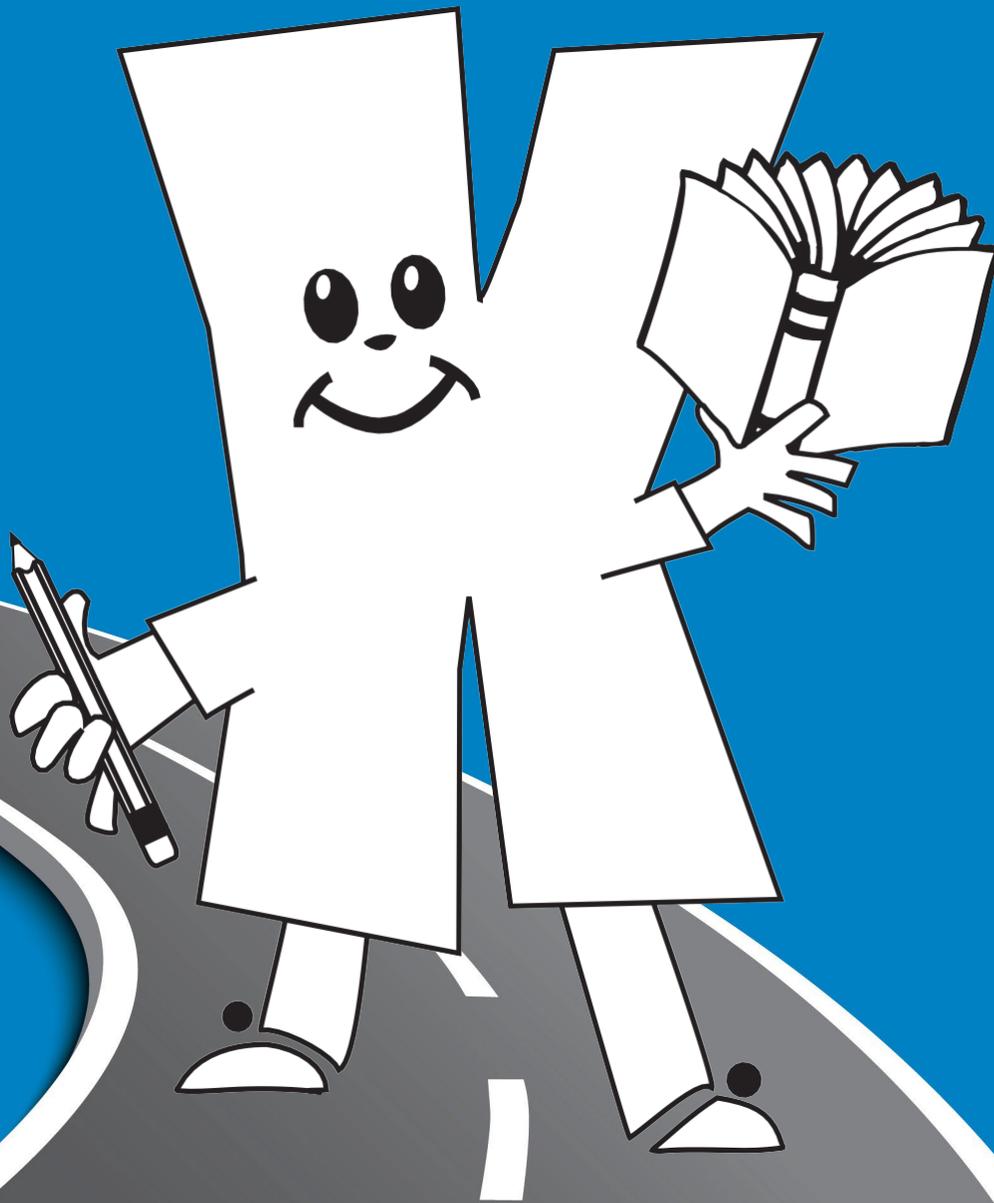


Grade



Kindergarten Roadmap to Success



Established 1915
BROWARD
County Public Schools

UNDERSTANDING AND USING THIS BOOKLET

This brochure lists a sampling of essential skills and concepts which students will be expected to master this year in language arts, mathematics, science, social studies, social emotional learning, physical education, fine arts education, and technology. The rate at which these skills are mastered will vary from student to student, depending upon individual development and learning styles. Although skills and concepts are listed in separate subject areas, they are not taught in isolation. They are integrated throughout the curriculum using a wide variety of methods and technologies. Many concepts and skills are reinforced and expanded from one grade level to the next. We have also included a parent tips section in this brochure to guide parents in meaningful ways to support your child's learning at home.

A Standards-Based Curriculum

The School Board of Broward County, Florida is dedicated to the implementation of a standards-based curriculum, requiring all students to master standards composed of concepts and skills which are critical to their school success; preparing them for graduation, post-secondary education, and employment.

