2026-2027

Santa Rosa County District Schools Family Guide

Connecting Parents and Guardians to Santa Rosa's Public Schools

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SANTA ROSA
COUNTY DISTRICT SCHOOLS

2026-27 ACADEMIC CALENDAR

PRE-PLANNING ..... August 3-7, 2026
POST-PLANNING ..... May 26-27, 2027
STUDENTS BEGIN ..... August 10, 2026
STUDENTS LAST DAY ..... May 25, 2027

9 Weeks
Aug. 10- Oct. 9 (44 days)
Oct. 13 - Dec. 18 (43 days)
Jan. 5 - Mar. 12 (47 days)
Mar. 16 - May 25 (46 days)

Report Cards
October 23
January 15
April 2
May 25 (Elementary)
June 11 (Middle/High)

Mid-Term Reports
September 9
November 12
February 5
April 22

APPROVED IN SESSION
AUG 7 2025
SANTA ROSA , CHOOL GOARD
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Early Release & Holidays

September 7	labor Day
October 12	Teacher Planning Day (No school for students/workday for teachers)
November 11	Veterans Day
November 23-27	Fall/Thanksgiving Break
December 16-17	Semester Exams - Middle/High Schools
December 18	Early Release for all students - Semester Exams Middle/High Schools
Dec. 21- Jan. 1	Winter/Christmas Break
January 4	Teacher Planning Day (No school for students/workday for teachers)
January 18	Martin Luther King Jr. Day
February 15	Presidents Day
March 15	Teacher Planning Day {No school for students/workday for teachers)
March 22-26	Spring Break
May 21, 24	Semester Exams - Early Release for Middle/High Schools
May25	Early Release/Last day of school for all students-Semester Exams Middle/High Schools
May31	Memorial Day

HIGH SCHOOL GRADUATION DATES

May 20 - Blended Academy	5:00 **P.M.**
May 20- Locklin Tech.	7:00 **P.M.**
May 22 - Gulf Breeze High	11:00A.M.
May 22- Pace High	2:30 P.M.
May 22 - Navarre High	6:00 P.M.
May 24 - Milton High	7:00 P.M.
May 25 - Santa Rosa High/Adult	7:00 **P.M.**
May 27 - Jay High	5:00 **P.M.**
May 27-Central High	7:30 **P.M.**

*Dates/Times subject to change

Semester Exams
1st Semester
December 16, 17, 18

2nd Semester
May 21, 24, 25

Senior Final Exams
May 19, 20, 21

Storm Days (if needed)
2nd Semester: March 15, May 26

School Board Approved 08/07/25

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Mission: To love, educate, and prepare all students for graduation and a successful future.

Welcome to the Santa Rosa County District Schools Family Guide!

The Santa Rosa School District takes great pride in the accomplishments of our students and realizes that it requires collaboration 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 County 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,

Dr. Karen R. Barber

Dr. Karen Barber
Superintendent of Schools

DISTRICT 1	DISTRICT 2	DISTRICT 3	DISTRICT 4	DISTRICT 5
Linda Sanborn	Elizabeth Hewey	Carol Boston	Charles Elliott	Scott Peden

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?

Terms to Know

Section 504: Section 504 covers qualified students with disabilities who attend schools receiving Federal financial assistance. To be protected under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such an impairment; or (3) be regarded as having such an impairment. Section 504 requires that school districts provide a free appropriate public education (FAPE) to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities.

B.E.S.T. Standards (Florida Benchmarks for Excellent Student Thinking): implemented in the 2021-2022 school year. The B.E.S.T. English Language Arts Standards emphasize explicit and systematic phonics instruction, critical thinking skills, a deep respect for literature, and knowledge building through content-rich texts.

Cambium: The standardized computer-based assessment platform utilized to administer the FAST (Florida Assessment of Student Thinking) assessments in the subject areas of English Language Arts and Math.

Local District Assessments: In addition to state required progress monitoring assessments for English Language Arts and Math, the school district requires that student progress be measured for other core academic subjects two times per year for progress monitoring periods one (the beginning of the year) and two (mid-year). These local district assessments include the subject areas of Algebra 1, Geometry, Civics, US History, Science for grades 5-8 and Biology. These same subjects are measured at the end of the school year during progress monitoring period three by way of end-of-course exams (EOCs) and the state Science assessment in grades 5 and 8.

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.

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

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.

FAST (Florida Assessment of Student Thinking): Refers to the Coordinated Screening and Progress Monitoring (CSPM) System assessments established by the State of Florida to replace the FSA. The assessments are aligned to the Benchmarks in Excellent Student Thinking (B.E.S.T) Standards. The assessments include VPK through grade 10 English Language Arts (ELA) and VPK through grade 8 Mathematics. Students will be tested three times per year: the first 30 days of school, mid-year and end-of-year with results provided to parents in fourteen days.

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 https://santarosaschools.org.

Florida End of Course Assessments (EOC): computer-based tests designed to measure student achievement based on state standards for Algebra 1, Geometry, Biology 1, Civics and US History.

Florida Standards (FS): B.E.S.T Standards for Mathematics may be accessed online at https://www.fldoe.org/academics/standards/subject-areas/math-science/mathematics/

Health Care Plan: a plan developed by school health personnel in collaboration with parents and other school 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.

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 plan developed by parents and teachers when a student struggles to keep up with grade level skills. 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): The assessment platform which measures progress of students in VPK through grade 2 as part of the State of Florida's Coordinated Screening and Progress Monitoring (CSPM) System referred to as FAST. In addition, grades 3 through 5 will utilize the platform as a progress monitoring tool for MTSS. The platform consists of a battery of assessments 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): The SAC is an individual school organization made up of parents, students, community volunteers, and educators who assist in the setting of 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 SIP is written by each school outlining data-driven goals addressing areas of school improvement. Copies of the plan are available from the school office or online.
Statewide Science Assessment: measures student achievement of the Next Generation Sunshine State Standards. School scores are found at http://schoolgrades.fldoe.org/.

Standardized Test: A standardized test is a test that is administered and scored in a consistent, or "standard", manner. Standardized tests are designed in such a way that the questions and interpretations are consistent and are administered and scored in a predetermined, standard manner.
Standards: are simple statements about what students are expected to know or do as a result of what they learn in class.
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.
Student Progression Plan: a comprehensive document that outlines the requirements and procedures for SRCDS students to advance through their education, from one grade to the next and ultimately to graduation.
Substantial Reading Deficiency: A kindergarten through grade 3 student who demonstrates low reading skills based on assessments or observations and meet at least one condition: needing Tier 3 intervention or prior retention, scoring below the 10th percentile (K–2) or 20th percentile (grade 3) at the beginning or middle of the year, being unable to complete assessment items (K–2), or scoring Level 1 on end-of-year (K–2) or statewide ELA (grade 3) assessments.

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 Every Student Succeeds Act (ESSA) of 2015 requires all teachers in core academic subjects must be highly qualified in their area 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 ESSA 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 state assessment, 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 Every Student Succeeds Act (ESSA) of 2015 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 daily attendance. State law requires all students between the ages of six and eighteen to 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

- Special events approved by administration
- 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 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
- Religious holiday/instruction
- Court dates
- Other unavoidable events (i.e., hazardous weather conditions)
- Pre-arranged absences

Unexcused Absence

- Any absence which is not justified by the parent or guardian or for which the reason is unknown
- Missing the bus
- Oversleeping
- Skipping
- 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
- Other avoidable events
- Non-pre-approved absences

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: https://santarosaschools.org/

Elementary School (Grades K–5)

- Students shall meet appropriate instructional goals that shall be based on Florida's Sunshine State Standards and ELA B.E.S.T. standards.

- Mandatory Retention: Students at grade 3 who score below Level 2 on the FAST (Florida Assessment of Student Thinking) ELA and then below 50% on the subsequent STAR or another approved alternate assessment will be retained unless a good cause exemption is applied, and they should attend Summer Reading Camp to improve their reading skills. The Third Grade Portfolio assessment begins immediately after the student has been identified as having a substantial reading deficiency. The portfolio assessment and reassessment using STAR or another approved assessment, may continue 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 take 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)

- Students' graduation requirements are dictated by their cohort year, which is the year they enter the 9th grade. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

Kg Report Card 26-27

	Q1	Q2	Q3	Q4
Print Concepts				
Phonological Awareness				
Phonics and Word Analysis				
Decode (read) consonant-vowel-consonant (CVC) words				
Encode (write) consonant-vowel-consonant (CVC) words				
Reading/Listening Comprehension				
Communication				
Use drawing to tell a story, provide facts, or express an opinion.				
Use spoken words to tell a story, provide facts, or express an opinion.				
Use writing to tell a story, provide facts, or express an opinion.				
Use complete sentences in oral communication.				
Write a complete sentence using appropriate grammar, punctuation, capitalization, spacing, and spelling (appropriate to grade level).				
Fluency				
High Frequency Words (irregular and decodable)				

Letter and Sound Knowledge	**check mark** = skill has been mastered												
	Aa	**Bb**	**Cc**	**Dd**	**Ee**	**Ff**	**Gg**	**Hh**	**Ii**	**Jj**	**Kk**	**Ll**	**Mm**
Identifies upper-case letter													
Identifies lower-case letter													
Produce sound for upper-case letter													
Produce sound for lower-case letter													
Print upper-case letter													
Print lower-case letter													
Produce sound for long vowels													
	Nn	**Oo**	**Pp**	**Qq**	**Rr**	**Ss**	**Tt**	**Uu**	**Vv**	**Ww**	**Xx**	**Yy**	**Zz**
Identifies upper-case letter													
Identifies lower-case letter													
Produce sound for upper-case letter													
continued	**Nn**	**Oo**	**Pp**	**Qq**	**Rr**	**Ss**	**Tt**	**Uu**	**Vv**	**Ww**	**Xx**	**Yy**	**Zz**
Produce sound for lower-case letter													
Print upper-case letter													
Print lower-case letter													
Produce sound for long vowels													

SANTA ROSA COUNTY DISTRICT SCHOOLS

Student Report Card

Santa Rosa District Schools

Student	School	Grade Level	Distribution	Grading Cycle of
	BAGDAD ELEMENTARY SCHOOL			

Term	Period	Class	Teacher	1st Semester			2nd Semester			Final	Attendance					GPL	CND	ESOL
				1st	2nd	Avg	3rd	4th	Avg	Grade	Ex	Un	Tdy	LC	EC			

Grading Scale	Conduct and other Grades	Attendance	Grade performance Level
A = 90 - 100% B = 80 - 89% C = 70 - 79% D = 60 - 69% F = 0 - 59%	I=Incomplete U=Unsatisfactory S=Satisfactory 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

Promotion Status:

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

District notes:

Please Sign and Return: **Date:**

Sort Information

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 FAST (Florida Assessment of Student Thinking) utilizing both Renaissance (STAR) (for grades PreK-2) Cambium (for ELA in grades 3-10 and Math in grades 3-8). 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 will remain in place. 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 requiring 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.

As part of the state of Florida's Coordinated Screening and Progress Monitoring (CSPM) System assessment requirements, students will be administered progress monitoring assessments two times per year (the first 30 days and at mid-year). In addition, each spring an assessment will administered to students to measure how well students have learned standards. These tests, which

measure language arts, reading, writing, and math abilities, are referred to as the FAST (Florida Assessment of Student Thinking). 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. 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 ELA FAST or met the concordant requirements for alternate assessments approved by the state. 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. Students enrolled in VPK programs will be assessed utilizing the Renaissance Star Early Literacy platform the first 30 days of the school year, at mid-year and at the end of the school year as part of the state required Coordinated Screening and Progress Monitoring (CSPM) System.

