



2025-2026

# Santa Rosa County District Schools Family Guide

Connecting Parents and Guardians  
to Santa Rosa's Public Schools

## CONTENTS

|   |    |
|---|----|
| 2025-2026 District Calendar .....   | 4  |
| Welcome to the Santa Rosa County District Schools Family Guide!.....                        | 5  |
| Parent Self-Assessment Checklist.....   | 6  |
| Terms to Know .....   | 7  |
| Qualifications of Teachers .....  | 8  |
| Consider Perfect Attendance.....  | 9  |
| Promotion Requirements.....   | 10 |
| Sample Report Cards .....   | 12 |
| Progress Reports.....   | 15 |
| Classroom and State/District Accommodations .....   | 15 |
| Why Are Students Tested? .....  | 15 |
| Reading: The #1 Priority .....  | 16 |
| Pre-Kindergarten .....  | 17 |
| Kindergarten.....   | 18 |
| First Grade.....  | 19 |
| Second Grade.....   | 20 |
| Third Grade.....  | 22 |
| Fourth Grade.....   | 24 |
| Fifth Grade .....   | 26 |
| Middle School.....  | 29 |
| Extra-curricular activities .....   | 29 |
| High School Graduation Requirements.....  | 30 |
| Additional Programs.....  | 31 |
| Advanced Placement Program .....  | 31 |
| Dual Enrollment and Early Admission.....  | 31 |
| Career and Technical Education Programs.....  | 32 |
| Career and Technical Dual Enrollment .....  | 34 |
| Santa Rosa Online, A Franchise of Florida Virtual School (FLVS).....                        | 35 |
| Santa Rosa Online Academy.....  | 35 |
| High School Diploma Options for Students with Disabilities.....                             | 35 |
| Bright Futures Scholarship Program.....   | 35 |
| Florida College Plans .....   | 36 |
| College Planning Services .....   | 36 |
| Exceptional Student Education Services.....   | 37 |
| Exceptional Student Education (ESE) .....   | 37 |
| ESOL-English for Speakers of Other Languages.....   | 40 |
| School District Guiding Principles for Addressing the Issues of Transitioning Military..... | 41 |
| School Safety .....   | 42 |

|   |    |
|---|----|
| Student Insurance .....   | 42 |
| Student Services .....  | 42 |
| Mental Health Services .....  | 42 |
| School-Based Resources Available to Students.....   | 43 |
| Community-Based Resources .....   | 43 |
| Student Counseling and Academic Advising.....   | 43 |
| Migrant Education.....  | 45 |
| Mentoring.....  | 45 |
| Homeless Education: The Communities of Learning Program .....                                     | 45 |
| Missing Children .....  | 46 |
| Food Services .....   | 46 |
| Transportation .....  | 47 |
| Opportunities for Parent Participation .....  | 47 |
| School Entry and Enrollment Requirements.....   | 47 |
| Immunization and Record Requirements for Children Entering or Attending School or Preschool ..... | 48 |
| Recommended Immunization Schedules .....  | 49 |
| Student Health Resource Information.....  | 52 |
| Florida KidCare .....   | 52 |
| Title I Program .....   | 52 |
| What is Title I? .....  | 52 |
| Parent’s Right to Know .....  | 53 |
| Communication for Parents and Families .....  | 54 |
| Online Tutoring Services for All Students.....  | 54 |
| District Contact List.....  | 55 |

# SANTA ROSA COUNTY SCHOOL BOARD 2025-26 CALENDAR

PRE-PLANNING..... August 4-8, 2025  
 POST-PLANNING..... May 29-June 1, 2026  
 STUDENTS BEGIN ..... August 11, 2025  
 STUDENTS LAST DAY ..... May 28, 2026

### 9 Weeks

Aug. 11 – Oct. 10 (44 days)  
 Oct. 14 – Dec. 19 (43 days)  
 Jan. 6 – Mar. 13 (47 days)  
 Mar. 24 – May 28 (46 days)

### Report Cards

October 24  
 January 16  
 April 2  
 May 28 (Elementary)  
 June 12 (Middle/High)

### Mid-Term Reports

September 10  
 November 13  
 February 9  
 April 27

APPROVED IN SESSION

### Early Release & Holidays

|                  |   |   |
|------------------|---|---|
| September 1      | Labor Day   | JUN 15 2023                               |
| October 13       | Planning Day (No school for students/workday for teachers)                            |   |
| November 11      | Veterans Day  | SANTA ROSA SCHOOL BOARD<br>SUPERINTENDENT |
| November 24-28   | Fall/Thanksgiving Break   |   |
| December 17-18   | Semester Exams – Early Release for Middle/High Schools                                |   |
| December 19      | Early Release for all students – Semester Exams Middle/High Schools                   |   |
| Dec. 22 – Jan. 2 | Winter/Christmas Break  |   |
| January 5        | Planning Day (No school for students/workday for teachers)                            |   |
| January 19       | Martin Luther King Jr. Day  |   |
| February 16      | Presidents Day  |   |
| March 16-20      | Spring Break  |   |
| March 23         | Planning Day (No school for students/workday for teachers)                            |   |
| April 3          | Good Friday   |   |
| May 25           | Memorial Day  |   |
| May 26-27        | Semester Exams – Early Release for Middle/High Schools                                |   |
| May 28           | Early Release, Last day of school for all students–Semester Exams Middle/High Schools |   |

### HIGH SCHOOL GRADUATION DATES

|                                |            |
|--------------------------------|------------|
| May 19 – Blended Academy       | 5:00 P.M.  |
| May 19 – Locklin Tech.         | 7:00 P.M.  |
| May 21 – Milton High           | 7:00 P.M.  |
| May 23 – Pace High             | 11:00 A.M. |
| May 23 – Navarre High          | 2:30 P.M.  |
| May 23 – Gulf Breeze High      | 6:00 P.M.  |
| May 26 – Santa Rosa High/Adult | 7:30 P.M.  |
| May 28 – Jay High              | 5:00 P.M.  |
| May 28 – Central High          | 7:30 P.M.  |

### Semester Exams

1<sup>st</sup> Semester  
 December 17, 18, 19  
 2<sup>nd</sup> Semester  
 May 26, 27, 28

### Senior Final Exams

May 18, 19, 20

### Storm Days (if needed)

2<sup>nd</sup> Semester: March 23, May 29

\*Dates/Times subject to change



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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 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 third grade student whose ELA performance is at the lowest achievement level/benchmark on FAST, progress monitoring assessments, and/or consecutive formative assessments on ELA subskills: phonological awareness, phonics, vocabulary (including oral language skills), fluency, and comprehension.

## 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 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.



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

**E** – Exceeds Expectations – Student meets or exceeds proficiency of the targeted standards with independence, accuracy, and quality.  
**S** – Satisfactory – Student performs at a satisfactory level and is developing proficiency toward targeted standards but requires additional support.  
**N** – Needs Improvement – Student performs below proficiency on the targeted standards even with additional support.

| Reading/Language Arts  | 1st | 2nd | 3rd | 4th |
|--|-----|-----|-----|-----|
| Print Concepts   |     |     |     |     |
| Phonological Awareness   |     |     |     |     |
| Phonics and Word Analysis  |     |     |     |     |
| Reading/Literacy Comprehension   |     |     |     |     |
| Communication  |     |     |     |     |
| Tell a story by drawing.   |     |     |     |     |
| Tell a story by spoken words.  |     |     |     |     |
| Tell a story by writing.   |     |     |     |     |
| Provide facts about a topic by drawing.  |     |     |     |     |
| Provide facts about a topic by spoken word.  |     |     |     |     |
| Provide facts about a topic by writing.  |     |     |     |     |
| Express an opinion by drawing.   |     |     |     |     |
| Express an opinion by spoken word.   |     |     |     |     |
| Express an opinion by writing.   |     |     |     |     |
| Use complete sentences in oral communication.  |     |     |     |     |
| Write a complete sentence using appropriate grammar, punctuation, capitalization, spacing and spelling (appropriate to grade level). |     |     |     |     |

