SUPPORT PERSONNEL PERFORMANCE APPRAISAL SYSTEM

Human Resources Services/Labor Relations
2700 Judge Fran Jamieson Way
Viera, Florida 32940-6699

July 2006
Revised: July 2010
SUPPORT PERSONNEL PERFORMANCE APPRAISAL SYSTEM

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William B. Hall

SCHOOL BOARD OF BREVARD COUNTY
2700 Judge Fran Jamieson Way, Viera, Florida 32940-6699
Dear Support Employee:

On behalf of the school system, I am pleased to present the Brevard Support Personnel Performance Appraisal System. This board-approved appraisal system was developed cooperatively by support employees and administrators. I appreciate the helpful input provided by the revision team.

I sincerely believe that maintaining the quality of our current support staff is a critical ingredient to our success in pursuing educational excellence. Quality performance is influenced by an effective performance appraisal system that is based on current research and that provides support and guidance for continued professional growth.

This updated handbook meets our performance appraisal system requirements. It also includes information on the professional development assistance planning component which will ensure the development of a highly effective workforce through personal development and preparation for greater responsibilities through more challenging goals.

Your commitment to educational excellence to our students provides evidence of the quality in our schools. Thank you for your support and dedication in helping our district work toward accomplishing our mission of serving students with excellence as the standard.

Sincerely,

Leroy A. Berry
Deputy Superintendent
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SUPPORT PERSONNEL PERFORMANCE APPRAISAL SYSTEM
REVIEW AND REVISION TEAM

Joy A. Salamone, Director – Human Resources Services/Labor Relations

William B. Hall, Director – Educational Leadership and Professional Development

Barry Pichard, Principal – Turner Elementary School

Debi Embry – District Before/After Childcare Coordinator

Rhonda R. Stewart, Human Resources Services/Labor Relations Assistant

Debra Greco – Representative, IUPAT, District Council 78 – Local 1010

Glen Brown – Paint and Body Mechanic

Keith McAllister – Bus Driver

Margaret Pambello – Instructional Assistant

Rosa Felix – Custodian

Cathy Miller – Food Services Technical Operations Coordinator
PURPOSE

Consistent with the Strategic Goals and Objectives of Brevard Public Schools, the Brevard Support Personnel Performance Appraisal System includes the following purposes:

1. To improve productivity in the workforce
2. To promote professional growth through a developmental, non-threatening process
3. To provide information for use in annually making reappointment decisions
4. To influence decisions regarding changes in assignment, transfers, and/or promotions
5. To encourage career growth and development through goal development
SUPPORT PERSONNEL PERFORMANCE APPRAISAL

SYSTEM

PROCEDURES

1. ORIENTATION

Each year, all support personnel shall be fully apprised of the School Board of Brevard County’s formal Support Personnel Performance Appraisal procedures. This orientation will be scheduled during the first thirty (30) days of employment and will be documented pursuant to file copies in each building. During the initial orientation, all support personnel will receive a printed copy of the assessment instrument, data collection forms, and supporting procedures. A record will be maintained at the building level indicating the attendance and satisfactory completion of the orientation session.

2. PARENTAL INPUT

The district provides a client survey to the schools to be distributed to the parents of every student. This survey asks parents to respond to questions about their child's school specifically about communication between the home and school, level of parent involvement, instruction, availability of materials, homework, and the level of technology. Parents give an overall rating of the school at the end of the survey. These surveys include a comment section where parents are given the opportunity to provide input on employees, school programs, etc. This input may be in the form of commendations or recommendations. Opportunities for feedback to employees and administrators are also provided in the district's nine-week student progress reports and interim progress reports. School Advisory Council meetings, parent-employee conferences, and parent-administrator conferences give parents an opportunity to share information and opinions about the school and employees. Data and information from any of these sources may be used in employee evaluations, when appropriate.

