the Student Service Department.

### **VIII.4 Assault and/or Battery Against an MBU**

- A. Any case of assault and/or battery upon an MBU in the line of duty shall be reported to the principal or immediate supervisor who shall report the incident to the Superintendent.
- B. The MBU may pursue whatever legal recourse is available without restraint by the Board or its representatives.

### **VIII.5 Legal Consultation Rights**

- A. Any member of the bargaining unit, who is involved in litigation as a result of pursuit of his assigned responsibilities in the name of the Board, shall be provided legal consultation to advise the member of his/her rights and obligations and render assistance in connection with handling the incident by law enforcement and judicial authorities. (Section 768.28(9)(a))

### **VIII.6 Damaged Property Restitution**

- A. When property under the control and supervision of an MBU is lost, damaged or destroyed, the Board will attempt to secure restitution provided the item is covered by the present five thousand dollar (\$5,000) deductible policy.
- B. In case of loss or theft by negligence or willful damage to school property by a member of the bargaining unit, the user or person responsible for the damage shall be responsible for the replacement of the property or for payment of damages in accordance with the true value as determined by the Superintendent.

### **VIII.7 Availability of School Board Rules**

- A. The Board agrees that a copy of current School Board rules and regulations will be accessible on the website.

### **VIII.8 Faculty Lounge**

- A. A faculty lounge shall be provided at each school site for MBUs in an area free from students. The faculty lounge at each school site shall be posted "Staff Only."

### **VIII.9 Teacher as Acting Principal**

- A. Any member who is designated as acting principal shall have, during the time the designee assumes responsibility in the absence of the principal, the same protection and authority as the principal in order to maintain effective operation of the school. Any MBU who is designated acting principal will be replaced in the classroom by a substitute approved by the MBU.

## **ARTICLE IX – ACADEMIC FREEDOM**

### **IX.1 Academic Freedom Recognition**

- A. The Board and the Association acknowledge the right of the Board to determine the courses of study and the instructional materials and aids used to implement the instructional program. The Board agrees to continue its practice of involving members of the Association and persons eligible to be members of the Association in the revision of the courses of study and in the selection of textbooks. The Association agrees that members of the

bargaining unit who accept these responsibilities shall attend the meetings and fulfill all assignments required of committee members.

- B. The responsibility and right of a member of the instructional staff to present information of a controversial nature is hereby recognized. The MBU shall refrain from presenting controversial materials or issues, which are not directly related to the subject area taught.
- C. In presenting controversial materials or issues, the MBU shall present all sides of the question without bias or prejudice, and instructional material introduced for the first time must have been evaluated in accordance with state and local textbook procedures. These evaluations shall be maintained in the office of the principal or the appropriate supervisor.

## **ARTICLE X – PROFESSIONAL ISSUES**

### **X.1 Calendar Committee**

- A. The Board has the legal responsibility for establishing a calendar for instructional personnel. The Board agrees to permit the Association to have representatives on the committee, which recommends a calendar to the superintendent for instructional personnel. SDIRC will commence the instructional calendar committee during the month of October each year.

### **X.2 Class Size**

- A. The Board and the Association recognize that the instructional program is influenced by class size and the ratio of adults to students working directly in the instructional program. Class size shall be maintained as per Florida Statutes.

### **X.3 Peer Teacher Assignments**

- A. No MBU shall be assigned a beginning teacher unless:
  - 1. The MBU has satisfactorily completed or shall complete the Peer Teacher Training Program or the equivalent as provided by the School Board.
  - 2. The MBU possesses a minimum of three years with an Effective or Highly Effective evaluation, at least one year of which was served in Indian River County.
- B. The MBU should hold certification in the assigned teaching area of the beginning teacher, unless there is no MBU so certified.
- C. The MBU voluntarily accepts the Peer Teacher Assignment, but if no one volunteers, the principal may assign that duty.

### **X.4 Student and Intern Assignments**

- A. Assignment of an intern or student teacher to a supervisory teacher shall be made only with voluntary consent of the supervisory teacher.
- B. A teacher shall be assigned no more than one (1) intern and/or student teacher per school year.
- C. Assignments of interns or student teachers will be made so that the intern will be working with the teacher in the intern's major area of study and at the appropriate grade level.
- D. The selected supervisory teacher, through the principal, will inform the intern in advance as to the type of program in which he/she will be involved.
- E. Any remuneration received by the supervisory teacher from the intern's college shall be retained by the supervisory teacher and reported to the Superintendent.
- F. When "Supervision of Interns" is a part of the approved in-service program, in-service points will be awarded for this function when the MBU performs all required procedures.

### **X.5 Administrator Survey Evaluation**

- A. The SDIRC and IRCEA have agreed to form a committee comprised of four (4) teachers and four (4) administrators to jointly develop a survey instrument, which will allow teachers to provide feedback on the performance of their principal and/or other administrators at their school or worksite on an annual basis. The IRCEA president will name the four (4) teachers to the committee.

## **X.6 Critical Teacher Shortage Areas**

- A. Economic incentives may be considered as needed to recruit teachers in identified areas. Any agreement regarding economic incentives to recruit and retain teachers in identified areas will be negotiated.

## **X.7 District and School Budgets**

- A. The Board and the Association will establish a budget committee to review possible savings relative to the budget each year. Recommendations to the budget committee will be submitted to the Superintendent. The Association shall appoint representation to the committee. The committee will meet on a regular basis, as needed.
- B. If principals are required to reduce school budgets, they shall confer with grade chair or department chair, and faculty council concerning the reductions. The chair shall in turn confer with the teachers they represent.

## **X.8 Southern Association of Colleges and Schools**

- A. The Board and the Association recognize that participation in Southern Association of Colleges and Schools evaluation may result in professional growth for the individuals involved. To the extent possible, the Board will attempt to have this participation shared as widely as possible and practicable.

## **X.9 Job Sharing**

- A. Job sharing shall refer to two (2) employees voluntarily sharing one (1) fulltime position. A list of employees interested in job sharing shall be available in the Human Resource Department.
- B. A written agreement will be signed by the two MBU's and the principal(s) thirty (30) days prior to any given semester of the intent to share a position.
- C. It is understood that each of the MBU's may receive benefits during the duration of the job sharing agreement but the Board Contribution shall be pro-rata based on each MBU's FTE.
- D. The agreement drafted by the job sharing participants shall include the following:
  - 1. How days/time shall be split
  - 2. Both MBUs understand the out-of-field requirement, if it applies
  - 3. Each MBU and the principal will jointly agree on a Professional Development Plan and Parent Conference Schedules
  - 4. All benefits to be accrued proportionate to time worked
  - 5. Site based administrator(s) approval

## **X.10 School Handbooks**

- A. Information contained in school handbooks will not be in conflict with this Agreement. To the extent that language in these handbooks conflict with a negotiated collective bargaining agreement, the agreement prevails.
- B. A job description for department head, (i.e., team leader, department chair, or grade level chair) will be listed in each school's handbook. A description of the selection process for these positions will be listed as well. Principals are obligated to follow the stated criteria for assignment of personnel to these positions.

## **X.11 Health Insurance Committee**

- A. The Board and the Association will establish an insurance committee to work cooperatively to maintain the best possible health insurance benefits. IRCEA will appoint 4 MBUs to the committee. Changes in health insurance benefits/plan will be negotiated. An IRCEA committee representative will be invited to be included in any Health Insurance Committee presentation of information regarding insurance committee recommendations at board meetings and workshops.

## **X.12 Lesson Plans and Grading Procedures During Extended Absence**

- A. While on extended leave, teachers will not be required to provide lesson plans, grade papers, or enter student grades beyond the first five consecutive days of absence. For the purpose of this section, extended leave shall be defined as leave beyond five (5) workdays.

## **ARTICLE XI – FACULTY COUNCIL**

### **XI.1 Composition and Selection**

- A. Faculty representatives shall be established in each school through Faculty Council consisting of elected members of the faculty. The council shall be comprised of 10% of the instructional personnel at each school, but shall be no fewer than five (5) members.
- B. Faculty Council members shall be elected at a general faculty by September of each year. Any MBU is eligible to vote for and serve on the Faculty Council.

### **XI.2 Function and Meetings**

- A. The Faculty Council will be advisory and meet regularly (at least once a month) to discuss items of concern.
- B. Concerns will be submitted to the principal in writing and the principal will provided a written response to each of the concerns to be distributed to the entire faculty within ten (10) days working days of submission.

## **ARTICLE XII – SYSTEM-WIDE INSTRUCTIONAL COUNCIL**

### **XII.1 Purpose**

- A. A Council shall be created to advise the Superintendent on matters pertaining to improvements of the system-wide instructional program. The Council may consider, but not be limited to, advising on proposed change in areas such as philosophy and goals, needs assessment, courses of study and/or curriculum guides, instructional materials selection, teaching strategies, organizational patterns, assessment programs, student evaluation and progress reporting, research and development, and educational specifications for facilities.

### **XII.2 Composition and Guidelines**

- A. Council membership shall consist of one (1) representative from each school Faculty Council and five (5) administrators appointed by the Superintendent. If a school does not have a Faculty Council, the faculty will elect one (1) representative.
- B. The Council shall elect a chairperson from among its members.
- C. The Board shall agree to provide reasonable clerical assistance and substitutes for teachers when meetings are held during the student day. The Superintendent shall be responsible for scheduling meetings and approving the employment of the substitute.
- D. Meetings will be held at least quarterly providing one or more agenda items have been identified.
- E. The council may request the services of persons with specialized expertise for information and recommendations as necessary.
- F. Recommendations of the System Wide Instructional Council will be submitted to the Superintendent.

## **ARTICLE XIII – PROFESSIONAL DEVELOPMENT**

### **XIII.1 Purpose and General Guidelines**

- A. Purpose
  - 1. The purpose of professional development is to encourage appropriate staff development through in-service training, digital learning opportunities, professional learning communities, job-embedded opportunities, instructional rounds, university courses, district in-service workshops, out-of-county training programs, and/or other training provided to improve skills and increase knowledge. The training should develop professional and personal potential, a life-long learning spirit, increase knowledge and improve educational/ occupational skills of employees.
- B. Participation in in-service activities is required when provided within the regular work schedule. Participation in in-service activities outside of the contract day or at other times is optional.
  - 1. Assignment to in-service activities during the regular workday shall be made by the principal or supervisor for that related area.
  - 2. MBU preferences and department/grade level chair recommendations will be considered when making assignments to in-service activities.

3. One-and-a-half of the pre-planning days, or its equivalent, shall be designated as an in-service day. The remaining pre-planning days shall be identified as teacher workdays to be used at the MBU's discretion with a maximum of three hours designated for and posted as student orientation.
  4. An additional one-half (1/2) of a teacher workday each semester, other than workdays designated as pre-planning or post-planning workdays, may also be designated for in-service activities.
- C. MBUs who have been assigned involuntary, non-paid participation in one or more in-service activities which occur outside of the regular work day as a result of that teacher receiving an "unsatisfactory" or "needs improvement" on an evaluation shall have the option of either accepting the assignment or of appealing the assignment.
1. If the MBU chooses to appeal, the principal shall form a committee. The committee shall be composed of two administrators, one chosen by the MBU and one chosen by the principal and also composed of two teachers one chosen by the MBU and one chosen by the principal.
  2. A majority of the committee must rule that the mandated in-service has been appropriately assigned in order for the MBU to be compelled to take that particular in-service on an unpaid basis outside of the normal working hours.
  3. If a majority of the committee does not rule that the in-service(s) should be mandated on an unpaid basis outside of the normal working hours, then the in-service(s) should either be provided within normal working hours, or the MBU must be paid at the curriculum rate for attending the in-service(s.)
- D. No MBU shall be pressured by school or District administration to attend any professional development/in-service training designated as voluntary training.

### **XIII.2 Recognition of Training**

- A. The staff development office will recognize and approve appropriate training for all personnel. Appropriate training includes digital learning opportunities, professional learning communities, job-embedded opportunities, instructional rounds, college courses, District in-service workshops, out-of-county training, and other training provided to improve skills, increase knowledge or comply with statutory requirements.

### **XIII.3 In-Service and/or Professional Development Credit**

- A. Approval of training activities is recorded under the most appropriate Master In-service Plan component number and title, not the actual title of the workshop. It is the responsibility of the facilitator/consultant to gather the evidence that the participant successfully completed an in-service activity.
- B. Eighty percent (80%) participation and demonstration of increase competency are required on all professional development activities, i.e., a participant must attend eighty percent of the activity and successfully complete the course in order to receive any in-service points.
- C. Awarding of In-service Points
1. Points will be awarded for college credit and/or occupational training relevant to teaching assignment. Determination of whether the college course is relevant shall be made by the Professional Development Department. If an MBU disagrees with a denial by the Professional Development Department, the matter may be reviewed for re-consideration by the Assistant Superintendent for Human Resources. Such determination shall be final. One credit hour of a college course is equivalent to 20 in-service points.
  2. One full day attendance at a conference or educational travel is equivalent to a minimum of 6-hours of in-service points. Extended day activities could accrue additional in-service points.
  3. Points may be combined with college or equivalent credits only when course work has been approved prior to the first class meeting or the beginning of the term in the event of an independent study course.
- D. One in-service point is equivalent to one hour of approved training. In-service components may be offered in a series of one hour blocks.
- E. One hundred and twenty (120) in-service points are required during a five-year validity period for renewal of a professional certificate.
- F. Upon request by the MBU the district will furnish an updated record of completed in-service credit and total points banked. This record shall be provided no later than one calendar month from the initial request.
- G. Although individual in-service records are entered into the database, it is the responsibility of the participant to notify the Staff Development office if an error occurs during a validity period. It is the responsibility of the Staff Development office to maintain all records needed by MBUs for certification and/or recertification purposes.

