

2009-2010 Glades County Schools District Parent Guide



Wayne Aldrich, Superintendent of Schools

Glades County School Board

Mike Pressley, Chairman – District 4

Janet Storey – District 1

Jenny Allen – District 2

Jeri Wilson – District 3

Patricia Pearce – District 5

Mission Statement:

To focus all students on academics, attendance,
higher test scores, respect and values through positive student,
parent and community involvement

Nota: La guía 2009-2010 del padre está disponible en español en la oficina principal de cada escuela.

CONTACTS AT GLADES COUNTY SCHOOLS

| POSITION | CONTACT | PHONE NUMBER |
|--|------------------|--------------|
| Superintendent of Schools | Wayne Aldrich | 946-2083 |
| Director of Curriculum Services | Deborah Pressley | 946-2083 |
| Director of Administrative Services | Scott Bass | 946-2083 |
| Director of Finance | Susan Williams | 946-2083 |
| Principal Moore Haven Jr./Sr. High | Jean Prowant | 946-0811 |
| Assistant Principal Moore Haven Jr./Sr. High | Beth Barfield | 946-0811 |
| Guidance Counselor Moore Haven Jr./Sr. High | Shannon Bass | 946-0811 |
| School Nurse Moore Haven Jr./Sr. High | Waynette Rives | 946-0811 |
| Principal Moore Haven Elementary | Jim Brickel | 946-0737 |
| Assistant Principal Moore Haven Elementary | Sonya King | 946-0737 |
| Reading Coach Moore Haven Elementary | Janet Harris | 946-0737 |
| Guidance Counselor Moore Haven Elementary | Juanita Bryan | 946-0737 |
| School Nurse Moore Haven Elementary | Waynette Rives | 946-0737 |
| Principal West Glades | Debra Davis | 675-3490 |
| Assistant Principal West Glades | Doreen Backes | 675-3490 |
| Guidance Counselor West Glades | Cathy Deerey | 675-3490 |
| School Nurse West Glades | Dawn Long | 675-3490 |
| Director of ESE and Student Services | Janice Foster | 946-2083 |
| Supervisor of NCLB/Federal Programs | M. Katrina Fey | 946-2083 |
| Cafeteria Manager | Elizabeth Sapp | 946-0040 |
| Transportation Foreman | Scott Bass | 946-2083 |

REPORTS TO PARENTS

The school board must annually report to the parent of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, science, and mathematics, including the student's results on each statewide assessment tests. The evaluation of each student's progress must be based on the student's classroom work, observations, test, district and state assessments, and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the district school board. *Explanatory Note:* No one test with a single administration should determine promotion or retention. The preponderance of evidence from evaluations should be used to determine if a student is ready for the work of the next grade.) (S. 1008.25(8) (a), F.S.)

School Immunization Requirements

Kindergarten Requirements

- Diphtheria, Tetanus, Pertussis Series
- Hepatitis A Series*
- Hepatitis B Series
- 2 - Measles, Mumps, Rubella (MMR)

- Polio Series
- 2 - Varicella (Chickenpox)

7th through 12th Grade

- Tetanus Diphtheria Booster
- Meningococcal*

*Not a State of Florida School requirement but a Center for Disease (CDC) recommendation

PARENT AND STUDENT RIGHTS TO PRIVACY

Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords 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 appropriate school official] 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.
- (2) The right to request the amendment of the student's education records that the parent or eligible student believes are 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 appropriate school official], 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 and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- (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. [Optional] Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]
- (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 20202-5901.

PARENTS RIGHT TO KNOW

Under the federal law, No **Child Left Behind (NCLB)**, parents have the right to know of the professional qualifications of their child's classroom teacher, as well as those of any paraprofessionals in the classroom.

NLCB requires that all teachers and paraprofessionals be highly qualified according to specified criteria. In the event your child is taught by a teacher without the proper credentials and/or qualifications for a time period of four consecutive weeks, you are to be notified in writing. The statement will contain but is not limited to: the name of the teacher lacking the qualifications, the length of the teaching duty and, if applicable, what the teacher is doing to achieve highly qualified status.

