



Okeechobee County Schools

**The Successful
Student**

2015-2016



Technology & Learning



**A parent guide prepared by the
Okeechobee County School District
to help you assist your child in achieving excellence!**

Consulte con el Consejero escolar de su hijo/a en la búsqueda de recursos en esta guía.

2015-2016 Okeechobee County School Board Instructional Calendar

July 2015 August 2015 September 2015

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1			1	2	3	4	5
5	6	7	8	9	10	11				5	6	7	8		6	7	8	9	10	11
12	13	14	15	16	17	18				12	13	14	15		13	14	15	16	17	18
19	20	21	22	23	24	25				19	20	21	22		20	21	22	23	24	25
26	27	28	29	30	31					26	27	28	29		27	28	29	30		26

Thu August 6
 Mon August 10
 Mon August 17
 Mon September 7
 Fri September 18
 Thu October 8
 Fri October 9
 Fri November 13
 Mon November 23
 Tues November 24
 Wed November 25
 Thu November 26
 Fri November 27
 Fri December 18
 Fri December 18
 Mon-Thu December 21-24
 Fri December 25
 Mon-Thu December 28-31
 Jan January 1
 Fri January 4
 Tues January 5
 Wed January 6
 Mon January 18
 Fri February 5
 Mon February 15

New Teachers Report
 Returning Teachers Report
 Students' First Day
 Holiday—Labor Day
 Early Release Day for Students
 End 1st Nine Weeks (38 Days)
 Teacher Plan Day (No Students)
 Early Release Day for Students
 Fall Break Day (1st Make-up Day)*
 Fall Break Day (2nd Make-up Day)*
 Fall Break Day
 Holiday—Thanksgiving
 Fall Break Day
 Early Release Day for Students
 Last Day of School prior to Holidays
 End 1st Semester (63 Days)
 Winter Break
 Holiday—Christmas
 Winter Break
 Holiday—New Year's Day
 Winter Break
 Teacher Plan Day (No Students)
 Students' First Day Back After Holidays
 Holiday—Martin Luther King Day
 Early Release Day for Students
 Presidents' Day—No Teachers/
 No Students

October 2015 November 2015 December 2015

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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11	12	13	14	15	16	17							13		14	15	16	17	18	19
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25	26	27	28	29	30	31							27		28	29	30	31		

Fri January 1
 Mon January 4
 Tues January 5
 Wed January 6
 Mon January 18
 Fri February 5
 Mon February 15

Early Release Day for Students
 Presidents' Day—No Teachers/
 No Students

January 2016 February 2016 March 2016

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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10	11	12	13	14	15	16							13		14	15	16	17	18	19
17	18	19	20	21	22	23							20		21	22	23	24	25	26
24	25	26	27	28	29	30							27		28	29	30	31		

Fri March 10
 Fri March 11
 Mon-Fri March 14-18
 Fri March 25
 Fri April 22
 Fri May 27
 Mon May 30
 Fri June 3
 Fri June 3
 Fri June 3
 Tues June 7

End 3rd Nine Weeks (45 Days)
 Teacher Plan Day (No Students)
 Spring Break—No Teachers/
 No Students
 Good Friday—No Teachers/
 No Students
 Early Release Day for Students
 Spring Day
 Holiday—Memorial Day
 Early Release Day for Students
 End 4th Nine Weeks (62 Days)
 Students' Last Day (180 Days)
 All Teachers—Last Day

April 2016 May 2016 June 2016

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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17	18	19	20	21	22	23							20		19	20	21	22	23	24
24	25	26	27	28	29	30							27		26	27	28	29	30	

Fri April 22
 Fri May 27
 Mon May 30
 Fri June 3
 Fri June 3
 Fri June 3
 Tues June 7

Early Release Day for Students
 Spring Day
 Holiday—Memorial Day
 Early Release Day for Students
 End 4th Nine Weeks (62 Days)
 Students' Last Day (180 Days)
 All Teachers—Last Day

*In the event that school is closed due to a hurricane or other emergency, these are the first two days that will be used as "Make-up Days"

School Days

Teacher Plan Days/No Students

Early Release Days

End 9-Week Period

No Teachers/No Students

Holiday

Superintendent

Ken Kenworthy



School District of Okeechobee County

863-462-5000

700 S. W. Second Avenue
Okeechobee, Florida 34974

Fax 863-462-5151

Board Chairperson:

Joe Arnold

Board Vice Chairperson:

Malissa Morgan

Board Members:

Dixie Ball

Jill Holcomb

India Riedel

Dear Parents,

On behalf of the Okeechobee County School District, I thank you for sending your students to us every day. During the 13 years they spend with us, we will prepare them to be college and career ready and function as productive citizens.

In order to accomplish this mission, we have designated four desired states in our 2020 strategic plan.

- All students will be academically prepared to enter post-secondary education or a career of their choice.
- The educational environment will be focused on the student.
- All employees will be invested in academic achievement.
- All departments will work smart and efficiently to support student achievement.



This parent guide is designed to orient you to a few of the opportunities available to you and your family. Please review it and take advantage of the classes, programs, and services.

This year, we are offering universal free breakfast to every student so that their focus can remain on their studies. We have spent the summer preparing curriculum maps, interim assessments, and engaging lessons to ensure students are academically prepared. Our teachers have been participating in professional development so that they may facilitate instruction based on the Florida Standards.

In order to maintain a safe environment conducive to learning, our campuses are drug free, tobacco free, and bully free. By creating such a respectful atmosphere, our students can concentrate on preparing for their future.

As always, our teachers and staff are committed to *Putting Students First*. You are welcome to visit any of our schools at any time. We encourage you to volunteer, get involved, and help us help your child have the best 13 years of his or her life.

Sincerely,

Ken Kenworthy
Superintendent of Schools

2015-2016 Progress Report and Report Card Schedule

First Nine-Weeks

Wednesday	September	16	Send Progress Reports Home
Tuesday	October	20	Report Card Day (All Schools)

Second Nine-Weeks

Wednesday	November	11	Send Progress Reports Home
Tuesday	January	12	Report Card Day (All Schools)

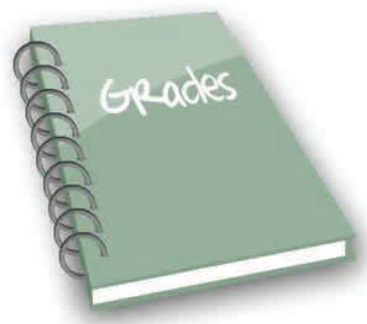
Third Nine-Weeks

Wednesday	February	03	Send Progress Reports Home
Tuesday	March	29	Report Card Day (All Schools)

Fourth Nine-Weeks

Wednesday	April	20	Send Progress Reports Home
Friday	June	17	Report Cards (All Schools)*

*pending EOC scores for secondary schools



Parent preparation for a successful school year

The following items will help keep you up to date on school activities and ready to respond to the big and little crises your child may have.

- A current school calendar showing holidays, early release days, teacher workdays, and school grading periods (see inside cover of this guide);
- Phone numbers for your child's school and the District Office (see back cover of this guide);
- The Okeechobee County School's Code of Student Conduct which describes what behavior is unacceptable in school and how students are disciplined if they commit a violation;
- School Attendance guidelines;
- Student Progression Plan;
- Skyward Family and Student Access, more information on page 31;
- Information on the Free and Reduced Priced Meals;
- Information on the Florida KidCare Insurance Plan;
- Student Agenda: contain information on the dress code, school rules and an excellent source for parents to communicate daily with teachers.
- The Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment (PPRA) printed on pages 4 and 5 of this guide.

This information is distributed and discussed at the start of each school year. Additional copies are available at each school site or may be obtained at <http://www.okee.k12.fl.us/>

Successful Parent-Teacher Conference

A good way to find out how your child is doing in school is through a parent-teacher conference. The teacher may request a conference or you may request a meeting. Listed are some tips for having a successful parent-teacher conference:

- Make a list of questions and concerns you have and write them down.
- Keep track of your child's schoolwork to help you with your questions.
- Listen to what the teacher has to say and ask questions if you do not understand what the teacher is trying to tell you.
- Schedule a follow-up appointment if necessary.
- Try to work with the teacher to help your child; teamwork is the best approach.

Here are some questions to keep in mind:

- Is my child performing at grade level?
- What are my child's strengths and weaknesses in reading, writing, mathematics, science, and social studies?
- How much time should my child be spending on home-work?
- Are my child's assignments being completed correctly and on time?
- Do you have a folder of my child's work? Will you review it with me?
- Does my child get along with the other students?
- Does the school have special programs to meet my child's needs?
- What can I do at home to support what is happening in the classroom?
- What is the best way to keep in touch with you?


Okeechobee County School District
Parent Self-Assessment Checklist

The purpose of the parent checklist is to provide parents with research based information on the types of parental behaviors that tend to promote student achievement. As you read through the questions posed below, see if you are doing all you can do to make your child's education as successful and enjoyable as possible. This survey is intended to stimulate thought and discussion in your home.

Focus on Attitude	YES	NO
Do I continually stress to my child the importance of education and doing one's best in school?		
Do I frequently express to my child my belief in their ability to be successful?		
Am I helpful in setting short and long term goals for my child?		
Do I celebrate with my child when they do well in school?		
Focus on Academics		
Do I support my child's reading with age appropriate home activities?		
Do I provide a consistent time and place to do homework?		
Do I ensure that my child has access to materials needed to complete homework assignments?		
Do I provide a place in my home that is conducive to doing homework?		
Do I follow up to see that the homework is completed and turned in on time?		
Do I regularly discuss and ask to see what my child is doing in school?		
Do I read and sign my child's progress reports and report cards?		
Do I attend "Open House" and "Conference Night" at my child's school?		
Do I attend workshops on helping my child at home?		
Do I encourage my child to do well in school?		
Focus on Behavior		
Do I monitor my child's television/computer/video game viewing?		
Do I encourage my child to accept responsibility for his/her actions?		
Am I aware of the school's Code of Student Conduct?		
Do I reinforce those school expectations?		
Are there appropriate consequences when he/she does not meet those expectations?		
Focus on Building Responsibility		
Do I ensure that my child has a regular routine?		
Do I make sure my child begins his/her day with a healthy breakfast?		
Do I ensure that my child gets a good night's sleep and is well rested each day?		
Do I encourage my child to accept responsibility for his/her actions?		
Do I praise my child when he/she follows through with responsibilities?		
Do I make sure my child attends school each day?		
Do I ensure that my child gets to school on time each day?		
Do I monitor and promote my child's participation in extracurricular and after-school activities?		
Focus on School/Home Connections		
Do I communicate regularly with my child's teacher in person, by e-mail or through writing?		
Do I prepare for and attend teacher conferences or other individualized student meetings concerning my child?		
Do I attend my child's school functions such as: open house, science fairs, plays, musical events, class trips, sporting events, conference nights, or other school activities?		
Do I volunteer in my child's school when possible?		

For information regarding how you can become even more involved in your child's education contact your child's school.

Thank you for your cooperation and support Okeechobee County Schools:

ACHIEVING EXCELLENCE: PUTTING STUDENTS FIRST

Student Records Privacy Rights of Students and Parents

The Family Educational Rights and Privacy Act, 20 U.S.C. 1232g (FERPA), and corollary state law, Section 1002.22, Fla. Statute affords parents and students who have attained 18 years of age ("eligible students") or attend a school beyond the high school level certain rights with respect to the student's education records. These rights are:

The **right of privacy** with respect to the student's education records.

Personally identifiable records or reports of a student, and any personal information contained in those reports, are confidential. The School District of Okeechobee County will not release the education records of a student without the written consent of the eligible student or the student's parent(s) or guardian(s), except to the extent FERPA and state law authorized disclosure without consent.

The **right to inspect and review** the student's education record within 30 days of the day the District 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 principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

The **right to request the amendment** of the student's education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask Okeechobee County School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the District decides not to amend the record as requested by the parent or eligible student, the District 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.

The **right to consent to disclosures** of personally identifiable information contained in the student's educational 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 has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health person or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District 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.

The Okeechobee County School District will forward educational and disciplinary records to other schools that have requested records and in which the student seeks or intends to enroll (34 CFR § 99.7 and 99.34(a)(1)(ii)).

Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

In addition, FERPA allows schools to disclose records, without consent, to the following parties or under the following conditions (34CFR§99.31): appropriate parties in connection with financial aid to a student; organizations conducting certain studies for or on behalf of the school; accrediting organizations; to comply with a judicial order or lawfully issued subpoena; appropriate officials in cases of health and safety emergencies; and state and local authorities, within a juvenile justice system, pursuant to specific State law.