### **XIII.4 Professional Development Plan**

- A. Each MBU will develop and implement an individual professional development plan (as per Florida Statute), also known as the Professional Growth Plan (PGP).

### **XIII.5 National Board Certification**

- A. National Board for Professional Teaching Standards (NBPTS)
  - 1. Teachers who are candidates for NBC will be supported in the process by the School District of Indian River County. When an MBU passes five of the National Board areas and chooses to bank these scores, the Board will pay for the retaking of up to five entries each year, with no additional cost to the candidate, provided the candidate has achieved the score of 2.75 on the five entries. If a candidate does not achieve a score of 2.75 on five entries, the Board will pay for up to five (5) retakes on the condition that the candidate certifies. If the candidate does not certify in year two, future retakes will be at the candidate's own expense.
  - 2. NBC candidates, including those who are banking scores, will be permitted to take up to three (3) personal days for the purpose of studying standards and portfolio preparation. For each personal day taken, the candidate will be permitted to use one temporary duty day to be charged to Staff Development. The total number of days for this purpose are not to exceed three personal days and three temporary duty days. It is recommended that these days are not consecutive. The Building Administrator must approve all days of leave for this purpose.
  - 3. Each candidate will be eligible for in-service points (up to 120 points.)
  - 4. Each candidate will have access to available district equipment and may request assistance from district support personnel based on schedules and availability.
  - 5. Candidates may use available district facilities and equipment needed to complete the portfolio process.
  - 6. The NBPTS coordinator will be available to assist in the process.
- B. The NBPTS process will be reviewed annually for any necessary changes.

### **XIII.6 Educational Research Dissemination**

- A. The Indian River County Education Association and the School District of Indian River County agree to collaborate in supporting the implementation of the IRCEA Professional Development Program

### **XIII.7 English as Second Language (ESOL)**

- A. Training
  - 1. The Board will continue to provide professional development opportunities and support through digital learning platforms, face-to-face workshops, and/or third-party professional development opportunities. When training is offered at no cost to MBUs, reimbursement shall not be provided.
  - 2. All certified and/or licensed personnel must complete training in ESOL in accordance with State Board Rule 6A-6.0907, Inservice Requirements for Personnel of Limited English Proficient Students.

### **XIII.8 Exceptional Student Education (ESE)**

- A. Training

The Board will continue to provide professional development opportunities toward the required twenty (20) hour ESE certification through digital learning platforms, face-to-face workshops, and/or third-party professional development. Reimbursement shall not be provided.

## **ARTICLE XIV – LEAVES**

### **XIV.1 General Information and Procedures**

- A. Leave of Absence
  - 1. A leave of absence is permission granted by the School Board or allowed under its adopted rules for an employee to be absent from duty for a specified period of time with the right to return to employment on the expiration of leave unless the contract has expired. Any absence of an employee from duty shall be covered by leave duly authorized and granted. Leave shall be officially granted in advance and shall be used for the purpose or purposes set forth in the leave application. Any request that leave be granted retroactively will be denied. Leave for sickness or other emergencies may be deemed to be granted in advance. No leave, except military leave, will be granted for a period in excess of one year. Leave may be with or without pay as provided by law, regulations of the state board and these regulations.
    - a. Any absence from duty without leave will break continuity of service for continuing/professional service contract purposes.

- b. For any absence that is without compensation, the deduction for each absence shall be determined by dividing the annual contract salary by the number of days for the contract period.
- B. When MBUs are injured "in-the-line-of-duty" they shall be directed to a medical facility, which has been designated by the Board to handle injury cases. If the employee desires to utilize the services of his/her own doctor he/she must notify the appropriate department for permission in advance of initial treatment. The request will be so honored to the extent of the Florida Statutes and School Board Policy 8442.
- C. The employee shall be responsible for having written verification of sick leave earned in another school district sent to the Human Resource Office.
- D. Leave Application (in excess of five (5) days)
  - 1. An application for leave shall be in writing and on the form prescribed by the District and shall be directed to the Superintendent or designee. Any application of a MBU shall be submitted to the principal for acknowledgment, who shall then forward to the superintendent for consideration. If recommended for approval by the Superintendent, the leave request shall be submitted to the School Board with a recommendation of approval, except where authority is granted otherwise for the Superintendent's approval of the leave. Leave granted for a school year or for the remaining part thereof will expire at the end of the school year or the school fiscal year for which such leave is granted. An employee having leave for the year or for the remaining part thereof who plans to return to duty the next school year shall notify the superintendent in writing by March 1 and shall send a copy of such notice to the principal of the school from which the employee took leave.
    - a. Leave shall be used for the purpose or purposes set forth in the leave application. An employee who violates the terms of the leave application without filing and having approved an amendment to the leave application to allow the new conditions shall have his/her leave terminated and shall be subject to termination of his/her contract.
    - b. A record of all leaves shall be maintained in the MBU's personnel file.
- E. Approval of Leaves
  - 1. The following types of leave shall require direct approval of the School Board if approved by the Superintendent:
    - a. Illness-in-line-of-duty leave
    - b. Sabbatical leave
    - c. Any leave which will be for a period covering a full year of contractual service
    - d. Military leave for voluntary military service
    - e. Family Medical Leave
    - f. Medical Leave (extended beyond five (5) consecutive days)
  - 2. The superintendent is authorized to approve or deny all other leaves in accordance with law and the duly adopted rules relating to leaves.
  - 3. The principal or the employees' immediate supervisor is authorized to grant leave under the following conditions:
    - a. Where an emergency exists or a good and justifiable reason is given, the principal or the immediate supervisor may grant leave to a MBU under his/her supervision for a period not to exceed one hour; provided that any such absence on a regular or frequently recurring basis must be approved by the School Board.
    - b. The principal or immediate supervisor shall keep on file in his/her office a written record of the leave request bearing written evidence or his/her approval.
    - c. Such leave shall not be charged against sick leave credit and shall not result in a pay reduction.
- F. Absence without Leave
  - 1. Any member of the instructional staff who is willfully absent from duty without leave shall interrupt continuity of service for employee contract purposes and shall forfeit compensation for the time of the absence and his/her contract shall be subject to cancellation.
- G. Notification of Absence
  - 1. Any MBU who expects to be absent from duty for any cause shall notify the principal and arrange for a substitute using the electronic system the day before such absence, when possible; but in no circumstance, no later than one hour prior to the opening of school except in an emergency where prior notification is NOT possible. In the event of an emergency the principal or supervisor shall be notified as soon as possible.
  - 2. The notice of absence shall always be in advance of the absence except in cases of emergency.
- H. If an MBU has sufficient paid leave days available, authority is granted for the principal or immediate supervisor to approve sick leave, vacation leave, or personal leave charged to the sick leave balance for not more than five (5) consecutive days.

#### **XIV.2 Paid Leaves**

- A. Sick Leave



1. Sick leave shall be granted and filed according to the provisions outlined in section 1012.61, F.S.
  - a. A false claim for sick leave shall be deemed cause of cancellation of the contract and for action seeking the revocation of his/her certificate.
  - b. Any employee who is absent because of sick leave for more than five (5) consecutive days should file with the Human Resource Department a written certificate of illness from a licensed physician or other supporting evidence where personal illness is not involved.
  - c. The superintendent may require an employee on sick leave to submit medical certification of ability to resume work prior to authorizing the same to occur.
  - d. Any employee who has used all accrued sick leave but who is otherwise entitled to sick leave shall be granted sick leave without pay consistent with FMLA requirements, Article XIX.3A and School Board Policy 3430.01. Unpaid sick leave beyond the FMLA period shall be at the discretion of the Superintendent consistent with the best interests of the school district and employee. If recommended, the Superintendent shall present the leave to the School Board for approval. The claim for such sick leave shall clearly state that the leave is without compensation.
    - 1) An application for sick leave due to an extended illness shall have attached to it a statement from a licensed physician certifying that such leave is essential and indicating the probable duration of the illness and needed leave.
  - e. When a member of the instructional staff employed in the Indian River County School District interrupts service and subsequently returns to duty in the district without having transferred and used his/her accrued sick leave credit in another Florida school district, such accrued sick leave credit shall become valid on the first day of contractual service.
    - 1) When a member of the instructional staff retires and receives terminal pay based on unused sick leave, all remaining sick leave credit shall become invalid.
2. Annual Pay Option for Accumulated Sick Leave
  - a. MBUs will be offered an option to “buy back” their sick leave earned during the fiscal year at 70% of the value of the leave. In order to qualify for this program, the MBU must meet the following criteria.
    - 1) MBUs must have used 2 days or LESS of their sick/personal leave in the previous fiscal year. Days donated to a sick leave pool or Compassionate Leave program would not count toward the 2 day count.
    - 2) The MBU must have completed a full contract year in the previous fiscal year. An exemption will be granted for a break in service due to reduction in force in the immediate preceding year.
    - 3) The MBU must have an accrued leave balance of 30 days or greater.
    - 4) The MBU must be actively employed by the District at the time of distribution of the funds. Application for “buy back” of sick leave earned during a fiscal year must be made on or before October 1 of the following fiscal year. Upon approval, sick leave buy back will be paid subsequent to October 1, but in no event later than December 31.
    - 5) The MBU must complete an application to participate in the program.
    - 6) If MBUs meet all these qualifications, they will receive payment for the requested, unused days based on the following formula: Number of hours established within the district from the previous fiscal year’s net accrual only, multiplied by the MBU’s hourly rate of pay, multiplied by 70%.

#### B. Illness-in-Line-of-Duty

1. A member of the instructional staff shall be entitled to illness-in-line-of duty leave pursuant to Chapter 1012.63, F.S.
2. Workers’ Compensation leave will be administered pursuant to Chapter 440 FS by the District’s carrier or servicing agent.
  - a. The period of leave shall be determined by the authorized treating physician. No medical or annual leave will be charged to employees on workers compensation leave unless requested by the employee. The employee shall provide his/her immediate supervisor with any medical statements resulting from treatment immediately, or as soon as practical following treatment.
  - b. Except in emergency situations, the employee is expected to report the injury to his/her supervisor immediately and complete the first notice of injury form. If medical attention is necessary, not requiring emergency transportation, the employee will take a copy of the form to the authorized treating physician or provider.

After treatment the employee shall return to work unless instructed by the authorized treating physician in writing to do otherwise. As soon as the employee is released to return to work by the authorized treating physician, he/she shall notify his/her supervisor and return to duty. If work restrictions are placed on the employee by the authorized treating physician, the employee will be eligible for the Temporary Modified Duty Program, per School Board Policy.

C. Personal Leave

1. Any member of the instructional staff desiring personal leave shall make written application for such leave through the Human Resource Department. The employee shall not be entitled to compensation while on personal leave except as provided in subsection 3 of this rule. Personal leave will be granted at the discretion of the School Board. Authority to approve such leave shall be vested in the School Board except as provided in XIV.1.E
  - a. Five days of personal leave with pay will be allowed for any member of the instructional staff each school year; provided that such days shall be charged only to accrued sick leave. The employee shall make every effort to keep such claims to a minimum. Such leave shall be subject to the approval of the superintendent or his/her designee. MBUs shall have the right to appeal to the superintendent in the case of a refused request for personal leave.

D. Jury Duty

1. Where a member of the instructional staff is under subpoena for jury duty during the time he/she is engaged in regular professional duties and is, upon request, denied release from such duty may make application for temporary duty elsewhere. If the application is approved, he/she shall receive his/her regular salary. Any application under this rule shall be endorsed by the staff member's immediate supervisor and then submitted to the superintendent for approval or disapproval.

E. Witness Duty

1. Where a member of the instructional staff is under subpoena as a witness in connection with his/her official duties or in a court action in which he/she is not a party to the litigation, he/she may make application for temporary duty elsewhere. If the application is approved, he/she shall receive his/her regular salary but shall remit to the School Board by check the amount received in fees as a witness less the amount allowed for travel. Any such leave application shall be reviewed by the employee's immediate supervisor, signed, and forwarded to the superintendent. The superintendent shall have authority to approve or disapprove the application.

