

2020-2021

Santa Rosa District Schools' Family Guide

Connecting Parents and
Guardians to Santa Rosa's Public
Schools



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SANTA ROSA COUNTY SCHOOL BOARD 2020-21 CALENDAR

PRE-PLANNING	August 17-21, 2020
POST-PLANNING.....	June 11,14, 2021
STUDENTS BEGIN.....	August 24, 2020
STUDENTS LAST DAY	June 10, 2021

9WEEKS

Aug. 24 - Oct. 22 (43 days)
 Oct. 26 - Jan. 14 (43 days)
 Jan. 19 - April 1 (47 days)
 April 6 - June 10 (47 days)

Report Cards

November 3
 January 28
 April 15
 June 10 (Elementary)
 June 24 (Middle/High)

Mid-Term Reports

September 25
 December 4
 February 19
 May 7

**APPROVED IN
SESSION**

Early Release & Holidays

July 4	Independence Day	<p style="color: red;">JUL 30 2020</p> <p>SANTAROSA SCHOOLBOARD</p> <p>SUPERINTENDENT</p>
September 7	Labor Day	
October 23	Planning Day (No school for students/workday for teachers)	
November 11	Veterans Day	
November 23-27	Fall Break/Thanksgiving	
Dec 21-Jan 1	Winter/Christmas Break	
January 12, 13	Semester Exams - Early Release for Middle/High Schools	
January 14	Early Release for all students- Semester Exams Middle/High Schools	
January 15	Planning Day (No school for students/workday for teachers)	
January 18	Martin L. King's Birthday	
February 15	President's Day	
March 15-19	Spring Break	
April 2	Good Friday	
April 5	Planning Day (No school for students/workday for teachers)- Storm Day if needed	
May 31	Memorial Day	
June 8,9	Semester Exams - Early Release for Middle/High Schools	
June 10	Early Release, Last day of school for all students- Semester Exams Middle/High Schools	

HIGH SCHOOL GRADUATION DATES

June 1- Blended Academy	5:00 P.M.
June 1- Locklin Tech.	7:00 P.M.
June 3- Santa Rosa High/Adult	7:00 P.M.
June 5 - Gulf Breeze High	11:00 A.M.
June 5 - Pace High	2:30 P.M.
June 5 - Navarre High	6:00 P.M.
June 8 - Milton High	7:00 P.M.
June 10 - Jay High	5:00 P.M.
June 10 - Central School	7:00 P.M.

Semester Exams

1st Semester
 6 period January 12, 13, 14
2nd Semester
 6 period June 8, 9, 10

Senior Final Exams

June 2, 3, 4

Storm Days (If Needed)

2nd Semester: April 5, June 11

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.

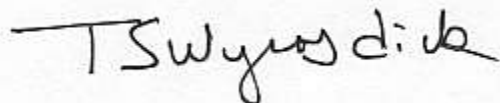
The *Santa Rosa District Schools' Family Guide* is prepared and distributed to enhance partnerships between the school, home, and community. The goals of the Guide follow:

- 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

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 afterschool 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?

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 TELEFÒN
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 area y reunirse con usted o con su grupo.

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

SALA enstale yon nimewo telefòn gratis (800-206-8956) pou oumenm paran pou pèmèt nou reponn tout kesyon ou genyen sou edikasyon pitit ou yo. Nou ka bay enfòmasyon sou kalite egzamen yo bay pitit ou, sou jan yo shwazi klas pou elèv yo, sou dwa pitit ou genyen pou jwenn bonjan lenstriksyon. Anplwaye nan biwo-a pale tout lang-sa-a yo fen: panyòl, kreyòl ayisyen, franse epi angle.

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, tanpwi 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.

Tanpwi sonje sa. Nou la pou sèvi ou ak pitit ou yo.

Terms to Know

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 February 2014. The English Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS). 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.

Health Care Plan: a plan developed by school district personnel in collaboration with parents and other health personnel (as needed) to provide accommodations for students with special health care needs.

Individual Educational Plan (IEP): a plan that details the services, educational goals and objectives for students with disabilities.

English Language Learner (ELL): ELLs are those second language learners who require support to acquire English language skills.

Multi-Tiered System of Supports (MTSS): a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students.

Parent-Teacher Association (PTA) or Organization (PTO): a voluntary organization made up of parents, students, and educators who are interested in helping their sponsored school with fundraising, volunteerism, and communications.

Progress Monitoring Plan (PMP): a written plan developed by parents and teachers when a student is having trouble keeping up with the skills required at his grade level. The plan is placed in a student's permanent folder and used to chart and measure progress. (Also sometimes called the Academic Improvement Plan).

Renaissance (STAR) Screener: a battery of assessments given 2-3 times per year to students in K through high school to measure academic performance and growth in the subject areas of reading and math. These core discipline assessments measure grade-level proficiency in respect to Florida Standards.

Retention: process by which students do not move on to the next grade level at the end of the year due to failure to meet academic standards.

School Advisory Council (SAC): individual school organization made up of parents, students, community volunteers, and educators who help to set goals for school improvement, determine the allocation of a designated budget, and act as a forum for communication. SAC minutes, agendas, statutes, policies and other resources can be found on each school's website.

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.

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.

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 areas of teaching assignments. 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) 983-5150.

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. Student should be treated and should return with no nits.
- Planned absences of educational value approved in advance by the principal
- Treatment of autism spectrum disorder by a licensed healthcare practitioner or certified behavior analyst

Unexcused Absence

- Any absence which is not justified by the parent or guardian or for which the reason is unknown
- Missing the bus
- Oversleeping
- Excessive illness without doctor's verification
- Not attending class while on a school campus (skipping)
- Three (3) 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.

The purpose of this report is to provide information regarding your child's progress toward mastery of the Florida Standards taught during each nine-week grading period. You may access Florida's Standards at www.cpalms.org. Only the district's priority standards are reflected on this report. If you have questions, please contact your child's teacher for a conference (indicate below). See teacher comments for additional information.

MP-Meets proficiency- Student meets proficiency of the targeted standards with independence, accuracy, and quality.
DP-Developing proficiency- Student develops proficiency towards the targeted standards but requires additional support.
BP-Below proficiency- Student is not able to demonstrate the skill in part or whole even with prompting and support.

1 ST NINE WEEKS				
Reading/Language Arts	1	2	3	4
Identifies parts of a book				
Identifies the role of the author and the illustrator in the story				
Recognizes rhyming words				
Orally contributes a sentence to a related topic				
Draws illustrations to match a story				
Uses finger to match speech to print				
Reads sight words from kindergarten list (maximum assessed - 100)				
Math	1	2	3	4
Counts orally by 1's from 0 to 10				
Recognizes numerals 0 to 10				
Writes numerals 0 to 10				
Compares two or more given sets (greater than, less than, equal to) from 0-10				

2 ND NINE WEEKS				
Reading/Language Arts	1	2	3	4
Participates, listens, and takes turns in conversations				
Dictates using pictures AND words				
Isolates beginning sounds in words				
Acquires and uses increasingly difficult vocabulary				
Using details, describes familiar people, places, things, or events				
Verbally retells story events including beginning, middle, and end				
Reads sight words from kindergarten list (maximum assessed - 100)				
Math	1	2	3	4
Classifies, Identifies & sorts objects by color, shape, & size				
Uses pictures or objects to add within 10				
Uses pictures or objects to subtract within 10				

3 RD NINE WEEKS				
Reading/Language Arts	1	2	3	4
Counts, pronounces, blends, and segments syllables				
Blends and segments single syllable words				
In writing, retells story events including beginning, middle, and end				
Composes a written piece, using a combination of drawing, dictating, and writing				
Isolates final sounds in words				
Produces rhyming words				
Writes a complete sentence consistently and correctly				
Reads sight words from kindergarten list (maximum assessed - 100)				
Rigby Level				
Math	1	2	3	4
Counts orally by 1's 0-20				
Recognizes and writes numerals 0-20				
Orders numerals 0-20				
Represents quantities with numbers up to 20				
Counts to 100 by 1's and 10's				

4 TH NINE WEEKS				
Reading/Language Arts	1	2	3	4
Isolates medial sounds in words				
Asks and answers questions about a text				
Identifies main topic/main idea & details in informational text				
Identifies basic similarities and differences between two texts on the same topic				
Composes a written piece, using a combination of drawing, dictating, and writing				
Reads sight words from kindergarten list (maximum assessed - 100)				
Rigby Level				
Math	1	2	3	4
Compares & orders objects by length, height, & weight				
Demonstrates understanding of directional and positional words-besides, in front of, behind, next to, above, below				
Creates new objects from a set of 2-D shapes				
Identifies and describes 2-D shapes: circles, square, triangle, rectangle, hexagon				
Identifies, describes, and sorts 3-D shapes-spheres, cube, cylinder, cone				
Uses everyday examples to represent geometrical shapes				
Adds fluently within 5				
Subtract fluently within 5				

