

CALHOUN COUNTY SCHOOLS PARENT GUIDE AND CHECKLIST

**AN ANNUAL INFORMATIONAL RESOURCE
FOR PARENTS**



Wilson T. McClellan

SUPERINTENDENT

2009-2010

<http://www.calhounflschools.org/>

Dear Parents:

Your child's education is a responsibility shared by the district and family during the entire period the child spends in school. To ensure that your child is receiving the best education possible; schools, parents, and communities must work acknowledgeable partners. To this end, we have developed this Parent Guide to assist you in becoming an active participant in your child's education.

Please feel free to contact my office if you need additional information.

Sincerely,

Wilson T. McClellan
Superintendent



Superintendent	674-5927
Altha Public School	762-3121
Adult School	674-6490
Blountstown Elementary	674-8169
Blountstown High	674-5724
Blountstown Middle	674-8234
Bus Shop	674-8212
Calhoun Adult School	674-8661
CARE Program	674-5647
Carr Elementary/Middle	674-5395
Curriculum	674-8734
ESE Department	674-8734
Facilities	674-8661
Finance	674-8123
Special Programs	674-8734
Title I	674-8734
Transportation	674-8661

**IMPORTANT DATES TO REMEMBER
2009-2010 School Year**

August 10	Teachers Return
August 24	Students Return
September 7	Holiday – Labor Day
September 16	Early Release Day (1:00 PM)
October 16	End of 1 st Grading Period
October 23	Report Cards
October 30	Early Release Day
November 23-27	Fall Break and Thanksgiving
December 18	End of 2 nd Grading Period
Dec. 21-Jan. 1	Holidays - Christmas
January 4	Evaluation Day
January 5	Students Return
January 11	Report Cards
January 18	Martin Luther King, Jr. Day
February 9-11	FCAT Writing
February 12	Early Release Day (1:00 PM)
March 9-19	FCAT Reading, Math, Science
March 16	End of 3 rd Grading Period
March 23	Report Cards
Mar. 29-Apr. 2	Holidays – Spring Break
May 12	Early Release Day (1:00 PM)
May 31	Holiday – Memorial Day
June 3	End of 4 th Grading Period
June 3	Student's Last Day
June 9	Teacher's Last Day

CALHOUN COUNTY SCHOOLS

Wilson T. McClellan, Superintendent

20859 Central Ave, E., Room G20

Blountstown, FL 32424

Phone: 850-674-5927

FAX: 850-674-5814

www.calhounflschool.org

Altha Public School

Ladona Kelly, Principal

25793 N. Main Street/P.O. Box 67

Altha, Florida 32421

Phone: 850-762-3121

FAX: 850-762-9502

www.althaschool.org

Blountstown Elementary School

Pam Bozeman, Principal

20883 NE Fuller Warren Drive

Blountstown, Florida 32424

Phone: 850-674-8169

FAX: 850-674-8844

www.blountstownelementary.org

Blountstown High School

Duane Barber, Principal

17586 Main Street, North

Blountstown, Florida 32424

Phone: 850-674-5724

FAX: 850-674-8865

www.blountstownhigh.org

Blountstown Middle School

Neva Miller, Principal

21089 SE Mayhaw Drive

Blountstown, Florida 32424

Phone: 850-674-8234

FAX: 850-674-6480

www.blountstownmiddle.org

Calhoun County Adult Education Center

Willy Pitts, Principal

17283 NW Charlie Johns Street

Blountstown, Florida 32424

Phone: 850-674-6490

FAX: 850-237-2355

www.calhounadult.org

Carr Elementary & Middle School

Darryl Taylor, Jr., Principal

18987 NW SR 73/P.O. Box 110A

Clarksville, Florida 32430

Phone: 850-674-5395

FAX: 850-674-5421

www.carschool.org

Calhoun County School Board

District 1

Danny Ryals

District 2

Kelly King, Chairperson

District 3

Tim Smith

District 4

Kenneth Speights

District 5

Danny Hassig

Calhoun County Schools has been designed an

“A” District

by the State of Florida Department of Education for the 6th consecutive year

VISION STATEMENT

Calhoun County School District strives to be a world class system by preparing today's students for tomorrow's world.

MISSION STATEMENT

Calhoun County School District is committed to excellence, ensuring that each student achieves his or her highest potential in a global society.

STRATEGIC GOALS

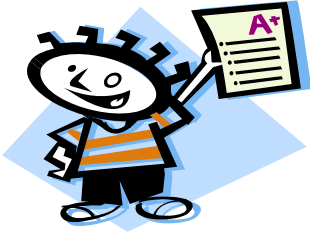
Goal 1: To enhance and maintain high levels of student achievement.

Goal 2: To employ and retain highly qualified personnel.

Goal 3: To ensure an educational atmosphere that facilitates effective teaching and ensures a safe, drug-free, and healthy environment.

Goal 4: To increase and enhance parental and community involvement in schools.





WHAT

CAN YOU DO TO HELP YOUR CHILD SUCCEED IN SCHOOL?

- Ask the teacher(s) for ideas on how you can help your child learn more at home.
- Show your support by visiting your child's school, attending special events or volunteering to assist in the classroom.
- Read with your child.
- Show an interest in what is done in school each day when your child gets home.
- Tell your child that you believe he/she can do well in school. Offer praise and encouragement for achievement and improvement.
- Establish a daily routine.
- Monitor your child's activities after school, in the evening, and on weekends.
- Talk with your child about positive traits.
- Show your values by your actions.
- If you need help with a school-related problem, contact your child's teacher(s), the school counselor or the principal.

ENROLLMENT AND ATTENDANCE QUESTIONS AND ANSWERS

What information is required in order to enroll a student in a Florida public school?

- A certified birth certificate which you may request online at <http://www.cdc.gov/nchs/w2w.htm>.
- A Florida Certificate of Immunization, Form 680 (blue card), completed by a Florida physician or by a Florida county health department. Parents should obtain a copy of their child's complete immunization history before leaving their current residence, as this form is not available to the general public. Information on Florida school immunization requirements is available at <http://www.immunizeflorida.org/schoolguide.pdf>.
- Evidence of a medical exam completed no less than 12 months prior to the child's school entry date. As long as the medical exam meets this 12-month requirement, parents may submit this information on the School-Entry Health Exam Form (DH 3040) or provide a copy of the exam obtained from their current physician before moving to Florida. This form and the accompanying guide are available online at http://www.doh.state.fl.us/Family/school/parent/parent_info.html.
- Official documentation that the parent(s) or guardian(s) is a legal resident(s) of the school district attendance area, such as a utility bill, rent receipt or notarized statement from your landlord.

What are the requirements for Florida public school kindergarten admission?

Florida law (Section 1003.21(1) (a) 2, Florida Statutes) specifies that children who have attained the age of five years on or before September 1 of the school year are eligible for admission to public kindergarten during that school year based on rules prescribed by the school board. Students are eligible for kindergarten attendance provided they meet the age requirement.

If a child turns five years old after September 1, can a waiver be obtained from the Florida Department of Education to allow him to attend kindergarten?

No. Florida Statutes or State Board of Education Rules do not include any provision to waive the age requirement for kindergarten enrollment.

Can a child whose birth date is after September 1 who has completed a Florida nonpublic school kindergarten program be admitted into a Florida public school first grade?

No. A child who has satisfactorily completed the requirements for a nonpublic kindergarten from which the district accepts transfer of academic credit, but who does not turn six on or before September 1 or the school year, would be admitted into kindergarten and progress according to the district's student progression plan. (Section 1003.21(1) (b), Florida Statutes). We recommend that the parent(s) contact the director of elementary education at the local school district to address concerns regarding progression and available curricula.

Does Florida law specify an age requirement for admission into a public school first grade?

No. However, Florida law does specify that all children who have attained the age of six years or who will have attained the age of six years by February 1 of any school year are required to attend school regularly during the entire school term. (Section 1003.21(1) (a) 1, Florida Statutes). Although Florida law does not provide a specific age requirement for enrollment to public first grade, the provisions of Florida law related to kindergarten admission and student progression dictate that first grade enrollment be limited to (1) students who turn six years old on or before September 1 who have successfully completed kindergarten; and (2) out-of-state students who turn six years old after September 1 who meet the age requirement for public kindergarten admission from the transferring state, and who have successfully completed kindergarten.

Is it possible for a student who is enrolled in an out-of-state kindergarten or first grade program and who does not meet Florida's admission age requirements, to transfer and attend kindergarten or first grade in a Florida public school?

Yes. Any student who transfers from an out-of-state public school, and who does not meet regular age requirements for admission to Florida public schools, will be admitted to kindergarten or first grade when certain data are presented. A student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to Florida public schools, may be admitted if he or she meets the age requirements for the public schools in the state from which he is transferring, and if the transfer of the student's academic credit is acceptable under the rules of the school board.

