

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

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

Date: February 12, 2019

Time: 1:00 p.m.

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

Board Discussion Session Agenda

- I. CALL DISCUSSION TO ORDER
- II. PRESENTATION
- III. ITEMS PLACED ON AGENDA BY BOARD MEMBERS

Items held from the 11/20/2018 Organization Meeting

- a) SHAC Committee (School Health Advisory Committee)
- b) Treasure Coast Council of Local Government Committee
- c) Oversight Committee – Citizen Representative (Required) Application is posted on the website and was sent to all Board Members
- d) Legislative Liaison

1. Teri Barenborg

- a) Board Agenda – To add two agenda items: IRCEA Report and CWA Report
- b) STEM Initiatives Report – I would like staff to give us an update on what STEM initiatives we have in place and what is planned for in the future.

2. Jaqueline Rosario

- a) Review our Strategic Plan with a look at our current numbers/data. What are our measurable objective goals? Our Superintendent's end year evaluation should reflect our strategic plan. ~~Our District Level Administrative Staff should also have evaluations that reflect our strategic plan. (We will need copies of our Strategic Plan, along with updated data and any measurable to evaluate effectiveness.~~ Dr. Rendell's Employment Agreement Terms.
- b) Teacher Evaluations & Performances

3. Mara Schiff, Ph.D.

- a) Reviewing Superintendent's Contract, Job Description, and Evaluation Mechanisms. 1) Financial Terms and Agreements; 2) Assessment Criteria and Timeframe; and 3) An Annual District "State of the Union"
- b) School Board Policies, Procedures, and Job Descriptions – Getting very clear and aligned on the roles, responsibilities, and limits of the Board
- c) Reviewing Legal Counsel Contract: Role, Internal v External Counsel Benefits/Costs.

4. Tiffany Justice

- a) Board Protocols
- b) School Start Times

5. Laura Zorc

- a) Legislative Platform
- b) Board Communication

IV. BOARD COMMITTEE REPORTS

V. ITEMS PLACED ON AGENDA BY SUPERINTENDENT – Dr. Rendell

VI. ADJOURNMENT

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



Wednesday, October 17, 2018
7. REGULAR BOARD MEETING at 5 p.m. in the Board Room

This meeting is open to the public.

Agenda Topic and Non-Agenda Topics Speakers heard at this meeting.

Please call the Board Office at 561-434-8136 to sign up by noon the day of the meeting or turn in a blue card to the Board Clerk prior to this meeting being called to order.

1. Call To Order

Chairman Opens Meeting - Board Clerk Takes Attendance - Pledge of Allegiance & National Anthem

2. Review and Approve Minutes

MIN1 August 15, 2018 Cancelled A/C Session

MIN2 August 15, 2018 Risk Management Session

MIN3 August 15, 2018 Regular Board Meeting

3. Chairman Adds Items for Good Cause

Items Added: LD4, P2, P3

4. Superintendent Withdraws Items

FMPF2 Award of Bid 19C-803T for Data Communications Products and Services

LD3 Authorization to Take Appropriate Action with respect to Palm Beach County School Board v. Eagle Arts Academy, Inc. - Case No. 18-1883 (DOAH); School Board of Palm Beach County, Florida v. Eagle Arts Academy, Inc. - Case No. 50-2018-CA-008681 (15th Circuit Court); Eagle Arts Academy, Inc. v. School Board of Palm Beach County, Florida - Case No. 50-2018-CA-009463 (15th Circuit Court); and Notice of Administrative Appeal filed in the Fourth District Court of Appeal - No case number assigned yet (4th District Court)

LD5 Authorization to Take Appropriate Action with respect to H.C., et al. v. Bradshaw and School Board. Case No. 9:18-cv-80810. (USDC - South District of Florida)

LD6 Authorization to Take Appropriate Action with respect to Renaissance Charter School, Inc. v. School Board of Palm Beach County. Case No. 4D18-2530. (Fourth District Court of Appeal)

LD7 Authorization to Take Appropriate Action with respect to Florida Charter Education Foundation, Inc. v. School Board of Palm Beach County, Case No. 4D18-2531. (Fourth District Court of Appeal)

5. Board Pulls Items From Consent Agenda

Items Pulled: FMPF1; IG4

6. Review and Approve Agenda

Approve Agenda

7. Disclosures and Abstentions

Disclosures and Abstentions

8. Superintendent and Board Comments

Superintendent

Board Members

9. Presentations

COM1 JPMorgan Chase & Co. Grant to Education Foundation of Palm Beach County

COM2 Jacobs Family Foundation of Wellington Donation to Emerald Cove Middle School

COM3 Bocatronics Donation to Sandpiper Shores Elementary School

COM4 Palm Beach County Bar Association Essay Contest Winners

COM5 North Grade Elementary School Teacher - National Grant Winner

COM6 Environmental Honors to Three Elementary Schools

10. Student Government Report

Student Government

11. Committee Reports

Academic Advisory Committee

Audit Committee

Construction Oversight Review Committee

12. Speakers: Elected Officials and Delegates

Elected Officials and Delegates

13. Speakers: Agenda Topics



Tuesday, February 12, 2019

THE SCHOOL BOARD OF ST. LUCIE COUNTY - REGULAR MEETING - FEBRUARY 12, 2019 - 5:00 P.M.

**THE SCHOOL BOARD OF ST. LUCIE COUNTY
Regular Meeting - February 12, 2019
Allapattah Flats K-8 Cafeteria - 5:00 p.m.
12051 NW Copper Creek Dr., Port St. Lucie, FL 34987**

1. OPENING OF MEETING

- 1.1 Call to Order and Welcome
- 1.2 Pledge of Allegiance
- 1.3 Kids at Hope Treasure Hunters Pledge
- 1.4 West Gate K-8 School Student Performance

2. SPECIAL ORDERS OF BUSINESS

- 2.1 Recognition of Shelia Cash, Garber Buick GMC Office Administrator
- 2.2 High School Graduation Rate(s) Recognition
- 2.3 Positive Behavior Intervention & Support: A Multi-Tiered Support System (PBIS:MTSS) Model School Awards for 2017-2018 School Year
- 2.4 African American History Month Proclamation

3. SPECIAL THANKS AND RECOGNITION (STAR)

- 3.1 STAR Presentation

4. CTA REPORT

- 4.1 CTA Reports/Comments

5. CWA REPORT

- 5.1 CWA Reports/Comments

This page intentionally left blank.



Tuesday, February 5, 2019
Regular Sumter County School Board Meeting

Sumter PREP Academy
200 Cleveland Avenue, Wildwood, FL 34785
Time: 5:30 PM

01 OPENING/REORGANIZATION OF BOARD

01.01 Flag Salute

01.02 Prayer

01.03 Call to Order at 5:30 PM

01.21 Items removed from the Agenda: None

01.21a Items added to the Agenda: 03.04; 07.05; 10.01; 10.03; 10.04; 10.05; 10.09; 10.12; 17.50

01.21b Items moved to another location on the Agenda: None

01.22 Vote to Adopt the Agenda as Recommended by the Superintendent

01.23 Vote to Approve the Consent Agenda as Recommended by the Superintendent

05 CONSENT AGENDA

10.01 (Addition) Resignations/Terminations - 2019

10.03 (Addition) Leave Of Absence - 2019

10.03 Amendment Of Leave 2019

10.04 (Addition) Reassignments/Change of Hours

10.05 (Addition) Appointments/Transfers - 2019

10.09 (Addition) Substitute Bus Driver Positions

10.12 (Addition) Supplements 2019

11.01 Volunteer Approval 2/5/19

17.01 School Board Meeting Minutes

17.03 Special Attendance Requests

03 PRESENTATIONS

03.04 (Addition) Ferguson - Resolution for CTE Month

04 FORUM

04.01 Student

04.02 Citizens

07 CONTRACTS/AGREEMENTS

07.05 (Addition) Smith – Resource Officers/Safe Schools –Amendment 1 to School Safety Program Agreement

08 FACILITIES

08.01 Facilities Activity Report

08.06 Suber - South Sumter High HVAC Improvement - Final Change Order No. 003 (Cutler)

08.06 Suber - Webster Elementary 07 & 09 Renovations - Final Change Order No. 004 (Cutler)

09 BUSINESS/FINANCE

09.03 2018-2019 Budget Amendment for November 2018 #11-14

14 GRANTS

14.02 Strickland- 21st Century Community Learning Centers Hardship Waiver 2019

14.02 Strickland - Duke Energy Foundation Powerful Communities Grant

17 ADMINISTRATION

17.50 (Addition) Suber - Retention of Stephen Johnson as Attorney of Record

17.50 (Addition) Moment of Silence in honor of Marjory Stoneman Douglas High School on February 14, 2019 at 10:17 AM

18 TRANSPORTATION

18.02 Request from LSSC for bus service for Summer RISE Math Academy 2019

75 UNCLASSIFIED

89 ITEMS REMOVED FOR INDIVIDUAL CONSIDERATION

90 REPORTS

90.01 Staff Reports

90.02 Sumter County Education Association

90.03 Sumter County Essential Support

90.04 Attorney's Report

90.05 Board Member: Kathie Joiner - FSBA Master Board Program

90.05 Board Member Comments

99 CLOSING

99.01 Adjournment

This page intentionally left blank.

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

Click **Policies** in the upper right corner

Select **0000 Bylaws**

This page intentionally left blank.

Sample School Board Operating Protocol

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

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

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

Date:

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

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

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

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

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

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

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

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

Proposed Draft #2

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

This page intentionally left blank.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Dr. Robert Butler – Disagreed with Mr. Jankowski

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

DRAFT

This page intentionally left blank.

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

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

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

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

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

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

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

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

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

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

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

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

Minutes approved March 7, 2017

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

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

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

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

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

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

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

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

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

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

The groups' feedback included:

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

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

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

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

b. *Information regarding facts*

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

c. Education Section

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

d. Design questions

Range 5, 4, 3, 2, 1

- I feel this schedule supports the research.

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

Comment section after each section

Written response:

How would this schedule impact you?

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

These minutes were approved on April 24, 2017.

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

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

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

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

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

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

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

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

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

This page intentionally left blank.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

DRAFT

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Other topics brought up were:

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

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

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

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

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

Meeting adjourned at 6:42 p.m.

DRAFT

This page intentionally left blank.

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

School Connect Calls

Radio Ads

Movie Theatre Ad

Agenda Insert (Elementary)

School Signage @ Entry Points

Flyers Distributed in Car Pickup/Drop-off Loop

FOCUS notifications

Email Distributions (Parents Only)

School Newsletter

Social Media (Twitter/Facebook/YouTube Webinar)

Virtual Backpack

School Apps

Online Brochure

Educational Channel

Posters @ Afterschool Programs

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

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

This page intentionally left blank.

Quick statistics

Survey 462897 'School Start Times Survey 2017'

Results

Survey 462897

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

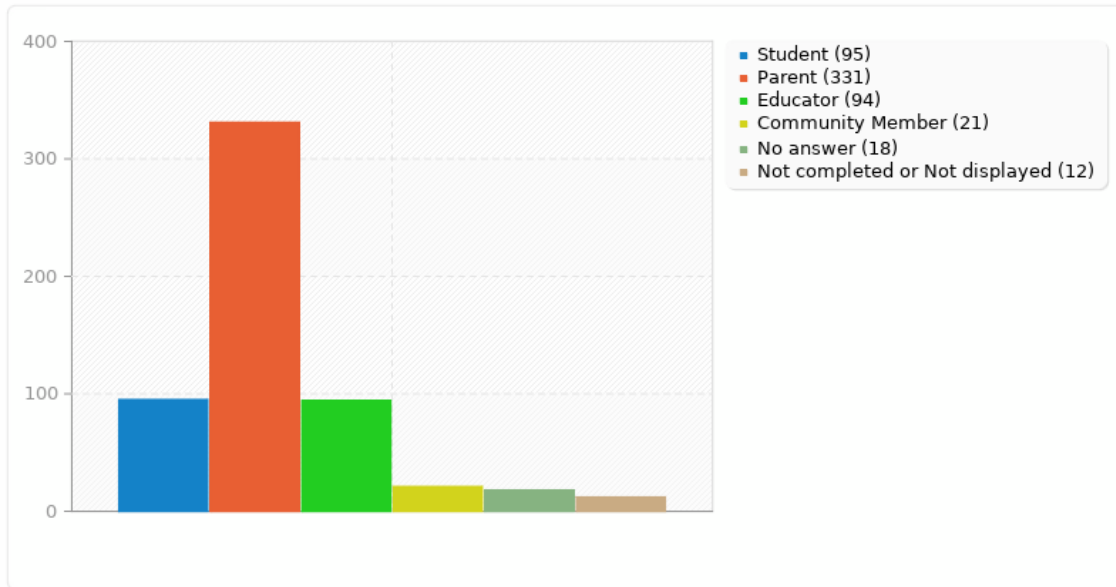
Field summary for Q1

Select your role:

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

Field summary for Q1

Select your role:



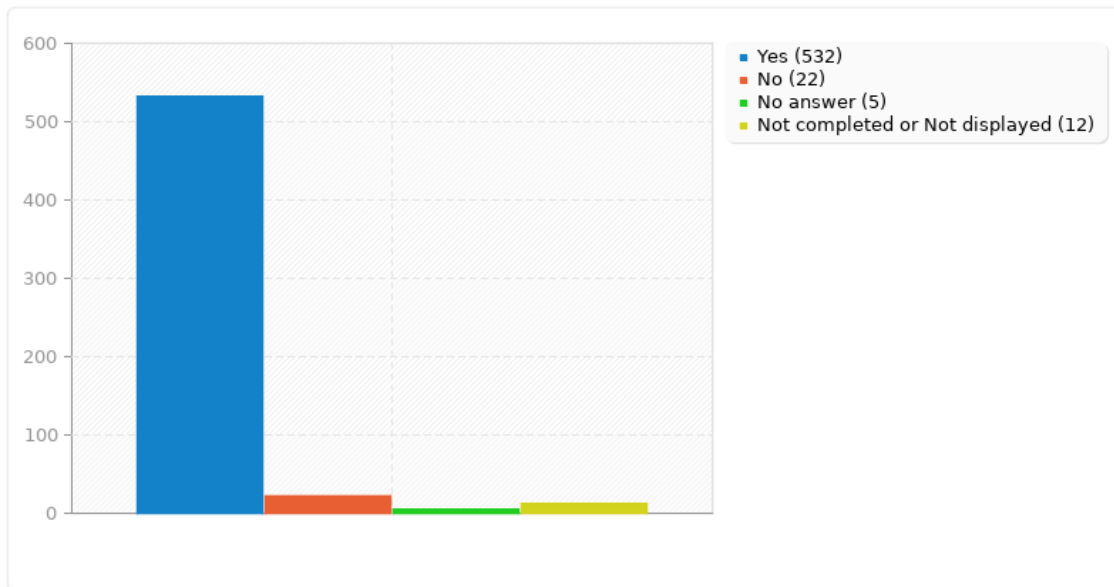
Field summary for Q2

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

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

Field summary for Q2

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



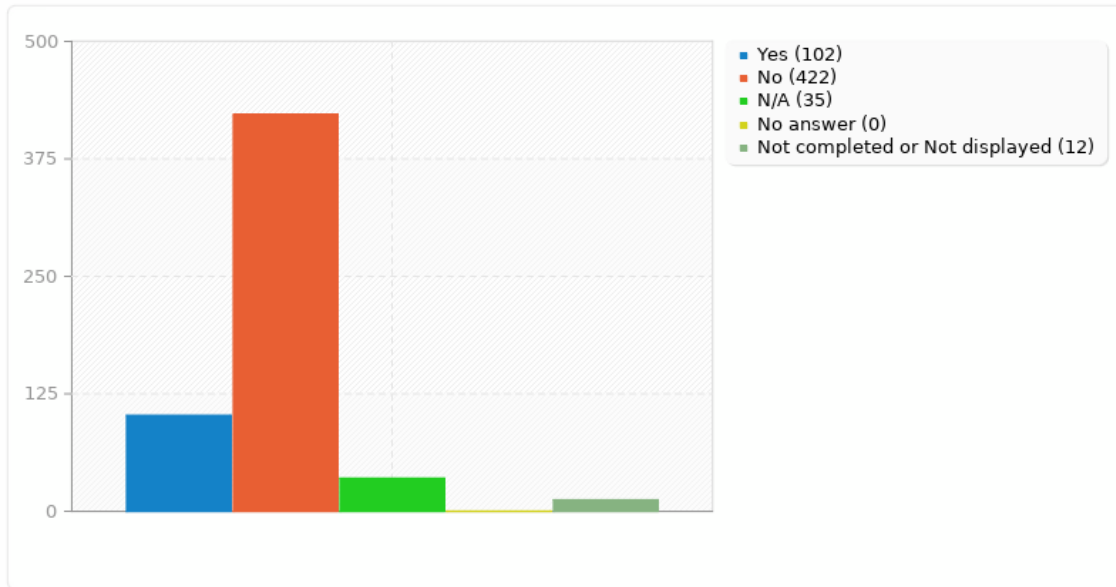
Field summary for Q3

Did your opinion change after reading the presentation?

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

Field summary for Q3

Did your opinion change after reading the presentation?



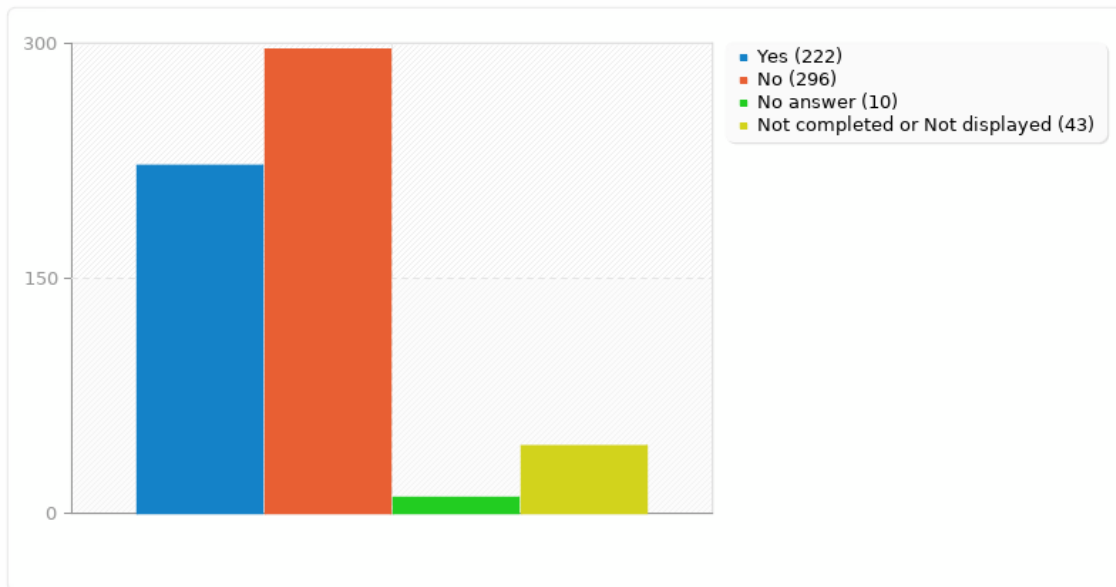
Field summary for Q4

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

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

Field summary for Q4

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



Field summary for Q5

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

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

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

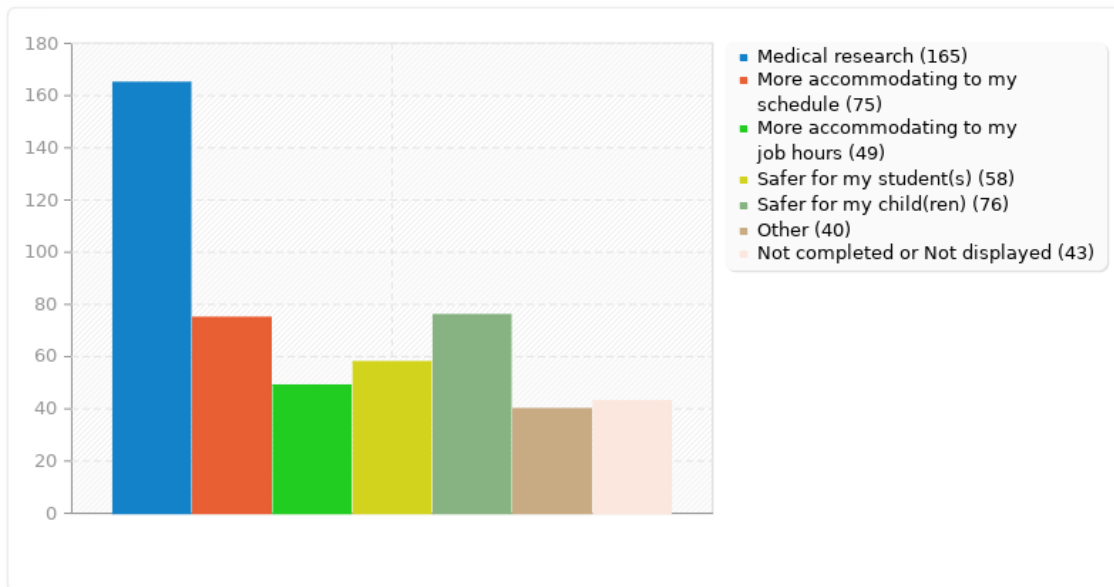
Quick statistics

Survey 462897 'School Start Times Survey 2017'

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

Field summary for Q5

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



Field summary for Q6

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

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

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

Quick statistics

Survey 462897 'School Start Times Survey 2017'

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

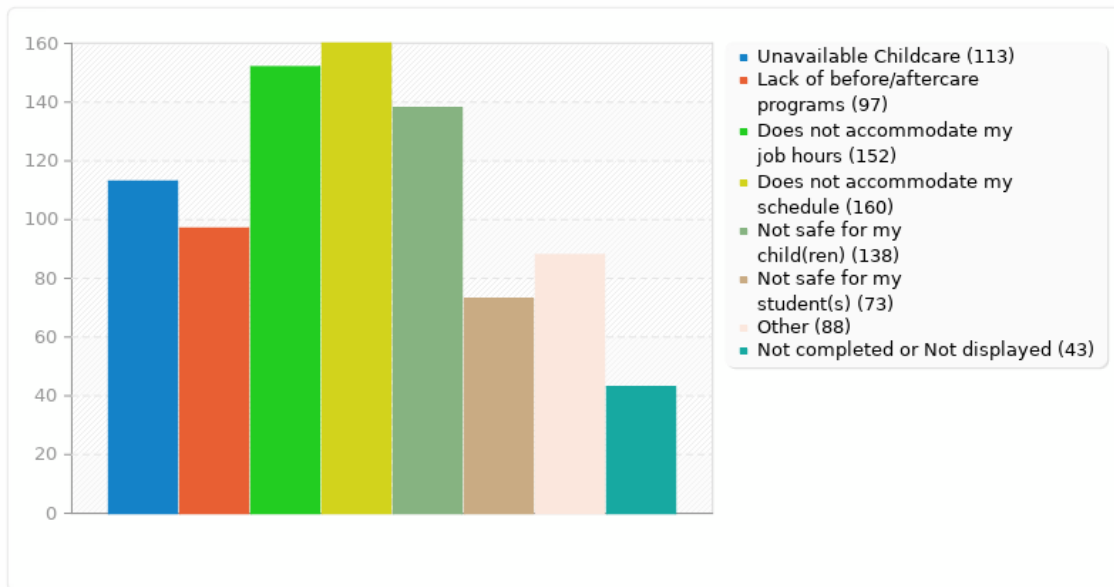
Quick statistics

Survey 462897 'School Start Times Survey 2017'

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

Field summary for Q6

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



Field summary for Q7

Additional Comments:

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

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

Quick statistics

Survey 462897 'School Start Times Survey 2017'

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

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

Quick statistics

Survey 462897 'School Start Times Survey 2017'

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

Quick statistics

Survey 462897 'School Start Times Survey 2017'

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

Quick statistics

Survey 462897 'School Start Times Survey 2017'

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

Quick statistics

Survey 462897 'School Start Times Survey 2017'

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

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

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

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

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

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

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

576 This is not acceptable

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

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

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

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

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

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

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

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

Quick statistics

Survey 462897 'School Start Times Survey 2017'

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

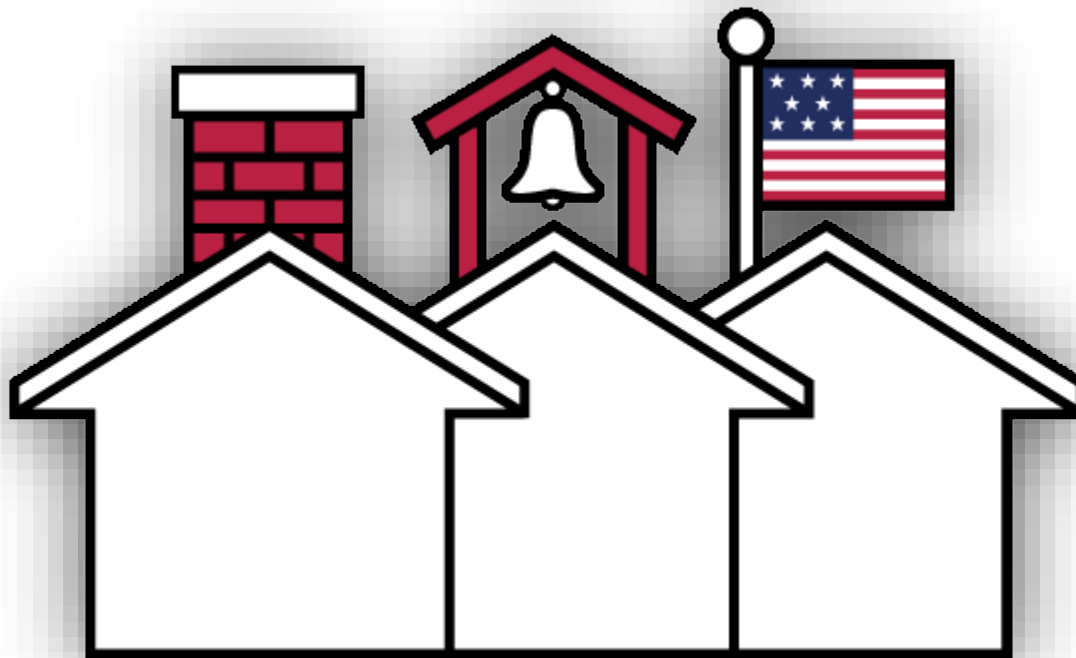
Quick statistics

Survey 462897 'School Start Times Survey 2017'

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

This page intentionally left blank.

School Start Time Committee -Survey Results



Reaching a consensus

COMMITTEE

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

* attended 4 or more meetings

GOAL

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

PROCESS

The process to reach a consensus included the following:

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

STATUS QUO

Indian River County School District
School Start Times

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

STATUS QUO

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

OPTION 1

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

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

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

OPTION 1

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

WHAT'S NEXT

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

WHAT'S NEXT

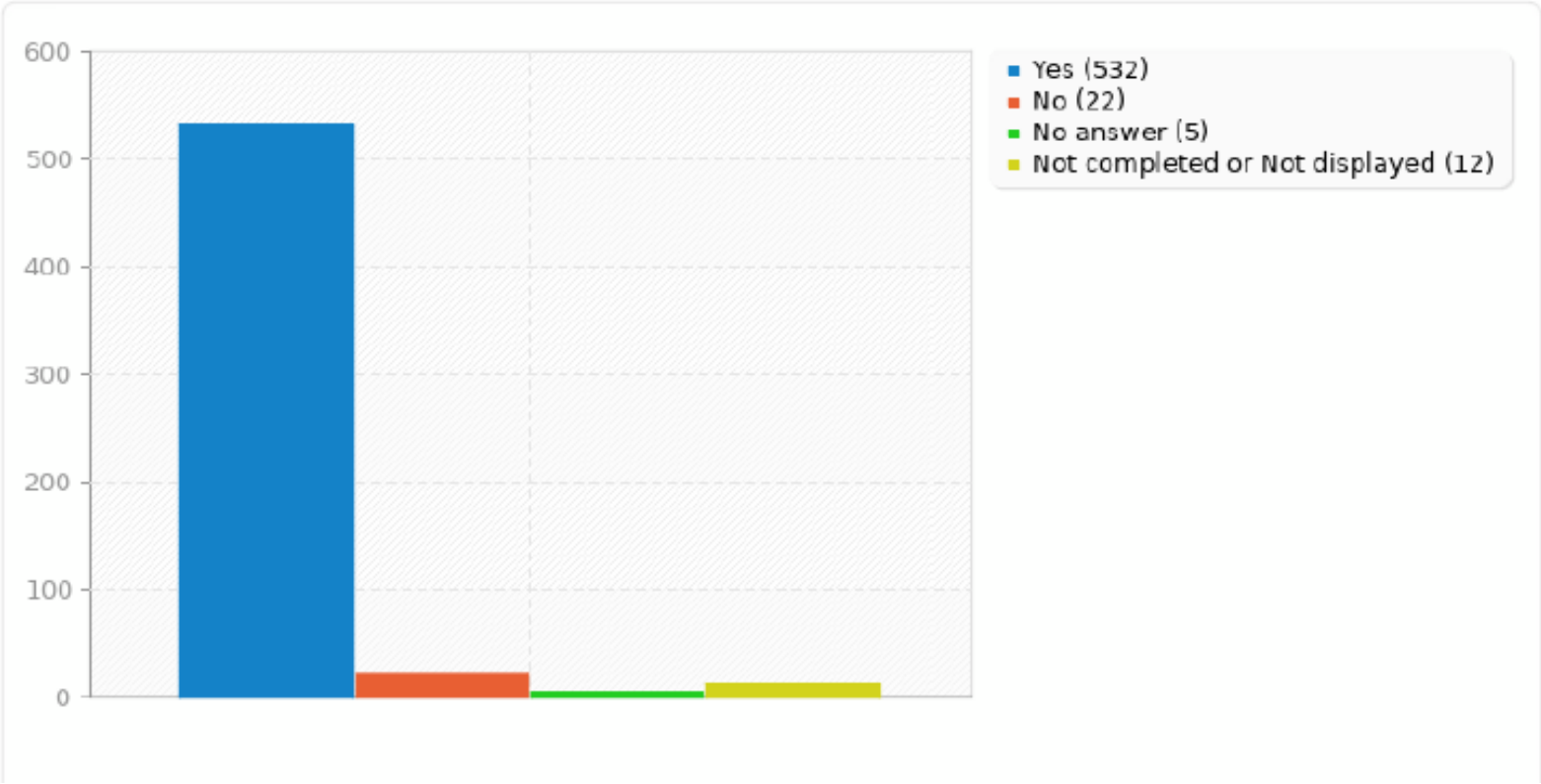
- Educate School Board and Seek Approval
- Market the change – “Get the word out”
 - Push it out into community events
 - Advertise
 - Presentation at orientation
- Educate the community, parents and teachers; get them onboard
- Work with Athletic directors for Middle and High schools to set game schedules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

Survey Regarding Option 1

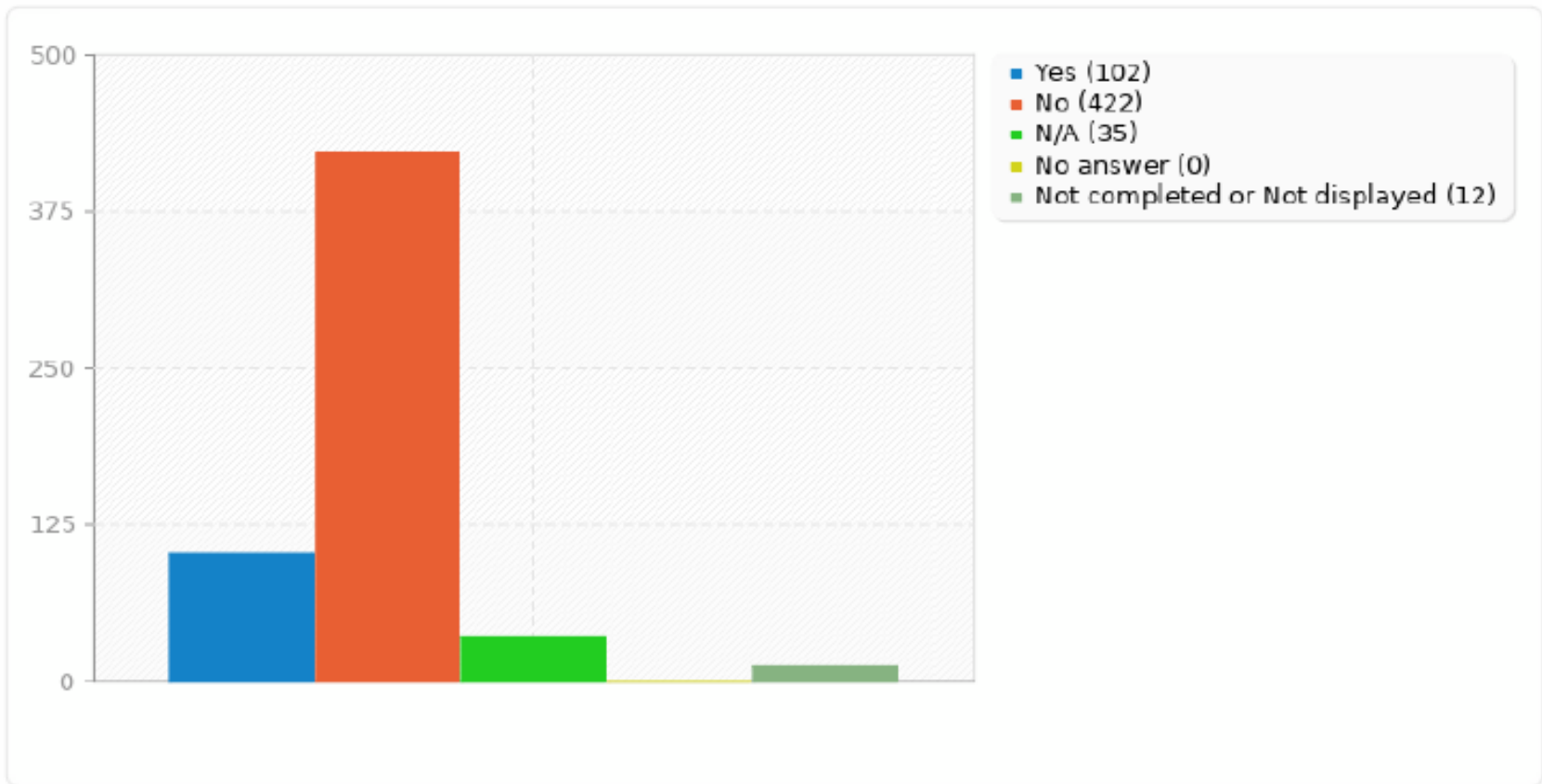
- 571 Responses

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

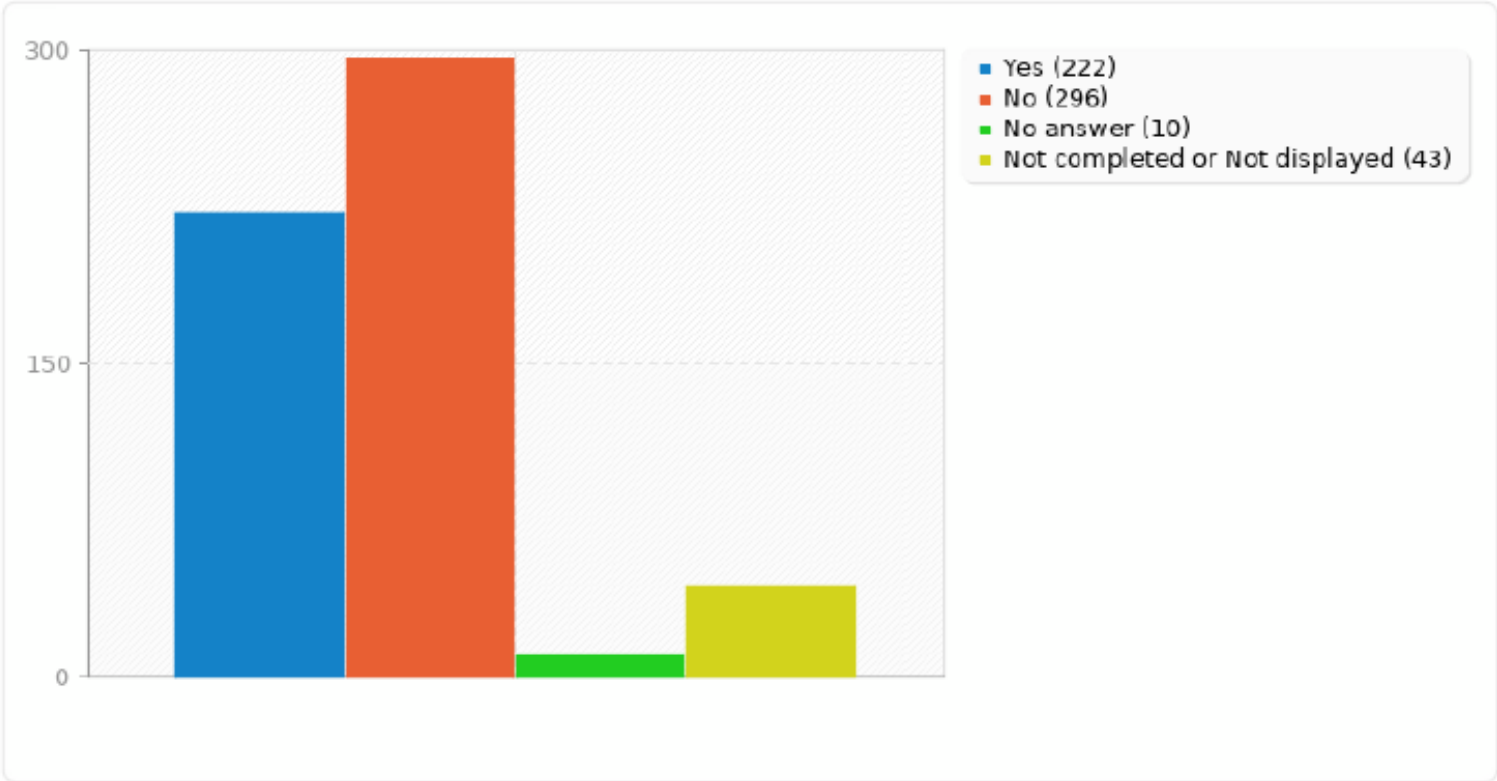
Have you reviewed the School Start Time Presentation available next to the survey on the district website?



Did your opinion change after reading the presentation?



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



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

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

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

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

Questions and/or Comments

ADDITIONAL RESOURCES

- Boergers, J., Gable, C. J., & Owens, J. A. (2014). Later school start time is associated with improved sleep and daytime functioning in adolescents. *Journal of Developmental & Behavioral Pediatrics*, 35(1), 11-17. Retrieved from <http://www.gwern.net/docs/melatonin/2014-boergers.pdf>
- Carskadon, M. A., Wolfson, A. R., Acebo, C., Tzischinsky, O., & Seifer, R. (1998). Adolescent sleep patterns, circadian timing, and sleepiness at a transition to early school days. *SLEEP-NEW YORK-*, 21, 871-881. Retrieved from http://projectneuron.illinois.edu/sites/default/files/U3_L8_Supplement_CarskadonEtal1998.pdf
- Minges, Karl E., and Nancy S. Redeker. "Delayed school start times and adolescent sleep: a systematic review of the experimental evidence." *Sleep medicine reviews* 28 (2016): 86-95. Retrieved from <https://pdfs.semanticscholar.org/435a/71040f011a20535c7ca79d23f0ecbdc3065a.pdf>
- Owens, J. A., Belon, K., & Moss, P. (2010). Impact of delaying school start time on adolescent sleep, mood, and behavior. *Archives of pediatrics & adolescent medicine*, 164(7), 608-614. Retrieved from <http://jamanetwork.com/journals/jamapediatrics/fullarticle/383436>
- Taras, H., & Potts-Datema, W. (2005). Sleep and student performance at school. *Journal of School Health*, 75(7), 248-254 Retrieved from https://www.researchgate.net/profile/Howard_Taras/publication/7658672_Sleep_and_Student_P

ADDITIONAL RESOURCES con't

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

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

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

This page intentionally left blank.



2017-18 School Grades

Legend for School Types: 01=Elementary; 02=Middle; 03=High; 04=Combination

Additional information is available in the School Grades calculations guide at <http://www.fldoe.org/accountability/accountability-reporting/school-grades/>.

