2019-2020
Parent Resource Guide
flaglerschools
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Superintendent’s Letter

Dear Flagler Families,

Welcome to the 2019-20 school year with Flagler Schools. We have created this Parent Guide to support you and your involvement in our schools. Inside, you’ll find valuable information that will be helpful to you and your children throughout the year. Our commitment to students, families, and the community is to prepare students for success in the 21st century. As a public school system, we are tasked with providing students with a well-rounded education that empowers and prepares them to reach their full potential in a diverse and changing world. We do this through core curriculum and many elective classes. Teachers work diligently to integrate 21st-century skills such as critical thinking, creative problem solving, communication skills, collaboration, and cross-cultural relationship building into lessons throughout the learning day.

We want you to know that learning goes beyond the four walls of a traditional classroom. Our students have the opportunity to take part in a number of after-school and before-school clubs. We continue to expand our Flagship Programs, which are found on all our campuses and are aligned with the major economic engines driving our county. We also search for ways to innovate what the 21st-century classroom looks like, from the ways our classrooms are designed, to the technology found in them.

Yes, we have some of the best teachers and staff in the state on our campuses. One of the most important factors however, in a student’s success remains involvement from home. I encourage you to remain an active partner in your children’s education by having an open line of communication between you, your students, and their teachers.

What we are building here in Flagler Schools has helped the district receive a grade of “A” from the Florida Department of Education. The partnerships we are forming will strengthen our schools and our community in the years to come.

Enthusiastically Yours,

James Tager
Superintendent of Schools
2019-2020 School Calendar

Monday, August 5th and Tuesday, August 6th
Wednesday, August 7th, Thursday, August 8th and Friday, August 9th
Monday, August 12th
Monday, September 2nd
Wednesday, September 11th
Friday, October 11th
Monday, October 14th
(If needed, Hurricane make-up days)
Monday, November 11th
Wednesday, November 13th
Monday, November 25th – Friday, November 29th
(If needed, Hurricane make-up days November 25th – 27th)
Monday, December 2nd
Thursday, December 19th
Friday, December 20th
(If needed, Hurricane make-up day)
Monday, December 23rd – Friday, January 3rd
Monday, January 6th
Monday, January 13th
Monday, January 20th
Friday, February 7th
Monday, February 17th
Thursday, March 12th
Friday, March 13th
Monday, March 16th – Friday March 20th
Friday, April 10th
Friday, April 24th
Monday, May 25th
Wednesday, May 27th
Thursday, May 28th

Friday, May 29th

Professional Learning Day for Teachers-No School for Students
Pre-Planning Days for Teachers

First Day for Students
Labor Day Holiday-No School
Progress Reports – First Quarter
End of First Quarter
Teacher Workday-No School for Students

Veteran’s Day-No School
Progress Reports – Second Quarter
Thanksgiving Break-No School

School Resumes
End of Second Quarter/Semester
Teacher Workday-No School

Winter Break-No School
School Resumes – Start of Second Semester
Professional Learning Day for Teachers-No School for Students
Dr. Martin Luther King, Jr. Birthday Observance-No School
Progress Reports-Third Quarter
President’s Day-No School
End of Third Quarter
Teacher Workday- No School for Students
Spring Break-No School
Professional Learning Day for Teachers-No School for Students
Progress Reports-Fourth Quarter
Memorial Day-No School
Early Dismissal
Early Dismissal-Last Day for Students-
End of Fourth Quarter/Second Semester
Post Planning for Teachers
Flagler County School Board

The Flagler County School Board consists of five members, each of whom is elected by the voters who reside in the district. All school board members represent the entire district and serve 4-year terms. The Board appoints superintendent, who serves as chief administrative officer of Flagler County Schools. The Board also employs the School Board Attorney, who reports directly to the Board. As the governing body of the Flagler County school district, the School Board is responsible for the control, operation, organization, management and administration of schools in Flagler County "pursuant to the provisions and minimum standards prescribed by Florida Statutes and the State Board of Education Rules." Among its other responsibilities, the Board determines the rules necessary for the district’s operation and general improvement.

