

BREVARD PUBLIC SCHOOLS • VIERA, FL



PARENT RESOURCE GUIDE



Welcome to the BPS Parent Guide!

Beth Windover

Title 1

Family Involvement Resource Teacher

(321) 633-1000 ext. 336

Ginny Gleason

K-12

Parent Involvement Resource Teacher

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Brevard Public Schools has implemented “Be There,” a district wide multimedia research-based campaign designed to encourage parents to make ordinary moments extraordinary by connecting with their children during the daily routines of life. Connecting with children does not require additional resources of time or money. It only takes a minute to make eye contact, to ask a question on the drive to and from school, while getting groceries or making dinner, doing laundry, running to the bank or reading a bedtime story. Teachable moments are everywhere.

At Brevard Public Schools, we know that we can’t do it alone. We need parents as our partners to reinforce the message that education is important and that students learn from their first teachers. One hundred percent of the research studies compiled by The Parent Institute, a campaign partner, indicate that parent involvement has a significant impact on student success. It only takes a small increase in parent input to see measurable results in student output.

BPS Parent Leadership Team

Brevard Public Schools has created a Parent Leadership Team that offers parent leaders representing each school throughout our county a unique opportunity to join together with district personnel to participate in regular meetings covering a wide variety of educational issues. These parent leaders gather information, ask questions, share thoughts and/or concerns, provide feedback to district personnel and then share what they have learned with other parents and staff at their schools through SAC Meetings, PTO meetings, newsletters, Parent Leadership Team Notebooks, etc. These meetings serve as a valuable tool for maintaining regular two-way communication between the school district and parents at each of our schools throughout the school year. Each school is asked to send at least one parent representative to these meetings; however multiple parents are welcome to attend!

A family - friendly guide to Brevard Public Schools

Successful schools engage families and communities at all levels. They focus on building trusting, collaborative relationships between families and educators, recognize, respect, and address families' needs as well as cultural differences. Whether it is serving as a member of the School Advisory Council, becoming a mentor, or volunteering to chaperone a field trip, families who become more involved in schools are more likely to have children who are successful in school.

"We want to be a family-friendly school district," says Superintendent Dr. Richard A. DiPatri. "We have a myriad of programs to offer. Our goal is to provide parents with comprehensive information about their choices and opportunities within our schools."

This parent guide was developed to help you access services,

make decisions about your child's educational progress, and assist your child as they move up from kindergarten through high school. In addition to this guide, you'll also find a great deal of information on our website at www.brevardschools.org which features daily news, a district calendar, and general information. Vital, up-to-the-minute communication on school closings and other timely issues can be found on the website when you need it most.

Parent involvement goes beyond staying informed. Part of the district's plan to help each student reach their maximum potential requires parents to do more. School Board Policy 2111, titled, "Parental Involvement in the Schools" is a framework for building and strengthening partnerships among parents, teachers, principals, support staff, and administration.

Board Policy 2111 - PARENT INVOLVEMENT IN THE SCHOOL PROGRAM

The Board recognizes that a child's education is a responsibility shared by the school and family during the entire period the child spends in school. To support the goal of the school district to educate all students effectively, the schools and parents must work as knowledgeable partners.

The child's first and most important teacher is the parent. Home and school partnerships should help to strengthen this role.

Although parents/families may be diverse in culture, language, and needs, they share the school's commitment to the educational success of their children. This school district and the schools within its boundaries, in collaboration with parents/families, shall establish programs and practices that enhance parent involvement and reflect the specific needs of students and their families.

To this end, the Board supports the development, implementation, and regular evaluation of a parent involvement program in each school, which will involve parents at all grade levels in a variety of roles. The parent/family involvement programs will be comprehensive and coordinated in nature. They will include, but not be limited to, the following components of successful parent/family involvement programs:

- Communication between home and school is regular, two-way, and meaningful.
- Responsible parenting is promoted and supported.
- Parents/families play an integral role in assisting student learning.
- Parents/families are welcome in the school, and their support and assistance are sought.
- Parents/families are partners in the decision-making process that affect children and families.
- Community resources are made available to strengthen school programs, family practices, and student learning.

The Board feels that it is the parents who have the ultimate responsibility for their children's behavior, including the behavior of students who have reached the legal age of majority, but are still, for all practical purposes, under parental authority. During school hours, the Board, through its designated administrators, recognizes the responsibility to monitor students' behavior and, as with academic matters, the importance of cooperation between the school and the parents in matters relating to conduct.

For the benefit of the child, the Board believes that parents have a responsibility to encourage their child's career in school by:

- A. supporting the schools in requiring their child observe all school rules and regulations, and by accepting their own responsibility for their child's school behavior;
- B. sending their children to school with proper attention to his/her health, personal cleanliness, and dress;
- C. maintaining an active interest in their child's daily work and making it possible for him/her to complete assigned homework by providing a quiet place and suitable conditions for study;
- D. reading all communications from the school, signing, and returning them promptly when required;
- E. cooperating with the school in attending conferences set up for the exchange of information of their child's progress in school.

The Board supports professional development opportunities for staff members to enhance understanding of effective parent involvement strategies. The Board also recognizes the importance of administrative leadership in setting expectations and creating a climate conducive to parental and family participation.

In addition to programs at the school level, the Board supports the development, implementation, and regular evaluation of a program to involve parents in the decisions and practices of the school district, using to the degree possible, the components listed above.

Get Involved - It Matters!

Being involved in your children's education helps them do well in school and improves the quality of your school. Here are some suggestions on how to get started. Find the time to get involved - it makes a difference!

1. Take your child to school on the first day.
2. Let your child know that school is important. Be sure to ask questions about homework and set up a quiet place for your child to work.
3. Read everything that is sent home from school: report cards, homework assignments, school lunch plans, and vacation and bus schedules. Show your child that you are well informed.
4. Get to know your child's teachers and school principal by attending school meetings and parent-teacher conferences.
5. Ask for copies of school policies (e.g., attendance and discipline). If there is something you do not understand, ask questions.
6. Volunteer to help with school activities. Attend sports events, assist with fundraisers, or volunteer to work in the school office.
7. Visit your child's classroom when class is in session, not just at parent-teacher conferences. Set this up in advance with the school office and the teacher.
8. Talk to other parents. If there is a parent organization, join it. If there is no parent organization at the school, think about starting one. Finding two or three other interested parents is a good start.
9. Encourage your child to read at home. Visit local libraries, or book fairs to pick out books together. Pick out books for each other to read.
10. Being involved in a child's education is just as important for stepparents, grandparents, and other adults who care for a child.
11. Invite stepparents, grandparents, and other adults who care for your child to participate in school activities.
12. Your actions, not just your words, make an impression

For more information, call 1-800-USA-LEARN.

District Resources and Important Phone Numbers

District headquarters:

Educational Services Facility
2700 Judge Fran Jamieson Way
Viera, FL 32940
(321) 633-1000

Brevard Public Schools Customer Service
(321) 633-1000 ext. 500

Brevard Public Schools Web Site address
www.brevardschools.org

Brevard Public Schools emergency Web Site
<http://emergency.brevardschools.org>

Superintendent

Richard A. DiPatri, Ed.D.