The **right to file a complaint** with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-5920 Phone: 1-800-872-5327.

Florida Statute, 1002.22, provides that an educational institution may, without authorization from parents, guardians, or eligible students, release "Directory Information". Directory information includes the following:

Student's name, address, telephone listing if not an unlisted number, date and place of birth, a major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, most recent educational institution attended by student, photographs in the school year book and similar information.

U.S. Code 20 U.S.C.S. 7908 requires local educational agencies (LEAs) to provide military recruiters with the name, address, and telephone listing of secondary student.

If any parent, guardian, or student above the age of 18 years objects to the release of such information, he/she shall make known the objections, in writing, to the Superintendent. The preferred deadline to submit the written letter of objection is September 15th of the school year, however, parents, guardians or students above the age of 18 are welcome to submit this request at anytime. The School Board shall release directory information after 30 days public notice has been given.



PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA) NOTICE

Pursuant to the Protection of Pupil Rights Amendment (PPRA) (20 USC §1232h; 34 CFR Part 98), parents, guardians, or eligible students (over the age of 18 or emancipated) have certain rights pertaining to surveys, the collection and use of information for marketing purposes, and certain physical exams. These rights are as follows:

1. The right to give prior written consent before students are required to submit to surveys concerning protected information (regarding political affiliation or beliefs; mental or psychological problems of the student or student's family, sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisal of others with whom survey respondents have close family relationships; legally recognized privileged relationships, such as with lawyers, doctors, or ministers; religious practices, affiliations, or beliefs of the student or parents; or income, other than as required by law to determine program eligibility) if the survey is funded in whole or in part by a program of the U.S. Department of Education.
2. The right to opt a student out of participation in any other protected information survey, regardless of funding.
3. The right to opt a student out of any non-emergency invasive physical exam or screening required as a condition of school attendance administered by the school or its agent, and not necessary to protect the immediate health and safety of a student. The right to opt out does not apply to hearing, vision, scoliosis or body mass index screenings, or any physical exam or screening permitted or required under State law, except on grounds of religious beliefs or physician certifications pursuant to F.S. 1003.22(5).
4. The right to opt a student out of activities involving the collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others, and
5. The right to inspect, upon request and prior to administration or use (a) protected information surveys of students, (b) instruments used to collect personal information from students for any marketing, sales, or distribution purposes, and (c) instructional material used as part of the educational curriculum.

The District will ensure that student privacy is protected in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

The District will directly notify parents of their PPRA rights at least annually at the start of each school year and after any substantive changes. The District will also directly notify (including, but not limited to, mail, e-mail, in-person, or by acknowledgement form) parents of students who are scheduled to participate in the specific activities or surveys noted above and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys and will be provided an opportunity to opt their child out of such activities and surveys and to review any pertinent surveys.

Those who believe their rights have been violated may file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202. If you wish to discuss and try to resolve any PPRA concerns before contacting the Family Policy Compliance Office, you may contact the School Board of Okeechobee County, Director of Student Services (863) 462-5000 ext. 260.

The Okeechobee Education Records Manual is set forth in District Manual 2.60, Student Education Records. The manual is available for inspection at the District Administration office located at 700 S.W. 2 Avenue, Okeechobee, Florida, during regular office hours Monday—Friday. A copy of the policy may be obtained free of charge, upon request.

School District of Okeechobee County Notification of Social Security Number Collection and Usage

In compliance with Florida Statute 119.071(5), this document serves to notify you of the purpose for the collection of your child's social security number. The Okeechobee County School Board will collect and use your child's social security number only if specifically authorized by law to do so or when it is imperative for the performance of its duties and responsibilities as prescribed by law.

If you have any questions or need further information, please contact the Okeechobee County School Board Office at (863) 462-5000.

A student's social security number may be required for:

State of Florida Bright Futures Scholarship Program
Local scholarship applications (Take Stock in Children, Okeechobee Educational Foundation, etc.)
Verification of Income Eligibility for Federal Free and Reduced Lunches
Medicaid Reimbursement
General Educational Development (GED) Application
Social Security Income Verification and Assistance
Developmental Services
Data tracking for the Florida Education and Training Placement Program
Managing Student Records in the Automated Student Database
Matching of records between the Florida Department of Education and the Kindergarten screening data for Voluntary Pre-Kindergarten Provider Readiness Rate
Reporting Excessive Absences to the Department of Motor Vehicles
Documents and Reports for the Department of Juvenile Justice and law enforcement agencies as required
The Florida Department of Health as required
Forwarding records requests to other school districts where the student seeks to enroll or to request records of past attendance
Dual Enrollment in college courses
Other purposes specifically required or authorized by local, state or federal law

Okeechobee County School District NON-DISCRIMINATION NOTICE

The School District of Okeechobee County has adopted Board Policy 6.43, Unlawful Discrimination Prohibited. No person shall, on the basis of race, color, religion, gender, pregnancy, age, national or ethnic origin, genetic information, political beliefs, marital status, sexual orientation, disability, if otherwise qualified, social and family background or on the basis of the use of a language other than English by Limited English Proficiency (LEP) students, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this School District, except as provided by law.

The School District of Okeechobee County shall comply with all federal and state laws which include the Title II of the Americans with Disabilities Act of 1990, as amended by the ADA Amendments Act of 2008 (ADAAA), Title IX, Section 504, Florida Education Equity Act, Age Discrimination in Employment Act (ADEA), Genetic Information Non-Discrimination Act of 2008 (GINA), and the Boy Scouts of America Equal Access Act.

Any employee, student, applicant for admissions, or applicant for employment who believes he/she has been discriminated against or has been harassed by another employee, student, or third party is encouraged to use the Equity Plan Grievance Procedure for filing complaints. Complaints may be filed with the principal or immediate supervisor, District Equity Coordinator/Director of Human Resources or the Superintendent.

Director of Human Resources
Title II, Title IX and the Florida Education Equity Act Complaints and
ADA/Section 504 Complaints
700 SW 2nd Avenue, Okeechobee, FL 34974
(863) 462-5000 Ext. 267

Ready to start school?

Please contact the administration office of the school you are zoned for based on your permanent home address. If you are uncertain of the school you are zoned for, you may contact the Director of Student Services, at (863) 462-5000 Ext. 260, to get that information. To enroll your child in school you must complete a registration packet provided by the school. The packet includes questions regarding your demographic information, requires proof of address and a copy of previous schooling information. In addition, before admitting a child to kindergarten, the principal shall require evidence that the child has attained the age at which he or she should be admitted in accordance with the provisions of subparagraph Florida Statute 1003.21 (1)(a)2. The district school superintendent may require evidence of the age of any child whom he or she believes to be within the limits of compulsory attendance as provided for by law. If the first prescribed evidence is not available, the next evidence obtainable as listed in (4) (a-g) will be required.

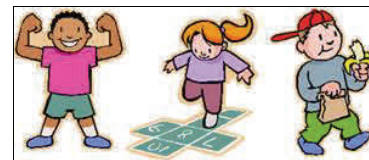
The school district has a policy to provide for appropriate screening of its students for scoliosis at the proper age.

Immunization Requirements

Each child entering a Florida public or private school must present or have on file at the school, a Florida Certification of Immunization (Department of Health Form 680, copies are not accepted). Immunizations must be valid and up-to-date for age and grade level as required by the State of Florida. The following is a summary of these requirements.

Public/Non-Public Schools Kindergarten through 12th Grade:

- Four or five doses of diphtheria-tetanus-pertussis (DTaP) vaccine
- Two or three doses of hepatitis B (Hep B) vaccine
- Three, four, or five doses of IPV (with at least one dose of polio vaccine administered after the 4th birthday)
- Two doses of measles-mumps-rubella (MMR) vaccine
- Two doses of Varicella* (needed for Kindergarten through 6th grade for the 2014-2015 school year)
- One dose of varicella vaccine* for grades four through ten
- *Varicella vaccine is not required if there is a history of varicella documented by the healthcare provider.



Seventh Grade Requirement:

In addition to compliance with all other required immunizations, children entering, attending, or transferring to the seventh, eighth, or ninth grade in Florida schools must complete the following:

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

The original Florida Certification of Immunization (DH 680, copies are not accepted) must be used to document immunization requirements for admittance through grade 12.

This form must be completed with the child's name, date of birth, parents/guardians name, the name of the physician or clinic, physician or clinic address and the signature of physician or the authorized designee. This form must show that the child is up-to-date with the required immunizations. Any student transferring from another Florida school may be given a 30-day temporary exemption until the certification of immunization can be obtained from the previous school. If the record cannot be obtained from the previous school within this time frame, it is the parent's responsibility to provide such a copy. Any student from out-of-state must present an up-to-date Form 680 at time of enrollment. If you have any questions, please call the Okeechobee County Health Department at (863) 462-5792.

School Physical Exam:

Each child who is entitled to admittance to pre-kindergarten or kindergarten, or is entitled to any other initial entrance into a public or non-public school in the state of Florida, must present a certification of a Florida school entry physical examination performed within one year (12 months) prior to enrollment in school.

Any student transferring from another school in the United States may be given a 30-day temporary exemption until the certification of a school entry physical examination can be obtained from the previous school. If the record cannot be obtained from the previous school within this time frame, it is the parent's responsibility to provide such a copy. Any student from out-of-state must present an up-to-date Form 680 at time of enrollment.

If you have any questions, please call the Okeechobee County Health Department at (863) 462-5792.



Consider perfect attendance...only 180 days of school each year!

School attendance is the responsibility of the parent and student. Since there is a strong relationship between attendance and academic performance, it is important that parents take an active role in working with the school to ensure their child's attendance on a daily basis. State law requires that all students between the ages of six and eighteen attend school regularly. Failure to comply with this law could result in the arrest of the parent or legal guardian responsible for the child.

Absences are classified as *excused* or *unexcused*. School Board policy lists the reasons for which an absence may be excused.

Excused Absences:

- Illness or injury of the student
- Illness or injury to the student's immediate family necessitating the student's absence
- Death to a member of the student's family necessitating the student's absence
- Recognized religious holidays of the specific faith of a student
- Doctor and dental appointments of the student
- Pre-arranged absences of educational value and with the principal's approval
- Subpoena or forced absence by any law enforcement agency
- Major disaster that would justify absence in the judgment of the administration
- Head lice, a maximum of two days per incident

It is the responsibility of the parent or guardian to provide written or oral notification indicating the reason for the absences within two (2) days of the student's return to school.

Unexcused Absences:

- Any absence which is not justified by the parent or guardian or for which the reason is unknown
- Not attending class while on a school campus (skipping)
- In grades K-8, an accumulation of five unexcused tardies/early checkouts will convert to an unexcused absence. These absences are considered when calculating absences towards truancy. In addition, these absences are considered when awarding perfect attendance.
- Final determination on whether an absence is excused or unexcused is the responsibility of the principal

Absences of Students Grade 9–12

- In order for a student to earn credit in a course, a student should not be absent more than nine days. A student who exceeds nine unexcused absences in a course may earn credit in that class by earning a passing grade in at least one of the two nine weeks grading periods, pass a comprehensive semester exam, and earn an overall passing grade for the semester.

Minors between 14 and 18 years of age who accumulate 15 unexcused absences in any 90-calendar-day period, will not be issued a learner's permit or will have their driver's license suspended.



***“The will to win, the desire to succeed,
the urge to reach your full potential...
these are the keys that will unlock the door to personal excellence.”
Confucius***





Rules for School Bus Riders:

(The Code of Conduct applies in the bus as well as in the classroom.)

At the bus stop: Students and parents are responsible for safety and proper student behavior.

- Students must stand at least 10 feet back from the roadway while waiting.
- Students must respect other people's property.
- Students must not push, shove, or engage in horseplay.
- Students must arrive at the bus stop at least five minutes prior to the scheduled pickup time.
- Students must wait for and get off the bus only at approved stop locations.
- Parents should supervise children at the stop.

During loading and unloading: Always stay away from the 10 foot "danger zone" around the bus, except when you are directed by the driver.