Letter and Sound Knowledge														X=skill has been mastered			
	Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm				
Identifies letter																	
Knows letter sound																	
Writes letter for sound given																	
	Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz				
Identifies letter																	
Knows letter sound																	
Writes letter for sound given																	

LEARNER QUALITIES (X=concern)	1 st	2 nd	3 rd	4 th
Listens and responds appropriately				
Follows directions				
Works independently				
Does neat and careful work				
Finishes work on time				
Respects rights & 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	1 st	2 nd	3 rd	4 th
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				
<u>End of the Year Performance:</u>				
Language Arts _____	Math _____			
Grade Assignment for _____ school year:	_____			

Teacher Comments	Parent Comments
1 st 9 Weeks:	
2 nd 9 Weeks:	
3 rd 9 Weeks:	
4 th 9 Weeks:	

Parent Signature: _____

Santa Rosa District Schools Student Report Card

Student	School	Distribution	Grading Cycle

Term	Pd	Class	Teacher	1st Semester				2nd Semester				EOC	Final		Attendance					GPL	Cnd	ESOL	Teacher Comment				
				1st	2nd	Exam	Ave	3rd	4th	Exam	Ave	Exam	Grade	Credit	Ex	Un	Tdy	LC	EC								
3	01													0	0	0	0	0	0								
3	02													0	0	0	0	0	0								
3	04													0	0	0	0	0	0								
3	05													0	0	0	0	0	0								
3	06													0	0	0	0	0	0								
3	07													0	0	0	0	0	0								
3	08													0	0	0	0	0	0								
3	08													0	0	0	0	0	0								

Grading Scale	Conduct and Other Grades	Attendance	Grade Performance Level	EOC Notes
100-90=A 89-80=B 79-70=C 69-60=D 59-0=F	I=Incomplete U=Unsatisfactory S=Satisfactory P=Passing E=Excellent N=Needs Improvement	Ex=Excused Un=Unexcused Tdy=Tardy LC=Late Check-In EC=Early Check-Out	A=Above B=Below O or space = On	*** Sem avg subject to change & credit pending EOC exam result

ESOL Note: * Receiving instruction in English using ESOL strategies, accommodations, and modifications.

Please Sign & Return:	Date:
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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 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) for Algebra 1, Geometry, Civics, US History and Biology, 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 language arts, 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.

Reading: The #1 Priority

Every teacher, parent, and child should know 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/her 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.

KINDERGARTEN

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 an 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 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/she knows from phonics
- To use phonics to sound out words he/she doesn't know
- To read aloud first grade books and understand what is read
- To read and understand simple written directions
- To predict what will happen next in a story
- To ask questions about books he/she is reading
- To describe, in his/her own words, what has been learned from what has been read
- To use invented spelling to try to spell words
- To understand there is a correct way to spell words
- To use capital letters and simple punctuation marks
- To write stories, lists, letters
- To talk about the meaning of words and use new words when speaking and writing
- To see that some words mean the same and some have opposite meanings

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, pretending to read and actually reading
- A teacher giving instruction in phonemic awareness, showing how to do activities and assisting the children
- Children clapping sounds in a word, putting sounds together to make words, dropping sounds in words, and replacing sounds in words
- Children learning to blend sounds to read words and learning sight words
- Children writing more and more as a way to communicate and writing using evidence from the text
- A teacher using new words and urging the children to use words they have learned
- Children answering questions using evidence from the text and pictures

Mathematics – By the end of the first grade your child is expected:

- 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

SECOND GRADE

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 the child's 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 them 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 the 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 re-reading 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 recognize 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 re-read a paragraph or page to build fluency
- Help your child learn correct spellings of 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

THIRD GRADE

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 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, and re-reading
- 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 on 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 writing

Mathematics – By the end of third grade your child is expected:

- 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 increasingly sophisticated strategies to solve multiplication and division problems involving single-digit factors
- To develop an understanding of fractions, beginning with unit fractions
- To view fractions in general as being built out of unit fractions
- 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
- 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

- Help your child become a fluent reader by having him re-read 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

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.

Writing is extremely important in fourth grade. Throughout the first four years of school, 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 will be asked to give a written response to a prompt. Based on the prompt, your child will either write a narrative response (telling a story about something real or imagined) or an expository response (explaining why or how about something).

The mathematics your child is expected to learn will be more difficult in fourth grade. He will be expected to solve more difficult problems and explain how he reached that solution. Additionally, science and social studies become more important subjects as fourth graders are now “reading to learn”.

In addition to FCAT Writing, your child will take FCAT in Reading and Mathematics. The writing test will be taken at a different time than reading and mathematics. If your child’s teacher detects a problem in his 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 your child’s teacher.

Integrated Reading – By the end of fourth grade, your child is expected

- 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 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 discussions 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 the 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., $15/9 = 5/3$)
- 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 – By the end of fourth grade, your child is expected

- 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 read 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 the 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 the 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

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.

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;
- entering grade 9 in the 2016-17 school year graduating in 2019-2020;
- entering grade 9 in the 2017-18 school year graduating in 2020-2021; or
- entering grade 9 in the 2018-19 school year graduating in 2021-2022.

					Revised 6/20/19
	Freshman 2017-18	Sophomore 2018-19	Junior 2019- 2020	Senior 2020- 2021	Notes on awarding credit, diploma designations
ELA FSA Assessment-10th	Pass	Pass	Pass	Pass	All EOC course credit is awarded by course average with the 30% rule applied. Passing the Algebra I EOC is not required to earn course credit, only for graduation purposes. *Legislative changes removed the 30% rule for Algebra I, Geometry & Algebra II for the 2014-15 school year only. *Beginning with the 2017-2018 school year, the Algebra II EOC exam no longer exists.
Algebra I EOC*	Pass/30 %	Pass/30%	Pass/30 %	Pass/30 %	
Geometry EOC*	30%	30%	30%	30%	
Biology EOC	30%	30%	30%	30%	
US History EOC	30%	30%	30%	30%	
Algebra II EOC (if enrolled)*	30%	30%	*	*	6.2061 Graduation Assessment Requirements by Cohort
	Freshman	Sophomore	Junior	Senior	
	2018- 2019	2019- 2020	2020- 2021	2021- 2022	
ELA FSA Assessment-10th	Pass	Pass	Pass	Pass	Legislative changes removed the 30% rule for Algebra I, Geometry & Algebra II for the 2014-15 school year only. Passing the Geometry EOC is now required for scholars designation.
Algebra 1 EOC*	Pass/30 %	Pass/30%	Pass/30 %	Pass/30 %	
Geometry EOC*	30%	30%	30%	30%	

Biology EOC	30%	30%	30%	30%	*Beginning with the 2017-2018 school year, the Algebra II EOC exam no longer exists.
US History EOC	30%	30%	30%	30%	
Algebra II EOC (if enrolled)*	30%	*	*	*	
	Freshman	Sophomore	Junior	Senior	
	2019-2020	2020-2021	2021-2022	2022-2023	
ELA FSA Assessment-10th	Pass	Pass	Pass	Pass	All EOC course credit is awarded by course average with 30% rule applied. Passing the Geometry EOC is now required for scholars designation.
Algebra 1 EOC *	Pass/30%	Pass/30%	Pass/30%	Pass/30%	
Geometry EOC*	30%	30%	30%	30%	
Biology EOC	30%	30%	30%	30%	
US History EOC	30%	30%	30%	30%	
	Freshman	Sophomore	Junior	Senior	
	2020-2021	2021-2022	2022-2023	2023-2024	
ELA FSA Assessment-10th	Pass	Pass	Pass	Pass	All EOC course credit is awarded by course average with 30% rule applied. Passing the Geometry EOC is now required for scholars designation.
Algebra 1 EOC *	Pass/30%	Pass/30%	Pass/30%	Pass/30%	
Geometry EOC*	30%	30%	30%	30%	
Biology EOC	30%	30%	30%	30%	
US History EOC	30%	30%	30%	30%	

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.

Florida Virtual School/Santa Rosa Online

Florida Virtual School (FLVS) was established to create and make available quality on-line middle and high school curriculum, including Advanced Placement courses. Santa Rosa Online (SRO) is a franchise of Florida Virtual School and purchases Florida Virtual School curriculum taught by district teachers. Both FLVS and SRO are great resources for additional course and acceleration opportunities. The school counselor will determine if the course(s) is academically appropriate for the students. If you would like more information about virtual school offerings, individualized instruction and flexible schedules, call (850) 981-7860 or visit www.santarosa.k12.fl.us/sro.

