

**2013-2014  
Parent Guide  
[www.gccas.org](http://www.gccas.org)**

**A COLLIER COUNTY CHARTER SCHOOL**

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Naples, Florida 34104  
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No person in this district, shall, on the basis of race, national origin, sex, disability, marital status, religion, or age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in employment conditions or practices conducted by The District School Board of Collier County.

**MISSION STATEMENT**

The Mission of Gulf Coast Charter Academy South, is to foster pride in academic achievement for all students, coupled with a concerted effort focused on the ELL (English Language Learner) population, through the STEM Model (Science, Technology, Engineering, and Mathematics) learning opportunities, resulting in higher student learning outcomes, concurrently with teaching lifelong fitness and developing the students' creative ability. We strive to provide the students with an environment to learn and be successful in a safe and orderly school.

**VISION STATEMENT**

The vision of Gulf Coast Charter Academy South is to establish an authentic learning community and environment, which will lead to greater academic achievement for all students. While authentic learning is a process that elevates all students to higher degrees of learning, our focus will be on English Language Learners, (which represents one out of five students in the State of Florida) using a STEM approach.

**Notes:**

The **Code of Student Conduct** is available in Spanish and Creole upon request.

Throughout the **Code of Student Conduct** the term "parents" includes legal guardians or other persons standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).

## **Parent Guide 2013 - 2014**

### **Information Every Parent Should Have On Hand**

The following items will help keep you up to date on school activities and ready to respond to the issues your child may have. Many of these items will be provided to you at the beginning of the school year. If you misplace them, ask for another copy from GCASS' main office. A current school calendar showing holidays, standardized testing days, early dismissal days and teacher workdays is also available through the main office.

- A. The **Code of Student Conduct** for Gulf Coast Charter Academy South describes what behavior is unacceptable in school and how students are disciplined if they commit a violation.
- B. A schedule of Open Houses, Curriculum Nights, and other school events such as teacher conferences and PTA meetings.
- C. Information on the Free and Reduced Lunch Program. To apply, you need to complete the form provided at the beginning of the school year and return it to GCCAS.

### **What Every Child Should Be Learning in Grades K – 8.**

Every child in the State of Florida should be learning the same things in the same grades. The Florida Department of Education has created a list of learning goals for students in every grade, the Common Core Standards. The important skills that your child should be learning are outlined in the Common Core Standards. The subjects taught in the schools are Reading, Language Arts, Writing, Math, Science, Social Studies, Art, Music, Health, and Physical Education. Technology standards are embedded in the instruction for all students. You can always ask your child's teacher for additional information.

#### **KINDERGARTEN**

##### **What Your Child is Learning in Kindergarten**

Here are a few examples:

- Understands that people in a community live, learn and work together as they develop an understanding of rules, laws, and the positive character traits of citizenship.
- Knows that in order to learn it is important to observe the same things often and compare them.
- Use letters and relationships to sounds to read and write words and sentences.
- Counts to 20 out loud and matches objects to numbers to 20.

##### **How to Help Your Child Do Better**

- \_ Practice pointing to and naming upper case and lower case letters.
- \_ Identify words that begin with the same letter and sound while reading.

- \_ Read stories to your child and talk about the story (beginning, middle and end)
- \_ Read books with photographs and facts and talk about known and new words and information.
- \_ Help your child look for patterns (red, green, red, green) in the world around him.
- \_ Help them identify names, describe shapes (e.g. circle, triangle, square, rectangle, hexagon, trapezoid, rhombus)
- \_ Add and subtract small quantities of items with your child. Use Beans, Dry Pasta, Buttons, pennies.
- \_ Help him/her put items in a story in sequence, what came first, second, third, etc.

## **FIRST GRADE**

### **What Your Child is Learning in First Grade**

Here are a few examples:

- Understands broad categories of time and the calendar including major holidays and celebrations in our communities and beyond.
- Demonstrates that the motion of objects changes by applying a push or pull.
- Knows simple words by sight and reads familiar stories and informational books aloud with expression.
- Reads and writes numerals of 100 or more and understands the place values of those numbers
- Uses addition and subtraction strategies for basic facts.

### **How to Help Your Child Do Better**

- \_ Listen to your child read words and books from GCCAS. Ask your child to retell the events from the book in order, including interesting facts.
- \_ Point out the letter-sound relationships and words on labels, boxes, newspapers, magazines, and signs.
- \_ Talk about and show examples of adding items and taking away items.
- \_ Practice comparing and ordering objects by length, weight, and capacity.

## **SECOND GRADE**

### **What Your Child is Learning in Second Grade**

Here are a few examples:

- Understands the timeline and the contributions of Native American tribes, the impact of immigration in America, and the daily life of people living in Colonial America.
- Explains that living things are found all over the Earth, but each must live in a habitat that has its basic needs for survival.
- Expands vocabulary and understanding by reading independently and discussing the facts and events in books.
- Reads and writes numerals up to 10,000 and understands the place value of those numbers.

- Strategies for addition and subtraction of numbers up to 3-digits.

### **How to Help Your Child Do Better**

- \_ Listen to your child read books from GCCAS. Help them figure out the meaning of unfamiliar words.
- \_ Practice strategies for addition and subtraction facts.
- \_ Use a ruler, tape measure, and yardstick to measure different objects around the house in inches and centimeters.
- \_ Go over your child's GCCAS papers with them every day and ask him/her to read them to you.

## **THIRD GRADE**

### **What Your Child is learning in Third Grade**

Here are a few examples:

- Understands the geographic Regions of North America and the Caribbean including both physical systems (climate) and human systems (cultural characteristics).
- Classifies animals into major groups according to their physical characteristics and behaviors.
- Applies multiple strategies to accurately read and understand a variety of books (texts) with fluency.
- Represents fractions using different models.
- Uses multiplication and division strategies for basic facts.

### **How to Help Your Child Do Better**

- \_ Stay in close contact with your child's teacher. Ask them to show you your child's math and reading papers and tests.
- \_ Talk to your child about what they are reading. Define and discuss the meaning of new words.
- \_ Encourage your child to write letters to relatives and friends. Ask them to read the letters to you.
- \_ Talk about everyday situations that involve multiplying and dividing.
- \_ Share and discuss graphs and tables that appear in newspapers, magazines and other resources.

## **FOURTH GRADE**

### **What Your Child is Learning in Fourth Grade**

Here are a few examples:

- Understands the elements of Florida History from pre-Columbian cultures through the settlement of Florida, industrialization, and the contemporary era.
- Recognizes Earth's 365 day revolution around the Sun and 24 hour rotation on its axis.
- Reads fluently and understands ideas that are clearly stated and ideas that are implied.

- Strategies for multiplication of numbers up to 3-digits.
- Relates equivalent fractions, decimals, and percent.

### **How to Help Your Child Do Better**

- \_ Have your child keep a record of the amount of time they spend watching television in a week. Have him total his time for the week and show you the figures.
- \_ Encourage your child to keep a journal or diary and read at home every day.
- \_ Explore your home with your child and have them identify different energy sources.
- \_ Involve your child in real-life measurement and estimation situations, including finding area.
- \_ Practice strategies or multiplication and division facts.

## **FIFTH GRADE**

### **What Your Child is Learning in Fifth Grade**

Here are a few examples:

- Understands the elements of American History from Pre-Columbian civilization through colonization, the American Revolution, Westward Expansion, and the development of the United States of America.
- Investigates that the greater the force applied to an object, the greater the change in motion of a given object.
- Reads text fluently and determines the main idea, identifies details and facts, and arranges events in sequential order.
- Strategies for division of numbers up to 4-digits.
- Adds and Subtracts fractions and decimals.

## **MIDDLE SCHOOL**

**Please reference the Student Progression Plan available on the District Website.**

### **How to Help Your Child Do Better**

- \_ Encourage your child to independently read and write every day. Keep a reading log and journal.
- \_ Ask your child to develop and implement a plan to recycle resources within your home.
- \_ Continue to reinforce basic math facts.
- \_ Discuss real-world situations using positive and negative numbers.