If a student is transferring from an out-of-state public or nonpublic school, the parents must provide the following data to the school district prior to admission:

- official documentation that the parent(s) or guardian(s) was a legal resident of the state in which the child was previously enrolled in school
- an official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student
- evidence of immunization against communicable diseases as required in Section 1003.22, Florida Statutes
- evidence of a medical examination completed within the last twelve (12) months in accordance with Section 1003.22, Florida Statutes.(Rule 6A-1.0985(1), Entry into Kindergarten and First Grade by Out-of-State Transfer Students, Florida Administrative Code)

Does compulsory school attendance apply to Voluntary Prekindergarten (VPK)?

No. Florida's Voluntary Prekindergarten (VPK) Program has a separate set of enrollment and attendance requirements, which are not, included under the authority of public K-12 compulsory school attendance laws. VPK is the result of a 2002 constitutional amendment, which required a voluntary prekindergarten program for all four-year-old children in Florida by fall 2005. In January 2005, Governor Bush signed a VPK Program bill into law designed to prepare four-year-olds for successful entry into kindergarten. The law allows a parent to voluntarily enroll an eligible child (four years old by September 1 and residing in Florida) in a free VPK program. For information regarding registration and VPK Programs in your area, please visit Florida's Voluntary Prekindergarten (VPK) Program website at <http://www.floridajobs.org/VPK/index.html>.

Is there a set number of hours per day a child must attend a public kindergarten program?

Florida law specifies that in order for a public kindergarten student to be considered a full-time student, he or she must receive a minimum of 720 net hours of instruction or four hours per day, based on 180 school days [Section 1011.61, Definition, Florida Statutes]. Florida school districts may offer a full day of instruction to kindergarten students and the decision to do so is locally approved by each district school board.

Is kindergarten attendance required for a child that turns five before September 1?

No. A parent that chooses not to enroll their child in kindergarten is not in violation of compulsory school attendance laws. However, Florida law, [Section 1003.21 (1)(a), Florida Statutes], specifies that all children who have attained the age of six years or who will have attained the age of 6 years by February 1 of any school year are required to attend school regularly during the entire school term. If a child enters public school at age 6 without evidence of kindergarten completion of an official transcript, then they will be placed in the first program of study, and that is kindergarten. The child will progress according to the district's student progression plan.

What does a child need to know before entering kindergarten?

Admission to a public kindergarten is not contingent upon what a child knows; if the child meets the age requirement, he or she is eligible for admission. The Office of Learner Learning has published "Performance Standards" for 3, 4, and 5 year olds. Those standards reflect what children should know and be able to do. These standards can be found at:

<http://www.floridajobs.org/earlylearning/VPK/standardsapprove.html>.

How is compulsory school attendance defined?

Florida Law (Section 1003.21, Florida Statutes) states that all children who are either six years of age, who will be six years old by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, must attend school regularly during the entire school term. A student who attains the age of 16 years during the school year is not subject to compulsory attendance beyond the date of which the student attains that age if he/she files a formal declaration of intent to terminate school enrollment with the school district.

Is a student over age 16 allowed to quit school without parent permission?

No. When a student reaches 16 years of age he/she is no longer required to attend school if he/she files the required formal declaration of intent to terminate school enrollment with the school district and the declaration is signed by the parent. The declaration must acknowledge that leaving school will likely reduce the student's earning potential. The school district is required to notify the child's parent or legal guardian that the student has filed a declaration of intent to leave school.

How is a truant defined?

Florida law defines "habitual truant" as a student who has 15 or more unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent or guardian, and who is subject to compulsory school attendance.

How do school districts determine if an absence is excused or unexcused?

Florida law requires local school districts to determine the meaning and conditions associated with excused absences, unexcused absences, and tardiness. In part, the statute requires each district school board to establish an attendance policy that includes the number of days a student must be in attendance per year and to determine whether an absence or tardy is excused or unexcused according to criteria established by the district school board.

Is there an exception made for absence due to illness?

When a student is continually sick and repeatedly absent from school, the student must be under the supervision of a doctor in order to receive an excuse. The doctor's statement should confirm that the student's condition requires absence for more than the number of days permitted by the district school board policy.

How are schools required to enforce regular school attendance?

Florida law (Section 1003.26, Florida Statutes) specifies steps for enforcement of regular school attendance. It is the responsibility of the school district superintendent to enforce school attendance of all children who are subject to compulsory school age requirements. The responsibility includes:

- Develop policies and procedures to ensure that schools respond in a timely manner to each unexcused absence, or absence for which the reason is unknown.
- Contact the home for every unexcused absence or absence for which the reason is unknown, to obtain parent justification for the absence.
- Evaluate each justification and, based on district policy, determine whether the absence is excused or unexcused; if excused, allow the student to make up assigned work without academic penalty.
- Track excused and unexcused absences.
- Identify and refer students who may be developing a pattern of nonattendance to the school child study team for intervention services.
- Schedule a meeting with certain identified parents to discuss their child's attendance.
- Implement prevention and intervention strategies to address truancy and attendance issues as required for drivers' licenses and related requirements for habitual truants.
- Send a notice to the superintendent of schools and to the district home education contact regarding patterns of nonattendance for specific students.
- Refer habitual truancy cases to the case staffing committee and/or child-in-need-of-services provider for assistance.

What is the minimum attendance requirement for awarding course credit?

Florida law (Section 1003.436, Florida Statute) defines a full credit as a minimum 135 hours of bona fide instruction in a designated course of study. This language, which is related to high school graduation, represents an instructional design and should not be interpreted to mean that a student who is in attendance for fewer than 135 actual hours of instruction should automatically be denied credit for a course. However, state law does not prohibit school district boards from imposing an academic penalty related to student attendance.

How are schools using the driver license/school attendance program to encourage attendance?

Florida law (Section 1003.27, Florida Statutes) requires each school principal or designee to notify the district school board of each minor student accumulating 15 unexcused absences in a period of 90 calendar days or who drop out of school. The district school superintendent must provide the names and identifying information of these students to the Department of Highway Safety and Motor Vehicles (DHSMV). DHSMV may not issue a driver license or learner permit, or may suspend the driving privileges of any reported student until the student has satisfied regular school attendance requirements as outlined in Section 322.091, Florida Statutes.

How can I obtain information on individual school districts?

For information on a directory of schools and selecting schools, please visit <http://www.fldoe.org>. From the shortcut key Site Index, select the link School Information and then choose the category Directories.

THE IMPORTANCE OF STUDENT HEALTH

Student health concerns both physical and emotional well-being. Being physically healthy means your body is functioning as it should, without pain, discomfort, or lack of capabilities. Causes of ill health include injuries, disease, diet, stress and genetics. Also, poor cleanliness

habits can result in illness or skin ailments. Being emotionally or mentally healthy means your mind and emotions are functioning as they should, without anxiety, depression or other malfunctions. Causes of mental ill-health include physical disease, stress, genetics and mental abuse.

Having good health is important and beneficial to a student. Health is a necessity and ill health can prevent you from doing what you want in an effective manner or at all. Good health is necessary to effectively do your schoolwork. You can't do well if you don't feel well.

Being physically healthy is of prime importance in life. Being ill or not feeling well can drastically affect your ability to work or play. Obviously, if you feel physically healthy, you can be more productive, as well as happier in school. Students want to exhibit vitality when they are in class with their friends.

Emotional well-being is also important. Suffering stress, depression, anxiety or other mental or emotional ailments is not fun. Students would like their lives to be happy and satisfying. It is important to be emotionally healthy in order to study effectively.

Being healthy will also allow you to gain knowledge and skills, do excellent work, be valuable to others, and be honorable to those with whom you deal. You should take care of yourself in order to maintain your physical and mental health.

Physical health starts with a good diet and includes sufficient exercise, as well generally taking care of your health. Exercise is important not only for your health, but it also increases your energy, vitality and credibility.

Certainly, smoking should be avoided. Drinking alcohol and/or taking drugs are bad for physical health. You should also know how to deal with illness or injury by appropriate health care.

Maintaining mental or emotional health is not as specific as maintaining physical health. Positive reinforcement is a way to keep the right mental attitude, as opposed to thinking of things in negative terms. You also want to avoid situations that cause excess stress, or if you are in such situations, to cope with it. For example, giving a presentation in front of the class can be stressful, but excess worry is counterproductive. Good preparation and self-respect can reduce the stress. Also, remember the adage: "Don't sweat the small stuff. Everything is small stuff." Overreaction to criticism from teachers, parents or other kids can cause your stomach to churn. It is good to take such criticisms in stride, consider the source of the criticism, and try to appropriately improve. You should be aware of these problems and try to avoid negative situations. If you can't bear the negative atmosphere around you, seek to move on to a healthier emotional environment.