District Number	District Name	School Number	School Name	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains of the Lowest 25%	Science Learning Gains	Science Achievement	Social Studies Achievement	Middle School Achievement	Graduation Rate 2016-17	College and Career Acceleration 2016-17	Total Points Earned	Total Components	Percent of Total Possible Points	Percent Tested	Grade 2018	Grade 2017	Grade 2016	Informational Baseline Grade 2015	Charter School	Title I	Alternative/ESE Center School	School Type	Percent of Minority Students	Percent of Economically Disadvantaged Students	Region
31	INDIAN RIVER	0031	VERO BEACH HIGH SCHOOL	51	49	39	45	47	36	61	75		91	68	562	10	56	95	B	C	C	A	NO	NO	N	03	44.2	51.2	2
31	INDIAN RIVER	0041	ROSEWOOD MAGNET SCHOOL	66	57	40	73	72	53	64					425	7	61	100	B	A	B	A	NO	NO	N	01	29.6	39.7	2
31	INDIAN RIVER	0051	OSCEOLA MAGNET SCHOOL	78	55	33	82	67	63	71					449	7	64	100	A	A	A	A	NO	NO	N	01	38.5	41	2
31	INDIAN RIVER	0061	BEACHLAND ELEMENTARY SCHOOL	55	47	31	62	49	34	59					337	7	48	99	C	A	B	A	NO	NO	N	01	40.6	56.8	2
31	INDIAN RIVER	0081	GIFFORD MIDDLE SCHOOL	57	56	39	62	67	55	64	68	80			548	9	61	98	B	C	C	B	NO	NO	N	02	54	62	2
31	INDIAN RIVER	0101	FELLSMERE ELEMENTARY SCHOOL	41	42	47	57	71	63	49					370	7	53	100	C	C	C	D	NO	YES	N	01	87.8	100	2
31	INDIAN RIVER	0121	PELICAN ISLAND ELEMENTARY SCHOOL	47	47	43	47	46	45	50					325	7	46	98	C	C	C	C	NO	YES	N	01	42.5	77.8	2
31	INDIAN RIVER	0141	CITRUS ELEMENTARY SCHOOL	48	52	51	52	56	40	37					336	7	48	99	C	C	C	D	NO	YES	N	01	46.4	81.3	2
31	INDIAN RIVER	0151	DODGERTOWN ELEMENTARY SCHOOL	32	48	61	47	54	59	33					334	7	48	100	C	C	D	D	NO	YES	N	01	75.5	91	2
31	INDIAN RIVER	0161	VERO BEACH ELEMENTARY SCHOOL	30	46	50	39	44	24	39					272	7	39	99	D	C	F	D	NO	YES	N	01	63.6	87.5	2
31	INDIAN RIVER	0171	SEBASTIAN RIVER MIDDLE SCHOOL	43	45	37	52	55	39	42	70	68			451	9	50	99	C	C	C	B	NO	NO	N	02	52	69.5	2
31	INDIAN RIVER	0191	SEBASTIAN ELEMENTARY SCHOOL	59	66	61	58	63	71	49					427	7	61	99	B	C	C	C	NO	YES	N	01	39	77.6	2
31	INDIAN RIVER	0201	GLENDALE ELEMENTARY SCHOOL	52	54	46	57	54	41	51					355	7	51	99	C	B	C	C	NO	YES	N	01	46.6	79.5	2
31	INDIAN RIVER	0221	INDIAN RIVER ACADEMY	49	44	40	55	58	46	53					345	7	49	100	C	C	C	F	NO	YES	N	01	55.4	88.2	2
31	INDIAN RIVER	0271	OSLO MIDDLE SCHOOL	40	50	44	47	57	49	42	48	64			441	9	49	99	C	D	C	C	NO	YES	N	02	53.7	79	2
31	INDIAN RIVER	0291	SEBASTIAN RIVER HIGH SCHOOL	47	50	38	48	53	39	59	56		84	70	544	10	54	96	B	C	C	B	NO	NO	N	03	46.3	57.6	2
31	INDIAN RIVER	0301	LIBERTY MAGNET SCHOOL	75	61	48	79	72	63	69					467	7	67	100	A	B	A	A	NO	NO	N	01	35.4	47.3	2
31	INDIAN RIVER	0341	TREASURE COAST ELEMENTARY SCHOOL	57	50	42	74	68	49	62					402	7	57	99	B	B	B	C	NO	YES	N	01	37.3	70.5	2
31	INDIAN RIVER	0371	STORM GROVE MIDDLE SCHOOL	49	48	42	61	65	48	57	66	41			477	9	53	99	C	B	B	A	NO	NO	N	02	39.1	54.4	2
31	INDIAN RIVER	5001	INDIAN RIVER CHARTER HIGH SCHOOL	72	58	49	54	47	33	82	89		92	66	642	10	64	100	A	B	A	A	YES	NO	N	03	30.2	14.9	2
31	INDIAN RIVER	5002	ST. PETER'S ACADEMY	86	84	91	84	84	90	76					595	7	85	100	A	C	A	A	YES	YES	N	01	87.1	100	2
31	INDIAN RIVER	5003	NORTH COUNTY CHARTER SCHOOL	79	68	57	75	64	41	57					441	7	63	100	A	B	A	A	YES	NO	N	01	35.9	92.5	2
31	INDIAN RIVER	5005	SEBASTIAN CHARTER JUNIOR HIGH SCHO	68	56	32	72	64	52	79	90	73			586	9	65	99	A	A	C	A	YES	NO	N	02	32.6	44.1	2
31	INDIAN RIVER	5006	IMAGINE AT SOUTH VERO	68	62	52	69	72	71	74	89	65			622	9	69	98	A	A	A	A	YES	NO	N	04	20.1	36	2

This page intentionally left blank.

3rd Grade FSA 2018	Percent Scoring Level 3 and Above										Mean Developmental Scale Score								Number of Students Tested											
	ELA Scores					Math Scores					ELA				Math				ELA				Math							
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Beachland	67	76	47	66	59	52	75	59	72	71	Historical Developmental Scale Scores cannot be compared to new scale of FSA	313	300	305	306	Historical Developmental Scale Scores cannot be compared to new scale of FSA	312	300	309	309	100	91	76	82	79	99	91	75	83	78
Citrus	46	41	35	46	50	54	58	58	57	52		295	293	299	299		297	298	299	297	135	133	116	127	123	134	134	115	129	124
Dodgertown	37	37	35	31	33	23	31	48	57	37		289	290	290	290		286	293	298	290	73	76	88	62	67	73	74	89	61	70
Fellsmere	34	42	42	35	50	49	40	45	42	56		297	294	294	298		290	294	294	299	122	146	123	111	109	120	146	125	112	111
Glendale	45	46	50	56	52	47	37	54	55	58		298	301	302	300		291	297	301	300	77	93	101	93	103	77	94	100	95	103
Imagine South Vero	68	60	59	68	55	61	57	67	56	55		305	305	308	304		299	303	300	298	97	97	102	95	95	97	97	102	95	95
Indian River Academy	45	31	48	46	55	37	37	44	41	49		292	297	298	299		290	294	290	296	85	85	107	69	78	84	84	107	71	78
Liberty	82	71	71	83	80	66	69	79	79	74		307	313	314	302		304	307	312	307	88	87	89	92	90	89	87	89	91	90
North County Charter	50	68	85	82	80	50	61	87	64	78		306	317	311	315		303	311	302	312	30	53	54	56	65	30	54	54	56	65
Osceola	70	73	81	80	86	64	67	77	72	86		309	314	314	316		303	308	310	315	86	86	90	90	92	86	89	90	90	90
Pelican Island	54	51	56	42	46	43	59	52	51	46		299	298	295	300		300	295	295	296	94	75	64	89	68	94	75	64	89	69
Rosewood	76	79	69	77	62	69	73	72	61	66		312	308	313	309		309	307	303	306	89	90	90	90	89	89	90	90	90	89
St. Peter's Academy	42	33	96	22	79	42	56	92	56	100		295	317	300	312		300	311	295	317	12	18	24	100	19	12	18	24	27	19
Sebastian Elem.	51	49	43	54	55	49	50	43	55	59		297	295	286	303		293	292	298	300	85	89	87	27	85	87	88	86	100	86
Treasure Coast	68	64	66	67	57	49	63	49	84	75		307	306	305	302		301	295	312	306	130	101	116	134	105	129	100	115	132	106
Vero Beach Elem	46	41	25	36	25	26	35	30	38	39		296	290	293	287		289	284	292	288	122	134	122	112	117	122	137	123	116	116
District (3rd)	56	54	53	56	56	49	53	56	59	60	301	301	302	302	297	298	301	301	1425	1461	1452	1434	1388	1422	1461	1451	1442	1393		
State (3rd)	57	53	54	58	57	58	58	61	62	62	300	301	303	302	300	301	302	301												

4th Grade 2018	Percent Scoring Level 3 and Above										Mean Developmental Scale Score									
	ELA Scores					Math Scores					ELA Scores					Math Scores				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Beachland	79	60	68	42	63	77	57	75	42	59	Historical Developmental Scale Scores cannot be compared to new scale of FSA	316	320	306	313	Historical Developmental Scale Scores cannot be compared to new scale of FSA	315	321	303	311
Citrus	46	41	56	37	43	39	52	51	39	53		306	308	300	305		309	309	304	308
Dodgertown	42	31	32	46	22	45	27	36	60	59		303	298	308	301		298	298	313	311
Fellsmere	38	45	35	38	40	53	45	43	38	54		309	306	307	304		306	305	306	314
Glendale	65	44	45	55	58	48	47	45	63	56		307	308	313	315		305	308	316	313
Indian River Academy	45	34	42	49	55	23	41	37	52	59		301	306	309	307		301	304	311	309
Imagine South Vero	64	60	54	65	69	47	65	58	61	64		318	312	316	319		318	312	314	317
Liberty	71	75	70	74	77	56	82	70	83	84		320	318	322	320		324	324	330	327
North County Charter	86	64	73	79	84	89	68	73	73	84		317	321	324	321		317	325	325	325
Osceola	87	70	61	77	73	87	80	79	84	79		321	317	324	320		325	326	331	328
Pelican Island	59	49	41	50	37	46	54	49	54	42		310	304	310	301		310	310	309	304
Rosewood	82	61	69	69	69	85	78	80	83	80		317	319	319	320		326	327	325	325
St. Peter's Academy	61	90	77	57	93	78	100	92	64	79		325	319	310	323		324	320	316	323
Sebastian Elem	59	52	39	42	69	51	57	49	40	58		310	305	305	316		311	309	305	312
Treasure Coast	49	53	63	59	52	35	46	66	63	72		312	314	315	311		309	317	316	320
Vero Beach Elem	41	36	28	27	36	26	26	19	49	41		305	301	300	303		297	296	305	307
District (4th)	59	51	51	54	56	52	54	54	59	63		311	310	312	312		311	312	314	315
State (4th)	61	54	52	56	56	63	59	59	64	62		312	310	312	312		314	314	316	315

4th Grade 2018	Number of Students Tested									
	ELA					Math				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Beachland	95	95	78	59	78	95	95	79	60	80
Citrus	89	112	117	113	130	88	120	119	117	133
Dodgertown	69	67	62	65	49	69	67	64	67	51
Fellsmere	112	108	127	106	91	112	110	131	109	93
Glendale	65	79	96	99	99	65	81	97	100	100
Indian River Academy	67	71	81	94	71	69	71	82	95	74
Imagine South Vero	123	98	95	100	93	123	98	95	100	94
Liberty	85	85	88	88	91	86	85	88	88	91
North County Charter	36	22	64	62	56	36	22	64	62	56
Osceola	86	86	87	88	86	86	86	86	88	87
Pelican Island	83	77	69	56	71	83	78	69	56	71
Rosewood	85	88	83	87	88	85	88	86	88	88
St. Peter's Academy	18	10	13	21	14	18	10	13	22	14
Sebastian Elem	93	89	93	67	77	91	89	95	68	79
Treasure Coast	115	131	100	108	140	114	132	105	111	144
Vero Beach Elem	101	109	120	95	95	101	111	121	94	98
District (4th)	1323	1330	1373	1310	1332	1322	1346	1394	1327	1356
State (4th)										

5th Grade 2018	Percent Scoring Level 3 and Above															Mean Developmental Scale Score																		
	ELA Scores					Math Scores					Science					ELA Scores					Math Scores					Science								
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017
Beachland	72	63	58	82	45	70	69	66	80	53	63	72	63	80	58	327	325	335	317	317	333	330	336	321	206	210	208	216	201	Historic al Develop- mental Scale Scores cannot be compar- ed to new scale of FSA				
Citrus	57	35	34	46	50	37	42	42	50	48	39	23	33	36	38	313	312	316	317	317	313	317	319	318	192	186	192	194	196					
Dodgertown	51	30	27	34	38	28	38	23	34	42	27	31	20	23	33	310	308	310	315	315	309	304	307	316	187	186	186	186	192					
Fellsmere	50	34	44	33	31	60	41	56	58	54	36	28	39	31	46	314	318	312	314	314	316	322	320	324	194	190	197	191	199					
Glendale	58	51	43	40	45	51	40	54	46	53	37	57	46	38	49	321	317	316	319	319	319	318	317	321	195	204	196	194	199					
Indian River Academy	53	23	31	43	40	40	26	38	43	51	35	18	38	38	52	304	312	312	315	315	304	315	313	320	190	182	192	195	201					
Imagine S.	72	57	63	67	70	59	49	54	59	58	53	54	59	61	75	321	328	328	329	329	318	324	322	325	202	202	202	202	210					
Liberty	76	65	65	61	72	52	75	73	72	84	56	65	59	55	70	327	328	327	334	334	334	331	329	336	201	206	202	202	208					
North Co. Ch	73	82	68	68	74	85	85	68	64	62	73	82	64	58	57	337	330	329	334	334	335	333	329	327	209	215	203	204	205					
Osceola	78	76	68	64	70	80	85	70	69	80	69	83	67	66	70	334	329	330	332	332	336	328	328	333	210	219	207	208	209					
Pelican Island	61	43	46	45	52	41	38	47	37	48	48	40	40	30	44	315	320	314	320	320	313	320	310	317	197	196	195	192	198					
Rosewood	77	76	64	71	66	70	76	77	80	75	54	71	67	69	65	332	327	330	328	328	335	334	335	334	204	210	208	210	210					
SCJHS	NA	52	47	NA	NA	NA	24	23	NA	NA	NA	NA	41	NA	NA	325	317	NA	NA	NA	307	312	NA	NA	NA	NA	195	NA	NA					
St. Peter's Ac.	NA	69	100	NA	84	NA	77	100	NA	74	NA	77	100	NA	74	324	348	NA	330	330	335	339	NA	333	NA	218	233	NA	214					
Sebastian El	65	46	49	46	48	40	41	50	47	51	47	37	51	46	47	319	320	317	317	317	315	320	316	319	196	195	197	197	197					
Treasure Coast	58	37	44	58	60	47	33	47	59	73	43	40	52	56	63	316	320	321	324	324	311	319	324	328	196	198	200	201	204					
Vero Beach El	42	35	29	27	30	30	36	13	36	35	30	33	22	32	38	313	311	309	310	310	313	301	313	311	190	191	185	192	194					
District (5th)	63	49	48	52	52	52	50	50	56	58	47	48	47	48	54	320	320	320	321	321	319	320	321	323	198	199	198	199	202					
State (5th)	61	52	52	53	55	56	55	55	57	61	54	53	51	55	55	321	320	321	322	322	322	322	323	324	201	200	200	200	202					

5th Grade 2018	Number of Students Tested														
	ELA					Math					Science				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Beachland	113	98	89	79	75	112	99	92	82	75	112	99	92	81	74
Citrus	103	88	116	116	121	105	103	119	118	122	105	103	118	120	121
Dodgertown	74	73	77	61	73	76	74	78	62	73	75	74	79	62	73
Fellsmere	105	107	99	124	104	105	109	99	126	107	105	109	99	126	107
Glendale	81	69	82	97	104	81	68	83	98	104	81	68	83	98	102
Indian River Academy	86	69	78	74	102	86	73	79	75	103	85	71	79	76	98
Imagine S.	92	118	99	99	98	92	119	99	99	99	92	119	99	98	99
Liberty	86	85	82	88	87	86	84	82	88	87	86	86	82	88	87
North Co. Ch	40	34	22	56	61	40	34	22	56	61	40	34	22	55	61
Osceola	86	86	87	88	87	86	86	87	88	87	86	86	87	86	87
Pelican Island	64	72	61	67	48	64	73	62	73	48	63	72	62	73	48
Rosewood	87	87	86	84	85	87	87	86	85	85	87	87	86	85	85
SCJHS	NA	21	43	NA	NA	6	21	44	NA	NA	6	21	44	NA	NA
St. Peter's Ac.	6	13	10	7	19	6	13	10	7	19	6	13	10	7	19
Sebastian El	89	90	78	99	75	89	91	78	100	77	89	93	77	100	76
Treasure Coast	118	119	131	109	120	118	122	131	110	119	118	121	133	109	119
Vero Beach El	85	100	105	97	98	87	100	106	98	99	86	100	106	97	97
District (5th)	1315	1331	1346	1347	1361	1320	1358	1358	1367	1369	1316	1357	1359	1363	1356

6th Grade 2018	Percent Scoring Level 3 and Above										Mean Developmental Scale Score									
	ELA Scores					Math Scores					ELA Scores					Math Scores				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Gifford	60	54	54	43	50	47	51	57	44	56	Historical Develop- mental Scale Scores cannot be compare d to new scale of FSA	326	328	320	326	Historical Develop- mental Scale Scores cannot be compare d to new scale of FSA	326	329	321	327
Imagine	65	65	64	60	80	62	77	72	74	78		332	333	332	340		335	333	335	338
Oslo	52	46	34	34	36	28	33	22	25	35		322	317	317	317		315	310	311	314
SCJHS	55	54	56	70	67	40	74	47	73	67		330	327	336	335		335	322	334	335
SGMS	67	61	53	48	46	58	56	54	44	56		329	328	323	324		327	327	321	327
SRMS	50	44	38	51	43	43	41	36	42	43		321	320	324	320		319	316	320	318
St.Peter's	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		NA	NA	NA	NA		NA	NA	NA	NA
District (6th)	58	52	47	47	48	45	50	45	44	51		325	324	323	324		324	322	320	323
State (6th)	60	51	52	52	52	53	50	50	51	52	324	326	325	325	324	324	323	324		

6th Grade 2018	Number of Students Tested									
	ELA					Math				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Gifford	281	240	257	249	175	273	247	256	259	177
Imagine	97	105	109	104	108	97	105	108	104	108
Oslo	289	268	228	267	298	286	260	235	270	297
SCJHS	62	85	90	90	91	62	85	92	92	91
SGMS	289	272	293	320	365	290	274	294	323	366
SRMS	269	310	330	293	302	270	311	331	298	303
St.Peter's	6	5	5	2	5	6	5	5	2	5
District (6th)	1299	1289	1320	1335	1347	1291	1292	1331	1358	1354
State (6th)										

7th Grade 2018	Percent Scoring Level 3 and Above										Mean Developmental Scale Score									
	ELA Scores					Math Scores					ELA Scores					Math Scores				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Gifford	56	52	47	57	48	40	40	45	55	47	Historical Develop- mental Scale Scores cannot be compare d to new scale of FSA	333	328	335	330	Historical Develop- mental Scale Scores cannot be compare d to new scale of FSA	321	327	331	326
Oslo	49	39	39	33	33	34	33	40	39	42		327	327	323	323		320	324	321	325
SCJHS	60	48	48	59	69	45	56	66	71	69		330	332	340	341		332	337	339	338
SGMS	59	55	52	54	45	48	50	63	60	56		335	334	333	330		329	334	333	332
SRMS	49	46	41	43	39	49	48	52	46	47		328	328	328	328		327	328	325	324
Alt Ed	NA	NA	NA	NA	0	NA	NA	NA	NA	30		NA	NA	NA	310		NA	NA	NA	310
Imagine	64	69	74	65	59	58	68	81	82	82		339	342	342	339		332	342	341	346
District (7th)	54	49	47	49	44	44	45	53	54	52		331	330	331	329		325	330	329	329
State (7th)	57	51	51	52	51	56	52	52	53	54	332	341	332	331	330	329	329	330		

7th Grade 2018	Number of Students Tested									
	ELA					Math				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Gifford	280	269	244	258	232	234	235	223	235	209
Oslo	288	266	268	220	266	261	249	263	220	251
SCJHS	77	61	87	86	90	77	61	88	84	67
SGMS	338	291	288	295	312	289	258	266	285	300
SRMS	256	279	311	320	304	229	217	294	322	281
Alt Ed	8	8	4	6	10	7	8	5	9	10
Imagine	113	99	104	107	99	89	85	85	93	87
District (7th)	1361	1273	1308	1296	1316	1187	1114	1227	1250	1208
State (7th)										

8th Grade 2018	Percent Scoring Level 3 and Above															Mean Developmental Scale Score										Mean Scale Score								
	ELA Scores					Math Scores					Science					ELA Scores					Math Scores					Science								
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017
Gifford	58	53	51	53	66	11	37	18	26	46	49	53	42	46	62	Historical Developmental Scale Scores cannot be compar- ed to new scale of FSA	341	336	336	344	Historical Developmental Scale Scores cannot be compar- ed to new scale of FSA	328	318	323	330	201	204	198	199	207				
Oslo	53	52	50	42	50	8	22	38	49	51	46	43	41	36	41		337	335	332	337		325	331	334	335	198	198	196	195	197				
SCJHS	62	57	63	63	70	68	52	53	64	54	72	59	59	65	79		341	341	344	347		336	331	341	336	207	205	204	211	213				
SGMS	62	61	62	65	55	12	35	61	56	60	60	57	62	57	56		342	341	342	339		329	340	336	340	208	206	207	206	205				
SRMS	53	52	46	42	46	20	36	22	38	44	47	46	45	42	41		335	332	333	334		328	323	327	331	200	200	199	198	198				
Alt Ed	NA	NA	13	0	8	NA	NA	7	0	9	NA	NA	7	0	0		NA	312	299	317		NA	300	296	305	NA	NA	174	171	183				
Imagine	78	76	76	80	73	24	49	84	66	61	56	56	76	65	73		347	349	349	348		338	349	338	340	204	205	210	210	210				
District (8th)	58	56	54	53	55	18	34	41	45	51	51	51	50	47	53		339	337	337	339		329	330	331	335	202	203	201	201	203				
State (8th)	57	55	57	55	58	47	45	48	46	45	49	48	48	48	50		338	339	338	339		333	334	333	332	201	201	201	200	201				

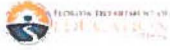
8th Grade 2018	Number of Students Tested														
	ELA Scores					Math Scores					Science				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Gifford	300	266	269	250	229	155	142	142	145	129	302	268	278	253	234
Oslo	305	284	282	276	231	161	197	242	240	172	309	288	283	281	234
SCJHS	60	87	59	83	79	60	46	38	55	39	60	86	59	82	78
SGMS	277	323	296	278	318	132	158	218	198	251	278	316	296	279	312
SRMS	295	262	281	309	328	137	77	153	204	202	285	264	281	315	326
Alt Ed	8	8	15	12	12	6	9	14	13	11	9	6	15	14	12
Imagine	89	108	89	97	100	37	43	57	35	44	89	108	89	97	100
District (8th)	1334	1338	1293	1308	1299	688	672	864	894	848	1332	1337	1302	1326	1299
State (8th)															

9th Grade 2018	Percent Scoring Level 3 and Above					Mean Developmental Scale Score					Number of Students Tested				
	ELA Scores					ELA Scores					ELA				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
ALT ED	13	NA	NA	NA	NA	Historical Scale Scores cannot be compared to new scale of FSA	NA	NA	NA	NA	15	4	9	9	5
IRCHS	73	75	77	70	75		353	353	351	351	170	167	197	176	174
SRHS	58	52	45	40	44		343	338	337	337	486	406	442	452	470
VBHS	54	52	50	47	51		343	341	340	342	699	720	700	699	726
District (9th)	57	55	52	48	52		344	342	340	341	1374	1297	1348	1336	1377
State (9th)	53	53	51	52	53		343	341	342	342					

10th Grade 2018	Percent Scoring Level 3 and Above					Mean Developmental Scale Score					Number of Students Tested				
	ELA Scores					ELA Scores					ELA				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
ALT ED	8	NA	NA	NA	NA	Historical Scale Scores cannot be compared to new scale of FSA	NA	NA	NA	NA	12	5	1	7	1
IRCHS	77	62	68	72	68		355	358	360	358	163	164	161	187	165
SRHS	56	52	48	47	45		349	348	346	346	429	425	375	422	403
VBHS	61	53	51	50	50		349	348	348	349	669	651	686	668	659
District(10th)	61	54	52	52	51		350	349	349	349	1273	1246	1224	1284	1228
State (10th)	55	51	50	50	53		349	348	348	349					

EOC 2018	Percent Scoring Level 3 and Above																							
	Algebra I					Geometry					Biology					US History					Civics			
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2015	2016	2017	2018
GMS	91	96	77	90	97		100	88	97	100											60	68	70	65
Oslo	81	90	83	70	92		97	100	NA	NA											53	52	55	47
SCJHS	89	98	96	100	93		NA	NA	NA												74	79	87	88
SGMS	95	98	98	99	98		100	100	100	100											72	76	78	64
SRMS	85	80	83	94	87		100	100	100	NA											59	68	65	69
Alt Ed	NA	NA	NA	NA	NA																NA	NA	NA	23
Imagine	86	84	97	91	89		100	100	100	100											85	94	84	89
VBHS	20	31	38	26	47	59	54	30	41	42	69	67	63	61	60	70	80	69	71	73				
SRHS	14	23	11	37	40	52	48	43	49	55	60	57	55	52	58	57	69	59	58	56				
IRCHS	47	72	46	43	55	82	69	71	50	58	70	79	90	76	81	87	92	87	87	88				
District	50	60	51	49	63	64	59	46	51	51	65	65	63	59	62	68	78	68	69	70	63	69	70	65
State	57	67	50	62	63	63	63	50	54	57	66	65	64	64	65	65	66	66	67	68	64	67	70	71

EOC 2018	Mean Scale Score																								
	Algebra I					Geometry					Biology					US History					Civics				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2015	2016	2017	2018	
GMS	Historical Developmental Scale Scores cannot be compared to new scale of FSA	516	511	522	525	Historical Developmental Scale Scores cannot be compared to new scale of FSA		530	532												402	404	409	408	
Oslo		512	516	508	522		527		NA												393	393	395	393	
SCJHS		523	520	521	522				NA												407	411	417	421	
SGMS		527	535	539	543					556	559											407	410	413	406
SRMS		507	517	521	520					534												402	404	403	406
Alt Ed		NA	NA	NA	NA																	NA	NA	NA	367
Imagine		507	522	515	519					545	545											415	422	416	418
VBHS		475	490	479	494		492	485	492	494	405	403	402	400	400	410	416	410	412	411					
SRHS		472	471	489	488		489	494	496	497	400	375	397	395	399	399	409	402	401	398					
IRCHS		499	493	491	495		504	508	500	501	407	412	419	410	412	417	423	423	417	423					
District		494	497	494	505		498	496	500	499	403	403	402	399	401	408	415	409	409		402	405	407	405	
State		497	495	502	503		499	497	499	501	404	403	403	402	404	405	407	407	408		402	404	406	408	



2017-18 School Grades

Legend for School Types: 01=Elementary; 02=Middle; 03=High; 04=Combination
 Additional information is available in the School Grades calculations guide at
<http://www.fldoe.org/accountability/accountability-reporting/school-grades/>

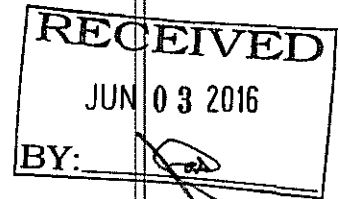
District Number	District Name	School Number	School Name	English Language Arts Achievement	English Language Arts Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Social Studies Achievement	Middle School Achievement	Graduation Rate 2016-17	College and Career Acceleration 2016-17	Total Points Earned	Percent of Total Possible Points Percent Tested	Grade 2018	Grade 2017	Grade 2016	Informational Baseline Grade 2015	Grade 2014	Grade 2013	Grade 2012	Grade 2011	Title I	School Type	Percent of Minority Students	Percent of Economically Disadvantaged Students	Region					
31	INDIAN RIVER	0031	VERO BEACH HIGH SCHOOL	51	49	39	45	47	36	61	75	91	68	562	10	56	95	B	C	C	A	B	B	A	B	NO	03	44	2	51	2	2	
31	INDIAN RIVER	0041	ROSEWOOD MAGNET SCHOOL	66	57	40	73	72	53	64				425	7	61	100	B	A	B	A	A	A	A	A	NO	01	29	6	39	7	2	
31	INDIAN RIVER	0051	OSCEOLA MAGNET SCHOOL	78	55	33	82	67	63	71				449	7	64	100	A	A	A	A	B	A	A	A	NO	01	38	5	41	2	2	
31	INDIAN RIVER	0061	BEACHLAND ELEMENTARY SCHOOL	55	47	31	62	49	34	59				337	7	48	99	C	A	B	A	A	B	A	A	NO	01	40	6	56	8	2	
31	INDIAN RIVER	0081	GIFFORD MIDDLE SCHOOL	57	56	39	62	67	55	64	68	80		548	9	61	98	B	C	C	B	C	B	A	A	NO	02	54	6	62	2	2	
31	INDIAN RIVER	0101	FELLSMERE ELEMENTARY SCHOOL	41	42	47	57	71	63	49				370	7	53	100	C	C	C	C	D	C	C	B	A	YES	01	87	8	100	2	2
31	INDIAN RIVER	0121	PELICANI ISLAND ELEMENTARY SCHOOL	47	47	43	47	46	45	50				325	7	46	98	C	C	C	C	C	D	C	B	A	YES	01	42	5	77	8	2
31	INDIAN RIVER	0141	CITRUS ELEMENTARY SCHOOL	48	52	51	52	56	40	37				336	7	48	99	C	C	C	D	C	C	C	B	YES	01	46	4	81	3	2	
31	INDIAN RIVER	0151	DODGERTOWN ELEMENTARY SCHOOL	32	48	61	47	54	59	33				334	7	48	100	C	C	D	D	D	D	C	B	YES	01	75	5	91	2	2	
31	INDIAN RIVER	0161	VERO BEACH ELEMENTARY SCHOOL	30	46	50	39	44	24	39				272	7	39	99	D	C	F	D	C	B	A	B	YES	01	63	6	87	5	2	
31	INDIAN RIVER	0171	SEBASTIAN RIVER MIDDLE SCHOOL	43	45	37	52	55	39	42	70	68		451	9	50	99	C	C	C	B	C	C	C	B	NO	02	52	6	69	5	2	
31	INDIAN RIVER	0191	SEBASTIAN ELEMENTARY SCHOOL	59	66	61	58	63	71	49				427	7	61	99	B	C	C	C	C	B	B	B	YES	01	39	7	76	6	2	
31	INDIAN RIVER	0201	GLENDALE ELEMENTARY SCHOOL	52	54	46	57	54	41	51				355	7	51	99	C	B	C	C	A	C	B	A	YES	01	46	6	79	5	2	
31	INDIAN RIVER	0221	INDIAN RIVER ACADEMY	49	44	40	55	58	46	53				345	7	49	100	C	C	C	F	D	C	B	A	YES	01	55	4	88	2	2	
31	INDIAN RIVER	0271	OSLO MIDDLE SCHOOL	40	50	44	47	57	49	42	48	64		441	9	49	99	C	D	C	C	C	C	C	B	YES	02	53	7	79	2	2	
31	INDIAN RIVER	0291	SEBASTIAN RIVER HIGH SCHOOL	47	50	38	48	53	39	59	56	84	70	544	10	54	96	B	C	C	B	B	A	A	B	NO	03	46	3	57	6	2	
31	INDIAN RIVER	0301	LIBERTY MAGNET SCHOOL	75	61	48	79	72	63	69				467	7	67	100	A	B	A	A	C	B	A	A	NO	01	35	4	47	3	2	
31	INDIAN RIVER	0341	TREASURE COAST ELEMENTARY SCHOOL	57	50	42	74	68	49	62				402	7	57	99	B	B	B	C	C	B	A	A	YES	01	37	3	70	5	2	
31	INDIAN RIVER	0371	STORM GROVE MIDDLE SCHOOL	49	48	42	61	65	48	57	66	41		477	9	53	99	C	B	B	A	A	B	A	A	NO	02	39	1	54	4	2	
31	INDIAN RIVER	5001	INDIAN RIVER CHARTER HIGH SCHOOL	72	58	49	54	47	33	82	89	92	66	642	10	64	100	A	B	A	A	A	A	A	A	NO	03	30	2	14	9	2	
31	INDIAN RIVER	5002	ST PETER'S ACADEMY	86	84	91	84	84	90	76				595	7	85	100	A	C	A	A	A	A	A	A	YES	01	87	1	100	2	2	
31	INDIAN RIVER	5003	NORTH COUNTY CHARTER SCHOOL	79	68	57	75	64	41	57				441	7	63	100	A	B	A	A	A	B	A	A	NO	01	35	9	92	5	2	
31	INDIAN RIVER	5005	SEBASTIAN CHARTER JUNIOR HIGH SCHOOL	68	56	32	72	64	52	79	90	73		586	9	65	99	A	A	C	A	B	B	A	A	NO	02	32	6	44	1	2	
31	INDIAN RIVER	5006	IMAGINE AT SOUTH VERO	68	62	52	69	72	71	74	89	65		622	9	69	98	A	A	A	A	B	A	A	A	NO	04	20	1	36	2	2	



2017-18 School Grades

District Number	District Name	School Number	School Name	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25% Mathematics Achievement	Mathematics Learning Gains of the Lowest 25% Science Achievement	Social Studies Achievement	Middle School Achievement	Graduation Rate 2016-17	College and Career Acceleration 2016-17	Total Points Earned	Total Components	Percent of Total Possible Grade 2018	Grade 2017	Percent of Minority Students	Percent of Economically Disadvantaged Students				
31	INDIAN RIVER	0031	VERO BEACH HIGH SCHOOL	51	49	39	45	47	36	61	75	91	68	562	10	56	B	C	44.2	51.2	
31	INDIAN RIVER	0041	ROSEWOOD MAGNET SCHOOL	66	57	40	73	72	53	64				425	7	61	B	A	29.6	39.7	
31	INDIAN RIVER	0051	OSCEOLA MAGNET SCHOOL	78	55	33	82	67	63	71				449	7	64	A	A	38.5	41	
31	INDIAN RIVER	0061	BEACHLAND ELEMENTARY SCHOOL	55	47	31	62	49	34	59				337	7	48	C	A	40.6	56.8	
31	INDIAN RIVER	0081	GIFFORD MIDDLE SCHOOL	57	56	39	62	67	55	64	68	80		548	9	61	B	C	54	62	
31	INDIAN RIVER	0101	FELLSMERE ELEMENTARY SCHOOL	41	42	47	57	71	63	49				370	7	53	C	C	87.8	100	
31	INDIAN RIVER	0121	PELICAN ISLAND ELEMENTARY SCHOOL	47	47	43	47	46	45	50				325	7	46	C	C	42.5	77.8	
31	INDIAN RIVER	0141	CITRUS ELEMENTARY SCHOOL	48	52	51	52	56	40	37				336	7	48	C	C	46.4	81.3	
31	INDIAN RIVER	0151	DODGERTOWN ELEMENTARY SCHOOL	32	48	61	47	54	59	33				334	7	48	C	C	75.5	91	
31	INDIAN RIVER	0161	VERO BEACH ELEMENTARY SCHOOL	30	46	50	39	44	24	39				272	7	39	D	C	63.6	87.5	
31	INDIAN RIVER	0171	SEBASTIAN RIVER MIDDLE SCHOOL	43	45	37	52	55	39	42	70	68		451	9	50	C	C	52	69.5	
31	INDIAN RIVER	0191	SEBASTIAN ELEMENTARY SCHOOL	59	66	61	58	63	71	49				427	7	61	B	C	39	77.6	
31	INDIAN RIVER	0201	GLENDALE ELEMENTARY SCHOOL	52	54	46	57	54	41	51				355	7	51	C	B	46.6	79.5	
31	INDIAN RIVER	0221	INDIAN RIVER ACADEMY	49	44	40	55	58	46	53				345	7	49	C	C	55.4	88.2	
31	INDIAN RIVER	0271	OSLO MIDDLE SCHOOL	40	50	44	47	57	49	42	48	64		441	9	49	C	D	53.7	79	
31	INDIAN RIVER	0291	SEBASTIAN RIVER HIGH SCHOOL	47	50	38	48	53	39	59	56		84	70	544	10	54	B	C	46.3	57.6
31	INDIAN RIVER	0301	LIBERTY MAGNET SCHOOL	75	61	48	79	72	63	69				467	7	67	A	B	35.4	47.3	
31	INDIAN RIVER	0341	TREASURE COAST ELEMENTARY SCHOOL	57	50	42	74	68	49	62				402	7	57	B	B	37.3	70.5	
31	INDIAN RIVER	0371	STORM GROVE MIDDLE SCHOOL	49	48	42	61	65	48	57	66	41		477	9	53	C	B	39.1	54.4	
31	INDIAN RIVER	5001	INDIAN RIVER CHARTER HIGH SCHOOL	72	58	49	54	47	33	82	89		92	66	642	10	64	A	B	30.2	14.9
31	INDIAN RIVER	5002	ST. PETER'S ACADEMY	86	84	91	84	84	90	76				595	7	85	A	C	87.1	100	
31	INDIAN RIVER	5003	NORTH COUNTY CHARTER SCHOOL	79	68	57	75	64	41	57				441	7	63	A	B	35.9	92.5	
31	INDIAN RIVER	5005	SEBASTIAN CHARTER JUNIOR HIGH SCHOOL	68	56	32	72	64	52	79	90	73		586	9	65	A	A	32.6	44.1	
31	INDIAN RIVER	5006	IMAGINE AT SOUTH VERO	68	62	52	69	72	71	74	89	65		622	9	69	A	A	20.1	36	

**Superintendent Evaluation: Dr. Rendell
2015-2016**



Professional Standards

- A. **Integrity and Leadership – Commendable**
Dr. Rendell has shown integrity and consistency in his leadership. He is calm and introspective when dealing with challenging situations. He prioritizes student achievement and has shown commitment to promoting a climate of civility and acceptance of diversity in our schools.
- B. **Communication & Community Engagement – Commendable** (See Focus Area IV)
- C. **Effective Board Relations – Meets expectations**
Dr. Rendell has been approachable, responsive and timely in responding to questions and concerns brought forth during our meetings or by e-mail. Communication and engagement with the board have been effective. Information is usually forthcoming. There have been instances when the board lacked complete information to make informed decisions. Dr. Rendell is aware of this, and will be mindful in the future.
- D. **Highly Developed and High Performing Staff – Reasonable progress** (see Focus Area III)
- E. **Efficient and Effective Operational Planning, Organization and Financial Management – Meets expectations**
Dr. Rendell has maintained responsible fiscal management of the school district. The budget workshops have been effective in communicating district priorities for the new fiscal year and how they will be financed. Dr. Rendell has been proactive in examining funding deficits. There has been open discussion about the seriousness of the insurance fund deficit. Dr. Rendell is working with the board, staff and stakeholders to eliminate the deficit over a three year period while minimizing negative financial effects for district employees. Furthermore, he is working to engage community support for an essential operating 0.5 millage to replace the 0.6 millage that expires this year. He has also been proactive in addressing the negative consequences of recalibration by opening a district virtual franchise.

Summary: Overall rating of Professional Standards Meets expectations

Focus Areas 2015-2016

- I. **Student Achievement**
Dr. Rendell's actions this past year demonstrate his commitment to "serving ALL students with excellence." He has recognized the need for an ESE audit to make sure exceptional education students receive the support they need to be academically successful. An achievement plan for African American students is also in progress. He is focused on increasing graduation rates as well as tackling truancy and discipline issues that are obstacles to student academic success. Dr. Rendell is also aware of the challenges faced in reaching the Moonshot goal, and is working with staff to make sure all schools have staffing, programming and training in place to be successful. Because this year's test results are pending,

and the 5% increase for third graders reading at grade level was not met, my rating is reasonable progress.

II. Safety and Security

STUDENTS: Dr. Rendell has been responsive to the need to keep students in school by emphasizing to his staff the importance of creating a welcoming school climate and a safe learning environment where bullying and harassment are not tolerated. Student referrals and suspension rates have been declining in some schools. However, the demographic data are lacking to determine if disproportionate minority contact continues to be an issue.

FACILITIES: Dr. Rendell has been working on completing the safety plan ensuring one point of entry at all schools. He has also ensured that effective emergency response measures are in place. The school safety reports are in progress. – Meets expectations

III. Employee Development and Performance

Dr. Rendell is an inspirational leader who is respected by his staff. The “Rendell Report” has been an excellent tool to promote teamwork and a positive climate among employees and to provide supplemental readings and information during weekly discussions with principals. During this first year, Dr. Rendell has been observing district and site leadership staff strengths and growth opportunities to make sure they are in the positions best suited for their abilities. He is also aware of the support teachers need to deal with the social and emotional issues that can be barriers to student achievement. Work needs to continue to make sure professional development is meaningful for each teacher and specific to their needs. – Reasonable progress

IV. School Community Relations

Dr. Rendell is visible in the community, in schools and at student events. He is accessible and works to strengthen and sustain community partnerships. He re-established meaningful, result-oriented dialogue with the NAACP. This is important because the district is exploring the possibility of obtaining unitary status. He also continues to increase transparency, not only in access to public records but regarding issues and challenges faced by the school district. The student and district report cards are an invaluable tool for parents and community stakeholders who want to understand what is happening in our schools. – Commendable

V. Technology Integration

Dr. Rendell is working to leverage technology to obtain feedback from community stakeholders and employees regarding the effectiveness of customer service and district practices. Furthermore, the focus on using technology as an instructional tool by both students and teachers will help better engage students. It will be interesting to see if there can be a way of measuring the impact of technology use on academic achievement – Meets expectations

A. General Comments

Dr. Rendell has had a productive, successful first year. He is focused on students and leads by example.

B. Area(s) of greatest accomplishment

1. ESE audit (in progress)
2. Analyzing progress and deficits regarding compliance with Desegregation Order
3. Improved relations with charter schools
4. Addressing insurance fund deficit (in progress)
5. School and district report cards

C. Area(s) of greatest particular performance which need(s) strengthening.

1. Developing a process to address controversial issues that may affect the learning environment as they occur (e.g. Confederate flag issue).
2. Comprehensive academic achievement plan for African American students
3. Directing work on further reducing suspension rates and assessing the effectiveness of in school suspension programs.
4. Leadership balancing site based management with firm expectations regarding compliance with district wide policies and initiatives.
5. Making sure plans are in place to maintain and improve literacy levels beyond the third grade.
6. Making Cultural Competence Training an on-going component of staff development at all levels. The Multicultural Education should provide similar training for students.

The signatures indicate the Superintendent has reviewed the performance evaluation with the appraiser on the date written below.

Board member: *Audrey J. Gomez* Date: 6/3/16
Superintendent: *Mary Murphy* Date: 6/3/16

This page intentionally left blank.

PROFESSIONAL STANDARD

<u>Description of Ratings:</u>	
Commendable	4
Meets Expectations	3
Reasonable Progress Toward Expectation	2
Needs Improvement	1

<i>Commendable</i>	Individual Board Member Rating:	<i>4</i>
--------------------	--	----------

A. INTEGRITY AND LEADERSHIP

Guidelines: Maintains high standards of ethics, honesty and integrity.

- Provides proactive leadership to address the needs of the District to continuously improve teaching and learning.
- Identifies important issues and problems, recommends appropriate solutions in a timely manner, and recognizes the consequences of such recommendations.
- Establishes priorities, related timelines and expectations, follows-up and acts on reports.
- Presents and promotes a positive image of the School District.
- Conveys a commitment to the mission and values of the District and supports these values even if difficult actions are required.
- Uses a systematic process of developing the board agenda items including staff review, examination of alternatives and recommendations of the best options.
- Promotes and expects a climate of tolerance, acceptance and civility.
- Maintains a professional demeanor in high stress situations.
- Demonstrates sufficient understanding of all aspects of the school system and seeks self-improvement through continued professional development.

Dr. Rendell has completed his certification and has incorporated practices that exhibit exceptional leadership. Both with the public and press, he has demonstrated a high professional standard throughout bomb threats and emergencies. He has also worked on improving relations within the community through various groups, memberships, NAACP, "State of the district broadcast". Dr Rendell can and has made difficult decisions to support the district's values even when not publicly popular.

Board Member's Initials: RS
 Date: 6/7/16

PROFESSIONAL STANDARD

<u>Description of Ratings:</u> Commendable Meets Expectations Reasonable Progress Toward Expectation Needs Improvement
--

<i>Commendable</i>	Individual Board Member Rating:	<i>4</i>
--------------------	--	----------

B. COMMUNICATION AND COMMUNITY ENGAGEMENT

Guidelines:

- Promotes, demonstrates and supports effective and timely two-way communication between District, schools, community, and local governments regarding School District programs and activities in a clear, consistent manner.
- Fosters positive working relationships with community, stakeholder groups and governmental entities.
- Maintains visibility in the community.
- Works to increase parental and community involvement in schools and in the District.
- Informs staff of relevant information, as appropriate.
- Provides information from all perspectives and clarifies issues to the Board in an appropriate manner.
- Visits school sites and communicates with the staff, students and parents as appropriate.
- Fosters a transparent environment in which information is fully disseminated to the public.