- NEVER pick up an object that you drop under or near the bus. Ask the driver for help.
- Always make sure the driver can see you, never walk behind the bus.
- Make sure clothing and backpacks have no loose drawstrings or long straps that could catch in the handrail or bus door.
- When you see the bus coming, stand at the stop and wait for the bus to come to a complete stop.
- Always wait for the driver to signal that it is safe to cross the road and/or load into the bus.
- When crossing a traffic lane, always look left, right, then left again; cross only if approaching traffic has stopped.
- Only board your assigned bus, unless other arrangements are approved by your school.
- Never approach a moving bus.

During the bus ride: Always follow the driver's directions.

- Never distract the driver unless there is immediate danger to you or others.
- Remain seated with your seat belt fastened, keep the aisles clear, always keep your arms, legs, and head inside the bus.
- Eating, drinking, and chewing gum are prohibited unless an exception has been approved for a trip approved by the Superintendent or designee.
- Never bring unauthorized items into the bus.
- Always wear your seat belt when one is available.
- Always show respect for your fellow students and bus driver.
- Keep conversation at a reasonable level and remain quiet at railroad crossings.



Tips for Walking and Biking Safely:



Walking: Walk with an adult or responsible older child at all times.

- Children under 10 years old should cross the street only with an adult or when directed by a bus driver.
- Walk on the sidewalk if there is one.
- Walk facing the traffic, as far from the road/traffic as possible, if no sidewalk is available.
- Use traffic signals and marked crosswalks if available.
- Stop at the curb or edge of the road and look left, right and left for traffic before crossing the street.
- Walk; don't run.
- Give drivers time to see you before crossing the street.
- Keep looking for cars while you are crossing.
- Wear white clothing or reflectors when walking in the dark or in low light.

Biking: (Riders must follow Florida Traffic Laws.) Always wear a helmet that is properly fitted.

- Whenever possible, ride with an adult or responsible older student.
- Always obey all traffic signs and signals.
- Ride on the right side of the road or trail in a single file (one bicycle behind another).
- Ride in the same direction as other vehicles. Go straight across railroad tracks.
- Always use proper hand signals when turning and stopping.
- Yield to pedestrians and alert them with a bicycle bell or your voice when passing.



Protecting Children from Sexual Offenders and Predators:

Talk to your children about following these tips:

- Stay away from an unfamiliar person who is trying to trick you or force you to go with him or her.
- Let your parents and other trusted adults know about any suspicious person or situations.
- Learn to describe people and vehicles.
- Know where to run and how to forcibly resist capture.
- Scream to be seen and to scare a stranger away.
- Stay with a buddy, a group, or parents at the bus stop.
- Report anyone hanging around or passing by regularly.
- Walk or bike along a route that your parents have determined is safe.
- Lock the door and never tell callers you are home alone.





Jim Leidy
Okeechobee County
2014-2015 Teacher of the Year
Teacher's Achieving Excellence:
Putting Students First!

Right To Know Qualifications of Teachers

The Okeechobee County School Board is committed to providing information to you regarding your child's teacher and paraprofessional qualifications in a timely manner upon request.

You have the right to request the following information:

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

You will be notified in writing if your child has been assigned or has been taught for more than four consecutive weeks by a teacher who has not met the NCLB highly qualified criteria.

Please be assured that the Okeechobee County School Board is dedicated to providing the students of our County with a quality education. The information regarding the qualifications of your child's teacher and/or the classroom paraprofessional may be obtained from the school principal.

Student Progression

Each student's progression from one grade to another is determined, in part, by proficiency in reading, writing, science, and mathematics. The Okeechobee County School Board has established the following comprehensive program for student progression:

- ♦ Evidence of a student's performance will be reflected by grades assigned in accordance with the district adopted grading policy.
- ♦ Students who score below **level 3** on English Language Arts and mathematics statewide assessments will be considered for remediation.
- ♦ Appropriate alternative placement for a student who has been retained 2 or more years.
- ♦ A copy of the Student Progression Plan can be obtained at <http://www.okee.k12.fl.us/>.

Bus Pass Procedure (School Board Policy 8.21)

- All requests for use of an ongoing alternate bus stop location must be given in writing to the school annually.
- The alternate bus stop must be in the same attendance zone and the alternate stop will replace the home stop.
- Students will not be transported to different stops on different days of the week. For example, a parent may arrange for a student to be bused to the nearest existing bus stop to their work location or a sitter's home (assuming it is within the attendance zone of the school). The student will not be bused to that alternate stop on some days and directly to home on other days. If circumstances change (for example, due to a job change), a new request may be submitted. However, serial requests will not be considered.
- Emergency bus passes may be requested for a specific day, but only for actual emergencies. Bus passes will not be issued simply for convenience, recreational purposes or for occasional use. Requests may be faxed to your child's school in an emergency.



Promotion Requirements

The promotion requirements for students in Okeechobee public schools can be found in detailed form in the Okeechobee County School District *Student Progression Plan*.

Elementary School (grades K-5)

- Students shall demonstrate satisfactory progress in reading and mathematics as measured by state assessments and locally determined criteria.
- Third Grade – To emphasize the importance of being able to read on grade level by the end of third grade, the State of Florida has mandated that any third grade student who scores Level 1 on the reading portion of FSA must be retained unless he/she meets the criteria for Good Cause Promotion.

Middle School (grades 6-8)

Promotion decisions for middle school students are based on the following considerations:

- The student must pass 5 out of 6 courses. In order to pass a course the student must earn a passing grade in three of the four grading periods.
- Final promotion decisions shall be made by the principal.

To be promoted from middle school a student must successfully complete:

- 3 middle school or higher, year-long courses in English (1 successfully completed course in reading may be substituted for an English course that the student has taken but not passed);
- 3 middle school or higher, year-long courses in Mathematics;
- 3 middle school or higher, year-long courses in Science;
- 3 middle school or higher, year-long courses in Social Studies including a semester-long or year-long course in Civics;
- A Career and Education Planning Course that may be taught in 6th, 7th, or 8th grade and must result in a completed personalized academic and career plan for the students and emphasize technology or the application of technology in career fields.

High School (grades 9-12)

- At the high school level promotion to the next grade level is dependent upon a student earning the required number of credits.

Required Credits:

	End of Academic-Year	Mid-Year*
Total credits to graduate	24**	24**
Credits to become a Senior	17	20.5
Credits to become a Junior	11	13.5
Credits to become a Sophomore	5	7.5

*Students may apply for mid-year promotions when they meet the above credit requirements at the end of the first semester of school.

**Accelerated Options require less than 24 credits. More information about this option in the high school section pages 33 through 37.

Note: A student selecting an 18 credit, three year plan must have 15 credits by the end of the first semester of the third year to become a senior.

Testing Requirements

Students entering ninth grade in 2015-2016 must pass the statewide, standardized End-of-Course (EOC) assessment in Algebra 1.

Any student enrolled in a school in the Okeechobee County School District is eligible to participate in the CAP (Credit Acceleration Program) during the regular administration of the statewide, standardized End-of-Course (EOC) assessment in Algebra 1, Geometry, and Biology 1.

The final course grade for all students enrolled in U.S. History or U.S. History Honors must be calculated using a minimum of 30 percent of the U.S. History Assessment score for all students. This does not apply to students enrolled in Advanced Placement U.S. History or dual enrollment American History (AMH) courses.

All students must participate in the statewide assessments for the course(s) in which he/she is enrolled.

Reporting of Academic Progress

- Progress reports are issued at the mid-point of each grading period.
- Report Cards are distributed at the end of each grading period.
- Kindergarten students will receive a grade of E, S, N, or U in English Language Arts, mathematics, science, and social studies. They will receive grades of S, N, or U in music and P.E.
- Students in grades one and two will receive grades A-F in English Language Arts and mathematics. They will receive grades of E, S, N, or U in science, social studies, and S, N or U in music and P.E.
- Students in grades three through five will receive grades A-F in English Language Arts, mathematics, science, and social studies. They will receive grades of S, N, or U in music and physical education.
- Students in grades six through twelve will receive grades A-F in all subjects.
All students will receive grades of S, N, or U in conduct.

A = 90 – 100%

B = 80 – 89%

C = 70 - 79%

D = 60 – 69%

F = 0 - 59%

I = 0%

A = Excellent Progress

B = Above Average Progress

C = Satisfactory Progress

D = Lowest Acceptable Progress

F = Unsatisfactory Progress

I = Incomplete

NA = Not Applicable this period

E = Excellent

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

VISION

**ACHIEVING
EXCELLENCE:**

**PUTTING
STUDENTS FIRST**

MISSION

**To prepare all students to be
college and career ready and
function as productive
citizens.**

CORE VALUES

**PERSERVERANCE
RESPECT
INTEGRITY
DEPENDABILITY
ETHICS**

Elementary Report Card

- | | |
|--|---|
| <ol style="list-style-type: none"> Instructional Levels for Reading and Math classes Classroom Conduct in their academic classes (S,N,U) Conduct for "Specials" such as music and PE (S,N,U) Grading period-we have four nine weeks grading periods Indicates your child's level of study skills Class subjects Grade earned in the subject that grading period (achievement grades for academic subjects and effort grades for Specials) | <ol style="list-style-type: none"> Final Class Grade for the year Teacher and Parent Comments Please sign and date the report card here and list a phone number Reading Level of your student Shows your child's placement for next year If marked this indicates danger of failing Conference Record Attendance information for each grading period <p>See sample report card on page 13</p> |
|--|---|



Insert Copy of Elementary Report Card

Middle School Report Card

1. **Student Name and Official Record** – let the school know if this is incorrect
2. **Student's Grade Level and School Counselor**
3. **School Term** 1 = 1st semester class 2 = 2nd semester class 3 = year-long class
4. **Period** – Time the class meets during the day
5. **Grade Placement for Next Year**
6. **Daily Attendance** - This shows the number of absences and tardies for the last grading period.
7. **Total Credits** - Total Credits earned toward graduation. Middle school students may earn a graduation credit if they earn a passing grade in Algebra 1 or Geometry.
8. **Student Number**
9. **Grading Period Data** - 4 nine week periods Grd-grade earned in the class
10. **Grade Point Averages** – Grading Period GPA-total quality points for each grade earned, divided by the number of classes
11. **Cumulative GPA** - Total quality points for all classes with earned credit (Alg 1 for MS) divided by total classes (1)

See sample Middle School Report Card on page 15

***Neither a semester grade nor credit will be given in courses with a State Administered EOC until the results of the EOC have been received and calculated in to 1st and 2nd semesters' grades.**



Skyward Family and Student Access, see page 31 for more information.

Learn the basics of Internet safety

Children use a variety of online services, and each of these services can have different safety concerns. However, there are some basic tips which you can employ no matter how your children use the Internet.

- Keep the computer in a high-traffic area of your home.
- Establish limits for which online sites children may visit and for how long.
- Remember that Internet technology can be mobile, so make sure to monitor cell phones, gaming devices, and laptops.
- Surf the Internet with your children and let them show you what they like to do online.
- Know who is connecting with your children online and set rules for social networking, instant messaging, e-mailing, online gaming, and using webcams.
- Continually dialogue with your children about online safety.

Start a discussion with your child

- What are your favorite things to do online?
- What is personal information? Why should you keep it private?
- What could you do to be safer online?
- What would you do if anyone online asked to meet you face-to-face?
- Besides me, who do you feel that you can talk to if you are in a scary or uncomfortable situation?

To find out more about keeping your kids safe online visit www.netismartz.org.

Internet Safety



Insert Middle School Report Card

High School Report Card

1. **Student Name and Official Address** – let the school know if this is incorrect
2. **Student's Grade Level and School Counselor**
3. **School Term** 1 = 1st semester class 2 = 2nd semester class 3 = year-long class
4. **Period** – Time the class meets during the day
5. **Grade Placement for Next Year**
6. **Semester Data** – 2 semesters per year
 - Exm – grade on the semester exam
 - Grd* – semester grade for that class - calculated using both nine weeks grades and the semester exam grade with each passing semester grade (D or better) earning .5 credit
7. **Total Credits** - total credits earned toward graduation
8. **Student Number**
9. **Grading Period Data** - 4 nine week periods
 - Grd - grade earned in the class
 - Abs - absences in that class
 - Tar - tardies to that class
10. **Grade Point Averages**
 - Grading Pd GPA –total quality points for each grade divided by the number of classes
 - Cumulative GPA - total quality points for all classes in with earned credit divided by total classes taken

***Neither a semester grade nor credit will be given in courses with a State Administered EOC until the results of the EOC have been received and calculated in to 1st and 2nd semesters' grades.**

See the High School Report Card sample on Page 17



Skyward Family and Student Access, see page 31 for more information.