This brochure has been developed by the Elementary Learning Department, Office of Academics. Detailed information by grade level is available for review at each elementary school. Broward County Public Schools (BCPS) continues to support every student in meeting their maximum potential.

Website Resources for Parents

BCPS Information for Parents

browardschools.com/domain/12441

browardschools.com/Page/39958

browardschools.instructure.com/courses/411

Supporting Young Learners

bit.ly/SupportingYoungLearners

Learning Never Closes

browardschools.com/learningnevercloses

BCPS Literacy Field Guide

bcps-literacyguide.com

Math Resources for Parents

pbs.org/parents/education/math/math-tips-for-parents
youcubed.org/

mathgoodies.com/parents

Florida Department of Education

fldoe.org/academics/standards/just-read-fl/parents.sti

floridastudents.org/

cpalms.org/Public/

fldoe.org/academics/standards/

ESOL Resources for Parents

browardschools.com/Page/38588

Social and Emotional Parent Resources

parenttoolkit.com



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Nora Rupert

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The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sex or sexual orientation. The School Board also provides equal access to the Boy Scouts and other designated youth groups. Individuals who wish to file a discrimination and/or harassment complaint may call the Director, Equal Educational Opportunities/ADA Compliance Department & District's Equity Coordinator/Title IX Coordinator at 754-321-2150 or Teletype Machine (TTY) 754-321-2158.

Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or Teletype Machine (TTY) 754-321-2158.

browardschools.com



ENGLISH LANGUAGE ARTS (ELA)

Broward County Schools is committed to preparing all of our students for a 21st century world through high quality instruction. The implementation of a rigorous and relevant ELA curriculum that embraces the six major common core shifts can provide students with the skills necessary to be successful in their college and careers. This year, your child's instruction will include a balance of informational and literary texts, a deep understanding of disciplines, and the use of academic vocabulary in speaking and writing. Your child will be expected to write from sources and support their answers with text-based evidence. Below you will find what your child will learn for each area of Language Arts.

The Kindergarten student:

In foundational skills,

- Demonstrates basic concepts of print, such as locating a printed word on a page, identifying parts of a book (front cover, back cover, title page), move top to bottom, left to right on the printed page, returning to the beginning of the next line
- Identifies all upper- and lower-case letters
- Distinguishes letters from words within sentences
- Understands that pictures may support the specific meaning of print and language is represented by print
- Blends and segments syllables in spoken words, and onset and rimes of single-syllable words
- Identifies and produces alliterative (Adam's alligator ate an apple.) and rhyming words (sun, fun)
- Identifies beginning, middle, and ending sounds (phonemes: ex dog = /d/ /o/ /g/; boat = /b/ /oa/ /t/) in spoken words
- Adds or deletes phonemes at the beginning or end of a spoken word and say the new word
- Breaks apart and blends phonemes in single-syllable spoken words
- Knows basic consonant sounds and short and long sounds for the five major vowels (a, e, i, o, u)
- Decodes (reads) and encodes (determining the spelling of a word based on the sounds in the word) consonant-vowel-consonant (CVC) words
- Independently reads and recognizes grade-level high-frequency words

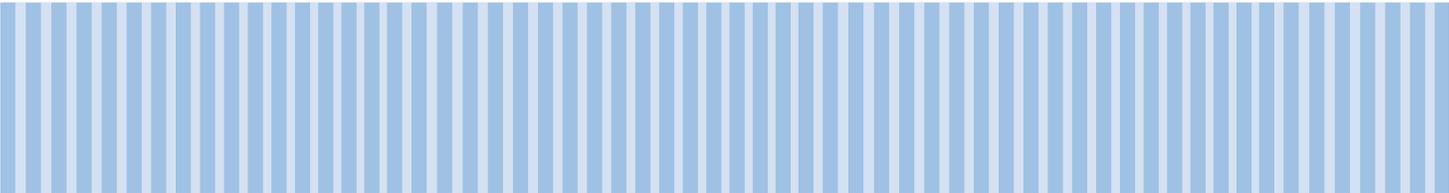
In reading,

- Retells a text orally by describing main characters, setting, and important events of a story or using topic and details for an informational text
- Compares and contrasts characters' experiences in stories
- Explains the roles of author and illustrator of a story
- Identifies rhyme in a poem
- Predicts and confirm the topic of texts using titles, headings, and illustrations
- Identifies the topic and multiple details in a text
- Explains the differences between opinions and facts about a topic
- Identifies and explains descriptive words in texts