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 other 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 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" (narrative) and "real" (informational) books and the difference between stories and poems
- To use sound and letter knowledge to spell and write words
- To communicate in writing and speaking using order, reasoning, and/or factual information about a topic. To learn and use words, common words (book, car, jump) and content-specific words (cloud, circle, horse) building background knowledge and comprehension

In a Kindergarten Classroom: You should see

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

Mathematics: By the end of Kindergarten your child is expected:

- To count to 100 by ones and tens
- To count forward beginning with any given number
- To write, compare, order numbers to 20
- To represent quantities up to 20 with a written numeral 0-20, given a numeral 0-20 count out the number of objects, and join and separate sets

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

What to Do at Home

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

First Grade

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

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

- To 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 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 communicate in writing and speaking using order, reasoning, and factual information to talk about the meaning of words and use new words when speaking and writing
- 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 an 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 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 narrative and informative 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 used
- To produce different types of writings (for example: stories, reports, letters) using order, reasoning, and facts as appropriate for the grade level
- To pay attention to spelling, capital letters, and punctuation in writing
- To use clues in the text to determine the meaning of unknown words
- To use knowledge of affixes (prefixes and suffixes) and root words to figure out word meanings
- To build a larger vocabulary using synonyms (similar meanings) and antonyms (opposites)
- To use rules of standard English grammar, punctuation, capitalization, and spelling appropriate for second grade

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 an 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
- 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
- Provide 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. 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 FAST (Florida Assessment of Student Thinking) 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 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 determine unknown 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 knowledge of affixes (prefixes, suffixes) and root and base words to figure out word meanings
- To increase vocabulary through use of synonyms and antonyms
- To use the rules of standard English grammar, punctuation, capitalization, and spelling appropriate for third grade (subject-verb agreement, commas in a series, spell irregular words 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
- 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)
- A teacher teaching specific words from selections the students are about to read
- A teacher providing instruction n 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 modeling the writing process using planning, revising, and editing

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 or she can read quickly with no errors
- Help your child learn the correct spelling of words
- 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 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 an argumentative response (taking a position on a topic using evidence from the texts as supported) 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 a writing assessment, your child will take the new FAST (Florida Assessment of Student Thinking) for 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 and generate questions about the text
- To identify the main idea, supporting details (events, plot, and conflict) in text
- To use text structure to comprehend text (problem/solution, sequence, description) To make inferences and draw conclusions from text
- To know the difference between fact and opinion
- To identify common types of literature
- To recognize similarities and differences in characters, settings, and events in text
- To form personal ideas supported by information read in text
- To participate in class discussions and demonstrate understanding
- To use cursive writing

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 or 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 tols 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.
- 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, gloves, and other models to identify and locate places
- To know basic needs and how families in the United States and other countries meet them
- To understand why certain areas of the United States are more densely populated than others
- To understand how physical environment supports and constrains human activity and how human activity affects the physical environment

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

Fifth Grade

In fifth grade your child's skills in reading, writing, and mathematics should continue to develop. He/she will be expected to read longer and more difficult passages. The amount of fiction that the child reads may decrease and there will be an increase in informational text. This is part of the "reading to learn" process.
Your child will take a test in reading when he/she takes the new FAST (Florida Assessment of Student Thinking).

Mathematics is extremely important in fifth grade. When your child takes the FAST (Florida Assessment of Student Thinking) Mathematics, he/she will be asked to solve word problems.

Science is also assessed for fifth graders. Your child will be tested on knowledge of science as well as 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, mathematic, 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 (stated or implied) in text
- To explain how text features and text structure contribute to the meaning of the 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 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 tolls 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.cpalms.org

http://www.corestandards.org/

Science- By the end of fifth grade, your child is expected

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

Social Studies -By the end of fifth grade, your child is expected

- To recognize that modern America is shaped by the contributions of people from many different backgrounds
- 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: https://santarosaschools.org/ 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, career and technical and chorus. Students can also participate in clubs and middle school sports such as 3 on 3 basketball, cross country and track and field 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

A student entering Grade 9 in the 2023-24, 2024-25, 2025-26 or 2026-27 school year should earn:

	Standard Diploma Graduation Requirements
English	**4 Credits English Language Arts (ELA)** *ELA I, II, III, IV *ELA Honors, AP, AICE & Dual Enrollment courses may satisfy this requirement.
Mathematics	**4 Credits in Mathematics** One of which must be Algebra 1 and one of which must be Geometry Industry certifications that lead to college credit may substitute for up to 2 math credits (except for Algebra I and Geometry)
Science	**3 Credits in Science** One of which must be Biology, two of which must be equally rigorous science courses. Two of the three required course credits must have a laboratory component. Industry certifications that lead to college credit may substitute for up to 1 science credit (except for Biology)
Social Studies	**3 Credits in Social Studies** 1 Credit in World History 1 Credit in U.S. History .5 Credit in U.S. Government .5 Credit in Economics
Foreign Languages	Not required for graduation. Minimum 2 years of the same language for admission into most universities.
Fine & Performing Arts, Speech/Debate, CTE or Practical Arts	**1 Credit in Fine and Performing Arts, Speech/Debate, Practical Arts or Career and Technical Education**
Personal Financial Literacy	**.5 Credit**
Physical Education	**1 Credit in Physical Education to include integration of Health**
Electives	7.5 Credits
TOTAL	24 Credits
State Assessments	Students must earn a passing score on the Grade 10 ELA assessment (or CLT/ACT/SAT concordant score). Student must earn a passing score on the Algebra I EOC or Geometry EOC (or PSAT, CLT, ACT or SAT concordant score).
Grade Point Average	Cumulative GPA or 2.0 on a 4.0 scale (unweighted)

Statewide Assessment Program

Students must participate in the FAST (Florida Assessment of Student Thinking) for English Language Arts. The passing of the ELA FAST (Florida Assessment of Student Thinking) for 10th grade is required for graduation. Students must take and pass Algebra 1 course AND take and pass the Algebra 1 EOC (score of Level 3 or higher on EOC or earn an approved concordant score) for graduation. EOC scores are 30% of a student's final grade.

Statewide, Standardized Assessment Program Requirements

State End-of-Course (EOC) assessments for a subject shall be administered in addition to the comprehensive assessments required under 1008.22(3)1 F.S. All State EOC assessments are weighted 30% of the final grade.

In all general education high school courses that do not administer a state assessment, high school students will take a semester exam which counts 20% of the semester average. (Dual Enrollment final exams will be weighted in accordance with college department requirements.) Because State End-of-Course (EOC) assessments and semester exams are weighted in the finals grade, a student who does not participate in a State End-of-Course (EOC) assessment or semester exam will earn a grade of zero (0) for the assessment.

In lieu of passing statewide graduation requirement assessments for Algebra 1 and the FAST (Florida Assessment of Student Thinking) for Grade 10 ELA Reading/Writing, the following concordant scores are approved to meet graduation requirements.

Approved Algebra 1 EOC Comparative Scores

PSAT/NMSQT Math	430
SAT Math	420
ACT Math	16
Geometry EOC	499
CLT Quantitative Reasoning section	11

Approved FAST (Florida Assessment of Student Thinking) for Grade 10 ELA

Reading Concordant Scores

Available for all students who entered grade 9 in 2020-21 and beyond:

Assessment	Concordant Score
Available for students who entered grade 9 in 2020-21 and beyond	
SAT Reading and Writing section[1]	490
PSAT/NMSQT Reading and Writing section[1]	470
PSAT 10 English and Writing section	470
ACT English and Reading subject test (averaged)[2]	18
PreACT Secure English and Reading test (averaged)[2]	18
CLT Grammar/Writing & Verbal Reasoning (sum)[2]	39
CLT10 Grammar/Writing & Verbal Reasoning (sum)[2]	39

Additional Programs

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 success ful 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 ae 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 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 Technical College. Students have the opportunity to participate in rigorous and relevant career education courses during their middle and high school years of study. These programs develop 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 Technical College 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 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**

Value of Industry Certification

Earning an industry certification through career and technical education (CTE) prior to high school graduation provides significant advantages for students and their families. These certifications not only equip students with essential skills that are in high demand in the workforce but also offer substantial cost savings on postsecondary education. By obtaining these certifications, students can earn college credits that translate to reduced tuition and fees, which can save families a considerable amount of money compared to pursuing these credentials after graduation. Additionally, students gain a competitive edge in the job market, as they demonstrate their readiness for careers in their chosen fields. This proactive approach to education empowers students to explore various pathways, ensuring they are well-prepared for future success. The following chart demonstrates the college cost savings to parents when their student earns an industry certification in a CTE course or program.

Industry Certifications with State Articulation Agreements offered In Santa Rosa District Schools

2025-26 Average Tuition and Fees per Credit Hour* $106.82

Industry Certification Code	Industry Certification Title	Number of Credits Articulated	10-Digit CIP Number	Associate Degree Program	College Savings
ABAYC003	Marine Electrical Certification	3	0647060500	Marine Engineering, Management & Seamanship	$320.46
ACFAT001	Accredited Business Accountant (ABA)	3	1552030201	Accounting Technology	$320.46
ACFED002	Certified Culinarian (CC)	3	1612050401	Culinary Management	$320.46
ACFED002	Certified Culinarian (CC)	6	1252090501	Restaurant Management	$640.92
ACFED006	Certified Fundamentals Cook	3	1252090101	Hospitality & Tourism Management	$320.46
ACOPC006	Certified Professional Coder (CPC)	9	1351070700	Health Information Technology	$961.38
ACOPC006	Certified Professional Coder (CPC)	6	1551070500	Medical Office Administration	$640.92
ACOPC007	Certified Professional Biller (CPB)	6	1551070500	Medical Office Administration	$640.92
ACOSM001	Certified Survey Technician (CST)	3	1715020101	Civil Engineering Technology	$320.46
ADESK002	Autodesk Certified User - AutoCAD	3	1604090100	Architectural Design & Construction Technology	$320.46
ADESK002	Autodesk Certified User - AutoCAD	3	1615130202	Computer-Aided Drafting and Design	$320.46
ADESK008	Autodesk Certified User - Revit	3	1604090100	Architectural Design & Construction Technology	$320.46
ADESK008	Autodesk Certified User - Revit	3	1615100102	Building Construction Technology	$320.46
ADESK008	Autodesk Certified User - Revit	3	1615130202	Computer-Aided Drafting and Design	$320.46
ADESK011	Autodesk Certified User - Inventor	3	1615000001	Engineering Technology	$320.46
ADESK021	Autodesk Certified Professional - AutoCAD for Design and Drafting	3	1615130202	Computer-Aided Drafting and Design	$320.46
ADESK023	Autodesk Certified Professional - AutoCAD Civil 3D	3	1715020101	Civil Engineering Technology	$320.46
ADESK024	Autodesk Certified Professional - Inventor	3	1615000001	Engineering Technology	$320.46
ADESK025	Autodesk Certified Professional - Revit Architecture	3	1604090100	Architectural Design & Construction Technology	$320.46
ADESK030	Autodesk Certified User - Maya	9	1550041100	Game Development Design	$961.38
ADESK032	Autodesk Certified User - Fusion 360	3	1615000001	Engineering Technology	$320.46
ADESK033	Autodesk Certified Associate in CAD for Mechanical Design	3	1615000001	Engineering Technology	$320.46
ADESK035	Autodesk Certified Associate in CAM for Turning	3	1615000001	Engineering Technology	$320.46
ADESK036	Autodesk Certified Expert in CAM for Multi-Axis Milling	3	1615030301	Electronics Engineering Technology	$320.46
ADESK037	Autodesk Certified Expert in Generative Design for Manufacturing	3	1615030301	Electronics Engineering Technology	$320.46
ADESK038	Autodesk Certified Professional in CAM for 3 Axis Milling	3	1615000001	Engineering Technology	$320.46
ADESK039	Autodesk Certified Professional in Design for Manufacturing	3	1615000001	Engineering Technology	$320.46
ADESK040	Autodesk Certified Professional in Simulation for Static Stress Analysis	3	1604090100	Architectural Design & Construction Technology	$320.46
ADESK040	Autodesk Certified Professional in Simulation for Static Stress Analysis	3	1615130202	Computer-Aided Drafting and Design	$320.46
ADESK040	Autodesk Certified Professional in Simulation for Static Stress Analysis	3	1615030301	Electronics Engineering Technology	$320.46
ADESK040	Autodesk Certified Professional in Simulation for Static Stress Analysis	3	1615000001	Engineering Technology	$320.46
ADOBE023	Adobe Certified Professional in Video Design (Requires Premiere Pro and After Effects or Photoshop)	3	1610030400	Animation and Game Art	$320.46
ADOBE023	Adobe Certified Professional in Video Design (Requires Premiere Pro and After Effects or Photoshop)	3	1611080103	Digital Media/Multimedia Technology	$320.46
ADOBE023	Adobe Certified Professional in Video Design (Requires Premiere Pro and After Effects or Photoshop)	3	1650060213	Film Production Technology	$320.46
ADOBE023	Adobe Certified Professional in Video Design (Requires Premiere Pro and After Effects or Photoshop)	3	1610020202	Radio and Television Broadcasting	$320.46
ADOBE024	Adobe Certified Professional in Visual Design (Requires Photoshop and Illustrator or InDesign)	3	1611080300	Graphics Technology	$320.46