Dr. Rendell has demonstrated a higher understanding and importance for the districts communications. By establishing a P.I.O, positive relationships with weekly radio appearances and club memberships we can foster public trust and transparency. Additionally we have increased Charter School presence at career development classes and assigned a Charter School Liaison. Casual dress for a cause has brought district awareness and financially has supported "in county" worthy causes. Dr. Rendell has revamped the website, improved social media and developed individual school report cards.

Board Member's Initials: *DR*
 Date: *6/7/16*

PROFESSIONAL STANDARD

<u>Description of Ratings:</u> Commendable Meets Expectations Reasonable Progress Toward Expectation Needs Improvement
--

<i>Meets Expectations</i>	Individual Board Member Rating:	<i>3</i>
---------------------------	--	----------

<p>C. EFFECTIVE BOARD RELATIONS</p> <p><i>Guidelines:</i></p> <ul style="list-style-type: none"> • Works to create and maintain a positive working relationship with the School Board. • Keeps the School Board informed on issues, needs and operations of the District. • Responds to School Board concerns in a timely manner. • Prepares recommendations based on thorough study and analysis. • Appropriately interprets and executes Board policy and direction. • Understands and interprets the role of federal, state and local government policy and politics, and their relationship to the School District and schools. • Works with the Board to establish a District vision and attainable goals for the District. • Is sensitive to Board Members' responsibility to respond to the community, and provides them information to do so.
--

Dr. Rendell always keeps us informed on major issues immediately as through his designee. He executes our policies and corrects his staff if needed. He has worked hard to create implement and share our vision with everyone. Dr. Rendell continues to grow in his understanding of the differences in our positions and responsibility to the community. Major things sometimes in "our" positions have a sense of urgency and he has developed this year a sense of knowing our perspective

Board Member's Initials: RS
 Date: 6/7/16

PROFESSIONAL STANDARD

<u>Description of Ratings:</u> Commendable Meets Expectations Reasonable Progress Toward Expectation Needs Improvement
--

<i>Meets expectations</i>	Individual Board Member Rating:	<i>3</i>
---------------------------	--	----------

D. HIGHLY DEVELOPED AND HIGH PERFORMING STAFF

Guidelines:

- Provides leadership to attract and retain high quality employees.
- Executes sound personnel procedures and practices.
- Promotes professional development and builds expanded competencies within the workforce.
- Delegates responsibility and authority to staff members appropriate to the position each holds and holds each accountable.
- Demonstrates the ability to resolve sensitive personnel issues.
- Establish productive relationships with bargaining groups while managing contracts effectively.
- Encourages team work among District level staff and between District level and school based personnel.
- Promotes high morale and inspires employees to high professional standards.
- Oversees development and implementation of an effective performance review and evaluating process for all district employees.

Dr. Rendell has created comprehensive salary studies, established competitive salaries and improved recruitment efforts. He has completed mid year assessments, improved employee development plans and practices. By creating a spirit of integrity and high morale, Dr. Rendell raises the bar. This is demonstrated everyday by his example.

Board Member's Initials: *DR*
 Date: *6/7/16*

PROFESSIONAL STANDARD

<p><u>Description of Ratings:</u> Commendable Meets Expectations Reasonable Progress Toward Expectation Needs Improvement</p>

<i>Commendable</i>	Individual Board Member Rating:	<i>4</i>
--------------------	--	----------

E. EFFICIENT AND EFFECTIVE OPERATIONAL PLANNING, ORGANIZATION, AND FINANCIAL MANAGEMENT

Guidelines:

- Works to develop and improve management procedures/systems in each department.
- Develops and implements a comprehensive plan to promote the safety and security of students and staff.
- Coordinates the District budget so that schools can operate effectively and efficiently.
- Supervises the preparation of the annual budget which reveals careful analysis of the operational expenditures to improve the quality of the instructional program.
- Maintains accurate financial records to ensure the proper expenditure of funds and elimination of waste by securing goods and services at fair and reasonable cost without compromising the quality of the instructional program.
- Meets and works collaboratively with the Board and appropriate staff to determine priorities for budgeting and for the effective allocation of space and human resources.
- Analyzes available instructional resources and assigns them in a cost-effective and equitable manner to enhance student outcomes.
- Maintains accountability of school and department leadership.

This area is very important to me. Dr. Rendell has proven to be a great leader. Immediately he recognized our need for SRO's, reviewed and fixed our physical safety issues and installed additional surveillance cameras as needed. Additionally he has been proactive in providing a safe and secure learning environment by implementing new positive behavior support programs.

Board Member's Initials: *DR*
 Date: *6/7/16*

Summary: Overall Rating of Professional Standards: Meets & Exceeds
3.6 Average

A. General comments:

Dr. Rendell is a great fit for our district. As a first year Superintendent he has many accomplishments, made himself known to the community and has raised morale of the employees. He has managed the delicate balance between community, staff and Board members needs and issues. But he has always placed students first!

B. Area(s) of greatest accomplishments this year which deserve commendations:

- ① Handling, planning & repairing the Citrus Bowl.
- ② Focus on student achievement and literacy.
- ③ Increased safety at our schools
- ④ Examined and addressed EDE and Unity Status
- ⑤ Strengthened relationships in the community with NAACP, Charter schools, media and social groups, PTA's & parents

C. Area(s) of greatest particular performance which need(s) strengthening:

Dr. Rendell is a strong leader. His strength and performance will continue to improve with time. He has done such a wonderful job and accomplished so much I would not get in the way by criticizing. He was given direction and fulfilled our requests. What more could you ask for?

The signatures below indicate only that the Superintendent has reviewed this performance evaluation with the appraiser on the date written below.

Board Member Signature: Dale Shuck Date: 6/7/16
Superintendent Signature: Mary Muehl Date: 6/8/16

SCHOOL BOARD OF INDIAN RIVER COUNTY
SUPERINTENDENT'S EVALUATION FORM
2015 - 2016

Individual Board Members will rate the Superintendent's performance in each of the five professional standards areas listed below. Under each professional standard, there are several guidelines and, taken collectively, will give meaning to the professional standard being evaluated. The focus is on leadership practices that impact prioritization and results for student achievement--knowing what is important, understanding what is needed, and taking action that gets results.

RATING LEGEND

COMMENDABLE:

The Superintendent's performance exceeds your expectation. This performance level is significantly above expectations. Performance levels would include unusually high-quality work that results in unexpected benefit to the District.

MEETS EXPECTATIONS:

The Superintendent performs her duties in an acceptable manner. Produces high-quality work in most competency areas, completing tasks or projects when expected, bringing projects in on-budget, maintaining a balanced budget, substantially addressing problem issues, achieving goals with established or expected timelines, maintaining safe and adequate facilities within the allocated resources, performing duties in a manner that does not negatively impact the District's operation and comply with all legal requirements regarding the District's operations.

REASONABLE PROGRESS TOWARD EXPECTATION:

This category takes into account that unusual or unforeseen circumstances may prevent the Superintendent from meeting expectations but shows reasonable progress toward achieving that status.

NEEDS IMPROVEMENT:

The Superintendent's performance does not meet your expectation. Significantly fails to meet District objectives or fails to perform at the expected levels of service as indicated in the categories.

PROFESSIONAL STANDARD

Description of Ratings:

- Commendable
- Meets Expectations
- Reasonable Progress Toward Expectation
- Needs Improvement

	Individual Board Member Rating:	<i>Commendable</i>
A. INTEGRITY AND LEADERSHIP		
<p><i>Guidelines:</i> Maintains high standards of ethics, honesty and integrity.</p> <ul style="list-style-type: none"> • Provides proactive leadership to address the needs of the District to continuously improve teaching and learning. • Identifies important issues and problems, recommends appropriate solutions in a timely manner, and recognizes the consequences of such recommendations. • Establishes priorities, related timelines and expectations, follows-up and acts on reports. • Presents and promotes a positive image of the School District. • Conveys a commitment to the mission and values of the District and supports these values even if difficult actions are required. • Uses a systematic process of developing the board agenda items including staff review, examination of alternatives and recommendations of the best options. • Promotes and expects a climate of tolerance, acceptance and civility. • Maintains a professional demeanor in high stress situations. • Demonstrates sufficient understanding of all aspects of the school system and seeks self-improvement through continued professional development. 		
<i>Excellent in all areas</i>		

Board Member's Initials: *RM*
 Date: 6/10/14

PROFESSIONAL STANDARD

<u>Description of Ratings:</u> Commendable Meets Expectations Reasonable Progress Toward Expectation Needs Improvement
--

	Individual Board Member Rating:	<i>Commendable</i>
C. EFFECTIVE BOARD RELATIONS		
<i>Guidelines:</i> <ul style="list-style-type: none"> • Works to create and maintain a positive working relationship with the School Board. • Keeps the School Board informed on issues, needs and operations of the District. • Responds to School Board concerns in a timely manner. • Prepares recommendations based on thorough study and analysis. • Appropriately interprets and executes Board policy and direction. • Understands and interprets the role of federal, state and local government policy and politics, and their relationship to the School District and schools. • Works with the Board to establish a District vision and attainable goals for the District. • Is sensitive to Board Members' responsibility to respond to the community, and provides them information to do so. 		
<i>Excellent follow-through w/ Board requests</i>		

Board Member's Initials: *RW*
 Date: 6/18/14

PROFESSIONAL STANDARD

Description of Ratings:

- Commendable
- Meets Expectations
- Reasonable Progress Toward Expectation
- Needs Improvement

	Individual Board Member Rating:	<i>Commendable</i>
D. HIGHLY DEVELOPED AND HIGH PERFORMING STAFF		
<p><i>Guidelines:</i></p> <ul style="list-style-type: none"> • Provides leadership to attract and retain high quality employees. • Executes sound personnel procedures and practices. • Promotes professional development and builds expanded competencies within the workforce. • Delegates responsibility and authority to staff members appropriate to the position each holds and holds each accountable. • Demonstrates the ability to resolve sensitive personnel issues. • Establish productive relationships with bargaining groups while managing contracts effectively. • Encourages team work among District level staff and between District level and school based personnel. • Promotes high morale and inspires employees to high professional standards. • Oversees development and implementation of an effective performance review and evaluating process for all district employees. 		

Board Member's Initials: *MR*
 Date: 6/10/14

Summary: Overall Rating of Professional Standards: _____

A. General comments:

Despite several challenges the district has faced in the past year, Dr. Rendell proved a highly effective leader. His willingness to make change when change is needed is always apparent.

B. Area(s) of greatest accomplishments this year which deserve commendations:

Dr. Rendell continues to exhibit superior communication skills + techniques with the board, the individual schools, and the community at large. There is excellent follow-up with board questions + concerns.

C. Area(s) of greatest particular performance which need(s) strengthening:

No areas noted

The signatures below indicate only that the Superintendent has reviewed this performance evaluation with the appraiser on the date written below.

Board Member Signature: Mark [Signature] Date: 6/10/16

Date:

6/10/16

Superintendent Signature:

Mary Andrew

SCHOOL BOARD OF INDIAN RIVER COUNTY
SUPERINTENDENT'S EVALUATION FORM
2015 - 2016

Individual Board Members will rate the Superintendent's performance in each of the five professional standards areas listed below. Under each professional standard, there are several guidelines and, taken collectively, will give meaning to the professional standard being evaluated. The focus is on leadership practices that impact prioritization and results for student achievement--knowing what is important, understanding what is needed, and taking action that gets results.

RATING LEGEND

COMMENDABLE:

The Superintendent's performance exceeds your expectation. This performance level is significantly above expectations. Performance levels would include unusually high-quality work that results in unexpected benefit to the District.

MEETS EXPECTATIONS:

The Superintendent performs ^{her} duties in an acceptable manner. Produces high-quality work in most competency areas, completing tasks or projects when expected, bringing projects in on-budget, maintaining a balanced budget, substantially addressing problem issues, achieving goals with established or expected timelines, maintaining safe and adequate facilities within the allocated resources, performing duties in a manner that does not negatively impact the District's operation and comply with all legal requirements regarding the District's operations.

REASONABLE PROGRESS TOWARD EXPECTATION:

This category takes into account that unusual or unforeseen circumstances may prevent the Superintendent from meeting expectations but shows reasonable progress toward achieving that status.

NEEDS IMPROVEMENT:

The Superintendent's performance does not meet your expectation. Significantly fails to meet District objectives or fails to perform at the expected levels of service as indicated in the categories.

PROFESSIONAL STANDARD

Description of Ratings;	
Commendable	4
Meets Expectations	3
Reasonable Progress Toward Expectation	3
Needs Improvement	1

	Individual Board Member Rating:	3
A. INTEGRITY AND LEADERSHIP		
<p><i>Guidelines:</i> Maintains high standards of ethics, honesty and integrity.</p> <ul style="list-style-type: none"> • Provides proactive leadership to address the needs of the District to continuously improve teaching and learning. ✓ • Identifies important issues and problems, recommends appropriate solutions in a timely manner, and recognizes the consequences of such recommendations. • Establishes priorities, related timelines and expectations, follows-up and acts on reports. • Presents and promotes a positive image of the School District. ✓ • Conveys a commitment to the mission and values of the District and supports these values even if difficult actions are required. • Uses a systematic process of developing the board agenda items including staff review, examination of alternatives and recommendations of the best options. • Promotes and expects a climate of tolerance, acceptance and civility. ✓ • Maintains a professional demeanor in high stress situations. ✓ • Demonstrates sufficient understanding of all aspects of the school system and seeks self-improvement through continued professional development. ✓ 		

M3
 M3
 M3
 M3
 M3
 R2
 M3
 M3
 M3

Board Member's Initials: CR
 Date: 6-14-16

PROFESSIONAL STANDARD

Description of Ratings:	
Commendable	4
Meets Expectations	3
Reasonable Progress Toward Expectation	2
Needs Improvement	1

	Individual Board Member Rating:	3
<p>C. EFFECTIVE BOARD RELATIONS</p> <p><i>Guidelines:</i></p> <ul style="list-style-type: none"> • Works to create and maintain a positive working relationship with the School Board. • Keeps the School Board informed on issues, needs and operations of the District. • Responds to School Board concerns in a timely manner. • Prepares recommendations based on thorough study and analysis. • Appropriately interprets and executes Board policy and direction. • Understands and interprets the role of federal, state and local government policy and politics, and their relationship to the School District and schools. • Works with the Board to establish a District vision and attainable goals for the District. • Is sensitive to Board Members' responsibility to respond to the community, and provides them information to do so. 		
<p><i>Dr. Rendell keeps the Board members informed on issues and maintains a positive working relationship with us.</i></p> <p><i>He is a pleasure to work with</i></p>		

2016/06/14/02:16:00 PM

Board Member's Initials: *CS*
 Date: 6-14-16

PROFESSIONAL STANDARD

Description of Ratings:	
Commendable +	4
Meets Expectations	2 3
Reasonable Progress Toward Expectation	5 2
Needs Improvement	4 1

	Individual Board Member Rating:	3
--	---------------------------------	---

D. HIGHLY DEVELOPED AND HIGH PERFORMING STAFF

Guidelines:

- Provides leadership to attract and retain high quality employees.
- Executes sound personnel procedures and practices.
- Promotes professional development and builds expanded competencies within the workforce.
- Delegates responsibility and authority to staff members appropriate to the position each holds and holds each accountable.
- Demonstrates the ability to resolve sensitive personnel issues.
- Establish productive relationships with bargaining groups while managing contracts effectively.
- Encourages team work among District level staff and between District level and school based personnel.
- Promotes high morale and inspires employees to high professional standards.
- Oversees development and implementation of an effective performance review and evaluating process for all district employees.

R 2
 R 2
 M 3
 R 2
 N 1
 R 2
 M 3
 M 3
 R 2

Dr. Rendell needs to steer clear of the "Good Old Boy" network and hire the most qualified candidates that have the qualifications in the job descriptions.

Additional time is needed to see the results of the staff hirings that have taken place during his first year on the job.

Board Member's Initials: *CR*

Date: 6-14-16

PROFESSIONAL STANDARD

Description of Ratings:	
Commendable	4
Meets Expectations	3
Reasonable Progress Toward Expectation	2
Needs Improvement	1

	Individual Board Member Rating:	<u>3</u>
--	---------------------------------	----------

E. EFFICIENT AND EFFECTIVE OPERATIONAL PLANNING, ORGANIZATION, AND FINANCIAL MANAGEMENT

Guidelines:

- Works to develop and improve management procedures/systems in each department.
- Develops and implements a comprehensive plan to promote the safety and security of students and staff.
- Coordinates the District budget so that schools can operate effectively and efficiently.
- Supervises the preparation of the annual budget which reveals careful analysis of the operational expenditures to improve the quality of the instructional program.
- Maintains accurate financial records to ensure the proper expenditure of funds and elimination of waste by securing goods and services at fair and reasonable cost without compromising the quality of the instructional program.
- Meets and works collaboratively with the Board and appropriate staff to determine priorities for budgeting and for the effective allocation of space and human resources.
- Analyzes available instructional resources and assigns them in a cost-effective and equitable manner to enhance student outcomes.
- Maintains accountability of school and department leadership.

2
3
3
3
3
3

Dr. Rendell meets my expectations concerning efficient and effective operational planning, organization and financial management.

Board Member's Initials: *CR*
Date: 6-14-16

Meets Expectations

Summary: Overall Rating of Professional Standards: 3

A. General comments:

Dr. Rendell is the right man for the job.
Easy to work with and knows his stuff.

B. Area(s) of greatest accomplishments this year which deserve commendations:

Improved relationships with Charter Schools.
Progress on Desegregation order analysis and
initial steps toward unitary status.

C. Area(s) of greatest particular performance which need(s) strengthening:

Hiring practices where new employees do not
have the qualifications for the job.
Need to delegate more to assistants but
test their recommendations on specific issues.

The signatures below indicate only that the Superintendent has reviewed this performance evaluation with the appraiser on the date written below.

Board Member Signature: Charles H. Seacey Date: 6-14-16

Superintendent Signature: Mary Kemp Date: 6/15/16

This page intentionally left blank.

Action Item A: 6/28/2016

Approval of Superintendent's 2015-2016 Composite Evaluation of Professional Standards as Satisfactory and Above Expectations-Chairman Simchick

Dr. Rendell has served as Superintendent of Schools since June 2015. As per his employment contract, each Board Member, independently, prepared an evaluation of Professional Standards linking goals set by the School Board and met with Dr. Rendell to review his evaluation. All evaluations and any accompanying comments were reviewed by individual Board Members with the Superintendent. Board Members are now asked to vote to accept the evaluation.

Overall Composite Summative Rating

Category	Integrity & Leadership	Communication and Community	Board Relations	Highly Developed and High Performing Staff	Efficient and Effective Operational Planning, organization and Financial Management
Charles Searcy	3	3	3	3	3
Matt McCain	4	4	4	4	4
Claudia Jiménez	4	4	3	2	3
Shawn Frost	4	3	3	3	3
Dale Simchick	4	4	3	3	4
Average Rating	3.8	3.6	3.2	3	3.4

Overall Average Rating: 3.4

This page intentionally left blank.

SCHOOL BOARD OF INDIAN RIVER COUNTY
SUPERINTENDENT'S EVALUATION FORM
2015 - 2016

Individual Board Members will rate the Superintendent's performance in each of the five professional standards areas listed below. Under each professional standard, there are several guidelines and, taken collectively, will give meaning to the professional standard being evaluated. The focus is on leadership practices that impact prioritization and results for student achievement--knowing what is important, understanding what is needed, and taking action that gets results.

RATING LEGEND

COMMENDABLE:

The Superintendent's performance exceeds your expectation. This performance level is significantly above expectations. Performance levels would include unusually high-quality work that results in unexpected benefit to the District.

MEETS EXPECTATIONS:

The Superintendent performs her duties in an acceptable manner. Produces high-quality work in most competency areas, completing tasks or projects when expected, bringing projects in on-budget, maintaining a balanced budget, substantially addressing problem issues, achieving goals with established or expected timelines, maintaining safe and adequate facilities within the allocated resources, performing duties in a manner that does not negatively impact the District's operation and comply with all legal requirements regarding the District's operations.

REASONABLE PROGRESS TOWARD EXPECTATION:

This category takes into account that unusual or unforeseen circumstances may prevent the Superintendent from meeting expectations but shows reasonable progress toward achieving that status.

NEEDS IMPROVEMENT:

The Superintendent's performance does not meet your expectation. Significantly fails to meet District objectives or fails to perform at the expected levels of service as indicated in the categories.

PROFESSIONAL STANDARD

<u>Description of Ratings:</u>	
Commendable	4
Meets Expectations	3
Reasonable Progress Toward Expectation	2
Needs Improvement	1

<i>Exceeds -</i>	Individual Board Member Rating:	<i>4</i>
A. INTEGRITY AND LEADERSHIP		
<p><i>Guidelines:</i> Maintains high standards of ethics, honesty and integrity.</p> <ul style="list-style-type: none"> • Provides proactive leadership to address the needs of the District to continuously improve teaching and learning. • Identifies important issues and problems, recommends appropriate solutions in a timely manner, and recognizes the consequences of such recommendations. <i>+</i> Establishes priorities, related timelines and expectations, follows-up and acts on reports. • Presents and promotes a positive image of the School District. • Conveys a commitment to the mission and values of the District and supports these values even if difficult actions are required. • Uses a systematic process of developing the board agenda items including staff review, examination of alternatives and recommendations of the best options. • Promotes and expects a climate of tolerance, acceptance and civility. • Maintains a professional demeanor in high stress situations. <i>+</i> • Demonstrates sufficient understanding of all aspects of the school system and seeks self-improvement through continued professional development. 		
<p><i>Dr. Rendell has faced numerous emergency situations and provided steady leadership.</i></p>		

Board Member's Initials: *RF*
 Date: 5-15-16

PROFESSIONAL STANDARD

Description of Ratings:
 Commendable 4
 Meets Expectations 3
 Reasonable Progress Toward Expectation 2
 Needs Improvement 1

Meets	Individual Board Member Rating:	3
<p>C. EFFECTIVE BOARD RELATIONS</p> <p><i>Guidelines:</i></p> <ul style="list-style-type: none"> • Works to create and maintain a positive working relationship with the School Board. • Keeps the School Board informed on issues, needs and operations of the District. + • Responds to School Board concerns in a timely manner. • Prepares recommendations based on thorough study and analysis. • Appropriately interprets and executes Board policy and direction. • Understands and interprets the role of federal, state and local government policy and politics, and their relationship to the School District and schools. - • Works with the Board to establish a District vision and attainable goals for the District. - • Is sensitive to Board Members' responsibility to respond to the community, and provides them information to do so. 		
Need strategic plan		
Does an excellent job keeping us informed		

Board Member's Initials: *RS*
 Date: 02-15-19

PROFESSIONAL STANDARD

<p><u>Description of Ratings:</u> Commendable Meets Expectations Reasonable Progress Toward Expectation Needs Improvement</p>

meets	Individual Board Member Rating:	3
-------	------------------------------------	---

D. HIGHLY DEVELOPED AND HIGH PERFORMING STAFF

Guidelines:

- Provides leadership to attract and retain high quality employees.
- Executes sound personnel procedures and practices.
- Promotes professional development and builds expanded competencies within the workforce.
- Delegates responsibility and authority to staff members appropriate to the position each holds and holds each accountable.
- Demonstrates the ability to resolve sensitive personnel issues.
- Establish productive relationships with bargaining groups while managing contracts effectively.
- Encourages team work among District level staff and between District level and school based personnel.
- Promotes high morale and inspires employees to high professional standards.
- Oversees development and implementation of an effective performance review and evaluating process for all district employees.

This has been a year of change, hoping this will be a 4 next year based on what changes produce in results.
 Appreciate efforts toward 360^o accountability culture.

Board Member's Initials: RC
 Date: 5-13-16

PROFESSIONAL STANDARD

Description of Ratings:
 Commendable
 Meets Expectations
 Reasonable Progress Toward Expectation
 Needs Improvement

meets	Individual Board Member Rating:	3
<p>E. EFFICIENT AND EFFECTIVE OPERATIONAL PLANNING, ORGANIZATION, AND FINANCIAL MANAGEMENT</p> <p><i>Guidelines:</i></p> <ul style="list-style-type: none"> • Works to develop and improve management procedures/systems in each department. • Develops and implements a comprehensive plan to promote the safety and security of students and staff. • Coordinates the District budget so that schools can operate effectively and efficiently. • Supervises the preparation of the annual budget which reveals careful analysis of the operational expenditures to improve the quality of the instructional program. • Maintains accurate financial records to ensure the proper expenditure of funds and elimination of waste by securing goods and services at fair and reasonable cost without compromising the quality of the instructional program. • Meets and works collaboratively with the Board and appropriate staff to determine priorities for budgeting and for the effective allocation of space and human resources. • Analyzes available instructional resources and assigns them in a cost-effective and equitable manner to enhance student outcomes. †. Maintains accountability of school and department leadership. 		
<p>Health Care situation a major set-back</p>		
<p>A move to true zero-based budgeting will</p>		
<p>result in a 4</p>		
<p>The focus on accountability has been</p>		
<p>a great benefit.</p>		

Board Member's Initials: JS
 Date: 6-15-16

Summary: Overall Rating of Professional Standards: Meets

A. General comments:

I have high expectations, meeting them is no small feat. You are a highly skilled, high potential whom I expect to grow into a super star. This review allows recognition for such once it is achieved.

B. Area(s) of greatest accomplishments this year which deserve commendations:

Improved relationship with public charter Boards
Proactive approach to improvement via DMC + Unity status
Steady leadership in emergency situations
Fostering a culture of accountability.

C. Area(s) of greatest particular performance which need(s) strengthening:

Zero based + transparent budgeting process
Strategic Plan clearly communicate to all stakeholders.

The signatures below indicate only that the Superintendent has reviewed this performance evaluation with the appraiser on the date written below.

Board Member Signature: [Signature]

Date: 6-15-16

Superintendent Signature: [Signature]

Date: 6/23/16

This page intentionally left blank.

PROFESSIONAL STANDARD

Description of Ratings:
Exceeds Expectations
Satisfactory
Reasonable Progress Toward Satisfactory
Unsatisfactory

A. INTEGRITY AND LEADERSHIP

Guidelines: Maintains high standards of ethics, honesty and integrity.

- Provides proactive leadership to address the needs of the District to continuously improve teaching and learning. 4
- Identifies important issues and problems, recommends appropriate solutions in a timely manner, and recognizes the consequences of such recommendations. 2
- Establishes priorities, related timelines and expectations, follows-up and acts on reports. 3
- Presents and promotes a positive image of the School District. 4
- Conveys a commitment to the mission and values of the District and supports these values even if difficult actions are required. 4
- Uses a systematic process of developing the board agenda items including staff review, examination of alternatives and recommendations of the best options. 3
- Promotes and expects a climate of tolerance, acceptance and civility. 3
- Maintains a professional demeanor in high stress situations. 4
- Demonstrates sufficient understanding of all aspects of the school system and seeks self-improvement through continued professional development. 4

Unquestioned integrity and good leadership skills

Rating: 3
 Board Member's Initials: CS
 Date: 6-17

PROFESSIONAL STANDARD

Description of Ratings:
Exceeds Expectations
Satisfactory
Reasonable Progress Toward Satisfactory
Unsatisfactory

B. COMMUNICATION AND COMMUNITY ENGAGEMENT

Guidelines:

- Promotes, demonstrates and supports effective and timely two-way communication between District, schools, community, and local governments regarding School District programs and activities in a clear, consistent manner. *3*
- Fosters positive working relationships with community, stakeholder groups and governmental entities. *3*
- Maintains visibility in the community. *4*
- Works to increase parental and community involvement in schools and in the District. *3*
- Informs staff of relevant information, as appropriate. *3*
- Provides information from all perspectives and clarifies issues to the Board in an appropriate manner. *3*
- Visits school sites and communicates with the staff, students and parents as appropriate. *4*
- Fosters a transparent environment in which information is fully disseminated to the public. *2*

*Effective communicator in the District
and in the Community*

Rating: 3
Board Member's Initials: CS
Date: 6-6-17

PROFESSIONAL STANDARD

Description of Ratings:
Exceeds Expectations
Satisfactory
Reasonable Progress Toward Satisfactory
Unsatisfactory

C. EFFECTIVE BOARD RELATIONS

Guidelines:

- Works to create and maintain a positive working relationship with the School Board. 3
- Keeps the School Board informed on issues, needs and operations of the District. 3
- Responds to School Board concerns in a timely manner. 4
- Prepares recommendations based on thorough study and analysis. 3
- Appropriately interprets and executes Board policy and direction. 3
- Understands and interprets the role of federal, state and local government policy and politics, and their relationship to the School District and schools. 3
- Works with the Board to establish a District vision and attainable goals for the District. 3
- Is sensitive to Board Members' responsibility to respond to the community, and provides them information to do so. 3

Rating: 3
Board Member's Initials: RS
Date: 6-6-17

PROFESSIONAL STANDARD

Description of Ratings:
Exceeds Expectations
Satisfactory
Reasonable Progress Toward Satisfactory
Unsatisfactory

D. HIGHLY DEVELOPED AND HIGH PERFORMING STAFF

Guidelines:

- Provides leadership to attract and retain high quality employees. 3
- Executes sound personnel procedures and practices. 2
- Promotes professional development and builds expanded competencies within the workforce. 3
- Delegates responsibility and authority to staff members appropriate to the position each holds and holds each accountable. 3
- Demonstrates the ability to resolve sensitive personnel issues. 2
- Establish productive relationships with bargaining groups while managing contracts effectively. 3
- Encourages team work among District level staff and between District level and school based personnel. 2
- Promotes high morale and inspires employees to high professional standards. 3
- Oversees development and implementation of an effective performance review and evaluating process for all district employees. 3

Personnel issues need much work.

Effective at delegating

Rating: 3
Board Member's Initials: CR
Date: 6-6-17

PROFESSIONAL STANDARD

<p>Description of Ratings:</p> <p>Exceeds Expectations</p> <p>Satisfactory</p> <p>Reasonable Progress Toward Satisfactory</p> <p>Unsatisfactory</p>

E. EFFICIENT AND EFFECTIVE OPERATIONAL PLANNING, ORGANIZATION, AND FINANCIAL MANAGEMENT

Mr. Peribato

Guidelines:

- Works to develop and improve management procedures/systems in each department. *2*
- Develops and implements a comprehensive plan to promote the safety and security of students and staff. *4*
- Coordinates the District budget so that schools can operate effectively and efficiently. *3*
- Supervises the preparation of the annual budget which reveals careful analysis of the operational expenditures to improve the quality of the instructional program. *3*
- Maintains accurate financial records to ensure the proper expenditure of funds and elimination of waste by securing goods and services at fair and reasonable cost without compromising the quality of the instructional program. *3*
- Meets and works collaboratively with the Board and appropriate staff to determine priorities for budgeting and for the effective allocation of space and human resources. *3*
- Analyzes available instructional resources and assigns them in a cost-effective and equitable manner to enhance student outcomes. *3*
- Maintains accountability of school and department leadership. *3*

2 3

Satisfactory

Rating: *3*
 Board Member's Initials: *CR*
 Date: *6-6-17*

Ratings: Goals for 2016-2017

F. Focus Area I – Student Achievement:

has much incomplete or not available yet
Good - Graduation rates
Decrease in reading scores.

Rating: 2
Board Member's Initials: CS
Date: 6-6-17

G. Focus Area II – Safety and Security

Serious lifesafety violations still open - Not good.
Measurable outcomes still in progress

No district wide emergency drill - Revised - why?

Rating: 3
Board Member's Initials: CS
Date: 6-6-17

H. Focus Area III – Employee Development

Non-attendance at PD sessions - problem.

Somewhat difficult to determine employee development

Rating: 3
Board Member's Initials: CS
Date: 6-6-17

Ratings: Goals for 2016-2017

I. Focus Area IV – School Community Relations

Good work!

Rating: 4
Board Member's Initials: CS
Date: 6-6-17

J. Focus Area V – Technology Integration

Excellent progress

Rating: 4
Board Member's Initials: CS
Date: 6-6-17

Summary: Overall Rating of Professional Standards and Goals: 3
(Exceeds Expectations, Satisfactory, Reasonable Progress Toward Satisfactory, Unsatisfactory)

General comments:

Dr. Rendell is doing a good job.
He inherited some major problems both financial and personnel but making good progress in resolving the issues.

Area(s) of greatest accomplishments this year which deserve commendations:

Moving the District closer to unitary status.
Getting multi-year contract with IRCEA.
Made necessary but unpopular changes in principals.
Major feat was developing a plan to solve the employee health insurance crisis.

Area(s) of greatest particular performance which need(s) strengthening:

Necessary personnel changes need to be made without delay.
More effective and timely responses to citizens and press requests.
Must get a handle on the discipline

The signatures below indicate only that the Superintendent has reviewed this performance evaluation with the appraiser on the date written below.

Board Member's Signature: Charles A. Gray

Date: 6-6-17

Superintendent's Signature: Mary Kemp

Date: 6/6/17

SCHOOL BOARD OF INDIAN RIVER COUNTY
SUPERINTENDENT'S EVALUATION FORM and GOAL RATINGS
2016 - 2017

Individual Board Members will rate the Superintendent's performance in each of the five professional standards areas listed below and each of the five Goals. The final page and overall rating will be turned into the Chairman for the final overall rating. Under each professional standard, there are several guidelines and, taken collectively, will give meaning to the professional standard being evaluated. The focus is on leadership practices that impact prioritization and results for student achievement--knowing what is important, understanding what is needed, and taking action that gets results.

RATING LEGEND

EXCEEDS EXPECTATIONS = 4 Points:

The Superintendent's performance exceeds your expectation. This performance level is significantly above expectations. Performance levels would include unusually high-quality work that results in unexpected benefit to the District.

SATISFACTORY = 3 Points:

The Superintendent performs her duties in a satisfactory manner. Produces high-quality work in most competency areas, completing tasks or projects when expected, bringing projects in on-budget, maintaining a balanced budget, substantially addressing problem issues, achieving goals with established or expected timelines, maintaining safe and adequate facilities within the allocated resources, performing duties in a manner that does not negatively impact the District's operation and comply with all legal requirements regarding the District's operations.

REASONABLE PROGRESS TOWARD SATISFACTORY = 2 Points:

This category takes into account that unusual or unforeseen circumstances may prevent the Superintendent from meeting expectations but shows reasonable progress toward achieving that status.

UNSATISFACTORY = 1 Point:

The Superintendent's performance does not meet your expectation. Significantly fails to meet District objectives or fails to perform at the expected levels of service as indicated in the categories.

PROFESSIONAL STANDARD

Description of Ratings:
Exceeds Expectations
Satisfactory
Reasonable Progress Toward Satisfactory
Unsatisfactory

A. INTEGRITY AND LEADERSHIP

Guidelines: Maintains high standards of ethics, honesty and integrity.

- Provides proactive leadership to address the needs of the District to continuously improve teaching and learning.
- Identifies important issues and problems, recommends appropriate solutions in a timely manner, and recognizes the consequences of such recommendations.
- Establishes priorities, related timelines and expectations, follows-up and acts on reports.
- Presents and promotes a positive image of the School District.
- Conveys a commitment to the mission and values of the District and supports these values even if difficult actions are required.
- Uses a systematic process of developing the board agenda items including staff review, examination of alternatives and recommendations of the best options.
- Promotes and expects a climate of tolerance, acceptance and civility.
- Maintains a professional demeanor in high stress situations.
- Demonstrates sufficient understanding of all aspects of the school system and seeks self-improvement through continued professional development.

Dr. Rendell promotes a positive image of our school district. He takes appropriate actions during issues that are difficult, but must be dealt with. These actions require strong leadership skills. Dr. Rendell demonstrates this quality!

Rating: 4
Board Member's Initials: RS
Date: 5/26/17

PROFESSIONAL STANDARD

Description of Ratings:
Exceeds Expectations
Satisfactory
Reasonable Progress Toward Satisfactory
Unsatisfactory

B. COMMUNICATION AND COMMUNITY ENGAGEMENT

Guidelines:

- Promotes, demonstrates and supports effective and timely two-way communication between District, schools, community, and local governments regarding School District programs and activities in a clear, consistent manner.
- Fosters positive working relationships with community, stakeholder groups and governmental entities.
- Maintains visibility in the community.
- Works to increase parental and community involvement in schools and in the District.
- Informs staff of relevant information, as appropriate.
- Provides information from all perspectives and clarifies issues to the Board in an appropriate manner.
- Visits school sites and communicates with the staff, students and parents as appropriate.
- Fosters a transparent environment in which information is fully disseminated to the public.

Dr. Rendell makes several rounds in the community through radio, school visits, civic organizations and more! He is highly visible and responds very quickly to the public. Dr. Rendell communicates effectively and professionally!

Rating: 4
Board Member's Initials: RS
Date: 5/26/17

PROFESSIONAL STANDARD

Description of Ratings: Exceeds Expectations Satisfactory Reasonable Progress Toward Satisfactory Unsatisfactory
--

C. EFFECTIVE BOARD RELATIONS

Guidelines:

- Works to create and maintain a positive working relationship with the School Board.
- Keeps the School Board informed on issues, needs and operations of the District.
- Responds to School Board concerns in a timely manner.
- Prepares recommendations based on thorough study and analysis.
- Appropriately interprets and executes Board policy and direction.
- Understands and interprets the role of federal, state and local government policy and politics, and their relationship to the School District and schools.
- Works with the Board to establish a District vision and attainable goals for the District.
- Is sensitive to Board Members' responsibility to respond to the community, and provides them information to do so.

Dr. Rendell has always worked with the board to gather information and carry out their will. Through our vision he sets goals and executes. Although most of the time he is sensitive to our responsibility to the community and our ability to respond, he neglected to deliver important information to me. This made my job extremely difficult. This matter was discussed.

Rating: 3
Board Member's Initials: RS
Date: 5/26/17

PROFESSIONAL STANDARD

Description of Ratings:
Exceeds Expectations
Satisfactory
Reasonable Progress Toward Satisfactory
Unsatisfactory

D. HIGHLY DEVELOPED AND HIGH PERFORMING STAFF

Guidelines:

- Provides leadership to attract and retain high quality employees.
- Executes sound personnel procedures and practices.
- Promotes professional development and builds expanded competencies within the workforce.
- Delegates responsibility and authority to staff members appropriate to the position each holds and holds each accountable.
- Demonstrates the ability to resolve sensitive personnel issues.
- Establish productive relationships with bargaining groups while managing contracts effectively.
- Encourages team work among District level staff and between District level and school based personnel.
- Promotes high morale and inspires employees to high professional standards.
- Oversees development and implementation of an effective performance review and evaluating process for all district employees.

Dr. Rendell always tries to put the right people in the right seat, He is highly successful in this area!

Rating: 4
Board Member's Initials: as
Date: 5/26/17

PROFESSIONAL STANDARD

Description of Ratings:
Exceeds Expectations
Satisfactory
Reasonable Progress Toward Satisfactory
Unsatisfactory

E. EFFICIENT AND EFFECTIVE OPERATIONAL PLANNING, ORGANIZATION, AND FINANCIAL MANAGEMENT

Guidelines:

- Works to develop and improve management procedures/systems in each department.
- Develops and implements a comprehensive plan to promote the safety and security of students and staff.
- Coordinates the District budget so that schools can operate effectively and efficiently.
- Supervises the preparation of the annual budget which reveals careful analysis of the operational expenditures to improve the quality of the instructional program.
- Maintains accurate financial records to ensure the proper expenditure of funds and elimination of waste by securing goods and services at fair and reasonable cost without compromising the quality of the instructional program.
- Meets and works collaboratively with the Board and appropriate staff to determine priorities for budgeting and for the effective allocation of space and human resources.
- Analyzes available instructional resources and assigns them in a cost-effective and equitable manner to enhance student outcomes.
- Maintains accountability of school and department leadership.

Dr. Rendell has implemented a new organizational chart and streamlined services. Dr. Rendell has gone to budgeting and has brought about several money saving solutions.

Rating: 4
Board Member's Initials: RS
Date: 5/22/17

Ratings: Goals for 2016-2017

F. Focus Area I – Student Achievement:

This year was Amazing! Including the ACT that allowed 130 students to graduate was fantastic!

Rating: 4
Board Member's Initials: RO
Date: 5/26/17

G. Focus Area II – Safety and Security

We added several security measures according to our improvement plan.
Thanks!!

Rating: 4
Board Member's Initials: RO
Date: 5/24/17

H. Focus Area III – Employee Development

Mitigating Health Care benefits and issues have been challenging but Dr. Rendell has accomplished much in this area of his goals!

Rating: 4
Board Member's Initials: RO
Date: 5/24/17

Ratings: Goals for 2016-2017

I. Focus Area IV – School Community Relations

As mentioned in Standards - Superior!

Rating: 4
Board Member's Initials: RS
Date: 5/26/17

J. Focus Area V – Technology Integration

Thanks to the voters for the funds
and De Rendell's implementation.

Rating: 4
Board Member's Initials: RS
Date: 5/26/17

Summary: Overall Rating of Professional Standards and Goals: 4 (3.87 average)
(Exceeds Expectations, Satisfactory, Reasonable Progress Toward Satisfactory, Unsatisfactory)

General comments:

Dr. Rendell raises our district image in the community, handles inaccurate media coverage well!

Area(s) of greatest accomplishments this year which deserve commendations:

Standing Stronger in teachers disciplines, working towards unitary status and turning lower performing schools around!

Area(s) of greatest particular performance which need(s) strengthening:

Not much - continue to smoothly transfer information to board members

The signatures below indicate only that the Superintendent has reviewed this performance evaluation with the appraiser on the date written below.

Board Member's Signature: Dale Anichie Date: 5/26/17
Superintendent's Signature: May Mump Date: 6/5/17

PROFESSIONAL STANDARD

<u>Description of Ratings:</u>
Exceeds Expectations
Satisfactory
Reasonable Progress Toward Satisfactory
Unsatisfactory

A. INTEGRITY AND LEADERSHIP

Guidelines: Maintains high standards of ethics, honesty and integrity.

- ✓ Provides proactive leadership to address the needs of the District to continuously improve teaching and learning.
- Identifies important issues and problems, recommends appropriate solutions in a timely manner, and recognizes the consequences of such recommendations.
- Establishes priorities, related timelines and expectations, follows-up and acts on reports.
- ✓ Presents and promotes a positive image of the School District.
- ✓ Conveys a commitment to the mission and values of the District and supports these values even if difficult actions are required.
- ✓ Uses a systematic process of developing the board agenda items including staff review, examination of alternatives and recommendations of the best options.
- Promotes and expects a climate of tolerance, acceptance and civility.
- Maintains a professional demeanor in high stress situations.
- Demonstrates sufficient understanding of all aspects of the school system and seeks self-improvement through continued professional development.

- Need to improve upon identifying issues before they become problematic.

- Need to work on analyzing and probing into recommendations being made by staff or leadership before settling on consequences.

