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SBBC‑FDLRS‑EAST ‑ Graduation and Deferral

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Live Captioner standing by...

>> Hi, everyone. Welcome. We are admitting everyone into the room. I have 5:59. We are going to stay pretty much on our time schedule and start here shortly.

Hi, everyone. Thank you so much for joining us this evening. I know that it is about 6:01 and people are continuing to log in and they're being allowed into the room, so we hope to start here shortly and stay on track for this evening's talk, making sure everyone's in the right place, this is transition talk and it's about graduation and diploma deferral. If that is what you signed up for this evening, tonight is our kickoff in a series. What happens to my IEP after I leave high school, and then that Thursday we will be talking about the different transition programs in Brevard County and a follow‑up with CTE. So hopefully you're more than welcome to sign up for as many sessions that you would like through the month of December. And then we are going to continue on, pick back up second semester in February, under the start conference that we hosted annually through our interagency council and we'll be furthering our discussion with agency inputs and more input and planning about transition.

Here shortly we will go ahead and talk about this evening's Zoom requirements and how to participate. If at any point you have questions, you'll being able to do utilize the chat room and we'll address that in our conversations. Thank you for being patient and thank you again for joining us this evening.

All right, guys, we are going to go ahead and start. And like I said, it's a very informal evening. We're glad you're here with us. I'm going to turn the screen over now to Heather Theobald who is going to talk about the ins and outs for operating in Zoom this evening. Thank you.

>> Thank you, everybody. It was so great to see all of you come on in and to hear Terry's welcome. Yes, I just wanted to address some of our items that we are going to be doing as we start to hear David's great speech and get to have this time together, that if you are not that familiar with this platform, there is a way that you can mute and unmute your speaker. So if it's muted, then you will see the speaker with the red line through it. So we'll do a little Zoom keeping, a quick slide at the end. So when he is sharing, we ask that you do keep it muted so that we have not all the distractions from the background. But at the end, we are going to ask that you listen to all the great content and at the end there is some time built in for some questions. We are not going to have it student specific. We are going to be recording. And he is going to be sharing his information if it is something that you want to talk a little bit more in depth about. But with our time tonight, we want to be respectful of your time. So we are going to just show you that sometimes he might do an assessment with you as far as moving forward. So if he says like a thumbs up and he just wants to kind of know how he's doing, can he go on, did you get it, on the bottom bar where next to the unmute, you can also stop your video if you would like. Sometimes that takes up too much bandwidth or you just would like to have privacy and that helps you to concentrate and listen better. That's also right next to the mute and unmute.

Over on the side where you can see the thumbs up, that's where it says reactions and it's kind of a happy face. That's where you can click on and do the thumbs up. And you can also clap for him or a participant that shares.

There's also a chat box. So again, as you're thinking about a question and you don't want to lose that train of thought, you're more than welcome to type in a question or a comment. Again, not student specific at this point or child may be the case, but you can chat it in there. Again, if it's a question, we are going to save those 'til the end but feel free to write them as you're thinking about it so you don't lose that train of thought.

And I also just wanted to let you know that there is sometimes a private way you can chat to the cohost or host. It might just go to that person, but when the chat is saved, then everybody can read it. So you just want to be aware of that.

So it is good if it's a question for everybody or you hear a question that might benefit everybody, when you're writing to chat you just make sure it says everybody before you push the send button so we can all benefit from your great thinking and your question, because it might be one that we all have.

And then again, you're probably mostly going to be using the thumbs up, but there are ways that if we use any of the ones under the participants, those stay longer, so if you need to raise your hand or need to step away, those are usually used in professional development. Tonight we are going to be a little more casual and save our questions for the end. But these are different features in Zoom that you can talk about going slower or yes or no. We'll have people monitoring the chat. Also, there is a place in your Zoom where at the bottom you can use closed captioning. As you can see, we have a Spanish translation on your screen. We also have closed captioning available. So if you would like to use closed captioning at the bottom of the Zoom feature, you might see live CC and you can click that and individually you can have closed captioning as well.

