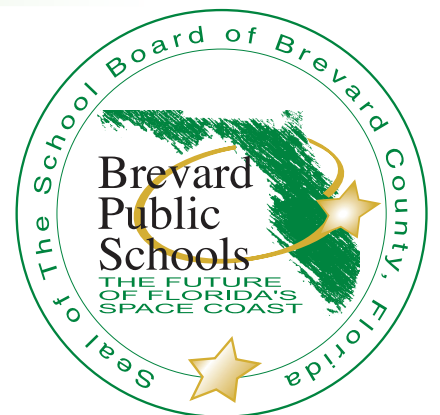




2013 - 2014 PARENT RESOURCE GUIDE FOR BREVARD PUBLIC SCHOOLS





**PROUD OF OUR 60 YEARS OF
DEDICATED SERVICE TO BREVARD'S
TEACHERS AND STUDENTS**

- Full-time Youth Education Director on staff
- Financial seminars to 3,500+ students annually
- Five in-school branches
- Support for BPS Career Academies
- Financial support for staff development & events
- FREE BPS new hire fingerprinting for members
- Financial curriculum workshops for teachers
- FREE coin counting for school fundraisers

It Pays to Be a member!
OPEN a FREE Checking and in 60 Days
Students receive \$25¹ and 18 & UP receive \$60!²

¹Student checking requires eStatements & debit card. ²Requires eStatements & direct deposit of at least \$100/mo.



FREE Checking



- NO Minimum Balance •
- NO Monthly Service Fees •
- Free Text Banking •
- Free MOBILE Deposit •
- Free eBranch Access •
- Free Bill Pay •
- Free access to 50,000 ATMS nationwide •
- Financeworks, a free money management tool •
- AND MUCH MORE •

321.690.2328

CCUFlorida.org

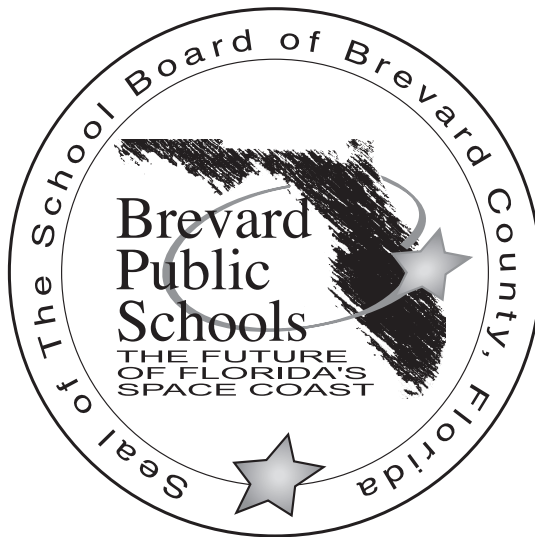
7 Branches



New members receive a \$60 bonus after 60 days if the account is in good standing and has the requirements stated above. FREE Checking receives no dividends. It does not offer Overdraft Protection. ³Check with your wireless carrier to determine if your plan charges fees for texting. Must be 18 to use Mobile Deposit. Registration is required. Membership share account with a one-time fee of \$5 is required. Student share accounts require a one-time membership fee of \$1. Minimum age for student checking is 16. Membership is available to Brevard, Orange, Osceola, Indian River, Volusia, & Polk County residents. Federally insured by NCUA.

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District Headquarters

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

BPS Customer Service Center

(321) 633-1000, ext. 500

BPS Website Address

www.brevardschools.org

BPS Emergency Website

<http://emergency.brevardschools.org>

WELCOME

The purpose of this resource guide is to provide a family-friendly handbook to help you access services, make decisions about your child's educational progress, and assist your child as they move up from preschool through high school. In addition to this guide, you will 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.



ABOUT OUR DISTRICT

Brevard Public Schools (BPS) strives to serve every student with excellence as the standard. BPS is the **48th** largest district in the United States, the **10th** largest of 67 school districts in Florida. The district employs more than **8,500** people, including approximately **4,500** instructional personnel. With **82** schools, **17** special centers, and **9** charter schools, the district educates over **72,000** students in **17** different municipalities across the Space Coast. Brevard Public School's goal is to serve our community and enhance students' lives by delivering the highest quality education in a culture of dedication, collaboration and learning.



SUPERINTENDENT'S MESSAGE



WELCOME TO BREVARD PUBLIC SCHOOLS!

School is a time to thrive, learn and discover interests and talents. On behalf of the School Board and the employees of Brevard Public Schools (BPS), I would like to welcome you to our schools and to the 2013-2014 school year. We are truly committed to serving every student with excellence as the standard.

This new school year represents a blank slate of opportunity, and this guide is intended to be a guide for these opportunities. It provides beneficial information regarding practices, policies, procedures and programs that are common to the schools of the Brevard County School District. I would also encourage you to visit our district's website at www.brevardschools.org as

updates and additional news and information related to BPS are posted daily.

Additionally, there are many options for involvement in BPS. School volunteer programs provide opportunities for parents, guardians, senior citizens, and other interested community members to support schools and participate in the educational experiences of children. Students can enrich their school experience by participating in extracurricular activities and campus clubs. Please feel free to contact your school's administration for information about these opportunities or whenever you have any questions, comments or concerns.

Thank you for taking the time to learn the information in this handbook. I hope that it helps you as we work together in the service of children.

Best Regards,

A handwritten signature in black ink that reads "Brian T. Binggeli". The signature is written in a cursive, flowing style.

Brian T. Binggeli, Ed.D.



OUR VISION

Brevard Public Schools will serve our community and enhance students' lives by delivering the highest quality education in a culture of dedication, collaboration, & learning.

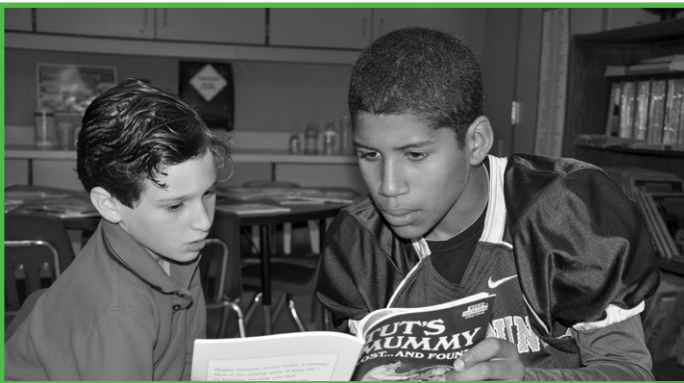
OUR MISSION STATEMENT

Serve every student with excellence as the standard.

OPERATIONAL BELIEFS

We must:

1. Have a **passionate commitment** to high standards and student success.
2. Have a **professional teaching culture** marked by shared purpose, collaboration, innovative spirit, and continual learning.
3. **Revere data** that provide feedback to students, inform programmatic and instructional decisions, and support focused intervention efforts.
4. **Build relationships among adults and students** – anchored in caring and trust and fueled by the mission of student success.
5. Commit to **relentless pursuit of teaching methodologies** that foster student engagement, critical thinking, self-efficacy, and content mastery.
6. **Let compassion, conviction, and intense dedication** to the mission of teaching and learning stand as the trademark of our work.
7. Have **zero tolerance** for destructive negativism.
8. Constantly **connect people** to the nobility of our mission.



SCHOOL BOARD MEMBERS



DR. MICHAEL KRUPP

District 1

6741 Windover Way, Titusville, FL 32780
 321-264-3134/321-633-1000, ext. 412
 FAX: 321-264-3134
Krupp.Michael@brevardschools.org

Schools Represented

Apollo Elem.	Astronaut High	Atlantis Elem.	Challenger 7 Elem.	Coquina Elem
Enterprise Elem.	Fairglen Elem.	Imperial Estates Elem.	Jackson Middle	Madison Middle
Mims Elem.	Oak Park Elem.	Pinewood Elem.	Riverview Elem.	Space Coast Jr./Sr.
Titusville High				



DR. BARBARA A. MURRAY

District 2

6113 N. Tropical Trail, Merritt Island 32953
 321-454-2018 / 321-633-1000 ext. 412
 FAX: 321-454-2018
murray.barbara@brevardschools.org

Schools Represented

Andersen Elem.	Audubon Elem.	Cambridge Elem.	Cape View Elem.	Lewis Carroll Elem.
Cocoa Beach Jr./Sr.	Cocoa High	Edgewood Jr./Sr.	Endeavour Elem.	Freedom 7 Elem.
Golfview Elem.	Jefferson Middle	McNair Middle	Merritt Island High	MILA Elem.
Roosevelt Elem.	Saturn Elem.	Stevenson Elem.	Tropical Elem.	



AMY KNEESSY

District 3

285 Satellite Avenue, Satellite Beach, FL 32937
 321-779-5034 / 321-633-1000 ext. 412
 FAX: 321-779-5034
kneessy.amy@brevardschools.org

Schools Represented

DeLaura Middle	Gemini Elem.	Holland Elem.	Hoover Middle	Indialantic Elem.
Ocean Breeze Elem.	Palm Bay Elem.	Palm Bay High	Port Malabar Elem.	Riviera Elem.
Satellite High	Sea Park Elem.	Stone Middle	Surfside Elem.	West Shore Jr./Sr.



KAREN HENDERSON

Chairman

District 4

1725 Suffolk Court, Viera, FL 32955

321-631-5905/321-633-1000 ext. 412

FAX: 321-631-5905

henderson.karen@brevardschools.org

Schools Represented

Roy Allen Elem.

Johnson Middle

Rockledge High

Williams Elem.

Dr. W. J. Creel Elem.

Kennedy Middle

Sabal Elem.

Croton Elem.

Longleaf Elem.

Sherwood Elem.

Eau Gallie High

Manatee Elem.

Suntree Elem.

Harbor City Elem.

Quest Elem.

Viera High



ANDY ZIEGLER

Vice-Chairman

District 5

4045 Powell Road, West Melbourne, FL 32904

321-821-0510/321-633-1000, ext. 412

FAX: 321-676-6074

ziegler.andy@brevardschools.org

Schools Represented

Bayside High

Heritage High

Meadowlane Intermediate

Sunrise Elem.

Westside Elem.

Central Middle

Jupiter Elem.

Meadowlane Primary

Turner Elem.

Columbia Elem.

Lockmar Elem.

Melbourne High

University Park Elem.

Discovery Elem.

McAuliffe Elem.

Southwest Middle

West Melbourne Elem.

2013 - 2014 SCHOOL YEAR SCHOOL BOARD MEETING DATES

All meetings are held the second and fourth Tuesday of every month at 5:30 pm, unless noted.

August 13, 2013

August 27, 2013

September 5, 2013

Final Public Budget Hearing

September 10, 2013

September 24, 2013

October 8, 2013

October 22, 2013

November 19, 2013

December 10, 2013

January 21, 2014

February 11, 2014

February 25, 2014

March 11, 2014

April 8, 2014

April 22, 2014

May 13, 2014

May 27, 2014

June 10, 2014

June 26, 2014

June 26, 2014

Preliminary Budget and Millage Levy Workshop - 11:00 a.m.

July 22, 2014

July 31, 2014

First Public Budget Hearing - 5:30 p.m.



All Board meetings can be viewed on BPS-TV,
Brighthouse Channel 198 or live-streamed on
www.brevardschools.org.

