

Mission Statement

The Gulf School District shall provide a safe, nurturing environment and a comprehensive curriculum that meets the needs of all learners.

We believe:

- A safe and caring environment is essential for learning and the well-being of all individuals.
- Individuals and organizations are accountable for their behaviors and actions.
- High expectations and challenging standards promote continuous improvement and high achievement.
- Community involvement and teamwork are critical to a high quality educational system.
- Respect for individual diversity and ideas is essential.
- High quality education demands innovation and risk.
- All decision-making must be child-centered.
- The balance of academics and extracurricular activities is essential for a well-rounded education.
- Students require discipline and direction in order to be successful learners.
- The practice of sound fiscal management is essential to the stability of the system.
- All students can learn when provided instruction commensurate with their individual talents and learning styles.

Port St. Joe Junior/Senior High Mission Statement

The faculty and staff of Port St. Joe Junior/Senior High School are dedicated to providing a safe, challenging, and diverse learning environment that will enable students to become productive citizens and lifelong learners.

Wewahitchka Junior/Senior High Mission Statement

The faculty and administration of Wewahitchka High School realize the importance of their roles as educators of the most valuable asset of any community – its youth. We believe education is a process that begins at birth and continues throughout life. Learning is a highly complex and individualized function of growth, social interaction, and development that is facilitated by a broad, diverse learning environment. We believe that in order to prepare students to function in and contribute to an ever-changing, pluralistic society our curriculum should be kept as current as possible.

Port St. Joe Elementary School Mission Statement

Port St. Joe Elementary School strives to be a school where children are challenged to learn beyond today and for life! We have a vision that our school will be a learning environment...with enthusiasm, positive attitudes, respect, and 100% participation from all stakeholders. We envision the family, the school, and the community working together in a cooperative effort and committed to the idea of helping each child to be ready to learn and to achieve his/her greatest potential.

Wewahitchka Elementary School Mission Statement

The Wewahitchka Elementary School community is committed to providing children with academic direction and an environment conducive to attaining essential learning skills with cooperation, innovation and discovery; contributing to the student's ability to make well-reasoned choices and to become responsible citizens today and in the future.

Superintendent

Jim Norton
850-229-8256

School Board Members

Cindy Belin, Marvin Davis, Ruby Knox, Denny McGlon, Brooke Wooten

Principals

Duane McFarland – Port St. Joe Elementary School
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Port St. Joe, Florida 32456
850-227-1221

Sissy Godwin – Port St. Joe Junior/Senior High School
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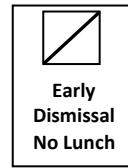
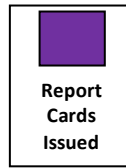
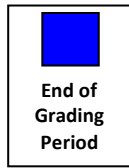
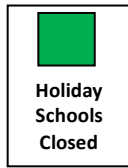
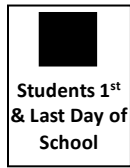
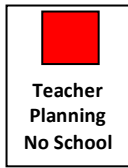
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WHS Fax: 850-639-5394
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OIS: 850-639-2422 or 850-229-6940
Transportation: 850-227-1744
Website: www.gulf.k12.fl.us

Gulf County School District 2021-2022 School Calendar



July 2021							January 2022							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
				1	2	3							1	
4	5	6	7	8	9	10	2	3	4	5	6	7	8	January 3 Teacher Planning
11	12	13	14	15	16	17	9	10	11	12	13	14	15	January 4 Students Return
18	19	20	21	22	23	24	16	17	18	19	20	21	22	January 17 Martin Luther King Jr. Holiday
25	26	27	28	29	30	31	23	24	25	26	27	28	29	January 18 Report Cards
							30	31						January 25 Gold Cards
August 2021							February 2022							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
1	2	3	4	5	6	7			1	2	3	4	5	
8	9	10	11	12	13	14	6	7	8	9	10	11	12	February 7 Progress Reports
15	16	17	18	19	20	21	13	14	15	16	17	18	19	
22	23	24	25	26	27	28	20	21	22	23	24	25	26	February 21 Presidents Day
29	30	31					27	28						
September 2021							March 2022							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
			1	2	3	4			1	2	3	4	5	
5	6	7	8	9	10	11	6	7	8	9	10	11	12	March 11 End of 3 rd 9 Weeks
12	13	14	15	16	17	18	13	14	15	16	17	18	19	March 14-18 Spring Break
19	20	21	22	23	24	25	20	21	22	23	24	25	26	
26	27	28	29	30			27	28	29	30	31			March 29 Report Cards
October 2021							April 2022							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
					1	2						1	2	
3	4	5	6	7	8	9	3	4	5	6	7	8	9	April 5 Gold Cards
10	11	12	13	14	15	16	10	11	12	13	14	15	16	April 14 BNL
17	18	19	20	21	22	23	17	18	19	20	21	22	23	April 15 & 18 Easter Break
24	25	26	27	28	30	30	24	25	26	27	28	29	30	April 22 Progress Reports
31														
November 2021							May 2022							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
	1	2	3	4	5	6		1	2	3	4	5	6	7
7	8	9	10	11	12	13	8	9	10	11	12	13	14	
14	15	16	17	18	19	20	15	16	17	18	19	20	21	May 25 End of 4 th 9 Weeks
21	22	23	24	25	26	27	22	23	24	25	26	27	28	May 25 BNL Students Last Day
28	29	30					29	30	31					May 30 Memorial Day
December 2021							June 2022							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
			1	2	3	4				1	2	3	4	June 1 Teachers Last Day
5	6	7	8	9	10	11	5	6	7	8	9	10	11	
12	13	14	15	16	17	18	12	13	14	15	16	17	18	3 rd grade Summer Reading Camp June 6-July 7
19	20	21	22	23	24	25	19	20	21	22	23	24	25	
26	27	28	29	30	31		26	27	28	29	30	1	2	
							3	4	5	6	7	8	9	

Attendance Policy

Attendance is compulsory for students from ages 6 to 16 unless exempt by law. F.S. 1003.21, requires that students between the ages of 16 and 18 years attend school regularly unless a formal intent to withdraw from school is filed and signed by the student and the parent. Upon receipt of the form, the Superintendent must notify the Board of the student's intent to withdraw from school. In each ninety (90) day calendar period the following criteria will apply to attendance:

- Excused absences due to sickness or injury must be documented by a parent or a physician if the student is continually sick or repeatedly absent from school.
- Fifteen (15) unexcused cumulative absences - the principal or the principal's designee notifies the superintendent who in turn initiates the notification of Division of Highway Safety and Motor Vehicles as well as other appropriate agencies (i.e. Learnfare and the court).
- Each student will be allowed 3 absences per 9 weeks. Each subsequent absence will be marked unexcused unless a doctor's note is provided or approval is granted by an administrator.

Grades 9-12 state law defines a minimum of 67.5 hours of instruction as one half (1/2) credit or 135 hours as 1 credit. Any student who has not been in attendance for instruction for a minimum of 59 hours must demonstrate mastery of the student performance standards through testing, class work, projects, and homework to receive credit. Student promotion to the next higher grade will be seriously jeopardized when a student's absenteeism is in excess of three (3) days per nine (9) weeks. After five unexcused absences within a calendar month [i.e. September, January] a parent conference will be held...F.S. 1003.26. After ten absences (excused or unexcused) a doctor's note may be required. If a pattern of nonattendance is established the child study team will suggest options such as attendance contracts, alternative programs, or other strategies which will encourage attendance. Period attendance is defined as being present seventy percent (70%) of the class. Attendance will be recorded as excused or unexcused. Upon return to school within three (3) days the student must bring a note from parents explaining the absence. School is in session 180 days and students are expected to attend unless they have an excusable absence. Excused absences will be given only to requests that fall under the following:

- a) Absences for religious instruction or religious holiday as defined in Florida Statutes 1003.21 and 1003.24;
- b) Absences due to sickness or injury. If a student is continually sick or repeatedly absent from school, a doctor's note will be required;
- c) Absences due to death within the immediate family;
- d) Absences due to legal reasons;
- e) Absences due to participation in an academic class or program; and
- f) Absences due to other insurmountable conditions that may arise.

The principal may rule on special situations. Approval to miss school for college visitation trips and/or **educational** family trips is granted at the discretion of the principal and must be approved **PRIOR TO THE ABSENCE. EDUCATIONAL TRAVEL WILL BE APPROVED FOR NO MORE THAN A MAXIMUM OF THREE (3) EXCUSED DAYS PER SCHOOL YEAR BY THE PRINCIPAL.**

Florida law supports the active involvement of parents* until the student graduates from school (F.S. 743.07, 1003.26; 1003.21). It is presumed that students are dependent students (as defined by FERPA 34 C.F.R. §99.31(a)(8) and by Internal Revenue Code § 152). When a student reaches the age of majority (18 years of age), the parent shall continue to perform the parental functions of a dependent student, including, but not limited to, provide excusal of absences and tardiness, permission slips for early release, field trips, other activities, as necessary, and to register or terminate (withdraw) school enrollment, until the student graduates, except under the following circumstances:

(1) The student has submitted specific and acceptable documentation (such as rental agreement, lease etc.) to establish that he or she is independent of his/her parents and that the presumption of a dependent student does not apply.

