St. Johns County School District

2021 - 2022

PARENT RESOURCE GUIDE

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St. Johns County School District
Core Values

We believe that . . .

Trustworthiness, respect, responsibility, fairness, caring, and citizenship are essential to the wellbeing of individuals and society.

All individuals have intrinsic value.

Every individual can contribute something of worth to society.

Individuals are responsible and accountable for their choices and decisions.

In order to grow and thrive, individuals need caring relationships and a nurturing environment.

Supportive family relationships are the foundation of the community.

High expectations lead to higher performance, which, in turn, empowers the individual and strengthens society.

Continuous learning is a lifelong process that is essential to a productive and enriched life.

A safe and orderly environment is conducive to learning.

The St. Johns County School System is recognized throughout Florida for its innovative programming, student accomplishments and professional staff. The District's success is due to its commitment to excellence in academics plus its commitment to character development.

The Six Pillars of Character (Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship) are found in the district's Core Values. Individual worth and high expectations for all students are also part of this value system.

St. Johns County schools and community partners have come together with a common approach in an effort to say that children matter, values matter, character matters and academic excellence matters in our community and in our country. These principles are embodied in the district's visionary Mission Statement:

The St. Johns County School District will inspire good character and a passion for lifelong learning in all students, creating educated and caring contributors to the world.

Letter from the Superintendent

"For children, parents are the vital link between the classroom and society."

Dear Parents and Community Partners:

Children thrive when their environment is safe, secure, and supportive of education. Whether at home or in the classroom, adult involvement and encouragement have an enormously positive impact on a child's learning process. For children, parents are the vital link between the classroom and society. As Superintendent of St. Johns County School District, I encourage you to take an active role in your children's school career. The Parent Resource Guide was written to assist parents in participating in the lives of their children at school.

The Parent Resource Guide:

- defines terms commonly used by educators.
- gives examples of skills your children will be taught in each grade level.
- explains what happens if your child falls behind and how s/he is assisted to catch up.
- suggests what parents as partners in the learning process can do at home.

I encourage you to use the guide as a starting point for extended communication with teachers, school and district administrators, and most importantly, with your children. Open your children's book bags and talk with them about what they are learning. Review their schoolwork and talk to their teachers by phone, email or face-to-face. Always ask questions and stay involved.

Remember that as your children grow older you may have to take the initiative to maintain communication with your children. We know that families have the greatest influence on their children's academic achievement in school and throughout life. When parents talk to their children about school, expect them to do well, help them plan for college and career, and make sure that out-of-school activities are constructive, their children tend to do well in school and in life. Students with involved parents, irrespective of income or background, are more likely to enjoy school, perform better in school, and stay in school longer.

I applaud you for making your children's education a family priority.

Sincerely,

Tim Forson
Superintendent of Schools

Facts about St. Johns County School District

St. Johns County
Superintendent of Schools

SCHOOLS
18 Elementary Schools (K-5)
7 K-8 Schools
7 Middle Schools (6-8)
8 High Schools (9-12)
2 Alternative Centers (6-12)
3 Charter Schools
2 Juvenile Justice Facilities
1 Virtual School (1-12)
1 Technical College

The St. Johns County School District is accredited as a quality school system by AdvancED, the internationally recognized accrediting agency for K-12 schools.

Class Size (Student-Teacher ratio)
1:15.27 (PK-3)
1:17.63 (4-8)
1:19.48 (9-12)

STUDENTS
St. Johns County School District had 45,643 students as of June, 2021.
Race:
White–88%
African American or Black–9%
Asian–4.85%
Multi-Racial–4.72%
Hawaiian or Pacific Islander–0.25%
Native American or Alaskan –0.26%
Ethnicity:
Hispanic–8%
Non-Hispanic–83.37%
Undeclared–6.21%
Student body–114 different countries, 79 languages
Exceptional education students – 3,509 gifted students and 6,521 students with disabilities who have learning+ or intellectual disabilities, emotional/behavioral or autism spectrum disorders, speech/language or sensory impairments and developmental delays. An additional 2,149 students with disabilities receive accommodations through 504 plans.

SCHOOL GRADES
For the 2018-2019 school year, St. Johns County Schools had 31 "A" schools, 7 "B" schools, 1 "C" school and 1 "D" school.

St. Johns County School District has received a grade of "A" each year since 2010 and is first in the state out of 67 districts in total school accountability points for the past nine years. For up-to-date information on school grades, see http://schoolgrades.fldoe.org/.

DISTRICT ACADEMIC PERFORMANCE

Florida Standards Assessment State Rankings

State Rank English Language Arts (2021)			
3rd Grade	1st	7th Grade	1st
4th Grade	1st	8th Grade	1st
5th Grade	2nd	9th Grade	1st
6th Grade	1st	10th Grade	1st

State Rank in Math (2021)			
3rd Grade	2nd	6th Grade	2nd
4th Grade	2nd - tie	7th Grade	3rd
5th Grade	3rd	8th Grade	2nd

State Rank in Science (2021)	
5th Grade	2nd
8th Grade	1st

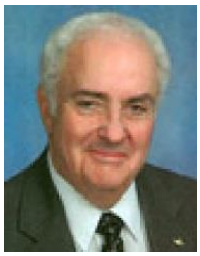
End-of-Course (EOC) Exams (2021)	
Civics	1st
Algebra I (grades 3-12)	1st
Geometry (grades 3-12)	1st
Biology I	1st
U.S. History	1st

ACT – Readiness for College (2019) – 45% of St. Johns County graduates ready in all four areas tested (math, reading, science and writing) compared to state average of 21%
SAT (2019) – 1154, above both the state average of 999 and national average of 1059
ACT (2019) – 23.7, above both state average of 20.6 and national average of 20.6
AP Exams (2019) –68.9% received college credit
Graduation rate (2020) – 94.8% based on the Federal graduation rate compared to state average of 90%
Dropout rate (**2019**)– 1.8%, less than the state average of 3.4%
National Merit Semifinalists (2021) – 23 seniors placed in top 1% on the PSAT

School Board

School Board meetings are held on the second Tuesday of each month at the School Board Administration Center. Workshops are held on the first and fourth Tuesday of the month. (Please check the district website for up-to-date meeting and workshop information.)

To contact a school board member, you may call the School Board Executive Secretary @ 904-547-7510, or e-mail a member directly.

	Beverly Slough beverly.slough@stjohns.k12.fl.us Board Vice Chair District 1 Tern: 2018-2022	• Bartram Trail High School • Creekside High School • Cunningham Creek Elementary School • Durbin Creek Elementary • Freedom Crossing Academy • Fruit Cove Middle School • Hickory Creek Elementary School • Julington Creek Elementary School • Liberty Pines Academy • Patriot Oaks Academy • Switzerland Point Middle School • Patriot Oaks Academy
	Anthony E. Coleman Sr. anthony.coleman@stjohns.k12.fl.us District 2 Term: 2020-2024	• R. J. Murray Middle School • Osceola Elementary School • Pacetti Bay Middle School • Picolata Crossing Elementary School • South Woods Elementary School • Timberlin Creek Elementary School • Wards Creek Elementary School • The Webster School • Gaines Alternative Center • Hastings Juvenile Center • Juvenile Justice Center (DJJ)
	**Bill Mignon** bill.mignon@stjohns.k12.fl.us District 3 Term: 2018-2022	• W. D. Hartley Elementary School • Otis A. Mason Elementary School • Pedro Menendez High School • Gamble Rogers Middle School
	Kelly Barrera kelly.barrera@stjohns.k12.fl.us Board Chair District 4 Term: 2018-2022	• Alice B. Landrum Middle School • Allen D. Nease High School • Ocean Palms Elementary School • PV/PV-Rawlings Elementary School • Palencia Elementary School • Palm Valley Academy • Ponte Vedra High School • Valley Ridge Academy
	Patrick Canan patrick.canan@stjohns.k12.fl.us District 5 Term: 2020-2024	• John A. Crookshank Elementary School • R. B. Hunt Elementary School • First Coast Technical College • Ketterlinus Elementary School • Mill Creek Academy • Sebastian Middle School • St. Augustine High School • St. Johns Technical High School • Tocoi Creek High School

District Department Phone Numbers

Reception Desk	904-547-7500
Board Members' Office	904-547-7510
Superintendent's Office	904-547-7502
Deputy Superintendent for Academic Services	904-547-7520
Deputy Superintendent for School Operations	904-547-7670
Accountability and Intervention Services	904-547-7672
Business and Fiscal Services	904-547-7650
Career Education	904-547-4870
Community Relations	904-547-7517
Curriculum and Instruction	904-547-7503
Early Childhood	904-547-8954
English for Speakers of Other Languages	904-547-8924
Exceptional Student Education	904-547-7672
Federal Programs	904-547-8928
Food Services	904-547-8931
Guidance and Choice	904-547-7554
Head Start	904-547-3868
Human Resources	904-547-7600
Information Technology	904-547-3920
Instructional Services-Elementary	904-547-7541
Instructional Services-Secondary	904-547-7558
Instructional Tech and Media Services	904-547-3947
Leadership Development	904-547-3981
Maintenance	904-547-3707
Planning and Accountability	904-547-8911
Pre-K Clinic	904-547-8958
Purchasing	904-547-8941
Risk Management	904-547-7554
RSVP/Volunteer Services	904-547-3945
Student Support Services	904-547-7724
Transportation	904-547-7810

The Strategic Plan

The 2016 – 2021 St. Johns County School District Strategic Plan was approved by the School Board on April 12, 2016. The Strategic Plan is the culmination of community input from district and school staff, students and parents, community members and business partners. In addition to meetings generating feedback across St. Johns County, over 3,800 individuals responded to the Strategic Plan Survey. The various components of the Strategic Plan are as follows:

Mission Statement
The St. Johns County School District will inspire good character and a passion for lifelong learning in all students, creating educated and caring contributors to the world.

Vision Statement
All students choose a learning path that leads to a well-rounded graduate who demonstrates good character and leadership.

Core Values

- Trustworthiness, respect, responsibility, fairness, caring, and citizenship are essential to the well-being of individuals and society.
- All individuals have intrinsic value.
- Every individual can contribute something of worth to society.
- Individuals are responsible and accountable for their choices and decisions.
- In order to grow and thrive, individuals need caring relationships and a nurturing environment.
- Supportive family relationships are the foundation of the community.
- High expectations lead to higher performance which, in turn, empowers the individual and strengthens society.
- Continuous learning is a lifelong process that is essential to a productive and enriched life.
- A safe and orderly environment is conducive to learning.

Strategic Delimiters
We will not initiate any new program or service unless it is:

- consistent with and contributes to our mission.
- accompanied by the training, staff development, and resources needed to assure its effectiveness.

Goals

- Goal A: College and Career Readiness Student Success Goal 2021: All students will graduate with a skill set prepared for college or a career.
- Goal B: Flexible Learning and Success Goal 2021: All students will have the choice and flexibility to customize their learning path.
- Goal C: Well-rounded Student Success Goal 2021: All students will have the opportunity to demonstrate leadership and character, strengthen their life skills and participate in service to the community.
- Goal D: Growth Management Success Goal 2021: St. Johns County School District will proactively manage systemic growth.

Tactical Planning Teams
Each of five focus area teams devised strategies to build upon for the five years of the Strategic Plan. They will use success metrics to analyze each year and add tactics for every additional year through 2021. The focus teams and strategies are as follows:

- **Academic and Student Services**
  Strategy 1: Create opportunities that empower students to build good character, life, social, and leadership skills.
  Strategy 2: Develop and implement a K-12 initiative to fully integrate STEM concepts.
  Strategy 3: Build literacy skills that empower students to communicate effectively.
  Strategy 4: Build capacity to fully support the academic, wellness and safety needs of all students.
- **Operations**
  Strategy 1: Develop a K-12 continuum of technology integration, including necessary network infrastructure, to ensure teachers are well equipped to implement technology in the classroom.
  Strategy 2: Continue to design and construct schools that accommodate growth while maintaining high quality programming with an intentional student-focused environment.
  Strategy 3: Continue to improve district-wide safety and security measures.
  Strategy 4: Continue to improve and upgrade operation systems and services to better meet the needs of students and staff.
- **Community Relations**
  Strategy 1: Continue to embrace technology to effectively communicate with families, students, employees and community members by researching and seeking the best available communication methods.
  Strategy 2: Continue to build a culture of character by further integrating CHARACTER COUNTS! initiatives and related programs throughout the St. Johns County School District while expanding into the community at large.
  Strategy 3: Continue to seek and expand business and community partnerships to provide more opportunities for students.
- **Human Resources**
  Strategy 1: Using a comprehensive approach, HR will recruit high quality personnel in all employee groups (Administrative, Instructional, and Non-Instructional).
  Strategy 2: Align all professional development opportunities so all employees can grow professionally while performing at their highest potential.
  Strategy 3: Provide ongoing ethics and professional conduct training to all employee groups.
- **Superintendent and School Board**
  Strategy 1: Align all decision-making in the best interest of students.
  Strategy 2: Continue to influence state legislation and set policy at the local level to further the mission, vision and goals of the school district.
  Strategy 3: Maintain a nurturing and supportive environment by continuing a culture that fosters teamwork and collaboration that emphasizes shared values, integrity and loyalty.

School Directory

BARTRAM TRAIL HIGH SCHOOL (9-12)
Chris Phelps, Principal
7399 Longleaf Pine Parkway, St. Johns, FL 32259-9104
904-547-8340 (Phone) 904-547-8359 (FAX)

CREEKSIDE HIGH SCHOOL (9-12)
Steve McCormick, Principal
100 Knights Lane, St. Johns, FL 32259-9104
904-547-7300 (Phone) 904-547-7305 (FAX)

CROOKSHANK ELEMENTARY SCHOOL (K-5)
Bethany-Nelson Mitidieri, Principal
1455 North Whitney Street, St. Augustine, FL 32084-2499
904-547-7840 (Phone) 904-547-7845 (FAX)

CUNNINGHAM CREEK ELEMENTARY SCHOOL (K-5)
Katie O'Connell, Principal
1205 Roberts Road, St. Johns, FL 32259-8927
904-547-7860 (Phone) 904-547-7857 (FAX)

DURBIN CREEK ELEMENTARY SCHOOL (K-5)
Ashley McCormick, Principal
4100 Racetrack Road, St. Johns, FL 32259-2083
904-547-3880 (Phone) 904-547-3885 (FAX)

FIRST COAST TECHNICAL COLLEGE
Chris Force, Principal
2980 Collins Avenue, St. Augustine, FL 32084-1919
904-824-4401 (Phone) 904-547-3506 (FAX)

FRUIT COVE MIDDLE SCHOOL (6-8)
Kelly Jacobson, Principal
3180 Racetrack Road, St. Johns, FL 32259
904-547-7880 (Phone) 904-547-7885 (FAX)

FREEDOM CROSSING ACADEMY (K-8)
Gina Fonseca, Interim Principal
1365 Shetland Drive, St. Johns, FL 32259
904-547-4231 (Phone) 904-547-4235 (FAX)

GAINES ALTERNATIVE SCHOOL (6-12)
TRANSITION SCHOOL (K-12)
Craig Davis, Principal
Evelyn Hamblen Center
1 Christopher Street, St. Augustine, FL 32084-4056
904-547-8560 (Phone) 904-547-7145 (FAX)

W. D. HARTLEY ELEMENTARY SCHOOL (K-5)
Nicole Appelquist, Principal
260 Cacique Drive, St. Augustine, FL 32086-8827
904-547-8400 (Phone) 904-547-8385 (FAX)

HICKORY CREEK ELEMENTARY SCHOOL (PRE-K-5)
Yvette Cubero-Gonzalez, Principal
235 Hickory Creek Trail, St. Johns, FL 32259-8368
904-547-7450 (Phone) 904-547-7455 (FAX)

R. B. HUNT ELEMENTARY SCHOOL (K-5)
Amanda Garman, Principal
125 Magnolia Drive, St. Augustine, FL 32080-4684
904-547-7960 (Phone) 904-547-7955 (FAX)

JULINGTON CREEK ELEMENTARY SCHOOL (K-5)
Jeannette Murphy, Principal
2316 Racetrack Road, St. Johns, FL 32259-4299
904-547-7980 (Phone) 904-547-7985 (FAX)

KETTERLINUS ELEMENTARY SCHOOL (K-5)
Kathy Tucker, Principal
67 Orange Street, St. Augustine, FL 32084-3565
904-547-8540 (Phone) 904-547-8554 (FAX)

ALICE B. LANDRUM MIDDLE SCHOOL (6-8)
Guy Harris, Principal
230 Landrum Lane, Ponte Vedra Beach, FL 32082-3831
904-547-8410 (Phone) 904-547-8415 (FAX)

LIBERTY PINES ACADEMY (K-8)
Traci Hemingway, Principal
10901 Russell Sampson Road, St. Johns, FL 32259-8927
904-547-7900 (Phone) 904-547-7905 (FAX)

OTIS A. MASON ELEMENTARY SCHOOL (PRE-K - 5)
Monique Keaton, Principal
207 Mason Manatee Way, St. Augustine, FL 32086-9373
904-547-8440 (Phone) 904-547-8445 (FAX)

PEDRO MENENDEZ HIGH SCHOOL (9-12)
Dr. Clay Carmichael, Principal
600 State Road 206 West, St. Augustine, FL 32086-7968
904-547-8660 (Phone) 904-547-8675 (FAX)

MILL CREEK ACADEMY (K-8)
Dr. Ken Goodwin, Principal
3750 International Golf Parkway, St. Augustine, FL 32092
904-547-3720 (Phone) 904-547-3730 (FAX)

R. J. MURRAY MIDDLE SCHOOL (6-8)
Travis Brown, Principal
150 North Holmes Blvd., St. Augustine, FL 32084-0930
904-547-8470 (Phone) 904-547-8475 (FAX)

ALLEN D. NEASE HIGH SCHOOL (9-12)
Lisa Kunze, Principal
10550 Ray Road, Ponte Vedra, FL 32081-8800
904-547-8300 (Phone) 904-547-8305 (FAX)

OCEAN PALMS ELEMENTARY SCHOOL (PRE-K - 5)
Tiffany Cantwell, Principal
355 Landrum Lane, Ponte Vedra Beach, FL 32082-3828
904-547-3760 (Phone) 904-547-3775 (FAX)

OSCEOLA ELEMENTARY SCHOOL (PRE-K - 5)
Rebecca Keffer, Principal
1605 Osceola Elementary Rd, St. Augustine, FL 32084-0914
904-547-3780 (Phone) 904-547-3795 (FAX)

PACETTI BAY MIDDLE SCHOOL (6-8)
Ted Banton, Principal
245 Meadowlark Lane, St. Augustine, FL 32092-3467
904-547-8760 (Phone) 904-547-8735 (FAX)

PALENCIA ELEMENTARY SCHOOL (K-5)
Catherine Goodrich, Principal
355 Palencia Village Drive, St. Augustine, FL 32095
904-547-4010 (Phone) 904-547-4015 (FAX)

PALM VALLEY ACADEMY (K-8)
Dr. Joy Reichenberg, Principal
2135 Palm Valley Road
Ponte Vedra, FL 32081
904-547-4201 (Phone) 904-547-4205 (FAX)

PATRIOT OAKS ACADEMY (K-8)
Allison Olson, Principal
475 Longleaf Pine Parkway
St. Johns, FL 32259
904-547-4050 (Phone) 904-547-4055 (FAX)

PICOLATA CROSSING ELEMENTARY (PRE-K – 5)
Brian Morgan, Principal
2675 Pacetti Road, St. Augustine, FL 32092
904-547-4160 (Phone) 904-547-4165 (FAX)

PINE ISLAND ACADEMY (K-7)
Amanda Riedl, Principal
805 Pine Island Road, St. Augustine, FL 32095
904-547-4303 (Phone) 904-547-4305

PONTE VEDRA HIGH SCHOOL (9-12)
Dr. Fred Oberkehr, Principal
460 Davis Park Road, Ponte Vedra, FL 32081-7968
904-547-7350 (Phone) 904-547-7355 (FAX)

PONTE VEDRA-PALM VALLEY (K-2)
MARJORIE K. RAWLINGS ELEMENTARY SCH (3-5)
Dr. Jesse Gates, Principal
630 A1A North, Ponte Vedra Beach, FL 32082-2746
PVPV 904-547-3820 (Phone) 904-547-3825 (FAX)
RAWLINGS 904-273-4983(Phone) 904-547-8575 (FAX)

GAMBLE ROGERS MIDDLE SCHOOL (6-8)
Brian Wilson, Principal
6250 U. S. 1 South, St. Augustine, FL 32086-7685
904-547-8700 (Phone) 904-547-8705 (FAX)