## **READING: STRATEGIES FOR PARENTS**

It is important that your child has many strategies. Without a doubt, reading is critical for academic success. Parents can help children become better readers. Help make a difference for your child. Use the following suggestions regularly.

**Strategy One: Read to Them.** The most important thing you can do for your child is to read to him/her. Read books your child enjoys. Stop often and talk with him/her about what you have just read. Show your child how the pictures help tell the story. Help him/her connect the story to things he/she has already read or seen. As a significant adult in your child's life, you are a powerful example of how reading and writing are used in the adult world.

**Strategy Two: Uninterrupted Reading.** The most important reason for reading is to create meaning. If your child is a reader who sometimes says the wrong word when he/she is reading, (example: Your child reads, "The horse ran down the road." Instead of "The pony ran down the road"), do not interrupt when their errors make sense in the sentence and the meaning of the sentence remains the same. If he/she makes a mistake that changes the meaning of the text ("The house ran down the road."), ask him/her to read it again to make sure the sentence makes sense. We must focus the reader's attention on the fact that reading should make sense.

**Strategy Three: Line Marker.** Some readers have difficulty focusing on a line of text, or they may get distracted when a page has a great deal of print. Have your child use a line marker such as an index card, pencil, or his finger as a guide to focus his/her attention on the text at hand.

**Strategy Four: Retelling.** After your child has finished reading a piece of text (a story, a chapter, article, etc.) have him/her tell you what he/she read. If your child has difficulty retelling all of the text, stop at different points to discuss important events and details. The most important aspect of reading is that the student understands what he/she has read. Use of this strategy will let you know if your child understood what he/she has read. The more students are asked to retell, the more they become better readers.

**Strategy Five: Responsive Writing.** After reading, ask your child to write about interesting events or information from what was read. Focus on the meaning of what your child shares as an indication of what he/she understands.

**Strategy Six: Rereading.** Fluency is the ability to read without stopping, with expression and intonation. Rereading text your child is familiar with is one way to help your child develop fluency. Each time your child rereads a piece of text, the reading will become more comfortable, and he/she will build more confidence as a reader.

**Strategy Seven: Reading is Fun.** Provide lots of fun poems, jokes, riddles, predictable books, magazines, comic books and appropriate internet articles your child will enjoy reading. The more your child enjoys reading, the more likely he/she will improve.

**Strategy Eight: Partner Reading.** Read the same piece of text aloud at the same time with your child. Your voice provides support, as well as an example of what good readers sound like. The adult provides support until the child can read fluently.



**Strategy Nine: Reading to Others.** Have your child read to younger children or to a stuffed animal. This encourages reading for a purpose, and can help children understand that they must read so they can be understood by their listening audience.

**Strategy Ten: Previewing a Text.** Before reading a picture book or textbook chapter, look through the pages at pictures, tables, charts, and graphs to see if your child already knows something about the book or chapter. Teach your child to make predictions about what he/she will read about in the story or chapter. Previewing a text can help readers make connections between things they already know and new things they are learning.

**\*The important thing to remember as you assist your child in improving his/her reading skills is that the only way to become a better reader is to practice. Provide your child with fun things to read, and then talk about what he/she has read. You are your child's first and most important teacher.**

#### **How to Help Your Child Do Better**

- \_ Require adequate time for sleeping, studying, and reading.
- \_ Link privileges to performance.
- \_ Stay in close touch with GCCAS officials regarding tardiness and truancy. Sometimes poor performance is caused by poor attendance.
- \_ Take time every day to ask what happened in GCCAS, what new concepts were discussed, and what assignments are due tomorrow and later.
- \_ Ask to see graded papers. Ask your child if he understands how to get the right answer to any questions marked wrong. If not, ask him to make an appointment with the teacher.
- \_ Call your child's school counselor for help in scheduling teacher conferences if grades drop or your child isn't catching on to important concepts.

Each spring, standardized tests are given in Collier County Public Schools to measure how well students have learned NGSS/CC standards. These tests, which currently measure reading, math, writing and science abilities, are often referred to as the FCAT or Florida Comprehensive Assessment Test. The Science FCAT is administered in grades 5, 8. The Writing Test is given in grades 4, 8, and 10. Reading is given each year grades 3-10. Math is given in grades 3-8. The Florida Alternate Assessment (FAA) is given to students with significant cognitive disabilities.

#### **Why Students are Tested and What the Results Mean**

Standardized tests show how your child is doing compared to others and tracks his/her progress over time. Your child's teacher has all the testing records for your child and uses them to see if there's a problem that requires additional help or a different way of teaching. Tests help teachers identify students' strengths in order to provide more challenging academic opportunities. GCCAS uses testing results to develop school-wide plans for improving academic performance. All testing results are available to parents. Standardized tests can be classified in two different ways.

**Norm-referenced tests;** The Stanford Achievement Test (SAT/10) is a norm-referenced test that compares your child to others across the nation. Results are commonly reported as a percentile. If a student scores at the 75th percentile on norm-referenced tests, it means that he/she did better than 75 percent of the students in the same grade level taking the same test. It does not mean that he/she answered 75 percent of the questions correctly. The lowest acceptable passing score on a norm-referenced test is usually the 26th percentile or higher.

**Criterion-referenced test:** The Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) is a criterion-referenced test that measures student achievement of the Next Generation Sunshine State Standards in reading, math, science, and writing. FCAT 2.0 Science (grades 5 and 8) will be administered to students for the first time in the spring of 2012.

**Level 5 is the highest that can be achieved and indicates that the student can handle the most challenging material.**

**Level 4 shows performance above grade level.**

**Level 3 indicates a student is learning, as he/she should.**

**Level 2 is a yellow flag that a student needs to work harder and receive extra help at home and at school.**

**Level 1 is a red flag that a child is performing far below where he/she should be and may not be promoted to the next grade.**

The FCAT also includes a writing test in grades 4, 8, and 10, which is given in February or March of each year. This test requires students to write about an assigned topic within a 45-minute time limit. The writing is scored on a predetermined set of expectations including staying on the topic and linking ideas together. If you need additional information on the meaning or interpretation of the test results, contact GCCAS for assistance.

**\*Information regarding the Partnership for Assessment of Readiness for College and Careers (PARCC) will be disseminated to parents when received. See additional information regarding PARCC at the end of this document. This is scheduled to take the place of FCAT 2014 – 2015.**

### **Tests Your Child May Take**

You have heard a lot about the FCAT 2.0 and the other “standardized” tests your child has to take at GCCAS. You may wonder why so much attention is being paid to these tests. The FCAT is only one of many standardized tests that your child will take during their years at GCCAS. These tests are given for a variety of reasons.

**Below is a list and description of the standardized tests given to students in all Collier County Public Schools from the first through 12th grades:**

Name of Test Grade Purpose of Test

FCAT: Florida Comprehensive Assessment Test, Reading & Math

3- 8, 10



The FCAT consists of a number of tests, given to different grades. These include tests on reading, mathematics, writing and science. The FCAT tests measure how well students are meeting the Florida Sunshine State Standards. FCAT Reading and Math Retakes 12 Students need to take the FCAT reading and math to graduate. ACT and SAT scores may be used in place of FCAT for graduation purposes.

FCAT Writing 4, 8, 10 The FCAT tests measure how well students are meeting the Florida Next Generation Sunshine State Standards.

FCAT Science 5, 8 The FCAT tests measure how well students are meeting the Florida Next Generation Sunshine State Standards.

3-8 The FAA assesses performance of students with significant cognitive disabilities on a modified functional curriculum.

CELLA

Comprehensive

English Language

Learners Acquisition.

K 8-10 The CELLA assesses Listening, Speaking, Reading, Writing and Comprehension in English of Students who are English Language Learners (ELLS). BVAT

K-2 and Sheltered Students The Bilingual Verbal Ability Test (BVAT) assesses English and Native Language Proficiency to determine Cognitive Academic Language Proficiency (CALP) of English Language Learners (ELLS).