And there are other features with annotation. That's another feature under more. View options and more. This is the last slide and then we'll get into the content and start recording is using the chat feature, microphone muted, keep your camera on when you would like, and sometimes that does take up the bandwidth, so just like with that red line muting it, you can do the same thing with the video and turn that off. Other than that, we will monitor the chat and see if there's any questions with it. But for what you all came for tonight, David O'Brien!

>> Okay. Thank you so much, Ms. Matson and Ms. Theobald. I'm David O'Brien and I'm coordinator of student services program support. Tonight I want to talk about high school graduation and talk about requirements, and then we are going to get into‑‑that's going to lead into the deferral process. If you're a parent and your child has an IEP and they are getting in those high school years, you're probably interested in what the diploma deferral is and if your student will qualify to defer their diploma and what options they have if they do defer their diploma. We are going to get into that. We are going to go through ‑‑ the first part is going to be the high school graduation requirements. So what does your child need in order to get a standard high school diploma?

Starting with the 2014/15 9th grade year, so that is any student that entered ninth grade in 2014/15. Students are going to graduate with a standard high school diploma or certificate of completion. Those are the only two options. In other words, there's no longer a special diploma which is what we used to do years ago. These are the two options and very few students get their certificate of completion. That's actually a pretty rare, might be one or two of those a year really. Normally those are strange situations, a student moves in from out of state and their credits are kind of wonky. So most of our kids, by and large, 99.9% of them are going to get the standard high school diploma. This is regardless of whether your child is on regular Florida standards or on access points. Some of you may have children or a child who's on access points, they are going to get a standard high school diploma too. That's exciting. And that started back in 2014/15.

So there's several standard high school diploma pathways. There's the general pathway, which is just what everybody has. Every high school student, they get that education pathway. There's also the access point pathway, which is the same as the general pathway with very few exceptions. I'm going to talk to you about what those exceptions are and what is different about the access point pathway. And then there's academic and employment pathway, which is another one that very few students do. That has to do with a student having paid employment through high school and they can actually get credit for courses based on their job competencies. Like I said, very few students do that one, but we will touch on that. Then there's the standard high school diploma designations, the scholar and the merit. Those are not pathways. Those are designations. Those are stickers that go on the diploma for various things. Extra courses usually that the student will take. So let's talk about general requirements. Let's start with English. This hasn't changed in years and years and years. Everybody needs four credits in English. That's going to be English language arts 1, 2, 3 and 4. One in ninth grade, 2 in tenth grade, 3 in 11th grade and English 4 in 12th grade. Every student, four years of English language arts. That is a state requirement and that's what every student's going to get. In addition, of course they have to pass the statewide standardized grade 10 English language arts assessment, the FSA, except for last year we didn't have it because of COVID. But that's an exception to the rule. Or they can get a Concordance score bypassing the SAT or ACT to satisfy the requirement. Students may also get waivers and we'll talk about that in just a minute in terms of the assessment and if they don't pass the assessment, the options they have there.

Then we go into math. Math is very similar. Four credits in math. In math, one of them must be algebra one and one must be geometry and there must be two other ones. Math has to be taken the freshman and sophomore year. Algebra one can be a stand‑alone one year algebra one course or in Brevard we also have algebra 1A and algebra 1B. What we've done is taken algebra 1 and stretched it out over a two‑year time period. So there is that option as well. Either way, it counts as algebra 1. And algebra 1 is another mandatory EOC, so they have to take that end of course exam once they complete algebra 1. And they have to pass that. That's the other requirement in terms of assessments.