| Math   | 1st | 2nd | 3rd | 4th |
|--|-----|-----|-----|-----|
| Counts orally by 1's from 0 to 10.   |     |     |     |     |
| Recognizes numerals 0 to 10.   |     |     |     |     |
| Writes numerals 0 to 10.   |     |     |     |     |
| Identifies, classifies & sorts objects by color, shape, & size.                |     |     |     |     |
| Identifies and describes 2-D figures (circle, square, triangle, rectangle).    |     |     |     |     |
| Sorts objects into categories and compares categories by counting.             |     |     |     |     |
| Identifies positions of objects using ordinal numbers (1st-5th).               |     |     |     |     |
| Add within 10 with procedural reliability.                                     |     |     |     |     |
| Subtract within 10 with procedural reliability.                                |     |     |     |     |
| Counts orally by 1's from 0-20.  |     |     |     |     |
| Recognizes numbers 11-20.  |     |     |     |     |
| Writes numbers 11-20.  |     |     |     |     |
| Orders numerals 0-20.  |     |     |     |     |
| Locates, orders, and compares numbers 0-20 using the number line.              |     |     |     |     |
| Represents quantities with numbers up to 20.                                   |     |     |     |     |
| Compares two or more given sets (greater than, less than, equal to) from 0-20. |     |     |     |     |
| Identifies, describes, and sorts 3-D figures (sphere, cube, cylinder, cone).   |     |     |     |     |
| Count's to 100 by 1's.   |     |     |     |     |
| Count's to 100 by 10's.  |     |     |     |     |
| Count's backwards within 20.   |     |     |     |     |
| Compares & orders objects by length, volume, & weight.                         |     |     |     |     |
| Express length of an object up to 20 units long.                               |     |     |     |     |
| Creates new objects from a set of 2-D figures.                                 |     |     |     |     |
| Uses everyday examples to represent geometrical figures.                       |     |     |     |     |
| Explains why questions are true using objects or drawings.                     |     |     |     |     |

| 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 | ✓                                    | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| Produce sound for lower-case letter | ✓                                    | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| Print upper-case letter             | ✓                                    | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| Print lower-case letter             | ✓                                    | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| Produce sound for long vowels       |                                      | ✓  |    |    |    |    |    | ✓  |    |    |    |    |    |

| LEARNER QUALITIES X = Concern        | 1st | 2nd | 3rd | 4th |
|--------------------------------------|-----|-----|-----|-----|
| Listens and responds appropriately   |     |     |     |     |
| Follows directions                   |     |     |     |     |
| Works independently                  |     |     |     |     |
| Does neat and careful work           |     |     |     |     |
| Finishes work on time                |     |     |     |     |
| Respects rights & property of others |     |     |     |     |
| Demonstrates self-control            |     |     |     |     |
| Maintains focused attention on tasks |     |     |     |     |
| Gets along well with others          |     |     |     |     |
| Returns homework assignments         |     |     |     |     |
| SPECIAL AREA (E,S,N,U,I)             | 1st | 2nd | 3rd | 4th |
| Art                                  |     |     |     |     |
| Music                                |     |     |     |     |
| Physical Education/Health            |     |     |     |     |

| ATTENDANCE   | 1st     | 2nd | 3rd | 4th |
|--|---------|-----|-----|-----|
| Days present   | 0       | 0   | 0   | 0   |
| Excused absences   | 0       | 0   | 0   | 0   |
| Unexcused absences   | 0       | 0   | 0   | 0   |
| Early Check Out/Late Check in Totals   | 0       | 0   | 0   | 0   |
| Academic progress has been affected by attendance, early check out/late check in |         |     |     |     |
| CONDUCT  | 1st     | 2nd | 3rd | 4th |
|  |         |     |     |     |
| CONFERENCE REQUESTED   | X = Yes |     |     |     |
| TEACHER  |         |     |     |     |
| PARENT   |         |     |     |     |
| <b>End-of-Year Performance</b>   |         |     |     |     |
| Final score based on overall performance for the school year                     |         |     |     |     |
| Language Arts _____ Math _____   |         |     |     |     |
| Grade Assignment for _____ school year: _____                                    |         |     |     |     |

Parent Signature: \_\_\_\_\_

**Teacher's Comments:**

|                                      |
|--------------------------------------|
| Quarter 1:<br>A joy to have in class |
| Quarter 2:                           |
| Quarter 3:                           |
| Quarter 4:                           |

**Parent's Comments:**

|  |
|--|
|  |
|  |
|  |
|  |



# Student Report Card

|                          |  |             |  |              |  |                  |  |
|--------------------------|--|-------------|--|--------------|--|------------------|--|
| School                   |  | Grade Level |  | Distribution |  | Grading Cycle of |  |
| BAGDAD ELEMENTARY SCHOOL |  |             |  |              |  |                  |  |

| Term | Period | Class | Teacher | 1st Semester |     | 2nd Semester |     | Final Grade | Attendance |     |    |    | ESOL | Teacher Comment |
|------|--------|-------|---------|--------------|-----|--------------|-----|-------------|------------|-----|----|----|------|-----------------|
|      |        |       |         | 1st          | 2nd | Avg          | 3rd |             | 4th        | Avg | Ex | Un |      |                 |
|      |        |       |         |              |     |              |     |             |            |     |    |    |      |                 |
|      |        |       |         |              |     |              |     |             |            |     |    |    |      |                 |
|      |        |       |         |              |     |              |     |             |            |     |    |    |      |                 |
|      |        |       |         |              |     |              |     |             |            |     |    |    |      |                 |
|      |        |       |         |              |     |              |     |             |            |     |    |    |      |                 |
|      |        |       |         |              |     |              |     |             |            |     |    |    |      |                 |
|      |        |       |         |              |     |              |     |             |            |     |    |    |      |                 |
|      |        |       |         |              |     |              |     |             |            |     |    |    |      |                 |
|      |        |       |         |              |     |              |     |             |            |     |    |    |      |                 |
|      |        |       |         |              |     |              |     |             |            |     |    |    |      |                 |
|      |        |       |         |              |     |              |     |             |            |     |    |    |      |                 |
|      |        |       |         |              |     |              |     |             |            |     |    |    |      |                 |
|      |        |       |         |              |     |              |     |             |            |     |    |    |      |                 |
|      |        |       |         |              |     |              |     |             |            |     |    |    |      |                 |
|      |        |       |         |              |     |              |     |             |            |     |    |    |      |                 |
|      |        |       |         |              |     |              |     |             |            |     |    |    |      |                 |
|      |        |       |         |              |     |              |     |             |            |     |    |    |      |                 |

| Grading Scale  | Conduct and other Grades   | Attendance  | Grade performance Level               |
|--|--|---|---------------------------------------|
| A = 90 - 100%<br>B = 80 - 89%<br>C = 70 - 79%<br>D = 60 - 69%<br>F = 0 - 59% | I=Incomplete<br>U=Unsatisfactory<br>S=Satisfactory<br>E=Excellent<br>N=Needs Improvement | EX=Excused<br>Un=Unexcused<br>Tdy=Tardy<br>LC= Late Check in<br>EC= Early Check out | A=Above<br>B=Below<br>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:** \_\_\_\_\_

## ***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](http://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 and urging the children to use words they have learned
- Children answering questions using evidence from the text and pictures

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

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

**What to Do at Home**

- Talk often with your child to build listening and speaking skills
- Read to and with your child often and stop and talk about what you have read. Have students give evidence from text to support their thinking
- Listen to your child read books from school
- Play word games like blending sounds to make a word and replacing a letter to make a new word
- Encourage your child to write letters, notes, lists, stories
- Count objects, compare quantities, and write numbers
- Point out letter sound relationships on labels, boxes, newspapers and magazines
- Read multiple books about the same topic

## *Second Grade*

In second grade, children improve their word recognition and word study skills and develop fluency (the ability to read quickly and correctly with natural expressions). The students are also working on comprehension and vocabulary development to grow as readers. If your child's teacher detects a problem in

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

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

- To 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 and writing
- A teacher guiding children to understand what they have read by using evidence from text to support their thinking
- Children reading different kinds of books and asking questions about the reading
- Children reading multiple texts about the same topic