ST. AUGUSTINE HIGH SCHOOL (9-12)
Dr. DeArmas Graham, Principal
3205 Varella Avenue, St. Augustine, FL 32084-2096
904-547-8530 (Phone) 904-547-8535 (FAX)

ST. AUGUSTINE PUBLIC MONTESSORI SCHOOL (1-4)
deAnne DeLeon, Director
7 A Williams Street, St. Augustine, FL 32084
904-342-5350 (Phone) 904-342-5354 (FAX)

ST. JOHNS VIRTUAL SCHOOL
Dr. Nigel D. Pillay, Principal
2980 Collins Avenue, Bldg. 1
St. Augustine, FL 32084
904-547-8080 (Phone) 904-547-8085 (FAX)

ST. JOHNS TECHNICAL HIGH SCHOOL (6-12)
Dr. Nigel D. Pillay, Principal
2980 Collins Avenue, St. Augustine, FL 32084-2096
904-547-8500 (Phone) 904-547-8505 (FAX)

SEBASTIAN MIDDLE SCHOOL (6-8)
Kirstie Gabaldon, Principal
2955 Lewis Speedway, St. Augustine, FL 32084-8636
904-547-3840 (Phone) 904-547-3845 (FAX)

SOUTH WOODS ELEMENTARY SCHOOL (PRE-K - 5)
Angela Rodgers, Principal
4750 SR 206 W, Elkton, FL 32033-3608
904-547-8611 (Phone) 904-547-8615 (FAX)

SWITZERLAND POINT MIDDLE SCHOOL (6-8)
Linda Carnall, Principal
777 Greenbriar Road, St. Johns, FL 32259-8336
904-547-8650 (Phone) 904-547-8645 (FAX)

THE WEBSTER SCHOOL (PRE-K - 5)
Bethany Groves, Principal
420 North Orange Street, St. Augustine, FL 32084-0665
904-547-3860 (Phone) 904-547-3865 (FAX)

THERAPEUTIC LEARNING CENTER
Paulette Hudson, Director
2109 Arc Drive, St, Augustine, FL 32084
904-824-8932 (Phone) 904-824-8063 (FAX)

TIMBERLIN CREEK ELEMENTARY SCHOOL (PRE-K - 5)
Linda Edel, Principal
555 Pine Tree Lane, St. Augustine, FL 32092-3207
904-547-7400 (Phone) 904-547-7405 (FAX)

TOCOI CREEK HIGH SCHOOL (9-11)
Jay Willets, Principal
11200 St. Johns Parkway, St. Augustine, FL 32092
904547-4260 (Phone) 904-547-4265 (FAX)

VALLEY RIDGE ACADEMY (K-8)
Angela Fuller, Principal
105 Greenleaf Drive, Ponte Vedra, FL 32081
904-547-4090 (Phone) 904-547-4095 (FAX)

WARDS CREEK ELEMENTARY SCHOOL (PRE-K - 5)
Kevin Kline, Principal
6555 State Road 16, St. Augustine, FL 32092-2110
904-547-8730 (Phone) 904-547-8735 (FAX)

Character Counts! Program

CHARCTER COUNTS! is an educational framework for teaching universal values and a national coalition of organizations that support each other. The result is a culture change in your school, business or organization. CHARCTER COUNTS! improves the lives of the adults who teach it, the communities that embrace it and the students who make better choices as a result. St. Johns County Schools adopted the CHARACTER COUNTS! Initiative in 1998 to help students learn about the Six Pillars of Character – trustworthiness, respect, responsibility, fairness, caring and citizenship – and develop strong character traits.

Each month one of the pillars is featured:

- August – All pillars
- September – Fairness
- October – Responsibility
- November – Citizenship
- December – All Pillars
- January – Respect
- February – Caring
- March – Trustworthiness
- April – All Pillars
- May – Citizenship (Emphasis on Patriotism)

Trustworthiness Be honest ▪ Don't deceive, cheat or steal ▪ Be reliable – do what you say you will do ▪ Have the courage to do the right thing ▪ Build a good reputation ▪ Be loyal – stand by your family, friends and country

Respect Treat others with respect; follow the Golden Rule ▪ Be tolerant and accepting of differences ▪ Use good manners, not bad language ▪ Be considerate of the feelings of others ▪ Don't threaten, hit or hurt anyone ▪ Deal peacefully with anger, insults and disagreements

Responsibility Do what you are supposed to do ▪ Plan ahead · Persevere: keep on trying! ▪ Always do your best ▪ Use self-control ▪ Be self-disciplined ▪ Think before you act — consider the consequences ▪ Be accountable for your words, actions, and attitudes ▪ Set a good example for others

Fairness Play by the rules ▪ Take turns and share ▪ Be open-minded; listen to others. Don't take advantage of others ▪ Don't blame others carelessly ▪ Treat all people fairly

Caring Be kind ▪ Be compassionate and show you care ▪ Express gratitude ▪ Forgive others ▪ Help people in need ▪ Be charitable and altruistic

Citizenship Do your share to make your school and community better ▪ Cooperate ▪ Get involved in community affairs ▪ Stay informed; vote ▪ Be a good neighbor ▪ Obey laws and rules ▪ Respect authority ▪ Protect the environment ▪ Volunteer

Social Emotional Learning

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

CASEL's Framework – Five Core Competencies https://casel.org/

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

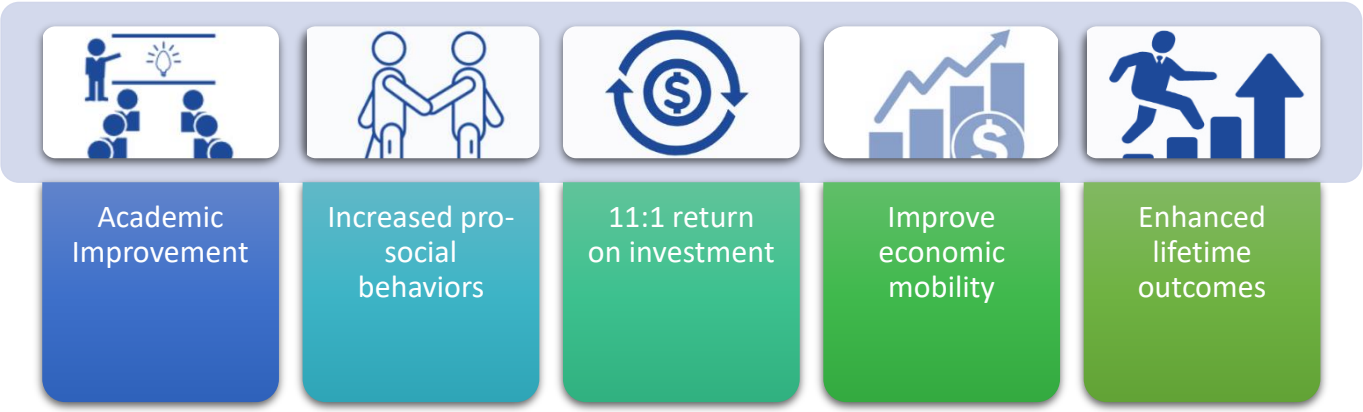
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed. improve

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Impact of Social Emotional Learning



Fortify FL

FortifyFL is a suspicious activity reporting tool that allows students or parents to instantly relay information to appropriate law enforcement agencies and school officials. By accessing FortifyFL at https://getfortifyfl.com/ or https://www.stjohns.k12.fl.us/blog/fortifyfl-app/, individuals can provide a description of the threat, share pics and videos and optionally submit their contact information.

FortifyFL was created and funded by the 2018 Florida Legislature as part of the Marjory Stoneman Douglas High School Public Safety Act. The Office of Attorney General, Department of Education and Florida Department of Law Enforcement coordinated its development and rollout.

Prevention Education

St. Johns County School District is committed to providing developmentally appropriate education and prevention programs to all students. Strategies used in our district for delivery of prevention education at the elementary, middle, and high school levels include classroom instruction, prevention programs, character development, guest speakers, community agency collaboration, staff training and parent awareness.

Elementary school students receive grade appropriate health and drug prevention education, which is integrated into the curriculum throughout the year. In middle school students learn the effects and consequences of alcohol, tobacco, and other drug use through the various strategies listed above. Students learn about sexually transmitted disease, including HIV/AIDS in their 7th grade science class. Parents may choose to exempt their child from the HIV/AIDS education. Prevention education in high school is included in the required class Health Opportunities through Physical Education (HOPE), which is a comprehensive health and personal fitness class.

Bullying prevention education is integrated into the curriculum at all grade levels and taught throughout the year by teachers, the district prevention specialist, and community agencies. Instruction includes identifying, preventing, and responding to bullying and harassment. Instruction on recognizing behaviors that lead to bullying and harassment and taking appropriate action based on those observations is also included.

Cyberbullying and Internet Safety education are addressed through curriculum integration at all grade levels.

The state-mandated prevention education for teen dating violence abuse is taught to secondary students through curriculum integration, presentations, and approved speakers. The characteristics of healthy and unhealthy relationships and identifying and responding to danger signals of dating violence are included in this curriculum.

For more information on prevention resources and the district policy prohibiting bullying and harassment including how to report bullying, please refer to the Safe and Drug Free Schools' website at http://www.stjohns.k12.fl.us/sdfs/.

Enrolling Your Child in School

How old does my child have to be to attend school?

Under Florida state law, a child must be 5 years old on or before September 1 to enter kindergarten. To enter first grade, a child must be 6 years old on or before September 1 and must have successfully completed kindergarten.

How do I know which school my child will attend?

Our district website http://www.stjohns.k12.fl.us/zoning/ provides a link to an Attendance Zone Locator. Our Student Services staff can also assist you. Parents with questions about zoning are encouraged to call our office at 904-547-7598.

How do I enroll my child in school?

You may register your child online at http://www.stjohns.k12.fl.us/student/enrollment/. For additional information contact your zoned school.

What paperwork will I need to enroll my child?

- **Three proofs of residence** – A current mortgage statement, lease or rent agreement, a current utility bill and one other current bill or statement showing your address. For more information, visit http://www.stjohns.k12.fl.us/student/residency.

- **Health Records** – Children entering a Florida public school for the first time must have an up-to-date Florida Certificate of Immunization (HRS FORM 680) and a copy of a physical examination done within one year of enrollment. For information about immunizations required at each grade level, parents are encouraged to call the St. Johns County Health Department. Current immunization requirements for SJCSD students can be found at http://www.stjohns.k12.fl.us/health/immunizations/.

- **Birth Certificate** – A certified copy of a birth certificate is required by Florida Statute 1003.21.

- **Proof of Guardianship** (if applicable)

- **School Records** – Standardized test scores, recent report cards, and school withdrawal forms are documents that will help the school place your child appropriately. If you do not have access to these verifications, please provide the school with the name and address of your child's previous school so that the necessary information can be obtained.

Parents Bill of Rights

The state, its political subdivisions, any other governmental entity, or other institution may not infringe upon the fundamental rights of a parent to direct the upbringing, education, health care, and mental health of a minor child. If those entities infringe upon a parent's fundamental right, they must demonstrate that the action is reasonable and necessary to achieve a compelling state interest, and the action must be narrowly tailored and not otherwise served by less restrictive means.

A school district will promote parental involvement in the public school system by providing access to the child's studies and instructional materials while recognizing a parent's right to withdraw the child from objectionable portions of the school's curriculum.

Requesting a Change in Placement

The Parent's Role with Placement Decisions

Many factors are considered when making a placement decision for a student. The placement decision is based on the preponderance of evidence showing how well a student is meeting the levels of performance for student progression to the next grade level. Parents or guardians may discuss placement decisions with school officials, provide input for consideration, and ask for an explanation of the placement. They may also review the evidence the school used in making the placement; however, the final placement decision is made by the principal. There is no statutory provision which allows voluntary retention.

How do I request a teacher change?

Florida Statute 1003.3101 gives a parent the right to request his or her child be transferred to another classroom teacher based on (1) the teacher's out-of-field certification status or (2) personal preference. This statute does not give the parent the right to choose a specific classroom teacher. Teachers with out-of-field certification are named on our district website 30 days before the beginning of the semester. Parents may complete a Teacher Change Request form, which is also available on the district website and at schools. When the form is returned to the school, the parent will be contacted to schedule a conference (required). After the conference, the principal will either approve or deny the request with the rationale for the denial in writing. Consistent with school board rules and in accordance with state statute (1012.28 (5) F.S.), the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

How do I obtain a school transfer?

Information regarding types of transfers can found at http://www.stjohns.k12.fl.us/choice/.

The hardship out–of-zone transfer request process is available on the School Services website, https://www.stjohns.k12.fl.us/schoolservices/transfers/.

Testing

Throughout the school year, your child will take several standardized tests, including the Florida Standards Assessment (3rd – 10th grade) for English Language Arts (ELA) and math (3rd – 8th grade). These assessments measure student mastery of the Florida Standards. In 4th – 10th grade, the ELA assessment includes a writing component. At the fifth and eighth grade levels, students also take the Statewide Science Assessment. This test will measure how well students are meeting the Next Generation Sunshine State Standards in science. Students enrolled in Civics (7th grade), Algebra I, Geometry, Biology, or U.S. History will take the corresponding state end-of-course assessment and it will constitute 30% of the final grade in the course. Students with disabilities following a modified curriculum will take the Florida Standards Alternate Assessment (FSAA) at the same grade level as their peers without disabilities. For additional information about statewide assessments please visit https://www.fldoe.org/accountability/assessments/k-12-student-assessment/.

The Florida Department of Education (FDOE) standardized assessments provide information about your child's mastery of Florida Standards and tracks his/her progress over time. Schools use test scores to develop plans for individual student improvement. Test scores are helpful in identifying academic areas of challenge that may require additional help or different methods of teaching. Tests results also help to identify a student's strengths and may suggest a need for extended learning experiences. Parents always have access to their child's test results.

Specific national, state and/or district assessments are shown for each grade level page in this document and on the district assessment calendar at http://www.stjohns.k12.fl.us/testing/. Schools may opt for additional testing, and each school creates a school specific assessment calendar. See Appendix for more information.

Reading – Our #1 Priority

St Johns County Schools believe that reading is the most important skill taught in elementary school. Children master six related components as they learn to read. The components of reading include:

1. **Oral Language** provides the foundation for literacy development involving listening and speaking skills.

2. **Phonemic Awareness** is the ability to hear and manipulate the sounds of spoken language. This includes noticing rhyme and the separate, small sounds in words (phonemes).

3. **Phonics** is understanding the relationships between written letters and the sounds of spoken language. This knowledge allows the reader to "decode" words by translating the letters into speech sounds.

4. **Fluency** is the ability to read quickly, correctly, and with proper expression. Fluent readers are able to better understand what they read because they are able to decode and recognize frequently used words. This allows them to read at a conversational pace.

5. **Vocabulary** refers to all the words a reader can understand and use. The more words a child knows, the better he or she understands what is read. Knowing how words relate to each other is a building block that leads to comprehension.

6. **Comprehension** is the ability to understand what one has read. This includes understanding the plot of a story or the information in an article. It also includes the ability to recognize the main idea of an article or being able to compare and contrast different characters in a story.

For more information about how parents can promote literacy skills, go to Florida Academics.

What are the Florida Standards?

From the beginning of the American experience, citizens have discussed the importance of education and what learning should be taught in school. Educational standards are the learning goals describing what students should know and be able to do at each grade level.

The Mathematics Florida Standards (MAFS) and Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts (ELA) are approved by the Florida State Board of Education and are implemented across all grades.

The Mathematics Florida Standards (MAFS) include the K-8 grade level standards, the content standards in high school courses, and the K-12 Standards for Mathematical Practice.

The Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts (ELA) include the K-12 English Language Arts standards as well as the K-12 ELA Expectations, which are overarching skills that run through every component of language arts.

These rigorous and relevant standards will prepare Florida's students with the knowledge and skills they need to succeed in college, career and life. Each Florida Standard provides clear expectations for the knowledge and skills students need to master as they progress through each grade and subject. Parents are encouraged to find more information about the Florida Standards at http://www.fldoe.org/academics/standards.

In addition to Florida's standards for English Language Arts and Mathematics, Next Generation Sunshine State Standards are in place for the Arts, Health Education, Science, and Social Studies, and World Languages.

Parents may view all of the standards at http://www.cpalms.org/Public/.

Kindergarten

In kindergarten, children learn to:

- select material to read for pleasure
- read common high frequency words
- draw, dictate, and write simple stories
- listen to and retell familiar stories
- count to tell number of objects
- understand addition as putting together and adding to, and understand subtraction as taking apart and taking from
- identify and describe shapes and classify objects
- know the body parts associated with and function of five senses
- sort objects by observable properties such as size, shape, color, temperature (hot or cold)
- observe that things make sound vibrate
- observe plants and animals, describe how they are alike and different in the way they look and the things they do
- describe and compare using measurable attributes
- identify, describe, analyze, compare, create and compose shapes
- understand that different things move at different speeds (motion)
- use your five senses to observe things: big, small, far, near, push, pull
- describe attributes of day and night
- describe relative location of people, places, things using positional words and map skills
- describe different kinds of jobs that people do and the tools or equipment used
- know people and events honored in holidays

Parents may view all of the kindergarten standards at http://www.cpalms.org/Public/ (click on "Standards, then enter the subject and grade level).

How do I help my child?

- Check recommended pacing and content standards using the SJCSD year-at-a-glance documents that are available at http://www.stjohns.k12.fl.us/year-at-a-glance/
- View the Parent Guide for Kindergarten English Language Arts and the Parent Guide for Kindergarten Mathematics
- Visit http://floridastudents.org/# for Florida Standards-based videos for English language arts, math, and science
- View math information http://www.fldoe.org/core/fileparse.php/12087/urlt/GK_Mathematics_Florida_Standards.pdf
- View reading information at Just Read, Florida
- Communicate with the teacher – e-mail is usually best
- Look regularly at your child's schoolwork
- Attend parent-teacher conferences
- Attend the school's Open House, PTA/PTO meetings, and special events
- Become a member of the School Advisory Council (SAC)
- Visit and volunteer at the school

What national, state or district tests will my child take in kindergarten?

Kindergarten students participate in the Florida Kindergarten Readiness Screener (FLKRS) within the first 30 days of school. The FLKRS screener is STAR Early Literacy, which assists teachers in understanding the abilities of children entering school and targets instruction that helps children become successful learners. FLKRS information assists teachers in planning curriculum and improving school readiness programs and services for

preschool-age children. Visit https://www.renaissance.com/lp/florida-k-readiness-practice/ for a better understanding of what your child will experience during the STAR Early Literacy assessment. This site provides a child-friendly explanation of the assessment along with a few practice questions.

Kindergarten students participate in the i-Ready English Language Arts and Math diagnostic assessments three times during the year for progress monitoring and guiding instruction.

Schools have the option of using additional diagnostic assessments, as appropriate. A district assessment calendar is available at http://www.stjohns.k12.fl.us/testing/ and a school assessment calendar is available online for each school.

First Grade

In first grade, children learn to:

- read independently for pleasure
- write stories, journals and lists
- use a variety of parts of speech (nouns, verbs, adjectives, etc.) when speaking and writing
- read and discuss different types of literature and informational text
- represent and solve problems involving addition and subtraction facts
- understand place value and properties of operations to add and subtract
- reason with shapes and their attributes
- represent and interpret data
- explore the Law of Gravity
- demonstrate and describe various way objects can move
- identify the major parts of plants, including stem, roots, leaves and flowers
- identify the difference between living and nonliving things
- use simple maps and globes
- recognize symbols and individuals that represent American constitutional democracy
- describe the characteristics of responsible citizenship in the school community
- show respect and kindness to people and animals
- distinguish people as buyers, sellers, and producers of goods and services

Parents may view all the first grade standards at http://www.cpalms.org/Public/ (click on "Standards", then enter the subject and grade level).

How do I help my child?

- Check recommended pacing and content standards using the SJCSD year-at-a-glance documents that are available at http://www.stjohns.k12.fl.us/year-at-a-glance/
- View the Parent Guide for Grade 1 English Language Arts and the Parent Guide for Grade 1 Mathematics
- Visit http://floridastudents.org/# for Florida Standards-based videos for English language arts, math, and science
- View math information http://www.fldoe.org/core/fileparse.php/12087/urlt/GK_Mathematics_Florida_Standards.pdf
- View reading information at Just Read, Florida
- Communicate with the teacher – e-mail is usually best
- Look regularly at your child's schoolwork
- Attend parent-teacher conferences
- Attend the school's Open House, PTA/PTO meetings, and special events
- Become a member of the School Advisory Council (SAC)
- Visit and volunteer at the school

What national, state or district tests will my child take in first grade?

First grade students participate in the i-Ready English Language Arts and Math diagnostic assessments three times during the year for progress monitoring and guiding instruction.