(2) The student has been emancipated in compliance with Florida laws (FS 1003.21(1)(c), F.S. 743.07).

(3) When the student has no parent and this fact is verified by the school administration (e.g. by communications with relatives, the Homeless Education Program, or the Florida Department of Children and Families, as is appropriate).

* The term parent is defined to include biological parents, any guardian, any person in a parental relationship or “any person exercising supervisory authority over a student in place of the parent.” 1000.21(5),F.S.

Make-up Work

The student is expected to make up all work and all tests missed during an absence according to the following conditions:

1. **The student must contact the teachers on the first day back** in each class in order to make arrangements to make up the work.
2. **It is the student’s responsibility** to make up work within the given time frame unless other arrangements are made due to extenuating circumstances. The time frame for make-up work is the number of days absent plus one (1) day commencing immediately upon return from the absence. (i.e., 1 day absent plus 1 equals 2 days to make up work). If a student misses a test due to an absence and returns to school the same day, he/she may be required to take the test missed that day. **If a project or assignment is due on the day of an absence, the project or assignment may be required to be turned in on the day student returns to school.**
3. **If the absence was unexcused or the reason for the absence is unknown, students may score no higher than 59 on made-up assignments and tests.**

Attendance-Based Semester Exam Policy

The semester exam exemption policy is an incentive program to encourage improved attendance. If a student meets the following guidelines, he or she will be excused from having to take the semester exam (or other exam scheduled during the semester exam period – i.e. – 9-weeks test, etc.) and will be excused from attending the classes in which an exemption was earned.

- In order to be eligible for any exemption a student must have 5 or less overall tardies for the semester.
 - If a student has an “A” average in a particular class and 4 or less absences (excused; unexcused; or OSS) in any of his/her scheduled classes for the semester, then that student may exempt the semester exam in that particular class.
 - If a student has a “B” average in a particular class and 2 or less absences (excused; unexcused; or OSS) in any of his/her scheduled classes for the semester, then that student may exempt the semester exam in that particular class.
 - If a student has a “C” average in a particular class and 0 absences (excused; unexcused; or OSS) in any of his/her scheduled classes for the semester, then that student may exempt the semester exam in that particular class.

Note: This policy does not apply to Dual Enrollment courses or to End of Course (EOC) exams.

Tardy Policy

The student is responsible for regular and punctual class attendance. Students must be inside the classroom by the end of the ringing of the tardy bell in order not to be considered tardy. Students will be allowed one (1) tardy in each class per (9) weeks without a penalty. When a student is issued two (2) tardies in a class, he/she may be referred to the office for disciplinary action. An administrator or his designee will contact the parents.

The only excusable tardies are those meeting the following criteria:

- Doctor excuse
- Court
- Late bus
- With administrative approval

Gulf County School District Code of Conduct

Level 1 Offenses:

- 08 – Profanity/Obscene Lang.
- 14 - Bus Misconduct
- 15 - Cheating
- 16 - Class / Campus Disruption
- 21 - Excessive Tardy
- 23 - Unauthorized Location
- 37 - Electronic Device
- 40 - Public Display of Affection
- 41 - Fail to Follow Class/School Rules
- 42 - Horseplay
- 46 - Disrespect Others
- 47 - Dress Code Violation
- 51 - Lack of Books/Materials
- 53 - Wandering Halls

Level 2 Offenses:

- 06 - Leaving Campus/Classroom
- 07 - Defiance
- 10 - Skipping Class
- 43 - Altercation
- 48 - Failure to Complete Disc.
- 52 - Poss. Dangerous Object/Not Weapon
- 63 - Inappropriate Use of Electronic Device
- 66- Teasing/Taunting

Level 1 Consequences:

- 1st Offense: conference, corporal punishment, work detail, lunch detention, afterschool detention
- 2nd Offense: detention, 1 day ISS, corporal punishment, work detail
- 3rd Offense: 2-3 days ISS
- 4th Offense: 1-3 days OSS

Each subsequent referral will result in OSS for the previous number of days plus 1, up to a maximum of 10 days per event with the possibility of a recommendation for expulsion.

Level 2 Consequences:

(In an effort to preserve instructional time, Level 1 interventions may also be applied)

- 1st Offense: 1-3 days ISS, 1 day OSS
- 2nd Offense: 3-5 days ISS, 2 days OSS
- 3rd Offense: 5 days ISS, 3 days OSS
- 4th Offense: 3-5 days OSS

Each subsequent referral will result in OSS for the previous number of days plus 1, up to a maximum of 10 days per event with the possibility of a recommendation for expulsion.

Level 3 Offenses:

- 07A – Insubordination*
- 11 - Tobacco Related (TBC) - SESIR
- 12 - Stealing/Theft Less < \$300
- 15 - Academic Fraud
- 25 - Forgery, Non-Crime
- 35 - Threat/Intimidation (TRE) - SESIR
- 44 - Instigating a Fight
- 45 - Excessive Mischief
- 50 - Aggressive Acts
- 54 - Disorderly Conduct
- 64 - Vaping/Poss. of eCigarette or Vaping Paraphernalia
- 67 – Sexting (minor)

Level 4 Offenses:

- 03 – Intentionally Striking an Adult
- 17 - Vandalism less than \$1K
- 18 - Taking Part in Group Disruption/Riot (DOC) – SESIR
- 20A - False Fire Alarm (BDOC) – SESIR
- 55 - Hazing (HAZ) – SESIR
- 65 - Possession of Drug Paraphernalia
- 68 – Sexting (major)

Level 5 Offenses:

- 01 - Alcohol (ALC)
- 03S - Battery (BAT)
- 04 - Drugs Poss./Use (DRU)
- 04S - Drug Poss./Sales/Distrib. (DRD)
- 05S - Fight/Major (FIT)
- 12S - Stealing/Theft (STL)
- 13S - Weapons (WPO)
- 16S - Major Campus Disruption (DOC)
- 17S - Vandalism \$1K (VAN)
- 20 - Bomb Threat (BOM) – SESIR
- 26 - Arson (ARS)
- 27 - Burglary (BRK)
- 32 - Sexual Battery (SXB)
- 33 - Sexual Harassment (SXH)
- 34 - Sexual/Lewd Conduct (SXO)
- 36 - Trespassing (TRS)
- 38 - Bullying/Harassment (BUL)
- 38S - Harassment (HAR)
- 56 - Other Major Offenses (OMC)
- 58 - Sexual Assault (SXA)

Level 3 Consequences:

- 1st Offense: 3-5 days ISS or 1-2 days OSS
- 2nd Offense: 5 days ISS or 3-5 days OSS
- 3rd Offense: 3-5 days OSS

Each subsequent referral will result in OSS for the previous number of days up to a maximum of 10 days.

*Insubordination may take several forms. Any show of disrespect to a staff member, defiance, either physical or verbal, refusal to accept and abide by administrative decisions, language, attitude, tone of voice, etc., are modifying factors.

Level 4: Consequences:

- 1st Offense; 5-10 days OSS, consideration for expulsion
- 2nd Offense: 10 days OSS and consideration for expulsion

Level 5 Consequences:

Each offense may result in a 10 day OSS and an expulsion hearing.

Note:

Following the 5th referral, the student & parent will enter into a behavioral contract to address specific behaviors/interventions.

Once a student has acquired 10 referrals or 10 days ISS/OSS, the student may be placed at Gulf Academy for a minimum of 45 days. The student must meet specified objectives before returning to the main campus.

All SESIR incidents are reported to the State.

Tobacco Products and e-Cigarettes

All uses of tobacco products in any form including synthetic tobacco and use of electronic cigarettes are prohibited in any District-owned facility or property. Possession of tobacco, vaping and possession of vaping paraphernalia are Level 3 disciplinary offenses.

Hazing

No form of hazing anytime or anywhere, on or off campus is permitted. Any student guilty of hazing or participating in any type of gang activity will be disciplined and referred to the School Resource Officer.

Zero Tolerance Policies

The Gulf County School Board has adopted a policy of ZERO TOLERANCE pertaining to weapons. A weapon is any device which will or is designed to or may readily be consorted to expel a projectile by the action of an explosive such as but not limited to a pistol, rifle, shotgun, bomb, grenade, rocket, mine, or similar device. A student who has, carries, or conceals any sword, knife, razor, or any other weapon or instrument (an object) deliberately used, intended for use to inflict harm upon another person or used to intimidate any person (pencil, pen, etc...) on the school bus, or in an automobile or vehicle parked on school grounds or adjacent thereto, or while attending any school sponsored activity on or away from campus, may be suspended or expelled from school.

All Gulf District School campuses are a drug-free school zone. There is zero tolerance for the possession, use or sale of a controlled substance.

Gulf Academy

The Gulf School District may require students who have multiple disciplinary referrals, felony charges pending against them (whether school-related or not), are habitually truant, or other disciplinary issues to attend our alternative placement school, Gulf Academy. Gulf Academy students are not permitted on any Gulf County School District campus.

