Santa Rosa District Schools’ Family Guide 2018-2019

Connecting Parents and Guardians to Santa Rosa’s Public Schools
# 2018-19 Family Guide

## Santa Rosa County School Board

### 2018-2019 Calendar

<table>
<thead>
<tr>
<th>Event Type</th>
<th>Dates</th>
<th>9 Weeks Report Cards</th>
<th>Mid-Term Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Planning</td>
<td>August 6-10, 2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Planning</td>
<td>June 3-4, 2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students Begin</td>
<td>August 13, 2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students Last Day</td>
<td>May 31, 2019</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Professional Development, Early Release & Holidays

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 4</td>
<td>Independence Day</td>
</tr>
<tr>
<td>September 3</td>
<td>Labor Day</td>
</tr>
<tr>
<td>September 12</td>
<td>Professional Development, Early Release for students</td>
</tr>
<tr>
<td>October 15</td>
<td>Planning Day (No school for students/work day for teachers)</td>
</tr>
<tr>
<td>October 31</td>
<td>Professional Development, Early Release for students</td>
</tr>
<tr>
<td>November 12</td>
<td>Veteran’s Day</td>
</tr>
<tr>
<td>November 19-23</td>
<td>Fall Break/Thanksgiving</td>
</tr>
<tr>
<td>December 18-19</td>
<td>Semester Exams—Early Release Middle and High Schools</td>
</tr>
<tr>
<td>December 20</td>
<td>Early Release for ALL students—Semester Exams Middle/High Schools</td>
</tr>
<tr>
<td>Dec. 21-Jan.4</td>
<td>Winter/Christmas Break</td>
</tr>
<tr>
<td>January 7</td>
<td>Planning Day (No school for students/work day for teachers)</td>
</tr>
<tr>
<td>January 21</td>
<td>Martin L. King’s Birthday</td>
</tr>
<tr>
<td>February 13</td>
<td>Professional Development—Early Release students</td>
</tr>
<tr>
<td>February 18</td>
<td>Presidents’ Day</td>
</tr>
<tr>
<td>March 18-22</td>
<td>Spring Break</td>
</tr>
<tr>
<td>March 25</td>
<td>Planning Day (No school for students/work day for teachers)</td>
</tr>
<tr>
<td>April 19</td>
<td>Good Friday</td>
</tr>
<tr>
<td>May 27</td>
<td>Memorial Day</td>
</tr>
<tr>
<td>May 29, 30</td>
<td>Semester Exams—Early Release for Middle/High Schools</td>
</tr>
<tr>
<td>May 31</td>
<td>Early Release, Last day of school for all students—Semester Exams Middle/High</td>
</tr>
</tbody>
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### High School Graduation Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>School</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 20</td>
<td>Blended Academy</td>
<td>5:00 P.M.</td>
</tr>
<tr>
<td>May 20</td>
<td>Locklin Tech</td>
<td>7:00 P.M.</td>
</tr>
<tr>
<td>May 23</td>
<td>Santa Rosa Adult High</td>
<td>7:00 P.M.</td>
</tr>
<tr>
<td>May 25</td>
<td>Navarre High</td>
<td>11:00 A.M.</td>
</tr>
<tr>
<td>May 25</td>
<td>Gulf Breeze High</td>
<td>2:30 P.M.</td>
</tr>
<tr>
<td>May 25</td>
<td>Pace High</td>
<td>6:00 P.M.</td>
</tr>
<tr>
<td>May 28</td>
<td>Milton High</td>
<td>7:00 P.M.</td>
</tr>
<tr>
<td>May 30</td>
<td>Jay High</td>
<td>5:00 P.M.</td>
</tr>
<tr>
<td>May 30</td>
<td>Central School</td>
<td>7:00 P.M.</td>
</tr>
</tbody>
</table>

### Storm Days (If Needed)

- **1st Semester**: October 15, January 7
- **2nd Semester**: March 25, June 3

School Board Approved 06/07/2018
Welcome to the Santa Rosa District Schools’ Family Guide!

The Santa Rosa School District takes great pride in the accomplishments of our students and realizes that it takes the joint efforts of the students, parents, district’s teachers, administrators, support staff, and the support of our communities to bring about the positive outcomes that we enjoy. The School Board and I are grateful for your support of our efforts to provide programs and services designed to improve your student’s academic success.

The Santa Rosa District Schools’ Family Guide is prepared and distributed to enhance partnerships between the school, home, and community. The goals of the Guide follow:

1) Describe the foundation of communication that provides specific information to you about your child’s educational progress.

2) Provide comprehensive information about your choices and opportunities for involvement in your child’s education.

3) Provide a framework for building and strengthening partnerships among parents, teachers, principals, district school superintendents, other personnel and community partners.

How can you help us improve? We would like to encourage you to begin using the Santa Rosa Schools’ Family Guide now and continue using the information as your child progresses through school. A wonderful place to start is to complete the Parent Self-Assessment Checklist on the next page. This assessment will help you learn more about yourself and your role in promoting your child’s success.

With your support, we can work together as a team to build strong and consistent improvement in academic programs and services for your students.

Sincerely,

Tim Wyrosdick
Superintendent of Schools

Comments or suggestions for the future publications of the Santa Rosa District Schools’ Family Guide are welcome. Please call the office of the Director of Federal Programs at 850.983.5001 or e-mail BarberK@santarosa.k12.fl.us.
Parent Self-Assessment Checklist

The Partnership between parents and schools is the single most important factor influencing student achievement. How involved are you in promoting a positive education for your child?

CHECK all that you can answer “YES”.

☐ Do you stress the importance of education and doing one’s best to your child?

☐ Do you let your child know how much you believe in his/her ability to be successful in school?

☐ Have you sat with your child and helped him/her to develop short and long term educational goals?

☐ Do you celebrate your child’s academic accomplishments?

☐ Do you emphasize the importance of reading by reading with and to your child?

☐ Do you provide a consistent time and place for your child to complete homework?

☐ Do you provide the necessary materials for your child to complete homework assignments?

☐ Do you discuss the school day with your child and look over work sent home?

☐ Do you attend workshops held in the community or school about how to help your child excel in school?

☐ Do you monitor content and length of time your child spends watching TV each day?

☐ Do you discuss and model positive behaviors such as respect, personal responsibility, and hard work?

☐ Are you aware of and do you enforce expected school behavior?

☐ Do you make it clear that you expect your child to take responsibility for his/her own actions?

☐ Do you emphasize and model to your child the importance of good attendance and being on time?

☐ Do you encourage and monitor your child’s participation in extracurricular and after-school activities?

☐ Do you regularly communicate with your child’s teacher, either in person, by telephone, by email or in writing?

☐ Do you attend meetings called by the school concerning your child?

☐ Do you attend after-school activities such as open house, plays, musicals, sporting events, etc.?

☐ Do you volunteer in the school setting when possible?
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Back Cover
Bureau of Student Achievement Through Language Acquisition (SALA)
La Oficina de Rendimiento Estudiantil mediante la Adquisición del Idioma (SALA)
LINEA TELEFONICA PARA PADRES
PARENT HOT LINE
TELEFÓN GRATIS POU PARAN
800-206-8956

SALA operates a Parent Hot Line (800-206-8956) in order to answer your questions regarding the education of your children. We can provide information about the testing, placement, instruction and rights of your child. Members of our staff are fluent in Spanish and French, as well as English.

SALA also holds many workshops and training sessions designed to help you help your children. Should you like information about these meetings, please contact us to schedule workshops. Members of our staff are also available to come to your area and meet with you or your group.

Remember: We are here to serve You and Your Children.

SALA opera una línea telefónica para padres (800-206-8956) con el propósito de responder sus preguntas con respecto a la educación de sus hijos. Podemos proveerle información sobre exámenes, colocación, instrucción, y sobre los derechos de sus hijos. Los miembros de nuestra oficina dominan el español, haitiano y francés al igual que el inglés.

SALA también lleva a cabo varias sesiones de entrenamiento diseñadas para ayudarle a ayudar a sus hijos. Si desea información sobre estas sesiones de entrenamiento, por favor llámenos para proveerle el calendario. Los miembros de nuestra oficina también están disponibles para viajar a su área y reunirse con usted o con su grupo.

Recuerde: Estamos aquí para servirle a usted y a sus hijos


SALA òganize tou anpil seminè ak seyans pou bay antrènman nan entansyon pou ede ou pou oumenm ka ede pitit ou yo. Si ou ta renmen resevwa enfòmasyon sou reyinyon sa-a yo, tanpw kontakte nou. Na voye orè-a ba ou. Anplwaye biwo-a ka ale nan zonn kote ou rete-a pou yon rankont ak ou epi gwoup pa ou.

Tanpwil sonje sa. Nou la pou sèvi ou ak pitit ou yo.
Accelerated Reader/Reading Renaissance (AR) or Reading Counts: an enrichment program designed to enhance, not replace the reading curriculum; students accumulate points for reading books and passing quizzes.

Educational Plan (EP): a plan that details the services, educational goals and objectives for gifted students.

English for Speakers of Other Languages (ESOL): a program that provides support and accommodations for students who are limited speakers of English.

Exceptional Student Education (ESE): specialized programs for students with special educational needs.

Extra-Curricular: school-sponsored activities and events that take place outside of the hours of a normal school day, such as club and organizational meetings and athletic events.

504 Plan: a plan written by a group of persons (Section 504 Committee) for a student who is eligible for Section 504. Under Section 504, a student is considered disabled if he or she suffers from a physical or mental impairment that substantially limits one or more major life activities, such as learning, walking, seeing, hearing, breathing, working, and performing manual tasks.

Fiscal Transparency—The average amount of money expended per student in Santa Rosa County is $7,540.75. For more information regarding the district and individual school’s financial reports please go to our district website at www.santarosa.k12.fl.us.

Science Standards Assessment (SSA): measures success with the Next Generation Sunshine State Standards for 5th and 8th grade science. School scores are found at http://schoolgrades.fldoe.org/.

Florida End of Course Assessments (EOC): computer-based tests designed to measure student achievement of the Next Generation Sunshine State Standards for Algebra 1, Geometry, Biology 1, Civics and US History.

Florida Standards (FS): mathematics and language arts standards adopted Feb., 2014. The English Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFLS). The Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS). They may be accessed online at http://www.fldoe.org/academics/standards/.

Florida Standards Assessments (FSA): emphasize analytical thinking in English language Arts and Mathematics in grades 3-10.
School Improvement Plan (SIP): the plan written by each school outlining data-driven goals which address areas of school improvement. Copies of the plan are available from the school office or online.

Standardized Test: a test that has been given to a representative group of students, followed by determining their average or typical performance on the test. These scores can be used for comparisons with scores earned by students who take the test later.

Student Code of Conduct: a document outlining the conduct expectations that have been adopted by the Santa Rosa County School Board and lists the consequences associated with violations of this Code. At the beginning of the school year, a copy is given to each student and it is discussed in detail. Students who enroll during the school year receive a copy at the time of enrollment. El Código de Conducta de Los Alumnos está traducido al español.

Student Handbook: a document that outlines items such as school rules, dress code, and school contact information. It may contain a planning calendar to be used by the student to record assignments and grades with space for communication between the parents and the school.

Unify (Performance Matters) Screener: a battery of assessments given 2-3 times per year to students in grades 3-high school to measure academic performance and growth in the subject areas of science and social studies. These core discipline assessments measure grade-level proficiency in respect to Florida standards.

Qualifications of Teachers

Historically, the Santa Rosa County School Board has worked to fill Santa Rosa classrooms with the most professionally qualified and caring teachers available. The No Child Left Behind Act of 2001 (NCLB) requires that, by the end of the 2006 school year, all teachers in core academic subjects must be highly qualified in their area of teaching assignment. All newly hired teachers must be highly qualified at the time of their employment. Teachers are considered to be highly qualified if they:

1) have a bachelor’s degree;
2) have full state certification; and
3) have demonstrated subject-matter competence in the area(s) taught.

If schools are not able to hire highly qualified new teachers, letters will be sent to parents stating that the teacher is not highly qualified.

In addition to the federal NCLB requirements, the State of Florida requires schools to notify parents if their student’s teacher is “out-of-field.” An out-of-field teacher is one who is not yet certified in the area he/she is assigned to teach.

As a parent you have the right to request information regarding the professional qualifications of any teacher who is instructing your student. You may request this information from the Human Resources Department at the school board office (850)983-5000.

All teaching, grades, and tests are based on the current state adopted standards.

Classroom instruction in every subject from art to zoology is based on the standards, and teachers’ grades show how well students are performing according to the standards.

Though public schools are sometimes criticized for “teaching” the FCAT, in reality, teachers are teaching the standards that are measured by these tests. These are skills your student will use throughout life.

Note:

At Title I Schools, the No Child Left Behind Act of 2001 requires that the district notify parents if their child has been taught for four consecutive weeks by a teacher or paraprofessional who has not met Florida’s requirements to be designated “highly qualified.” The School District of Santa Rosa County always employs certified personnel according to the Florida Department of Education requirements.
Consider Perfect Attendance...
Only 180 Days of School Each Year!

School attendance is the responsibility of the parent and student. Since there is a strong relationship between attendance and academic performance, it is important that parents take an active role in working with the school to ensure their child’s attendance on a daily basis. State law requires that all students between the ages of six and eighteen attend school regularly.

Absences are classified as excused or unexcused. School Board Policy lists the reasons for which an absence may be excused.

“Late to School Check-ins” and “Early Check-outs” will be identified as unexcused or excused. Three (3) unexcused “Late to School Check-ins” or “Early Check-outs” will equate to the student receiving one (1) unexcused absence. Section 1003.02, F.S., “authorizes district school boards to establish policies that allow accumulated unexcused tardies, regardless of when they occur during the school day, and early departures from school to be recorded as unexcused absences.”

Excused Absence

- Illness of the student
- Major illness in the immediate family of the student
- Medical appointments of the student
- Death in the immediate family of the student
- Duration of a religious holiday of the specific faith of a student
- Subpoena or forced absence by any law enforcement agency
- Major disaster that would justify absence in the judgment of the administration
- Head lice, for a maximum of two days per incident. Students should be treated and should return with no nits.
- Planned absences of educational value approved in advance by the principal

Unexcused Absence

- Any absence which is not justified by the parent or guardian or for which the reason is unknown
- Not attending class while on a school campus (skipping)
- Three accumulated unexcused late-to-school and/or early check-outs
- Final determination on whether an absence is excused or unexcused is the responsibility of the principal

The Learnfare Program is primarily related to student attendance for families who are eligible to receive Temporary Cash Assistance (TCA), and requires the Department of Children and Families (DCF) to reduce the amount of TCA for families with students who are identified as habitual truants or dropouts.

Minors between 14 and 18 years of age who accumulate 15 unexcused absences in any 90-calendar-day period will not be issued a learner’s permit or will have their driver’s license suspended. Refer to the Code of Student Conduct and/or the Student Progression Plan for further attendance and truancy information.
PROMOTION REQUIREMENTS

The specific promotion requirements for students in Santa Rosa public schools can be found in detailed form on the Santa Rosa District website under the Operational Documents link at: www.santarosa.k12.fl.us

Elementary School (Grades K–5)

- Students shall meet appropriate instructional goals that shall be based on Florida’s Sunshine State Standards and locally developed curricula. K/1 have transitioned to the Common Core State Standards.
- Mandatory Retention: Students at grade 3 who score below Level 2 on FSA ELA and then below 50% on the subsequent STAR alternate assessment will be retained unless a good cause exemption is applied, and they should attend Summer Reading Camp to improve their reading skills. Portfolio assessment and reassessment using STAR are provided again during Summer Reading Camp as additional opportunities for students to demonstrate mastery of state adopted standards at Level 2 and be promoted to grade 4.

Middle School (Grades 6–8)

A student must successfully complete the following academic courses and pass the End of Course Exam for Civics for promotion to high school.

- Three middle school or higher courses in English (Language Arts).
- Three middle school or higher courses in mathematics.
- Three middle school or higher courses in social studies, one course must be Civics.
- Three middle school or higher courses in science.
- One semester of Physical Education for each year enrolled in middle school.

A student must successfully complete 3 of the required core courses each year to be promoted to the next middle grade level classification.

Due to remediation requirements, a student’s Physical Education requirement may be waived.