Schools have the option to use additional diagnostic assessments, as appropriate. A district assessment calendar is available at http://www.stjohns.k12.fl.us/testing/ and a school assessment calendar is available for each school.

Second Grade

In second grade, children learn to:

- read independently for pleasure
- write for different purposes (tell a story, give facts, share an opinion)
- read and discuss different types of literature (including fables and folktales) and informational text
- use simple maps, globes and models to identify places
- label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole
- use a map to locate the countries in North America
- recognize that people supply goods and services based on consumer demands
- classify soil types
- distinguish human body parts and their basic functions
- observe and describe major stages in the life cycles of plants and animals
- identify solids, liquids and gases
- understand how magnets work (attract and repel)
- describe ways to conserve energy
- work with equal groups of objects to gain foundations for multiplication
- use place value understanding and properties of operations to add and subtract
- relate addition and subtraction to length
- reason with shapes and their attributes

Parents may view all the second grade standards at http://www.cpalms.org/Public/ (click on "Standards", then enter the subject and grade level).

How do I help my child?

- Check recommended pacing and content standards using the SJCSD year-at-a-glance documents that are available at http://www.stjohns.k12.fl.us/year-at-a-glance/
- View the Parent Guide for Grade 2 English Language Arts and the Parent Guide for Grade 2 Mathematics
- Visit http://floridastudents.org/# for Florida standards-based videos for English language arts, math, and science
- View math information http://www.fldoe.org/core/fileparse.php/12087/urlt/GK_Mathematics_Florida_Standards.pdf
- View reading information at Just Read, Florida
- Communicate with the teacher – e-mail is usually best
- Look regularly at your child's schoolwork
- Attend parent-teacher conferences
- Attend the school's Open House, PTA/PTO meetings, and special events
- Become a member of the School Advisory Council (SAC)
- Visit and volunteer at the school

What national, state or district tests will my child take in second grade?

Second grade students participate in i-Ready English Language Arts and Math diagnostic assessments three times during the year for progress monitoring and guiding instruction. Schools have the option of using additional diagnostic assessments, as appropriate. A district assessment calendar is at http://www.stjohns.k12.fl.us/testing/ and a school assessment calendar is available for each school.

Third Grade

In third grade children learn to:

- read independently for pleasure
- pre-write, draft, edit and publish different kinds of writing
- understand story structure: setting, plot, climax and sequence of events
- begin learning to write in cursive
- use text features to understand informational text
- use simple maps, globes, charts and models to identify places
- label the states in each of the five regions and the countries and commonwealths in North America
- describe how government gains its power from the people
- explain how government was established through a written Constitution
- identify the geography, culture, environment and economics of the United States, Canada, Mexico and Caribbean
- recognize buyers and sellers interact to exchange goods and services through the use of trade or money
- tell how weather impacts habitats
- understand ways animals and plants interact and are interdependent
- describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.
- demonstrate that light travels in a straight line until it strikes an object or travels from one medium to another
- demonstrate that light can be reflected, refracted, and absorbed
- know various forms of energy and trace their flow
- understand properties of multiplication and the relationship between multiplication and division and fluency
- use place value understanding and properties of operations to perform multi-digit arithmetic
- develop an understanding of fractions as numbers
- understand area as a concept of geometric measurement and how it relates to multiplication and addition
- reason with shapes and their attributes

Parents may view all third grade standards at http://www.cpalms.org/Public/ (click on "Standards", then enter the subject and grade level).

How do I help my child?

- Check recommended pacing and content standards using the SJCSD year-at-a-glance documents that are available at http://www.stjohns.k12.fl.us/year-at-a-glance/
- View the Parent Guide for Grade 3 English Language Arts and the Parent Guide for Grade 3 Mathematics
- Visit http://floridastudents.org/# for Florida standards-based videos for English language arts, math, and science
- View math information http://www.fldoe.org/core/fileparse.php/12087/urlt/GK_Mathematics_Florida_Standards.pdf
- View reading information at Just Read, Florida
- Communicate with the teacher – e-mail is usually best
- Look regularly at your child's schoolwork
- Attend parent-teacher conferences
- Attend the school's Open House, PTA/PTO meetings, and special events
- Become a member of the School Advisory Council (SAC)
- Visit and volunteer at the school

What national, state or district tests will my child take in third grade?

Third grade students participate in i-Ready English Language Arts and Math diagnostic assessments three times during the year for progress monitoring and guiding instruction. Third grade students also participate in the Florida Standards Assessment in reading and mathematics.

Schools have the option of using additional diagnostic assessments as well. A district assessment calendar is at http://www.stjohns.k12.fl.us/testing/ and a school assessment calendar is available for each school.

Fourth Grade

In fourth grade children learn to:

- read independently for pleasure
- understand the importance of plot, theme, setting, and characters in literature
- understand the overall text structure of nonfiction text
- plan, draft, revise, edit and publish stories and other forms of writing including text-based writing
- relate that the rotation of earth and apparent movements of the sun, moon, and stars are connected
- identify the physical properties of common earth-forming minerals.
- recognize humans need resources found on Earth and that these are either renewable or nonrenewable
- describe the difference between physical weathering and erosion.
- compare and contrast the major stages in the life cycles of Florida plants and animals
- trace the flow of energy from the sun as it is transferred along the food chain
- observe and describe some basic forms of energy
- analyze and describe Florida History from Pre-Columbian to Contemporary Florida
- use simple maps, globes, charts and graphs
- gain familiarity with factors and multiples
- generalize place value understanding for multi-digit whole numbers
- extend understanding of fractions and ordering
- understand the geometric concepts of angles and be able to measure angles
- draw and identify lines and angles, classify shapes by properties of their lines and angles

Parents may view all fourth grade standards at http://www.cpalms.org/Public/ (click on "Standards", then enter the subject and grade level).

How do I help my child?

- Check recommended pacing and content standards using the SJCSD year-at-a-glance documents that are available at http://www.stjohns.k12.fl.us/year-at-a-glance/
- View the Parent Guide for Grade 4 English Language Arts and the Parent Guide for Grade 4 Mathematics
- Visit http://floridastudents.org/# for Florida standards-based videos for English language arts, math, and science
- View math information http://www.fldoe.org/core/fileparse.php/12087/urlt/GK_Mathematics_Florida_Standards.pdf
- View reading information at Just Read, Florida
- Communicate with the teacher – e-mail is usually best
- Look regularly at your child's schoolwork
- Attend parent-teacher conferences
- Attend the school's Open House, PTA/PTO meetings, and special events
- Become a member of the School Advisory Council (SAC)
- Visit and volunteer at the school

What national, state or district tests will my child take in fourth grade?

Fourth grade students participate in the i-Ready for English Language Arts and Math diagnostic assessments up to three times during the year for progress monitoring and guiding instruction. Fourth grade students also participate in the Florida Standards Assessment in reading, writing and mathematics. The writing assessment is administered in early April and the reading and mathematics assessments are administered in May.

Schools may also opt for additional diagnostics. A district assessment calendar is available at http://www.stjohns.k12.fl.us/testing/ and a school assessment calendar is available for each school.

Fifth Grade

In fifth grade students will learn to:

- read independently for pleasure
- understand the importance of plot, theme, setting, characters, and author's purpose in literature
- understand the overall text structure of nonfiction text
- plan, draft, revise, edit and publish stories and other forms of writing including text-based writing
- understand the scientific process and use it to solve problems
- explain the difference between an experiment and other types of scientific investigation
- recognize and explain that science is grounded in empirical observations that are testable; explanation must always be linked with evidence
- investigate the flow of energy through closed circuits
- distinguish between the Sun, inner and outer planets, asteroids and comets
- describe climate zones, types of precipitation, and the water cycle
- explain force and motion concepts and relationships
- compare and contrast different forms of energy
- compare and contrast properties of matter
- identify human body organs and their function
- understand civil rights and suffrage
- demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies
- identify significant events, individuals, and groups that played a role in the American Revolution
- explain economic, military, and political factors which led to the end of the Revolutionary War
- study government, the economy, immigration, and education
- write in a variety of forms
- write and interpret numerical expressions
- perform operations with multi-digit whole numbers and with decimals to hundredths
- apply and extend previous understandings of multiplication and division to multiplication and division of fractions
- understand concepts of volume and relate volume to multiplication and to addition.
- graph points on the coordinate plane to solve real-world mathematical problems

Parents may view all fifth grade standards at http://www.cpalms.org/Public/ (click on "Standards", then enter the subject and grade level).

How do I help my child?

- Check recommended pacing and content standards using the SJCSD year-at-a-glance documents that are available at http://www.stjohns.k12.fl.us/year-at-a-glance/
- View the Parent Guide for Grade 5 English Language Arts and the Parent Guide for Grade 5 Mathematics
- Visit http://floridastudents.org/# for Florida Standards-based videos for English language arts, math, and science
- View math information http://www.fldoe.org/core/fileparse.php/12087/urlt/GK_Mathematics_Florida_Standards.pdf
- View reading information at Just Read, Florida
- Communicate with the teacher – e-mail is usually best
- Look regularly at your child's schoolwork
- Attend parent-teacher conferences
- Attend the school's Open House, PTA/PTO meetings, and special events
- Become a member of the School Advisory Council (SAC)
- Visit and volunteer at the school

What national, state or district tests will my child take in fifth grade?

Fifth grade students participate in the i-Ready for English Language Arts and Math diagnostic assessments up to three times during the year for progress monitoring and guiding instruction. Fifth grade students also participate in the Florida Standards Assessment in reading, writing and mathematics. The writing assessment is administered during early April, and the reading and mathematics assessments are administered in May. In addition, fifth grade students are assessed using the Statewide Science Assessment (SSA) in May as well.

Schools may also opt for additional diagnostics. A district assessment calendar is available at http://www.stjohns.k12.fl.us/testing/ and a school assessment calendar is available for each school.

Advanced Academic Opportunities in Elementary School

Each school offers Academically Challenging Curriculum to Enhance Learning (ACCEL) options: whole-grade and mid-year promotion, subject matter acceleration, and virtual instruction in higher grade-level subjects.

Course Acceleration

Students in all grades may be eligible for course acceleration after demonstrating mastery of the current grade level standards. When a student's educational experience is accelerated, no guarantee is made that the entire foundation curriculum has been mastered. This is particularly critical in math and science since topics are presented only once, rather than being repeated year after year. Parents should carefully consider the full academic and social ramifications of acceleration. The parent may confer with the teacher, counselor and principal to determine whether single subject acceleration is appropriate for the individual student based on the student's academic history, teacher recommendation and ability to work independently. The Request for Acceleration should be completed before November 1. Consistent with school board rules and in accordance with state statute 1012.28 (5) F.S., the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

Middle school courses are accessible to elementary students through St. Johns Virtual School and may be completed at home or at school. Final approval by the Director of Instructional Services and the Director of Guidance and Choice is required.

For additional information on acceleration options, please contact your school counselor or see the Elementary School Student Progression Plan on the District website at http://www.stjohns.k12.fl.us/cs/spp/.

Whole Grade Acceleration

Whole grade acceleration or the double promotion of grade, or part of a grade, may occur when a student achieves at an exceptionally high level. Acceleration may be considered when the student has outstanding abilities and skills, social and emotional maturity, above grade level performance in reading and math, and is capable of meeting other district criteria. When a child is eligible for whole-grade acceleration, parents should carefully consider the following:

- Accelerated coursework grades become a part of your student's permanent record.
- The student is responsible for mastering all standards in his or her current grade and is required to take accelerated grade level Florida Standards Assessments in English Language Arts and Math (3rd – 5th grades), Statewide Science Assessment (5th grade) and social studies (7th grade).
- Parental involvement in the entire process of accelerated coursework is necessary for student success.
- Candidates for whole grade acceleration should have excellent study skills, be self-motivated, and be able to work independently.
- Whole grade acceleration in elementary school will result in a student being younger than his or her classmates. This may become a problem for social and emotional development, as well as athletic competition in later years. Students who experience whole grade acceleration are not allowed to repeat a grade to return to their age cohort.

Parents who may be interested in completing the application for the acceleration process should consult with their child's teacher, school counselor and the school principal. Consistent with school board rules and in accordance with state statute 1012.28 (5) F.S., the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

Grade acceleration does not supersede the initial placement age criteria as specified in Florida Statute 1003.21:

- To enter kindergarten, the student must be five years old on or before September 1 of the current school year
- To enter first grade, the student must be six years old on or before September 1 of the current school year

Middle School Years (Grades 6-8)

At the middle school level, students are able to:

- read independently for pleasure
- read, analyze and compare various types of literature, including novels, plays, poetry, stories and non-fiction
- write formal, multi-paragraph essays to explain and/or persuade, or compare sources, and appropriately use proper conventions, focus, organization, and support
- complete research projects on a variety of assigned topics
- prepare and present effective oral presentations
- use integers, fractions, decimals and percentages in math
- use measurements to solve math problems in real world situations
- use empirical observations and measurements to study the natural world
- investigate key concepts in physical, life, and earth/space science
- study the history and the role of the American citizen in democracy
- use a computer to write reports, create graphs and make charts

Parents may view all the middle school standards at http://www.cpalms.org/Public/. (Click on "Standards", then enter the subject and grade level).

The middle school course catalog is available online at https://www.stjohns.k12.fl.us/courses/middle/.

Middle school course sequences are available in the appendix. For middle school course requirements, please contact your school counselor or see the Middle School Student Progression Plan at https://www.stjohns.k12.fl.us/cs/spp/.

How do I help my child?

- Ensure that your student completes homework assignments
- Check recommended pacing and content standards using the year-at-a-glance document that is available at http://www.stjohns.k12.fl.us/year-at-a-glance/
- Attend parent-teacher conferences
- Communicate with the teacher – email may be best for general communications
- Be familiar with your child's instructional materials
- Attend the school's Open House, PTA/PTO meetings, and special events
- Become a member of the School Advisory Council (SAC)
- Visit and volunteer at the school
- Ask your child's teachers for a syllabus or course outline
- Access the Home Access Center at http://www.stjohns.k12.fl.us/hac to check your child's grades, state test scores, assignments and attendance
- Promote the importance of reading outside of the school setting
- Visit http://floridastudents.org/# for Florida Standards-based videos for English language arts, math, science and civics
- Visit http://floridastudents.org/# for parent guides and resources for English language arts and math
- Encourage your child to participate in academic fairs, events and clubs such as the Science Fair, History Fair and Robotics Club. Clubs vary by school based primarily upon student demand.

What state tests will my child take in middle school?

All middle school students participate in Florida Standards Assessment (FSA) in English Language Arts and Mathematics. The ELA FSA includes a writing component which is administered in early April and a reading test administered later in May, as well as the FSA Math assessment in May. The FSA measures how well a student is meeting the Florida Standards.

Eighth grade students will take the Statewide Science Assessment. This test measures how well students are meeting the Next Generation Sunshine State Standards (NGSSS) in the area of science.

Seventh grade students enrolled in civics participate in the state end-of-course (EOC) assessment which constitutes 30 percent to the final grade in the course.

Students enrolled in high school courses which include a state EOC assessment must participate in the EOC which contributes 30 percent to the final grade in the course (Algebra I, Algebra 1B, Geometry, Biology or U.S. History).

For information on EOC assessments, parents may go to http://www.fldoe.org/accountability/assessments/k-12-student-assessment/end-of-course-eoc-assessments/.

What district tests will my child take in middle school?

A cumulative District Final Exam is administered at the end of each semester for semester-long courses and in the spring for year-long courses. This assessment counts as 10 percent of the final grade for semester-long courses and 10 percent of the second semester grade for year-long courses (no District Final Exam for FSA or EOC courses).

Middle school students participate in i-Ready for English Language Arts and Math assessments up to three times during the year for progress monitoring and guiding instruction. Schools may also opt for additional diagnostic testing programs.

The district assessment calendar is available at https://www.stjohns.k12.fl.us/testing/ and a school assessment calendar is available for each school.

Grade Calculations in Middle School Courses

Courses	Semester 1	Semester 2	State EOC	District Common Final
FSA	Q1 = 50% Q2 = 50%	Q3 = 50% Q4 = 50%	n/a	n/a
EOC courses – year-long courses	Q1 = 17.5% Q2 = 17.5%	Q3 = 17.5% Q4 = 17.5%	30% of final grade	n/a
Middle School Courses with District Final Exam– year-long courses	Q1 = 50% Q2 = 50%	Q3 = 45% Q4 = 45%	n/a	10% of Semester 2
Middle School Courses with District Final Exam– semester-long courses	Q1 = 45% Q2 = 45%	Q3 = 45% Q4 = 45%	n/a	10% of the applicable Semester grade

Grade Calculations in High School Courses					
Courses	**Semester 1**	**District Common Midterm**	**Semester 2**	**State EOC**	**District Common Final**
FSA, AP, IB, AICE	Q1 = 45% Q2 = 45%	10% of Semester 1	Q3 = 50% Q4 = 50%	n/a	n/a
EOC -yearlong courses	Q1 = 17.5% Q2 = 17.5%	10% of Quarter 2	Q3 = 17.5% Q4 = 17.5%	30% of final grade	n/a
High School courses with a Common District Cumulative Course Assessments – year-long courses	Q1 = 45% Q2 = 45%	10% of Semester 1	Q3 = 45% Q4 = 45%	n/a	10% of Semester 2
High School Courses with District Common Assessment – semester-long courses	Q1 = 45% Q2 = 45%	n/a	Q3 = 45% Q4 = 45%	n/a	10% of the applicable Semester grade
High School courses that are a 90-minute block (A1A)	Completed in Q1 = 90%	10% of Semester 1	Completed in Q2=90%	n/a	10% of Semester 2
HS courses that are a 90 minute block that trigger a State EOC (A1B) - year-long course	Completed in Q3 = 35%	10% of Quarter 3	Completed in Q4=35%	30% of final grade	n/a

Students taking High School courses in Middle School with follow the District Assessment guide for High School.

Advanced Academic Opportunities in Middle Schools

Each school offers Academically Challenging Curriculum to Enhance Learning (ACCEL) options: whole-grade and mid-year promotion, subject matter acceleration, virtual instruction in higher grade-level subjects, and the Credit Acceleration Program. Acceleration options do not supersede the core requirements for promotion to high school (3 English Language Arts, 3 Math, 3 Science, 3 Social Studies). Students at all middle schools may be enrolled in high school credit-earning courses, such as Algebra I Honors, Geometry Honors, Physical Science Honors, Biology Honors, Spanish I, or Introduction to Information Technology. Parents are encouraged to contact individual middle schools for specific courses offered. High school credit-earning courses adhere to the high school grading policy. Algebra I Honors and Geometry Honors include required state end-of-course exams. They are included in the student's cumulative Grade Point Average (GPA) and may be used to satisfy high school graduation requirements and Florida Bright Futures award requirements. Dual enrollment courses are available for middle school students who are ready for college course work.

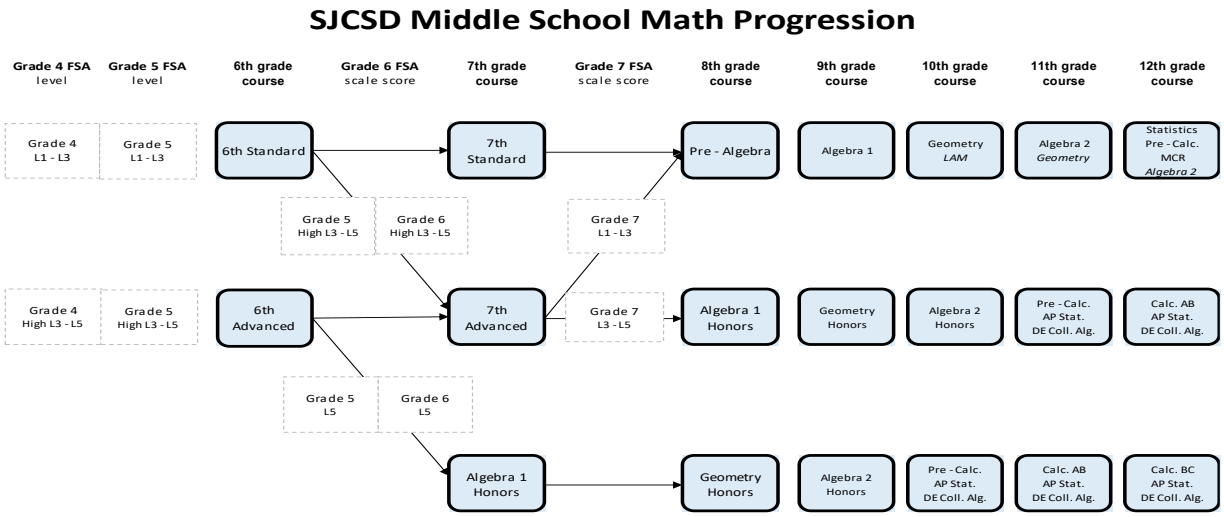
Program specifics are available through each school's guidance department. See your school counselor for more information.