F. Professional Leave

1. Any request for absence from duty wherein the main purpose is to render service to the profession of teaching or professional advancement or improvement, and which is normally initiated by the MBU shall be classified as professional leave.
  - a. Delegates representing Indian River County School District at state level professional educational organization meetings may be granted professional leave with pay and the School Board may, at its discretion, allow full or partial reimbursement.
    - 1) Officers of state and national professional educational organizations may be granted professional leave to attend to the duties of the office held.
  - b. Extended professional leave
    - 1) All instructional personnel who are on continuing, or professional service contract and who apply for and are granted an extended professional leave of absence must present to the Superintendent or designee the following:
      - i. A planned program of study for the year and evidence of completion of the program or
      - ii. A summary of activities designed to contribute to the profession of teaching, which will be pursued.
  - c. Preschool and postschool professional leave
    - 1) An instructional employee under a ten-month contract may be granted professional leave during the preschool or postschool period or both to attend summer school. Permission will be granted to recognize up to 400 miles per day for travel time as part of the number of days requested including Saturdays and Sundays. In no case will professional leave be granted before the last day of school for students; however, personal leave will be allowed.
  - d. A request for professional leave, except for the preschool and postschool periods, shall be submitted to the office of the assistant superintendent for instruction at least five (5) days prior to the effective date of the leave and failure to do so may result in a loss of pay. If an employee cannot comply with provisions of this rule, his/her case will be handled on an individual.

G. Sabbatical Leave

1. Sabbatical leave will be allowed only for full-time members of the instructional staff under the conditions provided herein.
  - a. After each five (5) consecutive years of satisfactory service in the district, the employee may apply for a year's leave of absence for the purpose of professional improvement. Such leave will not break continuity of service but may not be counted as a year of service for any purposes. A year of service for continuing /professional service contract will be considered a year of service for the purpose of this rule.
  - b. Sabbatical leave for one-half year may be granted if the applicant, by formula, is eligible. Such applicant shall not be eligible for additional sabbatical leave until eligibility has been re-established by rendering five more years of consecutive and satisfactory service.
  - c. Sabbatical leave will be granted to qualified applicants according to the following criteria:
    - 1) The number of sabbatical leaves granted may not exceed one percent (1%) of the number of instructional and supervisory personnel employed during the prior year.
    - 2) For each year in excess of five, the employee shall accrue one point. Applicants shall be considered in the descending order of their accrued points.
    - 3) An applicant for subsequent sabbatical leave, after the first leave, shall not be considered until all other applicants for a lesser number of sabbatical leaves have been considered.
    - 4) In case applicants for sabbatical leave are tied in total points, selection shall be determined by the superintendent or by a committee appointed by him/her for that specific purpose.
  - d. An employee on sabbatical leave shall be paid fifty percent (50%) of his/her regular contract salary as an employee. If it is determined that the employee is violating the conditions of his/her leave, salary payment shall be discontinued, and the employee shall repay all prior payments that were improperly received. Moreover, the leave shall be terminated forthwith.
  - e. Sabbatical leave applications shall be filed with the superintendent by not later than September 15 (for second semester leaves) or March 15 of the year preceding the requested sabbatical leave.
    - 1) Sabbatical leave shall be interpreted to be extended professional leave in accordance with law and State Board of Education regulations. Any applicant shall comply with the following requirements:
      - i. Shall have been admitted to the graduate school of an accredited college or university.
      - ii. The major portion of the credits earned while on such leave must be at the graduate level.
      - iii. The work performed must lead towards a post-graduate degree.
      - iv. Shall be enrolled as a full-time graduate student for the duration of the leave.
      - v. The graduate work taken must be in the field in which the employee is presently serving, a position to which he/she may be assigned, or the major field of the applicant.
      - vi. Upon termination of the leave, proof that such graduate work has been completed shall be filed with the superintendent.
      - vii. Insurance of personnel normally paid by the Board will continue to be paid by the Board while the sabbatical leave is in force. Any policies that have been paid by the employee may remain in force if the employee submits a payment by check in advance of each month or a deduction is made from the employee's paycheck.
      - viii. Nothing in this rule shall be interpreted to preclude the right to the Board to abolish position or positions during the time that a person is on leave. In the event the position is abolished, the person upon return to duty will be assigned to a substantially similar position within the school district.
      - ix. Any employee granted sabbatical leave shall agree in writing to render under contract three additional years of service in the Indian River County School System following the expiration of the leave. Failure to render such service shall require the employee to refund to the School Board any payment received while on such leave according to the following schedule:
        - a) If no service is rendered, the full amount shall be refunded.
        - b) If only one year of service is rendered, two-thirds of the amount will be refunded.
        - c) If two years of service are rendered, one-third of the amount will be refunded.
        - d) If the full three years of service are rendered, the employee shall have fulfilled the contract.

#### H. Vacation Leave

1. A member of the instructional staff who is employed on a twelve-month basis shall accrue vacation leave, exclusive of holidays, with compensation as follows:
  - a. An employee with less than five years of continuous service in the district at the rate of one day per month cumulative to twelve work days per year.
  - b. An employee with five or more but less than ten years of continuous service in the district at the rate of one and one-fourth days per month cumulative to fifteen work days per year.
  - c. An employee with ten or more years of continuous service in the district at the rate of one and one-half days per month cumulative to eighteen work days per year.
  - d. No vacation leave may be accrued by an employee who is not paid for at least twelve working days during any month.
  - e. The term "continuous" shall mean an employee who has rendered uninterrupted service to the district School Board in a twelve-month contractual position.
2. The maximum number of accumulated vacation hours, which an employee is permitted to accrue at the end of each calendar year, shall be five hundred hours (500).
3. Vacation leave shall be so scheduled as to cause a minimum disruption of the school program.
4. Vacation leave shall not be granted until the employee has rendered at least six months acceptable service in the district.
5. Vacation leave may not be granted for less than one-half day.
6. Vacation leave will be charged against scheduled working days only.
7. Accrued vacation leave may be used for other types of leave with the approval of the superintendent/designee.
8. Payment for accrued annual leave to an employee of the Board upon termination of employment or upon retirement, or to the employee's beneficiary, and if service terminated by death shall be regulated by subparagraph 1 above. Employees hired after July 1, 1995, are limited to a total of 500 hours maximum payment.

#### I. Military Leave

1. Military leave will be granted to a MBU pursuant to provisions outlined in Florida Statutes 1012.66 as well as Florida Statutes 115.07, 115.09 and 115.14 that allow the protection of civilian pay, benefits, and position during the time the MBU is called to active service of the Armed Forces.
  - a. MBUs called to active duty will receive their full civilian pay, in addition to their military pay for the first 30 days of active duty.
  - b. After the initial 30 days, those on active duty will receive the necessary compensation to fill the gap between their military base pay (exclusive of allowances for quarters, rations, variable housing allowances, or other special pay) and their civilian pay for a period not to exceed one (1) calendar year. During the leave, the MBU will accrue leave benefits, experience credit, and will be considered an active MBU for the purpose of all benefits including group health insurance.
  - c. Employees are eligible for leave if an immediate family member in military service is involved in a "qualifying exigency", arising from the service member's active duty.

#### J. Compassionate Leave Program

1. The Compassionate Leave Program is hereby established as a mechanism for accepting from qualified employees the voluntary donation of time from annual accumulated sick leave. Compassionate Leave may be utilized by eligible employees who need extended time off due to a catastrophic, serious health condition or life-altering event of a member of the employee's immediate family, or for someone residing within the employee's household, for whom the employee is the primary caregiver. Exclusions include but are not limited to, any injury covered by Worker's Compensation or mental/nervous conditions, chemical dependency, alcoholism or related conditions. The following criteria will govern the creation, maintenance and use of Compassionate Leave Program.
  - a. Recipient must have been a regular employee of the district for at least one full year preceding the current fiscal year and must have used all available sick and vacation leave prior to receiving donated leave.
  - b. Donors are eligible to donate creditable time they have earned as long as the employee retains a minimum of 30 days of available leave after the donation is deducted.
  - c. The leave will be donated to a specific employee at the time the donation takes place
  - d. Donations will be on first received from donor, first transferred to recipient.
  - e. Recipient must complete an application for the Compassionate Leave Program which will contain:
    - i. Employee name
    - ii. Employee Identification number

- iii. Beginning and Ending dates of leave requested
  - iv. Last day of available paid leave
  - v. Explanation regarding the circumstances surrounding the reason for the leave
  - vi. Physician's Statement Form providing documentation of the injury, illness or accident or other appropriate documentation for which leave is requested.
- f. In no event shall any compassionate leave time approved under this policy exceed 60 days.
  - g. Any unused transferred sick leave hours will be returned to the authorizing employee on a last in, first out basis.

### **XIV.3 Unpaid Leaves**

- A. Family and Medical Leave
  - 1. Any eligible employee who has been employed full time for at least 12 months and has worked at least 1,250 hours in the past 12 months, may unpaid leave as more fully described in School Board policy 3430.01
- B. Charter School Leave
  - 1. An MBU may apply and be granted charter school leave for one (1) year. It shall be considered a break in continuity of service with the School District of Indian River County if the MBU does not give written notification to the Superintendent of intent to return by March 1st. If the MBU seeks to return to the school district after a break in continuity of service, the MBU must reapply for any position within the district.
- C. Personal Leave-Unpaid
  - 1. The employee shall not be entitled to compensation while on unpaid personal leave.
    - a. Leave for political campaign. An employee who desires personal leave to seek election to office shall file an application for such leave. The School Board will grant such personal leave for the duration of the political campaign.
    - b. Personal leave for other reasons. An employee desiring personal leave for any other reason shall file a written application setting forth the reasons and the purpose of the requested leave. The superintendent will consider the application on its merits; and, in arriving at a decision, will consider the best interests of the employee and the general welfare of the school system.

## **ARTICLE XV – SICK LEAVE BANK**

### **XV.1 Membership**

- A. A full time employee having been employed by the School District Of Indian River County for at least one (1) year and having at least six (6) days of accrued sick leave as of the date of application for membership may enroll in the Sick Leave Bank by voluntarily contributing two (2) sick leave days to the bank during the established registration period. Initial enrollment in the Sick Leave Bank will take place during the month of November. MBUs will not be required to contribute more than one (1) sick leave day during any additional contribution period. Sick leave days donated to the bank by employees will not be returned to employees except as hereafter provided.

### **XV.2 Establishment and Duration**

- A. A Sick Leave Bank will continue to maintain at least two hundred and fifty (250) days and will remain in existence unless the bank is discontinued for other reasons including exhaustion of its assets.

### **XV.3 Administration and Governance**

- A. The Sick Leave Bank will be administered through the Human Resources office. By November 1 of each year, the Risk Management Office shall provide a list to each school site of all MBUs currently enrolled as members of the Sick Leave Bank. MBUs may check this list to determine their membership status. At this time the Risk Management Office shall also provide to all MBUs an information sheet regarding the Sick Leave Bank, outlining basic information of the bank, including benefits of membership and requirements for joining. An application form for membership shall be included with the Sick Leave Bank information sheet.

- B. An Overview Committee consisting of two representatives appointed by the Superintendent, two representatives appointed by the Association, and one representative jointly appointed shall be formed to administer the bank. Administration of the bank shall include approval of each request for leave and investigation of any alleged abuse.
- C. All requests for Sick Leave Bank use shall be provided immediately by Risk Management to all members of the Overview Committee. All decisions regarding approval or disapproval for granting of Sick Leave Bank days shall be rendered by a majority vote of the Overview Committee within thirty (30) calendar days from the date of completed application. The Overview Committee has the sole authority and discretion as to whether Sick Leave Bank days shall be awarded. The Overview Committee's determination is not subject to grievance and arbitration.

#### **XV.4 Benefits**

- A. In the event of catastrophic illness of a participating employee, causing him/her to be absent from work for an extended period of time, the employee may receive paid leave as follows:
  - 1. All accumulated sick leave of the employee must first be expended, followed by an unpaid leave of three (3) continuous workdays.
  - 2. Any sick leave drawn from the bank by a participating employee must be used for said employee's personal illness, accident or injury.
  - 3. Application for use of the Sick Leave Bank must be made to the Overview Committee. All applications shall be processed through the Risk Management office. Applications shall include:
    - a. A doctor's statement certifying the illness and the necessity for the protracted leave. A doctor's release statement of the MBU.
    - b. Certification by the employee of the date on which all sick leave will be exhausted and the date on which the sick leave bank is to be used.
  - 4. A maximum of sixty (60) paid working days may be received by an employee in a school year.
  - 5. An employee who is a member of the Sick Leave Bank shall not be eligible to use sick leave from the bank if the employee is on injury or illness in-the-line-of-duty, worker's compensation, or other approved leaves.

#### **XV.5 Bank Replenishment**

- A. After the bank is established, all participating members shall contribute one (1) additional day each time the bank drops to a balance of 124 days. When it becomes necessary to replenish the bank, the contributions shall be equally required of all employees participating.

#### **XV.6 Bank Dissolution**

- A. In the event the Sick Leave Bank is terminated, all unclaimed sick leave days will be returned to participating members where possible. Return of days will be accomplished equally to those members who have not utilized Sick Bank Leave withdrawals.

#### **XV.7 Withdrawal of Participation**

- A. A participating employee who chooses to withdraw from participation in the Sick Leave Bank shall not be eligible to withdraw any sick leave already contributed.