The Earlier, The Better

Florida Prepaid College Plan

**2015-2016 OPEN ENROLLMENT
MID-OCTOBER 2015 THROUGH FEBRUARY 2016.**

The cost of college shouldn't be the reason your child or grandchild misses out on a great education. By saving early with the Florida Prepaid College Plans, you can help ensure that your child or grandchild will get that chance. It's the easiest and most affordable way to plan and save for a child's future - today.

For information visit our website: Myfloridaprepaid.com or call
1 (800) 552-GRAD (4723)



Insert High School Report Card

FLORIDA STATEWIDE ASSESSMENT PROGRAM

2015-2016 SCHEDULE

Florida Standards Assessments (FSA)	
English Language Arts and Mathematics	
Dates	Assessment
October 12–16, 2015	Paper-Based Accommodations: FSA English Language Arts Grade 10 Retake
October 12–23, 2015	Computer-Based: FSA English Language Arts Grade 10 Retake
February 29–March 11, 2016	Computer-Based (and Paper-Based Accommodations): FSA Grades 4–10 English Language Arts – Writing Component
March 28–April 8, 2016	Paper-Based: FSA Grade 3 English Language Arts FSA Grades 3 and 4 Mathematics
March 28–April 8, 2016	Computer-Based (and Paper-Based Accommodations): FSA English Language Arts Grade 10 Retake
April 11–22, 2016	Paper-Based Accommodations: FSA Grades 4–10 English Language Arts FSA Grades 5–8 Mathematics
April 11–May 6, 2016	Computer-Based: FSA Grades 4–10 English Language Arts FSA Grades 5–8 Mathematics
FSA End-of-Course Assessments	
Dates	Assessment
September 14–18, 2015 November 30–December 4, 2015 April 18–29, 2016 July 11–15, 2016	Paper-Based Accommodations: Algebra 1, Geometry, Algebra 2
September 14 – 25, 2015 November 30–December 18, 2015 April 18–May 13, 2016 July 11–22, 2016	Computer-Based: Algebra 1, Geometry, Algebra 2

FLORIDA STATEWIDE ASSESSMENT PROGRAM

2015-2016 SCHEDULE

Next Generation Sunshine State Standards (NGSSS) Assessments	
Florida Comprehensive Assessment Test® FCAT 2.0	
Dates	Assessment
October 12–16, 2015 and March 28–April 1, 2016	Paper-Based Accommodations: FCAT 2.0 Reading Retake
October 12–23, 2015 and March 28–April 8, 2016	Computer-Based: FCAT 2.0 Reading Retake
April 11–May 6, 2016	Paper-Based: FCAT 2.0 Grades 5 and 8 Science
NGSSS End-of-Course Assessments	
Dates	Assessment
October 12–16, 2015	Paper-Based Accommodations: Algebra 1 Retake, Biology 1, Civics, U.S. History
October 12–23, 2015	Computer-Based: Algebra 1 Retake, Biology 1, Civics, U.S. History
November 30–December 11, 2015	Paper-Based Accommodations: Algebra 1 Retake, Biology 1, Civics, U.S. History
November 30–December 18, 2015	Computer-Based: Algebra 1 Retake, Biology 1, Civics, U.S. History
March 28–April 1, 2016	Paper-Based Accommodations: Algebra 1 Retake
March 28–April 8, 2016	Computer-Based: Algebra 1 Retake
April 18–May 13, 2016	Paper-Based Accommodations: Biology 1, Civics, U.S. History
April 18–May 20, 2016	Computer-Based: Biology 1, Civics, U.S. History
July 11–15, 2016	Paper-Based Accommodations: Algebra 1 Retake, Biology 1, Civics, U.S. History
July 11–22, 2016	Computer-Based: Algebra 1 Retake, Biology 1, Civics, U.S. History



Tutorial Programs

Each elementary school has tutorial services for designated grades. These are designed to meet the individual needs of students. Call your school's counselor for information.

Tutorial services are available at Osceola Middle School and Yearling Middle School. Afternoon tutoring is provided at the Freshman Campus and Okeechobee High School. Tutoring can involve computer-assisted instruction as well as individual instruction.

The Freshman Campus and Okeechobee High School have academic after-school programs provided by the Migrant Education Program and Title III.

Academic Support Services personnel at the Dixon-Hendry Campus of Indian River State College provide tutoring for students in grades 9 - 12. High school students can come to the Academic Support Center, Room B-130, after high school hours for tutoring. For complete details and hours, please call IRSC (863) 824-6009.

After-School Elementary Childcare Program

Childcare programs are offered at North and Central Elementary for students K-5 grade. Students from Seminole can be shuttled to North and students from South and Everglades can be shuttled to Central to participate in the program. The Childcare Program offers an after-school snack, homework time, group craft or outdoor activities. Students must be picked up by 5:45 p.m. Enrollment packages are available in all elementary school offices. For more information on this program, call (863) 462-5000 Ext. 260.



McKinney-Vento

The Federal McKinney-Vento Homeless Assistance Act states that children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless. If, due to a loss of housing, a child must live in a shelter, motel, vehicle, or campground, on the street, in abandoned buildings, or doubled-up with relatives or friends, then he/she is eligible to receive services provided under the McKinney-Vento Act. The McKinney-Vento Education for Homeless Children and Youth Program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, state educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. If you are experiencing homelessness, please notify your child's school counselor or (863) 462-5000 Ext. 266.



Student Counseling and Academic Advisement

Counseling Service is provided at all school sites during the school day for the following purposes:

- Academic Counseling
- Scheduling of Courses
- Career Information
- Personal Situations

Parents can schedule conferences with teachers by calling the Counselor's Office at their child's school.



Opportunities for Parent Participation

Serving on School Advisory Councils

Parents are notified through the school newsletter regarding School Advisory Council meetings. All schools have an Advisory Council composed of a balanced number of parents, students, business/community representatives, school board employees, and the school's principal. The Advisory Council works toward achieving the School Improvement Plan goals which are based on the State Education Goals. Lottery funds are distributed to the schools for the Advisory Council to use toward fulfilling those goals.

School Advisory Council meetings are advertised in the local newspaper. Call your child's school for more information.

Becoming a School Volunteer

Volunteers are vital to any school's staff. Some serve in the following capacities: classroom volunteers, clerical assistants, community resources, computer assistants, media assistants, and business partners.

All volunteers are required to complete an application form which includes references and preferences as to areas in which they wish to volun-

teer.

If you would like to volunteer contact the District Coordinator at (863) 462-5000 Ext. 261. Contacts at school sites will be the Assistant Principals.

Parent/Teacher Meetings

Contact your child's school to see when the next Parent Teacher Organization (PTO) meeting will be held.

Parents of ELL Students

Parents/guardians of ELL students are encouraged to participate in our District Parent Leadership Council. For more information on our ELL program contact (863) 462-5000, Ext. 260.

Services Available for Parents

It has been proven that when parents are actively involved in their children's education, children perform better in school. You are just as important as your child's teacher in helping your child receive a good education. You can make a big difference just by being a part of your child's everyday school experience. All schools have agenda books, websites and newsletters to provide communication to parents.

"Mentoring Works!" "The number one indicator of success for a child is a good relationship with a caring adult." More people fail in life for lack of encouragement than for any other reason. Mentors assist students with goal setting, educational planning, career planning, and by supporting student success.

Big Brothers Big Sisters of Okeechobee County provides reading mentors at North, Seminole and Everglades Elementary School. Children are matched with a "Big" and work to build a book-centered relationship focused on improving reading skills to K-3 graders. Referrals for this program must be made through the child's teacher. For more information on Big Brothers Big Sisters call (863) 824-2227.

AmeriCorps St Lucie, Indian River & Okeechobee Reads is a mentoring program that recruits members of the community and trains them in the art of reading tutoring. The tutors receive 100 hours of training and are then placed in Central or Seminole Elementary School. The selected schools refer K - 3 students who are below grade level in reading for intensive tutoring. AmeriCorps is a National and Community Service Program in which members commit to serving a minimum of 450 or 900 hours of service over an eleven month period. In return, they receive a modest living allowance and, upon successful completion of their term of service, an educational award that can be applied to furthering their education or paying down student loans. For more information on AmeriCorps, call (772) 466-8535, Extension 212.

Communities in Schools/Police Athletic League (CIS/PAL), a non-profit agency providing youth services to help children prepare for life and stay in school. CIS/PAL provides character education, mentors, keeping youth on-track workshops and

after-school youth activities (863) 462-5125 ext. 128.

Take Stock in Children program provides four-year college tuition scholarships to at-risk, low-income students in Okeechobee County. The students are selected during the ninth grade. Individual mentors are assigned to scholarship recipients. Parents interested in application, mentoring, or other program information, should call Indian River State College Foundation. (772) 462-4786.

Family Literacy Services: Each elementary school has general meetings to address literacy. Individual grade meetings are also organized for different school sites.

Through the **Migrant Program**, families are provided a number of exciting educational tools such as Brainchild, Leapfrog/LeapPad, and iPads and/or computers with printers for secondary students to practice FSA skills and complete homework assignments. The Migrant Program also provides assistance to Migrant families in identifying resources and services related to education, health, and nutritional programs within the district. For more information, contact the Office of Grants & Special Programs at (863) 462-5000 Ext. 266.

The **Okeechobee County Public Library** also works with family literacy by providing academic and enrichment programs for children and families (863) 763-3536.

FAU-Center for Autism and Related Disabilities (CARD)

FAU CARD is a community-based program providing assistance and supports to children and adults with autism spectrum disorder and related disabilities, their families, the professionals serving them, and the community. FAU CARD was established by the Florida Legislature, and is funded by the Florida Department of Education to provide assistance with; early identification of autism, referrals to therapeutic interventions, trainings to decrease difficult behaviors and increase communication and social skills, transitioning to employment, and information about supplemental funding supports. Registered clients receive individualized attention to meet specific needs. All services are free. Contact your Okeechobee Clinical Specialist (772) 873-3422.

What can you do before your child starts school?

Becoming a good reader begins long before the child comes to school.

Things that parents can do with their children before they enter school are:

- Talk to your infant and toddler to help him learn to speak.
- Read to your baby every day starting at six months of age.
- Use sounds, songs, gestures and words that rhyme to help your baby learn about

language.

- Point out print in places like your home and the grocery store.
- Listen to your child.
- When reading to your child, follow the words with your finger so that your child learns to follow from left to right.
- Set a good example for your child by reading books,

newspapers, and magazines.

- Limit the amount and type of television your child watches.

For more information:

www.fldoe.org/academics/just-read-fl/ Click on "Just Read Families" to find links to valuable information about Reading.

Call 1-800-USA-LEARN
www.tnpsc.com



Additional tips for parents

- Make sure your child is well prepared for school early.
- Encourage your child to have good study habits.
- Talk with your child's teacher.
- Encourage your child to read.
- Let your child know you have high expectations.
- Display a positive attitude.
- Be an active school volunteer.
- Serve on the School Advisory Committee.
- Set high standards of achievement in all you do.
- Share your interest in learning with your child.
- Emphasize learning during family time.
- Be a lifelong learner yourself.

Reading—The #1 Priority

Every teacher, parent, and child knows that reading is the most important skill taught in elementary school.

There are five components of reading that children must learn in order to learn to read. To be able to help your child in reading, it is necessary for parents to know and understand the five components. They are:

- 1. Phonemic awareness** – the ability to hear and work with the sounds of spoken language. Phonological awareness is the understanding that spoken language is made up of individual and separate sounds. Children need to be taught to hear sounds in words and that words are made up of small parts of sounds.
- 2. Phonics** – the ability to understand the connection between letters and



sounds. Children need to be taught the sounds that individual letters and groups of letters make. Knowing the connection between letters and sounds helps children decode and "sound out" words.

- 3. Fluency** – the ability to read text correctly and quickly. Children must learn to read words quickly and correctly in order to understand what is read. Fluent read-

ers recognize words instantly. If a child reads slowly, word by word, he/she works to sound out the word and does not comprehend what is read.

- 4. Vocabulary development** – learning the meaning and pronunciation of words. Children need to have knowledge of written and spoken words, know what they mean, and how to use them.
- 5. Reading comprehension** – the ability to understand, remember, and tell what is read. Children need to be taught the steps good readers use to make sure they understand the text.



Florida State Standards

Florida State Standards were developed to ensure that all students, regardless of where they live, are prepared for success in education beyond high school and the workforce. The standards will help ensure that students are receiving a quality education and will provide an opportunity to share best practices and successes within and across state.