In communication (including writing),

- Prints many upper- and lowercase letters
- Using any combination of drawing, dictating, and/or writing
 - Creates narratives with the events in chronological order
 - Expresses opinions about a topic or text with at least one supporting reason
 - Provides facts about a topic
- Improves their drawing and writing by planning, revising, and editing
- Uses complete sentences to present information orally
- Begins sentences with a capital letter and uses ending punctuation including question marks for questions
- Capitalizes the days of the week, months of the year, and the pronoun I
- Adds /s/ or /es/ to make nouns plural
- Recalls information to answer a question about a single topic
- Uses a multimedia element (drawing, picture, artifact, audio or digital) to enhance oral or written tasks

In vocabulary,

- Uses and recognizes grade-level academic vocabulary in speaking and writing
 - Asks and answers questions about unfamiliar words
 - Identifies and sorts common words into basic categories, relating vocabulary to background knowledge
- 



SOCIAL STUDIES

Social Studies centers around understanding how the world works on a social level. Students in the elementary grades are taught how to interact with the community, society, and the world around them. Social Studies instruction includes fundamental concepts of history, culture, economics, and political skills to produce responsible and productive citizens, and allows your child to develop critical thinking, research, and writing skills. Below you will find what your child will learn within each domain.

The Kindergarten Student:

In history,

- Develops an understanding of how to use and create a timeline
- Develops an awareness of a primary source
- Compares children and families of today with those in the past
- Recognizes the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.
- Compares our nation's holidays with holidays of other cultures
- Listens to and retells stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility
- Recognizes the importance of U.S. symbols
- Uses words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school
- Explains that calendars represent days of the week and months of the year

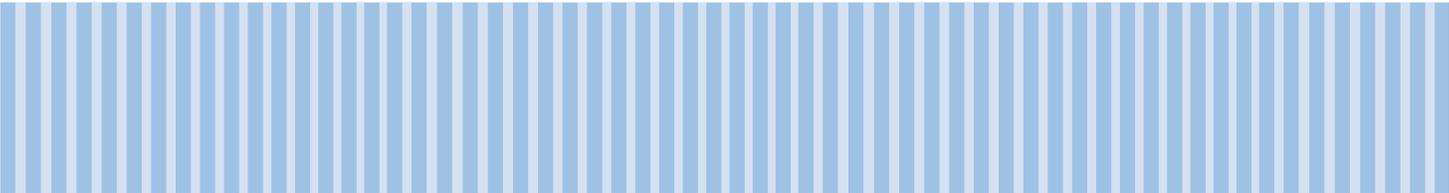
In geography,

- Describes the relative location of people, places, and things by using positional words
- Explains that maps and globes help to locate various places and that globes are a model of the Earth
- Identifies cardinal directions
- Differentiates land and water features on simple maps and globes
- Locates and describes places in the school and community
- Knows one's own phone number, street address, city or town and that Florida is the state in which the student lives
- Identifies basic landforms
- Identifies basic bodies of water
- Describes and gives examples of seasonal weather changes, and illustrates how weather affects people and the environment

In economics,

- Describes different kinds of jobs that people do, and the tools or equipment used
- Recognizes that United States currency comes in different forms
- Recognizes that people work to earn money to buy things they need or want
- Identifies the difference between basic needs and wants

In civics and government,

- Defines and gives examples of rules and laws, and why they are important
 - Explains the purpose and necessity of rules and laws at home, school, and community
 - Explains the rights and responsibilities students have in the school community
 - Demonstrates the characteristics of being a good citizen
 - Demonstrates that conflicts among friends can be resolved in ways that are consistent with being a good citizen
 - Describes fair ways for groups to make decisions
- 



MATHEMATICS

Kindergarten students will get an early start on mastering mathematical concepts by focusing on three critical areas:

- (1) developing an understanding of counting to represent the total number of objects in a set and to order the objects within a set;
- (2) developing an understanding of addition and subtraction and the relationship of these operations to counting and
- (3) measuring, comparing and categorizing objects according to various attributes, including their two- and three-dimensional shapes.

Below you will find some skills and processes your child will be expected to know and be able to do by the end of the school year.

The Kindergarten Student:

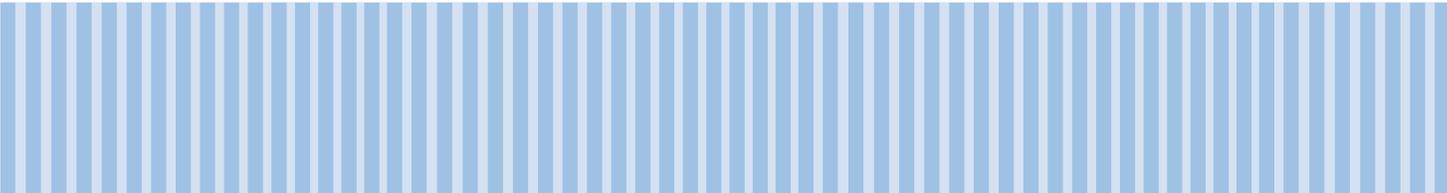
- Counts to 100 by ones and tens and counts forward and backwards within 20 beginning from a given number
- Reads and writes numbers from 0-20 and represents a number of objects with a written numeral in this range
- Understands the relationship between numbers and quantities
- Uses ordinal numbers (first, second, third, fourth, and fifth) to describe the position of objects
- Counts to answer questions about as many as 20 things arranged in various ways
- Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group
- Locates, orders, and compares two numbers between 1 and 20 as written numerals
- Adds and subtracts within 10 with procedural reliability
- Represents addition and subtraction in a variety of ways and solves word problems within 10 using objects, drawings, and equations with symbols for the unknown numbers
- Adds to make a 10 when given any number 1 to 9
- Represents numbers 0 to 10 as the sum of two numbers in different ways
- Represent whole number 10 to 20 using a ten and a group of ones with objects, drawing, and expressions/ equations
- Explains why addition and subtraction equations are true using objects of drawings