Strategic Plan Workshop - 9:00 a.m.

AREA SUPERINTENDENTS



DR. LAURA RHINEHART

North Area Superintendent

800 Lane Avenue • Titusville, FL 32780

(321) 269-3826 • FAX: (321) 267-4533

Rhinehart.Laura@brevardschools.org

ELEMENTARY SCHOOLS

(K - 6 unless noted)

Apollo	267-7890
Atlantis	633-6143
Audubon	452-2085
Cape View	784-0284
Carroll, Lewis	452-1234
Challenger 7	636-5801
Coquina	264-3060
Enterprise	633-3434
Freedom 7 School of International Studies [‡] ..	868-6610
Imperial Estates	267-1773
MILA [‡]	454-1070
Mims	264-3020
Oak Park	269-3252
Pinewood	269-4530
Roosevelt	868-6660
Stevenson, Robert Lewis School of the Arts [‡] ..	454-3550
Tropical	454-1080

SECONDARY SCHOOLS

Astronaut High (9-12)	264-3000
Cocoa Beach Jr./Sr. High (7-12)	783-1776
DeLaura Middle (7-8)	773-7581
Edgewood Jr./Sr. High (7-12)	454-1030
Jackson Middle (7-8)	269-1812
Jefferson Middle (7-8)	453-5154
Madison Middle (7-8)	264-3120
Merritt Island High (9-12)	454-1000
Space Coast Jr./Sr. High (7-12)	638-0750
Titusville High (9-12)	264-3100

OTHER SITES

Whispering Hills North Area Adult/Community Education Center	264-3088
Central Area Adult/Community Education Center	633-3660

SCHOOL OPERATING HOURS

(Unless Noted)

Elementary • 8:00 a.m.- 2:30 p.m.

Middle • 9:30 a.m.- 4:15 p.m.

High • 8:45 a.m. - 3:30 p.m.

[‡] MILA Operating hours are 8:15 a.m. - 2:45 p.m. Freedom 7 Operating hours are 9:00 a.m. - 3:30 p.m.
Stevenson Operating hours are 9:00 a.m. - 3:30 p.m.



MS. JANE CLINE

Central Area Superintendant

2700 Judge Fran Jamieson Way • Viera, FL 32940

(321) 633-1000, ext. 411 • FAX: (321) 632-6139

Cline.Jane@brevardschools.org

ELEMENTARY SCHOOLS

(K - 6 unless noted)

Andersen, Hans Christian [‡]	633-3610
Cambridge Magnet	633-3550
Creel, Dr. W.J.	259-3233
Croton	259-3818
Endeavour Magnet	633-3545
Fairglen	631-1993
Golfview Magnet	633-3570
Holland, Spessard L.	773-7591
Longleaf	242-4700
Manatee	433-0050
Ocean Breeze	779-2040
Quest	242-1411
Sabal	254-7261
Saturn	633-3535
Sea Park	779-2050
Sherwood Elementary	242-6424
Suntree	242-6480
Surfside [‡]	773-2818
Williams, Ralph M., Jr.	617-7700

SECONDARY SCHOOLS

Cocoa High (7-12)	632-5300
Kennedy Middle (7-8)	633-3500
McNair Magnet (7-8)	633-3630
Rockledge High (9-12)	636-3711
Satellite High (9-12)	779-2000
Viera High (9-12)	632-1770
West Shore Jr./Sr. High (7-12)	242-4730

OTHER SITES

Central Area Alternative Learning Center	633-3489
Central Area Adult/Comm. Ed. Center	633-3575

SCHOOL OPERATING HOURS

(Unless Noted)

Elementary • 8:00 a.m.- 2:30 p.m.

Middle • 9:30 a.m.- 4:15 p.m.

High • 8:45 a.m. - 3:30 p.m.

[‡] Anderson Operating hours are 8:30 a.m. - 3:00 p.m.

Surfside Operating hours are 8:15 a.m. - 2:45 p.m.

West Melbourne School for Science Operating hours are 9:00 a.m. - 3:30 p.m.


DR. MARK W. MULLINS
South Area Superintendant

1948 Pineapple Avenue • Melbourne, FL 32935

(321) 254-0340 • FAX: (321) 259-7786

Mullins.Mark@brevardschools.org

ELEMENTARY SCHOOLS

(K - 6 unless noted)

Allen, Roy	242-6450
Columbia	676-1319
Discovery	951-4920
Gemini	727-3090
Harbor City	254-5534
Indialantic	723-2811
Jupiter.....	952-5990
Lockmar	676-3730
McAuliffe	768-0465
Meadowlane Primary (K-2)	723-6354
Meadowlane Intermediate (3-6)	722-5539
Palm Bay	723-1055
Port Malabar.....	725-0070
Riviera	676-4237
Sunrise	674-6145
Turner	676-5700
University Park.....	723-2566
West Melbourne School for Science [‡]	956-5040
Westside.....	956-5050

SECONDARY SCHOOLS

Bayside High (9-12)	956-5000
Central Middle (7-8)	722-4150
Eau Gallie High (9-12)	242-6400
Heritage High (9-12)	722-4178
Hoover Middle (7-8).....	727-1611
Johnson Middle (7-8).....	242-6430
Melbourne High (9-12)	952-5880
Palm Bay High (9-12)	952-5900
Southwest Middle (7-8)	952-5800
Stone Middle (7-8)	723-0741

OTHER SITES

Palm Bay High Adult Community Education Center	952-5914
South Area Adult Community Education Center.....	952-5977
South Area Alternative Learning Center	242-4770

SCHOOL OPERATING HOURS

(Unless Noted)

Elementary • 8:00 a.m.- 2:30 p.m.

Middle • 9:30 a.m.- 4:15 p.m.

High • 8:45 a.m. - 3:30 p.m.

[‡] West Melbourne School for Science Operating hours are 9:00 a.m. - 3:30 p.m.

DISTRICT RESOURCES FOR PARENTS

All 3-Digit Numbers are Extensions, Please Call 633-1000, then dial extension.

ADULT EDUCATION	633-3660
BREVARD SCHOOLS FOUNDATION	756
CAREER AND TECHNICAL EDUCATION	380
CHILD FIND.	552
CURRICULUM AND INSTRUCTION	300
CUSTOMER SERVICE.	500
DISTRICT COMMUNICATIONS.	796
DISTRICT SECURITY / FINGERPRINTING.	233
EARLY CHILDHOOD EDUCATION.	340
ELEMENTARY PROGRAMS	330
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)	302
EXCEPTIONAL EDUCATION	520
FACILITY USAGE.	450
FINGERPRINTING	233
FLORIDA DEPARTMENT OF EDUCATION	(850) 245-0505
FLORIDA DIAGNOSTIC & LEARNING RESOURCES SYSTEMS (FDLRS)	540
FOOD & NUTRITION	690
FREE & REDUCED LUNCH.	690
GENERAL EDUCATION DIPLOMA (GED)	633-3660
GIFTED EDUCATION	322
HEAD START	617-7786
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VIRTUAL SCHOOL	633-3660
VISION/HEARING TESTING	528
VOLUNTEERING.	644
WHAT SCHOOL DOES MY CHILD ATTEND	500

2013 - 2014 DISTRICT CALENDAR

Thursday	July 4	Independence Day/Holiday for All
Wednesday	August 7	Teachers Report/Professional Development Day
Wednesday	August 14	Students Report
Wednesday	August 28	Early Release Day
Monday	September 2	Labor Day/Holiday for All
Monday	September 9	Professional Development Day/Student Holiday/ Make Up Day for Students if Needed*
Wednesday	September 11	Early Release/Professional Development
Friday	September 13	First Interim Ends
Wednesday	September 18	Secondary Interims Posted to Edline
Thursday	September 19	Secondary Interims Issued
Thursday	September 19	Elementary Interims Issued & Posted to Edline
Monday	September 23	Block – Report Cards Issued
Wednesday	September 25	Early Release Day
Friday	October 4	Professional Development Day/Student Holiday/ Make Up Day for Students if Needed*
Wednesday	October 16	Early Release/Professional Development
Wednesday	October 16	First 9 Weeks End
Monday	October 21	Secondary Term 1 Grades Posted to Edline
Tuesday	October 22	Elementary Report Cards Issued & Posted to Edline
Friday	October 25	Secondary Report Cards Issued
Tuesday	October 29	Elementary Conference
Wednesday	October 30	Early Release Day
Monday	November 4	Middle School Conference
Tuesday	November 5	High School Conference
Monday	November 11	Veterans' Day/Holiday for All
Friday	November 15	Second Interim Ends
Wednesday	November 20	Early Release Day
Wednesday	November 20	Secondary Interims Posted to Edline
Thursday	November 21	Secondary Interims Issued
Thursday	November 21	Elementary Interims Issued & Posted to Edline
Monday	November 25	Block – Report Cards Issued
Wednesday	November 27	Teacher/Student Holiday
Thursday - Friday	November 28 - 29	Thanksgiving/Holiday for All
Friday	December 20	End of First Semester
Monday	December 23	Winter Vacation
Tuesday - Thursday	December 24 - 26	Holiday for All
Friday - Tuesday	December 27 - 31	Winter Vacation
Wednesday	January 1	New Year's Day/Holiday for All
Thursday - Friday	January 2 - 3	Winter Vacation

Monday	January 6	Teacher Workday/Student Holiday
Tuesday	January 7	Second Semester Begins
Wednesday	January 8	Secondary Semester Grades Posted to Edline
Thursday	January 9	Elementary Report Cards Issued & Posted to Edline
Tuesday	January 14	Secondary Report Cards Issued
Wednesday	January 15	Early Release/Professional Development
Thursday	January 16	Elementary Conference
Monday	January 20	Martin Luther King, Jr.'s Birthday/Holiday for All
Wednesday	January 29	Early Release Day
Friday	February 7	Third Interim Ends
Wednesday	February 12	Early Release/Professional Development
Wednesday	February 12	Secondary Interims Posted to Edline
Thursday	February 13	Secondary Interims Issued
Thursday	February 13	Elementary Interims Issued & Posted to Edline
Monday	February 17	Presidents' Day/Professional Development Day/ Student Holiday/ Make Up Day for Students if Needed*
Tuesday	February 18	Block – Report Cards Issued
Monday	February 24	Middle School Conference
Tuesday	February 25	High School Conference
Wednesday	February 26	Early Release Day
Friday	March 14	Third 9 Weeks Ends
Wednesday	March 19	Secondary Term 3 Grades Posted to Edline
Thursday	March 20	Elementary Report Cards Issued & Posted to Edline
Monday - Friday	March 24 - 28	Spring Vacation
Wednesday	April 2	Secondary Report Cards Issued
Friday	April 18	Teacher/Student Holiday
Thursday	April 24	Fourth Interim Ends
Tuesday	April 29	Secondary Interims Posted to Edline
Wednesday	April 30	Secondary Interims Issued
Wednesday	April 30	Elementary Interims Issued & Posted to Edline
Friday	May 2	Block – Report Cards Issued
Monday	May 26	Memorial Day/Holiday for All
Thursday	May 29	End of Second Semester
Thursday	May 29	Elementary Report Cards Issued & Posted to Edline
Friday	May 30	Post Planning/Last Day for Teachers/Make Up Day for Students if Needed*
Tuesday	June 3	Secondary Semester Grades Posted to Edline
	Mid June	Secondary Report Cards Issued

Approved by School Board 03/12/13

Student Days 1st Semester – 86

Student Days 2nd Semester – 94

* During the 2013 – 2014 school year, emergency days will be taken in the following order: September 9, October 4, February 17, and May 30. The order for using make up days for schools closed due to emergencies will depend on where the emergencies fall during the school year. Teacher workdays are subject to negotiation and are tentative.