High School (Grades 9–12)

- At the high school level, promotion to the next grade level is dependent upon a student earning the required number of credits.
- Promotion from Grade 9 to Grade 10 requires that the student has earned a minimum of one credit in math and one credit in English.
Sample of Kindergarten Progress Report

1st NINE WEEKS
Reading/Language Arts
Identifies parts of a hook
Identifies the role of the author and the illustrator in the story
Recognizes rhyming words
Reads illustrations to match a story
Draws finger谣to match speech in print
Reads sight words from kindergarten list (maximum assessed - 100)
Math
Counts orally by 1's from 1 to 10
Recognition numerals 0 to 10
Write numerals 0 to 10
Uses pictures or objects to add within 10

2nd NINE WEEKS
Reading/Language Arts
Participates, listens, and takes turns in conversations
Distinguish between written and printed words
Reads illustrations to match a story
Reads sight words from kindergarten list (maximum assessed - 100)
Math
Counts orally by 1's from 1 to 10
Recognition numerals 0 to 10
Write numerals 0 to 10
Uses pictures or objects to add within 10

3rd NINE WEEKS
Reading/Language Arts
Counts, pronounces, blends, and segments syllables
Blends and segments single syllable words
In writing, retells story events including beginning, middle, and end

Letter and Sound Knowledge
X-skill has been mastered

<table>
<thead>
<tr>
<th></th>
<th>Aa</th>
<th>Bb</th>
<th>Cc</th>
<th>Dd</th>
<th>Ed</th>
<th>Ff</th>
<th>Gg</th>
<th>Hh</th>
<th>Ii</th>
<th>Jj</th>
<th>Kk</th>
<th>Ll</th>
<th>Mm</th>
</tr>
</thead>
</table>
Identifies letter |    |    |    |    |    |    |    |    |    |    |    |    |    |
Knows letter sound |    |    |    |    |    |    |    |    |    |    |    |    |    |
Written letter for sound given |    |    |    |    |    |    |    |    |    |    |    |    |    |
Identifies letter |    |    |    |    |    |    |    |    |    |    |    |    |    |
Knows letter sound |    |    |    |    |    |    |    |    |    |    |    |    |    |
Written letter for sound given |    |    |    |    |    |    |    |    |    |    |    |    |    |

LEARNER QUALITIES [Keyed to]
Listening and speaking appropriately
Follows directions
Works independently
Does neat and careful work
Finishes work on time
Respects rights and property of others
Demonstrates self-control
Maintains focused attention on tasks
Gets along well with others
Returns homework assignments

SPECIAL AREA
Art
Music
Physical Education/Health

ATTENDANCE
1st 2nd 3rd 4th
Days present
Excused absences
Unexcused absences
Early Check Out/Late Check In Totals
Academic progress has been affected by attendance, early check out / late check in

CONFERENCE REQUEST X= YES
TEACHER
PARENT
End of the Year Performance:
Language Arts    Math    

Sample of Kindergarten Progress Report

Parent Signature:

1st 9 Weeks:
Teacher Comments:
Parent Comments:

2nd 9 Weeks:

3rd 9 Weeks:

4th 9 Weeks:
### READING

<table>
<thead>
<tr>
<th>Student Text Level (RI)</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected Text Level (RI)</td>
<td>7</td>
<td>12</td>
<td>15</td>
<td>18</td>
</tr>
</tbody>
</table>

#### Foundational Skills
- Demonstrates understanding of the organization and basic features of print
- Demonstrates understanding of spoken words, syllables, and sounds (phonemes)
- Knows and applies grade level phonics and word analysis in decoding words
- Reads with sufficient accuracy and fluency to support comprehension

#### Reading for Literature
- Relates stories and demonstrates understanding of reading material
- Describes characters, settings, and events in stories using key details and illustrations
- Explains major differences between a variety of text types
- Identifies who tells the story throughout the text
- Compares and contrasts adventures and experiences found in the story

#### Reading for Information
- Asks and answers questions about key details in a text
- Identifies main idea and retells key details of a text
- Asks and answers questions to determine or clarify meaning of words and phrases in text
- Knows and uses text features to locate key facts or information in a text
- Uses the illustrations and details in a text to describe its key ideas
- Identifies the reasons an author gives to support points in a text

#### Writing
- Writes opinion pieces to include topic, reasons for opinion, and closure
- Writes explanatory pieces to include topic, facts, and closure
- Writes narratives to include sequenced events with details, transitions, and closure
- With guidance and support, recalls or gathers information from sources to answer questions
- Works with peers on shared research to write a sequence of instructions

#### Speaking and Listening
- Asks and answers questions about material read aloud or shared by speaker
- Describes people, places, things, and events using details, ideas, feelings, and drawings

### LANGUAGE

<table>
<thead>
<tr>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates correct grammar and usage in writing and speaking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses correct capitalization, punctuation, and spelling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses a variety of strategies to determine meaning of words appropriate for 4th grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates understanding of word relationships with support</td>
<td></td>
<td></td>
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### MATH

#### Operations & Algebraic Thinking
- Represents and solves word problems involving addition and subtraction
- Understands and applies properties of operations and relationship between addition and subtraction
- Uses a variety of strategies to add and subtract within 20
- Works with addition and subtraction equations

#### Numbers and Operations in Base Ten
- Extends a counting sequence beginning with any number
- Understands place value of two-digit numbers
- Compares 2 two-digit numbers using symbols <, >, and =
- Uses place value understanding and properties of operations to add and subtract

#### Measurement and Data
- Measures length using non-standard units
- Tells and writes time in hours and half-hours (analog and digital)
- Organizes, represents, and interprets data with up to three categories

#### Geometry
- Distinguishes between defining and non-defining attributes of various shapes
- Creates dimensional shapes to form a composite shape; composes new shapes from the composite shape
- Divides circles and rectangles into two or four equal parts and describe appropriately

#### SCIENCE
- Demonstrates understanding of the practice and nature of science
- Demonstrates understanding of concepts in earth and space sciences
- Demonstrates understanding of concepts in physical science
- Demonstrates understanding of concepts in life science
### Social Studies

<table>
<thead>
<tr>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates understanding of concepts related to American history</td>
<td></td>
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<tr>
<td>Demonstrates understanding of concepts related to geography</td>
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<tr>
<td>Demonstrates understanding of concepts related to economics</td>
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<tr>
<td>Demonstrates understanding of concepts related to civics and government</td>
<td></td>
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</tr>
</tbody>
</table>

### Learner Qualities

- X = area of concern

- Attempts new tasks
- Shows effort
- Organizes time, tasks, and materials
- Completes classwork on time
- Completes and returns homework on time
- Actively listens and participates
- Works independently
- Produces work that is neat and organized
- Works well with others
- Demonstrates respect for property, self, and others
- Demonstrates self-control and resolves conflict appropriately
- Follows school/classroom expectations
- Accepts responsibility for actions
- Demonstrates appropriate manners

### Special Area

<table>
<thead>
<tr>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education/Health</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Attendance

- Days present
- Excused absences
- Unexcused absences
- Tardy
  - Academic progress has been affected by attendance, tardy, and/or early check outs

### Special Services

- X = YES

- Individualized Education Plan (IEP)
- Progress Monitoring Plan (PMP)
- English Language Learner Plan (ELL)

### Conference Request

- X = YES

- Teacher
- Parent

---

**Teacher’s Comments:**

**Parent’s Comments:**

---

### Grading Scale

#### K—Scale

- M = Mastered
- D = Developing
- Circled D = Mastered After Expected Mastery Date

#### Achievement Grades 2-12

- A = 90 – 100 Excellent Progress
- B = 80 – 89 Above Average Progress
- C = 70 – 79 Satisfactory Progress

#### 1st Grade Scale

- D = 60 – 69 Lowest Acceptable Progress

- M = Meets Proficiency
- D = Developing Proficiency
- B = Below Proficiency
- N = Not Assessed

- F = 0 – 59 Unsatisfactory Progress
- I = Incomplete

---

**Please sign this page of your child’s progress report and return to teacher.**
2018-19 FAMILY GUIDE

SANTA ROSA COUNTY SCHOOL BOARD
Second Grade

SANTA ROSA DISTRICT SCHOOLS
STUDENT PROGRESS REPORT: 2nd grade
Student Name: 
Teacher: 
Year: 
School: 

Attendance

1st 2nd 3rd 4th
Days present

Excused absences

Unexcused absences

Tardy

Academic progress has been affected by attendance, tardy, and/or early check outs

M-Meets proficiency: Student meets proficiency of the targeted benchmarks with independence, accuracy, and quality.

D-Developing proficiency: Student is developing proficiency towards the targeted benchmarks but requires additional support.

B-Below proficiency: Student is performing below proficiency of the targeted benchmarks even with additional support.

Reading
Uses appropriate phonics skills to decode words to an appropriate level of difficulty.
Identifies high frequency words automatically in isolation and context.
Reads grade level text with accuracy, expression, and appropriate rate.
Uses a variety of strategies to identify new vocabulary and word meanings.
Demonstrates comprehension of grade level text using a variety of strategies.
Identifies, analyzes, and applies the elements of fiction and non-fiction text.
Student's test level
Expected test level (Right)

16 18 20 22

Mathematics
Uses appropriate math vocabulary
Solves problems using a variety of strategies
Applies algebraic thinking to functions, patterns, and relationships
Demonstrates fluency when solving addition and subtraction problems
Uses place value concepts; compares and orders numbers to 9,999
Uses geometric models to demonstrate the relationships between wholes and parts
Measures, compares, and orders objects using units for capacity, length, and weight
Tells time to the nearest hour and half-hour
Identifies, combines, and compares coins to $1 and bills to $100

1st 2nd 3rd 4th

Language Arts/Reading
Uses the writing process to write with purpose, clarity, details, and organization
Applies effective word choice, sentence fluency, and personal voice to develop a piece of writing
Applies knowledge of spelling rules and patterns of writing
Applies and uses appropriate capitalization and punctuation
Applies and uses appropriate grammar

2nd 3rd 4th

Composes a variety of writing with a clear purpose to communicate ideas and experiences
Applies listening and speaking skills

Science
Demonstrates understanding of the practice and nature of science
Demonstrates understanding of concepts in earth and space sciences
Demonstrates understanding of concepts in physical science
Demonstrates understanding of concepts in life science

1st 2nd 3rd 4th

Social Studies
(assess when taught)
Demonstrates understanding of concepts related to American history
Demonstrates understanding of concepts related to geography
Demonstrates understanding of concepts related to economics
Demonstrates understanding of concepts related to cities and government

1st 2nd 3rd 4th

Special Area

1st 2nd 3rd 4th

Art

Music

Physical Education/Health

Grade Assignment for school year: 

TEACHER'S COMMENTS:

SANTA ROSA DISTRICT SCHOOLS
HTTP://WWW.SANTAROSA.K12.FL.US
### Grade Three, Four, Five or Six

<table>
<thead>
<tr>
<th>SOCIAL STUDIES</th>
<th>SCIENCE</th>
<th>MATH</th>
<th>GRADE PERIODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieved grade level</td>
<td>Achieved grade level</td>
<td>Achieved grade level</td>
<td>Achieved grade level</td>
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<td>Achieved grade level</td>
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<td>Achieved grade level</td>
<td>Achieved grade level</td>
<td>Achieved grade level</td>
</tr>
</tbody>
</table>

**Grading Periods: 1 2 3 4 YR**

- **A** (90 - 100)
- **B** (80 - 89)
- **C** (70 - 79)
- **D** (60 - 69)
- **F** (0 - 59)
- **I** (Incomplete)

**Conduct**

- **Excellent**
- **Needs Improvement**
- **Needs Considerable**

**Handwriting**

- **1**
- **2**
- **3**
- **4**
- **YR**

**Health/Safety**

- **1**
- **2**
- **3**
- **4**
- **YR**
# Sample of Middle, High, or Adult School Report Card

## Santa Rosa School District

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>Information shown in attendance, grade performance (GPA), course and other pertinent course and for the 1st grading cycle of 2004/05</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Term</th>
<th>FC</th>
<th>Class</th>
<th>Teacher</th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Final</th>
<th>Attendance</th>
<th>GPA</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1st</td>
<td>2nd</td>
<td>Exam</td>
<td>Ave</td>
<td>3rd</td>
<td>4th</td>
</tr>
<tr>
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<td></td>
</tr>
</tbody>
</table>

### Grading Scale

- 100-90=A 89-80=B 79-70=C 69-60=D 59-D(F)
- Incomplete, U-Incomplete, D-Fail, F-Fail, D-Drop, F-Fail, F-Fail

### GPA and Credit Summary

<table>
<thead>
<tr>
<th>GPA</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

### Academic Definitions

#### Numeric Grade Points

- Calculated by multiplying the numeric grade by the credit value of the class. Example: A numeric grade of 100 multiplied by a credit value of 5 yields 500 grade points.

#### Alphabetic Grade Points

| Alphabetic grade points are awarded on the following scale: A+4, A3, A2, A1, A, B+, B, B-, C+, C, C-, D+, D, F. Those points are then multiplied by the credit value of the class. Example: An alphabetic grade of A multiplied by the credit value of 5 yields 50 grade points. |

#### Numeric Bonus Points

- Each class is awarded bonus points based on the difficulty level. Points are added to the total grade points earned in the class. The total grade points earned plus bonus points is the final grade points on a 100-point scale. See the district’s Progression Plan for more information on bonus points.

#### Credits Attempted

- Each credit course used in graduation calculations is assigned a credit value. Full-year courses are usually a value of 1 while semester and quarter classes are usually 0.5 credits.

#### Grade Point Average (GPA) 100 point scale

- Calculated by dividing grade points and bonus points together and then divided by credits attempted. Example: 100 grade points plus 20 bonus points divided by 21 credits attempted yields a 4.76 GPA. Used for calculating class rank.

#### Grade Point Average (GPA) 4 point scale

- Calculated by dividing alphabetic grade points and bonus points by credits attempted. Example: 74 grade points divided by 21 credits attempted yields a 3.52 GPA. This GPA does not include bonus points, used for state reporting.

### Other Definitions

- This report card is authentic only when printed on Santa Rosa School District watermark paper.

### Santa Rosa School District

**2018-19 FAMILY GUIDE**

This report card is authentic only when printed on Santa Rosa School District watermark paper.
PROGRESS REPORTS

• Report cards are distributed at the end of each grading period. Report cards contain academic grades as well as attendance and conduct data.
• Grades are based only on academic achievement, not on behavior or attendance. However, failure to attend school regularly can have an adverse effect on student achievement.
• Exceptional students’ progress toward Individual Education Plan (IEP) goals and objectives is reported in accordance with the regular reporting of progress (report cards).
• Head Start/Early Intervention children’s progress reports are issued to parents in November, March and June.
• Grades K – 12 reports cards are issued in October, January, April and June. In addition, mid-term reports will be issued by each teacher on the dates reflected on the District’s calendar. Some schools will have grades available through the Parent Internet Viewer. Those schools will provide parent’s directions to access the child’s grades. In this case a mid-term report will only be sent if requested by the parent.
• For specific dates, check the school district calendar at www.santarosa.k12.fl.us

CLASSROOM AND STATE/DISTRICT ACCOMMODATIONS

Accommodations for classroom and state/district test situations for ESE, 504, English Language Learners (ELL) students are divided into five main categories:
1) presentation of material;
2) responding to testing, including written, signed, and verbal responses;
3) scheduling of assessments;
4) special setting situations; and
5) assistive devices.

Determination of appropriate accommodations for classroom and assessment situations is based on the individual needs of each student. Decisions on appropriate accommodations are made by the IEP (for ESE), 504 (for 504), or the ELL team and recorded on the respective plan.
Why Are Students Tested?

Throughout your child’s school years, he/she will take standardized tests, including the Unify (Performance Matters) and Renaissance (STAR) for grades K through high school, the Florida Standards Assessments (FSA) in grades 3 through 10, End of Course assessments (EOC), and the Statewide Science Assessment (SSA) in grades 5 and 8. Standardized tests show how your child is doing compared to others and tracks progress over time. Your child’s teacher has all the testing records for your child and uses them to see if there is a problem that requires additional help or a different way of teaching. Tests also help teachers identify students’ strengths in order to provide more challenging academic opportunities. Schools use testing results to develop school-wide plans for improving academic performance.

You may have heard about the English language arts and mathematics standards in media stories about education or from teachers and officials at your student’s school. The standards are developed by the state and are followed by every public school in Florida. They state what your student is expected to know and be able to do at different grade levels.

Each spring standardized tests are given in Santa Rosa District Schools to measure how well students have learned these standards. These tests, which currently measure reading, writing, and math abilities, are referred to as the Florida Standards Assessments (FSA). The Statewide Science Assessment (SSA) measures science achievement in grades 5 and 8; and the End of Course measures what students have learned in Algebra 1, Biology 1, Civics, Geometry, and U.S. History. The Algebra 2 EOC has been repealed. Ask for a copy of the standards at your student’s school or go to http://www.fldoe.org/academics/standards/. Your student’s performance on these tests may affect whether or not he/she moves on to the next grade or graduates. All students who want to earn a standard high school diploma must be able to pass the Grade 10 FSA English Language Arts Assessment. Passing the Algebra 1 EOC is also required.

Though public schools are sometimes criticized for “teaching” the test, in reality, teachers are teaching the standards that are required by the state and measured by the tests. The standards are skills and content your child is expected to learn.
<table>
<thead>
<tr>
<th>Name of the Test</th>
<th>Grades Tested</th>
<th>Description of Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages and Stages</td>
<td>Early Head Start Pre-K</td>
<td>The <em>Ages and Stages</em> is used to screen children ages birth to 36 months within the first 45 days of entering the Early Head Start Program. The screening includes areas of language, social development, gross motor and fine motor development.</td>
</tr>
<tr>
<td>DIAL-4</td>
<td>Head Start Pre-K/ VPK</td>
<td>The <em>DIAL-4</em> is used to screen preschool children within the first 45 days of entering the Head Start program. The screening includes areas of language, cognitive, social development, and fine motor development.</td>
</tr>
<tr>
<td>Galileo</td>
<td>Early Head Start Pre-K/ VPK</td>
<td><em>Galileo</em> is a research-based assessment and reporting system that reflects early childhood state standards, school readiness goals, and the Head Start Early Learning Outcomes Framework. <em>Galileo</em> measures student progress three times per year in the areas of: approaches to learning, cognition, language and literacy, physical, and social emotional development.</td>
</tr>
<tr>
<td>Brigance Inventory of Early Development (IED) 111</td>
<td>Early Head Start Pre-K</td>
<td>The <em>Brigance IED 111</em> measures Early Head Start student progress three times per year; the beginning, middle, and end-of-year, in language and cognitive development: literacy and mathemathic skills.</td>
</tr>
<tr>
<td>VPK Assessment</td>
<td>Head Start Pre-K/ VPK</td>
<td>The VPK Assessment measures four year old student progress three times a year; the beginning, middle, and end-of-the-year. The assessment includes areas of Early Literacy and Early Math.</td>
</tr>
<tr>
<td>WIDA ACCESS</td>
<td>Grade 3 through Grade 12</td>
<td>WIDA ACCESS is used for students who are learning English. It measures how well <em>English Language Learners</em> (ELLs) are gaining the English skills needed to be successful in school according to the recently adopted WIDAELP stand-</td>
</tr>
<tr>
<td>Renaissance STAR Early Literacy (SEL)</td>
<td>Kindergarten — Grade 1 Fall, Winter, Spring</td>
<td>The STAR Early Literacy is a computer-based diagnostic assessment that provides teachers information about students’ emergent reading skills. STAR Early Literacy is also part of the Florida Kindergarten Readiness Screener (FLKRS) pro-</td>
</tr>
<tr>
<td>Assessment</td>
<td>Grades</td>
<td>Details</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-----------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Renaissance STAR Reading and STAR Math</td>
<td>2—High School</td>
<td>STAR Reading and STAR Math are computer-based diagnostic assessments which provide teachers information about students’ reading and math skills. The assessment tool is used 2-3 times a year depending on the grade level. Insight is gained into the strengths and weaknesses of students.</td>
</tr>
<tr>
<td></td>
<td>1—High School</td>
<td>Fall, Winter, Spring</td>
</tr>
<tr>
<td></td>
<td>Grades 2—High</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fall, Winter, Spring</td>
<td></td>
</tr>
<tr>
<td>Unify (Performance Matters)</td>
<td>3—High School</td>
<td>The assessment tool is used 2-3 times a year depending on the grade level in the areas of science and social studies. Insight is gained into the strengths and weaknesses of the students.</td>
</tr>
<tr>
<td></td>
<td>Fall, Winter, Spring</td>
<td></td>
</tr>
<tr>
<td>FSA English Language Arts and Math</td>
<td>3 – 10</td>
<td>Students in grades 3 – 10 must be assessed in English Language Arts and those in grades 3-8 in mathematics to measure how well students are meeting the Florida state-adopted standards. Grades 7-10 are computer-based; grades 4-6 are paper-based.</td>
</tr>
<tr>
<td></td>
<td>Math:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grades 3-8</td>
<td></td>
</tr>
<tr>
<td>FSA English Language Arts — Writing Component</td>
<td>4—10</td>
<td><em>FSA English Language Arts — Writing</em> measures the writing elements which are integral to the state-adopted standards. Grades 7 — 10 are computer-based.; grade 4-6 are paper-based.</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>Florida Statewide Science Assessment</td>
<td>5, 8</td>
<td>Students are tested on the Science Next Generation Sunshine State Standards.</td>
</tr>
<tr>
<td>Florida Standards Alternate Assessment</td>
<td>3 – 11</td>
<td>Students with significant cognitive disabilities are required to be assessed with the Florida Standards Alternate Assessment (FSAA) instead of FSA in English Language Arts, Writing, Mathematics, Science, Civics, and Algebra 1.</td>
</tr>
<tr>
<td>Florida End of Course Exam (EOC)</td>
<td>7-12 (Civics only in Grade 7)</td>
<td>Students enrolled in Algebra 1 Geometry, Biology 1, U.S. History, Civics, and Algebra 2 will be assessed at the end of the year. Assessments will also be offered at mid-year and summer for students needing to pass or who have finished the course. Students entering 9th grade after 2010-11 are required to pass the Algebra 1 EOC. All tests listed above are computer based.</td>
</tr>
<tr>
<td>Postsecondary Education Readiness Test (PERT)</td>
<td></td>
<td>A comparative <em>PERT</em> score may be used to indicate proficiency in Algebra 1 for graduation if a student took but did not pass the Algebra 1 EOC. (A computer based test.)</td>
</tr>
<tr>
<td>PSAT/ACT/SAT</td>
<td></td>
<td>A comparative PSAT/ACT or SAT score may be used to indicate proficiency in Algebra 1 for graduation for students in the 2018/2019 graduation cohort. These are paper-based.</td>
</tr>
</tbody>
</table>
Reading: The #1 Priority