Dress Code

The dress code is designed to insure the health and safety of students and to avoid distractions to the educational process, while preserving the basic rights of individuals. Unsafe or inappropriate is defined as anything which could undermine the morale or endanger the physical well-being of a student. It is our belief that good taste and judgment are keys to proper attire and appearance. The dress code puts focus on academics, not fashion and allows students to express themselves through personality and individual achievement. Dressing appropriately creates a sense of school pride and belonging as well as reducing discipline issues and distractions. Student are asked to dress in a manner that demonstrates they have respect for themselves and for others

- Students (male & female) may wear shorts if they are no shorter than five (5) inches above the top of the kneecap. No biking shorts, spandex, or tight fitting shorts.
- Students may wear jeans with holes or tears provided no flesh is visible 5 or more inches above the knee.
- Skirts or dresses may be worn to school if they are no shorter than three (3) inches above the top of the knee cap (slits or openings in skirts or dresses cannot extend beyond three (3) inches above the top of the kneecaps). If tights, jeggings, or leggings are worn, they must be under shorts, skirts, dresses, or

skirts that meet dress code lengths. Leggings worn under blouses are only acceptable if blouses hang below the buttocks.

- K-2 students should wear shorts beneath skirts and dresses.
- Shirts, blouses and/or dresses must be worn at all times and must be long enough in length to cover the stomach and back completely. Crop tops are not permitted. Shirts must fall below the waistband.
- Necklines may not expose cleavage.
- Girls may wear sleeveless tops having a minimum two (2) inch wide shoulder strap.
- Boys are not allowed to wear tank tops.
- Pajamas must not be worn except on designated days.
- Blouses made of sheer fabric may be worn only as an over blouse to tops that meet previously stated guidelines.
- Pants must be worn at the waistline. Low riding, sagging pants are not allowed. If belts are worn they must be buckled.
- Hoods, hats, caps, head stockings, hair rollers, sunglasses, bandanas, combs, wide headbands, and other types of headwear shall not be worn except in designated areas and on designated days.
- Shoes must be worn at all times. Bedroom slippers or shower shoes are not to be worn. All students must wear soft soled athletic shoes in PE classes. Hard soled shoes are not permitted in gymnasiums.
- Clothing or accessories bearing profane, suggestive, offensive, obscene or gang related language, symbols, slogans or advertising alcoholic beverages, tobacco products or unlawfully controlled substances are not permitted.
- Appropriate undergarments must be worn at all times and must not be seen.
- Beach attire is not to be worn at school.
- Wallet chains, dog collars, or other inappropriate chains or accessories will not be allowed on campus.
- Trench coats and other distracting oversized clothing will not be allowed on campus.

Exceptions to the dress code shall be permitted when:

- A student's parent requests a reasonable accommodation to address the student's disability.
- The wearing of clothing in compliance with the dress code violates a student's sincerely held religious beliefs. Such students and the student's parents shall submit a signed affidavit setting forth the religious issues and the requested exemption to the policy.

The school administration is the final authority regarding the appropriateness of dress and grooming. The student code of conduct will be applied to violations of the dress code. Students wearing clothing that does not meet dress code may be provided school issued sweatpants or shirt. As the close of the day, the student must return the school issued clothing and will be given their personal clothing items. If a student refuses to wear the school issued attire, he or she may be assigned to in-school suspension.

Riding Buses

The bus is considered an extension of the school and all classroom rules will apply.

- The driver is in full charge of the bus and students. Students must obey the driver.
- Classroom conduct is to be observed.
- The driver has the right to assign seats to students, if necessary, to promote order.
- No movement is allowed within the bus while it is in motion.
- No eating, drinking, using tobacco products, or unauthorized chemical substances.
- No glass containers or oversized objects.
- Arms and heads must be kept inside the bus.

- Students must be quiet at railroad crossings.
- The bus must come to a complete stop before students will be allowed on or off.
- Students must be at the bus stop on time and stand off the roadway. **Buses will not wait for those who are tardy.**
- **Students who wish to ride a bus other than the one to which they are assigned, must present the driver with a signed and dated note written by the parent or guardian and verified through the school office.**

Cell Phones & Electronic Devices

Use of electronic devices such as iPods, radios, compact disc players, and MP3 players may be used with headphones or earbuds provided rules are followed. Please be aware that if a student has such a device lost, damaged or stolen, the school will not accept responsibility and no investigation into the matter will occur.

- Cell phones may be used before the morning bell rings, between classes, during lunch, and after school.
- Cell phones must be turned off before entering any classroom, office, media center, locker room, lab, etc. Cell phones must not be visible while in these locations, even if turned off. Exceptions may be made by the teacher if the phone is to be used as an instructional device.
- If a cell phone rings, vibrates or is used for any reason or is visible during any prohibited time, the student will be required to surrender the phone. At any time school personnel feel the presence of a cell phone to be detrimental to the learning/teaching environment, the student will be required to surrender the phone. Refusal to surrender the phone will be considered an act of defiance punishable according to the Code of Conduct.
- No photos or videos should be taken without administrative approval.
- Emergency calls will be allowed with approval.
- In the event of theft, the school will accept no responsibility and no investigation will occur.
- **Students may not be in possession of a cell phone during standardized testing. Failure to comply will result in the invalidation of the test. Similarly, cell phones are not permitted during other testing situations or in dual enrollment classes. Violation of this policy will result in serious disciplinary consequences.**

Sexting

Sexting is a violation of school rules as well as a violation of the laws in the Criminal Code of The State of Florida. If students violate these laws, not only will they be subject to suspension from school, but the local law enforcement officials will be contacted to handle the student's misconduct. Sexting is "the act of electronically sending sexually explicit messages or photographs of one's self or others." A minor who knowingly:

- Uses a computer or any other electronic device capable of electronic data transmission or distribution to transmit or distribute to another minor any photograph or video of any person which depicts nudity as defined in statute and is harmful to minors.
- Possesses a photograph or video of any person that was transmitted or distributed by another minor, which depicts nudity as defined by statute and is harmful to minors.

The student will be suspended and remanded to the court as stated in the statute. The number of days suspended will depend upon the level of the offense.

Cafeteria Regulations

Gulf County Schools are **CLOSED CAMPUSES**. Students are not to leave campus for lunch and may receive disciplinary action if they leave. **Lunches brought in by parents must be dropped off in the main office. Students are NOT allowed to go outside to pick up lunches.**

As part of the Community Eligibility Provision (CEP), all students may eat breakfast and lunch free of charge provided they accept a full tray. High School students wishing to dine a la carte (select portions of the tray) must purchase each item. Additional cartons of milk are 30c. Items in the Gator Hole and Shark Hole are not free.

Vending machines are available at the high schools during designated portions of the day.

Driving Privileges / Parking Lot Regulations

Motor vehicles must be registered with the SRO and display a proper permit at all times.

Requirements for vehicle registration are:

1. Valid state vehicle registration
2. Valid driver's license
3. Parent permission form completed

The speed limit is 10 miles per hour on the school grounds and 15 miles per hour in all school zones. Speeding or reckless driving on school grounds may result in suspension of driving privileges. Students are to park in designated student parking areas. After parking vehicles, students should proceed to the commons area. LOITERING in the parking areas is not permitted at any time after cars are parked. Students should not return to vehicles until the end of the school day or as they are leaving campus with permission. **STUDENTS SHOULD KEEP THEIR CARS LOCKED. THE SCHOOL IS NOT RESPONSIBLE FOR LOSSES.**

Bicycle racks are provided; however, bikes may not be ridden on the campus during school hours.

SCHOOL ADMINISTRATION RESERVES THE RIGHT TO SUSPEND DRIVING PRIVILEGES AT ANY TIME.

Grading System

Report cards will be issued following each nine-week period, and every student will receive a progress report at the mid-nine week grading period. Parental access to grades and attendance is available 24 hours a day through the school's website and the FOCUS Portal. Access information is available in the school's guidance office.

Grading Scale:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 0-59

Grade Point Average/Honor Graduates

The **weighted** alpha-numeric GPA will be used to determine class ranking and the honor status of each graduate as follows:

- Summa Cum Laude = 4.0+
- Magna Cum Laude = 3.8 -3.99
- Cum Laude = 3.5-3.79

Teachers may not assign a grade higher than 100 for any course.