FAIR K -12 Florida Assessments for Instruction in Reading. May include formative assessments in phonics, comprehension, sight words and oral reading fluency. COLLIER WRITES 2, 3, 5, 6, 7, 9

The Collier Writes assessment measures how well students are meeting the Florida Next Generation Sunshine State Standards.

**GCCAS may also generate or provide other testing for the purpose of monitoring our students more effectively.**

### **Important Information You Will Need to Know**

Progress Monitoring Plan (PMP): This is a plan developed by GCCAS personnel (teachers, academic coaches, or administrators) and for students who are not meeting grade level expectations on the Sunshine State Standards or who are experiencing behavioral challenges. It identifies the academic or behavioral area of need and specific areas for improvement and intervention based on data. The Progress Monitoring Plan is developed at

the students' point of need, is flexible in nature, and is updated as needed according to progress monitoring data collected during interventions.

**Exceptional Student Education Programs (ESE):** These services are available to students with disabilities and students who are gifted, whereby they receive an education designed through an Individual Education Plan (IEP) or an Education Plan (EP) to meet their specific needs. Students with disabilities seeking regular diplomas take the same tests and are graded on the same scale as other students. Detailed information is included in this guide.

**Education Plan (EP):** This is a plan developed by a team of parents, educators, and a representative of the school district for students who are gifted. The plan lists academic goals.

**Individual Education Plan (IEP):** This is a plan developed for students with disabilities by a team of parents, educators, and a representative of the school district. The plan lists accommodations the student needs as well as academic goals and objectives.

**Student Progression Plan:** A School Board approved district document that details federal, state and local rules concerning Student Progression from one grade to the next. The full text available on the district website.

**Student Progress and Grade Reporting:** Parents at GCCAS will receive notification of student progress through interims, progress reports and report cards that are issued quarterly.

Grading System: (Grades K-2)

E = 90-100%	Excellent:	Outstanding Progress
G = 80-89%	Good:	Above Average Progress
S = 70-79%	Satisfactory:	Average Progress
N = 60-69%	Needs Improvement:	Lowest Acceptable Progress
F = 59% and below	Failure	

Grading System: (Grades 3-8)

A = 90-100%	Outstanding Progress
B = 80-89%	Above Average Progress
C = 70-79%	Average Progress
D = 60-69%	Lowest Acceptable Progress
F = 59% and below	Failure

**Next Generation Sunshine State Standards:** In Florida, these standards are what your child is expected to know at each grade level. Teachers are expected to cover this material in the classroom. All report card grades are based on these standards. They are developed by the Florida Department of Education and measured by the Florida Comprehensive Assessment Test and other State assessments (see FCAT above) given to public school students in grades 3-11. Common Core Standards K – 2 are now in place.

**Retention:** Policies and Procedures regarding the progress of students through the grade levels are available in the District's Student Progression Plan.

[http://www.collierschools.com/student\\_services/info.asp](http://www.collierschools.com/student_services/info.asp)

### **Parents Can Make A BIG Difference**

It's been proven: when parents are actively involved in their children's education, their children perform better in school. You are just as important as your child's teacher in helping your child receive a formal education. It doesn't matter whether or not you speak English or whether or not you have a good education. You can make a big difference just by being a part of your child's everyday experience at GCCAS. In some countries, parents are not supposed to visit their child's school often or become friendly with their child's teacher. However, in this country, teachers EXPECT parents to come and talk with them about their child's progress. GCCAS wants parents to know what is happening at school and they want parents to play a role in their child's education. When some children get older, they act as if they don't want you to come with them to school. But in fact, even children in middle school like to know that you're involved, even if they don't show it.

**Volunteer Hours** - All Gulf Coast Charter Academy South Parents are required to volunteer a minimum of 20 (Two parents) hours and 10 hours (Single parent) during the school year. Parents that are unable to volunteer at school may donate \$25.00 per quarter to the PTA. These funds will be used to lower the cost of field trips so every child can participate.

### **Parent-Teacher Conferences - Make the Most Out of Them!**

One of the best ways to find out how your child is doing at GCCAS is through a parent-teacher conference. The teacher may request a conference with you, either by phone or through a message printed on your child's report card. If you would like to schedule a conference yourself, you are responsible for calling or writing the teacher, to set one up. You will need to arrange to come to GCCAS during that time for the conference. The teacher will respond to your request within 24 hours. Parent-teacher conferences can bring up all kinds of feelings. You may feel excited and proud when your child is doing well. You may also feel anxious and defensive if you have to discuss concerns that your child's teacher, your child and you have. Remember that the conference is an opportunity to work with the teacher as a team. Together, you can work out solutions to problems.

### **Here are a few tips to make the most out of your parent-teacher conferences:**

Before you go, make a list of any questions or concerns you might have. Write them down and bring them to the conference.

- Listen carefully to what the teacher has to say. Ask questions if you don't understand what the teacher is trying to tell you. If you find yourself disagreeing with the teacher, ask for more information. Try not to jump too fast to criticize, but don't just listen silently. The more you communicate with the teacher, the better you will both understand each other.

- If the teacher points out areas where your child needs to improve, ask the teacher what the plan is to help your child make these improvements. Then, ask how you can help at home. Work with the teacher to develop a plan of action at GCCAS and at home.
- Ask the teacher when you can contact him to follow up on your child's progress. Make an appointment for another meeting or telephone conversation.
- If you don't understand the teacher because of language differences, ask for an adult interpreter. If one is not available, ask to reschedule the conference when you can have an adult interpreter present.

• **Join the Parent Teacher Association (PTA)**

Support GCCAS, by joining the parents' association. Parents are needed to serve as liaisons with other parents, run fund-raisers, and support GCCAS in many ways. It is expected that parents attend the PTA Meetings. You can visit an excellent resource at [www.pta.org](http://www.pta.org).

• **SAC (School Advisory Council)**

GCCAS has a School Advisory Council (SAC), made up of parents, teachers, the principal, support staff, and students, who meet at least 8 times each year. The SAC is appointed at GCCAS. If you would like to become a SAC representative, ask your principal about the process. The SAC is responsible for developing and making decisions about the School Improvement Plan (SIP), which describes your GCCAS' previous learning achievements, set new goals each year, and plans improvement strategies involving instruction, curriculum, technology, educational materials/supplies, discipline, assessments, progress monitoring, staffing, student support services, budgeting and parental involvement.

**Expectations English Language Learners (ELL)**

Each parent or guardian of students entering Gulf Coast Charter Academy South will complete either the English, English/Spanish or English/Haitian-Creole version of the Student Registration Form. The home language survey section of this form asks the three questions concerning the home, first, and primary language of the student as stipulated by the META

Consent Decree:

- Is a language other than English used in the home?
- Did the student have a first language other than English?
- Does the student most frequently speak a language other than English?

When the parent responds "Yes" to one of three survey questions, the student must be further assessed by the ELL contact for ELL services upon entering GCCAS. At this time, when feasible, parents will be provided with assistance in the home language to explain the program.

Gulf Coast Charter Academy South utilizes the on-line CELLA to assess students' English proficiency. The test assesses the aural/oral skills and the reading and writing skills. These tests provide teachers the score for the appropriate placement within four levels of English proficiency in the mainstream classroom. ELL students are entitled to equal access to all educational programs including gifted and other Exceptional Education services. If you think

your child has a disability that keeps him/her from learning in a regular classroom, you may request for your child to be tested for exceptional education. GCCAS ensures that refugees and foreign-born children are provided free, equal and unhindered access to appropriate public education.

The CELLA is used by GCCAS and in addition, it will also be used to determine the progress made by the English Language Learner (ELL) population at GCCAS in measuring English Language Proficiency as required by Section 3122 of Title III - Part A of the No Child Left Behind (NCLB) Annual Measurable Achievement Objectives (AMAOs). When the ELL contact or designee does not speak another language, a bilingual para-professional will translate the information regarding the ELL program and possible placement provided in Spanish or Haitian Creole and/or in other languages when feasible. The ELL contact or designee, the guidance office staff and/or registration staff are responsible for making translation services available to parents and students accordingly. Additionally, the district office has provided schools with videos and DVD's in English, Spanish and Haitian Creole to share the Passport to America program information with parents. Students whose parents or guardians answer "No" to all three questions are placed in the regular education program since they do not qualify for testing.