IMMUNIZATIONS AND VACCINATIONS

Many childhood diseases are life threatening, but can be easily prevented through immunization. Polio, for instance can cause permanent paralysis and death. Others, like measles and chickenpox may seem to be fairly harmless diseases. However, 1 or 2 of every 1,000 children contracting measles will die, and measles can also cause pneumonia, brain damage and seizures. Children who are not properly immunized are at risk and may pass the disease to others who are not immunized. Today's advances in science have provided improved vaccines. The health risks from getting the disease far outweigh any risk from getting the shots.

IMMUNIZATION GUIDELINES

Effective July 2008 Rule 64D-3.046, *Florida Administrative Code*

Prior to entry, attendance or transfer to preschools, schools (K-12), licensed childcare facilities, and family daycare homes, each child shall have on file a Florida Certification of Immunization, DH 680 (see Section IV), documenting the following:

Public/Non-Public Schools K-12 (children entering, attending, or transferring to Florida schools):

- Four or five doses of diphtheria, tetanus, and pertussis vaccine
- Three or four doses of polio vaccine
- Two doses of measles, mumps, and rubella vaccine¹
- Two or three doses of hepatitis B vaccine
- One dose of varicella vaccine (kindergarten effective school year 2001/2002, then each year an additional grade)
- Two doses of varicella vaccine (kindergarten effective school year 2008/2009, then each year an additional grade)²

Public/Non-Public Pre-K³ (age-appropriate doses as indicated):

- Diphtheria, tetanus, and pertussis vaccine
- Polio vaccine
- Measles vaccine
- Mumps vaccine
- Rubella vaccine
- Hepatitis B vaccine
- Varicella vaccine (effective school year 2001/2002)
- Haemophilus influenzae* type b (Hib) vaccine



Public/Non-Public Schools Seventh Grade:

Effective with the 2009/2010 school year⁴, in addition to all other compulsory school immunizations, children entering, attending, or transferring to the seventh grade in Florida schools are required to complete the following:

- One dose of tetanus-diphtheria-pertussis vaccine (Tdap)

¹ Effective for K to 12 2008/2009: 2nd dose of mumps and rubella. Preferably as two doses of measles, mumps, rubella and varicella vaccine in the combined form (MMRV).

² Effective for 2008/2009 for kindergarten entrance. Each subsequent year the next highest grade will be included.

³ If in a grade covered by the requirement.

⁴ With each subsequent year, the next highest grade will be included.

NO NIT POLICY

Calhoun County Schools have a “no nit” policy. Student may not attend school if they have head lice. Any students found to have live lice and/or nits will be sent home. Before returning to class, students will need to be brought in by a parent or guardian to be checked by a school official. Your child must be free of nits before they can return to class.

MENINGOCOCCAL DISEASE

In January of 2005 the Food and Drug Administration approved a new meningococcal vaccine and recommended it for children under five years of age, adolescents, and young adults. Prior to this announcement, the meningococcal vaccine currently available was only recommended for young adults at high risk for invasive meningococcal disease (college bound students, new Army recruits, etc). Meningococcal disease is the second leading cause of meningitis with a 20% incidence of death and a 15% incidence of permanent disabilities (such as neurological damage, seizures, deafness, or limb amputation) associated with this disease. The symptoms of meningitis include high fever, headache, stiff neck, vomiting and drowsiness. Other symptoms of meningococcal disease might include sensitivity to bright light (photophobia), confusion, and a purplish skin rash. Any child with these symptoms should be taken to their doctor or the nearest emergency room immediately.

The bacteria are spread from one person to another through close contact involving secretions from the nose or throat. Examples include kissing, and sharing eating utensils or water bottles. Most people exposed to the bacteria do not become infected, and most of the people who are infected, do not develop the disease. Still, anyone can get meningococcal disease. Children

under the age of five, and particularly those under the age of one, are at highest risk, followed by teenagers between 15 and 19 years of age.

The new meningococcal vaccine protects children and adults against a four specific types of meningococcal bacterium: the A, C, Y, and W-135 strains. The vaccine that was available in the past did not protect recipients against serotype C, which accounts for approximately 30 percent of meningococcal disease in non-outbreak years, and 45 to 50 percent in outbreak years.

The vaccine is given by injection, and is safe and effective. The vaccine protects up to 97 percent of the time, depending on the person. The side effects are usually minor and temporary, including some redness and tenderness where the needle went in, or a mild fever. Serious side effects, including allergic reactions, are very uncommon. The vaccine cannot cause meningococcal disease because it contains no live bacteria. It can be given to children as young as two months of age. There is no other vaccine to prevent meningococcal disease in children this young. The Advisory Committee on Immunization Practices (ACIP) is a group of experts that provides physicians with ongoing and timely medical, scientific, and public health advice relating to immunization. They are recommending the new meningococcal vaccine be given at the preadolescent (11 to 12 year) visit. In adolescents beyond this age, the vaccine is recommended before high school, at approximately 15 years of age.

Florida KidCare

Florida KidCare is the state's children's health insurance program for uninsured children under age 19. It includes four different parts, or programs: MediKids, Healthy Kids, Children's Medical Services and Medicaid. When you apply for the insurance, Florida KidCare will check which program your child may be eligible for based on age and family income. There are several ways to apply for Florida KidCare:

You can apply for Florida KidCare by, calling 1-888-540-5437, by telephone, apply online, or print an application and instructions. For more information visit www.floridakidcare.org.



HOW DO STUDENTS MAKE THEIR WAY FROM GRADE TO GRADE?

Students' progress from grade to grade is based upon rules adopted by the School Board in a document called the Student Progression Plan. This document is available in each school for your review. We have listed the basics you need to know:

ELEMENTARY SCHOOL

1. Students must demonstrate satisfactory performance of the Sunshine State Standards and Grade Level Expectations in the district's core curriculum for reading, math, science, social studies and language arts to be considered for promotion. Verification of satisfactory performance will be determined by the teacher and may be based upon, but not limited to the following:

- Progress Test
- Classroom Assignments including teacher made test
- Performance Tasks
- Daily Observations
- State Assessment Tests
- District Norm-referenced Tests
- District Assessments made tests

Checklists

Other Objective Data

2. To be promoted to the next instructional level the following requirements must be met:
 - Students in Kindergarten must receive a grade of “N” or better in Reading Readiness and Math Readiness
 - Students in grades 1-2 must receive a grade “C” or above on the report card in reading.
 - Students in grades 3-5 must receive a grade “D” or above on the report card in reading.
 - Students in grades 1-5 must receive a grade “D” or above on the report card in mathematics.
 - In grades 4-5 students must receive passing grades in four (4) of the five (5) courses listed (two of which must be mathematics and reading): reading, language arts (grammar, writing composition, spelling), mathematics, social studies, and science.
3. Additional requirements:
 Students who score at Achievement Level I on the FCAT Reading SSS or FCAT Math SSS will be required to receive remediation or may be retained. Upon subsequent evaluation, if the documented deficiency has not been remediated in accordance with the academic improvement plan, the student may be retained. Each student who does not meet the minimum performance expectations defined by the Student Progression Plan for statewide and district assessment tests in reading, writing, science, and mathematics must continue to be provided with remedial or supplemental instruction until the expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

MIDDLE SCHOOL

1. In order to pass a course in grades 6 - 8, a student must earn a grade of 60 or higher and show mastery of 70% of the standards for the course (Curriculum Frameworks/Course Code Descriptions and Grade Level Expectations) as determined by teacher assessment utilizing a combination of any of the methods listed under #10 above.
2. Any student entering grade 6 in the year 2006-2007, must pass all core courses, reading, mathematics, language arts, social studies, and science. Any student entering middle school (grades 6-8) prior to 2006-2007, must pass reading, math, and 2 of the other three core courses (science, social studies, or language arts).
3. The following Student Progression Standards will be in effect for students participating in FCAT administrations:
 - Students who score at achievement Level 1 on FCAT Reading SSS and FCAT Math SSS will be required to receive remediation or may be retained.