**Mathematics** – By the end of second grade, your child is expected:

- To fluently add and subtract within 20
- To count in fives, tens, and multiples of hundreds, tens, and ones, as well as, number relationships involving these units, including comparing
- To understand multi-digit numbers (up to 1000) written in base-ten notation
- To recognize that the digits in each place represent amounts of thousands, hundreds, tens, or ones
- To use their understanding of addition to develop fluency with addition and subtraction within 100
- To solve problems within 1000 by applying their understanding of models for addition and subtraction
- To select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences.
- To recognize the need for standard units of measure (centimeter and inch)
- To use rulers and other measurement tools with the understanding that linear measure involves an iteration of units

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

#### **What to Do at Home**

- Ask your child to re-read a paragraph or page to build fluency
- Help your child learn correct spellings of words
- 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 on how to use meanings of known words to figure out meanings of unknown words
- A teacher guiding children to understand what is read by discussing with the children and having them discuss with their peers before, during and after reading
- Children giving answers to “how”, “why”, and “what-if” questions using specific evidence from the text
- A teacher 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 tools help extend the ability of humans to observe very small and very large objects
- To keep accurate records and descriptions in experiments and know why that is important
- To know how to compare and contrast observations in an experiment or study
- To know how to collect data and interpret that data in order to explain an event or idea
- To know and demonstrate that people working together in an organized manner can solve problems, make decisions, and form ideas

**Social Studies** – By the end of fourth grade, your child is expected

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

**What to Do at Home**

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

## ***Fifth Grade***

In fifth grade your child's skills in reading, writing, and mathematics should continue to develop. He/she will be expected to read longer and more difficult passages. The amount of fiction that the child reads may decrease and there will be an increase in informational text. This is part of the "reading to learn" process. Your child will take a test in reading when he/she takes the 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 tools for solving problems that involve estimating and measuring volume
- To decompose three-dimensional shapes
- To find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes
- To measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems
- To graph points on the coordinate plane to solve real-world and mathematical problems
- To classify and organize two-dimensional figures into Venn Diagrams based on the attributes of the figures

**For more information on grade level mathematical expectations please visit [www.cpalms.org](http://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 all cultures
- To understand the effect that the Civil War and the Great Depression had on American life
- To understand the importance of personal and civic responsibility
- To understand that a citizen is a legally recognized member of the United States who has certain rights, privileges, and responsibilities
- To understand the concept of representative democracy
- To use simple maps, globes, and other models to identify and locate places
- To know how changing transportation and communication technology have affected relationships
- To understand how physical environment supports and constrains human activity and how human activity affects the physical environment

**What to Do at Home**

- Check your child's planner each day
- Set aside a certain spot and time for your child to do his homework
- Ask your child about his day and ask him to share at least one thing he learned
- Read a variety of text with your child, both stories and informational text, and ask questions as

you read

- Review vocabulary words, spelling words, and mathematics facts
- Provide opportunities for your child to write
- After your child completes math homework, ask him to explain how he solved some of the problems
- Work with your child on a project to demonstrate the effect of teamwork

**Want to learn more about family involvement? Visit the School District website:**

**<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 2022-23, 2023-24, 2024-25 or 2025-26 school year should earn:

|   | Standard Diploma Graduation Requirements  |
|---|---|
| <b>English</b>  | <b>4 Credits English Language Arts (ELA)</b><br>*ELA I, II, III, IV *ELA Honors, AP, AICE & Dual Enrollment courses may satisfy this requirement.   |
| <b>Mathematics</b>  | <b>4 Credits in Mathematics</b><br>1 Credit in Algebra I<br>1 Credit in Geometry<br>Industry certifications that lead to college credit may substitute for up to 2 math credits (except for Algebra I and Geometry)         |
| <b>Science</b>  | <b>3 Credits in Science</b><br>(1 Credit in Biology, 2 of which must have a laboratory component)<br>Industry certifications that lead to college credit may substitute for up to 1 science credit (except for Biology)     |
| <b>Social Studies</b>   | <b>3 Credits in Social Studies</b><br>1 Credit in World History<br>1 Credit in U.S. History<br>.5 Credit in U.S. Government<br>.5 Credit in Economics   |
| <b>Foreign Languages</b>  | Not required for graduation. Minimum 2 years of the same language for admission into most universities.   |
| <b>Fine &amp; Performing Arts, Speech/Debate, CTE or Practical Arts</b> | <b>1 Credit in Fine and Performing Arts, Speech/Debate, Practical Arts or Career and Technical Education</b>  |
| <b>Physical Education</b>   | <b>1 Credit in Physical Education to include integration of Health</b>  |
| <b>Electives</b>  | 8 Credits<br>*Beginning in 2023-24, students entering 9th grade will be required to earn <b>one-half credit in Personal Financial Literacy</b> . This will change the Elective requirement to 7.5.                          |
| <b>TOTAL</b>  | 24 Credits  |
| <b>State Assessments</b>  | Students must earn a passing score on the Grade 10 ELA assessment (or CLT/ACT/SAT concordant score).<br>Student must earn a passing score on the Algebra I EOC or Geometry EOC (or PSAT, CLT, ACT or SAT concordant score). |
| <b>Grade Point Average</b>  | 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/Writing Comparative Scores

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

|   |     |
|---|-----|
| SAT Evidence-Based Reading and Writing (EBRW)         | 480 |
| ACT English and Reading subtests - average            | 18  |
| CLT Verbal Reasoning and Grammar/Writing sections sum | 36  |

## 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 successful in college. Many school counselors have found that AP courses provide the challenging content necessary to engage all types of learners.

### *Dual Enrollment and Early Admission*

Dual enrollment allows eligible high school students to enroll in postsecondary courses for which the student earns credit towards high school graduation while at the same time earning credit toward a college degree or vocational certificate. Participating students are exempt from the payment of registration, matriculation, and laboratory fees. Students are permitted to enroll in dual enrollment courses on a part-time basis during school hours, after school, or during the summer term. Early admission programs are

similar to dual enrollment, except that students enroll in postsecondary courses full-time on college campuses and earn credits simultaneously toward a college degree and high school graduation. All 28 public community colleges in Florida participate in dual enrollment. The dual enrollment program serves a broad range of high achieving students, not just the top academic performers in a school.

## ***Career and Technical 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](http://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**

| <b>Industry Certification</b> | <b>Industry Certification Title</b> | <b>Number of Credits</b> | <b>Associate Degree Program</b>                | <b>College Savings</b> |
|-------------------------------|-------------------------------------|--------------------------|--|------------------------|
| ADESK008                      | Autodesk Certified User - Revit     | 3                        | Architectural Design & Construction Technology | \$320.43               |
| ADESK008                      | Autodesk Certified User - Revit     | 3                        | Building Construction Technology               | \$320.43               |
| ADESK008                      | Autodesk Certified User - Revit     | 3                        | Computer-Aided Drafting and Design             | \$320.43               |