SCHOOL ENROLLMENT INFORMATION

For new and returning students) To enter kindergarten, children must be 5 years old on or before September 1. To enter first grade, children must be 6 years old on or before September 1. *The students of parents/guardians who falsify address information will be withdrawn and required to enroll at the zoned school. Student may forfeit any future opportunity to attend a school other than his/her zoned school.*

First Time Entry - To register your child in school, the following documentation is needed:

- ☐ **1. Verification of age (with one of the following):**
 - A. Transcript of child's birth (Birth Certificate)
 - B. Insurance policy
 - C. Passport
 - D. School record
 - E. Certification of baptism, accompanied by parent's affidavit
 - F. Bona fide Bible record, accompanied by parent's affidavit
 - G. Affidavit of age sworn by parent, accompanied by a medical practitioner's statement
- ☐ **2. Exceptional Student Education information**
- ☐ **3. Proof of immunizations on Department of Health Form 680** (Florida Statutes require that school districts grant homeless children a temporary exemption for thirty (30) school days to submit the certification of immunization.)
- ☐ **4. Proof of physical examination within the last year.** If documentation cannot be provided, a physical examination must be scheduled within 30 days. **Please note that 30 days is not extended to PreK and Kindergarten students.*
- ☐ **5. Academic history**
 - A. Last report card
 - B. Transcript
 - C. Withdrawal form

First Time Entry and Previously Enrolled - To register your child in school, the following documentation is needed:

- ☐ **6. Proof of your residence with one (1) of the following from each tier:**

TIER 1

- A. Current driver license (F. S. §322.19 (2) requires that you update your address information on your driver's license within ten days of moving)
- B. Current Homestead Exemption Card or Purchase Contract (with expected closing date within 90 days of school) or Warranty Deed
- C. Lease/rental agreement (with your name as the renter)

TIER 2

- A. Current utilities statement (within the last 30-45 days)
- B. Florida Voter Registration Card
- C. Florida Vehicle Registration or Title
- D. A utility hook up or work order dated within 60 days
- E. Medical or health card with address listed
- F. Current homeowner's insurance policy or bill
- G. Current automobile insurance policy or bill
- H. A letter from a homeless shelter, transitional service provider, or a half-way house verifying they receive mail.

- ☐ **7. Legal Guardianship** – If you are not the legal guardian or residential custodial parent of a student, state law requires that one of the following documents be provided for enrollment:
 - A. Court custody documentation
 - B. Power of Attorney (if accepted by school principal)
 - C. Guardianship Affidavit (if accepted by school principal)
 - D. Department of Children and Families placement letter

COMPULSORY IMMUNIZATIONS

All children entering Florida public schools for the first time must have completed the following immunizations or have a valid certificate of exemption:

Grade	Shot	
PreK	4 DtaP	1 MMR
	3 Polio	3 Hepatitis B
	1 - 4 HIB (age appropriate)	1 Varicella (or certification of disease)
Kindergarten	4 DtaP (last dose must be after age 4)	2 MMR
	5 DtaP	3 Hepatitis B
	3 - 5 Polio (last dose must be after age 4)	2 Varicella (or certification of disease)
1st–5th	4 DTP/DtaP (last dose must be after age 4)	2 MMR
	5 DTP/DtaP	3 Hepatitis B
	3 Polio (last dose must be after age 4)	2 Varicella (or certification of disease)
	4 Polio	
6th	4 DTP/DtaP (last dose must be after age 4)	2 MMR
	5 DTP/DtaP	3 Hepatitis B
	3 Polio (last dose must be after age 4)	1 Varicella (or certification of disease)
	4 Polio	
7th –12th	4 DTP/DtaP (last dose must be after age 4)	4 Polio
	5 DTP/DtaP	2 MMR
	1 Tdap (Grades 7-11)	3 Hepatitis B
	1 Tdap /TD (Grade 12)	1 Varicella (or certification of disease)
	3 Polio (last dose must be after age 4)	

For additional information contact:

Beth Thedy, Ed.D, Assistant Superintendent
Office of Student Services
Brevard County Public Schools
(321) 633-1000, ext. 270

Pamelia Hamilton, RN, BS
Asst. CHN Consultant/School Health Coordinator
Florida Department of Health - Brevard
(321) 269-6311

Immunizations may be obtained at your local County Health Department **FREE** for individuals under the age of 19. School Physical Exams may be obtained at your private provider's office or at walk-in clinic.

MENINGOCOCCAL DISEASE

The following are excerpts from a publication from the Department of Health and Human Services Center for Disease Control (CDC) and Prevention. More complete information may be found on the CDC Website at <http://www.cdc.gov/vaccines/pubs/vls/default.htm>.

WHAT IS MENINGOCOCCAL DISEASE?

Meningococcal disease is serious illness, caused by bacteria. It is a leading cause of bacterial meningitis in children 2 through 18 years old. Meningitis is an infection of fluid surrounding the brain and the spinal cord. Meningococcal disease also causes blood infections.

IS THERE A VACCINE FOR MENINGOCOCCAL?

Two meningococcal vaccines are available in the U.S.

WHO SHOULD GET MENINGOCOCCAL VACCINE AND WHEN?

The vaccine is recommended for all children at their routine preadolescent visit (11 to 12 years of age). For those who have never had the vaccine, a dose is recommended at high school entry.

HOW CAN YOU LEARN MORE?

Ask your doctor or nurse. You may also contact the Florida Department of Health - Brevard at (321) 454-7134 or contact the Centers for Disease Control and Prevention (C.D.C.) 1 (800) 232-4636.



5 WAYS TO STAY WELL & PREVENT SPREADING GERMS

1. WASH YOUR HANDS OFTEN with soap and water especially after coughing, sneezing or blowing your nose. When used properly, alcohol-based hand cleaners are also effective.
2. Stay home when sick , especially with flu-like symptoms of fever and cough. Stay home for at least 24 hours after being fever-free without the use of fever reducing medicine.
3. Cover your nose and mouth with a tissue when you cough or sneeze and wash your hands. No tissues? Cough and sneeze into your sleeve or elbow.
4. Clean surfaces that may be contaminated with germs using household disinfectant cleaners.
5. Get a flu shot every year to help prevent seasonal flu.



SCHOOL AGE CHILD CARE

Brevard School Age Child Care programs (SACC) provide district-operated child care programs before and after school, on out of school days, and at select schools during spring and summer breaks. Over 5,500 students are served in the broad range of programs offered at the 55 elementary schools.

While BPS SACC programs are an extension of the school day the focus is on children's developmental needs beyond intellectual development, i.e. social, emotional and physical development. Daily, children have the opportunity to socialize with their peers, have a healthy snack and are able to choose from a wide variety of age appropriate toys and games, dramatic play, manipulatives, art, reading materials and outside play. All centers provide the children the support they need in order to complete homework assignments but academics are not the focus of the majority of our programs.

In addition to the basic services many sites offer district approved enrichment classes. Programs such as art, tennis, golf, music, martial arts, dance, cheerleading, and science are among the activities parents have to choose from. These programs are conducted by district approved sponsors and are provided for an additional fee which is not included in the weekly tuition.



Out-of-school time should be a time for fun, growth, and learning beyond the school walls and are proud of the safe environment and quality service we provide to the children and families of Brevard Public Schools.

Typical hours are from 6:30AM-6:00PM. Some of the schools have a variation of these hours. Further information regarding enrollment, fees, and hours may be obtained by calling the school site where the child is enrolled or by calling the district SACC office at (321) 633-1000 ext 357.

STUDENTS-IN-TRANSITION

MCKINNEY-VENTO ACT

The McKinney-Vento Homeless Assistance Act is federal legislation that was passed to address growing concerns about the plight of individuals experiencing homelessness. The Act defines "homeless children and youths" as "individuals who lack a fixed, regular, and adequate nighttime residence." Educational issues and requirements related to homelessness are addressed in the law.

DEFINITION OF HOMELESS STUDENTS

- Living in emergency or transitional shelters, FEMA Trailers, abandoned in hospitals
- Sharing the housing of other persons due to loss of housing or economic hardship or a similar reason; "doubled up"
- Living in cars, parks, campgrounds, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- Living in hotels or motels due to economic hardship
- Awaiting foster care



SCHOOL DISTRICT SERVICES

- Ensure access to school and appropriate services
- Enroll homeless students in school immediately
- Provide counseling if needed
- Provide free lunch
- Provide school supplies if needed
- Provide tutoring services if needed
- Provide transportation to the school of origin when requested and feasible

Grant funded case management services for student/families-in-transition are available during the 2013-2014 school year. If parents/guardians are interested in these services, they should make a request at their child's school that a Casework Referral be completed and sent to the District Homeless Liaison.

District Homeless Student Liaison: Dr. Sally Shinn, Office of Student Services
Phone: 633-1000 ext. 366

EXCEPTIONAL STUDENTS

Exceptional Student Education (ESE) services are provided to students who may be classified as Learning Disabled; Intellectually Disabled; Emotionally and Behaviorally Disordered; Hearing Impaired; Visually Impaired; Physically Handicapped; Speech Impaired; Language Impaired; Autism Spectrum Disabled and Gifted. Related services include educationally relevant Occupational Therapy and Physical Therapy. The ESE program is funded from state, federal and local allocations. Policies, programs, and procedures are established in accordance with state and federal regulations and requirements.

Exceptional Education classes are located at all schools. Students may access a classroom that meets their individual needs at their neighborhood school or at a school within their feeder pattern.

In Brevard County a variety of services are available to the students in Exceptional Education. The following websites will link you to information regarding some of those services:

EXCEPTIONAL STUDENT EDUCATION BREVARD PUBLIC SCHOOLS

This website has information on many different services available through the Exceptional Student Education (ESE) department in the Brevard Public School System.

<http://ese.brevard.k12.fl.us/default.htm>

EXCEPTIONAL STUDENT EDUCATION PARENT RESOURCES

This website has information for parents of exceptional students on many different services available through the school system and the community.

<http://middleschoolprograms.brevardschools.org/parents/eseresources/default.aspx>

For additional information please contact the Exceptional Student Education Department at 633-1000 ext. 520



BUS TRANSPORTATION

SCHOOL BUS SAFETY:

School buses, by far, are the safest vehicles on the road, with a safety record that is better than any other form of ground transportation. School buses are designed and constructed with more safety features than any other vehicle. Brevard District School's transportation department transports more than 28,000 students each school day on 360 school bus routes. The yellow school bus is the most recognizable school icon in America. Transportation professionals are dedicated to provide safe, reliable and consistent school bus service for Brevard students.

Parents/guardians are responsible for the safe travel of their students during the portions of each trip to and from school and home when the students are not under the custody and control of the school district, including during each trip to and from home and the assigned bus stop when the school district provides bus transportation.