There are industry certification courses that can lead to some math credits. There are certain, for instance, architectural kinds of courses that the high schools offer where if you take the course, it counts as a math course even though it's really not a math course; it's an elective or CTE course like architecture or blueprint stuff and you get into the math careers. Some of those courses can count for math credits and your guidance counselor at your school will be able to tell you which courses count for that. Then you have science. Science we have to have three credits and one must be biology. So there's basically two sequences. One is the biology, chemistry, physics sequence which is recommended by most school counselors. Then there is another pathway or sequence which is a credit in physical science, a credit in biology, and then another equally rigorous science course, and there are several out there. There's marine science, environmental science, Earth space science. There's all sorts of science courses out there that will count.

Used to be integrated 1, 2 and 3 would count. We don't have that anymore. Although it's being phased out. You see in the note for graduating classes of 20/21, the integrated will count for a physical science course. That will be phased out after 2021 and that integrated 1 science will no longer count as a science course.

So those are your three sciences. Again, like the math, there are certain industry certification courses that can count as a science credit. Except for biology. Biology is kind of a stand‑alone. When I'm reviewing transcripts and graduation requirements, one of the first things I do is look for algebra and biology. Those are the two biggest that have to be there.

But anyway, your school counselor will know which of those industry certification courses count as a science credit. So there's some of the medical ones that count as science.

Then we have social studies. Three credits in social studies. Now, here they really stipulate what courses need to be taken. A student has to have world history, one credit, that's one year of world history. They have to have one credit in U.S. history. Then they have to have one semester of U.S. Government and one semester of economics.

You add those up, that's three credits in social studies. Those are laid out there. It's the same for every student. Like I said, the state really stipulates which social studies courses need to be taken. Finally, a fourth credit in either science or social studies is required. So in other words, a student's going to have four English, four math, and then can have four science and three social studies or three science and four social studies.

So there has to be a fourth course in either science or social studies.

Then just some other requirements. They have to have one credit in either a fine or performing arts course, speech and debate or some kind of practical arts, chorus, arts, band, any kind of performing arts course. One year of that, mandatory for every student. They also need to have one credit in hope which includes compression only CPR. That is one year of HOPE class or used to be called PE. It's really PE with a classroom component as well. So they've really expanded from PE to just health overall. So every student has to have one credit in that. They also need to have .5 credit in the career research and decision‑making course. This is a one semester course. Most students take it in ninth grade, although it doesn't have to be taken in ninth grade. This is a character development course and sets the ground for career research and gets the student thinking about life after school. They learn about different careers, they research different careers, they do all that kind of stuff. Great course, mandatory course, has been mandatory in Brevard for quite some time. That is a requirement as well.

Then there's 8.5 credits in electives. And we all know what electives are. Those are anything else other than the courses I've just described. If you add those up, it comes up to 26 credits.

So just kind of an aside, some other requirements, not really course requirements but just other general requirements. One course within the 26 credits must be an online course. One credit, one course within the 26 has to be an online course. That can be waived by an IEP team. We'll get into that in just a minute, but an IEP team, if it's stipulated on a student's IEP, then that can be waived, that requirement.

They have to have a GPA of 2.0. That is a requirement that's been around for a long time. 2.0 GPA. They also have to do what we call the rigorous course requirement, which is they either have to have three credits of an honors course. That can include dual enrollment, advanced placement, an ACE course or honors course. Three credits of an honors course or rigorous course, or three credits in a CTE program of study in a sequential order. We can waive the sequential order part. Sometimes a student will take a CTE course and realize I don't want this career and want to try a different one so they jump to a different track or different CTE sequence. We do allow that. Most schools will allow that under most cases but we really want students to take a career in technical sequence. That's an option if they don't do the honors option.