|          |   |    |  |            |
|----------|---|----|--|------------|
| ADESK011 | Autodesk Certified User - Inventor  | 3  | Engineering Technology                           | \$320.43   |
| ADESK024 | Autodesk Certified Professional - Inventor  | 3  | Engineering Technology                           | \$320.43   |
| ADOBE023 | Adobe Certified Professional in Video Design (Requires Premiere Pro and After Effects or Photoshop) | 3  | Film Production Technology                       | \$320.43   |
| ADOBE023 | Adobe Certified Professional in Video Design (Requires Premiere Pro and After Effects or Photoshop) | 4  | Radio and Television Broadcasting                | \$427.24   |
| ADOBE024 | Adobe Certified Professional in Visual Design (Requires Photoshop and Illustrator or InDesign)      | 3  | Graphics Technology                              | \$320.43   |
| ADOBE025 | Adobe Certified Professional in Web Design (Requires Dreamweaver and Animate or Photoshop)          | 3  | Internet Services Technology                     | \$320.43   |
| CERHB001 | Biotechnician Assistant   | 3  | Biotechnology Laboratory Technology              | \$320.43   |
| CERTI003 | Information Technology Specialist (ITS) - Databases   | 3  | Computer Information Technology                  | \$320.43   |
| CERTI012 | Information Technology Specialist (ITS) - Python  | 3  | Computer Programming and Analysis                | \$320.43   |
| CERTI012 | Information Technology Specialist (ITS) - Python  | 3  | Cybersecurity                                    | \$320.43   |
| COMPT001 | CompTIA A+  | 6  | Computer Engineering Technology                  | \$640.86   |
| COMPT006 | CompTIA Network+  | 3  | Computer Engineering Technology                  | \$320.43   |
| COMPT008 | CompTIA Security+   | 3  | Cybersecurity                                    | \$320.43   |
| COMPT008 | CompTIA Security+   | 3  | Cybersecurity Operations                         | \$320.43   |
| COMPT008 | CompTIA Security+   | 3  | E-Business Technology***                         | \$320.43   |
| COMPT008 | CompTIA Security+   | 3  | IT Security                                      | \$320.43   |
| COMPT018 | CompTIA Tech+   | 3  | Computer Information Technology                  | \$320.43   |
| COMPT018 | CompTIA Tech+   | 3  | Computer Programming and Analysis                | \$320.43   |
| COMPT018 | CompTIA Tech+   | 3  | Data Science Technology                          | \$320.43   |
| COMPT018 | CompTIA Tech+   | 3  | Network Systems Technology                       | \$320.43   |
| FEDAA011 | FAA Private Pilot   | 3  | Professional Pilot Technology                    | \$320.43   |
| FEDAA013 | FAA Ground School   | 3  | Unmanned Vehicle Systems Operations              | \$320.43   |
| FLDOE004 | Florida Teacher Certification Examinations (FTCE) - Prof. Education Test                            | 3  | Early Childhood Education                        | \$320.43   |
| FLFBR001 | Agribusiness Specialist Certification   | 3  | Agribusiness Management                          | \$320.43   |
| FLFBR005 | Animal Science Specialist Certification   | 3  | Agribusiness Management                          | \$320.43   |
| HVACE001 | HVAC Excellence Employment Ready - Heat Pump  | 4  | AC, Refrigeration and Heating Systems Technology | \$427.24   |
| HVACE002 | HVAC Excellence EmploymentReady - Air Conditioning  | 4  | AC, Refrigeration and Heating Systems Technology | \$427.24   |
| HVACE011 | HVAC Excellence Employment Ready - Electrical   | 4  | AC, Refrigeration and Heating Systems Technology | \$427.24   |
| INTUT002 | Entrepreneurship & Small Business   | 3  | Business Administration                          | \$320.43   |
| INTUT002 | Entrepreneurship & Small Business   | 3  | Business Entrepreneurship                        | \$320.43   |
| ISOGR012 | TOSA® Graphics Certified User for Adobe - Visual Design (Advanced)                                  | 3  | Digital Media/Multimedia Technology              | \$320.43   |
| ISOGR012 | TOSA® Graphics Certified User for Adobe - Visual Design (Advanced)                                  | 3  | Graphics Technology                              | \$320.43   |
| KNOWL001 | Python Coding Specialist  | 3  | Computer Programming and Analysis                | \$320.43   |
| LINPI001 | Linux Essentials 010  | 3  | Computer Information Technology                  | \$320.43   |
| LINPI001 | Linux Essentials 010  | 3  | Cybersecurity                                    | \$320.43   |
| LINPI001 | Linux Essentials 010  | 3  | Data Science Technology                          | \$320.43   |
| LINPI001 | Linux Essentials 010  | 3  | Network Systems Technology                       | \$320.43   |
| MSSCN001 | MSSC Certified Production Technician (CPT)  | 6  | Electronics Engineering Technology               | \$640.86   |
| MSSCN001 | MSSC Certified Production Technician (CPT)  | 15 | Engineering Technology                           | \$1,602.15 |
| MSSCN001 | MSSC Certified Production Technician (CPT)  | 9  | Manufacturing Technology                         | \$961.29   |
| NATEX001 | Air Conditioning Service Technician   | 3  | AC, Refrigeration and Heating Systems Technology | \$320.43   |
| NATEX002 | Air Conditioning Installation Specialization  | 4  | AC, Refrigeration and Heating Systems Technology | \$427.24   |
| NATEX003 | Air to Air Heat Pump Installation Technician  | 4  | AC, Refrigeration and Heating Systems Technology | \$427.24   |
| NATHA009 | Certified Clinical Medical Assistant (CCMA)   | 3  | Health Services Management                       | \$320.43   |
| NATHA009 | Certified Clinical Medical Assistant (CCMA)   | 3  | Medical Office Administration                    | \$320.43   |

| Industry Certification | Industry Certification Title  | Number of Credits | Associate Degree Program                         | College Savings |
|------------------------|---|-------------------|--|-----------------|
| NATHA010               | Certified Pharmacy Technician (CPhT)                                      | 9                 | Pharmacy Management                              | \$961.29        |
| NCCER008               | NCCER Construction Technology (Secondary)                                 | 3                 | Architectural Design & Construction Technology   | \$320.43        |
| NCCER018               | NCCER HVAC - Level I (Secondary)  | 3                 | AC, Refrigeration and Heating Systems Technology | \$320.43        |
| NCCER061               | NCCER Welding - Level I (Secondary)                                       | 3                 | Marine Engineering, Management & Seamanship      | \$320.43        |
| NCCER101               | NCCER HVACR Level I   | 3                 | AC, Refrigeration and Heating Systems Technology | \$320.43        |
| NCCER215               | NCCER Electronic Systems Technician - Level 4 (Postsecondary)             | 3                 | Energy Management and Controls Technology        | \$320.43        |
| NCCER222               | NCCER HVAC - Level 4 (Postsecondary)                                      | 3                 | AC, Refrigeration and Heating Systems Technology | \$320.43        |
| NCCER266               | NCCER Industrial Maintenance Mechanic Level 4                             | 3                 | Engineering Technology                           | \$320.43        |
| NIASE007               | ASE Automobile/Light Truck Technician: Brakes (A5)                        | 3                 | Automotive Service Management Technology         | \$320.43        |
| NIASE008               | ASE Automobile/Light Truck Technician: Electrical/Electronic Systems (A6) | 3                 | Automotive Service Management Technology         | \$320.43        |
| NIASE009               | ASE Automobile/Light Truck Technician: Engine Performance (A8)            | 3                 | Automotive Service Management Technology         | \$320.43        |
| NIASE010               | ASE Automobile/Light Truck Technician: Engine Repair (A1)                 | 3                 | Automotive Service Management Technology         | \$320.43        |
| NIASE011               | ASE Automobile/Light Truck Technician: Heating and Air Conditioning (A7)  | 3                 | Automotive Service Management Technology         | \$320.43        |
| NIASE012               | ASE Automobile/Light Truck Technician: Manual Drive Train and Axles (A3)  | 3                 | Automotive Service Management Technology         | \$320.43        |
| NIASE014               | ASE Automobile/Light Truck Technician: Suspension and Steering (A4)       | 3                 | Automotive Service Management Technology         | \$320.43        |
| NIASE076               | ASE Auto Maintenance and Light Repair (G1)                                | 3                 | Automotive Service Management Technology         | \$320.43        |
| NRAEF003               | Certified Food Protection Manager (ServSafe®)                             | 3                 | Culinary Management                              | \$320.43        |
| NRAEF003               | Certified Food Protection Manager (ServSafe®)                             | 3                 | Restaurant Management                            | \$320.43        |
| NREMT001               | Emergency Medical Technician (EMT)  | 9                 | Emergency Medical Services                       | \$961.29        |
| NRFSP001               | Certified Food Safety Manager   | 3                 | Baking & Pastry Management                       | \$320.43        |
| NRFSP001               | Certified Food Safety Manager   | 2                 | Culinary Management                              | \$213.62        |
| NRFSP001               | Certified Food Safety Manager   | 2                 | Restaurant Management                            | \$213.62        |
| PRMIN004               | PMI Project Management Ready  | 3                 | Technology Project Management                    | \$320.43        |
| PTCBD001               | Certified Pharmacy Technician (CPhT)                                      | 9                 | Pharmacy Management                              | \$961.29        |
| TAFPL001               | Accredited Legal Professional (ALP)                                       | 3                 | Office Administration                            | \$320.43        |
| TAFPL001               | Accredited Legal Professional (ALP)                                       | 3                 | Paralegal Studies (Legal Assisting)              | \$320.43        |

\*"Average Tuition and Fees Per Credit Hour" represents a weighted mean of the Florida College System institutions' tuition and fees per credit hour. Source: Resident Students Fee Per Credit Hour, Fall 2024-25, Credit Programs: A & P, PSV, Developmental Education and EPI Programs

Based on Active Articulation Agreements adopted by the State Board of Education as of February 18, 2025

## ***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 student's 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 9<sup>th</sup> grade or when the student attain the age of 14 (whichever comes first). IEP teams consider diploma options in the following order, according to the student's 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](http://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/](http://www.floridastudentfinancialaid.org/ssfad/bf/)

Make the grade – it is your responsibility to earn the necessary grade point average (GPA) in the required classes. Not all classes can be used to qualify for the Bright Futures Scholarship! Ask your 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 contest to, a felony charge.