3. RATING SCALE DEFINITIONS

The district expects competent and professional work from its employees. Such work should improve over time. The employee and supervisor should discuss the level of performance that is expected for each competency. **In determining the expected performance level, the requirements of the position and the employee experience are to be considered.**

A. **Effective:** Indicates performance that consistently meets the requirements of the position and the level of performance commensurate with the experience of the incumbent. This rating will be used to describe performance of **high quality.**

B. **Needs Improvement:** Indicates performance that requires additional attention to ensure an accepted level of proficiency. Further, this performance is not characteristic of the requirements for the position and experience of the employee. If this category is used, there must be written support regarding how performance is to be improved. If an overall evaluation is that of needs improvement, it is the responsibility of the evaluator to inform his/her supervisor.
C. **Unsatisfactory:** Indicates performance that does not meet the *minimum requirements* of the position and the level of performance commensurate with the experience of the incumbent. If this category is used, there must be written support regarding how performance is to be improved. If an overall evaluation is that of unsatisfactory, it is the responsibility of the evaluator to inform his/her supervisor.

The comment sections of all evaluation instruments are provided for specific feedback and comments about an employee’s performance. These sections are to be used to identify performance that needs to be improved and to recognize performance that is considered outstanding or exemplary.

4. **LESS THAN EFFECTIVE PERFORMANCE RATINGS**

If it is believed that an employee’s performance in any of the performance areas falls in either the unsatisfactory or needs improvement category, the following procedures will be utilized:

A. A written notice in the form of an interim evaluation that the performance within the specified area is below an effective level,

B. The required employee conference will focus on recommendations for improvement with respect to the deficient areas,

C. A written Professional Development Assistance Plan will be developed with the employee to correct said deficiencies; and

D. A specific and reasonably prescribed period of time will be given to correct said deficiencies.

**Employees who may receive less than an effective rating in any performance area shall be made aware of the deficiencies prior to the annual performance appraisal conference. This required communication supports the no surprises philosophy of this performance appraisal system.**

If the employee receives a rating of needs improvement or unsatisfactory in any of the performance areas, the written material identified in A through D above must be written and recorded on a Professional Development Assistance Plan form. Both the summative and attachment(s) shall contain the employee’s signature and date received.

5. **PROFESSIONAL DEVELOPMENT ASSISTANCE PLAN (PDAP)**

The Professional Development Assistance Plan is required when any of the performance area ratings are less than effective. This form is designed to provide specific strategies, suggestions, and/or improvements in the area(s) noted as deficient. Specific work behaviors that are to be acquired, improved, or deleted shall be recorded.

6. **INTERIM EVALUATIONS**

The interim evaluation is a tool used to communicate with the employee and to provide specific feedback on performance. An interim evaluation may be used when there appear to be employee performance concerns. The interim evaluation may be used at anytime throughout the performance appraisal process – before the annual appraisal is completed or following the final annual evaluation. When an interim evaluation is done, all performance areas must be assessed. Interim evaluations may also be used to gather baseline data during the 90-Day Probationary Process.
7. **OVERALL PERFORMANCE RATINGS**

An overall rating of needs improvement must be marked if “Ns” are given in at least five (5) of the nine (9) areas listed below.

An overall rating of unsatisfactory must be marked if “Us” are given in at least five (5) of the nine (9) areas listed below.

An overall rating of needs improvement must be marked if any combination of “Ns” and “Us” are given in at least five (5) of the nine (9) areas listed below.

Quality of Work, Communication, Customer Service Skills, Time Management, Motivation, Cooperation, Reliability, Responsibilities or Professional Growth and Development

8. **90-DAY PROBATIONARY EMPLOYEE PROCESS**

New employees to the state of Florida must read and sign a Statement of Understanding acknowledging they have read the statement and understand that they are probationary employees during their initial 90 workdays.

9. **CAREER COUNSELING**

Career counseling is considered a critical component of this appraisal system. It is an ongoing component that does not include any prescribed forms, but rather may be characterized as a continuing discussion between the supervisor and the employee. This discussion is to consider the employee’s long term goals and developmental needs. The objective of career counseling and other key points are identified in the career counseling section of this booklet.