Every teacher, parent, and child knows that reading is the most important skill taught in school. There are six components of reading that children must learn to be successful readers. To help your child in reading, it is necessary for parents to know and understand the six components. They are as follows:

1) Oral language: involves both listening and speaking and includes vocabulary development. Children need frequent opportunities to engage in conversations—to talk and listen to responsive adults and to their peers. Teachers encourage students’ language development through informal and guided conversations, by asking questions, and by providing opportunities for students to explain their thinking and learning. Teachers model and discuss vocabulary and formal English grammar while reading, writing, and sharing experiences.

2) Phonemic awareness: the ability to hear and work with the sounds of spoken language. Phonological awareness is the understanding that spoken language is made up of individual and separate sounds. Children need to be taught to hear sounds in words and that words are made up of small parts of sounds.

3) Phonics: the ability to understand the connection between letters and sounds. Children need to be taught the sounds that individual letters and groups of letters make. Knowing the connection between letters and sounds helps one decode and “sound out” words.

4) Fluency: the ability to read text correctly and quickly with natural expression. Children must learn to read words quickly and correctly in order to understand what is read. Fluent readers recognize words instantly. If a child reads slowly, word by word, he/she works to sound out the word and does not comprehend what is read.

5) Vocabulary development: learning the meaning and pronunciation of words. Children need to have knowledge of written and spoken words, know what they mean, and how to use them.

6) Reading comprehension: the ability to understand, remember, and tell what is read. Children need to be taught to understand the text.

What Can You Do Before Your Child Starts School?

Becoming a good reader begins long before the child comes to school. Things that parents can do with their children before they enter school are

- Talk to your infant and toddler to help him learn to speak.
- Read to your baby every day starting at six months of age.
- Use sounds, songs, gestures and words that rhyme to help your baby learn about language.
- Point out print in places like your home and the grocery store.
- Listen to your child.
- When reading to your child, follow the words with your finger so that your child learns to follow from left to right.
- Set a good example for your child by reading books, newspapers, and magazines.
- Limit the amount and type of television your child watches.

For more information about early childhood literacy, checkout the following links:

http://www.NationalReadingPanel.org
http://www.justreadflorida.com OR

Call 1-800-USA-LEARN
Pre-Kindergarten

Head Start, Early Head Start, and Voluntary Pre-Kindergarten are not mandatory programs within Santa Rosa District Schools. However, children attending these programs receive developmentally appropriate instruction that enhance cognitive, physical, and social and emotional development.

Reading and Language Arts

By the end of Pre-Kindergarten, your child is expected:

- To listen attentively to a story
- To recall events in a story
- Use simple sentences to communicate with others
- To make up a story from beginning, to middle, to end
- To distinguish between some beginning consonant sounds in spoken language
- To create rhyming words in play activities
- To recognize that words can be written and read
- To recognize his or her name in print
- To read familiar words in a sentence
- To identify all the letters in his or her name
- To name ten or more letters of the alphabet

Mathematics

By the end of Pre-Kindergarten, your child is expected:

- To count to find out how many are in a group greater than 20
- To sort diverse objects based on multiple attributes
- To place an object in its proper position in a group ordered by size and understand object-order concepts
- To create graphs of real objects making comparisons between groups
- To place groups of objects in their proper sets

In a Pre-Kindergarten Classroom

You should see:

- Children collaborating and communicating with their peers and teacher in a safe, nurturing environment
- Children participating in a variety of experiences
- Children experimenting with a variety of strategies to solve a problem or complete a task
- Children drawing, painting, reading, and writing
- Children making predictions and making sense of their world through explorations and discovery
- A teacher providing instruction on alphabet knowledge and letter sounds
- A teacher providing instruction to students in pre-writing and pre-reading skills
- A teacher reading many genres of books, asking questions, and making connections to the book through discussions

What to Do at Home

- Talk to your child about books he/she is reading at school
- Read to your child, discussing the book as you read
- Talk about and point out environmental print
- Make a book about vacations or other special events with your child
- Count objects around the home
- Play alphabet and number matching games with your child

Pre-Kindergarten Eligibility Criteria

The Santa Rosa District Schools Head Start and Early Head Start Pre-Kindergarten Programs operate through the utilization of federal grant funds. The Head Start and Early Head Start Programs are federally funded to serve our student population. Program eligibility is based upon proof of age, residence, and income. Enrollment applications are available at the Santa Rosa District Schools Pre-Kindergarten administrative site located at T.R. Jackson Pre-K Center.
Children begin receiving formal instruction in reading, writing, and mathematics in kindergarten. Because children do not learn at the same pace, your child may be advanced or need more help than children in his age group. If you have questions or concerns about your child’s development, contact the teacher.

Reading and Language Arts: In Kindergarten, your child is expected

- To learn about the parts of a book and how to hold a book and read it
- To learn how to follow print from left to right and from top to bottom on a page
- To recognize the names of all the letters in both lower case and upper case and write the letters
- To recognize words that have the same beginning sound and words that rhyme
- To know a number of sound-letter relationships
- To recognize many common words on sight, for example, the, I, you, come, me
- To ask and answer questions about a story
- To predict what will happen in a story
- To know the difference between "made-up" (fiction) and "real" (nonfiction) books and the difference between stories and poems
- To use sound and letter knowledge to spell and write words
- To write letters and words and spell some correctly
- To learn and use words such as names for colors, shapes, and numbers

In a Kindergarten Classroom: You should see

- Children talking with their teacher and classmates about what they have read and heard
- Children enjoying books and reading
- A teacher having children put sounds together to make words and breaking words into separate sounds
- A teacher giving instruction to children on the connection between letters and sounds
- Children drawing, labeling pictures, and writing messages
- A teacher talking about new words as she reads to the children and discussing the most important words in the book
- A teacher reading many different types of books to children and showing the children how she gets meaning from what she is reading

Mathematics: By the end of kindergarten, your child is expected:

- To count to 100 by ones and tens
- To count forward beginning with any given number
- To write, compare, order numbers to 20
- To represent quantities up to 20 with a written numeral 0-20, given a numeral 0-20 count out the number of objects, and join and separate sets
- To compare two or more given sets by greater than, less than, or equal to by using matching and counting strategies
- To compose and decompose numbers from 11-19 into ten ones and further ones (18=1 ten and 8 ones)
- To add and subtract fluently within 5
- To use pictures or objects to add or subtract within 10
- To identify and describe two- and three-dimensional shapes (rectangles, circles, triangles, squares, hexagons, spheres, cubes, cones and cylinders)
- To create new objects from a set of 2-D shapes
- To use everyday examples to represent geometrical shapes
- To sort, compare and order objects by measurable characteristics—length, height, and weight using different units such as blocks, hands, or feet
- To classify and sort objects by color, shape, and size

What to Do at Home

- Let your children see you reading.
- Talk to your child asking questions and listening to the answers
- Read books together and talk about the pictures in the books; take time to ask about the meaning of the book. Have students give evidence from text and/or pictures to support their answers (How do you know?)
- Play word games such as rhyming word games; point out words on signs, cereal boxes, and other items
- Make an alphabet book with your child
- Count objects and talk about numbers in the environment
- Read predictable books to help children understand how a story progresses. Have the child say repeating words such as names for colors, numbers, letters, and animals.
First Grade

In first grade, the language and literacy skills of students are developed, and they become real readers and writers. If your child’s teacher detects a problem in development in reading, writing, or mathematics, you will be contacted. If necessary, a Progress Monitoring Plan will be written for your child, outlining strategies and steps to take to help your child progress at the expected rate. If you have questions or concerns about your child’s development, contact your child’s teacher.

Integrated Reading

By the end of first grade, your child is expected to:

- To begin to understand why people read—to learn and to enjoy
- To count the number of syllables in a word
- To put together and break apart sounds of one-syllable words
- To read one-syllable words using what he knows from phonics
- To use phonics to sound out words he doesn’t know
- To read aloud first grade books and understand what he reads

In a First Grade Classroom

You should see:

- A teacher helping children use appropriate language
- Children talking about what they have read,
- Retelling stories, and making up stories
- A teacher reading aloud to children and showing parts of print as she reads
- Children listening to what is read and spending time looking at books, pretend reading and actually reading
- A teacher giving instruction in phonemic awareness, showing how to do activities and assisting the children

Mathematics

By the end of first grade, your child is expected to:

- To represent and solve word problems involving addition and subtraction
- To understand and apply properties of operations and relationship between addition and subtraction
- To use a variety of strategies to add and subtract within 20
- To work with addition and subtraction equations
- To extend the counting sequence to at least 120 beginning with any number
- To understand place value of two-digit numbers and use place value understanding and properties of operations to add and subtract
- To compare 2 two-digit numbers using symbols: >, <, =
- To understand how to use a ruler to measure lengths to the nearest inch
- To tell and write time in hours and half-hours (analog and digital)
- To organize, represent, and interpret data with up to three categories
- To distinguish between defining and non-defining attributes of various shapes
- To create dimensional shapes to form composite shapes; compose new shapes from the composite shape
- To divide circles and rectangles into two or four equal parts and describe appropriately
- To identify the value of coins (pennies, nickels, dimes and quarters)
- To identify and combine values of money in cents up to one dollar

What to Do at Home

- Talk often with your child to build listening and speaking skills
- Read to and with your child often and stop and talk about what you have read. Have students give evidence from text to support their thinking
- Listen to your child read books from school
- Play word games like blending sounds to make a word and replacing a letter to make a new word
- Encourage your child to write letters, notes, lists, stories
- Count objects, compare quantities, and write numbers
- Point out letter sound relationships on labels, boxes, newspapers and magazines
- Read multiple books about the same topic
In second grade, children improve their word recognition and word study skills and develop fluency (the ability to read quickly and correctly with natural expressions). The students are also working on comprehension and vocabulary development to grow as readers. If your child’s teacher detects a problem in his development in reading, writing, or mathematics, you will be contacted. If necessary, a Progress Monitoring Plan will be written for your child, outlining strategies and steps to take to help your child progress at the expected rate. If you have questions or concerns about your child’s development, contact your child’s teacher.

### Integrated Reading

**By the end of second grade, your child is expected**
- To read a large number of regularly spelled one- and two-syllable words
- To figure out how to read a large number of words with more than two syllables
- To read and understand a variety of second grade level fiction and nonfiction books
- To answer “how,” “why,” and “what-if” questions
- To read information from diagrams, charts, and graphs
- To recall information, main ideas, and details after reading

**To pay attention to how words are spelled and correctly spell the words he studies**
**To produce different types of writings (stories, reports, letters)**
**To pay attention to spelling, capital letters, and punctuation in writing**
**To use clues in the text to figure out what words mean**
**To use knowledge of prefixes, suffixes, and root words to figure out word meanings**
**To build a larger vocabulary using synonyms (similar meanings) and antonyms (opposites)**
**To use nouns, verbs, adjectives, and adverbs correctly**

### In a Second Grade Classroom

**You should see**
- A teacher helping children use phonics to sound out words and helping them learn spellings and meanings of word parts
- Children being able to read words correctly and being able to figure out what words mean
- A teacher reading aloud to children modeling fluent reading
- Children improving their oral reading by rereading selections aloud
- A teacher helping children plan their writing and then teaching them how to revise, edit, and refine
- Children writing often and for different purposes and audiences
- A teacher discussing new words with children and relating them to words the children already know
- Children learning new words and how to use them correctly in their speaking and writing
- A teacher guiding children to understand what they have read by using evidence from text to support their thinking
- Children reading different kinds of books and asking questions about the reading
- Children reading multiple texts about the same topic

### Mathematics

**By the end of second grade, your child is expected**
- To fluently add and subtract within 20
- To count in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing
- To understand multi-digit numbers (up to 1000) written in base-ten notation
- To recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones
- To use their understanding of addition to develop fluency with addition and subtraction within 100
- To solve problems within 1000 by applying their understanding of models for addition and subtraction
- To select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences.

**To recognize the need for standard units of measure (centimeter and inch)**
**To use rulers and other measurement tools with the understanding that linear measure involves an iteration of units**
**To describe and analyze shapes by examining their sides and angles**
**To investigate, describe, and reason about decomposing and combining shapes to make other shapes**
**To build, draw, and analyze two- and three-dimensional shapes**
**To develop a foundation for understanding area, volume, congruence, similarity, and symmetry**
**To tell and write time from analog and digital clocks to the nearest 5 minutes**
**To draw a picture/bar graph to represent a data set with up to 4 categories**
**To measure the length of an object to the nearest inch, foot, centimeter, and meter.**

### What to Do at Home

- Ask your child to reread a paragraph or page to build fluency
- Help your child learn correct spellings or words
- Help your child use a dictionary
- Ask questions about what your child has read or have your child ask questions using evidence from the text to support
- Practice addition and subtraction facts
- Help your child measure items around the house
- Encourage your child to write often (letters, journals, stories)
- Read multiple texts about the same topic
- Supply series of books on topics of interest
In third grade, children continue to improve word-study skills and further develop comprehension and vocabulary knowledge. They also work on refining writing and spelling skills. It is critical that children be reading on grade level by the end of third grade. Children who fail to make good progress in reading before they enter fourth grade are likely to have trouble in the upper grades. In the spring of third grade, your child will have his first encounter with FCAT. He will take tests in reading and in mathematics. To emphasize the importance of being able to read on grade level by the end of third grade, the State of Florida has mandated that any third grade student who scores Level 1 in the reading portion of the FCAT must be retained unless he meets the criteria for Good Cause Exemption.

If your child’s teacher detects a problem in his development in reading, writing, or mathematics, you will be contacted. If necessary, a Progress Monitoring Plan will be written for your child, outlining strategies and steps to take to help your child progress at the expected rate. If you have questions or concerns about your child’s development, contact your child’s teacher.

### Integrated Reading

By the end of third grade, your child is expected

- To use phonics knowledge and word parts to figure out how to pronounce words
- To read with fluency
- To read a variety of third grade level texts with fluency and comprehension
- To compare and contrast characters and events in a reading
- To discuss themes and messages of stories
- To distinguish cause from effect, fact from opinion, and main ideas from supporting details
- To understand and read graphs and charts
- To use context clues to get meaning from what he reads
- To correctly spell previously studied words
- To independently review written work for errors in spelling, capitalization, and punctuation
- To write with detail and increase vocabulary
- To edit and revise writings to make them easier to understand and read
- To use context clues to figure out word meanings
- To use knowledge of prefixes, suffixes, and root words to figure out word meanings
- To increase vocabulary through use of synonyms and antonyms
- To use nouns, verbs, adjectives, and adverbs correctly
- To develop vocabulary and knowledge through independent reading

### In a Third Grade Classroom

You should see

- A teacher helping students learn the spellings and meanings of word parts, such as prefixes, suffixes, and root words
- Children using their knowledge of phonics and word parts to figure out words
- A teacher making sure that children are working on developing fluency and monitoring their progress
- Children working on fluency by reading, reading, and rereading
- A teacher listening to a child read a passage and noting the errors to help the child become more fluent
- A teacher working with children on how to edit, revise, and refine writing
- Children writing using figurative language, dialogue, and vivid descriptions (in response to text).
- Children reading their writing to other children for suggestions
- A teacher teaching specific words from selections the students are about to read
- A teacher showing children how to use a dictionary and thesaurus to learn about meanings of words
- A teacher providing instruction in how to use meanings of known words to figure out meanings of unknown words
- A teacher guiding children to understand what is read by discussing with the children and having them discuss with their peers before, during, and after reading
- Children giving answers to “how,” “why,” and “what-if” questions using specific evidence from the text
- A teacher helping children understand and remember information from a nonfiction text through discussion and
Response (telling a story about something real or imagined)

Based on the prompt, your child will either write a narrative or an expository response (explaining why or how about something).