ELIGIBILITY

Students who live 2 miles or more from their assigned school are eligible for school bus transportation. Students shall board the school bus at the nearest designated bus stop. Students will be assigned one school bus stop based on their official/legal home of record. Multiple school bus stops for students are not authorized.

Students who ride the school bus must obey the driver at all times and follow the posted rules for riding the school bus.

Out-of-area students are not authorized school bus transportation.

Multiple bus stops or day care stops are not authorized.

TIPS FOR SCHOOL BUS RIDERS:

School officials, bus operators, parents, and students themselves are all responsible for ensuring that school bus riders follow these safety tips:

AT THE BUS STOP:

- Students and parents are responsible for safety and proper behavior going to and from the stop and while waiting for the bus.
- Parents should not chase the school bus in their vehicle if their student misses the bus. This results in a dangerous situation with a student running to the bus in an effort to board. Parents should take their student to school.
- Students must stand at least 10 feet off the roadway while waiting.
- Students must respect other people's property.
- Students must not push, shove, or engage in horseplay.
- Parents should supervise children at the stop if possible.
- Students must arrive at the bus stop at least five minutes prior to the scheduled pickup time.
- Students must wait for and get off the bus only at approved stop locations.



DURING LOADING AND UNLOADING:

- Always stay away from the 10 foot “danger zone” around the bus, except when you are directed by the driver to get on or off the bus.
- NEVER pick up an object that you drop under or near the bus. Ask the driver for help.
- Always be sure the driver can see you.
- Make sure clothing and backpacks have no loose drawstrings or long straps that could catch in the handrail or the bus door.
- When you see the bus coming, stand at the stop and wait for the bus to come to a complete stop.
- Always wait for the driver to signal that it is safe to cross the road and/or load into the bus.
- When crossing a traffic lane, always look left, right, then left again; cross only if approaching traffic has stopped.
- Never walk behind the bus or along the side of the bus.
- Only board your assigned bus, unless other arrangements are approved by your school.

DURING THE BUS RIDE:

- Always follow the driver’s directions.
- Never distract the driver from driving unless there is immediate danger to you or others.
- Remain seated and keep the aisles clear.
- Eating, drinking and chewing gum are prohibited.
- Refrain from using a cell phone unless it is necessary to inform a parent of a bus breakdown, running late or an emergency.
- Never bring unsafe or unauthorized items into the bus.
- Always wear your seat belt if you have one.
- Always keep your arms, legs, and head inside the bus.
- Always show respect for your fellow students.
- Keep conversation at a reasonable level and remain quiet at railroad crossings. The Student Code of Conduct applies in the bus as well as in the classroom.

REFERENCES:

Student Code of Conduct handbooks given to each student.

For more information on staying safe between home and school, check out these websites:

Brevard County Schools

www.brevardschools.org or <http://finance.brevardschools.org/transportation/default.aspx>

Florida Department of Education School

Transportation Office

www.fldoe.org/safeschools

Florida Department of Transportation Pedestrian/
Bicycle Safety Program

www.dot.state.fl.us/safety/ped_bike/ped_bike.shtm

Safe Routes to School Florida

www.dot.state.fl.us/Safety/SRTS_files/SRTS.shtm

Community Traffic Safety Teams (CTSTs)

www.dot.state.fl.us/safety/CTST/ctst.shtm

Florida Association for Pupil Transportation

www.faptflorida.org/



HEAD START PROGRAM

Brevard Public Schools in collaboration with the Office of Head Start offers a Head Start program for eligible children at selected schools. Head Start programs provide comprehensive services to enrolled children and their families, which include, health, nutrition, social, and other services determined by an assessment of each family's individual needs. Additionally, families receive both education and cognitive development services.. Head Start services are designed to be responsive to each child and family's ethnic, cultural, and linguistic heritage.



Head Start emphasizes the role of parents as their child's first and most important teacher. Head Start programs build relationships with families that support:

- family well-being and positive parent-child relationships
- families as learners and lifelong educators
- family engagement in transitions
- family connections to peers and community, and
- families as advocates and leaders

STEP 1: LETTER OF ELIGIBILITY

- Children must be 3 or 4 years old on or before September 1, 2013
- Eligibility for Head Start is based on family need and federal income guidelines

Families must complete a Head Start Application, available at school sites or on the district website under the Department of Early Childhood, Title 1 and Head Start. The completed application will be sent to the Office of Head Start and the family will be contacted to complete the required documents. You will be asked to bring items including but not limited to the: Child's Birth Certificate, Child's Social Security Card, Child's Medicaid or Insurance Card, Proof of Income, Proof of Brevard County Residency, and Parent/Guardian Photo ID Card or Driver's License.

STEP 2: SCHOOL REGISTRATION

Families must bring a VPK Certificate of Eligibility (for four olds), child's birth certificate, immunization record, current physical, and residence verification to the school assigned on the Head Start Letter of Eligibility. Please note that there are federal requirements for Head Start and that children must be placed using these guidelines.

Head Start classes are held at 10 elementary school sites, 1 high school and 2 stand alone sites. These sites are chosen by utilizing the free lunch program data and the Head Start community assessment. Head Start classes follow the student 180-day calendar of the Brevard County School System. The program opening and closing times are that of each elementary school where the program is housed. Brevard Public Schools with Head Start Programs are listed below.

North	Central	South
Pinewood Elementary	Cambridge Elementary	Discovery Elementary
Riverview School	Cocoa High School	Jupiter Elementary
	Endeavour Elementary	Palm Bay Elementary
	Saturn Elementary	Port Malabar Elementary
	Sherwood Elementary	South Area Head Start
		University Park Elementary

Programs have limited enrollment and are not based on a first come first served basis. Completing an application does not guarantee a child's eligibility for services.

VOLUNTARY PREKINDERGARTEN PROGRAM

Brevard Public Schools, in collaboration with the Early Learning Coalition of Brevard, offers a Voluntary Prekindergarten Program (VPK) at selected schools with limited enrollment. VPK is a FREE early learning program to prepare four-year-olds for kindergarten and build the foundation for school success. Students must be 4 years old on or before September 1, 2013 and reside in Florida to qualify for the program. Registration for VPK is a two-step process:

STEP 1: CERTIFICATE OF ELIGIBILITY

Parent must obtain a Certificate of Eligibility from the Early Learning Coalition (ELC) by calling ELC at 637-1800 ext. 2002 or 2006 to make an appointment in the Rockledge Office.

Items needed for this appointment will be original or certified copy of the child's birth certificate and current physical address verification where child lives. www.elcbrevard.org.

STEP 2: SCHOOL REGISTRATION BEGINS ON MAY 9

Parents must bring the VPK Certificate of Eligibility, child's birth certificate, immunization record, current physical, and residence verification to the school registration. Please note attendance limitations and space availability. Brevard Public Schools with VPK Programs are listed below.

STEP FOURWARD VPK

Eligible students must reside in the attendance area of the school.

Roy Allen Elementary
Cape View Elementary
Dr. W. J. Creel Elementary
Croton Elementary
Fairglen Elementary
Golfview Elementary
Harbor City Elementary
MILA Elementary
Mims Elementary
Riverview School
Riviera Elementary
Sabal Elementary
Turner Elementary

HEAD START VPK

Open to all students who meet Head Start eligibility requirements.

Cambridge Elementary
Discovery Elementary
Endeavour Elementary
Jupiter Elementary
Palm Bay Elementary
Pinewood Elementary
Port Malabar Elementary
Riverview School
Saturn Elementary
Sherwood Elementary
University Park Elementary

BLENDED VPK

Open to eligible students unless the school is frozen to out of area

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

EARLY CHILDHOOD EDUCATION VPK

Open to all eligible students

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



BREVARD COUNTY TESTING CALENDAR*:

2013-2014

Dates	Test	Grade/Course
July 29 -Aug. 9	Summer EOC	Any stud. who needs test
Aug. 13- Sept. 30	FLKRS (ECHOS/FAIR)	K
Sept. 16-27	Fall EOC (Order of tests TBD)	Any stud. who needs test
Oct. 16 or Oct. 19	PSAT (School Choice)	9 -12
Oct. 7-11	FCAT FALL Retake Tests (all Retakes are computer-based)	Retained 10th, 11-Adult
Oct. 28-Nov. 1	PLAN	10
Oct. 1- Dec. 3	Ready to Work Assessment Testing Window	HS
Nov. 18-22	Personal Fitness Waiver Exam	Select HS Students
Winter EOC (All EOCs are computer-based)		
Dec. 2-6	U.S. History	Enrolled students
Dec. 4-10	Biology 1	Enrolled students
Dec. 9-13	Algebra 1	Enrolled students
Dec. 11-17	Geometry	Enrolled students
Through Dec. 20	Make ups	
Dec. 3-4	FCAT Writing Prompt Field Test	Selected Schools (4, 8, 10)
Jan. 27- Mar. 7	NAEP	Selected schools
Feb. 3- Mar. 21	Ready to Work Make up Day	HS
Feb. 25-26	FCAT Writing Assessment (Length of test is 60 minutes)	4, 8, 10
	Mock/Practice Writing Test	7, 9
March 3-Apr. 4	CELLA (ELL)	K-12
March 3-Apr. 4	FAA (Florida Alternate Assessment) (ESE)	3-11
March 18	ACT for Juniors	11
March 17-21	Personal Fitness Waiver Exam	Select Students
Apr. 1	ACT Make-up day	
Apr. 7-11	FCAT SPRING Retakes (2.0 Reading only)	11-Adult
Apr. 14-May 7	FCAT 2.0	
EOC Tests (All EOCs are computer-based)		
Apr. 28- May 2	U.S. History	Enrolled students
May 5- May 9	Civics	Middle Schools
May 5- May 9	Biology 1	Enrolled students
May 12- May 16	Algebra 1	Enrolled students
May 19-May 23	Geometry	Enrolled students
May 5- 16	AP Exams	10-12

* (Calendar subject to change)

WHAT IS COMMON CORE?

If you have not yet heard the phrase “*Common Core*” floating around the education arena, then you soon will. Common Core refers to the *Common Core State Standards Initiative*, a collaborative effort to provide consistent and clear internationally-benchmarked expectations for student learning in grades K-12. The standards are designed to provide students with real world skills that prepare them to be successful in college and careers.

Florida is one of 45 states, plus three territories, that have voluntarily adopted the *Common Core*. Brevard Public Schools is currently implementing the *Common Core Standards* in Mathematics and English Language Arts (ELA) in kindergarten through second grade. By 2014-2015 *Common Core Standards* will be fully implemented and assessed.

To learn more about *Common Core* implementation, please visit the Brevard Public Schools’ Parent Involvement website and choose the “Common Core” link or go to http://middleschoolprograms.brevardschools.org/parents/webpage/CommonCore_index.aspx. Information and resources are linked from the national *Common Core* website, Florida Department of Education’s website, as well as the National PTA website. The Parents’ Guide to Student Success brochures have been developed by the National PTA in collaboration with national experts for each grade level.

FACTS ABOUT THE COMMON CORE STANDARDS

The Standards are designed to build upon the most advanced current thinking about preparing all students for success in college and their careers. This will result in moving even the best state standards to the next level. In fact, since this work began, there has been an explicit agreement that no state would lower its standards. The Standards were informed by the best in the country, the highest international standards, and evidence and expertise about educational outcomes. We need college and career ready standards because even in high-performing states – students are graduating and passing all the required tests and still require remediation in their postsecondary work.