Santa Rosa Online Academy

Santa Rosa Online Academy is a program for a full-time diploma-seeking student with SRCDS, who will work with a SROA counselor to select the online course the student needs to stay on track for promotion to high school or for graduation from high school. A full-time SROA student may take a combination of SRO and FLVS courses as well as co-curricular classes with brick and mortar schools and Dual-Enrollment classes with Pensacola State College for qualifying students. SROA students will be required to take the necessary assessments for promotion/graduation. Students interested in becoming a student with Santa Rosa Online Academy should contact the Santa Rosa Online office at (850) 981-7860.

HIGH SCHOOL DIPLOMA OPTIONS FOR STUDENTS WITH DISABILITIES

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.

BRIGHT FUTURES SCHOLARSHIP PROGRAM

Florida Department of Education

To apply online for a Bright Futures Scholarship, during your last year in high school (after December 1 and prior to graduation), access www.FloridaStudentFinancialAid.org select State Grants, Scholarships and Applications, then Florida Financial Application under Want Bright Futures in the 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 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 PERT. 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 receive 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 prepay 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.

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.

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

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

COLLEGE PLANNING SERVICES

Each year in September, Pensacola State College hosts a College Fair for Santa Rosa County high school students at both the Milton Campus and 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. To see the CTE program options for Santa Rosa students, postsecondary pathways, and related labor market info visit:

www.santarosacareerpathways.com

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/Hombound
- 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 (IDEIA), passed in 2004, children ages 3-21 with any disabilities listed under the 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, and 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 determines 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 Education program. At least three people from the school district meet, review all the available information, and recommend whether the student is eligible or not.

ESE: Exceptional Student Education

IEP/Individual Education Plan: A plan that is written for the individual needs of a student. It may include the particular strategies, objectives, and special needs that will be used to help the student.

Multi-Disciplinary Team Meeting/IEP Meeting: A meeting in which the assessment data are reviewed, a decision for actual placement in an Exceptional Student Education program is made and an IEP is written.

Multi-Tiered System of Supports (MTSS): The MTSS model is a multi-tiered approach to providing high quality instruction and intervention matched to student needs, using learning rate over time and level of performance to inform instructional decisions. MTSS involves the systematic use of assessment data to most efficiently allocate resources to improve learning for all students.

Referral: An official act where an individual student is scheduled for an evaluation to determine if the student is eligible for an Exceptional Student Education program or to determine what educational changes may be needed to help the student progress in school. The referral is made only after screening and MTSS activities have been conducted and analyzed. Parent consent for evaluation must be obtained.

Referral Form: A form where all the available information regarding a student is documented. It is reviewed at the Child Study Team meeting.

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.

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.

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 educational 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 9L00 – 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-flacks"), 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 (em-flacks):

- Facilitate deployment groups at school
- Coach effective behaviors that put solution plans into action
- Facilitate skill development groups for staff or parents
- Help with referrals to military social services and community resources
- Are visible at events for outreach to parents
- Coach 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

Email: 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 follows guidelines established in Florida Statutes SB7026 and SB7030, as well as guidelines from the DOE Office of

Safe Schools. 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>

MENTAL HEALTH SERVICES

School-based and community based mental health services and supports are available for students in need. School-based services can be served through our school counseling program, CDAC Behavioral Healthcare Counselors, MFLC (Military Family Life Counselors) and other community agencies. Our community-based services can be accessed by working with the school counselor and/or through the MTSS process. These services can be provided through Lakeview Center or other local community agencies. The goal of these services is to help students thrive academically, socially, behaviorally and mentally so they remain in school and have the opportunity for success.

Mental Health Services may also be recommended for students who have specific code of conduct violations, are referred for a threat assessment or a suicide risk assessment.

If you would like more information about mental health services, please contact your child's certified school counselor or school psychologist.

Crisis Text Line – Text GULF to 741741 Free, 24/7 confidential crisis support by text.

National Suicide Prevention Lifeline 1-800-273-TALK (8255)

Suicidepreventionlifeline.org

Lakeview Center Mobile Response Team Serving adults, children and families in Escambia, Santa Rosa, Okaloosa and Walton Counties. Help for you on the phone or in-person 24 hours a day, 7 days a week 866-517-7766.

STUDENT COUNSELING AND ACADEMIC ADVISING

Santa Rosa District's School Counselors 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. Certified School Counselors 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
- 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
- Scheduling of Courses (Secondary ONLY)
- Vocational Information
- Career Awareness, Exploration and Planning 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 their 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 student of all ages. To volunteer as a mentor or learn more about mentoring programs contact your school guidance counselor.

HOMELESS EDUCATION: THE COMMUNITIES OF LEARNING PROGRAM

The Stewart B. McKinney Homeless Education Assistance Act, otherwise known as Title IX Part C or 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
- Share housing (due to loss or hardship)
- Live in hotels, motels, trailer homes, campgrounds, emergency or FEMA trailers, transitional 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' McKinney Homeless Education program is called "Communities of Learning". Our students and families that meet the definition of homelessness are referred to as Children or 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 our children and youth in transition, or if you know of a student who may be eligible for the Communities of Learning program, please contact:

Office of Federal Programs – Santa Rosa District Schools
6032 Hwy. 90, Room 210
Milton, FL 32570
(850) 983-5001 or BarberK@santarosa.k12.fl.us

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. 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.

FOOD 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 Sodexo Alliance.

Prepay for School Lunch: Visit the internet site at www.mySchoolBucks.com to set up a convenient, secure meal account 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 Price Meals at your student's school or go online to complete your Free & Reduced Application.

For more information about food services, call 850-983-5140 or see all of the latest menus, nutrition programs, ONLINE MEAL PAY SYSTEM and other activities at our site on the internet: <https://srcsafe.wixsite.com/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.

Breakfast Meal Prices	Lunch Meal Prices
Elementary Full \$1.05 Reduced \$0.30 Adult \$1.75	Elementary Full \$2.60 Reduced \$0.40 Adult \$3.25
Secondary Full \$1.05 Reduced \$0.30 Adult \$1.75	Secondary Full \$2.85 Reduced \$0.40 Adult \$3.25

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.

For Questions please call:

- North End Office: (850) 983-5100
- Pace Area Office: (850) 995-3633
- South End Office: (850) 936-6005
- Gulf Breeze Office: (850) 565-9501

OPPORTUNITIES 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 on the following pages in this guide.
- Evidence of 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.

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-diphtheria-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.

Recommended Child and Adolescent Immunization Schedule for ages 18 years or younger

UNITED STATES
2020

Vaccines in the Child and Adolescent Immunization Schedule*

Vaccines	Abbreviations	Trade names
Diphtheria, tetanus, and acellular pertussis vaccine	DTaP	Daptacel® Infanrix®
Diphtheria, tetanus vaccine	DT	No trade name
<i>Haemophilus influenzae</i> type b vaccine	Hib (PRP-T) Hib (PRP-OMP)	ActHIB® Hiberix® PedvaxHIB®
Hepatitis A vaccine	HepA	Havrix® Vaqta®
Hepatitis B vaccine	HepB	Engerix-B® Recombivax HB®
Human papillomavirus vaccine	HPV	Gardasil 9®
Influenza vaccine (inactivated)	IIV	Multiple
Influenza vaccine (live, attenuated)	LAIV	FluMist® Quadrivalent
Measles, mumps, and rubella vaccine	MMR	M-M-R® II
Meningococcal serogroups A, C, W, Y vaccine	MenACWY-D	Menactra®
	MenACWY-CRM	Menveo®
Meningococcal serogroup B vaccine	MenB-4C MenB-FHbp	Bexsero® Trumenba®
Pneumococcal 13-valent conjugate vaccine	PCV13	Prevnar 13®
Pneumococcal 23-valent polysaccharide vaccine	PPSV23	Pneumovax® 23
Poliovirus vaccine (inactivated)	IPV	IPOL®
Rotavirus vaccine	RV1 RV5	Rotarix® RotaTeq®
Tetanus, diphtheria, and acellular pertussis vaccine	Tdap	Adacel® Boostrix®
Tetanus and diphtheria vaccine	Td	Tenivac® Tdvax™
Varicella vaccine	VAR	Varivax®
Combination vaccines (use combination vaccines instead of separate injections when appropriate)		
DTaP, hepatitis B, and inactivated poliovirus vaccine	DTaP-HepB-IPV	Pediarix®
DTaP, inactivated poliovirus, and <i>Haemophilus influenzae</i> type b vaccine	DTaP-IPV/Hib	Pentacel®
DTaP and inactivated poliovirus vaccine	DTaP-IPV	Kinrix® Quadracel®
Measles, mumps, rubella, and varicella vaccine	MMRV	ProQuad®

*Administer recommended vaccines if immunization history is incomplete or unknown. Do not restart or add doses to vaccine series for extended intervals between doses. When a vaccine is not administered at the recommended age, administer at a subsequent visit. The use of trade names is for identification purposes only and does not imply endorsement by the ACIP or CDC.