#### **XV.8 Participation Abuse**

- A. If an employee is found to have abused the use of the Sick Leave Bank, the employee shall repay (in days or dollars, i.e., member's daily rate of pay) all of the sick leave credit drawn from the bank and be subject to such other disciplinary actions as determined by the District School Board through appropriate established procedures.

#### **XV.9 Hold Harmless**

- A. The Association, its officers, agents, and members of the bargaining unit will hold harmless the Board, its officers and agents for the cost and results of any action which may be brought by any of its members, group or groups of members of the bargaining unit, agencies of law, with respect to the establishment, administration, or expenditure of the assets of the Sick Leave Bank.

## **ARTICLE XVI – RETIREMENT**

### **XVI.1 Pre-retirement Information**

- A. Yearly pre-retirement information will be placed in the school boxes with enough copies for each teacher.
- B. A pre-retirement seminar will be held annually by the District between the months of October and December.

### **XVI.2 Retirement Incentive and Eligibility**

- A. It shall be the responsibility of each employee to determine, through the state retirement division, his/her eligibility for retirement. In addition, it is the employee's responsibility to certify their eligibility, as outlined below, to the Human Resource Department in order to establish that he/she meets the requirements set forth for the collection of the retirement incentive. Application for incentive must be submitted six months prior to retirement.
  - 1. Retirement Incentive: The School Board and the Association recognize the need for an incentive plan in order to reward employees for loyal and dedicated service during their last year of employment in the district, prior to retirement. This plan is intended for those members of the bargaining unit who would be eligible for retirement, without penalty, under an existing state retirement system program. In order to be eligible for this retirement incentive plan the employee must:
    - a. Have provided at least ten (10) years of continuous service to the District immediately prior to retirement; and begin the retirement process at least sixty (60) days prior to the actual retirement date; and
    - b. Retire within the first year eligible without penalty under FRS based upon 62 years of age and ten years of service; or 30 years of service.
    - c. Notify the Human Resource Department in writing of the intention to retire with the effective retirement date specified;
  - 2. The retirement incentive will be paid in a lump sum immediately prior to the last day of regular employment with the District, as designated by the employee in their retirement notice. This payment cannot be delayed nor deferred by the employee.
  - 3. The incentive amount to be paid to the employee will be based upon his/her current annual base salary, or previous year's base salary, whichever is greater, excluding special duty supplements and extra pay the employee received. The calculation for the incentive payment will be 15% plus 1% for every five (5) years of SDIRC service beyond ten (10) years.
  - 4. If, after computing the financial impact of plan applicants, it is found that there is a significant cost to the District, the Board may withdraw the incentive for the current fiscal year. In that instance, those who had applied may choose to defer their retirement to anytime during the following year and will be given first priority to retire with incentive. The decision by the Board to withdraw the incentive will be made within sixty (60) calendar days of receiving the request for the retirement incentive.

## **ARTICLE XVII – GRIEVANCE PROCEDURE**

### **XVII.1 Purpose**

- A. The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to the problems which may arise affecting the health, welfare, or working conditions of members of this bargaining unit. Both parties agree that these procedures will be kept as informal and confidential as may be appropriate at any level.

### **XVII.2 Definitions**

- A. **Grievance** - The term "grievance" shall mean a written allegation by a grievant that a controversy, dispute, disagreement, or violation of any kind or character exists out of or in any way involving, interpretation or application of the terms of this Agreement.
- B. **Grievant** - The term "grievant" shall mean the employee or group of employees filing a grievance.
- C. **Immediate Supervisor** - The term "immediate supervisor" shall mean the principal of the school where the individual is assigned or a program director when the individual is not assigned to a principal.
- D. **Employer** - The term "employer" shall mean the School Board or the Administration.
- E. **Days** - The term "days" shall mean working days.
- F. **Party** - The term "party" shall mean the Board and the Association except that in the case where there is no Association backing, it shall mean the Board and grievant.

- G. **Bargaining Unit** - The term "bargaining unit" shall mean all employees of the Board who are members of the Association or eligible to be members of the Association.

### **XVII.3 Time Limits**

- A. Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level is to be considered the maximum, and every effort should be made to expedite the process before the deadlines are reached. Time limits may, however, be extended by mutual written agreement between the Association and the representative of the Board.
1. Filing: Within twenty (20) days following an informal discussion regarding the grievance issue, the grievant may file a grievance indicator form developed jointly by the Board and the Association with the immediate supervisor or designated representative. The grievance indicator form is found in Appendix A.
  2. A grievance may be withdrawn at any level during any point in time during the grievance procedure.
- B. In the event that a grievance is filed at such a time that it cannot be processed through all of the steps in the grievance procedure by the end of the Board's fiscal year and, if left unresolved until the beginning of the next year, could result in irreparable harm to the grievant or Association, the Time Limits set forth herein shall be reduced so that the grievance procedure may be exhausted prior to the end of the Board's fiscal year or as soon thereafter as possible.

### **XVII.4 Representation**

- A. All members of the bargaining unit may have the right of Association representation at each level of the grievance procedure.
1. Starting at level one, no grievant may be required to discuss any grievance if the Association representative is not present.
  2. Any individual employee or group of employees in the bargaining unit shall have the right at any time to present a grievance to the designated representatives of the Board and to have such grievance adjusted, without the intervention of the Association as long as the adjustment is not inconsistent with the collective bargaining agreement and the Association has been given the opportunity to be present and make statements for such adjustments.
  3. Copies of the Board representative's decisions given at any step of the grievance procedure shall be immediately delivered to the grievant and the Association.
  4. A grievant shall not be represented by any person who might be required to take action, or against whom action might be taken, in order to adjust the grievance, or by a representative of any other employee organization. The Association will not file a grievance for pre-existing conditions prior to application for membership.

### **XVII.5 Grievance Progression**

- A. **INFORMAL DISCUSSION:** In the event that a grievant believes there is a basis for a grievance, a discussion regarding the alleged grievance with the building principal or immediate supervisor shall occur. The grievant must initiate the informal discussion within fifteen (15) work days of either the occurrence of the alleged violation or when the grievant should reasonably have known of the alleged violation, whichever shall be later. If the grievant and building principal or immediate supervisor mutually agree, the grievant may waive Level One and invoke formal grievance procedures at Level Two within twenty (20) days on a written form signed by the grievant and building principal or immediate supervisor.
- B. **LEVEL ONE:** If, after the informal discussion with the building principal, or immediate supervisor, a grievance still exists, the grievant may invoke formal grievance procedures within twenty (20) days on a form signed by the grievant. A copy of the grievance form shall be delivered to the principal or immediate supervisor.
1. If the grievance involves more than one school building, it may be filed with the Superintendent or his/her designated grievance representative at Level Two.
  2. The school principal, immediate supervisor, or designated representative shall have five (5) days after receipt of the grievance in which to hold a conference with the grievant. The grievant shall have the option of having a representative of the Association present provided the immediate supervisor is so advised when the follow-up discussion is requested. The immediate supervisor has the option of having representation of his/her choice present during the discussion.
  3. When a Level One discussion is held, a dated response regarding the grievance shall be given in writing by the immediate supervisor within five (5) days following the discussion. If satisfactory resolution of the grievance is not achieved at Level One, the grievant will have ten (10) days following the date indicated in the response to move the grievance to Level Two.



- C. **LEVEL TWO:** If the grievance is not settled to the grievant's satisfaction or if a written decision is not submitted within the designated time limits at Level One, the grievant may move the grievance to Level Two by written notice to the Superintendent or his/her designated representative.
1. The Superintendent or the designated representative shall have ten (10) days after receipt of the grievance in which to hold a conference with the grievant and to give a written decision.
  2. If a satisfactory resolution of the grievance is not achieved at Level Two, the grievant will have ten (10) days following the date indicated on the response to move the grievance to Level Three.
- D. **LEVEL THREE:** If the grievance is not solved at Level Two to the grievant's satisfaction, or if a written decision is not submitted within the designated time limits of Level Two, the grievant may move the grievance to arbitration.
1. If the two parties cannot agree as to the arbitrator within five (5) days from the notification date that arbitration will be pursued, the party seeking arbitration shall file a request with the American Arbitration Association to submit a list of qualified arbitrators. The arbitrators shall then be selected according to the rules of the American Arbitration Association.
  2. The arbitrator shall confer with the representative of the Board and the Association and hold hearings promptly and shall issue a decision not later than thirty (30) days from the date of the close of the hearings or final submission. The arbitrator's decision shall be in writing, and set forth findings of facts, reasons, and conclusions on the issues submitted to arbitration.
  3. The decision of the arbitrator shall be submitted to the Board, grievant, and the Association and shall be final and binding upon the parties.

### **XVII.6 Powers of the Arbitrator**

- A. It shall be the function of the arbitrator, and he/she shall be empowered, except as his/her powers are limited below, after due investigation, to make a decision in cases of alleged violation of the specific articles and sections of this Agreement.
1. He/she shall have no power to add to, subtract from, disregard, alter, or modify any of the terms of this Agreement.
  2. He/she shall have no power to establish salary schedules or to change any salary, except in cases where his/her award has the effect of changing an MBU's summative evaluation rating (e.g., from "Needs Improvement" to "Effective").
  3. He/she shall have no power to rule on any of the following except where there is a possible violation of a section of this Agreement.
    - a. The termination of services for failure to re-employ any probationary employees.
    - b. The placing of a probationary employee on additional probation.
    - c. The termination of services or failure to re-employ any employee to a position on an extra duty assignment.
    - d. Any matter involving an evaluation rendered on an employee.
  4. He/she shall have no power to change any practice, policy, or rule of the Board, nor to substitute his judgment for that of the Board as to the reasonableness of any such practice, policy, rule or any action taken by the Board except where there is a possible violation of a section of this Agreement. His powers shall be limited to deciding whether the Board has violated the express articles or sections of the Agreement, and he/she shall not imply obligations and conditions binding upon the Board other than that which is specifically included in this Agreement, it being understood that any matter not specifically set forth herein remains within the reserved rights of the Board except as it pertains to the terms and conditions of employment which shall be negotiated as part of the Agreement before implementation.
  5. In rendering decisions, an arbitrator shall give due regard to the responsibility and rights of the Board and employee(s) and shall so construe the Agreement such that there will be no interference with responsibilities and rights except as they may be specifically conditioned by this Agreement.
  6. If either party disputes the arbitrability of any grievance under the terms of this Agreement, the arbitrator shall have to decide if the grievance is arbitrable. In the event that a case is appealed to an arbitrator in which he has no power to rule, it shall be referred to the parties without decision or recommendation on its merits.
  7. There shall be no appeal from an arbitrator's decision if it is within the scope of his/her authority as set forth above. It shall be binding upon the Association, its members, the employee or employees involved, and the Board.

### **XVII.7 Additional Provisions**

- A. **Costs:** The fees and expenses of the arbitrator shall be shared equally by the parties. All other expenses shall be borne by the party incurring them, and neither party shall be responsible for the expense of witnesses called by the other.

- B. **Reprisals:** NO reprisals or retaliation shall be invoked against any employee for processing a grievance or participating in any way in the grievance procedure. No document of any kind or form pertaining to the initiation, processing or settlement of any grievance whatsoever shall be placed in the personnel file of any member of the bargaining unit.
- C. The Board and the Administration will cooperate with the Association in its investigation of any grievance and further will furnish the Association and grievant with such information as is requested for the processing of any grievance provided the information is readily available or can be secured through what the Board considers to be reasonable resources.
- D. Release time shall be granted to the aggrieved person for attendance at the arbitration hearing. Such release time shall be without loss of pay to the extent required for such participation.

**ARTICLE XVIII – NEGOTIATION PROCEDURES**

**XVIII.1 General Provisions**

- A. It is contemplated that matters not specifically covered by this Agreement, but common to the parties, may be subject to professional negotiations between them during the period of the Agreement by the Board and Association. The parties agree to cooperate in arranging meetings, furnishing necessary information and otherwise considering and resolving any such matters.
- B. Representatives of the Board and the Association negotiating committees may meet at least twice each semester during the regular school year at a time convenient to both parties for the purpose of reviewing the administration of this Agreement and to examine problems which may arise out of the administration of this contract. These meetings are not intended to by-pass the negotiations or grievance procedures. Further, each party will submit to the other, at least seventy-two (72) hours prior to the meeting, an agenda covering what they wish to discuss.
- C. During the course of any negotiations described in this Article, the parties mutually pledge that such negotiations shall be conducted in good faith.

**XVIII.2 Notice of Negotiations**

- A. If either party desires during the life of this Agreement (life of the Agreement is from the date of formal ratification by the Board and the Association through June 30, 2018, unless extended through provisions set forth in this contract) to modify, amend or terminate this Agreement a written notice must be submitted to the other party. Notice of negotiations for a new contract, if modifications are desired, must be submitted to the other party prior to May 1, of each year of the contract.
- B. If notice to negotiate modifications is given, negotiations shall be initiated by June 1. Failure to comply with the provision will subject the contract to continue in effect for another contract period.

**XVIII.3 Permissive Language Negotiation**

- A. Any permissive legislation or legal clarification by a court of competent jurisdiction may be the subject of further negotiations during the life of this contract provided both parties agree.