Rating: 3
 Board Member's Initials: JR
 Date: 6/13/17

PROFESSIONAL STANDARD

Description of Ratings:

- Exceeds Expectations
- Satisfactory
- Reasonable Progress Toward Satisfactory
- Unsatisfactory

B. COMMUNICATION AND COMMUNITY ENGAGEMENT

Guidelines:

- Promotes, demonstrates and supports effective and timely two-way communication between District, schools, community, and local governments regarding School District programs and activities in a clear, consistent manner.
- Fosters positive working relationships with community, stakeholder groups and governmental entities.
- ✓ Maintains visibility in the community.
- ✓ Works to increase parental and community involvement in schools and in the District.
- Inform staff of relevant information, as appropriate.
- Provides information from all perspectives and clarifies issues to the Board in an appropriate manner.
- Visits school sites and communicates with the staff, students and parents as appropriate.
- Fosters a transparent environment in which information is fully disseminated to the public.

6 of these 8 areas need significant improvement.

- Teachers are not given an opportunity to express their ideas or concerns.
- To retain and recruit within and outside leadership we must practice professional courtesy when not renewing contracts. Just showing up and saying your contract is not going to be renewed because we need new leadership is unacceptable. Professionals learn and grow from weaknesses. Constructive Criticism was owed to the Beachland & Gifford Principals.

Rating: 1
 Board Member's Initials: hr
 Date: 6/13/17

- Information is present to me w/ formulated opinions and when I disagree and ask for further documents there is no sense of urgency to provide... I should not have to

wait weeks or months for readily available information. Mr. Green has always given me an ETA and follows through.

I am very disappointed with how long it takes me to get basic financial documents to the point it really slows down my ability to wisely and effectively use my time. If I am in a budget review meeting w/ Mr. Morrison I should not be told I have to ask Dr. Rendell to ask Mr. Morrison to print a list of all the portables we are leasing in the district and how long we have been leasing these units. Because if I am reviewing budget with him and see an expense for \$800k per year I should be able to ask for any budget detail w/o getting run around for weeks. This is just one small example of a

[Signature]
6/13/17

PROFESSIONAL STANDARD

Description of Ratings:
 Exceeds Expectations
 Satisfactory
 Reasonable Progress Toward Satisfactory
 Unsatisfactory

C. EFFECTIVE BOARD RELATIONS

Guidelines:

- 1 Works to create and maintain a positive working relationship with the School Board. *needs work*
- 2 Keeps the School Board informed on issues, needs and operations of the District.
- 3 Responds to School Board concerns in a timely manner. *X*
- Prepares recommendations based on thorough study and analysis. *needs work*
- Appropriately interprets and executes Board policy and direction.
- Understands and interprets the role of federal, state and local government policy and politics, and their relationship to the School District and schools.
- 4 Works with the Board to establish a District vision and attainable goals for the District. *One sided*
- 5 Is sensitive to Board Members' responsibility to respond to the community, and provides them information to do so. *needs work*

- Not being given heads up of looming issues.

- Staff is argumentative and defensive when probing for further information. Ex) Career & Tech Plans & Spending

- Very slow to provide info under time sensitivity. (deducted under

communication so will not under this professional standard)

Rating: 2
 Board Member's Initials: ly
 Date: 6/12/17

PROFESSIONAL STANDARD

Description of Ratings:
Exceeds Expectations
Satisfactory
Reasonable Progress Toward Satisfactory
Unsatisfactory

D. HIGHLY DEVELOPED AND HIGH PERFORMING STAFF

Guidelines:

- 1 Provides leadership to attract and retain high quality employees.
 - Executes sound personnel procedures and practices.
- 2 Promotes professional development and builds expanded competencies within the workforce.
 - Delegates responsibility and authority to staff members appropriate to the position each holds and holds each accountable.
 - Demonstrates the ability to resolve sensitive personnel issues.
 - Establish productive relationships with bargaining groups while managing contracts effectively.
 - Encourages team work among District level staff and between District level and school based personnel.
- 3 Promotes high morale and inspires employees to high professional standards.
- 4 Oversees development and implementation of an effective performance review and evaluating process for all district employees.

- Teacher Morale is low across district needs immediate attention.

- School Climate needs work.

= School Leadership needs more accountability
if they are maintaining status quo academically
and poor school climate.

Rating: 3
Board Member's Initials: AG
Date: 6/13/17

PROFESSIONAL STANDARD

Description of Ratings:
Exceeds Expectations
Satisfactory
Reasonable Progress Toward Satisfactory
Unsatisfactory

E. EFFICIENT AND EFFECTIVE OPERATIONAL PLANNING, ORGANIZATION, AND FINANCIAL MANAGEMENT

Guidelines:

- Works to develop and improve management procedures/systems in each department.
- Develops and implements a comprehensive plan to promote the safety and security of students and staff.
- Coordinates the District budget so that schools can operate effectively and efficiently.
- Supervises the preparation of the annual budget which reveals careful analysis of the operational expenditures to improve the quality of the instructional program.
- Maintains accurate financial records to ensure the proper expenditure of funds and elimination of waste by securing goods and services at fair and reasonable cost without compromising the quality of the instructional program.
- Meets and works collaboratively with the Board and appropriate staff to determine priorities for budgeting and for the effective allocation of space and human resources.
- Analyzes available instructional resources and assigns them in a cost-effective and equitable manner to enhance student outcomes.
- Maintains accountability of school and department leadership.

- Making very good strides in right direction w/ reorganization of HR, Operations, ESE, & Curriculum.

- Positive move to renegotiate Florida Blue, I encourage staff to continue looking for ways to save district money. We should try to renegotiate contracts up for renewal verses just accepting

Rating: 4
Board Member's Initials: MY
Date: 6/13/17

Past terms. This takes planning by staff to ensure there is sufficient time to negotiate verses accepting

Page 12 of 38
Page 60 of 168
Status quo based on tight deadlines.
Mrs. Rossini A.3 5/22/2019

Ratings: Goals for 2016-2017

F. Focus Area I – Student Achievement:

- Needs significant improvement across district, FSA scores did not meet expectation, ~~It is unacceptable~~
1) - School leadership must be held accountable.

Rating: 2
Board Member's Initials: _____
Date: 6/13/17

G. Focus Area II – Safety and Security

Code of Conduct and Student Discipline Problems have been ignored since I have been on the board. You must actively become a part of resolving this issue and not leave the work solely to staff and a committee.
You must take a leading role to fix this issue.

Rating: 2
Board Member's Initials: _____
Date: 6/13/17

H. Focus Area III – Employee Development

Making strides in the right direction.

Rating: 3
Board Member's Initials: AA
Date: 6/13/17

Ratings: Goals for 2016-2017

I. Focus Area IV – School Community Relations

- Would like to see more progress
in the area of achieving Unitary Status,
ex) Student Code of Conduct

Rating: 3
Board Member's Initials: _____
Date: 6/13/17

J. Focus Area V – Technology Integration

I can envision us as a
district of technology and innovation.
Keep up the great job.

Rating: 4
Board Member's Initials: JR
Date: 6/13/17

Summary: Overall Rating of Professional Standards and Goals: 2.7
(Exceeds Expectations, Satisfactory, ~~Reasonable Progress Toward Satisfactory,~~
Unsatisfactory)

General comments:

Overall I think the superintendent is making progress toward Satisfactory. Exceeding Expectations will be reached when 90% are reading on grade level combined w/ graduation rates above 90%.

Area(s) of greatest accomplishments this year which deserve commendations:

Revitalizing leadership within district was way overdue. Cabinet, Principal, and Curriculum department changes are to be commended.

Area(s) of greatest particular performance which need(s) strengthening: Middle achievement 6-8

- Need to foster a Culture of Open Communication.
- A Climate where employee input is solicited & appreciated.
- Employees, Students, Parents & Board Members are well informed through formal channels (emails, memos, meetings)
- We need to work on gaining the trust back from all stakeholders

The signatures below indicate only that the Superintendent has reviewed this performance evaluation with the appraiser on the date written below.

Board Member's Signature: Laura Yew

Date: 6/13/17

Superintendent's Signature: Mary Rulif

Date: 6/13/17

This page intentionally left blank.

Superintendent Performance Accountability System

Superintendent's Name: Mark Rendell

School Year: 2017-2018

Board Member's Name: Self Assessment

Date: 6-28-18

Accountability Ratings

The Superintendent shall be rated on each item using the following scale – ratings must be based on demonstrated evidence or lack of evidence. Documents associated with the accomplishment of the Superintendent's Goals shall accompany this assessment of performance.

5 – Outstanding	Has exceeded expected outcomes for goal attainment or mastery of performance objective.
4 – Meets Expectation	Has demonstrated goal attainment and /or a high level of performance for designated performance objective.
3 – Satisfactory	Has demonstrated progress toward goal attainment or an acceptable level of performance for required performance objective.
2 – Improvement Expected	Progress on goal attainment or demonstration of an acceptable level of performance for required performance objectives is not up to School Board standards.
1 - Unsatisfactory	No evidence of goal progress or progress towards an acceptable performance of School Board standards.

Each Board Member will rate the Superintendent in each of the performance areas. A composite score for each performance area will then be calculated based on an average of the scores in each performance area.

Superintendent / District Goal #1	Student Success: Every student receives a high quality education that is grounded in high expectations, personalized to meet his/her needs and interests, and backed by the necessary learning supports.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	<p>The Assessor's Rating of the accomplishment of this goal based on information provided.</p> <p>5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <p>I believe that we have made great progress in the area of student achievement this past school year, but we still have work to do. The monitoring framework contains specific data. It is also illustrated on p. 4 of the District Report Card. Highlights include:</p> <ul style="list-style-type: none"> • Across the district we improved student performance in every tested subject area except 7th Grade Civics. Highlighted by 6 point increases in 5th and 8th Grade Science, a 14% increase in Algebra 1, and 3 percent increase in Math grades (3-8) • Even though we earned a grade "B" the improvement in student performance resulted in an increase in our point total of 32 points (623 to 655) – which put us within 2 percent of an "A" grade as a district. • We increased the number of students enrolled in Career Pathways by 12% (499 more students) and those earning certification by 5.65% (222 more students). • We increased the number of students enrolled in Accelerated Courses by 15% (842 more students). There were 524 more students in AP/IB, 74 more in Dual Enrollment, and 244 more in Honors Classes. • We also significantly increased the number of minority students enrolled in these accelerated courses. There were 13% more African America students in AP/IB, and 11% more Hispanic students in AP/IB. There were also 15% more African American students in Honors Courses.

Superintendent / District Goal #2	Culture and Climate: Staff and students thrive in positive learning and work environments where they feel safe, supported, and celebrated
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	<p>The Assessor's Rating of the accomplishment of this goal based on information provided.</p> <p>5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <p>I also believe that we made great strides in the goal area of Culture and Climate. Many schools saw a significant reduction in student misbehavior as a result of new programs. We also received more positive feedback on training, we improved our performance in physical safety metrics, and established baseline data for recognition programs. However, we did not meet all of our targets, so we have room for improvement. Highlights include:</p> <ul style="list-style-type: none"> • We decreased the number of discipline referrals by 14% (2,049 fewer referrals) • We decreased the number of total students who received a discipline referral by 7% (245 fewer students). • Positive responses from participants to training on positive behavior supports increased by 4% (88% to 92%). • 100% of our schools participated in the positive behavior support training. • We reduced the number of initial life safety violations by 8% (104 fewer) • All schools completed 100% of the safety and security drills. • Even though we did not raise our student and parent climate survey grade of the district to an "A" we did increase our "B" average from 2.73 to 2.75 in the student survey and from 3.05 to 3.14 in the parent survey. <p>We did see a decline in our student attendance data. Average daily attendance declined from 93.5% to 92.85% and students with 90% or better attendance dropped from 82.4% to 77.3%. We believe that several events contributed to this decline, such as Hurricane Irma, several flu outbreaks, and safety concerns immediately following the tragedy at Marjory Stoneman Douglas High School. Regardless, we will focus on student attendance in the 2018-2019 school year to ensure our students are in class and learning.</p>

Superintendent / District Goal #3	High Quality Workforce: Employees are at the heart of our students' success, and we will attract, support, and retain a high quality workforce.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	<p>The Assessor's Rating of the accomplishment of this goal based on information provided.</p> <p>5 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <p>We have invested a significant amount of resources and effort to ensure that we attract, support, and retain the best employees possible. This includes compensation, support, and working conditions. We met many of our target areas, but not all, and so will continue to address shortfalls. Highlights include:</p> <ul style="list-style-type: none"> • We have established competitive salaries and benefits packages for most employee groups. However, this is an area that must be addressed on a continuous basis, as we want to retain high quality employees and are competing for limited pool of applicants. • The amount of instructional staff participating in professional development increased by 2% and the amount of non-instructional staff participating in professional development increased by 5%. • Positive responses to the training provided increased by 5% (In-service programs keep me informed of the latest educational strategies) and by 22% (In-service programs are very impactful or somewhat impactful, I want more). • We have increased our retention rate for teachers by 2.3% and for all employee groups by 1.6% • Our analysis of Stay Interviews indicated the following <ul style="list-style-type: none"> • 87% of new employees believe their employer treats them fairly • 78% of new employees plan to have a long career with SDIRC • Our Analysis of Exit Interviews indicated that pay was the least cited reason for leaving (5%) • The School District of Indian River County was named the <i>Best Place to Work</i> by Career Source of Indian River County.

Superintendent / District Goal #4	Communication & Engagement: The district uses communication and engagement to build awareness and trust, which lead to stronger relationships that benefit student learning.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	<p>The Assessor's Rating of the accomplishment of this goal based on information provided.</p> <p>5 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <p>We have put forth a lot of effort to increase the amount and type of communication with our internal and external stakeholder groups. We have improved our use of technology as a communication tool. We have met all of the identified Measures of Success.</p> <ul style="list-style-type: none"> • Our analysis of our social media communication tools indicated a sharp increase in the "impressions" on Twitter (over 133,000) and a large increase in the number of posts "liked" on Facebook, increasing from 1,707 in 2017-2018 to 2,869 this year. • Positive parent survey responses to "This school is helpful in letting me know about school events and activities" increased by 2% • Positive parent survey responses to "I feel that teachers do their best to include me in matters directly affecting my child's progress in school" increased by 6% • All schools met the minimum threshold for response rate for the Parent Climate Survey (+20%). • In total, we received over 4,000 responses to the Parent Climate Survey, representing 29% response rate for the district. • We collected \$32,816 for Casual for a Cause that will benefit agencies in our community.

Superintendent / District Goal #5	Strategic Partnerships: Building strong partnerships with all stakeholders in our community is vital to our success.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	<p>The Assessor's Rating of the accomplishment of this goal based on information provided.</p> <p>5 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <p>I believe this is one of our strongest areas. We continue to benefit from a great number of positive relationships with organizations and individuals in our community. We must do everything we can to maintain and strengthen the existing partnerships and cultivate new partnerships on behalf our students and staff. We met all of the identified Measures of Success. Highlights include:</p> <ul style="list-style-type: none"> • We increased parent participation on School Advisory Councils by 2% • Over 27,000 parents attended school based events and 460 attended district events • Through a partnership with the Vero Beach Museum of Art and The Learning Alliance, over 1,700 elementary school students participated in a literacy based activity at the Vero Beach Museum of Art (Where the Wild Things Are) • Through our partnership with the Environmental Learning Center the 4th Grade classes in our elementary schools were provided with a hands-on learning experience in the Indian River Lagoon • The number of agencies we partner with to provide supplemental after school programs increased with the addition of three new programs. • The number of students who participated in supplemental after school programs increased by 37% (387 students) • Members of our community invested 47,633 volunteer hours at our schools • Through RISE UP, a new partnership with Big Brothers Big Sisters, over 30 of our students were matched with a Mentor who will be a positive impact on their life.

IMPACT / RAPPORT BUILDING

- A. Builds a favorable public image of the district and superintendency.
- B. Maintains visibility at school sites and throughout the school district.
- C. Maintains visibility in the business community.
- D. Skilled in conflict resolution, consensus, and compromise-building while maintaining a professional demeanor and the self-esteem of others.

Rating

The Assessor's Rating of Impact/Rapport Building.

5

4

3

2

1

Comments

The Assessor's Comments regarding the rating of Impact/Rapport Building. Comments are required for a rating of 2 or below.

As the Superintendent of Schools, I have immersed myself in our community. I am an active member of the following organizations:

- **Children's Services Advisory Council**
- **Government Affairs Subcommittee of the Chamber of Commerce**
- **Sunrise Rotary Club of Vero Beach**
- **United Way of Indian River County Board of Directors**
- **Taxpayers Association of Indian River County**

I regularly present information about the school district to local organization (such as Exchange Clubs, the Realtors Association, the Indian River Bar Association, etc.)

I participated in the *Real Men Wear Pink* Campaign on behalf of the American Cancer Society and was the top fundraiser in Indian River County (over \$12,000).

I was selected as a *Key Influencer* by the Vero Beach Air Show and was able to fly with a Blue Angel pilot in a FA-18 Hornet

I received the *Navigator Award* from the Treasure Coast Interagency Transition Council of Indian River, St. Lucie, Martin, and Okeechobee counties

I visit our schools and classrooms on a regular basis and taught for two full days as part of our *Classroom Connection* Initiative

I am serving as a Mentor with Big Brothers Big Sisters through our RISE UP program.

INTEGRITY

- A. Models consistent ethical, personal, and professional conduct.
- B. Develops high levels of openness and trust with Board members, staff, and the community.
- C. Considers needs of students foremost when making recommendations to the Board.
- D. Maintains consistency in interaction with staff, Board members, and community.

Rating

The Assessor's Rating of Integrity.

5

4

3

2

1

Comments

The Assessor's Comments regarding the rating of Integrity. Comments are required for a rating of 2 or below.

I have always made a commitment to high moral and ethical standards and govern all of my behavior and decisions based on what is right. I believe that we must always be searching for what is best for our students and staff. I have shared that vision with the members of our team and I hold them accountable to that standard.

I make it a point to communicate with the School Board Members on a regular basis. I update them via email and/or cell phone whenever there is an emergency situation or other urgent need. I meet with several School Board Members in person on a regular basis and communicate via phone with others quite often.

During the crisis with Hurricane Irma I was tasked with making many decisions that would affect the safety and welfare of our community. I believe that I made sound decisions during that time, all of which were based on the interests of everyone involved.

I answer my own email, my cellphone number is on my business card, and on the district website. I often communicate directly with parents and community members to address any concerns.

WORK STANDARDS

- A. Insists on effective performance from associates and subordinates
- B. Selects personnel who possess integrity and qualifications for key management positions.
- C. Relates all activities and decisions to the mission of the district.
- D. Establishes course of action which results in higher performance of students.
- E. Orders priorities and insists upon quality control and cost effectiveness.

Rating

The Assessor's Rating of Work Standards.

5

4

3

2

1

Comments

The Assessor's Comments regarding the rating of Work Standards. Comments are required for a rating of 2 or below.

I believe that I have set very high standard of work quality and output for myself and the team of people I work with. As stated earlier, we make all of our decisions based in what is in the best interest of the students. We constantly review the goals and objectives of the Strategic Plan and align our work to support the outcomes identified in the plan.

I also believe that I have demonstrated the ability to identify personnel who possess strong leadership skills and place them in key positions. When faced with difficult decisions regarding personnel I have not shied away or neglected to act when I believe it is what is best for our district.

We have greatly improved the operation of our Benefits Department and communication between that department and our employees.

We have implemented progress monitoring and quality control measures in Curriculum and Instruction and the results has been improved student performance and greater access to challenging coursework.

We continue to face funding challenges, yet we have been able to adequately fund our budgeted programs. We did so this past school year without issuing a Tax Anticipation Note.

Summary

General Comments:

I am honored to serve as the Superintendent of Schools here in Indian River County. I am blessed to be surrounded by colleagues who want to make all decisions on what is best for the students in our district. Over the course of the past year we have moved the district in a positive direction, as is evidenced by many key indicators. We have increased student performance, increased employee retention rates, instituted organizational efficiency. We have strengthened existing partnerships with community stakeholders and cultivated new agreements that will benefit our students and staff. I am excited to continue to work on behalf of the students of Indian River County and to do everything we can to provide them the best education possible.

Superintendent's Signature: _____ Date: _____

Board Member Signature: _____ Date: _____

SCHOOL BOARD OF INDIAN RIVER COUNTY
SUPERINTENDENT'S EVALUATION FORM and GOAL RATINGS
2016 - 2017

Individual Board Members will rate the Superintendent's performance in each of the five professional standards areas listed below and each of the five Goals. The final page and overall rating will be turned into the Chairman for the final overall rating. Under each professional standard, there are several guidelines and, taken collectively, will give meaning to the professional standard being evaluated. The focus is on leadership practices that impact prioritization and results for student achievement--knowing what is important, understanding what is needed, and taking action that gets results.

RATING LEGEND

EXCEEDS EXPECTATIONS = 4 Points:

The Superintendent's performance exceeds your expectation. This performance level is significantly above expectations. Performance levels would include unusually high-quality work that results in unexpected benefit to the District.

SATISFACTORY = 3 Points:

The Superintendent performs her duties in a satisfactory manner. Produces high-quality work in most competency areas, completing tasks or projects when expected, bringing projects in on-budget, maintaining a balanced budget, substantially addressing problem issues, achieving goals with established or expected timelines, maintaining safe and adequate facilities within the allocated resources, performing duties in a manner that does not negatively impact the District's operation and comply with all legal requirements regarding the District's operations.

REASONABLE PROGRESS TOWARD SATISFACTORY = 2 Points:

This category takes into account that unusual or unforeseen circumstances may prevent the Superintendent from meeting expectations but shows reasonable progress toward achieving that status.

UNSATISFACTORY = 1 Point:

The Superintendent's performance does not meet your expectation. Significantly fails to meet District objectives or fails to perform at the expected levels of service as indicated in the categories.

PROFESSIONAL STANDARD

Description of Ratings:
Exceeds Expectations
Satisfactory
Reasonable Progress Toward Satisfactory
Unsatisfactory

<p>A. INTEGRITY AND LEADERSHIP</p> <p><i>Guidelines:</i> Maintains high standards of ethics, honesty and integrity.</p> <ul style="list-style-type: none">• Provides proactive leadership to address the needs of the District to continuously improve teaching and learning.• Identifies important issues and problems, recommends appropriate solutions in a timely manner, and recognizes the consequences of such recommendations.• Establishes priorities, related timelines and expectations, follows-up and acts on reports.• Presents and promotes a positive image of the School District.• Conveys a commitment to the mission and values of the District and supports these values even if difficult actions are required.• Uses a systematic process of developing the board agenda items including staff review, examination of alternatives and recommendations of the best options.• Promotes and expects a climate of tolerance, acceptance and civility.• Maintains a professional demeanor in high stress situations.• Demonstrates sufficient understanding of all aspects of the school system and seeks self-improvement through continued professional development.
<p>Dr. Rendell has responded well to emergencies such as the hurricane and bomb scares. He is unshakable in</p>
<p>A crisis. Some decisions and actions have come later than one would deem ideal. Staffing changes</p>
<p>are less proactive than they perhaps should be.</p>

Rating: 3
Board Member's Initials: APK
Date: 6/5/17

PROFESSIONAL STANDARD

Description of Ratings:
 Exceeds Expectations
 Satisfactory
 Reasonable Progress Toward Satisfactory
 Unsatisfactory

B. COMMUNICATION AND COMMUNITY ENGAGEMENT

Guidelines:

- Promotes, demonstrates and supports effective and timely two-way communication between District, schools, community, and local governments regarding School District programs and activities in a clear, consistent manner.
- Fosters positive working relationships with community, stakeholder groups and governmental entities.
- Maintains visibility in the community.
- Works to increase parental and community involvement in schools and in the District.
- Informs staff of relevant information, as appropriate.
- Provides information from all perspectives and clarifies issues to the Board in an appropriate manner.
- Visits school sites and communicates with the staff, students and parents as appropriate.
- Fosters a transparent environment in which information is fully disseminated to the public.

He does a great job creating opportunities for interaction and engaging the community.

Social media engagement has been an area of great improvement as has "casual for a cause"

School report cards are an innovative model that other districts are copying.

Commitment to and dedication of resources to the African – American achievement plan are commendable.

Rating: 4
 Board Member's Initials: SP
 Date: 6/5/17

PROFESSIONAL STANDARD

Description of Ratings:

Exceeds Expectations

Satisfactory

Reasonable Progress Toward Satisfactory

Unsatisfactory

C. EFFECTIVE BOARD RELATIONS

Guidelines:

- Works to create and maintain a positive working relationship with the School Board.
- Keeps the School Board informed on issues, needs and operations of the District.
- Responds to School Board concerns in a timely manner.
- Prepares recommendations based on thorough study and analysis.
- Appropriately interprets and executes Board policy and direction.
- Understands and interprets the role of federal, state and local government policy and politics, and their relationship to the School District and schools.
- Works with the Board to establish a District vision and attainable goals for the District.
- Is sensitive to Board Members' responsibility to respond to the community, and provides them information to do so.

Dr. Rendell's commitment to our "no surprises" agreement earns him the satisfactory rating.

The only area of improvement have been agenda items that are incomplete or missing back-up materials by staff, which resulted in them being pulled for future consideration.

Rating: 3
Board Member's Initials: RS
Date: 6/15/17

PROFESSIONAL STANDARD

Description of Ratings:
Exceeds Expectations
Satisfactory
Reasonable Progress Toward Satisfactory
Unsatisfactory

D. HIGHLY DEVELOPED AND HIGH PERFORMING STAFF

Guidelines:

- Provides leadership to attract and retain high quality employees.
- Executes sound personnel procedures and practices.
- Promotes professional development and builds expanded competencies within the workforce.
- Delegates responsibility and authority to staff members appropriate to the position each holds and holds each accountable.
- Demonstrates the ability to resolve sensitive personnel issues.
- Establish productive relationships with bargaining groups while managing contracts effectively.
- Encourages team work among District level staff and between District level and school based personnel.
- Promotes high morale and inspires employees to high professional standards.
- Oversees development and implementation of an effective performance review and evaluating process for all district employees.

Dr. Rendell inherited a model that seemed long on platitudes and short on substance.

The changes he's made seem promising, and this might be an area that results in an

"exceeds expectations" next year as we see the benefits. I believe he's made good choices

In staffing and strategy. To get exceeds, we would need fewer instances of complications

with recommendations for discipline.

Rating: 3
Board Member's Initials: RS
Date: 6/15/17

PROFESSIONAL STANDARD

Description of Ratings:
Exceeds Expectations
Satisfactory
Reasonable Progress Toward Satisfactory
Unsatisfactory

E. EFFICIENT AND EFFECTIVE OPERATIONAL PLANNING, ORGANIZATION, AND FINANCIAL MANAGEMENT

Guidelines:

- Works to develop and improve management procedures/systems in each department.
- Develops and implements a comprehensive plan to promote the safety and security of students and staff.
- Coordinates the District budget so that schools can operate effectively and efficiently.
- Supervises the preparation of the annual budget which reveals careful analysis of the operational expenditures to improve the quality of the instructional program.
- Maintains accurate financial records to ensure the proper expenditure of funds and elimination of waste by securing goods and services at fair and reasonable cost without compromising the quality of the instructional program.
- Meets and works collaboratively with the Board and appropriate staff to determine priorities for budgeting and for the effective allocation of space and human resources.
- Analyzes available instructional resources and assigns them in a cost-effective and equitable manner to enhance student outcomes.
- Maintains accountability of school and department leadership.

This is another area where we can expect growth as initiatives take hold.

Dr. Rendell has taken the Board's feedback to heart and has increased the transparency of

the budget process. I feel as though the course adjustments in our health insurance fund and

movement towards zero-based budgeting earns an "exceeds expectations" rating.

Rating: 4
Board Member's Initials: RS
Date: 6/5/17

Ratings: Goals for 2016-2017

F. Focus Area I – Student Achievement:

I do not feel comfortable giving a rating in this area, as we do not yet have the performance data for the current year. I suggest we move the Superintendent's evaluation back one month so that current data may be used. It is unfair to use this data for teachers but not the Superintendent. This should be the primary focus of his evaluation. Perhaps as we move to strategic plan it will resolve. This should be based on outcomes, not efforts.

Rating: 3
Board Member's Initials: SR
Date: 6/5/17

G. Focus Area II – Safety and Security

Dr. Rendell has done a fantastic job in this area. He has built a team and procedures that have handled many incidents well.

Rating: 4
Board Member's Initials: SR
Date: 6/5/17

H. Focus Area III – Employee Development

This seems redundant to item "D" above. See comments there.

Rating: 3
Board Member's Initials: SR
Date: 6/5/17

Ratings: Goals for 2016-2017

I. Focus Area IV – School Community Relations

This seems redundant to item "B" above. See comments there.

Rating: 4
Board Member's Initials: [Signature]
Date: 6/5/17

J. Focus Area V – Technology Integration

Dr. Rendell has done a fantastic job implementing the voter approved technology initiative.

Mr. Green and his team have benefited greatly from Dr. Rendell's leadership in this area and non-interference when appropriate. Dr. Rendell has guided and supported the experts well.

Rating: 3
Board Member's Initials: [Signature]
Date: 6/5/17

Summary: Overall Rating of Professional Standards and **Goals: 3.4 Satisfactory-almost exceeds**

(Exceeds Expectations, Satisfactory, Reasonable Progress Toward Satisfactory, Unsatisfactory)

General comments:

Dr. Rendell has responded well to the unique challenges facing him and has taken a new vision and operationalized it. Some of these initiatives such as movement towards zero-based budgeting represent significant improvements in the way we do business. I look forward to seeing the benefits in future years. I still believe that this evaluation is incomplete without outcomes data, but the efforts and programs warrant a "highly satisfactory" rating absent these data. I enthusiastically support extending his contract by one year.

Area(s) of greatest accomplishments this year which deserve commendations:

Response to Hurricane
Fervent support of the African-American Achievement Plan and community engagement
3% improvement in 3rd grade reading scores

Area(s) of greatest particular performance which need(s) strengthening:

Recommendation of employee discipline should be even and commensurate with infraction.

The signatures below indicate only that the Superintendent has reviewed this performance evaluation with the appraiser on the date written below.

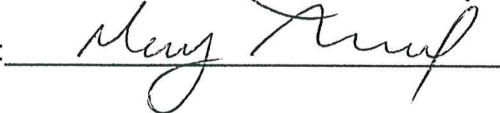
Board Member's Signature:



Date:

6/6/17

Superintendent's Signature:



Date:

6/6/17

This page intentionally left blank.

PROFESSIONAL STANDARD

Description of Ratings:

Exceeds Expectations - 4

Satisfactory - 3

Reasonable Progress Toward Satisfactory - 2

Unsatisfactory - 1

A. INTEGRITY AND LEADERSHIP

Guidelines:

- Maintains high standards of ethics, honesty and integrity.
- Provides proactive leadership to address the needs of the District to continuously improve teaching and learning.
- Identifies important issues and problems, recommends appropriate solutions in a timely manner, and recognizes the consequences of such recommendations.
- Establishes priorities, related timelines and expectations, follows-up and acts on reports.
- Presents and promotes a positive image of the School District.
- Conveys a commitment to the mission and values of the District and supports these values even if difficult actions are required.
- Uses a systematic process of developing the board agenda items including staff review, examination of alternatives and recommendations of the best options.
- Promotes and expects a climate of tolerance, acceptance and civility.
- Maintains a professional demeanor in high stress situations.
- Demonstrates sufficient understanding of all aspects of the school system and seeks self-improvement through continued professional development.

I have been consistently impressed with the level of professionalism and moral integrity shown by Dr. Rendell. He has demonstrated through his willingness to make difficult decisions that he is student focused and committed to continuously working to improve the teaching and learning in SDIRC classrooms. Dr. Rendell has been extremely visible in the community and I have felt that he presents and promotes a positive image of the School District. Dr. Rendell appears to have a systematic process of developing the board agenda items. I meet with various staff members in advance of the upcoming board meeting to discuss agenda items and always have the sense that it has been a true district "team" effort to develop the board agenda. Items have been reviewed, and I feel an examination of alternatives and recommendations of the best options have been made and considered.

Rating: 4

Board Member's Initials: AR

Date: 6/13/17

PROFESSIONAL STANDARD

Description of Ratings:

Exceeds Expectations

Satisfactory

Reasonable Progress Toward Satisfactory

Unsatisfactory

B. COMMUNICATION AND COMMUNITY ENGAGEMENT

Guidelines:

- Promotes, demonstrates and supports effective and timely two-way communication between District, schools, community, and local governments regarding School District programs and activities in a clear, consistent manner.
- Fosters positive working relationships with community, stakeholder groups and governmental entities.
- Maintains visibility in the community.
- Works to increase parental and community involvement in schools and in the District.
- Informs staff of relevant information, as appropriate.
- Provides information from all perspectives and clarifies issues to the Board in an appropriate manner.
- Visits school sites and communicates with the staff, students and parents as appropriate.
- Fosters a transparent environment in which information is fully disseminated to the public.

As stated earlier, Dr. Rendell has been extremely visible in the community. He has been an active contributor to the United Way Education Visioning Council and has just recently been named to the United Way Executive Board of Directors. This is a prestigious appointment that I believe will benefit the students of Indian River County. In addition to the United Way BOD, Dr. Rendell is a member of the Children's Services Advisory Committee, the Vero Beach Sunrise Rotary Club, the Moonshot Community Action Network (MCAN), the Taxpayers Association amongst many other community groups. His commitment to the Chamber of Commerce in Indian River County has proven to be an advantageous relationship as they have taken an active interest in the crafting of the SDIRC plan for furthering Career and Technical education opportunities in our school district. Having been raised in Indian River County, I have many relationships with non-profit organizations and community groups, such as the Boys and Girls Club of IRC and Historic Dodgertown, that continually express how impressed they are with Dr. Rendell's commitment to the community. I think upon reflection that this is truly because, not only is Dr. Rendell committed to his position in our School District as Superintendent, also he and his family have truly become a part of the Indian River County community. Having a Superintendent that has children in our school system, pays taxes in our county and is truly invested in the future of our community is so incredibly important. Dr. Rendell has also worked to foster a positive and symbiotic relationship with Indian River State College. I am excited to see the expanded opportunities available to our students in the coming years.

There have been several committees created and community surveys given to parents and community members to make sure that the work of the school district is aligned with the vision of our community. The Instructional Calendar committee, School Start Time committee, Code of Conduct committee and Strategic Planning leadership team have all solicited community feedback with town halls, open meetings

and/or surveys. I would encourage Dr. Rendell to continue to work to garner as much community feedback as possible in the future.

The area of the most concern currently is the negative media coverage that the School District seems to be getting from local media sources. Many of the pieces that have been written have been opinion pieces. In other articles that are meant to be more information based, there have continued to be inaccuracies. I would ask the Superintendent to continue to try to work to build a better relationship with local media outlets. I know this is a difficult request but the students of Indian River County deserve better than the way their schools, administrators, teachers, and staff have been portrayed.

Rating: 4

Board Member's Initials: AR

Date: 6/13/17

PROFESSIONAL STANDARD

Description of Ratings:

Exceeds Expectations

Satisfactory

Reasonable Progress Toward Satisfactory

Unsatisfactory

C. EFFECTIVE BOARD RELATIONS

Guidelines:

- Works to create and maintain a positive working relationship with the School Board.
- Keeps the School Board informed on issues, needs and operations of the District.
- Responds to School Board concerns in a timely manner.
- Prepares recommendations based on thorough study and analysis.
- Appropriately interprets and executes Board policy and direction.
- Understands and interprets the role of federal, state and local government policy and politics, and their relationship to the School District and schools.
- Works with the Board to establish a District vision and attainable goals for the District.
- Is sensitive to Board Members' responsibility to respond to the community, and provides them information to do so.

Dr. Rendell responds to questions and requests for information in a timely manner. He is open and forthcoming with information and is always willing to connect me with staff for answers to a question that may need a more specific answer. I have always felt that I am welcome to visit schools and classrooms as frequently as I would like to visit and I feel that Dr. Rendell has made it clear to district leadership and administration that all should be as open and transparent as possible.

I feel that Dr. Rendell could work to create a system to keep Board members more connected to district and school based events. Perhaps a weekly update to Board members reviewing the past week and updating us on the events of the coming week could be helpful. It would serve to keep board members connected and informed. Improving our ability to connect and respond to the community would be greatly appreciated.

Dr. Rendell could also work to ensure, with the help of the Board attorney, that all School Board policies and procedures are followed by all parties involved, including board members. Board policy is important and I believe that Dr. Rendell could be more assertive in ensuring that the policies of the board are followed by all stakeholders.

I feel that Dr. Rendell and staff do an adequate job keeping the board abreast of pertinent legislative issues that influence decision making in IRC schools. I am looking forward to the board review of the Strategic Plan draft coming up at our June 27, 2017 board meeting. I believe Dr. Rendell is well intentioned in his efforts to work with his School Board to establish a clear vision and mission for the school district to be executed in the strategic plan.

Rating: 3

Board Member's Initials: AW

Date: 6/13/17

PROFESSIONAL STANDARD

Description of Ratings:

Exceeds Expectations

Satisfactory

Reasonable Progress Toward Satisfactory

Unsatisfactory

D. HIGHLY DEVELOPED AND HIGH PERFORMING STAFF

Guidelines:

- Provides leadership to attract and retain high quality employees.
- Executes sound personnel procedures and practices.
- Promotes professional development and builds expanded competencies within the workforce.
- Delegates responsibility and authority to staff members appropriate to the position each holds and holds each accountable.
- Demonstrates the ability to resolve sensitive personnel issues.
- Establish productive relationships with bargaining groups while managing contracts effectively.
- Encourages team work among District level staff and between District level and school based personnel.
- Promotes high morale and inspires employees to high professional standards.
- Oversees development and implementation of an effective performance review and evaluating process for all district employees.

Dr. Rendell has had to make several controversial and difficult leadership decisions in the past year. Halfway through Dr. Rendell's first year in the SDIRC, he acted swiftly and made a full change in the leadership of Vero Beach Elementary, which was at the time a school truly in crisis. I have been very involved on the Vero Beach Elementary campus this past year and I have seen first-hand the amazing new leadership team that Dr. Rendell put together to help to guide that school back to serving students with excellence. The positive change in the culture and climate of VBE is undeniable and it will be interesting to see how these improvements relate to the 2016-2017 school grade. Dr. Rendell's ability to assess leadership and make changes when needed is to be valued and commended. It seems that there has been quite a vacuum of leadership identification and training in our district in the years preceding Dr. Rendell's arrival. Last year, Dr. Rendell supervised all 22 Principals in our traditional schools. I believe this was in an effort to get a good feel for the leadership district wide. While some leadership and administrative changes were made in his first year here, I believe Dr. Rendell has been sensitive in his approach to changes in leadership.

Under the direction and with the support of Dr. Rendell, the leadership team in the curriculum department has spent the last year analyzing systems and staff and the department is currently being reorganized to ensure that we are best meeting student needs in our schools. I am encouraged by the willingness of Dr. Rendell and his team to work with outside consulting groups, such as Equal Opportunity Schools (EOS) and the District Management Group (DMG), to give us an unbiased, raw analysis of how we are serving our low-income students, minority students and students with exceptional needs. It is only through real analysis of our current services, strengths and shortcomings, that we will improve the level of instruction and services we provide for our students. Dr. Rendell's has proven that he is committed to **ensuring that all students have the opportunity to succeed in challenging courses**. This last board meeting, the Board approved six new principal positions, 4 transfers and 2 new additions to

the IRC leadership team. Dr. Rendell and his staff should be commended for their ability and willingness to identify top leadership talent and recruit staff from neighboring districts to work in our IRC schools when necessary. I believe in past years in SDIRC, leaders were occasionally placed in positions because of personal relationships, rather than ability. I do not believe that Dr. Rendell would ever jeopardize student achievement to advance the agenda of adults.

CWA and IRCEA relationships seem to be handled effectively. We have had to navigate some difficult waters in the past year, specifically the raising of insurance premiums for our employees. Dr. Rendell's experience as the bargaining agent in previous positions he has held has been helpful in executive session with our Board. He seems to be a very good mentor for his bargaining agent on his staff and is encouraging a productive relationship with all bargaining groups while managing contracts effectively.

I have expressed to Dr. Rendell that while I appreciate the fundamental values of "site based management" in our schools, I would like to see some amount of consistency across the District. I believe that it is important for the School Board and Superintendent to set the tone for parent engagement and community interaction in the District. This is an area that I hope we continue to work to improve upon.

Rating: 4
Board Member's Initials: AW
Date: 6/13/17

PROFESSIONAL STANDARD

Description of Ratings:

Exceeds Expectations

Satisfactory

Reasonable Progress Toward Satisfactory

Unsatisfactory

E. EFFICIENT AND EFFECTIVE OPERATIONAL PLANNING, ORGANIZATION, AND FINANCIAL MANAGEMENT

Guidelines:

- Works to develop and improve management procedures/systems in each department.
- Develops and implements a comprehensive plan to promote the safety and security of students and staff.
- Coordinates the District budget so that schools can operate effectively and efficiently.
- Supervises the preparation of the annual budget which reveals careful analysis of the operational expenditures to improve the quality of the instructional program.
- Maintains accurate financial records to ensure the proper expenditure of funds and elimination of waste by securing goods and services at fair and reasonable cost without compromising the quality of the instructional program.
- Meets and works collaboratively with the Board and appropriate staff to determine priorities for budgeting and for the effective allocation of space and human resources.
- Analyzes available instructional resources and assigns them in a cost-effective and equitable manner to enhance student outcomes.
- Maintains accountability of school and department leadership.

The School Board of IRC recently approved the reorganization of Dr. Rendell's cabinet. Dr. Rendell has chosen to restructure the Human Resources, Transportation, Facilities and Maintenance, Food Services and Risk and Benefits management leadership within the District office. I have been impressed with Dr. Rendell's patient and measured reorganization of his top leadership team, or Cabinet. My observation over the past year was that there was significant outside pressure on Dr. Rendell to make changes in certain positions of leadership in the district office. He took his time to identify the strongest people within the organization and is now placing those people into positions of leadership.

The area of the budget has been such an interesting and challenging area to comprehend as a School Board member. So many of the funds we receive are categorical in nature, with very little if any flexibility in spending authority. I have been impressed by Dr. Rendell's ability to work with staff to ensure that student needs are always being met within the tight constraints of our budget. The "students first" mentality that Dr. Rendell has in leading the school district is pervasive throughout all departments. I have been impressed by the followership that I have seen demonstrated by district staff.

A request was made by the previous board that the School District adopt a zero-based budgeting procedure districtwide and I believe that has occurred this year. Dr. Rendell is ensuring that school based and district leadership maintain a high level of accountability with taxpayer dollars and I feel that the community should be bolstered by his commitment to their contribution. The School Board has also recently appointed members to an Audit Committee to report to us on further analysis of specific areas of financial concern in our district. I would encourage Dr. Rendell and staff to continue to support and aid this group in their work.