School Board Members

Robert Jordan - District 1

1750 Lakeside Drive, Titusville, FL 32780
(321) 267-8528 • (321) 633-1000, ext. 412
Jordan.robert@brevardschools.org

Dr. Barbara Murray - District 2

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Amy Kneessy - District 3, Vice-Chairman

285 Satellite Avenue, Satellite Beach, FL 32937
(321) 779-5034 • (321) 633-1000, ext. 412
Kneessy.amy@brevardschools.org

Larry Hughes - District 4

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(321) 724-4203 • (321) 633-1000, ext. 412
Hughes.larry@brevardschools.org

Janice Kershaw - District 5, Chairman

3667 Carriage Gate Drive, Melbourne, FL 32904
(321) 733-5535 • (321) 633-1000, ext. 412
Kershaw.janice@brevardschools.org

Grades 3 - 12

Letter grades for grades 3 - 12 shall be issued each nine week grading period using these numerical values established by Florida Statute:

O, S, N, and U are used for grades 3 - 6 for Lifelong Learning Skills of Independence and Cooperation, computer literacy (fifth grade) and optional subjects. Below grade level performance is indicated by an •next to the letter grade for grades 4-6.

FINAL GRADE SCALE

Grades 7 - 12

3.50 to 4.00 A

2.50 to 3.49..... B

1.50 to 2.49..... C

0.50 to 1.49.....D

0.00 to 0.49..... F

To average semester grades, the teacher doubles the average of each grading period, adds the semester exam grade, and divides by five. The teacher may use either numerical averages or letter grades with the following values assigned: A= 4 points; B= 3 points; C=2 points; D=1 point; F=0 points.

GRADING SCALE

Grades 3 - 12

90-100 A Excellent

80-89.....B.....Good

70-79 C Satisfactory

60-69.....D.....Poor

0-59..... FUnsatisfactory

School Board of Brevard County, Florida Grades Three Through Six Progress Report

Student _____ School Year _____ Grade Level _____
Teacher _____ Principal _____ School _____

90 - 100	A.....	Outstanding
80 - 89	B.....	Good
70 - 79	C.....	Satisfactory
60 - 69	D.....	Poor
0 - 59	F.....	Unsatisfactory

Code for Subheadings and Life Skills

O Outstanding
S Satisfactory
N Not demonstrated consistently
U Unsatisfactory

READING	1	2	3	4	YR
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Applies word identification strategies
 Develops vocabulary
 Comprehends what is read

COMMUNICATION

Communicates effectively when speaking
 Communicates effectively through writing
 Uses correct grammar and punctuation
 Applies standard spelling to written work
 Writes legibly

SOCIAL STUDIES

SCIENCE

MATHEMATICS

Demonstrates computation skills
 Applies problem solving strategies

LIFELONG LEARNING

SKILLS OF INDEPENDENCE 1 2 3 4

Accepts responsibility for own actions
 Listens and follows directions
 Works independently
 Completes activities in a timely manner
 Organizes and cares for materials
 Completes homework best
 Demonstrates personal best

SKILLS OF COOPERATION 1 2 3 4

Respects rights and property of others
 Works and plays cooperatively
 Respects and accepts authority
 Participates in class activities
 Uses courtesy in speech and actions

ATTENDANCE 1 2 3 4 Total

Days Present
 Days Absent
 Tardy

* There is a possibility your child could be retained at the end of the school year if he/she is unable to bring work performance up to grade level in Reading and/or Math.

The area(s) checked could help your child's progress

Attending school regularly
 Getting to school on time
 Being prepared for school
 Scheduling a parent/teacher conference

COMMENTS

1 _____

*Your child is working below grade level in ☐ Reading ☐ Math

2 _____

*Your child is working below grade level in ☐ Reading ☐ Math

3 _____

*Your child is working below grade level in ☐ Reading ☐ Math

4 _____

*Your child is working below grade level in ☐ Reading ☐ Math
 Assignment for _____ Grade Level _____

Grade 3: Beginning with the 2002-2003 school year, if the student's reading level is identified as substantially deficient, and the student is not remediated by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in Reading for grade 3, the student must be retained unless an exemption for good cause is granted. (FS 1008.23 (5)(b))

Grade 4-6: Any student who scores at Level 1 on FCAT Reading may be considered for retention.

[illegible]

How grades are reported to parents

Students receive report cards every nine weeks. They will also receive interim progress reports between each report card. Grades are based solely on academic achievement measured by the Sunshine State Standards, not on behavior, effort or attitude. There is space on your child's report card where teachers can make additional comments about your child's progress.

Grades K-2

Kindergarten, Transitional Kindergarten/First Grade and Grades 1 and 2 Progress Reports use the following marking codes:

O-Outstanding

Demonstrates outstanding progress
Exceeds expectations
Self-directed

S-Satisfactory

Demonstrates adequate progress
Meets expectations
Requires little teacher direction

N-Not demonstrated

Needs more time and experience to make adequate progress
Begins to meet expectations
Requires frequent teacher directions

U-Unsatisfactory

Demonstrates unsatisfactory progress
Works below grade level expectations
Requires repeated teacher direction
In grades K-3, a check mark indicates below grade level performance in reading and/or math on the comment page Report to Parents.

Brevard Public Schools FLORIDA DEPARTMENT OF EDUCATION SUNSHINE STATE STANDARDS		Kindergarten Progress Report																																																																					
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Voluntary Prekindergarten (VPK)

2008 - 2009

Revised 8/18/08



Students must be 4 years old on or before September 1, 2008 and reside in Florida.

(1) Obtain a Certificate of Eligibility from the Early Learning Coalition (ELC) by calling (321) 637-1800 ext.1 for an appointment.

(2) Register at one of the Brevard Public Schools listed below.

Note attendance limitations and space availability.

Step *FOUR*ward VPK

Eligible students MUST reside in the schools' attendance area

Cambridge Elementary	Palm Bay Elementary
Cape View Elementary	Pinewood Elementary
Coquina Elementary	Riverview Elementary
Dr. W. J. Creel Elementary	Riviera Elementary
Croton Elementary	Sabal Elementary
Endeavour Elementary	Saturn Elementary
Golfview Elementary	South Lake Elementary
Jupiter Elementary	Turner Elementary
MILA Elementary	University Park Elementary

Early Childhood Education VPK

Open to all eligible students

Eau Gallie High
Merritt Island High
Palm Bay High
Satellite High
Titusville High
Viera High

Blended VPK

Open to eligible students UNLESS the school is closed to out-of-area

Audubon Elementary	Oak Park Elementary
Columbia Elementary	Palm Bay Elementary
Longleaf Elementary	Sea Park Elementary
McAuliffe Elementary	Sunrise Elementary
Mims Elementary	University Park Elementary

Items needed for school registration

Certificate of Eligibility from ELC
Child's Birth Certificate
Immunization Records
Current Physical

Brevard Public Schools – Office of Early Childhood (321) 633-1000 ext. 340 or Customer Service ext. 500

BREVARD PUBLIC SCHOOLS

ELEMENTARY INSTRUCTIONAL PROGRAM

FALL 2008

The goal of Brevard Public Schools is to educate students in a child-centered environment that promotes and develops literacy and understanding of mathematics and scientific concepts. In this environment students are viewed as active participants who are encouraged to explore, manipulate objects, question, take risks, work cooperatively, think, feel, trust, and evaluate themselves. The teacher's role in this environment is to facilitate learning rather than to dispense knowledge. It is in this environment that students become responsible for their learning and behavior.