The other alternative is four or more credits in a sequential performing fine arts course. That one was just added actually recently, because we had some students who that is their career. A music class, they might be in music and band and in orchestra and in strings, so they take this whole sequence of music classes. For those students, music is their career. That is a CTE sequence. So we honor that and we want to promote that for our students who have abilities and career interests in the performing or fine arts area. So that's what that last one is. World language is not a requirement to graduate. Student doesn't have to take a foreign language to graduate, but if they are going to go to college, they are going to need it. You will notice that most high schools will highly recommend a world language, two sequential credits in the same language is required for admission into Florida State universities and of course if your child is interested in the bright futures scholarships. So world languages, again, it's not a requirement to graduate, but if you have a college bound student or student who's interested in enrolling in a Florida State University, they are going to need to have two sequential credits of a foreign language. So you may want to consider that, talk to your school counselor about that, because that's going to be needed if they are interested in pursuing higher ed. Let's take a break. I went over that kind of quick. Is everybody on board with me?

If you could give me a thumbs up and let me know if we are on the same page together. That's kind of the nuts and bolts of what is required of every student in Brevard Public Schools, what they need to graduate. Got some thumbs up here. Very good. We are going to move right along then to the access point pathway. Very similar to the general ed pathway. The very first bullet, they have to complete the required access courses. So four English language arts, same, four magnets, the same, three science, the same, and three social studies, the same. So your core classes are the same.

Now, for a student on an access point pathway, remember I told you they had to have a fourth science or social studies?

Students on access points don't need that fourth science or social studies. So there's one difference. That's one difference for students on access points. They don't need the fourth science or social studies. Then you have got the credit in performing or fine arts required. They have the credit in HOPE, that's required. They have to have one credit in either self‑determination, transition planning or CTE course. That is a requirement. We call that our transition requirement. And so most students do that. Another course that will satisfy that requirement is the career research. They also need 7 electives. They also have to have the GPA of 2.0 and that's on a 4.0 scale. One course must be online, so that's the same. Could be waived by the IEP team if it's indicated in the student's IEP.

So if your child is unable to do an online course, you'll want to talk to the IEP team about that. You're going to want to have that discussion on whether or not an online course is appropriate for your child.

Then of course they have to pass or receive waivers for the required assessments. So all of the students must take the assessments. A waiver does not mean the student does not have to take the assessment. A waiver waives the score. A waiver waives the result of the assessment. It doesn't waive the assessment. So that needs to be very clear, that a waiver only waives the results. The student has to take the test, but it does not waive the requirement to take the assessment.

So that's that. That's an IEP team driven decision. So if your child takes the FSA, grade 10ELA assessment or the algebra 1EOC, does not earn a passing score, the next step is an IEP team meeting where they are going to talk about the results of the assessment and they are going to have the conversation with you and they may consider a waiver for those results. Again, IEP team driven decision.

Access point pathway, there's 24 total credits. The other pathway, if you remember, was 26 credits. So a student on access point pathway has two fewer credits. One of those is an elective and one is the fourth science or social studies course. That's why there's two fewer credits that are needed there.

That is the access point pathway. It is meant to parallel all education students, which is a great thing. It's what we want. But then there's the transition planning and the self‑determination in there that a lot of times is specific to our ESC students.

And finally the academic and vocational pathway, again, not many students will do this. Essentially the requirements are the same as the general pathway requirements in terms of the core courses, the English, the math, science, social studies, all that. The difference here is that the student earns a minimum of a half a credit in a course that includes employment at minimum wage or higher. And then what happens is the school works with the employer and they document various competencies, industry certification kinds of things, and then that's all driven by the IEP team. Again, not many students really will get this because it's difficult to get. You have to pass all the courses everyone else has to pass in addition to having a job, a paid job at at least minimum wage. And then there's certain competencies and check ins and documentation that goes along with that. If you're interested in that pathway, you can let me know, I'll let your school counselor know and I will talk to them and we'll go from there. But like I said, not many kids take advantage of that one. It's a tough one.

All right. That is diploma graduation requirements in a nutshell. Okay?

If you're wondering if you have a student in high school and you're wondering is he on track to graduate, what does he need to graduate when you get the report card or schedule and you're wondering is this what he needs or she needs, is this what they need to graduate, am I sure they're in the right courses, now at least you know why students are put in certain courses. And if you have a question about a course your child is in, you'll want to notify your school counselor. Of course, you can always notify me if you have concerns and I will take a look at it because we want to be sure that once they get to their senior year, they have got what they need.