ADOBE025	Adobe Certified Professional in Web Design (Requires Dreamweaver and Animate or Photoshop)	3	1511100400	Internet Services Technology	$320.46
AHIMA001	Certified Coding Associate (CCA)	3	1351070700	Health Information Technology	$320.46
AHIMA002	Certified Coding Specialist (CCS)	6	1351070700	Health Information Technology	$640.92
AHIMA003	Certified Coding Specialist - Physician-based (CCS-P)	9	1351070700	Health Information Technology	$961.38
AIOPB001	Certified Bookkeeper	3	1552030201	Accounting Technology	$320.46
AMAMA001	Certified Medical Assistant (CMA)	3	1351070700	Health Information Technology	$320.46
AMAMA001	Certified Medical Assistant (CMA)	3	1351070101	Health Services Management	$320.46
AMAZN007	AWS Certified Security - Specialty	3	1511010307	Computer Information Technology	$320.46
AMAZN007	AWS Certified Security - Specialty	3	1511100308	Cybersecurity	$320.46
AMDDA002	Certified Apprentice Drafter - Architectural	3	1604090100	Architectural Design & Construction Technology	$320.46
AMEDT004	Registered Medical Assistant (RMA)	3	1351070101	Health Services Management	$320.46
AMEDT004	Registered Medical Assistant (RMA)	3	1551070500	Medical Office Administration	$320.46
AMEDT005	Registered Phlebotomy Technician (RPT)	3	1351100405	Medical Laboratory Technology	$320.46
AMEDT006	Medical Laboratory Assistant (CMLA)	4	1351100405	Medical Laboratory Technology	$427.28
AMSFQ001	Manager of Quality/Organizational Excellence	3	1615000001	Engineering Technology	$320.46
AMSFQ006	Quality Improvement Associate (CQIA)	3	1615000001	Engineering Technology	$320.46
AMSFQ011	Six Sigma Black Belt (CSSBB)	3	1615000001	Engineering Technology	$320.46
AMSFQ012	Six Sigma Green Belt (CSSGB)	3	1615000001	Engineering Technology	$320.46
AMSPT002	Certified Phlebotomy Technician	1	1351100405	Medical Laboratory Technology	$106.82
AMSTL004	Professional Designation in Supply Chain Management (PLS)	3	1652020901	Supply Chain Management	$320.46
APICS001	Certified in Logistics, Transportation, and Distribution (CLTD)	3	1652020901	Supply Chain Management	$320.46
APPLE002	Apple Certified Technical Coordinator	2	1511100112	Network Systems Technology	$213.64
APPLE019	Apple Certified Support Professional	2	1511100112	Network Systems Technology	$213.64
APPLE020	Apple Certified Pro (ACP) - Final Cut Pro X	3	1609070213	Digital Television and Media Production	$320.46
APPLE020	Apple Certified Pro (ACP) - Final Cut Pro X	8	1610020202	Radio and Television Broadcasting	$854.56
APPLE021	Apple App Development with Swift Certified User	3	1511020101	Computer Programming and Analysis	$320.46
APPLE022	Apple App Development with Swift Associate	3	1511020101	Computer Programming and Analysis	$320.46
AWELD005	AWS Certified Welder - GTAW Pipe (Carbon Steel)	3	0647060500	Marine Engineering, Management & Seamanship	$320.46
AWELD006	AWS Certified Welder - GTAW Pipe (Stainless Steel to Carbon Steel)	3	0647060500	Marine Engineering, Management & Seamanship	$320.46
AWELD008	AWS Certified Welder - GTAW Plate	3	0647060500	Marine Engineering, Management & Seamanship	$320.46
AWELD009	AWS Certified Welder - GTAW/SMAW Pipe (Carbon Steel)	3	0647060500	Marine Engineering, Management & Seamanship	$320.46
AWELD014	AWS Certified Welder - GTAW/SMAW Pipe (Combo Carbon Steel)	3	0647060500	Marine Engineering, Management & Seamanship	$320.46
BASFC001	BASF Plant Science Certification	3	1101060502	Landscape & Horticulture Technology	$320.46
CARCH002	Chief Architect Certified Apprentice	3	1604090100	Architectural Design & Construction Technology	$320.46
CERHB001	Biotechnician Assistant	3	1341010100	Biotechnology Laboratory Technology	$320.46
CERTI003	Information Technology Specialist (ITS) - Databases	3	1511010307	Computer Information Technology	$320.46
CERTI003	Information Technology Specialist (ITS) - Databases	3	1511020101	Computer Programming and Analysis	$320.46
CERTI008	Information Technology Specialist (ITS) - HTML5 Application Development	3	1511100400	Internet Services Technology	$320.46
CERTI009	Information Technology Specialist (ITS) - Device Configuration and Management	3	1511010307	Computer Information Technology	$320.46
CERTI009	Information Technology Specialist (ITS) - Device Configuration and Management	3	1511080200	Database Technology	$320.46
CERTI010	Information Technology Specialist (ITS) - JavaScript	3	1511010307	Computer Information Technology	$320.46
CERTI010	Information Technology Specialist (ITS) - JavaScript	3	1511020101	Computer Programming and Analysis	$320.46
CERTI012	Information Technology Specialist (ITS) - Python	3	1511020101	Computer Programming and Analysis	$320.46

CERTI012	Information Technology Specialist (ITS) - Python	3	1511100308	Cybersecurity	$320.46
CERTI013	Information Technology Specialist (ITS) – Java	3	1511020101	Computer Programming and Analysis	$320.46
CERTI014	Information Technology Specialist (ITS) - Cloud Computing	3	1511090200	Cloud Computing Technology	$320.46
CERTI014	Information Technology Specialist (ITS) - Cloud Computing	3	1511010307	Computer Information Technology	$320.46
CERTI014	Information Technology Specialist (ITS) - Cloud Computing	3	1511100112	Network Systems Technology	$320.46
CERTI019	Information Technology Specialist (ITS) – Cybersecurity	3	1511100308	Cybersecurity	$320.46
CISCO005	Cisco Certified Network Professional (CCNP)	12	1615120100	Computer Engineering Technology	$1,281.84
CISCO005	Cisco Certified Network Professional (CCNP)	12	1615030302	Telecommunication Engineering Technology	$1,281.84
CISCO026	Cisco Certified Network Associate (CCNA)	3	1511010307	Computer Information Technology	$320.46
CISCO026	Cisco Certified Network Associate (CCNA)	3	1511100307	IT Security	$320.46
CISCO026	Cisco Certified Network Associate (CCNA)	6	1511100112	Network Systems Technology	$640.92
CISCO028	Cisco Certified Support Technician (CCST) Cybersecurity	3	1511100308	Cybersecurity	$320.46
CISCO028	Cisco Certified Support Technician (CCST) Cybersecurity	3	1511100300	Cybersecurity Operations	$320.46
CISCO028	Cisco Certified Support Technician (CCST) Cybersecurity	3	1511100307	IT Security	$320.46
CISCO028	Cisco Certified Support Technician (CCST) Cybersecurity	3	1511100112	Network Systems Technology	$320.46
CISCO029	Cisco Certified Support Technician (CCST) Networking	3	1511010307	Computer Information Technology	$320.46
CISCO030	Cisco Certified Support Technician (CCST) IT Support	6	1511100112	Network Systems Technology	$640.92
COMPT001	CompTIA A+	6	1615120100	Computer Engineering Technology	$640.92
COMPT005	CompTIA Linux+	3	1511020101	Computer Programming and Analysis	$320.46
COMPT006	CompTIA Network+	3	1615120100	Computer Engineering Technology	$320.46
COMPT007	CompTIA Project+	3	1511100112	Network Systems Technology	$320.46
COMPT007	CompTIA Project+	3	1652020901	Supply Chain Management	$320.46
COMPT007	CompTIA Project+	3	1511100509	Technology Project Management	$320.46
COMPT008	CompTIA Security+	3	1511100308	Cybersecurity	$320.46
COMPT008	CompTIA Security+	3	1511100300	Cybersecurity Operations	$320.46
COMPT008	CompTIA Security+	3	1552120107	E-Business Technology	$320.46
COMPT008	CompTIA Security+	3	1511100307	IT Security	$320.46
COMPT009	CompTIA Server+	3	1615120100	Computer Engineering Technology	$320.46
COMPT009	CompTIA Server+	3	1511010307	Computer Information Technology	$320.46
COMPT009	CompTIA Server+	3	1511100112	Network Systems Technology	$320.46
COMPT014	CompTIA Cloud+	3	1511010307	Computer Information Technology	$320.46
COMPT014	CompTIA Cloud+	3	1511100112	Network Systems Technology	$320.46
COMPT018	CompTIA Tech+	3	1511010307	Computer Information Technology	$320.46
COMPT018	CompTIA Tech+	3	1511020101	Computer Programming and Analysis	$320.46
COMPT018	CompTIA Tech+	3	1530700100	Data Science Technology	$320.46
COMPT018	CompTIA Tech+	3	1511100112	Network Systems Technology	$320.46
COMPT021	CompTIA Data+	3	1530700100	Data Science Technology	$320.46
CPREC001	Child Development Associate (CDA)	9	1413121004	Early Childhood Education	$961.38
CPREC001	Child Development Associate (CDA)	9	1419070802	Early Childhood Management	$961.38
CPSTL001	Check Point Certified Security Administrator (CCSA)	3	1511100308	Cybersecurity	$320.46
CPSTL002	Check Point Certified Security Expert (CCSE)	3	1511100308	Cybersecurity	$320.46
DANBD001	Certified Dental Assistant (CDA)	5	1351060104	Dental Assisting Technology and Management	$534.10
DANBD002	Certified Orthodontic Assistant	3	1351060104	Dental Assisting Technology and Management	$320.46

DANBD002	Certified Orthodontic Assistant	3	1351060200	Dental Hygiene	$320.46
ENTCP001	ETCP Certified Entertainment Electrician	3	1650091300	Music and Sound Production Technology	$320.46
ENTCP001	ETCP Certified Entertainment Electrician	3	1650050202	Theater and Entertainment Technology	$320.46
ENTCP003	ETCP Certified Rigger – Theatre	3	1650091300	Music and Sound Production Technology	$320.46
ENTCP003	ETCP Certified Rigger – Theatre	3	1650050202	Theater and Entertainment Technology	$320.46
ETAIN008	Associate Certified Electronics Technician (CETa)	3	1615030301	Electronics Engineering Technology	$320.46
ETAIN008	Associate Certified Electronics Technician (CETa)	3	1615000001	Engineering Technology	$320.46
ETAIN012	Photonics Technician-Operator (PTO)	3	1615030301	Electronics Engineering Technology	$320.46
ETAIN013	Photonics Technician Specialist (PTS)	3	1615030301	Electronics Engineering Technology	$320.46
ETAIN014	Photovoltaic Installer (PVI) - Level 1	3	1615030301	Electronics Engineering Technology	$320.46
ETAIN022	Specialist in Precision Optics (SPO)	3	1615030301	Electronics Engineering Technology	$320.46
ETAIN023	Technician in Precision Optics (TPO)	3	1615030301	Electronics Engineering Technology	$320.46
FDMQA001	Basic X-Ray Machine Operator	3	1351091100	Radiography	$320.46
FDMQA030	911 Public Safety Telecommunicator	3	1743010302	Criminal Justice Technology	$320.46
FEDAA004	FAA Aviation Mechanic Technician - Airframe	36	1649010401	Aviation Maintenance Management	$3,845.52
FEDAA004 and FEDAA010	FAA Aviation Mechanic Technician - Airframe and FAA Aviation Maintenance Technician - Powerplant	24	1647060700	Aviation Maintenance Administration	$2,563.68
FEDAA005	FAA Certified Flight Instructor License	3	1649010200	Professional Pilot Technology	$320.46
FEDAA006	FAA Commercial Pilot	3	1649010200	Professional Pilot Technology	$320.46
FEDAA010	FAA Aviation Maintenance Technician - Powerplant	24	1649010401	Aviation Maintenance Management	$2,563.68
FEDAA011	FAA Private Pilot	3	1649010200	Professional Pilot Technology	$320.46
FEDAA013	FAA Ground School	3	1615080102	Unmanned Vehicle Systems Operations	$320.46
FEDAA021	E12FAA Instrument Airplane Rating	3	1649010200	Professional Pilot Technology	$320.46
FEDAA022	FAA Aircraft Dispatcher Certification (14 CFR Part 65)	3	1649010403	Aviation Administration	$320.46
FLDLE002	Correctional Officer	6	1743010302	Criminal Justice Technology	$640.92
FLDLE003	Correctional Probation Officer	6	1743010302	Criminal Justice Technology	$640.92
FLDLE004	Law Enforcement Officer	12	1743010302	Criminal Justice Technology	$1,281.84
FLDOE004	Florida Teacher Certification Examinations (FTCE) - Professional Education Test	3	1413121004	Early Childhood Education	$320.46
FLFBR001	Agritechnology Specialist Certification	3	1101010100	Agribusiness Management	$320.46
FLFBR005	Animal Science Specialist Certification	3	1101010100	Agribusiness Management	$320.46
FLFBR010	Natural Resources Specialist Certification	3	1703010401	Environmental Science Technology	$320.46
FLSFM006	Fire Fighter II	3	1743020112	Fire Science Technology	$320.46
FLSFM007	Fire Safety Inspector I	15	1743020112	Fire Science Technology	$1,602.30
FLSFM013	Fire Officer I	12	1743020112	Fire Science Technology	$1,281.84
FLSFM014	Fire Officer II	12	1743020112	Fire Science Technology	$1,281.84
FLVMA002	Certified Veterinary Assistant (CVA)	3	1301830100	Veterinary Technology	$320.46
FMAIN001	Precision Sheetmetal Operator - Level I (PSMO)	3	1615061307	Manufacturing Technology	$320.46
FNGLA001	Certified Horticulture Professional	6	1101060701	Golf Course Operations	$640.92
FNGLA001	Certified Horticulture Professional	6	1101060502	Landscape & Horticulture Technology	$640.92
FNGLA003	FNGLA Certified Landscape Maintenance Technician	3	1101060502	Landscape & Horticulture Technology	$320.46
FNGLA004	FNGLA Certified Landscape Technician	3	1101060502	Landscape & Horticulture Technology	$320.46
GLIAC004	GIAC Information Security Fundamentals (GISF)	3	1511100112	Network Systems Technology	$320.46
GLIAC005	GIAC Security Essentials (GSEC)	3	1511100112	Network Systems Technology	$320.46
GLIAC006	GIAC Cloud Security Automation	3	1511100308	Cybersecurity	$320.46