Grade Level Expectations

State Grade Level Expectations in grades K-6 were designed in the areas of language arts, mathematics, science, and social studies. These student curricular expectations are based on the Florida Sunshine State Standards. A representative sample of expectations by grade level has been developed for parents.

Elementary Handwriting

The Scott Foresman D'Nealian Handwriting is the district adopted handwriting curriculum. D'Nealian Handwriting is the innovative, continuous-stroke method of teaching children to write in manuscript and in cursive. Research shows that consistency is the key to legible handwriting. Therefore, consistency from year to year is important. The D'Nealian philosophy also states that students who already have superior handwriting is another style should not be made to change to D'Nealian.

Elementary Reading/Language Arts

The goal of Brevard Public Schools' Reading Language Arts Program is to integrate reading and language arts in the elementary schools in order to develop and refine students' reading abilities to become successful readers.

The **Macmillan/McGraw-Hill Florida Treasures** program is the district adopted K-6 language arts textbook series. This program is a systematic, balanced, and research-based program that builds success with every lesson that is introduced and reinforced. Leveled text and literature across a rich variety of genres provides a systematic path toward reading independence. The five essential components of reading which are: phonemic awareness, phonics, fluency, vocabulary, and comprehension are integrated into a coherent instructional design that focuses on instructional sequence, explicit instruction, and ample practice.

The Spelling component of the **Macmillan/McGraw-Hill Florida Treasures** program will be used as the district adopted spelling curriculum in grades 1-6. This component creates a connection to reading in using words that reflect the vocabulary and phonics components of the grade level texts.

The **Macmillan/McGraw-Hill Florida Treasures** program includes materials to support Writing and Grammar instruction in alignment with the language arts Sunshine State Standards.

The **Macmillan/McGraw-Hill Reading Triumphs** is a Tier II intervention program for students in grades K-6 who may need additional support for skill mastery. **Reading Triumphs** connects with themes and skills being taught in the **Macmillan/McGraw-Hill Treasures** comprehensive core reading while offering intensive instruction to accelerate learning of basic skills necessary for reading successfully.

Scott Foresman Early Reading Intervention/Houghton Mifflin Early Success implemented in grades 1-2 are early intervention programs that provide support and practice in reading and writing in a small group environment.

Elementary Mathematics

The district adopted elementary mathematics program is **Macmillan/McGraw-Hill Math 2004**. This program is aligned with Florida's Sunshine State Standards. The Sunshine State Standards and Grade Level Expectations appear at point-of-use throughout every lesson. **Macmillan/McGraw-Hill Math** has a strong emphasis on the development of problem solving skills as well as an adequate amount of skill practice. Chapters and lessons are organized so that mathematical concepts are introduced, developed, and related to other mathematical strands throughout the year, thus providing a constant review of previously learned concepts. Alternative teaching strategies for varying levels are included in various formats throughout **Macmillan/McGraw-Hill Math**. Assessment is an integral part of instruction within this program and diagnostic, progressive, and prescriptive assessments are offered at each grade level.

Macmillan/McGraw-Hill Math is organized into seven thematic units each containing four thematic chapters in first through sixth grades. There are 6 units and fourteen chapters in kindergarten. The units and chapters at all grade levels are organized so to ensure student development of conceptual understanding of the mathematical content.

Elementary Social Studies

The K-5 district adopted series; **Houghton Mifflin Social Studies** concentrates on key content areas with a focus on Florida Grade Level Expectations and the Sunshine State Standards. Reading strategies and skills are modeled, practiced and applied in every lesson. Leveled and hands-on activities are also part of each lesson to ensure the success of all students.

The adopted program for TK-1 classrooms is **Discovery Links for Social Studies from Newbridge**. **These Emergent Level Readers allow social studies integration with language arts, science, and math.** The sixth grade social studies program **Holt: People, Places and Change: An Introduction to World Studies Western World** allows students to explore the history, geography and culture of the United States, Canada and Latin America. Students are provided a hands on active approach to practicing and applying basic geographic knowledge and skills. This is part one of a two-part geography sequence which is completed by the study of the Eastern Hemisphere in seventh grade.

Elementary Science

The Brevard Public Schools' science goal is to provide students with a well- balanced K-6 curriculum, which is aligned with Florida's Science Standards. To develop science literacy in our students, they are actively involved in inquiry investigations that teach the content as well as the essential process skills. The district adopted textbook series, *Scott Foresman Science 2007 Edition*, includes multiple hands-on, minds-on activities that provide science content and real-world connections.

Elementary Health Education

The goal of the elementary health program in Brevard Public Schools' is to develop a health consciousness in all students utilizing a standards based, developmentally appropriate curriculum aimed at enriching their well being. A *K-8 Health Curriculum Guide* is available to teachers with lessons and activities that can easily be integrated into the core curriculum.

Mandated by the Florida Legislature, Brevard Public Schools developed a comprehensive, age and developmentally appropriate, *Human Sexuality Curriculum Guide* for use by teachers in all grade levels. This guide is aligned with the Florida Health Sunshine State Standards.

Beginning in the sixth grade *Life Skills Training* is introduced. It is a ground-breaking substance abuse prevention program that is comprehensive, interactive and based on 20 years of scientific research. It focuses on self- image, decision making, social and communication skills and peer pressure. Life Skills is aligned with the Florida Sunshine State Standards for Math, Science, Language Arts and Social Sciences

Elementary Physical Education

The goal of elementary physical education in Brevard Public Schools' is to provide students with a standards based, balanced, sequential and progressive educational activity program. The program aimed at kindergarten through sixth grade students includes basic movement concepts and skills that are age and developmentally appropriate. This in turn leads to the development of motor skills, knowledge and values, which are needed to establish and maintain a healthy and physically active lifestyle. Aligned with Florida's Sunshine State Standards for Physical Education, the *Elementary Physical Education Curriculum Guide, Adapted Physical Education Resource Guide and Physical Education Best Practices Brochure* are available to all teachers as the basis for their curriculum. The *FITNESSGRAM* is the physical fitness assessment program used by all Brevard schools. Individual FITNESSGRAM report cards are available to all students.

Elementary Music

The goal of the Brevard Public Schools' music program is to provide a cohesive, developmental approach that emphasizes learning about music, performing music through various activities and mediums, and developing an appreciation for all aspects of music and music making. It is our hope that this approach will create a lifelong appreciation for the Arts. The elementary general music program uses the Scott Foresman/Silver Burdett *Making Music* series for the adopted text, the *Brevard County Elementary Music Guide*, and *Excellence in the Arts...Focus 2000* as the basis for its curriculum.