Rating: 4

Board Member's Initials: AR

Date: 6/13/17

Ratings: Goals for 2016-2017

F. Focus Area I – Student Achievement:

Dr. Rendell's commitment to improving student achievement for all students, no exceptions, has been unwavering. The Curriculum department has had a steady and determined focus on **high quality, content rich, and engaging standards based instruction** being delivered to every student, in every classroom across our district.

I commend Dr. Rendell and his team for setting high expectations for student achievement across the district. Preliminary testing data shows that we continue to make gains in some areas. I would encourage Dr. Rendell to continue to set the bar high for achievement, knowing that if our aim is not high, we will never fully unfold the full potential of our students. The addition of the School Report Card was so incredibly important for our students, parents and community. The school letter grade given to us by the FLDOE is a one dimensional, quantitative measure based on standardized test results. The School Report Card, developed by Dr. Rendell, gives a much more balanced picture of the health and wellness of our schools based on both quantitative and qualitative data. It should be noted that school districts around the state are using our School Report Card as a template to better showcase their schools.

The implementation of IReady in K-5 has been successful overall across the district. Early indications are that the IReady diagnostics that have been gathered are aligning with the FSA scores our students are receiving. Dr. Rendell is to be commended for investing in a diagnostic tool that teachers and school leadership can use throughout the school year to help analyze student performance and remediate or add enrichment for students as needed. It has been brought to my attention that our youngest learners may struggle a bit with the IReady program, both in the areas of login and usage. I have brought this to the attention of Dr. Rendell and he has assured me that there will be a focused effort to ensure that IReady is working well for these students. I am happy that the District will be expanding this program in grades 6-8 in the coming year.

Dr. Rendell continues to work with The Learning Alliance, our community partner in striving to reach the 2018 goal of 90% of third graders reading on grade level. It has become apparent that we will not reach our Moonshot Moment by 2018, but I commend Dr. Rendell for continuing to analyze student data and performance in respect to this goal. It will be important going forward to look for ways to restructure and strengthen this community partnership to ensure that we are doing what is best for the students in our school district.

Graduation rate increased significantly this last school year. I am hopeful with the addition of the graduation coaches during this 2016-2017 school year we will continue to see our graduation rate increase. The addition of a Career and Technical college in the 2018-2019 school year is a fantastic idea supported by Dr. Rendell. I believe that this addition of services and opportunity will only serve to engage a broader group of students and inspire them to stay in school and graduate on time.

Rating: 4

Board Member's Initials: AW

Date: 6/13/17

G. Focus Area II – Safety and Security

Student referral and suspension rates have declined significantly during the 16/17 school year. Dr. Rendell continues to work to have his staff scrutinize our disproportionate minority and ESE discipline rates and is putting systems into place to directly address and monitor this area of concern. The planned revision of the Code of Conduct will serve to better outline student expectations and School district protocols. I appreciate Dr. Rendell's willingness to continue to work with our community stakeholders to make sure our systems reflect the values of our community.

I fully support the focus Dr. Rendell has put on keeping students in classrooms, where they can continue to learn. The addition of a Behavior Intervention Specialist and Student Support Specialist at every school is an example of student focused decision making by the Superintendent and his staff. I am very hopeful that this commitment to student safety and wellbeing will translate into safer, more harmonious classrooms where our teachers can focus on teaching.

I believe that the schools in Indian River County are the safest places that our children can possibly be during the day. Security on our campuses continues to be a priority of the Superintendent and staff and I am thankful for this focus. Facilities and maintenance are continuing to improve the infrastructure of our buildings and grounds. A recent restructuring of Maintenance staff has put a renewed focus on preventative maintenance and I believe that is what is best for students and for the district.

I think that an analysis of the dissemination of information to parents during times of emergency or change is necessary. Utilizing all methods of communication with parents to keep them informed about any changes that may affect their student is vital. Our parents deserve to feel connected and valued and one way that we can ensure this happens is to make sure that we are communicating in the most direct and efficient way possible. The school district needs to work to ensure that we have the most up to date contact information for all parents and guardians.

Rating: 4
Board Member's Initials: AWJ
Date: 6/13/17

H. Focus Area III – Employee Development

The menu driven format of professional development seems to have been very well received by our teachers and administrators. Minimizing the impact of professional development time to classroom instruction time was a focus of the Superintendent and his staff. I was happy to see less substitutes in classrooms around the district this past year.

The Principal Training program is an area that I was thrilled to see made a focus. As I stated earlier, there has been a lack of leadership identification and training in our school district in the past. The leadership training and identifications programs currently being put in place will serve to better our district for many years to come. Continued training on the proper use of the Evaluation Protocol for instructional and leadership staff as well as non-instructional staff and supervisors will serve to better our schools and the education our students receive in our classrooms.

See also Highly Developed and High Performing Staff, Superintendent Evaluation

Rating: 4
Board Member's Initials: AW
Date: 6/13/17

Ratings: Goals for 2016-2017

I. Focus Area IV – School Community Relations

See Communication and Community Engagement, Superintendent Evaluation

Rating: 3
Board Member's Initials: AW
Date: 6/13/17

J. Focus Area V – Technology Integration

The school district continues to benefit from the voter approved millage to support upgrades to our technology infrastructure and integration of the technology in our classrooms. Dr. Rendell seems to do a good job helping his staff to balance the importance of technology integration in our classrooms with “old fashioned paper and pencil” teaching and learning. Preliminary fifth grade science scores across the district show that the Digital Science Initiative seems to be having a beneficial effect on academic achievement of students in this area of study. I truly believe that the focus on using technology as an instructional tool will continue to better engage students in our classrooms.

I believe there is room for improvement on our website. I think that it could be more visually appealing as well as easier to navigate. I have suggested to Dr. Rendell that the website be reviewed soon to see what improvements could be made to better reach and serve students, teachers and parents.

Rating: 4
Board Member's Initials: AW
Date: 6/13/17

Summary: Overall Rating of Professional Standards and **Goals:** 4
(Exceeds Expectations, Satisfactory, Reasonable Progress Toward Satisfactory, Unsatisfactory)

General comments:

Dr. Rendell models an example of professionalism and integrity that I believe is exemplary for staff and faculty across the district. His commitment to students and our community is to be commended and I am excited for the upcoming 2017-2018 school year.

Area(s) of greatest accomplishments this year which deserve commendations:

- iReady as a diagnostic tool and teaching tool in our classrooms
- Career and Technical program expansion
- Strategic Plan creation
- Leadership development
- Organizational restructuring
- Community outreach and giving back, Casual for Cause
- FOCUS
- Analysis of educational experience for our minority students and students with exceptional needs (EOS and DMG)

Area(s) of greatest particular performance which need(s) strengthening:

- Media relations
- Website improvement
- Continued improvement in parent/school relationships and communication
- Calendar of school and community events

The signatures below indicate only that the Superintendent has reviewed this performance evaluation with the appraiser on the date written below.

Board Member's Signature: *J. M. Justice*

Date: 6/13/17

Superintendent's Signature: *Mary Ann*

Date: 6/13/17

Superintendent Performance Accountability System

Superintendent's Name: Mark Rendell

School Year: 2017-2018

Board Member's Name: Self Assessment

Date: 6-28-18

Accountability Ratings

The Superintendent shall be rated on each item using the following scale – ratings must be based on demonstrated evidence or lack of evidence. Documents associated with the accomplishment of the Superintendent's Goals shall accompany this assessment of performance.

5 – Outstanding	Has exceeded expected outcomes for goal attainment or mastery of performance objective.
4 – Meets Expectation	Has demonstrated goal attainment and /or a high level of performance for designated performance objective.
3 – Satisfactory	Has demonstrated progress toward goal attainment or an acceptable level of performance for required performance objective.
2 – Improvement Expected	Progress on goal attainment or demonstration of an acceptable level of performance for required performance objectives is not up to School Board standards.
1 - Unsatisfactory	No evidence of goal progress or progress towards an acceptable performance of School Board standards.

Each Board Member will rate the Superintendent in each of the performance areas. A composite score for each performance area will then be calculated based on an average of the scores in each performance area.

Superintendent / District Goal #1	Student Success: Every student receives a high quality education that is grounded in high expectations, personalized to meet his/her needs and interests, and backed by the necessary learning supports.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	<p>The Assessor's Rating of the accomplishment of this goal based on information provided.</p> <p>5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <p>I believe that we have made great progress in the area of student achievement this past school year, but we still have work to do. The monitoring framework contains specific data. It is also illustrated on p. 4 of the District Report Card. Highlights include:</p> <ul style="list-style-type: none"> • Across the district we improved student performance in every tested subject area except 7th Grade Civics. Highlighted by 6 point increases in 5th and 8th Grade Science, a 14% increase in Algebra 1, and 3 percent increase in Math grades (3-8) • Even though we earned a grade "B" the improvement in student performance resulted in an increase in our point total of 32 points (623 to 655) – which put us within 2 percent of an "A" grade as a district. • We increased the number of students enrolled in Career Pathways by 12% (499 more students) and those earning certification by 5.65% (222 more students). • We increased the number of students enrolled in Accelerated Courses by 15% (842 more students). There were 524 more students in AP/IB, 74 more in Dual Enrollment, and 244 more in Honors Classes. • We also significantly increased the number of minority students enrolled in these accelerated courses. There were 13% more African America students in AP/IB, and 11% more Hispanic students in AP/IB. There were also 15% more African American students in Honors Courses.

Superintendent / District Goal #2	Culture and Climate: Staff and students thrive in positive learning and work environments where they feel safe, supported, and celebrated
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	<p>The Assessor's Rating of the accomplishment of this goal based on information provided.</p> <p>5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <p>I also believe that we made great strides in the goal area of Culture and Climate. Many schools saw a significant reduction in student misbehavior as a result of new programs. We also received more positive feedback on training, we improved our performance in physical safety metrics, and established baseline data for recognition programs. However, we did not meet all of our targets, so we have room for improvement. Highlights include:</p> <ul style="list-style-type: none"> • We decreased the number of discipline referrals by 14% (2,049 fewer referrals) • We decreased the number of total students who received a discipline referral by 7% (245 fewer students). • Positive responses from participants to training on positive behavior supports increased by 4% (88% to 92%). • 100% of our schools participated in the positive behavior support training. • We reduced the number of initial life safety violations by 8% (104 fewer) • All schools completed 100% of the safety and security drills. • Even though we did not raise our student and parent climate survey grade of the district to an "A" we did increase our "B" average from 2.73 to 2.75 in the student survey and from 3.05 to 3.14 in the parent survey. <p>We did see a decline in our student attendance data. Average daily attendance declined from 93.5% to 92.85% and students with 90% or better attendance dropped from 82.4% to 77.3%. We believe that several events contributed to this decline, such as Hurricane Irma, several flu outbreaks, and safety concerns immediately following the tragedy at Marjory Stoneman Douglas High School. Regardless, we will focus on student attendance in the 2018-2019 school year to ensure our students are in class and learning.</p>

Superintendent / District Goal #3	High Quality Workforce: Employees are at the heart of our students' success, and we will attract, support, and retain a high quality workforce.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	<p>The Assessor's Rating of the accomplishment of this goal based on information provided.</p> <p>5 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <p>We have invested a significant amount of resources and effort to ensure that we attract, support, and retain the best employees possible. This includes compensation, support, and working conditions. We met many of our target areas, but not all, and so will continue to address shortfalls. Highlights include:</p> <ul style="list-style-type: none"> • We have established competitive salaries and benefits packages for most employee groups. However, this is an area that must be addressed on a continuous basis, as we want to retain high quality employees and are competing for limited pool of applicants. • The amount of instructional staff participating in professional development increased by 2% and the amount of non-instructional staff participating in professional development increased by 5%. • Positive responses to the training provided increased by 5% (In-service programs keep me informed of the latest educational strategies) and by 22% (In-service programs are very impactful or somewhat impactful, I want more). • We have increased our retention rate for teachers by 2.3% and for all employee groups by 1.6% • Our analysis of Stay Interviews indicated the following <ul style="list-style-type: none"> • 87% of new employees believe their employer treats them fairly • 78% of new employees plan to have a long career with SDIRC • Our Analysis of Exit Interviews indicated that pay was the least cited reason for leaving (5%) • The School District of Indian River County was named the <i>Best Place to Work</i> by Career Source of Indian River County.

Superintendent / District Goal #4	Communication & Engagement: The district uses communication and engagement to build awareness and trust, which lead to stronger relationships that benefit student learning.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	<p>The Assessor's Rating of the accomplishment of this goal based on information provided.</p> <p>5 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <p>We have put forth a lot of effort to increase the amount and type of communication with our internal and external stakeholder groups. We have improved our use of technology as a communication tool. We have met all of the identified Measures of Success.</p> <ul style="list-style-type: none"> • Our analysis of our social media communication tools indicated a sharp increase in the "impressions" on Twitter (over 133,000) and a large increase in the number of posts "liked" on Facebook, increasing from 1,707 in 2017-2018 to 2,869 this year. • Positive parent survey responses to "This school is helpful in letting me know about school events and activities" increased by 2% • Positive parent survey responses to "I feel that teachers do their best to include me in matters directly affecting my child's progress in school" increased by 6% • All schools met the minimum threshold for response rate for the Parent Climate Survey (+20%). • In total, we received over 4,000 responses to the Parent Climate Survey, representing 29% response rate for the district. • We collected \$32,816 for Casual for a Cause that will benefit agencies in our community.

Superintendent / District Goal #5	Strategic Partnerships: Building strong partnerships with all stakeholders in our community is vital to our success.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	<p>The Assessor's Rating of the accomplishment of this goal based on information provided.</p> <p>5 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <p>I believe this is one of our strongest areas. We continue to benefit from a great number of positive relationships with organizations and individuals in our community. We must do everything we can to maintain and strengthen the existing partnerships and cultivate new partnerships on behalf our students and staff. We met all of the identified Measures of Success. Highlights include:</p> <ul style="list-style-type: none"> • We increased parent participation on School Advisory Councils by 2% • Over 27,000 parents attended school based events and 460 attended district events • Through a partnership with the Vero Beach Museum of Art and The Learning Alliance, over 1,700 elementary school students participated in a literacy based activity at the Vero Beach Museum of Art (Where the Wild Things Are) • Through our partnership with the Environmental Learning Center the 4th Grade classes in our elementary schools were provided with a hands-on learning experience in the Indian River Lagoon • The number of agencies we partner with to provide supplemental after school programs increased with the addition of three new programs. • The number of students who participated in supplemental after school programs increased by 37% (387 students) • Members of our community invested 47,633 volunteer hours at our schools • Through RISE UP, a new partnership with Big Brothers Big Sisters, over 30 of our students were matched with a Mentor who will be a positive impact on their life.

IMPACT / RAPPORT BUILDING

- A. Builds a favorable public image of the district and superintendency.
- B. Maintains visibility at school sites and throughout the school district.
- C. Maintains visibility in the business community.
- D. Skilled in conflict resolution, consensus, and compromise-building while maintaining a professional demeanor and the self-esteem of others.

Rating

The Assessor's Rating of Impact/Rapport Building.

5

4

3

2

1

Comments

The Assessor's Comments regarding the rating of Impact/Rapport Building. Comments are required for a rating of 2 or below.

As the Superintendent of Schools, I have immersed myself in our community. I am an active member of the following organizations:

- **Children's Services Advisory Council**
- **Government Affairs Subcommittee of the Chamber of Commerce**
- **Sunrise Rotary Club of Vero Beach**
- **United Way of Indian River County Board of Directors**
- **Taxpayers Association of Indian River County**

I regularly present information about the school district to local organization (such as Exchange Clubs, the Realtors Association, the Indian River Bar Association, etc.)

I participated in the *Real Men Wear Pink* Campaign on behalf of the American Cancer Society and was the top fundraiser in Indian River County (over \$12,000).

I was selected as a *Key Influencer* by the Vero Beach Air Show and was able to fly with a Blue Angel pilot in a FA-18 Hornet

I received the *Navigator Award* from the Treasure Coast Interagency Transition Council of Indian River, St. Lucie, Martin, and Okeechobee counties

I visit our schools and classrooms on a regular basis and taught for two full days as part of our *Classroom Connection* Initiative

I am serving as a Mentor with Big Brothers Big Sisters through our RISE UP program.

INTEGRITY

- A. Models consistent ethical, personal, and professional conduct.
- B. Develops high levels of openness and trust with Board members, staff, and the community.
- C. Considers needs of students foremost when making recommendations to the Board.
- D. Maintains consistency in interaction with staff, Board members, and community.

Rating

The Assessor's Rating of Integrity.

5

4

3

2

1

Comments

The Assessor's Comments regarding the rating of Integrity. Comments are required for a rating of 2 or below.

I have always made a commitment to high moral and ethical standards and govern all of my behavior and decisions based on what is right. I believe that we must always be searching for what is best for our students and staff. I have shared that vision with the members of our team and I hold them accountable to that standard.

I make it a point to communicate with the School Board Members on a regular basis. I update them via email and/or cell phone whenever there is an emergency situation or other urgent need. I meet with several School Board Members in person on a regular basis and communicate via phone with others quite often.

During the crisis with Hurricane Irma I was tasked with making many decisions that would affect the safety and welfare of our community. I believe that I made sound decisions during that time, all of which were based on the interests of everyone involved.

I answer my own email, my cellphone number is on my business card, and on the district website. I often communicate directly with parents and community members to address any concerns.

WORK STANDARDS

- A. Insists on effective performance from associates and subordinates
- B. Selects personnel who possess integrity and qualifications for key management positions.
- C. Relates all activities and decisions to the mission of the district.
- D. Establishes course of action which results in higher performance of students.
- E. Orders priorities and insists upon quality control and cost effectiveness.

Rating

The Assessor's Rating of Work Standards.

5

4

3

2

1

Comments

The Assessor's Comments regarding the rating of Work Standards. Comments are required for a rating of 2 or below.

I believe that I have set very high standard of work quality and output for myself and the team of people I work with. As stated earlier, we make all of our decisions based in what is in the best interest of the students. We constantly review the goals and objectives of the Strategic Plan and align our work to support the outcomes identified in the plan.

I also believe that I have demonstrated the ability to identify personnel who possess strong leadership skills and place them in key positions. When faced with difficult decisions regarding personnel I have not shied away or neglected to act when I believe it is what is best for our district.

We have greatly improved the operation of our Benefits Department and communication between that department and our employees.

We have implemented progress monitoring and quality control measures in Curriculum and Instruction and the results has been improved student performance and greater access to challenging coursework.

We continue to face funding challenges, yet we have been able to adequately fund our budgeted programs. We did so this past school year without issuing a Tax Anticipation Note.

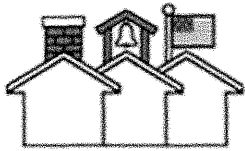
Summary

General Comments:

I am honored to serve as the Superintendent of Schools here in Indian River County. I am blessed to be surrounded by colleagues who want to make all decisions on what is best for the students in our district. Over the course of the past year we have moved the district in a positive direction, as is evidenced by many key indicators. We have increased student performance, increased employee retention rates, instituted organizational efficiency. We have strengthened existing partnerships with community stakeholders and cultivated new agreements that will benefit our students and staff. I am excited to continue to work on behalf of the students of Indian River County and to do everything we can to provide them the best education possible.

Superintendent's Signature: _____ Date: _____

Board Member Signature: _____ Date: _____



School District of Indian River County



Superintendent Performance Accountability System

Superintendent's Name: Dr. Mark Rendell School Year: 2017-18

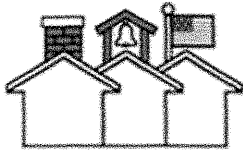
Board Member's Name: Shawn R. Frost Date: July 14, 2018

Accountability Ratings

The Superintendent shall be rated on each item using the following scale – ratings must be based on demonstrated evidence or lack of evidence. Documents associated with the accomplishment of the Superintendent's Goals shall accompany this assessment of performance.

- 5 – Outstanding Has exceeded expected outcomes for goal attainment or mastery of performance objective.
- 4 – Meets Expectation Has demonstrated goal attainment and /or a high level of performance for designated performance objective.
- 3 – Satisfactory Has demonstrated progress toward goal attainment or an acceptable level of performance for required performance objective.
- 2 – Improvement Expected Progress on goal attainment or demonstration of an acceptable level of performance for required performance objectives is not up to School Board standards.
- 1 - Unsatisfactory No evidence of goal progress or progress towards an acceptable performance of School Board standards.

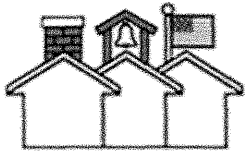
Each Board Member will rate the Superintendent in each of the performance areas. A composite score for each performance area will then be calculated based on an average of the scores in each performance area.



School District of Indian River County



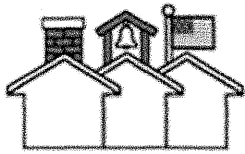
Superintendent / District Goal #1		Student Success: Every student receives a high quality education that is grounded in high expectations, personalized to meet his/her needs and interests, and backed by the necessary learning supports.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.	
Rating	The Assessor's Rating of the accomplishment of this goal based on information provided. 5 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>	
Comments	The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below. The data speak for themselves. We are moving in the right direction in most instances and we have plans in place, which include monitoring, for areas of concern.	



School District of Indian River County



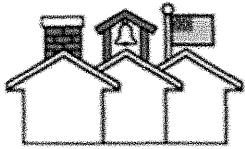
Superintendent / District Goal #2		Culture and Climate: Staff and students thrive in positive learning and work environments where they feel safe, supported, and celebrated
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.	
Rating	The Assessor's Rating of the accomplishment of this goal based on information provided. 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>	
Comments	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <p>While the trend is positive this is certainly a growth opportunity for our district. Perception is reality in climate and culture and shifting the culture takes time.</p>	



School District of Indian River County



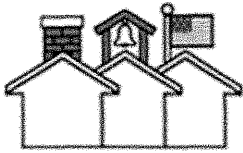
Superintendent / District Goal #3		High Quality Workforce: Employees are at the heart of our students' success, and we will attract, support, and retain a high quality workforce.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.	
Rating	The Assessor's Rating of the accomplishment of this goal based on information provided. 5 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>	
Comments	The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below. I believe Dr. Rendell has done a fine job of recruiting talent and has implemented policies and procedures to continue doing so. Practices such as "Stay interviews" and "exit interviews" are a step in the right direction. Dr. Rendell is committed to, and working diligently towards, hiring and retaining a workforce that reflects the diversity of our community. He has done a great job in the war for talent and has an eye for	



School District of Indian River County



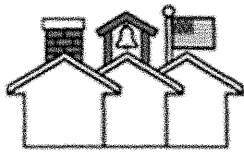
Superintendent / District Goal #4		Communication & Engagement: The district uses communication and engagement to build awareness and trust, which lead to stronger relationships that benefit student learning.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.	
Rating	The Assessor's Rating of the accomplishment of this goal based on information provided. 5 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>	
Comments	The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below. Dr. Rendell has done a fine job of communicating with me, as a Board Member, and the community. He has done a good job of cutting through the noise where possible and correcting misperceptions. Employing a public information officer (PIO) and tools such as the Strategic Plan and our feedback tools such as parent surveys show a commitment to improved two-way communication. For whatever reason, board members are out in the community undercutting the Superintendent in the media which makes it difficult for him to build trust.	



School District of Indian River County



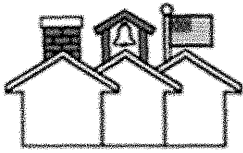
Superintendent / District Goal #5		Strategic Partnerships: Building strong partnerships with all stakeholders in our community is vital to our success.								
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.									
Rating	The Assessor's Rating of the accomplishment of this goal based on information provided.									
	5	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	<input type="checkbox"/>
Comments	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <p>Dr. Rendell has fostered numerous Strategic Partnerships and enhanced the relationship enjoyed with existing partners such as The Learning Alliance.</p>									



School District of Indian River County



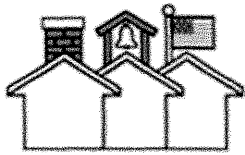
IMPACT / RAPPORT BUILDING	
<p>A. Builds a favorable public image of the district and superintendency. B. Maintains visibility at school sites and throughout the school district. C. Maintains visibility in the business community. D. Skilled in conflict resolution, consensus, and compromise-building while maintaining a professional demeanor and the self-esteem of others.</p>	
Rating	<p>The Assessor's Rating of Impact/Rapport Building.</p> <p>5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>The Assessor's Comments regarding the rating of Impact/Rapport Building. Comments are required for a rating of 2 or below.</p> <p>A. The addition of a PIO is helpful, and many good stories are shared. Some reporters are willing to ignore the facts and often report inaccurate and inflammatory opinions as fact. Despite these unscrupulous reporters, Dr. Rendell and the PIO do a good job of placing the wins in the media to build morale and celebrate our excellent employees.</p> <p>B. Excellent presence and engagement</p> <p>C. Very good, but partnerships with high tech businesses from Brevard will provide STEM pathways for students and serves as an opportunity</p> <p>D. In general good, but relationships with some board members are strained and all parties would benefit from conflict resolution support. The situation with the non-profits was a learning experience for all.</p>



School District of Indian River County



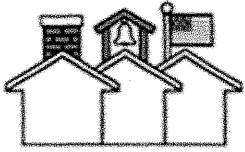
INTEGRITY	
<p>A. Models consistent ethical, personal, and professional conduct.</p> <p>B. Develops high levels of openness and trust with Board members, staff, and the community.</p> <p>C. Considers needs of students foremost when making recommendations to the Board.</p> <p>D. Maintains consistency in interaction with staff, Board members, and community.</p>	
Rating	<p>The Assessor's Rating of Integrity.</p> <p>5 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>The Assessor's Comments regarding the rating of Integrity. Comments are required for a rating of 2 or below.</p> <p>A. Consistent and honest in all dealings with me.</p> <p>B. Dr. Rendell is always available to me and meets regularly to communicate.</p> <p>C. Always</p> <p>D. Does his best to be respectful with board members who are often less than civil in their discourse.</p> <p>Dr. Rendell leads by example and is quick to take blame for problems and sets quietly about resolving issues without needing a spotlight or pat-on-the-back for doing what is in the best interest of students.</p>



School District of Indian River County



WORK STANDARDS	
<p>A. Insists on effective performance from associates and subordinates B. Selects personnel who possess integrity and qualifications for key management positions. C. Relates all activities and decisions to the mission of the district. D. Establishes course of action which results in higher performance of students. E. Orders priorities and insists upon quality control and cost effectiveness.</p>	
Rating	<p>The Assessor's Rating of Work Standards.</p> <p>5 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>The Assessor's Comments regarding the rating of Work Standards. Comments are required for a rating of 2 or below.</p> <p>A. Stellar- Dr. Rendell expects a lot from subordinates and this expectation of excellence could be the cause for those who rate the "culture and climate" as low who aren't prepared to rise to those expectations.</p> <p>B. Great hires and promotions</p> <p>C. Consistently focuses on the Strategic Plan and how it ties to operations</p> <p>D. Makes, sometimes unpopular, decisions based on student success.</p> <p>E. As in item "A" above. Dr. Rendell has a habit of focusing on quality and insisting on excellence.</p>



School District of Indian River County



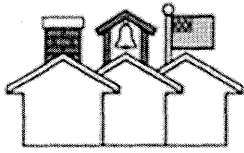
Summary

General Comments:

Dr. Rendell has done great things to position SDIRC for success. I look forward to seeing the initiatives in place produce results in the years to come. It is my hope that this, and future boards afford him the support and time necessary to see these initiatives and his leadership bear fruit.

Superintendent's Signature: Mary Ruff Date: 7/14/18

Board Member Signature: [Signature] Date: 7/14/18



School District of Indian River County



Superintendent Performance Accountability System

Superintendent's Name: Dr. Mark J. Rendell

School Year: 2017-2018

Board Member's Name: Tiffany M. Justice

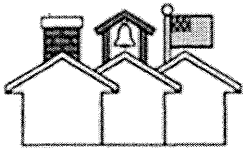
Date: July 13, 2008

Accountability Ratings

The Superintendent shall be rated on each item using the following scale – ratings must be based on demonstrated evidence or lack of evidence. Documents associated with the accomplishment of the Superintendent's Goals shall accompany this assessment of performance.

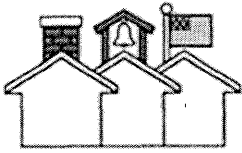
- | | |
|--------------------------|---|
| 5 – Outstanding | Has exceeded expected outcomes for goal attainment or mastery of performance objective. |
| 4 – Meets Expectation | Has demonstrated goal attainment and /or a high level of performance for designated performance objective. |
| 3 – Satisfactory | Has demonstrated progress toward goal attainment or an acceptable level of performance for required performance objective. |
| 2 – Improvement Expected | Progress on goal attainment or demonstration of an acceptable level of performance for required performance objectives is not up to School Board standards. |
| 1 - Unsatisfactory | No evidence of goal progress or progress towards an acceptable performance of School Board standards. |

Each Board Member will rate the Superintendent in each of the performance areas. A composite score for each performance area will then be calculated based on an average of the scores in each performance area.



School District of Indian River County

Superintendent / District Goal #1	Student Success: Every student receives a high quality education that is grounded in high expectations, personalized to meet his/her needs and interests, and backed by the necessary learning supports.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	The Assessor's Rating of the accomplishment of this goal based on information provided. 5 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>
Comments	<p> Objective 1.1: All students graduate with the skills necessary for college and career success. Objective 1.2: All students receive high quality instruction and rigorous coursework. Objective 1.3: All students are provided the supports needed to ensure their academic success. </p> <p> The objectives of the area of Student Success were to ensure that every student graduates with the skills necessary for college and career success; all students receive high quality instruction and rigorous coursework; and all students are provided the supports needed to ensure their academic success. </p> <p> EVERY and ALL are two of the most significant and important words in the objectives for Student Success. I believe that for some time in our district we have been serving a certain segment of motivated students quite well. That being said, I believe that Dr. Rendell has taken steps to create a system to ensure that EVERY student has the same number of opportunities and supports to ensure their success in our classrooms. </p> <p> I believe that we are no longer "teaching to a test" but truly taking the steps necessary to build a system of learning in our classrooms that gives every student the opportunity to be successful. I recognize this type of systemic change takes time and patience. I remain committed to supporting the work of the Curriculum & Instruction team as well as our administrators and teachers to give every student in Indian River County the education they deserve. </p> <p> Two of the three major focus areas for the district this year pertained directly to the area of Student Success. I have seen both standards based instruction and formative assessment as two of the guiding principles in both professional development and classroom support this past year. The increased attention to ensuring that our students are being given the foundation of knowledge necessary in every grade to be successful as they matriculate through our classrooms and ultimately onto higher education or a career is incredibly important. This increased emphasis on curriculum and pacing within classrooms will have long lasting benefits for our students and teachers. </p> <p> Student performance improved in every tested subject area with the exception of 7th grade civics. I was happy to see that a district supported, increased emphasis on science instruction showed significant gains in tested grades. Another highlight was the significant gains in tested grades of math with a 14% increase in Algebra 1! While we continue to have the opportunity to improve in all areas, it is clear that the increased focus and support in these two areas of instruction over the past 2 years have been very effective. It is imperative that we create these same types of supports across all teaching areas. Dr. Rendell is aware that there is a need for continued improvements in our STEAM programs across the district and I know that he and his team are making plans to help to support this work. </p> <p> I have also been very impressed with the usage of performance data to help to inform decision making and instructional support for the coming year. Administrators, teachers and district level staff recognize that our </p>



School District of Indian River County

students are more than a test score, but they are also utilizing both state assessment and iReady data to create systems of support for individual students and grade levels at schools where a need is identified. It is my understanding that Dr. Rendell and staff have made the decision to require an additional reading course in our middle schools to provide students with additional literacy strategies. It is this type of targeted support that we need to continue providing for our students.

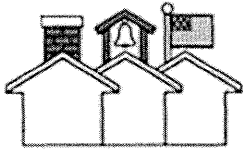
Participation in accelerated courses as well as our Career Pathways program increased by 15% and 12% respectively. I was thrilled to see that the number of minority students participating in accelerated courses increased significantly, with African American student's participation up 11% in AP/IB and 15% in honors courses. Ensuring that our minority students are given the same opportunities to accelerated learning is extremely important and I am happy to see the district's commitment to this goal. It is extremely important that we not only increase participation in our accelerated programs, but that we also put into place supports that ensure students success in these courses. First and foremost, I feel it is imperative that Dr. Rendell and his team look at student's passing rates in courses and make instructional changes as necessary. Students deserve to be taught by a competent and dedicated teacher that is focused on helping them to be successful in their class.

The new addition of the Treasure Coast Technical College will continue to open more opportunities for our students to be successful in our classrooms and graduate with the skills necessary for career success. I applaud Dr. Rendell and his team for their hard work and dedication to making the TCTC a reality! This is a wonderful asset for our school district, students, families and the entire Indian River County community.

If not for a change in the coding of our students, I am aware that the district would have seen a rise in our graduation rates this past year, with VBHS graduating over 90% of their students. As it stood, SDIRC held on to the graduation rate of 87.1% overall, while many districts saw a decline. This is an area that I believe we will see continued improvements in over the course of the next few years as we continue to increase supports in our high schools and matriculate better prepared students from our middle schools into our high schools.

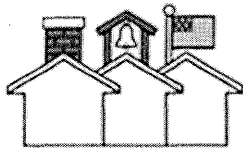
Dr. Rendell has continued to support and encourage our community partnership with The Learning Alliance and our joint commitment to the Moonshot Moment. Last year, Dr, Rendell, his staff and TLA staff worked together to put into place 5 third grade literacy intervention specialists. We saw increased improvement and learning gains in the schools where this targeted intervention was applied. This coming year, we will have 12 third grade literacy interventionists in our schools. It is this type of creative and out of the box thinking that truly helps our students achieve success.

Dr. Rendell has also taken many steps to acknowledge that student success in our schools isn't just determined by a test score. His support of the fine arts programs has been crucial in making sure our students all have the opportunity for a well-rounded and full education. The Superintendent's Art Gallery was a wonderful event that celebrated students from every public school in the district, including our charter schools. I commend Dr. Rendell on his support of the arts programs in our schools. I continue to ask that he and his team find a way to roll into the budget the 30 special area teaching positions that are currently paid for out of the .5 voter approved millage that expires in 2020.



School District of Indian River County

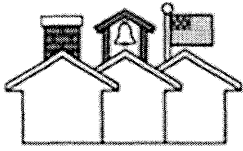
Superintendent / District Goal #2	Culture and Climate: Staff and students thrive in positive learning and work environments where they feel safe, supported, and celebrated.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	<p>The Assessor's Rating of the accomplishment of this goal based on information provided.</p> <p>5 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>Objective 2.1: Social and Emotional Support; Every school fosters a caring and responsive culture to ensure a positive learning environment for staff and students.</p> <p>Objective 2.2: Physical Safety; Every school provides a safe and secure learning environment.</p> <p>Objective 2.3: Celebrate Success; Every school recognizes and celebrates the accomplishments of students and staff.</p> <p>The third major area of focus in our district this past year was the area of Culture and Climate. I observed that Culture and Climate was a primary focus in professional development and support in our schools. I wholeheartedly believe in the importance of social and emotional learning being at the forefront of the work we do with our students and I am happy to see an intense commitment to the mental and physical safety of our students and staff.</p> <p>Results from parent, teacher and student surveys all showed an improvement in the way that our stakeholders feel about the educational environment being created and provided in our schools. The ultimate goal for Dr. Rendell, staff and school board members should be to create an environment in which every parent, student and teacher feels that their school is an A school.</p> <p>The physical safety of our students remains a top area of concern for me as a school board member and parent. The school shooting in Parkland shook every teacher and parent to their core. Significant improvements were made over the course of the year in the maintenance of our grounds and compliance with required safety and security drills. I would like to see Dr. Rendell continue to make the safety and security a top priority. There are schools that are occasionally lax with following safety and security protocols and I feel that Dr. Rendell and his staff need to do more to ensure that every school not only has safety measures in place, but is following those measures with fidelity.</p> <p>100% of our schools now have some type of Positive Behavior Intervention Support program in place with 100% of our teachers also trained in PBIS. This focus on a common language and positive intervention system has shown itself to in fact be very positive. The addition of Behavior Intervention Specialists at every school this year has also been a positive change that has contributed to less disciplinary action needing to be taken. Discipline issues with our students will always occur, but the fact that we have seen a significant decrease in referrals and the number of students with repeat referrals is promising. Students aren't learning if they aren't in their classrooms. I think it is a delicate balance between reducing the amount of time that students are without instruction but also holding them accountable for their behavior.</p> <p>I have discussed with Dr. Rendell that he and his staff need to make sure that they are truly giving schools and teachers the supports they need to handle the discipline issues that occur. It may be helpful for student services staff to meet with teachers at individual schools to get feedback on the additional supports they feel they could use to better handle discipline issues in their classrooms and schools.</p>



School District of Indian River County



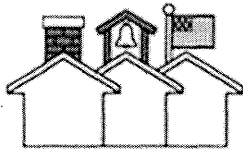
Superintendent / District Goal #3	High Quality Workforce: Employees are at the heart of our students' success, and we will attract, support, and retain a high quality workforce.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	The Assessor's Rating of the accomplishment of this goal based on information provided. 5 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>
Comments	<p>Objective 3.1: (Attracting) We intentionally recruit and employ highly skilled and motivated individuals for every position.</p> <p>Objective 3.2: (Supporting) We support all employees with professional learning opportunities to ensure growth and students' success.</p> <p>Objective 3.3: (Retaining) We value our employees and are committed to creating working conditions that support their personal well-being and professional success.</p> <p>Indian River County teacher salaries continue to be higher than surrounding districts. It is my hope that we will be able to continue to ensure that this is the case. Dr. Rendell and staff negotiated a three-year agreement with our teacher's union that has just come to an end. Dr. Rendell has made teacher compensation a budget priority in the past and I urge him to continue this in the future.</p> <p>Proper management and focus on our health insurance fund will allow us to not increase insurance premiums for the second year in a row. Our wellness clinic is an absolute asset to our workforce and I applaud Dr. Rendell and staff for continuing to support and expand access to this benefit. I have seen a significant improvement in the Benefits department in our school district and our employees are receiving better communication about the benefits that are available to them.</p> <p>We continue to struggle to hire minority teachers in our district, but I am aware that we are not alone in this struggle. Only 3% of current graduates from teacher's college are African American and districts across the country continue to struggle to have a teaching staff that reflects their student population. I applaud the recent efforts to diversify our recruiting efforts in an effort to attract and hire more minority teachers. I would like to see Dr. Rendell and staff work to come up with an agreement with our teacher's union that allows us to offer bonuses be given to teachers in high demand who are willing to work in Critical Needs areas in our district.</p> <p>More teachers than ever before participated in professional learning opportunities this past school year. They also stated that the felt that the PD offered was valuable and needed. We need to keep this area of work a priority. It was disappointing that a majority of the board did not support the addition of a district level Professional Development position to continue to expand upon the offerings of training and pedagogical support available to our teachers.</p> <p>Another improvement this year was the addition of "On-boarding" procedures to support new staff members. This was an area of concern for the board and the addition of this program will benefit students, teachers and families.</p>



School District of Indian River County

Results of a survey of first year teachers were extremely positive and the STAR program specifically designed by Curriculum & Instruction staff for our first-year teachers has been an extremely valuable addition to our district.

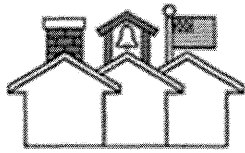
I believe we have some of the most dedicated and wonderful staff members in the state. I am so incredibly grateful for the faculty and staff that give their all every day for our students. Because of the importance of the classroom teacher on student achievement, I can think of nothing worse than for a student to have a teacher that doesn't want to be teaching in the classroom. We must continue to work to retain and support our excellent teachers, but Dr. Rendell must continue to support administrators when they are making instructional changes they believe will benefit student achievement at their schools.