Keep that in mind. Again, if you have any questions, you can email me and let me know or your school counselor.

Diploma deferral is going to be our next topic here. Because we don't have a special diploma anymore, ESC students may still be entitled to a free appropriate public education once they've met their graduation requirements. But in order to do so they need to defer their diploma. What that means is we are saying your child met the graduation requirements, that's great, but the student, the child still needs education, still needs to finish something. So we are going to hold on to that diploma. The high school is going to hold on to the diploma until the student decides to accept it. Let's talk about how this is going to look.

This is the Florida State statute regarding deferment. I'll give it to you in a nutshell. Basically, it has to be a student that has an IEP. So that's number one. It has to prescribe special education, transition planning, transition services or related services through age 21. That is your transition IEP.

Student has to have one. Number two is enrolled in accelerated college credit instruction, industry certificate courses‑‑satisfy the scholar designation, which is a step up academically that requires algebra two, that requires some different things, or a structured work study internship or pre‑apprentice program.

We accomplish that through our transition programs and I'll talk to you about that in just a minute. Our BLAST program, Project Search, any kind of transition program. As a matter of fact, in one of our transition talks coming up I think next week, there's a whole transition talk just on our transition programs where we're get into BLAST and Project Search and what's the difference and all that good stuff.

So the decision to accept or defer the diploma has to be made during the school year in which the student is expected to meet all requirements for a standard high school diploma. In other words, a decision is made in their senior year, you don't decide in ninth grade, don't decide in tenth grade. You can think about it in 11th grade, but the decision really is made during the student's senior year. And it's going to be noted on the IEP. So we encourage our high school guidance folks to really know their senior ESC students early on in the school year and really keep an eye out for them and decide who is probably going to defer and who may not and who's interested in deferring and who is not. Some students want to get their diploma in their hot little hands and they're finished. Other students say I want to go into a transition program or I need to finish up a CTE course or something like that. We'll get into that in just a second.

Like most things in the world of ESC, it's an IEP team driven decision. So the IEP team is going to review deferring a diploma. They are going to go over with you the options, because it's an IEP team decision but the parent and the student are very, very involved in that decision. By January 30 of their senior year, you're going to get a letter from the school. In that letter it's going to talk about deferral felt it's going to say your student is expected to meet graduation requirements by the end of the school year and if you would like to discuss deferral options, let us know. That's essentially what that letter's going to say. It has already gone out this year. I will probably send it out to schools again the beginning of January, right after the holiday break, I'll probably send it out to schools again.

And so that will be on school letterhead and that will go home to all ESC senior so be watching for that in the next several weeks. One already went out because we had some mid‑year graduates this year because of the move to block schedules. The deadline for you to make that decision or for your child to make that decision is May 15. That is written in the state statute. That's not my rule. That's not Brevard public school's rule. We didn't come up with that date. To be honest with you, if I had my way, it would be before May 15 and not wait until the last week of school. But that is in the Florida statute and that is what we'll go by. So you have got some time. I will encourage you, if you're interested in deferring, please let the school know before that May 15‑day, because it really impacts our programs and our August enrollment figures. I'm reaching out to schools already. I reached out to them this week and will again in January to try to get an idea of who is going to defer for next year because I need to know what our numbers are going to look like in our transition programs. So I'm already asking schools who do you have that's deferring?

Who do you have that's likely to defer?

If you're interested and you have a senior ESC student has an IEP and you're interested in deferral the diploma and you're interested in what options are available, please let your school know and they will hold an IEP meeting and you'll have that discussion.