Elementary Art

The goal of the Brevard Public School art program is to provide instruction and assessment in elementary art that revolves around the development of the elements of art and principles of design. Art activities are both process and product oriented with emphasis placed on inquiry, analysis and integration in art history, critique, aesthetics and production. The program includes individual, cooperative and cross curricular experiences connecting hands on activities with life skills. Schools have the option of participating in many different shows and contests. The district supports the Area 1-2/3-4 Mall Shows, Science-Art Shows and the K12 School Board Art Show. Brevard Public Schools participates with the Brevard Cultural Alliances in their Art In Public Places Program and the BCA Excellence in Visual Arts Award. The art program is correlated with the Sunshine State Standards which maybe found at www.brevardschools.org. The district adopted series is K-5 Harcourt School Publishers and Pearson School Foresman in 6th grade.

Elementary Writing

The goal of Brevard Public Schools' Writing Program is to provide instruction and assessment, supporting the standards of good writing. This program relies on the integration of Florida's FCAT assessment rubric, Six Traits instruction, and the Writing Process. Instruction promotes the development of skills, practices, and knowledge through multiple strategies, designed to produce students who will progress toward mastery of strong written and oral communication skills. The incremental curriculum develops writers who use the craft to learn, think, and communicate across the disciplines, stressing the linkage between writing and reading. Writing assessment to diagnose, prescribe, and strengthen skills takes place throughout the year in all grade levels. Students acquire proficiency in descriptive, informative, expository, narrative, and persuasive genres, employing strategies that convey their ideas with clarity. Brevard supports student writing with five documents: *Piece by Piece*, a scope and sequence for each grade level; *Developing the Craft*, a collection of best practices in writing; *Developing Ideas*, elaboration lessons; *Developing Writing + Skills*, practice assessments for Writing +; and *Extreme Makeover: Conventions and Writing Sills Edition, 100* Convention lessons."

School Board of Brevard County 2700 Judge Fran Jamieson Way Viera, Florida 32940-6601

School Board Members

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Vice Chairman

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Elementary Resource Teachers:

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Peggy Nolan, Blair Nave, Ginny Gleason, Ed Short, Debbie Wood,
and Jennifer Cockrell

BREVARD COUNTY MIDDLE SCHOOL GRADE LEVEL ASSIGNMENT PROCEDURES

I. Basic Requirements for Promotion

In grades 7 and 8, the student must have completed the following:

1. Received a passing yearly grade in the four major academic subjects (mathematics, language arts, science, and social studies);
2. Received a passing grade in at least two of all other courses taken during the year; Note 1: The Grade 7 semester middle school career exploratory course must be passed;
Note 2: If the student has to take the remedial reading course, this course must be passed; Note 3: Students scoring at Level 1 or Level 2 on the FCAT Reading the previous year must take the remedial reading course;
3. Met the district attendance requirements;
4. Scored at Level 2 or above on FCAT Reading. (Note: Remediation is required of students scoring at Level 1 or Level 2 on the FCAT Reading the previous year);
5. Scored at Level 2 or above on FCAT Math. (Note: Remediation is required of students scoring at Level 1 or Level 2 on the FCAT Math the previous year);

Note: Students who scored Level 1 on FCAT Reading or FCAT Math the previous year may earn a good cause exemption from mandatory retention for the FCAT based upon fulfilling remediation requirements as delineated in section regarding Good Cause Promotion.

II. Middle School

Students must select the following subject areas each year:

Language Arts

Mathematics

Science

Social Studies

Physical Education

Electives including the Middle School Comprehensive Career Exploration and Planning Course (grade 7)

Note 1: Students in grades 7 and 8 who scored Level 1 or level 2 on FCAT Reading the previous year must take class(s) in reading in addition to language arts.

Note 2: The grade earned in high school courses (i.e., mathematics and/or foreign language courses) taken in middle school will be factored into the high school GPA.

III. Grading Scale

The following grading scale has been established by Florida Statute and is used in all Brevard County secondary schools:

90 to 100	=	A
80 to 89	=	B
70 to 79	=	C
60 to 69	=	D
0 to 59	=	F

To average semester grades, the teacher doubles the average of each grading period, adds the semester exam grade, and divides by five.

The teacher may use either numerical averages or letter grades with the following values assigned: A=4 points; B=3 points; C=2 points; D=1 point; F=0 points. Final grades are assigned according to the following scale:

3.50 to 4.00	=	A
2.50 to 3.49	=	B
1.50 to 2.49	=	C
0.50 to 1.49	=	D
0.00 to 0.49	=	F

IV. Options for Assistance

These include the following:

1. Referral to Exceptional Education;
2. Retention in the current grade level;
3. Before and After School Programs;
4. Assignment Of Academic Support Strategies to students who have been identified as needing assistance;
5. Remedial groups within existing classes;
6. Recommendation for referral to the Child Study Team;
7. Progress Monitoring Plan (PMP) initiated for students scoring Level 1 on the FCAT reading and/or math the previous year, and/or scoring below a 4.0 on FCAT Writes Grade 8;
8. Summer School Programs for students who qualify (ESY);
9. Mentoring/tutoring;
10. Academic wheel;
11. Pull out counseling sessions;
12. Pull out remedial instruction;
13. Remedial programs during the school day.

V. Assignment Process

The final decision concerning the proper assignment for each student will be the responsibility of the principal.

Note: If a student receiving ESOL services is being considered for acceleration, good cause exemption from mandatory retention, retention, or if a student is deficient in math, reading, and writing proficiency, the school's LEP Committee must meet to review the student's progress and make a recommendation regarding placement and instructional plan.

VI. Parent Notification

1. Report cards will be issued at the end of each grading period.
2. If a student is not meeting all criteria for promotion at the end of the first semester, the parent or guardian will be notified in writing and acknowledgement of receipt will be requested from the parent.
3. The parent or guardian will be notified in writing when the decision has been made that a student is to be retained, given a good cause exemption from mandatory retention, or assigned to remediation classes.
4. Scores from achievement and assessment tests will be communicated to parents.

VII. Promotion by Acceleration

A student may be accelerated to a higher grade level after careful evaluation and approval by the principal and with written consent of the parent or guardian.

Serving EVERY student with excellence through Secondary Schools of National Prominence

In 2005 the School Board developed the Secondary Schools of National Prominence initiative to enhance rigor, relevance and relationships in the secondary school experience. Brevard's goal is that every student will graduate from high school prepared to enter and be successful in the workplace, in further education and/or in postsecondary degree opportunities.

Guided by its "From First in Florida to First in the Nation" strategic plan, Brevard Public Schools (BPS) strives to serve every student with excellence as the standard. 99% of Brevard Public Schools are A or B schools. 92% are A schools. All 12 BPS middle schools are A schools for three consecutive years. Brevard FCAT scores rank in the top 6 in 16 of 17 assessment points for reading, math and science grades 4-11. Brevard is first in Florida in:

- The number of Music Demonstration Schools in the state, with 23 of the 31 in Florida.
- Graduation rate out of 67 school districts.
- The percentage of students in dual enrollment.

In 2008, 77 BPS students simultaneously earned high school diplomas and A.A. degrees, an increase of 670 percent from the 10 earned just six years ago. Brevard also has the third lowest dropout rate in Florida and has 32 of the top 100 schools in the state.

Increased Opportunities for Credits

By the 2007-08 school year all middle and high schools will offer a seven-period day and/or block-scheduling. Every high school student will have the opportunity to earn 28 credits in a seven-period day scheduled school or 32 credits in a block-scheduled school. Middle school students will have expanded opportunities to pursue exploratory courses.