How to use the child/adolescent immunization schedule

- 1** Determine recommended vaccine by age (**Table 1**)
- 2** Determine recommended interval for catch-up vaccination (**Table 2**)
- 3** Assess need for additional recommended vaccines by medical condition and other indications (**Table 3**)
- 4** Review vaccine types, frequencies, intervals, and considerations for special situations (**Notes**)

Recommended by the Advisory Committee on Immunization Practices (www.cdc.gov/vaccines/acip) and approved by the Centers for Disease Control and Prevention (www.cdc.gov), American Academy of Pediatrics (www.aap.org), American Academy of Family Physicians (www.aafp.org), American College of Obstetricians and Gynecologists (www.acog.org), and American College of Nurse-Midwives (www.midwife.org).

Report

- Suspected cases of reportable vaccine-preventable diseases or outbreaks to your state or local health department
- Clinically significant adverse events to the Vaccine Adverse Event Reporting System (VAERS) at www.vaers.hhs.gov or 800-822-7967



Download the CDC Vaccine Schedules App for providers at www.cdc.gov/vaccines/schedules/hcp/schedule-app.html.

Helpful information

- Complete ACIP recommendations: www.cdc.gov/vaccines/hcp/acip-recs/index.html
- General Best Practice Guidelines for Immunization: www.cdc.gov/vaccines/hcp/acip-recs/general-recs/index.html
- Outbreak information (including case identification and outbreak response), see Manual for the Surveillance of Vaccine-Preventable Diseases: www.cdc.gov/vaccines/pubs/surv-manual



U.S. Department of Health and Human Services
Centers for Disease Control and Prevention

Table 1

Recommended Child and Adolescent Immunization Schedule for ages 18 years or younger, United States, 2020

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

Vaccine	Birth	1 mo	2 mos	4 mos	6 mos	9 mos	12 mos	15 mos	18 mos	19–23 mos	2–3 yrs	4–6 yrs	7–10 yrs	11–12 yrs	13–15 yrs	16 yrs	17–18 yrs
Hepatitis B (HepB)	1 st dose	2 nd dose		←----- 3 rd dose -----→													
Rotavirus (RV): RV1 (2-dose series), RV5 (3-dose series)			1 st dose	2 nd dose	See Notes												
Diphtheria, tetanus, acellular pertussis (DTaP <7 yrs)			1 st dose	2 nd dose	3 rd dose	←----- 4 th dose -----→				5 th dose							
Haemophilus influenzae type b (Hib)			1 st dose	2 nd dose	See Notes	← 3 rd or 4 th dose, See Notes →											
Pneumococcal conjugate (PCV13)			1 st dose	2 nd dose	3 rd dose	←----- 4 th dose -----→											
Inactivated poliovirus (IPV <18 yrs)			1 st dose	2 nd dose	←----- 3 rd dose -----→						4 th dose						
Influenza (IIV)	Annual vaccination 1 or 2 doses										Annual vaccination 1 dose only						
or											or						
Influenza (LAIV)											Annual vaccination 1 or 2 doses		Annual vaccination 1 dose only				
Measles, mumps, rubella (MMR)					See Notes	←----- 1 st dose -----→				2 nd dose							
Varicella (VAR)						←----- 1 st dose -----→				2 nd dose							
Hepatitis A (HepA)					See Notes	2-dose series, See Notes											
Tetanus, diphtheria, acellular pertussis (Tdap ≥7 yrs)																	Tdap
Human papillomavirus (HPV)														*	See Notes		
Meningococcal (MenACWY-D ≥9 mos, MenACWY-CRM ≥2 mos)			See Notes											1 st dose		2 nd dose	
Meningococcal B															See Notes		
Pneumococcal polysaccharide (PPSV23)												See Notes					

Range of recommended ages for all children

Range of recommended ages for catch-up immunization

Range of recommended ages for certain high-risk groups

Recommended based on shared clinical decision-making or *can be used in this age group

No recommendation/ not applicable

Table 2

Recommended Catch-up Immunization Schedule for Children and Adolescents Who Start Late or Who are More than 1 month Behind, United States, 2020

The table 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 Table 1 and the notes that follow.**

Children age 4 months through 6 years					
Vaccine	Minimum Age for Dose 1	Minimum Interval Between Doses			
		Dose 1 to Dose 2	Dose 2 to Dose 3	Dose 3 to Dose 4	Dose 4 to Dose 5
Hepatitis B	Birth	4 weeks	8 weeks and at least 16 weeks after first dose. Minimum age for the final dose is 24 weeks.		
Rotavirus	6 weeks Maximum age for first dose is 14 weeks, 6 days	4 weeks	4 weeks Maximum age for final dose is 8 months, 0 days.		
Diphtheria, tetanus, and acellular pertussis	6 weeks	4 weeks	4 weeks	6 months	6 months
<i>Haemophilus influenzae</i> type b	6 weeks	No further doses needed if first dose was administered at age 15 months or older. 4 weeks if first dose was administered before the 1 st birthday. 8 weeks (as final dose) if first dose was administered at age 12 through 14 months.	No further doses needed if previous dose was administered at age 15 months or older. 4 weeks if current age is younger than 12 months and first dose was administered at younger than age 7 months and at least 1 previous dose was PRP-T (ActHib, Pentacel, Hiberix) or unknown. 8 weeks and age 12 through 59 months (as final dose) if current age is younger than 12 months and first dose was administered at age 7 through 11 months; OR if current age is 12 through 59 months and first dose was administered before the 1 st birthday and second dose administered at younger than 15 months; OR if both doses were PRP-OMP (PedvaxHIB, Comvax) and were administered before the 1 st birthday.	8 weeks (as final dose) This dose only necessary for children age 12 through 59 months who received 3 doses before the 1 st birthday.	
Pneumococcal conjugate	6 weeks	No further doses needed for healthy children if first dose was administered at age 24 months or older. 4 weeks if first dose was administered before the 1 st birthday. 8 weeks (as final dose for healthy children) if first dose was administered at the 1 st birthday or after.	No further doses needed for healthy children if previous dose administered at age 24 months or older. 4 weeks if current age is younger than 12 months and previous dose was administered at <7 months old. 8 weeks (as final dose for healthy children) if previous dose was administered between 7–11 months (wait until at least 12 months old); OR if current age is 12 months or older and at least 1 dose was given before age 12 months.	8 weeks (as final dose) This dose only necessary for children age 12 through 59 months who received 3 doses before age 12 months or for children at high risk who received 3 doses at any age.	
Inactivated poliovirus	6 weeks	4 weeks	4 weeks if current age is < 4 years. 6 months (as final dose) if current age is 4 years or older.	6 months (minimum age 4 years for final dose).	
Measles, mumps, rubella	12 months	4 weeks			
Varicella	12 months	3 months			
Hepatitis A	12 months	6 months			
Meningococcal ACWY	2 months MenACWY-CRM 9 months MenACWY-D	8 weeks	See Notes	See Notes	
Children and adolescents age 7 through 18 years					
Meningococcal ACWY	Not applicable (N/A)	8 weeks			
Tetanus, diphtheria; tetanus, diphtheria, and acellular pertussis	7 years	4 weeks	4 weeks if first dose of DTaP/DT was administered before the 1 st birthday. 6 months (as final dose) if first dose of DTaP/DT or Tdap/Td was administered at or after the 1 st birthday.	6 months if first dose of DTaP/DT was administered before the 1 st birthday.	
Human papillomavirus	9 years	Routine dosing intervals are recommended.			
Hepatitis A	N/A	6 months			
Hepatitis B	N/A	4 weeks	8 weeks and at least 16 weeks after first dose.		
Inactivated poliovirus	N/A	4 weeks	6 months A fourth dose is not necessary if the third dose was administered at age 4 years or older and at least 6 months after the previous dose.	A fourth dose of IPV is indicated if all previous doses were administered at <4 years or if the third dose was administered <6 months after the second dose.	
Measles, mumps, rubella	N/A	4 weeks			
Varicella	N/A	3 months if younger than age 13 years. 4 weeks if age 13 years or older.			