To request information on the status of your child's teacher and/or paraprofessional, please contact the building principal of your respective school.

PROMOTION AND RETENTION

Promotion through the grades will be determined by considering level of achievement, demonstration of performance relating to Sunshine State Standards, district and state assessments, grades, and other information available.

PROMOTION K-5

Promotion in Kindergarten is based on an evaluation of each student's achievement in reading and mathematics. For promotion in grades 1-5 a student must have a passing grade in reading and mathematics. A student who does not receive a passing grade in science and writing may be promoted, however, he/she will be provided with remedial or supplemental instruction at the next grade level. (S.1008.25 (1), F.S.)

The basis of promotion should include teacher judgment, teacher-made and text-related tests, classroom assignments, and daily observations. The initial responsibility for determining each student's level of performance and ability to function academically, at the next grade level is that of the classroom teacher; however, the final decision as to grade placement is the responsibility of the principal.

For promotion to first grade, kindergarten students must demonstrate 90% accuracy in letter recognition (upper and lower case) and letter sounds. Kindergarten students must also show 80% mastery of grade appropriate sight words.

Additionally, in Grade 3, all students including ESE students required to take the FCAT and English Language Learners with more than 2 years of instruction in English must score level 2 or higher on the Grade 3 Reading portion of the Florida Comprehensive Assessment Test (FCAT), to be promoted.

ESE students identified as intellectual disability, emotional behavior disorder, hearing impaired/deaf, physically disabled or specific learning disabled will be promoted based on the recommendation of the ESE teacher and regular classroom teacher, as appropriate, after evaluating the student's progress. This review/evaluation will include the student's Brigance Inventory, Individual Education Plan, and when appropriate, mastery of regular education promotion requirements.

English Language Learners (ELLs) must meet the same criteria as non-ELL students for promotion. These students will be provided with assistance using ESOL strategies until proficiency in English is achieved.

RETENTION K-5

Any student who does not meet the requirements for promotion may be retained. Student retention is viewed as one procedure that may allow students additional time to master skills before being faced with more advanced work.

Any grade 3 student scoring Level 1 on the Reading Portion of the Florida Comprehensive Assessment Test (FCAT) must be retained, unless exempted from mandatory retention for good cause.

No student may be retained due to Limited English Proficiency.

PROMOTION 6-8

In order to be promoted to the next grade level, a student must pass language arts, reading, science, mathematics and social studies. Promotion from a school composed of middle grades 6-8 requires that a student must successfully complete academic courses as follows: 1. Three middle school or higher courses in English 2. Three middle school courses or higher in mathematics 3. Three middle school courses or higher in social studies, one semester of which must include the study of state and federal government and civics education. 4. Three middle school or higher courses in science. 5. One course in career and education planning to be completed in 7th or 8th grade meeting the requirements of S. 1003.4156, F.S.

English Language Learners (ELL) will meet the same criteria as other students for promotion. They shall be instructed in language arts, reading, mathematics, social studies, and science using the district's approved LEP Plan.

Students in full-time Specific Learning Disability, Emotional Behavior Disorder, Intellectual Disability, Hearing Impaired/Deaf, and Physically Disabled Programs will be promoted when the student has reached the instructional goals established in his/her Individual Educational Plan. Promotion of students with disabilities who are receiving ESE services and pursuing regular student performance standards will be based on promotion requirements for non-disabled students and modifications specified in their Individual Educational Plan. The final decision as to grade replacement is the responsibility of the principal with input from the IEP committee.

RETENTION 6-8

Students who do not achieve expected outcomes for the grade to which they are assigned may be retained in the same grade for the next school year and may be assigned to a different program if eligible.

PHYSICAL EDUCATION

Beginning in the 2009-2010 school year, Physical Education is required for grades Kindergarten – 8th. Physical education is also a requirement for graduation from high school. The physical education requirement shall be waived, if the student meets certain criteria. Please contact the school principal or guidance counselor for further information.