Keep up the good work – remember you must earn the required grade point average and hours for the award you receive to renew your scholarship each year.

## *Florida College Plans*

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

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

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

Investment plan – the Florida 529 savings plan is an easy, affordable way to save for college with a wide range of investment options and tax benefits. You can use the money in your Florida 529 savings plan for any qualified college expense at most accredited public or private universities and colleges in the United States.

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

The Florida Prepaid College Plan and the Florida 529 Savings Plan are both sponsored by the State of Florida. They are both managed by the Florida Prepaid College Board. For information, call (800) 552-GRAD (4723) Monday – Friday, 7:00 a.m. – 5:00 p.m. CST or visit [www.myfloridaprepaid.com/](http://www.myfloridaprepaid.com/) tty for the hearing impaired is (877)431-3691 or email: [customerservice@florida529plans.com](mailto: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).

A continuum of services and programs is available to meet the individual needs of students requiring special education ages 3-21.

If you believe your child has special learning needs, you should your child's teacher or school counselor to Learn how to assess eligibility for special education. You child's school can help you with this process.

### *Exceptional Student Education (ESE)*

Children in Florida are evaluated based on state-specific requirements to determine their eligibility for various special education programs. These evaluations include analysis of tested completed by the school psychologist, classroom performance, and response to intervention (RTI) data. Based on these assessments, 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
- Autism Spectrum Disorder
- Deaf or Hard of Hearing
- Developmentally Delayed (pre- kindergarten only)
- Language Impaired
- Occupational Therapy
- Orthopedically Impaired
- Other Health Impaired
- Physical Therapy
- Specific Learning Disabilities
- Speech Impaired
- Traumatic Brain Injured
- Visually Impaired
- Language Impaired
- Occupational Therapy

***The Law Protects Students with Disabilities*** – Under the Individuals with Disabilities Education Act (IDEA), passed in 2004, children ages 3-21 with any disabilities listed under the law are guaranteed a “Free Appropriate Public Education” in the “least restrictive environment” along with all appropriate “related services” required for the child to benefit from their education. Students who are eligible for gifted programs only do not fall under IDEA. If you believe that your child has a disability that interferes with

their ability to benefit from their education, you should ask that they be evaluated for special education services. This is called an “educational evaluation”. You also need to submit any reports you may have from your child’s doctor or therapist to assist the evaluators. After the evaluation has been completed, 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 or related services. If they do, you will also 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) is a document designed to meet your child’s unique educational needs. It must, at minimum, contain: Present levels of educational performance, goals that are realistic and measurable with data collection; methods identified and special education and related services. The IEP can be reviewed anytime during the school year; however, it is only required by law to be reviewed annually.

***The Transition IEP*** – Transition services are a coordinated set of activities that help a student move from school to post-school activities. Transition begins once your child reaches age 12. These post-school activities include:

- **College and University:**
  - Preparation for higher education through academic planning and support.
- **Continuing and Adult Education:**
  - Opportunities for lifelong learning and skill development beyond traditional schooling.
- **Vocational Training:**
  - Training programs focused on specific trades or careers, providing practical skills for employment.
- **Independent Living:**
  - Teaching essential life skills to enable students to live independently, such as budgeting, cooking, and managing personal care.
- **Community Participation:**
  - Encouraging involvement in community activities and organizations to foster social connections and civic engagement.
- **Adult Living:**
  - Preparing for all aspects of adult life, including housing, employment, healthcare, and leisure activities.

By addressing transition issues early, these services aim to ensure that students are well-prepared to achieve their goals and lead fulfilling, independent lives after they leave the school system.

***Re-Evaluation*** – Evaluation of a child’s needs is an ongoing process. To determine if your child continues to need exceptional student education programs and services, the school must consider re-evaluation every three years. The committee will determine that there is a need for further evaluations, or no further evaluations are needed.

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

**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](http://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 recommend 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 person is also involved in the needs and curriculum of ESE programs.

**IEP/Individual Education Plan:** A plan that is written for the individual needs of a student. 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-Disciplinary Team Meeting/IEP Meeting:** A meeting in which the assessment data are reviewed, a decision for actual placement in an Exceptional Student Education program is made and an IEP is written.

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

**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 400 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](mailto: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. 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.santarosashools.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)***: Provides around-the-clock intervention and support to all individuals in Escambia, Santa Rosa, Okaloosa and Walton Counties dealing with a behavioral or mental health crisis. It is a mobile unit, so it comes to you if needed. They also provide help over the phone. **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 9-8-8 (also available to call 1-800-273-TALK (8255))

[www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

***Children's Home Society***: Free 24/7 counseling through the Greater Pensacola Children's Home Society of Florida ([chsfl.org](http://chsfl.org)) 703-524-7600 (Telehealth Services available).

***SAMHSA Disaster Distress Helpline***: Call or text **800-985-5990**

***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: [NAMI Pensacola | NAMI](mailto:NAMI.Pensacola@nami.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 suicide risk 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](mailto: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](mailto: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](http://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://srcsafe.wixsite.com/foodserv>

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

| Breakfast Meal Prices | Lunch Meal Prices |
|-----------------------|-------------------|
| Elementary            | Elementary        |
| Full \$1.25           | Full \$2.80       |
| Reduced \$0.30        | Reduced \$0.40    |
| Adult \$2.25          | Adult \$4.00      |

|                |                |
|----------------|----------------|
| Secondary      | Secondary      |
| Full \$1.25    | Full \$3.05    |
| Reduced \$0.30 | Reduced \$0.40 |
| Adult \$2.25   | Adult \$4.00   |

## 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 7<sup>th</sup> 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.

# 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 |
| Dengue vaccine   | 1vCOV-aPS       | Spikevax/Moderna COVID-19 Vaccine          |
| Diphtheria, tetanus, and acellular pertussis vaccine   | DEN4CYD<br>DTaP | Novavax COVID-19 Vaccine                   |
| <i>Haemophilus influenzae</i> type b vaccine   | Hib (PRP-T)     | Dengvaxia                                  |
| Hepatitis A vaccine  | Hib (PRP-OMP)   | Daptacel                                   |
| Hepatitis B vaccine  | HepA            | Infanrix                                   |
| Human papillomavirus vaccine   | HepB            | ActHIB                                     |
| Influenza vaccine (inactivated: egg-based)   | HPV             | Hibrix                                     |
| Influenza vaccine (live, attenuated)   | ILV3            | PedvaxHIB                                  |
| Measles, mumps, and rubella vaccine  | cclIV3          | Havrix                                     |
| Meningococcal serogroups A, C, W, Y vaccine  | LAIV3           | Vaqta                                      |
| Meningococcal conjugate vaccine  | MMR             | Engerix-B                                  |
| Meningococcal polysaccharide vaccine   | MenACWY-CRM     | Recombivax HB                              |
| Poliovirus vaccine (inactivated)   | MenACWY-TT      | Gardasil 9                                 |
| Respiratory syncytial virus vaccine  | MenB-4C         | Multiple                                   |
| Tetanus, diphtheria, and acellular pertussis vaccine   | MenB-FHbp       | Flucelvax                                  |
| Tetanus and diphtheria vaccine   | MenB-FHbp       | FluMist                                    |
| Varicella vaccine  | Mpox            | M-M-R-II                                   |
| <b>Combination vaccines (use combination vaccines instead of separate injections when appropriate)</b> | PCV15           | Priorix                                    |
| DTaP, hepatitis B, and inactivated poliovirus vaccine  | PCV20           | Menveo                                     |
| DTaP, inactivated poliovirus, and <i>Haemophilus influenzae</i> type b vaccine                         | PPSV23          | MenQuadfi                                  |
| DTaP and inactivated poliovirus vaccine  | IPV             | Bexsero                                    |
| DTaP, inactivated poliovirus, <i>Haemophilus influenzae</i> type b, and hepatitis B vaccine            | RSV             | Trumenba                                   |
| Measles, mumps, rubella, and varicella vaccine   | RV1             | Penbraya                                   |
|  | RV5             | MenB-FHbp                                  |
|  | Tdap            | MenB-FHbp                                  |
|  | Td              | Mpox                                       |
|  | VAR             | PCV15                                      |
|  |                 | PCV20                                      |
|  |                 | PPSV23                                     |
|  |                 | IPV  |
|  |                 | RSV  |
|  |                 | RV1  |
|  |                 | RV5  |
|  |                 | Tdap                                       |
|  |                 | Td   |
|  |                 | VAR  |
|  |                 | Varivax                                    |
|  |                 | DTaP-HepB-IPV                              |
|  |                 | DTaP-IPV/Hib                               |
|  |                 | DTaP-IPV                                   |
|  |                 | DTaP-IPV-Hib-HepB                          |
|  |                 | MMRV                                       |
|  |                 | ProQuad                                    |