The GPA will be determined by the following point system:

- A (90-100) - 4
- B (80-89) - 3
- C (70-79) - 2
- D (60-69) - 1

The following courses are weighted .25 per semester course or .50 per year course in the calculation of the GPA:

- Advanced Placement (AP)
- Pre-International Baccalaureate (Pre-IB)
- International Baccalaureate (IB)
- Honors
- Pre-Advanced International Certificate of Education (Pre-AICE)
- Advanced International Certificate of Education (AICE)
- Academic Dual Enrollment

Semester Exams

- Last 3 days of each semester
- No exams given early
- Students need to be present
- Must be made up first day of second semester or first two days of post-planning
- Students may not be in possession of cell phones during testing
- Students meeting attendance criteria may be exempted from semester exams. (see **Attendance Policy**)

Athletics /Extra-Curricular Activities

- FHSAA rules in effect, www.FHSAA.org
- GPA 2.0 required for sports participation
- Satisfactory conduct in all classes expected
- All school rules apply at school events
- Yearly statement of parental consent for participation required
- Yearly medical forms parent/guardian signatures required
- Forms (EL2 and EL3) are available at www.FHSAA.org
- Annual physical exam required

- Student who quits a sport after the first scheduled event may not join another sport until sport season is over
- Athletic handbook available
 - Insurance provided by school board for participation in school-sponsored activities
 - accident coverage only
 - does not replace current dependent health insurance
 - \$100 deductible paid by parent/guardian before reimbursements from insurance
 - claim filed with health insurance carrier first
 - school board insurance pays expenses not reimbursed by health insurance and after \$100 deductible paid to medical provider

College Dual Enrollment

Under the terms of annually updated articulation agreements between Gulf County School Board and accredited post-secondary institutions, students in grades 6-12 may receive both high school and post-secondary credit upon successful completion of approved courses. In addition to the Common Placement Examination (P.E.R.T.), student qualifications for college credit dual enrollment courses must include a 3.0 un-weighted grade point average, and teacher/guidance counselor/principal recommendation. Student qualifications for vocational certificate dual enrollment courses must include a 2.0 un-weighted grade point average. F.S. 1007.27

*If a student enrolls in a dual enrollment class and the district purchases the textbook and the student does not complete the course, the student and the parent/guardian must reimburse the district for the textbook. Students may not enroll in another dual enrollment course until the reimbursement has been made.

Dual Enrollment – SAT or ACT scores for Placement, PERT cut scores are 106 for reading, 104 for writing, and 123 for math.

Students who take dual enrollment classes will be subject to the drop/add period established by the college. If a student drops a course after the drop/add period, he/she will not be permitted to enroll in another dual enrollment course for a period of one year.

During any given semester, for every dual enrollment class taken at a college campus, the students must take a class on the high school campus. This does not apply to full-time early enrollment.)

Dual Enrollment Drop & Add:

- Open for 5 school days
- Closed sections are not available
- **Class size limits must be met**
- Guidance counselor and principal approval required

Withdrawals from School

- Obtain withdrawal forms from guidance
- Follow prescribed procedure with parent/guardian involvement
- Fill out all forms
- Turn in books and materials with signatures
- Turn in library books and materials with signatures
- Turn in all forms to guidance secretary
- Pay all debts
- Records sent when above completed

Classroom Transfer

A parent may request that his/her child be transferred to another classroom teacher in the school for just cause. If a child is assigned to an out-of-field teacher, the parent may request that the child be assigned to an infield classroom teacher in the same grade within the school if one is available. The request to transfer must be submitted in writing and will be approved or denied within two weeks after receipt of the request. If the request is denied, the school must notify the parent and state the reason(s) for denial. The transfer of the student to a different classroom teacher shall not violate the maximum class size regulations.

Medication Policy

Students complaining of illness will be directed to the school health nurse. In an effort to comply with State Law 232.46F.S., school personnel are not permitted to dispense any medication or nebulizer treatments without a complete Administration of Medication Permission Form signed by both parent and physician. This is necessary for any non-prescription medication. The medication bottle and form must match. Changes in medication dosage require a new form. These forms are available through the school office and the health services office.

Leaving School During the School Day

Upon arriving on campus, a student is considered in attendance at school, and must officially sign out through proper procedures in the main office BEFORE leaving campus. Once students arrive on campus, they must remain on campus unless permission to leave is granted by a school administrator. In order to allow for parental contact/verification, students planning to check out during the school day must turn notes in to the attendance secretary before 1st period. Valid phone number(s) where parent/guardian may be contacted for verification (i.e., home phone, cell phone, work phone) must be included on notes in order for students to be allowed to check out. Permission to leave is granted after parent approval has been confirmed. The student must sign the check-out book in the front office giving his or her name, the time, and their destination. Office personnel will initial and record the name and relation of the person granting the permission. If a student returns to school that day, he or she must sign the same book, noting their time of return and make up any tests missed during that school day. Students must bring in a note within three days of the absence. Those students who habitually leave school early disrupt

instruction and frequently miss important end-of-day announcements. We ask that you refrain from picking your child up prior to the scheduled dismissal time unless absolutely necessary.

Visitors to Campus

All visitors must report to the office upon arrival on the school grounds and classroom visits need to be prearranged with the teacher or principal.

Lockers

Lockers are issued to the students and are the property of the Gulf County School Board. Lockers are subject to inspection and search at any time without prior notification to the student or parent when there is reasonable suspicion that prohibited or illegally possessed substance or object is contained within the area pursuant to Florida Statutes. Lockers are for books. It is not advisable to leave anything of value in your locker. It is the responsibility of each student to keep his/her locker in good order, or permission for use may be denied. It is recommended that lockers be locked. Students should not open or enter any locker not assigned to him or her. Locks placed on unassigned lockers **will be** cut off.

Pledge of Allegiance

Parents have the legal right to have their child opt out of participation in the recitation of the Pledge of Allegiance for personal or religious reasons by submitting a written notice to the school office or to the child's teacher. Such notice should be resubmitted annually.

Posters and Signs

Any poster or sign should be reviewed and initialed by the principal or principal designee before it is displayed on campus. Posters and signs advertising non-school projects must be preapproved by the administration.

Schedule Changes

Schedule changes, after school begins, need to be kept to a minimum. Changes will be allowed only during the first week of school. After the first week, any change request must be made in the guidance department and will be allowed only on the basis of hardship and/or needs for graduation, and with administrative approval only.

School Trips

- Students are to travel to and from events on school transportation
- Students return via transportation provided by the school unless extenuating circumstances exist
 - **Prearrangements** must be made with coach/sponsor notified before leaving for event
 - Note from parents/guardian required during school day

- Principal and/or designees must be informed by coach prior to acknowledging approval of note by initials
- Coach/sponsor must see student leave with parent/guardian/grandparents
- Students are not counted absent when on a school sponsored trip
- Students must make up the work missed, as with any other absence
- All regular school rules and regulations apply
- Parents responsible for any costs incurred by student having to be suspended from a trip and returned home
- School sponsored trip is a privilege with administration reserving the right to withdraw privilege for reasons relevant to school safety or reputation

Office Telephone

- Office telephones for official use
- Students may place calls for emergencies
- Permission must be granted

Pre-K

Hours of Operation: 7:50-2:40 whole day
7:50-11:00 half day

Enrollment: The class maintains a 1 to 11 teacher/pupil ratio.

Fees: 3 & 4 year old ESE Students: no charge
Half-Day 4 year old VPK: no charge
Whole Day 4 year old VPK: \$50 per week

Eligibility: All children who live in Florida who turn 4 years of age or by September 1, of the current are eligible to participate in Florida's FREE VPK program, including children with a disability.

ELC contact info: 703 W. 15th Street, Suite A
Panama City, FL 32401
(850) 747-5400
(850) 747-5450 (fax)

Twenty-First Century Community Learning Centers



The Twenty-First Century Community Learning Centers (21st CCLC) operated at each district elementary school provide academic enrichment opportunities during non-school hours for students in grades 1-6 **free of charge**. (Children with special needs will not be excluded from 21st CCLC provided they can be safely accommodated.) The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of

enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating students. Students participating in the 21st CCLC program are expected to adhere to the same attendance and behavior policies in place during the routine school day. Enrollment in the programs is limited, however waiting lists are established and students will be enrolled in the program upon availability.

Virtual Instruction Program

Gulf District Schools offers both a part-time and a full-time virtual K-12 instructional program to its students. This program provides parents and students an educational opportunity that uses an interactive learning environment created through technology and the Internet in which students are separated from their professionally certified teachers by time and/or space.

We are committed to providing educational excellence for all virtual students anytime, anywhere, at any pace, and at any level for any student. We provide the highest quality education so that all students are empowered to choose to lead productive and fulfilling lives as lifelong learners and responsible citizens.

All students are eligible to participate in the district part-time or full-time kindergarten through grade 12 virtual instruction program under Florida Statute 1002.45(1)(b). Each student enrolled in a virtual instruction program must comply with compulsory attendance requirements for Florida Statute 1003.21, and take statewide assessments pursuant to Florida Statute 1008.22.

Students and parents will be made aware of these Virtual Instruction Program Policy & Procedures in writing during the school enrollment process, at Open Houses, Parent Meetings, Kindergarten Round-Up/Registration, and when registering for classes each semester. As a part of the Student Progression Plan, these policies and procedures may also be found online at the district website.

Because of the unique nature of the program, approval of the principal or guidance counselor is required to ensure that the courses meet the student's expectations, academic needs and/or graduation requirements. Students may take courses from the virtual school on campus during school hours or after school hours in addition to the regular school day. Initiating enrollment in virtual coursework is done through www.FLVS.net. Enrollment opens March 1 of each year and closes 30 days prior to the beginning of the school year. The same grading scale applied to traditional classes also applies to virtual coursework.

In lieu of the daily presence of a face-to-face teacher, parents are encouraged to take the lead in guiding the students through the curriculum, submission of work samples, assignments, online class sessions, producing products, and reviewing for quizzes and tests. The student must demonstrate continuous progress and pass all courses each semester in order to continue enrollment. Progress will be considered adequate if it mirrors the school calendar. For example, a student should be 25% complete with a year-long course by the end of the first nine weeks and

50% complete by the end of the first semester. Students who do not maintain this pace may be withdrawn from the course.