Let the school know you're interested in having that discussion. Now, at that IEP meeting, there's going to be two forms. One is a program options available to students who defer. That is a list of all the reasons you can defer. BLAST is one, Project Search is one, our employ program is one. To finish a CTE sequence is one. Let's say they started the HVAC one and two course but didn't get a chance to finish the air conditioning course, the third course, they can defer their diploma to finish that CTE sequence, to finish the third course. We have it happen every year. And there's a whole list. That page is now about a page and a half of reasons. The school will provide that to you because when you defer, you're going to have to say I want to defer the diploma and here's why. That's why we give you the list. And we are going to say if you want to defer, that's great. Why?

What do we need to put your child in to finish?

That's the first one. The second form is the actual deferral form which is simply a document that says I am deferring my child's diploma and here's why, and then you sign it. It's that simple. And then it goes in the student's audit file. Those are the two forms you would fill out at that referral meeting, that IEP team meeting.

So here's two key key points on deferral. The first one is all graduation requirements must have been met. To defer is a post school opportunity. I'll get people that call all the time and say a diploma is not really all that important to me, I would rather go into BLAST. I don't really care about the high school graduation requirements and the diploma requirements. And I say, well, it's not a choice, diploma or Project Search. It's one comes after the other. You have got to meet all graduation requirements first. The assessment requirements, the whole nine yards. It is a post graduate program. That's number one. Number two, just the form has to be completed and in the student's audit file. That's more for the schools than parents. The form needs to be signed because that tells us why the child is deferring and we need to know why is the child deferring because we have to keep track of how many are deferring to go to a transition program and how many are finishing a CTE sequence. If they're going for the scholar designation, they need algebra two, so we have some students that might defer their diploma to take the algebra two course to get the scholar designation. World language is another one. We'll have students who defer to finish a world language. They've taken Spanish one, met all graduation requirements but to get a scholar designation, you have to have the second year. So they would come back, they would defer their diploma and take Spanish two. You can finish a program that you have started. We need to know that so we can know where to put the student. Any questions on deferral?

I think I'm going to get to questions in just a second.

All right. Beautiful. So take a breath. That was a lot to go over. Let me recap really quick for you. We went over graduation requirements. What does your child need to graduate with a standard high school diploma. Yes, even students in a self‑contained class, in a supported level class or participatory class, on access points. I get are they going to get a standard diploma like everybody else?

My answer is yes, that's the expectation. And I've shown you what courses they need to take in order to get that.

If you have any questions about that, give me a call. I pull up student transcripts all the time and say here's what they're missing. They haven't had a geometry course or they're missing this or things like that. I will tell you when it comes to graduation requirements, our school counselors are very on top of things. For Brevard Public Schools students who start in ninth grade, the school counselors kind of know where to put the kids. It's very rare that you get a student who's a senior who's missing something. They're doing checks all the time. So they're pretty on top of things. Where it gets complicated is students that move in from out of state or maybe from a different county and they have different courses and they have different requirements and we have to figure out what they took. That's where it gets a little tricky and a little dicey. For Brevard Public Schools students who spend all four years with us, by and large they're pretty much on track and they're good to go. Then we talked about deferral. Student needs to have an IEP. It's December. If your child is a senior, you might want to think about deferral options. It may be something you or your child is interested in. It may not. That's going to be up to you and your student and the IEP team. We have great offerings for students who defer. We have fantastic transition programs. We have got three of them in this county. We have got BLAST, we have got Project Search, we have got employ are our primary transition programs, but they can also defer for other reasons too. Like I said, the form is about a page and a half long of various reasons a student could defer their diploma, because we want them to be ready once they leave us. We want them to be ready for those post school opportunities, whatever that post school opportunity may be. It might be college. It might be employment. Whatever it is, we want them to be ready, we want them to be prepared. So deferral is a great way, if they're missing something or they need just an extra year or two, that's very targeted in one area, we allow them to do that through the deferral process.