The board elects its chairperson and vice-chairperson annually. Board meetings are held twice monthly during most months. The meeting schedule can be found on the district website, www.flaglerschools.com.

The public is encouraged to contact the school board members.

E-mail: boardmembers@flaglerschools.com
Phone: 386-437-7526

For questions or further information on Community Engagement and Volunteer Opportunities, Contact:

Sabrina Cosby, Coordinator of Communications and Special Projects
Email: crosbys@flaglerschools.com Phone: (386) 437-7526 ext. 3116
www.FlaglerSchools.com
2019-2020 Bell Times

Bell Times 2019-2020

**Middle Schools**
7:25am - 1:40pm

**High Schools**
8:00am - 2:15pm

**Wadsworth Elementary**
8:55am - 3:25pm

**Bunnell, Belle Terre Elementary**
9:00am - 3:30pm

**Old Kings, Rymfire Elementary**
9:10am - 3:40pm

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**Student Demographic Information**

Approximately 13,179 PreK – 12 Students enrolled

Student Population:

- American Indian <1%
- Asian 2%
- Black 14%
- Hispanic/Latino 15%
- Multi-race 7%
- Native Hawaiian <1%
- White 61%

- Male 52%
- Female 48%
<table>
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<th>Principal Name</th>
<th>Address</th>
<th>Phone</th>
<th>Fax</th>
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<tr>
<td>Belle Terre Elementary</td>
<td>Dr. Terence Culver</td>
<td>5545 N. Belle Terre Pkwy.</td>
<td>(386) 447-1500</td>
<td>(386) 447-1516</td>
</tr>
<tr>
<td>Wadsworth Elementary</td>
<td>Dr. Anna Crawford</td>
<td>4550 Belle Terre Pkwy.</td>
<td>(386) 446-6720</td>
<td>(386) 446-6723</td>
</tr>
<tr>
<td>Matanzas High</td>
<td>Jeff Reaves</td>
<td>3535 Pirate Nation Way</td>
<td>(386) 447-1575</td>
<td>(386) 447-1597</td>
</tr>
<tr>
<td>Bunnell, Elementary</td>
<td>Marcus Sanfilippo</td>
<td>305 N. Palmetto Street</td>
<td>(386) 437-7533</td>
<td>(386) 437-7591</td>
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<tr>
<td>Buddy Taylor Middle</td>
<td>Robert Bossardet</td>
<td>4500 Belle Terre Pkwy.</td>
<td>(386) 446-6700</td>
<td>(386) 446-6711</td>
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<tr>
<td>iFlagler Virtual</td>
<td>Diane Dyer</td>
<td>3535 Pirate Nation Way, Bldg. 10</td>
<td>(386) 447-1520</td>
<td>(386) 447-1583</td>
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<tr>
<td>Old Kings Elementary</td>
<td>Katie Crooke</td>
<td>301 Old Kings Rd. S.</td>
<td>(386) 517-2060</td>
<td>(386) 517-2074</td>
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<tr>
<td>Indian Trails Middle School</td>
<td>Paul Peacock</td>
<td>5505 Belle Terre Parkway N</td>
<td>(386) 446-6732</td>
<td>(386) 446-7662</td>
</tr>
<tr>
<td>Flagler Technical Institute</td>
<td>Renee Stauffacher</td>
<td>5400 Highway 100</td>
<td>(386) 447-4345</td>
<td>(386) 437-7449</td>
</tr>
<tr>
<td>Rymfire Elementary School</td>
<td>LaShakia Moore</td>
<td>1425 Rymfire Drive</td>
<td>(386) 206-4600</td>
<td>(386) 586-2305</td>
</tr>
<tr>
<td>Flagler Palm Coast High School</td>
<td>Tom Russell</td>
<td>5500 East Highway 100</td>
<td>(386) 437-7540</td>
<td>(386) 437-7546</td>
</tr>
<tr>
<td>Flagler County Education Foundation</td>
<td></td>
<td>1769 East Moody Blvd., Bldg. 2</td>
<td>(386) 437-7526 ext. 1125</td>
<td></td>
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<td>Flagler Auditorium:</td>
<td></td>
<td></td>
<td>(386)-437-7547</td>
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<td>Flagler County Social Services:</td>
<td></td>
<td></td>
<td>(386)-586-2324</td>
<td></td>
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<td>Flagler County Health Department:</td>
<td></td>
<td></td>
<td>(386)-437-7350</td>
<td></td>
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<td>Flagler County Youth Center:</td>
<td></td>
<td></td>
<td>(386)-437-7540 ext. 3157</td>
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<td>Flagler Schools Website:</td>
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<td><a href="http://www.flaglerschools.com">www.flaglerschools.com</a></td>
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Emergency Contact Information