Writing is extremely important in fourth grade. Throughout the first four years, your child has advanced from drawing pictures for writing to composing paragraphs with several sentences full of details and rich vocabulary. Your child will take a writing test (FCAT Writing) in fourth grade in which he is expected to write a story or an expository response (explaining why or how about something).

Fourth Grade

When a child enters fourth grade, his school experience begins to take a different route. This is especially true in the area of reading. During kindergarten through third grade, your child was “learning to read” and now that he is in fourth grade, he is beginning years of “reading to learn.” For this reason a child should have a solid foundation in reading before entering fourth grade.

Integrated Reading

By the end of fourth grade, your child is expected to:

- To read a variety of fourth grade texts with fluency and comprehension
- To understand plot and conflict in a story
- To recognize cause and effect in text
- To identify similarities and differences in characters, settings, and events in text
- To understand plot and conflict in a story
- To recognize cause and effect in text
- To compare and contrast information in text
- To know the difference between fact and opinion
- To identify common types of literature
- To understand plot and conflict in a story
- To recognize similarities and differences in characters, settings, and events in text
- To recognize cause and effect in text
- To form personal ideas supported by information read in text
- To participate in class discussion and demonstrate understanding

What to Do at Home

When a child enters fourth grade, his school experience begins to take a different route. This is especially true in the area of reading. During kindergarten through third grade, your child was “learning to read” and now that he is in fourth grade, he is beginning years of “reading to learn.” For this reason a child should have a solid foundation in reading before entering fourth grade.

Help your child become a fluent reader by having him reread a paragraph or page until he can read quickly with no errors

- Help your child learn the correct spelling of words
- Help your child use a dictionary and thesaurus
- Read often with your child and stop while reading to discuss what your child has read using evidence from the text
- Listen to your child read books that he brings home from school
- Give your child opportunities to estimate items in the house—candy in a jar, socks in a drawer, etc.
- Give your child opportunities to measure items at home—the length of the table, the height of a chair, the weight of a box, etc.
- Review basic addition, subtraction and multiplication facts
- Have your child create mathematics problems and then work together to solve them
- Provide writing opportunities for your child
- Read multiple texts about the same topic
- Provide books on topics that interest your child

What to Do at Home

By the end of third grade, your child is expected to:

- To use fractions to represent numbers equal to, less than, and greater than one
- To use fractions to represent parts of a whole
- To understand that the size of a fractional part is relative to the size of the whole
- To use fractions along with visual fraction models to represent parts of a whole
- To develop an understanding of fractions, beginning with unit fractions
- To view fractions in general as being built out of unit fractions
- To use increasingly sophisticated strategies to solve multiplication and division problems involving single-digit factors
- To develop an understanding of the meanings of multiplication and division of whole numbers
- To use properties of operations to calculate products of whole numbers
- To use fractions along with visual fraction models to represent parts of a whole
- To understand that the size of a fractional part is relative to the size of the whole
- To use fractions to represent numbers equal to, less than, and greater than one

What to Do at Home

Integrated Reading

By the end of fourth grade, your child is expected to:

- To use his knowledge of phonics, word parts, and context clues to identify words and their meaning
- To read a variety of fourth grade texts with fluency and comprehension
- To summarize text
- To identify the main idea and supporting details in text
- To identify chronological order
- To make inferences and draw conclusions from text
- To solve problems that involve comparing fractions
- To recognize area as an attribute of two-dimensional regions
- To measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps
- To understand that rectangular arrays can be decomposed into identical rows or into identical columns
- To connect area to multiplication, and justify using multiplication to determine the area of a rectangle
- To describe, analyze, and compare properties of two-dimensional shapes
- To compare and classify shapes by their sides and angles, and connect these with definitions of shapes
- To relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole
- To know from memory all products of two one-digit numbers
- To solve two-step word problems using the four operations (addition, subtraction, multiplication and division)

What to Do at Home

By the end of fourth grade, your child is expected to:

- To participate in class discussion and demonstrate understanding
- To compare and contrast information in text
- To know the difference between fact and opinion
- To identify common types of literature
- To understand plot and conflict in a story
- To recognize similarities and differences in characters, settings, and events in text
- To recognize cause and effect in text
- To form personal ideas supported by information read in text
- To participate in class discussion and demonstrate understanding
### Writing

By the end of fourth grade, your child is expected:

- To prepare for writing by using a simple graphic organizer
- To write to communicate ideas and information
- To focus on the topic of the writing
- To use transitional words and phrases to establish an organizational pattern
- To develop supporting details
- To write independently using legible handwriting
- To produce final products that have been edited for capitalization, punctuation, spelling, and correct use of words
- To write an opinion piece on a topic using reasons and information from the text to support
- To write informative or explanatory texts to examine a topic and convey ideas and information clearly
- To write narratives to develop real or imagined experiences or events using effective technique, descriptive detail and clear event sequences

### Mathematics

By the end of fourth grade, your child is expected:

- To generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place.
- To apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations
- To select and accurately apply appropriate methods to estimate or mentally calculate products
- To fluency with efficient procedures for multiplying whole numbers
- To apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication
- To discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends
- To select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context
- To develop understanding of fraction equivalence and operations with fractions
- To recognize that two different fractions can be equal (e.g., $\frac{15}{9} = \frac{5}{3}$)
- To develop methods for generating and recognizing equivalent fractions
- To extend previous understandings about how fractions are built from unit fractions
- To compose and decompose fractions from unit fractions
- To multiply a fraction by a whole number
- To understand concepts of angles and measure angles
- To draw and identify lines and angles
- To classify shapes by properties of their lines and angles
- To describe, analyze, compare, and classify two-dimensional shapes.
- To build, draw, and analyze two-dimensional shapes to deepen their understanding of two-dimensional objects
- To use two-dimensional objects to solve problems involving symmetry

### Science

- To know that the weight of an object is the sum of its parts
- To know how to trace the flow of energy in a system
- To recognize various forms of energy
- To recognize that an object in motion always changes position and sometimes direction
- To observe that patterns of stars stay in the same place although they appear to shift in the night sky and different stars can be seen in different seasons
- To describe changes in observable shapes of the moon over a month
- To recognize that the Earth revolves around the sun and rotates on its axis every 24 hours
- To identify the three categories of rocks and the physical properties of common earth forming minerals
- To describe differences in physical weathering and erosion
- To identify properties and uses of water in each of its states
- To recognize that humans need resources found on Earth and these are either renewable or nonrenewable
- To investigate how technology and tools help extend the ability of humans to observe very small and very large objects.
- To keep accurate records and descriptions in experiments and know why that is important
- To know how to compare and contrast observations in an experiment or study
- To know how to collect data and interpret that data in order to explain an event or idea
- To know and demonstrate that people working together in an organized manner can solve problems, make decisions, and form ideas
Social Studies

By the end of fourth grade, your child is expected

- To understand that immigrants came to Florida for a variety of reasons and that they contribute to the state’s culture
- To understand that America was settled for religious, economic, and political reasons
- To recognize that geography, history, and individuals influenced the development of Florida and America
- To understand that exchange of ideas, values, and beliefs led to change and America’s growth
- To use simple maps, globes, and other models to identify and locate places
- To know basic needs and how families in the United States and other countries meet them
- To understand why certain areas of the United States are more densely populated than others
- To understand how physical environment supports and constrains human activity and how human activity affects the physical environment

What to Do at Home

- Check your child’s planner each day.
- Set aside a certain spot and time for your child to do his homework.
- Ask your child about his day and ask him to share at least one thing he learned.
- Read a variety of text with your child, both stories and informational text, and ask questions as you read.
- Review vocabulary words, spelling words, and mathematics facts.
- Provide opportunities for your child to write.
- After your child completes math homework, ask him to explain how he solved some of the problems.
- Work with your child on a project to demonstrate the effect of teamwork.

Fifth Grade

In fifth grade your child’s skills in reading, writing, and mathematics should continue to develop. He/she will be expected to read longer and more difficult passages. The amount of fiction that the child reads may decrease and there will be an increase in informational text. This is part of the “reading to learn” process. Your child will take a test in reading when he/she takes the FCAT.

Mathematics is extremely important in fifth grade. When your child takes FCAT Mathematics, he/she will be asked to solve word problems.

Science is also part of FCAT for fifth graders. Your child will be tested on knowledge of science and also on the process of gathering information to learn about science.

Fifth grade is the exit grade from elementary school. If your child performs well on fifth grade skills, he/she will be promoted to middle school. In order to prepare your child for the transition to middle school, fifth grade teachers will be working with them to become more independent and ready for middle school.

If your child’s teacher detects a problem in development in reading, writing, mathematics, or science, you will be contacted. If necessary, a Progress Monitoring Plan will be written for your child outlining strategies and steps to take to help your child progress at the expected rate. If you have questions or concerns about your child’s development, contact the child’s teacher.
**Integrated Reading**

By the end of fifth grade, your child is expected

- To read a variety of fifth grade texts with fluency and comprehension
- To identify the main idea and supporting details in text
- To identify chronological order
- To make inferences and draw conclusions from text
- To compare and contrast information in text
- To know the difference between fact and opinion
- To identify the author’s purpose and point of view
- To select and use reference material to gather information
- To identify features and terminology of literary forms
- To recognize similarities and differences in characters, settings, and events in text
- To explain cause-and-effect relationships in text
- To identify the major theme in a story or nonfiction text
- Read closely to answer in discussion and writing

**Writing**

By the end of fifth grade, your child is expected

- To prepare for writing by identifying the purpose, focusing on a central idea, and grouping related ideas
- To write to communicate ideas and information using precise language and domain specific vocabulary
- To use transitional words and phrases to establish an organizational pattern
- To develop supporting details
- To write independently using legible handwriting
- To produce final products that have been edited for capitalization, punctuation, spelling, and correct use of words
- To write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes and audiences

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**Mathematics**

By the end of fifth grade, your child is expected

- To add and subtract fractions with unlike denominators
- To develop fluency in calculating sums and differences of fractions, and make reasonable estimates
- To develop fluency in multiplying and dividing fractions
- To explain why you can multiply and divide fractions
- To develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations
- To finalize fluency with multi-digit addition, subtraction, multiplication, and division
- To apply their understandings of models for decimals, decimal notation, and properties of operations
- To add and subtract decimals to hundredths
- To develop fluency in these computations, and make reasonable estimates of their results
- To understand and explain why the procedures for multiplying and dividing finite decimals make sense.
- To compute products and quotients of decimals to hundredths efficiently and accurately
- To recognize volume as an attribute of three-dimensional space
- To understand that volume can be measured by finding the total number of same-size units of volume required to fill a space without gaps or overlaps
- To understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume.
- To select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume
- To decompose three-dimensional shapes
- To find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes
- To measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems
- To graph points on the coordinate plane to solve real-world and mathematical problems
- To classify and organize two-dimensional figures into Venn Diagrams based on the attributes of the figures.

For more information on grade level mathematical expectations please visit [www.corestandards.org](http://www.corestandards.org).
Science

By the end of fifth grade, your child is expected

• To know the flow of electricity requires a closed circuit
• To recognize various forms of energy and ways it can be transformed from one type to another
• To know that waves travel at different speeds through different materials
• To know that the motion of an object is determined by the effect of all the forces acting on the object
• To know that the water cycle is affected by temperature, pressure, and land formation
• To compare and contrast various states of matter and their properties
• To investigate and describe that physical and chemical changes are affected by temperature
• To know that the sun is a star, the effect that it has on earth, and distinguish between various objects in the Solar System
• To identify parts of the human body and identify functions of organs in plants and animals
• To define, explain, and identify specific aspects of the scientific process
• To compare and contrast adaptations displayed by animals and plants that allow them to survive in different environments
• To know how plants and animals interact in the environment
• To know that a successful way to explore the natural world is to observe and record, analyze the information, and then communicate the results
• To know how to compare and contrast observations

Social Studies

By the end of fifth grade, your child is expected

• To recognize that modern America is shaped by the contributions of all cultures
• To understand the effect that the Civil War and the Great Depression had on American life
• To understand the importance of personal and civic responsibility
• To understand that a citizen is a legally recognized member of the United States who has certain rights, privileges, and responsibilities
• To understand the concept of representative democracy
• To use simple maps, globes, and other models to identify and locate places
• To know how changing transportation and communication technology have affected relationships
• To understand how physical environment supports and constrains human activity and how human activity affects the physical environment

What to Do at Home

• Check your child’s planner each day
• Set aside a certain spot and time for your child to do his homework
• Ask your child about his day and ask him to share at least one thing he learned
• Read a variety of text with your child, both stories and informational text, and ask questions as you read
• Review vocabulary words, spelling words, and mathematics facts
• Provide opportunities for your child to write
• After your child completes math homework, ask him to explain how he solved some of the problems
• Work with your child on a project to demonstrate the effect of teamwork
• Want to learn more about family involvement? Visit the School District website: www.santarosa.k12.fl.us and choose Online Parent Resources
**MIDDLE SCHOOL**

Middle school includes grades 6 through 8 and is designed to be a supportive place for pre-teens who are going through physical and emotional changes. The middle school curriculum is more academically departmentalized than elementary, but less specialized than high school. Besides the core academic courses (language arts, math, science, and social studies), middle school students are also required to take physical education. Other possible courses available pending scheduling availability may include reading, band, art and chorus. Students can also participate in clubs offered at school.

What Your Student Should Be Learning in Middle School

Every child in the State of Florida should be learning the same things in the same grades. The Florida Department of Education has created a list of learning goals for students in every grade. Schools make sure that their teachers are teaching these skills in their classrooms. Here are some of the important skills outlined in the state adopted standards that your child should be learning at school between grades six and eight:

- Read and analyze types of books and stories, including novels, nonfiction, plays and poetry
- Make effective oral presentations
- Understand the rules of English language and apply them in writing
- Understand basic algebraic and geometric concepts
- Conduct scientific experiments in class
- Understand the structure of the U.S. government and the principles of American democracy
- Use maps and write reports about the geography of the world
- Write reports and other documents using correct grammar and punctuation
- Organize school papers and assignments; keep records of assignments
- Use integers, fractions, decimals, percentages and other types of numeric expressions in math
- Do math problems involving two- and three-dimensional shapes
- Solve scientific problems using scientific processes
- Understand the role of the citizen in American democracy
- Use a computer to write a report, create a graph, and make a chart
- Conduct research on assigned topics
- Study for tests
- Use measurements to solve math problems that are related to real world situations
- Understand the basics of physical and biological science
- Study the history of Florida, the nation, and the world
- Develop basic knowledge of economic systems

**EXTRA-CURRICULAR ACTIVITIES**

Students who want to participate in an extra-curricular program must practice good self-control and good citizenship. To maintain eligibility, a student must earn a 2.0 cumulative GPA and receive not more than 2 failing grades each grading period.
High School Graduation Requirements

At this time students in grades 9-12 must earn the following credits in order to graduate.
This applies to a student entering grade 9 in the 2015-16 school year graduating in 2018-2019;
A student entering grade 9 in the 2016-17 school year graduating in 2019-2020;
A student entering grade 9 in the 2017-18 school year graduating in 2020-2021; or
A student entering grade 9 in the 2018-19 school year graduating in 2021-2022.

<table>
<thead>
<tr>
<th>STANDARD DIPLOMA GRADUATION REQUIREMENTS</th>
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<tbody>
<tr>
<td>English</td>
</tr>
<tr>
<td>4 Credits English Language Arts (ELA)</td>
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<tr>
<td>*ELA I, II, III, IV *ELA Honors, AP, AICE &amp; Dual Enrollment courses may satisfy this requirement</td>
</tr>
<tr>
<td>Mathematics</td>
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<tr>
<td>4 Credits in Mathematics</td>
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<tr>
<td>1 Credit in Algebra I</td>
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<tr>
<td>1 Credit in Geometry</td>
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<tr>
<td>Industry certifications that lead to college credit may substitute for up to two math credits (except for Algebra I and Geometry)</td>
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<tr>
<td>Science</td>
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<tr>
<td>3 Credits in Science</td>
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<tr>
<td>1 credit in Biology</td>
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<tr>
<td>2 credits in areas which must have a laboratory component</td>
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<tr>
<td>Social Studies</td>
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<tr>
<td>3 Credits in Social Studies</td>
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<tr>
<td>1 Credit in World History</td>
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<tr>
<td>1 Credit in U.S. History</td>
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<tr>
<td>.5 Credit in US Government</td>
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<tr>
<td>.5 Credit in Economics with Financial Literacy</td>
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<tr>
<td>Foreign Languages</td>
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<tr>
<td>Not required for graduation. Minimum 2 years of the same language for admission into most universities.</td>
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<tr>
<td>Fine &amp; Performing Arts, Speech/ Debate, or Practical Arts</td>
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<tr>
<td>1 Credit in Fine and Performing Arts, Speech/Debate, or Practical Arts</td>
</tr>
<tr>
<td>Physical Education</td>
</tr>
<tr>
<td>1 Credit in Physical Education to include integration of Health</td>
</tr>
<tr>
<td>Electives</td>
</tr>
<tr>
<td>8 Credits</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
<tr>
<td>24 Credits</td>
</tr>
<tr>
<td>State Assessments</td>
</tr>
<tr>
<td>Students must earn a passing score on the Grade 10 ELA assessment (or ACT/SAT concordant score)</td>
</tr>
<tr>
<td>Students must earn a passing score on the Algebra I EOC or comparative math score on P.E.R.T., PSAT, SAT, or ACT, based on cohort.</td>
</tr>
<tr>
<td>On-Line Course</td>
</tr>
<tr>
<td>Requires a full course to be completed</td>
</tr>
<tr>
<td>Grade Point Average</td>
</tr>
<tr>
<td>Cumulative GPA or 2.0 on a 4.0 scale (unweighted)</td>
</tr>
</tbody>
</table>
### Diploma Designations & ACCEL 18-Credit Option

| Scholar Designation | In addition to meeting the standard high school diploma requirements:  
| Earn 1 Credit in Algebra II  
| Earn 1 Credit in Statistics or an equally rigorous math course  
| Pass the Geometry EOC  
| Pass the Biology I EOC (or earn minimum score required to earn college credit on AP or AICE exam)  
| Earn 1 Credit in Physics or Chemistry  
| Earn 1 Credit in a course equally rigorous to Chemistry or Physics  
| Pass the U.S. History EOC (or earn minimum score required to earn college credit on AP or AICE exam)  
| Earn at least 1 Credit in AP, D.E., or AICE course  
| Earn 2 Credits in the same foreign language |

| Merit Designation | In addition to meeting the standard high school diploma requirements:  
| Attain one or more industry certifications from the list established. |

| ACCEL Program (18 Credits Minimum) | Meet all requirements for a standard high school diploma with the following exceptions:  
| • Physical Education is not required  
| • Online courses not required  
| • 3 elective credits only |

For specific questions about high school graduation requirements and/or special diploma designations students and/or parents should contact the student’s school guidance office.
Advanced Placement Program

The College Board's Advanced Placement (AP) program is a nationwide program consisting of over 30 college-level courses and exams in subjects ranging from art to statistics offered at participating high schools. Students earning a "qualifying" grade on an AP exam can earn credit or advanced placement for their efforts. According to the College Board, "...More than 2,900 universities and colleges worldwide grant credit, advanced placement, or both to students who have performed satisfactorily on the exams, and approximately 1,400 institutions grant sophomore standing to students who have demonstrated their competence in three or more of these exams" (College Board 2000).