PROMOTION 9-12

Florida High School Graduation Options* For Students entering ninth grade in 2007-2008 school year and thereafter (Section 1003.428 F.S.)

| <i>Requirements</i> | <i>General Requirements For High School Graduation (4-year)</i> | <i>Standard College Preparatory Program (3 Years)</i> | <i>Career Preparatory Program (3-year)</i> |
|--------------------------------------|---|---|--|
| <i>English</i> | <i>4 credits (with major concentration in composition, reading for information and literature)</i> | <i>4 credits with major concentration in composition and literature</i> | <i>4 credits with major concentration in composition and literature</i> |
| <i>Mathematics</i> | <i>4 credits (one of which must be Algebra I, a series of courses equivalent to Algebra I, or a higher-level mathematics course. Students are encouraged to complete geometry and Algebra II)</i> | <i>3 credits at the Algebra I level or above from the list of courses that qualify for state university admissions Algebra Ia & Ib or Applied Math I & II will count as <u>one</u> credit for Algebra I equivalency. Students are required to complete two additional math credits)</i> | <i>3 credits (one of which must be Algebra I or its equivalent; Algebra Ia & Ib or Applied Math I & II will count as <u>two</u> credits. Students will be required to take one additional math credit)</i> |
| <i>Science</i> | <i>3 credits in natural science, two of which must have a laboratory component</i> | <i>3 credits in natural science, two of which must have a laboratory component</i> | <i>3 credits in natural science, two of which must have a laboratory component</i> |
| <i>Foreign Language</i> | <i>Not required for high school graduation; required for admission into state universities.</i> | <i>2 credits in the same language or demonstrated proficiency in a second language. **</i> | |
| <i>Social Studies</i> | <i>1 credit World History 1 credit American History ½ credit American Government ½ credit Economics</i> | <i>1 credit World History 1 credit American History ½ credit American Government ½ credit Economics</i> | <i>1 credit World History 1 credit American History ½ credit American Government ½ credit Economics</i> |
| <i>Practical Arts/ Fine Arts</i> | <i>1 credit in fine arts</i> | | <i>3 credits in single vocational/career ed. program <u>or</u> 3 credits in single career/technical certificate dual enrollment <u>or</u> 5 credits in vocational or career ed (3 of which in single program)</i> |
| <i>Physical Education</i> | <i>1 credit in physical education to include integration of health</i> | | |
| <i>Electives</i> | <i>8 credits in majors, minors or electives</i> | <i>3 credits (must meet SUS admission requirements)</i> | <i>2 credits unless 5 credits earned above</i> |
| <i>TOTAL</i> | <i>24 credits</i> | <i>18 credits (including 6 credits in classes that are International Baccalaureate (IB), AICE, dual enrollment, advanced placement or specifically listed as rigorous by the Department of Education)</i> | <i>18 credits</i> |
| <i>State Assessment Requirements</i> | <i>Earn a passing score on the FCAT (grade 10) or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)</i> | <i>Earn a passing score on the FCAT (grade 10)) or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)</i> | <i>Earn a passing score on the FCAT (grade 10)) or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)</i> |
| <i>Grade Point Average (G.P.A.)</i> | <i>Earn a cumulative G.P.A. of 2.0 on a 4.0 scale</i> | <i>Earn a cumulative G.P.A. of 3.5 on a 4.0 scale in the courses required for the college preparatory program and earn weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits.</i> | <i>Earn a cumulative G.P.A. of 3.0 on a 4.0 scale in the courses required for the career preparatory program and earn at least a 2.0 points or its equivalent in each of the 18 required credits</i> |

SERVICES AVAILABLE TO PARENTS AND STUDENTS

FCAT Explorer

All students in grades 3-10 who have access to a computer and the Internet can utilize www.fcatexplorer.com. This website gives students practice for taking the FCAT. Each student must receive a user ID and password from their teacher.

The site offers practice in math, reading, and science. Once a student masters a skill, he/she is allowed to play a game as a reward.

After School Programs (as funding allows)

Glades Academic Program (GAP)

This after school program is offered as funds allow for students in grades 1-12 who are making grades at D or below in reading and/or math.

Migrant Tutoring

Migrant students are offered tutoring and homework assistance after school and transportation is provided. For more information, call 863-946-0202 ext. 127.