Emergency messages, such as schools closing due to hazardous weather, will be communicated through the district school messenger phone system (an automated phone system that calls all parents/guardians), the district website (http://www.flaglerschools.com), and through our social media platforms (Facebook, Twitter). http://www.flaglerschools.com/

You may also contact the Flagler County Emergency Operations Center, Citizens Information Line at (386) 586-5111 or go to http://www.flagleremergency.com.

All Flagler County Schools are designated as shelters depending on the nature of the event at hand. In the event of a hurricane or other inclement weather situation, Rymfire Elementary School (RES) is our designated shelter for individuals with special needs. Bunnell Elementary School (BES) is our primary designated shelter for general population and animal shelter. Buddy Taylor Middle School (BTMS) and Wadsworth Elementary School (WES) will be designated as a 2nd general population shelter should the need arise for extra sheltering. At this time, BTMS/WES are not considered an animal shelter.

It is important to monitor local media and Flagler County Emergency Management to find out which shelters are open at the time of an incident. Persons with special needs are highly encouraged to preregister with Emergency Management so they can have access to a special needs shelter as well as receive evacuation assistance. During an emergency is not the time to get on the People with Special Needs list. You can preregister online at http://www.flagleremergency.com.
Parents Right to Know

At the beginning of each school year, the Flagler County Public School District must inform parents of each student attending a Title I, Part A school of their right to request information about the professional qualifications of both the teachers and the paraprofessionals who teach and work with their children. The information will be provided in a letter called the Right to Request Teacher Qualifications letter and it will be in an understandable format and to the extent possible, will be provided in a language the parents can understand, in compliance with part of the Elementary; and Secondary; Education Act (ESEA), as amended (2015). Throughout the school year, we will continue to provide you with important information about this law and your child's education. Based on current education law, teachers must have earned State certification and licensure. State certification and licensure is the training required to be a teacher.

We are very proud of our teachers and feel they are ready for the coming school year. We are prepared to give your child a high-quality education. You have the right to request information about the professional qualifications of your child's teacher(s) or paraprofessional(s). A paraprofessional provides academic or other support for students under the direct supervision of a teacher. If you request this information, the district or school will provide you with the following as soon as possible:

a. if the teacher has met State certification and licensing requirements for the grade levels and subjects for which the teacher provides instruction;

b. if state certification and licensing requirements have been waived (is not being required at this time) for the teacher under emergency or other temporary status;

c. if the teacher is teaching in the field of discipline for which they are certified or licensed;

d. if the teacher has met State-approved or State-recognized certification, licensing, registration, or other comparable requirements. These requirements apply to the professional discipline in which the teacher is working and may include providing English language instruction to English learners, special education or related services to students with disabilities, or both; and

e. if your child is receiving Title I or Special Education services from paraprofessionals, his or her qualifications.

Our staff is committed to helping your child develop the social, academic and critical thinking he or she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals are highly skilled. If you would like to request information about your child's teacher(s) or paraprofessional(s), or if you have any questions about your child's assignment to a teacher or paraprofessional, please contact your child's school.
Attendance Counts

There is a direct correlation between attendance and academics. Students who go to class perform better in school and maximize their chances for success in the future. Schools are required by law to monitor students and enforce state statutes regarding attendance. It is very important that parents send in letters when the child is ill and/or absent.