HIGH SCHOOL REQUIREMENTS FOR GRADUATION

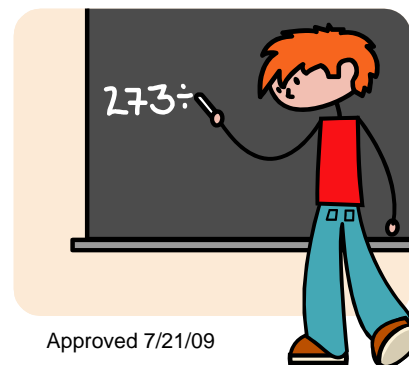
High School Programs for Students Entering the Ninth Grade in 2007-2008 and Beyond			
Subject Area	Graduation Requirements of 24-Credit/4-Year Traditional Program	Graduation Requirements of 18-Credit/3-year College Preparatory Program ⁽¹⁾	Graduation Requirements of 18-Credit/3-year Career Preparatory Program
English	4 credits, with major concentration in composition, reading for information, and literature	4 credits, with major concentration in composition and literature	4 credits, with major concentration in composition and literature
Mathematics	4 credits, one of which must be Algebra I or its equivalent, or a higher-level mathematics course ⁽²⁾	3 credits at the Algebra 1 level or above from the list of courses that qualify for state university admission	3 credits, one of which must be Algebra I or its equivalent ⁽²⁾
Science	3 credits in natural science, two must have a laboratory component	3 credits in natural science, two must have a laboratory component	3 credits in natural science, two must have a laboratory component
Social Studies	1 credit world history 1 credit American history .5 credit American govt. .5 credit economics	1 credit world history 1 credit American history .5 credit American govt. .5 credit economics	1 credit world history 1 credit American history .5 credit American govt. .5 credit economics
Foreign Language	Not required for high school graduation; but required for	2 credits in the same language or demonstrated proficiency in a	Not Required

	admission into state universities	second language	
Fine Arts	1 credit in fine or performing arts, which may include speech or debate	Not Required	Not Required
Physical Education	1 credit in physical education to include the integration of health ⁽³⁾	Not Required	Not Required
Majors, Minors, or Electives ⁽⁴⁾	8 credits <ul style="list-style-type: none"> 4 credits in a major area of interest 4 credits in elective courses, which may be combined to allow for a second major area of interest (3 credits), individual elective courses, intensive reading or mathematics intervention courses, or credit recovery courses 	3 credits in electives	3 credits in single vocational/career education program and 2 credits in electives or 3 credits in single career/technical certificate dual enrollment and 2 credits in electives or 5 credits in vocational/career education (including 3 credits in one sequential career and technical education program)
Total	24 credits	18 credits	18 credits
State Assessment Requirements	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in the courses required for the college preparatory program and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in the courses required for the career preparatory program and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits.
<p>(1) All courses earned toward the 18-credit/three-year College Prep Program must satisfy admission requirements for the state university system. To determine which courses meet state university system admissions requirements, please use the Comprehensive Course Table or see school guidance counselor for assistance. At least 6 of the 18 credits must be in classes that are dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or specifically listed as rigorous by the Department of Education</p> <p>(2) See high school guidance counselor for assistance with Algebra I equivalents. Courses or series of courses deemed "equivalent" for satisfying the Algebra I graduation requirements are; Algebra I Honors; Algebra Ia and Ib; Applied Mathematics I and II, Integrated Mathematics I and II; and Pacesetter Mathematics I.</p> <p>(3) See high school guidance counselor for physical education electives.</p> <p>(4) Students may revise major areas of interest each year as part of their annual course registration processes.</p>			

ADDITIONAL HIGH SCHOOL PROMOTIONAL REQUIREMENTS

The following Student Progression Standards will be in effect for students participating in FCAT administrations:

- Students who score at achievement Level 1 on FCAT Reading SSS or FCAT Math SSS at grade 9 and 10 will be required to receive remediation or may be retained.
- Students who score lower than 3.0 on the FCAT Writing+ at grade 10 will be required to receive remediation or may be retained.



STUDENTS WITH DISABILITIES

Students with disabilities may be placed in the Exceptional Student Education Program. Before your child is placed in this program, educators will evaluate him and complete a document called an Individual Education Plan or IEP.

There are several diploma or certificate options available to students in the ESE program, ranging from a standard high school diploma to a certificate of completion.

Students in ESE programs are entitled to stay in school until they graduate (receive a standard diploma or GED) or reach the age of 22.

Progression of Students with Disabilities: The primary determination for promotion of students with disabilities will be based upon mastery of the standards specified for all content areas for their exceptionality and level, goals, and objectives as outlined in each student's Individual Educational Plan (IEP). Consideration may be given to other factors such as: student's general progress; chronological age; attendance; sense of responsibility; mental and physical health; maturity; work habits; or behavior.

Mastery of student performance standards is determined by the student's teacher through the use of formal assessments, teacher-made tests, or teacher observation, as indicated on the student's IEP. Student mastery of performance standards may be documented through tracking sheets, checklists, grades, or samples of student work. Written documentation of student mastery will include the date of mastery and will be signed off by the teacher who verifies mastery.

Determination of promotion shall be recommended by the Individual Educational Plan (IEP) committee.

In third grade, however, all students must score a level 2 or higher on FCAT Reading SSS in order to be promoted unless there are good cause exemptions.

OPPORTUNITIES FOR ADVANCED STUDENTS

Students who are ready for advanced academic challenges will find a number of opportunities in Calhoun County, both inside and outside of the district.

Accelerated Placements: The assignment of a Student to a higher grade which results in the student skipping a grade or part of a grade should be made on the basis of achievement by the Student of the maximum standards established by the district and evidence that the Student will benefit from the instructional program at the advanced grade level. The probable long-range academic, social and emotional effect of the decision should be considered. The principal will identify the appropriate staff to review all information relative to each child who is being considered for accelerated placement. The parents must be involved during the process of considering a child for accelerated placement and must give permission for the placement. The student's cumulative guidance records and report card should indicate "Accelerated Grade Placement," major reasons for the assignment, and the name of the principal who made the placement.



A course taken in the eighth grade may be used to satisfy high school graduation requirements provided the student is classified as a high school student for the period in which the student is enrolled in a course designated as a 9 - 12 grade course. The 9 - 12 course code number shall be entered on the student's permanent record and the earned credit shall be used simultaneously as meeting both eighth grade and graduation requirements.

Advanced Graduation/Early Admission: The following procedures shall be in force and adhered to by the schools and the School Board of Calhoun County, Florida in cooperation with applicable post-secondary institutions in providing for a program of accelerated graduation and/or

early admission and advanced studies for qualified students from Calhoun County:

- Acceptance of the student by a post-secondary institution authorized by Florida Law or accredited by the Southern Association of Colleges and Schools, after satisfactory completion of the equivalent of two (2) school years of instruction above grade nine, including six (6) credits each year in grade ten and eleven as specified by the secondary school and requiring that the students have at least a "B" average for those two years in grades 9, 10, and 11.

When the above stated conditions have been met, the students may be awarded a diploma at graduation with his or her regular class, or at a time convenient to the principal, provided that:

- The student has completed two (2) college semesters or equivalent with a normal class load and maintains at least a "C" average or equivalent or,
- The student has earned sufficient college credits to fulfill graduation requirements as specified by the district school board. In order to earn a credit in high school, a student must be enrolled and pass acceptable courses for two full semesters (6 semester hours) for a high school credit.
- The student's high school record contains adequate notations covering the work accomplished while in college. An official transcript of courses taken must be on file in the student's high school record prior to a diploma being granted.

Students enrolled in the Early Admission Program are eligible to participate in clubs, but are restricted from holding office.

Dual Enrollment: Students who have completed grade nine and who demonstrate a readiness to engage in post secondary level academic work will be provided with advanced instruction in cooperation with a post secondary institution as prescribed by an agreement between the Board and the institution. Dual enrollment courses may be taken at Chipola College.

A student must express intent to the principal to pursue a post secondary degree to be eligible to participate in these programs. In order to participate, the student must also have written approval of the high school principal, acceptable grade point average, and acceptable college admission test scores. A participating student shall not enroll in physical education courses at the post-secondary level. A course taken for dual enrollment must be at least three semester hours (three semester hours are equivalent to 1/2 credit).

Gifted Students: A student is eligible for the gifted program if he meets the following criteria: Demonstrates a need for a special program; has a majority of characteristics of gifted students; and has superior intellectual development as measured by a standardized test of intelligence.

Honors courses: Are higher level courses used to satisfy graduation requirements and prepare students for college.

Honors Graduates: Will be determined using a weighted GPA. Grades will be weighted on a 5.0 scale for the honors, AP, and dual enrollment courses. An "A" in an honors class will count 5.0 points, a "B" 4.0 points, etc. Non-honors classes will be counted on a 4.0 scale. Students with a weighted GPA of 3.5 un-rounded but less than 4.0 un-rounded will graduate with Honors. Students with a weighted GPA of 4.0 un-rounded and higher will graduate with High Honors.

Valedictorian and Salutatorian: The graduate with highest GPA will be the valedictorian and the second highest GPA will be the salutatorian. Grades will be weighted on a 5.0 scale for the honors and AP courses and dual enrollment courses for the purpose of determining the valedictorian and salutatorian award. An "A" in an honors class will count 5.0 points, a "B" 4.0 points, etc. Non-honors classes will be counted on a 4.0 scale. A student must be enrolled full time in the Calhoun County Public Schools to be eligible for the salutatorian and valedictorian award. A tie may only be broken by procedures set forth in the district Student Progression Plan.

REPORTING TO PARENTS

CONNECT-ED

Calhoun County Schools uses the Connect-Ed telephone messaging system. This system allows the superintendent and school principals to send periodic and personalized messages to all parents with one recorded phone call.