Advanced Course Placement Criteria

The following criteria represent consensus of all middle school and district administrators:

- Grades - A grade of "C" or better in the previous honors or advanced course OR a grade of "A" in the previous standard course OR
- FSA- Level 4 or 5 in appropriate area and not less than a Level 3 in any area
  - ❖ On Mathematics and reading FSA for placement in honors or advanced mathematics classes.
  - ❖ On Reading FSA for placement in honors or advanced English, social studies, science or foreign language
  - ❖ Students with level 1 or 2 on their ELA-FSA will be placed in courses that provide targeted or intensive reading interventions and the students may not qualify for an honors level course.
- In the case of extenuating circumstances, petition may be made on a case-by-case basis to the principal (or designee) for review of criteria to ensure proper course placement.

Specific math placement criteria were developed to aid in the math progression in middle school.



Teacher recommendations may be considered, but the superintendent has designated the principal as the final authority in placement decisions.

Choice Program for Middle School Students

The St. Johns County Center for the Arts at R.J. Murray Middle School is a program of choice for rising 6th graders. It offers artistically gifted students a program of study designed to develop their unique talents in the performing and visual arts within an environment that is emotionally supportive and intellectually challenging. Students must apply and auditions are required.

Application, audition and transportation procedures apply to students requesting consideration for this program. https://www-mms.stjohns.k12.fl.us/.

High School (Grades 9-12)

At the high school level, students should be able to perform the following:

- read independently for pleasure
- read, analyze and compare complex types of literature, including novels, plays, poetry, stories, and non-fiction
- write papers (reports, essays and research projects) that explain and/or persuade and appropriately use proper conventions, focus, organization, and support
- conduct research projects using a variety of sources
- prepare and present effective oral presentation.
- use algebra and geometry to solve mathematical problems
- use scientific processes to solve problems
- understand biological processes of all living things
- analyze the history of the United States and the world
- define their own political beliefs based on knowledge of American democracy
- understand different economic systems in the world and how they relate to each other
- understand how financial institutions work and how to manage money

Students entering ninth grade must complete at least one course through online learning or earn an industry certification in Information Technology. AP, IB, AICE and 18 credit diploma candidates are exempt from this requirement.

Parents may view all the standards at http://www.cpalms.org/Public/. (Click on "Standards", then the subject and grade level).

The high school course catalog designated by the state is available online at http://www.stjohns.k12.fl.us/cs/catalogs/.

Information about voluntary public service and eligibility requirements for the Florida Bright Futures Scholarship Program can be found at http://www.floridastudentfinancialaid.org/ssfad/bf/bfmain.htm.

The high school sequence for language arts, mathematics, social studies and science courses is available in the appendix.

How do I help my child?

- Ensure your student completes homework assignments
- Be familiar with your student's instructional materials
- Check recommended pacing and content standards using the year-at-a-glance document that is available at http://www.stjohns.k12.fl.us/year-at-a-glance/
- Attend parent-teacher conferences
- Attend the school's Open House, PTA/PTO meetings, and special events
- Become a member of the School Advisory Council (SAC)
- Visit and volunteer at the school
- Ask your student's teachers for a syllabus or course outline
- E-mail teachers for general communications
- Use the Home Access Center at http://www.stjohns.k12.fl.us/hac/ to check your child's grades, assignments and attendance
- Promote the importance of reading outside the school setting
- Visit http://www.floridastudents.org/ for Florida Standards-based videos for English language arts, math and science
- Visit http://www.floridastandards.org/# for parent guides and resources for English language arts and math

What state or national tests will my child be taking in high school?

All freshmen and sophomores participate in the English Language Arts Florida Standards Assessment (FSA). The FSA in English Language Arts includes a writing component which is given in early April and a reading test given later in May. This test measures how well students are meeting the English Language Arts Florida Standards.

Students enrolled in a course with a state end-of-course (EOC) assessment participate in the state EOC that contributes 30 percent to the final grade in the course – Algebra I, Algebra 1B, Geometry, Biology and U.S. History. For additional information concerning assessments, visit http://www.fldoe.org/accountability/assessments/k-12-student-assessment/end-of-course-eoc-assessments/.

The Preliminary Scholastic Aptitude Test (PSAT) is a state supported exam administered free to all sophomores. Freshmen and juniors have the opportunity to take the PSAT exam; a fee may be incurred. The PSAT functions as an Advanced Placement test success predictor, SAT test success predictor, and is used as a qualifying test for National Merit Scholarships for juniors. The PSAT assesses students in critical reading, mathematics and writing skills. The results are used to advise students about advanced coursework for the purpose of earning college credits.

What district tests will my child take in high school?

All students enrolled in courses that do not have an EOC, FSA or AP/IB/AICE/DE assessments participate in a midterm exam at the end of the first semester that contributes 10 percent to the first semester grade. Students also participate in a cumulative District Common Assessment that is administered at the end of the first semester for semester-long courses and in the spring for year-long courses. This assessment counts as 10 percent of the final grade for semester-long courses and 10 percent of the second semester grade for year-long courses.

Students enrolled in AP, DE, IB, AICE courses participate in the corresponding assessment to determine possible college credit. The results of these assessments are not available until July.

Schools may also opt for additional diagnostic testing programs. The district assessment calendar is available at http://www.stjohns.k12.fl.us/testing/ and a school assessment calendar is available for each school.

Grade Calculations in High School Courses

Courses	Semester 1	District Common Midterm	Semester 2	State EOC	District Common Final
FSA, AP, IB, AICE	Q1 = 45% Q2 = 45%	10% of Semester 1	Q3 = 50% Q4 = 50%	n/a	n/a
EOC -yearlong courses	Q1 = 17.5% Q2 = 17.5%	10% of Quarter 2	Q3 = 17.5% Q4 = 17.5%	30% of final grade	n/a
High School courses with a Common District Cumulative Course Assessments – year-long courses	Q1 = 45% Q2 = 45%	10% of Semester 1	Q3 = 45% Q4 = 45%	n/a	10% of Semester 2
High School Courses with District Common Assessment – semester-long courses	Q1 = 45% Q2 = 45%	n/a	Q3 = 45% Q4 = 45%	n/a	10% of the applicable Semester grade
High School courses that are a 90-minute block (A1A)	Completed in Q1 = 90%	10% of Semester 1	Completed in Q2=90%	n/a	10% of Semester 2
HS courses that are a 90-minute block that trigger a State EOC (A1B) - year-long course	Completed in Q3 = 35%	10% of Quarter 3	Completed in Q4=35%	30% of final grade	n/a

Advanced Academic Opportunities in High Schools

Each St. Johns County high school offers Academically Challenging Curriculum to Enhance Learning (ACCEL) options: whole-grade and mid-year promotion, subject matter acceleration, virtual instruction in higher grade-level subjects, early graduation, early admission to college and the Credit by Acceleration Program. These options include both challenging academic programs recognized worldwide and advanced courses for which college credit is awarded upon successful completion of coursework and examinations. A rigorous high school schedule that includes advanced coursework is a major predictor for success in college. Numerous studies show that students who have had rigorous courses (honors, AP, IB, AICE, Dual Enrollment) while in high school are prepared for the challenges of a college education and are much more likely to earn their degree within five years.

Parents are encouraged to be involved in the course selection process. The courses you and your child select are the first steps in preparing for the next level. As students develop their Customized Learning Paths (CLPs) with their parents and guidance counselors, they are encouraged to consider the following opportunities for advancement.

All High Schools

Advanced Placement (AP) Courses

The College Board's Advanced Placement (AP) Program is a nationwide program consisting of more than 30 college level courses and exams offered at participating high schools. Subjects range from art to statistics. Students who earn a qualifying grade of 3 or above on an AP exam may earn college credit, placement in higher level courses or both, depending on the college or university. There is no guarantee that a college will accept credits earned through this program.

College-Level Examination Program (CLEP)

College-Level Examination Program (CLEP) exams test mastery of college-level material acquired in a variety of ways – through general academic instructions, significant independent study or extracurricular work. Students can earn credit for what they already know by getting qualifying scores on any of the 33 examinations available. Students are responsible for the CLEP expense and any administrative fees.

Early College Program

The Early College Program is a partnership with St. Johns River State College. Students who meet eligibility criteria may enroll in college courses to simultaneously earn high school and college credit. The pathway provides an opportunity for the student to earn an associate degree simultaneously with their high school diploma. Florida Statute establishes that "the Dual Enrollment program is the enrollment of an eligible secondary student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree."

Dual Enrollment

Dual enrollment allows eligible middle and high school students to enroll in postsecondary courses. They earn credit toward high school graduation and at the same time earn credit toward a college degree or technical certificate. Our primary provider of dual enrollment courses is St. Johns River State College. Students are permitted to enroll in dual enrollment courses on a part-time basis during school hours, after school, or during the summer term and on a full-time basis in their junior and senior years. For a list of dual enrollment courses that

are equivalent to high school courses and satisfy graduation requirements, see https://www.fldoe.org/core/fileparse.php/5421/urlt/AcademicList.pdf

Early Admission

Early admission is similar to dual enrollment, except that qualified students enroll in college/university courses full-time during their last year in high school. They earn credits simultaneously toward a college degree and a high school diploma.

Honors Courses

Honors courses lay the academic foundation for advanced courses for earning college credit while in high school. Honors courses include all those with an honors designation in the St. Johns County School District High School Course Catalog, Preliminary International Baccalaureate (Pre-IB) and Preliminary Advanced International Certificate of Education (Pre-AICE) courses, and St. Johns Virtual School Courses with an honor designation.

Honors Course Placement Criteria

1. **Grades -** A grade of "C" or better in the previous honors course OR an "A" in the previous standard course

   OR
2. **FSA** – Students must score a Level 4 or 5 in appropriate area and not less than a Level 3 in any area:
   - Mathematics FSA for placement in honors mathematics classes
   - Reading FSA for placement in honors English, social studies, science or foreign language

   OR
3. **PSAT** – A score of 48 or higher on the appropriate assessment:
   - Math for mathematics honors class placement
   - Reading and/or language for English, social studies, science and foreign languages honors class placement

   OR
4. **PLAN**- A score of 170 (English), 210 (mathematics) or higher on the appropriate assessment:
   - Math for mathematics honors class placement
   - Reading and/or language for English, social studies, science and foreign languages honors class placement
5. **Norm Referenced Test** – Students must score a stanine of 7, 8, or 9 on an appropriate assessment:
   - Math for mathematics honors class placement
   - Reading for English, social studies, science, and foreign language honors class placement

Please Note: Students with level 1 or 2 on their ELA-FSA will be placed in courses that provide targeted or intensive reading interventions and the students may not qualify for an honors level course.

In the case of extenuating circumstances, petition may be made on a case-by-case basis to the principal (or designee) for review of criteria to ensure proper course placement.

Advanced International Programs

Advanced International Certificate of Education (AICE) at St. Augustine High School

The AICE Program is a rigorous international curriculum and examination program modeled on the British pre-college curriculum. To be considered for an AICE Diploma, a candidate must earn the equivalent of seven credits by passing a combination of examinations at either the full (one credit) Advanced Subsidiary Level (AS) or double (two credits) International Advanced Level (A), with at least one course coming from each of the three curriculum areas and the "Core" course. Florida's colleges and universities provide college credit for successfully passing the exams. See Programs of Choice.

International Baccalaureate (IB) at Allen D. Nease and Pedro Menendez High Schools

The IB Diploma Program is a rigorous pre-university course of study leading to internationally standardized tests. The program's comprehensive two-year curriculum allows its graduates to fulfill requirements of many nations' education systems. Students completing IB courses and exams from six subject groups are eligible for college credit. The award of credit is based on the scores achieved on the IB exams. Students can earn up to 30 postsecondary semester credits by participating in this program at the high school level. Community service is required. See Programs of Choice.

Virtual Education

St. Johns Virtual School

St. Johns Virtual School (SJVS) offers multiple, high quality, online curriculums for grades K-12. Courses are taught by St. Johns County teachers and students may opt to take one or a few courses during the school day or apply to the diploma granting Full Time program. SJVS can be a resource for students with limited access to AP or other course offerings in their zoned schools. For more information, call 904-547-8081 or visit www.stjohnsvirtual.com.

Programs of Choice

Multi-year Programs of Choice such as Career Academies, Center for the Arts, and Advanced Academic Programs such as International Baccalaureate (IB) or Advanced International Certificate of Education (AICE), are accessed through an application process. An out-of-zone waiver is granted for students to attend programs outside their normal attendance zone. Please note that when a student attends an out-of-zone school, parents/guardians are responsible for transportation of their student.

Program of Choice	High School
St. Johns County Center for the Arts	St. Augustine High School

Junior Reserve Officer Training	High School
Air Force JROTC	Bartram Trail High School
Army JROTC	St. Augustine High School
Navy JROTC	Allen D. Nease High School

International Programs of Study	High School
Advanced International Certificate of Education (AICE)	St. Augustine High School
International Baccalaureate (IB)	Allen D. Nease High School
International Baccalaureate (IB)	Pedro Menendez High School

Career Academies	High School
Communications Academy	Allen D. Nease High School
Stellar Academy of Engineering	Allen D. Nease High School
Academy of Hospitality and Tourism	Allen D. Nease High School
Design Academy	Bartram Trail High School
VyStar Academy of Business & Finance	Bartram Trail High School
Information Technology Academy	Bartram Trail High School
Academy of Emerging Technology	Creekside High School
Academy of Engineering and Environmental Sciences	Creekside High School
Academy of Future Teachers	Creekside High School
Academy of Architectural and Building Sciences	Pedro Menendez High School
Early College Program	Pedro Menendez High School
VyStar Academy of Business & Finance	Pedro Menendez High School
Flagler Health+ Academy of Healthcare Professionals	Pedro Menendez High School
Academy of Biotechnology and Medical Research	Ponte Vedra High School
Academy of Information Technology	Ponte Vedra High School
Academy of International Business and Marketing	Ponte Vedra High School
Academy of Law and Homeland Security	St. Augustine High School
St. Johns County Aerospace Academy	St. Augustine High School
St. Johns County Academy of Future Teachers	St. Augustine High School
Early College Program	Tocoi Creek High School
Flagler Health+ Academy of Healthcare Professionals	Tocoi Creek High School
Innovation in the Built Environment	Tocoi Creek High School
Leadership in Emerging Technology	Tocoi Creek High School
Academy of Coastal and Water Resources	St. Johns Technical High School
Academy of Culinary Arts	St. Johns Technical High School

Career Academies

CAREER ACADEMIES
of St Johns

In St. Johns County, the seven high schools offer 19 career academies aligned with the region's high-skill, high-wage industries. Career academies are small, personalized learning communities within a high school. Students must apply to be part of an academy and be accepted with parental knowledge and support. Every career academy includes these essential elements: a small learning community; a rigorous, college-prep curriculum with a targeted career theme; relevance reinforced in each program through well established relationships with business partners; and the opportunity to earn college credit and/or industry certifications. Many of our career academies focus on STEM (science, technology, engineering and math) education. STEM-driven curriculum addresses the need for greater diversity in the 21st century workforce by transforming the typical teacher-driven classroom into a problem-solving, exploratory classroom, requiring students to participate in real-world lessons that make connections between school, community, work and global enterprise. Research shows students entering career academies do better in school, have higher college enrollment rates and earn more money than non-career academy students. If your child chooses to enroll in a career academy, he/she may earn college credit through partners such as Embry-Riddle Aeronautical University, University of North Florida, St. Johns River State College - all at *no cost* to the student.

Florida Virtual School students, St. Johns Virtual School students and Homeschool Education students who wish to learn more about participating in Career Academies and available Industry Certification Assessments should contact the Career and Technical Education Department at 904-547-4870.

Students who demonstrate proficiency on approved Gold Standard Career Pathway Industry Certifications for which there is a current articulation agreement, may be eligible to receive articulated credits from post-secondary institutions (s. 1003.02 F.S.).

Eligible certifications for which there are active agreements may be found at: http://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.stml.

For more information, application process and dates to apply for an Academy, please visit https://cte.stjohns.k12.fl.us/academies/

Experience. The Difference.

Promotion Requirements

The promotion requirements for students in St. Johns Public Schools can be found in detailed form in the St. Johns County School District *Student Progression Plan* at http://www.stjohns.k12.fl.us/cs/spp.

Elementary School (grades K-2)

Promotion in grades K-2 is based primarily on progress in reading. Students must make satisfactory progress in the benchmarks of the Florida Standards for English Language Arts to be promoted. Each student's reading progress toward grade level reading achievement is determined by appropriate assessments, both teacher-made and commercial, and teacher judgment.

i-Ready's diagnostic assessment will be administered to kindergarten through second grade students. This assessment will determine which students are in need of additional instruction in reading. Each such student shall be referred to the school's Multi-Tier Support System (MTSS) Team or its equivalent for review of the student's progress and portfolio. The MTSS Team or its equivalent shall review the student's records and determine whether the preponderance of evidence indicates that the student should be promoted.

Promotion of Students (grades 3-5)

A student in grades 3, 4 or 5 who scores Level 1 or Level 2 on the Florida Assessment in reading, and/or Level 1 or 2 in mathematics is considered to be below grade level. Each such student shall be referred to the school's Multi-Tier Support System (MTSS) Team or its equivalent for a comprehensive review of the student's academic achievement. The MTSS Team or its equivalent shall review the student's records and determine whether the preponderance of evidence indicates that the student should be promoted.

To be promoted in grades 3-5, a student must demonstrate mastery of grade level benchmarks in language arts, mathematics, and science.

The principal (or designee) may recommend promotion for a student in grades 3-5 not passing the grade level course in language arts, mathematics, or science, if the student demonstrates mastery of language arts/reading, mathematics, and/or science by achieving a score of Level 3 or above on the Florida Assessment in reading and/or mathematics and the preponderance of evidence indicates that the student is ready for the work of the next grade level.

In instances where curriculum has been suspended in certain core academic subjects to allow for intensive remediation in reading and/or mathematics, the principal (or designee) makes the determination for promotion based on demonstrated student mastery of appropriate benchmarks.

State law mandates that a grade 3 student who scores a Level 1 on the Florida Assessment in reading be retained, unless he/she qualifies for one of six Good Cause Exemptions. For more comprehensive information on promotion and retention, especially for grade 3 students, please refer to the elementary section of the St. Johns County Student Progression Plan at http://www.stjohns.k12.fl.us/cs/spp.

Florida Law, Section 1008.22 (3) Promotion requirements for third grade students:

- The requirement in Section 1008.25(5)(b): To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required under 1008.22 F.S.

- An additional option approved by the State Board of Education in Rule 6A-1.094221 (a): Scores at or above 535 on the i-Ready diagnostic test C or at or above the 45th percentile on the Reading SAT-10.
- Completes the state provided portfolio assessments at or above 70% mastery.

There are no other options approved in state law or rule for students.

If a 3rd grade student refuses to participate or a parent refuses to allow his/her student to participate in the state required assessment program, the i-Ready diagnostic or Reading SAT 10, and complete the portfolio assessments, it will be necessary for the student to be retained in 3rd grade.

Middle School (grades 6-8)

Promotion from a school composed of middle grades 6, 7, and 8 requires that the student must successfully complete academic courses as follows:

1. Three middle school or higher courses in language arts, which emphasize literature, composition, and technical text
2. Three middle school or higher courses in mathematics
3. Three middle school or higher courses in social studies.
    a) One semester which must include the study of state and federal government and civics education.
    b) Additionally, a career and education-planning course must be completed in either grades 6, 7 or 8th grade. The course must be internet based, customizable to each student and include research bases assessment to assist the students in determining educational and career options. 1003.4156 F.S.
4. Three middle school or higher courses in science
5. The equivalent of one class period per day of physical education for one semester of each year.

A student in grades 6, 7 or 8 is considered to be below grade level if he/she scores Level 1 or Level 2 on the Florida Standards Assessment in reading and/or mathematics.

High School (grades 9-12)

Promotion of high school students is dependent on the awarding of credit. To be classified a sophomore, a student must have a minimum of five credits; to be classified a junior, a student must have a minimum of eleven credits; to be classified a senior, a student must have a minimum of seventeen credits. Students may graduate early by completing the 24 credits required for a standard diploma in less than 8 semesters or by completing the 18 credit Acceleration Diploma option. Specific graduation requirements are available at https://www.fldoe.org/schools/k-12-public-schools/bosss/graduation-requirements/.

Required Credits at the End of Academic-Year:

Total credits to graduate	18 or 24*
Credits to become a senior	17
Credits to become a junior	11
Credits to become a sophomore	5

*Depending on diploma option selected.