Table 3

Recommended Child and Adolescent Immunization Schedule by Medical Indication, United States, 2020

Always use this table in conjunction with Table 1 and the notes that follow.

VACCINE	INDICATION									
	Pregnancy	Immunocompromised status (excluding HIV infection)	HIV infection CD4+ count ¹		Kidney failure, end-stage renal disease, or on hemodialysis	Heart disease or chronic lung disease	CSF leaks or cochlear implants	Asplenia or persistent complement deficiencies	Chronic liver disease	Diabetes
			<15% and total CD4 cell count of <200/mm ³	≥15% and total CD4 cell count of ≥200/mm ³						
Hepatitis B										
Rotavirus		SCID ²								
Diphtheria, tetanus, & acellular pertussis (DTaP)										
<i>Haemophilus influenzae</i> type b										
Pneumococcal conjugate										
Inactivated poliovirus										
Influenza (IIV)										
or										
Influenza (LAIV)						Asthma, wheezing: 2–4yrs ³				
Measles, mumps, rubella										
Varicella										
Hepatitis A										
Tetanus, diphtheria, & acellular pertussis (Tdap)										
Human papillomavirus										
Meningococcal ACWY										
Meningococcal B										
Pneumococcal polysaccharide										

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 Notes.
 Not recommended/contraindicated—vaccine should not be administered
 Precaution—vaccine might be indicated if benefit of protection outweighs risk of adverse reaction
 Delay vaccination until after pregnancy if vaccine indicated
 No recommendation/not applicable

¹ For additional information regarding HIV laboratory parameters and use of live vaccines, see the General Best Practice Guidelines for Immunization, “Altered Immunocompetence,” at www.cdc.gov/vaccines/hcp/acip-recs/general-recs/immunocompetence.html and Table 4-1 (footnote D) at www.cdc.gov/vaccines/hcp/acip-recs/general-recs/contraindications.html.

² Severe Combined Immunodeficiency

³ LAIV contraindicated for children 2–4 years of age with asthma or wheezing during the preceding 12 months.

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

Additional information

- Consult relevant ACIP statements for detailed recommendations at www.cdc.gov/vaccines/hcp/acip-recs/index.html.
- For information on contraindications and precautions for the use of a vaccine, consult the General Best Practice Guidelines for Immunization at www.cdc.gov/vaccines/hcp/acip-recs/general-recs/contraindications.html and relevant ACIP statements at www.cdc.gov/vaccines/hcp/acip-recs/index.html.
- For calculating intervals between doses, 4 weeks = 28 days. Intervals of ≥ 4 months are determined by calendar months.
- Within a number range (e.g., 12–18), a dash (–) should be read as “through.”
- Vaccine doses administered ≤ 4 days before the minimum age or interval are considered valid. Doses of any vaccine administered ≥ 5 days earlier than the minimum age or minimum interval should not be counted as valid 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 3-1, Recommended and minimum ages and intervals between vaccine doses, in General Best Practice Guidelines for Immunization at www.cdc.gov/vaccines/hcp/acip-recs/general-recs/timing.html.
- Information on travel vaccine requirements and recommendations is available at www.cdc.gov/travel/.
- For vaccination of persons with immunodeficiencies, see Table 8-1, Vaccination of persons with primary and secondary immunodeficiencies, in General Best Practice Guidelines for Immunization at www.cdc.gov/vaccines/hcp/acip-recs/general-recs/immunocompetence.html, and Immunization in Special Clinical Circumstances (In: Kimberlin DW, Brady MT, Jackson MA, Long SS, eds. *Red Book: 2018 Report of the Committee on Infectious Diseases*. 31st ed. Itasca, IL: American Academy of Pediatrics; 2018:67–111).
- For information regarding vaccination in the setting of a vaccine-preventable disease outbreak, contact your state or local health department.
- The National Vaccine Injury Compensation Program (VICP) is a no-fault alternative to the traditional legal system for resolving vaccine injury claims. All routine child and adolescent vaccines are covered by VICP except for pneumococcal polysaccharide vaccine (PPSV23). For more information, see www.hrsa.gov/vaccinecompensation/index.html.

Diphtheria, tetanus, and pertussis (DTaP) vaccination (minimum age: 6 weeks [4 years for Kinrix or Quadracel])

Routine vaccination

- 5-dose series at 2, 4, 6, 15–18 months, 4–6 years
 - **Prospectively:** Dose 4 may be administered as early as age 12 months if at least 6 months have elapsed since dose 3.
 - **Retrospectively:** A 4th dose that was inadvertently administered as early as 12 months may be counted if at least 4 months have elapsed since dose 3.

Catch-up vaccination

- Dose 5 is not necessary if dose 4 was administered at age 4 years or older and at least 6 months after dose 3.
- For other catch-up guidance, see Table 2.

Haemophilus influenzae type b vaccination (minimum age: 6 weeks)

Routine vaccination

- **ActHIB, Hiberix, or Pentacel:** 4-dose series at 2, 4, 6, 12–15 months
- **PedvaxHIB:** 3-dose series at 2, 4, 12–15 months

Catch-up vaccination

- **Dose 1 at 7–11 months:** Administer dose 2 at least 4 weeks later and dose 3 (final dose) at 12–15 months or 8 weeks after dose 2 (whichever is later).
- **Dose 1 at 12–14 months:** Administer dose 2 (final dose) at least 8 weeks after dose 1.
- **Dose 1 before 12 months and dose 2 before 15 months:** Administer dose 3 (final dose) 8 weeks after dose 2.
- **2 doses of PedvaxHIB before 12 months:** Administer dose 3 (final dose) at 12–59 months and at least 8 weeks after dose 2.
- **Unvaccinated at 15–59 months:** 1 dose
- **Previously unvaccinated children age 60 months or older** who are not considered high risk do not require catch-up vaccination.
- For other catch-up guidance, see Table 2.

Special situations

• Chemotherapy or radiation treatment:

12–59 months

- Unvaccinated or only 1 dose before age 12 months: 2 doses, 8 weeks apart
- 2 or more doses before age 12 months: 1 dose at least 8 weeks after previous dose

Doses administered within 14 days of starting therapy or during therapy should be repeated at least 3 months after therapy completion.

• Hematopoietic stem cell transplant (HSCT):

- 3-dose series 4 weeks apart starting 6 to 12 months after successful transplant, regardless of Hib vaccination history

• Anatomic or functional asplenia (including sickle cell disease):

12–59 months

- Unvaccinated or only 1 dose before age 12 months: 2 doses, 8 weeks apart
- 2 or more doses before age 12 months: 1 dose at least 8 weeks after previous dose

Unvaccinated* persons age 5 years or older

- 1 dose

• Elective splenectomy:

Unvaccinated* persons age 15 months or older

- 1 dose (preferably at least 14 days before procedure)

• HIV infection:

12–59 months

- Unvaccinated or only 1 dose before age 12 months: 2 doses, 8 weeks apart
- 2 or more doses before age 12 months: 1 dose at least 8 weeks after previous dose

Unvaccinated* persons age 5–18 years

- 1 dose

• Immunoglobulin deficiency, early component complement deficiency:

12–59 months

- Unvaccinated or only 1 dose before age 12 months: 2 doses, 8 weeks apart
- 2 or more doses before age 12 months: 1 dose at least 8 weeks after previous dose

*Unvaccinated = Less than routine series (through 14 months) OR no doses (15 months or older)

Hepatitis A vaccination

(minimum age: 12 months for routine vaccination)

Routine vaccination

- 2-dose series (minimum interval: 6 months) beginning at age 12 months

Catch-up vaccination

- Unvaccinated persons through 18 years should complete a 2-dose series (minimum interval: 6 months).
- Persons who previously received 1 dose at age 12 months or older should receive dose 2 at least 6 months after dose 1.
- Adolescents 18 years and older may receive the combined HepA and HepB vaccine, **Twinrix**[®], as a 3-dose series (0, 1, and 6 months) or 4-dose series (0, 7, and 21–30 days, followed by a dose at 12 months).

International travel

- Persons traveling to or working in countries with high or intermediate endemic hepatitis A (www.cdc.gov/travel/):
 - **Infants age 6–11 months:** 1 dose before departure; revaccinate with 2 doses, separated by at least 6 months, between 12 and 23 months of age
 - **Unvaccinated age 12 months and older:** Administer dose 1 as soon as travel is considered.