School District of Indian River County

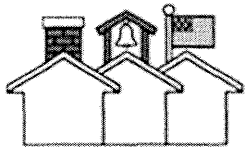


Superintendent / District Goal #4	Communication & Engagement: The district uses communication and engagement to build awareness and trust, which lead to stronger relationships that benefit student learning.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	<p>The Assessor's Rating of the accomplishment of this goal based on information provided.</p> <p>5 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>Objective 4.1: Purposeful Communication; We plan our communications, establish common communication protocols, and frequently share the achievements of our students and staff with our community.</p> <p>Objective 4.2: Internal Engagement; We foster engagement with internal stakeholders to build awareness & trust.</p> <p>Objective 4.3: External Engagement; We foster engagement with external stakeholders to build awareness & trust.</p> <p>I believe that Dr. Rendell and his staff have made significant improvements in this area over the past year. Survey results showed that parents felt that the district and their children's school and teachers were doing a good job in making them aware of school based events, activities and their child's progress in school. Town halls and open house events were well attended across the district.</p> <p>Dr. Rendell brought to the board this year an agreement with School Messenger for an updated website and mobile application to further enhance our ability to communicate with parents. These additions will also enhance our parent's ability to navigate the many channels of information pertinent to their child's education. I am firm believer in the more information the better when it comes to parent communication and Dr. Rendell has been supportive of my concerns in this area.</p> <p>I feel that we need to focus on being more sensitive to the needs and concerns of our parents. We also need to work to do a better job of communicating why certain decisions are made. I think the majority of our parents and families are incredibly supportive of the work of our teachers and district staff; increased communication can only serve to support this.</p> <p>The newsletter, "The Connection" is a great new method of district communication with our parents, families and community members.</p> <p>Dr. Rendell and staff continue to support the work of many committees in our district. This type of direct community feedback is important and has been encouraged.</p> <p>Internal Communication methods such as "The Collaborator" and "The Stream" as well as better communication with all staff members regarding payroll and benefits have been very positive.</p>



School District of Indian River County

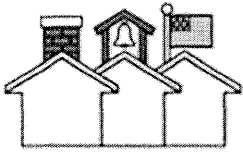
Superintendent / District Goal #5	Strategic Partnerships: Building strong partnerships with all stakeholders in our community is vital to our success.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	The Assessor's Rating of the accomplishment of this goal based on information provided. 5 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>
Comments	<p> Objective 1: Families; We engage families as the most important partner in the education of our students. Objective 2: Existing Organizations; We strengthen existing partnerships with organizations in our community and seek out opportunities with other organizations. Objective 3: Individuals; We embrace and value the contributions of the individuals in our community who volunteer in our schools. </p> <p> Dr. Rendell has continued to make our students and families the focus of all decisions made in the district. Student Advisory Councils across the district are not only complying with state requirements, but are doing a great job in welcoming a diverse group of stakeholders to participate in school based decision making. I am aware that Dr. Rendell has attended SAC meetings this past year and this dedication to parents and schools is admirable and appreciated. </p> <p> We have begun to track attendance, volunteer hours and school based events at all of our schools in the district. Previously only Title 1 schools were required to track attendance at school based events. This new attention to parent engagement at all schools can only serve to better our partnerships with families. </p> <p> Dr. Rendell and staff have worked to strengthen and expand existing partnerships with many SDIRC community partners. It was wonderful that ALL 4th graders in our district were given the opportunity to attend field trips to the Environmental Learning Center. This focus on creating opportunities for all students has been a focus of Dr. Rendell and staff and I applaud this commitment to equity and equality. Dr. Rendell worked with Big Brothers and Big Sisters to create the RISE UP mentoring program and has encouraged staff members to participate as mentors for students in our schools. </p> <p> As I mentioned earlier, Dr. Rendell has continued to support and encourage our community partnership with The Learning Alliance. Last year, Dr, Rendell, his staff and TLA staff worked together to put into place 5 third grade literacy intervention specialists. We saw increased improvement and learning gains in the schools where this targeted intervention was applied. This coming year, we will have 11 third grade literacy interventionists in our schools. It is this type of creative and out of the box thinking that truly helps our students achieve success. </p> <p> Over 47,633 volunteer hours and volunteers have been tracked, acknowledged and celebrated. Community members want to be in our schools helping to make a difference in the lives of our students. </p> <p> Dr. Rendell has also increased the number of ways our students can give back to our community. His involvement with the United Way of IRC gave us an increased role in the UW Day of Caring where hundreds of students participated in charitable activities at schools and locations in our community. </p>



School District of Indian River County

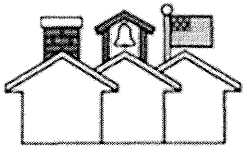


IMPACT / RAPPORT BUILDING	
<p>A. Builds a favorable public image of the district and superintendency.</p> <p>B. Maintains visibility at school sites and throughout the school district.</p> <p>C. Maintains visibility in the business community.</p> <p>D. Skilled in conflict resolution, consensus, and compromise-building while maintaining a professional demeanor and the self-esteem of others.</p>	
Rating	<p>The Assessor's Rating of Impact/Rapport Building.</p> <p style="text-align: center;"> 5 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> </p>
Comments	<p>Dr. Rendell has been extremely visible in the community and our schools.</p> <p>In addition to frequently visiting schools and classrooms, Dr. Rendell is a mentor to a Dodgertown Elementary student through the RISE UP program in our district. Also new this year was the Classroom Connections program. Every staff member in the school district that has a teaching certificate spent at least one day, if not more, teaching alongside a teacher in one of our classrooms. This program was a great addition and one that I hope Dr. Rendell continues.</p> <p>I believe Dr. Rendell's role as an active board member on the United Way Executive Board of Directors has benefitted the students of Indian River County greatly. As I mentioned earlier, SDIRC played a huge role in the annual UW Day of Caring this past year. In addition to the United Way board, Dr. Rendell is a member of the Children's Services Advisory Committee, the Vero Beach Sunrise Rotary Club, the Moonshot Community Action Network (MCAN), the Taxpayers Association amongst many other community groups. Dr. Rendell's commitment to the Chamber of Commerce in Indian River County has proven to be an advantageous relationship as their interest in helping to support the new Treasure Coast Technical Center has been invaluable.</p> <p>Dr. Rendell's ability to build consensus and bring those around him to compromise has been hindered at times by those around him interested in creating conflict and discontent. He has always maintained a professional demeanor even when handling difficult or tense situations on the dais during board meetings and whilst out in the community.</p> <p>The negative media coverage that the School District and Superintendent continue to receive from certain local media sources is unfortunate and not deserved. I believe that this false and negative "reporting" has done significant damage to our students, teachers, leadership, district staff, board members and our entire community. Last year, I asked for the Superintendent to continue to try to work to build a better relationship with local media outlets. I knew this was a difficult request, but the students of Indian River County deserved to be treated better than the way their schools, administrators, teachers and staff had been portrayed. They still do.</p>



School District of Indian River County

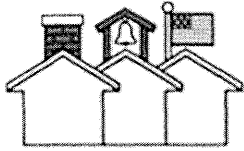
However, this year I ask that the Superintendent focus on the work at hand in our school district and ignore all efforts to sully his reputation and that of the good work of his staff. Again, I know this is a difficult request, but our students deserve the full focus and attention of our Superintendent and his staff.



School District of Indian River County



INTEGRITY	
<p>A. Models consistent ethical, personal, and professional conduct.</p> <p>B. Develops high levels of openness and trust with Board members, staff, and the community.</p> <p>C. Considers needs of students foremost when making recommendations to the Board.</p> <p>D. Maintains consistency in interaction with staff, Board members, and community.</p>	
Rating	<p>The Assessor's Rating of Integrity.</p> <p style="text-align: center;"> 5 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> </p>
Comments	<p>Dr. Rendell continues to put students first in every decision that he makes in the School District of Indian River County.</p> <p>I have been consistently impressed with the level of professionalism and moral integrity shown by Dr. Rendell. He has demonstrated through his willingness to make difficult decisions that he is student focused and committed to continuously working to improve the teaching and learning in SDIRC classrooms. Dr. Rendell has been extremely visible in the community and I have felt that he presents and promotes a positive image of the School District.</p> <p>I try to treat the Superintendent and his staff with respect and that respect has always been returned. I meet weekly with Dr. Rendell and various staff members when necessary to review the agenda for upcoming board meetings. I have never had any issue with receiving answers to the questions or clarifications that I have asked for. Dr. Rendell and his staff have always been open to suggestions or criticisms that I have offered.</p> <p>Board members are kept up to date via phone and email. We have received all backup materials for our workshop and board meetings in a timely manner. All sensitive issues are always addressed in the most discreet, but transparent manner as possible.</p>



School District of Indian River County



WORK STANDARDS

- A. Insists on effective performance from associates and subordinates
- B. Selects personnel who possess integrity and qualifications for key management positions.
- C. Relates all activities and decisions to the mission of the district.
- D. Establishes course of action which results in higher performance of students.
- E. Orders priorities and insists upon quality control and cost effectiveness.

Rating

The Assessor's Rating of Work Standards.

5

4

3

2

1

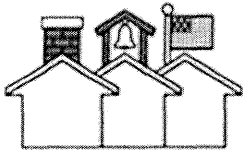
Comments

Dr. Rendell has consistently demonstrated a strong work ethic. His own dedication and commitment to the demands of his position have set a high standard for associates and subordinates. I am very active in my role as a school board member and attend many after work and weekend activities on behalf of our school board. Dr. Rendell consistently attends numerous events on weekends and after hours.

Dr. Rendell and his team had promised focus and remained committed to the 5-year Strategic Plan. The focus of all work across the district has been aligned with the goals and objectives of the SDIRC 5-year Strategic Plan.

There is a fair amount of history of nepotism in our district and I have witnessed how challenging it has been at times for many members of SDIRC staff to navigate when looking to make changes and improvements in personnel district wide. This continues to be a challenge.

Dr. Rendell and his staff fully embraced the zero-based budgeting process in formulating our district budget this past year. The school district budget process was extremely open and transparent.



School District of Indian River County



Summary

General Comments:

I am proud of the work of the School Board of Indian River County and Dr. Rendell and his staff in creating the five-year Strategic plan for our district. As a school board, we agreed to tie the evaluation of our Superintendent to the monitoring framework metrics for our Strategic Plan. While I recognize that we have many areas in which to continue to improve, I also feel that we have made significant progress over the past year. As I cited in my evaluation, we saw overall gains in student success, improvements in the areas of culture and climate, dedication to the support of a high quality workforce, increased communication and engagement with all stakeholders and the continued formation and support of strategic partnerships within our community.

When I joined the school board, we were dealing with one financial crisis after another. From the health insurance deficit to the charter school and desegregation litigation, Dr. Rendell and his team have worked together with board members and our school district attorney to resolve many of the issues left behind by the previous district administration. We have an improved relationship with our charter schools, a healthy insurance fund and we are on the path to an agreed road map to unitary status in our desegregation order.

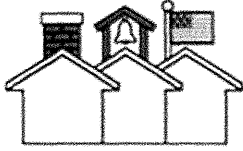
Research shows that the highest performing districts in our state have a few things in common when it comes to their school boards and Superintendent. First, they have board members that are committed to working together as a team to increase student achievement. Secondly, they have an experienced and dedicated Superintendent that they respect, support and encourage. Board members continually work to create the space for their Superintendent and his staff to take big risks and make changes within the district to support growth and student achievement.

I believe in Dr. Rendell's ability to make great things happen in our district. It is my hope that in the future, Indian River County will have a school board that is willing to work together as a team to give our Superintendent, staff members and teachers the support and resources they need to effectively accomplish their goal of ensuring every student is successful in our classrooms.

Superintendent's Signature: *Mary Ruland* Date: 7/16/18

Board Member Signature: *J.M. Justice* Date: 7/16/18

This page intentionally left blank.



School District of Indian River County

Superintendent Performance Accountability System

Superintendent's Name: Mark Rendell School Year: 2017-2018

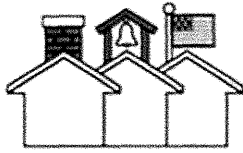
Board Member's Name: Charles G. Searcy Date: 7-12-18

Accountability Ratings

The Superintendent shall be rated on each item using the following scale – ratings must be based on demonstrated evidence or lack of evidence. Documents associated with the accomplishment of the Superintendent's Goals shall accompany this assessment of performance.

- 5 – Outstanding Has exceeded expected outcomes for goal attainment or mastery of performance objective.
- 4 – Meets Expectation Has demonstrated goal attainment and /or a high level of performance for designated performance objective.
- 3 – Satisfactory Has demonstrated progress toward goal attainment or an acceptable level of performance for required performance objective.
- 2 – Improvement Expected Progress on goal attainment or demonstration of an acceptable level of performance for required performance objectives is not up to School Board standards.
- 1 - Unsatisfactory No evidence of goal progress or progress towards an acceptable performance of School Board standards.

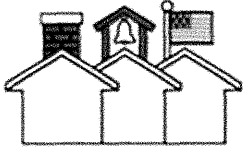
Each Board Member will rate the Superintendent in each of the performance areas. A composite score for each performance area will then be calculated based on an average of the scores in each performance area.



School District of Indian River County



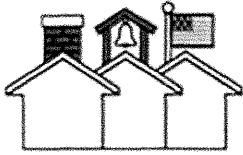
Superintendent / District Goal #1	Student Success: Every student receives a high quality education that is grounded in high expectations, personalized to meet his/her needs and interests, and backed by the necessary learning supports.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	The Assessor's Rating of the accomplishment of this goal based on information provided. 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>
Comments	The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.



School District of Indian River County



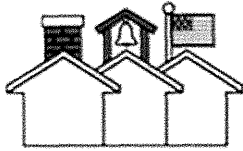
Superintendent / District Goal #2		Culture and Climate: Staff and students thrive in positive learning and work environments where they feel safe, supported, and celebrated
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.	
Rating	The Assessor's Rating of the accomplishment of this goal based on information provided.	
	5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 1 <input type="checkbox"/>	
Comments	The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below. <i>Some students feel celebrated.</i> <i>Many employees and students do not feel safe and supported.</i> <i>Teachers are told to handle discipline in the classroom and not refer students to the office. (Classroom management?)</i>	



School District of Indian River County



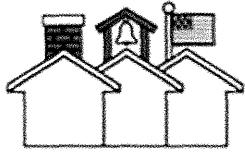
Superintendent / District Goal #3		High Quality Workforce: Employees are at the heart of our students' success, and we will attract, support, and retain a high quality workforce.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.	
Rating	The Assessor's Rating of the accomplishment of this goal based on information provided.	
	5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 1 <input type="checkbox"/>	
Comments	The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below. <i>See no evidence of what the District does to attract high quality workers. Once we hire employees we have a tendency to not utilize their special skills sets. At times we jump to conclusions about charges against employees (Coach Joe, Ravi Annam)</i>	



School District of Indian River County



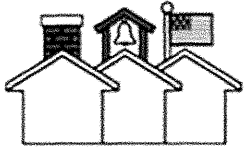
Superintendent / District Goal #4	Communication & Engagement: The district uses communication and engagement to build awareness and trust, which lead to stronger relationships that benefit student learning.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	The Assessor's Rating of the accomplishment of this goal based on information provided. 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 1 <input type="checkbox"/>
Comments	The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below. <i>Many teachers and CWA employees do not trust administration and superintendent. Retribution is an ongoing concern in the District & trust is nearly non-existent!</i>



School District of Indian River County



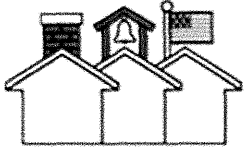
Superintendent / District Goal #5		Strategic Partnerships: Building strong partnerships with all stakeholders in our community is vital to our success.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.	
Rating	The Assessor's Rating of the accomplishment of this goal based on information provided. 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>	
Comments	The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.	



School District of Indian River County



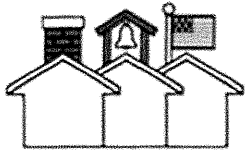
INTEGRITY	
<p>A. Models consistent ethical, personal, and professional conduct. ✓</p> <p>B. Develops high levels of openness and <u>trust</u> with Board members, staff, and the community. ?</p> <p>C. Considers needs of students foremost when making recommendations to the Board.</p> <p>D. Maintains consistency in interaction with staff, Board members, and community.</p>	
Rating	The Assessor's Rating of Integrity. 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>
Comments	The Assessor's Comments regarding the rating of Integrity. Comments are required for a rating of 2 or below.



School District of Indian River County



WORK STANDARDS	
<p>A. Insists on effective performance from associates and subordinates - ?</p> <p>B. Selects personnel who possess integrity and qualifications for key management positions. ?</p> <p>C. Relates all activities and decisions to the mission of the district.</p> <p>D. Establishes course of action which results in higher performance of students.</p> <p>E. Orders priorities and insists upon quality control and cost effectiveness. ?</p>	
Rating	<p>The Assessor's Rating of Work Standards.</p> <p>5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>The Assessor's Comments regarding the rating of Work Standards. Comments are required for a rating of 2 or below.</p>



School District of Indian River County



Summary

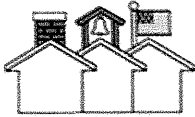
General Comments:

Superintendent is performing OK, but has a long way to go in getting the District to where it should be.

May have reached the point where he does not need to be quite as involved in outside activities (United Way Board, Chamber Committee). One homeroom was teaching two days in connection with the Classroom Connection Initiative. He should insist that all of our District administrators who promote procedures that are expected to be used in the classroom, teach several times per year (or more often if possible) to see what issues (positive or negative) those procedures may cause.

Superintendent's Signature: Maly Rulup Date: 7-12-18

Board Member Signature: Charles G. Seay Date: 7-12-18



School District of Indian River County



Superintendent Performance Accountability System

Superintendent's Name: DR. MARK RENDALL School Year: 2017-2018

Board Member's Name: DAVE SIMCHICK Date: 7/5/18

Accountability Ratings

The Superintendent shall be rated on each item using the following scale – ratings must be based on demonstrated evidence or lack of evidence. Documents associated with the accomplishment of the Superintendent's Goals shall accompany this assessment of performance.

- 5 – Outstanding Has exceeded expected outcomes for goal attainment or mastery of performance objective.
- 4 – Meets Expectation Has demonstrated goal attainment and /or a high level of performance for designated performance objective.
- 3 – Satisfactory Has demonstrated progress toward goal attainment or an acceptable level of performance for required performance objective.
- 2 – Improvement Expected Progress on goal attainment or demonstration of an acceptable level of performance for required performance objectives is not up to School Board standards.
- 1 - Unsatisfactory No evidence of goal progress or progress towards an acceptable performance of School Board standards.

Each Board Member will rate the Superintendent in each of the performance areas. A composite score for each performance area will then be calculated based on an average of the scores in each performance area.

Superintendent / District Goal #1	Student Success: Every student receives a high quality education that is grounded in high expectations, personalized to meet his/her needs and interests, and backed by the necessary learning supports.					
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.					
Rating <u>4</u>	The Assessor's Rating of the accomplishment of this goal based on information provided.					
Page 141 of 168	<table border="1" style="display: inline-table;"> <tr> <td>5</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> </table>	5	4	3	2	1
5	4	3	2	1		

Comments	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <p>DR. RENDALL continues to progress in this area. Recently we discussed VBE's specific issues and overall he is aware of how he can continue to improve.</p>

Superintendent / District Goal #2	Culture and Climate: Staff and students thrive in positive learning and work environments where they feel safe, supported, and celebrated								
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.								
Rating 3	The Assessor's Rating of the accomplishment of this goal based on information provided.								
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>5</td><td>4</td><td>3</td><td>2</td><td>1</td><td></td><td></td><td></td> </tr> </table>	5	4	3	2	1			
5	4	3	2	1					
Comments	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <p>There are many celebrations of accomplishments for students and staff. Work environment</p>								

	<p>seems to be an area of concern. Although many positive comments I receive the most complaints</p>
	<p>from employees that bleed into the climate.</p>

Superintendent / District Goal #3	High Quality Workforce: Employees are at the heart of our students' success, and we will attract, support, and retain a high quality workforce.							
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.							
Rating 3	The Assessor's Rating of the accomplishment of this goal based on information provided.							
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 12.5%;">5</td> <td style="width: 12.5%;">4</td> <td style="width: 12.5%; border: 2px solid black;">3</td> <td style="width: 12.5%;">2</td> <td style="width: 12.5%;">1</td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> </tr> </table>	5	4	3	2	1		
5	4	3	2	1				
Comments	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <p>Our work force has many power hitters and high quality employees but I am very sure we can improve. On a district level some can improve on customer service, perhaps through training or placing those in other job titles.</p>							

--	--

Superintendent / District Goal #4	Communication & Engagement: The district uses communication and engagement to build awareness and trust, which lead to stronger relationships that benefit student learning.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating 4	The Assessor's Rating of the accomplishment of this goal based on information provided.
	5 4 3 2 1
Comments	The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below. Dr. Rendell has increased communication and engagement through our P.I.O., website, surveys and board meetings!

--	--

Superintendent / District Goal #5		Strategic Partnerships: Building strong partnerships with all stakeholders in our community is vital to our success.														
Evidence		The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.														
Rating 4		The Assessor's Rating of the accomplishment of this goal based on information provided.														
		5			(4)			3			2			1		
Comments		The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.														
		<p>This area is a strength and strong asset of the district. Kudos for these partnerships and relationships he has nurtured.</p>														

D. Skilled in conflict resolution, consensus, and compromise-building while maintaining a professional demeanor and the self-esteem of others.

Rating	The Assessor's Rating of Impact/Rapport Building.
2	5 4 3 2 1
Comments	The Assessor's Comments regarding the rating of Impact/Rapport Building. Comments are required for a rating of 2 or below. Many Aspects of this area meets satisfactory levels. I believe his public image can improve and a better approach to conflict resolution. No one loves the boss but this is the area I hear the most from. Fiction or fact this area needs improvement for his personal image and the districts.

INTEGRITY	
A. Models consistent ethical, personal, and professional conduct. B. Develops high levels of openness and trust with Board members, staff, and the community. C. Considers needs of students foremost when making recommendations to the Board. D. Maintains consistency in interaction with staff, Board members, and community.	
Rating	The Assessor's Rating of Integrity.
4	5 4 3 2 1
Comments	The Assessor's Comments regarding the rating of Integrity. Comments are required for a rating of 2 or below. Dr Rendell always considers student needs first - always. He has always interacted with

Myself regularly and always has gotten back to my constituents very quickly. Dr. Rendell is strong in this area.

WORK STANDARDS

- A. Insists on effective performance from associates and subordinates
- B. Selects personnel who possess integrity and qualifications for key management positions.
- C. Relates all activities and decisions to the mission of the district.
- D. Establishes course of action which results in higher performance of students.
- E. Orders priorities and insists upon quality control and cost effectiveness.

Rating The Assessor's Rating of Work Standards.

5

5	4	3	2	1
---	---	---	---	---

Comments The Assessor's Comments regarding the rating of Work Standards. Comments are required for a rating of 2 or below.

This is the strongest area for Dr. Rendell. Only area he can strive to insist on better performance is A. insisting his subordinates follow board decisions when ordered and instructed.

I believe his plans & course of actions improve student outcomes!

Summary

3.63

General Comments:

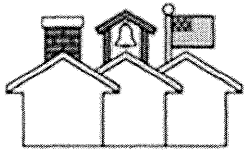
I hope Dr. Rendell takes "critiques", stays open minded and dedicated to the mission. It's been a pleasure

Superintendent's Signature:

Marilyn Mendez Date: 7/10/18

Board Member Signature:

Patricia Mendez Date: 7/10/18



School District of Indian River County

Superintendent Performance Accountability System

Superintendent's Name: Dr. Mark Rendell **School Year:** 2017-18

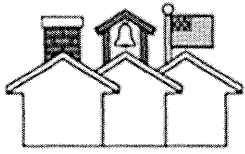
Board Member's Name: Mrs. Laura Zorc **Date:** July 13, 2018

Accountability Ratings

The Superintendent shall be rated on each item using the following scale – ratings must be based on demonstrated evidence or lack of evidence. Documents associated with the accomplishment of the Superintendent's Goals shall accompany this assessment of performance.

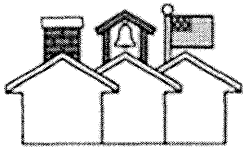
- 5 – Outstanding Has exceeded expected outcomes for goal attainment or mastery of performance objective.
- 4 – Meets Expectation Has demonstrated goal attainment and /or a high level of performance for designated performance objective.
- 3 – Satisfactory Has demonstrated progress toward goal attainment or an acceptable level of performance for required performance objective.
- 2 – Improvement Expected Progress on goal attainment or demonstration of an acceptable level of performance for required performance objectives is not up to School Board standards.
- 1 - Unsatisfactory No evidence of goal progress or progress towards an acceptable performance of School Board standards.

Each Board Member will rate the Superintendent in each of the performance areas. A composite score for each performance area will then be calculated based on an average of the scores in each performance area.



School District of Indian River County

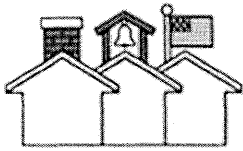
Superintendent / District Goal #1	Student Success: Every student receives a high quality education that is grounded in high expectations, personalized to meet his/her needs and interests, and backed by the necessary learning supports.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	<p>The Assessor's Rating of the accomplishment of this goal based on information provided.</p> <p>5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 1 <input type="checkbox"/></p>
	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <p>*The SDIRC is moving in a positive direction when it comes to Vocational and Technical opportunities. Accolades to the Superintendent, Dr. Arnett, Christy Shields, and the district team for turning a vision into a reality.</p> <p>See FSA Spreadsheets minus IRC Charter School Scores.</p> <ul style="list-style-type: none"> Overall in Math, Science, Algebra I, and Geometry we have a slight incline from 2014-15 to current year. <p>I contribute a significant amount of credit to the Education Foundation for assisting the district with the additional funding resources to hold Saturday middle school math camps and Algebra camps during the summer.</p> <ul style="list-style-type: none"> I am very concerned about the FSA ELA Reading/Writing scores. It appears that the district's overall progress is in a stagnate decline with very little growth. In 2014-15 FSA scores were 50.9%, 2016-17 48.6%, and 2017-18 overall FSA scores are 48.9%. <p>When I look at these numbers for 2017-18 school year I see 4,504 students that are struggling to read and write. A mere 48.9% in any grade book is a failing grade. I am very troubled by these numbers because we all know that it is very difficult to succeed in any subject when a student is struggling to read or write.</p> <p>*After studying the charts for Biology, Civics, and U.S. History I see declining stagnate numbers. The decline in these numbers makes logical sense because students are struggling with reading comprehension.</p> <p>For the 2018-19 school year I would like to see the superintendent's plan on how he intends on improving student literacy, reading comprehension, and writing skills to a mastery levels for all grade levels.</p> <p>*Mastering the basic core subjects in Math and Reading is critical for any person to succeed in life. Students entering middle school grades 6-8 should be offered intensive reading and or math if they scored below a 3 on their FSA. I encourage the superintendent to focus more efforts on middle school 6-8 students. Students scoring a 1 or 2 on their FSA should have the option to take an intensive math or reading class as an elective. With a \$286 million-dollar budget we need to make sure that the basics of reading and math are a financial priority. I appreciate our local nonprofits, but we should not solely rely on them to fund these initiatives.</p>



School District of Indian River County

*I-Ready Assessments are taking away from the one on one teacher time with the student. The program was intended to give the teachers additional resources by pinpointing what standards the students are struggling in. However, I see that the 45 minutes for ELA and 45 minutes of Math per week assessment time takes too much time away from teacher led instruction. In concept I-Ready makes sense. Instead, I-Ready has turned into a \$480,000 a year data chat tool for the district and principals to gauge how well the students are going to perform on the FSA. With 14,000 elementary and middle school students testing 1.5 hours a week on I-Ready alone, when is there time to utilize the multimillion dollar computer technology the district has purchased over the last four years? We should be using these labs to boost the Science, Technology and Engineering programs but instead we are using these computers to over assess our students. I would like to see the district minimize the amount of assessments. We need to reallocate the human and financial resources into initiatives that focus less on data chats and more on student success.

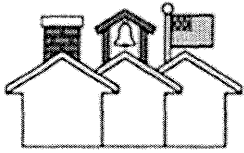
*The SDIRC Aftercare Program has the possibility of becoming a valuable tool to working parents. Not all aftercare sites are of equal caliber. Some are providing homework assistance and tutoring to the students, some aren't. It makes logical sense for the Executive Director of Elementary Education to have oversight of this program. I would like to see an in-depth review of the aftercare program mission and organizational structure. Currently the elementary aftercare is under the principal of Adult Ed and Vocational. With expansion of the TCTC this is an optimal time to review the aftercare model.



School District of Indian River County



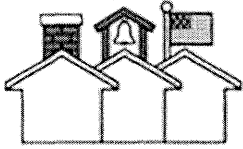
Superintendent / District Goal #2	Culture and Climate: Staff and students thrive in positive learning and work environments where they feel safe, supported, and celebrated
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	The Assessor's Rating of the accomplishment of this goal based on information provided. 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input checked="" type="checkbox"/>
Comments	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <ul style="list-style-type: none"> Teachers are pleading for support with student discipline. When teachers send students out of class because of discipline issues, they are sent right back to class. There are several school sites that have instructed the teachers not to write referrals. The district discipline numbers are at an all-time low, but the teacher's frustration is at an all-time high. <p>The superintendent stands behind his statement made to the Taxpayer's Association. I strongly disagree that student discipline throughout the district is excellent. I think that we need to recognize that this issue goes beyond the numbers presented on paper. In addition, disruptive students interrupt learning for the entire class.</p> <p>I suggest that the superintendent gets out to the schools and speak to the teachers because obviously there is a disconnect.</p> <ul style="list-style-type: none"> There are extreme issues with culture and climate within the Transportation Department. The problem goes beyond an internal issue when the department's management and turnover affects students being picked up and dropped off on time for class. I am very unsatisfied with the superintendent's passive oversight.



School District of Indian River County



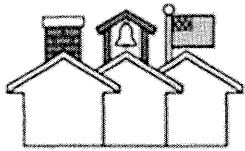
Superintendent / District Goal #3	High Quality Workforce: Employees are at the heart of our students' success, and we will attract, support, and retain a high quality workforce.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.
Rating	The Assessor's Rating of the accomplishment of this goal based on information provided. 5 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/>
Comments	The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below. <p>I give this goal a 5 because the SDIRC is blessed to have such passionate dedicated employees. Our district employees are a phenomenal.</p> <p>Overall we do need to work on supporting and retaining.</p>



School District of Indian River County



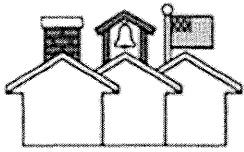
Superintendent / District Goal #4		Communication & Engagement: The district uses communication and engagement to build awareness and trust, which lead to stronger relationships that benefit student learning.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.	
Rating	<p>The Assessor's Rating of the accomplishment of this goal based on information provided.</p> <p>5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 1 <input type="checkbox"/></p>	
Comments	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <p>I think we need to work on Trust. It's ok to admit we make mistakes. Ignoring or letting issues go on unaddressed develops into mistrust.</p>	



School District of Indian River County



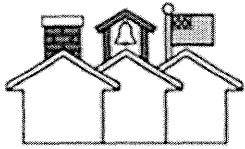
Superintendent / District Goal #5		Strategic Partnerships: Building strong partnerships with all stakeholders in our community is vital to our success.
Evidence	The Superintendent has provided documents to support this area. Documents can be found in the Final Superintendent's Goals Assessment.	
Rating	The Assessor's Rating of the accomplishment of this goal based on information provided.	
	5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 1 <input type="checkbox"/>	
Comments	<p>The Assessor's Comments regarding the rating of this goal. Comments are required for a rating of 2 or below.</p> <p>The transportation issue with the Boys and Girls Club, GYAC, and Daisie Hope Center was handled very poorly. Offering to pay 50% of the transportation cost this year but resending the offer because they spoke out at the public board meeting was wrong.</p>	



School District of Indian River County



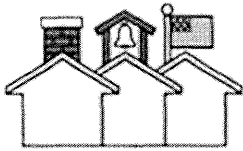
IMPACT / RAPPOR T BUILDING	
<p>A. Builds a favorable public image of the district and superintendency. B. Maintains visibility at school sites and throughout the school district. C. Maintains visibility in the business community. D. Skilled in conflict resolution, consensus, and compromise-building while maintaining a professional demeanor and the self-esteem of others.</p>	
Rating	The Assessor's Rating of Impact/Rappor t Building. 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 1 <input type="checkbox"/>
Comments	The Assessor's Comments regarding the rating of Impact/Rappor t Building. Comments are required for a rating of 2 or below. The public's trust of the superintendent's abilities is very low.



School District of Indian River County



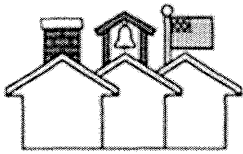
INTEGRITY	
<p>A. Models consistent ethical, personal, and professional conduct. B. Develops high levels of openness and trust with Board members, staff, and the community. C. Considers needs of students foremost when making recommendations to the Board. D. Maintains consistency in interaction with staff, Board members, and community.</p>	
Rating	<p>The Assessor's Rating of Integrity.</p> <p>5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>The Assessor's Comments regarding the rating of Integrity. Comments are required for a rating of 2 or below.</p> <p>The superintendent does not maintain a balanced relationship among board members. We have had this conversation and it seems to go nowhere.</p> <p>Many Employees think that Dr. Rendell is unapproachable.</p>



School District of Indian River County



WORK STANDARDS	
<p>A. Insists on effective performance from associates and subordinates</p> <p>B. Selects personnel who possess integrity and qualifications for key management positions.</p> <p>C. Relates all activities and decisions to the mission of the district.</p> <p>D. Establishes course of action which results in higher performance of students.</p> <p>E. Orders priorities and insists upon quality control and cost effectiveness.</p>	
Rating	<p>The Assessor's Rating of Work Standards.</p> <p>5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 1 <input type="checkbox"/></p>
Comments	<p>The Assessor's Comments regarding the rating of Work Standards. Comments are required for a rating of 2 or below.</p> <p>The superintendent needs to address discipline and the toxic work environment in Transportation.</p> <p>Nepotisms across the district is occurring and it needs to be addressed immediately with management.</p>



School District of Indian River County



Summary

General Comments:

I want the superintendent to succeed. When Dr. Rendell succeeds, we all succeed. I am very hopeful that he will accept this evaluation as constructive criticism.

Superintendent's Signature: *Mary Reed* Date: 7/13/18
Board Member Signature: *L. A. [unclear]* Date: 7/13/18

FSA English Language Arts (ELA)

Applied filters: District equal to 31-INDIAN RIVER AND School Number equal to 0061, 0141, 0151, 0051, 0031, 0033, 0041, 0081, 0101, 0121, 0131, 0161, 0171, 0191, 0201, 0221, 0271, 0291, 0301, 0341, 0371

Year	2014-15			2015-16			2016-17			2017-18		
	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient
03-Third	1,299	684	52.7%	1,272	641	50.4%	1,257	693	55.1%	1,208	657	54.4%
04-Fourth	1,206	606	50.2%	1,210	596	49.3%	1,132	580	51.2%	1,169	628	53.7%
05-Fifth	1,149	539	46.9%	1,175	537	45.7%	1,189	588	49.5%	1,183	584	49.4%
06-Sixth	1,095	555	50.7%	1,120	499	44.6%	1,140	500	43.9%	1,143	495	43.3%
07-Seventh	1,118	533	47.7%	1,119	499	44.6%	1,109	517	46.6%	1,125	458	40.7%
08-Eighth	1,143	620	54.2%	1,147	593	51.7%	1,128	560	49.6%	1,119	591	52.8%
09-Ninth	1,133	589	52.0%	1,154	550	47.7%	1,165	511	43.9%	1,201	580	48.3%
10-Tenth	1,085	569	52.4%	1,071	530	49.5%	1,099	535	48.7%	1,063	511	48.1%
ALL	9,228	4,695	50.9%	9,268	4,445	48.0%	9,219	4,484	48.6%	9,211	4,504	48.9%

FSA Mathematics

Applied filters: District equal to 31-INDIAN RIVER AND School Number equal to 0031, 0033, 0041, 0051, 0061, 0081, 0101, 0121, 0131, 0141, 0151, 0161, 0171, 0191, 0201, 0221, 0271, 0291, 0301, 0341, 0371

Year	2014-15			2015-16			2016-17			2017-18		
	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient
03-Third	1,298	680	52.4%	1,271	678	53.3%	1,265	745	58.9%	1,213	715	58.9%
04-Fourth	1,222	642	52.5%	1,223	645	52.7%	1,143	657	57.5%	1,192	733	61.5%
05-Fifth	1,171	573	48.9%	1,184	589	49.7%	1,205	662	54.9%	1,190	686	57.6%
06-Sixth	1,098	495	45.1%	1,128	475	42.1%	1,160	449	38.7%	1,150	537	46.7%
07-Seventh	968	411	42.5%	1,055	526	49.9%	1,073	536	50.0%	1,052	507	48.2%
08-Eighth	583	181	31.0%	770	287	37.3%	804	343	42.7%	765	387	50.6%
ALL	6,340	2,982	47.0%	6,631	3,200	48.3%	6,650	3,392	51.0%	6,562	3,565	54.3%

Statewide Science Assessment

Applied filters: District equal to 31-INDIAN RIVER AND School Number equal to 0081, 0271, 0171, 0371, 0041, 0051, 0061, 0101, 0121, 0131, 0141, 0151, 0161, 0191, 0201, 0221, 0301, 0341, 0033

Year	2013-14				2014-15				2015-16				2016-17				2017-18			
	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient		
05-Fifth	1,178	533	45.2%	1,170	535	45.7%	1,184	540	45.6%	1,203	551	45.8%	1,177	609	51.7%					
08-Eighth	1,183	592	50.0%	1,143	568	49.7%	1,154	544	47.1%	1,145	511	44.6%	1,119	548	49.0%					
ALL	2361	1125	47.6%	2313	1103	47.7%	2338	1084	46.4%	2348	1062	45.2%	2296	1157	50.4%					

FSA Algebra 1 EOC

Applied filters: Grade Level equal to 07-Seventh, 08-Eighth, 09-Ninth, 10-Tenth AND District equal to 31-INDIAN RIVER AND School Number equal to 0081, 0171, 0271, 0371, 0031, 0033, 0291, 0131

Year	2014-15				2015-16				2016-17				2017-18			
	Total	Ct. Proficient	Percent Proficient	Proficient	Total	Ct. Proficient	Percent Proficient	Proficient	Total	Ct. Proficient	Percent Proficient	Proficient	Total	Ct. Proficient	Percent Proficient	Proficient
07-Seventh	110	107	97.3%	81	77	95.1%	48	48	100.0%	94	93	98.9%				
08-Eighth	365	276	75.6%	254	200	78.7%	264	237	89.8%	306	277	90.5%				
09-Ninth	548	84	15.3%	431	99	23.0%	583	188	32.2%	520	273	52.5%				
10-Tenth	49 **		6.1%	51	23	45.1%	184	25	13.6%	195	42	21.5%				
All	1,072	470	43.8%	817	399	48.8%	1,079	498	46.2%	1,115	685	61.4%				

FSA Geometry EOC

Applied filters: Grade Level equal to 08-Eighth, 09-Ninth, 10-Tenth, 11-Eleventh, 12-Twelfth AND District equal to 31-INDIAN RIVER AND School Number equal to 0081, 0171, 0271, 0371, 0031, 0033, 0131, 0291

Year	2014-15				2015-16				2016-17				2017-18			
	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient	
08-Eighth	135	134	99.3%	105	101	96.2%	80	79	98.8%	53	52	98.1%				
09-Ninth	452	301	66.6%	351	236	67.2%	237	179	75.5%	279	246	88.2%				
10-Tenth	461	79	17.1%	451	58	12.9%	347	91	26.2%	400	156	39.0%				
11-Eleventh	59	6	10.2%	67	10	14.9%	64	15	23.4%	230	24	10.4%				
12-Twelfth	13	3	23.1%	8	4	50.0%	20	4	20.0%	12	1	8.3%				
All	1,120	523	46.7%	982	409	41.6%	748	368	49.2%	974	479	49.2%				

Biology 1 EOC

Applied filters: Grade Level equal to 09-Ninth, 10-Tenth, 11-Eleventh, 12-Twelfth AND District equal to 31-INDIAN RIVER AND School Number equal to 0031, 0033, 0131, 0291

Year	2013-14			2014-15			2015-16			2016-17			2017-18		
	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient
09-Ninth	516	459	89.0%	492	461	93.7%	488	433	88.7%	518	427	82.4%	541	457	84.5%
10-Tenth	503	215	42.7%	573	218	38.0%	594	221	37.2%	618	215	34.8%	575	202	35.1%
11-Eleventh	28	11	39.3%	29	12	41.4%	28	10	35.7%	26	17	65.4%	21	5	23.8%
All	1,053	688	65.3%	1,101	698	63.4%	1,124	675	60.1%	1,178	669	56.8%	1,143	668	58.4%

Civics EOC

Applied filters: Grade Level equal to 07-Seventh AND District equal to 31-INDIAN RIVER AND School Number equal to 0081, 0171, 0271, 0371, 0131, 0033

Year	2013-14			2014-15			2015-16			2016-17			2017-18		
Grade Level	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient	Total	Ct. Proficient	Percent Proficient
07-Seventh	1,174	711	60.6%	1,104	678	61.4%	1,139	749	65.8%	1,117	750	67.1%	1,137	698	61.4%

U.S. History EOC

Applied filters: Grade Level equal to 10-Tenth, 11-Eleventh, 12-Twelfth AND District equal to 31-INDIAN RIVER AND School Number equal to 0031, 0033, 0131, 0291

Year	2013-14			2014-15			2015-16			2016-17			2017-18		
	Total Ct.	Proficient	Percent Proficient	Total Ct.	Proficient	Percent Proficient	Total Ct.	Proficient	Percent Proficient	Total Ct.	Proficient	Percent Proficient	Total Ct.	Proficient	Percent Proficient
10-Tenth	58	22	37.9%	38	17	44.7%	41	20	48.8%	33	13	39.4%	41	18	43.9%
11-Eleventh	728	497	68.3%	875	681	77.8%	895	593	66.3%	889	608	68.4%	920	626	68.0%
12-Twelfth	17	13	76.5%	44	33	75.0%	46	23	50.0%	73	42	57.5%	28	17	60.7%
All	803	532	66.3%	957	731	76.4%	982	636	64.8%	995	663	66.6%	989	661	66.8%

This page intentionally left blank.

cc: Finance Office
D'Agresta
Superintendent's Office
HR

SUPERINTENDENT'S EMPLOYMENT AGREEMENT

This Agreement made this 12th day of May, 2015, by and between the SCHOOL BOARD OF INDIAN RIVER COUNTY, FLORIDA (hereinafter "School Board") and Mark J. Rendell, Ed.D. (hereinafter "Superintendent").

WITNESSETH:

WHEREAS, the School Board wishes to retain the Superintendent to provide all of the services of Superintendent, fully and faithfully, consistent with the spirit, intent and statutory requirements regarding the duties and responsibilities of a school superintendent in the State of Florida; and

WHEREAS, the School Board shall appoint the authorized Superintendent of Schools for the District pursuant to Section 1001.50, Florida Statutes;

WHEREAS, the Superintendent is willing to provide said services and will faithfully and fully comply with the duties and responsibilities of his office as outlined herein, as well as provide those services to the School Board as are requested by the School Board throughout the term of this Agreement.

NOW, THEREFORE, in consideration of the mutual promises and covenants set forth hereinafter, it is agreed as follows:

I. Superintendent of the School District of Indian River County.

The School Board hereby appoints Mark J. Rendell, Ed.D as Superintendent of Schools for the School District of Indian River County, effective July 1, 2015.

II. Services and Duties.

A. Superintendent Is the Chief Executive Officer.

The superintendent shall have and exercise all powers, and perform all duties, provided or required by law. The Superintendent shall use his best efforts and devote his full working time to provide those services and work required of the Superintendent by law, such additional duties as are prescribed by the School Board and the job description adopted by the School Board. The Superintendent shall be the Chief Executive Officer of the School District, and, subject to conformance with applicable laws and School Board policies (duly enacted pursuant to law) and directives of the School Board (by majority vote or consensus by a quorum present at a duly conducted public meeting), shall have charge of the administration of all schools, facilities and personnel within the District. The Superintendent shall provide supervision directly and indirectly of all staff members and shall organize, reorganize and arrange the administrative and supervisory staff as best serves the School District subject to approval by the School Board.

B. Conformance With Law and Duly Enacted Board Policy and Directive.

The Superintendent's duties relating to the District's school system shall be those provided by the rules and policies of the School Board, laws of the State of Florida, rules and regulations of other appropriate administrative agencies, including but not limited to the Florida Department of Education and the United States Department of Education, and such special duties and

functions as may be prescribed or assigned by the School Board through mutual goal setting or other forms of direction. All of such duties shall be performed within the time frames or deadlines imposed by law, applicable policy, rule, or goal setting. Absent a legally imposed time frame, the Superintendent shall perform his duties within a reasonable period of time and with due regard for promptness, diligence and professionalism.

C. Obligation of the Superintendent to Present Matters for Decision.

The Superintendent is required by law, School Board policy, and, from time to time, by direction of the School Board, to bring certain matters before the School Board for consideration, decision, or other action. In addition to such matters, the Superintendent is charged to exercise his best professional judgment and shall timely present to the School Board such recommendations which the Superintendent may determine are reasonably necessary for the successful accomplishment of his duties as Superintendent.

D. Devotion of Resources.

The Superintendent shall assign or devote such resources and personnel in a manner which in his judgment best serves the interest of the School District of Indian River County, Florida, consistent with law and the policies and direction of the School Board of Indian River County.