Parents receive a daily phone call each day their child is absent from school. Parents also receive 5 and 10-day unexcused and 15-day attendance letters. The parent should contact the school if they need help or have information to share with the counselor in regard to the child’s attendance. Parents are asked to review and update the emergency contact form at the beginning of each school year and to update any changes to phone numbers or addresses throughout the school year.

Parents can excuse 10 school days per year with a written notice as long as the student has not missed more than 15 days total. After 15 total absences, the parent needs to supply the school with either a doctor’s or court notes only. When a student reaches 10 unexcused days in a 90-day period or 20 unexcused days for the year, the child is considered truant, and the school counselor holds a Student Study Team meeting (SST) for the child. This is a problem-solving meeting to work with the parent and child to determine if the child needs interventions and/or additional services at the school level. Once the meeting is held, a copy of the student’s SST packet including the student attendance contract is sent to the Office of Student & Community Engagement for extended monitoring and review.

There are two weeks during the school year that attendance is reported to the state, in October and February. This determines the funding Flagler County receives to support the K-12 educational program.

Student Health Services

Each school has a school nurse assigned. School nurses identify and assist students with healthcare needs during the school day. The school nurse can administer medication to your child only if you have provided the proper documentation from the doctor and with a properly labeled prescription bottle. There are no exceptions to this rule. Parents must bring the paperwork and prescription to school.

Over the counter medication may be administered by the school nurse when the parent provides the completed forms and medication. **Medication should never be sent to school with your child.** If your child becomes ill during the school day, the school nurse may contact you to pick up your child. It is very important that you report changes in phone numbers in case the school needs to contact you. You must also have an up-to-date emergency form that lists who may pick your child up in your absence, and more importantly any medical condition that might be life threatening.

If a child has a fever, vomiting, and/or diarrhea, they must stay home at least 24 hours before returning to school. Call the school nurse if you have any questions.

**Flagler Schools works collaboratively with families and community providers to assist with mental health and wellness. Please contact your school guidance counselor for referral information.**
Florida Kid Care

Coverage for Florida Children

Florida children from birth through the end of age 18 are eligible for coverage. It is free to apply and with year-round enrollment, the time to apply is always now. Begin your family’s application by clicking the pink ‘Apply Now’ button. Then Florida KidCare does the rest. Based on the age of the child, household size, and family income, we automatically match each child with their best fit of the four Florida KidCare programs – Medicaid, MediKids, Florida Healthy Kids, or the Children’s Medical Services Managed Care Plan. It’s that easy!

Free or Low-Cost

Florida KidCare includes free, subsidized and full-pay options based on family income and household size. Most families pay nothing at all, and many pay as little as just $15 or $20 a month for all children in the household. Families who do not qualify for free or subsidized coverage may purchase a competitively priced full-pay plan.

Quality Benefits

Florida KidCare is designed specifically with kids in mind. That’s why our coverage provides your child with access to the services they need at each stage of growth and development. Health and dental services are delivered through quality plans that offer a choice of local doctors, dentists, specialists, hospitals, pharmacies and other healthcare providers.

www.floridakidcare.org

Medicaid Information

Please visit myFLfamilies.com for information on Medicaid services. The customer service number for assistance is 1-866-762-2237.

Guidance

A comprehensive guidance and counseling program facilitates student growth and self-awareness, and addresses whatever interferes with a student’s ability to learn and to succeed. Although the content of the program focuses on student development, such as social adjustment, educational planning, personal growth, and good citizenship, it is how this development enhances student learning and success that justifies the existence of the program.

The mission of professional school counselors is to provide a comprehensive school-counseling program that assists all students in acquiring the skills and knowledge to maximize highest student achievement within a safe learning environment.
REGISTRATION REQUIREMENTS

To register a student in Flagler County Schools, whether as a PreK-12 student, a transfer from another state, or from another county in Florida, there are eight (8) REQUIREMENTS.

The first two (2) requirements listed below are MANDATED BY LAW / SCHOOL BOARD POLICY and must be presented at the time of registration. A transfer student may be granted thirty (30) days per part B of School Board policy 504.

1. Completion of DOH 680 IMMUNIZATION FORM. Florida requires that all shots are up to date, and this can be accomplished through a private physician, walk-in clinic, or the health department.