Students may register for only one (1) course the first time he/she enrolls in a virtual class and may register for no more than (2) during any semester unless granted permission from the principal.

All Virtual Instruction Program instructors serving Gulf District Schools have met all required background screening requirements. Documentation of those screenings is kept on file at the District Office.

Internet Use Policy

Accessing the Internet using District equipment or personally-owned equipment and/or the District's network is a privilege, not a right, and inappropriate use may result in the revocation of the privilege. Use of the network must support and be consistent with the educational objectives of the District. In using personally-owned equipment, users are responsible for ensuring their devices use security applications to protect the devices from infection and prevent spreading infections from the devices. The District has the right to review any material on user accounts to maintain adequate fileserver space and monitor appropriateness of material transmitted through the network. All users are expected to follow the generally accepted rules of network etiquette. All students and parents must sign an Internet User's Agreement prior to the use of equipment and the District network. The District prohibits the transmission of copyrighted materials, threatening or obscene material, or material protected by trade secret, which violate local, state, or federal law or regulation, as well as the use of the Internet for product advertisement, commercial activities, political campaigning or solicitation.

Love Shouldn't Hurt – Domestic Violence Information

The Gulf County Domestic Task Force is a local organization which works in conjunction with the Salvation Army, whose mission is to stop domestic violence in Gulf County through education, working with law enforcement and local agencies as well as providing counseling and emergency aid to victims. If you need assistance please call 850-229-2901 or the confidential crisis hot line 800-252-2597. More information visit www.gcdv.org and www.facebook.com/GCDVTF.

Annual Notification of Rights under FERPA

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

1. The right to inspect and review the student's education records within 30 days after the day the School receives a request for access.

Parents or eligible students should submit to the School principal a written request that identifies the records they wish to inspect. The School principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should write the School principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the

parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any

audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

Family Educational Rights and Privacy Act (FERPA)

Notice for Directory Information

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

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent. ¹

If you do not want Gulf School District to disclose directory information from your child’s education records without your prior written consent, you must notify the District in writing by August 31, 2016. Gulf School District has designated the following information as directory information:

Note: an LEA may, but does not have to, include all the information listed below:

- **Student’s name**
- **Address**
- **Telephone listing**
- **Electronic mail address**
- **Photograph**
- **Date and place of birth**
- **Major field of study**
- **Participation in officially recognized activities and sports**
- **Weight and height of members of athletic teams**
- **Degrees, honors and awards received**
- **The most recent educational agency or institution attended**
- **Dates of attendance**
- **Grade level**
- **Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student’s SSN, in whole or in part, cannot be used for this purpose.)**

Gulf School District does not discriminate on the basis of race, color, national origin, gender, age, disability or marital status in its educational programs, services or activities, or in its hiring or employment practices. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scout of America Equal Access Act. Questions, complaints, or requests for additional information regarding discrimination or harassment may be sent to:

*Josh Dailey, Assistant Superintendent for Business
150 Middle School Road
Port St. Joe, FL 32456*

Student Grievance Procedure

STEP 1: Informal - Within ten (10) school days of the alleged violation, the student will informally discuss the alleged grievance with the principal (except for instances of discrimination or harassment which is 60 days for the initial reporting). Within five (5) school days, the principal shall give an answer orally to the student. If the student is not satisfied with the disposition, he/she may initiate a formal grievance within five (5) school days of the answer.

Appeals from one of the following steps to the next highest step shall be filed within ten (10) working days following the expiration of the time limits established for disposition of grievances at each step or the date of receipt of an official response to the grievance or whichever comes first. **Both students and employees may skip the informal step and go directly to the formal stages or file outside the process at any time.**

STEP 2: Formal. A formal written grievance must be filed with the principal. The grievance should contain dates, names of all persons involved, a description of the incident or action, and the student's desired resolution. Within ten (10) school days of the receipt of the grievance, the principal shall provide the student a written disposition of the grievance.

STEP 3: If the student is not satisfied with the disposition or if time limits expire without a disposition, a formal written grievance may be submitted to the Superintendent. Within ten (10) school days after receipt of the grievance, the Superintendent shall indicate the disposition of the grievance in writing to the student.

STEP 4: If the student is not satisfied with the disposition or if time limits expire without a disposition, the grievance may be submitted to the School Board. The School Board does not have to consider the grievance, but if it decides it will, it has the authority to set up a hearing and decision procedures. Within thirty (30) calendar days after receiving the grievance, the School Board will notify the student of its decision. If the Board elects to hear the grievance, it will provide the student with a written decision within five (5) school days after conclusion of the hearing.

If the point of contact is the person accused of harassment of discrimination the student of employee may contact:

**Josh Dailey, Assistant Superintendent for Business
Gulf County School Board
150 Middle School Road
Port St. Joe, FL 32456
850-229-8256 or 850-639-2871**

Notification of Nondiscrimination for Vocational Education Programs

Gulf District Schools offers career and technical education programs in Agriscience, Applied Information Technology, Carpentry, Culinary Arts, EKG, Phlebotomy, Unmanned Air Systems (Drones), and Welding. Admission to these programs is open to all students. It is the policy of Gulf District Schools not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of

the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Gulf District Schools takes steps to assure that lack of English language skills are not a barrier to admission and participation in all educational and vocational programs.

Complaints of discrimination or harassment should be reported to:

Josh Dailey, Assistant Superintendent for Business
150 Middle School Road
Port St. Joe, FL 32456
850 229 5256

Comprehensive Read-at-Home Plan

Grades K-6

Parents are a child's first and most important teacher, playing an integral role in your child's academic success. Reading with your child, even for just 20 minutes a day, is a proven way to promote early language and literacy. We encourage you to implement a few simple strategies at home daily to make a positive impact on your child's success in school.

Gulf District Schools is dedicated to helping children reach their maximum potential as lifelong learners and proficient readers by third grade. To support language and literacy acquisition at home, the District has developed a Read-at-Home Plan. The purpose of the read at home plan is to provide parents/guardians with guidance and resources needed to help ensure their child is successful in school. This Read-at-Home Plan includes reading and multisensory strategies you can implement at home as part of your daily routine or on-the-go to make a positive impact on your child's success in school. Multisensory strategies that integrate visual, auditory, tactile (touch), and kinesthetic (movement) learning are included to assist students with understanding new information, learning ways to remember the information, and having more ways to recall it later on.

Collaborating with Parents/Guardians

Research suggests reading at home helps your child learn to use spoken language, build vocabulary, enhance listening skills, and improve critical thinking. Becoming a proficient reader requires practice. Studies show the more time a child spends reading, the more he/she will achieve in school.

How Parents Can Help

Below are some simple suggestions you can implement when reading with your child at home to support your child in becoming a proficient reader.

Before you read:

- Draw your child's attention to the title.
- Discuss what the text might be about.
- Look through the text and discuss the pictures.
- Find a warm comfortable spot to read together.
- Open the book wide to show the pictures.
- Make predictions about the text.

While you read:

- Point out specific words in a text.
- Draw your child's attention to the print.
- Read out loud to your child.
- Echo read (you read a line, and they repeat).
- Read together at the same time.
- Talk to your child about the reading.

After you read:

- Ask your child to share what they remember.
- Talk about your favorite parts.
- Talk about what you have learned from the reading.
- Help connect the reading to your child's life or other books they have read.
- Have your child retell the story.
- Discuss with your child how the story could be extended.

How Schools Can Help

The classroom teacher will determine if a child is struggling in reading. He or she will consult with the parent/guardian to implement a progress monitoring plan (PMP). The PMP is designed to provide the child with appropriate interventions that meet the child's specific need(s). A copy of the plan is sent home with the child to ensure parents/guardians are aware of the intervention(s) their child is receiving.

We encourage you to schedule a time to visit your child's teacher to further discuss the identified needs as well as the plan to address his/her deficiencies. Your child's teacher will also share strategies you can use to support your child at home. Our goal is to work in collaboration to ensure that your child reaches his/her full academic potential.

Suggestions to Help Build Your Child's Reading Skills

Kindergarten

- Read predictable books to your child. Teach him to hear and say repeating words, such as names for colors, numbers, letters and animals. Predictable books help children to understand how stories progress. A child easily learns familiar phrases and repeats them, pretending to read.
- Practice the sounds of language by reading books with rhymes and playing simple word games (i.e. *How many words can you make up that sound like the word "bat"?*)

First Grade

- Point out the letter-sound relationships your child is learning on labels, boxes, newspapers and magazines.
- Listen to your child read words and books from school. Be patient and listen as he practices. Let him know you are proud of his reading.

Second & Third Grade

- Build reading accuracy by having your child read aloud and point out words she missed and help her read words correctly. If you stop to focus on a word, have your child reread the whole sentence to be sure she understands the meaning.

**Taken from the U.S. Department of Education “Helping Your Child Become a Reader” and The Partnership for Reading “Put Reading First” publications.*

Multisensory Strategies to Support Reading

Multisensory strategies integrate visual, auditory, tactile (touch), and kinesthetic (movement) learning to assist students with understanding new information, learning ways to remember the information, and having more ways to recall it later on. At times, taste may also be used. These different methods of learning stimulate different parts of the brain. This helps students discover their unique learning style and which techniques work best for their learning. Multisensory strategies are effective for all learners and help break down barriers to learning. Several strategies through the Read-at-Home plan incorporate multisensory strategies. Here are a few more for each different method of learning below.