Grading and Reporting

Report cards provide the student and the student's parent or guardian with an objective evaluation of scholastic achievement with indicators of progress. Report cards depict and evaluate the student's:

- academic performance in each class or course in grades K through 5 based on examinations as well as other appropriate academic performance items
- performance at his or her grade level
- conduct and behavior and
- attendance, including absences and tardies

All schools use the district's approved report card as the primary means of reporting student progress. Report cards are issued at the end of each grading period on dates adopted annually for the official school year calendar. Grades are issued to all students in attendance. Students transferring into the district after the midpoint of a reporting period may be assigned grades based on records/grades from the sending school.

Report cards for grades K-2 indicate if a student is working on or below grade level. Report cards for grades 3-5 indicate if a student is working on, above or below grade level.

Students Working on Grade Level in Grades K-5

Report card grades reflect the student's progress toward meeting standards. Satisfactory grades in the general program indicate an acceptable level of progress of most grade level standards for that point in the year.

Interim Progress Reports

Interim progress reports are issued to all students in grades 1-12 at the midpoint of each regularly established grading period on dates adopted annually for the official school calendar. Interim reports may be done via parent or guardian conferences as well as through reporting forms.

GRADING SCALE FOR GRADES 3 - 12		
Grades	**Descriptor**	**GPA Unweighted Value (High School Only)**
A = 90 -100	Outstanding Progress	4.0
B = 80 - 89	Above Average Progress	3.0
C = 70 - 79	Average Progress	2.0
D = 60 - 69	Lowest Acceptable Progress	1.0
F = 0 - 59	Failure	0
I = 0	Incomplete	0

Middle and High School Grade Calculation

Calculation of the final grade for all students enrolled in courses which require a state EOC assessment will include 30% for the state EOC and 17.5% for each quarter.

For courses with a state FSA or Statewide Science Assessment, the semester one grade is determined on a 50-50 basis, 50% for quarter one and 50% for quarter two. (The district midterm is used in the quarter 2 grade calculation for high school courses only). The semester two grade is determined on a 50-50 basis, 50% for quarter three and 50% for quarter four.

For all other yearlong middle school courses, the semester one grade is determined on a 50-50 basis, 50% for quarter one and 50% for quarter two. The semester two grade is determined on a 45-45-10 basis, 45% for quarter three and 45% for quarter four, and 10% for the District Common Assessment administered in the second semester.

For all other yearlong high school courses, the semester one grade is determined on a 45-45-10 basis, 45% for quarter one and 45% for quarter two, and 10% for the midterm exam. The semester two grade is determined on a 45-45-10 basis, 45% for quarter three and 45% for quarter four, and 10% for the District Common Assessment administered in second semester.

See Middle School Grade Calculation table in the Middle School Year (Grades 6-8) section or High School Grade Calculation table in the High School (Grades 9-12) section of this document. For information regarding middle school and high school retake and remediation policy, see the Student Progression Plan at http://www.stjohns.k12.fl.us/cs/spp.

For additional information on high school grade averaging, grade weighting and grade calculation, see the Student Progression Plan at http://www.stjohns.k12.fl.us/cs/spp.

Summer Programs

Summer Reading Program

- REQUIRED for 3rd graders scoring at Level 1 on the Florida Standards Assessment in reading
- Best-practice reading instruction by highly effective teachers
- Five days per week
- Transportation provided

Algebra Summer Program

- Available for students who did not pass the state Algebra 1 end-of-course (EOC) assessment during the school year
- Five days per week, for approximately three weeks
- Transportation provided
- Opportunity to re-take EOC at conclusion of program
- Students who complete the course work and attendance requirement earn .5 credit elective
- Students who pass the Algebra 1 EOC during the summer program will be guaranteed a final grade of at least a "C" in Algebra 1 when the grade is recalculated using the new EOC score
- The Summer Algebra Program is not a grade forgiveness mechanism

Extended School Year

- For students with disabilities who have an Individual Education Plan (IEP) indicating that extended school year services are necessary to allow the student to benefit from his/her school year instructional program or to prevent significant regression
- Instruction by highly qualified instructors in a variety of service delivery models to meet the needs of individual students
- Transportation provided

Virtual and Dual Enrollment Options

- St. Johns Virtual School and Florida Virtual School offers summer courses for acceleration or credit recovery
- APEX online course recovery is offered for grades 6 -12 students
- Dual Enrollment courses for eligible students are available through St. Johns River State College

Available Services

Extended Day

Extended Day is offered at most elementary schools and K-8 schools by either the school or community agencies. Before and after school care is available for students K-5. Please check with each individual K-8 for program times and grades served. These programs are a community service; pricing will differ from school to school. Contact your child's school for details on their Extended Day Program.

Full-Service Schools

Full-Service Schools is a collaborative program with local community partners. It is designed to promote positive mental, emotional, physical and social health services for students and families in Full-Service School sites. The current sites are Crookshank, Osceola, Webster and South Woods Elementary Schools. Services include but are not limited to counseling, health screenings, dental services, vision evaluations with follow up, nutrition programs, and social services referrals. For information, please contact Student Services at 904-547-7587.

Head Start

The SJCSD Head Start Program provides high quality comprehensive services to eligible three and four-year olds. Head Start students receive educational, dental, mental health, disabilities, health, nutrition, and family support services. Head Start is a full school day program and is located at The Webster School, Crookshank Elementary, Osceola Elementary, Otis Mason Elementary and South Woods Elementary. Please contact Early Childhood Services at 904-547-8965 for additional information.

Homeless

Children and youth who lack a fixed, regular, adequate nighttime residence are considered homeless. If due to a loss of housing, a child must live in a shelter, motel, vehicle, or campground on the street, in abandoned buildings, or doubled-up with relatives or friends, then he/she is eligible to receive services provided under the McKinney-Vento Act.

For further information, contact the SJCSD Homeless Liaison at (904) 547-7589 or visit http://www.stjohns.k12.fl.us/homeless/.

Placement of Dependent Children of Active-Duty Military Personnel

Florida is a member of the Military Interstate Children's Compact Commission which addresses key educational transition issues encountered by children of active military families. The purpose of the Compact is to remove barriers to educational success imposed on children of military families including, but not limited to, eligibility, enrollment, placement and graduation. Further information is available from the Student Services Department at (904) 547-7598.

Title I, Part A

Title I (Improving the Academic Achievement of the Disadvantaged) is a program serving students in elementary and secondary schools. Title I, Part A funding provides supplemental academic services to students enrolled in high-poverty schools within St. Johns County. For more information, please call 904-547-8928. You may also access the website at http://www.stjohns.k12.fl.us/federal/.

Voluntary Pre-Kindergarten

The SJCSD VPK Program is available at 13 of our elementary schools. The VPK program is a high quality blended early childhood program that is designed to prepare our four-year old's for kindergarten. VPK is state funded program for all children four years of age on or before September 1 of the school year entering the program. Children are eligible to attend VPK during the school year or during the summer prior to entering kindergarten. VPK provides 540 hours of instruction for three hours per day from 8:30 a.m. until 11:30 a.m. Monday through Friday throughout the school year. The Summer VPK Program is 300 hours of instruction.

District VPK Programs are funded with resources from Head Start, ESE, Title I and VPK. Programs at Crookshank, Osceola, The Webster School and South Woods are free all-day programs. Another model of VPK offers extended day on a sliding fee scale at our other VPK school sites. For more information, please contact VPK Manager Donna Fenech at Early Childhood Services at 904-547-8959 or call your child's home zoned school.

More Services Available to Parents:

Please contact your child's school counselor or the school front office for information on the following:

- Mentoring services
- Student counseling services
- Academic advice for your child
- After school programs
- The school's annual report
- An explanation of the student's progress report and assessments results
- Promotion requirements
- Home Access Center – a web-based application that allows parents to view their child's educational information via a secure password-protected website. More details can be found at http://www.stjohns.k12.fl.us/hac/. (Refer to the Home Access Center section of this document for an overview of the program.)

Food Service

The U.S. Department of Agriculture extended waivers allowing students a breakfast and a lunch option available at no cost for the 2021-2022 School Year. A la carte items will continue to be available for purchase.

Meal Prices for 2021-2022:

Elementary Breakfast	$1.25
Elementary Lunch	$2.80
Secondary Breakfast	$1.25
Secondary Lunch	$2.95
Extra Milk	$ .60
Adult Breakfast	$1.60
Adult Lunch	$4.00
Reduced Price Breakfast	$ .30
Reduced Price Lunch	$ .40

Menus:

Menus can be found on the St. Johns County District website, http://www.stjohns.k12.fl.us/food/ under the Food & Nutrition Services Department tab.

How do students access their meal account at school?

All students will receive a personal identification number (PIN) for their meal account from homeroom teacher or the food service manager at the beginning of the school year. This can range from a three to five-digit number. Your student should memorize this number and not share with any other students as this number is directly tied to their personal account. Your student will use this PIN number until he/she leaves that school. When the student moves to a new school within the District, a new number is assigned. Student Identification scanners are used at some of the elementary, middle and high schools, and must be used to access their account. Please check with your student.

Forgot your lunch money?

Negative Food Service Account Balance Policy

Elementary Schools:

- At $0 balance, no a la carte purchases are permitted. Any debt must be paid before a la carte purchases can be made.
- When the student's account balance reaches negative $10, the Food Service Manager will communicate with the parent(s) or guardian via letter, email, and/or phone call. An application for free or reduced lunch will be offered to the parent/guardian.
- Once the negative $15.00 balance is exceeded, the Food Service Manager will alert school administration of the negative balance issue.
- A follow-up with Student Services will occur if the parent/guardian does not respond.

Middle and High Schools:

- The student will be informed when his/her account balance is less than $5.00.
- At $0 balance, no a la carte purchases are permitted. Any debt must be paid before a la carte purchases can be made.

- When the student's account reaches negative $10.00, the Food Service Manager will communicate with the parent(s) or guardian via letter, email, and/or phone call. An application for free or reduced lunch will be offered to the parent/guardian.
- Once the negative $15.00 balance is exceeded, the Food Service Manager will alert school administration of the negative balance issue.

- A follow-up with Student Services will occur if the parent/guardian does not respond.

You can set up an account at www.paypams.com to review student meal transactions.

***The Negative Food Service Account Balance Policy detailed above can be printed for reference by all applicable households.*

***No student will be overtly identified as a recipient of any level of school meal benefits.*

***No student will be denied a school meal because of a negative food service account balance.*

A la Carte Items:

Many of the schools provide specialty, A La Carte items. These items range in price and are not included in the paid, free or reduced priced "school lunch". All customers may purchase a la carte items with cash or by using their lunch account.

Free and Reduced-Price Meal Application - Not required for 2021-2022 School Year but could be useful for educational programs.

Parents are encouraged to complete on Free and Reduced-Price Meal Application per family, rather than one per child. The application can be obtained online at www.stjohns.k12.fl.us/food/free and completed online by following the link to online Free and Reduced Meal Application. This single application for the family may be returned to any of the District Schools where parents have a child/children enrolled; we prefer that parents return the application to the school where their youngest child is enrolled. The schools will be sending all completed applications to the District School Food Services Office for centralized approval. Until the application is processed and approved by the District Food Service Office, any meal charges will be the responsibility of the adult/guardian. The approval process can take up to ten (10) days at the beginning of the school year.

Your student(s) meal status (free or reduced) at the end of a school year will continue through the first 30 days of the next school year. Unless a new Family Meal Application has been processed and approved by the 30th day of school, your student(s) meal status will revert to PAID. You may complete a lunch application at any time during the school year.

Please note: Children attending a CEP (Community Eligibility Provision) school will not be required to fill out an application. All children eat at no cost at those particular schools. If there is a sibling in the household that attends a non-CEP school, then an application will need to be completed for that child(ren).

CEP schools are as follows:

Crookshank Elementary
Gamble Rogers Middle School
Mason Elementary
Murray Middle School
Osceola Elementary
Sebastian Middle School
South Woods Elementary
St. Johns Technical High School
Transitions Program
Webster Elementary

Prepayment for Food Items

Prepayments to your child's meal account with a debit or credit card can be made by logging onto www.paypams.com. Payment can also be received by the food service manager in the form of check or cash. If a check is used, please indicate students' name, student personal identification number (PIN), and contact phone number on the check in the memo section. Prepayment is encouraged as it assists in movement of students through the line.

Food Allergies

If your child has food allergies, please provide the school nurse with a physician's note indicating the allergies and the appropriate substitutions that are recommended by the physician or medical authority.

Parental Restrictions

Restrictions can be placed on your student's meal account by notifying the food service manager in writing. Once restrictions are placed, they cannot be removed unless the parent provides the food service manager with a letter asking for the restrictions to be removed.

Communication with Food Service Manager

The food service manager is on site prior to the school beginning their breakfast meal preparation, and departs from the school upon completion of lunch. Inquiries regarding your student(s) meal account should be made prior to or immediately after meal service. Please check with your school to determine the best time to contact the food service manager in the event that you have questions.

Refunds

Refunds less than $20.00 can be issued through the Food Service Manager of your school's cafeteria. Refunds for amounts higher than this should be requested through the Food and Nutrition Services Department, via email, to julie.ritter@stjohns.k12.fl.us.

Account Balances

Student account balances can be obtained on the web site www.paypams.com at no charge. Your student's account balance, either positive or negative, from the previous school year will roll into the new school year unless a refund has been requested.

Transportation

Guide to a Safe and Efficient School Bus Stop

General Information for Parents/Guardians

- Trust your instincts
- Alert authorities to strange vehicles or persons in vicinity of the school bus stops and/or walkways to/from school bus stops
- Demonstrate respect for public, community, and private properties near bus stops
- Prevent children from crossing roadways between motor vehicles and golf carts
- Don't park motor vehicles or golf carts within fifty (50) feet of intersections from any direction
- Don't park motor vehicles or golf carts within fifty (50) feet of school bus stops from any direction
- Don't allow children to enter/exit motor vehicles or golf carts from the roadside of the motor vehicles or golf carts (enter/exit from curbside only)
- Don't double park or closely stagger motor vehicles or golf carts along roadways or in the vicinity of the school bus stops
- Don't park motor vehicles or golf carts opposing the lawful flow of traffic
- Don't assemble or park in any manner which impedes the safe passage of school buses to and from school bus stops
- Assemble children at designated staging area at least twelve (12) feet from where the school bus stops, prior to the school bus arrival
- Do not wait for the school bus to arrive to have children exit motor vehicles or golf carts, children should assemble 5 minutes prior to stop time
- Please assist with being present at bus stops. Kindergarteners will not be released unless a parent is in sight of the bus door to receive them.
- Please assist receiving children at bus stops during inclement weather
- Arrive at the bus stop at least five (5) minutes before scheduled arrival time
- Manage proper student behavior at the bus stop
- Do not allow children to approach the bus until the bus has come to a complete stop and the school bus operator signals the children to approach the school bus
- Children crossing the roadway to board buses must obey bus operator hand signals in order to safely cross the roadway
- Allow the school bus to leave the school bus stop before driving through the school bus stop location
- Respect the amber and red student lights on the school bus
- Manage residential subcontractors such as landscapers to ensure they don't park in a manner which impedes the safe passage of the school buses
- Adjust commuting times as appropriate to avoid the school buses at the bus stops and/or getting stuck behind the school bus on the roadways
- For safety and security reasons, do not attempt to board the school bus (only eligible students and school board employees are permitted to board the bus at the bus stop)
- Report safety or security concerns to the respective schools, law enforcement, and/or the Transportation Department
- Cyclists must obey traffic control devices displayed by buses (the same as motorists)

The transportation code of conduct is available in the SJCSD Student Code of Conduct at https://www.sjohns.k12.fl.us/schoolservices/conduct/.

Business and Community Partnerships

INK! (Investing in Kids) is a 501 (C)(3) non-profit corporation recognized as the direct support organization for the St. Johns County School District. INK! provides innovative programs and classroom resources to promote the academic success for all St. Johns County public school students.

There's no better way to make an impact than becoming an active advocate for public education! Volunteer, Partner, Give!

If you would like more information on how you can help us impact students and teachers, please visit our website at www.ink-stjohns.org/ or call 904-547-7120.

Volunteers In Education assist students in many ways to provide a strong school experience. Just some of the thing's volunteers do include tutoring, mentoring, assisting with field trips, taking part in parent-teacher organizations, supporting extracurricular activities, and many others. We welcome community members to partner with the school district in these efforts. All volunteers, as well as individuals entering a school for other reasons (attending events, teacher conferences, etc.) must have school access. This includes successful completion of a background check performed by the school district. To fill out a school access form, go to https://stjohns.keepntrack.com/apply. For more questions, call the RSVP/Volunteer Services Office at 904-547-3945, or read more at https://www.stjohns.k12.fl.us/volunteer/.

The **Retired and Senior Volunteer Program (RSVP)** of St. Johns County provides meaningful opportunities for people 55 years of age and older to assist students in their educational pursuits. RSVP volunteers provide tutoring and mentoring services to kindergarten through 12th grade students, and also literacy enhancement to preschool students. They are also available to assist not-for-profit and social service agencies with special projects. For more information on this and other district based volunteer programs, visit www.rsvpstjohns.com, www.stjohns.k12.fl.us/volunteer, or call 904-547-3945.

Qualifications of Teachers

The St. Johns County School Board works to fill St. Johns County classrooms with the most professionally qualified and caring teachers available.

The district strives to have each teacher fully certified in all the classes/courses he/she teaches. At times, however, it is necessary to have a teacher teach a class/course "out of field." If this occurs, you will be notified that your child's teacher is currently out of field but working to become certified.

As a parent, you have the right to information regarding the professional qualifications of any teacher who is instructing your child. You may access such information by logging on the Florida Department of Education web site at http://www.fldoe.org/teaching/certification/index.stml selecting "Certificate Lookup." You can look at the certificate of any Florida teacher on this site. If you do not have access to a computer, please contact your child's school to obtain information.

How You Can Participate

Join a Group

- Each school has a School Advisory Council (SAC); parents are invited to become a member of this important group.
- Sign up as a member of your school's Parent Teacher Association or Organization (PTA/PTO). Please contact our school for details.

Volunteer or Mentor

To contact the School District volunteer services, call 904-547-3945. Parents may also contact the school for volunteer information.

Take a Class

Parents may learn English, obtain a GED, complete their high school diploma, or work with an academic coach at First Coast Technical College's Adult Education Program. Additionally, Community Enrichment classes will begin in the fall with a variety of classes ranging from art and dance to Spanish, sewing or cooking. Visit FCTC.edu to see the next session offerings, dates, locations and fees at Community Enrichment or call (904) 547-3460. If you don't see something that interests you, please let us know.

Career Involvement (for businesses)

St. Johns County School District is committed to providing career development activities to all students from kindergarten to adult. The goal is to provide a variety of career awareness and exploration activities while promoting rigorous coursework and quality workplace experiences. To achieve this goal, the involvement of business partners, community leaders, parents, students, and educators is essential. For more information, please call 904-547-4870.

Community Enrichment

Enrichment opportunities that encourage and stimulate lifelong learning will begin this fall at First Coast Technical College. Whether for personal development, job training, hobbies or fun, qualified instructors will share their passion to bring new skills to our community. Classes will take place late afternoons or evenings at the centrally located campus off of Route 16. For information or to sign-up for email updates, visit Community Enrichment or call (904) 547-3460. If you don't see something that interests you, please let us know.

You Can Help

As a business and/or community leader, you can provide the opportunity for students to explore career options by providing career development activities. You can choose the intensity of involvement based on the length of time and depth of the activity.

Moderate Intensity Activities:

- **Tour of Business** exposes students to career opportunities at the workplace.
- **Career Presenter** share career goals and history with students while at school.
- **Job Shadowing** allows students to explore careers by "shadowing" employees at work.
- **Service Learning** provides students the opportunity to work at a community agency.
- **Educator in the Workplace** provides teachers with the opportunity to experience the skills and attitudes needed at the workplace for classroom application.
- **Mentoring** provides students with one-on-one contact with a professional in a chosen career (can also be a high intensity activity).

High Intensity Activities:

- **Internships**, On-the-Job (OJT) Training or Cooperative Education provide paid or unpaid class-related work experiences.

- **Apprenticeships** allow students to work with an experienced journeyperson while acquiring job-related training in a high school setting.
- **Supported Employment** provides work-related opportunities for disabled persons.
- **Advisory Board Members** serve as resources in program development and provide continuous quality improvement.

Homework

The book *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement* by Robert Marzano, Debra Pickering and Jane Pollock identifies the nine instructional strategies that have a high probability of enhancing student achievement for students at all grade levels. Those strategies, in order of effectiveness, are the following:

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Non-linguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Questions, cues and advance organizers

As homework is one of the strategies proven effective in improving student achievement at certain grade levels, it is important to look at the recommendations of the research study as the findings, in many cases, differ from educators' perception of the role of homework in increasing student achievement in K-12.