Studies have shown that students who complete a solid academic core, including advanced courses, are more likely to be successful in college. Many school counselors have found that AP courses provide the challenging content necessary to engage all types of learners.

Dual Enrollment and Early Admission

Dual enrollment allows eligible high school students to enroll in postsecondary courses for which the student earns credit towards high school graduation while at the same time earning credit toward a college degree or vocational certificate. Participating students are exempt from the payment of registration, matriculation, and laboratory fees. Students are permitted to enroll in dual enrollment courses on a part-time basis during school hours, after school, or during the summer term. Early admission programs are similar to dual enrollment, except that students enroll in postsecondary courses full-time on college campuses and earn credits simultaneously toward a college degree and high school graduation. All 28 public community colleges in Florida participate in dual enrollment. The dual enrollment program serves a broad range of high achieving students, not just the top academic performers in a school.

Career and Technical Dual Enrollment

Career and Technical (CTE) Dual Enrollment is an articulated acceleration option available to students who enroll in postsecondary courses available through Locklin Technical College. Students receive both high school and postsecondary career certificate credit. CTE Dual Enrollment broadens curricular options, increases depth of study, and shortens the time it takes to complete a postsecondary career preparatory program should they choose that pathway after graduation. Research shows that rigorous curricular offerings allowing students the opportunity to apply what they are learning engages them and reduces dropout rates. A significant advantage to students and their parents is the exemption from registration, tuition and lab fees associated with often costly career training programs, some valued up to $10,000 for a student after high school. Credit earned in CTE Dual Enrollment courses is weighted toward a student's GPA calculation, the same as Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certificate of Education (AICE) courses. Because dual enrollment is an acceleration mechanism, eligibility criteria is in place to ensure that these students will be successful and that they require no remediation. If you want more information about CTE Dual Enrollment opportunities, please contact Locklin Technical College student services department at 983-5700.
Successful transitions to post-school adult life for students with disabilities require lots of planning, goal setting, and decision-making. One of the most important decisions to be made is the type of high school diploma the student will work toward. Beginning at age 14, the student and family make this diploma decision with the individual education plan (IEP) team. The decision is based on the student’s needs and goals for the future.

It is important that families be fully informed about diploma options, because a student’s opportunities for employment, further education and training, and military service after graduation may depend on the type of diploma that the student earns. The diploma decision may be changed later through an IEP meeting, if necessary.

The IEP team must make an initial diploma decision at the IEP meeting during the student’s eighth-grade year or during the school year of the student’s 14th birthday (whichever comes first). IEP teams consider diploma options in the following order, according to the student’s needs and abilities:

- Standard Diploma: A Standard Diploma is the type of high school diploma earned by most students who graduate from Florida high schools. Students who have been properly identified as students with a disability (SWD) are eligible to earn a diploma based on the graduation pathway identified in the student’s IEP.
To apply online for a Bright Futures Scholarship, during your last year in high school (after December 1 and prior to graduation), access
http://www.FloridaStudentFinancialAid.org (select State Grants, Scholarships and Applications, then Florida Financial Application under Want Bright Futures in left menu). The application gives the Florida Department of Education (DOE) permission to evaluate high school transcripts for eligibility for a Bright Futures Scholarship and other state scholarships and grants as well. You must apply during your last year in high school, before graduation, or you will forfeit all future eligibility for a Bright Futures Scholarship. (Contact Bright Futures for specific requirements (888) 827-2004 or visit http://www.floridastudentfinancialaid.org/ssfad/bf/)

Make the Grade. It is your responsibility to earn the necessary Grade Point Average (GPA) in the required classes. Not all classes can be used to qualify for the Bright Futures Scholarship! Ask your guidance counselor or look on the Bright Futures web site for course information.

Earn the Score. Different award levels within the Bright Futures Scholarship Program require different tests and scores. You must earn the required test score on either the SAT, ACT, or P.E.R.T. Your guidance counselor will have a testing schedule.

Volunteer. Each scholarship requires a certain number of community service hours.

Graduate. You may receive early notification of your award status during your last term of high school; however, if you do not graduate, you will not receive the award!

Stay Clean. You must not be found guilty of, or plead no contest to, a felony charge.

Keep Up the Good Work. Remember, you must earn the required grade point average and hours for the award you received to renew your scholarship each year.
Florida College Plans

Children grow every day, and the cost of college is growing even faster. Yet study after study shows that many families have not started saving for college. That is why Florida Prepaid College Board now has four affordable plans to help you save for college to pre-pay the cost of college tuition and required fees guaranteed.

Prepaid Plan

With the Florida Prepaid College Plan, you do not have to worry about the stock market or if you will have enough money saved. The Florida Prepaid College Plan locks in the cost of college tuition, local fees, and dormitory housing—Guaranteed.

You may transfer the value of the plan to most private and out-of-state colleges. The 5 plans available are: 2-Year Florida College, 4-Year Florida College, 2 + 2 Florida Plan, 1-Year Florida University Plan and the 4-Year Florida University Plan.

There are options available for adding a Florida Prepaid University Dormitory Plan for the same beneficiary (student). Spanish applications are also available.

The Florida Prepaid College Plan and the Florida 529 Savings Plan are both sponsored by the State of Florida. They are both managed by the Florida Prepaid College Board. For information, call (800) 552-GRAD (4723) Monday—Friday, 7:00 a.m.—5:00 p.m. CST or visit http://www.myfloridaprepaid.com/

TTY for the hearing impaired is (877) 431-3691 OR email: customerservice@florida529plans.com

Investment Plan

The Florida 529 Savings Plan is an easy, affordable way to save for college with a wide range of investment options and tax benefits. You can use the money in your Florida 529 Savings Plan for any qualified college expense at most accredited public or private universities and colleges in the United States.
Each year in September, Pensacola State College hosts a College Fair for Santa Rosa County high school students at both the Milton Campus and the South Santa Rosa (Gulf Breeze) Campus. These College Fairs are opportunities for our tenth grade 3-year diploma students, eleventh grade students and twelfth grade students and their parents to investigate options and receive information regarding programs offered at various colleges, universities, and technical/vocational centers. The representative from the colleges, universities, and technical/vocational centers will be providing information regarding programs offered by their schools, entrance and admissions procedures, financial aid availability, housing options, and student life. Each student will receive information from their school to prepare them for these events.

My Career Shines, a new and enhanced career planning system, is designed to help students succeed in the competitive global economy. Students explore their interests, discover career opportunities, investigate educational requirements for various careers, research financial aid opportunities, and access information and tools to achieve their goals. In addition to secondary resources, the system provides educational and career planning resources to elementary, postsecondary, and adult education students. This system will remain a free career planning tool for all Florida residents.

Career and Technical Education Programs

Career and technical education (CTE) programs are available in each Santa Rosa County middle and high school, as well as at the district’s postsecondary technical college, Locklin Tech. Students have the opportunity to participate in rigorous and relevant career education courses during their middle and high school years of study. These programs cultivate in demand technical skills, teach qualities necessary to become a valued employee and develop educational and career goals. Students involved in CTE are more engaged, perform better and graduate at higher rates.

Globally recognized industry certifications can be earned in most programs. Industry certifications that lead to college credit may substitute for math/science credits required for graduation. Career dual enrollment opportunities are available to eligible students. If your student completes a career and technical program, and earns an industry certification, they may be eligible for articulated college credit with Pensacola State College as well as other postsecondary institutions.

Locklin Tech accepts juniors and seniors into technical programs at no cost to the student. These career education opportunities expand a student’s options following graduation whether they are headed for the workforce, college or plan to join the military.

Your school’s guidance counselor can provide details about these opportunities.
EXCEPTIONAL STUDENT EDUCATION SERVICES

In addition to basic programs, many students need specially designed instruction and support. Through the Exceptional Student Education Department, the district offers a free and appropriate public education in compliance with the Individuals with Disabilities Act (IDEA). A continuum of services and programs are available to meet the individual needs of students requiring special education, ages 3-21.

If you believe your child has special learning needs, contact your child’s teacher or guidance counselor to find out how to assess eligibility for special education. Your child’s school can help with this process.

Exceptional Student Education (ESE)
In Florida, different programs serve children with different exceptionalities. Children are placed in the program that best meets their learning needs. Exceptionalities under which students qualify for services include:

- Autism Spectrum Disorder
- Deaf or Hard-of-Hearing
- Developmentally Delayed (pre-kindergarten only)
- Dual-Sensory Impaired (Deaf-Blind)
- Emotional/Behavioral Disabilities
- Gifted
- Hospital/Homebound
- Intellectual Disabilities
- Language Impaired
- Occupational Therapy
- Orthopedically impaired
- Other Health Impaired
- Physical Therapy
- Specific Learning Disabilities
- Speech Impaired
- Traumatic Brain Injured
- Visually Impaired
The Law Protects Students with Disabilities

Under the Individuals with Disabilities Education Improvement Act passed in 2004 (IDEIA), children ages 3-21 with any disabilities listed under that law are guaranteed a “free and appropriate education” in the “least restrictive environment” along with all appropriate “related services” required for the child to benefit from their education. Students who are eligible for gifted programs only do not fall under IDEIA. If you believe that your child has a disability that keeps them from doing their best in school, you should ask that they be evaluated for special services. This is called an “educational evaluation.” You need to submit any reports you may have from your child’s doctor or therapist to assist the evaluators. After the evaluation has been completed and it has been determined that your child needs special services, you will be asked to participate in an IEP meeting. If you disagree with the results of the school’s evaluation, then it is your parental right to submit one request of having an Independent Educational Evaluation (IEE) conducted for your student at the school district’s expense. One of the purposes of this meeting is to create an “IEP” or Individual Education Program for your child. The IEP has two purposes: 1) to set goals for your child’s learning and/or behavior that are realistic and measurable with data collections; and 2) to discuss what services or educational programs the school district may provide your child in order to work towards meeting those goals. The IEP can be reviewed anytime during the school year; however, it is only required by law to be reviewed annually.

The Transition IEP

Transition services are a coordinated set of activities that help a student move from school to post-school activities. Transition issues will be addressed once your child reaches age 14. These post-school activities include: College or university programs, continuing and adult education, vocational training, independent living, community participation, adult services.

Re-Evaluation

Evaluation of the child’s needs is an ongoing process. To determine if your child continues to need exceptional student education programs and services, the school must consider another evaluation every three years. The committee can determine: 1) A need for further evaluations or 2) No further evaluations needed.

Florida Diagnostic and Learning Resource System Emerald Coast (FDLRS)

The Florida Diagnostic and Learning Resource System Emerald Coast (FDLRS) provides free developmental screenings to identify children between ages of 0-5, who are not enrolled in a public school, and may be in need of special services. Call 850-983-5163, Child Find for more information. Workshops for parents and child care providers are also offered.
Hospital/Homebound Program

The Hospital Homebound Program has been established to provide instruction to the student who must be out of school for at least three weeks due to illness or convalescence, as certified by a licensed physician, psychiatrist, or clinical psychologist. This service is for grades K—12 students whose physician or psychiatrist certifies that the student:

- Is under the care of that medical professional;
- Is diagnosed as confined to home/hospital setting and unable to attend regular school;
- Does not have a communicable disease, and
- Is expected to be absent for fifteen (15) school days or longer.

Applications are available from the school guidance counselor. Applications should be submitted as soon as it is anticipated that a student will need these services.

FSA and Students with Disabilities

Students with disabilities are eligible to take the FSA and/or FCAT with accommodations. The IEP will reflect any testing accommodation requirements for the student. These accommodations allow an individual student to show what he or she has learned. Changes in what is tested are prohibited. Many students with disabilities are working toward a standard diploma. Each student’s individual educational plan (IEP) team, with parent input, addresses appropriate assessments for the student and includes them in the written IEP. Students with disabilities must be assessed on the FSA to be eligible to receive a standard diploma.

Further information about specific accommodations allowed for students with disabilities may be found on the Florida Department of Education website.

http://www.firn.edu/doe/bin00014/pdf/ese9603.pdf

Section 504

Section 504 of the Rehabilitation Act of 1973 is a federal law passed by U.S. Congress that prohibits discrimination against persons with disabilities in any program receiving federal financial assistance. In the public schools, Section 504 requires that eligible disabled students are provided with educational benefits and opportunities equal to those provided to non-disabled students.

Under Section 504, a student is considered disabled if he or she suffers from a physical or mental impairment that substantially limits one or more major life activities, such as learning, walking, talking, seeing, hearing, breathing, working, and performing manual tasks. Students can be considered disabled, and can receive services under Section 504, even if they do not qualify for, or receive, special education services.

For additional information about Section 504 and 504 Plans, please call the 504 Facilitator in the ESE/Student Services Department at 850-983-5150.
Glossary of Terms

There are several terms and words used repeatedly in this process that everyone should understand:

Assessment/Evaluation/Testing: A way of collecting information about a student’s special learning processes. It may include different personnel using different instruments to measure the student’s special learning needs, strengths, and interests. The instruments are comprised of questions or exercises for the student to complete and may include: intelligence, achievement, speech, language, vision, hearing, perceptual, behavioral, medical, social, personality, developmental and others as deemed necessary.

Multi-Tiered Support System (MTSS) Team: The MTSS team at each school is comprised of parents, teachers, guidance counselors, principals, school psychologists, and other appropriate personnel that are involved in the education of your student. The team provides individual assistance and recommended interventions designed to help each child learn in the regular school environment. The team is a part of the regular education and guidance programs at each school and determine the appropriate action to take regarding a situation or academic referral.

Consent for Evaluation: This is the process and form in which parents give their permission for their child to be individually screened and/or individually evaluated. Permission from parents must be obtained in one form or another before any screening or evaluation can be conducted.

Determining Eligibility/Eligibility Staffing: The steps taken to decide whether a student is eligible for an Exceptional Student Edu-
School Psychologist/Evaluation Specialist: A school district professional who collects information about a student’s special learning needs, strengths, weaknesses, and interests. This person administers tests, observes children, and uses other resources to determine the special needs of a student. They write a report of their evaluation, review it with parents, and recommend appropriate interventions to help a child learn.

Screening: A rapid assessment of an individual child which might include vision, hearing, speech, language, intelligence, or achievement—the results of which may warrant further testing and must be completed before a referral can be made. The results are part of the MTSS/RtI Activities.

Staffing: A meeting in which a decision is made about a student’s eligibility or placement in an Exceptional Student Education program.

ESE Liaison: A school district professional who coordinates and/or schedules staffing. This person is also involved in the needs and curriculum of ESE programs.

Other terms may be used frequently. If you do not understand any of these, please ask.

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Tips for Parents

1) Be realistic about what your child can do.
2) Model the kind of behavior you would like to see in your children.
3) Deal with problems as they occur.
4) BE CONSISTENT.
5) Establish daily routines.
6) Keep in touch with your child’s teacher and school.
7) Work together and play together.

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Campus-Based Mental Health Program

The Santa Rosa School District subsidizes the cost of school based prevention and mental health support counseling services to its students when certain risk factors are recognized. Typically, the student will be identified as having two or more academic risk factors, at least one personal/social risk factor and at least one family risk factor. If a student is receiving private counseling services through another provider source, the school-based program will not provide services in most cases. High school students may refer themselves for services or be referred by school personnel. All parents of elementary and middle school students must provide express written consent for services, and the middle and high school students must be willing participants. For additional information, contact your school guidance counselor.
SCHOOL DISTRICT GUIDING PRINCIPLES FOR ADDRESSING THE ISSUES OF TRANSITIONING MILITARY STUDENTS

Santa Rosa School District recognizes that military students are faced with numerous transitions during their formative years. Students moving during the school year provide special challenges to learning and future achievement. Santa Rosa School District is dedicated to assistance for military families. School personnel are willing to assist with all of the following activities:

- Timely transfer of records
- Transitioning during the first two weeks of enrollment
- Fostering access to extracurricular programs
- Encouraging procedures to lessen the adverse impact of moves
- Communicating variations in the school calendar and schedules
- Training school counselors on the unique social/emotional needs of military students
- Continuing strong partnerships with our military bases
- Providing information about graduation requirements
- Providing specialized services for transition students when applying to and finding funding for post secondary study
- Fostering parent involvement and military partnerships in key leadership roles

For additional information about programs and services for military students, you can contact each school’s guidance department and visit the following information sites on the Internet.

- Military Family Assistance Home Page for the Florida Department of Education: http://www.fldoe.org/academics/exceptional_student_edu/military_families includes school district information, general education information, national links, financial assistance for college, bases and commands, troops to teachers, and a link to the Florida Department of Veterans’ Affairs.

- Military Child Education Coalition at (254) 953-1923. Office hours are 9:00 – 5:00 Central Standard Time. The web site address is http://www.militarychild.org.