Hepatitis B vaccination

(minimum age: birth)

Birth dose (monovalent HepB vaccine only)

- **Mother is HBsAg-negative:** 1 dose within 24 hours of birth for **all** medically stable infants $\geq 2,000$ grams. Infants $< 2,000$ grams: Administer 1 dose at chronological age 1 month or hospital discharge.
- **Mother is HBsAg-positive:**
 - Administer **HepB vaccine** and **hepatitis B immune globulin (HBIG)** (in separate limbs) within 12 hours of birth, regardless of birth weight. For infants $< 2,000$ grams, administer 3 additional doses of vaccine (total of 4 doses) beginning at age 1 month.
 - Test for HBsAg and anti-HBs at age 9–12 months. If HepB series is delayed, test 1–2 months after final dose.
- **Mother's HBsAg status is unknown:**
 - Administer **HepB vaccine** within 12 hours of birth, regardless of birth weight.
 - For infants $< 2,000$ grams, administer **HBIG** in addition to HepB vaccine (in separate limbs) within 12 hours of birth. Administer 3 additional doses of vaccine (total of 4 doses) beginning at age 1 month.
 - Determine mother's HBsAg status as soon as possible. If mother is HBsAg-positive, administer **HBIG** to infants $\geq 2,000$ grams as soon as possible, but no later than 7 days of age.

Routine series

- 3-dose series at 0, 1–2, 6–18 months (use monovalent HepB vaccine for doses administered before age 6 weeks)

- Infants who did not receive a birth dose should begin the series as soon as feasible (see Table 2).
- Administration of **4 doses** is permitted when a combination vaccine containing HepB is used after the birth dose.
- **Minimum age** for the final (3rd or 4th) dose: 24 weeks
- **Minimum intervals:** dose 1 to dose 2: 4 weeks / dose 2 to dose 3: 8 weeks / dose 1 to dose 3: 16 weeks (when 4 doses are administered, substitute “dose 4” for “dose 3” in these calculations)

Catch-up vaccination

- Unvaccinated persons should complete a 3-dose series at 0, 1–2, 6 months.
- Adolescents age 11–15 years may use an alternative 2-dose schedule with at least 4 months between doses (adult formulation **Recombivax HB** only).
- Adolescents 18 years and older may receive a 2-dose series of HepB (**Heplisav-B**[®]) at least 4 weeks apart.
- Adolescents 18 years and older may receive the combined HepA and HepB vaccine, **Twinrix**, as a 3-dose series (0, 1, and 6 months) or 4-dose series (0, 7, and 21–30 days, followed by a dose at 12 months).
- For other catch-up guidance, see Table 2.

Special situations

- Revaccination is not generally recommended for persons with a normal immune status who were vaccinated as infants, children, adolescents, or adults.
- **Revaccination** may be recommended for certain populations, including:
 - **Infants born to HBsAg-positive mothers**
 - **Hemodialysis patients**
 - **Other immunocompromised persons**
- For detailed revaccination recommendations, see www.cdc.gov/vaccines/hcp/acip-recs/vacc-specific/hepb.html.

Human papillomavirus vaccination

(minimum age: 9 years)

Routine and catch-up vaccination

- HPV vaccination routinely recommended at **age 11–12 years (can start at age 9 years)** and catch-up HPV vaccination recommended for all persons through age 18 years if not adequately vaccinated
- 2- or 3-dose series depending on age at initial vaccination:
 - **Age 9 through 14 years at initial vaccination:** 2-dose series at 0, 6–12 months (minimum interval: 5 months; repeat dose if administered too soon)
 - **Age 15 years or older at initial vaccination:** 3-dose series at 0, 1–2 months, 6 months (minimum intervals: dose 1 to dose 2: 4 weeks / dose 2 to dose 3: 12 weeks / dose 1 to dose 3: 5 months; repeat dose if administered too soon)
- If completed valid vaccination series with any HPV vaccine, no additional doses needed

Special situations

- **Immunocompromising conditions, including HIV infection:** 3-dose series as above
- **History of sexual abuse or assault:** Start at age 9 years.
- **Pregnancy:** HPV vaccination not recommended until after pregnancy; no intervention needed if vaccinated while pregnant; pregnancy testing not needed before vaccination

Influenza vaccination

(minimum age: 6 months [IIV], 2 years [LAIV], 18 years [recombinant influenza vaccine, RIV])

Routine vaccination

- Use any influenza vaccine appropriate for age and health status annually:
 - 2 doses, separated by at least 4 weeks, for **children age 6 months–8 years** who have received fewer than 2 influenza vaccine doses before July 1, 2019, or whose influenza vaccination history is unknown (administer dose 2 even if the child turns 9 between receipt of dose 1 and dose 2)
 - 1 dose for **children age 6 months–8 years** who have received at least 2 influenza vaccine doses before July 1, 2019
 - 1 dose for **all persons age 9 years and older**
- For the 2020–21 season, see the 2020–21 ACIP influenza vaccine recommendations.

Special situations

- **Egg allergy, hives only:** Any influenza vaccine appropriate for age and health status annually
- **Egg allergy with symptoms other than hives** (e.g., angioedema, respiratory distress, need for emergency medical services or epinephrine): Any influenza vaccine appropriate for age and health status annually in medical setting under supervision of health care provider who can recognize and manage severe allergic reactions
- **LAIV should not be used** in persons with the following conditions or situations:
 - History of severe allergic reaction to a previous dose of any influenza vaccine or to any vaccine component (excluding egg, see details above)
 - Receiving aspirin or salicylate-containing medications
 - Age 2–4 years with history of asthma or wheezing
 - Immunocompromised due to any cause (including medications and HIV infection)
 - Anatomic or functional asplenia
 - Cochlear implant
 - Cerebrospinal fluid-opharyngeal communication
 - Close contacts or caregivers of severely immunosuppressed persons who require a protected environment
 - Pregnancy
 - Received influenza antiviral medications within the previous 48 hours

Measles, mumps, and rubella vaccination (minimum age: 12 months for routine vaccination)

Routine vaccination

- 2-dose series at 12–15 months, 4–6 years
- Dose 2 may be administered as early as 4 weeks after dose 1.

Catch-up vaccination

- Unvaccinated children and adolescents: 2-dose series at least 4 weeks apart
- The maximum age for use of MMRV is 12 years.

Special situations

International travel

- **Infants age 6–11 months:** 1 dose before departure; revaccinate with 2-dose series with dose 1 at 12–15 months (12 months for children in high-risk areas) and dose 2 as early as 4 weeks later.
- **Unvaccinated children age 12 months and older:** 2-dose series at least 4 weeks apart before departure

Meningococcal serogroup A,C,W,Y vaccination (minimum age: 2 months [MenACWY-CRM, Menveo], 9 months [MenACWY-D, Menactra])

Routine vaccination

- 2-dose series at 11–12 years, 16 years

Catch-up vaccination

- Age 13–15 years: 1 dose now and booster at age 16–18 years (minimum interval: 8 weeks)
- Age 16–18 years: 1 dose

Special situations

Anatomic or functional asplenia (including sickle cell disease), HIV infection, persistent complement component deficiency, complement inhibitor (e.g., eculizumab, ravulizumab) use:

- **Menveo**
 - Dose 1 at age 8 weeks: 4-dose series at 2, 4, 6, 12 months
 - Dose 1 at age 7–23 months: 2-dose series (dose 2 at least 12 weeks after dose 1 and after age 12 months)
 - Dose 1 at age 24 months or older: 2-dose series at least 8 weeks apart
- **Menactra**
 - **Persistent complement component deficiency or complement inhibitor use:**
 - Age 9–23 months: 2-dose series at least 12 weeks apart
 - Age 24 months or older: 2-dose series at least 8 weeks apart
 - **Anatomic or functional asplenia, sickle cell disease, or HIV infection:**
 - Age 9–23 months: Not recommended
 - Age 24 months or older: 2-dose series at least 8 weeks apart
 - **Menactra** must be administered at least 4 weeks after completion of PCV13 series.

Travel in countries with hyperendemic or epidemic meningococcal disease, including countries in the African meningitis belt or during the Hajj (www.cdc.gov/travel/):

- Children less than age 24 months:
 - **Menveo (age 2–23 months):**
 - Dose 1 at 8 weeks: 4-dose series at 2, 4, 6, 12 months
 - Dose 1 at 7–23 months: 2-dose series (dose 2 at least 12 weeks after dose 1 and after age 12 months)
 - **Menactra (age 9–23 months):**
 - 2-dose series (dose 2 at least 12 weeks after dose 1; dose 2 may be administered as early as 8 weeks after dose 1 in travelers)
- Children age 2 years or older: 1 dose **Menveo** or **Menactra**

First-year college students who live in residential housing (if not previously vaccinated at age 16 years or older) or military recruits:

- 1 dose **Menveo** or **Menactra**

Adolescent vaccination of children who received MenACWY prior to age 10 years:

- **Children for whom boosters are recommended** because of an ongoing increased risk of meningococcal disease (e.g., those with complement deficiency, HIV, or asplenia): Follow the booster schedule for persons at increased risk (see below).
 - **Children for whom boosters are not recommended** (e.g., those who received a single dose for travel to a country where meningococcal disease is endemic): Administer MenACWY according to the recommended adolescent schedule with dose 1 at age 11–12 years and dose 2 at age 16 years.
- Note:** **Menactra** should be administered either before or at the same time as DTaP. For MenACWY **booster dose recommendations** for groups listed under “Special situations” and in an outbreak setting and for additional meningococcal vaccination information, see www.cdc.gov/vaccines/hcp/acip-recs/vacc-specific/mening.html.