The Standards are not a curriculum. They are a clear set of shared goals and expectations for what knowledge and skills will help our students succeed. Local teachers, principals, superintendents and others will decide how the standards are to be met. Teachers will continue to devise lesson plans and tailor instruction to the individual needs of the students in their classrooms.

In English-language arts, the Standards require certain critical content for all students, including: classic myths and stories from around the world, America’s Founding Documents, foundational American literature, and Shakespeare. Appropriately, the remaining crucial decisions about what content should be taught are left to state and local determination. In addition to content coverage, the Standards require that students systematically acquire literacy skills in all disciplines through reading, writing, speaking, and listening.

In Mathematics, the Standards lay a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals. Taken together, these elements support a student’s ability to learn and apply more demanding math concepts and procedures. The middle school and high school standards call on students to practice applying mathematical ways of thinking to real world issues and challenges; they prepare students to think and reason mathematically. The Standards set a rigorous definition of college and career readiness, not by piling topic upon topic, but by demanding that students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do.

[illegible]

Kindergarten, Transitional Kindergarten/First Grade use the following performance codes:

- 4 - Meets and applies expectations/standards independently.
- 3 - Meets and applies expectations/standards with support.
- 2 - Does not meet expectations/standards; shows growth with additional support.
- 1 - Does not meet expectations/standards; shows no growth even with support.

Grades 1 and 2 Progress Reports use the following marking codes:

- 0 – 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/math in the comments section).

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 4-6.

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

4.00 - 3.50.....	A
3.49 - 2.50.....	B
2.49 - 1.50.....	C
1.49 - 0.50.....	D
0.49 - 0.00.....	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

BREVARD PUBLIC SCHOOLS ELEMENTARY INSTRUCTIONAL PROGRAM — FALL 2013

The goal of Brevard Public Schools is to educate students in a child-centered environment that promotes and develops literacy and understanding of mathematics, social studies, language arts 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 only dispense knowledge. It is in this environment that students become responsible for their learning and behavior.

GRADE LEVEL STANDARDS

The Common Core State Standards and the Next Generation Sunshine State Standards have been established in the areas of language arts, mathematics, science, and social studies. These grade-level standards list key benchmarks for student progress. A representative sample of standards by grade level has been developed for parents.

ELEMENTARY ENGLISH/LANGUAGE ARTS

The goal of Brevard Public Schools' English/Language Arts Program is to integrate instruction of reading, writing, grammar, and speaking & listening in order to develop and refine students' literacy.

Houghton Mifflin Harcourt Grades for grades K-6 *Florida Journeys Common Core* is the district adopted English/Language Arts textbook series. This program addresses all of the standards related to reading, writing, grammar, and speaking & listening. The instruction is systematic, balanced, and research-based, building success with every lesson that is introduced and reinforced. Foundational skills are built from kindergarten forward. Deep comprehension tasks include discussion about texts and writing in response to texts. The series provides quality texts, balancing literature and informational reading opportunities for students. Support for differentiated instruction is included.



Writing instruction in the *Florida Journeys Common Core* includes lessons on how to improve students' abilities in the writing process and in responding to what they have read. The standards-based curriculum follows a progression from kindergarten to sixth grade that develops writers who use the craft to learn, think, and communicate across the disciplines, stressing the linkage between writing and reading. These lessons follow a logical sequence to build students' confidence and skill. The qualities of writing are identified through the instruction of Six Traits (Ideas, Organization, Voice, Word Choice, Fluency, and Conventions) and are applied through process writing (planning, drafting, revising, editing, and publishing). This instruction is designed to produce mastery of oral and written communication.

The Spelling component for grades 1-6 of the *Florida Journeys Common Core* program will be used as the district adopted spelling curriculum. This component creates a connection to reading in using words that reflect the vocabulary, word study (etymology, morphology, and syllable types), and phonics components of the grade level texts.

Grammar is addressed in *Florida Journeys Common Core* via embedded lessons relating to writing. The authentic texts included in the textbook provide quality language for study of appropriate grammar and usage in a mentor text method.

In addition to the resources available in *Florida Journeys Common Core* district-created documents are available for additional instruction in literacy.

Links to the adopted textbook programs, resources and announcements can be found on the elementary Reading/Language Arts site at: <http://elementarypgms.sp.brevardschools.org/home/WebPages/Reading.aspx>
Writing: <http://elementaryvpgms.sp.brevardschools.org/home/WebPages/Writing.aspx>

ELEMENTARY MATHEMATICS

The goal of Brevard Public Schools for mathematics is to provide students with a research-based program that is aligned with the current state standards. Lessons must engage students in problem solving activities that enable them to build deep understanding of the mathematical concepts in the standards. The district adopted mathematics program for grades K-5 *en Vision Math, Florida Common Core 2012/1st* for grade 6 is *Glencoe McGraw-Hill Florida Math Connects Plus Course I (Florida © 2011)*



Both programs have lessons and resources that actively engage students in critical thinking and reasoning. Activities and lessons that support differentiated instruction and RtI (Response to Intervention) are also offered in within these programs.

K-5 program information can be found at: <http://www.pearsonschool.com>

Sixth grade program information can be found at: <http://macmillanmh.com/math/mathconnects>

Links to the adopted textbook programs, resources and announcements can be found on the elementary mathematics site at: <http://elementarypgms.sp.brevardschools.org/home/WebPages/Mathematics.aspx>

ELEMENTARY SOCIAL STUDIES

Brevard Public Schools' social studies core curriculum focuses on Florida's Next Generation Sunshine State Standards while engaging students in lessons to develop the ability to make informed and reasoned decisions. Activities provide pathways for engagement, discussion and historical thinking while incorporating Common Core State Standards for reading and writing. The district-adopted textbooks for Kindergarten *Pearson's My World Social Studies*, grades TK1-5 *McGraw-Hill's Florida Studies*, and grade 6 *McGraw-Hill's Discovering Our Past-A History of the World* support the standards-based curriculum by offering tools, information and resources to encourage students to think critically and make conceptual connections to the real world.

Links to the adopted textbook programs, resources and announcements can be found on the elementary social studies site at <https://sites.google.com/lalshare.brevardschools.org/brevard-elementary-social-studies-2-0>



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 programs, Grades K-S *National Geographic Science* Grade 6 *Discovery Education Science Techbook* include multiple hands-on, minds-on activities that provide science content and real-world connections.

Links to the adopted textbook programs, resources and announcements can be found on the elementary science site at <https://sites.google.com/lalshare.brevardschools.org/aulakh-science-resources/>

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 and the *Brevard County Elementary Music Guide* which is based on the Next Generation Sunshine State Standards the basis for its curriculum.



Links to the adopted textbook programs, resources and announcements can be found on the elementary music site at: <http://elementarypgms.sp.brevardschools.org/home/WebPages/Music.aspx>

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. This guide is aligned with the Florida Next Generation Sunshine State Standards for Health.

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.

Beginning in the sixth grade **Life Skills Training** is introduced. It is a 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 Next Generation Sunshine State Standards for Math, Science, Language Arts and Social Sciences.

Links to the adopted textbook programs, resources and announcements can be found on the elementary health site at: <http://elementarypgms.sp.brevardschools.org/Home/Health/default.aspx>



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 Next Generation 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. **FITNESSGRAM**- is the physical fitness assessment program used by all Brevard schools. Fitness gram 8.6 and the new web-based 9.2 are the score reporting tools used by Physical Education Teachers to record and monitor each student's fitness levels. Individual FITNESSGRAM report cards are available to all students. Brevard is the first district in Florida to recognize excellence in physical education programs. Currently twelve (12) elementary schools have achieved the Excellence in Physical Education Award. Two of our elementary schools have received national recognition for their excellent programs by achieving the STARS award from the National Association for Sport and Physical Education (NASPE).

ELEMENTARY ART

The goal of the Brevard Public School's 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, and is aligned with Florida's Next Generation Sunshine State Standards to promote the development of critical thinking and innovation as part of 21st Century skills. Schools have several opportunities to participate in various events such as exhibits and contests. The District supports the Area Mall Shows, Art/Science Fairs and the K12 School Board Art Show. Brevard Public Schools participates with the Brevard Cultural Alliance in their Art in Public Places Program and the Artist in Residence Program. Schools are encouraged to participate in the Educational Theatre Programs sponsored by the Maxwell King Center for the Performing Arts. The district adopted series for grades K-5 is **Harcourt School Publishers** and grade 6 is **Pearson Scott Foresman** Brevard Public Schools' Art Program is correlated with the Next Generation Sunshine State Standards which may be found at <http://www.brevardschools.org/>



Links to the adopted textbook programs, resources and announcements can be found on the elementary art site at: <http://elementarypgms.sp.brevardschools.org/home/WebPages/VisualArts.aspx>

HIGH SCHOOL GRADUATION PROGRAMS OVERVIEW

If you are the parent of a Florida middle or high school student, this guide is for you. It is designed to explain Florida's high school graduation programs. The guide also provides information to help students and their families as they plan and prepare for postsecondary goals, including information on acceleration options and advanced coursework. For more information about a special diploma and other graduation options for students with disabilities, contact your child's school counselor or exceptional student education teacher, or visit <http://www.fldoe.org/ese/>.

Florida students entering their first year of high school in the 2013-2014 school year may choose from one of four options to earn a standard diploma. These options are as follows:

- A four-year, 26-credit Graduation Option
- An International Baccalaureate (IB) curriculum
- An Advanced International Certificate of Education (AICE) curriculum
- An Academically Challenging Curriculum to Enhance Learning (ACCEL) 18-credit Graduation Option

All of these graduation paths include opportunities to take rigorous academic courses designed to prepare students for their future academic and career choices. All students, regardless of graduation program, must earn at least a 2.0 grade point average on a 4.0 scale, achieve passing scores on the Grade 10 Florida Comprehensive Assessment Test® 2.0 (FCAT) and pass appropriate End of Course (EOC) exams in order to graduate with a standard diploma (refer to graduation options charts).

26-CREDIT GRADUATION OPTION

This program takes the traditional four years to complete high school and requires students to take at least 26 credits in core content areas. Foreign language credit is not required for this program, although it is recommended for Florida college preparation and is required for admission to Florida's state universities. A student may have the option of early graduation if the student meets graduation requirements. "Early graduation" means graduation from high school in less than 8 semesters or the equivalent.

INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAMME

The IB Diploma Programme is a rigorous, pre-university course of study leading to internationally standardized tests. The program's comprehensive, two-year curriculum allows its graduates to fulfill requirements of many different nations' education systems. Students completing IB courses and exams from six subject groups are eligible for college 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. Approximately 56 Florida high schools offer an IB Diploma Programme including Cocoa Beach Jr./Sr. and Melbourne High Schools. Students in Florida's public secondary schools enrolled in IB courses do not have to pay to take the exams. For information, visit <http://www.ibo.org>



ADVANCED INTERNATIONAL CERTIFICATE OF EDUCATION (AICE) PROGRAM

The AICE Program is an international curriculum and examination program modeled on the British pre-college curriculum. To be considered for an AICE Diploma, a candidate must earn the equivalent of six credits by passing a combination of examinations at either the full (one credit) Advanced Subsidiary Level (AS) or double (two credits) International Advanced Level (A), with at least one course coming from each of the three curriculum areas. Florida's colleges and universities provide college credit for successfully passing the exams. The AICE Program is available at Eau Gallie, Rockledge, and Heritage High Schools. Students in Florida's public secondary schools enrolled in AICE courses do not have to pay to take the exams. For information, visit <http://www.cie.org.uk/qualifications/academic/uppersec/aice> and http://www.cie.org.uk/docs/qualifications/aice/AICE_introduction.pdf.