E. Certification.

The Superintendent shall at all times throughout the term of this Agreement obtain, (if necessary), maintain and keep current a valid

certification in administration and supervision or equivalent, as issued by the Florida Department of Education. The Superintendent shall notify the School Board immediately of any change in the status of such certification. Suspension, revocation, or lapse of such certification shall be deemed a breach of this Agreement by the Superintendent and shall release the School Board from all obligations under this Agreement. Additionally, the Superintendent shall obtain the Chief Executive Officer Leadership Development Program Certificate pursuant to Section 1001.47, Florida Statutes, as provided in paragraph VI.C hereinafter, entitled "Chief Executive Officer Leadership Development Program Certificate". As provided in that paragraph, the School Board shall fund the reasonable and necessary expenses incurred by the Superintendent in obtaining the Leadership Development Certificate.

F. Responsibility to Keep the Individual School Board Members Informed of Material Matters.

The Superintendent shall, by means of communications consistent with the Public Records Act (Chapter 119, Florida Statutes), and the Sunshine Law (Section 286.011, Florida Statutes), keep the individual School Board members informed of matters that are material and significant in the reasonable discretion of the Superintendent.

III. Term of Agreement.

This Agreement for Superintendent duties shall commence on July 1, 2015, and shall remain in full force and effect, continuously, until midnight, June 30, 2018,

unless terminated sooner pursuant to this Agreement. This Agreement is for a three (3) year term of employment, and will roll forward after the second year, unless the Board takes action as more fully provided in paragraph IV below. Commencing June 1, 2015 and ending June 30, 2015, for a total of seventeen (17) work days (the "Transition Period"), Dr. Rendell shall be a Consultant to the School Board, review pertinent information and meet with the current Superintendent as needed, to evaluate the School District and transition into the position of Superintendent. The services to be provided by Dr. Rendell during the Transition Period will not constitute employment by the School Board and the Superintendent will not be an employee of the School Board until July 1, 2015. Dr. Rendell will be compensated for his consulting services on a per diem basis in an amount to be determined by reference to the base salary provided for in paragraph VI.A., below, plus One Thousand Six Hundred Sixty Two and 05/100 Dollars (\$1,662.05) which constitutes one (1) month COBRA family health insurance premium coverage. Additionally, the School Board will pay for the costs of Dr. Rendell's attendance at the FADSS/FSBA joint summer conference which he will attend during the Transition Period.

IV. Agreement Renewal.

On or before June 30, 2017, the School Board may by majority vote, decline to employ the Superintendent for the fourth year of this Agreement. In the event that the School Board does not affirmatively decline the fourth year of the Agreement and the Agreement therefore rolls over, upon terms and conditions mutually agreed upon, then on or before June 30, 2018, and on the same day of each year thereafter in which the contract has rolled over

for an additional year, the School Board may decline to renew the Agreement, or any extension thereof, in the same manner as provided herein. Nothing herein will prevent the School Board and the Superintendent to agree to an extension of this Agreement for a term in excess of one year.

A. The School Board can extend the Superintendent's Agreement for one (1) or more years beyond June 30, 2018, on terms and condition, including compensation, to be determined by mutual consent.

V. Termination of the Agreement.

A. Termination of the Agreement Without Cause. Notwithstanding any other provision of this Agreement, the School Board reserves the right at any time during the term of this Agreement or any renewal or extension thereof, in its sole discretion, to terminate this Agreement and the Superintendent's employment without cause. However, if the Superintendent is terminated and released from his Agreement and this Agreement is thereby terminated pursuant to this provision, then the Superintendent shall receive his terminal pay calculated as for any administrative employee pursuant to paragraph VI.G hereof, plus his base salary only, without any other benefits, including monetary benefits, for a period of twenty (20) weeks from the date of the School Board vote to terminate pursuant to this provision. The Superintendent agrees that the School Board shall have the sole and absolute discretion to decide upon such termination under this paragraph and that in the event of such termination, the Superintendent waives all rights to

contest or challenge the School Board's decision and will accept the payments provided in this paragraph in full satisfaction of the Board's obligations under this Agreement and in full release of any and all claims against the School Board under this Agreement. Nothing herein prevents the School Board and Superintendent from negotiating a lump sum payment in lieu of the periodic payments provided for herein.

B. Termination for Cause. The School Board may terminate for cause in accordance with the following procedures:

1. The School Board may terminate for cause at any duly conducted meeting, provided however, that no action will be maintained to terminate the Superintendent for cause without first giving the Superintendent thirty (30) days prior written notice of the cause and an opportunity for the Superintendent to cure such cause by initiating corrective action in good faith regarding the cause specified in such notice within said thirty (30) day period of time. The term "cause" as it is used in this Agreement shall mean any material breach of this Agreement, violation of any requirement or provision of Florida Statutes, School Board policy or clearly established legal precedence, a failure to meet or make reasonable progress to the meeting of the annual goals established pursuant to paragraph VII of this Agreement, a failure to perform the duties of the office as provided by law or this Agreement, failure to follow the direction of the collective School

Board acting in accordance with law, and/or any matter that would be a basis for termination for cause that would apply to other instructional personnel of the School District as specified in Section 1012.33, Florida Statutes, as the same may be amended from time to time.

2. However, the Superintendent will not receive an opportunity to cure if the cause is any act or matter that would be sufficient to terminate the employment of a member of the administrative or instructional staff or for any of the grounds mentioned as a basis for possible suspension or dismissal in Section 1012.33, Florida Statutes, as it may be amended from time to time.
3. If the School Board terminates the Superintendent for cause, the Superintendent's sole legal remedy will be an action for breach of contract in a court of appropriate jurisdiction and venue.
4. If the Superintendent is terminated for cause and a court of appropriate jurisdiction fails to reverse that decision the Superintendent shall not receive the twenty (20) weeks base salary provided for in subparagraph A. hereinabove. However, if a court determines that the School Board did not properly terminate the Superintendent for cause, the parties hereby agree that such termination from employment will be deemed a termination without cause pursuant to the provisions of subparagraph A. above, and the Superintendent will be entitled to the twenty (20) weeks of

pay and terminal pay in accordance with the provisions of said subparagraph. Accordingly, the actual damages to be suffered upon a breach of the Agreement are not reasonably ascertainable by the parties at this time, and the parties agree that a reasonable amount of damages upon a breach by the School Board for failure to properly terminate the Superintendent for cause is twenty (20) weeks of pay and terminal pay under this Agreement, and that said amount is not a penalty.

5. If the Superintendent is terminated for cause, the Superintendent shall be entitled to no further compensation under this Agreement except terminal pay in accordance with sub-paragraph VI.G, *infra*.

C. Superintendent Termination of Agreement.

1. If the Superintendent decides to apply for any employment position outside the jurisdiction of the School Board, the Superintendent shall, prior to applying for the employment position, provide written notice to the School Board of the intended employment application.
2. If the Superintendent decides his employment as Superintendent shall end, the Superintendent shall provide at least thirty (30) days advance written notice to the School Board, and the Superintendent shall only receive payment under this Agreement for the balance of his base salary and benefits for the actual days he is performing duties as Superintendent and not for the remainder of the term of this Agreement. In the event the School Board breaches the Agreement, the

Superintendent may terminate the Agreement immediately.

3. If the Superintendent fails to comply with the notice provisions in subparagraphs V.C.1 and 2 above, the Superintendent agrees to pay to the School Board the value of any accrued terminal pay benefits as defined in paragraph VI.G. below, up to a maximum of Ten Thousand Dollars (\$10,000.00), with said sum being withheld from final monetary payments or otherwise paid by the Superintendent until the full cost is paid to the Board.
4. The payment which might be owed by the Superintendent pursuant to this section will not be owed if the Superintendent resigns after having been given notice of the School Board's intention to terminate his employment, without cause or for cause, nor will those payments be due if the Superintendent resigns his employment on account of any material breach of this Agreement by the School Board.

VI. Compensation.

For all services rendered by the Superintendent under this Agreement, the School Board shall pay and provide for the Superintendent the salary, and other benefits described hereafter:

- A. Base Salary. The Superintendent shall receive an annual salary of One Hundred Sixty Thousand Dollars (\$160,000.00) for the fiscal year July 1, 2015 through June 30, 2016, less appropriate deductions for employment taxes and income tax withholding. Beginning with the fiscal year July 1, 2016 - June 30, 2017, if the Superintendent receives an overall performance

rating of satisfactory or greater on the evaluation described in paragraph VII herein, then he shall receive for that fiscal year the same percentage wage increase, if any, on the same basis granted to other administrators of the District who are not eligible for a step increase during that fiscal year. In no event shall the Superintendent receive less in base salary in the second full year or subsequent year (or years, if any) than he did in the first year of this Agreement. This same procedure shall apply for each fiscal year after the fiscal year ending June 30, 2017, so long as this Agreement remains in effect.

B. Retirement. The Superintendent shall participate in the Senior Management Category of the Florida Retirement System, subject to then applicable laws and rules relating to such category and program.

C. Chief Executive Officer Leadership Development Program Certificate.

The parties agree that the Superintendent shall participate in, and receive the Chief Executive Officer Leadership Development Program Certificate pursuant to Section 1001.47, Florida Statutes, to the extent that program is in effect and an appointed Superintendent is permitted to participate. The School Board shall fund all reasonable and necessary costs incurred by the Superintendent in complying with the requirements of the program, and in obtaining and maintaining certification pursuant to the program requirements. Obtaining this certificate and maintaining it in good standing is a requirement of this Agreement, to the extent that Florida law provides for the continuation of the program and allows an appointed

superintendent to participate therein. In addition to the base salary provided in subparagraph A above, the Superintendent shall receive an annual performance salary incentive in the amount provided for elected Superintendents pursuant to Section 1001.47(5)(b), Florida Statutes, so long as the Superintendent has completed all phases of the program as described in that statutory section, and demonstrated successful performance as determined by the Florida Department of Education, as set forth in that statutory subparagraph. The precise amount of the Performance Salary Incentive shall be in the discretion of the School Board but shall be within the range established in the statute. In complying with this provision, no other consideration shall be due or payable from the School Board with respect to the Leadership Development Program Certificate.

- D. Civic and Community Activities Expenses. The School Board will annually budget a fund of Three Thousand Dollars (\$3,000.00) that the Superintendent shall have available to expend for civic and community activities, civic club memberships that the Superintendent believes will benefit directly or indirectly the School District, and activities that promote good relations with the public, business community and other community and civic leaders. The Superintendent must obtain the permission of the School Board to exceed Three Thousand Dollars (\$3,000.00) annually in expenditures in this category. However, notwithstanding any other provision hereof, in no event shall the Superintendent expend more than his purchase order authority for expenditures in this category, and all

expenditures in this category shall be reported to the Board at least quarterly or on such other schedule as the School Board may direct. Additionally, the School Board shall pay for membership of the Superintendent in the American Association of School Administrators and the Florida Association of District School Superintendents.

- E. Per Diem and Travel Expenses of the Superintendent Not Otherwise Accounted For. The School Board shall reimburse the Superintendent, for authorized and reasonably necessary travel and per diem expenses incurred as a result of the Superintendent providing services to the School District pursuant to this Agreement, in accordance with the provisions for per diem and travel expense reimbursement of public officers set out in Section 112.061, Florida Statutes, as it may be amended, and Chapter 112, Florida Statutes, generally.
- F. Leave. Vacation and leave (including sick leave) shall be the same as for other twelve (12) month administrative employees of the School District.
- G. Terminal Pay. Upon termination of employment the Superintendent shall receive in lump sum his lawfully allowed "Terminal Pay", pursuant to applicable state law, and subject to then existing School Board policies or rules, and subject to the limitations in Sections 1012.61 and 1012.65 Florida Statutes, as the same may be amended. This lump sum payment shall be in addition to any other amount payable to the Superintendent upon termination of employment under this Agreement. It is specifically understood and agreed that the computation of terminal pay for the

Superintendent shall be done under the same rules, limitations and policies as govern other School Board employees.

H. Disability or Death.

1. Termination for Disability. The School Board shall have the right to terminate the Superintendent's employment under this Agreement in the event of his disability to perform fully his duties.

a. The School Board shall pay up to Five Thousand Dollars (\$5,000.00) annually toward the premium for a disability policy of insurance that insures the Superintendent from and against disability that prevents him from performing the responsibilities of his job as Superintendent of Schools. The disability policy of insurance shall be procured through the School Board's then existing benefits plan available to all employees. The disability policy will provide as a benefit at least sixty percent (60%) of the base salary on a monthly basis up to a maximum amount specified in the policy.

b. Superintendent agrees that the School Board shall have the sole and absolute discretion to decide upon a termination for disability and said determination shall be based on a Florida licensed medical doctor determination of disability and inability to perform the essential requirements of the job with or without reasonable accommodation. In the event of such termination the Superintendent waives all right to contest or

challenge the School Board's decision in that regard and will accept the benefits provided in this subparagraph in full satisfaction of the School Board's obligations under this Agreement in full release of any and all claims against the School Board under this Agreement.

2. Payment in the Event of Death. In the event of the death of the Superintendent during the term of this Agreement, the School Board shall pay to his surviving spouse, if any, or if the Superintendent does not have a surviving spouse, to the estate of the Superintendent, all of the Superintendent's salary to which he was entitled through the date of his death, including any Terminal Pay amount to be paid as provided for in sub-paragraph VI.G, *supra*, payable within one month of the date of his death.

I. Other Benefits Not Specifically Mentioned in this Agreement. The Superintendent is eligible to participate in other benefits that are afforded twelve (12) month administrative employees of the School District, under the same terms and conditions as other senior administrative employees, including but not limited to life insurance, participation in the health plan, and participation in the Florida Retirement System at the senior management class level. The Superintendent shall also be eligible to exercise any retirement option available to other administrators of the School District. If the Superintendent retires from the School District, the Superintendent shall retain the right, under the same eligibility requirements as other

employees, to participate in such School District group insurance plans as are in effect at such time, if any, which participation shall be at no expense to the School Board.

- J. Budgetary Process. Nothing herein precludes the Superintendent from requesting that the School Board, through the budgetary process, include additional line items and/or authorization for expenditures as he shall deem reasonably necessary or appropriate for the operation of his office or the school system.

VII. Goals; Evaluations; Board Member Discussions and Board Action.

- A. Goals and Objectives. On an annual basis, no later than June 30; the School Board shall establish measurable goals for achievement by the Superintendent. These measurable goals shall be assessed, beginning upon the completion of the first year of employment, and annually thereafter, for purposes of negotiating increases in compensation, if any. The extent of accomplishment of these annual goals shall also be used for the purposes of increases tied to administrative step increases, if any, in future years, pursuant to the provisions in subparagraph VI.A of this Agreement.
- B. Annual Evaluation. Before the first day in May of each year during the term of this Agreement, the Superintendent shall report to the School Board his progress in meeting goals and performance objectives established as provided under sub-paragraph A, above, and such matters as he deems relevant to his performance under this Agreement. Between May 1st and June 30th of each year the School Board shall review with the Superintendent

his progress in meeting the goals and objectives and the working relationships among the Superintendent, School Board, faculty, staff, and community. Each individual member of the School Board may prepare and present a written or oral evaluation of the Superintendent's performance. The annual evaluation of the Superintendent's performance may include a formal evaluation procedure and form as may be mutually agreed upon by the School Board and the Superintendent. If agreement on the form for the evaluation is not mutually agreed, then it shall be as established by the School Board unilaterally. Any evaluation by a School Board member, whether written or oral, which indicates that the performance of the Superintendent has not been satisfactory overall shall include in writing the incidents or areas of unsatisfactory performance. The Superintendent shall be entitled to present a written response to any written unsatisfactory evaluations or evaluations by an individual School Board member which indicates a need for improvement. In the sole discretion of the School Board, the completion of the annual evaluation process may be extended in order to allow for the School District to receive the results of annually administered tests and assessments, and/or annually announced grades and results that are issued by the State or Federal Departments of Education, including statewide assessment results, and grades for individual schools. A delay in the receipt of such data or other good cause, as determined by the School Board in its sole discretion, may delay the completion of the evaluation process beyond the start of the next fiscal year. If there is such

delay, then any bonus or other compensation which the School Board may determine shall be retroactive to the beginning of the fiscal year.

C. Procedure for Discussion with School Board Members.

Each School Board member may meet individually with the Superintendent subject to applicable case law and legislation relating to open government to discuss how the particular board member views the performance of the Superintendent and his progress in light of School Board policy decisions and objectives. Such meetings shall consist of full, frank and honest exchanges, but shall not involve the discussion of any matter that is prohibited by law to be discussed in such private meeting. Without limitation, the Superintendent will not discuss with any School Board member, individually, any matter related to how another School Board member views any topic, nor shall any School Board member and the Superintendent act as a conduit for any other School Board member during the course of any such discussion. The purposes of these individual meetings may include the individual School Board informing the Superintendent how the individual Board member views the performance of the Superintendent or for the Board member to inform the Superintendent regarding matters of District business.

D. Referral of Matters to the Superintendent. Board members individually may not take action on behalf of the School District. Therefore, the members of the School Board will promptly refer to the Superintendent for his study and recommendation, criticism, complaints and suggestions called

to the attention of individual members of the School Board. Additionally, to the extent reasonably possible, the School Board as a body corporate will refer to the Superintendent for his study and recommendation, criticisms, complaints and suggestions called to the attention of the School Board so that the Superintendent may make his professional recommendations before the School Board takes action with respect to such matters.

VIII. Indemnification.

To the extent allowed by law, the School Board will defend, hold harmless and indemnify the Superintendent against any and all civil demands, claims, suits, actions, and legal proceedings brought against the Superintendent individually or in his capacity as agent or employee of the School Board that may arise while the Superintendent is acting within the scope of his employment and is not acting in bad faith or with malicious purpose or in a manner exhibiting wanton or willful disregard of human rights, safety, or property; and further, criminal litigation shall not be included in this indemnity clause. This clause shall be interpreted and construed in a manner not inconsistent with Florida Statutes governing the indemnification of School Board employees. No School Board member shall be personally liable to the Superintendent for any cost, expense, fee or judgment arising from matters described in this paragraph.

IX. Applicability of School Board Policy and Florida Law.

The Superintendent shall be bound by all policies of the School Board and shall faithfully enforce, administer and abide by the same. Additionally, the Superintendent is bound by the Code of Ethics for Public Employees and Officers in

Florida and all other laws of Florida that relate to the operation of the School District and the performance of his duties.

X. Annual Physical Examination.

Once each year during the term of employment under the Agreement, including any renewal, the School Board shall pay for a complete physical examination of the Superintendent by a primary care physician who is a participant of the School District's health network. The Superintendent agrees to undergo such an annual physical examination. The results of such examination shall be given to the School Board, prior to the evaluation process in paragraph VII.B., by the examining physician in the following form:

“In my opinion, based upon a complete physical examination of Mark J. Rendell, Ed.D, he is (is not) physically capable of carrying out the duties of Superintendent, with or without reasonable accommodation.”

(Signature of Physician)

XI. Severability.

If any of the provisions of this Agreement are held invalid it shall not affect the validity or enforceability of any other provision, and the invalid provision shall be deemed severed from the remainder of the Agreement, and the remainder of the Agreement shall be fully enforceable.

XII. Amendments.

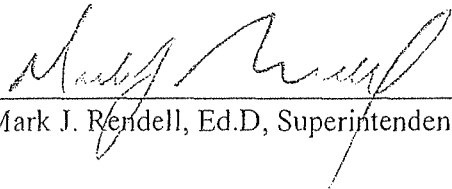
This Agreement embodies the entire Agreement between the parties and all prior negotiations and understandings, whether written or oral, are deemed to be

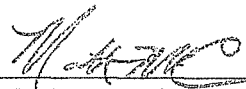
merged and integrated in this written Agreement. This Agreement may not be amended except by written Agreement dully adopted by the parties in the manner provided by law.

WHEREUPON, the undersigned parties do hereby enter and accept this Agreement May 12, 2015

SUPERINTENDENT, SCHOOL DISTRICT
OF INDIAN RIVER COUNTY, FLORIDA

SCHOOL BOARD OF INDIAN RIVER
COUNTY, FLORIDA

By: 
Mark J. Rendell, Ed.D, Superintendent

By: 
Matthew McCain, Chairman

cc: Finance Office
D'Agresta
Superintendent's Office
HR

SUPERINTENDENT'S EMPLOYMENT AGREEMENT

This Agreement made this 12th day of May, 2015, by and between the SCHOOL BOARD OF INDIAN RIVER COUNTY, FLORIDA (hereinafter "School Board") and Mark J. Rendell, Ed.D. (hereinafter "Superintendent").

WITNESSETH:

WHEREAS, the School Board wishes to retain the Superintendent to provide all of the services of Superintendent, fully and faithfully, consistent with the spirit, intent and statutory requirements regarding the duties and responsibilities of a school superintendent in the State of Florida; and

WHEREAS, the School Board shall appoint the authorized Superintendent of Schools for the District pursuant to Section 1001.50, Florida Statutes;

WHEREAS, the Superintendent is willing to provide said services and will faithfully and fully comply with the duties and responsibilities of his office as outlined herein, as well as provide those services to the School Board as are requested by the School Board throughout the term of this Agreement.

NOW, THEREFORE, in consideration of the mutual promises and covenants set forth hereinafter, it is agreed as follows:

I. Superintendent of the School District of Indian River County.

The School Board hereby appoints Mark J. Rendell, Ed.D as Superintendent of Schools for the School District of Indian River County, effective July 1, 2015.

II. Services and Duties.

A. Superintendent Is the Chief Executive Officer.

The superintendent shall have and exercise all powers, and perform all duties, provided or required by law. The Superintendent shall use his best efforts and devote his full working time to provide those services and work required of the Superintendent by law, such additional duties as are prescribed by the School Board and the job description adopted by the School Board. The Superintendent shall be the Chief Executive Officer of the School District, and, subject to conformance with applicable laws and School Board policies (duly enacted pursuant to law) and directives of the School Board (by majority vote or consensus by a quorum present at a duly conducted public meeting), shall have charge of the administration of all schools, facilities and personnel within the District. The Superintendent shall provide supervision directly and indirectly of all staff members and shall organize, reorganize and arrange the administrative and supervisory staff as best serves the School District subject to approval by the School Board.

B. Conformance With Law and Duly Enacted Board Policy and Directive.

The Superintendent's duties relating to the District's school system shall be those provided by the rules and policies of the School Board, laws of the State of Florida, rules and regulations of other appropriate administrative agencies, including but not limited to the Florida Department of Education and the United States Department of Education, and such special duties and

functions as may be prescribed or assigned by the School Board through mutual goal setting or other forms of direction. All of such duties shall be performed within the time frames or deadlines imposed by law, applicable policy, rule, or goal setting. Absent a legally imposed time frame, the Superintendent shall perform his duties within a reasonable period of time and with due regard for promptness, diligence and professionalism.

C. Obligation of the Superintendent to Present Matters for Decision.

The Superintendent is required by law, School Board policy, and, from time to time, by direction of the School Board, to bring certain matters before the School Board for consideration, decision, or other action. In addition to such matters, the Superintendent is charged to exercise his best professional judgment and shall timely present to the School Board such recommendations which the Superintendent may determine are reasonably necessary for the successful accomplishment of his duties as Superintendent.

D. Devotion of Resources.

The Superintendent shall assign or devote such resources and personnel in a manner which in his judgment best serves the interest of the School District of Indian River County, Florida, consistent with law and the policies and direction of the School Board of Indian River County.

E. Certification.

The Superintendent shall at all times throughout the term of this Agreement obtain, (if necessary), maintain and keep current a valid

certification in administration and supervision or equivalent, as issued by the Florida Department of Education. The Superintendent shall notify the School Board immediately of any change in the status of such certification. Suspension, revocation, or lapse of such certification shall be deemed a breach of this Agreement by the Superintendent and shall release the School Board from all obligations under this Agreement. Additionally, the Superintendent shall obtain the Chief Executive Officer Leadership Development Program Certificate pursuant to Section 1001.47, Florida Statutes, as provided in paragraph VI.C hereinafter, entitled "Chief Executive Officer Leadership Development Program Certificate". As provided in that paragraph, the School Board shall fund the reasonable and necessary expenses incurred by the Superintendent in obtaining the Leadership Development Certificate.

F. Responsibility to Keep the Individual School Board Members Informed of Material Matters.

The Superintendent shall, by means of communications consistent with the Public Records Act (Chapter 119, Florida Statutes), and the Sunshine Law (Section 286.011, Florida Statutes), keep the individual School Board members informed of matters that are material and significant in the reasonable discretion of the Superintendent.

III. Term of Agreement.

This Agreement for Superintendent duties shall commence on July 1, 2015, and shall remain in full force and effect, continuously, until midnight, June 30, 2018,

unless terminated sooner pursuant to this Agreement. This Agreement is for a three (3) year term of employment, and will roll forward after the second year, unless the Board takes action as more fully provided in paragraph IV below. Commencing June 1, 2015 and ending June 30, 2015, for a total of seventeen (17) work days (the "Transition Period"), Dr. Rendell shall be a Consultant to the School Board, review pertinent information and meet with the current Superintendent as needed, to evaluate the School District and transition into the position of Superintendent. The services to be provided by Dr. Rendell during the Transition Period will not constitute employment by the School Board and the Superintendent will not be an employee of the School Board until July 1, 2015. Dr. Rendell will be compensated for his consulting services on a per diem basis in an amount to be determined by reference to the base salary provided for in paragraph VI.A., below, plus One Thousand Six Hundred Sixty Two and 05/100 Dollars (\$1,662.05) which constitutes one (1) month COBRA family health insurance premium coverage. Additionally, the School Board will pay for the costs of Dr. Rendell's attendance at the FADSS/FSBA joint summer conference which he will attend during the Transition Period.

IV. Agreement Renewal.

On or before June 30, 2017, the School Board may by majority vote, decline to employ the Superintendent for the fourth year of this Agreement. In the event that the School Board does not affirmatively decline the fourth year of the Agreement and the Agreement therefore rolls over, upon terms and conditions mutually agreed upon, then on or before June 30, 2018, and on the same day of each year thereafter in which the contract has rolled over

for an additional year, the School Board may decline to renew the Agreement, or any extension thereof, in the same manner as provided herein. Nothing herein will prevent the School Board and the Superintendent to agree to an extension of this Agreement for a term in excess of one year.

A. The School Board can extend the Superintendent's Agreement for one (1) or more years beyond June 30, 2018, on terms and condition, including compensation, to be determined by mutual consent.

V. Termination of the Agreement.

A. Termination of the Agreement Without Cause. Notwithstanding any other provision of this Agreement, the School Board reserves the right at any time during the term of this Agreement or any renewal or extension thereof, in its sole discretion, to terminate this Agreement and the Superintendent's employment without cause. However, if the Superintendent is terminated and released from his Agreement and this Agreement is thereby terminated pursuant to this provision, then the Superintendent shall receive his terminal pay calculated as for any administrative employee pursuant to paragraph VI.G hereof, plus his base salary only, without any other benefits, including monetary benefits, for a period of twenty (20) weeks from the date of the School Board vote to terminate pursuant to this provision. The Superintendent agrees that the School Board shall have the sole and absolute discretion to decide upon such termination under this paragraph and that in the event of such termination, the Superintendent waives all rights to

contest or challenge the School Board's decision and will accept the payments provided in this paragraph in full satisfaction of the Board's obligations under this Agreement and in full release of any and all claims against the School Board under this Agreement. Nothing herein prevents the School Board and Superintendent from negotiating a lump sum payment in lieu of the periodic payments provided for herein.

B. Termination for Cause. The School Board may terminate for cause in accordance with the following procedures:

1. The School Board may terminate for cause at any duly conducted meeting, provided however, that no action will be maintained to terminate the Superintendent for cause without first giving the Superintendent thirty (30) days prior written notice of the cause and an opportunity for the Superintendent to cure such cause by initiating corrective action in good faith regarding the cause specified in such notice within said thirty (30) day period of time. The term "cause" as it is used in this Agreement shall mean any material breach of this Agreement, violation of any requirement or provision of Florida Statutes, School Board policy or clearly established legal precedence, a failure to meet or make reasonable progress to the meeting of the annual goals established pursuant to paragraph VII of this Agreement, a failure to perform the duties of the office as provided by law or this Agreement, failure to follow the direction of the collective School

Board acting in accordance with law, and/or any matter that would be a basis for termination for cause that would apply to other instructional personnel of the School District as specified in Section 1012.33, Florida Statutes, as the same may be amended from time to time.

2. However, the Superintendent will not receive an opportunity to cure if the cause is any act or matter that would be sufficient to terminate the employment of a member of the administrative or instructional staff or for any of the grounds mentioned as a basis for possible suspension or dismissal in Section 1012.33, Florida Statutes, as it may be amended from time to time.
3. If the School Board terminates the Superintendent for cause, the Superintendent's sole legal remedy will be an action for breach of contract in a court of appropriate jurisdiction and venue.
4. If the Superintendent is terminated for cause and a court of appropriate jurisdiction fails to reverse that decision the Superintendent shall not receive the twenty (20) weeks base salary provided for in subparagraph A. hereinabove. However, if a court determines that the School Board did not properly terminate the Superintendent for cause, the parties hereby agree that such termination from employment will be deemed a termination without cause pursuant to the provisions of subparagraph A. above, and the Superintendent will be entitled to the twenty (20) weeks of

pay and terminal pay in accordance with the provisions of said subparagraph. Accordingly, the actual damages to be suffered upon a breach of the Agreement are not reasonably ascertainable by the parties at this time, and the parties agree that a reasonable amount of damages upon a breach by the School Board for failure to properly terminate the Superintendent for cause is twenty (20) weeks of pay and terminal pay under this Agreement, and that said amount is not a penalty.

5. If the Superintendent is terminated for cause, the Superintendent shall be entitled to no further compensation under this Agreement except terminal pay in accordance with sub-paragraph VI.G, *infra*.

C. Superintendent Termination of Agreement.

1. If the Superintendent decides to apply for any employment position outside the jurisdiction of the School Board, the Superintendent shall, prior to applying for the employment position, provide written notice to the School Board of the intended employment application.
2. If the Superintendent decides his employment as Superintendent shall end, the Superintendent shall provide at least thirty (30) days advance written notice to the School Board, and the Superintendent shall only receive payment under this Agreement for the balance of his base salary and benefits for the actual days he is performing duties as Superintendent and not for the remainder of the term of this Agreement. In the event the School Board breaches the Agreement, the

Superintendent may terminate the Agreement immediately.

3. If the Superintendent fails to comply with the notice provisions in subparagraphs V.C.1 and 2 above, the Superintendent agrees to pay to the School Board the value of any accrued terminal pay benefits as defined in paragraph VI.G. below, up to a maximum of Ten Thousand Dollars (\$10,000.00), with said sum being withheld from final monetary payments or otherwise paid by the Superintendent until the full cost is paid to the Board.
4. The payment which might be owed by the Superintendent pursuant to this section will not be owed if the Superintendent resigns after having been given notice of the School Board's intention to terminate his employment, without cause or for cause, nor will those payments be due if the Superintendent resigns his employment on account of any material breach of this Agreement by the School Board.

VI. Compensation.

For all services rendered by the Superintendent under this Agreement, the School Board shall pay and provide for the Superintendent the salary, and other benefits described hereafter:

- A. Base Salary. The Superintendent shall receive an annual salary of One Hundred Sixty Thousand Dollars (\$160,000.00) for the fiscal year July 1, 2015 through June 30, 2016, less appropriate deductions for employment taxes and income tax withholding. Beginning with the fiscal year July 1, 2016 - June 30, 2017, if the Superintendent receives an overall performance

rating of satisfactory or greater on the evaluation described in paragraph VII herein, then he shall receive for that fiscal year the same percentage wage increase, if any, on the same basis granted to other administrators of the District who are not eligible for a step increase during that fiscal year. In no event shall the Superintendent receive less in base salary in the second full year or subsequent year (or years, if any) than he did in the first year of this Agreement. This same procedure shall apply for each fiscal year after the fiscal year ending June 30, 2017, so long as this Agreement remains in effect.

B. Retirement. The Superintendent shall participate in the Senior Management Category of the Florida Retirement System, subject to then applicable laws and rules relating to such category and program.

C. Chief Executive Officer Leadership Development Program Certificate.

The parties agree that the Superintendent shall participate in, and receive the Chief Executive Officer Leadership Development Program Certificate pursuant to Section 1001.47, Florida Statutes, to the extent that program is in effect and an appointed Superintendent is permitted to participate. The School Board shall fund all reasonable and necessary costs incurred by the Superintendent in complying with the requirements of the program, and in obtaining and maintaining certification pursuant to the program requirements. Obtaining this certificate and maintaining it in good standing is a requirement of this Agreement, to the extent that Florida law provides for the continuation of the program and allows an appointed

superintendent to participate therein. In addition to the base salary provided in subparagraph A above, the Superintendent shall receive an annual performance salary incentive in the amount provided for elected Superintendents pursuant to Section 1001.47(5)(b), Florida Statutes, so long as the Superintendent has completed all phases of the program as described in that statutory section, and demonstrated successful performance as determined by the Florida Department of Education, as set forth in that statutory subparagraph. The precise amount of the Performance Salary Incentive shall be in the discretion of the School Board but shall be within the range established in the statute. In complying with this provision, no other consideration shall be due or payable from the School Board with respect to the Leadership Development Program Certificate.

- D. Civic and Community Activities Expenses. The School Board will annually budget a fund of Three Thousand Dollars (\$3,000.00) that the Superintendent shall have available to expend for civic and community activities, civic club memberships that the Superintendent believes will benefit directly or indirectly the School District, and activities that promote good relations with the public, business community and other community and civic leaders. The Superintendent must obtain the permission of the School Board to exceed Three Thousand Dollars (\$3,000.00) annually in expenditures in this category. However, notwithstanding any other provision hereof, in no event shall the Superintendent expend more than his purchase order authority for expenditures in this category, and all

expenditures in this category shall be reported to the Board at least quarterly or on such other schedule as the School Board may direct. Additionally, the School Board shall pay for membership of the Superintendent in the American Association of School Administrators and the Florida Association of District School Superintendents.

- E. Per Diem and Travel Expenses of the Superintendent Not Otherwise Accounted For. The School Board shall reimburse the Superintendent, for authorized and reasonably necessary travel and per diem expenses incurred as a result of the Superintendent providing services to the School District pursuant to this Agreement, in accordance with the provisions for per diem and travel expense reimbursement of public officers set out in Section 112.061, Florida Statutes, as it may be amended, and Chapter 112, Florida Statutes, generally.
- F. Leave. Vacation and leave (including sick leave) shall be the same as for other twelve (12) month administrative employees of the School District.
- G. Terminal Pay. Upon termination of employment the Superintendent shall receive in lump sum his lawfully allowed "Terminal Pay", pursuant to applicable state law, and subject to then existing School Board policies or rules, and subject to the limitations in Sections 1012.61 and 1012.65 Florida Statutes, as the same may be amended. This lump sum payment shall be in addition to any other amount payable to the Superintendent upon termination of employment under this Agreement. It is specifically understood and agreed that the computation of terminal pay for the

Superintendent shall be done under the same rules, limitations and policies as govern other School Board employees.

H. Disability or Death.

1. Termination for Disability. The School Board shall have the right to terminate the Superintendent's employment under this Agreement in the event of his disability to perform fully his duties.

a. The School Board shall pay up to Five Thousand Dollars (\$5,000.00) annually toward the premium for a disability policy of insurance that insures the Superintendent from and against disability that prevents him from performing the responsibilities of his job as Superintendent of Schools. The disability policy of insurance shall be procured through the School Board's then existing benefits plan available to all employees. The disability policy will provide as a benefit at least sixty percent (60%) of the base salary on a monthly basis up to a maximum amount specified in the policy.

b. Superintendent agrees that the School Board shall have the sole and absolute discretion to decide upon a termination for disability and said determination shall be based on a Florida licensed medical doctor determination of disability and inability to perform the essential requirements of the job with or without reasonable accommodation. In the event of such termination the Superintendent waives all right to contest or

challenge the School Board's decision in that regard and will accept the benefits provided in this subparagraph in full satisfaction of the School Board's obligations under this Agreement in full release of any and all claims against the School Board under this Agreement.

2. Payment in the Event of Death. In the event of the death of the Superintendent during the term of this Agreement, the School Board shall pay to his surviving spouse, if any, or if the Superintendent does not have a surviving spouse, to the estate of the Superintendent, all of the Superintendent's salary to which he was entitled through the date of his death, including any Terminal Pay amount to be paid as provided for in sub-paragraph VI.G, *supra*, payable within one month of the date of his death.

I. Other Benefits Not Specifically Mentioned in this Agreement. The Superintendent is eligible to participate in other benefits that are afforded twelve (12) month administrative employees of the School District, under the same terms and conditions as other senior administrative employees, including but not limited to life insurance, participation in the health plan, and participation in the Florida Retirement System at the senior management class level. The Superintendent shall also be eligible to exercise any retirement option available to other administrators of the School District. If the Superintendent retires from the School District, the Superintendent shall retain the right, under the same eligibility requirements as other

employees, to participate in such School District group insurance plans as are in effect at such time, if any, which participation shall be at no expense to the School Board.

- J. Budgetary Process. Nothing herein precludes the Superintendent from requesting that the School Board, through the budgetary process, include additional line items and/or authorization for expenditures as he shall deem reasonably necessary or appropriate for the operation of his office or the school system.

VII. Goals; Evaluations; Board Member Discussions and Board Action.

- A. Goals and Objectives. On an annual basis, no later than June 30; the School Board shall establish measurable goals for achievement by the Superintendent. These measurable goals shall be assessed, beginning upon the completion of the first year of employment, and annually thereafter, for purposes of negotiating increases in compensation, if any. The extent of accomplishment of these annual goals shall also be used for the purposes of increases tied to administrative step increases, if any, in future years, pursuant to the provisions in subparagraph VI.A of this Agreement.
- B. Annual Evaluation. Before the first day in May of each year during the term of this Agreement, the Superintendent shall report to the School Board his progress in meeting goals and performance objectives established as provided under sub-paragraph A, above, and such matters as he deems relevant to his performance under this Agreement. Between May 1st and June 30th of each year the School Board shall review with the Superintendent

his progress in meeting the goals and objectives and the working relationships among the Superintendent, School Board, faculty, staff, and community. Each individual member of the School Board may prepare and present a written or oral evaluation of the Superintendent's performance. The annual evaluation of the Superintendent's performance may include a formal evaluation procedure and form as may be mutually agreed upon by the School Board and the Superintendent. If agreement on the form for the evaluation is not mutually agreed, then it shall be as established by the School Board unilaterally. Any evaluation by a School Board member, whether written or oral, which indicates that the performance of the Superintendent has not been satisfactory overall shall include in writing the incidents or areas of unsatisfactory performance. The Superintendent shall be entitled to present a written response to any written unsatisfactory evaluations or evaluations by an individual School Board member which indicates a need for improvement. In the sole discretion of the School Board, the completion of the annual evaluation process may be extended in order to allow for the School District to receive the results of annually administered tests and assessments, and/or annually announced grades and results that are issued by the State or Federal Departments of Education, including statewide assessment results, and grades for individual schools. A delay in the receipt of such data or other good cause, as determined by the School Board in its sole discretion, may delay the completion of the evaluation process beyond the start of the next fiscal year. If there is such

delay, then any bonus or other compensation which the School Board may determine shall be retroactive to the beginning of the fiscal year.

C. Procedure for Discussion with School Board Members.

Each School Board member may meet individually with the Superintendent subject to applicable case law and legislation relating to open government to discuss how the particular board member views the performance of the Superintendent and his progress in light of School Board policy decisions and objectives. Such meetings shall consist of full, frank and honest exchanges, but shall not involve the discussion of any matter that is prohibited by law to be discussed in such private meeting. Without limitation, the Superintendent will not discuss with any School Board member, individually, any matter related to how another School Board member views any topic, nor shall any School Board member and the Superintendent act as a conduit for any other School Board member during the course of any such discussion. The purposes of these individual meetings may include the individual School Board informing the Superintendent how the individual Board member views the performance of the Superintendent or for the Board member to inform the Superintendent regarding matters of District business.

D. Referral of Matters to the Superintendent. Board members individually may not take action on behalf of the School District. Therefore, the members of the School Board will promptly refer to the Superintendent for his study and recommendation, criticism, complaints and suggestions called

to the attention of individual members of the School Board. Additionally, to the extent reasonably possible, the School Board as a body corporate will refer to the Superintendent for his study and recommendation, criticisms, complaints and suggestions called to the attention of the School Board so that the Superintendent may make his professional recommendations before the School Board takes action with respect to such matters.

VIII. Indemnification.

To the extent allowed by law, the School Board will defend, hold harmless and indemnify the Superintendent against any and all civil demands, claims, suits, actions, and legal proceedings brought against the Superintendent individually or in his capacity as agent or employee of the School Board that may arise while the Superintendent is acting within the scope of his employment and is not acting in bad faith or with malicious purpose or in a manner exhibiting wanton or willful disregard of human rights, safety, or property; and further, criminal litigation shall not be included in this indemnity clause. This clause shall be interpreted and construed in a manner not inconsistent with Florida Statutes governing the indemnification of School Board employees. No School Board member shall be personally liable to the Superintendent for any cost, expense, fee or judgment arising from matters described in this paragraph.

IX. Applicability of School Board Policy and Florida Law.

The Superintendent shall be bound by all policies of the School Board and shall faithfully enforce, administer and abide by the same. Additionally, the Superintendent is bound by the Code of Ethics for Public Employees and Officers in

Florida and all other laws of Florida that relate to the operation of the School District and the performance of his duties.

X. Annual Physical Examination.

Once each year during the term of employment under the Agreement, including any renewal, the School Board shall pay for a complete physical examination of the Superintendent by a primary care physician who is a participant of the School District's health network. The Superintendent agrees to undergo such an annual physical examination. The results of such examination shall be given to the School Board, prior to the evaluation process in paragraph VII.B., by the examining physician in the following form:

“In my opinion, based upon a complete physical examination of Mark J. Rendell, Ed.D, he is (is not) physically capable of carrying out the duties of Superintendent, with or without reasonable accommodation.”

(Signature of Physician)

XI. Severability.

If any of the provisions of this Agreement are held invalid it shall not affect the validity or enforceability of any other provision, and the invalid provision shall be deemed severed from the remainder of the Agreement, and the remainder of the Agreement shall be fully enforceable.

XII. Amendments.

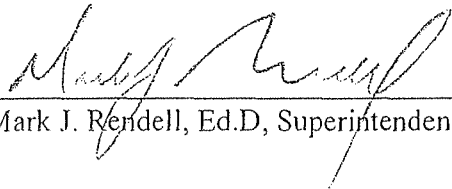
This Agreement embodies the entire Agreement between the parties and all prior negotiations and understandings, whether written or oral, are deemed to be

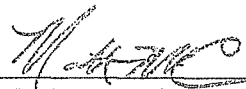
merged and integrated in this written Agreement. This Agreement may not be amended except by written Agreement dully adopted by the parties in the manner provided by law.