Increased Course Requirements

- Beginning with ninth grade students in 2007 (class of 2011), every high school student in a seven-period day school will be required to complete 26 credits to graduate instead of the current 24 credits. Every student in a block-scheduled school will be required to complete 30 credits to graduate instead of the current 28 credits.
- Beginning with ninth grade students in 2007 (class of 2011), every high school student will be required to earn four credits each in English, mathematics, science and social studies. In addition, students will be required to earn one-half credit in Career Research and Decision Making, one credit in fine or performing arts, one credit in a physical education course with the integration of health and 7.5 elective credits or 11.5 elective credits in a block schedule.
- Beginning with seventh grade students in 2007 (class of 2013), every student will complete an Exploratory Career Wheel consisting of experiences in three Career and Technical Areas (Business Education, Family and Consumer Sciences and Technology Education). Students will also explore educational planning through FACTS.org and future career interests using CHOICES.

Individualized Programs of Study

Beginning in the seventh grade, all students and their parents will meet with the school guidance counselor between May 1st and October 31st of the seventh grade year to create an Individualized Program of Study. The program will be based on the student's interests and will be reviewed and revised annually through face-to-face meetings throughout the secondary school years.

Rigorous Course Requirements

To ensure that every student entering ninth grade (class of 2011) is postsecondary and/or workforce ready, students will be required to complete a program of study which includes a minimum of three (3) credits in at least one of the following areas prior to graduation:

- Approved Dual Enrollment, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), approved Honors Courses (3 credits in any combination) **or**
- Career & Technical Education Program of Study (3 or more credits to complete a sequential career and technical education program resulting in a credential endorsed by a national, state or local industry).

Brevard's Goal

Every student will graduate from high school prepared to enter and be successful in the workplace, in further career education and/or in postsecondary degree opportunities.

High quality curriculum and instruction will focus on increasing the rigor of coursework, linking the relevance of the subject matter to the real world and strengthening relationships within the school and community. The Superintendent and the Brevard County School Board worked with teachers, parents, district staff and community members to develop enhanced curricular and instructional opportunities for all students. Secondary Schools of National Prominence (SSNP) complements Florida's A++ Plan and Major Areas of Interest by providing students with the opportunity to explore areas of interest through engaging, rigorous courses to help them prepare for their future career or education. Parent, students and school personnel will work as a team to ensure student success.

Assessment

Beginning in the 2009-2010 school year, juniors will take the American College Test (ACT) standardized assessment, unless waived by the Individual Education Plan (IEP), to provide an indication of their readiness for postsecondary education and careers. The results will be used to assist students to refine individual aspirations, goals and needs and develop the Senior Year Plan to complete the program of study.

Professional Development

Nationally recognized consultants will provide professional development to teachers and administrators. Professional development activities will be research based and focused on strategies to support increased rigor, relevant curriculum and meaningful relationships.

Personalized Learning Communities

Through the principal's leadership and with the involvement of the School Advisory Council, secondary schools will develop an action plan to create small, personalized learning communities, such as Academies, Freshmen Houses, career clusters and other programs, which lead to a high performing learning culture. This supports Brevard's goal: *Every student will graduate from high school prepared to enter and be successful in the workplace, in further career education and/or in postsecondary degree opportunities.*

Graduation Requirements

Subject	7 Period Schedule Credits	Block Schedule Credits
English	4	4
Math	4	4
Science	4	4
Social Studies	4	4
Physical Education (HOPE)	1	1
Fine or Performing Arts	1	1
Career Research & Decision Making	1/2	1/2
Electives	7 1/2	11 1/2
Total	26	30

General Requirements for High School Graduation

Three Graduation Programs for Students Entering the Ninth Grade in 2007-2008			
Subject Area	Four-Year Standard 26-Credit Graduation Program ⁽¹⁾	Three-Year Standard 18-Credit College Preparatory Program ⁽²⁾	Three-Year Standard 18-Credit Career Preparatory Program
English	4 credits - One credit in English 3, English 3 Honors, or Advanced Placement Language and Composition is required.	4 credits with major concentration in Composition and Literature	4 credits with major concentration in Composition and Literature
Mathematics	4 credits - Mathematics must be taken during the 9 th and 10 th grade years. Three of the credits must be earned in grades 9-12. Two of the 4 credits must include Algebra I (or a series of courses equivalent to Algebra I), geometry (or equivalent course) or a higher-level mathematics course.	3 credits at the Algebra I level or above, from the list of courses that qualify for state university admission	3 credits, one of which must be Algebra I or its equivalent ⁽³⁾
Science	4 credits - Two of the 4 credits must have a laboratory component. The credits must include either: <ul style="list-style-type: none"> • 1 credit each in biology, chemistry, physics, and 1 credit elective; or • 3-credit sequence of Integrated Science I, II, III and 1 credit elective 	3 credits in Natural Science, two of which must have a laboratory requirement	3 credits in Natural Science, two of which must have a laboratory requirement
Social Studies	1 credit World History 1 credit American History 0.5 credit American Government 0.5 credit Economics 1 credit elective	1 credit World History 1 credit American History 0.5 credit American Government 0.5 credit Economics	1 credit World History 1 credit American History 0.5 credit American Government 0.5 credit Economics
Foreign Language	Not required for high school graduation, but required for state university system admission	2 credits in the same language or demonstrated proficiency in a second language	Not required
Performing and Fine Arts	1 credit in Performing and Fine Arts, which may include speech and debate	Not required	Not required
Career Research Decision Making	0.5 credit	Not required	Not required
Physical Education (H.O.P.E. Course)	1 credit in Physical Education to include integration of health ⁽⁴⁾	Not required	Not required
Majors, Minors, or Electives	7.5 credits <ul style="list-style-type: none"> • 4 credits in a Major Area of Interest (MAI) • 3.5 credits in elective courses, which may be combined to allow for a minor area of interest (3 credits), individual elective courses, intensive reading or mathematics intervention courses, or credit recovery courses. 	3 credits in electives	<ul style="list-style-type: none"> • 3 credits in a single vocational/career education program and 2 credits in electives or • 3 credits in a single career/technical dual enrollment program and 2 credits in electives or • 5 credits in vocational/career education courses (including 3 credits in one sequential career and technical education program)
TOTAL	26 credits	18 credits ⁽⁵⁾	18 credits
State Assessment Requirements	Earn passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Earn passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Earn a passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements	Earn a cumulative GPA of 2.0 on a 4.0 scale	Earn a cumulative GPA of 3.5 on a 4.0 scale in the courses required for the college preparatory program and earn weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Earn a cumulative GPA of 3.0 on a 4.0 scale in the courses required for the career preparatory program and earn at least 2.0 points or its equivalent in each of the 18 required credits
<p>(1) Rigorous Course Requirements: Students will be required to complete an individualized program of study which includes a minimum of 3 credits in at least one of the following areas prior to graduation.</p> <ul style="list-style-type: none"> • Approved Dual Enrollment, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), approved Honors courses (3 credits in any combination), OR • Career & Technical Education Program of Study (3 or more credits to complete a sequential career and technical education program resulting in a credential endorsed by a national, state, or local industry). <p>(2) All courses earned toward the college preparatory program must satisfy admission requirements for the state university system.</p> <p>(3) See high school guidance counselor for Algebra I equivalents.</p> <p>(4) See high school guidance counselor for Physical Education waiver options.</p> <p>(5) At least 6 of the 18 credits required for completion of this program must be earned in classes that are in the International Baccalaureate Program, the Advanced Placement Program, dual enrollment, Advanced International Certificate of Education, or specifically listed or identified by the Department of Education as rigorous pursuant to S. 1009.531(3), F.S.</p>			