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

## How to use the child and adolescent immunization schedule

- Determine recommended vaccine by age (Table 1)
- Determine recommended interval for catch-up vaccination (Table 2)
- Assess need for additional recommended vaccines by medical condition or other indication (Table 3)
- Review vaccine types, frequencies, intervals, and considerations for special situations (Notes)
- 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](http://www.vaers.hhs.gov) or 800-822-7967

### Questions or comments

Contact [www.cdc.gov/cdc-info](http://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](http://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](http://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](http://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](http://www.cdc.gov/vaccines/hcp/acip-recs/general-recs/index.html)
- Vaccine information statements: [www.cdc.gov/vaccines/hcp/vis/index.html](http://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/](http://www.cdc.gov/surv-manual/php/)

Scan QR code for access to online schedule



U.S. CENTERS FOR DISEASE CONTROL AND PREVENTION

# 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).

| Vaccine and other immunizing agents                              | Birth   | 1 mo         | 2 mos    | 4 mos        | 6 mos                       | 9 mos        | 12 mos | 15 mos   | 18 mos | 19-23 mos | 2-3 yrs | 4-6 yrs | 7-10 yrs | 11-12 yrs | 13-15 yrs | 16 yrs | 17-18 yrs |
|--|---|--------------|----------|--------------|-----------------------------|--------------|--------|----------|--------|-----------|---------|---------|----------|-----------|-----------|--------|-----------|
| <b>Respiratory syncytial virus (RSV-mAb [Nirsevimab])</b>        | 1 dose depending on maternal RSV vaccination status (See Notes) |              |          |              |                             |              |        |          |        |           |         |         |          |           |           |        |           |
| <b>Hepatitis B (HepB)</b>  | 1st dose  | ← 2nd dose → |          | ← 3rd dose → |                             |              |        |          |        |           |         |         |          |           |           |        |           |
| <b>Rotavirus (RV): RV1 (2-dose series), RV5 (3-dose series)</b>  | See Notes   |              |          |              |                             |              |        |          |        |           |         |         |          |           |           |        |           |
| <b>Diphtheria, tetanus, acellular pertussis (DTaP &lt;7 yrs)</b> | 1st dose  | 1st dose     | 2nd dose | 2nd dose     | 3rd dose                    | ← 4th dose → |        | 5th dose |        |           |         |         |          |           |           |        |           |
| <b>Haemophilus influenzae type b (Hib)</b>                       | 1st dose  | 1st dose     | 2nd dose | 2nd dose     | 3rd or 4th dose (See Notes) | ← 4th dose → |        |          |        |           |         |         |          |           |           |        |           |
| <b>Pneumococcal conjugate (PCV15, PCV20)</b>                     | 1st dose  | 1st dose     | 2nd dose | 2nd dose     | 3rd dose                    | ← 4th dose → |        |          |        |           |         |         |          |           |           |        |           |
| <b>Inactivated poliovirus (IPV)</b>                              | 1st dose  | 1st dose     | 2nd dose | 2nd dose     | 3rd dose                    | ← 3rd dose → |        | 4th dose |        |           |         |         |          |           |           |        |           |
| <b>COVID-19 (1vCOV-mRNA, 1vCOV-aPS)</b>                          | See Notes   |              |          |              |                             |              |        |          |        |           |         |         |          |           |           |        |           |
| <b>Influenza (IIV3, cclIV3)</b>                                  | 1 or 2 doses annually   |              |          |              |                             |              |        |          |        |           |         |         |          |           |           |        |           |
| <b>Influenza (LAIV3)</b>   | 1 or 2 doses annually <b>or</b> 1 dose annually                 |              |          |              |                             |              |        |          |        |           |         |         |          |           |           |        |           |
| <b>Measles, mumps, rubella (MMR)</b>                             | See Notes   |              |          |              |                             |              |        |          |        |           |         |         |          |           |           |        |           |
| <b>Varicella (VAR)</b>   | 2nd dose  |              |          |              |                             |              |        |          |        |           |         |         |          |           |           |        |           |
| <b>Hepatitis A (HepA)</b>  | 2-dose series (See Notes)                                       |              |          |              |                             |              |        |          |        |           |         |         |          |           |           |        |           |
| <b>Tetanus, diphtheria, acellular pertussis (Tdap ≥7 yrs)</b>    | 1 dose  |              |          |              |                             |              |        |          |        |           |         |         |          |           |           |        |           |
| <b>Human papillomavirus (HPV)</b>                                | See Notes   |              |          |              |                             |              |        |          |        |           |         |         |          |           |           |        |           |
| <b>Meningococcal (MenACWY-CRM ≥2 mos, MenACWY-TT ≥2years)</b>    | 1st dose  |              |          |              |                             |              |        |          |        |           |         |         |          |           |           |        |           |
| <b>Meningococcal B (MenB-4C, MenB-FHbp)</b>                      | See Notes   |              |          |              |                             |              |        |          |        |           |         |         |          |           |           |        |           |
| <b>Respiratory syncytial virus vaccine (RSV [Abrysvo])</b>       | 1st dose  |              |          |              |                             |              |        |          |        |           |         |         |          |           |           |        |           |
| <b>Dengue (DEN4CYD: 9-16 yrs)</b>                                | 2nd dose  |              |          |              |                             |              |        |          |        |           |         |         |          |           |           |        |           |
| <b>Mpox</b>  | See Notes   |              |          |              |                             |              |        |          |        |           |         |         |          |           |           |        |           |
|  | Seasonal administration during pregnancy (See Notes)            |              |          |              |                             |              |        |          |        |           |         |         |          |           |           |        |           |
|  | Sero-positive in endemic dengue areas (See Notes)               |              |          |              |                             |              |        |          |        |           |         |         |          |           |           |        |           |

Range of recommended ages for all children  
 Range of recommended ages for catch-up vaccination  
 Range of recommended ages for certain high-risk groups or populations  
 Recommended vaccination can begin in this age group  
 Vaccination is based on shared clinical decision-making  
 No Guidance/Not Applicable