- Military Family Life Counselors Because military families face unique challenges, the Department of Defense provides professional, licensed consultants who offer non-medical behavioral consultation to service member families, children, and school district staff in the school setting. Military Family Life Counselors or MFLC’s (pronounced “em-flaks”), provide services for all military branches in areas listed:

  - School adjustment
  - Deployment and reintegration adjustment
  - Parent-child communication
  - Resolving conflict
  - Managing anger
  - Bullying
  - Self-esteem and confidence
  - Behavioral management techniques
  - Enhancing sibling & parental relationships
  - Stress management

The MFLC:

- Facilitates deployment groups at school
- Coaches effective behaviors that put solution plans into action
- Facilitates skill development groups for staff or parents
- Helps with referrals to military social services and community resources
- Is visible at events for outreach to parents
- Coaches children on Bullying Prevention strategies and skills

School Liaison Officer

- Helps empower parents by providing information, giving them a choice in their child’s educational future, and making them their child’s best advocate.
- Helps parents in making child’s educational transition into and out of this area a smooth one.
- Helps communicate with teachers, principals, and other school personnel.
- Helps make referrals to appropriate DOE, military, or civilian agencies.

Dawn Kaunike—School Liaison Officer
NAS Whiting Field—7180 Langley St. Room 183
Milton, FL
Phone: 850-665-6105
Cell: 850-736-0338
FAX: 850-623-7284
E-mail: NavySchoolLiaison.naswf@navy.mil
Or Dawn.Kaunike1@navy.mil
**School Safety**

The Santa Rosa School District is committed to providing a safe, student-centered learning environment in order to enhance student achievement and promote literacy.

The school district has a comprehensive safety and security program that meets the Safety and Security Best Practices, as established by Section 229.8348, Florida Statutes. School safety is a top priority for every school. Safety experts annually inspect school buildings to assure compliance with safety standards, and throughout the school year, students and staff participate in a variety of emergency drills: fire, shelter-in-place, tornado, and lockdown.

In the event of an emergency a callout will be made via the district notification system. To ensure student safety during times of an emergency, parents are urged to tune into local media stations (television and radio) for additional information rather than reporting to the school campus.

**Student Insurance**

It is important for you to know that the school district’s insurance does not cover your child for accidents that occur at school or during school sponsored activities.

All accident and medical claims are the responsibility of the parents or guardians. For less than the cost of a single physician’s visit, you can purchase accident insurance for your child. For more information about student accident insurance, contact the front office staff at your student’s school.

The State of Florida also provides comprehensive health insurance for uninsured children ages 0-18 through the Florida KidCare program. Premiums and coverage for Florida KidCare are based on family size, income, and the age of your child. For additional information about KidCare, you can research the program at http://www.floridakidcare.org

**Student Counseling and Academic Advising**

Counseling Service is provided at all school sites during the school day for the following purposes:

- Academic Counseling
- Scheduling of Courses
- Vocational Information
- Personal Situations

Parents can schedule conferences with teachers by calling the office at their child’s school.
Vision:
The Santa Rosa County School District Counseling Program will assist in the development of a positive school climate where staff, students, parents, and community partners work together as one. The program will also promote student success through the implementation and delivery of the Santa Rosa County Schools K-12 School Counseling Curriculum.

Mission:
The mission of Santa Rosa District’s School Counselors is to provide a developmental and systematic comprehensive program that ensures academic, personal, social, career development, and community involvement for all students. Our goal is to assist all students in acquiring the skills, knowledge, and attitudes needed to become successful students, responsible productive citizens, and lifelong learners.

SERVICES

We are grateful for your support and look forward to serving you. We offer many services to help your family with the challenges of school life. These services include:

- Individual Academic Counseling
- Mental, emotional, social, developmental, and behavioral Support Services
- Scheduling of Courses (Secondary ONLY)
- Vocational Information
- Career Awareness, Exploration and Planning services
- Psychological Diagnostic Assessments
- Descriptions and Interpretation of State Tests
- Scheduling of Parent conferences
- Coordination and Referral to Area Mental Health Resources
- School crisis intervention and response services
Migrant Education

In general, children ages 3 through 21 who are members of a family that have moved within the past 36 months from one school district to another to obtain temporary or seasonal work in an agricultural or fishing activity may qualify for the PAEC Region 1 Migrant Education Program. Older youth who move on his or her own to seek seasonal or temporary agricultural or fishing work may also be eligible. Families are certified in three-year intervals. In the western Panhandle area (Escambia and Santa Rosa Counties), the majority of migrant families work in the fishing industry.

Migrant children may be eligible to receive a variety of services: health, social services, nutrition, transportation, early intervention, add-on and tutorial services, translators, summer institute and parent involvement.

For more information on Migrant Education, call (850) 638-6131 or visit the website: http://www.paec.org

Mentoring

Mentoring programs are in place at most school sites. A variety of community agencies, parent volunteers, high school students and teachers participate to support mentoring efforts for students of all ages. To volunteer as a mentor or learn more about mentoring programs contact your school guidance counselor or call Mentor Santa Rosa at 850-983-5579.

Homeless Education:

The Communities of Learning Program

The Stewart B. McKinney Homeless Education Assistance Act, otherwise known as Title IX Part C of No Child Left Behind Act of 2001, and state law protect the rights of homeless children and youth to receive a free and appropriate public education. Nearly everyone who is between the ages of 5 and 21 on September 1 of the school year and has not been expelled has the right to attend school, even if they lack fixed, regular, and adequate nighttime residence

- Lack fixed, regular, and adequate nighttime residence
- Share housing (due to loss or hardship)
- Live in hotels, motels, trailer homes, campgrounds, emergency shelters, abandoned in hospitals
- Are awaiting foster care placement
- Have a primary nighttime residence not designed or ordinarily used as a regular sleeping accommodation
- Live in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings
- Are an unaccompanied youth (youth not in the physical custody of a parent or guardian)
- Are migratory children who qualify as homeless because of their living situation

The Santa Rosa District Schools’ McKin-
ney Homeless Education program is called, “Communities of Learning.” Our students and families that meet the definition of homelessness are referred to as Children and Youth in Transition.

The goals of the Communities of Learning program are to immediately enroll, maintain enrollment and promote the academic achievement of homeless children and youth.

If you would like more information about

**MISSING CHILDREN**

The Santa Rosa School District collaborates with The Missing Children Program, an initiative that enlists the cooperation of numerous local and state agencies in pursuing investigations of reported missing children.

For more information about the Florida Department of Law Enforcement (FDLE) contact

Missing Children Information Clearinghouse 1-888-356-4774 or visit the website at http://www.fdle.state.fl.us

**Psychological Services**

Psychological services are provided to all schools through the Student Services Department. The main goal is to help students, teachers, and parents improve their school experience and identify their full potential. Services include consultation, assessment for RTI/MTSS services, Mental Health issues, behavior concerns and interventions in the classroom. Crisis Intervention and Threat Assessments also fall under the duties of the School Psychologists.

With the implementation of RTI/MTSS (Response to Intervention/Multi-Tiered System of Support), School Psychologists are actively involved with individual teachers providing support for interventions and progress monitoring of student performance. Direct support to parents, the collection of student data and working with students to help improve their learning ability are a priority. The School Psychologists also serve on various District level and school based teams (RTI/MTSS teams, and Crisis Team, etc.)

Referrals to the School Psychology Department are made by the student’s teacher or other school staff member, the parent, or the child themselves through the classroom teacher and/or certified school counselor. Information regarding the student’s difficulties is discussed between the student’s teacher and parent and interventions are developed to improve student difficulties. A RTI/MTSS team which will consist of, but is not limited to the person expressing the concern (the teacher), the parent, the classroom teacher, the Certified School Counselor, academic/behavioral support staff and the School Psychologist, review information that has been collected. Observations, assessments and progress monitoring data are collected (if needed) and if the classroom difficulties continue, a comprehensive evaluation is conducted. Upon completion of the evaluation, a report is written by the School Psychologist and forwarded to the Exceptional Student Education Eligibility Staffing Committee to determine the appropriate educational program that will best meet the student’s needs. An ESE Liaison will contact the parent and schedule a meeting to determine the eligibility for ESE services.
Santa Rosa School Food Service: Our mission is to provide healthy, nutritious meals for students in Santa Rosa School District in an effort to enhance student performance. Services are provided in partnership with Sodexo. Sodexo is the leading food and facilities management services company in North America and a member of Sodexho Alliance.

Prepay for School Lunch: Visit the Internet site at www.mySchoolBucks.com to set up a convenient, secure meal account management or you can call the support line at 1-855-832-5226.

Free and Reduced Meal Prices: Your child may be eligible for Free and Reduced priced meals. Ask for a Family Application for Free and Reduced Priced Meals at your student’s school or go online to complete your Free & Reduced Application.

For more information about the food services, call: 850-983-5140 or see all of the latest menus, nutrition programs and activities at our site on the Internet:
https://sites.santarosa.k12.fl.us/foodserv/

Military Families: Families completing their meal benefit forms are to include the names and that portion of income of deployed service members made available to the household. The determining official would count the service member as part of the household in establishing a child’s eligibility for free and reduced price meals.

<table>
<thead>
<tr>
<th>Breakfast meal prices</th>
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<tbody>
<tr>
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<td><strong>Elementary</strong></td>
</tr>
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<td>Full $2.60</td>
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<tr>
<td>Reduced $0.30</td>
<td>Reduced $0.40</td>
</tr>
<tr>
<td>Adult $1.75</td>
<td>Adult $3.25</td>
</tr>
<tr>
<td><strong>Secondary</strong></td>
<td><strong>Secondary</strong></td>
</tr>
<tr>
<td>Full $1.05</td>
<td>Full $2.85</td>
</tr>
<tr>
<td>Reduced $0.30</td>
<td>Reduced $0.40</td>
</tr>
<tr>
<td>Adult $1.75</td>
<td>Adult $3.25</td>
</tr>
</tbody>
</table>
TRANSPORTATION

Student Transportation of America (STA) entered into a partnership with the Santa Rosa County School District on July 1, 2018. STA will run approximately 200 bus routes and have over 300 employees, including drivers, aids, mechanics, and staff.

Questions?

North End Transportation
Department: (850) 983-5100

South End Transportation
Department: (850) 936-6005

Pace Area Transportation:
Department (850) 995-3633

OCCUPORTUNITIES FOR PARENT PARTICIPATION

Serving on School Advisory Councils
Parents are notified through the school newsletter regarding School Advisory Council meetings. All schools have an Advisory Council composed of a balanced number of parents, students, business/community representatives, school board employees, and the school’s principal. The Advisory Council works toward achieving the School Improvement Plan goals based on the State Education Goals. Lottery funds are distributed to the schools for the Advisory Council to use toward fulfilling those goals. School Advisory Council meetings are advertised. Call your student’s school for more information.

Becoming a School Volunteer
Volunteers are vital to any school’s staff. Some serve in the following capacities: classroom volunteers, clerical assistants, community resources, computer assistants, media assistants, and business partners.

All volunteers are required to complete an application form, which includes references and preferences as to areas in which they wish to volunteer.

Want to learn more about family involvement? Visit the School District website: www.santarosa.k12.fl.us and choose Parent and Community Info.

School Entry and Enrollment Requirements

- A certified birth certificate which you may request online at http://www.cdc.gov/nchs/births.htm.

- A Florida Certificate of Immunization, Form 680 (blue card), completed by a Florida physician or by a Florida county health department. Parents should obtain a copy of their child’s complete immunization history before leaving their current residence, as this form is not available to the general public. Information on Florida school immunization requirements is available at

  Family

- Evidence of a medical exam completed no less than 12 months prior to the child’s school entry date. As long as the medical exam meets this 12-month requirement, parents may submit this information on the School-Entry Health Exam Form (DH 3040) or provide a copy of the exam obtained from their current physician before moving to Florida. This form and the accompanying guide are available online at http://www.doh.state.fl.us/family—choose school health.

- Official documentation that the parent(s) or guardian(s) is(are) a legal resident(s) of the school district attendance area.

- Social Security Number for the student.
HEALTH SERVICES

In collaboration with the Florida Department of Health, Santa Rosa District Schools provide a wide variety of basic school health services. School nurses, employed by the Florida Department of Health, visit schools and provide a variety of screening and consultation services. School Health Technicians at every school: 1) assist with medications, 2) headlice screenings, 3) contact parents when students are ill, 4) administer minor first aid and CPR as necessary, and 5) connect families with additional Santa Rosa community resources. Additional skilled nursing services and a Health Care Plan may be provided for students with special health needs. For additional information about health services, call (850) 983-5052.

IMMUNIZATION AND RECORD REQUIREMENTS FOR CHILDREN ENTERING OR ATTENDING SCHOOL OR PRESCHOOL

Forms Required for Immunization Documentation:

• The Florida Certification of Immunization, Form 680 is required for school entry.
• Ask your doctor, clinic or county health department to fill out the Form 680 for you.

*Don’t forget to take your child’s immunization records with you.

Immunizations Required for Preschool Entry
• Diphtheria-Tetanus-Pertussis
• Haemophilus influenza type b (Hib)
• Hepatitis B
• Measles-Mumps-Rubella (MMR)
• Polio
• Varicella (Chickenpox)

Immunizations Required for Kindergarten Entry:
• Diphtheria-Tetanus-Pertussis
• Hepatitis B
• Measles-Mumps-Rubella
• Polio
• Varicella (Chickenpox): 2 doses
• One Tetanus-diptheria-acellular pertussis (Tdap)

Immunizations Required for 7th Grade Entry:
• Tetanus-Diphtheria-Pertussis (Tdap)

Immunizations Required for Child Care and/or Family Day Care (up-to-date for age):
• Diphtheria-Tetanus-Pertussis
• Haemophilus influenzae type b
• Measles-Mumps-Rubella
• Polio
• Varicella (Chickenpox)
• Pneumococcal Conjugate (effective January 1, 2012 for children 2 to 59 months of age)
• Hepatitis B (Hep B)

For more information, contact your County Health Department or private physician.
The Recommended Immunization Schedule for Children and Adolescents Aged 18 Years or Younger are approved by the Advisory Committee on Immunization Practices (ACIP) statement for detailed recommendations, available online at www.cdc.gov/vaccines/hcp/acip-recs/index.html. Clinically significant adverse events that follow vaccination should be reported to the Vaccine Adverse Event Reporting System (VAERS) online (www.vaers.hhs.gov) or by telephone (800-822-7967). Suspected cases of vaccine-preventable diseases should be reported to the state or local health department. Additional information, including precautions and contraindications for vaccination, is available from CDC online (www.cdc.gov/vaccines/hcp/admin/contraindications.html) or by telephone (800-CDC-INFO [800-232-4636]).
Figure 1. Recommended Immunization Schedule for Children and Adolescents Aged 18 Years or Younger—United States, 2017.
(FOR THOSE WHO FALL BEHIND OR START LATE, SEE THE CATCH-UP SCHEDULE [FIGURE 2]).

These recommendations must be read with the footnotes that follow. For those who fall behind or start late, provide catch-up vaccination at the earliest opportunity as indicated by the green bars in Figure 1. To determine minimum intervals between doses, see the catch-up schedule (Figure 2). School entry and adolescent vaccine age groups are shaded in gray.

<table>
<thead>
<tr>
<th>Vaccine</th>
<th>Birth</th>
<th>1 mo</th>
<th>2 mos</th>
<th>4 mos</th>
<th>6 mos</th>
<th>9 mos</th>
<th>12 mos</th>
<th>15 mos</th>
<th>18 mos</th>
<th>19-23 mos</th>
<th>2-3 yrs</th>
<th>4-6 yrs</th>
<th>7-10 yrs</th>
<th>11-12 yrs</th>
<th>13-15 yrs</th>
<th>16 yrs</th>
<th>17-18 yrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hepatitis B (HepB)</td>
<td></td>
<td>1st</td>
<td>2nd</td>
<td>3rd</td>
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<tr>
<td>Rotavirus (RV) RV1 (2-dose series); RV5 (3-dose series)</td>
<td>1st</td>
<td>2nd</td>
<td>3rd</td>
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<tr>
<td>Diphtheria, tetanus, &amp; acellular pertussis (DTaP; &lt;7 yrs)</td>
<td>1st</td>
<td>2nd</td>
<td>3rd</td>
<td>4th</td>
<td>5th</td>
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<tr>
<td>Haemophilus influenza type b (Hib)</td>
<td>1st</td>
<td>2nd</td>
<td></td>
<td>3rd</td>
<td>4th</td>
<td>5th</td>
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<tr>
<td>Pneumococcal conjugate (PCV13)</td>
<td>1st</td>
<td>2nd</td>
<td>3rd</td>
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<tr>
<td>Inactivated poliovirus (IPV; &lt;18 yrs)</td>
<td>1st</td>
<td>2nd</td>
<td></td>
<td>3rd</td>
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<td>Influenza (IIV)</td>
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<tr>
<td>Measles, mumps, rubella (MMR)</td>
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<td>Varicella (VAR)</td>
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<tr>
<td>Hepatitis A (HepA)</td>
<td></td>
<td>1st</td>
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<tr>
<td>Meningococcal (Hib-MenCY ≥6 weeks; MenACWY-D ≥9 mos; MenACWY-CRM ≥2 mos)</td>
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<tr>
<td>Tetanus, diphtheria, &amp; acellular pertussis (Tdap; ≥7 yrs)</td>
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<tr>
<td>Human papillomavirus (HPV)</td>
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<tr>
<td>Meningococcal B (MenB)</td>
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<tr>
<td>Pneumococcal polysaccharide (PPSV23)</td>
<td></td>
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</tr>
</tbody>
</table>

**NOTE:** The above recommendations must be read along with the footnotes of this schedule.
The figure below provides catch-up schedules and minimum intervals between doses for children whose vaccinations have been delayed. A vaccine series does not need to be restarted, regardless of the time that has elapsed between doses. Use the section appropriate for the child’s age. Always use this table in conjunction with Figure 1 and the footnotes that follow.