GRADUATION REQUIREMENTS FOR GRADES 11-12

To be awarded a regular high school diploma, a student must have:

1. Completed all high school credit requirements as defined below or completed the requirements for an International Baccalaureate diploma or Advanced International Certificate of Education diploma. (Note: New graduation requirements for 2007-2008 for entering 9th grade students (Class of 2011) are listed separately).
2. Been enrolled four years in the 9-12 sequence for the 24-credit option or three years for the 18-credit option.
3. Met the district attendance requirements.
4. Passed both the reading and math sections of the 10th grade Florida Comprehensive Assessment Test (FCAT).
5. Demonstrated satisfactory mastery of the Performance Standards in reading, writing, mathematics, science, and social studies as documented in accordance with procedures described in administrative guidelines.
6. Earned a minimum cumulative unweighted grade point average for specific high school diploma option. This GPA is computed on all courses taken, except courses forgiven under state and district policies.
7. Received the principal's approval for graduation.

Note: Exceptional education students working towards a standard diploma will follow the same graduation requirements as students without disabilities.

The Four-Year 24-Credit Graduation Option Specific Course and Credit Requirements **Graduation Classes of 2009, 2010 (Grades 11-12)**

<u>Subject Area</u>	<u>Credits</u>
Language Arts (English)	4 (a)
Mathematics	3 (b)
Science	3 (c)
Social Studies	3 (d)
Physical Education	1 (e)
Life Management Skills	1/2 (f)
Practical or Performing Fine Arts	1 (g)
Electives	8 1/2 (h)
Total Credits Required	24* (i) (j)

- a) One credit in English 3, English 3, English 3 Honors, or Advanced Placement Language and Composition is required.
- b) Mathematics must be taken during the ninth and tenth grade years. One of the three credits in mathematics must be Algebra 1, a series of courses equivalent to Algebra 1 or higher-level course.
- c) Two of the three credits in science must have a laboratory component. Students shall meet the three-credit graduation requirement in science by either earning (a) one credit each in biology, chemistry, and physics, (b) the three-credit sequence of Integrated Science 1, 2, 3, or (c) the equivalent approved by the Director of Secondary Programs.
- d) One credit each in American History and World History and one-half credit each in American Government and Economics must be completed.
- e) One credit in physical education is required. Any physical education course will meet one-half of the requirement, but Personal Fitness and Adaptive Physical Education will continue to be required and are the only options that may be used to satisfy the other one-half credit of this requirement, with the following exceptions: **1)** participation in an interscholastic sport at the junior varsity or varsity level for two full seasons and passing a competency test on personal fitness with a score of

“C” or better shall satisfy the 1 credit physical education requirement (It should be noted that students choosing this option meet the requirement but do not receive course credit);

and 2) For students who successfully complete, with a grade of “C” or better, one semester in marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a Reserve Officer Training Corps (JROTC) class, a significant component of which is drills, shall satisfy a one-half credit requirement in physical education. This one-half credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan. This one-half credit may satisfy the one-half of the one-credit requirement in physical education. Only students who 1) are enrolled in an official Band course (1-6) and who regularly practice and perform marching activities during a full marching band season as part of the class or as an extracurricular activity, or 2) are enrolled in a physical activity class that addresses such activities as eurhythmics, flag corps, dance corps and who regularly practice and perform in marching band activities as an extracurricular activity for a full marching band season are eligible for this option. Students must still take one-half credit personal fitness course or, if appropriate physical education course.

- f) Life Management Skills must be taken in grades 9-12. This course includes a component on marriage and relationships.
- g) This requirement may be met by earning one full credit in either practical arts or performing fine arts or by earning one-half credit in each. Any vocational course except Life Management Skills is counted as a practical art. Basic courses, which may be substituted for a vocational course, include selected courses in computer education or journalism. Performing fine arts, include music, art, drama, speech, and debate. Upon completion of the JROTC program (Army, Air Force, Navy, Marine Corps, or Coast Guard), students may substitute on a curriculum equivalency basis one credit to satisfy the practical arts graduation requirements.
- h) Any student in Grades 9-12 who scored Level 1, Level 2, or failed FCAT Reading the previous year must earn 0.5 credit in reading, which will be recorded as an elective.
- i) Upon successful completion, students in grades 9-12 who are enrolled in ESOL/Home Language are awarded credit toward graduation requirements.
- j) Student completion of an International Baccalaureate curriculum shall be deemed to meet the curricular requirements of this subsection.

*Any student who completes a four-year program in a Concentrated Semester Curriculum must complete 28 credits (four less than the maximum credits available in the Concentrated Semester Curriculum in the 9-12 sequence) to graduate. The GPA for graduation will be calculated on this number of credits.

The Three-Year 18-Credit Standard College Preparatory Graduation Option
(This option must be selected by the end of Grade 9. See your counselor for more information)

- 4 credits in English (major concentration in composition and literature)
- 3 credits in mathematics (Algebra 1 level or higher from the list of courses that qualify for state university admission.
- 3 credits in natural sciences (two of which must include a lab component)
- 3 credits in social sciences
- 2 credits in the same second language unless the student is a native speaker of or can otherwise demonstrate competency in a language other than English. If the student demonstrates competency in another language, the student may replace the language requirement with two credits in other academic courses.
- 3 credits in electives

Additional Requirements:

1. At least 6 of the 18 credits required for this program must be in classes that are honors; dual enrollment; advanced placement; International Baccalaureate; Advanced International Certificate of Education courses; specifically listed or identified by the Department of Education as rigorous pursuant to section 1009.531 (3), Florida Statutes; or weighted by the district school board for class ranking purposes. Explanatory Note: The DOE identifies rigorous courses as those courses listed at Level 3 in the Florida Course Code Directory and Instructional Personnel Assignments that meet the course distribution requirements for state university admissions.)
2. A cumulative weighted grade point average of 3.0 on a 4.0 scale in the courses required for college preparatory option.
3. A weighted or unweighted grade that earns at least 3.0 points, or its equivalent, to earn course credit toward the 18 credits required for the college preparatory option.

The Three-Year 18-Credit Career Preparatory Graduation Option

(This option must be selected by the end of Grade 9. See your counselor for more information)

- 4 credits in English (major concentration in composition and literature)
- 3 credits in mathematics (one of which must be in Algebra 1)
- 3 credits in natural science (two of which must include a lab component)
- 3 credits in social sciences
- 3 credits in a single vocational or career education program and two elective credits, or 3 credits in career and technical certificate dual enrollment and two elective credits, or 5 credits in vocational or career technical courses

Additional Requirements:

1. A cumulative weighted grade point average of 3.0 on a 4.0 scale, or its equivalent, in the courses required for the career preparatory option.
2. A weighted or unweighted grade that earns at least 2.0 points, or its equivalent, to earn course credit toward the 18 credits required for the career preparatory option.