The research study cites four generalizations that can guide teachers in the use of homework:

1. The amount of homework assigned to students should be different from elementary to middle to high school. According to the study, homework in high school produces a gain of about 24 percentile points, homework in the middle grades produces a gain of only 12 percentile points, and homework in the elementary grades has a strikingly small effect size of only six points. Despite the lack of effect size in elementary school, the book recommends that homework should be given, not because schools expect it to increase student achievement but rather because it helps younger students develop good study habits and communicates that learning takes place at home as well as at school. The following timeframe is recommended by Instructional Services for the total amount of homework per level: **10 minutes per grade level** – 1st grade, a total of 10 minutes, 2nd grade, a total of 20 minutes, 7th grade a total of 70 minutes, etc. Homework should have a specific purpose and connection to the topic(s) being studied and should be assigned **only when necessar**y to provide practice or rehearsal or to prepare or elaborate/extend.

2. Parent involvement in homework should be kept to a minimum.

3. The purpose of homework should be clearly identified and articulated by the teacher to the student. Best practice includes two common purposes for homework (1) **practice/rehearsal** (2) **preparation or elaboration/extension.** When homework is assigned for the purpose of practice/rehearsal, it should be based on material with which the students are very familiar. When homework is assigned to help prepare students for new content, the teacher should carefully explain the purpose for the homework and make connections for the student.

4. If homework is assigned, it should be commented on. Providing feedback on homework serves to enhance student achievement. Research shows that when secondary teachers make a comment in writing on homework, there is a gain of the most percentile points; when homework is checked by the teacher, there is gain of almost the same number of percentile points; when homework is assigned but not checked or commented on, there is a minimal gain of percentile points.

Special Services Available

ESE

The mission of the St. Johns County Exceptional Student Education (ESE) Department is to identify exceptional students and to meet their educational needs by providing support and resources to enhance educational opportunities so they may become productive citizens. ESE programs and services address the unique needs of students who are gifted in kindergarten through 12th grade and those with mild, moderate and severe disabilities from age three until they graduate with a regular diploma, or until their 22nd birthday.

ESE programs and services are designed to assist students in reaching their educational goals through the use of instructional and behavioral approaches which are evidence-based and exemplify best practices. Technology is also used in many creative ways to meet student needs. ESE services are available at all district schools for students who have mild to moderate disabilities and those who are gifted. Students with more significant disabilities and prekindergarten students with disabilities are served in cluster programs at selected sites. Program support is provided to students, parents and school personnel by program specialists based at the district office. Students with disabilities who are not eligible for services through the ESE program, may be eligible for an accommodations plan under Section 504 of the Rehabilitation Act of 1973. For more information, contact the St. Johns County School District ESE department at 904-547-7672 or visit online: http://www.stjohns.k12.fl.us/ese.

ESOL

The St. Johns County School District English for Speakers of Other Languages (ESOL) Program functions within regular schools and classrooms to provide eligible students with the opportunity to learn English while receiving equal access to content instruction in the Florida Standards. Students eligible for the ESOL Program are placed in appropriate grade level classes and courses, while itinerant ESOL teachers help Gen. Ed. Teachers use World Class Instructional Design and Assessment English Language Development (WIDA ELD) Framework and learning strategies to ensure comprehensible instruction. Additional digital resources are sometimes utilized. For more information, please contact the St. Johns County School District ESOL department at 904-8924 or visit online: http://www.stjohns.k12.fl.us/esol.

Gifted Program

A student is eligible for special instructional programs for the gifted if the student meets the following criteria:

1. The student demonstrates:
    a. The need for a special program,
    b. A majority of characteristics of gifted students according to a standard scale or checklist,
    c. Superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence.

OR

2. The student is a member of an underrepresented group and meets the criteria specified in an approved school district plan for increasing the participation of underrepresented groups in programs for gifted students. Underrepresented groups are students with limited English proficiency or students from low socio-economic status families.

For more information, contact the St. Johns County School District Gifted Program Office at 904-547-7672 or visit online: https://www.stjohns.k12.fl.us/ese/gifted.

Teen Parent Program

The Teen Parent Program is designed for pregnant and parenting students. Students receive comprehensive and additional services to facilitate the completion of coursework necessary to earn a high school diploma. These services may include childcare, health services, social services, and transportation as needed. For more information, contact the St. Johns County School District Student Services Department at 904-547-7587 or visit online: https://www.stjohns.k12.fl.us/ttp/.

What Parents Can Do to Help Their Students

Monitor and encourage school attendance: Regular attendance is a critical factor in school success because students are more likely to succeed in academics when they attend school consistently. All students who have reached the age of 6 years or who will have reached the age of 6 years by February 1 until the age of 16 years, are required to attend school regularly. Each parent of a child within the compulsory attendance age is responsible for their child's attendance as required by law. School district policy regarding excused and unexcused absences and truancy can be found on the Student Services Department website at http://www.stjohns.k12.fl.us/student.

Know what your child is learning: The **Year-at-a-Glance** is a document that informs parents and students of the recommended pacing and content standards for selected courses. It includes the topics to be taught each quarter and a list of instructional resources. The Year-at-a-Glance is only a recommended pacing guide; school leaders and teachers make the final decision regarding the pacing of any program of study. The classroom teacher is always the best source of information regarding content and pacing. The Year-at-a-Glance is supplied as a model of one recommended path to the completion of a course. You can view the Year-at-a-Glance for elementary and secondary core subjects at: http://www.stjohns.k12.fl.us/year-at-a-glance/.

Know where your child can get help – Use the FloridaStudents.org website: This site is specially designed for students and parents. It has over 2000 tutorials, videos, and other resources to support your child's learning in language arts, math, science and civics. To get help on a specific concept, just click on the subject, the grade level, and standard you need at https://floridastudents.org/#.

Read to your child: Reading is the heart of education. Read to your child daily from a book that he/she cannot quite yet read on his/her own. For information on what to read to preschool, elementary, middle or high school students please read *The Read-Aloud Handbook* by Jim Trelease. A copy is available in each school library, and many schools also have a video presentation for parents.

Stay informed: Keep up with changes and what your children should be doing at the "Just for Parents" FLDOE website: http://www.FLdoe.org/family/.

Take your child to the library: St. Johns County has a main library located downtown, and five branches: Anastasia Island, Bartram Trail, Hastings, Ponte Vedra Beach, and the Southeast Branch. A bookmobile regularly visits communities located more than ten miles from a branch library. For a schedule and more information on the St. Johns County Public Library system, go to http://www.sjcpls.org/.

Encourage writing: Writing makes thinking easy to see. Write with your child and let him/her see you writing – shopping lists, thank you notes, to-do lists. Work with your child on his/her written assignments to add detail and to express ideas in order.

Make math part of your language: Your home is a great place to begin to explore and "talk" mathematics with your child. Incorporating math activities and language into familiar daily routines will show your child how math works in everyday life. Play board games, solve puzzles, and ponder brain teasers with your child. Your child will enjoy these kinds of activities while enhancing his or her mathematical thinking. Point out the mathematics involved, and have your child discuss the strategies he or she used. For more tips on helping your child succeed in mathematics, visit the National Council of Teachers of Mathematics https://www.nctm.org/.

Make science real: Science is all around us. Involve your child in gardening, caring for family pets, trips to the beach, looking at the stars in the night sky, conducting experiments, and other activities that can contribute to a love of science.

Take your child on a "field study": There are 24 miles of beaches, and lots of history in our city. Take your child to downtown St. Augustine and surrounding historical sites to help them imagine life long ago. Social studies opportunities surround us in St. Johns County. Our community is also full of artists – painters, sculptors, glass blowers, potters, and musicians. Local schools offer excellent fine arts programs, exhibits and performances for families to explore the arts together.

Get moving: Physical activity is important for good health. Walk, bike ride, surf or play ball with your child. Make it a point to do something active with him/her daily.

Request a mentor: Mentoring is a one-to-one relationship between a caring adult and a student who could benefit from extra help and support. Mentoring has a proven record as a powerful factor in helping students improve their grades and self-esteem and in raising goals and expectations. Mentors serve as coaches, supporters, role models, and advocates and work closely with teachers and school staff. Parents interested in the possibility of having a mentor for their child should contact the school's guidance counselor for more information.

Communication

Reading and writing are built on a sea of talk: Talk to your child as often as possible. Talk about his/her day, hopes, goals, and interests. Use interesting words as you talk. Play word games with your child.

Parent-Teacher Conferences: One of the best ways to find out how your child is doing in school is through parent-teacher conferences. Your child's teacher may request to schedule a conference; however, if you would like to speak to your child's teacher, you may call, write or e-mail the teacher to set one up. Please be flexible when scheduling a time. You will need to arrange to come to the school for the conference. Remember this is the opportunity for you to work with the teacher as a team. After the conference, follow up. Keep in touch. Talk to your child about the conference. Stress the positive things the teacher discussed and talk about suggestions for improvement.

Websites: There is a wealth of information on each school's website. Get in the habit of checking it regularly for school and district updates. You can also find your child's teacher's e-mail address on the school's website.

Check Home Access Center: Access at https://homeaccess.stjohns.k12.fl.us to check grade, FSA scores, assignments and attendance. See Home Access Center for more information.

E-mail: The best way to stay in touch with your child's teacher or school administrator!

Pay attention to what comes home in your child's backpack.

Home Access Center

https://homeaccess.stjohns.k12.fl.us

St. Johns County School District has implemented a web-based service, called Home Access Center (HAC), to allow both students and parents to view student educational information.

When using HAC, you will be able to see:

- A calendar of significant events (assignments due, field trips, absences, etc.)
- Student's schedule of classes (not available during summer months)
- Detailed attendance and discipline information
- Homework assignments, tests and grades
- Current progress in each class (not available during summer months or for dual enrollment courses)
- Credits earned toward graduation
- Standardized Test Scores (FSA)
- Emergency contact information

Parents and guardians will be required to show a photo ID at the child's school to be granted a username and password to HAC. Once granted a HAC account, you may use the same account to view all your children's information.

Students will be assigned their own HAC accounts. Account information will be distributed to students at the school's discretion.

Additional Resources

St. Johns County School District provides year-round education by taking a course through St. Johns Virtual School. APEX is available for grades 6-12. If you have questions, please contact your child's school counselor.

Resources available throughout the year

Florida Students.org - https://www.floridastudents.org/

FloridaStudents.org is provided and maintained by the Florida Department of Education and offers resources from all over the web to support your learning in language arts, mathematics, science, civics, and U.S. History with more than 800 original student tutorials.

Just Read Florida - http://www.fldoe.org/academics/standards/just-read-fl/families/

Just Read Florida is a comprehensive resource provided by the Florida Department of Education where parents can find tips, ideas, and resources to assist them in building their child's literacy skills from grades K-12.

Khan Academy - https://www.khanacademy.org/

Khan Academy is a non-profit educational organization that strives to provide a free, world-class education resource. The website provides short lectures and demonstrations videos on math, science, economics and finance, arts and humanities, computing, SAT Test Prep, and more.

Just Take 20 - http://www.fldoe.org/academics/standards/just-read-fl/just-take-20/

The Just Take 20 campaign provides Florida families with students in grades K-12 with practical, easy-to-implement reading activities that establish literacy as a lifelong value. Just Take 20 encourages families to seize everyday teachable moments by using 20 minutes each day to integrate reading into their busy lives. Families and educators may access all available resources online at Just Take 20 or at Just Read, Florida!. There are two options to choose from: Just Take 20 for Families and Just Take 20 for Educators. Families are able to search quickly for activities based on their child's grade level and by topic. Educators have access to two different toolkits. The Just Take 20 Toolkit will provide schools with everything they need to start a Just Take 20 campaign and the REaD Carpet Ready Toolkit that will provide schools everything they need to host an exciting family literacy event to promote their Just Take 20 campaign.

What Happens If My Child Falls Behind?

Our Multi-Tiered Support System (MTSS) is a process that provides intervention and educational support to all students at increasing levels of intensity based on their individual academic and behavioral needs. The goal is to recognize problems and intervene early so that students can be successful. All St. Johns County schools have MTSS teams that use a problem-solving method to quickly identify students who need assistance and provide necessary instruction immediately.

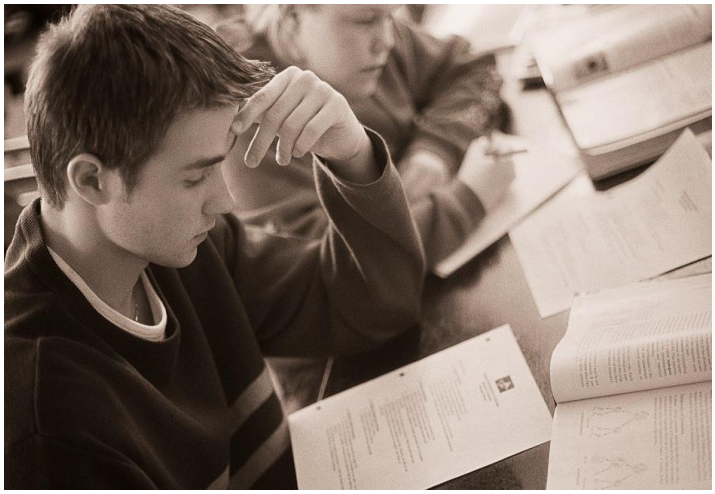
The MTSS process has three tiers that provide increasing levels of support:

- **Tier I includes high quality instruction.** The school provides all students with access to high quality curriculum, instruction, and behavior supports in the general education classroom.

- **Tier II includes additional targeted, supplemental instruction/interventions.** The school provides interventions to small groups of students who need more support than they are receiving through Tier I.

- **Tier III includes intensive interventions.** The school develops and implements interventions to meet the individual needs of students.

If your child is involved in the MTSS process, his or her progress is monitored, and results are used to make decisions about additional instruction and intervention. You will be informed and involved in planning and providing interventions for your child. You will also receive frequent progress monitoring about how your child responds to the interventions provided. For more information, please contact the St. Johns County School District Intervention Services Department at 904-547-8911, contact your school counselor or visit online: http://www.stjohns.k12.fl.us/intervention.



MASTER CALENDAR
2021-2022 School Year
Board Approved - March 9, 2021

Friday	August 6, 2021	Optional Teacher Planning Day
Monday-Friday	August 9, 10, 11, 12, 13, 2021	Teacher pre-planning to include 7.5 hours of teacher inservice
Monday	August 16, 2021	Students Report to Class
Monday	September 6, 2021	Labor Day- Student/Teacher Holiday ✓
Friday	October 15, 2021	First Quarter Ends
Monday	October 18, 2021	Teacher Planning Day-Student Holiday ✓
Thursday	November 11, 2021	Veterans Day - Student/Teacher Holiday ✓
Wednesday - Friday	November 24-26, 2021	Thanksgiving Break - Student/Teacher Holiday
Tuesday	December 21, 2021	Second Quarter/First Semester Ends *
Wednesday - Tuesday	Dec. 22, 2021-Jan. 4, 2022	Winter Break - Student/Teacher Holiday
Wednesday	January 5, 2022	Teacher Planning Day-Student Holiday ✓
Thursday	January 6, 2022	Classes Resume for Students - Second Semester begins
Monday	January 17, 2022	Martin Luther King Day - Student/Teacher Holiday ✓
Monday	February 7, 2022	Teacher Inservice Day-Student Holiday ✓
Monday	February 21, 2022	Presidents Day - Student/Teacher Holiday ✓
Thursday	March 10, 2022	Third Quarter Ends
Friday	March 11, 2022	Teacher Planning Day-Student Holiday
Monday-Friday	March 14-18, 2022	Spring Break - Student/Teacher Holiday
Monday	March 21, 2022	Classes Resume for Students
	April - May, 2022	FSA Testing (Reading, Math & Science)
Friday & Monday	April 15 & 18, 2022	Holiday - Student/Teacher Holiday
	May 2-26, 2022	EOCs, AP, IB, District Exams
	May - TBA	Graduations (Schools/Locations TBD)
Monday	May 30, 2022	Memorial Day - Student/Teacher Holiday
Thursday	June 2, 2022	Last Day for Students /Fourth Quarter Ends
Friday	June 3, 2022	Last Day for Teachers - Teacher Planning Day

***ALL Schools** will be dismissed **1 hour** early on Dec 21, 2021 and June 2, 2022
All Schools participate in a weekly early release on Wednesday: Elementary @1:45, Middle @12:50, High @ 2:50

Interims Issued: September 14	Report Cards: October 26
Interims Issued: November 16	Report Cards: January 19
Interims Issued: February 8	Report Cards: March 29
Interims Issued: April 26	Report Cards: June 2* Elementary only

✓ **Possible Hurricane Make-Up Days to be determined as needed.**

Optional planning day may "Flex" for any Planning Day or Post Planning day as pre-approved by Principal

CHARACTER COUNTS! In St. Johns County

Pillars of the Month

August - All Pillars	October - Responsibility	December - All Pillars	February - Caring	April - All Pillars
September - Fairness	November - Citizenship	January - Respect	March - Trustworthiness	May - Citizenship

(Emphasis on Patriotism)

Parent Glossary

Acronym	Definition
ACT	*American College Test*
AICE	*Advanced International Certificate of Education*
AP	*Advanced Placement*
AR	*Accelerated Reader*
AUP	*Acceptable Use Policy*
AVID	*Advanced Via Individual Determination*
CARPD	*Content Area Reading Professional Development*
CAST	*Curriculum Area Support Team*
CBT	*Computer Based Testing*
CC!	*CHARACTER COUNTS!*
CCRP	*Comprehensive Core Reading Program*
CLP	*Customized Learning Path*
DBQ	*Document-Based Questioning*
DOE	*Department of Education*
ELA	*English Language Arts*
EOC	*End-of-Course Exam*
ESE	*Exceptional Student Education*
ESOL	*English for Speakers of Other Languages*
ESS	*Educational Support Services*
FLKRS	*Florida Kindergarten Readiness Screener*
FSA	*Florida Standard Assessment*
FSAA	*Florida Standards Alternate Assessment*

Acronym	Definition
HAC	*Home Access Center*
IB	*International Baccalaureate*
IR	*Intensive Reading*
LAFS	*Language Arts Florida Standards*
LEP	*Limited English Proficient*
MAFS	*Mathematics Florida Standards*
MTSS	*Multi-Tiered System Support*
OLA	*On-line Assessments*
POC	*Programs of Choice*
PSAT	*Preliminary Scholastic Aptitude Test*
PTO	*Parent Teacher Organization*
PTSO	*Parent Teacher Student Organization*
SAC	*School Advisory Council*
SAT	*Scholastic Aptitude Test*
SJVS	*St. Johns Virtual School*
SPP	*Student Progression Plan*
VPK	*Voluntary Pre-Kindergarten*
YAG	*Year-at-a-Glance*
YRD	*Youth Resource Deputy*

Florida Parent Checklist

The purpose of the Florida Parent Checklist[1] is to support parent's involvement in their child's educational progress by identifying actions and linking to resources[2] that:

- Strengthen the child's academic progress, especially in the area of reading;
- Strengthen the child's citizenship, especially social skills and respect for others;
- Strengthen the child's realization of high expectations and setting lifelong learning goals; and
- Emphasize communication between the school and the home.

ACADEMIC

- ☐ Support reading with age appropriate home activities.
- ☐ Ensure that your child has a consistent time and place to do homework.
- ☐ Ensure that your child has access to materials needed to complete assignments.
- ☐ Discuss schoolwork regularly with your child.
- ☐ Attend workshops on helping your child at home.
- ☐ Visit the local library and encourage your child to check out books of interest.
- ☐ Read to/with your child daily.
- ☐ Set an example by reading in your home and discussing what you've read with your child.
- ☐ Ask your child to explain his/her math homework.
- ☐ Emphasize the importance of education and doing one's best in school.

RESOURCES:

Just Take 20	-	Justtake20.org
Just Read, Families!	-	Fldoe.org/academics/standards/just-read-fl/families
Florida Shines	-	Floridashines.org/
Florida Students	-	Floridastudents.org
Ask A Librarian	-	Askalibrarian.org
Family & Community Engagement	-	http://www.fldoe.org/schools/family-community/activities-programs/parental-involvement/
Special Education Toolkit	-	Pta.org/parents/content.cfm?ItemNumber=3715&navItemNumber=3728

CITIZENSHIP

- ☐ Teach and reinforce positive behaviors such as respect for self and others, hard work and responsibility.
- ☐ Ensure that your child has a regular routine.
- ☐ Encourage your child to accept responsibility for his/her actions.
- ☐ Ensure that your child is in attendance and on time to school each day.
- ☐ Monitor and promote your child's participation in extracurricular and after-school activities.
- ☐ Monitor your child's television viewing.
- ☐ Reinforce the school's behavioral expectations.