**ARTICLE XIX – PROFESSIONAL COMPENSATION AND FRINGE BENEFITS**

**XIX.1 Experience Credit and Placement on Salary Schedule**

- A. As of July 1, 2001, all verified years of teaching experience will be recognized by SDIRC per F.S.121.090(9) for new teachers in the system, when properly verified. The salary of the MBU will be changed on the regular pay date following verification of teaching experience.
  - 1. During new employee orientation the District shall require the employee to sign a form, with a copy given to the employee and a copy kept for the personnel file, explaining the process for teaching experience and advanced degree verification prior to salary adjustment.
- B. Indian River State College full time teaching experience will apply as teaching experience with the School District of Indian River County.
- C. MBUs assigned teaching positions in career technical education requiring career and technical certification in a specific area or trade shall be given credit for verifiable years of non-teaching experience, year-for-year, not to exceed ten (10) years maximum on the instructional salary schedule. The terms “career technical education” and “vocational certification” shall meet and be consistent with statutory definitions and amendments.

1. Yearly increment(s) will be prorated on the basis of vocational hours taught (100% for five (5) classes, 80% for four (4) classes, 60% for three (3) classes, etc.).

### **XIX.2 Advanced Degrees or Certification**

- A. All MBUs will be compensated at the Master's level upon receipt of a Master's Degree from an accredited university if a minimum of fifteen (15) semester hours has been completed at the graduate level in one of the MBU areas of certification and/or assignment.
- B. All MBUs with a Master's Degree plus thirty (30) semester hours will be paid at the same rate as the Specialist Degree. To be eligible, 15 of the semester hours must be at the graduate level, and earned in the MBU's area of certification and/or current assignment, educational leadership, reading, or computer literacy.
- C. Speech/Language pathologists who have obtained the Certificate of Clinical Competence (CCC) from the American Speech/Language-Hearing Association (ASHA) or licenser from the Florida Department of Professional Regulations will be compensated at the Masters level plus 30 semester hours.
- D. All MBUs will be compensated at the Specialist level upon receipt of a Specialist Degree from an accredited university if a minimum of twenty-one (21) semester hours has been completed at the graduate level in one of the MBU areas of certification and/or assignment.
- E. All MBUs will be compensated at the Doctorate level upon receipt of a Doctorate Degree from an accredited university if a minimum of twenty-seven (27) semester hours has been completed at the graduate level in one of the MBU areas of certification and/or assignment.
- F. All advanced degree payments shall be considered a part of the MBU's base salary for MBUs hired on or before June 30, 2011.
- G. When the highest acceptable level of training indicated on a certificate changes during any school fiscal year, or verification of an existing degree or training is submitted to the District from an MBU, the salary will be changed on the following regular pay date following verification of the degree.
- H. For MBUs hired on or after July 1, 2011, subsections A-G will apply except that the advanced degree payments shall be considered a supplement and not added to base pay. In order to be paid the advanced degree supplement, the degree must be achieved in the MBU's area of certification.

### **XIX.3 Compensation and Pay Schedules**

- A. MBUs will receive twenty-four (24) equal installment paychecks throughout their contract year in accordance with the Annual Pay Date Schedule, with the exception of late start employees. Late start employees will receive equal installments for the number of remaining pay dates in the Annual Pay Date Schedule. Employees on a ten or eleven month schedule with a start date other than July 1st shall receive multiple checks (if entitled to the checks) on the last student day of school. The multiple checks issued on the last student day of school shall be eligible for direct deposit. The final pay check will be issued on the regularly scheduled pay date for the pay period in which the work is performed. An effort will be made to pay the December 31 check on the last school date of the calendar year.
- B. 12 month employees are paid an equal "per pay" amount each paycheck. The "per pay" amount is calculated based on the annualized salary, or pro-rated annualized salary if the employee started late, and is divided over the number of remaining paychecks for the year.
- C. Years of experience will be used for initial placement only. MBU's new to the District shall be placed in accordance with the "Initial Placement Schedule" in Appendix B.
- D. In accordance with Florida Statutes, performance-based salary increases, for each contract year will be as follows:
  1. Professional Service Contract (Grandfathered) MBU's
    - a. Unsatisfactory or Needs Improvement Evaluation for previous year: No adjustment
    - b. Effective: \$800
    - c. Highly Effective: \$1,100
  2. Annual Contract (Performance) MBU's
    - a. Unsatisfactory or Needs Improvement Evaluation for previous year: No adjustment
    - b. Effective: \$1,000
    - c. Highly Effective: \$1,300
- E. MBUs will receive a supplement if they teach an additional class during their planning period time as reflected in Appendix B.2.
  1. Student contact time must be beyond 25 hours per week average
  2. Extend the work day 30 minutes
- F. Curriculum Rate: MBUs employed to participate in seminars, workshops, and projects such as initiating and/or revising curriculum and other specified activities which are conducted when regular school is not in session will be paid as reflected in Appendix B.3.
- G. Extended Day Program: MBUs working the Extended Day Program will be paid as reflected in Appendix B.3.

- H. For the 2019-2020 school year, all MBUs to receive a one-time, lump sum payment equivalent to 2.5% of each MBU's current base pay. Payment processing will begin following ratification and final Board approval of this Contract. There will be no payment for any MBU who leaves the District for any reason prior to Board approval of the contract.
- I. Three Supplement Committees shall be formed each to include three MBUs and three administrators. The committees shall be Elementary, Middle, and High School and will make recommendations for changes to the Supplement section of the contract to the negotiations teams.
1. Any changes in supplements will be negotiated.
  2. Committees will make recommendations on the following for the 2015-2016 Contract:
    - a. Job descriptions for supplements
    - b. Fidelity Check lists for each supplement
    - c. List of supplements available at each level
    - d. Supplemental pay

#### **XIX.4 Fringe Benefits**

- A. The following are fringe benefits provided by the Board on behalf of all MBUs:
1. Transfer of all earned medical/sick leave from another Florida school district or agency at a rate of one (1) day of sick leave per month for each month worked;
  2. Six (6) paid holidays;
  3. A single plan of hospitalization insurance;
  4. The Board will pay a negotiated contribution towards group health Insurance benefits including hospitalization for "employee only" coverage for all instructional personnel working .6 or greater of a contracted workday/week or in a job share situations (Article X.9). An MBU working .5 will receive one-half of the benefits paid for an employee who works .6 or greater. The contribution paid by the Board and employees for each health insurance plan is as specified in Appendix G.
    - a. In addition to the premium contributions above, an Employee Wellness Center is established for employees and their dependents who are currently enrolled in the Board's health insurance program. The Employee Wellness Center shall include: free office visits, free health and wellness screenings and counseling, and a free stock medication program of commonly used prescriptions.
  5. The opportunity to participate in an employee's voluntary dental plan;
  6. Group life insurance premium paid by the District; currently \$25,000 term life;
  7. Employee Assistance Program;
  8. Pre and post planning days with 1 hour lunch;
  9. Payroll deduction for Association dues and other Association activities;
  10. The District's Benefits Plan is Section 125 IRS code qualified to provide employees with tax reduction advantages including reimbursement accounts for medical and dependent care services;
  11. Administrative cost of the following voluntary plans: Cancer Insurance, Disability Insurance (short term and long term), life insurance, and 403B IRS code qualified tax deferred annuity;
  12. Additional benefit programs contributed to by the District on behalf of employees: Florida Retirement System, Social Security/Medicare, Florida Unemployment and Workers Compensation coverage, statutory;
  13. Flexible Benefits: School Board Indian River County shall continue to provide a payroll slot for a salary reduction plan as allowed by IRS (Section 125);
  14. Annual/Personal Leaves of absence per state statute;
  15. Direct Deposit;
  16. Five days of Personal leave with pay will be allowed for any member of the instructional staff each school year; provided, that such days shall be charged only to accrued sick leave; provided further, that personal leave days shall not be cumulative and may not be counted in determining a year of service.
  17. A mandatory tax shelter and IRS approved program for the purpose of terminal pay and sick leave at the time of retirement or DROP termination.
  18. Transfer of sick leave among family members who are both employees (see procedures-based on Board Policy 3430.03).

#### **XIX.5 Employee Assistance Program (EAP)**

- A. Types of Voluntary Referral

1. Self-referral is the most frequently used method to access EAP services. This type of referral is completely confidential and information can only be revealed by the MBU. Information will not be given out without a written release from the employee seeking services.
2. Informal supervisor referral usually occurs in situations in which an employee is displaying distress, or job performance problems that do not appear to be serious. In these situations, a supervisor may recommend that an employee seek services through the EAP, or inquire as to whether the employee thinks this may be useful. Utilizing EAP services upon an informal recommendation by the supervisor is completely voluntary and strictly confidential. Even though the supervisor believes that it is in the best interest of the employee to seek EAP services, the supervisor will not be informed as to whether the employee has seen any EAP counselor unless the employee volunteers this information.

B. Types of Involuntary Referral

1. Disciplinary referral to the EAP is involuntary. The disciplinary referral is utilized in situations in which the employee is displaying unacceptable workplace behavior. Examples of behavior that would result in an involuntary disciplinary referral to the EAP include threats of violence in the workplace, sexual harassment, or discriminatory behavior. In the event of a disciplinary referral, human resources or the supervisor will be informed as to whether the employee made and kept an appointment for an EAP evaluation. The content of the evaluation will not be revealed, even though information will be provided as to whether the employee made and kept the appointment with the EAP.
2. Fit for duty referral to the EAP is also involuntary. Fit for duty referrals are usually made when an employee is displaying workplace behavior that is disruptive to the workplace or having a serious negative effect on work performance and may be related to a mental disorder or substance abuse problem. The fit for duty referral is similar to the disciplinary referral in that human resources or the supervisor will be informed as to whether the employee has made and kept an appointment with the Employee Assistance Program. The main purpose for a fit for duty evaluation is for a professional evaluation to take place to determine if the employee is suffering from a treatable disorder that is resulting in the disruptive behavior or decreased performance on the job.

C. Use of Involuntary Referrals

1. Any involuntary EAP referrals are for the purpose of determining whether an individual has a problem that is having a negative effect on behavior or performance on the job and whether this problem can be corrected through counseling or more formal health intervention.
2. Involuntary referrals to the EAP are not to be retaliatory in nature or used as punishment. It is extremely important that supervisors are trained in the proper use of the disciplinary and fit for duty referrals so that abuse of these types of referrals does not occur.
3. Involuntary referrals are not to be based on rumors, third-party reports, or behavior that occurs away from the job site.
4. There must be clear documentation of unacceptable behavior or declining job performance that leads to an involuntary referral to the EAP.
5. Supervisors are not to attempt to diagnose or make treatment recommendations if they believe an employee is having a mental health or substance abuse problem.
6. A conference must occur between the employee and supervisor prior to any requirement for an involuntary EAP intervention. The MBU has the right to have a representative present for an involuntary EAP referral conference. The supervisor will inform the MBU of the right to have such representation present.
7. At the initial conference, the supervisor will inform the employee of the behavior(s) observed and the intent to mandate EAP intervention. The supervisor will provide written documentation of the observed behavior(s) prompting the referral. Such documentation shall not be based solely on the testimony of one (1) individual.
8. Supervisors and union representatives will be trained prior to involuntary referrals being made. Training will emphasize privacy and confidentiality as features of the EAP. The district is responsible for providing annual training in this regard.

D. Compliance with Involuntary EAP Referrals

1. The employee will comply with EAP assignment.
2. Refusal will constitute insubordination and will result in discipline, which may include termination of employment.

**XIX.6 Insurance Payments for MBUs on Medical Leave**

- A. For any payments of insurance premiums under this provision by the Board on behalf of the MBU, the MBU shall submit a doctor's excuse every three (3) months and may be required to submit a second opinion doctor's excuse after six (6) months.

- B. The Board will pay for a single plan of health insurance coverage for Professional Service and Continuing Contract MBUs for a maximum period of one year after exhaustive use of all accrued sick leave, sick leave bank and Family Medical Leave Act provisions.
- C. The Board will pay for a single plan of health insurance coverage for Annual Contract MBUs for the MBU's contract year after exhaustive use of all accrued sick leave, sick leave bank utilization and Family Medical Leave Act provisions.
- D. Annual contract MBUs with less than one year of service in the district will have a single plan of health insurance coverage paid by the Board only for the time the MBU is on Family Medical Leave or paid accrued sick leave. Beyond that time frame, the MBU may choose to pay his/her own health insurance premium to keep coverage current.

**XIX.7 Differentiated Pay**

- A. K-5 Classroom teachers, ESOL teachers, literacy coaches, math coaches, Title 1 Resource Teachers, specialist teachers, ESE teachers, and Speech Language Pathologists who teach in a Title I school shall receive a Differentiated Pay supplement of \$420.00. In the event that an additional school is designated as Title I during the term of this Agreement, the parties will reopen negotiations on Article XIX.7.A.
- B. MBU's assigned to a school that has earned a grade of "F" or three consecutive grades of "D" shall receive a supplement of \$100. This supplement shall remain in effect for one full year beyond the year in which the school makes improvement.
- C. MBU's working in a "Critical Shortage Area" as designated by the Board will receive a supplement of up to \$500. The areas receiving this supplement and the amounts to be received will be memorialized annually in a Memorandum of Understanding between the Association and the District.