### **When Your Child Has Special Needs**

- If your child has any of the difficulties listed below, you may wish to discuss your concerns with the teacher, or principal, at GCCAS.
- Trouble reading or writing, paying attention, sitting still and finishing tasks.
- Trouble understanding what they see or hear.
- Poor performance on standardized/classroom tests.
- Child finds grade level class assignments too easy.
- Emotional/Behavioral problems that interfere with learning.

### **Response to Intervention**

Rtl is a **framework** designed to support problem-solving and school improvement at many levels. Rtl drives decision making at GCCAS. The framework provides GCCAS with a structure that supports and enhances overall school improvement. The philosophy is that **ALL** students receive Tier 1 instruction and intervention as needed. Our goal – **always** – is that 100% of students will pass the benchmark assessments. What instructional intensity students need in order to pass the assessments however, will be different. GCCAS has the responsibility to ensure that students are supported in their learning. GCCAS ensures that all students with disabilities or who are gifted and who are in need of specially designed instruction and related services are identified, located, and supplied with intervention, and if more data is required, evaluated. Appropriate exceptional student education is made available to them if it is determined that the student has not responded positively to intervention over time or the intensity is so great as to warrant services specified in the State Board Rules and Section 504 of the Rehabilitation Act of 1973.

It is the responsibility of GCCAS and the School District of Collier County to develop and implement coordinated general education intervention procedures for students who need additional academic and behavioral support to succeed in the general education



environment. In implementing such procedures, may carry out activities that include the provision of educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction and professional development for teachers and other school staff to enable them to deliver research based academic and behavioral interventions. The general education intervention requirements are not required of students suspected of being gifted or for students who are homebound or hospitalized. The general education interventions requirements may not be required for students suspected of having a disability if a team that comprises qualified professionals and the parent determines that these general education interventions are not appropriate for a student who demonstrates a speech disorder or severe cognitive, physical or sensory disorders, or severe social/behavioral deficits that require immediate intervention or placement in a setting that can more appropriately meet the needs of said student in order to prevent harm to the student or others. Research-based interventions addressing the identified areas of concern must be implemented in the general education environment. The interventions selected for implementation should be developed through a process that uses student performance data to, among other things, identify and analyze the area of concern, select and implement appropriate interventions, and monitor the effectiveness of the interventions. Interventions shall be implemented as designed for a reasonable period of time and with a level of intensity that matches the student's needs. Pre-intervention and ongoing progress monitoring measures of academic and/or behavioral areas of concern must be collected and communicated to the parents in an understandable format. Nothing in this section should be construed to either limit or create a right to a free and appropriate public education (FAPE).

### **Exceptional Student Education (ESE)**

An exceptional student is one who has special learning needs. The special help they are given at GCCAS is called exceptional student education, or ESE. In Florida, ESE services are available to students with disabilities and students identified as Gifted. Our goal is to provide every exceptional student with a free appropriate public education (FAPE), help them progress in the general education curriculum, and prepare them for life after school. Once a student becomes eligible for ESE services an Individual Educational Plan (IEP) for disabilities or Educational Plan (EP) for gifted is developed.

### **Exceptional Student Education for Students with Disabilities**

ESE services for students with disabilities include specially designed instruction and related services to meet the unique needs of the child. ESE services may also include technology devices, therapy, special transportation, or other supports. There is no charge for ESE services. A team of people make decisions about the child's needs and ESE services. The child's parents are part of this team. This process is based on the requirements of the Individuals with Disabilities Education Act (IDEA). The main steps in the ESE decision-making process are described below.

### ***Referral for Individual Evaluation***

A referral is a request for a formal review of all the information available about the child's learning needs, strengths, problems, and interests. A team of people, including the parent(s), reviews the information. The team uses a problem-solving process during the review in order



to find out what type of instruction works best for the child. The team will decide whether additional evaluation is needed to determine if the child is eligible for ESE services.

### ***Individual Evaluation***

An evaluation includes all the procedures used to gather information about the child. These procedures may include interventions, interviews, observations, and sometimes, individual tests that are given by a specialist, such as a school psychologist. The team, including the parent(s), makes decisions about which particular evaluation procedures will be used. The parent(s) must sign a consent form before the evaluation process can begin.

### ***Eligibility Determination***

After the evaluation, GCCAS holds a meeting called an eligibility staffing. The parent(s) and the rest of the team discuss the information collected about the child. Then the team determines whether the child is eligible for ESE services. To receive ESE services, the child must meet the criteria listed in Florida's State Board of Education Rules.

### ***Parents are Part of the Team!***

Teachers and other school staff can answer parents' questions about ESE and explain how parents can participate in their child's education. GCCAS staff can also provide information about parents' rights and responsibilities in the ESE process. Parents who want more information may contact the GCCAS principal or the ESE administrator in the district office. The rights of parents in the ESE process are called their "procedural safeguards." Parents receive a written summary of their procedural safeguards when they are asked to give their consent for their child to be individually evaluated.

### ***Development of the IEP***

If the child is eligible for ESE services, the next step is to hold a meeting to write an individual educational plan (IEP). The child's parents are invited to this meeting because they are part of the IEP team. The IEP team decides which special services and supports the child needs in order to make progress and achieve his or her annual goals.

The IEP team also decides where the child will receive services. Most children with disabilities spend the majority of their school day in general education classrooms. Some children leave the general education classroom for part of the day to receive services.

### ***Consent for Services to Begin***

A child cannot receive ESE services for the first time until the IEP is written and a parent has given written consent.

### ***Review and Revision of the IEP***

The IEP team decides how a child's progress will be measured and reported. At least once every 12 months, the IEP team meets to talk about the child's progress and to develop a new IEP. However, because a child's needs may change at any time, the IEP may also be revised at other times. The IEP team generally makes changes to the IEP at an IEP team meeting. However, sometimes the parent(s) and the school district may agree that the IEP can be

changed without a meeting. Whenever changes are made to the IEP, the changes agreed to are documented in writing. Parents may request a copy of the revised IEP. Under the Individuals with Disabilities Education Act (IDEA), a child, who has a disability, is at least three years old and less than 22 years old, meets eligibility criteria and has not yet graduated from high school with a standard diploma is entitled to receive special educational services from GCCAS in cooperation with the school district. Further information is available at the Exceptional Student Education web site:  
<http://www.collierschools.com/ese/>.

### **Section 504 of the Rehabilitation Act of 1973**

It is the intent of the district to ensure that students who are covered by the provisions of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with equal access to educational programs, services, or activities as is provided to their nondisabled peers. Students may be eligible under this policy even though they do not require services pursuant to the Individual with Disabilities Education Act (IDEA). Contact the Coordinator of Psychological Services who is responsible for ensuring compliance with Section 504 activities for further information.

### **Teacher Certification**

Under the No Child Left Behind Act, parents have the right to receive information regarding their child's teacher certification. Information related to a teacher's experience and certification is available in the Human Resources Office. Parents will also be notified individually in cases where their child is taught by a Non-Highly Qualified Teacher for four consecutive weeks or more. The Principal at GCCAS may also be able to provide this information to parents. For further information, contact the Human Resources Office at (239) 377-0363 or visit [www.collierschools.com](http://www.collierschools.com)

### **First Amendment Rights**

The First Amendment to the U.S. Constitution protects all Americans' right to free speech.

### **To Make a Complaint or Report a Serious Problem**

There may come a time when you need to report a serious problem that needs to be addressed. Here are a few tips to help you get the most out of the system:

If you need to make a complaint or a request of GCCAS, start by talking with your child's teacher. If the teacher is unable to help you, you should then work up the "chain of support," talking to each person until you received a response that is satisfactory to you.