The standards were developed to help teachers ensure that their students have the skill and knowledge they need to be successful by providing clear goals for student learning.

Standards have been written for English Language Arts/Literacy and Mathematics. The grade specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectation by the end of high school. As students advance through grades K-12, they are expected to meet each year's grade-specific standards and retain or further develop skills mastered in previous grades.

Although the Florida State Standards define what students should know and be able to do at each grade level, they do not define how a teacher should teach the standards. Teachers are expected to use a variety of appropriate materials and strategies to meet the educational needs of the children who have been assigned to them. The standards focus on what is most essential but do not describe all that should be or can be taught.

Student proficiency of mastery of the Florida State Standards will be measured by the FSA Assessment.

Kindergarten

Kindergarten teachers are implementing the Florida State Standards in their classrooms. As part of the implementation your child will learn about the alphabet and its role in reading. Your child will be practicing with rhyming words, matching words with beginning sounds, and blending sounds into words. Your child will be working on vocabulary development and will be experimenting with writing. A sample of what your child will be working on in kindergarten includes:

- Naming upper and lower case letters, matching those letters to their sounds, and printing the letters
- Retelling familiar stories and talking about stories read to him/her
- Using drawing, dictating, and writing to describe an event including his/her reaction to what happened
- Taking part in classroom conversations and following rules for discussion
- Understanding and using questions words (who, what, where, when, why, how) in questions

- Reading and comprehending basic sight words

In the area of mathematics your kindergarten child will focus on knowing number names and the proper counting sequence. He/she will work on developing the ability to add and subtract small numbers and use addition and subtraction to solve word problems. A sample of what your child will be working on in kindergarten includes:

- Counting objects to tell how many there are
- Comparing two groups of objects to tell which group of objects, if either, has more
- Comparing two written numbers to tell which is greater
- Acting out addition and subtraction word problems
- Drawing diagrams to represent addition and subtraction word problems
- Adding with a sum of 10 or less; subtracting from a number 10 or less
- Adding and subtracting very small numbers quickly and accurately
- Correctly naming shapes

How Can You Help at Home?

- Read with your child every day. Ask your child to retell and explain his/her favorite parts of the story.
- Ask your child about his/her day at school. Have your child draw a picture or write something about his/her day at school.
- Play "Write the next number." Write a number and ask your child to write the next number.
- Ask your child questions that require counting as many as 20 items. "How many stuffed animals are on your bed?"
- Ask your child questions that require comparing numbers. "Whose shirt has more buttons, yours or mine?"



First Grade

Your child will become a more independent reader and writer in first grade. He/she will continue to learn and practice rules for recognizing the sounds that make up words and will be able to sound out more difficult and complex words. A first grade student will learn to think about what he/she has read and talk about the main ideas of simple stories. As a writer and speaker, your first grade child will learn to use language properly including writing complete sentences and spelling with increasing accuracy. A sample of what your child will be working on in first grade includes:

- Using phonics and word analysis skills to figure out unfamiliar words when reading and writing
- Describing characters, settings, and major events in a story
- Writing about a topic, supplying some facts and providing a sense of opening and closing
- Producing and expanding complete simple and compound statements, questions, commands and exclamations
- Identifying the correct meaning for a word with multiple meanings
- Thinking about words that have similar meanings (run, jog, stroll)

In mathematics, your first grade child will be expected to demonstrate proficiency in what he/she learned in kindergarten and add to his/her set of mathematical skills. Your child will work on speed and accuracy of in adding with a sum of 20 or less and subtracting from a number 20 or less. Your child will work on place value of tens and ones in order to be able to add with a sum of 100 or less. A sample of what your child will be working on in first grade includes:

- Solving addition and subtraction word problems in situations of adding to, taking from, putting together, taking apart, and comparing.
- Adding with a sum of 20 or less and subtracting from a number of 20 or less by using specific strategies
- Quickly and accurately adding with a sum of 10 or less and subtracting from a number 10 or less
- Understanding what the digits mean in two-digit numbers (place value)
- Measuring length of objects by using a shorter object as a unit of length (measure the side of his/her desk using a pencil or paper clip)

How Can You Help At Home?

- Encourage your child to read to you. Help him or her sound out the difficult words.
- Pick a "word of the day" each day starting with a different letter. Have your child write the word and look for other things beginning with the same letter.
- Look for word problems in real life
- Play "I'm thinking of a number" game. For example, "I'm thinking of a number that makes 12 when added to 8. What is my number?"

Second Grade

In second grade children improve their word recognition and word-study skills and develop fluency (the ability to read quickly and correctly) and to understand what they have read. If your child's teacher detects a problem in his/her progress in reading, writing, or mathematics, you will be contacted. If you have questions or concerns about your child's progress, contact your child's teacher.

Reading/Language Arts

By the end of second grade your child is expected:

- To read a large number of regularly spelled one- and two-syllable words
- To use phonics to decode one-syllable and multi-syllable words in context and isolation
- To be able to decode regular words quickly and accurately and self-correct after mispronouncing a word
- To adjust his/her reading rate based on the purpose and difficulty of the text
- To use knowledge of prefixes, suffixes, root words, and context clues to figure out word meanings
- To build a better vocabulary using synonyms (similar meanings) and antonyms (opposites)
- To read and understand a variety of second grade level fiction and nonfiction books
- To recall information, main ideas, and details after reading
- To answer "how," "why," and "what-if" questions
- To identify the author's purpose, characters, setting, and cause/effect in a selection
- To read information from diagrams, charts, and graphs
- To write a book report identifying characters, setting, and sequence of events
- To use appropriate technologies and resources to locate and present information



Second Grade—continued

Writing

By the end of second grade your child is expected:

- To make a plan for writing that includes main idea and purpose
- To write with a focus, details, and thoughts in a logical sequence
- To revise a rough draft in order to produce a quality piece of writing
- To pay attention to how words are spelled and correctly spell the words
- To write different types of writings (stories, reports, letters)
- To pay attention to spelling, capital letters, and punctuation in writing
- To use nouns, verbs, adjectives, and adverbs correctly
- To print all letters legibly.

Mathematics

By the end of second grade your child is expected:

- To recognize the values of ones, tens, hundreds, and thousands and compare numbers
- To recall basic addition and subtraction facts
- To add and subtract three-digit whole numbers with fluency
- To estimate solutions to addition and subtraction problems
- To estimate and measure in inches and centimeters
- To skip count by 2's, 5's, and 10's and to solve problems using repeated addition
- To classify numbers as odd or even
- To demonstrate an understanding of fractions by showing a whole object and its parts
- To identify time to nearest hour and half hour
- To identify, combine, and compare values of money in cents up to \$1.00 and in dollars up to \$100.00
- To measure weights and capacity of objects

Science

By the end of second grade your child is expected:

- To observe and investigate the natural world and report what was observed
- To describe how pieces of matter can be the basis for soil and classify soil
- To identify objects and materials as solid, liquid, or gas
- To measure and compare temperatures\To discuss forms of energy used for daily life

Social Studies

By the end of second grade your child is expected:

- To recognize that Native Americans were the first

inhabitants in North America

- To describe the impact of immigration in history and today
- To use different types of maps
- To locate his/her hometown, Florida, and North America on a map and locate the state and national capital
- To label the continents, oceans, Equator, Prime meridian, North and South Pole on a globe or map
- To explain the personal benefits and costs involved in saving and spending money
- To explain the consequences of an absence of rules and laws
- To recognize symbols, individuals, events, and documents that represent the United States



Third Grade

In third grade children continue to improve word-study skills and further develop comprehension and vocabulary knowledge. They also work on refining writing and spelling skills. It is critical that children be reading on grade level by the end of third grade. If your child's teacher detects a problem in his/her progress in reading, writing, or mathematics, you will be contacted. If you have questions or concerns about your child's progress, contact your child's teacher.

Reading/Language Arts

By the end of third grade your child is expected:

- To use phonics knowledge and word parts to figure out how to pronounce words and correct himself/herself after mispronouncing a word

Third Grade-continued

- To read with fluency and adjust the rate of reading based on the text
- To correctly use new vocabulary that is taught
- To increase vocabulary through use of synonyms, antonyms, homophones, homographs, prefixes, suffixes, root words, and context clues
- To determine meanings of words by using reference tools
- To make predictions about text and establish a purpose for reading
- To read third grade level material and identify the main idea, supporting details, comparison/contrast, cause/effect, and sequence of events
- To identify the elements of a story (character, plot, setting, problem/resolution, theme/message)
- To write a book report that identifies the main idea, characters, setting, sequence of events, and problem/resolution
- To use appropriate technologies and resources to locate and present information

Writing

By the end of third grade your child is expected:

- To use organizational strategies and tools to make a plan for writing
- To write a draft with a main idea and supporting details in logical sequence
- To edit and revise writings to make them easier to understand and read
- To independently review written work for errors in spelling, capitalization, and punctuation
- To correctly use verb tense, non-verb agreement, non-pronoun agreement, and plurals of irregular nouns
- To prepare writing for presentation to an audience
- To write a variety of informative/explanatory and opinion pieces, responding to two or more pieces of text

Mathematics

By the end of third grade your child is expected:

- To show an understanding of multiplication and division through the use of manipulatives
- To solve multiplication and division fact problems
- To show an understanding that multiplication and division are inverse operations
- To understand fractions and be able to describe the relationship of the fraction to a whole and use models to demonstrate equivalent fractions
- To describe, analyze, compare, and classify two-dimensional shapes using sides and angles

- To demonstrate understanding of multi-sided polygons, congruence, and symmetry
- To be able to accurately measure and/or calculate perimeter
- To measure length to fractional parts such as $\frac{1}{2}$ and $\frac{1}{4}$
- To tell time to the nearest minute and quarter hour and elapsed time
- To estimate, compute, and solve problems using numbers through hundred thousands

Science

By the end of third grade your child is expected:

- To raise questions about the natural world, investigate, record and compare observations, and make inferences based on observations
- To use and understand vocabulary appropriate to the field of science
- To know about the Sun and stars and their relation to each other
- To demonstrate the relation between the Sun and heat
- To measure and compare temperatures, weights, and mass of solids and liquids
- To identify some basic forms of energy and the attributes of energy
- To describe structure in plants and their roles in food production, support, water and nutrient transport, and reproduction
- To classify animals into major groups according to their physical characteristics and behaviors

Social Studies

By the end of third grade your child is expected:

- To define terms related to social studies
- To review basic map elements and label continents and oceans on a world map
- To use maps to identify different types of scale to measure distances
- To identify the five regions of the United States and label the states in each region
- To describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean
- To list the characteristics of money
- To explain the purpose and need for government
- To identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic values.
- To identify the levels of government
- To recognize that the Constitution of the United States is the supreme law of the land.



Fourth Grade

When a child enters fourth grade, his school experience begins to take a different route. This is especially true in the area of reading where your child is now "reading to learn" rather than "learning to read." Writing is extremely important in fourth grade also. Your child will be expected to compose a draft composition within a specified period of time in response to a prompt. The mathematics which your child is expected to learn will be more difficult in fourth grade. He will be expected to apply mathematics to real-life situations. If your child's teacher detects a problem in his academic progress, you will be contacted. If you have questions or concerns about your child's development, contact your child's teacher.