Supplemental Educational Services

SES are federally mandated free tutoring services available to eligible students in Title I schools that have not met Annual yearly Progress (AYP), for three or more consecutive years. Eligible students are those students on free or reduced lunch. Additionally, Glades County School District prioritizes students for SES services based upon FCAT scores of Level 1 or 2 and/or students in subgroups that did not make AYP.

PARENTAL PARTICIPATION OPPORTUNITIES

Mentoring/ Volunteering

School Volunteers assist staff and students in many different ways at each school. Community Resource Volunteers provide special demonstrations or instructions on a wide variety of topics, based on their careers, hobbies or interests. These enriching experiences are provided for classrooms, small groups, or assemblies.

School Advisory Council

This is a council comprised of school and community representatives who meet monthly throughout the school year. Members are nominated and voted on by peer groups (parents by parents and school personnel by staff). This representative board serves to provide input, ideas, and reactions from a variety of interests, needs, and view points in order to develop, implement, and evaluate the School Improvement Plan.

If you are interested in becoming a volunteer or serving on the advisory council, please contact:

Moore Haven Elementary at 946-0737

Moore Haven Jr. /Sr. High at 946-0811

West Glades Elementary at 675-3490

Migrant/ELL Advisory Council

This council is comprised of parents of Migrant and ELL students from all of the schools in the district, community members, administrators, and teachers. Members of this council discuss concerns parents have and how the schools can better serve their children. They meet on a regular basis.

If you are interested in being a representative, contact M. Katrina Fey at 863-946-0202, Ext. 127.

Safe and Drug Free Schools Advisory Council

The Safe and Drug Free Schools Council meets regularly during the year to discuss health and safety issues including activities for Red Ribbon Week and concerns of parents, community members, teachers and administrators.

If you are interested in being a representative, contact M. Katrina Fey at 863-946-0202, Ext. 127.

ESE Parent Advisory Council

The Exceptional Student Education (ESE) Council meets quarterly and is comprised of parents, teachers, and administrators. This council meets quarterly and discusses concerns of parents and provides helpful information.

If you have a child in the ESE program and would like to serve as a representative contact Janice Foster at 863-946-2083, ext. 125

Parent Involvement Policy Committee (a partner of SAC)

By federal law, the District, and each Title I school, must formulate and implement a Parent Involvement Policy (PIP). This policy must describe the District/school's expectations for parental involvement, how the District/school will implement parental involvement activities, including but not limited to: types of activities, the school-parent compact, and provide an end-of-year evaluation of the program. Parents may access this program through their respective School Advisory Council.

RIGOROUS ACADEMIC OPPORTUNITIES FOR STUDENTS

Sunshine Math Superstars

Sunshine Math is an extracurricular math enrichment program. The purpose of the program is to help improve students' math skills. It is designed to reinforce concepts that are appropriate at a specific grade level and also challenge those students who may be ready to move ahead.

Gifted Education

Any student K-12 who is identified and placed according to Glades County's Special Programs and Procedures for Exceptional Students is eligible to receive gifted instruction.

Accelerated Programs

Based on diagnostic evidence and with prior counseling, a 6th, 7th, or 8th grade student may take a course listed in the high school Course of Study, provided scheduling is possible. Such courses will meet all 9-12 requirements. Credit toward high school graduation will be awarded upon successful completion of these courses. Middle school students taking high school courses for high school credit who get a grade of “C”, “D”, or “F” must have their grade replaced with a “C” or higher in a comparable course. Upon notification, students may have this credit deleted from their transcript. (Section 1003.43(5) (e) 1, F.S.)

Advanced Level Courses

Certain specified advanced level courses are designated to be given weighted grade point values as reward for more rigorous course requirements and to encourage able students to undertake more challenging programs.

Advanced placement courses, all state level III courses, the third, fourth, and fifth year of foreign languages, and Dual Enrollment courses taken will be given weighted credit. The high school guidance counselor can provide further information.