10. **EMPLOYEE COACHING**

Several components of this appraisal system require direct assistance and unfiltered feedback. Research indicates that a wide gap usually exists between an employee’s actual performance level and his/her potential performance level. The purpose of this component is to reduce the span of the gap and accordingly have a positive impact on the quality of the school district’s overall performance. This component strongly supports the developmental concept of this appraisal system.

Similar to the Career Counseling component, coaching is likewise ongoing. It also occurs during the regularly scheduled formal and informal performance assessment sessions. A description of the employee coaching component is identified in the employee coaching section of this document.

11. **PERFORMANCE ASSESSMENT AND TASKS & TIMELINES**

The performance appraisal system is cyclical in nature. It is a process not an event. Based on the timeline which requires that summative evaluation instruments be sent to Human Resources Services on or about mid-February of each consecutive fiscal year, the following sequence of events should occur:
A. Each employee will participate with his/her supervisor in an initial performance assessment session to discuss and consider performance expectations for the employee’s specific position. It is anticipated that this planning session will occur following the discussion of the previous year’s summative evaluation. The purpose of this conference summarizes and completes the previous year’s evaluation cycle and initializes the calendar year for the subsequent assessment program.

B. The supervisor and employee may schedule interim performance review(s) as needed. The specific number of reviews may depend on several factors including the nature of the performance objectives, if any, the previous performance experiences of the incumbent, and the incumbent’s need and desire for constructive feedback.

C. Data Collection – During the formal and informal interim reviews, the supervisor will collect data regarding each performance area.

D. Interim performance review may be scheduled on date(s) indicated during the performance planning session or any time determined by the supervisor or employee. The two will meet to discuss the employee’s performance for any performance area identified as needing improvement. The supervisor will complete a Professional Development Assistance Plan for any performance area that is identified as less than effective. This form should indicate the specific behaviors that are to be acquired, improved, or deleted and identify improvement strategies with a follow-up date for review.

E. Performance Objectives – The follow-up of the interim review should be scheduled during the initial planning session with a time interval controlled by the nature of the objective relative to length of time required for accomplishment and/or anticipated need for coaching, feedback, or assistance.

F. As identified above, the normal due date for summative evaluations is on or about mid-February of each fiscal year. This date may be extended with approval of the Director of Human Resources Services and Labor Relations for individuals who started late in the school year or in situations where the completion of a Professional Development Assistance Plan would impact the summative ratings.

RECOMMENDED PERFORMANCE APPRAISAL TECHNIQUES AND PRACTICES

When a supervisor is planning or preparing to conduct an assessment conference, care should be taken to consider the following general guidelines:

1. Arrange a private conference at a time that is mutually convenient and will cause the least amount of stress or pressure for either of you.

2. Give the employee sufficient time to prepare for the meeting (the more time the employee spends beforehand thinking about work, performance expectations, and career goals, the more likely s/he will be motivated to improve and actually improve).

3. Define the purpose of the conference (initial, review, interim or final) at the onset of the conference - to help employees improve performance for the benefit of the students.
4. Tell the employee that the conference will involve two-way communication to discuss his/her job and level of expectation, or performance, regarding dimensions. Listen and talk.

5. Start the session by getting the employee talking through open-ended questions about the job and objectives.

6. Show that you understand the person’s feelings and point of view. This is particularly important if yours is a different point of view, which will be conveyed during the session.

7. During the conference, conduct yourself so that the conferee will be motivated to improve his/her performance.

   - praise the employee for past work well done
   - treat the employee as an equal and with respect
   - end the conference on a positive note

8. Discuss employee performance relative to professional “expectations” at his/her level of experience. Don’t compare the employee with others.

9. Be friendly and supportive. A performance appraisal conference is very important to the employee. S/he will be very sensitive to and may misinterpret your attitude toward him/her. Convey the impression that you have time for the conference, and you consider it to be important.

10. Keep concise notes. Though the initial and interim performance appraisal conferences are not rating sessions, information shared during these conferences will have bearing upon the final evaluation given in the last conference.