- Keep your cool, always speak calmly and clearly, wait until you can speak without anger.
- If you are calling about an incident that you did not witness, such as one involving your child at school, remember that your and another child's account may not be totally accurate.
- Get your facts together. If you are making a complaint, refer to specific details (such as "on Wednesday, January 6, my child reported to me that Ms. Jones...")

- Listen carefully to the responses to your questions, so that you can respond specifically. Ask questions. Take notes. Date your calls. Be polite and persistent.

### **Gulf Coast Charter Academy South Chain of Support**

- Your Child's Teacher
- School Principal
- Charles Malatesta, FORZA, CEO (727-642-9319) [Cmalatesta@forzaedu.ocm](mailto:Cmalatesta@forzaedu.ocm)
- Pepar Anspaugh, FORZA, COO (941-915-7288) [panspaugh@forzaedu.com](mailto:panspaugh@forzaedu.com)

### **Dispute Resolution Procedure**

If parents disagree with established rules of conduct, policies, or practices, they can express their concern through the problem resolution procedure.

If a situation occurs when parents believe that a decision affecting them is unjust or inequitable, they are encouraged to make use of the following steps. The parent may discontinue the procedure at any step.

- ✓ **Step 1.** Communicate with the classroom teacher via telephone, email, and or send a note discussing the concern. Contact information: 239-784-1539, email addresses are available at the front desk.
- ✓ **Step 2.** Set up a Parent Teacher Conference with the classroom teacher to discuss the concern further if needed. At this meeting, establish next steps or goals and the process for follow up, as necessary. For unresolved concerns, please follow Step 3.
- ✓ **Step 3.** Set up an appointment with the Principal. 239-784-1539.
- ✓ **Step 4.** Set up an appointment with FORZA Education Management. 727-642-9319  
For unresolved issues, please follow step 5.
- ✓ **Step 5.** Submit your concerns in writing to the board and the concern will be discussed at the next Board Meeting. Please seal your concern in an envelope and deliver it to the office manager of principal. You can also attend the Board Meeting and address the board during the Public Comment. Note: No individual Board Member can address your concerns per Florida State Law. The issue must be addressed by the full Board.

Parents may also, at any time, request to have an item placed on the Board agenda. This is done by putting the request in writing to the Principal at least 24 hours before a Board meeting.

Not every problem can be resolved to everyone's total satisfaction, but only through discussion and understanding of mutual problems can parents and educators develop confidence in each other. This confidence is important to keep the home-school partnership strong.

### **Valuable Resources:**

1. The FCAT Explorer is available as a practice Web site for grades 3-10 at [www.fcatexplorer.com](http://www.fcatexplorer.com). It is an interactive tool, based on the Sunshine State Standards, that helps students strengthen skills they need in the classroom and in life.

2. The Riverdeep Mathematics Web site provides mathematics practice for students in grades K-12. The students use the same login procedures at home as during the school day for the Web site at:

[http://www.collierschools.com/weblessons/techresources/riverdeep\\_LMS4.htm](http://www.collierschools.com/weblessons/techresources/riverdeep_LMS4.htm)

### **Health and Immunization Information**

We encourage all parents to have your children seen by a private physician or health care provider in the community to help protect and preserve their health and at the same time provide the required immunizations. The intent of immunizations and health examinations is to assure a healthy school population and identify and correct any health problems or potential health problems. Healthy students make better learners!

#### **Student Health Resource Information/Parent Resources:**

- Healthy Kids and KidCare Phone: (888) 540-5437  
<http://www.healthykids.org>
- Ronald McDonald Care Mobile  
1454 Madison Ave. Immokalee, Florida 34142 Phone: (239) 658-3013  
[http://www.collier.org/rmcm\\_program.php](http://www.collier.org/rmcm_program.php)
- District School Board of Collier County  
5775 Osceola Trail  
Naples, Florida 34109  
Phone: (239-377-0001)  
<http://www.collierschools.com>

#### **Children's Health Insurance**

Free school entry physicals for uninsured students new to Florida; Dental Program Student Services Counseling/School Psychologists/ Homeless Student Relations School Health Services Safe and Drug Free Schools/Middle School Athletics and Intramurals/ SACC Food Service Online Menus/Wellness Policy Food and Nutrition Resources for parents, teachers, youth Learning Support Services Health Education/Physical Education/Driver Education

- Collier County Health Department  
3301 E. Tamiami Trail Government  
Complex, Bldg. H Naples, Florida  
34112 <http://www.doh.state.fl.us/chdcollier/>  
Phone: (239) 252-8595 (Immunizations) (239) 252-8200 (Main Number)  
Free Immunizations/Health Information/Collier Health Promotion Coalition/ Dental Services
- Collier County Health Department  
419 North 1st Street  
Immokalee, FL 34142 Phone: (239) 252-7300  
Free Immunizations/Health Information

#### Adult and Children's Mental Health and Substance Abuse programs

- NCH Healthcare System North Collier Hospital  
350 7th Street N. 11190 Health Park Blvd.  
Naples, Florida 34102 Naples, Florida 34110  
Phone: (239) 436-5000 Phone: (239) 552-7000  
<http://www.nchmd.org/>
- Collier County Public Library (Headquarters)  
2385 Orange Blossom Dr.  
Naples, Florida 34109 Phone: (239) 593-3511  
<http://www.collier-lib.org/>  
Books and resources to support an active lifestyle
- YMCA of the Palms, Greater Naples Branch  
5450 YMCA Rd.  
Naples, Florida 34109 Phone: (239) 597-3148  
[www.ymcanaples.org](http://www.ymcanaples.org)  
Family Classes/Youth Programs/Adult Programs
- Drug Free Collier  
P.O. Box 770759  
Naples, Florida 34107  
Phone: (239) 377-0535 [www.drugfreecollier.org](http://www.drugfreecollier.org)  
Substance abuse prevention and education programs

#### **NUTRITION AND FITNESS FOR CHILDREN**

**Wellness Tips for Parents From the Collier Schools Department of Nutrition Services,  
Department of Physical Education and the Florida Department of Health/School Health  
Services**

##### ***Nutrition:***

- **Healthy breakfasts and lunches are available to students at GCCAS EVERY SCHOOL**

**DAY!** Breakfast is available at school for **all** students **at no charge**. Lunch is available at no charge for students with approved meal applications. Families are encouraged to apply Online for meal benefits today as their meal application from last year expires on September 14, 2013. Full Paid Lunch Prices for 2013-14 have not been confirmed at the time of printing of this manual but all efforts will be made to keep the lunch price affordable for every student.

- **School Meal Nutrition.** You can be assured that school meals are prepared fresh. Our school meals meet federal USDA nutrition standards based on the most recent Dietary Guidelines for Americans. Fresh fruits and vegetables; whole grains and low fat dairy products are featured daily. Sugar, fat and salt are limited, no fryers here! Our school meals are rich in protein, fiber, vitamin A, vitamin C, calcium and iron. Portion control is a way of life and designed for age appropriate nutrient needs.
- **Shop smart.** Stock your kitchen with healthy, high fiber foods that are naturally low in sugars and fat. Since most parents buy the food, choose to purchase only healthy food, so your children will only have healthy foods from which to choose. High fat, high sugar snacks and beverages are expensive and unnecessary for a healthy lifestyle.
- **Watch portions.** Instead of serving buffet-style meals, serve your children meals on a plate with portions of each food item the same size as your children's fist. Never demand a "clean plate." Parents are responsible for providing healthy food choices. Children are responsible for how much they eat.
- **Think your drink.** Water is the best hydration beverage! Enough low fat and fat free milk is important for healthy growth, bones and teeth. Limited amounts of 100% fruit juice are OK but eating the entire fruit is even better and provides important fiber. Sugary and carbonated drinks have no nutritional value for a growing child and lead to obesity and dental decay. So think water first!
- **Diets are not for children.** Children need healthy food and exercise to grow. They grow at different rates. As they grow they often put on weight and may look overweight. Then they hit a growth spurt and "grow into their weight" or look like they are too thin. Please be patient with them and help them make healthy choices. Don't use the word "diet" when talking to your children about their eating habits. Children should avoid rapid weight loss and gain and fad diets and focus on eating healthy foods.
- **Encourage your child, but don't use food as a reward.** Praise your children when they make healthy choices. The use of "non-food rewards" can be great for your relationship. Try rewarding good behavior by playing a game or having a fun family outing.
- **Snacks vs. treats.** Children often ask for "something to eat" because they are hungry before the next meal is ready. When offering them food, ask yourself: "Is this nutritious or a treat?" Snacks are nutritious foods to be eaten between meals when people are physically hungry and should be considered as part of their daily dietary needs.