Hopefully that has helped you understand that a little bit more. Like I said, especially if you have a student in high school. If we have any questions, again, I want to make them very general questions. If you have individual questions about your child, shoot me an email. I put the email on the screen there. Shoot me an email and say I have a question about my child and it can be about graduation requirements or it can be about deferral and I'll kind of help you walk through it. A lot of this stuff is an IEP team driven decision so a lot of times I'm going to say it's something we need to talk about with the IEP team. So if you have an individual question about your child, shoot me an email. There is a question in the chat room that Heather has.

>> Okay. It says do students on access pathway need to have a course of study in one of those three routes as the previous slides?

Example: Four credits in performing arts, CTE course sequence, et cetera.

>> Oh, the rigorous course requirement. No, they don't. No, they don't. They usually do, only because their electives usually fall into that. But no, it's not a requirement. They can graduate without that, although it's very rare. Usually, they're taking not the honors courses so much but the CTE courses. We're trying to get more and more of our ESE students take ESE courses and that's something we're really pushing this year, because a lot of our ESE students are not going to be college bound students. So we want them to start looking at careers and we want them to at least explore some CTE courses. Even if they take an introductory course, don't like it and take a different one, I see that all the time. They don't have to have a sequence because the kids change their minds, right?

But we do want them to have those vocational career kinds of courses. So is it required, no. But if it's not there I'm going to see what else the student took, because we are going to want to see what vocational or career kind of thing is the student interested in. There's a course called transition planning that's fantastic for our ESE students and there's another course called self‑determination that's fantastic for ESE students. Both of those count so we'll be good to go there.

>> Franklin, did that answer your question?

>> Yes, it did. I know Brevard, this is Franklin. Great job, I love this information. I just love hearing it as a recipient even though it's right up my alley with what I do. Brevard is so innovative and proactive and so progressive with getting students on a rigorous prepared track for employment and for life and career that I was really impressed with that rigorous course requirement that most of your students go through. And I was curious how that impacted students on access. So thank you for sharing.

>> Yeah, and that's something rather unique to Brevard. You're not going to find a lot of other districts that have that rigorous course requirement where we say we want you to take either rigorous courses or CTE courses. We want you to do one or the other. And I think that's fantastic that Brevard does that. We're one of the few counties that does, but there's a reason. We want to have students in rigorous courses. We want them to leave us college and/or career ready and that's the whole purpose of that requirement. I tell ESE students all the time when I'm in these IEP meetings, let's look at a course, let's see what we can do to get you thinking about possible careers or possible track. For students on access points, a lot of it is tied to transition planning and a lot of it is job skill training, which will lead into a lot of our transition programs like BLAST or Project Search and those kinds of things. They work on a lot of those prerequisite, pre‑vocational kinds of skills, because even our students on access points, we want them out there. We want them working and we want them to be productive once they leave us. We've invested oftentimes 20 years into these students and we want them successful once they leave us. Any more questions?

>> Yes, we do. It's great that Patty's mentioning about some of our upcoming courses because I have two that are from it appears to be mothers asking about the program, so Patty put in how we do have career technical CTE courses coming up in December 15, a talk, a transition talk on it. And we also have one on December 10 for BPS transition programs, because our next one from Diane, and I say your names only because you can then take the microphone if you want, is a freshman is her daughter and she's just now learning about Project Search and BLAST and these transition programs you're talking about and she wants to know how can she find out more about them.

>> Well, the first way is to talk to your school counselor or your LEA or IEP team meeting. That's the first way. The second way is you can contact me or Terry Matson and we'll get you in contact with Ms. Matson, who oversees our transition programs. We'll be glad to talk to you. And by all means, you want to attend next Thursday, December 10?

>> The eighth is college and my IEP and the tenth is the BPE transition programs.

>> Perfect. There we go. If you want to know more about the BPS transition programs like BLAST and Project Search, there you go. You just have to wait a week and you're going to get all the information you could ever want and then some. College is the eighth, you said, Ms. Theobald?

>> Yes.