**ARTICLE XX – TERM OF AGREEMENT AND SIGNATURES**

- A. This agreement shall constitute the full and complete commitments between both parties and may be altered, changed, added to, deleted from or modified only through the voluntary consent of the parties in written and signed amendment to this agreement, which must comply with all applicable State and Federal Law.
- B. During the term of this Agreement, each party reserves the right to reopen negotiations annually on Article IV, Evaluations (including the TEP Manual), and Appendix G (group health insurance rates). Unless expressly provided elsewhere in this Agreement, no other reopener negotiations shall occur during the term of this Agreement except by mutual agreement of the parties. All Memoranda of Understanding language between IRCEA and SDIRC shall be written into the contract.
- C. The life of this contract shall commence on July 1, 2018, and terminate June 30, 2020.
- D. Should any provision(s) of this agreement be declared illegal by a court of competent jurisdiction, or be in conflict with state or federal legislation, said provision shall be automatically modified by mutual agreement of the parties to the extent that it violates the law. The remaining provisions shall remain in full force and effect for the duration of this agreement, if not affected by the modified provisions.
- E. Any permissive legislation or legal clarification by a court of competent jurisdiction may be the subject of further negotiations during the life of this contract provided both parties agree.

IRCEA Negotiation Team		SDIRC Negotiation Team	
Liz Cannon	_____	Michelle Olk	_____
Cristal Cruz	_____	Scott Bass	_____
Jennifer Freeland	_____	Edwina Suit	_____
Ren Robb	_____	Aretha Vernette	_____
Carla Cundiff	_____	Christopher Cummings	_____
Germaine Johnson	_____		
Megan Ruggiero	_____		

**Board Approval:**

Laura Zorc, Board Chair: \_\_\_\_\_

Dr. David K. Moore, Superintendent: \_\_\_\_\_

**Appendix A – Grievance Form**

**INDIAN RIVER COUNTY EDUCATION ASSOCIATION**

**\*\* OFFICIAL GRIEVANCE FORM \*\***

DIRECTIONS: This form is designed to serve as an implement on which most information relative to processing a grievance may be recorded. The appropriate level box should be checked and dated. Each blank space for the level of the grievance should be complete and the form should be given to the immediate supervisor. The Grievant and the responder should keep a copy of the completed form at each level. Please follow all other directions outlined in the form.

Level I _____ Date: _____ Date and Initial _____
---

Name of Grievant \_\_\_\_\_

School \_\_\_\_\_ Assignment \_\_\_\_\_

Grievance Occurred: Date \_\_\_\_\_ Time \_\_\_\_\_

Place \_\_\_\_\_

Agreement Violation(s) - Article(s) \_\_\_\_\_

Statement of Alleged Grievance (Specify) \_\_\_\_\_

Informal Discussion:

Date \_\_\_\_\_ Place \_\_\_\_\_ With Whom Held \_\_\_\_\_

Relief Sought \_\_\_\_\_

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Grievant's Signature                      Filing Date                      Form Delivered To                      Time

Response (Level I)

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Immediate Supervisor's Signature                      Response Date                      Form Delivered To                      Time

Grievant's reaction to response: (Check one and return to individual who signed the response)

Satisfied \_\_\_\_\_ Not Satisfied \_\_\_\_\_

Grievant's Intended Action \_\_\_\_\_

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Grievant's Signature

Date

Form Delivered To

Time

Level II _____ Date:
----------------------------

If grievance is being moved to Level II, check this box and enter the date.

This form should be sent to the Superintendent with any additional information attached.

Received by Superintendent/Designee

Date

Time

Conference with Superintendent/Designee: \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_ Place \_\_\_\_\_

Response (Level II)

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Superintendent/Designee's Signature

Response Date

Form Delivered To

Time

Grievant's reaction to response: (Check one and return to individual who signed the response)

Satisfied \_\_\_\_\_ Not Satisfied \_\_\_\_\_

Grievant's Intended Action \_\_\_\_\_

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Grievant's Signature

Date

Form Delivered To

Time

Level III _____ Date:
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If grievance is being moved to Level III, check this box and enter the date.

This form should be sent to the Superintendent/Designee along with any additional information to support your request for relief attached.

ARBITRATOR'S (RULING LEVEL III)

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Arbitrator

Date of Ruling

**Appendix B – Salary Schedules and Supplements**

Appendix B.1 Salary Schedule

2019-2020

Step	Value	Step	Value	Step	Value	Step	Value	Step	Value	Step	Value
1A	\$41,300	6A	\$45,800	11A	\$50,300	16A	\$54,800	21A	\$59,300	26A	\$63,800
1A1	\$41,400	6A1	\$45,900	11A1	\$50,400	16A1	\$54,900	21A1	\$59,400	26A1	\$63,900
1A2	\$41,500	6A2	\$46,000	11A2	\$50,500	16A2	\$55,000	21A2	\$59,500	26A2	\$64,000
1B	\$41,600	6B	\$46,100	11B	\$50,600	16B	\$55,100	21B	\$59,600	26B	\$64,100
1B1	\$41,700	6B1	\$46,200	11B1	\$50,700	16B1	\$55,200	21B1	\$59,700	26B1	\$64,200
1B2	\$41,800	6B2	\$46,300	11B2	\$50,800	16B2	\$55,300	21B2	\$59,800	26B2	\$64,300
1C	\$41,900	6C	\$46,400	11C	\$50,900	16C	\$55,400	21C	\$59,900	26C	\$64,400
1C1	\$42,000	6C1	\$46,500	11C1	\$51,000	16C1	\$55,500	21C1	\$60,000	26C1	\$64,500
1C2	\$42,100	6C2	\$46,600	11C2	\$51,100	16C2	\$55,600	21C2	\$60,100	26C2	\$64,600
2A	\$42,200	7A	\$46,700	12A	\$51,200	17A	\$55,700	22A	\$60,200	27A	\$64,700
2A1	\$42,300	7A1	\$46,800	12A1	\$51,300	17A1	\$55,800	22A1	\$60,300	27A1	\$64,800
2A2	\$42,400	7A2	\$46,900	12A2	\$51,400	17A2	\$55,900	22A2	\$60,400	27A2	\$64,900
2B	\$42,500	7B	\$47,000	12B	\$51,500	17B	\$56,000	22B	\$60,500	27B	\$65,000
2B1	\$42,600	7B1	\$47,100	12B1	\$51,600	17B1	\$56,100	22B1	\$60,600	27B1	\$65,100
2B2	\$42,700	7B2	\$47,200	12B2	\$51,700	17B2	\$56,200	22B2	\$60,700	27B2	\$65,200
2C	\$42,800	7C	\$47,300	12C	\$51,800	17C	\$56,300	22C	\$60,800	27C	\$65,300
2C1	\$42,900	7C1	\$47,400	12C1	\$51,900	17C1	\$56,400	22C1	\$60,900	27C1	\$65,400
2C2	\$43,000	7C2	\$47,500	12C2	\$52,000	17C2	\$56,500	22C2	\$61,000	27C2	\$65,500
3A	\$43,100	8A	\$47,600	13A	\$52,100	18A	\$56,600	23A	\$61,100	28A	\$65,600
3A1	\$43,200	8A1	\$47,700	13A1	\$52,200	18A1	\$56,700	23A1	\$61,200	28A1	\$65,700
3A2	\$43,300	8A2	\$47,800	13A2	\$52,300	18A2	\$56,800	23A2	\$61,300	28A2	\$65,800
3B	\$43,400	8B	\$47,900	13B	\$52,400	18B	\$56,900	23B	\$61,400	28B	\$65,900
3B1	\$43,500	8B1	\$48,000	13B1	\$52,500	18B1	\$57,000	23B1	\$61,500	28B1	\$66,000
3B2	\$43,600	8B2	\$48,100	13B2	\$52,600	18B2	\$57,100	23B2	\$61,600	28B2	\$66,100
3C	\$43,700	8C	\$48,200	13C	\$52,700	18C	\$57,200	23C	\$61,700	28C	\$66,200
3C1	\$43,800	8C1	\$48,300	13C1	\$52,800	18C1	\$57,300	23C1	\$61,800	28C1	\$66,300
3C2	\$43,900	8C2	\$48,400	13C2	\$52,900	18C2	\$57,400	23C2	\$61,900	28C2	\$66,400
4A	\$44,000	9A	\$48,500	14A	\$53,000	19A	\$57,500	24A	\$62,000	29A	\$66,500
4A1	\$44,100	9A1	\$48,600	14A1	\$53,100	19A1	\$57,600	24A1	\$62,100	29A1	\$66,600
4A2	\$44,200	9A2	\$48,700	14A2	\$53,200	19A2	\$57,700	24A2	\$62,200	29A2	\$66,700
4B	\$44,300	9B	\$48,800	14B	\$53,300	19B1	\$57,800	24B	\$62,300	29B	\$66,800
4B1	\$44,400	9B1	\$48,900	14B1	\$53,400	19B1	\$57,900	24B1	\$62,400	29B1	\$66,900
4B2	\$44,500	9B2	\$49,000	14B2	\$53,500	19B2	\$58,000	24B2	\$62,500	29B2	\$67,000
4C	\$44,600	9C	\$49,100	14C	\$53,600	19C	\$58,100	24C	\$62,600	29C	\$67,100
4C1	\$44,700	9C1	\$49,200	14C1	\$53,700	19C1	\$58,200	24C1	\$62,700	29C1	\$67,200
4C2	\$44,800	9C2	\$49,300	14C2	\$53,800	19C2	\$58,300	24C2	\$62,800	29C2	\$67,300
5A	\$44,900	10A	\$49,400	15A	\$53,900	20A	\$58,400	25A	\$62,900	30A	\$67,400
5A1	\$45,000	10A1	\$49,500	15A1	\$54,000	20A1	\$58,500	25A1	\$63,000	30A1	\$67,500
5A2	\$45,100	10A2	\$49,600	15A2	\$54,100	20A2	\$58,600	25A2	\$63,100	30A2	\$67,600
5B	\$45,200	10B	\$49,700	15B	\$54,200	20B	\$58,700	25B	\$63,200	30B	\$67,700
5B1	\$45,300	10B1	\$49,800	15B1	\$54,300	20B1	\$58,800	25B1	\$63,300	30B1	\$67,800
5B2	\$45,400	10B2	\$49,900	15B2	\$54,400	20B2	\$58,900	25B2	\$63,400	30B2	\$67,900
5C	\$45,500	10C	\$50,000	15C	\$54,500	20C	\$59,000	25C	\$63,500	30C	\$68,000
5C1	\$45,600	10C1	\$50,100	15C1	\$54,600	20C1	\$59,100	25C1	\$63,600	30C1	\$68,100
5C2	\$45,700	10C2	\$50,200	15C2	\$54,700	20C2	\$59,200	25C2	\$63,700	30C2	\$68,200

**Appendix B.2.**

SCHOOL DISTRICT OF INDIAN RIVER COUNTY	
School District of Indian River County	
Placement Schedule *Refer to Appendix B.1 Salary Schedule	
Experience	New Cell
0-4	1A
5	1B
6	2A
7	2C
8	3C
9	4B
10	5B
11	6A
12	7A
13	8A
14	9A
15	10A
16	11A
17	12A
18	13A
19	14A
20	15A
21	16A
22	17B
23	18B
24	19B
25	20C
26	22A
27	23A
28	24B
28+	25C

Advanced Degrees

Master Degree	\$2,953.00
Specialist Degree	\$3,909.00
Doctorate Degree	\$4,874.00

*The Experience Column is used for initial step placement only.*

Any teacher who surrenders his or her planning period as provided for under Article III.1.E in order to teach an additional class period shall receive a supplement of 6.16% of the sum of his or her base salary and any applicable advanced degree supplement.