The health department offers free immunizations through their Walk-In Clinic at the Flagler County Health Department, 301 Dr. Carter BLVD in Bunnell, 386-437-7350. It is important for parents to furnish up-to-date health records so officials know what the student has received and what they need.

2. Completion of DOH 3040 PHYSICAL FORM. This can be completed by the student’s primary care physician or local clinic. If a student is transferring from a Florida school district, the PHYSICAL FORM used for entry into that Florida district may be used. If student is transferring from OUT of STATE, the date on the PHYSICAL FORM must be within one year from the enrollment date. (Must include vision and hearing screening).

3. BIRTH CERTIFICATE OR BAPTISMAL CERTIFICATE (OR OTHER PROOF of age)

4. SOCIAL SECURITY CARD-- Voluntary

5. Current PROOF OF RESIDENCY-- Copy of ONE of the following:

   □ lease agreement signed by parent and landlord. Must include legible signatures and a phone number of the landlord who will verify the agreement. (Additional documentation could be requested.)

   □ mortgage agreement with parent name

   □ current utility bill with correct address and parent name

   □ notarized statement with parent name and signed by person(s) you are living with (that person will have to supply proof of residency)

6. GUARDIANSHIP or CUSTODY PAPERS-- If a student is living with someone other than their parents/legal guardians, legal guardianship papers MUST be provided. If there are specific custody requirements, official paperwork must be provided. (Note: Parent/Guardian must have picture ID.)

7. WITHDRAWAL or TRANSFER GRADES, IEP FORMS from former school, and any records that may be of assistance in placing the student in the proper classes to assure their promotion and/or graduation (as applicable)

8. COMPLETION OF THIS DISTRICT REGISTRATION PACKET.
Parents’ Checklist for Success!

Strive to strengthen your child's academic progress and citizenship by setting lifelong learning goals!

**ACADEMICS**

Support academics especially 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 how to help your child at home.
- Visit the local library and encourage your child to check out books of interest.
- Read to/with your child on a daily basis.
- 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.

**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, gaming and social media.
- Reinforce the school's behavioral expectations.

**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.

**SCHOOL TO HOME COMMUNICATION**

- Communicate regularly with your child's teacher(s) in person, by telephone, through email or in 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.
- Visit your child’s school website and/or check your child’s academic progress on Skyward.
Family Engagement - Getting Involved!

Research shows that family engagement has a direct influence on the high academic achievement of our children. Involvement in your child's school will look different to each family. It's easy to get involved! Here are some ways to increase your family engagement:

- Get your child to school on time and keep absences to a minimum
- Attend your child's parent/teacher conference and any guidance meetings
- Listen to your child read or read with them on a regular basis. For older students, inquire about what they are currently reading or make suggestions for reading material.
- Use travel time in the car to practice reading & math skills
- Look into resources at your child's school for ways to help your child
- Regularly look in your child's backpack and/or planner
- Attend events at your child's school
- Talk to your child about their friends & daily events happening during the school day
- Communicate with your child's teacher regularly
- Regularly check your child's grades on Skyward Family Access
- Complete parent surveys that come home - we value parent input
- Check your child's planner or backpack regularly for school communications
- Get your child a public library card & visit the library at least once a month
- Volunteer

- Join a school parent group such as PTO, Student Advisory Committee (SAC), or ESOL Parent Leadership Committee (ESOL PLC). These groups are made up of parents just like you!

Parent and Family Engagement Plans

A link to the District Title I Parent & Family Engagement Plan is available on the district website at http://www.flaglerschools.com/district/parent-involvement. If your child is attending a Title I school, the Parent & Family Engagement Plan specific to your child's school is available for your review at your child's school or on the school's website.
Take the Pledge for Family Engagement!

As a parent, relative, guardian, and/or caregiver, I hereby pledge to:

- support a high-quality education for my student to the best of my ability,
- get my child to school each day,
- have high expectations for my child to succeed in school and in life,
- stay involved, serve as a positive role model, and maintain open communication with my child's teacher and school to ensure education remains a top priority in my household, and
- to stay informed and involved in all aspects of my child's education. Communication is key and I understand that this is my responsibility as a parent, relative, guardian and/or caregiver.