- Understands the meaning of the equal sign
- Describes measurable attributes of objects (e.g., length, weight, and volume) and directly compares two objects with a measurable attribute in common
- Expresses the length of an object as a whole number of length units, by laying non-standard objects end to end with no gaps or overlaps
- Collects, sorts, and counts objects into given categories and report the results
- Describes objects in the environment using names of shapes and describes the position of these objects (e.g., above, below, next to)
- Names, identifies, compares, and analyzes two and three-dimensional shapes regardless of their size or orientation (squares, rectangles, circles, triangles, cubes, cones, cylinders, and spheres)
- Creates and composes larger shapes from simple shapes or components

In the Practice of Mathematics:

In learning and understanding mathematics, students need to develop “habits of mind” so they can utilize math strategies, talk about the math they are learning, and solve problems. These mathematical standards will help your student learn content and apply mathematics to real world situations.

The Kindergarten Grade Student:

- Makes sense of math and does not give up if the problem is unfamiliar or difficult
 - Uses words and numbers to make sense of mathematical problems
 - Explains how he/she solved a problem and actively listens and makes sense of others’ solutions
 - Shows mathematical thinking using pictures, objects, drawings, or symbols
 - Chooses and uses mathematical tools to explore and understand mathematics
 - Shares ideas and thinking using accurate math vocabulary and computations
 - Identifies a pattern or structure in the number system or shapes
 - Notices when calculations are repeated and then finds more general methods and short cuts
- 



SCIENCE

In our everchanging world, understanding and internalizing scientific content is critical to success and achievement. Broward County Schools is committed to developing these vital skills through hands-on activities and high-quality instruction that is focused on the Scientific Big Ideas. These Big Ideas are grade specific; however, they flow through all grade levels and build in rigor as students matriculate through each grade. In kindergarten, your child's science instruction will include opportunities to interact with content associated with the following Big Ideas: The Practice of Science, Earth in Space and Time, Forms of Energy, Motion of Objects, Forces and Changes, Properties of Matter, Changes in Matter, and Organization and Development of Living Things. Below you will find what your child will be learning for each Big Idea.

The Kindergarten Student:

In The Practice of Science,

- Collaborates with a partner to collect information
- Makes observations of the natural world and knows that they are descriptors collected using the five senses
- Keeps records as appropriate – such as pictorial records – of investigations conducted
- Observes and creates a visual representation of an object, which includes its major features
- Recognizes that learning can come from careful observation

In Earth in Space and Time,

- Explores the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up
- Recognizes the repeating patterns of day and night.
- Recognizes that the Sun can only be seen in the daytime
- Observes that sometimes the Moon can be seen at night and sometimes during the day
- Observes that things can be big, and things can be small as seen from Earth
- Observes that some objects are far away, and some are nearby as seen from Earth