# Table 2

## Recommended Catch-up Immunization Schedule for Children and Adolescents Who Start Late or Who Are More than 1 Month Behind, United States, 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   |
| Hepatitis B   | Birth  | <b>4 weeks</b>   | <b>8 weeks and at least 16 weeks after first dose</b><br>minimum age for the final dose is 24 weeks   |   |  |
| Rotavirus   | 6 weeks<br>Maximum age for first dose is 14 weeks, 6 days. | <b>4 weeks</b>   | <b>4 weeks</b><br>maximum age for final dose is 8 months, 0 days  |   |  |
| Diphtheria, tetanus, and acellular pertussis                      | 6 weeks  | <b>4 weeks</b>   | <b>4 weeks</b>  | <b>6 months</b>   | <b>6 months</b><br>A fifth dose is not necessary if the fourth dose was administered at age 4 years or older <b>and</b> at least 6 months after dose 3 |
| <i>Haemophilus influenzae</i> type b                              | 6 weeks  | <b>No further doses needed</b> if first dose was administered at age 15 months or older.<br><b>4 weeks</b> if first dose was administered before the 1st birthday.<br><b>8 weeks (as final dose)</b> if first dose was administered at age 12 through 14 months.   | <b>No further doses needed</b> if previous dose was administered at age 15 months or older<br><b>4 weeks</b> if current age is younger than 12 months <b>and</b> first dose was administered at younger than age 7 months <b>and</b> at least 1 previous dose was PRP-T (ActHib, Pentacel, Hibrix), Vaxelis or unknown<br><b>8 weeks and age 12 through 59 months (as final dose)</b> if current age is younger than 12 months <b>and</b> first dose was administered at age 7 through 11 months; <b>OR</b> if current age is 12 through 59 months <b>and</b> first dose was administered before the 1st birthday <b>and</b> second dose was administered at younger than 15 months; <b>OR</b> if both doses were PedvaxHIB and were administered before the 1st birthday | <b>8 weeks (as final dose)</b><br>This dose is only necessary for children age 12 through 59 months who received 3 doses before the 1st birthday.   |  |
| Pneumococcal conjugate  | 6 weeks  | <b>No further doses needed</b> for healthy children if first dose was administered at age 24 months or older<br><b>4 weeks</b> if first dose was administered before the 1st birthday<br><b>8 weeks (as final dose for healthy children)</b> if first dose was administered at the 1st birthday or after | <b>No further doses needed</b> for healthy children if previous dose was administered at age 24 months or older<br><b>4 weeks</b> if current age is younger than 12 months <b>and</b> previous dose was administered at <7 months old<br><b>8 weeks (as final dose for healthy children)</b> if previous dose was administered between 7–11 months (wait until at least 12 months old); <b>OR</b> if current age is 12 months or older <b>and</b> at least 1 dose was administered before age 12 months   | <b>8 weeks (as final dose)</b><br>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  | <b>4 weeks</b>   | <b>4 weeks</b> if current age is <4 years<br><b>6 months (as final dose)</b> if current age is 4 years or older   | <b>6 months (minimum age 4 years for final dose)</b>  |  |
| Measles, mumps, rubella   | 12 months  | <b>4 weeks</b>   |   |   |  |
| Varicella   | 12 months  | <b>3 months</b>  |   |   |  |
| Hepatitis A   | 12 months  | <b>6 months</b>  |   |   |  |
| Meningococcal ACWY  | 2 months; MenACWY-CRM 2 years; MenACWY-TT                  | <b>8 weeks</b>   | See Notes   | See Notes   |  |
| <b>Children and adolescents age 7 through 18 years</b>            |  |  |   |   |  |
| Meningococcal ACWY  | Not applicable (N/A)                                       | <b>8 weeks</b>   |   |   |  |
| Tetanus, diphtheria, tetanus, diphtheria, and acellular pertussis | 7 years  | <b>4 weeks</b>   | <b>4 weeks</b> if first dose of DTaP/DT was administered before the 1st birthday<br><b>6 months (as final dose)</b> if first dose of DTaP/DT or Tdap/Td was administered at or after the 1st birthday   | <b>6 months</b> if first dose of DTaP/DT was administered before the 1st birthday   |  |
| Human papillomavirus  | 9 years  | <b>Routine dosing intervals are recommended.</b>   |   |   |  |
| Hepatitis A   | N/A  | <b>6 months</b>  |   |   |  |
| Hepatitis B   | N/A  | <b>4 weeks</b>   | <b>8 weeks and at least 16 weeks after first dose</b>   |   |  |
| Inactivated poliovirus  | N/A  | <b>4 weeks</b>   | <b>6 months</b><br>A fourth dose is not necessary if the third dose was administered at age 4 years or older <b>and</b> at least 6 months after the previous dose.  | <b>6 months</b><br>A fourth dose of IPV is indicated if all previous doses were administered at <4 years <b>OR</b> if the third dose was administered <6 months after the second dose.                        |  |
| Measles, mumps, rubella   | N/A  | <b>4 weeks</b>   |   |   |  |
| Varicella   | N/A  | <b>3 months</b> if younger than age 13 years.<br><b>4 weeks</b> if age 13 years or older   |   |   |  |
| Dengue  | 9 years  | <b>6 months</b>  |   |   |  |

## 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](mailto: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               | 57%          | Jay High              | 56%          |
| Bagdad                      | 73%          | King Middle           | 69%          |
| Bennett C. Russell          | 62%          | Hobbs Middle          | 64%          |
| Berryhill                   | 56%          | Pea Ridge             | 58%          |
| Central                     | 51%          | Rhodes                | 84%          |
| Chumuckla                   | 53%          | Dixon Intermediate    | 49%          |
| Dixon Primary               | 50%          | West Navarre Primary  | 47%          |
| East Milton                 | 74%          | Santa Rosa Adult High | 74%          |
| Holley Navarre Intermediate | 48%          | Milton High           | 57%          |
| Holley Navarre Primary      | 51%          | High Road             | 80%          |
| Jay Elementary              | 63%          | District Poverty Rate | 48%          |

### *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 demonstrated competence for each subject taught.

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

- Whether the teacher has met state licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which state qualifications of licensing criteria have been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or 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](mailto: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)

7/2/2025

| <u>School</u>   | <u>Principal</u>       | <u>Asst. Principal</u>  | <u>Phone</u>                                  |
|---|------------------------|---|---|
| <b>Avalon Middle School 6-8 (AMS)</b><br>5445 King Arthurs Way<br>Milton, 32583     | Ryan Stokes x 1081     | Roselyn Curtis x 1082   | <b>850-983-5540</b><br>Fax 983-5545<br>(0302) |
| <b>Bagdad Elementary K-5 (BES)</b><br>4512 Forsyth St<br>Bagdad, 32583              | Tiphonie Sapp x 1099   | Heather Stokes x 1004   | <b>850-983-5680</b><br>Fax 983-5687<br>(0051) |
| <b>Benny Russell Elem. K-5 (BRE)</b><br>3740 Excalibur Way<br>Milton, 32583         | Daniel Baxley x 1053   | Jamie Cain x 2790   | <b>850-983-7000</b><br>Fax 983-7007<br>(0312) |
| <b>Berryhill Elementary K-5 (BHE)</b><br>4900 Berryhill Rd<br>Milton, 32570         | Dawn Chapman x 1097    | Leann McCombs x 1967  | <b>850-983-5690</b><br>Fax 983-5694<br>(0041) |
| <b>Central High School K-12 (CS)</b><br>6180 Central School Rd<br>Milton, 32570     | Klint Lay x 1091       | Summer Clark x 2176<br>Melinda Holland x 1991                 | <b>850-983-5640</b><br>Fax 983-5645<br>(0021) |
| <b>Chumuckla Elementary PK-6 (CES)</b><br>2312 Hwy 182<br>Jay, 32565                | Christy Baggett x 1089 | Laura Looze x 2170  | <b>850-995-3690</b><br>Fax 786-3597<br>(0061) |
| <b>East Bay K-8 (EBS)</b><br>2535 Elkhart Drive<br>Navarre, 32566                   | Beth Mosley x 1059     | Rachelle Wood x 2472  | <b>850-750-0134</b><br>Fax 378-5239<br>(1361) |
| <b>East Milton Elementary K-5 (EME)</b><br>5156 Ward Basin Rd<br>Milton, 32570      | Trish Johnson x 2278   | Laura Rader x 1098  | <b>850-983-5620</b><br>Fax 983-5625<br>(0071) |
| <b>Gulf Breeze Elem K-5 (GBE)</b><br>549 Gulf Breeze Pkwy<br>Gulf Breeze, 32561     | Monica Garcia x 1100   | Kim McChesney x 1090  | <b>850-934-5185</b><br>Fax 934-5189<br>(0101) |
| <b>Gulf Breeze High 9-12 (GBH)</b><br>675 Gulf Breeze Pkwy<br>Gulf Breeze, 32561    | Sarah Barker x 1072    | Joe Trujillo x 1066<br>Sarah Smith x 2676<br>Jon Watts x 1070 | <b>850-916-4165</b><br>Fax 916-4109<br>(0103) |
| <b>Gulf Breeze Middle 6-8 (GBM)</b><br>649 Gulf Breeze Pkwy<br>Gulf Breeze, 32561   | Michael Brandon x 1043 | Tracy Murphy x 1083   | <b>850-934-4080</b><br>Fax 934-4085<br>(0102) |
| <b>Hobbs Middle 6-8 (HMS)</b><br>5317 Glover Lane<br>Milton, 32570                  | Brandon Koger x 1046   | Jennifer Gardner x 1084                                       | <b>850-983-5630</b><br>Fax 983-5635<br>(0231) |
| <b>Holley-Navarre Primary K-2 (HNP)</b><br>8019 Escola St.<br>Navarre, 32566        | Audrey Goodwin x 2182  | Shana Lowe x 1457   | <b>850-936-6130</b><br>Fax 936-6132<br>(0281) |
| <b>Holley-Navarre Interm. 3-5 (HNI)</b><br>1936 Navarre School Rd<br>Navarre, 32566 | Ann Thompson x 1101    | Jennifer Diebolt x 3064                                       | <b>850-936-6020</b><br>Fax 936-6026<br>(0271) |
| <b>Holley-Navarre Middle 6-8 (HNM)</b><br>1976 Williams Creek Rd<br>Navarre, 32566  | Joie Destefano x 1042  | Joey Goodwin x 1067   | <b>850-936-6040</b><br>Fax 936-6049<br>(0272) |
| <b>Jay Elementary PK-6 (JES)</b><br>13833 Alabama St.<br>Jay, 32565                 | Josh Pape x 2460       | Amanda Hall x 2417  | <b>850-359-8230</b><br>Fax 359-8669<br>(0142) |
| <b>Jay High School 7-12 (JHS)</b><br>3741 School St.<br>Jay, 32565                  | Benjie West x 1074     | Kevin Jordan x 2466   | <b>850-675-4507</b><br>Fax 675-8573<br>(0141) |
| <b>King Middle School (KMS)</b><br>5928 Stewart St<br>Milton, 32570                 | Darren Brock x 1040    | Melissa Baxley x 1087   | <b>850-983-5660</b><br>Fax 983-5665<br>(0261) |