Educational research clearly shows a significant link between parental involvement and student achievement. The district will reinforce this important point by using Connect-Ed on a regular basis. An important use of Connect-ED is the ability to reach families at a moment's notice should an emergency situation arise.

Calls of a general nature such as announcements or reminders will be made to one phone number per family. Calls regarding emergencies will be made to as many as six numbers that parents provide to the schools. Utilizing more than one number in an emergency situation will allow us to reach a greater number of parents and families as soon as possible.

Parents are encouraged to list current phone numbers on the Emergency Card for each student. Parents are also encouraged to update the school with changes to phone numbers and contact information. Only the numbers listed on the emergency card will be used by the Connect-Ed system.

EDLINE

This online program allows parents to keep up-to-date with their child's academic progress. Go to your child's school website and log on at Edline. Your child's school will provide you with an access code.

PROGRESS REPORTS

Students will receive a written progress report on September 8, 2009. After that time parents will only be sent written reports if requested. Parents are encouraged to monitor student progress by accessing your child's grades through Edline.

REPORTING STUDENT ACADEMIC PROGRESS

The district must report in writing to the student and his/her parent or legal guardian the student's results on each statewide assessment test. The progress of students toward achieving state and district requirements for proficiency in Reading, Writing, and Mathematics shall be reported through the report card to each student and their parents or guardian each nine weeks. For students in grades 1-12, writing composition, spelling and grammar are a part of the Language Arts or English grade. A reading grade must be reported for each student in grades K-8. In grades 9-12, reading is a part of the English grade.

The report card must clearly depict and grade:

1. The student's academic performance in each class or course and in grades 1-12 must be based upon written papers, class participation, tests, and other academic performance criteria as determined by the teacher.
2. The student's conduct and behavior.
3. The student's attendance, including absences and tardiness.
4. The student's report card shall contain a statement indicating performance or nonperformance at grade level, conduct/citizenship, attendance, and promotion or non-promotion.

GRADE PERFORMANCE LEVEL AS REPORTED ON REPORT CARD

Florida Statute **1003.33** as amended by Florida Statute **1002.23** requires us to report students' performance or nonperformance at his or her grade level on the report card. On the Calhoun County School Report Card there is a section labeled Grade Performance Level where we report grade level expectations of the Sunshine State Standards. Comments will be above, on, or

below. “**Above**” would indicate that the instruction/curriculum is above expectations for the grade level in which they are assigned. Students are provided enrichment activities/instruction to stimulate critical thinking, problem solving and communication skills. “**On**” would indicate that the instruction/curriculum is on grade level and correlates to the standards of the grade in which they are assigned. “**Below**” would indicate the student is using materials at least one half year below their grade placement. Other accommodations and/or modifications include fewer assignments, presentation of instruction at a slower pace and more opportunity to practice skills.

Examples:

- A student is in an honors English class making C’s. His/Her grade level performance would be “above”.
- A student is in a regular 4th grade classroom working on grade level standards making B’s. His/Her grade level performance would be “on”.
- A student is in a regular 4th grade classroom working on grade level standards making D’s. His/Her grade level performance would be “on”.
- A student is in an ESE classroom. He/She will not take the FCAT but will take an alternate assessment. He/She is making B’s. His/Her grade level performance would be “below”.

END OF YEAR STATUS/NOTIFICATION OF STUDENT’S ACADEMIC PROGRESS

FS 1008.25 requires that each district annually report to the parent of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, mathematics, and science. The district school board must report to the parent the student’s results on each statewide assessment test. The evaluation of each student’s progress must be based upon the students’ classroom work, observations, test, district and state assessments and other relevant information. Student’s academic progress will be reported each year on the final report card using the criteria listed below.

Grade K -Reading Readiness – Final Grade of “S” or better

Math Readiness – Final grade of “S” or better

Language Arts Readiness – Teacher judgment based on classroom work for writing

Grade 1 -Reading – Final grade of “C” or better.

Math - Final grade of “C” or better.

Science – Final grade of “S” or better

Language Arts – Teacher judgment based on classroom work for writing

Grade 2 - Reading – Score above the 45th percentile in total math on the Stanford Achievement Test and Final grade of “C” or better.

Math – Score above the 45th percentile in total math on the Stanford Achievement test and Final grade of “C” or better.

Science – Final grade of “C” or better

Language Arts – Score of 3.0 or better on the spring Calhoun Writes

Grades 3 -Reading – Score a Level 3 on FCAT Reading SSS and final grade of “C” or better.

Math – Score a Level 3 or above on FCAT Math SSS and final grade of “C” or better.

Science - Final grade of “C” or better

Language Arts – Score of 3.5 or better on the spring Calhoun Writes

Grades 4 -Reading – Score a Level 3 on FCAT Reading SSS and final grade of “C” or better.

Math – Score a Level 3 or above on FCAT Math SSS and final grade of “C” or better.

Science - Final grade of “C” or better

Language Arts – Score of 3.5 or better on FCAT Writing+ /the spring Calhoun Writes

Grades 5 -Reading – Score a Level 3 on FCAT Reading SSS and final grade of “C” or better.

Math – Score a Level 3 or above on FCAT Math SSS and final grade of “C” or better.

Science - Final grade of "C" or better
Language Arts – Score of 3.5 or better on the spring Calhoun Writes

Grades 6-7-Reading – Score a Level 3 on FCAT Reading SSS and final grade of "C" or better.
Math – Score a Level 3 or above on FCAT Math SSS and final grade of "C" or better.
Science - Final grade of "C" or better
Language Arts – Score of 3.5 or better on the spring Calhoun Writes

Grades 8 -Reading – Score a Level 3 on FCAT Reading SSS and final grade of "C" or better.
Math – Score a Level 3 or above on FCAT Math SSS and final grade of "C" or better.
Science - Final grade of "C" or better
Language Arts – Score of 3.5 or better on FCAT Writing+ /the spring Calhoun Writes

Grades 9-10 -English/Reading – Score above level 1 on FCAT Reading SSS and final grade of "C" or better
Math -Score above Level 1 on FCAT Math SSS and final grade of "C" or better
Science – Final grade of "C" or better
English/Writing – Score of 3.5 or better on FCAT Writing/spring Calhoun Writes.

Grades 11-12- English/Reading – Final grade of "C" or better in English and has passed FCAT Reading SSS
Math – Final grade of "C" or better in math and has passed FCAT Math SSS
Science – Final grade of "C" or better

LETTERS TO PARENTS REGARDING GRADES

1. Teachers **will notify** parents in writing at the end of the fourth week of each grading period when it is apparent that the student may fail or he/she is performing unsatisfactorily.
2. Parents of students in grades K-12 will be notified in writing by the end of the first semester (or the middle of the semester for semester courses) if the student is having difficulty and may fail the course or the grade.
3. Parents of students in grades 9 - 12 will be notified if the student has a cumulative grade point average less than 0.5 above the required graduation level and is at risk of not meeting graduation requirements. The notification will also include notification of available remedial assistance to help the student achieve the necessary GPA. **(FS 1003.43)**
4. Parents of students in grades K-8 will be notified in writing at the end of the school year if, on recommendation of the staffing committee the student is recommended for retention or required to attend summer school, if available, as a condition for promotion or for remediation.

GRADING SYSTEM FOR K-12

1. In kindergarten the grading code will be as follows:
E -Excellent
S- Satisfactory
N-Needs Improvement
U-Unsatisfactory
2. In grade 1, the grading code will be as follows:
Reading - Numerical Grade
Math - Numerical Grade
All other subjects: E-Excellent, S-Satisfactory, N-Needs Improvement, U-Unsatisfactory
3. In grades 2-12, numerical grades will be used in all subjects except as follows:
Music, and Physical Education in grades 2-5 (E, S, N, U code)
At the discretion of the principal, the E, S, N, U code may be used for Exploratory Wheel

courses in grades 6-8.

4. Grade Range for Students 1-12. In the Calhoun County School District numerical grades will be as follows: **(FS 1003.437)**

GRADE	PERCENT	GRADEPOINT VALUE	DEFINITION
A	90-100	4	outstanding progress
B	80-89	3	above average
C	70-79	2	average progress
D	60-69	1	lowest acceptable progress
F	0-59	0	failure
I			incomplete

GRADE DETERMINATION

Each nine weeks average grade in each subject shall be derived as follows:

There shall be a minimum of 13 recorded grades in each nine weeks period when classes are in session for 45 days. At least nine of the thirteen should be daily grades and four should be derived from tests, reports, notebooks, book reports, projects and special assignments. The daily grade average will count as 1/3, and the average of the tests, reports, notebooks, book reports, projects, and special assignments shall count as 2/3 of the nine-week grade in any subject.

In cases where teachers have students scheduled in their classes less than 45 days during the nine weeks, session a prorated number of grades shall be used to derive the nine weeks grade.