Prior to the time when a supervisor completes the summative evaluation form, s/he should analyze all available performance-related information and identify critical trends and patterns. Once the form is completed, consistent with the requirements of the section on observations and the data collection process, the actual appraisal session must be specifically planned and organized. The supervisor should organize and guide the session to resolve the performance issues.

A. Consider the employee’s performance in the following ways:

   - Specific examples or occasions when the employee has performed above or below expectation.
   - Specific performance that deserves special attention even if at expectation.
   - If the employee is performing below expectation, be prepared to provide specific ideas as to how s/he may improve his/her performance. Also, ask yourself the following questions:

     Is the work sufficiently challenging? Too difficult?

     Does the employee know what is expected?
Does the employee receive necessary guidance?

Does the employee have an adequate knowledge of the job and the field?

Does the employee appear to have the necessary abilities?

Does the employee receive the necessary support or assistance from others?

Are there factors beyond the employee’s control that may be limiting performance?

Is the employee rewarded for good performance?

Does the employee have a negative attitude toward certain aspects of work?

B. Consider your answers to the following questions:

- Do I really feel that the interview is worthwhile?
  
  If you are convinced of the value of the interview, you will be better able to convey its worth to the individual and thus will stand a better chance of eliciting cooperation.

- Am I in a friendly and cooperative frame of mind?

- Will I be sympathetic and understanding, as well as objective and analytical?

- Will I be inclined to be too critical or too lenient?

- Will I be inclined to conduct the session on a superficial level and not discuss important problems?

- Am I prepared to listen to explanations or even arguments?

- Am I prepared to change my opinion of the individual’s performance if the discussion indicates that I might have been mistaken?

- Do I expect to learn something from the sessions?

- How do I feel about the individual to be appraised?

C. Conducting the session:

Follow the same procedures as those outlined above in regard to the first conference, adding the following:

- Express appreciation for good job performance.

- State the importance of the employee’s performance to the department/school/district.
• Do not merely read the form to the employee.
• Encourage self-improvements; let the employees “assess” themselves.
• Help employees be realistic and objective.
• Discuss strong points as well as weak points.
• Focus the discussion on performance, not personalities. Focus on how results deviate from expectations.
• Give specific examples of behavior that are unsatisfactory, needs improvement, or effective.
• Minimize the number of criticisms; too many will threaten the employee’s self-esteem and put him/her on the defensive; s/he will not know which are the most important.
• Explain why a behavior is unsatisfactory and cannot continue.
• Deal only with weaknesses that are likely to happen again and that the employee can correct.
• Admit the possibility of misunderstanding or differences in view points. Do not argue.
• Discuss the factors that may be hindering the employee’s ability to do the job.
• Distinguish between the assessment of the employee’s performance on his/her current job and his/her potential for promotion.
• Keep the discussion focused and allocate time as you both see fit.

**CAREER COUNSELING**

Career counseling is a discussion between the supervisor and employee of the employee’s longer-term career goals and professional development needs.

The objectives of career counseling are to:

1. Improve personal performance and assure continued professional growth and development of employees.
2. Prepare employees for future work assignments requiring greater levels of professional and personal commitment.
3. Help employees identify short-term and long-term career goals.
4. Provide unfiltered feedback to employees on their personal plans and strategies for performance development.

Career counseling is a mutual process with definite requirements and responsibilities for the supervisor and the employee. The supervisor’s role is to provide advice and counsel and to explain how the employee’s goals match organizational needs. The supervisor should assume the role of “helper” in the sessions. There is emphasis on the employee’s role in the process in an attempt to foster a conscious and planned choice. In order to derive the most benefit from career counseling, an employee must take an active role in the process.

When an employee’s future plans are formulated, supervisors should consider the general level of present performance. If the person is not performing present duties effectively, the primary emphasis should be on improvement of present performance. If the employee is highly effective at the present job, emphasis should be placed on personal development and preparation for greater responsibilities through more challenging goals for the present.