GLIAC007	GIAC Cloud Security Essentials	3	1511100308	Cybersecurity	$320.46
GLIAC008	GIAC Penetration Tester (GPEN)	3	1511100308	Cybersecurity	$320.46
GLIAC009	GIAC Certified Incident Handler (GCIH)	3	1511100308	Cybersecurity	$320.46
GLIAC009	GIAC Certified Incident Handler (GCIH)	3	1511100307	IT Security	$320.46
GRBCI002	LEED Green Associate	2	1615100102	Building Construction Technology	$213.64
GRBCI002	LEED Green Associate	3	1715020101	Civil Engineering Technology	$320.46
GRBCI002	LEED Green Associate	3	1615130202	Computer-Aided Drafting and Design	$320.46
GRBCI002	LEED Green Associate	3	1646041201	Construction Management Technology	$320.46
HIMSS001	Certified Associate in Healthcare Information & Management Systems	6	1351070700	Health Information Technology	$640.92
HVACE001	HVAC Excellence Employment Ready - Heat Pump	4	0615050100	Air Conditioning, Refrigeration and Heating Systems Technology	$427.28
HVACE002	HVAC Excellence EmploymentReady - Air Conditioning	4	0615050100	Air Conditioning, Refrigeration and Heating Systems Technology	$427.28
HVACE011	HVAC Excellence Employment Ready - Electrical	4	0615050100	Air Conditioning, Refrigeration and Heating Systems Technology	$427.28
IASSC001	IASSC Certified Black Belt	3	1530710200	Business Analysis Specialist	$320.46
ICOEC002	Certified Ethical Hacker (CEH)	3	1511100307	IT Security	$320.46
ICOEC005	EC-Council Cyber Forensics Associate	3	1511100308	Cybersecurity	$320.46
ICOEC006	EC-Council Ethical Hacker Associate	3	1511100308	Cybersecurity	$320.46
ICOEC006	EC-Council Ethical Hacker Associate	3	1511100307	IT Security	$320.46
ICOEC006	EC-Council Ethical Hacker Associate	3	1511100112	Network Systems Technology	$320.46
ICOEC010	EC-Council Digital Forensics Essentials (DFE)	3	1511100308	Cybersecurity	$320.46
ICOEC011	EC-Council Ethical Hacking Essentials (EHE)	3	1511100308	Cybersecurity	$320.46
IHKBZ002	Electronics Technician for Industrial Engineering	3	1615061307	Manufacturing Technology	$320.46
IHKBZ004	Mechatronics Fitter	3	1615061307	Manufacturing Technology	$320.46
IISSC002	Systems Security Certified Practitioner (SSCP)	3	1511100307	IT Security	$320.46
INSOC002	Certified Automation Professional (CAP)	3	1615170100	Energy Management and Controls Technology	$320.46
INSOC005	Certified Control Systems Technician (CCST) - Level 3	3	1615170100	Energy Management and Controls Technology	$320.46
INTUT001	Quickbooks Certified User	3	1552030201	Accounting Technology	$320.46
INTUT001	Quickbooks Certified User	3	1552020102	Business Administration	$320.46
INTUT001	Quickbooks Certified User	3	1552070308	Business Entrepreneurship	$320.46
INTUT002	Entrepreneurship & Small Business	3	1552020102	Business Administration	$320.46
INTUT002	Entrepreneurship & Small Business	3	1552070308	Business Entrepreneurship	$320.46
INTUT003	Master Entrepreneurship Certification	3	1552020102	Business Administration	$320.46
INTUT003	Master Entrepreneurship Certification	3	1552070308	Business Entrepreneurship	$320.46
INTUT004	Intuit Certified Bookkeeping Professional	3	1552030201	Accounting Technology	$320.46
IPCEI002	Certified IPC Specialist (CIS) IPC J-STD-001 Certification	3	1615030301	Electronics Engineering Technology	$320.46
IPCEI002	Certified IPC Specialist (CIS) IPC J-STD-001 Certification	3	1615000001	Engineering Technology	$320.46
IPCEI003	Certified IPC Specialist (CIS) IPC-A-610 Certification	3	1615030301	Electronics Engineering Technology	$320.46
IPCEI003	Certified IPC Specialist (CIS) IPC-A-610 Certification	3	1615000001	Engineering Technology	$320.46
ISOGR001	TOSA® Autodesk AutoCAD (Advanced or higher level only)	3	1615130202	Computer-Aided Drafting and Design	$320.46
ISOGR002	TOSA® JavaScript (Advanced or higher level only)	3	1511020101	Computer Programming and Analysis	$320.46
ISOGR003	TOSA® Python (Advanced or higher level only)	3	1511010200	Applied Artificial Intelligence	$320.46
ISOGR004	TOSA® Web Developer (Advanced or higher level only)	3	1511100400	Internet Services Technology	$320.46
ISOGR005	TOSA® WordPress (Advanced or higher level only)	3	1511100400	Internet Services Technology	$320.46
ISOGR007	TOSA® Autodesk AutoCAD Certified User - Expert (Postsecondary)	3	1604090100	Architectural Design & Construction Technology	$320.46

ISOGR007	TOSA® Autodesk AutoCAD Certified User - Expert (Postsecondary)	3	1615130202	Computer-Aided Drafting and Design	$320.46
ISOGR008	TOSA® Graphics Certified User – Expert Level (Postsecondary)	3	1611080103	Digital Media/Multimedia Technology	$320.46
ISOGR008	TOSA® Graphics Certified User – Expert Level (Postsecondary)	3	1611080300	Graphics Technology	$320.46
ISOGR009	TOSA® Web Developer – Expert Level (Postsecondary)	3	1511100400	Internet Services Technology	$320.46
ISOGR010	TOSA® JavaScript Certified User – Expert Level (Postsecondary)	3	1511020101	Computer Programming and Analysis	$320.46
ISOGR011	TOSA® Python Certified User – Expert Level (Postsecondary)	3	1511020101	Computer Programming and Analysis	$320.46
ISOGR012	TOSA® Graphics Certified User for Adobe - Visual Design (Advanced Level or Higher)	3	1611080103	Digital Media/Multimedia Technology	$320.46
ISOGR012	TOSA® Graphics Certified User for Adobe - Visual Design (Advanced Level or Higher)	3	1611080300	Graphics Technology	$320.46
KNOWL001	Python Coding Specialist	3	1511020101	Computer Programming and Analysis	$320.46
KNOWL003	HTML/CSS Coding Specialist	3	1511020101	Computer Programming and Analysis	$320.46
KNOWL004	JavaScript Coding Specialist	3	1511010307	Computer Information Technology	$320.46
KNOWL005	C# Coding Specialist	3	1511020101	Computer Programming and Analysis	$320.46
KNOWL006	C# Coding Apprentice	3	1511020101	Computer Programming and Analysis	$320.46
KNOWL007	.NET Coding Specialist	3	1511010307	Computer Information Technology	$320.46
KNOWL008	PHP Coding Specialist	3	1511020101	Computer Programming and Analysis	$320.46
KNOWL011	WordPress Elementor Specialist	3	1511100400	Internet Services Technology	$320.46
KNOWL012	WordPress WooComerce Specialist	3	1511100400	Internet Services Technology	$320.46
KNOWL013	WordPress Certified Developer	3	1511100400	Internet Services Technology	$320.46
KNOWL014	WordPress Certified Administrator	3	1511100308	Cybersecurity	$320.46
KNOWL015	C++ Coding Specialist	3	1511020101	Computer Programming and Analysis	$320.46
KNOWL016	C Coding Specialist	3	1511020101	Computer Programming and Analysis	$320.46
KNOWL017	Coding-in-AI Specialist (CIAS)	3	1511010200	Applied Artificial Intelligence	$320.46
KNOWL017	Coding-in-AI Specialist (CIAS)	3	1511020101	Computer Programming and Analysis	$320.46
KNOWL018	Java Coding Specialist (JCS)	3	1511020101	Computer Programming and Analysis	$320.46
LINPI001	Linux Essentials 010	3	1511010307	Computer Information Technology	$320.46
LINPI001	Linux Essentials 010	3	1511100308	Cybersecurity	$320.46
LINPI001	Linux Essentials 010	3	1530700100	Data Science Technology	$320.46
LINPI001	Linux Essentials 010	3	1511100112	Network Systems Technology	$320.46
MICRO017	Microsoft Office Specialist Master: Microsoft Office 2016 Master Specialist (Requires Word Expert, Excel Expert, PowerPoint, and Access or Outlook)	3	1552020401	Office Administration	$320.46
MICRO117	Microsoft 365 Certified: Enterprise Administrator Expert	3	1530710200	Business Analysis Specialist	$320.46
MICRO121	Microsoft Certified: Azure AI Engineer Associate	9	1530700100	Data Science Technology	$961.38
MSSCN001	MSSC Certified Production Technician (CPT)	6	1615030301	Electronics Engineering Technology	$640.92
MSSCN001	MSSC Certified Production Technician (CPT)	15	1615000001	Engineering Technology	$1,602.30
MSSCN001	MSSC Certified Production Technician (CPT)	9	1615061307	Manufacturing Technology	$961.38
NAOLA002	Certified Paralegal/Certified Legal Assistant (CP/CLA)	3	1722030200	Paralegal Studies (Legal Assisting)	$320.46
NATEX001	Air Conditioning Service Technician	3	0615050100	Air Conditioning, Refrigeration and Heating Systems Technology	$320.46
NATEX002	Air Conditioning Installation Specialization	4	0615050100	Air Conditioning, Refrigeration and Heating Systems Technology	$427.28
NATEX003	Air to Air Heat Pump Installation Technician	4	0615050100	Air Conditioning, Refrigeration and Heating Systems Technology	$427.28
NATHA007	Certified Phlebotomy Technician (CPT)	1	1351100405	Medical Laboratory Technology	$106.82
NATHA008	Certified Billing & Coding Specialist (CBCS)	9	1551070500	Medical Office Administration	$961.38
NATHA009	Certified Clinical Medical Assistant (CCMA)	3	1351070101	Health Services Management	$320.46
NATHA009	Certified Clinical Medical Assistant (CCMA)	3	1551070500	Medical Office Administration	$320.46

NATHA010	Certified Pharmacy Technician (CPhT)	9	1351080502	Pharmacy Management	$961.38
NCATT003	Aerospace / Aircraft Assembly (AAA)	9	1615080100	Aerospace Technology	$961.38
NCCER008	NCCER Construction Technology (Secondary)	3	1604090100	Architectural Design & Construction Technology	$320.46
NCCER018	NCCER HVAC - Level 1 (Secondary)	3	0615050100	Air Conditioning, Refrigeration and Heating Systems Technology	$320.46
NCCER061	NCCER Welding - Level 1 (Secondary)	3	0647060500	Marine Engineering, Management & Seamanship	$320.46
NCCER098	NCCER Manufactured Construction Technology - Level 1 (Secondary)	3	1615100102	Building Construction Technology	$320.46
NCCER099	NCCER Manufactured Construction Technology - Level 2 (Secondary)	3	1615100102	Building Construction Technology	$320.46
NCCER101	NCCER HVACR Level 1	3	0615050100	Air Conditioning, Refrigeration and Heating Systems Technology	$320.46
NCCER215	NCCER Electronic Systems Technician - Level 4 (Postsecondary)	3	1615170100	Energy Management and Controls Technology	$320.46
NCCER222	NCCER HVAC - Level 4 (Postsecondary)	3	0615050100	Air Conditioning, Refrigeration and Heating Systems Technology	$320.46
NCCER266	NCCER Industrial Maintenance Mechanic Level 4	3	1615000001	Engineering Technology	$320.46
NCDLT001	Certified Dental Technician	3	1351060200	Dental Hygiene	$320.46
NCFCT006	National Certified Insurance and Coding Specialist (NCICS)	3	1351070101	Health Services Management	$320.46
NCFCT007	National Certified Medical Office Assistant (NCMOA)	6	1551070500	Medical Office Administration	$640.92
NCFCT008	National Certified Patient Care Technician (NCPCT)	3	1351070101	Health Services Management	$320.46
NCSBN002	National Licensed Practical Nurse (NCLEX-PN)	10	1351380100	Nursing R.N.	$1,068.20
NHJTC001	Equine Management & Evaluation Certification	3	1101050701	Equine Studies	$320.46
NIASE001	ASE - Advanced Engine Performance Specialist (L1)	4	0615080300	Automotive Service Management Technology	$427.28
NIASE005	ASE Automobile/Light Truck Technician: Automatic Transmission/Transaxle (A2)	3	0615080300	Automotive Service Management Technology	$320.46
NIASE007	ASE Automobile/Light Truck Technician: Brakes (A5)	3	0615080300	Automotive Service Management Technology	$320.46
NIASE008	ASE Automobile/Light Truck Technician: Electrical/Electronic Systems (A6)	3	0615080300	Automotive Service Management Technology	$320.46
NIASE009	ASE Automobile/Light Truck Technician: Engine Performance (A8)	3	0615080300	Automotive Service Management Technology	$320.46
NIASE010	ASE Automobile/Light Truck Technician: Engine Repair (A1)	3	0615080300	Automotive Service Management Technology	$320.46
NIASE011	ASE Automobile/Light Truck Technician: Heating and Air Conditioning (A7)	3	0615080300	Automotive Service Management Technology	$320.46
NIASE012	ASE Automobile/Light Truck Technician: Manual Drive Train and Axles (A3)	3	0615080300	Automotive Service Management Technology	$320.46
NIASE014	ASE Automobile/Light Truck Technician: Suspension and Steering (A4)	3	0615080300	Automotive Service Management Technology	$320.46
NIASE053	ASE - Compressed Natural Gas (CNG) Engines (H1)	3	0615080300	Automotive Service Management Technology	$320.46
NIASE056	ASE - Brakes (H4)	3	0615080300	Automotive Service Management Technology	$320.46
NIASE057	ASE - Suspension and Steering (H5)	3	0615080300	Automotive Service Management Technology	$320.46
NIASE058	ASE - Electrical/Electronic Systems (H6)	3	0615080300	Automotive Service Management Technology	$320.46
NIASE059	ASE - Heating Ventilation and Air Conditioning (HVAC) (H7)	3	0615080300	Automotive Service Management Technology	$320.46
NIASE060	ASE - Preventive Maintenance and Inspection (PMI) (H8)	3	0615080300	Automotive Service Management Technology	$320.46
NIASE061	ASE - Alternate Fuels (F1)	3	0615080300	Automotive Service Management Technology	$320.46
NIASE076	ASE Auto Maintenance and Light Repair (G1)	3	0615080300	Automotive Service Management Technology	$320.46
NIASE095	ASE Light Duty Hybrid/Electric Vehicle Specialist Certification Test (L3)	3	0615080300	Automotive Service Management Technology	$320.46
NIFMS001	NIMS Machining - CNC Mill Programming Setup & Operations	1	1615000001	Engineering Technology	$106.82
NIFMS001	NIMS Machining - CNC Mill Programming Setup & Operations	3	1615061307	Manufacturing Technology	$320.46
NIFMS002	NIMS Machining - CNC Lathe Programming Setup & Operations	1	1615000001	Engineering Technology	$106.82
NIFMS002	NIMS Machining - CNC Lathe Programming Setup & Operations	3	1615061307	Manufacturing Technology	$320.46
NIFMS007	NIMS Machining - Milling II	3	1615061307	Manufacturing Technology	$320.46
NIFMS008	NIMS Machining - Turning I (Between Centers)	3	1615061307	Manufacturing Technology	$320.46
NIFMS010	NIMS Machining - Turning I (Chucking)	3	1615061307	Manufacturing Technology	$320.46