### Children age 4 months through 6 years

<table>
<thead>
<tr>
<th>Vaccine</th>
<th>Minimum Age for Dose 1</th>
<th>Minimum Interval Between Doses</th>
<th>Dose 1 to Dose 2</th>
<th>Dose 2 to Dose 3</th>
<th>Dose 3 to Dose 4</th>
<th>Dose 4 to Dose 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hepatitis B</td>
<td>Birth</td>
<td>4 weeks</td>
<td>8 weeks</td>
<td>and at least 16 weeks after first dose.</td>
<td>Minimum age for the final dose is 24 weeks.</td>
<td></td>
</tr>
<tr>
<td>Rotavirus</td>
<td>6 weeks</td>
<td>4 weeks</td>
<td>4 weeks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diphtheria, tetanus, and acellular pertussis</td>
<td>6 weeks</td>
<td>4 weeks</td>
<td>4 weeks</td>
<td>6 months</td>
<td>6 months</td>
<td></td>
</tr>
</tbody>
</table>

### Haemophilus influenzae type b

<table>
<thead>
<tr>
<th>Vaccine</th>
<th>Minimum Age for Dose 1</th>
<th>Minimum Interval Between Doses</th>
<th>Dose 1 to Dose 2</th>
<th>Dose 2 to Dose 3</th>
<th>Dose 3 to Dose 4</th>
<th>Dose 4 to Dose 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pneumococcal</td>
<td>6 weeks</td>
<td>4 weeks</td>
<td>4 weeks</td>
<td>6 weeks</td>
<td>(minimum age 4 years for final dose).</td>
<td></td>
</tr>
<tr>
<td>Inactivated poliovirus</td>
<td>6 weeks</td>
<td>4 weeks</td>
<td>4 weeks</td>
<td>6 months</td>
<td>(minimum age 4 years for final dose).</td>
<td></td>
</tr>
<tr>
<td>Measles, mumps, rubella</td>
<td>12 months</td>
<td>4 weeks</td>
<td>4 weeks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Varicella</td>
<td>12 months</td>
<td>3 months</td>
<td>4 weeks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hepatitis A</td>
<td>12 months</td>
<td>6 months</td>
<td>4 weeks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meningococcal (Hib-MenCY ≥6 weeks; MenACWY-D ≥9 mos; MenACWY-CRM ≥2 mos)</td>
<td>6 weeks</td>
<td>8 weeks</td>
<td>See footnote 11</td>
<td>See footnote 11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Children and adolescents age 7 through 18 years

<table>
<thead>
<tr>
<th>Vaccine</th>
<th>Minimum Age for Dose 1</th>
<th>Minimum Interval Between Doses</th>
<th>Dose 1 to Dose 2</th>
<th>Dose 2 to Dose 3</th>
<th>Dose 3 to Dose 4</th>
<th>Dose 4 to Dose 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meningococcal (MenACWY-D ≥9 mos; MenACWY-CRM ≥2 mos)</td>
<td>Not Applicable (N/A)</td>
<td>8 weeks</td>
<td>4 weeks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tetanus, diphtheria, tetanus, diphtheria, and acellular pertussis</td>
<td>7 years</td>
<td>4 weeks</td>
<td>4 weeks</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Human papillomavirus</td>
<td>9 years</td>
<td>Routine dosing intervals are recommended.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Hepatitis A</td>
<td>N/A</td>
<td>6 months</td>
<td>4 weeks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>N/A</td>
<td>4 weeks</td>
<td>8 weeks</td>
<td></td>
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</tr>
<tr>
<td>Inactivated poliovirus</td>
<td>N/A</td>
<td>4 weeks</td>
<td>4 weeks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measles, mumps, rubella</td>
<td>N/A</td>
<td>4 weeks</td>
<td>4 weeks</td>
<td></td>
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</tr>
<tr>
<td>Varicella</td>
<td>N/A</td>
<td>3 months if younger than age 13 years. 4 weeks if age 13 years or older.</td>
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</tbody>
</table>

**NOTE:** The above recommendations must be read along with the footnotes of this schedule.
Figure 3. Vaccines that might be indicated for children and adolescents aged 18 years or younger based on medical indications

<table>
<thead>
<tr>
<th>VACCINE ▼</th>
<th>INDICATION ▲</th>
<th>Pregnancy</th>
<th>Immuno compromised status (excluding HIV infection)</th>
<th>HIV infection CD4+ count (cells/μL)</th>
<th>Kidney failure, end-stage renal disease, on hemodialysis</th>
<th>Heart disease, chronic lung disease</th>
<th>CSF leaks/cochlear implants</th>
<th>Asplenia and persistent complement component deficiencies</th>
<th>Chronic liver disease</th>
<th>Diabetes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hepatitis B¹</td>
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<tr>
<td>Rotavirus²</td>
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<tr>
<td>Diphtheria, tetanus, &amp; acellular pertussis³ (DTaP)</td>
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<tr>
<td>Haemophilus influenzae type b⁴</td>
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<tr>
<td>Pneumococcal conjugate⁵</td>
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<tr>
<td>Inactivated poliovirus⁶</td>
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<tr>
<td>Influenza⁷</td>
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<tr>
<td>Measles, mumps, rubella⁸</td>
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<tr>
<td>Varicella⁹</td>
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<tr>
<td>Hepatitis A¹⁰</td>
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<tr>
<td>Meningococcal ACWY¹¹</td>
<td></td>
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<tr>
<td>Tetanus, diphtheria, &amp; acellular pertussis¹² (Tdap)</td>
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<tr>
<td>Human papillomavirus¹³</td>
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<tr>
<td>Meningococcal B¹⁴</td>
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<tr>
<td>Pneumococcal polysaccharide¹</td>
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</tbody>
</table>

- Vaccination according to the routine schedule recommended
- Recommended for persons with an additional risk factor for which the vaccine would be indicated
- Vaccination is recommended, and additional doses may be necessary based on medical condition. See footnotes.
- No recommendation
- Contraindicated
- Precaution for vaccination

*Severe Combined Immunodeficiency

NOTE: The above recommendations must be read along with the footnotes of this schedule.
Footnotes — Recommended Immunization Schedule for Children and Adolescents Aged 18 Years or Younger, UNITED STATES, 2017

For further guidance on the use of the vaccines mentioned below, see: www.cdc.gov/vaccines/hcp/acip-recs/index.html.

For vaccine recommendations for persons 19 years of age and older, see the Adult Immunization Schedule.

Additional information

- For information on contraindications and precautions for the use of a vaccine and for additional information regarding that vaccine, vaccination providers should consult the ACIP General Recommendations on Immunization and the relevant ACIP statement, available online at www.cdc.gov/vaccines/hcp/acip-recs/index.html.

- For purposes of calculating intervals between doses, 4 weeks = 28 days. Intervals of 4 months or greater are determined by calendar months.

- Vaccine doses administered ≤4 days before the minimum interval are considered valid. Doses of any vaccine administered ≥5 days earlier than the minimum interval or minimum age should not be counted as valid doses and should be repeated as age-appropriate. The repeat dose should be spaced after the invalid dose by the recommended minimum interval. For further details, see Table 1, Recommended and minimum ages and intervals between vaccine doses, in MMWR, General Recommendations on Immunization and Reports / Vol. 60 / No. 2, available online at www.cdc.gov/mmwr/pdf/rr/rr6002.pdf.

- Information on travel vaccine requirements and recommendations is available at wwwnc.cdc.gov/travel/.


- The National Vaccine Injury Compensation Program (VICP) is a no-fault alternative to the traditional legal system for resolving vaccine injury petitions. Created by the National Childhood Vaccine Injury Act of 1986, it provides compensation to people found to be injured by certain vaccines. All vaccines within the recommended childhood immunization schedule are covered by VICP except for pneumococcal polysaccharide vaccine (PPSV23). For more information; see www.hrsa.gov/vaccinecompensation/index.html.

1. Hepatitis B (HepB) vaccine. (Minimum age: birth)

Routine vaccination:

- Administration of a total of 4 doses of HepB vaccine is permitted when a combination vaccine containing HepB is administered after the birth dose.

Catch-up vaccination:

- Unvaccinated persons should complete a 3-dose series.

- A 2-dose series (doses separated by at least 4 months) of adult formulation Recombivax HB is licensed for use in children aged 11 through 15 years.

- For other catch-up guidance, see Figure 2.

2. Rotavirus (RV) vaccines. (Minimum age: 6 weeks for both RV1 [Rotarix] and RV5 [RotaTeq])

Routine vaccination:

- Administer a series of RV vaccine to all infants as follows:
  1. If Rotarix is used, administer a 2-dose series at ages 2 and 4 months.
  2. If RotaTeq is used, administer a 3-dose series at ages 2, 4, and 6 months.
  3. If any dose in the series was RotaTeq or vaccine product is unknown for any dose in the series, a total of 3 doses of RV vaccine should be administered.

Catch-up vaccination:

- The maximum age for the first dose in the series is 14 weeks, 6 days; vaccination should not be initiated for infants aged 15 weeks, 0 days, or older.

- The maximum age for the final dose in the series is 8 months, 0 days.

- For other catch-up guidance, see Figure 2.

3. Diphtheria and tetanus toxoids and acellular pertussis (DTaP) vaccine. (Minimum age: 6 weeks. Exception: DTaP-IPV [Kinrix, Quadracel]; 4 years)

Routine vaccination:

- Administer a 5-dose series of DTaP vaccine at ages 2, 4, 6, 15 through 18 months, and 4 through 6 years. The fourth dose may be administered as early as age 12 months, provided at least 6 months have elapsed since the third dose.

- Inadvertent administration of fourth DTaP dose early:
  If the fourth dose of DTaP was administered at least 4 months after the third dose of DTaP and the child was 12 months of age or older, it does not need to be repeated.

Catch-up vaccination:

- The fifth dose of DTaP vaccine is not necessary if the fourth dose was administered at age 4 years or older.

- For other catch-up guidance, see Figure 2.

4. Haemophilus influenzae type b (Hib) conjugate vaccine.

(Minimum age: 6 weeks for PRP-T [ActHIB, DTaP-IPV/Hib (Pentacel), Hiberix, and Hib-MenCY (MenHibrix)], PRP-OMP [PedvaxHIB])

Routine vaccination:

- Administer a 2-or 3-dose Hib vaccine primary series and a booster dose (dose 3 or 4, depending on vaccine used in primary series) at age 12 through 15 months to complete a full Hib vaccine series.

- The primary series with ActHIB, MenHibrix, Hibexir, or Pentacel consists of 3 doses and should be administered at ages 2, 4, and 6 months. The primary series with PedvaxHIB consists of 2 doses and should be administered at ages 2 and 4 months; a dose at age 6 months is not indicated.

- One booster dose (dose 3 or 4, depending on vaccine used in primary series) of any Hib vaccine should be administered at age 12 through 15 months.

- For recommendations on the use of MenHibrix in patients at increased risk for meningococcal disease, refer to the meningococcal vaccine footnotes and also to MMWR February 28, 2014 / 63(R01):1-13, available at www.cdc.gov/mmwr/PDF/rr/rr6301.pdf.
For further guidance on the use of the vaccines mentioned below, see www.cdc.gov/vaccines/hcp/acip-recs/index.html.

Catch-up vaccination:

• For children aged 1 through 2 years who have not received the recommended number of doses of Hib vaccine, administer doses of Hib vaccine at ages 12 through 15 months (one dose) and at age 18 months (one dose). The second dose should be administered at least 4 weeks after the first dose. If both doses were PRP-T (PedvaxHIB or Pediaflex), no additional doses of Hib vaccine are required.

Pneumococcal vaccines (Minimum age: 6 weeks for PCV13, 6 years for PPSV23)

Vaccination of persons with high-risk conditions with PCV13:

1. For children aged 18 years or older who have anatomic or functional asplenia; congenital or acquired immunodeficiency; HIV infection; chronic renal failure; organ transplantation; or multiple myeloma; and for children aged 18 months or older who have sickle cell disease; congenital or acquired immunodeficiencies; HIV infection; chronic renal failure; organ transplantation; or multiple myeloma, administer 2 doses of PCV13 at least 8 weeks apart if neither PCV13 nor PPSV23 has been received previously. If PPSV23 has been received previously, administer 1 dose of PCV13 at least 8 weeks after the most recent dose of PPSV23.

2. If PCV13 has been received previously but PPSV23 has not, administer PPSV23 at least 8 weeks after the most recent dose of PCV13. If PCV13 has been received previously but PPSV23 has not, administer PPSV23 at least 8 weeks after the most recent dose of PCV13.

3. If both doses of PCV13 were PRP-O (PedvaxHIB or COMVAX) and at least 5 years have passed since the last dose of Hib vaccine, administer 1 dose of PPSV23 at least 8 weeks after the most recent dose of PCV13.

4. If either dose of PCV13 was PRP-T, administer 1 dose of PPSV23 at least 8 weeks after the most recent dose of PCV13.

5. If both doses of PCV13 were PRP-O, administer 2 doses of PPSV23 at least 8 weeks apart.

6. For children aged 18 months or older who have high-dose oral corticosteroid therapy or have an immune system impairment, administer 2 doses of PCV13 at least 8 weeks apart.

Vaccination of persons with high-risk conditions with PPSV23:

1. For children aged 18 months or older who have anatomic or functional asplenia; congenital or acquired immunodeficiency; HIV infection; chronic renal failure; organ transplantation; or multiple myeloma, administer 1 dose of PPSV23 at least 4 weeks after the most recent dose of PCV13.

2. If PPSV23 has been received previously but PCV13 has not, administer 1 dose of PPSV23 at least 8 weeks after the most recent dose of PCV13.

3. For children aged 18 months or older who have cerebrospinal fluid leak, cochlear implant, sickle cell disease, congenital or acquired immunodeficiency; HIV infection; chronic renal failure; organ transplantation; or multiple myeloma; and have not received PCV13, administer 1 dose of PPSV23 at least 8 weeks after the most recent dose of PCV13.

4. For children aged 6 through 18 years who have chronic heart disease, administer 1 dose of PPSV23 at least 8 weeks after the most recent dose of PCV13.

5. For children aged 6 through 18 years with HIV infection, administer 1 dose of PPSV23 at least 8 weeks after the most recent dose of PCV13.

6. For children aged 6 through 18 years with chronic heart disease, administer 1 dose of PPSV23 at least 8 weeks after the most recent dose of PCV13.

For children aged 2 through 5 years who have a history of PPSV23 vaccination, administer 1 dose of PPSV23 at least 8 weeks after the most recent dose of PCV13.

For children aged 6 through 18 years with a history of PPSV23 vaccination, administer 1 dose of PPSV23 at least 8 weeks after the most recent dose of PCV13.

For children aged 6 through 18 years with a history of PPSV23 vaccination, administer 1 dose of PPSV23 at least 8 weeks after the most recent dose of PCV13.
For further guidance on the use of the vaccines mentioned below, see: www.cdc.gov/vaccines/hcp/acip-recs/index.html.

7. Influenza vaccines. (Minimum age: 6 months for inactivated influenza vaccine [IIV], 18 years for recombinant influenza vaccine [RIV])

Routine vaccination:
- Administer influenza vaccine annually to all children beginning at age 6 months. For the 2016–17 season, use of live attenuated influenza vaccine (LAIV) is not recommended.

For children aged 6 months through 8 years:
- For the 2016–17 season, administer 2 doses (separated by at least 4 weeks) to children who are receiving influenza vaccine for the first time or who have not previously received ≥2 doses of trivalent or quadrivalent influenza vaccine before July 1, 2016. For additional guidance, follow dosing guidelines in the 2016–17 ACIP influenza vaccine recommendations (see MMWR August 26, 2016;65[5]:1-54, available at www.cdc.gov/mmwr/volumes/65/rr/pdfs/rr6505.pdf).
- For the 2017–18 season, follow dosing guidelines in the 2017–18 ACIP influenza vaccine recommendations.

For persons aged 9 years and older:
- Administer 1 dose.

8. Measles, mumps, and rubella (MMR) vaccine. (Minimum age: 12 months for routine vaccination)

Routine vaccination:
- Administer a 2-dose series of MMR vaccine at ages 12 through 15 months and 4 through 6 years. The second dose may be administered before age 4 years, provided at least 4 weeks have elapsed since the first dose.
- Administer 1 dose of MMR vaccine to infants aged 6 through 11 months before departure from the United States for international travel. These children should be revaccinated with 2 doses of MMR vaccine, the first at age 12 through 15 months (12 months if the child remains in an area where disease risk is high), and the second dose at least 4 weeks later.
- Administer 2 doses of MMR vaccine to children aged 12 months and older before departure from the United States for international travel. The first dose should be administered on or after age 12 months and the second dose at least 4 weeks later.

Catch-up vaccination:
- Ensure that all school-aged children and adolescents have had 2 doses of MMR vaccine; the minimum interval between the 2 doses is 4 weeks.

9. Varicella (VAR) vaccine. (Minimum age: 12 months)

Routine vaccination:
- Administer a 2-dose series of VAR vaccine at ages 12 through 15 months and 4 through 6 years. The second dose may be administered before age 4 years, provided at least 3 months have elapsed since the first dose. If the second dose was administered at least 4 weeks after the first dose, it can be accepted as valid.

Catch-up vaccination:
- Ensure that all persons aged 7 through 18 years without evidence of immunity (see MMWR 2007;56[No. RR-4], available at www.cdc.gov/mmwr/pdfs/rr/rr5604.pdf) have 2 doses of varicella vaccine. For children aged 7 through 12 years, the recommended minimum interval between doses is 3 months (if the second dose was administered at least 4 weeks after the first dose, it can be accepted as valid); for persons aged 13 years and older, the minimum interval between doses is 4 weeks.

10. Hepatitis A (HepA) vaccine. (Minimum age: 12 months)

Routine vaccination:
- Initiate the 2-dose HepA vaccine series at ages 12 through 23 months; separate the 2 doses by 6 to 18 months.
- Children who have received 1 dose of HepA vaccine before age 24 months should receive a second dose 6 to 18 months after the first dose.
- For any person aged 2 years and older who has not already received the HepA vaccine series, 2 doses of HepA vaccine separated by 6 to 18 months may be administered if immunity against hepatitis A virus infection is desired.

Catch-up vaccination:
- The minimum interval between the 2 doses is 6 months.

Special populations:
- Administer 2 doses of HepA vaccine at least 6 months apart to previously unvaccinated persons who live in areas where vaccination programs target older children, or who are at increased risk for infection. This includes persons traveling to or working in countries that have high or intermediate endemicity of infection; men having sex with men; users of injection and non-injection illicit drugs; persons with clotting-factor disorders; persons with chronic liver disease; and persons who anticipate close, personal contact (e.g., household or regular babysitting) with an international adoptee during the first 60 days after arrival in the United States from a country with high or intermediate endemicity. The first dose should be administered as soon as the adoption is planned, ideally, 2 or more weeks before the arrival of the adoptee.