## Appendix B.3 – Athletic and Academic Clubs

### Athletic Supplements

Description	Dollar Value
<b>Athletic Director</b> - High School	\$ 6,360
Middle School Director	\$ 1,804
<b>Baseball/Softball/Track/Wrestling/Lacrosse</b> - Head Coach - High School	\$ 3,003
(1 each sport- boys & girls)	
Assistant Coach - High School - boys & girls - (3,3,2/2,1,2/2)	\$ 1,801
<b>Basketball</b> - Head Coach - High School (1 each, boys & girls)	\$ 4,733
Assistant Coach - High School (3 each, boys & girls)	\$ 1,801
Head Coach - Middle School (1 each, boys & girls)	\$ 1,646
<b>Bowling/ Cross Country/ Flags/ Golf/ Tennis/ Weights</b> - High School Coach	\$ 1,801
Assistant Golf Coach - High School	\$ 1,099
<b>Cheerleading- cannot coach more than one squad</b>	
Head Coach, High School	\$ 1,801
Head Competition Coach	\$ 1,801
Assistant Coach - High School	\$ 1,099
Associate Coach - High School (Delete 08/09)	\$ 358
Head Coach - Middle School	\$ 1,402
Cheerleading Coach - Middle School - (1 each semester)	\$ 348
<b>Football</b> - Head Coach - High School	\$ 5,957
Assistant Coach	\$ 3,003
Assistant - Freshman Coach	\$ 2,001
<b>Inturmural Activities Coordinator</b> - High School (1 during each of 3 seasons)	\$ 867
<b>Intramural Coordinator</b> - Middle School (1 per grading period - boys/girls)	\$ 519
Assistant Coordinator - Middle School - (1 per grading period - boys/girls)	\$ 348
<b>Soccer/ Volleyball</b> - Head Coach - High School	\$ 3,003
Assistant Coach - High School	\$ 1,801
Head Coach - Middle School (boys & girls)	\$ 1,402
<b>Swimming</b> - Head Coach - High School	\$ 1,801
Assistant Coach	\$ 1,099

### Instructional and Academic Club Supplements

Description	Dollar Value
<b>Academic Games Coordinator</b> - County	\$ 2,041
Secondary School Coaches	\$ 510
<b>Activities Club Sponsor/School Coordinator</b> – Elementary School **see footnote for club designation	
<b>After School Science Resource Coordinator</b> - High School	\$ 1,445
Middle School	\$ 1,445
Elementary School	\$ 1,005
<b>Band Director</b> - Middle School	\$ 1,764
Assistant - High School	\$ 1,485
Marching Band Director - High School	\$ 3,470
Percussion Director - High School	\$ 1,801
Orchestra Strings - High School & Middle School	\$ 1,330
Concert, Jazz/Pep Band, Solo/Ensemble - High School (1 each/school)	\$ 348
Technician - High School	\$ 1,099
Concert Clinician - Middle School	\$ 544
County-Wide Coordinator of Bands	\$ 4,047
<b>Chorus, Director</b> - High School	\$ 3,470
Director - Middle School	\$ 1,330
<b>Class Advisor</b> - Senior Class, Junior Class (1 per class per school)	\$ 812
Sophomore Class/ Freshman Class (1 per class per school)	\$ 318
<b>Club Sponsor, High School</b> - Academic and Service	
<sup>1</sup> See footnote for specific clubs - 1 per school per club	\$ 318
<sup>2</sup> See footnote for specific clubs - 1 per school per club	\$ 435
Middle School	
<sup>3</sup> Various Clubs and Activities	\$ 318
<sup>4</sup> Various Academic Clubs	\$ 435
<sup>5</sup> Other Middle School Supplements	\$ 556

<b>Compensatory Education Coordinator</b> - High School - 1 per school	\$ 318
<b>Coordinator of Competency Based Education</b> (High School)	\$ 1,843
<b>Coordinator of Culinary Arts Program</b> (High School)	\$ 1,843
<b>Coordinator Incentive Programs</b> - High School	\$ 967
<b>Countywide Coordinator of Art Activities</b>	\$ 1,223
<b>D.C.T., DECA</b> - High School (1 each per school)	\$ 918
<b>Debate Team Sponsor</b> - High School	\$ 1,625
<b><sup>6</sup>Department Chair</b> - High School and Middle School	
14 or more teachers	\$4,700
10 to 13 teachers	\$3,500
6 to 9 teachers	\$2,400
3 to 5 teachers	\$1,300
<b>ROTC</b> - Air Force and Navy	\$ 386
<b><sup>6</sup>Department Chair</b> - Middle School	
14 or more teachers	\$4,700
10 to 13 teachers	\$3,500
6 to 9 teachers	\$2,400
3 to 5 teachers	\$1,300
<b>Drill Team Sponsor</b> - High School	\$ 318
<b><sup>7</sup>Grade Level Chair</b> - Elementary School	
6 or more teachers	\$1,800
5 teachers	\$1,600
4 teachers	\$1,500
2 to 3 teachers	\$1,300
<b>Master Minds Coach</b> - High School	\$ 2,041
Assistant Coach	\$ 907
<b>Math Competition</b> - High School	\$ 2,041
Middle School	\$ 754
<b><sup>8</sup>Multi-Cultural Achievement Coordinator</b> - (1 per school)	\$ 1,387*
*Supplement can be exclusive to one person	
<b><sup>8</sup>Multi-Cultural Achievement Coordinator</b> - (1 per school)	\$ 500
<b><sup>8</sup>Multi-Cultural Achievement Coordinator</b> - (1 per school)	\$ 500
<b>Achievers in Action</b>	\$ 387
<b>Music Fest Coordinator</b> - (countywide)	\$ 578
<b>Music Coordinator</b> (elementary)	\$ 665
<b>Newspaper Sponsor</b> - High School	\$ 578
<b>ROTC</b> - High School (2 for Air Force and 2 for Navy)	\$ 544
<b>School Advisory Council Chair</b> - (1 at each school)	\$ 809
<b>Science Fair Coordinator</b> - county	\$ 2,041
<b>School Play, Director</b> Spring and Fall - High School	\$ 578
<b>Speech and Language Department Head</b> (District)	\$ 1,469
<b>Student Council</b> - High School	\$ 812
Middle School	\$ 556
<b>Teacher Education/ Professional Development Coordinator</b> - 1 per school	\$ 809
<b><sup>9</sup>Team Leader</b> - High School and Middle School	
7 or more teachers	\$2,000
5 to 6 teachers	\$1,500
3 to 4 teachers	\$1,100
<b><sup>9</sup>Team Leader</b> - Middle School	
7 or more teachers	\$2,000
5 to 6 teachers	\$1,500
3 to 4 teachers	\$1,100
<b>Yearbook Sponsor</b> - High School	\$ 1,620
Middle School	\$ 867
<b>Yearbook Sponsor</b> - High School	\$ 1,620
Middle School	\$ 867
Middle School (with classes)	\$ 867

Hourly Rates of Pay

Curriculum Rate (per Article XIX.3G)	\$25.00 per hour (or prorated fraction thereof)
Extended Day Program (per Article XIX.3H)	\$13.00 per hour (or prorated fraction thereof)
Paid Duties*	\$8.24 per hour (or prorated fraction thereof)

\*Paid Duties- Hall, ground, bus, cafeteria, detention, car pick-up, and any other same type duty.

Other Pay

<sup>1</sup>Achievers in Action, ACT (All County T), Anchor Club, Bowling Club, Drill Team, Exchange Club, Exchangettes, Golden Indian Society (VBHS only), Interact Club, IR Flier, Key Club, Literary Magazine, Private Industry Council (PIC), Quill & Scroll, SADD (Students Against Drunk Driving), Silver Shark Society (SRHS only), Spirit Club, Various Clubs (principal recommended - creation of a new club to replace any non-used club supplements must be paid at the present rate.)

<sup>2</sup>Future Educators Club, BCE\*, Drama Club\*, Ecology Club, FBLA\*, FFA\*, FHA\*, French Club\*, Health Occupations\*, Humanities Alliance\*, Latin Club\*, Math Club\*, National Honor Society\*, Photography Club, Rocketry (AFROTC)\*, Orienteering (NROTC)\*, Spanish Honor Club\*, Spanish Club\*, Speech Club\*, VICA (Vocational Industrial)\*.

<sup>3</sup>Anthology, Literary Magazine, Civics Club, Drama Club, Forensics, Incentive Awards Coordinator, Various Clubs (principal recommended – creation of a new club to replace any non-used club supplements be paid at the present rate.)

<sup>4</sup>examples:FBLA, FEA, FFA, FHA, math club, etc.

<sup>5</sup> Computer Club, Drama/Class play, Ecology Club, Jr. Honor Society, Newspaper Sponsor

<sup>6</sup>High School and Middle School Department Chairs must have at least three teachers in the department where the Department Chair is not counted as a teacher in computing the supplements. Supplement shall be paid for consideration of time spent beyond classroom assignments. No release periods or extra planning periods are to be offered as consideration for accepting Department Chair responsibilities. The Guidance Department is a part of this plan. AFJ and NJROTC is a Department Chair at .33 of the base Department Chair supplement.

<sup>7</sup>Grade Level Chair – Elementary – will be designated and compensated when there are two (2) or more sections or classes at each grade level, or where consecutive grade levels may be combined for administrative expediency. The Grade Level Chair will not count in computing the supplement.

<sup>8</sup>Multicultural Achievement Coordinator – An annual written program evaluation shall be submitted by each Multicultural Coordinator showing the progress made by the students that have been mentored.

<sup>9</sup>High School and Middle School Team Leaders. A high school team is composed of 3 to 10 teachers; middle school teams are 3 to 8 teachers. Supplements are paid for consideration of time spent beyond classroom assignments. The Team Leader shall not be counted as part of the team in computing the supplements.

\*High School academic club supplements will be paid at the stated supplement rate until proof of participation in sub-district, district, regional, and state contests (or all that are applicable) has been submitted in writing to the District Payroll office by the teacher, an additional supplement will be paid to the MBU (teacher at the same rate. National Academic Competition beyond the school year shall receive a lump sum payment of \$773 with the first supplement payment. The (MBU) teacher must submit the national competition information to payroll in writing.

\*Middle School Administrators can opt to use the Supplement Common Board as an outline to define the planned activities, goals, and objective of each club or organization. See Attached.

\*\*The “Activity Club Sponsor” would be any MBU position that is primarily working with students. (Example: Garden Club). The “School Coordinator” would be any MBU position that is primarily working with staff members (Example: School Math Coordinator). This supplement will be divided into two levels based on responsibilities and time required. The school principal and MBU must meet at the beginning of each school year, and, by mutual consent, agree upon the objectives, activities, resources, hours, and expectations (see Supplement Common Board). The position would have two scales:

Level 1 – basic supplement \$483 (increase from \$383)

Level 2 – double supplement \$866 (new position)

The principal will have the discretion to determine the combination of Level 1 or Level 2 positions, depending upon school need. (i.e. The overall funding for each school remains constant while the combination of Level 1 or Level 2 positions will vary). The value of these funds will be approximately \$3,267 from the elimination of other supplements.



**CLUB/ORGANIZATION NAME**

**Planning**

---

**CLUB/ORGANIZATION DESCRIPTION:**

---

---

**CLUB/ORGANIZATION GOAL & OBJECTIVE(S):**

---

---

**ACTIVITIES BASED ON THE GOAL & OBJECTIVE(S):**

---

---

**PLANNED YEARLY ACTIVITIES:**

---

---

**RESOURCES NEEDED:**

---

---

**HOW DOES YOUR CLUB/ORGANIZATION SUPPORT THE SCHOOLS MISSION(S):**

---

**CLUB/ORGANIZATION NAME**

**Completed**

---

**CLUB/ORGANIZATION DESCRIPTION:**

**(REVISE IF NECESSARY)**

---

**CLUB/ORGANIZATION GOAL & OBJECTIVE(S):**

**(REVISE IF NECESSARY)**

---

**COMPLETED ACTIVITIES BASED ON THE GOAL & OBJECTIVE(S):**

---

**COMPLETED ACTIVITIES:**

---

**RESOURCES USED:**

---

**HOW DID YOUR CLUB/ORGANIZATION SUPPORT THE SCHOOLS  
MISSION(S):**

---

**Appendix B.4 – Extended Contract Supplement**

<b>Supplements Based Upon Individual Teacher Base Rates:</b>	Per	# of	Estimated	Percent	Plus
	School	Schools	Total	of Base Pay	Additional Paid Days
<b>Agriculture Teacher - High School 12 months (250 days)</b>	1	2	2		0
<b>Band - Director - High School- 12 months (250 days)</b>	1	2	2		0
<b>Director - Middle School - 11 months - (216 days)</b>	1	4	4		0
<b>Assistant - High School - 11 months - (216 days)</b>	1	2	2		0
<b>District Blueprint for Career Prep Coordinator (216 days)</b>	1	2	2		0
<b>Guidance Counselor - Middle and High School - (Extended Day and Year)</b>	2	4	8		
Assigned to work 11 months (216 day)			varies		0
<b>Occupational Specialist</b>					
Assigned to work 11 months (216 day)			varies		0
<b>Speech and Language Pathologist (206 days)</b>			varies	15%	10
<b>Visiting Teacher/ Attendance Specialist</b>					
Assigned to work 11 months (216 day)			varies		0

<b>Flat Rate Supplements</b>	Per	# of	Estimated	Flat
	School	Schools	Total	Rate Of Pay
<b>Media/ Library District Department Head</b>	0	0	2	\$ 2,000
<b>National Board Teacher Program Coordinator (NBT) - District</b>	0	0	2	\$ 2,000

Other Extended Contracts

11 Month Teacher Contract (other than listed above)

Assigned to work eleven months (216 days) shall be paid the daily rate of their ten-month contractual salary. Supplement and degree amounts shall not be considered part of the salary for this calculation.

12 Month Teacher Contract (other than listed above)

Assigned to work twelve months (250 days) shall be paid the daily rate of their ten-month contractual salary. Supplement and degree amounts shall not be considered part of the salary for this calculation.

Extended Contract Year – Not otherwise listed

Requested to work more than ten (10) months, but less than eleven (11) months shall be paid a daily rate based on the ten (10) months contractual salary. Supplement amounts shall not be considered part of the Salary for this calculation.