NIFMS012	NIMS Machining Level II - Grinding Skills II	2	1615000001	Engineering Technology	$213.64
NIFMS012	NIMS Machining Level II - Grinding Skills II	3	1615061307	Manufacturing Technology	$320.46
NIFMS013	NIMS Machining Level I - Drill Press I	3	1615061307	Manufacturing Technology	$320.46
NRAEF003	Certified Food Protection Manager (ServSafe®)	3	1612050401	Culinary Management	$320.46
NRAEF003	Certified Food Protection Manager (ServSafe®)	3	1252090501	Restaurant Management	$320.46
NREMT001	Emergency Medical Technician (EMT)	9	1351090402	Emergency Medical Services	$961.38
NREMT004	Paramedic (EMT-P)	42	1351090402	Emergency Medical Services	$4,486.44
NRFSP001	Certified Food Safety Manager	3	1612050102	Baking & Pastry Management	$320.46
NRFSP001	Certified Food Safety Manager	2	1612050401	Culinary Management	$213.64
NRFSP001	Certified Food Safety Manager	2	1252090501	Restaurant Management	$213.64
NRFSP002	HACCP Certification	3	1612050102	Baking & Pastry Management	$320.46
NSTSA001	Certified Surgical Technologist (CST)	3	1351090901	Surgical Services	$320.46
OEDGP001	PCAP – Certified Associate in Python Programming	3	1511020101	Computer Programming and Analysis	$320.46
ORACL001	Oracle Foundations Associate, Database	6	1511080200	Database Technology	$640.92
ORACL002	Oracle Certified Professional (OCP): Database	3	1511010307	Computer Information Technology	$320.46
ORACL004	Oracle Foundations Associate, Java	3	1511010307	Computer Information Technology	$320.46
ORACL004	Oracle Foundations Associate, Java	3	1511020101	Computer Programming and Analysis	$320.46
PAHCO001	Certified Medical Manager (CMM)	3	1351070700	Health Information Technology	$320.46
PAHCO001	Certified Medical Manager (CMM)	3	1351070101	Health Services Management	$320.46
PRMIN004	PMI Project Management Ready	3	1511100509	Technology Project Management	$320.46
PRMIN005	PMI Agile Certified Practitioner	3	1511100509	Technology Project Management	$320.46
PROSO006	Certified Internet Web (CIW) Database Design Specialist	3	1511010307	Computer Information Technology	$320.46
PROSO006	Certified Internet Web (CIW) Database Design Specialist	3	1511020101	Computer Programming and Analysis	$320.46
PROSO017	Certified Internet Web (CIW) JavaScript Specialist	3	1511010307	Computer Information Technology	$320.46
PROSO017	Certified Internet Web (CIW) JavaScript Specialist	3	1511020101	Computer Programming and Analysis	$320.46
PROSO027	Certified Internet Web (CIW) Advanced HTML5 & CSS3 Specialist	3	1511010307	Computer Information Technology	$320.46
PROSO027	Certified Internet Web (CIW) Advanced HTML5 & CSS3 Specialist	3	1511020101	Computer Programming and Analysis	$320.46
PROSO030	Certified Internet Web (CIW) Data Analyst Specialist	3	1530700101	Business Intelligence Specialist	$320.46
PROSO032	Certified Internet Web (CIW) User Interface Designer	3	1511020101	Computer Programming and Analysis	$320.46
PROSO033	Certified Internet Web (CIW) Multimedia Specialist	3	1611080103	Digital Media/Multimedia Technology	$320.46
PROSO034	Certified Internet Web (CIW) Artificial Intelligence Associate	3	1511010200	Applied Artificial Intelligence	$320.46
PROSO034	Certified Internet Web (CIW) Artificial Intelligence Associate	3	1530700100	Data Science Technology	$320.46
PROSO035	Certified Internet Web (CIW) Artificial Intelligence Data Science Specialist	3	1511010200	Applied Artificial Intelligence	$320.46
PROSO035	Certified Internet Web (CIW) Artificial Intelligence Data Science Specialist	3	1530700100	Data Science Technology	$320.46
PTCBD001	Certified Pharmacy Technician (CPhT)	9	1351080502	Pharmacy Management	$961.38
ROOTS001	Collaborative Action Robotics Occupational Learning 4.0 (CAROL 4.0)	3	1615030310	Electronics Engineering Technology	$320.46
ROOTS001	Collaborative Action Robotics Occupational Learning 4.0 (CAROL 4.0)	3	1615061600	Semiconductor Engineering Technology	$320.46
SALES001	Salesforce Certified Administrator	3	1252140101	Marketing Management	$320.46
SCHRM001	SHRM-CP	3	1552020102	Business Administration	$320.46
SMACA009	C-102 Certified Industry 4.0 Associate II – Advanced Operations	3	1615030301	Electronics Engineering Technology	$320.46
SMACA009	C-102 Certified Industry 4.0 Associate II – Advanced Operations	3	1615000001	Engineering Technology	$320.46
SMACA010	C-103 Certified Industry 4.0 Associate III Robotic System Operations	3	1615030301	Electronics Engineering Technology	$320.46
SMACA010	C-103 Certified Industry 4.0 Associate III Robotic System Operations	3	1615000001	Engineering Technology	$320.46

SMACA011	C-104 Certified Industry 4.0 Associate IV - IIoT Networking & Data Analytics	3	1615000001	Engineering Technology	$320.46
SOLID003	Certified Solidworks Associate - Academic (CSWA- Academic)	3	1615000001	Engineering Technology	$320.46
SOLID003	Certified Solidworks Associate - Academic (CSWA- Academic)	3	1615061307	Manufacturing Technology	$320.46
SOLID004	Certified Solidworks Professional - Academic (CSWP- Academic)	3	1615000001	Engineering Technology	$320.46
SOLID004	Certified Solidworks Professional - Academic (CSWP- Academic)	3	1615080101	Simulation Technology	$320.46
TAFLP001	Accredited Legal Professional (ALP)	3	1552020401	Office Administration	$320.46
TAFLP001	Accredited Legal Professional (ALP)	3	1722030200	Paralegal Studies (Legal Assisting)	$320.46
TAFLP002	Professional Legal Secretary (PLS)	9	1552020401	Office Administration	$961.38
TAFOM001	Certified in Production and Inventory Management (CPIM)	3	1652020901	Supply Chain Management	$320.46
UNITY001	Unity Certified Associate	6	1550041100	Game Development Design	$640.92
UNITY002	Unity Certified User: Programmer	6	1550041100	Game Development Design	$640.92
UNITY005	Unity Certified Associate: Artist	3	1610030400	Animation and Game Art	$320.46
UNITY005	Unity Certified Associate: Artist	3	1550041100	Game Development Design	$320.46
UNITY006	Unity Certified Associate: Game Developer	3	1610030400	Animation and Game Art	$320.46
USINS001	Small UAS (sUAS) Safety Certification: Level 1	1	1649010200	Professional Pilot Technology	$106.82

* "Average Tuition and Fees Per Credit Hour" represents a weighted mean of the Florida College System institutions' tuition and fees per credit hour. Source: Fall 2025-26, Student Tuition and Fee Rates, Credit Programs: A & P, PSV, Developmental Education and EPI Programs.

Based on Gold Standard Career Pathways Articulation Agreements adopted by the State Board of Education as of February 20, 2026 and effective March 26, 2026.

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 training 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 graduation. 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 students will be successful and don't require remediation. For more information about CTE Dual Enrollment opportunities, please contact Locklin Technical College Student Services Department at 850- 983-5700.

Santa Rosa Online, A Franchise of Florida Virtual School (FLVS)

Florida Virtual School (FLVS) was established to create and make available quality on-line elementary, middle, and high school curriculum, including Advance Placement courses. Santa Rosa Online (SRO) is a franchise of Florida Virtual School and purchases Florida Virtual School curriculum taught by district teachers. Both SRO and FLVS 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 https://www.santarosaschools.org/o/sro.

Santa Rosa Online

Santa Rosa Online is a program for a full-time diploma-seeking student with SRCDS, who will work with a SRO counselor to select the online course the student needs to stay on track for promotion to their next grade level or for graduation. A full-time SRO student will take SRO courses as well as co-curricular classes with brick-and-mortar schools (if desired) and Dual-Enrollment classes with Pensacola State College for qualifying students. SRO students will be required to take the necessary assessments for promotion/graduation. Students interested in becoming a student with Santa Rosa Online 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 a great deal 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 as a part of the individual education plan (IEP) team. This decision is based on the students' needs and goals for the future.

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

The IEP team must make an initial diploma decision at the IEP meeting to be in effect when the student enters 9th grade or when the student attains the age of 14(whichever comes first). IEP teams consider diploma options in the following order, according to the students' abilities and needs:

- 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.
- 24 credit option in accordance with § 1003.4282,F.S.
- 18 credit, Academically Challenging Curriculum to Enhance Learning (ACCEL) option in accordance with §1002.3105(5),F.S.
- Career & Technical Education (CTE) Pathway
- Option available only to students with disabilities (§ 1003.4282,F.S.)

Bright Futures Scholarship Program

Florida Department of Education

To apply online for a Bright Futures Scholarship, during your last year in high school (after October 15 and prior to August 31), access www.FloridaStudentFinancialAid.org select "Create a Student Account" under First Time Applicants. 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 by the deadline 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 school 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 CLT, SAT or ACT. Your school counselor will have a testing schedule.

Volunteer/Paid Work Hours –Bright Futures Scholarships require students to earn Volunteer and/or Paid Work Hours (requirements vary according to type of scholarship). These hours can be combined. More information on this requirement can be found at https://www.floridastudentfinancialaidsg.org/PDF/BFHandbookChapter1.pdf

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 contes 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.

Xello is SRCSD's online college and career planning tool that helps students discover their interests, explore postsecondary options, and build a personalized plan for the future. Xello is available to all SRCDS students through their online student portal. 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. The Xello Florida Life Simulator is an additional interactive tool that helps students explore real-world financial decisions and career planning by simulating life as an independent adult in Florida.

Exceptional Student Education Services

In addition to basic educational programs, many students require specially designed instruction and support to meet their unique learning needs. Through the Exceptional Student Education (ESE) department, the district offers a Free Appropriate Public Education (FAPE) in compliance with the Individuals with Disabilities Education Act (IDEA). This law guarantees that students with disabilities are provided FAPE in the least restrictive environment, along with required related services to benefit from their education.

A continuum of services and programs is available to meet the individual needs of students requiring special education ages 3-21. Students who are found eligible for Gifted only do not fall under the IDEA.

If you believe your child may need special education support, you should contact your child's teacher or school counselor to request an evaluation to determine eligibility for special education.