In Properties of Matter,

- Sorts objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture

In Changes in Matter,

- Recognizes that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling

In Forms of Energy,

- Observes that things that make sound vibrate

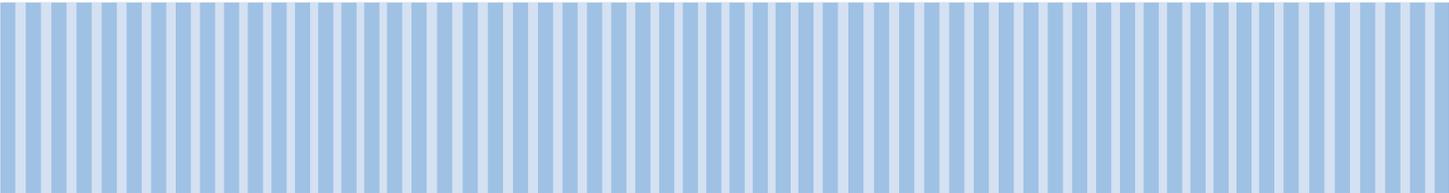
In Motion of Objects,

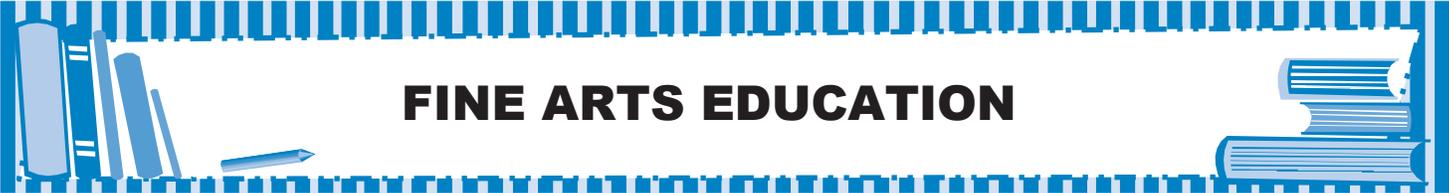
- Investigates that things move in different ways, such as fast, slow, etc.

In Forces and Changes in Motion,

- Observes that a push or a pull can change the way an object is moving

In Organization and Development of Living Organisms,

- Recognizes the five senses and related body parts
 - Recognizes that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life
 - Observes plants and animals, describes how they are alike and how they are different in the way they look and in the things they do
- 



FINE ARTS EDUCATION

Fine Arts education refers to education of the disciplines of music, dance, theater and visual arts. Education and student engagement in the fine arts plays an integral part of the school curriculum. The Next Generation Sunshine State Standards for fine arts education are organized by grade level for elementary grades. The following five bullets are the Big Ideas identified in arts education and provide an overview of what students should know and be able to do:

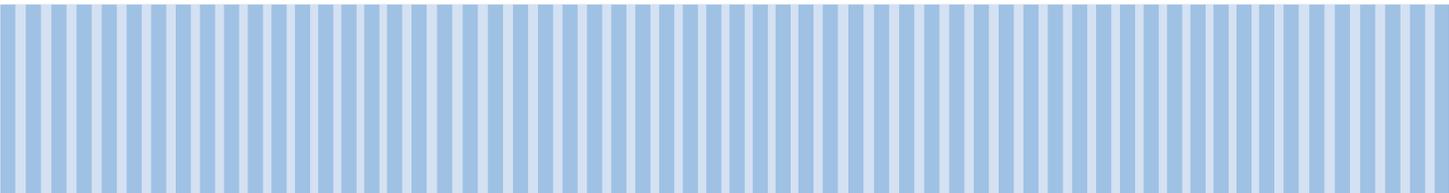
- **Critical Thinking and Reflection:** Critical and creative thinking, self-expression and communication with others are central to the arts.
- **Historical and Global Connections:** Through dance, music, theatre and visual arts, students learn that beginners, amateurs and professionals benefit from working to improve and maintain skills over time.
- **Innovations, Technology and the Future:** Works in dance, music, theatre, and visual arts are organized by elements and principles that guide creators, interpreters and responders.
- **Organizational Structure:** Experiences in the arts foster understanding, acceptance and enrichment among individuals, groups and cultures from around the world and across time.
- **Skills, Techniques and Processes:** Experiences in arts foster understanding, acceptance and enrichment among individuals, groups and cultures from around the world and across time.

For more information regarding fine arts education can be found on www.cpalms.org



PHYSICAL EDUCATION

BCPS Elementary students receive 150 minutes of physical education each week as required by state statute. A minimum of 30 consecutive minutes is required on any day that physical education instruction is provided. Florida's physical education standards are organized around four strands. These strands carry throughout all grade levels and are centered around developing a physically literate individual. These strands include Movement Competency, Cognitive Abilities, Lifetime Fitness, and Responsible Behaviors and Values. For more information about the physical education standards, visit www.fldoe.org.





SOCIAL EMOTIONAL LEARNING

Broward County Public Schools strive to provide all students with a college and career ready education characterized by safe, caring and well-managed learning environments. Instruction in social and emotional skills will prepare them to be resilient and achieve individual success academically, interpersonally and throughout their lives. Social and Emotional Learning.

In the early Elementary grades, students will:

- Identify one's likes and dislikes, needs and wants, strengths and challenges, as well as family, peer, school and community strengths
- Describe why school is important, and identify personal, academic and behavior goals for student success
- Recognize that others may experience situations differently by using listening skills to identify the feelings and perspective of others
- Describe the ways that people are similar and different and describe the positive qualities in others
- Identify ways to work and play well with others and demonstrate appropriate social and classroom behavior
- Identify problems and conflicts commonly experienced by peers and approaches to resolving these conflicts constructively
- Identify social norms and safety considerations that guide behavior and explain why unprovoked acts that hurt others are wrong
- Identify a range of decisions that students make, while making positive choices when interacting with classmates
- Identify and perform roles that contribute to one's classroom and family