If a student enrolls in school without transfer grades, the teacher will provide for a method of review, and assess the student's mastery of the missed Sunshine State Standards/Curriculum Frameworks. The grade thus determined will be averaged into the nine weeks grade as a transfer grade would be averaged.

Elementary P.E. and Music grades will be determined by the student's participation and conduct and do not require the minimum 13 grades in each grading period.

EXPLANATION OF DAILY GRADES

Examples of daily grades are routine homework assignments both written and/or reading assignments, daily papers done in class, participation when discussions are held in class or when a question and answer session is taking place, evidence of diligent study when reading assignments are made in a class, or a brief daily test.

Each teacher should keep at least six to nine samples of daily work each nine weeks in order to document the quality of work that is being done and the daily grades being given. At least one daily grade will be recorded each week of the nine-week grading period to reflect that week's work.

The semester average grade shall be determined as follows:

- Each 9 weeks grade will be 40%.
- The semester exam will be 20%.

When a final grade is given for a subject at the end of the school year such grades shall be derived by averaging the semester grades.

At the teacher's discretion, extra credit points may be earned by a student during a nine weeks session in a subject. From 1 - 3 points may be earned by each student for an assigned project, report or other special assignment which is approved by the teacher in advance, provided the assignment relates to appropriate classroom studies. Special assignments must be above and beyond any other classroom assignments made during the nine weeks grading period. Extra points are to be added to the average grade for the nine weeks.

ABSENCES

For a student with more than 5 absences, an excused absence will be given for the following reasons:

1. sickness documented with a note from a doctor or certified health official;
2. death in the immediate family;
3. religious holiday or instruction; or
4. any other insurmountable condition as determined by prior principal approval.

The written statement must be submitted to the school within 5 days of the student's return to school.

When a student is absent from school with an excused absence and wishes to make up a test or work missed, the student must contact the teacher upon returning to school unless the teacher should be absent, in which case each day of the teacher's absence would extend the time allowed for a student to request make-up work. Make-up work must be done within 5 days or extended with administrator approval.

When a student has been given advance notice of a test or assignment the student must take the test and hand in the assignments on the day of his/her return to school. Semester exams missed due to suspension may be taken at a time agreeable with the teacher during a non-instructional day or after school hours prior to grades being finalized.

Cases involving extenuating circumstances may be appealed to the school administrator within five days of the absence.

ADDITIONAL WAYS TO HELP YOUR CHILD

1. Check report cards;
2. Talk with teachers;
3. Read information sent home;
4. Read to your child;
5. Let your child read to you;
6. Establish a daily routine: Plan-Do-Finish;
7. Set goals together;
8. Teach respect for self, hard work, and responsibility;
9. Show your values by your actions;
10. Be patient;
11. Involve your child in a variety of activities;
12. Be sure that your child makes up work when absent;
13. Set the tone for test taking:
 - Remind your child to listen and follow directions;
 - Work with your child on following directions;
 - Make sure your child is not only mentally, but also physically ready to take tests---be sure your child has a good night's sleep and a nutritious breakfast!
14. Monitor TV time, computer time, Internet sites and programs;
15. Participate in Child-To-Work Days;
16. Schedule a date for school lunch with your child;
17. Review daily assignment sheets; and
18. Talk with and spend time with your child.



ADDITIONAL IMPORTANT INFORMATION

ASBESTOS

The Calhoun County School Board inspects all facilities checking for asbestos in accordance with Section 206, Title II of the Toxic Substance Control Act (TSCA) enacted by the AHERA, EPA 40 FR 763. The results are on file at the Calhoun County School Board Office.

CONTROLLED OPEN ENROLLMENT PLAN CALHOUN COUNTY SCHOOL DISTRICT

Calhoun County School District shall continue to offer controlled open enrollment in all of the five district schools. If parents wish for their child to change schools or attend a school out of their transportation district, then they can apply at the school of choice between April 1 and August 1 of the upcoming school year. Parents will also place a second and third place choice on the letter of application. This process will not be necessary for students attending any school prior to the initiation of the application procedure. If a school reaches capacity, then assignments will be made up to the educational capacity of the school, in accordance with the racial, and ethnic diversity guidelines and the following preferences:

- A. Sibling Preference
- B. Random Lottery Number

Students who cannot be accommodated at their first choice school will be assigned to their second or third choice depending on seat availability. Students also may be placed in an eligibility pool for possible re-assignment to their first choice school at the beginning of the next semester if space becomes available in their particular grade level. Hardship cases may be appealed to the School Board on an individual basis.

Student transfer procedures will permit equitable, but limited and necessary movement of students from school to school. Once a student enrolls in or is assigned to a school, they must request School Board permission to transfer to another district school during the school year. All transfers will be made at the change of semesters.

Calhoun County School District will continue to design bus routes that will accommodate controlled open school enrollment within the confines of safety and economic feasibility. At the present time, there are two bus connection points in the district whereby students can transfer and connect to a school of their choice.

A parent will be selected by each school to represent and communicate with other parents and the community about open enrollment issues.

The district shall make information available to parents to assist them in making informed choices about where to send their children to school. This information will provide statistical data as well as general information about each of the five schools in the district. Additional information can be provided on an individual basis on request. For further information contact: The Special Programs Office, 16651 SE River Street, Blountstown, FL 32424 or call 850-674-8734 ext 225.

HOME EDUCATION

Calhoun District allows students to attend a home education program. Details of the program for students are available upon request from the Office of the Superintendent. A student seeking to enter or re-enter Calhoun District Schools from a home education program must meet all entrance requirements that any other students must meet and Comply with Florida Administrative Code (FAC) 6A-1.09941, which states:

6A-1.09941 State Uniform Transfer of High School Credits-

The purpose of this rule is to establish uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public schools. The procedures shall be as follows:

1. Credits and grades earned and offered for acceptance shall be based on official transcript and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in subsection (2) of this rule.
2. Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in subsection (3) of this rule.
3. Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:
 - a. Portfolio evaluation by the superintendent or designee;
 - b. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
 - c. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
 - d. Demonstrated proficiencies on nationally-normed standardized subject area assessments;
 - e. Demonstrated proficiencies on the FCAT; or
 - f. Written review of the criteria utilized for a given subject provided by the former school. Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs (3)(d) and (3)(e) of this rule if required.

Specific Authority 1003.25(3) FS. Law Implemented 1003.25(3) FS. History - New 8-28-2000. Formerly 6-1.099, Amended 9-22-2003.

FERPA NOTIFICATION OF RIGHTS CONCERNING RECORDS

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School Principal or their designee a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. A school staff member will be available to explain information in the record. Parents or eligible students may ask for copies of information at cost.
2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School Principal or their designee, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision. The parent or eligible student then has the right to request a hearing regarding the request for amendment. If the hearing officer agrees with the school, the parent or student has the right to put a written statement into the record describing why they feel information is incorrect or unfair.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 - One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member

(including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

- A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
 - Upon request, the School will forward education records without consent to officials of another school in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the *School District* to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office; U.S. Department of Education; 400 Maryland Avenue, SW; Washington, DC 20202-4605.

FERPA NOTIFICATION REGARDING DIRECTORY INFORMATION

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Calhoun County School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Calhoun County School District may disclose appropriately designated directory information without written consent unless you have advised your school's Principal in writing to the contrary. The primary purpose of directory information is to allow the Calhoun County School District to include this type of information from your child's education records in certain school publications. Examples include:

- a playbill showing your student's role in a drama production
- the yearbook
- honor roll, school organization, or recognition lists
- graduation programs
- sports activity sheets, such as for wrestling, showing weight and height of team members

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, on request, three directory information categories - names, addresses and telephones listings - unless parents have advised their school's Principal in writing that they do not want their student's information disclosed without their prior written consent.*

You must notify your school's Principal in writing within fifteen (15) calendar days after receipt of this notice if you do not want Calhoun County School District to disclose directory information from your child's education records without your prior written consent. Calhoun County School District has designated the following information as directory information:

- student's name and parent's name
- participation in officially recognized activities and sports
- address
- telephone listing
- weight and height of members of athletic teams
- photograph
- degrees, honors, and awards received
- date and place of birth
- the current or most recent previous educational agency or institution attended
- major field of study
- dates of attendance
- grade level

*These laws are Section 9528 of the ESEA (20 V.S.C. 7908), as amended by the *No Child Left Behind Act of 2001* (P.L. 107-110), the education bill; and 10 V.S.C. 503, as amended by section 544, the *National Defense Authorization Act for Fiscal Year 2002 (P.L.)_107-107*, the legislation that provides funding for the nation's armed forces.

McKAY SCHOLARSHIPS

Students with disabilities are eligible for McKay Scholarships (private school) if the following criteria have been met:

1. The student has an active IEP
2. The student was reported for funding during the preceding October and February FTE Surveys.

Parents may enroll students by contacting www.opportunityschools.org or by calling 1-800-447-1636.