ACCEL 18-CREDIT GRADUATION OPTION

This graduation option is designed for students who are clear about their future goals and are ready to pursue them beyond high school.

To select the ACCEL 18-Credit graduation option, students and their parents must meet with designated school personnel to receive an explanation of the requirement, advantages, and disadvantages of this option. Students must also receive the written consent of their parents.



ACCELERATION PROGRAMS AND ADVANCED COURSEWORK

Studies show that students who complete a solid academic program in high school, including advanced courses, are more likely to be successful in college. Students in all graduation programs are encouraged to take advantage of advanced course offerings and acceleration programs, such as dual enrollment, early admission, the Advanced Placement Program, the International Baccalaureate Diploma Programme, the Advanced International Certificate of Education Program, and the Florida Virtual School. These programs are available to all qualified students. For information, contact your child's school counselor.

DUAL ENROLLMENT AND EARLY ADMISSION

These programs allow eligible high school students to enroll in postsecondary courses. Students earn credit toward high school graduation and, at the same time, earn credit toward a college degree or career certificate. BPS currently articulates with Eastern Florida State College (EFSC) and Florida Institute of Technology (FIT). Students are permitted to take dual enrollment courses on a part-time basis during school hours, after school, or during the summer term (if available). Dual enrollment students attending EFSC do



not have to pay registration, tuition, or laboratory fees; in addition, textbooks for dual enrollment are provided to students by BPS. Dual enrollment courses will be weighted the same as courses taught through other acceleration mechanisms. Students should be aware that grades received through dual enrollment become part of the permanent postsecondary record. State universities will not admit a student who has less than a 2.0 grade point average on a 4.0 scale.

ADVANCED PLACEMENT (AP) PROGRAM

The College Board's AP Program is a nationwide program consisting of more than 30 college-level courses and exams offered at participating high schools. Subjects range from art to statistics. Students who earn a qualifying grade of three or above on an AP exam can earn college credit, or AP credit, or both, depending on the college or university. Students in Florida's public secondary schools enrolled in AP courses do not have to pay to take the exams. For information, visit <http://www.collegeboard.com/student/testing/ap/about.html>.

**FLORIDA VIRTUAL SCHOOL (FVS)**

The FVS offers high-quality, online high school curricula, including AP courses. The FVS Program can be a resource for students with limited access to AP offerings. For information, visit <http://www.flvs.net>.

ADULT EDUCATION

Many school districts let high school students take courses through their adult education program. Credits earned may be applied to requirements for high school graduation, subject to the local school board's policies. For more information, visit <http://www.fldoe.org/workforce/adulted>.

COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

Students with strong content background in a subject area can earn credit through an examination program administered by the college they attend. One such program is the College-Level Examination Program (CLEP). Candidates for the CLEP include students who have completed an AP course but did not take or earn a qualifying score on the AP exam. Other students who have taken several high school courses in one particular subject area may wish to take a CLEP exam. For more information on CLEP testing sites and dates, contact the admissions or registrar's office at the postsecondary institution in your area.

CAREER AND TECHNICAL EDUCATION

Today's rigorous and relevant Career and Technical Education (CTE) prepares students for a wide range of high-skill, high-wage, and high-demand careers as well as further educational opportunities. CTE is offered in middle schools, high schools, and at the postsecondary level through dual enrollment. CTE is at the forefront of preparing students to be "college and career ready" by equipping students with core academic skills and the ability to apply those skills to concrete situations. Students also learn employability skills such as critical thinking and responsibility in addition to job-specific, technical skills. Each CTE program offers students the opportunity to earn an industry-recognized credentials and certifications which are recognized and valued by business and industry partners. Brevard's goal is that 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. For more information, visit ctebrevard.com.

**VIRTUAL LEARNING**

Brevard Public Schools offers students many opportunities for online learning through full-time programs at all grade levels and our part-time program for secondary students. The Brevard Virtual Instruction Programs provide students with high-quality instruction and curriculum via the internet. For additional information about Brevard Virtual Instruction and the Florida Virtual School, families should visit <http://virtualinstruction.brevardschools.org>.

HIGH SCHOOL GRADUATION REQUIREMENTS

Students Entering Grade Nine in 2010-11 School Year (Graduating Class of 2014)

Subject Area	26-Credit Graduation Requirements (30-Credits Block Schools)	OPTIONAL Designations
English/ Language Arts (ELA)	<ul style="list-style-type: none">4.0 credits with major concentration in composition, reading for information, and literatureMust pass the Grade 10 FCAT 2.0 Reading or earn a passing concordant score on the ACT or SAT	Requirements for the SCHOLAR and MERIT Designations are in addition to requirements for the Standard 26-Credit High School Diploma.
Mathematics	<ul style="list-style-type: none">4.0 credits, one of which must be Algebra 1 or its equivalent and one of which must be geometry or its equivalentAlgebra 1 EOC results count 30% of the final course gradeMathematics must be taken during the 9th and 10th grade years3.0 of the Math credits must be earned in grades 9-12	Scholar Designation In addition to meeting the standard high school diploma requirements: <ul style="list-style-type: none">1 credit in Algebra 21 credit in statistics or an equally rigorous mathematics coursePass the Biology 1 EOC1 credit in chemistry or physics1 credit in a course equally rigorous to chemistry or physicsPass the U.S. History EOC Assessment2 credits in the same world languageEarn at least one credit in AP, IB, AICE or a dual enrollment course
Science	<ul style="list-style-type: none">3.0 credits in science must include either<ul style="list-style-type: none">1.0 credit each in biology, chemistry, and physics, orthe 3-credit sequence of Integrated Science I, II, and III	
Students must complete 4.0 Science credits OR 4.0 Social Studies credits		
Social Studies	<ul style="list-style-type: none">3.0 credits in social studies must include:<ul style="list-style-type: none">1.0 credit in world history1.0 credit in U.S. history0.5 credit in U.S. government0.5 credit in economics	
World Languages	Not required for high school graduation; required for admission into state universities in Florida	
Fine and Performing Arts, Speech and Debate, or Practical Arts	1.0 credit in fine or performing arts, speech and debate, or practical arts (eligible courses specified in the Florida Course Code Directory)	
Physical Education	1.0 credit in Health Opportunities for Physical Education (HOPE)	Merit Designation
Career Research and Decision Making	0.5	In addition to meeting the standard high school diploma requirements:
Electives	8.5 credits (12.5 credits block schools)	Attain one or more industry certifications from the list established (per §1003.492, F.S.).
Grade Point Average (GPA)	Cumulative GPA of 2.0 on a 4.0 scale	

Notes:

- Rigorous Course Requirements: Students will be required to complete an individualized program of study which includes a minimum of 3.0 credits in at least one of the following areas prior to graduation.
 - Approved Dual Enrollment (DE), Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), approved Honors courses (3.0 credits in any combination), OR
 - Career & Technical Education Program of Study (3.0 or more credits to complete a sequential career and technical education program resulting in a credential endorsed by a national, state, or local industry).
- EOC=End-of-Course Assessment
- Based on individual student needs, the 4th additional science credit may be chosen from the science core (biology, chemistry, physics OR Integrated Science I, II, III,) OR from any additional science course offered.
- Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in HOPE if the student passes a competency test on personal fitness test with a score of "C" or better.
- Completion of two years in a Reserved Officer Training Corps (R.O.T.C) class, a significant component of which is drills, shall satisfy the one credit requirement in HOPE and the one credit requirement in performing arts.
- The number of credits required for graduation for students who enter a block schedule school from a non-block school will be decreased by 0.5 credits for each semester the student was in a non-block school.

Students Entering Grade Nine in 2011-12 School Year (Graduating Class of 2015)

Subject Area	26-Credit Graduation Requirements (30-Credits Block Schools)	OPTIONAL Designations
English/ Language Arts (ELA)	<ul style="list-style-type: none"> 4.0 credits with major concentration in composition, reading for information, and literature Must pass the Grade 10 FCAT 2.0 Reading or earn a passing concordant score on the ACT or SAT 	Requirements for the SCHOLAR and MERIT Designations are in addition to requirements for the Standard 26-Credit High School Diploma.
Mathematics	<ul style="list-style-type: none"> 4.0 credits, one of which must be Algebra 1 or its equivalent and one of which must be geometry or its equivalent Must pass Algebra 1 EOC to earn course credit Must take geometry EOC Mathematics must be taken during the 9th & 10th grade years 3.0 of the Math credits must be earned in grades 9-12 	Scholar Designation In addition to meeting the standard high school diploma requirements: <ul style="list-style-type: none"> 1 credit in Algebra 2 1 credit in statistics or an equally rigorous mathematics course Pass the Biology 1 EOC 1 credit in chemistry or physics 1 credit in a course equally rigorous to chemistry or physics
Science	<ul style="list-style-type: none"> 3.0 credits in science must include either <ul style="list-style-type: none"> 1.0 credit each in biology, chemistry, and physics, or the 3-credit sequence of Integrated Science I, II, and III Must take Biology 1 EOC 	<ul style="list-style-type: none"> 1 credit in statistics or an equally rigorous mathematics course Pass the Biology 1 EOC 1 credit in chemistry or physics 1 credit in a course equally rigorous to chemistry or physics
Students must complete 4.0 Science credits OR 4.0 Social Studies credits		
Social Studies	<ul style="list-style-type: none"> 3.0 credits in social studies must include: <ul style="list-style-type: none"> 1.0 credit in world history 1.0 credit in U.S. history 0.5 credit in U.S. government 0.5 credit in economics (must include financial literacy) 	<ul style="list-style-type: none"> Pass the U.S. History EOC Assessment 2 credits in the same world language Earn at least one credit in AP, IB, AICE or a dual enrollment course
World Languages	Not required for high school graduation; required for admission into state universities in Florida	
Fine and Performing Arts, Speech and Debate, or Practical Arts	1.0 credit in fine or performing arts, speech and debate, or practical arts (eligible courses specified in the Florida Course Code Directory)	Merit Designation
Physical Education	1.0 credit in Health Opportunities for Physical Education (HOPE)	In addition to meeting the standard high school diploma requirements:
Career Research & Decision Making	0.5	Attain one or more industry certifications from the list established (per §1003.492, F.S.).
Electives	8.5 credits (12.5 credits block schools)	
Grade Point Average (GPA)	Cumulative GPA of 2.0 on a 4.0 scale	
Online Course	1 course within the 26 credits	

- Notes:**
- Rigorous Course Requirements: Students will be required to complete an individualized program of study which includes a minimum of 3.0 credits in at least one of the following areas prior to graduation.
 - Approved Dual Enrollment (DE), Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), approved Honors courses (3.0 credits in any combination), OR
 - Career & Technical Education Program of Study (3.0 or more credits to complete a sequential career and technical education program resulting in a credential endorsed by a national, state, or local industry).
 - EOC=End-of-Course Assessment
 - Based on individual student needs, the 4th additional science credit may be chosen from the science core (biology, chemistry, physics OR Integrated Science I, II, III,) OR from any additional science course offered.
 - Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in HOPE if the student passes a competency test on personal fitness test with a score of "C" or better.
 - Completion of two years in a Reserved Officer Training Corps (R.O.T.C) class, a significant component of which is drills, shall satisfy the one credit requirement in HOPE and the one credit requirement in performing arts.
 - The number of credits required for graduation for students who enter a block schedule school from a non-block school will be decreased by 0.5 credits for each semester the student was in a non-block school.
- Section 1003.428, Florida Statutes (F.S.)