Exceptional Student Education (ESE)

Children in Florida are evaluated based on state-specific requirements to determine their eligibility

for various special education programs. These eligibility determinations are based on a review of evaluations completed by school psychologists and/or diagnosticians and therapists, classroom performance, and response to intervention (RTI) data. Additionally, any private evaluation results, medical records etc. That you have for your child may be considered in the eligibility determination process. Children may be considered for eligibility in one or more of the following programs:

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

After the evaluation(s) has been completed, you will be invited to participate in an eligibility determination meeting where you will participate in the discussion to determine if your child meets eligibility requirements for any special education and related services. If they do, 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.

An Individual Education Plan (IEP) must take into account a child's present levels of academic achievement and functional performance, and the impact of the child's disability on their involvement and progress in the general education curriculum. Once developed, an IEP must be reviewed annually. However, parents or the district can request a more frequent review at any time.

The Transition IEP – Secondary transition refers to the process a student with a disability goes through as they move from high school to whatever comes next, including postsecondary education, employment and independent living. In Florida, this ***begins at age 12*** **and may not end until 22**, pursuant to federal and state law.

The term "transition services" or "transition planning" **means a coordinated set of activities for a child with a disability** that:

- Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation
- Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and
- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

The SITE and SKILL Programs are designed to promote independence and increase employability for students with diverse abilities and can be achieved over

multiple years, prior to the end of the school ar the student turns

22. **Project SEARCH, in particular, focuses on helping young adults with disabilities successfully transition from school into competitive, integrated employment. This is accomplished through a one-year,**

business-led internship program that provides real-world work experience and skill development to prepare participants for long-term success in a variety of industries, prior to the year the student turns 22.

Local Agencies for our Students with Disabilities:

- **Agency for Persons with Disability (APD)** supports individuals with developmental disabilities (such as autism, cerebral palsy, Down syndrome, and others) so they can live, learn, and work in their communities. **The agency helps provide access to services like residential care, transportation, therapy, and job support.**
- **Division of Blind Services (DBS) assists individuals who are blind or visually impaired in achieving independence and employment.** Services include mobility training, adaptive technology, vocational training, and education to support living and working independently.
- **Vocational Rehabilitation (VR) helps people with disabilities prepare for, find, and maintain employment.** Services are customized based on individual needs and may include job training, career counseling, education support, assistive technology, and job placement services.
- **Center for Independent Living (CIL) promotes independent living for people with disabilities by providing peer support, advocacy, skills training, information and referral services, and help with transitions** (such as from school to work or from institutions to home). They empower individuals to live self-directed lives.
- **SAFE Program** The SAFE program is completely voluntary but your information can help save lives. **When a Deputy, EMS or Fire see the sticker or report tied to a license plate, address or driver's license, they know to approach with care.**

Re-Evaluation – Evaluation of a child's needs is an ongoing process. To determine if your child continues to need exceptional student education and related services, the school must consider re-evaluation every three years. The committee will determine if there is a need for formal evaluations, or that there is sufficient data to support the continued eligibility for ESE services without conducting formal evaluations.

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. If you suspect your child may have delays, you can request a screener at www.fdlrsemeraldcoast.org to start the process to determine if evaluations and special education services are needed. Workshops for parents and childcare providers are also offered.

Hospital/Homebound Program – The Hospital Homebound Program has been established to provide instruction to a 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 students in grades K- 12 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 counselor. Applications should be submitted as soon as it is anticipated that a student will need services.

FAST (Florida Assessment of Student Thinking) and Students with Disabilities – Students with disabilities are eligible to take the FAST/EOC with accommodations permitted by the assessment. 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 FAST (Florida Assessment of Student Thinking) 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. www.fldoe.org

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.

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 and the parent meet to review all the available information and determine whether the student is eligible or not.

ESE: Exceptional Student Education

ESE Liaison: A school district professional who coordinates and/or schedules eligibility staffing, reevaluation meetings, and IEP review meetings. This individual facilitates all ESE meetings for their assigned schools and serves as the point of contact for parents of students with disabilities.

IEP/Individual Education Plan: A plan that provides eligible students with FAPE in the least restrictive environment. It is developed by a team of qualified professionals with the parent as a roadmap for the education of a student with a disability.

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.
MTSS TEAM: The MTSS team at each school is comprised of parents, teachers, school 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.

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.

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 students, and uses other resources to determine their special needs. They write a report of their evaluation, review it with parents, and recommend

appropriate interventions to help a child learn. In SRCDS, these evaluators do not make diagnoses; rather they provide data from evaluations assessments and observations to assist with ESE eligibility decisions.

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 may be part of the MTSS process.

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

ESOL-English for Speakers of Other Languages

The ESOL (English for Speakers of Other Languages) Program in Santa Rosa County District Schools currently serves over 350 students from 34 countries who speak 33 different languages. ESOL is designed to meet the needs of English Language Learners (ELLs) and provide guidance and support to schools in achieving the following:

- Ensuring that English Language Learners reach full proficiency in English as rapidly and effectively as possible.
- Ensuring that English Language Learners achieve the same rigorous grade-level academic standards that are expected of all students in the shortest amount of time.

To learn more about ESOL, or to supply input into the District's Plan for English Language Learners (ELLs), inquire about the plan, etc., call our office at 850-983-5150, x3363, or x1316 or visit ESOL | Santa Rosa County District Schools

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 – https://www.fldoe.org/schools/k-12-public-schools/bosss/military-families/military-ese-info.stml 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

Chris Hendrix – School Liaison Specialist, Whiting Field
7180 Langley Street
Milton, FL 32570
Building 1417 Room 183
Office: 859-665-6105
Cell: 850-736-0338
Email: Christopher.p.hendrix2.naf@us.navy.mil
School Liaison Website: https://www.navymwrwhitingfield.com/child-youth/school-liaison-officer "What is a School Liaison anyway"
https://www.youtube.com/watch?v=babXTEZF-ew

School Safety

School Safety is a priority for every school. 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, SB7035 (2021), HB 1421 (2022), and HB 1473 (2024) , as well as DOE Rules 6A-1.0017, 1.0018, and 1.0019, F.A.C. 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, and lockdown. Every school has a uniformed School Resource Officer (SRO) on campus.

In the event of an emergency, and to ensure student safety during times of an emergency, parents are urged to tune into local media stations (television and radio) the district webpage, and all major social media platforms for additional information. Do not come to a school in crisis.

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. This coverage is excess coverage for those with existing medical plans. For more information about student accident insurance, contact the front office staff at your student's school. See the following websites for additional information: https://www.santarosaschools.org/page/student-accident-insurance

https://portal.schoolinsuranceofflorida.com/

Student Services

The Student Services Department works collaboratively with all stakeholders to support the academic, mental, physical, social, and health and wellness needs of all students.

Mental Health

School-based and community-based mental health services and supports are available for students in need. School-based services can be provided through our school counseling program, CDAC Behavioral Healthcare Counselors, licensed Trauma Informed Counselors, MFLC (Military Family Life Counselors) and other community agencies.

School-Based Mental Health Resources Available to Students

Certified School Counselors/Guidance Counselors - Our Certified School Counselors can assist with linking resources and supports to families.
CDAC Services – CDAC Counselors are available to provide ongoing support for students who are currently receiving services at school in a group and/or individual setting.
MFLC Services – Military Family Life Counselors can provide a wide range of support to military children and youth and their families.
Trauma Informed Counselors - available as needed to assist with school crises or trauma-related experiences that may negatively impact the learning process and/or environment.
Contact your school for more detailed information about these supports.

Community-Based Mental Health Resources

Students and families can be linked to community-based services by working with the school counselor and/or through the MTSS process. The goal of these services is to help students thrive academically, socially, behaviorally, and mentally so they remain in school and have the best possible opportunity to learn the skills needed to be successful in school, society and life.

Mobile Response Team (MRT): Lakeview Center's **Mobile Response Team (MRT)** provides **24/7 mental health crisis support** for children, teens and adults across **Escambia, Santa Rosa, Okaloosa and Walton counties.** If you or someone you love is experiencing a behavioral health crisis, their trained team can respond **immediately by phone or in person—often within 60 minutes**. **24/7 Hotline – 1- 866-517- 7766**

***Crisis Text Line*:** 24/7, confidential crisis support by text (Text **HOME** to **741741**)

9-8-8 Suicide and Crisis Lifeline: Call or text 988 (also available to call 1-800-273-TALK (8255) https://988.ca/

***Children's Home Society*:** CHS Counseling provides professional mental health support for children, teens, adults, and families facing emotional, behavioral, or life challenges. Licensed counselors work with clients in flexible settings to address concerns and strengthen coping strategies. (850)266-2700

***SAMHSA Disaster Distress Helpline*: Call or text 800-985-5990 Español:** Llama o envía un mensaje de texto 1-800-985-5990 presiona "2."

***NAMI Pensacola Help Line*:** The NAMI Pensacola HELPLINE responds to over a thousand requests each year and provides free referrals, information and support. **850-449-3715** or email at: info@namiec.org

Mental Health Services may also be recommended for students who have specific code of conduct violations, are referred for an assessment due to concerning behavior(s), or a behavioral health screening/ assessment.

If you would like more information about mental health services, please contact your child's school counselor or the Coordinator of Mental Health Services at 850-983-5150 x 1215 or peadenc@santarosa.k12.fl.us

Student Counseling and Academic Advising

Santa Rosa District's School Counselors provide a developmental, comprehensive program that ensures academic, personal, social, and career development, 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
- Promote development of resiliency and encourage positive community involvement
- Provide mental, emotional, social, developmental, and behavioral support services
- Screening assessments
- Scheduling of parent conferences
- Coordination and referral to Area Mental Health Resources
- School crisis intervention and response services
- Scheduling of courses (secondary only)
- Providing post-secondary and vocational information
- Career Awareness, Exploration and Planning services

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 or major bodily functions, such as learning, walking, talking, seeing, hearing, breathing, working, and performing manual tasks.

Section 504 regulations require that the evaluation and eligibility decision be made by the Section 504 team, which is comprised of a group of persons knowledgeable about the student, the meaning of the evaluation data and the placement options. When a student qualifies for Section 504 protections and needs services and accommodations, a Section 504 plan is developed. This plan details the necessary accommodations and services to support the student's education and ensure they have full access to instruction and activities. Students who do not meet IDEA eligibility criteria may or may not fit within the definition of Section 504 eligibility. A student who has been referred for an IDEA evaluation is not automatically 504 eligible

For additional information about Section 504 and 504 Accommodation Plans, please contact the 504 coordinator at your child's school or call the Student Services Department at 850-983-5150. The SRCDS 504 Procedures Manual is available on the district website at this link: SRCDS 504 Procedures Manual.

Glossary of Terms – **There are several terms and words used repeatedly in the 504 process that everyone should understand.**

Accommodation Plan: A plan developed by a team of school personnel that addresses the effects the student's disability has on his or her access to educational opportunities. The accommodations indicated on the plan should be designed to provide equal access without providing the student with an undue advantage.

Evaluation: Section 504 evaluation includes a review of information from a variety of sources, such as teacher observations, attendance, behavioral information, standardized test scores, report cards, and information from parents and medical providers. Section 504 requires periodic reevaluations.

Major life activities: Includes but are not limited to "caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working." Also included are "the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions."

Physical or Mental Impairment: May include, but is not limited to, any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, urinary, skin, endocrine or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Referral: Referral refers to any verbal or written (letter or email) request for Section 504 evaluation, eligibility determination, and/or Accommodation Plan made by parents/guardians, District personnel, community service providers, or others who have knowledge of the student.

Review: School personnel will review the student's progress annually. If school personnel and/or parent/guardian suspect that the student's needs are not being met, then a 504 Review meeting will be scheduled and conducted to review 504 eligibility status and revise necessary accommodations. **Substantial limitation**: The standard for substantial limitation of a student's ability to learn has been described by the Office for Civil Rights as follows: "By definition, a person who is succeeding in regular education does not have a disability which

substantially limits the ability to learn." (Saginaw City (MI) Sch. Dist. 352 EHLR 413 (OCR 1987) Whether an impairment "substantially limits" a major life activity is a determination to be made by the school district. (Letter to McKethan, 23 IDELR 504 (OCR 1995) Essentially a substantial limitation is determined by comparing how the student functions in the affected major life activity to how the average non-disabled student functions in the same major life activity (average person in the general population). If the student suspected of a disability is functioning commensurate with the average non-disabled student, the student is likely not eligible under Section 504.

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 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
- 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) 983-5150 ext. 1055 or
flemingd@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.

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 Chartwell's.

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. Go online to complete your Free & Reduced Application at https://www.myschoolapps.com/.

For more information about food services, call 850-983-5140 ext. 7117, 7121 or see all of the latest menus, nutrition programs, ONLINE MEAL PAY SYSTEM and other activities at our site on the internet: https://srcscafe.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 $1.25 Reduced $0.30 Adult $3.00	Elementary Full $2.80 Reduced $0.40 Adult $5.00
Secondary Full $1.25 Reduced $0.30 Adult $3.00	Secondary Full $3.05 Reduced $0.40 Adult $5.00

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 180 bus routes and have over 200 employees, including drivers, aids, mechanics, and staff.