**EMPLOYEE COACHING**

A wide gap usually exists between an employee’s actual performance and his/her potential performance level. Reduction of that gap has a direct effect on the quality of the District’s performance. How well that gap is reduced for employees is one test of a successful supervisor. In the last analysis, supervisors carry two major, interrelated responsibilities:

1. Producing the work they are charged with
2. Developing their employees

In meeting these responsibilities, one of the most powerful tools available to supervisor is skill in coaching employees.

The objectives of coaching are to:

1. Improve personal performance and ensure the development of employees
2. Help employees eliminate or reduce mistakes or personal shortcomings
3. Provide feedback to employees on errors, shortfalls, or successes
4. Identify and take necessary steps to reduce institutional barriers which contribute to the gap between actual and potential performance standards.

Coaching includes all the instructions, praise, suggestions, criticisms, and mutual discussions that managers use to develop and motivate professionals. Coaching is a direct response to the need to assist employees in developing their potential, with emphasis on the skills required for success in their current jobs. It requires objectivity, analysis, and a sensitive awareness of and respect for another person’s viewpoints and reactions. Most coaching is, or should be, situational. Problems and exceptional performance should be addressed as they arise in the conference for something done three months before will lead to a feeling of unfairness and resentment. To save up all your praise and criticism for the scheduled performance assessment conferences will overwhelm the employee.
Coaching also occurs during the regularly scheduled formal performance assessment sessions. The major differences between the two opportunities for coaching are:

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<th>SITUATIONAL COACHING</th>
<th>PERFORMANCE ASSESSMENT/CAREER COUNSELING COACHING</th>
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<tr>
<td>Usually prompted by specific situation</td>
<td>Usually tied to evaluating overall performance</td>
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<tr>
<td>Usually addresses a problem, though can also reinforce successful performance</td>
<td>Scheduled annually or at the completion of an assignment</td>
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<tr>
<td>Situation is addressed now and usually little or no time for preparation</td>
<td>Usually adequate time for preparation</td>
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Format is non-routine
The principles are generally the same in all three situations (situational, performance assessment, and career counseling). In fact, the most effective performance assessments are continuous, consisting of regular situational coaching as well as scheduled sessions. Reliance on scheduled sessions only, with limited coaching in the interim, is not an effective system.

The purpose of coaching is not to emphasize an employee’s mistakes or personal shortcomings but to improve future performance or behavior. Coaching is two-step process:

a) Analyze an error, shortfall, or success
b) Plan for future improvement or continued success

Coaching is a rational, analytical process that requires many of the same intellectual skills a successful administrator uses in other parts of the job. For coaching to be beneficial, it requires sensitive awareness of and respect for another person’s viewpoints and reactions. Without objectivity and analysis, an administrator will not be a fully effective coach.

Because most coaching is triggered by below-optimum performance, much of the ensuing discussion will consider problem-centered coaching. It is important to keep in mind, however, that the same coaching process is as applicable to discussions of an employee’s success as reinforcement for future performance. Try and catch your employees doing something right.

**Causes of Poor Performance**

Supervisors often assume that the employee is solely responsible for poor performance of job-related behaviors. Such assumptions may overlook elements within the organization or external situations that are causing the problem. In this regard, there may be several reasons for poor performance that are at least partly beyond the control of the employee:

- Expectations are not understood
- Continuing feedback and counseling for improved performance are not provided
- Person does not know how to perform certain job functions
- Organizational support or assistance from other members of the district is lacking
- Person has poor relationships with other members of the district
- Negative attitudes toward certain aspects of the work or work environment have been developed
- Difficulties outside the district, such as family problems, are hindering job

It is easy to overlook such explanations for an employee’s weak performance, but a supervisor must always be aware, both in planning for and conducting a session, that such reasons may exist. With the possible exception of family problems, most other problems are more directly within the control of the employee and organization. Even personal problems can be dealt with in coaching will depend greatly on the relationship between supervisor and employee, as well as on the nature of the problem.
APPENDIX
SCHOOL BOARD OF BREVARD COUNTY
SUPPORT PERSONNEL PERFORMANCE APPRAISAL SYSTEM
2010-2011