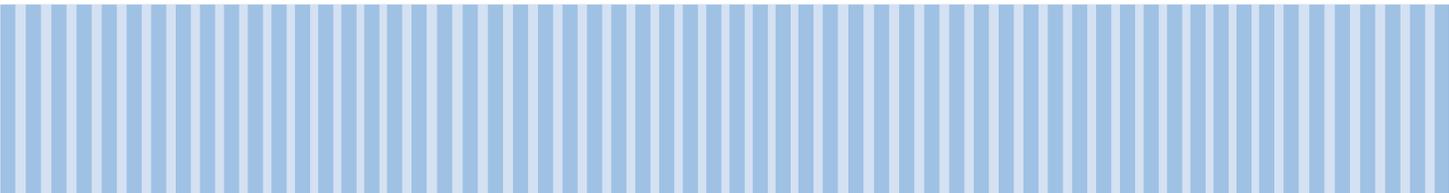


GIFTED EDUCATION

Each Broward County Public School must develop and implement a comprehensive plan to meet the needs of their gifted students. BCPS universally screens all second-grade students for gifted with the CogAT. Services for gifted students are provided in the content areas depending on the students' needs. These services are not limited to the curriculum and learning environment. Curriculum differentiation is incorporated to provide flexibility in instruction. Strategies used may include:

- In depth study
- A high degree of complexity
- Advanced content
- Variety in content, process and/or product
- Acceleration of instruction

Teachers of Gifted students must be appropriately endorsed by the State of Florida or working towards endorsement. For additional information about the Gifted learner, please visit <http://sbbc-gifted.com/>



TECHNOLOGY INTEGRATION

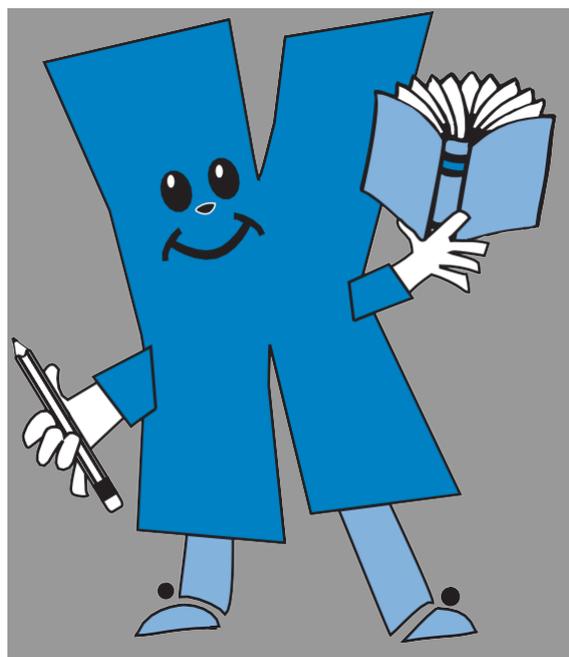
The integration of technology in education will prepare students for future college and career paths. Being fluent in technology is essential in order to be successful in a digital world. Broward County Public Schools uses the ISTE Student Standards (<http://www.iste.org/standards/standards/for-students-2016>). The standards are designed for use by educators across the curriculum, with every age student, with a goal of cultivating the following attributes throughout a student's academic career:

- Empowered Learner
- Digital Citizen
- Knowledge Constructor
- Innovative Designer
- Computational Thinker
- Creative Communicator
- Global Collaborator

Broward County is a Microsoft district, and all students have accounts for Office 365, which gives them access to online applications such as OneDrive, Word, PowerPoint, Excel, and more. Students have the ability to download and install Office products (using an active student number) on up to five personal devices. This can be done from the Office 365 Broward home page after signing in. Students can access Office 365 from their Single Sign On account. Directions for access can be found here:

- English
- Spanish
- Haitian-Creole
- Portuguese

When signing in for the first time, students will need to answer three security questions, in case they ever need to retrieve their password. Parent assistance would be helpful. This Single Sign On portal gives students access to other resources, as well.

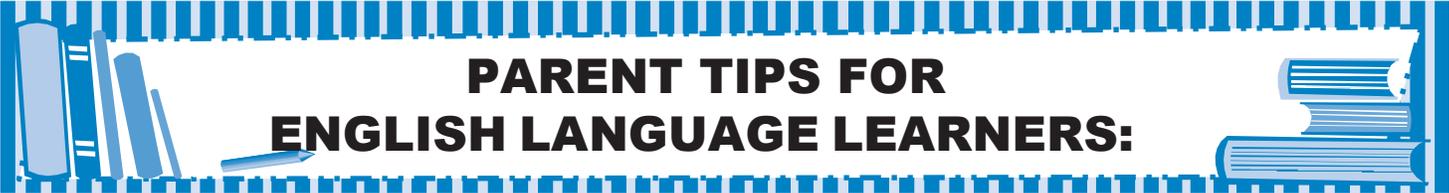


ACTIVITIES TO PRACTICE WITH MY KINDERGARTENER

Parents play an integral role in their child's academic performance. Children thrive when parents are committed to actively participate in their child's education. Consistent parental involvement yields greater academic success, improved self-esteem, a positive attitude, and higher levels of intrinsic motivation. Below are some simple activities you can do with your child to support their love of learning at home.