NOTIFICATION OF SOCIAL SECURITY NUMBER COLLECTION AND USAGE PLAN

In compliance with Florida Statue 119.071(5), this serves to notify you of the purpose for the collection and usage of your child's social security number by Calhoun County School District.

Calhoun County School District collects and uses the social security number of parents or students only for authorized purposes. Specifically, Calhoun County School District collects social security numbers for the following purpose:

- District Data Reporting to Florida Department of Education and United States Department of Education
- Identification numbers for testing
- Medicaid Reporting
- National School Lunch Program

To protect your child's identity, Calhoun County School District will secure your child's social security number from unauthorized access and assign your child a unique student identification number. This unique identification number will then be used for all associated educational purposed at Calhoun County School District.

OTHER INFORMATIONAL RESOURCES AVAILABLE AT EACH SCHOOL OR DISTRICT OFFICE:

- School Public Accountability Report (SPAR)
- School Improvement Plans
- Student Code of Conduct
- District Strategic Plan
- School Advisory Council Handbook
- English Speakers of Other Languages (ESOL) Plan
- School Technology Plan
- Title I LEA Plan
- District Safety Plan
- Safe and Drug Free Plan
- Special Programs and Procedures Manual
- Master Inservice Plan

PARENT'S RIGHT-TO-KNOW

In compliance with the No Child Left Behind Act, The Calhoun County School District is hereby notifying every parent of a student in a Title I school that you have the right to know, at a minimum, the following information:

- The qualifications of the school staff providing instruction to your child.
- Your child's level of achievement in each state academic assessment.

- Whether your child has been assigned to or has been taught for four or more consecutive weeks by a teacher of a core academic subject who is not highly qualified.

An LEA receiving Title I funds will, at the beginning of each school year, also notify the parents of students attending a Title I school that they may request information regarding the professional qualifications of the student's classroom teachers.

Upon the parent's request, the LEA is to provide the following information:

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

Notices to parents are to be in a uniform format unless an alternative format is requested and, to the extent practicable, in a language that the parents understand. This information will be provided within ten school days of the request.

PHYSICAL EDUCATION REQUIREMENTS

Section 1003.455, Florida Statutes, requires 150 minute each week of physical educational for students in grades kindergarten through fifth grade, and beginning in the 2009-2010 school year, the equivalent of one class period per day of physical education for one semester of each year for students in grades six through eight.

The physical education requirement shall be waived for a student in grades kindergarten through grade eight who meets one of the following criteria:

- The student is enrolled or required to enroll in a remedial course.
- The student's parent indicated in writing to the school that:
 1. The parent requests that the student enroll in another course from among those offered as options by the school district, OR
 2. The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

Unless your child meets one of the waiver criteria listed above, he/she will be enrolled in physical education for 150 minutes each week while in grades kindergarten through grade five, or for one semester of each year while in grades six through eight.

Contact your school principal if you have questions or concerns regarding this physical education requirements or waiver criteria.

PIRC

There are two State Parental Information & Resource Centers (PIRC) available to parents in Florida – *The Florida PIRC located at the University of South Florida (USF) in Tampa* and *The Florida Parental Information and Resource Center of Family Network on Disabilities of Florida (FND) located in Clearwater*. PIRC provides information, training, and support for families through toll-free numbers, quarterly statewide newsletters, fact sheets, tip sheets, websites, and resource packets.

The Florida PIRC at the University of South Florida, located in Tampa, can be contacted at (813) 558-5096 or www.floridapirc.usf.edu.

The Florida Parental Information & Resource Center of FND, located in Clearwater, can be contacted at (800) 825-5736 or www.floridapirc.org.

PPRA NOTIFICATION OF RIGHTS CONCERNING SURVEYS

The Protection of Pupil Rights Administration (PPRA) affords parents and students who are 18 or emancipated minors (“eligible students”) certain rights regarding our school district’s conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

1. **Consent**: Must be granted before students may be required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–
 - a. Political affiliations or beliefs of the student or student’s parent;
 - b. Mental or psychological problems of the student or student’s family;
 - c. Sex behavior or attitudes;
 - d. Illegal, anti-social, self-incriminating, or demeaning behavior;
 - e. Critical appraisals of others with whom respondents have close family relationships;
 - f. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 - g. Religious practices, affiliations, or beliefs of the student or parents; or
 - h. Income, other than as required by law to determine program eligibility.
2. **An Option to Deny Participation**: Required for **any other protected information survey**, regardless of funding including–
 - a. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 - b. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
3. **Inspect**, upon request and before administration or use –
 - a. Protected information surveys of students;
 - b. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 - c. Instructional material used as part of the educational curriculum.

Calhoun County Schools will enforce these rights and will protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Calhoun County School District will directly notify parents and eligible students of this policy annually at the start of each school year and after any substantive changes. Calhoun County School District will also directly notify parents and eligible students at least annually at the start of each school year of the approximate dates of the following activities and provide an opportunity to opt a student out of participating in:

1. Collection, disclosure, or use of personal information for marketing, sales or other distribution.
2. Administration of any protected information survey not funded in whole or in part by ED.
3. Any non-emergency, invasive physical examination or screening as described above.

Parents/eligible students who believe their rights have been violated may file a complaint with: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C., 20202-4605.

NOTICE: The following annual surveys/examinations will be given to Calhoun County Students. You may inspect and/or deny participation by contacting your school office:

- The Calhoun County Student Health Screening is conducted during the month of October.
- The Florida Youth Substance Abuse Survey is conducted during the month of April.

- The School Climate Satisfaction Survey is conducted during the month of March.
- Florida Youth Tobacco Survey is conducted during the month of April.
- Florida Youth Risk Behavior Survey is conducted during the month of March.
- Life Skills Survey/Evaluation is conducted at BMS and Carr Schools during the month of April and at Altha School during September.
- Social Norms Survey for Alcohol Reduction (Grades 9-12) is conducted during the month of February.

PRIVATE SCHOOLS

Calhoun School District offers applicable academic services to private schools in the district in order that all students may be served.

RIGHT OF PRIVACY

All school records on individual students are private and confidential. Persons other than the school district staff listed in #3 above will not be allowed to see any individual student's records without the written consent of parents or certain students. Exceptions to this **RULE** are:

1. In an emergency where there is danger to health and safety, some records may be shared without the parent's consent.
2. Some state and federal officials have a right to see records.
3. When a student enters or plans to enter any other school, records or copies of records will be sent to that school, when requested by the new school, the parents, or certain students.
4. Some information from the record, called directory information may be shared without written consent. This is the student's name, address, listed telephone number, date and place of birth, major field of study, participation in officially recognized school activities and sports, weight and height of members of athletic teams, dates of attendance, degrees or awards received, and last school attended by the student.

RIGHT TO WAIVE ACCESS

Parents and certain students have the right to waive (give up) access to letters or statements or recommendations or evaluations. The parent or students may ask to be notified of the name of persons submitting letters or statements. The letters or statements must be used only for the purpose intended. Parents or students may not be required to give up the right to access.

RIGHTS CONCERNING EXCEPTIONAL STUDENTS

Parents of exceptional students may request to see their child's record before any IEP MEETING or due process hearing. Parents of exceptional students may ask to have someone else see their child's record. Parents of exceptional students will be notified whenever information in the school record is no longer needed and of their right to ask that such information be destroyed. More detailed information regarding student records and school board policies may be obtained from the Staci Williams, ESE Director at (850) 674-8734 ext 229.

RIGHTS CONCERNING RECORDS AND SURVEYS

Each school in Calhoun County keeps individual records on its students. Students and their parents have certain rights in regard to these records. Each school and the district office have the following information about records for parents and students to read:

1. A complete set of written policies and procedures about educational records.
2. A list of the kinds of student records by the school telling the place where each kind of record is kept.
3. A list of the Calhoun County School Board personnel or other state and federal officials who are allowed to see and use the records without the written consent of parents or students.
4. Parents and most students at age eighteen may ask to see these items at any time.

5. Some of the kinds of information kept by schools in educational records are:
 - a. Health information
 - b. Family background information
 - c. Test scores
 - d. Educational and vocational plans
 - e. Honors and activities
 - f. Teacher comments
 - g. Reports from student services or exceptional student education staffing committee
 - h. Letters from agencies or professional persons outside of the school
 - i. Driver education certificates
 - j. Written agreements of corrections or deletions as a result of meetings or hearings

SERVICES AND OPPORTUNITIES AVAILABLE TO PARENTS

- **Adult Education:** Adult Basic Education and High School Diploma Tracks at the Calhoun County Adult School located in Blountstown (674-8661).
- **Adult Technology Literacy Program:** Serves adults countywide who need to become technology literate or upgrade technology skills. Contact the Calhoun County Adult School for further information.
- **Computer Classes:** Title I Programs offers computer classes to assist parents and students in computer basics. These classes are held at the Public Library in Blountstown during the evenings.
- **ESE Advisory Council:** A resource in the district to provide direction and offer solutions to educational issues of students with disabilities.
- **Parent/Student Resource Center:** In collaboration the Calhoun County School Title I Program and the Calhoun County Public Library offer Parent/Student Resource Centers at each of the branch libraries. These centers offer computer access, internet access, resource books, and learning materials for parents and students.
- **School Advisory Council:** A resource in each school that is advisory to the principal and whose purpose is to provide direction and offer solutions to educational issues. Members are elected by their peers and include a strong representation of parents and community members.
- **Volunteer Program:** Parents and community members are invited and encouraged to become volunteers in the school system. Call the school in which you've chosen to volunteer for further information.