Name ____________________________________________ School/Dept _____________________________
Last First MI Name Number

Assignment ____________________________ School Year 2010-2011

Principal/Department Head _________________________________ Type of Evaluation Interim ☐ Annual ☐

PERFORMANCE AREAS

1. QUALITY OF WORK Unsatisfactory ☐ Needs Improvement ☐ Effective ☐
Compltes assigned tasks accurately; organizes work, stays on task and is productive, follows rules, guidelines and Board policies; maintains confidentiality, plans ahead, works independently. Demonstrates ability to perform job responsibilities and demonstrates knowledge of all aspects of position.
COMMENTS:

2. COMMUNICATION Unsatisfactory ☐ Needs Improvement ☐ Effective ☐
Good written skills, good verbal skills, body language, telephone and e-mail etiquette, and responsiveness.
COMMENTS:

3. CUSTOMER SERVICE SKILLS Unsatisfactory ☐ Needs Improvement ☐ Effective ☐
Is respectful and considerate of others; exhibits positive actions and attitude; serves as positive role model to students, peers, and all others. Employee demonstrates courtesy, effectiveness and efficiency.
COMMENTS:

4. TIME MANAGEMENT Unsatisfactory ☐ Needs Improvement ☐ Effective ☐
Attendance is punctual, completes tasks in a timely manner, moves from task to task efficiently, and meets deadlines for tasks assigned.
COMMENTS:

5. MOTIVATION Unsatisfactory ☐ Needs Improvement ☐ Effective ☐
Independent worker, encourages others, creates new projects, generates new ideas, and displays strong work ethic.
COMMENTS:

6. COOPERATION Unsatisfactory ☐ Needs Improvement ☐ Effective ☐
Accepts direction, recognizes when assistance is needed and requests it, identifies ways to continuously improve performance, and functions effectively as a team member.
COMMENTS:

7. RELIABILITY Unsatisfactory ☐ Needs Improvement ☐ Effective ☐
Effectively applies position knowledge to enhance performance, cares for and uses equipment properly, identifies and uses all available resources.
COMMENTS:

8. RESPONSIBILITIES Unsatisfactory ☐ Needs Improvement ☐ Effective ☐
Performance of assigned duties, compliance with policies, procedures, programs and the Code of Ethics.
COMMENTS:
9. **PROFESSIONAL GROWTH AND DEVELOPMENT**

   - Unsatisfactory
   - Needs Improvement
   - Effective

   Identifies ways to continuously improve performance, recognizes when help is needed and requests it, actively participates in cross-training (if applicable), and participates in learning opportunities. Participates in school-based training, job specific training and child care staff meetings.

   **COMMENTS:**

10. **OVERALL EVALUATION**

    Unsatisfactory
    Needs Improvement
    Effective

    **COMMENTS:** (Required)

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<table>
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<th>Signature of other administrator or supervisor (If other than Principal/Administrative Supervisor) (Blue Ink Only)</th>
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My signature indicates that this evaluation was discussed with me:

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**EMPLOYEE COMMENTS:**
Employee’s Name

Principal/Supervising Administrator’s Name

Performance Area

Specific Behaviors

Strategies for Improvement

Assistance

Date for Follow Up

Date for Completion Review

Date for Follow Up Review

Employee’s Signature (Blue Ink Only)

Administrator’s Signature (Blue Ink Only)
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

Dr. Walter Christy, Director  
Secondary Education

Ms. Sue Carver, Director  
ESE Program Services  
ADA/Section 504 Coordinator

School Board of Brevard County  
2700 Judge Fran Jamieson Way  
Viera, Florida 32940-6699  
(321) 631-1911

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

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

Ms. Susan Standley, Director  
Office of Compensation & Benefits

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

School Board of Brevard County  
2700 Judge Fran Jamieson Way  
Viera, Florida 32940  
(321) 631-1911

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