Parent/Guardian: ___________________________________________________________________

Air Force and Army ROTC

Do you want to be successful in high school and beyond? Then you may want to check out the two ROTC programs available at both Flagler Palm Coast and Matanzas High Schools while you are currently enrolled as a student in the Flagler County School District. But, what exactly is the ROTC (junior Reserve Officers’ Training Corps) program?

Air Force and Army JROTC are citizenship programs designed to "Build Better Citizens." Students learn basic values and core principles such as "Integrity First," "Service before Self," and "Excellence in All We Do." Cadets learn how to be successful in life, how to establish goals, how to develop leadership skills, and how to serve our communities. The more technical part of the program involves the study of Life Skills, Science of Flight, Aviation History, and Space Exploration. Students learn the skills necessary to get ready for life after high school, whether that is entering the military, going to college, or starting their working careers. There is no obligation to join the military.

However, if you are thinking about joining the military after high school, you will receive a higher rank when you enlist, which means more pay. Also, if you are considering going to college and becoming an officer, with JROTC experience you have a better chance of getting a full military scholarship. Our students consider JROTC their “home away from home.” To learn more about this wonderful program, please contact:

- Flagler Palm Coast High School, 386-437-7540, Ext.3242 or email: baskervillem@flaglerschools.com

- Matanzas High School, 386-447-1575, Ext. 5207 or email: caraballot@flaglerschools.com
Voluntary Pre-K will be available at all Flagler County Elementary Schools for any child who is 4 years of age on or before September 1, of each school year. The State of Florida provides 540 hours of instruction, which is free to the parent. If the child doesn’t attend the school year program, the 300-hour summer program will be available during the summer. Parents can choose either the school year program or the summer program.

- VPK days will follow the FCSB calendar. All VPK classes will be the first 3 hours of the school day.

- Additional Instructional hours (wrap around care after VPK) will be available for a fee of $65.00 per week, starts at 7:00 am and ends at 5:30 pm. Check with your child’s VPK teacher for entrance and exit procedures. Students coming to school at regular start time will be dropped off at each school’s car rider line. A VPK teacher will be there to meet the students and walk them to class. Mid-day dismissal is for VPK only students (3 hours). School day dismissal is for those students staying for wrap around until the school day is over. These students will follow each school’s car rider procedure. Extended day dismissal is for students staying beyond the regular school day.

- Parents MUST get their child’s Certificate of Eligibility (COE) from the Early Learning Coalition of Flagler and Volusia (ELCFV). Visit https://familyservices.floridaearlylearning.com or call 386-323-2400.

- Students will attend their home-zoned school. School choice is available for students whose siblings already attend the school.

- Transportation is the responsibility of the parents.

- Free breakfast is available to all students and free/reduced lunch is available for eligible students that attend wrap around.

- 4 yr. old Pre-K ESE students will also attend their home-zoned school.

- VPK students will follow each schools’ uniform colors and FCSB uniform policy.

- Bring COE and completed registration packet to your home zone school, if you miss the March enrollment.

Belle Terre Elementary: 447-1500   Bunnell Elementary: 437-7533
Old Kings Elementary: 517-2060   Rymfire Elementary: 206-4600
Wadsworth Elementary: 446-6720

Updated 8/07/2019
Exceptional Education

Exceptional Student Education

Exceptional Student Education (ESE) programs and related services address the unique needs of students with disabilities and those students identified as gifted. ESE programs and services are designed to assist students in reaching goals identified in their Individual Education Plan (IEP) if classified with a disability or their Educational Plan (EP) if classified as gifted. To the extent appropriate, ESE students are included in general education classes and participate in district and state assessments, as documented in their IEPs. The school district uses research-based curricula and behavioral approaches that exemplify best practices in the field.

Referral & Intervention

If your child is experiencing academic or behavioral difficulties in the school setting, a Multi-Tiered System of Supports (MTSS) meeting may be convened to discuss possible interventions and strategies. Any reports that you have from your child's doctor or therapist can be provided to assist the team with the process of implementing appropriate intervention strategies. With the exception of gifted and Hospital/Homebound, the school is required to collect data and document, over a period of time, the student's response to interventions that address specific concerns.