>> Perfect. Because here's the thing. We want to get more ESE students into college. When we look at our data as we do every summer and every year, Brevard Public Schools actually does a pretty good job of preparing our students for careers, for employment. We actually do a fairly good job of that. Where we may need to do a little more work and where we may need to put a little more effort into is getting our students into post school education settings, higher education settings. So one of our things we're focusing on, one of the things we're working on as a district is trying to get more involvement in the colleges and the universities in our ESE students more interested in pursuing higher ed and those kinds of opportunities. That's fantastic that those two are coming up next week, because those are two fantastic things for our high school students to be thinking about. We're very fortunate that we have those opportunities. Thank you. I appreciate that.

>> Thank you. And one, Christine already knows about BLAST and her daughter's already going to get to be in it. Will they be able to see it in person because of COVID, they are understanding that they have to wait?

>> Yeah. I can tell you not in the first semester, okay. We're coming to a close here in a few weeks. January 15 is the end. In the spring we're still waiting on some direction from our school board in terms of how much they are going to want those visits, those tours, those things to happen. I certainly want people to see our BLAST program and our Project Search program and all that. But it's very difficult to do in person, especially during COVID. We are not going to bring a class of students into our BLAST class. We just can't do that. So we are looking at just doing some alternate things in the spring. We are looking at doing some video tours and we are looking at doing some of those kinds of things. I mean, I have got a whole presentation just on BLAST and what they do and what does a typical day look like. I have got all that, so we can certainly share that with you. In terms of in person to see the classroom, you know, I'll go out there and take some pictures and I'll embed the pictures in my PowerPoint and that's about as good as we are going to be able to get right now. Okay?

>> Thank you.

>> You're welcome. Looking forward to having your child in our program. I'm out there all the time, so I love those BLAST students.

>> It was really her mom that wanted to see the program.

>> Yeah, sure. Absolutely. And we want to share it. We certainly want to share it because we're proud of it. Like I said, we'll have to embed some pictures and show them what the program looks like physically and from a curriculum standpoint.

>> Thank you.

>> Absolutely. You're welcome.

>> And then Patty put a link to the BPS transition web page, so if you have time to click on that and bookmark it so you can go back to that. And then I believe the last item that we have as we round out our last six minutes here, Franklin is wanting to mention each year IEP team meeting there are post‑secondary goals that are discussed and written that will help determine deferment needs and transition planning and needs and supports and how important parents and families are to this and so critical.

>> They absolutely are. They absolutely are. What I tell parents is once your child gets into high school, you really need to be actively involved in the IEP meetings and I encourage you to actively involve your child in those IEP meetings so they can talk about what they want, their goals, their ambitions, what they want to do. So hopefully the parent and the child are kind of on the same page, hopefully. But begin those discussions early in the high school career so the school can help your child get where they need to be. And if they want to go to college, that's great, we can help prepare your child for that. If they want to get a job in a certain career or certain vocational area, we can start that process. So please please, please be involved in those IEP meetings and get your child involved in those IEP meetings because you guys are going to drive. You guys are going to drive their pathway. Thank you for sharing that.

>> Okay. That's all that's in the chat box. So unless there's anyone that wanted to share their microphone, it's 6:56.

>> Okay. Closing words, Ms. Matson?

>> Hope they join us for the series.

>> Join us for the series. Our next one is Tuesday the eighth to talk about college and your IEP. So there we go. The same time, right?

6:00. Hopefully you've registered for that. If you have not, get on there and register for it and we'll all be here and look forward to seeing each and every one of you. We are here to help you and we are here to support you and your child, I can assure you of that.

>> And Patty just added one more link. Patty, what's the link?

I'm not sure what you put there. Is that something they need to fill out?

So Patty put in a link. If you could complete our satisfaction survey, then we bid you ado and wish you a great rest of your week.

Thank you so much, everybody.

You would like to review the recording, we will be getting back with you about where to find the recording or you can get with David and we can send you the link.