Students Entering Grade Nine in 2012-13 School Year (Graduating Class of 2016)

Subject Area	26-Credit Graduation Requirements (30-Credits Block Schools)	OPTIONAL Designations
English/ Language Arts (ELA)	<ul style="list-style-type: none"> 4.0 credits with major concentration in composition, reading for information, and literature Must pass the Grade 10 FCAT 2.0 Reading or earn a passing concordant score on the ACT or SAT) 	Requirements for the SCHOLAR and MERIT Designations are in addition to requirements for the Standard 26-Credit High School Diploma.
Mathematics	<ul style="list-style-type: none"> 4.0 credits, one of which must be Algebra 1 or its equivalent and one of which must be geometry or its equivalent Must pass Algebra 1 EOC to earn course credit Must take geometry EOC Mathematics must be taken during the 9th & 10th grade years 3.0 of the Math credits must be earned in grades 9-12 	Scholar Designation In addition to meeting the standard high school diploma requirements: <ul style="list-style-type: none"> Pass the ELA Grade 11 Common Core assessment once implemented 1 credit in Algebra 2 1 credit in statistics or an equally rigorous mathematics course Pass the Biology 1 EOC 1 credit in chemistry or physics 1 credit in a course equally rigorous to chemistry or physics Pass the U.S. History EOC Assessment 2 credits in the same world language Earn at least one credit in AP, IB, AICE or a dual enrollment course.
Science	<ul style="list-style-type: none"> 3.0 credits in science must include either <ul style="list-style-type: none"> 1.0 credit each in biology, chemistry, and physics, or the 3-credit sequence of Integrated Science I, II, and III Must take Biology 1 EOC. 	
Students must complete 4.0 Science credits OR 4.0 Social Studies credits		
Social Studies	<ul style="list-style-type: none"> 3.0 credits in social studies must include: <ul style="list-style-type: none"> 1.0 credit in world history 1.0 credit in U.S. history 0.5 credit in U.S. government 0.5 credit in economics (must include financial literacy) U.S. history EOC results count 30 % of the final course grade 	
World Languages	Not required for high school graduation; required for admission into state universities in Florida	
Fine and Performing Arts, Speech and Debate, or Practical Arts	1.0 credit in fine or performing arts, speech and debate, or practical arts (eligible courses specified in the Florida Course Code Directory)	
Physical Education	1.0 credit in Health Opportunities for Physical Education (HOPE)	
Career Research & Decision Making	0.5	
Electives	8.5 credits (12.5 credits block schools)	
Grade Point Average (GPA)	Cumulative GPA of 2.0 on a 4.0 scale	
Online Course	1 course within the 26 credits	
		Merit Designation In addition to meeting the standard high school diploma requirements: Attain one or more industry certifications from the list established (per §1003.492, F.S.).

Notes:

- Rigorous Course Requirements: Students will be required to complete an individualized program of study which includes a minimum of 3.0 credits in at least one of the following areas prior to graduation.
 - Approved Dual Enrollment (DE), Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), approved Honors courses (3.0 credits in any combination), OR
 - Career & Technical Education Program of Study (3.0 or more credits to complete a sequential career and technical education program resulting in a credential endorsed by a national, state, or local industry).
- EOC=End-of-Course Assessment
- Based on individual student needs, the 4th additional science credit may be chosen from the science core (biology, chemistry, physics OR Integrated Science I, II, III,) OR from any additional science course offered.
- Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in HOPE if the student passes a competency test on personal fitness test with a score of "C" or better.
- Completion of two years in a Reserved Officer Training Corps (R.O.T.C) class, a significant component of which is drills, shall satisfy the one credit requirement in HOPE and the one credit requirement in performing arts.

The number of credits required for graduation for students who enter a block schedule school from a non-block school will be decreased by 0.5 credits for each semester the student was in a non-block school.
 Section 1003.428, Florida Statutes (F.S.)

Students Entering Grade Nine in 2013-14 School Year (Graduating Class of 2017)

Subject Area	26-Credit Graduation Requirements (30-Credits Block Schools)	OPTIONAL Designations
English/ Language Arts (ELA)	<ul style="list-style-type: none"> 4.0 credits in ELA 1, 2, 3, 4 ELA honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement Must pass the Grade 10 ELA Common Core assessment; must take ELA Grade 11 Common Core assessment when implemented) 	Requirements for the SCHOLAR and MERIT Designations are in addition to requirements for the Standard 26-Credit High School Diploma.
Mathematics	<ul style="list-style-type: none"> 4.0 credits, one of which must be Algebra 1 and one of which must be geometry Algebra 1 EOC results count 30% of the final course grade; must pass to earn a standard diploma; Geometry EOC results count 30% of the final course grade If Algebra 2 is selected, Algebra 2 Common Core assessment results count 30% of the final course grade when implemented Industry certification courses that lead to college credit may substitute for up to 2.0 mathematics credits Mathematics must be taken during the 9th & 10th grade years 3.0 of the credits must be earned in grades 9-12 	Scholar Designation <ul style="list-style-type: none"> In addition to meeting the standard high school diploma requirements: Pass the ELA Grade 11 Common Core assessment once implemented 1 credit in Algebra 2 (must pass Algebra 2 EOC) 1 credit in statistics or an equally rigorous mathematics course Pass the Biology 1 EOC 1 credit in chemistry or physics 1 credit in a course equally rigorous to chemistry or physics Pass the U.S. History EOC Assessment 2 credits in the same world language Earn at least one credit in AP, IB, AICE or a dual enrollment course.
Science	<ul style="list-style-type: none"> 3.0 credits in science must include either <ul style="list-style-type: none"> 1.0 credit each in biology, chemistry, and physics, or the 3-credit sequence of Integrated Science I, II, and III Must take Biology 1 EOC Biology EOC results count 30% of the final course grade Industry certification courses that lead to college credit may substitute for up to 1.0 science credit 	
Students must complete 4.0 Science credits OR 4.0 Social Studies credits		Merit Designation
Social Studies	<ul style="list-style-type: none"> 3.0 credits in social studies must include: <ul style="list-style-type: none"> 1.0 credit in world history 1.0 credit in U.S. history 0.5 credit in U.S. government 0.5 credit in economics (must include financial literacy) U.S. history EOC results count 30 % of the final course grade 	In addition to meeting the standard high school diploma requirements: Attain one or more industry certifications from the list established (per §1003.492, F.S.).
World Languages	Not required for high school graduation; required for admission into state universities in Florida	
Fine and Performing Arts, Speech & Debate, or Practical Arts	1.0 credit in fine or performing arts, speech and debate, or practical arts (eligible courses specified in the Florida Course Code Directory)	
Physical Education	1.0 credit in Health Opportunities for Physical Education (HOPE)	
Career Research & Decision Making	0.5	
Electives	8.5 credits (12.5 credits block schools)	
Grade Point Average (GPA)	Cumulative GPA of 2.0 on a 4.0 scale	
Online Course	1 course within the 26 credits, excluding a driver education course	

- Notes:**
- Rigorous Course Requirements: Students will be required to complete an individualized program of study which includes a minimum of 3.0 credits in at least one of the following areas prior to graduation.
 - Approved Dual Enrollment (DE), Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), approved Honors courses (3.0 credits in any combination), OR
 - Career & Technical Education Program of Study (3.0 or more credits to complete a sequential career and technical education program resulting in a credential endorsed by a national, state, or local industry).
 - EOC=End-of-Course Assessment
 - Based on individual student needs, the 4th additional science credit may be chosen from the science core (biology, chemistry, physics OR Integrated Science I, II, III,) OR from any additional science course offered.
 - Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in HOPE if the student passes a competency test on personal fitness test with a score of "C" or better.
 - Completion of two years in a Reserved Officer Training Corps (R.O.T.C) class, a significant component of which is drills, shall satisfy the one credit requirement in HOPE and the one credit requirement in performing arts.
 - The number of credits required for graduation for students who enter a block schedule school from a non-block school will be decreased by 0.5 credits for each semester the student was in a non-block school.

Section 1003.428, Florida Statutes (F.S.)

VOLUNTEER OPPORTUNITIES IN BREVARD PUBLIC SCHOOLS

To volunteer in Brevard Public Schools you must first register at your child's school or at the School Board office. All volunteers are subject to a background check by the Office of District & School Security. For additional information or volunteer opportunities contact your child's school or the District Volunteer Coordinator at (321) 633-1000, ext. 644.



THE BREVARD SCHOOLS FOUNDATION



Executive Director: Janice Kershaw • 321-633-1000 x 756

www.brevardschoolsfoundation.org

Brevard Schools Foundation provides direct support to students and teachers and enhances educational opportunity through citizen and corporate support. Its signature program, Take Stock in Children, is a dropout prevention, scholarship and mentoring program, recognized for helping low-income students graduate from high school, attend college or vocational school, reach goals and become productive citizens. In addition

to managing and administering donations for the schools, other Foundation programs include the annual Back to School Supply Safari, School Bucks Classroom Grants, Scholarships for Graduating Seniors, Brevard Space Week, and district recognition events. For more information please visit www.brevardschoolsfoundation.org or contact us at (321) 633-1000, ext. 756.



PARENT ENGAGEMENT

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.

PARENTAL INVOLVEMENT IN THE SCHOOLS BOARD POLICY 2111

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:

- 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;
- Sending their children to school with proper attention to his/her health, personal cleanliness, and dress;
- 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;
- Reading all communications from the school, signing, and returning them promptly when required;
- 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, and the components listed above.

TRY THIS PARENT SELF-ASSESSMENT CHECKLIST AND FIND OUT HOW YOU MEASURE!

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. 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.			

ENGAGED PARENT TOP TEN LIST

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. Communicates with teachers regularly
2. Attends school functions
3. Ensures child is at school on time with tools prepared to learn
4. Talks to child each day about school
5. Helps child set goals
6. Listens with an open-mind
7. Values education
8. Motivates child to learn
9. Encourages child
10. Seeks help when needed

"BE THERE" INITIATIVE

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 parents 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 representatives to these meetings; however multiple parents are welcome to attend!

2013 - 2014

Parent Leadership Team Meeting Dates

September 6

October 11

November 1

February 7

March 7

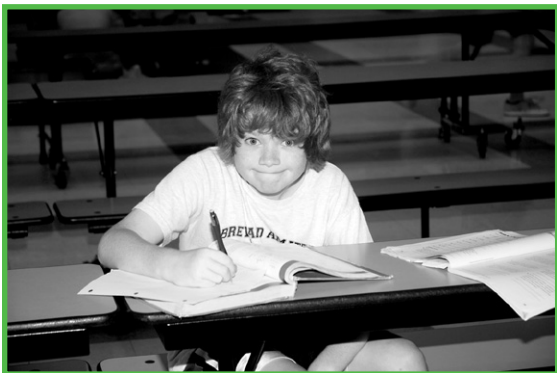
April 4

PARENT NOTIFICATIONS

RIGHT TO REQUEST INFORMATION

Every parent has the right to request information about the professional qualifications of the student's teacher(s) and any teacher assistants who serve the student. This information will be provided by the administrative office at the child's school upon request.