Meningococcal serogroup B vaccination (minimum age: 10 years [MenB-4C, Bexsero; MenB-FHbp, Trumenba])

Shared clinical decision-making

- **Adolescents not at increased risk** age 16–23 years (preferred age 16–18 years) based on shared clinical decision-making:
 - **Bexsero:** 2-dose series at least 1 month apart
 - **Trumenba:** 2-dose series at least 6 months apart; if dose 2 is administered earlier than 6 months, administer a 3rd dose at least 4 months after dose 2.

Special situations

Anatomic or functional asplenia (including sickle cell disease), persistent complement component deficiency, complement inhibitor (e.g., eculizumab, ravulizumab) use:

- **Bexsero:** 2-dose series at least 1 month apart
- **Trumenba:** 3-dose series at 0, 1–2, 6 months

Bexsero and **Trumenba** are not interchangeable; the same product should be used for all doses in a series. For MenB **booster dose recommendations** for groups listed under “Special situations” and in an outbreak setting and for additional meningococcal vaccination information, see www.cdc.gov/vaccines/acip/recommendations.html and www.cdc.gov/vaccines/hcp/acip-recs/vacc-specific/mening.html.

Pneumococcal vaccination

(minimum age: 6 weeks [PCV13], 2 years [PPSV23])

Routine vaccination with PCV13

- 4-dose series at 2, 4, 6, 12–15 months

Catch-up vaccination with PCV13

- 1 dose for healthy children age 24–59 months with any incomplete* PCV13 series
- For other catch-up guidance, see Table 2.

Special situations

High-risk conditions below: When both PCV13 and PPSV23 are indicated, administer PCV13 first. PCV13 and PPSV23 should not be administered during the same visit.

Chronic heart disease (particularly cyanotic congenital heart disease and cardiac failure), chronic lung disease (including asthma treated with high-dose, oral corticosteroids), diabetes mellitus:

Age 2–5 years

- Any incomplete* series with:
 - 3 PCV13 doses: 1 dose PCV13 (at least 8 weeks after any prior PCV13 dose)
 - Less than 3 PCV13 doses: 2 doses PCV13 (8 weeks after the most recent dose and administered 8 weeks apart)
- No history of PPSV23: 1 dose PPSV23 (at least 8 weeks after any prior PCV13 dose)

Age 6–18 years

- No history of PPSV23: 1 dose PPSV23 (at least 8 weeks after any prior PCV13 dose)

Cerebrospinal fluid leak, cochlear implant:

Age 2–5 years

- Any incomplete* series with:
 - 3 PCV13 doses: 1 dose PCV13 (at least 8 weeks after any prior PCV13 dose)
 - Less than 3 PCV13 doses: 2 doses PCV13 (8 weeks after the most recent dose and administered 8 weeks apart)
- No history of PPSV23: 1 dose PPSV23 (at least 8 weeks after any prior PCV13 dose)

Age 6–18 years

- No history of either PCV13 or PPSV23: 1 dose PCV13, 1 dose PPSV23 at least 8 weeks later
- Any PCV13 but no PPSV23: 1 dose PPSV23 at least 8 weeks after the most recent dose of PCV13
- PPSV23 but no PCV13: 1 dose PCV13 at least 8 weeks after the most recent dose of PPSV23

Sickle cell disease and other hemoglobinopathies; anatomic or functional asplenia; congenital or acquired immunodeficiency; HIV infection; chronic renal failure; nephrotic syndrome; malignant neoplasms, leukemias, lymphomas, Hodgkin disease, and other diseases associated with treatment with immunosuppressive drugs or radiation therapy; solid organ transplantation; multiple myeloma:

Age 2–5 years

- Any incomplete* series with:
 - 3 PCV13 doses: 1 dose PCV13 (at least 8 weeks after any prior PCV13 dose)
 - Less than 3 PCV13 doses: 2 doses PCV13 (8 weeks after the most recent dose and administered 8 weeks apart)
- No history of PPSV23: 1 dose PPSV23 (at least 8 weeks after any prior PCV13 dose) and a 2nd dose of PPSV23 5 years later

Age 6–18 years

- No history of either PCV13 or PPSV23: 1 dose PCV13, 2 doses PPSV23 (dose 1 of PPSV23 administered 8 weeks after PCV13 and dose 2 of PPSV23 administered at least 5 years after dose 1 of PPSV23)
- Any PCV13 but no PPSV23: 2 doses PPSV23 (dose 1 of PPSV23 administered 8 weeks after the most recent dose of PCV13 and dose 2 of PPSV23 administered at least 5 years after dose 1 of PPSV23)
- PPSV23 but no PCV13: 1 dose PCV13 at least 8 weeks after the most recent PPSV23 dose and a 2nd dose of PPSV23 administered 5 years after dose 1 of PPSV23 and at least 8 weeks after a dose of PCV13

Chronic liver disease, alcoholism:

Age 6–18 years

- No history of PPSV23: 1 dose PPSV23 (at least 8 weeks after any prior PCV13 dose)

**Incomplete series* = Not having received all doses in either the recommended series or an age-appropriate catch-up series. See Tables 8, 9, and 11 in the ACIP pneumococcal vaccine recommendations at www.cdc.gov/mmwr/pdf/rr/rr5911.pdf for complete schedule details.

Poliovirus vaccination (minimum age: 6 weeks)

Routine vaccination

- 4-dose series at ages 2, 4, 6–18 months, 4–6 years; administer the final dose at or after age 4 years and at least 6 months after the previous dose.
- 4 or more doses of IPV can be administered before age 4 years when a combination vaccine containing IPV is used. However, a dose is still recommended at or after age 4 years and at least 6 months after the previous dose.

Catch-up vaccination

- In the first 6 months of life, use minimum ages and intervals only for travel to a polio-endemic region or during an outbreak.
- IPV is not routinely recommended for U.S. residents 18 years and older.

Series containing oral polio vaccine (OPV), either mixed OPV-IPV or OPV-only series:

- Total number of doses needed to complete the series is the same as that recommended for the U.S. IPV schedule. See www.cdc.gov/mmwr/volumes/66/wr/mm6601a6.htm?s_cid=mm6601a6_w.
- Only trivalent OPV (tOPV) counts toward the U.S. vaccination requirements.
 - Doses of OPV administered before April 1, 2016, should be counted (unless specifically noted as administered during a campaign).
 - Doses of OPV administered on or after April 1, 2016, should not be counted.
 - For guidance to assess doses documented as “OPV”; see www.cdc.gov/mmwr/volumes/66/wr/mm6606a7.htm?s_cid=mm6606a7_w.
- For other catch-up guidance, see Table 2.

Rotavirus vaccination (minimum age: 6 weeks)

Routine vaccination

- **Rotarix:** 2-dose series at 2 and 4 months
- **RotaTeq:** 3-dose series at 2, 4, and 6 months
- If any dose in the series is either **RotaTeq** or unknown, default to 3-dose series.

Catch-up vaccination

- Do not start the series on or after age 15 weeks, 0 days.
- The maximum age for the final dose is 8 months, 0 days.
- For other catch-up guidance, see Table 2.

Tetanus, diphtheria, and pertussis (Tdap) vaccination

(minimum age: 11 years for routine vaccination, 7 years for catch-up vaccination)

Routine vaccination

- **Adolescents age 11–12 years:** 1 dose Tdap
- **Pregnancy:** 1 dose Tdap during each pregnancy, preferably in early part of gestational weeks 27–36
- Tdap may be administered regardless of the interval since the last tetanus- and diphtheria-toxoid-containing vaccine.