Visual

- Use painting, posters, video, creative visual design elements, and visual aids.
- Play tic-tac-toe with words.
- Create word flip books.
- Point out letters and words in real life situations and the environment.
- Use graphic organizers to assist with comprehension and retelling stories.

Auditory

- Use music, singing, rhymes, audio tones, lyrics, clapping, and conversations.
- Integrate rhyming into your daily routines.
- Read poetry and rhyming books.
- Play around with Tongue Twisters.
- Read out loud. Repeat readings. Recording your child’s reading.
- Model reading with expression.
- Listening to books on CDs.
- Go on a sound walk and record all the sounds that you hear.

Tactile (touch)

- Use letter tiles, coins, dominoes, sand, raised line paper, textures, and finger paints.
- Write letters and words in shaving cream, oatmeal, or cornmeal.

- Spell and stamps words with/in playdough.
- Use sandpaper, chalk, and Legos to create letters/words.

Kinesthetic (movement)

- Use air and sand writing.
- Write letters with your finger on your child's back and have them guess the letter.
- Use body movements such as jumping rope for sounds and clapping in rhythm.
- Manipulate letters and/or words with blocks, beads, bingo chips, magnetic letters, letter tiles, stamps, or puffy paint.
- Act out a story after listening to it.
- Use puppets to re-enact the story or a scene to build fluency.
- Create a comprehension ball with a beach ball. Write Who, What, When, Where, Why, and How on the ball. Throw it to your child and have your child answer questions one at a time.
- Play Head, Shoulders, Knees, and Toes with sounds. Say a word and have your child touch his/her head for the first sound, shoulders for the second sound, and knees for the third while saying each sound.

Taste (Caution: Please consider any allergies your child may have.)

- Use scented play dough, markers, bubble bath to draw or create letters/words.
- Find food that starts with particular letters of the alphabet you're working on. For example: *m* is for mango, muffin, macaroni, mushrooms, and milk.
- Use crackers and write letters on them using canned cheese. Combine them to spell names, sight words, and phonics patterns.

Meeting the Needs of All Learners

English Language Learners (ELLs)





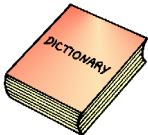

For ELLs to advance in becoming literate in English at a normal rate, they need instruction that is different in focus and intensity from the instruction provided for native English speakers. ELLs require much more oral language development with a focus on listening and speaking. ELLs require instruction that provides ample opportunities for them to hear and discriminate the words and sounds of English, to increase their vocabulary, and to practice their oral English skills. English language learners need opportunities to build background knowledge. Pre-reading activities can be used to identify gaps in students' knowledge and to introduce new concepts and vocabulary. There needs to be a focus on the development of formal or academic English as a key instructional goal for English learners, beginning in the primary grades.

Students with Disabilities

Mastering the ability to read, spell, and write is fundamental to achieving academic success. Students with a variety of learning disabilities, including dyslexia, dyscalculia and dysgraphia, struggle with those skills despite receiving the same classroom instruction that benefits most students. Gulf District Schools is committed to providing students identified with learning disorders with instruction that is effective and personalized in order to improve student outcomes. In order for students with disabilities to meet high academic standards and to fully

demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing, speaking and listening (English language arts), their instruction must incorporate supports and accommodations.

Overview of the Components of Reading

“Sensational Six”	The Six Areas of Reading
<p>Oral Language</p> 	<p>Oral Language is the means in which children communicate their thoughts, ideas and emotions. It is a child’s most powerful learning tool. Children internalize new knowledge through discussion with their peers. They learn how words work through listening to, talking about, and working with them.</p>
<p>Phonemic/ Phonological Awareness</p> 	<p>Phonemic awareness refers to the specific ability to focus on and manipulate individual sounds in spoken words. Hearing individual sounds within a word allows the learner to connect letters to sounds. Phonological awareness includes identifying and manipulating parts of oral language such as words, syllables, and onsets and rhymes. Rhymes, repetitions, and songs are all examples of how a child can practice phonological awareness.</p>
<p>Phonics</p> 	<p>Phonics is the understanding of how sounds correlate with letters in an alphabetic system. This includes recognizing print that represent a sound, syllables, and word parts.</p>
<p>Fluency</p> 	<p>Fluency in reading is the ability to read continuous text with appropriate momentum, phrasing, attention to conventions, and stress. Fluency in word solving is the ability to quickly and accurately solve words.</p>
<p>Vocabulary</p> 	<p>Vocabulary is the knowledge of words used in language and their meaning. As children begin to read more difficult texts, they must learn vocabulary outside of their oral language.</p>
<p>Comprehension</p> 	<p>The ability to process and draw meaning from text(s) on many levels. Students must understand and make meaning of information read in various texts to expand their knowledge of the real world.</p>

Oral Language

Oral Language is the means in which children communicate their thoughts, ideas and emotions. It is a child's most powerful learning tool. Children internalize new knowledge through discussion with their peers. They learn how words work through listening to, talking about, and working with them.

Oral Language Activities (K-1)

- Practice using proper speech that is simple and clear for your child to model.
- Build vocabulary by introducing a new word and discuss its definition. Practice using the word in a sentence that is easily understood. For example, you could say "I think I will drive the *vehicle* to the store. I am too tired to walk."
- Talk about spatial relationships (first, middle, and last; right and left) and opposites (up and down; on and off).
- Offer a description or clues, and have your child identify what you are describing. For example, say "We use it to sweep the floor." (a broom). "It is cold, sweet, and good for dessert. I like strawberry." (ice cream).
- Help your child follow two- and three-step directions like, "Go to your room, and bring me your book."
- Encourage your child to give directions. Follow his or her directions as she/she explains how to build a tower of blocks.
- Practice naming everyday items. For example, you can name utensils while in the kitchen.
- Talk about the characters in a story. Are they happy or sad?
- Act out a scene of a story together, and make up a different ending.

Oral Language Activities (Grades 2-3)

- Practice reciting short poems and songs with your child.
- Have your child practice using language from stories and informational texts when retelling or making a prediction.
- Practice using descriptive words to describe a character or setting of a story.
- Engage in role play with your child.
- Help your child perform plays using puppets.
- Play games with your child such as "house". Exchange roles in the family, with you pretending to be the child.
- Build vocabulary by introducing a new word and offer its definition, or use it in a context that is easily understood. For example, say "I think I will drive the *vehicle* to the store. I am too tired to walk."
- While shopping for groceries, discuss what you will buy, how many you may need, and what you will make. Discuss the size (large or small), shape (long, round, square), and weight (heavy or light) of the packages.
- Discuss the foods on a menu, their color, texture, and taste.

Oral Language Activities (Grades 4-6)

- Practice conversational turn taking with your child.
- Use descriptive language when talking about this topic.
- Model how to listen to others respectfully and responsibly.

- Have your child recall or restate what he/she reads in their own words.
- Have your child practice using language from stories and informational texts when retelling a story or making a prediction.
- Encourage your child to elaborate on his/her ideas or opinions.
- Tell jokes, riddles, puns to demonstrate how language can be used for the purpose of humor.
- Encourage your child to talk more by asking questions such as “What do you think?” “Do you agree?” “Why or why not?”
- Engage in conversations during dinner, and limit distractions such as the television, cell phones, or loud music.

Phonemic/Phonological Awareness

Phonemic awareness refers to the specific ability to focus on and manipulate individual sounds in spoken words. Hearing individual sounds within a word allows the learner to connect letters to sounds. Phonological awareness includes identifying and manipulating parts of oral language such as words, syllables, and onsets and rhymes. Rhymes, repetitions, and songs are all examples of how a child can practice phonological awareness.

Phonemic/Phonological Awareness Activities Grades K-1

- Practice the alphabet by pointing out upper- and lower-case letters wherever you see them and by reading alphabet books.
- Help your child think of a number of words that start with any specific sound. For example, words that start with the /m/ or /p/ sound (*mat, paper*).
- Make up silly sentences with words that begin with the same initial sound. For example, you could say “Nobody was nice to Nancy’s neighbor.”
- Play simple rhyming or blending games with your child, such as taking turns coming up with words that rhyme (*go – no*) or blending simple words (*/d/, /o/, /g/ - dog*).
- Use clapping games with names of family members, common objects found around the house, or places you are going or have been.
- Find any opportunity to sing to and with your child. You can do this in the car on a long trip, or even on the way to school. Create songs on the spur of the moment about wherever you are going. For example, to the rhythm of the song “*This is the way we wash our hands*” you can sing “This is the way we go to school”.
- Encourage word play using poems, rhymes, or songs. You might begin by saying “What rhymes with Matt?” Make up silly rhymes, such as, “Did Matt sit on the cat?” Or try working together to tell a little story about a cat chasing a fat rat.
- Seek out high quality rhyming books.
- Play word games that connect sounds with syllables and words. For example, you could ask “If the letters p-e-n spell *pen*, then how can you spell *hen*?”