WHEREUPON, the undersigned parties do hereby enter and accept this Agreement May 12, 2015

SUPERINTENDENT, SCHOOL DISTRICT
OF INDIAN RIVER COUNTY, FLORIDA

SCHOOL BOARD OF INDIAN RIVER
COUNTY, FLORIDA

By: 
Mark J. Rendell, Ed.D, Superintendent

By: 
Matthew McCain, Chairman

Originals: Rendell
Board Office
cc: HR/D. Agrest
(Jan)

VII. Goals; Evaluations; Board Member Discussions and Board Action.

A. Goals and Objectives. On an annual basis, no later than ~~June 30~~ the first available School Board meeting in August of each year, the School Board shall establish measurable goals for achievement by the Superintendent. These measurable goals shall be assessed, beginning upon the completion of the first year of employment, and annually thereafter, for purposes of negotiating increases in compensation, if any. The extent of accomplishment of these annual goals shall also be used for the purposes of increases tied to administrative step increases, if any, in future years, pursuant to the provisions in subparagraph VI.A of this Agreement.

B. Annual Evaluation. Before the first day in ~~June~~ May of each year during the term of this Agreement, the Superintendent shall report to the School Board his progress in meeting goals and performance objectives established as provided under sub-paragraph A, above, and such matters as he deems relevant to his performance under this Agreement. Between May 1st and June 30th of each year the School Board shall review with the Superintendent his progress in meeting the goals and objectives and the working relationships among the Superintendent, School Board, faculty, staff, and community. Each individual member of the School Board may prepare and present a written or oral evaluation of the Superintendent's performance. The annual evaluation of the Superintendent's performance may include a formal evaluation procedure and form as may be mutually agreed upon by the School Board and the Superintendent. If agreement on the form for the evaluation is not mutually agreed, then it shall be as established by the School Board unilaterally. Any evaluation by a School Board member, whether written or oral, which indicates that the performance of the Superintendent has not been satisfactory overall shall include in writing the incidents or areas of unsatisfactory performance. The Superintendent shall be entitled to present a written response to any written unsatisfactory evaluations or evaluations by an individual School Board member which indicates a need for improvement. In the sole discretion of the School Board, the completion of the annual evaluation process may be extended in order to allow for the School District to receive the results of annually administered tests and assessments, and/or annually announced grades and results that are issued by the State or Federal Departments of Education, including statewide assessment results, and grades for individual schools. A delay in the receipt of such data or other good cause, as determined by the School Board in its sole discretion, may delay the completion of the evaluation process beyond the start of the next fiscal year. If there is such delay, then any bonus or other compensation which the School Board may determine shall be retroactive to the beginning of the fiscal year.

**FIRST AMENDMENT TO SUPERINTENDENT'S
EMPLOYMENT AGREEMENT**

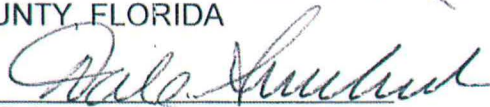
THE SCHOOL BOARD OF INDIAN RIVER COUNTY, FLORIDA (hereinafter "School Board") and MARK J. RENDELL, Ed.D. (hereinafter "Superintendent") do hereby amend the Superintendent's Employment Agreement dated May 12, 2015 as follows:

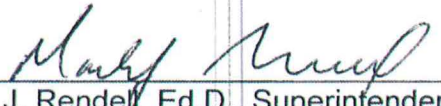
1. Paragraph VII (A) of the Agreement is amended to provide that the School Board, on an annual basis no later than the first available School Board meeting in August of each year, shall establish measureable goals for achievement by the Superintendent. Otherwise, the remainder of the provisions in paragraph VII (A) shall remain in full force and effect.

2. Paragraph VII (B) of the Agreement is amended to provide that the Superintendent shall report to the School Board his progress in meeting goals and performance objectives established as provided in paragraph VII (A) above, and such matters as he deems relevant to his performance under the Agreement, on or before the first day of June of each year. Otherwise, the remainder of the provisions in paragraph VII (B) shall remain in full force and effect.

3. The remaining terms of the Superintendent's Employment Agreement shall otherwise remain in full force and shall be binding on the parties. The only exceptions are the terms that are expressly modified by this First Amendment.

SCHOOL BOARD OF INDIAN RIVER
COUNTY, FLORIDA

By: 
Dale Simchick, Chairperson

By: 
Mark J. Rendell, Ed.D., Superintendent

Date Approved: 1/26/16

Dated: 1/26/16

Link to current school board policies:

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

This page intentionally left blank.

School District of Indian River County
Support Services Complex
6055 62nd Avenue, Vero Beach, FL 32967
Audit Committee Meeting Minutes
May 21, 2018, 12:00 p.m., in the Large Conference Room

Committee Members in Attendance:

Chairman Robert Auwaerter, Vice Chairman Gayle Phillips Gilmore, Charles Gisler, Jeff Smith, Glenn Heran

Committee Members in Attendance - *ex officio*:

Dr. Mark J. Rendell, Superintendent of Schools, Carter Morrison, Assistant Superintendent for Finance and Employee Services

District Staff in Attendance:

Brenda Davis, Administrative Assistant

Board Members in Attendance:

Mrs. Laura Zorc

I. Call to Order

Chairman Auwaerter called the meeting to order at 12:05 p.m.

Dr. Rendell announced to the group that the meeting was being audio taped, per a recent change to Board Policy. All Board initiated committees are now being audio taped.

II. Approval of Minutes of January 23, 2018 Meeting

Chairman Auwaerter called for a motion to approve the minutes of the January 23, 2018, Meeting.

Motion: A motion to approve the January 23, 2018 meeting minutes was made by Mr. Smith and seconded by Mr. Gisler. The motion carried unanimously.

III. School Board directive to Review Cost and Delivery of Legal Services — All

1. Broad overview of legal service requirements and firms used

Chairman Auwaerter stated that this committee has been given a directive by the School Board Chairman to review the cost and delivery of legal services. He asked the group to begin with the spreadsheet that was supplied by the District listing the legal fees incurred from July 1, 2017 – March 31, 2018. Chairman Auwaerter asked Dr. Rendell to give an overview of the philosophy of how the District obtains legal services. He called the group's attention to the survey he provided from Florida Association of District School Superintendents (FADSS). Dr. Rendell explained that there are three main areas requiring legal services. The first is Board and Business Operations. The School District needs legal counsel that is well versed in school and School Board laws and Sunshine Laws. The second area is labor law. This deals with employee grievances and investigations. The

third is litigation. This includes civil litigation and litigation by families of students. He explained that some Districts have in-house counsel that would handle litigation and labor law and have a separate Board attorney for School Board matters, such as School Board Meetings and contracts. All Districts use outside counsel to handle smaller litigation cases or employee investigations. Even Districts that have in-house counsel, sometimes have to contract out for legal services. Sometimes they are too busy or need an expert in a specific case, such as Union contract negotiations or something medical in nature. Chairman Auwaerter asked, if the District uses an outside law firm for real estate transactions. Dr. Rendell replied that the District would use an outside legal firm, if they were involved in selling a piece of property or other real estate transaction. Chairman Auwaerter questioned whether that was part of the current legal services contract. Dr. Rendell stated that he would need to look at the contract to be sure, but the past real estate transactions were handled by a separate contracted firm. Mr. Smith asked, if all of this is done with a competitive bidding process or Request for Proposals (RFP). Mr. Morrison stated that an RFP is used for each area of law. He directed the group to the copies of RFP award letters that were provided. These firms are used on an as-needed basis. Attorney D'Agresta's firm was awarded through the RFP process, also. Chairman Auwaerter asked how the public is notified of an RFP and when the last time the contract for general counsel went out for bid. Mr. Morrison stated that RFPs are advertised in the newspaper and information is sent out. He said that the current general counsel contract was last advertised for bid in 2012. Chairman Auwaerter asked, if the awarded firm was the lowest bidder, at that time and how many responses were received. Mr. Morrison stated that he doesn't recall, if they were the lowest responsive bidder, but he does recall that several responses were received. Mr. Smith stated that he notices in Mrs. D'Agresta's contract that, if the contract is not terminated by March 1, it is just renewed for an additional year. There is no date where the District needs to go out for an RFP. It sounds to him, like the District could just keep renewing it year after year. He asked, if there is a policy that the School Board uses to determine when an item needs to go out for an RFP. Mr. Morrison stated that he was not sure but typically the Board does refresh various RFPs from time to time. This would have to be Board directed.

2. General Counsel services and costs billed to the District

Mr. Heran stated that looking at the bills to the District from Mrs. D'Agresta's law firm, the retainer is roughly \$22,000.00 per month, \$264,000.00 annually. When he looks at the data in enclosure #3 (Osceola County School Board Spreadsheet), based on enrollment, there are 13 medium sized districts and, if you divide the annual cost for legal services paid to Mrs. D'Agresta by the enrollment, Indian River County ranks 11 out of 13, with a \$15.19 expense per student. This means that Indian River County has the third highest cost per student for legal fees among medium sized districts. Mr. Heran asked Dr. Rendell is this was an accurate depiction from the data he provided. Dr. Rendell stated that he was not sure that he provided that data. Chairman Auwaerter stated that he provided the data from an outside source. Mr. Heran continued by stating that the bills from D'Agresta's firm list that in February of 2018, Mrs. D'Agresta worked 28 hours. In January, 2018, she worked 31 hours and the remaining invoices the hours worked ranged

from 26 hours to 40 hours. He stated that his reaction to this and the entire discussion is - wouldn't it make sense to do an RFP based on the idea that you're paying \$264,000.00 a year for an attorney that works at best 40 hours a week. You would have the option of doing an RFP and seeing what other prices and skill sets are out there or consider hiring a full-time attorney. Based on what he is seeing, these would be his two recommendations. Mr. Smith stated that he saw the same things as Mr. Heran. The first question he has is, is it routine to put an attorney on retainer for a blanket amount per month? He sees the Attorney only working 40 hours a month. Mr. Heran stated that the hours he was quoting earlier were per week. He said that it is like paying an employee \$264,000.00 a year for working an average of less than 40 hours per week. Mr. Smith asked, if it is normal practice for a school district to put someone on a retainer or is it just how you've always done it. Dr. Rendell stated that it varies across the state. Large districts have in-house attorneys and small districts have a Board Attorney on retainer and contract everything else out. When Dr. Rendell was at St. Lucie County years ago, they had a Board Attorney and separate legal counsel outside. They hired a full-time attorney in an effort to save money and after two years, they have two full-time attorneys and full-time clerical staff. So, when you recommend hiring an in-house attorney, we would also have to provide them office space and clerical support. There are other costs associated with that option. Dr. Rendell agreed with Mr. Heran that it is still worth considering. Mr. Heran stated that, if this information is correct, it is worth looking into an RFP and looking into hiring a full-time attorney. Chairman Auwaerter stated that the group needed to take the survey results with a grain of salt because of the way the questions were asked. They could have been asked more precisely. He included the data just to give an overview of the range of costs. He also provided the group with the contract for legal services for Osceola County.

3. Benchmarking versus neighboring School Districts

Chairman Auwaerter stated that Osceola County is more complex and has more students than Indian River County (IRC). Osceola's enrollment is approximately 67,000 and IRC's is 17,500. They have 47 schools, including charter schools compared to IRC's 28. Osceola County pays \$180,000.00 per year for their legal counsel and travel is included in the retainer with the exception of reasonable travel costs 100 miles from Osceola County. In Mrs. D'Agresta's contract, it states that she is entitled to \$0.54 per mile. She travels from Orlando. As far as the other miscellaneous charges, all attorneys charge for photocopies. He questioned the charges for online computer research. Mr. Smith said that was probably for Westlaw, which is an online legal research service. He feels that the District has nothing to lose by putting this out for bid. If we feel that the firms that respond don't have the legal experience to do what is needed, we have the right to refuse the lowest bid. We can even sharpen the pencil on the contract with the current provider and get a better deal. He said that there are a lot of different approaches and he would defer that decision to the administration on whether to continue to use an outside firm. They have already looked at hiring an in-house attorney and that comes with a number of additional issues that have been discussed, such as providing clerical support. Mr. Heran stated that his knee-jerk reaction is to sub contract, as well. It helps contain the signs of bureaucracy, but he feels that in this particular case it is worth a look at in-house options. Mr. Smith

stated that he agrees and it will give the School Board and Administration the evidence they need when someone objects or questions the use of outside counsel and how the District is keeping costs down. He also recommends that the Board address the policy or create a policy, because this current contract is open-ended. He said that he is sure that Attorney D'Agresta is qualified, but this contract is open-ended and can be renewed every year, ad infinitum. If there is no policy that gives a time frame for going back out for bid, Mr. Smith feels that the Board needs to have that discussion and let them make that decision. Mr. Heran asked Mr. Smith what he would suggest as a good time period. Mr. Smith replied, that the County normally does a 3-year contract with a 2 to 3-year renewal option, if services were satisfactorily performed. The contract should be put out for an RFP at the end of the renewal. There needs to be a line drawn in the sand for when the contract goes out for RFP. This will protect the School District and show that they are doing everything they can to keep the pencil sharpened. Mr. Heran agreed and added that he was going to suggest 5 years. Mr. Smith said that is fine but it should not be any more than 5 years. Things/laws may change over 5 years. Mr. Smith said that the current contract automatically renews for a year, if not terminated by March 1. The only other way he sees to cease the contract would be for lack of performance or, if the Board wanted to go in a different direction. He thinks the Board needs to have that conversation as to a drop-dead date for when they do go out for an RFP again. Mr. Smith reiterated that this protects the staff and the Board from any questions about what they are doing to keep costs as low as possible. Mrs. Gilmore asked, if Attorney D'Agresta negotiates the Union contract with Teachers? Dr. Rendell replied, that she reviews the contract to make sure it falls within state statute requirements. Mrs. Gilmore asked about the pricing for this kind of work. Dr. Rendell said that all contract review falls under the retainer. The District has hired legal counsel, in the past, for specific bargaining aspects or strategies. Mr. Smith stated that the County does not use their in-house attorneys for union contract negotiations. They hire a specific experienced attorney that sits down with the Union and negotiates what the County is willing to offer.

Mr. Smith stated that he feels the Committee should take a look at what the District is doing to mitigate litigation. For example, if there is litigation regarding a safety issue, is the District taking steps to shore up the safety. He would recommend that the Board take any steps they can take to mitigate litigation. Mr. Heran agreed, but suggested that the Committee finish the motions that were discussed. Dr. Rendell pointed out that there is a termination clause in the current contract that states that either party can terminate the agreement with a 30-day notice. Mrs. Gilmore asked, if these legal costs are allocated out to the Charter schools. Mr. Morrison stated that the Charter schools are separate entities with their own boards. Attorney D'Agresta does no work for the Charter schools.

Chairman Auwaerter summarized the committee's suggestions and asked for 3 motions.

Motion 1: A motion was made by Mr. Heran and seconded by Mr. Smith for the Audit Committee to request that the Indian River County School Board put out an RFP for general counsel services to assure taxpayers that they are getting the best deal for these

services, taking into account not only costs, but value of legal advice provided. The motion carried unanimously.

Motion 2: A motion was made by Mr. Heran and seconded by Mr. Smith for the Audit Committee to recommend to the Indian River County School Board that they put a policy in place to periodically put out an RFP for legal services and suggest a review of the current services of no less than 3 years. The motion carried unanimously.

Motion 3: A motion was made by Mr. Heran and seconded by Mr. Smith for the Audit Committee to recommend to the Indian River County School Board to request Administration do an analysis of the cost and benefits of having an inside legal counsel versus the current system of contracting outside general counsel. The motion carried unanimously.

Chairman Auwaerter asked for any other discussion items regarding legal services. Mr. Smith stated that he would like to have the discussion on making sure the District is mitigating litigation as much as possible. He realizes that accidents are going to happen and grievances are going to be filed. There is nothing the District can do about that, but, if it's a safety issue or a contractual issue that they have not addressed, then we need to satisfy ourselves that they are doing everything they can to keep the costs down and the litigation down. Chairman Auwaerter asked Mr. Smith, how they would go about doing that. Mr. Smith said that they can't lower costs associated with the union. Counsel is always needed for negotiations and Union issues. He assumes that someone at the District is reviewing the invoices from Attorney D'Agresta and that the routine items she does weekly and bills the District for are necessary and not being duplicated. Chairman Auwaerter stated that, if it were up to him, he would go with the Osceola County contract model to cut out the travel expense reimbursement. There was a brief discussion on the Attorney's timeline billing.

Mr. Smith stated that he was looking to see, if there is a cost containment effort for the items that are in litigation right now. Mr. Heran asked what the two biggest drivers of litigation costs were in the past two or three years. He asked, if the Charter school suit was one of them. Dr. Rendell said that the two biggest items in the last couple of years would be the Charter school funding dispute and the pursuit of Unitary Status. Dr. Rendell answered Mr. Smith's earlier question by stating that the District has a Risk Management Department that is doing everything they can to mitigate these issues and the District is bound by statutes for all kinds of safety and security inspections to make sure we have safe environments for employees and students. The District publishes reports on safety and over time we have definitely reduced the opportunities for trips and falls by making sure we are in compliance. Mr. Smith said that it sounds like there isn't much the District can do about the two issues in litigation right now. Dr. Rendell said that the Charter school funding dispute has been settled, but the pursuit for Unitary Status is ongoing.

Regarding the legal firm expense spreadsheet, Chairman Auwaerter asked what the firm Allen Norton and Blue were helping the District with. Mr. Morrison stated that they assist with negotiations and impasse issues. He called the group's attention to an additional spreadsheet to cross match for additional information. Chairman Auwaerter reviewed the list of firms and what they do for the District and concluded that Human Resource issues were the largest expense after the Unitary Status expense. Mr. Smith said that it is worth noting that the current year expense through March is the lowest of the past 5 years. Mr. Morrison stated the fiscal year goes through June.

4. Next steps

Chairman Auwaerter stated that Board Member Searcy has a discussion item regarding an RFP for legal services on the Board Agenda for tomorrow evening. He would like to attend the meeting and report to the School Board about today's discussion and give the group's recommendations and motions, if the members approve. The members approved.

IV. Scheduling of Future Meetings—Chairman Auwaerter

1. Should Committee set specific dates in the future to facilitate scheduling (e. g., third Tuesday of the month)

Chairman Auwaerter stated that he views this committee differently than the School Board. This Board is an advisory board. The School Board has to meet every month even, if they only have a quorum because they have things they have to process to keep the business of the District moving forward. He sees this group in an advisory role and it is important to have every member here to bring their expertise to the group. He is retired and understands that many in the group work full time and asked the group, if they thought it would be easier to set a specific day of the month to meet. Mr. Heran asked, if the group has fulfilled the immediate role of the School Board's request for us. If the answer to that question is yes, then he would consider sunsetting this committee and, if the Board has another need, then they would form another committee. He is sensitive to increasing the bureaucratic state and one of his worries is that this group becomes a part of that bureaucracy. We have staff here that is spending time essentially having to manage us, as well. He would like the group to at least consider the idea that, if the group has filled all the holes, then the committee be sunsetted and should a need arise, a new committee can be formed. It doesn't necessarily have to be us. He would caution making this a permanent committee. Mr. Smith stated that before the group can address that, they need to know what the Board thinks. They are the ones that asked them to be part of this and he thinks that they are the ones that need to say whether the job is done or there are more issues for the committee. He has come up with some items for the group to look at down the road at future meetings. Mr. Heran said that the worry there is that we are not the elected officials. Mr. Smith agreed and said that is why he thinks the Board should give the direction. If it is alright with the rest of the committee, he thinks that they should give the Chairman authorization to talk with each Board member to see what their feelings are. We are here at their pleasure and we need to know what their vision is. Chairman Auwaerter asked, if it would be better to address this at the public Board

meeting. Dr. Rendell stated that he had a copy of the Board policy governing the Audit Committee and it states that the Audit Committee will meet on a quarterly basis and shall on an annual basis, set a schedule for the year. This has not been the case, so far. Further, the policy states that in the case of special circumstances, the Audit Committee Chairman may call special meetings, as required, with proper notice. That is how we've handled all of the meetings. The policy also states, at least once per year, the Audit Committee will present a public report to the Board regarding its progress and findings. Dr. Rendell feels that the committee is at that point. If the group could present what they have considered and their findings up to this point, that may generate direction from the Board. Mr. Heran said that he remembered proposing an agenda item at the last meeting to memorialize where the committee has been. Dr. Rendell agreed and said that it is captured in the minutes of the last meeting. Mrs. Gilmore stated that she would like a more routine meeting schedule. That way she can schedule around this meeting, making it a priority, rather than the back and forth process we go through, now. Chairman Auwaerter suggested that they make their report to the Board and say, here are the thoughts of the committee, where does the Board want us to go from here. Mr. Smith said that he thinks they need to follow the policy and formulate the accomplishments, so far, and report that to the Board. Chairman Auwaerter said that, if it's okay with the committee, he thinks he can do a summary. The group listed the following:

- Medical insurance
- Contracting of outside services
- OPEB
- Purchasing/credit cards
- Legal Services

Mr. Smith suggested that they defer setting a meeting schedule until after they received direction from the School Board.

V. Adding of At-Large or Alternate Members to the Committee — Chairman Auwaerter

Chairman Auwaerter tabled this item. Dr. Rendell stated the Board would actually have to change the policy for something like this.

VI. Member Matters

Mr. Smith said that he doesn't know, if the Board wants to give the group direction on this or not, and he doesn't know how we compare to other districts, but he was wondering, if they should look at the ratio of teachers to administration. He asked, if that is something we are allowed to look at. Chairman Auwaerter stated that he would need to have direction from the School Board on something like that. He said that, if he was a School Board member that is something he would look into on his own, not ask an Audit Committee. Mr. Smith asked him to have that conversation with the Board. Mr. Heran asked for the date of the first committee meeting. It was May 1, 2017. Mr. Smith said that the committee has covered a lot of ground in 12 months. The group agreed. Mr. Heran said that he feels Mr. Auwaerter has done a great job chairing this committee and the rest of the group agreed.

V. Adjournment

Motion: A motion to adjourn the meeting was made by Mr. Smith and seconded by Mr. Gisler. The motion carried unanimously.

The meeting was adjourned at 1:00 p.m.

DRAFT

School Board of Indian River County Audit Committee Report to the Board

Presented by
Bob Auwaerter
Chairman
September 11, 2018

Committee Members

- Charles Gisler
- Glenn Heran
- Jeff Smith
- Gayle Phillips Gilmore—Vice Chairwoman
- Bob Auwaerter—Chairman

Meetings Held

- May 1, 2017—Organizational
- May 30, 2017—Setting Review Items
- August 28, 2017—Item Reviews
- January 23, 2018—Item Reviews
- May 21, 2018—Item Reviews

Audit Committee Recommendations

- All Audit Committee recommendations made to the School Board in the form of motions were passed ***unanimously***

Review Items

- Cost and Delivery Method of Employee Benefits (8/28/17)
 - *Audit Committee Passed Motions:*
 - *for the Administration to do a study on changing the compensation of Aon to fee based, away from percentage of the insurance premium*
 - *for the District to provide a fully costed analysis between self-insured and fully insured when the health insurance goes out for bid. The School Board should consider getting bids for both self and fully insured, every 4 to 5 years*

Review Items

- Other Post-Employment Benefits (OPEB) (8/28/17)
- Recurring Contracting of Outside Services (1/23/18)
- Review of the Use of and Control Procedures for the Regions Bank Credit Card (\$7,000,000 Purchase Order/Spend Authority) (1/23/18)

Review Items

- Review Cost and Delivery of Legal Services (5/21/18)
 - *Audit Committee Passed Motions:*
 - *The Committee requests that the School Board put out an Request for Proposal (RFP) for general counsel services to assure taxpayers that they are getting the best deal for these services, taking into account not only costs but value of legal advice provided.*

Review Items

- Review Cost and Delivery of Legal Services
 - *Audit Committee Passed Motions:*
 - *The Audit Committee recommends to the School Board of Indian River County that they put a policy in place to periodically put out an RFP for legal services and suggest a review of the current services at least every 3 years*

Review Items

- Review Cost and Delivery of Legal Services
 - *Audit Committee Passed Motions:*
 - *The Audit Committee recommends to the School Board that it requests the Administration do an analysis of the cost and benefits of having an inside legal counsel versus the current system of contracting outside general counsel*

A note of thanks to

- Dr. Rendell
- Carter Morrison
- And especially, Brenda Davis

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

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

Date: July 24, 2018

Time: 1:00 p.m.

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

Superintendent's Workshop Agenda

- I. CALL WORKSHOP TO ORDER
- II. PURPOSE OF THE WORKSHOP
- III. PRESENTATIONS
 - 1. 2018-2019 Budget
 - 2. RFQ for Legal Services
 - 3. Code of Conduct Definitions
 - 4. ~~Propane Fueling Station~~ Deleted
- V. ADJOURNMENT

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

This page intentionally left blank.

D'AGRESTA / FSBA - Florida School Board Attorneys Association			
v	DESCRIPTION	HOURS	COST
2/14/18	Prepare e-mail to S. Frost regarding attendance at FSBA conference	0.10	\$17.00
2/23/18	Attend FSBA conference in ORLANDO	6.50	\$1,105.00
2/24/18	Attend FSBA conference in ORLANDO	4.20	\$714.00
3/8/18	Prepare e-mail to M. Rendell and Cabinet regarding summary of FSBA conference	2.90	\$493.00
4/4/18	Prepare e-mail to S. Frost regarding FSBA conference	0.20	\$34.00
5/13/18	2018 Annual Dues for Indian River County from FSBA		\$690.00
6/7/18	Travel to ST AUGUSTINE for FSBA Conference	2.00	\$340.00
6/8/18	Attend FSBA conference in ST AUGUSTINE	9.40	\$1,598.00
6/9/18	Attend FSBA conference in ST AUGUSTINE; travel from ST AUGUSTINE	6.00	\$1,020.00
6/9/18	Accommodations for attendance at the FSBA Conference in ST AUGUSTINE (6/7/2018 - 6/9/2018)		\$426.76
6/9/18	Travel to/from FSBA Conference in ST AUGUSTINE (208 miles)		\$112.32
8/10/18	Refund Overpayment of FSBA 2018 Annual Dues		-\$240.00
8/22/18	Attend phone conference with FSBA regarding Hope Scholarship implementation	2.40	\$408.00
8/24/18	Travel to PENSACOLA for FSBA conference; attend FSBA conference	12.20	\$2,074.00
8/24/18	Travel to/from FSBA Conference in PENSACOLA - Rental Car (\$108.37) and Fuel Expense (\$65.00)		\$173.37
8/24/18	Accommodations for attendance at the FSBA conference in PENSACOLA		\$168.19
8/25/18	Attend FSBA conference in PENSACOLA; travel from PENSACOLA	8.00	\$1,360.00
9/7/18	Review information from FSBA conference and prepare summary of portions for School Board	0.90	\$153.00
9/28/18	Prepare e-mail to S. Frost regarding FSBA conference	0.60	\$102.00
11/1/18	Travel to ST PETERSBURG for FSBA conference	2.00	\$340.00
11/2/18	Attend FSBA conference in TAMPA	8.20	\$1,394.00
11/3/18	Attend FSBA conference in TAMPA; travel back from St. Petersburg	6.00	\$1,020.00
11/3/18	Travel to/from FSBA Conference in TAMPA (214 miles)		\$115.56
11/3/18	Accommodations for attendance at the FSBA Conference in TAMPA		\$368.84
11/9/18	Prepare summary of FSBA conference for Board	1.30	\$221.00
	TOTAL 2018 FSBA EXPENSE	72.90	\$14,208.04

This page intentionally left blank.

D'Agresta	Amount	Hours	# Travel Days
Jan-18	\$22,843.95	125.0	6
Feb-18	\$22,997.19	113.7	7
Mar-18	\$22,928.29	159.9	6
Apr-18	\$23,710.04	178.5	9
May-18	\$24,163.54	167.1	7
Jun-18	\$23,271.80	157.0	6
Jul-18	\$22,840.02	129.9	6
Aug-18	\$23,018.26	172.4	8
Sep-18	\$23,123.14	136.0	9
Oct-18	\$22,897.59	153.1	7
Nov-18	\$23,451.98	145.6	8
Dec-18	tbd	tbd	tbd
Total	\$ 255,245.80		
Monthly Avg		148.9	
Total Travel Days			79

This page intentionally left blank.

School District	School Board Attorney	Attorney Location	Outside School District	Travel Radius (mi)
Alachua	David M. Delaney	Gainesville, Alachua	No	
Baker	Johnathan W. Oliff	Jacksonville, Duval	Yes	60
Bay	Franklin R. Harrison	Panama City, Bay	No	
Bradford	John Cooper	Starke, Bradford	No	
Brevard	Howard Bistline	Cocoa, Brevard	No	
Broward	Barbara J. Myrick	Ft Lauderdale, Broward	No	
Calhoun	J. David House	Blountstown, Calhoun	No	
Charlotte	Michael R. McKinley	Punta Gorda, Charlotte	No	
Citrus	Robert Wesley Bradshaw	Inverness, Citrus	No	
Clay				
Collier	Jon Fishbane	Naples, Collier	No	
Columbia	Guy W Norris	Lake City, Columbia	No	
Dade	Walter J Harvey	Miami, Dade	No	
DeSoto	Eugene E Waldron Jr	Arcadia, DeSoto	No	
Dixie	Jennifer Ellison	Cross City, Dixie	No	
Duval	Karen Chastain	Jacksonville, Duval	No	
Escambia	Donna Sessions Waters	Pensacola, Escambia	No	
Flagler	Kristy J Gavin	Staff Attorney	No	
Franklin	Barbara S Sanders	Apalachicola, Franklin	No	
Gadsden	Deborah S Minnis	Tallahassee, Leon	Yes	140
Gilchrist	Susan M Seigle	Gainesville, Alachua	Yes	66
Glades	Michael R. McKinley	Punta Gorda, Charlotte	Yes	128
Gulf	Charles A Costin	Port St Joe, Gulf	No	
Hamilton	James Estes Willingham Jr	Jasper, Hamilton	No	
Hardee	Michael R. McKinley	Punta Gorda, Charlotte	Yes	102
Hendry	Michael R. McKinley	Punta Gorda, Charlotte	Yes	160
Hernando	Dennis J Alfonso	Dade City, Pasco	Yes	48
Highlands	John K McClure	Sebring, Highlands	No	
Hillsborough	James Porter	Tampa, Hillsborough	No	
Holmes	n/a			
Indian River	Suzanne D'Agresta	Orlando, Orange	Yes	213
Jackson	Frank E Bondurant	Marianna, Jackson	No	
Jefferson	Opal McKinney-Williams	Tallahassee, Leon	Yes	50

Lafayette	Leenette W McMillan	Mayo, Lafayette	No	
Lake	Stephen Johnson	Leesburg, Lake	No	
Lee	Brian A Williams	Staff Attorney	No	
Leon	John Jeffry Jeff Wahlen	Tallahassee, Leon	No	
Levy	David M Delaney	Gainesville, Alachua	Yes	50
Liberty	J David House	Blountstown, Calhoun	Yes	8
Madison	George T Tom Reeves	Madison, Madison	No	
Manatee	Patricia A Petruff	Bradenton, Manatee	No	
Marion	Steven Lake	Staff Attorney	No	
Martin	Robert L Kilbride	Stuart, Martin	No	
Monroe	Dirk M Smits	Islamorada, Monroe	No	
Nassau	Leonard T Hackett	Jacksonville, Duval	Yes	90
Okaloosa	C Jeffrey McInnes	Fort Walton Beach, Okaloosa	No	
Okeechobee	Thomas W Conely III	Okeechobee, Okeechobee	No	
Orange	Diego Rodriguez	Staff Attorney	No	
Osceola	Suzanne D'Agresta	Orlando, Orange	Yes	44
Palm Beach	JulieAnn Rico	Palm Beach, Palm Beach	No	
Pasco	Dennis J Alfonso	Zephyrhills, Pasco	No	
Pinellas	David Koperski	Staff Attorney (Board)	No	
Polk	C Wesley Bridges II	Staff Attorney	No	
Putnam	James L Padgett	Palatka, Putnum	No	
St Johns	Frank D Upchurch III	St Augustine, St Johns	No	
St Lucie	Daniel B Harrell	Ft Pierce, St Lucie	No	
Santa Rosa	Paul R Green	Milton, Santa Rosa	No	
Sarasota	Arthur S Hardy	Sarasota, Sarasota	No	
Seminole	Serita Beamon	Sanford, Seminole	No	
Sumter	Felix M Adams	Bushnell, Sumter	No	
Suwanee	Leonard J Dietzen III	Tallahassee, Leon	Yes	164
Taylor	n/a			
Union	T Daniel Webb			
Volusia	Michael G Dyer	Staff Attorney	No	
Wakulla	n/a			
Walton	Ben L Holley	Crestview, Okaloosa	Yes	68
Washington	Jeff Goodman	Chipley, Washington	No	

Source:

<https://fsbaa.com/district-contacts>

Student Enrollment	School Board Attorney	Attorney Location	Salary Schedule	
29,764	Brian Moore	Staff Attorney	\$89,095 - \$102,412	https://fl02219191.schoolwires.net
5,041				
28,076				
3,196	Amy Envall	Staff Attorney	\$145,000 - \$160,000	http://documents.brevardschools.net
73,524				
271,956				
2,220				
15,901	David D'Agata	Staff Attorney		https://www.oneclay.net/domain/131
15,542				
37,521				
46,832				
10,181				
354,840				
4,834				
2,178				
129,583				
40,292				
13,017				
1,300				
5,313				
2,663				
1,666				
1,963				
1,639				
5,203				
7,335				
22,445				
12,405				
217,072				
3,267				
17,792				
6,646				
713				

1,215				
43,174				
93,221				
34,268				
5,570				
1,413				
2,766				
48,952				
43,119	Paul D. Gibbs	Staff Attorney	\$105,287 - \$141,511	https://www.marionschools.net/domain/145
18,971	x			
8,485				
11,868				
31,683				
6,406				
204,837			\$113,011 - \$166,902	https://www.ocps.net/UserFiles/Servers/Serv
65,982	Frank Kruppenbacher			
193,460				
73,682				
101,824	Laurie Dart	Staff Attorney (Superintendent)		
104,136			\$124,835 - \$166,590	http://www.polk-fl.net/jobdescriptions/pdf/0
11,150				
40,189				
40,848	Jonathan A Ferguson	Staff Attorney	\$104,681 - \$126,972	https://www.stlucie.k12.fl.us/////pdf/Job-Des
27,995				
42,901				
67,915				
8,648				
6,119				
2,846				
2,319				
62,977				
5,179				
9,472				
3,348				

This page intentionally left blank.

Legal Services Request for Qualification (RFQ) Discussion

Presented to:

School Board of Indian River County

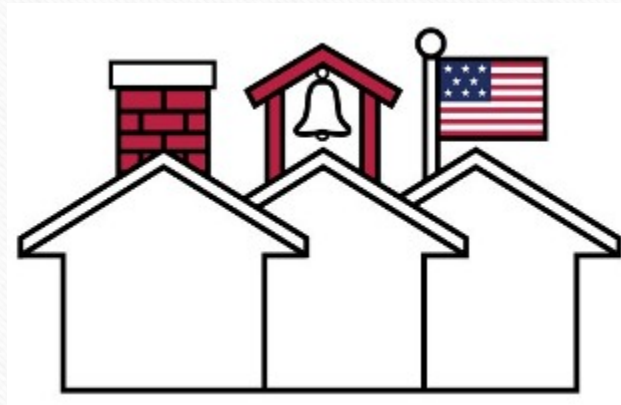
July 24, 2018

2:30pm

Joe N. Idelette Teacher Education Center

Introductions

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



2012 Solicitation for Legal Services

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

Recommendation for 2018 Solicitation for Legal Services

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

Recommended RFQ Process Overview

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

Recommended RFQ Process Overview (cont'd)

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

Proposed Timeline

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

Questions and answers





REQUEST FOR QUALIFICATIONS

FOR

LEGAL SERVICES

RFQ #23-0-2018/JC

Interview Guide

Firm _____

Evaluator _____

Date _____

**School District of Indian River County
Purchasing Department
6055 62nd Avenue
Vero Beach, FL 32967**

Questions

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

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

This page intentionally left blank.

DRAFT

School District of Indian River County

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

Dr. Mark J. Rendell
Superintendent

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

Date: August 9, 2018

Title: Legal Services

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

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

Anti-Collusion Statement

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

Submitted By:

COMPANY NAME _____

STREET ADDRESS _____

CITY / STATE / ZIP _____

TELEPHONE _____ FAX _____

PRINT NAME OF AUTHORIZED REPRESENTATIVE _____

SIGNATURE OF AUTHORIZED REPRESENTATIVE _____

TITLE _____ DATE: _____

CONTACT PERSON: _____

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

___ General Counsel ___ Real Estate ___ Labor Law

___ Employment Law ___ Premises Liability ___ Workers Compensation

DRAFT

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

I. Introduction and General Information

A. The School Board of Indian River County, Florida (“School Board”) is considering its options for all general counsel legal services, as well as specific individual practice areas, such as real estate, labor law, employment law, premises liability/tort defense, and worker’s compensation. The School Board intends to retain a law firm as general counsel and may retain one or more attorneys or law firms with expertise in the specific practice areas listed in the Scope of Services. The School Board reserves the right to select as many or as few or none of the responding law firms. This request for proposal does not limit the School Board’s ability to hire attorneys or law firms as needed or desired by the School Board.

B. The School Board is comprised of five elected representatives of the community. Board Members are elected to four-year terms. The Superintendent of Schools is appointed by the School Board.

Indian River County’s population of 147,000+ supports twenty-three public schools attended by more than 17,700 students. The schools are broken into four categories; elementary schools, middle schools, high schools and special schools. In addition, there are five charter schools.

C. Award will be based on the firm(s) aggregate scores and overall ranking by the School Board. It is the School Board’s intent to obtain professional services in which all firm(s) have the capability and the capacity to perform legal services as required. The School Board attorney position will report directly to the School Board and work directly with the Superintendent of Schools as well as the administrative staff. Firms/attorneys selected for individual practice areas will report to the Superintendent as well as administrative staff.

D. The School Board will receive questions regarding the solicitation only through written inquiries directed to the Director of Purchasing. Deadline for receipt of written inquiries will be **August 24, 2018 at 5:00 p.m.**, local time. Inquiries shall be emailed to Jeffrey.Carver@indianriverschools.org.

E. Legal Services Transition The School Board will transition legal services to the new provider in a timely manner. The Board reserves the right to continue legal services with the District’s current provider on existing projects such as negotiations and/or current legal issues in which institutional knowledge or history are critical to the success of that project.

DRAFT

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

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

1. Primary Duties

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

DRAFT

Board staff prior to consideration by the School Board.

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

B. Real Estate Transactional.

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

C. Labor Law.

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

D. Employment Law.

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

E. Premises Liability/Tort Defense.

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

DRAFT

F. Workers' Compensation Law.

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

III. Submittal Instructions and Scoring Criteria

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

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

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

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

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

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

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

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

DRAFT

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

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

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

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

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

Tab 3. Experience of Attorneys (35 Points)

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

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

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

DRAFT

Tab 4. Conflicts of Interest

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

Tab 5. References (25 Points)

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

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

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

IV. INTERVIEW AND SELECTION CRITERIA

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

V. TIME SCHEDULE:

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

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

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

VI. JESSICA LUNSFORD ACT

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

DRAFT

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

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

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

VII. INSTRUCTIONS TO PROPOSERS

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

Qualifications shall be sent to:

School Board of Indian River County

DRAFT

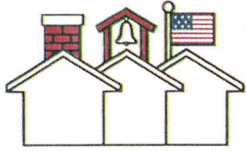
**Attn: Purchasing Department
6055 62nd Avenue
Vero Beach, FL 32967**

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

XVIII. ATTACHMENTS

- A. Standard Agreement Form

This page intentionally left blank.



School District of Indian River County

6500 57th Street • Vero Beach, Florida, 32967 • Telephone: 772-564-3000 • Fax: 772-564-3054

Mark J. Rendell, Ed.D. - Superintendent

School District of Indian River County 2018 Legislative Priorities

Shelter Operations and Reimbursement

Shelter Operations and Reimbursement – School districts across the state of Florida open school buildings to serve as sheltering facilities during times of emergency, such as Hurricanes. While the requirement to provide these facilities as shelters is borne in statute, there are no uniform statewide policies or procedures regarding the operation of the shelters during the time of need. Further, there are no uniform procedures for the remittance of reimbursement funds for the expenses incurred to operate the shelters. We are asking that the Legislature to establish uniform procedures for all school districts and county commissions regarding shelter operations and reimbursement.

Class Size Amendment Flexibility

Utilize School Average Metric – Beginning with the 2017-2018 School Year, all students in Florida can enroll in any public school in the state (providing space is available). Thus, every public school district in Florida will be a “choice district.” Currently, choice districts and charter schools are held to the “school average” metric for the Class Size Amendment. We ask that the Legislature enact legislation, or work with the Constitutional Revision Commission to ensure that all districts can utilize the school average metric to meet the Class Size Amendment requirements.

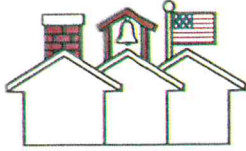
Transportation Funding

Transportation Funding – The current amount of funding allocated to transportation expenses is inadequate. We are asking the legislature to adequately fund student transportation. In fiscal year 2016-2017 we received transportation funding in the amount of \$3.7 million dollars. However, our expenditures for student transportation totaled \$4.8 million dollars. The gap between funding and need is \$1.1 million dollars. We ask that the legislature increase the finding for student transportation.

“Educate and inspire every student to be successful”

Shawn R. Frost • Dale Simchick • Laura Zorc • Charles G. Searcy • Tiffany M. Justice
District 1 • District 2 • District 3 • District 4 • District 5

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



School District of Indian River County

6500 57th Street • Vero Beach, Florida, 32967 • Telephone: 772-564-3000 • Fax: 772-564-3054

Mark J. Rendell, Ed.D. - Superintendent

Teacher Recruitment and Retention

Funding directed at Recruitment and Retention – Local school districts should have the authority to allocate additional state funds directed toward teacher recruitment and retention to areas that meet their specific needs. For example, funds could be used as incentives to hire and retain teachers in high poverty schools, as well as critical need certifications and subject areas. We ask that the legislature reallocate funds currently directed at state designed recruitment and retention programs to local school districts with the flexibility to meet their identified needs.

Level Funding

Restore Advanced Funding of the FEFP – Due to the nature of the funding cycle for the Florida Education Finance Program (FEFP), many school districts across the state must issue a Tax Anticipation Note (TAN) to cover expenses during the first part of the school year. In the past, school districts could access funds from the FEFP with an advance funding request allowed by statute. That language was stricken in 2010. We are asking that the Legislature re-instate the language in Statute 1011.66 and enable districts to access funds in a timely manner during the first quarter of the fiscal year.

Assessment & Accountability

Alternate Assessment – The State should approve nationally-recognized high school assessments (for example: SAT or ACT) from which districts may select for the administration of the 10th grade English Language Arts assessment in lieu of the Florida Standards Assessment (FSA) and such assessments should be included in Florida's Accountability System.

"Educate and inspire every student to be successful"

Shawn R. Frost • Dale Simchick • Laura Zorc • Charles G. Searcy • Tiffany M. Justice
District 1 District 2 District 3 District 4 District 5