RESOURCES:

Helping Your Child Become a Responsible Citizen	-	Ed.gov/parents/academic/help/citizen/index.html
Engaging Youth in Service	-	http://youth.gov/youth-topics/civic-engagement-and volunteering/

SETTING GOALS

Express the belief in your child's ability to be successful.

Encourage your child to set short- and long term- educational goals.

Celebrate academic accomplishments.

RESOURCES:

Help Kids Start to Think About Careers	-	https://www.floridashines.org/find-a-career/my_careershines-for-kids
Financing Future Education Goals	-	Floridashines.org/go-to-college/pay-for-college

SCHOOL TO HOME COMMUNICATION

- ☐ Communicate regularly with your child's teacher(s) in person, by phone, through email or writing.
- ☐ Prepare for and attend parent-teacher conferences and/or other individualized student meetings, such as Individualized Educational Plan (IEP) or Academic Improvement Plan meetings.
- ☐ Attend open houses, science fairs, plays and musical performances, field trips, sporting events, curriculum nights and other school activities.
- ☐ Volunteer in the school setting when possible.

RESOURCES:

The Parent-Teacher Conference	-	Readingrockets.org/pdfs/edextras/19842-en.pdf

[1] Reference Florida Statute 1002.23(3). The Florida Parent Checklist must be issued each school year to all parents of students in grades K-12. [2] Resource links related to academics, citizenship, goal-setting, and communication should be considered as a guide to assist in the discovery of information to strengthen parental involvement.

Bibliography, Links and Cited Sources

St. Johns County School District http://www.stjohns.k12.fl.us/

This website provides information on individual schools and departments, enrolling your child in school, zoning and transfers, bus routes, prevention education, special services, School Board meeting times and dates, Home Access Center, district calendar, middle and high school course catalogs, Student Progression Plan and much, much more!

Florida Standards Assessments information for parents and students http://www.fsassessments.org/

Florida Department of Education www.fldoe.org

First Coast Technical College (FCTC) - Community Enrichment http://fctc.edu/community/education/

Guide to Preparing for the Florida Algebra I End-of-Course assessment
http://www.stjohns.k12.fl.us/isse/wp-content/uploads/sites/93/2015/07/Guide-to-FSA-Algebra-1-EOC-revised-January-2018.docx.pdf

The National Parent Teacher Association http://www.pta.org/

US Department of Education www.ed.gov

Immunization requirements and meningococcal disease information for SJCSD students
http://www.stjohns.k12.fl.us/health/immunization

Literacy skills http://www.fldoe.org/academics/standards/just-read-fl/

Reading information http://www.scholastic.com/parents/

Mathematics information http://www.nctm.org/

Next Generation Sunshine State Standards http://floridastandards.org

St. Johns County Virtual Instruction Program http://www-sjvs.stjohns.k12.fl.us

St. Johns County Education Foundation (DBA Investing in Kids (INK) www.ink-stjohns.org/

St. Johns County Public Library System http://www.sjcpls.org/

Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement by Robert Marzano

Parent and student resources, **videos, etc. by grade and standard** http://floridastudents.org/#

Year-at-a-Glance: Check recommended pacing and content standards using the year-at-a-glance document that is available at http://www.stjohns.k12.fl.us/year-at-a-glance/

Appendix

- Middle High School Course Sequence
- High School Course Sequence
- Graduation Requirements
- Graduation Requirements for Florida State Assessments
- Instructional Continuity Plan

Middle School Course Sequence

For Honors or Advanced Course Placement: Grade "C" or better in previous honors course, grade "A" in the previous standard course with teacher recommendation, FSA Level 4 or 5 but not less than 3 in any area.

Language Arts			
	6th	**7th**	**8th**
Standard	M/J Language Arts I	M/J Language Arts II	M/J Language Arts III
Advanced	M/J Language Arts I Advanced	M/J Language Arts II Advanced	M/J Language Arts III Advanced

Mathematics			
	6th	**7th**	**8th**
Standard	Grade 6 Mathematics	Grade 7 Mathematics	Grade 8 Pre-Algebra
Advanced	Grade 6 Mathematics Advanced	Grade 7 Mathematics Advanced Algebra 1 Honors*	Algebra 1 Honors* Geometry Honors**

Accelerated pathways require supplemental work to be completed during the summer.

Algebra 1 Honors* Must pass the FSA Algebra 1 EOC and the FSA EOC grade is 30% of the final course grade. (Honors carries a 0.5 bonus weighting.)

Geometry Honors** Must take FSA Geometry EOC and the FSA Geometry EOC grade is 30% of the final course grade. (Honors carries a 0.5 bonus weighting.)

Science				
	6th	**7th**	**8th**	**9th**
Standard	M/J Comprehensive Science 1	M/J Comprehensive Science 2	M/J Comprehensive Science 3	Environmental Science
Advanced	M/J Advanced Comprehensive Science 1	M/J Advanced Comprehensive Science 2	M/J Advanced Comprehensive Science 3 or **Honors Physical Science	Biology Honors or Physical Science Honors
Highly Advanced	#M/J Comprehensive Science Accelerated Honors 1	##M/J Comprehensive Science Accelerated Honors 2	*Biology Honors	Chemistry Honors or Physics Honors

#Students enrolled in M/J Comprehensive Science Accelerated Honors 1 must be concurrently enrolled in M/J 6th grade Advanced Math and have a scaled score of 344 or higher on Florida State Assessment for Reading in Grade 5.

##Students enrolled in M/J Comprehensive Science Accelerated Honors 2 will take the Statewide Science Assessment and must be concurrently enrolled in Algebra 1 Honors.

*Students enrolled in Honors Biology must be concurrently enrolled in Geometry Honors in order to keep the student on an advanced track in HS. All students enrolled in Honors Biology must take the state Biology End of Course exam and it constitutes 30% of the student grade for the year. Students who take the Biology End of Course exam at the middle school DO NOT take the 8th grade Statewide Science Assessment.

** Students in Honors Physical Science in grade 8 must take the 8th grade Statewide Science Assessment. In order to keep these students on an advanced track for Science in HS, a student in Honors Physical Science in grade 8 should be concurrently enrolled in Algebra 1 Honors, or a higher math course.

Social Studies			
	6th	**7th**	**8th**
Standard	M/J World History	M/J Civics-EOC is 30% of final grade	M/J US History and Career Planning
Advanced	M/J World History Advanced	M/J. Civics Advanced-EOC is 30% of final grade	M/J US History Advanced and Career Planning

ELECTIVES

Music/Performing Arts			
	6th	**7th**	**8th**
Standard*			
General Music	Music Technology	Music Technology	Music Technology
Band	M/J Band 1 or M/J Instrumental Ensemble 1	M/J Band 2 M/J Instrumental Ensemble 1 M/J Instrumental Techniques 1	M/J Band 3 or M/J Band 4 M/J Instrumental Ensemble 2 M/J Instrumental Techniques 2
Keyboard	M/J Keyboard 1	M/J Keyboard 1	M/J Keyboard 1
Guitar	M/J Guitar 1	M/J Guitar 2	M/J Guitar 3
Orchestra /Strings	M/J Orchestra 1	M/J Orchestra 2	M/J Orchestra 3
Chorus	M/J Chorus 1	M/J Chorus 2	M/J Chorus 3
Dance	M/J Dance 1	M/J Dance 2	M/J Dance 3
Theater	M/J Acting 1 M/J Basic Theatre (MC) M/J Theater 1 Musical Theater 1	M/J Acting 2 M/J Basic Theatre (MC) M/J Theater 2 Musical Theater 2	M/J Acting 1 or 2 M/J Basic Theatre (MC) M/J Theater 3 or 4 Musical Theater 3
Advanced*			
Music	M/J Band 2 or M/J Instrumental Ensemble 2 M/J Orchestra 2	M/J Band 3 or M/J Instrumental Ensemble 3 M/J Orchestra 3	M/J Band 4 M/J Orchestra 4
Theatre	M/J Theatre 2	M/J Theatre 3	M/J Theatre 4
Dance	M/J Dance 2	M/J Dance 3	M/J Dance 4

***Note: Not all courses are available at all schools.**

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Visual Arts*			
	6th	**7th**	**8th**
Standard	M/J Two-Dimensional Studio Art 1 M/J Three-Dimensional Studio Art 1 M/J Exploring Two Dimensional Art (semester)	M/J. Two-Dimensional Studio Art 1 M/J Three-Dimensional Studio Art **1** M/J Exploring Three Dimensional Art (semester) M/J Visual Art 2	M/J Two-Dimensional Studio Art **2** M/J Three-Dimensional Studio Art **1** M/J Exploring 2D or 3D Art (semester) M/J Visual Art 3
Advanced	M/J Two-Dimensional Studio Art 1 M/J Visual Art 2	M/J Two-Dimensional Studio Art 2 M/J Digital Art & Design 1 M/J Visual Art 3 Creative Photography 1	M/J Digital Art & Design 2 Creative Photography 1 2D Studio Art 1 (MMS only)

Note: Elective art courses are not taught at every grade level during every semester. Scheduling varies per school.

World Language/Spanish			
	6th	**7th**	**8th**
Standard **Recommended Sequence** ***Pre-AICE Spanish 1 only at RJ Murray MS**	M/J Exploratory Spanish	M/J Spanish Beginning	M/J Spanish Intermediate or Spanish 1(HS Credit) or Pre-AICE Spanish 1* (HS Credit)

High School Course Sequence

For Honors or Advanced Course Placement: Grade "C" or better in previous honors course, grade "A" in the previous standard course with teacher recommendation, FSA Level 4 or 5 but not less than 3 in any area.

Language Arts				
	9th	**10th**	**11th**	**12th**
Standard	English I	English II	English III	English IV
Honors	English I Honors	English II Honors	English III Honors	English IV Honors
AP/DE			AP English Language and Composition DE Composition I	AP English Literature and Language Arts DE Composition II
AICE	Pre-AICE English Language	AICE English Language	AICE English Literature 1	AICE English Literature 2
IB	English I – Pre-IB	English II – Pre-IB	English III – IB	English IV - IB
Language Arts Electives	Creative Writing I Journalism I Speech I Applied Communications	Creative Writing II Journalism II Speech II	Creative Writing III Journalism III	Creative Writing IV, Creative Writing V Journalism IV Journalism V Honors Writing for College Success Reading for College Success

Mathematics				
	9th	**10th**	**11th**	**12th**
Standard	Algebra 1*	Geometry** Liberal Arts Math 1	Geometry** Liberal Arts Math 2 Algebra 2 Financial Algebra	Liberal Arts Math 2 Algebra 2 Advanced Topics in Math Financial Algebra Math for College Readiness
Honors (0.5 bonus weighting)	Algebra 1 Honors* Geometry Honors** Algebra 2 Honors	Geometry Honors** Algebra 2 Honors Probability/Statistics Honors Pre-Calculus Honors	Algebra 2 Honors Pre-Calculus Honors Probability/Statistics Honors	Probability/Statistics Honors Pre-Calculus Honors

Advanced Courses

The courses listed below carry a 1.0 bonus weighting and are typically taken in the junior and senior years after pre – requisite courses. Course offerings vary by school. Check with your guidance counselor to determine which courses are available at your school.

AP – Advanced Placement	**DE – Dual Enrollment**	**AICE – Advanced International Certificate of Education**	**IB – International Baccalaureate**
Statistics Calculus AB/BC	College Algebra Upper Level Math		

Advanced courses may require supplemental work to be completed during the summer.

Algebra 1 and Algebra 1 Honors* Must pass the Algebra 1 EOC and the EOC grade is 30% of the final course grade (Honors carries a 0.5 bonus weighting).

Geometry and Geometry Honors** Must take Geometry EOC and the EOC grade is 30% of the final course grade (Honors carries a 0.5 bonus weighting).

Science				
	9th	**10th**	**11th**	***12th**
Standard	Environmental Science	*** Biology	Chemistry Earth Space Marine Science Anatomy	Chemistry Earth Space Marine Science Anatomy
****Honors** (0.5 bonus weighting)	*** Biology Honors or Physical Science Honors or Chemistry Honors or Physics Honors or Anatomy Honors	*** Biology Honors or Physics Honors or Chemistry Honors or Anatomy Honors	Anatomy Honors Chemistry Honors Physics Honors Marine Science Honors	Anatomy Honors Marine Sci. Honors Physics Honors Chemistry Honors
Honors Track 2	Pre IB Biology Pre IB Chemistry Pre IB Physics Pre AICE Biology Pre AICE Chemistry OR other advanced coursework for which student has appropriate pre & co-requisites.	Physics Honors Chemistry Honors Pre IB Chemistry Pre IB Physics	Advanced Placement or Dual Enrollment for the student with appropriate pre and co-requisites.	Advanced Placement or Dual Enrollment for the student with appropriate pre and co-requisites.

****Advanced Courses**

The courses listed below carry a 1.0 bonus weighting and are typically taken in the junior and senior years after pre-requisite courses. Course offerings vary by school. Check with your guidance counselor to determine which courses are available at your school.

Advanced Placement (AP)	**Dual Enrollment (DE)**
Biology Chemistry Physics 1 Physics 2 Physics C Environmental Science	Must meet SJCSD Honors Criteria AND demonstrate readiness for college requirements General Biology Human Biology Anatomy and Physiology 1 Anatomy and Physiology 2

Advanced Programs available at some of our schools:

International Baccalaureate (IB)
Biology
Chemistry
Physics
Environmental Systems 1
Environmental Systems 2

Advanced International Certificate of Education (AICE)
Biology
Chemistry
Physics
Marine Science
Environmental Management

*A FOURTH SCIENCE IS RECOMMENDED, BUT NOT MANDATORY.

****Honors and Advanced Course Criteria**

Standardized Test reading scores: NRT on Reading test: Stanine 7, 8 or 9; FSA Reading Level: Strong 3, 4 or 5
Dual Enrollment Courses: Students must meet SJCSD Honors Criteria

*** Students enrolled in Biology, Biology Honors, Pre-IB Biology or Pre-AICE Biology take the Florida Biology End-of-Course Assessment and it will constitute 30% of the student's final grade.

Science and Math Prerequisites and Co-requisites for Chemistry and Physics Courses				
Course	**Science Prerequisite**	**FSA Prerequisite**	**Math Prerequisite**	**Math Co-requisite**
Biology	Environmental Science			
Biology Honors	Physical Science Honors or Adv. 8th grade Science.	Recommend Level 4 or 5, no less than a strong L 3.		Geometry Honors or higher
Chemistry	Earned a grade of at least a C in previous science course	Recommend Level 4 or 5, no less than a strong L 3.	Earned a grade of at least a C in Algebra 1	Algebra 2
**Chemistry Honors	Previously earned at least a C in Biology Honors	Recommend Level 4 or 5, no less than a strong L 3.	Earned a grade of at least a C in Algebra 1 Honors	Algebra 2 Honors
Physical Science Honors		Recommend Level 4 or 5, no less than a strong L 3.		Algebra 1 Honors
**Physics Honors	Earned a grade of at least a C in previous honors science course	Recommend Level 4 or 5, no less than a strong L 3.	Earned a grade of at least a C in Algebra 1 Honors	Algebra 2 Honors
Anatomy	Earned a grade of at least a C in Biology course	Recommend L3 or higher.		
Anatomy Honors	Previously earned at least a C in Biology Honors	Recommend L3 or higher.		

Teacher Certification required**:**

Physical Science Honors: Chemistry, Physics, Earth Space, MG Gen Sci.

Environmental Science: M/G General Science (grades 6-9 only), Biology, Chemistry, Earth Space.

Biology: MG Gen Science, Biology

Chemistry: Chemistry

Physics: Physics

A & P: Biology

Marine: Biology, Chemistry, Earth Space

Earth Space: Chemistry, Physics, Earth Space, MG Gen Sci.

Social Studies				
	9th	**10th**	**11th**	**12th**
Standard	World Cultural Geography (E) African American History (E) Examining the African American Experience in the 20th Century (E)	World History (WH) Psychology I (E) Psychology II (E) Sociology (E) Contemporary History (E) Law Studies (E)	United States History (USH) - EOC is 30% of final grade Psychology I (E) Psychology II (E) Sociology (E) Contemporary History (E) Law Studies (E)	Economics with Financial Literacy (ECO) United States Government (USG) Psychology I (E) Psychology II (E) Sociology (E) Contemporary History (E) Law Studies (E)
Advanced	World Cultural Geography (E) Humanities I Honors (E) Humanities II Honors (E) International Relations 2 Honors (E) African American History Honors (E) Holocaust History Honors (E)	World History Honors (WH) Psychology I (E) Psychology II (E) Sociology (E) Contemporary History (E) Law Studies (E)	United States History Honors (USH) – EOC is 30% of final grade Psychology I (E) Psychology II (E) Sociology (E) Contemporary History (E) Law Studies (E)	Economics with Financial Literacy Honors (ECO) United States Government Honors (USG)Psychology I (E) Psychology II (E) Sociology (E) Contemporary History (E) Law Studies (E)
Highly Advanced	AP Human Geography (E) AICE Geography (SAHS) (E) AP World History (NHS) (WH) IB Psychology I (NHS) (E)	AP World History (WH) AP European History (E) AICE International History (SAHS) (WH) AP Psychology (E) AP United States Government and Politics (NHS) (USG) IB Psychology 1 (NHS) (E)	AP United States History (USH) AP European History (E) AICE United States History (SAHS) (USH) AICE AS Global Perspectives (SAHS) (E) AP U.S. History (NHS) (USH) IB History of Americas (PMHS) (USH) IB Psychology 1 (PMHS) (E) IB Psychology 2 (NHS) (E) DE AMH (USH) AP Capstone Seminar (E)	AP Macroeconomics (ECO) AP Microeconomics (ECO) AP United States Government & Politics (USG) AICE European History (E) AP Comparative Government and Politics (E) AICE European History (SAHS) (WH) AICE AL Global Perspectives (SAHS) (E) IB History of Americas (NHS) (USH) IB Psychology 2 (PMHS) (E) IB Psychology 3 (NHS) (E) IB Contemporary History (PMHS) (E) DE POS (USG) AP Capstone Research (E)

E – Elective Course
WH – satisfies World History Credit
USH – satisfies United States History requirement – EOC is 30% of final grade.
ECO – satisfies Economics course requirement
*Section 1003.4282(3)(d), FS, requires one-half credit in economics, which must include financial literacy.
USG – satisfies United States Government requirement
SAHS – AICE progression at St. Augustine High School
NHS – IB progression at Nease High School
PMHS – IB progression at Pedro Menendez High School

Electives

Music/Performing Arts				
Standard*	9th	10th	11th	12th
Dance	Introduction to Dance Choreography/Perform Dance Techniques 1	Dance Techniques 1 Dance Techniques 2 Dance Repertory 1 or 2	Dance Techniques 2 Dance Repertory 2	N/A
Instrumental Music	Band 1 Eurhythmics 1 Guitar 1 Instrumental Techniques 1 Jazz Ensemble 1 Eurhythmics1 Keyboard 1 Orchestra 1	Band 2 Eurhythmics 2 Guitar 2 Instrumental Techniques 2 Jazz Ensemble 2 Keyboard 2 Orchestra 2	Band 3 Eurhythmics 3 Guitar 3 Instrumental Techniques 3 Jazz Ensemble 3	Band 4 Eurhythmics 4
Music Production	Music Technology and Sound Engineering 1	Music Technology and Sound Engineering 2	Music Technology and Sound Engineering 3 Honors	Music Technology and Sound Engineering 4 Honors
Vocal Music	Chorus 1 Chorus Register Specific 1 Vocal Ensemble 1	Chorus 2 Chorus Register Specific 2 Vocal Ensemble 1 Vocal Techniques 1	Chorus 3 Chorus Register Specific 3 Vocal Ensemble 3 Vocal Techniques 2	Chorus 4, 5 or 6 Chorus Register Specific 4 Vocal Techniques 3
Theater	Musical Theater 1 Theater 1	Acting 2 Musical Theater 2 Theater 2	Acting 3 Musical Theater 3 Design and Production for Scenery and Props Design and Production for Lighting and Sound Design and Production for Costume, Makeup and Hair Theatrical Direction and Stage Management 1	Design and Production for Lighting and Sound Design and Production for Costume, Makeup and Hair Theatrical Direction and Stage Management 1
Honors*				
Instrumental Music			Band 5-Honors	Band 6 Honors Guitar 4 Honors Keyboard 4 Instrumental Techniques 4 Honors Jazz Ensemble 4 Honors
General Music			AP Music Theory	AP Music Theory
Vocal Music		Chorus Register Specific 4-Honors	Chorus 5-Honors	Chorus 6 Honors Vocal Ensemble 4 Honors Vocal Techniques 4 Honors
Dance		Pre-IB Dance Dance Techniques 3-Honors	IB Dance Dance Techniques 3-Honors Dance Techniques 4-Honors	IB Dance 2 Dance Repertory 4-Honors Dance Techniques 4-Honors
Theater		PRE-AICE Drama – IGSCE Level	IB Theater 2 Theater 3-Honors	Acting 4-Honors IB Theater 3 Theater 4-Honors Theatrical Direction and Stage Management 2-Honors

*Note: Not all courses are available at all schools.