Note for both 18-Credit Options:

- A. One of the four credits in language arts must be in English 3, English 3 Honors, or Advanced Placement Language and Composition.
- B. Mathematics must be taken during the ninth and tenth grade years. One of the three credits in mathematics must be Algebra I or a series of courses equivalent to Algebra I; however, there must be two credits other than Algebra I or its equivalent.
- C. Two of the three credits in science must have a laboratory component. Students shall meet the three-credit graduation requirement in science by either (a) one credit each in biology, chemistry, and physics, (b) the three-credit sequence of Integrated Science 1, 2, and 3, or (c) equivalent approved by the Director of Secondary Programs.
- D. One credit each in American history and world history and one-half credit each in American Government and economics.

Accelerated programs for students

Brevard Public Schools provides many ways for students to earn college credit while in high school, such as advanced placement, dual enrollment, credits by examination, and the International Baccalaureate Program. Most of these programs are available free or at minimal cost to the students. School counselors help students by encouraging them to take advantage of these programs.

Advanced International Certificate of Education

The AICE Program is part of the University of Cambridge, in Cambridge England: University of Cambridge International Examinations (CIE) is the world's largest provider of international qualifications for 14-19 year olds. Students who are successful on the Cambridge examinations and students who earn AICE diplomas may earn post-secondary credit while still in high school.

Advanced Placement Program

The College Board's Advanced Placement (AP) program is a nationwide program consisting of over 30 college-level courses and exams in subjects ranging from art to statistics offered at participating high schools. Students earning a "qualifying" grade on an AP exam can earn credit or advanced placement for their efforts. Colleges grant credit, advanced placement, or both to students who have performed satisfactorily on the exams. All Brevard County high schools offer an array of advanced placement programs.

International Baccalaureate Program

The International Baccalaureate (IB) Diploma program is a rigorous pre-university course of study, leading to internationally standardized examinations. The program is designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of many different nations' education systems. Students completing IB courses and exams are eligible for postsecondary education credit. The award of credit is based on scores achieved on IB exams. Students can earn up to 30

postsecondary semester credits by participating in this program at the high school level. Cocoa Beach Junior/Senior High School has an IB program, with the students participating at no cost.

Dual Enrollment and Early Admission

Dual enrollment allows eligible high school students to enroll in postsecondary courses for which the student earns credit towards high school graduation while at the same time earning credit toward a college degree or vocational certificate. Participating students are exempt from the payment of registration, matriculation, and laboratory fees. Students are permitted to enroll in dual enrollment courses on a part-time basis during school hours, after school, or during the summer term.

Early admission programs are similar to dual enrollment except that students enroll in postsecondary courses full-time on college campuses and earn credits simultaneously toward a college degree and high school graduation. All Brevard high schools participate in dual enrollment. The dual enrollment program serves a broad range of high achieving students, not just the top academic performers in a school.



How do you measure up?

Try this parent self-assessment checklist and find out!

Families have a major influence on their children's academic achievement in school and throughout life. When parents talk to their children about school, expect them to do well, help them plan for college or career, and make sure that out-of-school activities are constructive; their children tend to do well in school and in life. Students with involved parents, no matter what the income or background, are more likely to do better in school, stay in school longer, and like school better.

To help you determine how involved you are in promoting a positive education for your child, take this short parent self-assessment. The checklist is a guideline based on criteria for the Family and School Partnership for Student Achievement Act passed by the 2003 Legislature.

Focus on Attitude	Always	Sometimes	Never
I stress the importance of education and doing one's best in school.			
I believe in my child's ability to be successful.			
I help my child set short and long term educational goals.			
I celebrate my child's academic achievements.			
Focus on Academics	Always	Sometimes	Never
I support reading with age appropriate home activities.			
I assure that my home has a consistent time and place to do homework.			
I ensure that my child has access to materials needed to complete assignments.			
I regularly discuss and ask to see work that my child is doing in school.			
I attend workshops on helping my child at home.			
Focus on Behavior	Always	Sometimes	Never
I monitor what my child watches on television.			
I teach and reinforce positive behaviors such as respect for self and others, hard work and responsibility.			
I am aware of the discipline policy of my school and the school district.			
I enforce my child's school behavioral expectations.			
Focus on Building Responsibility	Always	Sometimes	Never
I work to ensure my child has a regular routine.			
I encourage my child to accept responsibility for his/her actions.			
I ensure my child is in attendance and on time to school each day.			
I monitor and promote my child to participate in extracurricular and after-school activities.			
Focus on School Home Coordination	Always	Sometimes	Never
I communicate regularly with my child's teachers in person, on the phone, by e-mail or through writing.			
I prepare for and attend teacher conferences, Individual Education Plans, Academic Improvement Plans, or other individualized student meetings.			
I attend open houses, science fairs, plays, musical events, class trips, sporting events, curriculum nights, or other school activities.			
I volunteer in the school setting when possible.			

Brevard Public Schools Directory

Information Opt-out Provision

Brevard Public Schools has a policy to safeguard students' directory information from being released to commercial entities, non-profit agencies or individuals. This information includes student:

- names
- addresses
- phone numbers
- participation in school activities and sports
- honors and awards
- height and weight of athletic team members
- dates of attendance
- names of schools attended
- grades
- photographs and other images

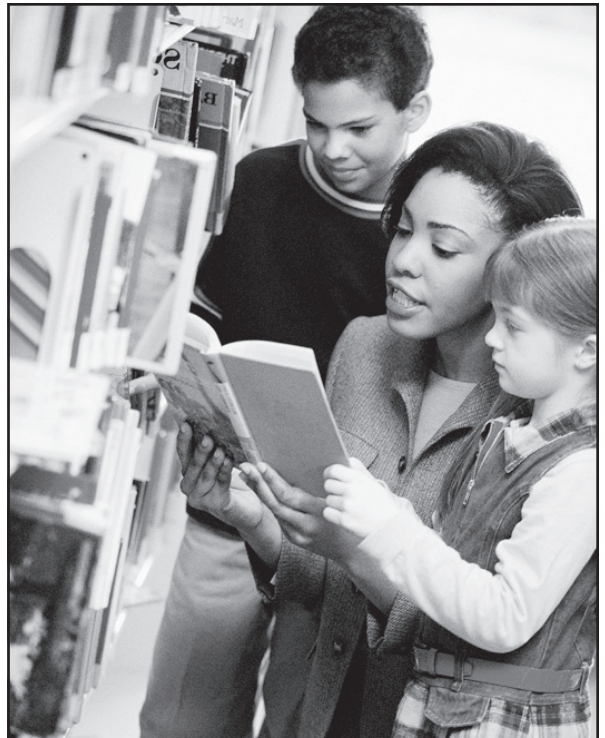
Under this policy, parents **DO NOT** need to sign opt-out forms to restrict information going to outside organizations that are not school-related. **THE DISTRICT WILL NO LONGER GIVE DIRECTORY INFORMATION TO OUTSIDE ORGANIZATIONS EXCEPT TO SCHOOL-RELATED VENDORS WHO PROVIDE THE SCHOOLS' YEARBOOKS, SCHOOL RINGS, ALUMNI PUBLICATIONS, PHOTOGRAPHS, AND ATHLETIC PROGRAMS.** These vendors will be required to sign a contract with the district that includes a confidentiality agreement forbidding them to distribute directory information to anyone.