11. Meningococcal vaccines. (Minimum age: 6 weeks for Hib-MenCY [MenHibrix], 2 months for MenACWY-CRM [Menveo], 9 months for MenACWY-D [Menactra], 10 years for serogroup B meningococcal [MenB] vaccines: MenB-4C [Bexsero] and MenB-FHbp [Trumenda])

Routine vaccination:
- Administer a single dose of Menactra or Menveo vaccine at age 11 through 12 years, with a booster dose at age 16 years.
- For children aged 2 months through 18 years with high-risk conditions, see “Meningococcal conjugate ACWY vaccination of persons with high-risk conditions and other persons at increased risk of disease” below.

Catch-up vaccination:
- Administer Menactra or Menveo vaccine at age 13 through 18 years if not previously vaccinated.
- If the first dose is administered at age 13 through 15 years, a booster dose should be administered at age 16 through 18 years, with a minimum interval of at least 8 weeks between doses.

Clinical discretion:
- Young adults aged 16 through 23 years (preferred age range is 16 through 18 years) who are not at increased risk for meningococcal disease may be vaccinated with a 2-dose series of either Bexsero (0, ≥1 month) or Trumenda (0, 6 months) vaccine to provide short-term protection against most strains of serogroup B meningococcal disease. The two MenB vaccines are not interchangeable; the same vaccine product must be used for all doses.
- If the second dose of Trumenda is given at an interval of <6 months, a third dose should be given at least 6 months after the first dose; the minimum interval between the second and third doses is 4 weeks.

Meningococcal conjugate ACWY vaccination of persons with high-risk conditions and other persons at increased risk:

- Children with anatomic or functional asplenia (including sickle cell disease), children with HIV infection, or children with persistent complement component deficiency (includes persons with inherited or chronic deficiencies in C3, C5-9, properdin, factor D, factor H, or taking eculizumab [Soliris]):
  - Menveo
    - Children who initiate vaccination at 8 weeks. Administer doses at ages 2, 4, 6, and 12 months.
  - Unvaccinated children who initiate vaccination at 7 through 23 months. Administer 2 primary doses, with the second dose at least 12 weeks after the first dose AND after the first birthday.
  - Children 24 months and older who have not received a complete series. Administer 2 primary doses at least 8 weeks apart.

- MenHibrix
  - Children who initiate vaccination at 6 weeks. Administer doses at ages 2, 4, 6, and 12 through 15 months.
  - If the first dose of MenHibrix is given at or after age 12 months, a total of 2 doses should be given at least 8 weeks apart to ensure protection against serogroups C and Y meningococcal disease.
For further guidance on the use of the vaccines mentioned below, see: www.cdc.gov/vaccines/hcp/acip-recs/index.html.

- **Menactra**
  - **Children with anatomic or functional asplenia or HIV infection**
    - Children 24 months and older who have not received a complete series. Administer 2 primary doses at least 8 weeks apart. If Menactra is administered to a child with asplenia (including sickle cell disease) or HIV infection, do not administer Menactra until age 2 years and at least 4 weeks after the completion of all PCV13 doses.
  - **Children with persistent complement component deficiency**
    - Children 9 through 23 months. Administer 2 primary doses at least 12 weeks apart.
    - Children 24 months and older who have not received a complete series. Administer 2 primary doses at least 8 weeks apart.
  - **All high-risk children**
    - If Menactra is to be administered to a child at high risk for meningococcal disease, it is recommended that Menactra be given either before or at the same time as DTaP.

Meningococcal B vaccination of persons with high-risk conditions and other persons at increased risk of disease: *Children with anatomic or functional asplenia (including sickle cell disease) or children with persistent complement component deficiency (includes persons with inherited or chronic deficiencies in C3, C5-9, properdin, factor D, factor H, or taking eculizumab [Soliris]):*

- **Bexsero or Trumenba**
  - Persons 10 years or older who have not received a complete series. Administer a 2-dose series of Bexsero, with doses at least 1 month apart, or a 3-dose series of Trumenba, with the second dose at least 1–2 months after the first and the third dose at least 6 months after the first. The two MenB vaccines are not interchangeable; the same vaccine product must be used for all doses.

For children who travel to or reside in countries in which meningococcal disease is hyperendemic or epidemic, including countries in the African meningitis belt or the Hajj:

- Administer an age-appropriate formulation and series of Menactra or Menevo for protection against serogroups A and W meningococcal disease. Prior receipt of MenHibrix is not sufficient for children traveling to the meningitis belt or the Hajj because it does not contain serogroups A or W.

For children at risk during an outbreak attributable to a vaccine serogroup:

- For serogroup A, C, W, or Y: Administer or complete an age- and formulation-appropriate series of MenHibrix, Menactra, or Menevo.

- For serogroup B: Administer a 2-dose series of Bexsero, with doses at least 1 month apart, or a 3-dose series of Trumenba, with the second dose at least 1–2 months after the first and the third dose at least 6 months after the first. The two MenB vaccines are not interchangeable; the same vaccine product must be used for all doses.


For other catch-up recommendations for these persons and complete information on use of meningococcal vaccines, including guidance related to vaccination of persons at increased risk of infection, see meningococcal MMWR publications, available at: www.cdc.gov/vaccines/hcp/acip-recs/vacc-specific/mening.html.

12. **Tetanus and diphtheria toxoids and acellular pertussis (Tdap) vaccine. (Minimum age: 10 years for both Boostrix and Adacel)**

**Routine vaccination:**

- Administer 1 dose of Tdap vaccine to all adolescents aged 11 through 12 years.
- Tdap may be administered regardless of the interval since the last tetanus and diphtheria toxoid-containing vaccine.

**Catch-up vaccination:**

- Persons aged 11 through 18 years who have not received Tdap vaccine as 1 dose (preferably the first) in the catch-up series; if additional doses are needed, use Td vaccine. For children 7 through 10 years who receive a dose of Tdap as part of the catch-up series, an adolescent Tdap vaccine dose at age 11 through 12 years may be administered.
- Persons aged 11 through 18 years who have not received Tdap vaccine should receive a dose, followed by tetanus and diphtheria toxoids (Td) booster doses every 10 years thereafter.

- Inadvertent doses of DTaP vaccine:
  - If administered inadvertently to a child aged 7 through 10 years, the dose may count as part of the catch-up series. This dose may count as the adolescent Tdap dose, or the child may receive a Tdap booster dose at age 11 through 12 years.
  - If administered inadvertently to an adolescent aged 11 through 18 years, the dose should be counted as the adolescent Tdap booster.

For other catch-up guidance, see Figure 2.

13. **Human papillomavirus (HPV) vaccines. (Minimum age: 9 years for 4vHPV [Gardasil] and 9vHPV [Gardasil 9])**

**Routine and catch-up vaccination:**

- Administer a 2-dose series of HPV vaccine on a schedule of 0, 6-12 months to all adolescents aged 11 or 12 years. The vaccination series can start at age 9 years.
- Administer HPV vaccine to all adolescents through age 18 years who were not previously adequately vaccinated. The number of recommended doses is based on age at administration of the first dose.
- For persons initiating vaccination before age 15, the recommended immunization schedule is 2 doses of HPV vaccine at 0, 6-12 months.
- For persons initiating vaccination at age 15 years or older, the recommended immunization schedule is 3 doses of HPV vaccine at 0, 1–2, 6 months.

- A vaccine dose administered at a shorter interval should be readministered at the recommended interval.
  - In a 2-dose schedule of HPV vaccine, the minimum interval is 5 months between the first and second dose. If the second dose is administered at a shorter interval, a third dose should be administered a minimum of 12 weeks after the second dose and a minimum of 5 months after the first dose.
  - In a 3-dose schedule of HPV vaccine, the minimum intervals are 4 weeks between the first and second dose, 12 weeks between the second and third dose, and 5 months between the first and third dose. If a vaccine dose is administered at a shorter interval, it should be readministered after another minimum interval has been met since the most recent dose.

**Special populations:**

- For children with history of sexual abuse or assault, administer HPV vaccine beginning at age 9 years.
- Immunocompromised persons*, including those with human immunodeficiency virus (HIV) infection, should receive a 3-dose series at 0, 1–2, and 6 months, regardless of age at vaccine initiation.
- Note: HPV vaccination is not recommended during pregnancy, although there is no evidence that the vaccine poses harm. If a woman is found to be pregnant after initiating the vaccination series, no intervention is needed; the remaining vaccine doses should be delayed until after the pregnancy. Pregnancy testing is not needed before HPV vaccination.

*See MMWR December 16, 2016;65(49):1405-1408, available at www.cdc.gov/mmwr/volumes/65/wr/pdfs/mm6549a5.pdf.
Student Health Resource Information

Your student’s primary physician is a valuable resource for student health information. If your student does not have a physician, the public health department is a valuable resource. For more information about public health services, call the Florida Department of Health-Santa Rosa at (850) 983-5200 or look on the web at http://www.doh.state.fl.us/chdSantaRosa/index.htm

Florida KidCare

Florida KidCare is our state’s children’s health insurance program for uninsured children under age 19. It is made up of four parts: MediKids, Healthy Kids, the Children’s Medical Services (CMS) Network for children with special health care needs, and Medicaid for children. When you apply for the insurance, Florida KidCare will check which program your child may be eligible for based on age and family income.

Questions? Call 1-888-540-5437. This is a free call TTY: 1-877-316-8748 or visit the web site: http://www.floridakidcare.org

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TITLE I PROGRAM

What is(122,175),(902,896)

As the parent of a school-aged child, you have no doubt heard about the Every Student Succeeds Act (ESSA) and would like to understand what it means—especially the benefits it offers you and your child.

On December 10, 2016, ESSA was signed into law. ESSA includes provisions that will help to ensure success for students and schools. Below are just a few.

* Advances equity by upholding critical protections for America’s disadvantaged and high-need students.
* Requires—for the first time—that all students in America be taught in high academic standards that will prepare them to succeed in college and careers.
* Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students progress toward those high standards.
* Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our Investing in Innovation and Promise Neighbors.
* Sustains and expands this administration’s historic investment in increasing access to high-quality preschool.
* Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

In 1965, Congress passed the Elementary and Secondary Education Act (ESEA), providing, for the first time, some federal funding for K–12 education. The original law has been renewed eight times, most recently by ESSA.

Title I of ESSA is “Improving the Academic Achievement of the Disadvantaged.” Why is this important to your understanding of ESSA? Because schools with high concentrations of children from low-income families receive Title I education funds. They receive this money through their states and districts, and more than half of all public schools (55 percent) fall into this category, often called “Title I schools.”

What do I have “A RIGHT TO KNOW” about my child’s teacher?

ESSA provides funding to help teachers improve their instructional skills through training and other professional development. The law also requires states to develop plans to make sure that all teachers of core academic subjects are highly qualified. It defines a “highly qualified” teacher as one with a bachelor’s degree, full state certification, and demonstrated competence for each subject taught.

The SRC School District is committed to providing information to you regarding your child’s teacher and paraprofessional qualifications in a timely manner upon request. You have the right to request the following information from your School Principal:

* Whether the teacher has met state licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
* Whether the teacher is teaching under emergency or other provisional status through which state qualifications of licensing criteria have been waived.
* The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification of degree.
* Whether your child is provided services by paraprofessionals, and, if so, their qualifications.
* The achievement level of your child on the Florida State Assessment (FSA).

Please be assured that the SRC School District is dedicated to providing the students of our County with a quality education.
SANTA ROSA DISTRICT SCHOOLS' FAMILY GUIDE ON THE INTERNET

For current information and more details, visit http://www.santarosa.k12.fl.us

choose from the home page Parents and Community Info

- Santa Rosa District’s Family Guide
- Homework Helpers
- Keep Kids Safe on the Internet
- Reading Resource for Parents
- School Calendar
- About the FSA
- Accountability
- Field Trip Application
- School Zone Maps
- Student Information Request
- Student Reassignments
- Volunteer Information
- And more.....

Do you want additional information about your student (such as grades, standardized testing, or other information) by e-mail?

Download the “Student Information Request” form from the Parents and Community Info link and return it to school today—or—ask your school for a copy of the form. Though schools are strongly encouraged to use other forms of communication when sending non-directory information to parents/guardians, if the information is requested by a parent or guardian to be received via e-mail, the school will use this form.

Free On-Line Tutoring Available

Students in grades 4-12 and college introduction level can connect to a live tutor from a Santa Rosa County Library or their home PC (with a library card) for free one-on-one homework via the Internet seven days a week!

Live Homework Help, an online tutoring service from Tutor.com, connects students, to expert tutors in math, science, social studies, and English. Spanish-speaking tutors are available in math and science. In just a few minutes, students are connected to a tutor in an Online Classroom for help in math (elementary, algebra, geometry, trigonometry, and calculus), science (elementary, earth science, biology, chemistry, and physics), social studies (American History, World History, Political Science, and more), and English (spelling, grammar, essay writing, and book reports). Students and tutors can review specific homework questions, as well as subject-specific concepts using features such as controlled chat, an interactive white board, and shared Web browsing in the Online Classroom. Tutors can type math equations using a special math tool, share educational Web sites, and more.

All teachers are certified teachers, college professors, professional tutors, or graduate school students from across the country. Every tutor has completed a third party background check and a comprehensive training program.

Live Homework is easy to use. Use the web site, www.santarosa.fl.gov/libraries, to apply for a library card and begin using the Live Homework help link. The link is available after 3 p.m. each day.
Santa Rosa District Contact Information

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995-3650
Linda Gooch, Principal
Daniel Balsavich, Asst. Principal

East Milton Elementary
5156 Ward Basin Road
Milton, FL 32583
983-5620
Terry Paschall, Principal
Alexandra Timmons, AP

Gulf Breeze Elementary
549 Gulf Breeze Pkwy.
Gulf Breeze, FL 32561
934-5185
Warren Stevens, Principal
Kim McChesney, Asst. Principal

Gulf Breeze Middle
649 Gulf Breeze Pkwy.
Gulf Breeze, FL 32561
934-4800
Mike Brandon, Principal
Tracy Murphy, Asst. Principal

Gulf Breeze High
675 Gulf Breeze Pkwy.
Gulf Breeze, FL 32561
916-4165
Danny Brothers, Principal
Jon Watts, Asst. Principal
Patrick Keen, Asst. Principal
Victoria Baker, Asst. Principal

Hobbs Middle
5317 Glover Lane
Milton, FL 32570
983-5630
Brandon Koger, Principal
Ashley Flowers, Asst. Principal

Holley-Navarre Primary
8019 Escola St.
Navarre, FL 32566
936-6130
Barbara Scott, Principal
Missy Floyd, Asst. Principal

Holley-Navarre Intermediate
1936 Navarre School Rd.
Navarre, FL 32566
936-6020
Beth Mosley, Principal
Tina Howard, Asst. Principal

Holley-Navarre Middle
1976 Williams Creek Drive
Navarre, FL 32566
936-6040
Joie DeStefano, Principal
Pete Della Ratta, Asst. Principal

Jackson Pre-K Center
4950 Susan St.
Milton, FL 32570
983-5720
Dawn Alt, Director

Jay Elementary
13833 Alabama St.
Jay, FL 32565
675-4545
Kelly Allen Short, Principal
Autumn Wright, Asst. Principal

Jay High
13863 Alabama St.
Jay, FL 32565
675-4507
Stephen Knowlton, Principal
Wesley Underwood, Asst. Principal

King Middle
5928 Stewart Street
Milton, FL 32570
983-5660
Darren Brock, Principal
Margaret McCormick, AP

Locklin Technical College
5330 Berryhill Road
Milton, FL 32570
983-5700
Maria LaDouceur, Principal
Keith Hines, Asst. Principal

Milton High
5445 Stewart Street
Milton, FL 32570
983-5600
Tim Short, Principal
Benjamin West, Asst. Principal
Chad Rowell, Asst. Principal
Amanda Leddy, Asst. Principal

Navarre High
8600 High School Blvd.
Navarre, FL 32566
936-6080
Brian Naack, Principal
Kasie Windfelder, Asst. Principal
Brian Howell, Asst. Principal
Joe Trujillo, Asst. Principal

Oriole Beach
1260 Oriole Beach Rd.
Gulf Breeze, FL 32563
934-5160
Josh McGrew, Principal
Monica Garcia, Asst. Principal

Pace High
4065 Norris Rd.
Pace, FL 32571
995-3600
Stephen Shell, Principal
Coleen Starr, Asst. Principal
Dustin Gray, Asst. Principal
Joey Goodwin, Asst. Principal

Pea Ridge Elementary
4775 School Lane
Pace, FL 32571
995-3680
Dana Fleming, Principal
May Grace White, Asst. Principal

Rhodes
5563 Byrom St.
Milton, FL 32570
983-5670
Michele Barlow, Principal
Kasie Reaves, Asst. Principal

Russell Elementary
3740 Excalibur Way
Milton, FL 32570
983-7000
Suzette Godwin, Principal
Sandra Arrant, AP

Santa Rosa High
5330 Berryhill Road
Milton, FL 32570
983-5710
Larry Heringer, Principal
Melissa Baxley, Asst. Principal

Sims Middle
5500 Education Drive
Pace, FL 32571
995-3676
Emily Donaldson, Principal
Ryan Stokes, Asst. Principal

West Navarre Intermediate
1970 Cotton Bay Lane
Navarre, FL 32566
936-6060
Shanna Dorsey, Principal
Nadia Colins, Asst. Principal

Woodlawn Beach Middle
1500 Woodlawn Way
Gulf Breeze, FL 32563
934-4010
Victor Lowrimore, Principal
Amanda Makar, Asst. Principal

Santa Rosa Community School
Milton Office
200 Park Av.
Milton, FL 32570
983-5650
Gulf Breeze Office
P.O. Box 104
Gulf Breeze, FL 32561
934-4095
David Sigurnjak, Director

School Board
Administrative Offices
983-5000 (Switchboard) or 983 + extension

ESE Services
Berryhill Administrative Complex
983-5150

Student Services
Berryhill Administrative Complex
983-5150