Note: Elective art courses are not taught at every grade level during every semester. Scheduling varies per school.

Visual Arts				
	9th	10th	11th	12th
Standard*	Creating 2D Creating 3D Two-Dimensional - Studio Art 1 Three-Dimensional- Studio Art 1 Ceramics/Pottery 1 Creative Photography 1 Digital Art Imaging 1 Drawing 1	Two-Dimensional Studio Art 2 Three-Dimensional Studio Art 2 Ceramics/Pottery 2 Creative Photography 2 Digital Art Imaging 2 Drawing 2	Two-Dimensional Studio Art 3 Honors Three-Dimensional Studio Art 3 Honors Ceramics/Pottery 3 Honors Creative Photography 3 Honors Digital Art Imaging 3 Honors Drawing 3 Honors	Students may choose available courses.
Advanced*				
3-D	Ceramics/Pottery 2 Three-Dimensional Studio Art 2	Ceramics/Pottery 3 Honors Three-Dimensional Studio Art 3 (Honors) Pre-AICE Art and Design: 3D Studies	AP Studio Art 3D AICE Art and Design 1 Ceramics	AP Studio Art-3D Design Portfolio Portfolio Development: 3D Design-Honors
2-D	Two-Dimensional Studio Art 2 Pre IB Art 1	AP Studio Art 2-D Pre IB Art 2 Two-Dimensional Studio Art 3 (Honors) Drawing 3 Honors	AICE Art & Design- 1 IB Visual Art 1 Portfolio Development: Drawing Honors AP Art/Drawing Portfolio Digital Art Imaging III Honors	AICE Art & Design 2 IB Visual Art 2 AP Studio Art-2D Design Portfolio or 2D Design Innovation Portfolio Dev. – 2D Honors Drawing Honors
Photography	Creative Photography 2	Creative Photography 3	AICE Art and Design 1	AICE Art and Design 2 Portfolio Development: Two-Dimensional Design Honors
***Note: Not all courses are available at all schools.**				

World Languages				
	9th	**10th**	**11th**	**12th**
Standard	Spanish I French I Latin I ASL I Chinese I	Spanish II French II Latin II ASL II Chinese II	Spanish III Honors French III Honors Latin III Honors ASL III Honors Chinese III Honors	Spanish IV Honors French IV Honors Latin IV Honors ASL IV Honors Chinese IV Honors
AP	Spanish I French I Latin I	Spanish II French II Latin II	AP Spanish Language French III Honors Latin III Honors	AP Spanish Literature French IV Honors Latin IV Honors
AICE	Pre-AICE Spanish I Pre-AICE French I	Pre-AICE Spanish II Pre-AICE French II	Pre-AICE Spanish III Pre-AICE French III IG	AICE Spanish Language AICE French Language
IB	Spanish I - FL Pre-IB French 1 – FL Pre-IB	Spanish II - FL Pre-IB French II – FL Pre-IB	Spanish III-IB French III - IB	Spanish IV-A-IB or Spanish IV-B-IB French IV - IB

Standard Diploma Requirements

Academic Advisement – What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end of course (EOC) or a comparative score.

Refer to Graduation Requirements for Florida's Statewide Assessments for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment,

which constitutes 30 percent of the final course grade+:

- Algebra 1
- Biology 1
- Geometry
- U.S. History

+Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

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

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

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 4 elective credits instead of 8
  - 2 credits in CTE courses, must result in program completion and industry certification
  - 2 credits in work-based learning programs or up to 2 elective credits, including financial literacy
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate or Practical Arts is not required
- Online course is not required

24-Credit Standard Diploma

4 Credits ELA
· ELA 1, 2, 3, 4 · ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement
4 Credits Mathematics*
· One of which must be Algebra 1 and one of which must be Geometry · Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) · An identified computer science** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)
3 Credits Science
· One of which must be Biology 1, two of which must be equally rigorous science courses · Two of the three required course credits must have a laboratory component · Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1) · An identified computer science** course may substitute for up to one science credit (except for Biology 1)
3 Credits Social Studies
· 1 credit in World History · 1 credit in U.S. History · 0.5 credit in U.S. Government · 0.5 credit in Economics
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*
1 Credit Physical Education*
· To include the integration of health
8 Elective Credits
1 Online Course
· Students must meet the state assessment requirements · Students must earn a 2.0 grade-point average (GPA) on a 4.0 scale for all cohort years

* Eligible courses are specified in the Florida Course Code Directory.

**A computer science credit may not be used to substitute for both a mathematics and science credit.

Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements, a student must meet all of the following requirements:

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC*
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC*
- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

*A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.

Merit Diploma Designation

- Meet the standard high school diploma requirements
- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

What are the additional graduation options for students with disabilities ?

Two additional options are available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

What is the CAP?

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include:

- Algebra 1
- Biology 1
- Geometry
- U.S. History

State University System (SUS)

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA, and admission test scores meeting minimum college-ready test scores per the Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

State University System of Florida

The Florida College System

The 28 colleges of the Florida College System serve nearly 800,000 students. Colleges offer affordable, stackable, workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. Many colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma or successfully earned college credit.

Florida College Sysem.

Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

Career and Technical Education Directors

Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

Office of Student Financial Assistance

FLORIDA DEPARTMENT OF EDUCATION fldoe.org

August 2019

Graduation Requirements for Florida Statewide Assessments

Overview

According to Florida law, students must meet certain academic requirements to earn a standard high school diploma from a public school. This means that students must pass required courses, earn a minimum number of credits, earn a minimum grade point average, and pass the required statewide assessments. Students who meet these requirements but do not pass the required assessments will receive a certificate of completion, which is not equivalent to a standard high school diploma. Passing scores for the statewide assessments are determined by the State Board of Education.

2019–20 School Year

Pursuant to Florida Department of Education (FDOE) Emergency Order No. 2020-EO-01, the spring administration of K–12 statewide assessments for the 2019–20 school year that were scheduled to take place after March 16, 2020, were canceled and any outstanding assessment graduation requirements for seniors scheduled to graduate in spring 2020 were waived. While the requirements themselves (detailed in this document) did not change, this specific group of students are not required to meet them if they had not already done so.

For non-seniors who were enrolled in grade 10 and/or Algebra 1 (or an equivalent course) during spring 2020 and who were scheduled to take the grade 10 English Language Arts (ELA) and/or Algebra 1 end-of-course (EOC) assessments, Emergency Order No. 2020-EO-01 waived the requirement that these students participate in the applicable assessment. However, these students are still required to meet these graduation requirements by passing the applicable assessment during a future administration or by earning the appropriate concordant or comparative score, as detailed in tables 3 and 4. These students may participate in any ELA Retake or applicable EOC administration to meet their graduation requirement, but are not required to do so prior to using a concordant or comparative score.

Finally, participation and 30% final grade calculation requirements for students who were scheduled to take a spring 2020 EOC assessment were waived. However, students who need to pass the Biology 1, Geometry, and/or U.S. History EOC assessment for Scholar diploma designation purposes must still do so to earn the designation. These students may participate in any applicable EOC administration to meet the Scholar diploma designation requirements.

Graduation Requirements

Grade 10 Florida Standards Assessments English Language Arts

The ELA assessment students must pass to graduate with a standard high school diploma is determined by each student's year of enrollment in grade 9. The Florida Standards Assessments (FSA), aligned to the Florida Standards, were introduced in 2014–15, and the Grade 10 FSA ELA Assessment was first administered in spring 2015. Table 1 below lists the required passing score for the Grade 10 FSA ELA (Reading and Writing) based on grade 9 cohort.

Table 1: FSA ELA Assessment Requirement and Passing Score by School Year

School Year When Students Entered Grade 9	Passing Score
2014–15 to current	**350**
2013–14	**349[1] (alternate passing score)**

[1] In addition to the 2013–14 cohort, any student who took the assessment prior to the adoption of the passing score on the new scale adopted by the State Board (January 7, 2016) is eligible to use the alternate passing score for graduation, which is linked to the passing score for the previous assessment requirement.

For more information on the Grade 10 FSA ELA Assessment, please see the 2020–21 Florida Statewide Grade-Level Assessments Fact Sheet.

FSA Algebra 1 End-of-Course Assessment

The Algebra 1 EOC assessment students must pass to graduate with a standard high school diploma is determined by when students completed Algebra 1 or an equivalent course. Students who completed an applicable course in the 2014–15 school year and beyond are required to pass the FSA Algebra 1 EOC Assessment, and the required passing score is determined by when students first participated in an FSA Algebra 1 EOC Assessment administration. The FSA Algebra 1 EOC Assessment was first administered in spring 2015. Table 2 below lists the required passing score for the FSA Algebra 1 EOC Assessment based on when the student first participated.

Table 2: FSA Algebra 1 EOC Assessment Requirement and Passing Score by First Participation

First Participation in FSA Algebra 1 EOC	Passing Score
Spring 2016 and beyond	497

Spring, Summer, Fall or Winter 2015	489 (alternate passing score)

For more information on the FSA Algebra 1 EOC Assessment, please see the 2020–21 Florida Statewide End-of-Course Assessments Fact Sheet.

Graduation Options

- Statewide Assessment Retakes—Students can retake the Grade 10 FSA ELA Assessment or FSA Algebra 1 EOC Assessment each time the test is administered until they achieve a passing score, and students can continue their high school education beyond the twelfth-grade year should they need additional instruction. Students who do not pass the grade 10 ELA assessment in the spring of their tenth-grade year may retest in fall and spring of their eleventh- and twelfth-grade years. The FSA ELA Retake Assessment is administered each fall and spring administration; the FSA Algebra 1 EOC Assessment is administered in each fall, winter, spring, and summer EOC administration.

- Concordant and Comparative Scores—A student can also meet assessment graduation requirements by earning a concordant or comparative score as specified in Rule 6A-1.09422, Florida Administrative Code (F.A.C.). Tables 3 and 4 below and on the following page show the concordant and comparative scores students may use to satisfy assessment graduation requirements.

Table 3: Grade 10 ELA Concordant Scores

Grade 10 FSA ELA or Grade 10 FCAT 2.0 Reading	
Available for *all* students who entered grade 9 in 2010–11 and beyond:	
SAT Evidence-Based Reading and Writing (EBRW)[1]	480
ACT English and Reading subtests[2]	18
Available *only* for students who entered grade 9 prior to 2018–19:	
SAT EBRW[1]	430
SAT Reading Subtest[3]	24
ACT Reading	19

[1] Administered in March 2016 or beyond. The combined score for the EBRW must come from the same administration of the Reading and Writing subtests.

[2] The average of the English and Reading subtests. If the average of the two subject test scores results in a decimal (.5), the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests are not required to come from the same test administration.

[3] Administered in March 2016 or beyond. Students who entered grade 9 prior to 2018–19 may also use a concordant score of 430 on the SAT Critical Reading if administered prior to March 2016.

Table 4: Algebra 1 EOC Comparative Scores

Algebra 1 EOC (FSA or NGSSS)	
Available for *all* students who entered grade 9 in 2010–11 and beyond:	
PSAT/NMSQT Math[1]	430
SAT Math[2]	420
ACT Math	16
FSA Geometry EOC[3]	499
Available *only* for students who entered grade 9 prior to 2018–19:	
PERT Mathematics	97

[1] Administered in 2015 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 39 on PSAT/NMSQT Math if it was earned prior to 2015.

[2] Administered in March 2016 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 380 on SAT Math if it was earned prior to March 2016.

[3] Students eligible for either the FSA Algebra 1 EOC alternate passing score of 489 or the FSA Geometry EOC passing score of 492, as defined by Rule 6A-1.09422(6)-(7), F.A.C., may use the alternate passing score of 492 on the FSA Geometry EOC as an Algebra 1 EOC comparative score. See the Scholar Diploma Designation section on the next page for eligibility criteria.

In accordance with section (s.) 1008.22, Florida Statutes (F.S.), all students enrolled in grade 10 are required to participate in the grade 10 ELA assessment and all students enrolled in Algebra 1 or an equivalent course are required to participate in the Algebra 1 EOC assessment, regardless of whether they have a passing concordant or comparative score on file.

- Scholar Diploma Designation—In accordance with s. 1003.4285(1)(a), F.S., to qualify for a Scholar diploma

designation on a standard high school diploma, a student must earn a passing score on each of the statewide assessments shown in Table 5.

Table 5: Passing Scores Required for a Scholar Diploma Designation

	EOC Assessment		
Student Entered Ninth Grade	Geometry	Biology 1[1]	U.S. History[1]
2010–11 through 2013–14		X	X
2014–15 and beyond	X	X	X

[1] A student meets this requirement without passing the Biology 1 or U.S. History EOC assessment if the student is enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) Biology 1 or U.S. History course and the student:

- Takes the respective AP, IB, or AICE assessment, and
- Earns the minimum score to earn college credit.

The passing score for each EOC assessment is the minimum score in Achievement Level 3 (see the Assessment Results section on the End-of-Course Assessments page on the FDOE website).

The passing score for the FSA Geometry EOC Assessment was adopted in State Board of Education rule in January 2016. For students who took the FSA Geometry EOC Assessment in the 2014–15 school year or in 2016 prior to the adoption of passing scores, the alternate passing score is 492, which corresponds to the passing score of 396 for the Next Generation Sunshine State Standards (NGSSS) Geometry EOC Assessment, last administered in December 2014. Students who are eligible for this alternate passing score may also use it as a comparative score for the Algebra 1 EOC graduation requirement.

- Waivers of Results for Students with Disabilities—Students with disabilities working toward a standard high school diploma are expected to participate in statewide, standardized assessments. State law, however, provides for a waiver of statewide, standardized assessment results for graduation purposes for students with disabilities whose abilities cannot be accurately measured by the assessments. Pursuant to s. 1008.22(3)(c)2., F.S., "A student with a disability, as defined in s. 1007.02(2), for whom the individual education plan (IEP) team

determines that the statewide, standardized assessments under this section cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student's transcript." For additional information, visit the Bureau of Exceptional Education and Student Services webpage.

- High School Equivalency Diploma Program (2014 GED® Test)—The high school equivalency diploma program is designed to provide an opportunity for adults who have not graduated from high school to earn a GED®, the only state-approved high school equivalency diploma, by measuring the major academic skills and knowledge associated with a high school program of study, with increased emphasis on workplace and higher education. The state selected the 2014 GED® test as the assessment for the high school equivalency program during a competitive process conducted in 2014. The 2014 GED® test includes four required content area tests: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies. It is a computer-based test. Passing the test may require some preparation. Adult education programs located in school districts, colleges, and community organizations provide instruction and the opportunity to practice the skills necessary to meet the minimum passing score of 145. The FDOE website has additional information and resources regarding the GED® test and the high school equivalency program.

Previous Scores Required for Graduation

Previous assessment requirements beginning with students originally scheduled to graduate in 2004 are as follows:

- Students who entered grade 9 in the 2000–01 school year through the 2008–09 school year and were originally scheduled to graduate between 2004 and 2013 were required to earn passing scores on grade 10 FCAT Reading and Mathematics assessments, or their equivalents.
- Students who entered grade 9 in the 2009–10 school year were required to earn an alternate passing score (comparable to the passing score for Grade 10 FCAT Reading) on Grade 10 FCAT 2.0 Reading and a passing score on Grade 10 FCAT Mathematics, or their equivalents.
- Students who entered grade 9 in the 2010–11 school year through the 2012–13 school year were required to earn a passing score of 245 on the Grade 10 FCAT 2.0 Reading Assessment.
- Students who completed Algebra 1 or an equivalent course in the 2011−12 school year through the 2013−14
- school year were required to earn a passing score of 399 on the NGSSS Algebra 1 EOC Assessment.

Students with these requirements currently have the following opportunities to meet them:

- Students whose graduation requirement is Grade 10 FCAT Reading must earn an alternate passing score (see Table 1) on the FSA ELA Retake or a concordant score as described in Table 3.
- Students whose graduation requirement is Grade 10 FCAT Mathematics must earn a score comparative to the Algebra 1 EOC as described in Table 4. Students may also meet the FCAT Mathematics requirement by passing the FSA Algebra 1 EOC Assessment.
- Students whose graduation requirement is Grade 10 FCAT 2.0 Reading may satisfy this requirement by earning the alternate passing score of 349 on the FSA ELA Retake or by earning a concordant score as described in Table 3.
- Students whose graduation requirement is the NGSSS Algebra 1 EOC Assessment may satisfy this requirement by earning the alternate passing score of 489 on the FSA Algebra 1 EOC Assessment or by earning a comparative score as described in Table 4.
    - Note: Students who entered grade 9 in the 2010–11 school year were required to earn course credit in Algebra 1 or an equivalent course and participate in the NGSSS Algebra 1 EOC Assessment. The results of the NGSSS Algebra 1 EOC Assessment must constitute 30% of these students' final course grade, but there is not a passing requirement for this cohort of students.

The required passing and concordant scores for students who entered grade 9 from 2000–01 to 2009–10 are provided in Table 6 below.

Class of 2003—Students who were originally scheduled to graduate in 2003 may satisfy their graduation requirement by earning a score of 339 on the Grade 10 FSA ELA Assessment, which is equivalent to a score of 236 on Grade 10 FCAT 2.0 Reading Assessment. The Mathematics requirement for Class of 2003 students is the same as that described in Table 6.

High School Competency Test (HSCT) Requirement—The HSCT State Board Rule (6A-1.09421, F.A.C.) was repealed in fall 2015. Students who were scheduled to graduate in 2002 or earlier and have not passed the HSCT as part of their graduation requirements will need to enroll in an adult education program to earn a standard high school diploma. In accordance with Rule 6A-6.020, F.A.C., those who enter adult high school after their ninth-grade cohort has graduated or who are not part of a ninth-grade cohort must meet the current grade 12 cohort's graduation requirements that are in effect the year they enter adult high school.

Table 6: Passing Scores for Students Entering Grade 9 from 2000–01 to 2009–10

Assessment	Reading	Mathematics
FCAT	1926 (scale score of 300)	1889 (scale score of 300)
FCAT 2.0	241[1]	N/A
SAT Concordant Score	SAT administered prior to March 2016 For students who entered grade 9 in 2006–07 or earlier: 410 – Critical Reading For students who entered grade 9 in 2007–08, 2008–09, or 2009–10: 420 – Critical Reading SAT administered after March 2016 For students who entered grade 9 in 2006–07 or earlier: 410 – Evidence-Based Reading and Writing (EBRW) OR 22 – Reading Subtest For students who entered grade 9 in 2007–08, 2008–09, or 2009–10: 420 – EBRW OR	340[2]
ACT Concordant Score	15 (for students who entered grade 9 in 2006–07 or earlier) 18 (for students who entered grade 9 in 2007–08, 2008–09, or 2009–10)	15

[1] Students who participated in the spring 2011 Grade 10 FCAT 2.0 Reading Assessment received scores called FCAT Equivalent Scores that were reported on the FCAT score scale, and the passing score was 1926 (scale score of 300). This is comparable to a score of 241 on the FCAT 2.0.

[2] A concordant score of 370 on SAT Mathematics was previously established in 2003 as an alternative for the Grade 10 FCAT Mathematics requirement. This alternative passing score was lowered to a score of 340 after a concordance study was conducted in November 2009 on a revised, more challenging version of the SAT. Students required to pass FCAT Mathematics for graduation may submit a score of 340 or higher regardless of their year of enrollment in grade 9 if the score is dated March 2005 and beyond.

Helpful Resources

- For a full schedule of all statewide assessments, see the 2020–2021 Statewide Assessment Schedule. Flexibility will be offered this year based on district shifts in school year calendars.
- An academic advisement flyer for students related to graduation requirements is available on the Graduation Requirements page.
- The Florida Statewide Assessments Portal provides information about the assessments currently administered and serves as valuable resources to students, parents/guardians, and educators.
- FloridaStudents.org provides student tutorials and resources for the Florida Standards.
- CPALMS.org is Florida's official source for standards information and course descriptions and includes helpful resources for educators and students.
- The Statewide Assessment Program Information Guide describes the processes involved in developing, administering, and scoring the FSA and NGSSS assessments.