Early Admission Program

Early Admission shall be a form of Dual Enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis. (twelve or more hours) The Early Admission Program allows a student to enter college following completion of grade eleven, substituting two semesters of college for the fourth year of high school, and counting college credits toward high school graduation. The student is responsible for making application and must meet all entrance requirements as stated by the college involved. The high school record shall contain notations covering the work accomplished while in college and the grades assigned.

Dual College Enrollment

Dual enrollment is the enrollment of an eligible secondary student in a postsecondary institution on part-time basis. (eleven hours or less) An articulation agreement between Glades County Public Schools and Edison Community College provides advanced instruction for those pupils who demonstrate a readiness to engage in post-secondary academic work. In this program, students may earn credit toward both a high school diploma and an associate or baccalaureate degree. Dual enrollment credits shall be converted to high school credits as specified in Section (1000.21, 1007.24, 1007.25, 1007.271, 1008.345 FS). For each approved dual enrollment class a student's secondary schedule may be reduced by one class period.

Florida Virtual School On-Line Instruction

An agreement between Glades County Schools and The Florida Virtual School (FLVS) provides on-line instruction for those students seeking credit toward high school graduation. Course credits and grades earned through FLVS are based upon successful completion of the course.

EDUCATIONAL CHOICE

NCLB Choice

Currently, the Glades County School District offers a number of viable choice options to all students. Students that qualify for NCLB Choice Options based on the District's Prioritized Plan may opt for the following programs: 1. Students can stay in their home school identified as a school in need of improvement, in the same program in which they are currently enrolled. 2. students may choose to move to a higher performing school with transportation; 3) students may remain in their home school, identified as in need of improvement, and receive supplemental educational services, as applicable.

Virtual Instruction Program

Eligible students have the option of participating in a full-time virtual education program. Virtual Education is provided through contracts with approved state providers. If you would like enrollment information, contact Deborah Pressley, Director Curriculum Services, at 946-0202, Extension 120. The enrollment period ends September 14, 2009.

Home Education

A home school packet can be obtained from the Superintendents Office located at the Glades County Administration building. A student in a home education setting must be evaluated once a year to demonstrate educational progress at a level equivalent to his or her abilities.

STUDENTS WITH DISABILITIES

Individual Education Plan (IEP)

An IEP is a written statement for each child with a disability that is developed, reviewed and revised yearly based on each student's individual educational needs. An IEP lets parents know what level their child is at presently, how his disability affects his/her academics and what goals are to be achieved during the year. Parents of a student with an IEP are invited and encouraged to attend the meeting to write the IEP.

GLADES TRUANCY PROGRAM

Program Description

The Glades Truancy Program (G.T.P.) is a partnership between the Glades County School Board (GCSB), the Glades County Sheriff's Office (GCSO), the Glades County District Court (GCDC), Lutheran Services, and People Who Care.

The primary goal of the Glades County School Board is to reduce truancy and have students attend school on a consistent basis, which will aid in lowering juvenile crime. GTP also utilizes a multi-disciplinary team of school and community personnel to develop new and innovative approaches to address and reduce excessive unexcused absence and tardies as an intervention strategy prior to referring student/parent for court involvement. This team will provide support for students who have demonstrated chronic absenteeism and tardiness. GTP combines early intervention with prosecutorial enforcement of Florida's Compulsory Education Laws.

PARENT CHECKLIST

This checklist has been designed to help determine how involved you are in promoting a positive education for your child. Please read each line and place a mark next to the statement indicating that you agree and practice the statement with your child.

- _____ I speak to my children on the importance of education and doing the best that they can in school.
- _____ I express to my children that they have the ability to be successful.
- _____ I help my children set long and short-term goals
- _____ I celebrate the academic events and successes of my children.
- _____ I consider what my children watch on television.
- _____ I ask to see the work my children do in school.
- _____ I attend programs to teach me how to help my children at home.
- _____ I speak to my children about taking responsibility for their actions.
- _____ I tell my children that it is important to attend school regularly and to be on time.
- _____ I communicate regularly with the teacher about my children, either in person, by telephone, by electronic mail or in writing.
- _____ I teach my children positive behavior and reinforce the principals of respecting themselves and others, to work hard and to be responsible.