Reading/Language Arts

By the end of fourth grade your child is expected:

- To be able to identify words and their meaning
- To read a variety of fourth grade texts with fluency
- To use new vocabulary that is taught
- To use context clues to get meaning of words especially words with multiple meanings
- To increase vocabulary through use of synonyms, antonyms, homophones, and homographs
- To use knowledge of prefixes, suffixes, and root words to figure out word meanings
- To determine meanings of words by using reference tools
- To identify the main idea and supporting details in text
- To identify chronological order
- To draw inferences and conclusions and to compare and contrast information in texts
- To know the difference between fact and opinion
- To understand plot and conflict in a story
- To recognize likes and differences in characters, settings, and events in text
- To recognize cause and effect in text
- To identify common types of literature
- To participate in class discussion to demonstrate understanding
- To use appropriate technologies and resources to locate and present information
- To select a balance of age and ability appropriate fiction and non-fiction material to read

Writing

By the end of fourth grade your child is expected:

- To prepare for writing by using organization tools and strategies
- To write a draft addressing a given topic
- To use transitional words supporting details to enhance writing
- To edit and revise writings to make them easier to understand and read

- To revise writings to make them easier to understand and to edit for grammar and language conventions
- To produce final products that have been edited
- To prepare writing for presentation to an audience
- To write a variety of informative/explanatory and opinion pieces, responding to two or more pieces of text

Mathematics

By the end of fourth grade your child is expected:

- To recall multiplication and division facts accurately and fluently
- To multiply multi-digit numbers through four digits fluently
- To understand decimals and the connections with fractions
- To compare and order decimals and fractions and use them in real-world problems
- To understand the concept of area and calculate area
- To recognize and write algebraic expressions for functions with two operations
- To classify angles of two-dimensional shapes

Science

By the end of fourth grade your child is expected:

- To raise questions about the natural world, use reference materials, conduct investigations, and generate explanations based on acquired information
- To attempt reasonable answers to scientific questions and cite supporting evidence
- To observe that patterns of stars in the sky, describe the changes in the moon over the course of about a month, and recognize that the Earth revolves around the Sun
- To investigate and report the effects of space research and exploration
- To identify the three categories of rocks and the physical properties of common earth-forming minerals
- To identify resources available in Florida
- To measure and compare objects and materials based on their physical properties
- To investigate and describe that energy has the ability to cause motion or create change
- To identify process of reproduction in flowering plants
- To compare seasonal changes in Florida plants and animals to those in other regions of the country
- To recognize ways plants and animals can impact the environment

Social Studies

By the end of fourth grade your child is expected:

- To identify significant individuals and events through

Fourth Grade—continued

Social Studies

- To compare Native American tribes in Florida
- To identify nations that controlled Florida before it became a United States territory and the effects of the influence of those nations
- To identify the causes and effects of the Seminole Wars
- To describe Florida's involvement in the Civil War, the Spanish American War, and World War II
- To explain how tourism affects Florida's economy and growth
- To identify physical features of Florida
- To explain Florida's role in the national and international economy and conditions that attract businesses
- To identify the three branches of government in Florida and the powers of each

Fifth Grade

In fifth grade your child's skills in reading, writing, and mathematics should continue to develop. He will be expected to read longer and more difficult passages. The amount of fiction that he reads may decrease and there will be an increase in informational text. Mathematics is extremely important in fifth grade. Science is a part of FCAT for fifth graders. Your child will be tested on his knowledge of science and also on the process of gathering information to learn about science. Writing will also be assessed.

If your child's teacher detects a problem in his progress, you will be contacted. If you have questions or concerns about your child's progress, contact your child's teacher.

Reading/Language Arts

By the end of fifth grade your child is expected:

- To be able to identify words and their meaning
- To read a variety of fifth grade texts with fluency and comprehension
- To identify the main idea, supporting details, and chronological order in text
- To draw inferences and conclusions from text and compare and contrast in text
- To know the difference between fact and opinion
- To identify the author's purpose and point of view
- To select and use reference material to gather information
- To identify features and terminology of literary forms
- To recognize likes and differences in characters, settings, and events in text
- To explain cause-and-effect relationships in text

Writing

By the end of fifth grade your child is expected:

- To prepare for writing by identifying the purpose, focusing on a central idea, and grouping related ideas
- To write to communicate ideas and information
- To use transitional words and phrases and supporting details to enhance writing
- To write independently using legible handwriting
- To produce final products that have been edited
- To write to tell a story, to explain, and to convince someone to accept your way of thinking
- To complete a draft response to a prompt within a set amount of time

To write a variety of informative/explanatory and opinion pieces, responding to two or more pieces of text

Mathematics

By the end of fifth grade your child is expected:

- To know basic addition, subtraction, multiplication, and division facts automatically
- To add, subtract, multiply, and divide whole numbers accurately using a variety of methods
- To add and subtract fractions, mixed numbers, decimals, and percents using a variety of methods
- To solve problems using addition, subtraction, multiplication, and division and justify the answer
- To solve equations containing an unknown and more than one operation
- To estimate the result of adding, subtracting, multiplying, and dividing three-digit whole numbers, fractions, and decimals
- To understand and apply the basic concepts of primes, composites, factors, and multiples
- To use ordered pairs of numbers in a coordinate plane to solve problems
- To understand the terms *parallel*, *symmetry*, *perpendicular*, *similar*, and *congruent*
- To determine whether a problem calls for measuring length, area, or volume and choose the correct unit and tool
- To solve problems using a clock, calendar, and calculator
- To create and interpret a variety of graphs
- To describe range and the measures of mean, median, and mode
- To explain and predict what outcomes are
- To describe in writing the process followed to solve a given problem

Science

By the end of fifth grade your child is expected:

- To explain the difference between an experiment and other types of scientific investigation

Fifth Grade-continued

Science

- To recognize and explain the difference between personal opinion/interpretation and verified observation
- To recognize the major common characteristics of all planets and compare/contrast the properties of inner and outer planets
- To distinguish among objects of the Solar System
- To create a model to explain the parts of the water cycle
- To recognize that some weather-related differences are found among different environments
- To design a family preparedness plan for natural disasters and identify the reasons for such a plan
- To compare and contrast the basic properties of solids, liquids, and gases
- To investigate and describe that many physical and chemical changes are affected by temperature
- To investigate and illustrate the fact that the flow of electricity requires a closed circuit
- To investigate and describe the relationship between force and mass
- To compare and contract adaptations displayed by animals and plants that enable them to survive in different environments

Social Studies

By the end of fifth grade your child is expected:

- To use timelines to identify and discuss American History time periods
- To identify Native Americans tribes from different geographic regions of North America
- To compare characteristics of New England, Middle, and Southern colonies
- To identify and explain significant events leading up to the American Revolution
- To describe the causes and effects of the Louisiana Purchase
- To identify the causes and effects of the War of 1812
- To use latitude and longitude to locate places
- To construct maps, charts, and graphs to display geographic information
- To use geographic knowledge and skills when discussing current events
- To define a constitution and discuss its purpose
- To give examples of powers granted to the federal government and those reserved for the states



Students in grade K-8 are eligible to waive the physical education

requirement if they meet any of the following criteria:

- The student is enrolled or required to enroll in a remedial course.
- The student's parent indicates in writing to the school that:
 1. The parent requests that the student enroll in another course from among those courses 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

A waiver is valid only for the current school year.



MIDDLE SCHOOL



To be promoted from middle school a student must successfully complete:

- 3 middle school or higher, year-long courses in English (1 successfully completed course in reading may be substituted for an English course that the student has taken but not passed);
- 3 middle school or higher, year-long courses in Mathematics;
- 3 middle school or higher, year-long courses in Science;
- 3 middle school or higher, year-long courses in Social Studies (beginning with those students entering 6th grade in 2012-13, those students must have a semester-long or year-long course in Civics)
- A Career and Education Planning Course that may be taught in 6th, 7th, or 8th grade and must result in a completed personalized academic and career plan for the students and emphasize technology or the application of technology in career fields.

A student who scores at level 1 on the ELA portion of the FSA will be offered an intensive reading course. Level 2 readers will be offered an intensive reading course or a course in which reading strategies are delivered. Middle school students scoring at level 1 or 2 on FSA Mathematics will be offered remediation the following year. All students in the Okeechobee County middle schools are enrolled in a reading course.

In addition students will be able to take classes in music, physical education, agriculture, and technology. These courses are semester-length courses.

Any deviation from the course of study for middle school students must be approved by the Principal.

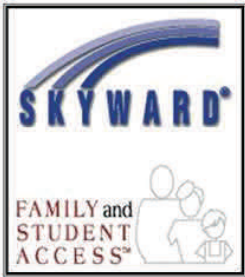
Extra-Curricular Activities

Students who want to participate in any extra-curricular program, including athletics and band, must practice good self-control and good citizenship. In order to maintain eligibility a student must earn a 2.0 cumulative GPA and receive no more than 2 failing grades each grading period.

Accelerated Graduation Options will be explained to all 6th grade student and parents. Please see your child's School Counselor for more specific information.

Academically Challenging Curriculum to Enhance Learning (ACCEL) Options

ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible students in kindergarten through grade 12. Options available to students may vary by school and by level (elementary, middle school, high school) and include whole-grade and mid-year promotion, subject-matter acceleration, virtual instruction in higher grade-level subjects, Credit Acceleration Program. Additional options that may be available at a school are enriched science, technology, engineering, and mathematics (STEM) coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; curriculum compacting; advanced –content instruction; and telescoping curriculum. Please contact your child's school to learn more about ACCEL options.



Okeechobee County Schools Student Information System

Parents can access grades, assignments, attendance, and other student information through Family Access. In order to receive your login and password information, you must go to the school that your child attends and present an ID. If you have children in more than one school you only need to go to one of the schools. All of your children should be linked within Family Access. The login and password information can not be mailed or given over the phone. Only guardians listed within our system will be able to receive this information. The link to Skyward Family Access can be found on our county webpage at <http://www.okee.k12.fl.us>. There is also a mobile app that users can download on their phone.

District Support Websites

i-Ready Website	https://cainc.i-ready.com/ (Elementary and Middle—Reading and Math instruction)
Reflex Math	https://www.reflexmath.com/ (Elementary—Math fluency)
BrainPop	https://https://www.brainpop.com/ (Elementary—All subjects)
AR	https://hosted84.renlearn.com/73214/default.aspx (Elementary—Reading)
Portal	https://www.portal.okee.k12.fl.us (All students—Links and Document Access)

Please talk with your child's teacher to receive username and password information.

Advancement Via Individual Determination (AVID)

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

AVID school sites:

Yearling Middle School
Osceola Middle School
Okeechobee High School/Freshman Campus
Okeechobee High School

Grades: 7 - 12

Elementary Programs

- Five elementary schools and one middle school in Okeechobee County serving children in kindergarten through fifth grades
- Three Pre-Kindergarten classes and three Ace Pre-Kindergarten classes are located at Okeechobee Achievement Academy
- Core Reading Program is K-5 Pearson Reading Street
- Mathematics Program is Harcourt Mathematics
- Science Program is Houghton Mifflin Harcourt
- Social Studies Program is Pearson/Scott/Foresman



Federal Programs

Title I, Part A

Improving Basic Programs Operated by Local Education Agencies

Five elementary schools, Yearling Middle School, Osceola Middle School and Okeechobee Achievement Academy are school wide projects
Provides supplemental materials and personnel at Title I schools with the goal of increasing academic achievement

Title I, Part C

Education of Migratory Children

Serves approximately 650 children at the ten school sites
Migrant Advocate services are available at all schools
Before/after-school tutorial available at secondary schools
Migrant Summer Camp available in June to all Migrant K-12th grade students

Title I, Part D

Local Delinquent Program

Provides supplemental educational services for students in three
Juvenile Justice facilities in Okeechobee County

Title III

Supplemental Instructional Support for English Language Learners

Program designed to help ensure that children who are limited English proficient attain English proficiency, develop high levels of academic achievement and meet the same challenging state academic content and achievement standards as all children.

Title VI

The Title VI, Part B, Subpart 2, Rural and Low-Income School Program is intended to meet the unique needs of rural and low-income districts by providing supplemental materials and personnel at Title I schools with the goal of increasing academic achievement



HIGH SCHOOL

High School includes grades 9 – 12 and is designed to prepare students to meet the challenges of adulthood by developing their academic, leadership, and citizenship skills. At the high school level, students start making choices about the design of their academic programs. They are able to customize their course of study with a career in mind, or may choose to take a variety of electives in order to help them make a decision about their future career path. For those students who choose to attend college after graduation, the increased rigor of the academic classes will help to prepare them for a less restrictive more self-directed study environment.

- **Okeechobee High School/Freshman Campus** serves only ninth graders. OFC's main building is the result of a historical renovation of the original Okeechobee High School building.
- **Okeechobee High School**, home of the Brahmans, serves tenth through twelfth graders.
- **Okeechobee Achievement Academy** serves students in need of additional support.

Instructional Levels

At each secondary grade level from 8th through 12th grades, there are established optional instructional program levels within the subject areas. These instructional levels are identified in the Florida Course Code Directory. Students are assigned to the levels based on individual evaluation of the student's academic achievement level. If the student is performing below grade level they will be assigned to a remedial class. If they are prepared to experience a more rigorous academic opportunity they may be scheduled into an honors curriculum.

At the high school level, if your child's *cumulative grade point average* falls below 2.5 on a 4.0 scale you will be notified that your child is at risk of not meeting the graduation standards and a conference will be suggested.