Parent Tips for English Language Arts (Reading and Writing)	Parent Tips for Social Studies	Parent Tips for Math	Parent Tips for Science
<ul style="list-style-type: none"> Work with the alphabet daily with your child (magnetic letters / identification/sound) Help your child make connections to letters and sounds Practice reading sight words and have your child identify them in stories they are reading or that you are reading to them Read aloud to your child every night with excitement and emotion Teach your child the alphabet song Talk with your child about the information in the books you are reading Frequently visit your local library and choose books together Have your child write frequently and praise your child's reading /writing skills Encourage your child to sound out and spell words when writing rather than telling them how to spell words Be a positive role model for reading Speak to your child with a large vocabulary to help your child learn new words Help your child extend their oral language by helping them think of words they could add to their sentences When reading with your child, point out different aspects of grammar and conventions (e.g. punctuation, first word, capital letters) 	<ul style="list-style-type: none"> Share with your child different cultural or ethnic celebrations Discuss with your child the days of the week and months of the year and how they are organized in a sequential manner Show your child a map and help them to identify basic bodies of water and landforms Have your child memorize their complete address and phone number Discuss with your child different jobs that people hold in your community Work with your child to identify the different forms of money in America (coins and dollars) Explain the difference between a want and a need Discuss with your child how your family makes fair decisions Discuss the difference between rules (similar to what they have at home or school) and laws Make a list of what makes a good citizen with your child 	<ul style="list-style-type: none"> Help your child find alternative ways to solve problems Ask your child to draw a picture or act out problems Help your child analyze wrong answers Ask open ended questions (not able to be answered with yes or no) When your child asks for help, provide guidance, not answers Practice using mental math with your child Use computer or smart phone apps to practice math facts while in your car Praise your child for working through a challenging problem Have your child explain the mathematics task/problem to you step-by-step Model problem solving by thinking aloud as you work through a problem Find ways to practice number operations (addition and subtraction) Find ways to sort, collect and organize information Use environmental objects to get your child to think about mathematics (speed/highway signs, grocery stores, menus, license plates, cooking/baking etc.) 	<ul style="list-style-type: none"> Model curiosity Encourage your child to ask questions Ask your child to make observations that focus on their senses Encourage your child to record their observations Explore and find answers together Give your child time and space to explore Use items you have at home to conduct experiments

Parent Tips for Homework	Parent Tips for Staying Engaged	Parent Tips for Teacher Conferences	Parent Tips for Struggling Learners
<ul style="list-style-type: none"> Set a specific time and place for homework Provide a quiet well-lit place for homework Remove any possible distractions Stay positive about homework Stay informed and in communication with teacher When your child asks for help, provide guidance, not answers Provide necessary supplies and identify resources Communicate with teachers regarding homework (challenges and successes) Reward progress with homework Monitor homework progress, but let your child work independently 	<ul style="list-style-type: none"> Attend Back-to-School Night and Parent-Teacher Conferences Know the names of your child's teachers and friends Visit the School and Its Website Support Homework Expectations Send Your Child to School Ready to Learn Teach Organizational Skills Teach Study Skills Get Involved Know the Disciplinary Policies Take Attendance Seriously Tuck a supportive note into your child's backpack each morning Make Time to Talk to Your Child About School (Academics, Social, Homework etc.) <p>Sample questions:</p> <ul style="list-style-type: none"> ✓ What was the best thing that happened at school today? ✓ What was challenging at school today? ✓ Can you show me or describe something that you learned today? ✓ What could you have done to make your day at school even better? 	<ul style="list-style-type: none"> Arrive on time Be prepared Talk to your child about the conference before you attend Determine the best way to keep in touch with the teacher Ask specific questions <p>Sample questions:</p> <ul style="list-style-type: none"> ✓ Is my child working up to his/her ability? ✓ How will you evaluate my child's progress? ✓ What can I do at home to support my child? ✓ What is the class/school discipline policy? ✓ What is your homework policy? ✓ What resources are available to assist with homework? ✓ What are my child's strengths, weaknesses, and learning style? ✓ What questions would you recommend that I ask my child about your class each day? 	<ul style="list-style-type: none"> Focus on child's strengths while working to improve their weaknesses Be positive and supportive Model how to struggle with a task and eventually succeed Expose child to reading material that is interesting to them Make sure your child has opportunities to excel at non-academic activities Limit electronics, especially during homework time