For Questions please call:

North End Office: (850) 983-5100 ext 7114, 7109
Pace Area Office: (850) 995-3633 ext. 7106, 7100
South End Office: (850) 936-6005 ext. 7101, 7102

Opportunities for Parent Participation

Serving on School Advisory Councils

Parents are notified 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, when available from the state, 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 the success of each of our schools in Santa Rosa County. Volunteers are needed to help in many areas of the school setting including, but not limited to, helping in the classroom, assisting students in the cafeteria, helping with Field Day and other outside activities, assisting in the Media Center, chaperoning field trips, working at the Book Fair, helping with fundraisers, listening to students read or reading to students, and assisting teachers both in and outside of the classroom. All volunteers are required to complete the online Volunteer Application and be board approved before volunteering. This application may be found at our school district website at https:/santarosaschools.org. Just click on the "Resources & Services" tab at the top and then under "Community, scroll down to "Volunteer Information." You will also find the district's Volunteer Handbook and other helpful information.

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.floridahealth.gov/programs-and-services/childrens-health/school-health/enrollment.html - 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 (DTaP)
- Haemophilus influenza type b (Hib)
- Hepatitis B
- Inactivated polio vaccine (IPV)
- Measles-Mumps-Rubella (MMR)
- Pneumococcal conjugate (PCV13)
- Varicella (Chickenpox)

Immunizations Required for Kindergarten Entry

- Four or five doses of Diphtheria-Tetanus-Pertussis (DTaP)
- Four or five doses of Inactivated polio vaccine (IPV)
- Three doses of Hepatitis B
- Two doses of Measles-Mumps-Rubella (MMR)
- Two doses of Varicella (kindergarten effective with 2008–2009 school year, then an additional grade is added each year thereafter). Varicella vaccine is not required if there is a history of varicella disease documented by the health care provider.
- One Tetanus-diphtheria-acellular pertussis (Tdap)

Immunizations Required for 7th Grade Entry

Effective with 2009–2010 school year (then an additional grade is added each year thereafter), in addition to compliance with all other immunization requirements, children entering, attending, or transferring to the seventh grade in Florida schools must complete the following:

- **One Tetanus-Diphtheria-Pertussis (Tdap)**

Immunizations Required for Childcare and/or Family Day Daycare

- Diphtheria-Tetanus-Pertussis (DTaP)
- Haemophilus influenzae type b (Hib)
- Inactivated polio vaccine (IPV)

- Measles-Mumps-Rubella (MMR)
- Varicella (Chickenpox)
- Pneumococcal Conjugate (PCV13)
- Hepatitis B (Hep B)

For more information, contact your County Health Department or private physician.

Vaccines and Other Immunizing Agents in the Child and Adolescent Immunization Schedule*

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

UNITED STATES
2025

Vaccines and Other Immunizing Agents in the Child and Adolescent Immunization Schedule*

Monoclonal antibody	Abbreviation(s)	Trade name(s)
Respiratory syncytial virus monoclonal antibody (Nirsevimab)	RSV-mAb	Beyfortus
Vaccine	**Abbreviation(s)**	**Trade name(s)**
COVID-19 vaccine	1vCOV-mRNA	Comirnaty/Pfizer-BioNTech COVID-19 Vaccine
		Spikevax/Moderna COVID-19 Vaccine
	1vCOV-aPS	Novavax COVID-19 Vaccine
Dengue vaccine	DEN4CYD	Dengvaxia
Diphtheria, tetanus, and acellular pertussis vaccine	DTaP	Daptacel Infanrix
Haemophilus influenzae type b vaccine	Hib (PRP-T)	ActHIB Hiberix
	Hib (PRP-OMP)	PedvaxHIB
Hepatitis A vaccine	HepA	Havrix Vaqta
Hepatitis B vaccine	HepB	Engerix-B Recombivax HB
Human papillomavirus vaccine	HPV	Gardasil 9
Influenza vaccine (inactivated: egg-based)	IIV3	Multiple
Influenza vaccine (inactivated: cell-culture)	ccIIV3	Flucelvax
Influenza vaccine (live, attenuated)	LAIV3	FluMist
Measles, mumps, and rubella vaccine	MMR	M-M-R II Priorix
Meningococcal serogroups A, C, W, Y vaccine	MenACWY-CRM	Menveo
	MenACWY-TT	MenQuadfi
Meningococcal serogroup B vaccine	MenB-4C	Bexsero
	MenB-FHbp	Trumenba
Meningococcal serogroup A, B, C, W, Y vaccine	MenACWY-TT/ MenB-FHbp	Penbraya
Mpox vaccine	Mpox	Jynneos
Pneumococcal conjugate vaccine	PCV15 PCV20	Vaxneuvance Prevnar 20
Pneumococcal polysaccharide vaccine	PPSV23	Pneumovax 23
Poliovirus vaccine (inactivated)	IPV	Ipol
Respiratory syncytial virus vaccine	RSV	Abrysvo
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 *Haemophilus influenzae* type b vaccine	DTaP-IPV/Hib	Pentacel
DTaP and inactivated poliovirus vaccine	DTaP-IPV	Kinrix Quadracel
DTaP, inactivated poliovirus, *Haemophilus influenzae* type b, and hepatitis B vaccine	DTaP-IPV-Hib-HepB	Vaxelis
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.

Revised 07/02/2025

How to use the child and 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 or other indication **(Table 3)**

4 Review vaccine types, frequencies, intervals, and considerations for special situations **(Notes)**

5 Review contraindications and precautions for vaccine types **(Appendix)**

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

Questions or comments

Contact www.cdc.gov/cdc-info or 800-CDC-INFO (800-232-4636), in English or Spanish, 8 a.m.–8 p.m. ET, Monday through Friday, excluding holidays.

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

Helpful information

- Complete Advisory Committee on Immunization Practices (ACIP) recommendations: www.cdc.gov/acip-recs/hcp/vaccine-specific/index.html
- ACIP Shared Clinical Decision-Making Recommendations: www.cdc.gov/acip/vaccine-recommendations/shared-clinical-decision-making.html
- *General Best Practice Guidelines for Immunization* (including contraindications and precautions): www.cdc.gov/vaccines/hcp/acip-recs/general-recs/index.html
- Vaccine information statements: www.cdc.gov/vaccines/hcp/vis/index.html
- Manual for the Surveillance of Vaccine-Preventable Diseases (including case identification and outbreak response): www.cdc.gov/surv-manual/php/

U.S. CENTERS FOR DISEASE CONTROL AND PREVENTION

Scan QR code for access to online schedule

CS310020-E

Table 1 Recommended Child and Adolescent Immunization Schedule for Ages 18 Years or Younger, United States, 2025

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).

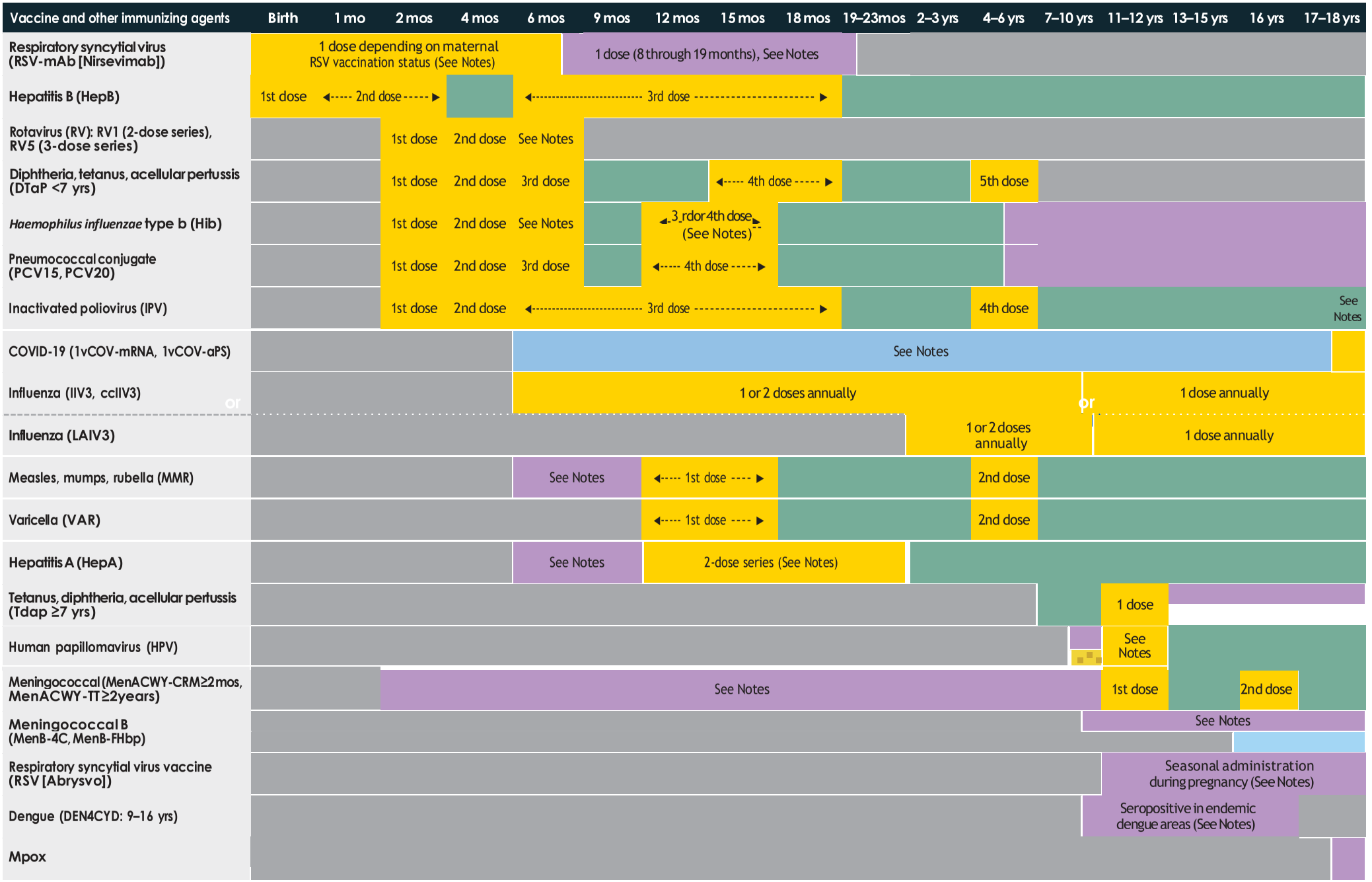


Table 2 Recommended Catch-up Immunization Schedule for Children and Adolescents Who Start Late or Who Are More than 1 Month Behind, United States, 2025

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.**

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
Children age 4 months through 6 years					
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** A fifth dose is not necessary if the fourth dose was administered at age 4 years or older ***and*** at least 6 months after dose 3
Haemophilus influenzae 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 1st 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), Vaxelis 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 1st birthday ***and*** second dose was administered at younger than 15 months; **OR** if both doses were PedvaxHIB and were administered before the 1st birthday	**8 weeks (as final dose)** This dose only necessary for children age 12 through 59 months who received 3 doses before the 1st 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 1st birthday **8 weeks (as final dose for healthy children)** if first dose was administered at the 1st birthday or after	**No further doses needed** for healthy children if previous dose was 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 administered before age 12 months	**8 weeks (as final dose)** This dose is only necessary for children age 12 through 59 months regardless of risk, or age 60 through 71 months with any risk, who received 3 doses before age 12 months.	
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 2 years MenACWY-TT	**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 1st birthday **6 months (as final dose)** if first dose of DTaP/DT or Tdap/Td was administered at or after the 1st birthday	**6 months** if first dose of DTaP/DT was administered before the 1st 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			
Dengue	9 years	**6 months**	6 months		

Table 3 Recommended Child and Adolescent Immunization Schedule by Medical Indication, United States, 2025

Always use this table in conjunction with Table 1 and the Notes that follow. Medical conditions are often not mutually exclusive. If multiple conditions are present, refer to guidance in all relevant columns. See Notes for medical conditions not listed.