You may, however, choose not to release your child's directory information to any individual or entity including those listed above. If so, then you will need to sign the Comprehensive Opt-out form available at your child's school and return it to the school principal.

For students in high school, parents may also choose to opt out of giving information to military recruiters as well. By signing the Military Opt-out form, military recruiters will not receive your child's directory information from the school district. The Military Opt-out form is available at your child's school. Simply sign and return it to the school principal.

Because the forms will be retained by the school for one year only, both the Comprehensive Opt-out form and the Military Opt-out forms must be signed at the beginning of every school year if you wish to keep your child's directory information private. Keep in mind that if your child changes schools and you still intend to keep the information private, opt-out forms should be signed again and returned to the new school.

If you have any questions regarding this policy, please contact the Brevard Public Schools Customer Service Center at (321) 633-1000 ext. 500. For copies of the forms, visit the district Web Site at www.brevardschools.org or contact the school principal.



Volunteer Opportunities in Brevard Public Schools

The Brevard Schools Foundation

Executive Director: Lynn Clifton

321-633-1000 x 756

www.bsf.brevardschools.org

Brevard Schools Foundation provides support to public education in Brevard County, Florida in a wide variety of ways. Our signature program is Take Stock in Children. Take Stock in Children is a college scholarship program designed to identify and assist motivated, well-deserving, low-income middle and high school students. It powerfully impacts the major elements of that young child's life: family, school and community. The singular focus of Take Stock is changing children's lives, one child at a time.

Program Coordinator: Marilyn Fashano

321-633-1000 x 408

Rolling Readers

Contact: Barbara DeMaine

Address: 1948 Pineapple Ave. Suite 102

Melbourne, FL 32935

Phone: (321) 254-9976

E-mail: read@rollingreadersspacecoast.com

Web site: www.rollingreadersspacecoast.com

Volunteers are trained to read to, mentor and tutor children in grades pre-k through fourth, at their choice of 32 Brevard county elementary schools. There are three different programs volunteers may choose to participate in: Read Aloud, Tutor/Mentor, and G.R.I.P. (Grade level Reading Intervention Program). At the end of the school year, brand new books are given to each of the children participating in Rolling Readers programs.



Other Volunteer Opportunities in the Foundation:

- Mentoring in any of Brevard Public Schools
- BEST Science and Math Initiative
- FIRST Robotics competition
- Project Graduation
- Odyssey of the Mind
- Future Problem Solvers
- School Supply Drive for needy children

Other Programs of the Foundation

Teacher Mini Grants

Mini-grants are awarded to teachers to enrich standard curriculum, directly enhance learning opportunities for students, and encourage business involvement in Brevard Public Schools.

Scholarships

Through the Brevard Schools Foundation scholarship program, students graduating from Brevard Public Schools have an opportunity to apply for a wide variety of scholarships that can be used at the college of their choice.

Teacher Recognition

The Brevard Schools Foundation provides a means for recognizing and rewarding achievements of excellence by educators in Brevard Public Schools. Each year, more than 80 school Teachers of the Year, along with area finalists and the district Teacher of the Year are honored at a televised event.

Business Partnerships

Schools also seek the support of employers and community organizations through the Business Partnership Program. The Brevard Schools Foundation facilitates business support of schools by providing a central resource to match school needs with available funds and services.

These are just a few of the volunteer opportunities available across Brevard Public Schools. For more information, contact your local school. Volunteer Criteria: Volunteer must be a caring adult. Volunteer must have local FDLE check and in some cases FBI background check with fingerprinting.

Title I

Title I Vision

Title I provides support through resources and research-based training, enabling schools to develop high quality, enriched programs that meet the individual needs of all children, families, and staff.

By providing a positive, caring environment with high educational expectations, Title I ensures that all individuals feel capable, connected, and able to make worthwhile contributions to their community.

Title I Goals

- Assist schools in meeting the goal of consistent growth in student achievement.
- Support schools in the implementation of high quality, research-based literacy programs.
- Support schools' efforts to provide extended learning opportunities.
- Support schools' efforts to implement a comprehensive program for lower achieving students.
- Implement high quality early childhood programs for four year olds in schools with high concentration of at-risk children.
- Enhance opportunities for families to learn ways they can support their children's educational progress from birth to grade twelve.
- Assist district /schools in meeting requirements of the "No Child Left Behind" Act (NCLB).

Title I is a federally funded program designed to improve achievement at schools with a high percentage of students eligible for free and reduced priced lunches. Every student in a Brevard County Title I school is eligible for Title I services. Programs are designed to serve children who need extra help in meeting state standards.

Each participating school has designed its own program, including grade levels and subject areas to be served, instructional models, and staffing plan based upon the unique needs of students at that school. The schools have coordinated their Title I plans with their School Improvement plans. Copies of each school plan are available upon request from the Title I office or the individual school.

The following schools are being served by the Brevard Public Schools Office of Title I during the 2008-09 school year: Roy Allen, Cambridge, Cape View, Columbia, Coquina, Dr. W. J. Creel, Croton, Discovery, Endeavour, Fairglen, Gardendale, Golfview, Harbor City, Imagine School of West Melbourne, Jupiter, Christa McAuliffe, MILA, Mims, Palm Bay, Palm Bay Community Charter – Patriot Campus, Pinewood, Port Malabar, Riverview, Riviera, Sabal, Saturn, South Lake, Sunrise, Turner, University Park and Westside.



NONDISCRIMINATION NOTICE

It is the policy of the School Board of Brevard County to offer the opportunity to all **students** to participate in appropriate programs and activities without regard to race, color, gender, religion, national origin, disability, marital status, or age, except as otherwise provided by Federal law or by Florida state law.

A **student** having a grievance concerning discrimination may contact:

Dr. Richard A. DiPatri
Superintendent
Brevard Public Schools

Ms. Brenda Blackburn
Associate Superintendent,
Division of Curriculum
and Instruction
Coordinator

Dr. Walter Christy, Director
Office of Secondary Programs

Ms. Eva Lewis
ESE Program Support Services
ADA/Section 504 Coordinator

School Board of Brevard County
2700 Judge Fran Jamieson Way
Viera, Florida 32940-6601
(321) 633-1000

It is the policy of the School Board of Brevard County not to discriminate against **employees** or **applicants** for employment on the basis of race, color, religion, sex, national origin, participation and membership in professional or political organizations, marital status, age, or disability. Sexual harassment is a form of employee misconduct which undermines the integrity of the employment relationship, and is prohibited. This policy shall apply to recruitment, employment, transfers, compensation, and other terms and conditions of employment.

An **employee** or **applicant** having a grievance concerning employment may contact:

Ms. Susan Standley, Director
Office of
Compensation & Benefits

Ms. Joy Salamone, Director
Human Resources Services
and Labor Relations

School Board of Brevard County
2700 Judge Fran Jamieson Way
Viera, Florida 32940-6601
(321) 633-1000

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