Catch-up vaccination

- **Adolescents age 13–18 years who have not received Tdap:** 1 dose Tdap, then Td or Tdap booster every 10 years
- **Persons age 7–18 years not fully vaccinated* with DTaP:** 1 dose Tdap as part of the catch-up series (preferably the first dose); if additional doses are needed, use Td or Tdap.
- **Tdap administered at 7–10 years:**
 - **Children age 7–9 years** who receive Tdap should receive the routine Tdap dose at age 11–12 years.
 - **Children age 10 years** who receive Tdap do not need to receive the routine Tdap dose at age 11–12 years.
- **DTaP inadvertently administered at or after age 7 years:**
 - **Children age 7–9 years:** DTaP may count as part of catch-up series. Routine Tdap dose at age 11–12 years should be administered.
 - **Children age 10–18 years:** Count dose of DTaP as the adolescent Tdap booster.
- For other catch-up guidance, see Table 2.
- For information on use of Tdap or Td as tetanus prophylaxis in wound management, see www.cdc.gov/mmwr/volumes/67/rr/rr6702a1.htm.

**Fully vaccinated* = 5 valid doses of DTaP OR 4 valid doses of DTaP if dose 4 was administered at age 4 years or older

Varicella vaccination (minimum age: 12 months)

Routine vaccination

- 2-dose series at 12–15 months, 4–6 years
- Dose 2 may be administered as early as 3 months after dose 1 (a dose administered after a 4-week interval may be counted).

Catch-up vaccination

- Ensure persons age 7–18 years without evidence of immunity (see www.cdc.gov/mmwr/pdf/rr/rr5604.pdf) have 2-dose series:
 - **Age 7–12 years:** routine interval: 3 months (a dose administered after a 4-week interval may be counted)
 - **Age 13 years and older:** routine interval: 4–8 weeks (minimum interval: 4 weeks)
 - The maximum age for use of MMRV is 12 years.

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: 1-877-326-8748 or visit the web site: <http://www.floridakidcare.org>

TITLE I PROGRAM

Title I School	Poverty Rate	Title I School	Poverty Rate
Bagdad	70%	King Middle	76%
Bennett C. Russell	62%	Learning Academy	82%
Berryhill	53%	Oriole Beach	34%
Central	58%	Pea Ridge	55%
Chumuckla	44%	Rhodes	79%
Dixon Primary	39%	Dixon Intermediate	37%
East Milton	79%	West Navarre Primary	37%
Holley Navarre Intermediate	41%	West Navarre Intermediate	37%
Holley Navarre Primary	44%	Santa Rosa Adult High	64%
Jay Elementary	57%		

What is Title I?

As a 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 assessment 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.
- 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’s qualifications in a timely manner upon request. You have the right to request the following information from your child’s school’s 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 stat 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 Parent and Community Info

- Santa Rosa District's Family Guide – a copy of this guide is a PDF document (requires Adobe Reader to open)
- Homework Helpers
- Keep Kids Safe on the Internet
- Reading Resource for Parents
- School Calendar
- About 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 email)?

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 on their home PC (with a library card) for free one-on-one homework help 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 SCHOOLS CONTACT INFORMATION

<p>Avalon Middle 5445 King Arthur's Way Milton, FL 32583 983-5540 Tonya Leeks-Shephard, Principal Roselyn Curtis, Asst. Principal</p>	<p>Gulf Breeze Middle 649 Gulf Breeze Pkwy. Gulf Breeze, FL 32561 934-4080 Mike Brandon, Principal Tracy Murphy, Asst. Principal</p>	<p>King Middle 5928 Stewart Street Milton, FL 32570 983-5660 Darren Brock, Principal Melissa Baxley, Asst. Principal</p>	<p>Russell Elementary 3740 Excalibur Way Milton, FL 32570 983-7000 Suzette Godwin, Principal Sandra Arrant, Asst. Principal</p>
<p>Bagdad Elementary 4512 Forsyth St. Bagdad, FL 32530 983-5680 Daniel Baxley, Principal Tiphannie Sapp, Asst. Principal</p>	<p>Gulf Breeze High 675 Gulf Breeze Pkwy. Gulf Breeze, FL 32561 916-4165 Danny Brothers, Principal Jon Watts, Asst. Principal Patrick Keen, Asst. Principal Sarah Barker, Asst. Principal</p>	<p>Locklin Technical College 5330 Berryhill Rd. Milton, FL 32570 983-5700 Maria LaDouceur, Principal Keith Hines, Asst. Principal</p>	<p>Santa Rosa High/Adult School 5330 Berryhill Road Milton, FL 32570 983-5710 Larry Heringer, Principal Kelly Barnes, Asst. Principal</p>
<p>Berryhill Elementary 4900 Berryhill Rd. Milton, FL 32570 983-5690 Roger Golden, Principal Dawn Chapman, Asst. Principal</p>	<p>Hobbs Middle 5317 Glover Lane Milton, FL 32570 983-5630 Brandon Koger, Principal Jennifer Gardner, Asst. Principal</p>	<p>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</p>	<p>Sims Middle 5500 Education Drive Pace, FL 32571 995-3676 Emily Donalson, Principal Ryan Stokes, Asst. Principal</p>
<p>Central School 6180 Central School Rd. Milton, FL 32570 983-5640 Sean Twitty, Principal Cheree Davis, Asst. Principal</p>	<p>Holley-Navarre Primary 8019 Escola St. Navarre, FL 32566 936-6130 Alexandria Timmons, Principal Daniel Balsavich, Asst. Principal</p>	<p>Navarre High 8600 High School Blvd. Navarre, FL 32566 936-6080 Brian Noack, Principal Kasie Windfelder, Asst. Principal Brian Howell, Asst. Principal Joe Trujillo, Asst. Principal</p>	<p>West Navarre Intermediate 1970 Cotton Bay Lane Navarre, FL 32566 936-6060 Shanna Dorsey, Principal Nadia Colin, Asst. Principal</p>
<p>Chumuckla Elementary 2312 Hwy 182 Jay, FL 32565 995-3690 Danny Carnley, Principal Christy Baggett, Asst. Principal</p>	<p>Holley-Navarre Intermediate 1936 Navarre School Rd. Navarre, FL 32566 936-6020 Beth Mosley, Principal Ann Thompson, Asst. Principal</p>	<p>Oriole Beach 1260 Oriole Beach Rd. Gulf Breeze, FL 32563 934-5160 Josh McGrew, Principal Monica Garcia, Asst. Principal</p>	<p>West Navarre Primary 1955 Lowe Rd. Navarre, FL 32566 936-6000 BJ Price, Principal Deanna Blalock, Asst. Principal</p>
<p>Dixon Primary 4585 Dixon Rd. Pace, FL 32571 995-3660 Barbara Scott, Principal Mary Grace White, Asst. Principal</p>	<p>Holley-Navarre Middle 1976 Williams Creek Drive Navarre, FL 32566 936-6040 Joie DeStefano, Principal Pete Della Ratta, Asst. Principal</p>	<p>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</p>	<p>Woodlawn Beach Middle 1500 Woodlawn Way Gulf Breeze, FL 32563 934-4010 Victor Lowrimore, Principal Amanda Makar, Asst. Principal</p>
<p>Dixon Intermediate 5540 Education Dr. Pace, FL 32571 995-3650 Missy Floyd, Principal Candace Hendricks, Asst. Principal</p>	<p>Jackson Pre-K Center 4950 Susan St. Milton, FL 32570 983-5720 Dawn Alt, Director</p>	<p>Pea Ridge Elementary 4775 School Lane Pace, FL 32571 995-3680 Dana Fleming, Principal Laura Rader, Asst. Principal</p>	<p>Santa Rosa Blended Academy 5330 Berryhill Rd. Milton, FL 32570 981-7860 Laura Austin, Principal</p>
<p>East Milton Elementary 5156 Ward Basin Road Milton, FL 32583 983-5620 Terry Paschall, Principal Meghan Hall, AP</p>	<p>Jay Elementary 13833 Alabama St. Jay, FL 32565 675-4554 Kelly Allen Short, Principal Kimberly Crate, Asst. Principal</p>	<p>Rhodes 5563 Byrom St. Milton, FL 32570 983-5670 Kacie Reaves, Principal Klinton Lay, Asst. Principal</p>	<p>Santa Rosa Community School Milton Office 200 Park Av. Milton, FL 32570 983-5650 Gulf Breeze Office P.O. Box 104 Gulf Breeze, FL 35561 934-4095 David Sigurnjak, Director</p>
<p>Gulf Breeze Elementary 549 Gulf Breeze Pkwy. Gulf Breeze, FL 32561 934-5185 Warren Stevens, Principal Kim McChesney, Asst. Principal</p>	<p>Jay High 13863 Alabama St. Jay, FL 32565 675-4507 Stephen Knowlton, Principal Wesley Underwood, Asst. Principal</p>	<p>School Board Administrative Offices 983-5150 (Switchboard) or 983 + extension</p>	