Vaccine and other immunizing agents	Pregnancy	Immunocompromised (excluding HIV infection)	HIV infection CD4 percentage and count[a]		CSF leak or cochlear implant	Asplenia or persistent complement component deficiencies	Heart disease or chronic lung disease	Kidney failure, End-stage renal disease or on dialysis	Chronic liver disease	Diabetes
			<15% or <200/mm³	≥15% and ≥200/mm³						
RSV-mAb (nirsevimab)		2nd RSV season		1 dose depending on maternal RSV vaccination status (See Notes)			2nd RSV season for chronic lung disease (See Notes)	1 dose depending on maternal RSV vaccination status (See Notes)		
Hepatitis B										
Rotavirus		SCID[b]								
DTaP/Tdap	DTaP Tdap: 1 dose each pregnancy									
Hib		HSCT: 3 doses	See Notes		See Notes					
Pneumococcal										
IPV										
COVID-19		See Notes			See Notes					
Influenza inactivated		Solid organ transplant: 18yrs (See Notes)								
LAIV3							Asthma, wheezing: 2–4 years[c]			
MMR	*									
VAR	*									
Hepatitis A										
HPV	*	3-dose series (See Notes)								
MenACWY										
MenB										
RSV (Abrysvo)	Seasonal administration (See Notes)									
Dengue										
Mpox	See Notes									

- Recommended for all age-eligible children who lack documentation of a complete vaccination series
- Not recommended for all children, but recommended for some children based on increased risk for or severe outcomes from disease
- Vaccination is based on shared clinical decision-making
- Recommended for all age-eligible children, and additional doses may be necessary based on medical condition or other indications. See Notes.
- Precaution: Might be indicated if benefit of protection outweighs risk of adverse reaction
- Contraindicated or not recommended *Vaccinate after pregnancy, if indicated
- No Guidance/ Not Applicable

a. 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 J) at www.cdc.gov/vaccines/hcp/acip-recs/general-recs/contraindications.html.

b. Severe Combined Immunodeficiency

c. LAIV3 contraindicated for children 2-4 years of age with asthma or wheezing during the preceding 12 months

Health Services and Resources

Your student's primary physician is a valuable resource for health and wellness information. If your student does not have a physician, The Florida Department of Health of Santa Rosa County is available for services. For more information about public health services, call the Florida Department of Health of Santa Rosa at (850) 983- 5200 or visit: https://santarosa.floridahealth.gov/index.html

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. Florida KidCare offers high-quality, income-based health insurance just for kids. Costs are based on a child's age, household size and adjusted gross annual income. Many families pay just $15 or $20 a month to cover all qualifying children in the household.

Florida KidCare is designed specifically with kids in mind, giving them access to the health services they need throughout each stage of growth and development.

Questions? Call 1-888-540-5437. TTY: 1-877-326-8748, email: contactus@healthykids.org or visit the web site: http://www.floridakidcare.org

Espanol:http://www.floridakidcare.org/es/contactenos

Title I Program

Title I School	Poverty Rate	Title I School	Poverty Rate
Avalon Middle	60%	Holley Navarre Intermediate	50%
Bagdad	74%	Holley Navarre Primary	48%
Bennett C. Russell	65%	Jay Elementary	63%
Berryhill	55%	Jay High	52%
Central	56%	King Middle	71%
Chumuckla	54%	Milton High	55%
Dixon Intermediate	52%	Pea Ridge Elementary	59%
Dixon Primary	54%	Rhodes Elementary	83%
East Milton	72%	Santa Rosa Acceleration Academy	59%
ESE Development Center	60%	Santa Rosa High	67%
High Road	83%	West Navarre Primary	46%
Hobbs Middle	63%	District Poverty Rate	47%

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 assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations – including evidence-based and place-based interventions developed by local leaders and educators – consistent with our Investing in Innovation and Promise Neighbors.
- 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."

Parent's Right to Know

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 demonstrates 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 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 FAST (Florida Assessment of Student Thinking)

Please be assured that the SRC School District is dedicated to providing the students of our county with a quality education.

Communication for Parents & Families

From work to home to school, our phones are a key tool to how we each navigate and communicate throughout the day. The custom-built Santa Rosa County District Schools app makes it easy to stay up to date with district news and events. Now, Santa Rosa County District Schools is making it easier to stay in touch with district communication from that same app. Using the Santa Rosa County District Schools app, you can easily switch from district and school information to Rooms beginning June 1, 2025! Communication for Families 25-26 | Santa Rosa County District Schools

Rooms can be accessed via the web and from our district app, which is available for free and can be used from both Apple and Android phones. To access Rooms, parents will need to log in with the email address or phone number on file in the FOCUS Parent Portal. See below for email invite instructions. If you need additional support, email PIO@santarosa.k12.fl.us

Online Tutoring Services for All Students

Santa Rosa School District is excited to provide students with **free**, **24/7 access to expert tutors** in a wide range of subjects through **Khan Academy/Khanmigo**. Khan's platform offers free video lessons, practice exercises, and quizzes. **Khanmigo** is an AI tutor and writing coach that gives students real-time hints, explanations, and encouragement at their own pace.

Subjects Covered:

- **Math:** Elementary, Algebra, Geometry, Trigonometry, Calculus
- **Science:** Elementary, Earth Science, Biology, Chemistry, Physics
- **Social Studies:** American History, World History, Political Science, and more
- **English:** Spelling, Grammar, Essay Writing, Book Reports
- **Additional:** Test prep including SAT, LSAT, MCAT, AP courses, Computing, Economics

Key Features:

- **Instant Access:** Students can connect with a tutor in just a few minutes.
- **Specialized Tools:** Practice essay writing, solving math problems, and exploring new subjects. The tutor will not give the correct answers but instead help students reach their own conclusions.

With **Khan Academy and Khanmigo**, students can get 24/7 access to targeted and personalized support and resources.

Santa Rosa County District Schools do not discriminate on the basis of race, color, religion, gender, age, marital status, sexual orientation, pregnancy, disability, political or religious beliefs, national or ethnic origin or genetic information in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:
Mike Thorpe, Assistant Superintendent for Curriculum and Instruction
6032 Highway 90 Milton, FL 32570
(850) 983-5150
Santa Rosa County School Board Policy – Chapter 2.00, 2.70

SANTA ROSA COUNTY SCHOOLS (57)

7/29/2026

School	Principal	Asst. Principal	Phone
Avalon Midde School 6-8 (AMS) 5445 King Arthurs Way Milton, 32583	Ryan Stokes x 1081	Roselyn Curtis x 1082	**850-983-5540** Fax 983-5545 (0302)
Bagdad Elementary K-5 (BES) 4512 Forsyth St Bagdad, 32583	Tiphanie Sapp x 1099	Heather Stokes x 4100	**850-983-5680** Fax 983-5687 (0051)
Benny Russell Elem. K-5 (BRE) 3740 Excalibur Way Milton, 32583	Daniel Baxley x 1053	Jamie Cain x 2790	**850-983-7000** Fax 983-7007 (0312)
Berryhill Elementary K-5 (BHE) 4900 Berryhill Rd Milton, 32570	Dawn Chapman x 1097	Leann McCombs x 1967	**850-983-5690** Fax 983-5694 (0041)
Central High School K-12 (CS) 6180 Central School Rd Milton, 32570	Klint Lay x 1091	Summer Clark x 2176 Melinda Holland x 1991	**850-983-5640** Fax 983-5645 (0021)
Chumuckla Elementary PK-6 (CES) 2312 Hwy 182 Jay, 32565	Christy Baggett x 1089	Laura Looze x 2170	**850-995-3690** Fax 786-3597 (0061)
East Bay K-8 (EBS) 2535 Elkhart Drive Navarre, 32566	Beth Mosley x 1059	Rachelle Wood x 2472	**850-750-0134** Fax 378-5239 (1361)
East Milton Elementary K-5 (EME) 5156 Ward Basin Rd Milton, 32570	Trish Johnson x 2278	Laura Rader x 1098	**850-983-5620** Fax 983-5625 (0071)
Gulf Breeze Elem K-5 (GBE) 549 Gulf Breeze Pkwy Gulf Breeze, 32561	Nadia Colin x 1103	Brooke Williams x 1931	**850-934-5185** Fax 934-5189 (0101)
Gulf Breeze High 9-12 (GBH) 675 Gulf Breeze Pkwy Gulf Breeze, 32561	Sarah Barker x 1072	Joe Trujillo x 1066 Sarah Smith x 2676 Michael Spencer x 2469	**850-916-4165** Fax 916-4109 (0103)
Gulf Breeze Middle 6-8 (GBM) 649 Gulf Breeze Pkwy Gulf Breeze, 32561	Michael Brandon x 1043	Tracy Murphy x 1083	**850-934-4080** Fax 934-4085 (0102)
Hobbs Middle 6-8 (HMS) 5317 Glover Lane Milton, 32570	Brandon Koger x 1046	Jennifer Gardner x 1084	**850-983-5630** Fax 983-5635 (0231)
Holley-Navarre Primary K-2 (HNP) 8019 Escola St. Navarre, 32566	Audrey Goodwin x 2182	Shana Lowe x 1457	**850-936-6130** Fax 936-6132 (0281)
Holley-Navarre Interm. 3-5 (HNI) 1936 Navarre School Rd Navarre, 32566	Ann Thompson x 1101	Jennifer Diebolt x 3064	**850-936-6020** Fax 936-6026 (0271)
Holley-Navarre Middle 6-8 (HNM) 1976 Williams Creek Rd Navarre, 32566	Joie Destefano x 1042	Joey Goodwin x 1067	**850-936-6040** Fax 936-6049 (0272)
Jay Elementary PK-6 (JES) 13833 Alabama St. Jay, 32565	Josh Pape x 2460	Jennifer Hendricks x 2172	**850-359-8230** Fax 359-8669 (0142)
Jay High School 7-12 (JHS) 3741 School St. Jay, 32565	Benjie West x 1074	Kevin Jordan x 2466	**850-675-4507** Fax 675-8573 (0141)
King Middle School (KMS) 5928 Stewart St Milton, 32570	Darren Brock x 1040	Melissa Baxley x 1087	**850-983-5660** Fax 983-5665 (0261)

SANTA ROSA COUNTY SCHOOLS (57)

7/29/2026

Locklin Technical College (LTC) 5330 Berryhill Rd Milton, 32570	Keith Hines x 1106	Jolie Hullett x 2863	**850-983-5700** Fax 983-5715 (0321)
Milton High School 9-12 (MHS) 5445 Stewart St. Milton, 32570	Tim Short x 1037	Amanda Leddy x 1078 Chad Rowell x 1076 Chafan Marsh x 2089	**850-983-5600** Fax 983-5610 (0151)
Navarre High (NHS) 8600 High School Blvd Navarre, 32566	Jennifer Schmitt x 1330	Kadie Moretz x 2521 Laurie Rudzki x 3362 Jennifer Watson x 2656	**850-936-6080** Fax 936-6088 (0351)
Oriole Beach Elem. PK-5 (OBE) 1260 Oriole Beach Rd. Gulf Breeze, 32563	Josh McGrew x 1051	Sarah Thomin x 1589	**850-934-5160** Fax 934-5166 (0311)
Pace High School 9-12 (PHS) 4065 Norris Rd Pace, 32571	Stephen Shell x 1036	Jared Allen x 2954 Amie Filbert x 2468 Brian Howell x 1077 Brad Parker x 3201	**850-995-3600** Fax 995-3621 (0182)
Pea Ridge Elem. K-5 (PRE) 4775 School Lane Pace, 32571	VACANT	Gabrielle Bennett x 1008	**850-995-3680** Fax 995-3688 (0301)
Santa Rosa Adult (SRAS) 5334 Berryhill Rd Milton, 32570	Larry Heringer x 1063	Kelly Barnes x 1105	**850-983-5710** Fax 983-5345 (0162)
Santa Rosa Blended Academy (SRB) 6556 Firehouse Road Milton, 32570	Jerilyn O'Brien x 2670		**850-981-7860** Fax 378-5235 (7001 & 7004)
Santa Rosa Community (SRCS) 6658 Park Ave. Milton, 32570	David Sigurnjak x 1024		**850-983-5650** Fax 983-5655 (0153)
Santa Rosa High (SRHS) 5332 Berryhill Rd Milton, 32570	Larry Heringer x 1063	Kelly Barnes x 1105	**850-983-5710** Fax 983-5345 (0152)
Soundside High 5706 Gulf Breeze Parkway Gulf Breeze, FL 32563	Kasie Windfelder x 1071	Kimberly Rankin x 2470	850-750-1256 (0111)
SS Dixon Interm. 3-5 (SSDI) 5540 Education Dr. Pace, 32571	Sandra Arrant x 1092	Amanda Hall x 2417	**850-995-3650** Fax 995-3655 (0331)
SS Dixon Primary K-2 (SSDP) 4560 Pace Patriot Blvd Pace, 32571	Mary Grace White x 1545	Lauren Felins x 2169	**850-995-3660** Fax 995-3675 (0171)
TR Jackson Pre-K (TRJ) 4950 Susan St. Milton, 32570	Nancy Haupt x 1340		**850-983-5720** Fax 750-2120 (0131)
Thomas Sims Middle 6-8 (SMS) 5500 Education Dr Pace, 32571	Emily Donalson x 1045	Jules Pitts x 2139	**850-995-3676** Fax 995-3696 (0332)
Wallace Lake K-8 (WLS) 3354 Wallace Lake Rd Pace, FL 32571	Missy Floyd x 1050	Kimberly Crate x 1096	**850-783-9653** (0371)
W.H. Rhodes Elem. K-5 (RES) 5563 Byrom St. Milton, 32570	Kacie Reaves x 1047	Teresa Reilly x 2735	**850-983-5670** Fax 983-5672 (0191)
West Navarre Interm. 3-5 (WNI) 1970 Cotton Bay Lane Navarre, 32566	Shana Dorsey x 1058	Sandra Drost x 2168	**850-936-6060** Fax 936-6067 (0342)

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West Navarre Primary K-2 (WNP) 1955 Lowe Road Navarre, 32566	Deanna Blalock x 1095	Kaytlyn Hall x 1679	**850-936-6000** Fax 936-6010 (0341)
Woodlawn Beach Middle 6-8 (WBM) 1500 Woodlawn Way Gulf Breeze, 32563	Victor Lowrimore x 1041	Jennifer Netro x 1979	**850-934-4010** Fax 934-4015 (0361)