# SANTA ROSA COUNTY SCHOOLS (57)

7/2/2025

|   |                         |   |   |
|---|-------------------------|---|---|
| <b>Locklin Technical College (LTC)</b><br>5330 Berryhill Rd<br>Milton, 32570        | Keith Hines x 1106      | Maggie Coate x 2748   | <b>850-983-5700</b><br>Fax 983-5715<br>(0321) |
| <b>Milton High School 9-12 (MHS)</b><br>5445 Stewart St.<br>Milton, 32570           | Tim Short x 1037        | Amanda Leddy x 1078<br>Chad Rowell x 1076<br>Chafan Marsh x 2089                                    | <b>850-983-5600</b><br>Fax 983-5610<br>(0151) |
| <b>Navarre High (NHS)</b><br>8600 High School Blvd<br>Navarre, 32566                | Kasie Windfelder x 1071 | Kimberly Rankin x 2470<br>Laurie Rudzki x 3362<br>Jennifer Schmitt x 1330<br>Jennifer Watson x 2656 | <b>850-936-6080</b><br>Fax 936-6088<br>(0351) |
| <b>Oriole Beach Elem. PK-5 (OBE)</b><br>1260 Oriole Beach Rd.<br>Gulf Breeze, 32563 | Josh McGrew x 1051      | Sarah Thomin x 1589   | <b>850-934-5160</b><br>Fax 934-5166<br>(0311) |
| <b>Pace High School 9-12 (PHS)</b><br>4065 Norris Rd<br>Pace, 32571                 | Stephen Shell x 1036    | Jared Allen x 2954<br>Amie Filbert x 2468<br>Brian Howell x 1077<br>Jolie Hullett x 2863            | <b>850-995-3600</b><br>Fax 995-3621<br>(0182) |
| <b>Pea Ridge Elem. K-5 (PRE)</b><br>4775 School Lane<br>Pace, 32571                 | Kimberly Crate x 1096   | Gabrielle Bennett x 1008  | <b>850-995-3680</b><br>Fax 995-3688<br>(0301) |
| <b>Santa Rosa Community (SRCS)</b><br>6658 Park Ave.<br>Milton, 32570               | David Sigurnjak x 1024  |   | <b>850-983-5650</b><br>Fax 983-5655<br>(0153) |
| <b>Santa Rosa Adult (SRAS)</b><br>5334 Berryhill Rd<br>Milton, 32570                | Larry Heringer x 1063   | Kelly Barnes x 1105   | <b>850-983-5710</b><br>Fax 983-5345<br>(0162) |
| <b>Santa Rosa High (SRHS)</b><br>5332 Berryhill Rd<br>Milton, 32570                 | Larry Heringer x 1063   | Kelly Barnes x 1105   | <b>850-983-5710</b><br>Fax 983-5345<br>(0152) |
| <b>SS Dixon Interm. 3-5 (SSDI)</b><br>5540 Education Dr.<br>Pace, 32571             | Sandra Arrant x 1092    | Samantha Fowler x 1950  | <b>850-995-3650</b><br>Fax 995-3655<br>(0331) |
| <b>SS Dixon Primary K-2 (SSDP)</b><br>4560 Pace Patriot Blvd<br>Pace, 32571         | Mary Grace White x 1545 | Jennifer Hendricks x 2172   | <b>850-995-3660</b><br>Fax 995-3675<br>(0171) |
| <b>TR Jackson Pre-K (TRJ)</b><br>4950 Susan St.<br>Milton, 32570                    | Nancy Haupt x 1340      |   | <b>850-983-5720</b><br>Fax 750-2120<br>(0131) |
| <b>Thomas Sims Middle 6-8 (SMS)</b><br>5500 Education Dr<br>Pace, 32571             | Emily Donalson x 1045   | Jules Pitts x 2139  | <b>850-995-3676</b><br>Fax 995-3696<br>(0332) |
| <b>Wallace Lake K-8 (WLS)</b><br>3354 Wallace Lake Rd<br>Pace, FL 32571             | Missy Floyd x 1050      | Brad Parker x 3201  | <b>850-783-9653</b><br>(0371)                 |
| <b>W.H. Rhodes Elem. K-5 (RES)</b><br>5563 Byrom St.<br>Milton, 32570               | Kacie Reaves x 1047     | Teresa Reilly x 2735  | <b>850-983-5670</b><br>Fax 983-5672<br>(0191) |
| <b>West Navarre Interm. 3-5 (WNI)</b><br>1970 Cotton Bay Lane<br>Navarre, 32566     | Shana Dorsey x 1058     | Sandra Drost x 2168   | <b>850-936-6060</b><br>Fax 936-6067<br>(0342) |
| <b>West Navarre Primary K-2 (WNP)</b><br>1955 Lowe Road<br>Navarre, 32566           | Deanna Blalock x 1095   | Lauren Goodin x 2169  | <b>850-936-6000</b><br>Fax 936-6010<br>(0341) |

# SANTA ROSA COUNTY SCHOOLS (57)

7/2/2025

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|---|-------------------------|-----------------------|---------------------|
| <b>Woodlawn Beach Middle 6-8 (WBM)</b>  | Victor Lowrimore x 1041 | Jennifer Netro x 1979 | <b>850-934-4010</b> |
| 1500 Woodlawn Way                       |                         |                       | Fax 934-4015        |
| Gulf Breeze, 32563                      |                         |                       | (0361)              |
| <hr/>                                   |                         |                       |                     |
| <b>Santa Rosa Blended Academy (SRB)</b> | Jerilyn O'Brien x 2670  |                       | <b>850-981-7860</b> |
| 5330 Berryhill Rd                       |                         |                       | Fax 378-5235        |
| Milton, 32570                           |                         |                       | (7001 & 7004)       |

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