Students who score at Level 1 on the ELA portion of the FSA will be offered an intensive reading course the following year. Level 2 readers will be offered an intensive reading course or a content area course in which reading strategies are delivered. Students not passing the Algebra I EOC will be placed in intensive math.



Exit Interview of Students

Florida statute requires the student's counselor or other school personnel to conduct an exit interview with the student to determine the reasons for the student's decision to drop out of school and what actions could be taken to keep the student in school. The student must be informed of the opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED test preparation. Additionally, the student must complete a survey in the format prescribed by the DOE to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

EXTRA-CURRICULAR ACTIVITIES (including Athletics and Band)

Students who want to participate in an extra-curricular program must practice good self-control and good citizenship. In order to maintain eligibility a student must earn a 2.0 cumulative GPA and receive not more than two failing grades each grading period.

POST-HIGH SCHOOL EXPERIENCE.

It is the goal of the Okeechobee County School System that each graduate is prepared to enter some post-secondary institution or the workforce upon graduation. This may include any university, community college, vocational institution, technical institution, internship program, the military, or a job-training program. In order to enter a college a student must submit ACT or SAT scores that meet minimum requirements. In order to take advantage of these experiences the student may be required or advised to take one or more of the following standardized tests:

American College Testing Program (ACT) – This test is used for college admission and is designed to measure classroom achievement in four areas: English, mathematics, reading, and science.

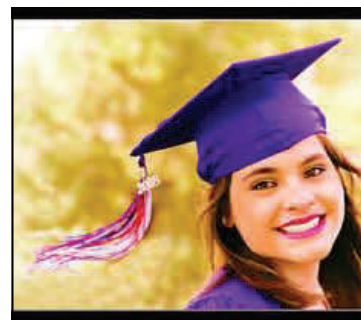
Armed Services Vocational Aptitude Battery (ASVAB) - Is a test which identifies a students skills and competencies in preparing for the workforce.

Postsecondary College Readiness Test (PERT) - 10th, 11th and 12th graders - A test administered to assess their basic computation and communication skills in preparation for their entry into a degree program at a state college or university. The test includes Reading, Writing, and basic Mathematics sections.

Pre-Scholastic Aptitude Test (PSAT) – designed for freshmen, sophomores and juniors. It can be used as practice for the SAT, which the student will take the following year. In the 11th grade it is used to determine which students will participate in the National Merit Scholarship Program.

Scholastic Aptitude Test (SAT) – This test is used for college admission and is designed to measure general verbal and mathematical abilities.

GRADUATION

**GRADUATION REQUIREMENTS.**

In order to graduate a student must meet the following conditions:

1. Earn a cumulative 2.0 GPA on a 4.0 scale.
2. Earn a passing score on the 10th grade FSA Reading and Algebra I EOC or an acceptable concordant score on ACT or SAT.
3. Earn credits in the courses required by one of the graduation plans listed below that has been selected by the student.

Standard High School Diploma Plan (4 year plan) – 24 credits

Accelerated College Preparatory Diploma Plan (3 year plan) – 18 credits

EARLY GRADUATION

Students who complete a minimum of 24 credits, achieve a cumulative grade point average of 2.0 on a 4.0 scale and earn a passing score on the statewide assessments required for high school have an option to graduate in fewer than eight semesters (four years). A student who graduates from high school midyear may receive an initial Bright Futures Scholarship award during the spring term following the student's graduation, as long as the student applies for the scholarship award no later than August 31 of the student's graduation year.

STUDENTS ENTERING GRADE NINE IN THE 2011-2012 SCHOOL YEAR

What Students and Parents Need To Know

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 reading (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) if Algebra I is taken after 2010-2011 or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the following EOC assessments:

- Algebra I (if enrolled after 2010-2011)
- Biology I (if enrolled after 2010-2011)
- Geometry (if enrolled after 2010-2011)
- U.S. History (if enrolled after 2011-2012)

What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Geometry
- U.S. History
- Biology I
- Algebra II

What is the distinction between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.4282(10)(d)1.-5., Florida Statutes [F.S.]).

STUDENTS ENTERING GRADE NINE IN THE 2012-2013 SCHOOL YEAR

What Students and Parents Need To Know

See requirements listed above, plus:

What are the state assessment requirements?

Students must participate in the following EOC assessments:

- U.S. History (if enrolled after 2011-2012) and performance on the EOC constitutes 30 percent of the final course grade

4 Credits English Language Arts (ELA)
4 Credits Mathematics
<ul style="list-style-type: none"> ▪ One of which must be Algebra I and one of which must be Geometry ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)
3 Credits Science
<ul style="list-style-type: none"> ▪ One of which must be Biology I, two of which must have a laboratory component ▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I) ▪ An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)
3 Credits Social Studies
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts
Eligible courses are specified in the Florida Course Code Directory at http://www.fldoe.org/articulation/CCD/default.asp .
1 Credit Physical Education
To include the integration of health
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.

4 Credits English Language Arts (ELA)
4 Credits Mathematics
<ul style="list-style-type: none"> ▪ One of which must be Algebra I and one of which must be Geometry ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)
3 Credits Science
<ul style="list-style-type: none"> ▪ One of which must be Biology I, two of which must have a laboratory component ▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I) ▪ An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)
3 Credits Social Studies
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts
Eligible courses are specified in the Florida Course Code Directory at http://www.fldoe.org/articulation/CCD/default.asp .
1 Credit Physical Education
To include the integration of health
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.

STUDENTS ENTERING GRADE NINE IN THE 2013-2014 SCHOOL YEAR

What Students and Parents Need to Know

See requirements listed on page 35, *plus*.

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the EOC assessments and the results constitute 30 percent of the final course grade. These assessments are in the following subjects:

- Algebra II (if enrolled)

4 Credits English Language Arts (ELA)
<ul style="list-style-type: none"> • ELA I, II III, IV • ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement
4 Credits Mathematics
<ul style="list-style-type: none"> • One of which must be Algebra I and one of which must be Geometry • Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)
3 Credits Science
<ul style="list-style-type: none"> • One of which must be Biology I, two of which must be equally rigorous science courses. • Two of the three required credits must have a laboratory component. • An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I) • An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)
3 Credits Social Studies
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*
1 Credit Physical Education*
To include the integration of health
*Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at http://www.fldoe.org/articulation/CCD/default.asp .
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.

4 Credits English Language Arts (ELA)
<ul style="list-style-type: none"> • ELA I, II III, IV • ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement
4 Credits Mathematics
<ul style="list-style-type: none"> • One of which must be Algebra I and one of which must be Geometry • Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)
3 Credits Science
<ul style="list-style-type: none"> • One of which must be Biology I, two of which must be equally rigorous science courses. • Two of the three required credits must have a laboratory component. • An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I) • An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I)
3 Credits Social Studies
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*
1 Credit Physical Education*
To include the integration of health
*Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at http://www.fldoe.org/articulation/CCD/default.asp .
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.

STUDENTS ENTERING GRADE NINE IN THE 2014-2015 SCHOOL YEAR

What Students and Parents Need to Know

See requirements listed above and on page 35.

For complete information go to:



STUDENTS ENTERING GRADE NINE IN THE 2015-2016 SCHOOL YEAR

What Students and Parents Need to Know

See requirements listed on page 35 and 36, *plus*:

What are the state assessment requirements?

Students must participate in the EOC assessments and the results constitute 30 percent of the final course grade. These assessments are in the following subjects:

- Algebra I*
- Geometry*
- Algebra II* (if enrolled)

*Special Note: thirty percent not applicable if enrolled in the 2014-2015 school year.

What are the graduation requirements for students with disabilities?

Two options are available only to students with disabilities. Both require the 24 credits listed in the table and both allow students to substitute a career and technical (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternative assessment.
- Students who choose the academic and employment option must earn at least .5 credit via paid employment.

4 Credits English Language Arts (ELA)
<ul style="list-style-type: none"> ▪ ELA I, II III, IV ▪ ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement
4 Credits Mathematics
<ul style="list-style-type: none"> ▪ One of which must be Algebra I and one of which must be Geometry ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)
3 Credits Science
<ul style="list-style-type: none"> ▪ One of which must be Biology I, two of which must be equally rigorous science courses. ▪ Two of the three required credits must have a laboratory component. ▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I) ▪ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I)
3 Credits Social Studies
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts [†]
1 Credit Physical Education [†]
To include the integration of health
[†] Special Note: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at http://www.fldoe.org/policy/articulation/cccd .
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.

Accelerated Programs

Florida provides many ways for students to earn college credit for material learned in high school, such as advanced placement (AP) courses, dual enrollment (DE) courses, and Florida Virtual High School courses.

• Advanced Placement

The College Board's AP program is a nationwide program in which students earning a "qualifying grade" on an AP exam can earn college credit. Course standards, teacher qualification, and examinations are controlled by The College Board, a national academic organization. AP courses at the high school may include:

AP American Government	AP Drawing	AP Language Composition	AP Psychology
AP Calculus	AP Economics	AP Literature	AP U.S. History
AP Chemistry	AP Environmental Science	AP Music Theory	AP World History

• Dual Enrollment

AP Human Geography

The school district has a Dual Enrollment Articulation Agreement with Indian River State College to provide the opportunity for eligible students to enroll in postsecondary courses for which the students earn credit towards high school graduation and credit toward a college degree or vocational certificate. Participating students are exempt from the payment of registration, matriculation, and laboratory fees.

- For initial eligibility, students must have a 3.0 unweighted high school GPA to enroll in college-credit dual enrollment courses unless exempt courses are specifically outlined in the agreement.
- Students must demonstrate readiness through a minimum score on a college placement test.
- To continue participation in dual enrollment, students must maintain a 3.0 unweighted high school GPA and the minimum postsecondary GPA established by the postsecondary institution for college-credit courses.
- Regardless of meeting student eligibility requirements for continued enrollment, a student may lose the opportunity to participate in dual enrollment if the student is disruptive to the learning process.
- For seniors, the collegiate High School option is available, allowing 12th grade students to earn up to 30 college credits in their senior year. Please contact the high school guidance counselor for specific information.

For more information concerning dual enrollment, contact the School Counselor's Department at Okeechobee High School.

Accelerated Programs—continued

•Early Admissions

1. Early admission allows a pupil to enter college following completion of grade eleven, substituting two semesters of college for the senior year of high school. Home Education students may participate in early admission.
2. Program participants must meet the requirements that follow:
 - (a) School Board approval is required.
 - (b) College or university admission is required.
 - (c) Participants must carry full loads and earn grade point averages of "C" or its equivalent.
 - (d) College credit sufficient to fulfill graduation requirements must be earned prior to graduation.

An early admission student is not included in high school rank computations or consideration for Cum laude recognition or other honors or memberships in school organizations.



Career & Technical Education: C.T.E.

All secondary schools offer multiple Career and Technical Education programs designed to provide a link between academic performance and the workplace. The goal of Career Education is to provide students with real-world, hands-on instruction that gives meaning and incentive to learn the material presented in academic classes.

For School-to-Career planning, Florida CHOICES opens a world of opportunities for youth by providing excellent information about occupations, colleges, and financial aid. A free web version of Florida CHOICES is available at www.bridges.com/cpflorida/. Over 500,000 Floridians have visited this site to get assistance in selecting a personalized career. Okeechobee High School students may also visit the Career Resource Center in the Career Specialist's office in the Counselors' building to learn more about a comprehensive, multi-leveled, career planning system called Bridges Transitions. The Career Specialist is available to set up an appointment for parents and students to explore this interactive site filled with career information. (863) 462-5025

After selecting a career, students at OHS may choose to enroll in the following programs:

- | | |
|------------------------------------|-------------------------------------|
| • Accounting | *Building Construction Technologies |
| • Applications | *Animal Science & Services |
| • Automotive | *Digital Design |
| • Maintenance & Light Repair | *Aquaculture |
| • Technical Agriculture Operations | *Nursing Assistant |

DCT: Diversified Career Technology

After completing a program, students may gain additional college credits with Indian River State College through an articulation agreement.

Students are able to earn industry certifications through these programs to use as credentials to gain an advantage as they enter the workforce and/or postsecondary education through a college, university, or technical school.

To explore even more careers, upperclassmen who have completed a Career & Tech program may decide to participate in the internship program. After researching an occupation and completing a resume, students have an opportunity to intern in businesses throughout Okeechobee County in the area related to their program of study.

These students receive On the Job Training (OJT) and high school credit simultaneously.