Phonemic/Phonological Awareness Activities Grades 2-3

- Use computer software programs that focuses on developing phonological and phonemic awareness skills. Many of these programs use colorful graphics and animation that keep your children engaged and motivated.
- Help your child practice solving words by removing prefixes and suffixes to break them apart.
- Hunt for words. Choose a blend (for example *bl*), and have your child hunt for five items beginning with the blend. As each object is found, help your child write the words in a list (blanket, blue pen, etc.).
- Practice syllables using clapping games with names of family members, names of common objects found around the house, places you are going or have been.
- When reading aloud, say words slowly and repeat words if necessary. Pronouncing a word slowly makes it easier to hear the individual sounds within the word.
- Buy or make flashcards with letters on them so your child can practice making words.
- Practice segmenting and blending words (for example c-a-t for *cat*).

Phonemic/Phonological Awareness Activities Grades 4-6

- Practice clapping out words with three or more syllables (*fish/er/man; par/a/graph; el/e/va/tor*).
- Ask your child to find objects around the house that are compound words (*football, headboard, watermelon*). Help your child write a list of the words, and break them apart to show the two parts of the word.
- Hunt for words. Choose a blend (for example *bl*), and have your child hunt for five items beginning with that blend. As each object is found, help your child write the words in a list (blanket, blue pen, etc.).
- Model how to break apart unfamiliar words when reading aloud to your child.

Phonics

Phonics is the understanding of how sounds correlate with letters in an alphabetic system. This includes recognizing print that represent a sound, syllables, and word parts.

Phonics Activities Grades K - 1

- Use sand or playdough to create letters and match their sounds.
- Teach your child to match the sounds to his/her name.
- Write letters on cards. Hold the cards up and have your child practice saying the sounds.
- Use alphabet books to play games. For example, say “I am thinking of something that starts with the letter “*t*”.
- Have your child find objects around the house with the same initial sounds. For example, have your child find items that begin with */b/*.
- Use magnetic letters or letter cards to build words.
- Teach your child to recognize the letters in his/her name.

- While at the grocery store, ask questions like “Can you find something that starts with the letter C?”
- Have your child identify and cut out letters he/she recognizes from magazines or newspapers.
- Talk about the difference between upper- and lower-case letters.
- Have your child practice categorizing letters by its feature. For example, list all the letters with a curve such as *b, c, a*, etc.

Phonics Activities Grades 2 - 3

- Help your child sound out unfamiliar words by saying the first sound in the word, and using pictures cues to guess the word.
- Write letter clusters on cards (*gl, pr, spr*). Hold up the cards one at a time and have your child practice reading the sounds. Have your child find words with the letter clusters in a book.
- Have your child find objects in the house that begin with a digraph (*ch, th, sh*) such as a shoe, chair, or thermos. Help your child write a list of objects found and underline the digraph.
- Use magnetic letters to build more complex words.
- Have your child practice categorizing words that have a similar ending (*branch, rock, dash, both* are words that end in digraphs).
- Play a phonics race by setting the timer and competing to come up with the most words with a blend (*cl, pr, bl*) in one minute. Compare your word lists and play again. Your child will be eager to beat his/her last score.
- Writing is a great way to reinforce phonics skills. Send your child notes in his/her backpack or have a relative/friend send a letter or email to your child. Have your child write back and sound out the words.

Phonics Activities Grades 4 - 6

- Have your child look through a magazine, or newspaper to find objects that make up a compound word (football, headboard, etc.).
- Sort words with the same letter clusters, by varying sounds (for example, *ch – cheese, machine, school, choir, yacht*).
- If your child has difficulty spelling a word, have him/her break the word into syllables to write them (*to/ge/th/er*).
- Practice reading and writing high frequency words. The more fluent your child is with high frequency words, more attention can be focused on comprehension.

Fluency

Fluency in reading is the ability to read continuous text with appropriate momentum, phrasing, attention to conventions, and stress. Fluency in word solving is the ability to quickly and accurately solve words.

Fluency Activities Grades K-1

- Read aloud to your child to provide an example of how fluent reading sounds.
- Read aloud and have your child match his voice to yours.

- Have your child practice reading the same list of words, phrases, or short passages several times.
- Point out punctuation marks/conventions (commas, periods, exclamation points). Demonstrate how our voice changes as you read for each.
- Model reading with expression.
- Use different voices when reading familiar stories.
- Invite your child to read along with you during familiar parts of a story.
- Engage in repeated readings. Read a familiar passage several times, inviting your child to read along with you to figure out any tricky words.
- Give your child books with predictable vocabulary and clear rhythmic patterns so your child can "hear" the sound of fluent reading as he or she reads the book aloud.
- Use recorded books and have your child follow along in a print copy or on a digital screen.

Fluency Activities Grades 2 - 3

- Say a sentence to your child and ask him/her to repeat it to you.
- Provide opportunities for your child to read to different audiences (family members, siblings, friends, neighbors, grandparents). The story/text should have been read several times before reading it to an audience.
- Record the reading. Use a cell phone or other device to record your child's reading. Once recorded, invite your child to listen to his/her reading and follow along in the book.
- When reading to your child, remember to model fluency by using appropriate expression, speed and accuracy so your child knows what fluent reading sounds like.
- Invite your child to mimic your phrasing and expression while you are reading.

Fluency Activities Grades 4 - 6

- Engage in repeated readings. Read a familiar passage several times, inviting your child to read along with you to figure out any tricky words.
- Read aloud to your child to show your child what fluent reading sounds like. Make sure read with a lot of expression, and appropriate phrasing.
- Read certain lines of a text with various voices, and invite your child to read along and mimic your expressions.
- Alternate reading the favorite lines of a poem with your child. Have your child mimic your phrasing and expression.
- To increase fluency speed, use a stopwatch to set a timeframe to read any given passage or text. Have your child record their time, and encourage him/her to read the passage again to beat the last time.

Vocabulary

Vocabulary is the knowledge of words used in language and their meaning. As children begin to read more difficult texts, they must learn vocabulary outside of their oral language.

Vocabulary Activities Grades K - 1

- Select a new word each week to learn and use in every-day language. Create a point system with family members on who uses the word the most in a given week.
- Post vocabulary words all over the house (bathroom mirror, fridge, doors).
- Before reading, preview the book and discuss words you think are interesting or potentially confusing.
- Play *Hot Potato* with synonyms. Choose a word and a family member has to think of another word that means the same thing. Take turns until no one can think of another word. Try the same game with antonyms (opposites).
- Act out a word and have other family members try to guess what the word is. Take turns acting out a new word. For example, if the word is *pensive* act like you are in deep thought by sitting down and putting your hands on your head.

Vocabulary Activities Grades 2 - 3

- Discuss ordinal words such as first, last, beginning, middle, etc.
- When taking a trip to the grocery store, discuss what you are seeing as you go through the story. For example, you can say “I am here at the bakery. This is where I can find cakes, cookies, and bread.”
- Use flashcards to practice word associations. For example, if the subject is parts of a plant, you could place words such as plant, leaf, seed in one category.
- Select a new word each week to learn and use in every-day language. Create a point system with family members on who uses the word the most in a given week.
- Post vocabulary words all over the house (bathroom mirror, fridge, doors).
- Before reading, preview the book and discuss words you think are interesting or potentially confusing.

Vocabulary Activities Grades 4 - 6

- Play *Hot Potato* to categorize words under more complex topics such as The Revolutionary War, astronomy, or math terms.
- Preview words before reading to or with your child. Discuss the meaning of words that may be interesting or confusing to your child.
- Play a word collection game with family members by having each family member collect as many interesting words they read about or came across that day. At the dinner table, have each family member go around and share their word. Discuss the meaning, and practice using the word in spoken language.

Comprehension

The ability to process and draw meaning from text(s) on many levels. Students must understand and make meaning of information read in various texts to expand their knowledge of the real world.

Comprehension Activities Grades K - 1

- Hold a conversation and discuss what your child has read. Ask probing questions and connect the events to his or her own life.
- Ask your child who, what, when, where, why and how.

- Help your child make connections between what was read to similar life experiences and events that occurred in another book.
- Help your child monitor his or her understanding by asking if he/she understands what was just read.
- Help your child go back to the text to support his or her answers.
- Discuss the meanings of unknown words, both read and heard in story.

Reading Fiction:

- Ask your child to summarize the beginning, middle and end of a story.
- As you are reading, stop every once in a while, to ask questions about a story's character, problem and solution.
- Have your child share their favorite part of the story and why.
- Encourage deeper thinking by asking "If you could write the ending of the story, how would you change it?"
- Ask your child's opinion about the events/characters in a story. Ask questions like "Do you think the character did the right thing?" "What would you have done differently if you were the character?"

Reading Nonfiction:

- Read material in short sections, making sure your child understands each step of the way.
- Before reading, preview the title and flip through the book. Ask your child "What do you think you will learn about in this book?" "What do you already know about (topic)?"
- Discuss what your child has learned from reading informational text.
- Practice looking at the text features (table of contents, captions, charts, diagrams) to learn about the topic.
- After reading, ask your child "What do you still want to know about this topic?"

Comprehension Activities Grades 2 - 3

- Hold a conversation and discuss what your child has read. Ask probing questions, and connect the events to his or her own life.
- Ask your child who, what, when, where, why and how.
- Help your child go back to the text to support his or her answers.