## Summer School

Employed in summer school program of instruction involving students for which funds are earned under The FEFP will be paid from the regular salary schedule based on their certification rank and experience pro-rated if less than a regular school day.

**Appendix C – IRCEA Application**

Indian River County Education Association  
 2050 40<sup>th</sup> Avenue , Suite One  
 Vero Beach, Florida 32960

SCHOOL DISTRICT OF INDIAN RIVER COUNTY  
 Vero Beach, Florida  
PAYROLL DEDUCTION AUTHORIZATION  
 (Please print legibly)

Birthdate \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
 Home E-Mail address: \_\_\_\_\_

Mr. \_\_\_\_\_  
 Mrs. \_\_\_\_\_  
 Miss \_\_\_\_\_

Last

First

Initial

School

Social Security Number

Home Address (with City & Zip Code)

Home Phone Number

Member t-shirt size (please circle one): SM MED LG XL 2XL 3XL

(1) I hereby authorize the Indian River County School Board, in accordance with the arrangement made with the Indian River County Education Association, to deduct from my salary and transmit to said Association dues for membership in associations and unions and other association or union assessments as certified below in (4). I hereby waive all right and claim to said monies so deducted and transmitted in accordance with this authorization and relieve the School Board and all its officers from any liability pertaining thereto. I further understand that this authorization will continue in effect until such time as written notice is tendered by me to the Payroll Department and the Indian River County Education Association authorizing cancellation of the deductions.

**The notice must be thirty days prior to the effective date of cancellation.**

(2) I understand that dues are subject to change and I hereby authorize such changes to be made by the Indian River County Education Association and in my payroll deductions unless I notify the above otherwise I also understand that the Indian River County Education Association will promptly notify me of any dues increase.

(3) No Cancellations accepted between May 1<sup>st</sup> and August 15<sup>th</sup> each year

Per Pay Period

(4) (a) IRCE-Local 3617 \$ \_\_\_\_\_

(b) Other--Specify. ( \_\_\_\_\_ ) \$ \_\_\_\_\_

Total Amount of Deduction \$ \_\_\_\_\_

Date

Signature

Recruiter Name/School \_\_\_\_\_

Courtesy of IRCEA

## Appendix D – Committee List

The parties agree to update and make any corrections to Appendix D Committee List as necessitated by changes in current contract language or article numbers.

Committee, Article #	Members	Function
Administrator Survey Evaluation Committee, Article X.6.A	4 MBUs + 4 administrators – IRCEA President names MBU reps	Develop instrument for teachers to provide feedback on administrator performance.
Association Negotiating Committee, Article XVIII.1.B	IRCEA Executive Board	Meets twice each semester with representatives of the School Board to review contract agreement
Budget Committee, Article X.8.1	Association shall appoint representation	Review possible savings.
Calendar Committee, Article X.2	Association Representatives	Recommends calendar
District Wide Safety Committee, Article III.4.A	Consistent with Board’s adopted plan – IRCEA will appoint 1 member	The development of a comprehensive program of Safety and Sanitation.
Faculty Council, Article XIX	1 council per school with minimum of 5 members (10% of school instructional personnel)	Advisory – meet monthly to discuss items of concern.
Health and Insurance Committee, Article X.12.	4 MBUs appointed by IRCEA	Meet monthly to discuss issues related to health insurance, any changes to current plan/policy will be negotiated.
Sick Leave Bank Committee, Article XV.3.B.	2 MBUs appointed by IRCEA, 2 appointed by Superintendent and 1 jointly appointed	Approval of requests for leave, investigate alleged abuses.
System-Wide Instructional Council, Article XII	1 rep per school + 5 administrators	Advise Superintendent on matters to improve instructional program.
Textbook Committees, Article IX		Involve members in the revision of courses of study and selection of textbooks.

## Appendix E – FMLA/Workers Compensation Guidelines and Procedures

### THE FOLLOWING TWO ITEMS ARE FOR INFORMATIONAL PURPOSES ONLY AND DO NOT CONSTITUTE BARGAINED LANGUAGE.

#### (1) THE FAMILY AND MEDICAL ACT (FMLA) OF 1993

A basic description of coverage, eligibility, entitlement, maintenance of health benefits and job restoration is contained under Article XIV.3.A. The following are points of clarification pertaining to the Act:

- Spouses employed by the District are jointly entitled to a **combined** total of 12 work-weeks of family leave.
- Leave for birth and care, or placement for adoption or foster care must conclude within 12 months of the birth or placement.
- Employees may take FMLA leave intermittently – which means taking leave in blocks of time. This may occur under two conditions: leave is for birth or placement of a child for adoption or foster care or; leave is for the “serious health condition” of the employee or the employee’s spouse, child or parent.
- Employees **or** the District may choose to use accrued **paid** leave (such as sick or vacation leave) to cover some or all of FMLA leave. Any used accrued **paid** leave will be applied to the FMLA leave.
- Upon return from FMLA leave, an employee will be restored to his/her original position, based on certification, or to an equivalent position with equivalent pay, benefits, and other terms and conditions of employment, however, it is the employee’s responsibility to notify the benefits office of his or her return in order to re-enroll for any benefits that lapse during the FMLA leave.
- An employee’s use of FMLA leave cannot result in the loss of any benefit that the employee earned or was entitled to **before** using FMLA leave, nor be counted against the employee.
- Employees seeking to use FMLA are required to provide, in writing, a 30-day advance notice of the need to take FMLA leave when the need is foreseeable and such notice is practicable. The request to use FMLA should be submitted to the Human Resource Department accompanied by medical certification, from a physician, verifying that the leave is necessary.

Specific questions pertaining to FMLA should be directed to the Human Resource Department and/or refer to School Board Policy.

#### (2) WORKERS’ COMPENSATION PROCEDURES

The District provides workers’ compensation coverage through **South Central Educational Risk Management Program, administered through Employers Mutual (EMI), Inc.** We collectively are committed to promoting a safe and healthy work environment. Work related illnesses, as well as accidents do occur. In those cases the **following basic procedures should be followed:**

- Report **any work related injury or illness**, regardless of how minor, to the appropriate manager or supervisor.
- **Complete the First Report of Injury or Illness form.**
- For non-emergency treatment, employees are to be seen at **Urgent Care West**. If the injury is an emergency, care should be immediately sought at either **Indian River Medical Center or Sebastian River Medical Center.**
- It is the responsibility of the employee to forward all paperwork from treating physician to Risk Management immediately. This ensures the timely scheduling of all referral appointments and light/modified duty assignments.
- Employees **must use Managed Care Network providers** for treatment and fully cooperate with treatment protocol. All appointments **must** be kept.
- An employee may obtain a **second opinion** or may request a new primary care physician from within the Managed Care Network once per injury.
- Employee must return to work (modified or regular duty) as soon as able as determined by their physician.
- **Modified (light) duty, if available, is assigned through Employee Benefits and is not allowed to occur at the work site of the employee. Extenuating circumstances may necessitate modifications to be made by the Director of Risk Management.**
- No compensation will be allowed for the first 7 days of the disability, except for medical services provided. After the initial 7 days of the disability and determination has been made that the injury qualifies under workers’ compensation, the employee will be compensated for the first 5 days.
- Workers’ compensation coverage will also replace part of the employee’s lost wages if out of work for a certain length of time due to a work-related illness or injury.
- By law, an employee cannot lose his/her position for filing or attempting to file a workers’ compensation claim. However, the law does not require an employer to hold a position until an employee is able to return to work.
- A formal **Grievance Process** is available to the employee.

It is the intent of the Legislature that the Workers’ Compensation Law be interpreted so as to assure the quick and efficient delivery of disability and medical benefits to an injured employee and to facilitate the employee’s return to work. The District has a user friendly and efficient workers’ compensation process. **Specific questions regarding workers’ compensation should be directed to the Risk Management Office.**

**Appendix F – Emergency Care Plan Notification Cover Letter**

School District of Indian River County

Emergency Care Plan Notification Cover Letter – Faculty

**\*\*\*ASSISTING WITH HEALTH CARE RELATED SERVICES TO STUDENTS IS VOLUNTARY\*\*\***

If you are willing to assist with health related services for \_\_\_\_\_; please review the Emergency Care Plan, sign below and return to the Health Assistant. Otherwise, please return the Emergency Care Plan and the unsigned cover-letter to the Health Assistant.

**This is confidential information and must be kept in a place where others are not able to read it. Anything in it may not be shared by you to others without direction from the Health Assistant or permission from the parent.**

Substitutes may need to know some of this information to care for students with a medical condition. It is best to tell substitutes generic information and keep it as simple as possible. Please let them know if a child is allowed to leave the classroom at his/her discretion without permission so that there won't be any delay in care for this student.

As with all Emergency Care Plans, please know your role in caring for the student before the student will need your assistance.

Again, this is confidential information and it must only be shared on an as-needed basis to care for the student listed above. These Emergency Care Plans should be returned to the Health Assistant at the end of the school year. Please ask the Health Assistant or Coordinator of Health Services any questions you may have concerning this emergency care plan.

Sincerely,

\_\_\_\_\_ I understand the attached Emergency Care Plan for \_\_\_\_\_ (student's name) and my role in caring for this child. If I have further questions, I will talk with the Health Assistant on campus.

\_\_\_\_\_ I understand the attached Emergency Care Plan for \_\_\_\_\_ (student's name), but I would like some questions answered and/or go over the protocols stated on the Emergency Care Plan and what my role is.

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Phone Extension

\_\_\_\_\_  
Date

**Sign after training has occurred (within ten (10) working days).**

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Phone Extension

\_\_\_\_\_  
Date

F.S. 1006.062(2) There shall be no liability for civil damages as a result of the administration of the medication when the person administering the medication acts as an ordinarily reasonably prudent person who would have acted under the same or similar circumstances.



## Appendix G – Contributions to Health Insurance Plans

<b>Blue Options 5774</b>	<b>Total Contribution Per Paycheck</b>
Board Contribution	\$270.00
Employee Only	\$12.00
Employee Spouse	\$208.50
Employee Child(ren)	\$199.00
Employee Family	\$266.00

<b>Blue Options 5772</b>	<b>Total Contribution Per Paycheck</b>
Board Contribution	\$270.00
Employee Only	\$56.50
Employee Spouse	\$278.50
Employee Child(ren)	\$267.50
Employee Family	\$344.00

<b>Blue Options 5770</b>	<b>Total Contribution Per Paycheck</b>
Board Contribution	\$270.00
Employee Only	\$106.00
Employee Spouse	\$360.50
Employee Child(ren)	\$347.50
Employee Family	\$435.50

By way of example only, for an employee who has enrolled their whole family (spouse and children) in the Blue Options 5772, the Board will contribute \$270.00 per pay period from the Board towards health insurance, and the employee will contribute \$344.00 per pay period toward health insurance.

The Board came to consensus on a 5% increase. The School Board will absorb the entire increase in premiums for each level of all available insurance plans. Each bargaining unit member who is not enrolled in a School Board health insurance fund as of the ratification of this Agreement by both parties shall receive a one-time, lump sum payment of \$674 not on base pay. Funding is based on the School Board making a one-time transfer to the Insurance Fund of \$1,566,666 less payments to employees who opt-out of the health insurance plan in 2019-2020.

**Appendix H – Memoranda of Understanding**


**Memorandum of Understanding  
Between  
The School District of Indian River County  
and  
The Indian River County Education Association**

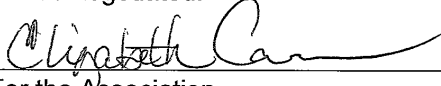
Re: Work Hours and Salary Amounts for Instructional Personnel at “Bottom 300” Schools

An agreement has been reached between the Indian River County Education Association (IRCEA) and the School District of Indian River County (SDIRC) regarding work hours and salary amounts paid to instructional employees at elementary schools deemed by the Florida Department of Education to be in the “bottom 300” for reading performance. The specific provisions as outlined in this MOU will supersede any existing relevant provisions of the Instructional Contract for instructional employees at “Bottom 300” schools that directly relate to employee hours worked per student day and salary amounts paid under the instructional employee salary schedule.

Instructional personnel at “Bottom 300” schools will work eight and a quarter (8.25) hours each student day to provide additional reading instruction. The only exceptions will be instructional personnel who are not eligible to teach the additional hour of instruction according to F.S. 1011.62(1)(f)(2) and/or those affected by conflicts in the master schedule. Employees who are not eligible under statute to teach the additional hour of instruction shall have an eight (8) hour workday and be paid accordingly, unless specifically designated to work an extra hour to provide class coverage under the school's master schedule. The additional 15 minutes worked per day will be paid at the employee's hourly rate of pay. Days in which students are not in attendance, *i.e.* teacher pre-planning days, teacher workdays, and teacher post planning days, shall be eight (8) hour workdays and be paid accordingly.

Any additional changes regarding implementation of this Memorandum of Agreement affecting terms and conditions of employment shall be negotiated.

  
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For the Board

  
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For the Association

9/6/16  
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Date

9/6/16  
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