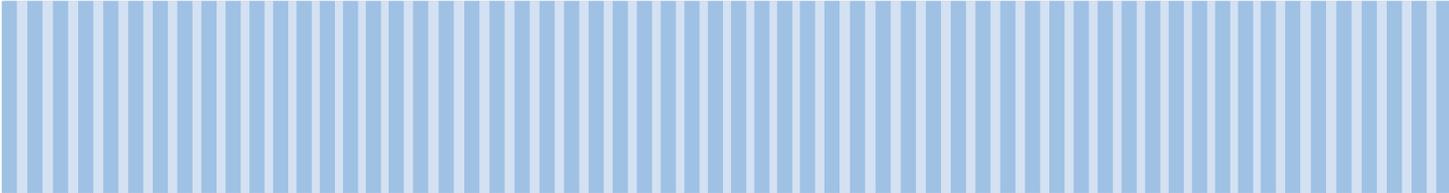
PARENT TIPS FOR ENGLISH LANGUAGE LEARNERS:

Many students in our school came from homes where languages other than English are spoken. Parents are important partners with schools in the education of these youngsters. Below we have provided what to expect as your child acquires a second language as well as ideas on how to help in this process.

What to Expect:

- Your child will learn a second language differently from the way he/she learned the first language.
- Competence in the first language makes acquiring a second language easier.
- Oral language such as that used in social communication is often learned within the first two years of exposure to a second language.
- It could take 5 to 7 years or longer for your child to acquire the language proficiency needed to be successful with tasks involving abstract reasoning and thinking in the second language.
- Your child may experience some difficulty with grade level academic work in English as he or she is in the process of acquiring English as a second language.
- Norms, expectations, school routines and rules differ from culture to culture, and your child may require a period of adjustment. Therefore, your child will benefit from your guidance and reassurance.
- Your child may show signs of frustration and behavior changes while adjusting to a new language and culture.
- Motivation to learn makes acquiring a second language easier.
- Children learning a second language may exhibit a silent period where they listen but are less likely to speak.
- Student's English proficiency levels can vary in listening, speaking, reading, and writing language skills. For example, some students may have stronger listening and speaking skills than reading and writing skills.
- Younger children do not acquire a second language faster and easier than adults or older children, but they are less likely to have an accent.
- Younger children may have more difficulty acquiring a second language because of limited experiences in the first language. Children who learn two languages simultaneously from birth may have an easier time becoming proficient in both languages.

What You Can Do:

- Continue to speak to your child in your native language. Remember a strong first language enhances second language acquisition and being bilingual is an asset.
 - Provide a positive and supportive environment for your child to develop a healthy self-concept. Praise your child for his/her efforts in school.
 - Encourage your child to share his/her school experiences with you on a daily basis.
 - Expose your child to many community activities to increase general knowledge and vocabulary. Outings such as trips to the beach and to the park can be great topics of conversation. Check your local newspaper for available activities.
 - Allow your child to watch appropriate educational TV programs and videos to enhance skills such as counting, letter recognition, colors and vocabulary. For older children, educational programs may help develop greater general knowledge and academic skills.
 - Read and/or tell stories to your child in your native language. Encourage discussion of stories.
 - Encourage your child to ask questions about what he/she is reading, such as "who", "what", "where", "when", "why", and "how."
 - Ask your child's teacher for a list of high-frequency words and have your child learn them.
 - Volunteer to share relevant background information with school personnel such as developmental, medical and educational history.
 - Advise school personnel of any changes at home, which may affect your child's functioning. Contact the school if you have questions or concerns about your child's progress or behavior.
 - Get involved in the educational process of your child by scheduling conferences with teachers. An interpreter may be requested. Showing a genuine interest in your child's school experience will increase motivation and help prevent behavior problems.
 - Get involved in school activities. For example, ask your school about opportunities to volunteer, attend evening activities, or share your cultural heritage with your child's class.
 - Check out books from the school or public library at your child's independent reading level for your child to read at home. Books may be available in different languages.
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KINDERGARTEN ROADMAP TO SUCCESS



Laurie Rich Levinson, Chair
Patricia Good, Vice Chair

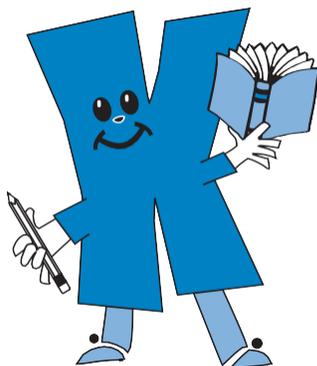
Lori Alhadeff
Daniel P. Foganholi
Debra Hixon
Donna P. Korn
Sarah Leonardi
Ann Murray
Nora Rupert

Dr. Vickie L. Cartwright
Superintendent of Schools

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Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or Teletype Machine (TTY) 754-321-2158.

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