By providing such comprehensive services in Career and Technical Education, students should be able to select a career based on their interests, enroll in courses that provide technical skills needed in that career area, potentially earn college credit, industry certification, and, most importantly, enter employment well prepared to work.



Okeechobee County Virtual Instruction Programs Recent changes in legislation have expanded opportunities for students to include virtual courses as a part of their school schedule. The District School Board of Okeechobee County offers eligible students full and part-time virtual school options each school year with instruction guided by certified educators.

Virtual courses are for self-motivated learners who know how to organize their time and see tasks through to completion. Parents of students taking virtual courses must be prepared to commit to a schedule of monthly calls with the virtual school teacher in order to review academic progress. To learn more, please visit <http://www.okee.k12.fl.us> or <http://www2.nefec.org/virtual/> to view more information about virtual school offerings from MOSAIC, MyDistrict Virtual and Florida Virtual School.

Okeechobee Virtual School offers part-time and full-time enrollment for students in grades K-12. OVS provides programs through Florida Virtual School and K-12/Fuel Education. Virtual courses are for self-motivated learners who know how to organize their time and see tasks through to completion. Parents of students taking virtual courses must be prepared to commit to a schedule of monthly calls with the virtual school teacher in order to review academic progress. To learn more about all virtual programs and enrollment dates, please visit <http://www.okee.k12.fl.us> or <http://www2.nefec.org/virtual/>.

2015- 2016 Florida Bright Futures

Step Into Your Future!

The Florida Bright Futures Scholarship Program has helped more than 660,000 Florida students attend a postsecondary institution. The program offers three types of scholarship awards – the Florida Academic Scholars award (FAS), the Florida Medallion Scholars award (FMS), and the Florida Gold Seal Vocational Scholars award (GSV).



Go to www.FloridaStudentFinancialAid.org/SSFAD/bf to find out how to qualify for a Bright Futures Scholarship.



Go to www.FloridaStudentFinancialAid.org and submit a completed, error free Initial Student Florida Financial Aid Application (FFAA) during your last year of high school, by graduation.



Make the grade, earn the score....and graduate! The Florida Bright Futures Scholarship Program is created to establish a lottery-funded scholarship program to reward any Florida high school graduate who merits recognition of high academic achievement. The graduate must enroll in a degree program, certificate program, or applied technology program at an eligible Florida public or private postsecondary education institution.



Know your responsibilities....apply, meet the requirements before graduation & throughout your college career. (Requirements are subject to change with each Florida Legislative session.)

Office of Student Financial Assistance website: www.FloridaStudentFinancialAid.org

Toll-Free: 888-827-2004

E-mail: OSFA@fldoe.org

Verification of Receipt (This is not the application for the scholarship.)

I verify that I have received this notice and will read the initial eligibility requirements of the Florida Bright Futures Scholarship Program for the 2015-16 academic year.

NAME (please print) _____ DATE _____

SIGNATURE _____

Please return this verification portion to your high school counselor.

College Planning Services

If your child wants to attend a college or university after graduation, it is a good idea to start planning early. Evening scheduling meetings are held for upcoming 9th and 10th graders so that parents can be involved in the development of the three or four year plan. Students are provided a "Track Your Future" folder to encourage them to organize important papers such as guidelines, deadlines, and resumes. Freshman Campus students are given a presentation "Making High School Count" which emphasizes making the most of every year in high school.

At the high school as students progress, a College Day for juniors and seniors is held each fall. In January a Financial Aid Night is held for seniors and their parents.

High School students also have access to www.KAPLAN.com which provides information on the SAT and ACT, as well as providing practice tests.

Contact your child's School Counselor for information on any of these services.

Educational Choice Is An Option

Most children are assigned to the school closest to their home to reduce time on a bus and allow children to be around other children they already know from their neighborhood. Some special children may need to be bussed to a different school because their individual needs must be addressed by a special teacher. Other children may request a different school because of its location to work or the babysitter. These **"zone-waivers"** are approved at the county office if space is available at the school. (863) 462-5000 Ext. 260.

Students may be assigned to the **"alternative school"** if they have been in trouble in the community or need specialized programs.

A parent of a special student or a student with a 504 plan may request a different public school or receive a scholar-

ship to attend a private school through the **"John McKay Scholarship Program"**. In order to take advantage of this option parents can contact the Exceptional Student Education Office at (863) 462-5000 Ext. 255 for more information. You can access information at www.floridaschoolchoice.org.

A parent may choose to enroll their child (grades K-12) in Florida Virtual School internet computer-based public school. Contact the school Counselor for more information. Parents also have a choice of enrolling their child in a **"Home School Program"**. They are responsible for educating their own child and reporting annually to the superintendent about their progress.

Information on the Home Education Program is available from the county office (863) 462-5000 Ext. 260.

English Language Learners (ELLs)

Students identified as English Language Learners are served according to provisions of the Okeechobee County School Board District ELL Plan. This plan establishes procedures for identification, assessment, comprehensive instruction, parental involvement and personnel training regarding services to students with limited English proficiency. Copies of the District ELL Plan are available at the School Board Office, room 306. In addition, parents/guardians of ELL students are encouraged to participate in our District Parent Leadership Council. For more information on our ELL program contact (863) 462-5000, extension 260.



School Based Intervention and Support

Every child's path to a successful goal of a diploma is not always the same. Some children may need additional supports to master that goal.

During your child's school years, you will be meeting with the staff of your child's school to discuss the specific issues and educational needs of your child. A teacher along with the school counselor may request to have a team of professionals meet to discuss your child's academic, communication, behavior, or emotional concerns.

This team is called the School Based Intervention Team (S-BIT). The team reviews your child's records and progress and assists in identifying and analyzing concerns. Interventions (or tiered levels) are recommended by the team and a plan to monitor your child's response and determine the level of progress is developed. The team regularly reviews your child's response to interventions. This is known as Multi-Tiered Systems of Support (MTSS). MTSS addresses academic and behavioral concerns through Positive Behavior Intervention Support (PBIS). Positive Behavior Support is aimed at building effective school-wide environments in which positive behavior is more effective than problem behavior so academic success can be achieved. Contact the School Counselor for more information.

Sometimes a student, despite appropriate interventions, continues to exhibit academic and/or behavioral concerns. In those cases the schools S-BIT may invite the school psychologist to work with the team in developing an evaluation plan. The evaluation is to assist the S-BIT in educational planning and programming and to help determine if your child is eligible for special education services provided by the Individuals with Disabilities Education Information Act. (IDEIA). Each school in our district, in addition to a counselor, has a school psychologist, staffing specialist and behavior intervention specialist that you may contact. This person will help you with any concerns or questions regarding the interventions, referral for testing process, the actual testing or ESE programs and services your child is involved in. Contact the ESE office (863) 462-5000 Ext. 255.

In addition to tiered interventions through MTSS, there is a district social worker available to all students needing support for social and/or mental health counseling needs. If interested in these services, contact your child's school counselor to make a referral.

If your child needs extra help in school.....

You have the right under federal law called *Individuals with Disabilities Education Information Act (IDEIA)* to be a part of the planning of any program that is going to be used to meet your child's special needs.

- You have the right to ask for the school to test your child for free if you think he may need special educational services, or if the services he is already receiving are not working.
- You have the right to request a free, independent evaluation of your child if you disagree with the results of the school's test.
- You have the right to participate in the development of your child's Individual Educational Plan (IEP).
- You have the right to be represented by an attorney or advocate if you disagree with the educational program provided to your child.
- You and your child have certain rights that concern

access to information about your child, freedom of speech and special education program.

If you have questions about other rights given to you by this act contact the Exceptional Student Education office at (863) 462-5000 Ext. 255.

If a child is exhibiting signs of boredom and has high grades or test scores, they may need the enrichment class for *gifted* students. The child will need to be referred for evaluation and must meet criteria set out by the state. If the team determines they need and qualify for the program, an educational plan (EP) that addresses their needs will be written. The child receives instruction and enrichment in research skills and higher order thinking skills.



Your Child Has A Right to Special Accommodations and Modifications

Parents are a part of the process of planning and delivering services to their child. You will want to work with the school by giving information, asking questions, making suggestions and helping to make decisions.

Once a child is determined eligible for special services, an **Individual Educational Plan (IEP)** is developed. The plan tells you, the teachers and other school staff which special services will be provided to your child. Your child may need changes in teaching or testing in order to make progress and demonstrate what he or she has learned.

Accommodations are changes in how a child is taught or tested such as books on tape, extra time for tests or having a behavior contract.

Modifications are changes in what a child is expected to learn such as working in below grade level books, taking other tests or completing only some of a course's requirements. The IEP must include a statement about any accommodations that will be made for your child in the administration of state or district assessments. The team determines what accommodations are necessary for your child to demonstrate what they know.

The accommodations could include:

- Different presentation-in large print, Braille, signed or oral presentation
- Different responding-writing in test booklet, separate paper,

Braille or verbally answering questions

- Different scheduling-use of extended time, take the test over several brief sessions
- Different setting-in small groups, individually or in a specialized classroom to accommodate special lighting or equipment.
- Different assistive devices-calculators, technology devices, or visual, auditory magnification devices.

Accommodations may be approved as long as they have been regularly used by the student for classroom instruction and must not alter the content of the test.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against any person with a disability by the school district. It requires the district to provide equal access to all programs. There are procedural safeguards regarding the identification, evaluation or educational placement of eligible students with disabilities. Any decision may be challenged and all records may be examined by the parent or guardian. In the event a parent requests an impartial hearing they may contact the 504 coordinator and ESE Director at (863) 462-5000 ext. 255. An impartial hearing allows for participation by the student's parent or guardian and representation by counsel. In addition, if the parent or guardian disagrees with the hearing decision there is a review procedure in place. Written procedural safeguards are available from the 504 coordinator.



DISTRICT CONTACT INFORMATION



Okeechobee County School District

700 S.W. Second Avenue
Okeechobee, Florida 34974
(863) 462 – 5000

<http://www.okee.k12.fl.us>

Superintendent: Ken Kenworthy



MISSION

To prepare all students to be college and career ready and function as productive citizens.

School Board Members

Joe Arnold	Chairperson
Malissa Morgan	Vice Chairperson
Dixie Ball	Board Member
Jill Holcomb	Board Member
India Riedel	Board Member
Tom Conely	Board Attorney

Elementary Schools

	<u>Phone</u>	<u>Principal</u>	<u>Assistant Principal</u>
Central Elementary	462-5077	Vanessa McAllister	Margaret Lewis
Everglades Elementary	462-5108	Leslie Lundy	Billy Ball
North Elementary	462-5100	Pat McCoy	Tuuli Robinson
Seminole Elementary	462-5116	Matt Koff	Erin Ellinger
South Elementary	462-5087	Tracy Downing	Bryan VanCamp

Secondary Schools

Middle Schools:			
Osceola Middle School	462-5070	Sean Downing	Jody Hays
Yearling Middle School	462-5056	Andy Brewer	Vicki Goggans
High Schools:			
Okeechobee Achievement Academy	462-5125	Randal Weigum	
OHS/Freshman Campus	462-5288	Carol Revels, Senior Adm.	
Okeechobee High School	462-5025	Dylan Tedders	Sherry Wise and Lauren Myers

District Administrators

	<u>Phone</u>	<u>Title</u>
Joni Ard	462-5000 X 261	Assistant Superintendent of Administrative Services
Brian Barrett	462-5083	Director of Operations
Michelle Branham	462-5704 X 2019	Coordinator of Instructional Technology
Wendy Coker	462-5000 X 255	Director of Exceptional Student Education
Toni Wiersma	462-5000 X 260	Director of Student Services
Donna Garcia	462-5000 X 295	Coordinator of Staff Development
Renée Geeting	462-5000 X 235	Assistant Superintendent for Instructional Services
Rashan Jones	462-5704 X 2003	Coordinator of Network Systems
Shawna May	462-5704 X 2017	Director of Information Technology
Lisa Bell	462-5140 X 214	Supervisor of Food Service
Nicole Havee	462-5140 X 211	Supervisor of Transportation
Julie Reno	462-5000 X 222	Director of Human Resources
Joseph Stanley	462-5000 X 260	Coordinator, K-12 Accountability and Assessment
Yolanda Steiert	462-5000 X 242	Coordinator of Grants and Special Programs
Joi Turbeville	462-5000 X 229	Director of Finance

ACHIEVING EXCELLENCE: PUTTING STUDENTS FIRST