- **Teach children to identify physical hunger.** Many people confuse emotional eating and physical hunger. Physical hunger is the empty feeling in the stomach, whereas, emotional eating is when you eat to “feel” better/happier, less bored, medicate with food, etc.
- **Create an atmosphere for success.** Chips, dips, carbonated sodas, candy and other high fat and sugar snacks should be limited in your family’s diet. Stock up on fruit, low-fat cheese, nuts, fresh veggies and other healthy snacks.
- **Eat together as a family.** If children see you eating healthy foods, they may want to try them out of curiosity. Invite children to try new foods, but never insist. Teach by example. Make a wide variety of foods available to them and let them “taste test” first.
- **Serve family meals on smaller plates.** Most families used 8” or 9” plates in the United States until the 1970’s. This is a good way to reduce portion sizes and make it look like your family has a full plate. If they are still hungry after they finish their entire meal, they can always ask for more.
- **3-A-Day the easy way.** Dairy products are good sources of calcium and protein. Growing children need three servings a day. Try yogurt, string cheese sticks, cheese cut into cubes with crackers or low fat ice cream. Remember, protein snacks like these are healthy and fill children up more than sweet or high calorie snacks.
- **5-A-Day the easy way.** Many fruits and vegetables are now sold pre-packaged, or you can wash and cut them and put them in the refrigerator in small bags or containers. Carrots, broccoli, cherry tomatoes, celery, grapes, bananas, oranges, and apples can be prepared ahead for quick and easy snacks.
- **Always make sure your family eats breakfast.** It makes a big difference in your child’s ability to concentrate and learn during school hours. (It makes a difference for adults, too!) Our schools also offer a School Breakfast Program at no charge for all students.
- **Get kids involved in buying, cooking and eating.** If children pick it out, they are more excited about eating it. Take them to the grocery so they can see you choosing healthy foods. Allow them to choose a fruit or vegetable. Have your children help you in the kitchen. When children help prepare foods that are good for them, they are more likely to eat them.
- **Quick tip: Try the 5, 4, 3, 2, 1 rule.** That is, every day your family needs 5 fruits and vegetables, 4 glasses of water, 3 servings of low-fat milk products, less than 2 hours of television or computer time, and 1 hour of physical activity.

#### ***Fitness:***

- **Children need at least 60 minutes of physical activity each day.** Encourage children to play, be active at home, play sports and/or enroll in a quality Physical Education class at school, taught by a certified Physical Education teacher! Physical Education makes children

more alert/aware, helps them focus better, increases energy, teaches them how to work with others, reduces stress and helps make children healthier. Healthy children learn better and are more likely to become healthy adults.

- **Limit screen time to no more than 2 hours per day.** The more television, computer games and video games a child is exposed to, the less physical activity they get and the higher the risk of overweight and obesity.
- **Be sensitive to your child's needs if they are overweight or underweight.** Some children may feel uncomfortable about participating in certain activities. It is important to help your child find physical activities that he or she enjoys and that aren't embarrassing or too difficult.
- **Explain to your children how healthy eating and exercise can improve their lives.** These are not things they should do to make others admire or approve of them. Remind them that they have more energy, feel better, and often feel more confident, when they are healthy.
- **Be a good role model.** Children will often mimic their parents' habits. Join your children in creating a healthier lifestyle. Take a team approach. Improve your children's fitness as you improve your own. Take part in family activities such as walking, hiking, biking, playing tennis, jumping rope, swimming, dancing, shooting hoops, kicking a soccer ball, cleaning the house, or working out to an exercise video. Activities will improve your fitness.
- **Make time to participate in healthy activities together.** Start an afternoon or evening tradition of walking with your child or taking part in some other activity that will get the whole family moving. Participate in a community program for healthy eating and activity. And your children's fitness and you will enjoy time together with each other.
- **Above all, remember that healthy eating and physical activity are good for your health.** By practicing good health habits, everyone in the family will benefit and your family can prevent many medical problems, including becoming overweight, developing weak bones or diabetes.
- **Sleep is important.** We all function better when we have enough sleep, especially children and youth. 9 hours of sleep depending on age is recommended for young people. Studies show that people who get adequate sleep are more likely to maintain and achieve a healthy weight.
- **Keep students active during school holidays.** The school months are the healthiest time of the year. Studies show that students gain the most inappropriate weight and increase waist sizes in the summer when they are not in school.

## 25 Ways to Make Kids Safer At Home

1. Teach your children their full names, address and home phone number. Make sure they know your name.
2. Make sure your children know how to reach you at work or on your cell phone.
3. Teach your children how and when to use 911.
4. Make sure your children have a trusted adult to call if they're scared or have an emergency.
5. Instruct children to keep doors locked and not open the door to talk to anyone when they are home alone. Set rules with your children about having visitors over when you're not home and how to answer the telephone.
6. Choose babysitters with care. Obtain references from family, friends and neighbors. Once you have chosen the caregiver, drop in unexpectedly to see how your children are doing. Ask children how the experience with the caregiver was and listen carefully to their responses.

### **On the Net**

7. Learn about the internet. The more you know about how the Web works, the better prepared you are to teach your children about potential risks.
8. Place the family computer in a common area, rather than a child's bedroom. Also, monitor their time spent online and the Web sites they've visited.
9. Use privacy settings on social networking sites to limit contact with unknown users.
10. Make sure screen names don't reveal too much about your children.

### **At School**

11. Don't display your children's names on clothing, backpacks, lunch boxes or bicycle plates. When children's names are visible, it may put them on a first-name basis with someone who means them harm.
12. Remind kids to take a friend whenever they walk or bike to school.
13. Walk the route to and from school with your children, pointing out landmarks and safe places to go if they're being followed or need help. If your children ride a bus, visit the bus stop with them to make sure they know which bus to take.

### **Out and About**

14. Take your children on a walking tour of the neighborhood and tell them whose homes they may visit without you.
15. Tell your children to come get you if they come across a dangerous object or situation.
16. Teach your children to ask permission before leaving home.
17. Remind your children not to walk or play alone outside.
18. Teach your children not to approach any vehicle, occupied or not, unless they know the owner and are accompanied by a trusted adult.
19. Remind your children it's OK to say NO to anything that makes them feel scared, uncomfortable or confused.
20. Explain to your children not to go near pools or other bodies of water without adult

supervision. All pools your children attend should have a visible lifeguard on duty. If you have a pool at home, establish appropriate swimming hours and supervision.