TEXTBOOKS

The district is required to collect from a student or the student's parent the full purchase price of any instructional material lost, destroyed, or damaged by a student regardless of the age or condition of the instructional material. **F.S. 1003.497**

OUT-OF-DISTRICT TRANSFER STUDENTS

A student who is living in a neighboring district, but wishes to attend school in Calhoun County will need approval from the School Superintendent from the district they are leaving as well as approval by the Calhoun County School Board. Availability of space and program offerings must be considered in every case. The Calhoun County School Board may reject the request for admission or withdraw permission after enrollment if recommended by the Principal of the affected school. Requests after school has started will be handled on a case by case basis.

All students living outside the county who meet enrollment requirements and wish to attend school in Calhoun County will be accepted on a provisional basis and will be allowed to continue attending school in the county until otherwise notified. Students who are unusually disruptive, have special needs or require special services that cannot be met through existing programs in the district, will not be approved for transfer to Calhoun County Schools or may have such

approval withdrawn, if determined to be in the best interest of the affected school. No special transportation arrangements will be provided for any out-of-county student.

For a student living outside the county to attend a Calhoun County School during the 2009-2010 school year rather than a school in the county in which they reside; parents must sign a contract agreeing their child will abide by the following:

- Grades: Must have and maintain a minimum 2.5 cumulative grade point average.
- Attendance: Must adhere to the district Attendance Policy.
- Discipline: Must have no more than 2 office referrals and no suspensions or expulsions.

For students who fail to comply with any one of these above standards, the Out-of-District Approval will be reviewed by a committee assigned and headed by the Principal to determine if the student must return to their district of residence at the end of the current semester.

Out-of-District Contracts are good only for the current school year. Parents must re-apply prior to the beginning of each new school year.

For the 2010-2011 school year the following additional requirement will be added:

- FCAT/FAIR Scores: Students in grades 3-12 must have and maintain a minimum of Level 3 on FCAT Reading and FCAT Math and Level 3.5 on FCAT Writing. Students in grades K-3 must have on grade level scores on FAIR.

VIRTUAL SCHOOL

Beginning for the 2009-2010 school year all school districts in Florida are required by Section 1002.45(1), Florida Statutes, to provide eligible students within boundaries the option of participation in a virtual instruction program. The law defines "virtual instruction" as instruction provided in an interactive learning environment created through technology in which the student and teacher are separated by time, space or both.

The law limits student eligibility for the district virtual instruction program to students residing within the district who meet at least one of the following conditions:

- The student has spent the prior school year in attendance at a public school in Florida and was enrolled and reported for funding during the preceding October and February FEFP surveys.
- The student is a dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to this state from another state or from a foreign country pursuant to the parent's permanent change of station orders.
- The student was enrolled during the prior school year in a school district virtual instruction program under this section or a K-8 virtual program under Section 1002.415, Florida Statutes.

To get information about Calhoun County Schools' virtual school programs call Wynette Peacock at 850-674-8724 ext. 232 or Renee Harrell at 850-674-8734 ext 221.

WORDS YOU'LL NEED TO KNOW

- **Deficiency:** The student is unable to master academic requirements.
- **Exceptional Student Education Program (ESE):** Through this program, which is also known as ESE, students with disabilities receive an education designed through an Individual Education Plan (IEP) to meet their specific needs.
- **Extracurricular Activities:** These are school-sanctioned activities like clubs or athletic teams that happen either before or after school.
- **Florida Comprehensive Assessment Test (FCAT):** Also known as the FCAT, this test is a series of tests given to every public school student who is in grades 3 through 10. FCAT test students in the areas of reading, math, writing, and science.

- **Individual Education Plan (IEP):** Known as an IEP, this plan developed for students with disabilities by a team of parents, educators, and a representative of the school district. The plan lists accommodations the student needs as well as academic goals and teaching methods.
- **New Generation Sunshine State Standards (SSS):** In Florida, these standards are what your child is expected to know at each grade level. Teachers are expected to cover this material. All report card grades are based on these standards. They are developed by the state and measured by a test called the FCAT given to every public school student in grades 3 through 10.
- **Proficiency:** The student has the skills, knowledge and motivation to successfully master academic requirements.
- **Retention:** This refers to students who do not move on to the next grade level at the end of the year due to poor academic performance. For example, a 4th grader who is unable at the end of the year to do 4th grade work is retained, or kept in the 4th grade for another year.
- **Student Progression Plan (SPP):** A long technical document detailing federal, state and local rules concerning attendance, course of study, report cards, promotion and retention, testing, grading, academic standards, transfers, credits, honors, diplomas, scholarships, accelerated learning, and related topics. It is reviewed annually by the end of the year by the School Board and a committee of teachers, parents, students, and administrators to revise as needed. The full text is available in hard copy at every school or on the web at www.calhounflschools.org.
- **Teacher Qualifications:** The district always makes an effort to hire teachers who are certified in the subject(s) that they are assigned to teach. In a few cases teachers hired are out of field. Parents are notified in writing when this occurs. Parents have the right to request and receive information regarding the professional qualifications of their student's classroom teachers.

RESOURCES FOR FAMILIES

Florida Department of Education
<http://www.fdoe.org>

Office of Family Involvement
<http://www.firn.edu/doe/bin00077/home0077.htm>

Office of School Improvement
<http://osi.fsu.edu>

Choice Office
Toll Free Parent Information
Phone Number: 1-800-447-1636
<http://www.floridaschoolchoice.org>

The Partnership for Family Involvement in Education
National: <http://www.thefamilyworks.org>
Florida: <http://fndfl.org/partnership>

National Parent Information Network
<http://npin.org>

Florida PTA
<http://www.floridapta.org>

Parents Place
<http://www.parentsplace.com>

Family Education Network
<http://www.familyeducation.com>

ParentSmart
<http://www.parentsmart.com>

1-800-USA-LEARN
1-800-872-5327
Helping Your Child Learn To Read

Calhoun County School District
<http://www.pace.org/calhoun/district/>

STUDENT SAFETY

Florida Sexual Predator/Offender Registry
Florida Criminal History Record Checks
Florida Wanted Persons Search Page
<http://www.fdle.state.fl.us/>

Calhoun County Parent Self-Assessment Checklist

Designed to help parents determine how involved they are in promoting a positive education for their child, the Calhoun County Parent Self-Assessment is required annually by state law and must be issued to all parents of students in grades K-12. Please place a check by each positive response then consider your areas of need. This Self-Assessment is for your use and is not to be returned to your child's school.

FOCUS ON ATTITUDE

- I stress the importance of education and doing one's best in school to my child.
- I express my belief in my child's ability to be successful.
- I help my child set short and long term educational goals.
- I celebrate my child's academic accomplishments.

FOCUS ON ACADEMICS

- I support reading with age appropriate home activities.
- I assure that our home has a consistent time and place to do homework.
- I ensure that my child has access to materials needed to complete assignments.
- I regularly discuss and ask to see work that my child is doing in school.
- I attend workshops on helping my children at home.

FOCUS ON BEHAVIOR

- I monitor the Internet, e-mail, chat sites and computer games used by my child.
- I monitor the television programs and videos viewed by my child.
- I teach and reinforce positive behaviors such as respect for self and others, hard work and responsibility.
- I am aware of and enforce school behavioral expectations.

FOCUS ON BUILDING RESPONSIBILITY

- I ensure that my child has a regular routine.
- I encourage my child to accept responsibility for his/her actions.
- I ensure that my child is in attendance and on time to school each day.
- I monitor and promote my child's participation in extracurricular and after school activities.

FOCUS ON SCHOOL/HOME CONNECTIONS

- I communicate regularly with my child's teacher in person, on the phone, by email or through writing.
- I prepare for and attend teacher conferences, Individualized Educational Plans, Academic Improvement Plans, or other individualized student meetings.
- I attend open house, science fairs, plays, musical events, class trips, sporting events, curriculum nights, or other school activities at every opportunity.
- I volunteer in the school setting when possible.

If you need assistance or more information, contact the Calhoun County Public Schools Special Services Office (674-8734) to address any questions concerning these areas of parenting skills.