Reading Fiction:

- Ask your child to summarize the beginning, middle, and end of a story.
- As you are reading, stop every once in a while, to ask questions about a story's character, problem and solution.
- Have your child share their favorite part of the story and why it is their favorite.
- Encourage deeper thinking by asking "If you could rewrite the ending of the story, how would you change it?"
- Ask your child's opinion about the events/characters in a story. Ask questions like "Do you think the character did the right thing?" "What would you have done differently if you were the character?"
- After you or your child has read a few pages, ask "What do you think will happen next?"

Reading Nonfiction:

- Read material in short sections, making sure your child understands each step of the way.
- Before reading, preview the title and flip through the book. Ask your child “What do you think you will learn about in this book?” “What do you already know about (topic)?”
- Discuss what your child has learned from reading informational text.
- Practice looking at the text features (table of contents, captions, charts, diagrams) to learn about the topic.
- After reading, ask your child “What do you still want to know about this topic?”

Comprehension Activities Grades 4 - 6

- Have your child refer back to the text to support his/her answer.
- Use comic strips to practice sequencing stories in the correct order.
- Hold a conversation and discuss what your child has read. Ask probing questions, and connect the events to his or her own life.
- When coming across an unknown word during reading, encourage your child to determine the meaning using pictures and other clues in the story. Discuss the meaning of the word.
- Ask your child who, what, when, where, why, and how questions about what they are reading.

Reading Fiction:

- When asking questions, use words related to the story such as *characters*, *problems*, and *solution*. For example, you could ask “How did the characters try to solve the problem they came across in the story?”
- Ask your child to make predictions about what will happen next based on the events that have taken place in the story.
- Help your child connect the events or characters in a story to their personal experiences, or other books read.

Reading Nonfiction:

- Have your child write captions for family photos taken on vacation.
- Draw attention to captions, headings, sidebars, to gain more information about the topic. Ask deeper questions like “Why do you think the author included a diagram on this page?” How does the diagram help you as a reader?”
- Have your child refer to the text when answering questions.
- Help your child take notes on the most important information in the text.

Importance of Attendance

Important Information:

Students that attend school regularly beginning in kindergarten can be 5 times more likely to have grade level proficiency in 3rd grade than students that miss just 2 days per month in the first two years of school.

Chronic Absenteeism means missing 10% of school days in a school year. This can be as little as 1 or 2 days per month. Less than 1 in 5 students with chronic absenteeism in kindergarten and first grade read at, or above, their grade level.

SOURCE: Attendance in Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes. Applied Survey Research. May 2011.

Strategies for Good Attendance

- Set a regular bed time and morning routine.
- Lay out clothes and pack backpacks the night before school.
- Don't let your child stay home unless they are truly sick. (Temperature higher than 100.4 °F, throwing up or having diarrhea, eyes are pink and crusty)
- If your child seems anxious about school, talk to teachers, school counselors, school social workers, or other parents for advice on how to make them feel comfortable and excited about learning.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Avoid medical appointments and extended trips when school is in session.

Resources for Parents

Reading Begins at Home

Strong parental involvement is a key component of the **Just Read, Florida!** initiative. Other than helping your children to grow up happy and healthy, the most important thing that you can do for them is help them develop their reading skills. Here are some sources to get you started:

Florida Department of Education - www.fldoe.org

- Just Read, Florida! - <http://www.fldoe.org/academics/standards/just-read-fl/>
- Celebrate Literacy Week - <http://fldoe.org/academics/standards/just-read-fl/celebrate-literacyweek/>
- Parent Resources - <http://www.fldoe.org/academics/standards/just-read-fl/parents.shtml>
- Read to Learn - <http://www.fldoe.org/core/fileparse.php/7539/urlt/readtolearn.pdf>
- Summer Literacy Adventure - <http://www.fldoe.org/academics/standards/just-read-fl/summerlit-adventure.shtml>

Clifford Reading Tips for Parents <http://www.fldoe.org/core/fileparse.php/7539/urlt/clifford.pdf>

Clifford the Big Red Dog has some great tips for parents about the five essential components of reading. Thanks to our partnership with Scholastic, we are happy to share these with you.

Reading Intervention Curriculum - <http://www.fldoe.org/core/fileparse.php/7539/urlt/manual.pdf>

Whether reading mentors or classroom teachers, this curriculum is a great guide that includes an overview of current reading research and weekly lessons for intermediate struggling readers.

Parent Tips – Reading suggestions and tips for parents of school age students.

<http://www.fldoe.org/core/fileparse.php/7539/urlt/Parent-Tips.pdf>

Helping your Child Become a Reader - A guidebook on how to promote reading at home.

<https://www2.ed.gov/parents/academic/help/reader/part3.html#note>

Summer Reading Activities Kit - Great tips for reading over the summer!

<http://www.fldoe.org/core/fileparse.php/7539/urlt/kit.pdf>

Tips and Resources - The Partnership

<https://www2.ed.gov/parents/academic/help/partnership-tips.html>

Florida Public Libraries - <http://www.publiclibraries.com/florida.htm>

Florida Reading Association: Family Literacy – Suggested websites for family literacy-related resources. <http://www.flreads.org/Family-Literacy/links.htm>

50 Activities to Promote Digital Media Literacy -

<http://www.fldoe.org/core/fileparse.php/16290/urlt/50APDMLS.pdf>

Keyboarding to Support Active Reading Strategies – Students can type information into word processing documents or editable pdfs for the following reading activities:

Note-Taking: Summarizing, Skeletal Notes, Cornell Notes, Double-Entry Journal

Comprehension: Charting the Text, Charting Verbs List, Cite Textual Evidence, Story Elements, Text Features/Structures, SQ3R, Graphic Organizers

<http://edtech.canyonsdistrict.org/keyboarding-and-literacy.html>

Literacy Resources for Students

The Grocery Store: Have your child help create and monitor your shopping list or match coupons to the products in each aisle.

ABCya: Practice keyboarding and other skills in a game-based environment. <http://www.abcya.com/>

American Speech-Language-Hearing Association: Suggestions for parents by grade level to support listening speaking, reading, and writing. <http://www.asha.org/public/speech/development/suggestions/>

Barnes & Noble: See website for free events at a store near you.

<http://stores.barnesandnoble.com/stores?searchText=33301&view=list&storeFilter=all>

Colorin' Colorado!: Easy ways for parents to help kids become successful readers in eleven languages.

<http://www.colorincolorado.org/reading-tip-sheets-parents>

Florida Center for Reading Research

http://www.fcrr.org/resources/resources_sca.html

<http://www.fcrr.org/curriculum/curriculumForParents.shtm>

Florida Standards: Student and Parent Resources provided by the Florida Department of Education.

<http://www.fldoe.org/academics/standards/florida-standards/student-family-resources.stml>

Just Take 20: The Florida Department of Education campaign to provide K-12 Florida families with practical, easy-to-implement reading activities that establish literacy as a lifelong value. www.justtake20.org

Newsela: Read articles and take quizzes on the go. Access through Broward’s Single Sign-On Launchpad. (Grades 2-5).

PBS Kids: Play reading games with your favorite characters. <http://pbskids.org/games/reading/>

Poetry Sites: Find your inner poet. <http://www.poetryfoundation.org/>

Poetry 4 Kids: Play along with children’s poet Ken Nesbitt. <http://www.poetry4kids.com/>

Reading is Fundamental: Activities to learn and play.
<http://www.rif.org/books-activities/activities/by-topic/age-1/>

Reading Rockets: Reading related videos and parent resources.
<http://www.readingrockets.org/>
<http://www.readingrockets.org/reading-topics/reading-aloud>

South Florida Parenting: Tips for parenting and information on different local events for children.
<http://www.sun-sentinel.com/features/south-florida-parenting/>

Spelling City: Use an existing list or practice your own words on this online platform.
<http://www.spellingcity.com/>

Storytelling: Build a foundation for your child’s future with stories of your past.
<http://www.scholastic.com/parents/blogs/scholastic-parents-learning-toolkit/storytelling-children>

Starfall: Free site to teach the basics of reading. Features interactive books and phonics games.
www.starfall.com

ThinkReadWrite: A collaboration of the International Literacy Association and the National Council of Teachers of English. Check out their dedicated “parent” page.
<http://www.readwritethink.org/parent-afterschool-resources/>

Wonderopolis: An interactive site for all of those who ‘wonder’. Opportunities to get the whole family involved.
<http://wonderopolis.org>

References

Resources from the following organizations and websites were used to develop this Read-at-Home Plan.

American Speech-Language-Hearing Association: Activities to Encourage Speech and Language
<http://www.asha.org/public/speech/development/Parent-Stim-Activities/>

Colorin’ Colorado!
<http://www.colorincolorado.org/reading-tip-sheets-parents>

Florida Center for Reading Research
<http://www.fcrr.org/curriculum/curriculumForParents.shtm>

Get Ready to Read
<http://www.getreadytoread.org>

Put Reading First
<https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>

Reading Partners

<http://readingpartners.org/blog/5-easy-ways-parents-can-increase-their-childs-reading-fluency>

Reading Rockets

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