21. Set up “what if” situations and ask your children how they would respond. “What if you fell off your bike and you needed help? Whom would you ask?”
22. During family outings, establish a central, easy-to-locate spot to meet for check-ins or should you get separated.
23. Teach your children to check in with you if there is a change of plans.
24. Teach your children how to locate help at theme parks, sports stadiums, shopping malls and other public places. Also, identify those people who are safe to ask for help, such as law enforcement, security guards and store clerks with nametags.
25. Practice safety skills so that they become second nature to your children. While you don’t want to scare your children, it is important to make sure they are aware of potential dangers, so that they can be prepared to avoid them, or confidently deal with them as they happen. (USA Today, May 21, 2008)

## **IMMUNIZATION REQUIREMENTS 2013-2014**

Prior to entry, attendance, or transfer to Florida schools (kindergarten through 12th grade), each child shall have on file a Florida Certification of Immunization, DH 680, documenting the following:

### **Kindergarten through 12th Grade:**

Four or five doses of diphtheria-tetanus-pertussis (DTaP) vaccine\*

Two or three doses of hepatitis B (hep B) vaccine\*

Three, Four or five doses of polio vaccine\*

Two doses of measles-mumps-rubella (MMR) vaccine

Two doses of chickenpox (varicella) vaccine\*\* for kindergarten, grades 1, 2, 3, 4

One dose of chickenpox (varicella) vaccine\*\* for grades 5 through 11

\*Number of doses required depends on child’s immunization history

\*\**Varicella vaccine is not required if there is a history of varicella disease documented by the healthcare provider*

### **Additional Seventh, Eighth, Ninth, and Tenth Grade Requirement:**

In addition to compliance with all other required immunizations, children entering, attending, or transferring to the seventh, eighth, ninth, or tenth grade in Florida schools must have the following: **One tetanus-diphtheria-pertussis (Tdap) booster**

#### **“Healthy Students Make Better Learners”**

For further information concerning school entrance requirements including school physical examination or immunization requirements you may contact GCCAS or Collier County Public Schools, Department of Student Services, Eileen Vargo, Coordinator of Health Services 5775 Osceola Trail Naples, FL 34109

**Phone (239) 377-0396 or 377-0514 or fax 377-0506**

## **PHYSICAL EXAMINATION REQUIREMENTS**

At the time of initial enrollment, students entering a Florida school for the first time must provide:

1. A physical examination completed within the **prior twelve months**.
  - a. Students who cannot provide proof of a valid physical examination must be excluded until the required information is provided.
  - b. An appointment card showing that a physical examination is scheduled for a later date is **not acceptable**.
2. You can obtain physical examinations from your local physician, health care provider, or walk-in clinic before registering your children.

## **NO SHOTS NO SCHOOL**

**The Collier County Health Department provides school age immunizations, free of charge, on a walk-in basis at sites in**

**Naples, (239) 252-8595 and Immokalee, (239) 252-7300**

## **VACCINE INFORMATION STATEMENT**

### **Meningococcal Vaccines**

Many Vaccine Information Statements are available in Spanish and other languages. See [www.immunize.org/vis](http://www.immunize.org/vis).

### ***What You Need to Know***

#### **1 What is meningococcal disease?**

Meningococcal disease is a serious bacterial illness. It is a leading cause of bacterial meningitis in children 2 through 18 years old in the United States. Meningitis is an infection of the covering of the brain and the spinal cord. Meningococcal disease also causes blood infections. About 1,000 – 1,200 people get meningococcal disease each year in the U.S. Even when they are treated with antibiotics, 10-15% of these people die. Of those who live, another 11%-19% lose their arms or legs, have problems with their nervous systems, become deaf or mentally retarded, or suffer seizures or strokes.

Anyone can get meningococcal disease. But it is most common in infants less than one year of age and people 16-21 years. Children with certain medical conditions, such as lack of a spleen, have an increased risk of getting meningococcal disease. College freshmen living in dorms are also at increased risk.

Meningococcal infections can be treated with drugs such as penicillin. Still, many people who get the disease die from it, and many others are affected for life.

This is why preventing the disease through use of meningococcal vaccine is important for people at highest risk.

#### **2 Meningococcal vaccine**



There are two kinds of meningococcal vaccine in the U.S.:

- Meningococcal conjugate vaccine (**MCV4**) is the preferred vaccine for people 55 years of age and younger.
- Meningococcal polysaccharide vaccine (**MPSV4**) has been available since the 1970s. It is the only meningococcal vaccine licensed for people older than 55. Both vaccines can prevent 4 types of meningococcal disease, including 2 of the 3 types most common in the United States and a type that causes epidemics in Africa. There are other types of meningococcal disease; the vaccines do not protect against these.

Hojas de Información Sobre Vacunas están disponibles en Español y en muchos otros idiomas. Visite <http://www.immunize.org/vis>

### **3 Who should get meningococcal vaccine and when?**

#### **Routine Vaccination**

Two doses of MCV4 are recommended for adolescents 11 or 12 years of age, with a booster dose at age 16. Adolescents in this age group with HIV infection should get three doses: 2 doses 2 months apart at 11 or 12 years, plus a booster at age 16.

If the first dose (or series) years of age, the booster should be given between 16 and 18.

If the first dose (or series) is given after the 16<sup>th</sup> birthday, a booster is not needed.

#### **Student Conduct:**

**School staff, parents, and students are all responsible for creating a culture of positive behavior. Discuss with your child the student conduct information below. Parents and students must follow the school district's Student Code of Conduct. A frequent form of misconduct is bullying.**

#### **What is bullying?**

**Unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture by an adult or student that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment, cause discomfort or humiliation, or unreasonably interfere with the individual's school performance or participation.**

#### **Where Does Most Bullying Occur?**

**As with most harmful behavior among children, in general bullying occurs wherever there is the least structure and adult supervision. Most incidents tend to occur on the playground, in bathrooms, in locker rooms, in cafeterias, in cyberspace, at bus stops, and in the school bus.**

#### **What Can Parents and Students Do?**



**Tips for Parents:**

**Encourage your child to talk to you.**

**Praise your child for positive communication and behavior.**

**Provide/ensure adequate supervision.**

**Teach your child to be assertive rather than aggressive or violent when confronted by a bully.**

**Verify that consistent messages about rules and safety are practiced in your child's school and staff is trained in bullying prevention.**

**Build a relationship with your child's teachers and administrators.**

**Tips for Students:**

- **Stay away from bullies.**
- **Tell an adult.**
- **Avoid bad situations.**
- **Make friends.**
- **If bullied, tell the bully to stop; then walk away.**

**Protecting Children from Sexual Offenders and Predators – Tips for Parents and Students:**

**Florida has the strongest laws in the country to protect its youthful citizens from being abducted. However, parents and children themselves are the first line of defense. Talk to your children about following these rules:**

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

**For More Information:**

**If you want more information on staying safe between home and school, check out these websites: Florida Department of Education School Transportation Office**  
**<http://www.fldoe.org/transportation>**

**Safe Schools Office <http://www.fldoe.org/safeschools>**

**Florida Department of Transportation Pedestrian/Bicycle Safety Program**  
[http://www.dot.state.fl.us/safety/ped\\_bike/ped\\_bike.shtm](http://www.dot.state.fl.us/safety/ped_bike/ped_bike.shtm)

**Safe Routes to School Florida** [http://www.dot.state.fl.us/Safety/SRTS\\_files/SRTS.shtm](http://www.dot.state.fl.us/Safety/SRTS_files/SRTS.shtm)

**Community Traffic Safety Teams (CTSTs)**  
<http://www.dot.state.fl.us/safety/CTST/ctst.shtm>  
**Florida Department of Highway Safety and Motor Vehicles (FDHSMV; licensing and teen drivers)** [www.hsmv.state.fl.us](http://www.hsmv.state.fl.us)

**Safe Kids USA** <http://www.usa.safekids.org/>

**National Center for Missing and Exploited Children** [www.missingkids.com](http://www.missingkids.com) 1-800-THE-LOST (843-5678)

**Missing Endangered Persons Information Clearinghouse**  
<http://www.fdle.state.fl.us/mcicsearch/index.asp>  
1-888-FL-MISSING (356-4774)

**Bullying Prevention** [www.stopbullyingnow.org](http://www.stopbullyingnow.org)

**Centers for Disease Control & Prevention** <http://www.cdc.gov/nccdphp/dnpa/kidswalk/>

**National Highway Traffic Safety Administration** <http://www.nhtsa.dot.gov/>

**Get Schooled On Safety**

*The Collier County Sheriff's Office wants to work together with parents to keep our kids safe at local bus stops. Deputies will be visiting bus stops to share tips and give you this tip sheet for descriptions of people or vehicles that might harm our kids.*  
**Tips for Parents:**

1. Stay with your child at the bus stop or leave your child with a friend or neighbor.
2. Talk to your child about not speaking to strangers or approaching cars.
3. Explain the buddy system so that your child can walk home from the bus stop in a group.
4. Talk about a plan if something does happen to them. Encourage them to scream, run and go to a trusted adult to tell what happened.
5. Encourage your child to remember that Collier County sheriff's deputies are here to help them with anything that happens on their way to and from school.