PARENT NOTIFICATION REGARDING NON-HIGHLY QUALIFIED TEACHERS



No Child Left Behind (federal education law) requires us to notify the parent when a teacher who is not qualified teaches your child for four consecutive weeks. If this occurs, your child's school will send home a letter giving you information regarding your child's teacher.

In accordance with the federal No Child Left Behind Act of 2001 (NCLB) the district and each school receiving Title I, Part A funds must develop a Parental Involvement Plan (PIP). The plans will be summarized in brochures printed in English and Spanish and distributed to all parents of students served

by Title I, Part A. The district PIP, as well as the summary brochure, may be accessed on the District website at: http://title1.brevard.k12.fl.us/parent_involvement.htm or requested in hard copy from the Office of Title I by calling Gevonne Blum at 633-1000, ext. 336. Title I School PIPs, as well as summary brochures, may be accessed on the school websites or by request at the front office.

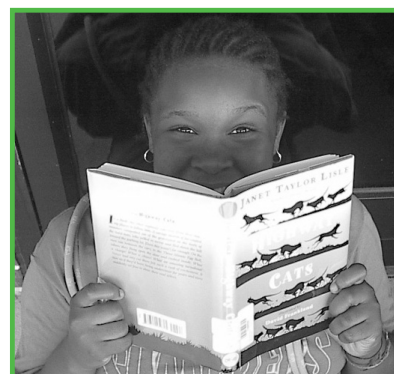
OPT-OUT PROVISION

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:

- date of graduation or program completion
- date and place of birth
- names
- addresses
- phone numbers
- participation in school activities and sports
- honors and awards
- height and weight of athletic team members
- dates of attendance

The district takes the responsibility of safeguarding your child's school records very seriously and follows state and federal regulations regarding the release of such information. "Directory Information," as defined by the Family Educational Rights and Privacy Act (FERPA), allows the disclosure of certain student information including names and addresses, without prior written consent, unless a parent has opted out. The primary purpose of directory information is to allow the district to include this type of information from your child's records in certain school publications. Examples include graduation lists, recognition lists, sports activity sheets, and playbills.

In accordance with School Board Policy 8330, if you do not want Brevard Public Schools to disclose your child's allowable directory information, without your prior written consent, you must notify the district in writing. Forms are available at your child's school or you may download a copy of the form by going to <http://www.brevard.k12.fl.us/forms/pdf/Opt Out form.pdf>



FOOD & NUTRITION SERVICES—FUELING THE FUTURE

SCHOOL NUTRITION

Brevard Public Schools (BPS) Food and Nutrition Services (FNS) serves over 19,900 breakfasts and 32,000 lunches each day in the district's 82 school cafeterias. During the 2012-2013 year, more than 3.5 million breakfasts and 5.7 million lunches were served in our school cafeterias. For the past 13 years, FNS has participated in the Provision 2 Breakfast Program that enables us to provide a no cost breakfast to all students.



EATING HEALTHY IS IMPORTANT

All meals are planned by a Registered Dietitian and meet U.S.D.A. standards. Breakfast meals include a choice of entree made with whole grains, a variety of fruit and low-fat or fat-free milk. New regulations implemented in 2012 have positively impacted the school lunch program. Students are now required to select a fruit or vegetable; at least half of the grains offered must be whole grains and efforts are underway to reduce sodium levels. Fresh Fruit, steamed vegetables, healthy choice entrees, and a vegetarian option are available daily. Whole grain items include breads, rolls, tortillas, brown rice, pizza crust, corn dogs and chicken nuggets. All baked goods sold a' la carte are reduced in calories and sugar. A' la carte standards for elementary and secondary schools are defined in the district's Wellness Policy and Procedures Manual.



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 expectation, 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 a high concentration of at-risk children.
- Support school efforts to implement the Early Childhood Standards of Excellence for prekindergarten.
- Enhance opportunities for parents/families to learn ways they can support their children's educational progress from birth to grade twelve.
- Assist district and 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. To qualify for school wide program status, a school must meet the criteria of a free and reduced lunch percentage of 55% or higher. The Title I project serves 37 Brevard Public School sites and 16 private schools in Brevard County.

THE 37 PUBLIC SITES ARE:

Roy Allen Elementary	Endeavour Elementary	Palm Bay Elementary
Apollo Elementary	Fairglen Elementary	Palm Bay Academy Charter
Cambridge Elementary	Fieldston Prep	Pinewood Elementary
Campus Charter	Golfview Elementary	Port Malabar Elementary
Cape View Elementary	Harbor City Elementary	Riverdale Country Day
Challenger 7	Horace Mann Academy	Riviera Elementary
Central Area Alternative Learning Center	Imagine Charter	Sabal Elementary
	Jupiter Elementary	Saturn Elementary
Columbia Elementary	Christa McAuliffe Elementary	Sunrise Elementary
Coquina Elementary	MILA Elementary	Turner Elementary
Dr. W. J. Creel Elementary	Mims Elementary	University Park Elementary
Croton Elementary	Oak Park Elementary	Westside Elementary
Discovery Elementary	Odyssey Charter	

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. Each school coordinates the Title I plan with the school improvement plan. Copies of each school plan are available upon request from the Title I Office or the individual school.

COORDINATION WITH OTHER AGENCIES:

Title I coordinates services with other agencies throughout Brevard County. These agencies include Brevard Zoo, Eastern Florida State College, Head Start, Adult Education, PREVENT!, Juvenile Justice, Rolling Readers, University of Central Florida, English for Speakers of Other Languages, and for homeless students and their families.



ENGLISH FOR SPEAKERS OF OTHER LANGUAGE (ESOL)

IDENTIFICATION AND PLACEMENT

Parents fill out a Home Language Survey during registration. A comprehensive English language proficiency screening is administered when there is an indication that another language spoken at home might have impacted the student proficiency in English. Students who meet eligibility for the program are placed in their appropriate grades with ESOL endorsed or in-training teachers.



INSTRUCTIONAL MODEL

BPS provides instruction to English Language Learners (ELL) using a mainstream inclusion model in which instruction is delivered through the use of ESOL strategies and accommodations. The goal is to provide differentiated instruction to develop sufficient verbal skills, listening, reading, and writing to enable the student to become English proficient.

English Language Learners are taught the same grade level curriculum. All subjects are presented in comparable amount of scope, sequence, and quality to those provided to students in the regular program. The language proficiency of the ELL student is taken into consideration during lesson planning, instruction, assessment, and grading.

SUPPLEMENTAL ASSISTANCE

Internal funds and the federal Title III grant help provide the following support to schools and their various ELL students:

- 3 itinerant teachers for supplemental academic support and monitoring in non-staffed schools.
- a bilingual assistant for any school with an enrollment of 15 ELL of the same home language
- an ESOL teacher for any school with an enrollment of 50 active ELL students
- an ESOL parent liaison for community outreach programs
- quality professional development for instructional staff & contacts
- supplemental online programs for language acquisition and reading
- supplemental online programs for support in core classes
- supplemental classroom teaching materials
- ESOL tutoring

PROGRESS MONITORING

The ELL Committee headed by the ESOL Contact at every school monitors the progress of all students in the program. Parents are advised to participate actively in scheduled meetings and events.

ELL students participate in all of BCPS and Florida Department of Education's assessments using approved testing accommodations. In addition, the Comprehensive English Language Learner Assessment (CELLA) is administered annually to all ELL students to monitor progress towards English language mastery.

TIPS FOR PARENTS

We strongly encourage ESOL parents to be better advocates for their students by:



- knowing their rights
- requesting information in their home language whenever feasible
- identifying and communicating with the school's ESOL contact as needed
- having access to Edline for continuous monitoring and instant translation
- participating actively in the various school/district procedures and events
- verifying their student participation to the available supplemental resources
- talking to their ELL students regularly about school, their classroom, teachers, and friends

ADDITIONAL RESOURCES**BPS PARENT INVOLVEMENT**

<http://middlechoolprograms.brevardschools.org/parents/default.aspx>

ELEMENTARY PROGRAMS

<http://elementarypgms.brevard.k12.fl.us/default.htm>

MIDDLE SCHOOL PROGRAMS

<http://secondarypgms.brevard.k12.fl.us/>

SECONDARY PROGRAMS

<http://secondarypgms.brevard.k12.fl.us/>

SCHOOL OF CHOICE

<http://schoolchoice.brevard.k12.fl.us/>

TITLE I

<http://title1.brevard.k12.fl.us/>

ESE (EXCEPTIONAL STUDENT EDUCATION)

<http://ese.brevard.k12.fl.us/default.htm>

CTE (CAREER & TECHNICAL EDUCATION)

<http://ctebrevard.com/>

FDLRS (FLORIDA DIAGNOSTIC & LEARNING RESOURCE SYSTEM)

<http://fdlrs.brevard.k12.fl.us/east/index.htm>

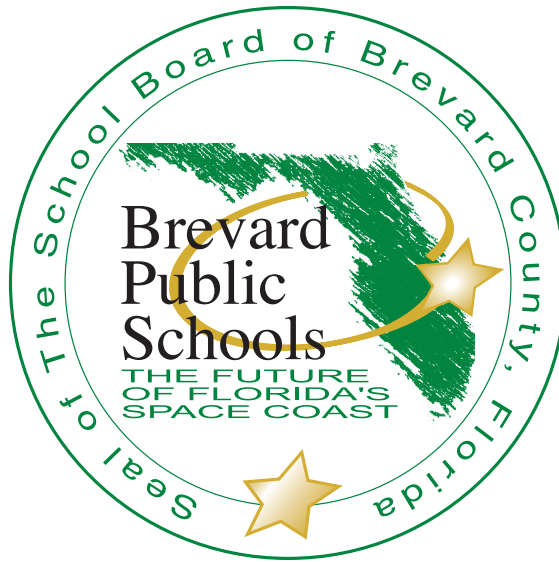
BE THERE

<http://www.bethere.org/>

NEXT GENERATION STANDARDS / COMMON CORE

<http://www.fldoe.org/bii/curriculum/SSS>





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. Brian T. Binggeli
Superintendent
Brevard Public Schools

Ms. Cyndi Van Meter
Associate Superintendent,
Division of Curriculum
and Instruction,
Equity Coordinator

Mr. Robin L. Novelli, Director
Office of High School Programs

Ms. Pamela Treadwell
Director
ESE Administrative
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
Employee 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

This Publication or portions of this publication can be made available to persons with disabilities in a variety of formats, including large print, Braille or audiotape. Telephone or written request should include your name, address, and telephone number. Requests should be made to Kim Parker, Exceptional Education Projects, 633-1000, ext. 535, at least two (2) weeks prior to the time you need the publication.

Brevard

Office Hours:
Mon-Thur: 8am - 4pm
Friday: 8am - 12pm

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Melbourne, FL 32935
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Fax: 321-242-2229

www.brevardpediatricdental.com