**Thank you for helping us keep all of our children safe.**  
**Sheriff Kevin J. Rambosk**

**GIVE US THE INFO IF YOU SEE ANYTHING SUSPICIOUS**

**DATE: TIME: LOCATION:**

**WHAT DID THEY DO: WHAT DID THEY SAY:**

**THE SUSPECT**

**Man/Woman:**

**Age:**

**Height:**

**Weight:**

**Hair:**

**Tattoos/Scars:**

**Clothes:**

**THE VEHICLE**

**Make:**

**Model:**

**Year:**

**Color:**

**License plate:**

**Damage:**

**Other (tinted windows or bumper stickers etc.):**

**Collier County Sheriff's Office**

**In an emergency call 9-1-1**

**Non-emergency number: 239-793-9300**

### **Internet Safety for Children**

**Parents:**

Keep the computer in a high traffic area of your home. Parents should monitor the sites their children visit. Parents should monitor a child's on-line activity, sexual predator's frequent chat rooms and social networking sites looking for victims. Software is available to filter out obscene material and to lock out inappropriate websites.

**Children:**

Never give out personal information, such as name, address, phone number school name or location, team name, or town you live in. Never agree to meet someone in person that you've first met on-line. Always tell your parents that the person wants to meet. Never respond to messages that make you feel scared, uncomfortable or confused. If you receive a message like that, tell a parent right away. Be careful what type of photos or information you post or share. What you may think is private may go public. If you have questions and need answers call Special Crimes at 239.793.9249 or call 9-1-1 if you have an emergency Visit [www.netismartz.org](http://www.netismartz.org) for more tips and on-line safety tools. To download a list of on-line abbreviations/acronyms your child may be using on-line visit [www.netismartz411.org](http://www.netismartz411.org)  
Internet safety site for teens, [www.xblock.isafe.org/](http://www.xblock.isafe.org/)

## **\*Partnership for the Assessment of Readiness for College and Careers (PARCC)**

### **Race to the Top Assessment Proposal Summary**

In states across the country, far too many students graduate from high school without the skills and knowledge necessary to succeed in postsecondary education and 21st century careers. This puts those students' future opportunities at risk and it has a harmful effect on our states' and the nation's economy. To address this problem, leaders from 26 states formed the Partnership for Assessment of Readiness for College and Careers (PARCC) to create a next-generation assessment system that will ensure students across the country are expected to meet common, high standards that will prepare them for their futures. ***States in the Partnership share one fundamental goal: building their collective capacity to dramatically increase the rates at which students graduate from high school prepared for success in college and the workplace.***

### **ABOUT THE PARTNERSHIP**

PARCC includes 26 states that educate more than 31 million public K-12 students in the U.S.; those in bold are "governing states" and will serve on the governing board: Alabama, **Arizona**, Arkansas, California, Colorado, Delaware, **District of Columbia**, **Florida**, Georgia, **Illinois**, **Indiana**, Kentucky, **Louisiana**, **Maryland**, **Massachusetts**, Mississippi, New Hampshire, New Jersey, **New York**, North Dakota, Ohio, Oklahoma, Pennsylvania, **Rhode Island**, South Carolina, and **Tennessee**.

PARCC states have collaborated to apply for the Race to the Top Assessment competition to develop a shared set of K-12 assessments in mathematics and English Language Arts/Literacy. The new assessments will be ready for states to administer by the 2014-2015 school year.

Nearly 200 two and four-year institutions of higher education (IHE's) – representing nearly 1,000 individual campuses across the 26 states and 89.8% of direct matriculation students in public IHE's in all Partnership states– have committed to participate in the Partnership. Higher education leaders and faculty will help design the high school assessments and, ultimately, use the assessments as one indicator of students' readiness for entry-level postsecondary courses.

PARCC has selected Achieve to coordinate the work of the Partnership, leveraging the organization's deep experience in educational standards, assessments and the broader college and career-ready policy agenda.

### **KEY FEATURES OF THE PARCC PROPOSAL**

**States in PARCC will adopt common assessments and performance standards.**

Because the assessments will be developed by states in partnership with one another, they

will provide a common metric for measuring the performance of their students. For the first time, meeting standards in one state will mean same thing as in the others.

**The Partnership's assessment system will be *anchored in college and career readiness*.** In high school, there will be assessments in mathematics and English Language Arts/Literacy aligned to the Common Core State Standards that measure whether students have acquired the knowledge and skills necessary for success in first-year, credit-bearing college courses. Assessments in grades 3-8 and earlier in high school will measure whether students are *on-track* to achieve readiness by high school graduation. Assessing students against this standard gives parents a clear signal of whether their children are prepared for their next steps, and it gives schools a chance to close any gaps in students' academic skills before they graduate.

**Students will take parts of the assessment at key times during the school year, closer to when they learn the material.** The Partnership's assessment system will include several *through-course assessments* in each grade, which will be combined with more streamlined end-of-year tests to produce a more complete picture of student performance. These assessments will measure students' learning closer to the time when classroom instruction takes place and will give feedback throughout the year, allowing educators to adjust instructional practices or give extra support to students who need it.

**PARCC assessments will be computer based.** In recognition of the powerful role technology is playing in students' lives, the majority of the new assessments will be designed to be administered by computer. This will enable much faster turnaround of results, and it will allow for innovations in test items by leveraging new technologies. Moving to computer-based testing will also reduce costs for states.

**PARCC assessments will include sophisticated items and performance tasks to measure the standards more effectively.** The Partnership's assessments, both end-of-year and through-course, will include challenging *performance tasks and innovative, computer-enhanced items* that elicit complex demonstrations of learning and measure the full range of knowledge and skills necessary to succeed in college and 21st century careers. The inclusion of performance tasks will ensure that the assessments measure skills that are difficult to measure in on-demand assessments, and they will help model effective classroom instruction.

## **BENEFITS OF THE PARCC ASSESSMENT SYSTEM**

**The Partnership will pool expertise and resources to develop the nation's highest quality assessments.** States in PARCC are the nation's educational reform leaders. Collectively they have the highest standards and best assessment systems in the country. The Partnership will leverage the best features of the current assessments to design new assessments that press further than any one state has gone to date.

**PARCC assessments will be aligned to the Common Core State Standards and enable**

***cross-state comparisons of results.*** The Partnership is committed to building assessments that measure the full range of the common core state standards. States in the Partnership will also adopt common performance standards so results will be comparable across states.

***Achievement results will be based on a more meaningful standard college and career readiness.*** Anchoring the assessment system to a college and career-ready benchmark creates a more meaningful target for students and schools; scoring “proficient” on the assessments will mean students are on track for the next steps in their education, including postsecondary education and training after high school. The college and career-ready achievement standards on the Partnership’s assessments will also promote greater coherence and alignment between the K-12 and higher education systems: meeting standards on the PARCC assessments in high school will mean students are prepared to meet higher education’s placement standards.

***The assessment system will help make state accountability systems better drivers of improvement.*** The Partnership’s assessments will reflect challenging standards and will engage students in more meaningful demonstrations of their knowledge and understanding than traditional tests, better reflecting the kinds of quality classroom instructional practices that will be necessary to help students meet college and career-ready standards. Since these assessments will form the backbone of educator and school accountability systems, they will serve as a positive influence on what goes on schools and classrooms.

***Classroom teachers will have an assessment system that provides as much for them as it asks from them.*** Teachers will be able to focus their instruction on clear targets and those targets will represent meaningful progress toward an evidence-based standard of college and career readiness. Teachers will also have access to actionable assessment data much more frequently, allowing them to adjust instruction, individualize interventions, and fine-tune lessons and units throughout the school year. The Partnership will develop training tools for educators to deliver the assessments to students and, critically, to use the results from the assessments to inform instructional decisions throughout the school year.

For more information on PARCC, please contact Achieve at 202-419-1540 or on the web at [www.achieve.org](http://www.achieve.org).