Individual Evaluation

If individually developed and carefully implemented interventions are not successful, a student may be considered for eligibility/ineligibility under Exceptional Student Education. If you disagree with the results of your child's evaluation, you may request an independent educational evaluation be completed, or you may present privately secured evaluation results for consideration by the team.

Eligibility Determination

After evaluation data has been completed, a meeting must be held to determine if your child meets eligibility according to state guidelines. You will be invited to this meeting, and your participation is crucial, as no further steps toward eligibility may be taken without your consent. The IEP team (of which you are an integral member) will review all documentation to determine if your child qualifies for special education services. The IEP team will develop an Individualized Education Plan (IEP) or Educational Plan (EP) for your child. A child cannot receive services until the parent has given written consent for placement.

ESE Services

After working collaboratively to determine eligibility, the student's present levels of performance are reviewed and utilized to develop individualized goals and, if necessary, objectives for the student. The IEP team (including parents) determines the type and frequency of services and support the student requires to meet their unique needs. A continuum of services and supports may be considered by the IEP team.
Accommodations/Modifications

Many students with disabilities require only small changes in the way they are instructed and assessed to be able to participate and be successful in their general education classes. If your child is not making gains in the general education setting, the IEP team may recommend accommodations or modifications based on the student's needs. Accommodations are changes to the way your child is expected to learn or how they are tested. While most are permitted on state assessments, if your child requires an accommodation not permitted on state assessments, you will be asked to provide consent for continued use of those accommodations in the classroom setting. Modifications are changes to what your child is expected to learn.

Diploma Options

No later than when the student turns 14 or starts their eighth-grade year, the IEP team must make a determination of the type of diploma the student will receive and whether they are pursuing a merit or scholar designation. While all students may pursue one of the four diploma options outlined by the Florida's Department of Education, students served through an IEP have two additional options available to them. These include:

- specific requirements for students with disabilities for whom the individual education plan (IEP) has determined that participation in the Florida Alternate Assessment is the most appropriate measure of the student's skills and instruction in the access points is the most appropriate means of providing the student access to the general curriculum.

- specific requirements for a standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate his or her skills.

Transition

Beginning in the student's eighth-grade year or no later than when the student turns 14, the student will be invited to be a member of their IEP team, and transition planning is required to begin. Secondary transition planning occurs to prepare the student for their options after graduation from high school. In some cases, the student may require additional supports and training after graduation, provided through their deferral of diploma, and through the day of the student's twenty-second birthday. The term "transition services" or "transition planning" means a coordinated set of activities for a child with a disability that:

- is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation

- is based on the individual child's needs, taking into account the child's strengths, preferences, and interests

- includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation

Reviewing the IEP or EP

The IEP team meets at least annually for students with an IEP. Parents, teachers, and other team members may ask for an IEP meeting at any other time if the team needs to discuss the student's changing needs. For those students receiving gifted services, EPs are reviewed when a student articulates from elementary to middle school and again from middle to high school.
The McKay, Gardiner, and Hope Scholarship Programs

The McKay Scholarship allows students to attend non-public schools when they meet specific criteria. Application of the McKay Scholarship for use within district follows the same guidelines as Flagler County school district's open enrollment period. Their toll-free hotline is 800.447.1636.

The Gardiner Scholarship provides eligible students a scholarship that can be used to purchase approved services or products in order to design a customized educational program for that student. Further information may be obtained through the Florida Department of Education School Choice Office at www.floridaschoolchoice.org.

The Hope Scholarship was established to provide the parent of a public school student who was subjected to an eligible incident an opportunity to transfer the student to another public school in the district or to request a scholarship for the student to enroll in and attend an eligible school in another district/private school. Beginning with the 2018-19 School Year, contingent upon available funds, and on a first-come, first-served basis, a student enrolled in a Florida Public School in grades K-12 is eligible for a scholarship under this program if the student reported an eligible incident. For additional information, contact the Coordinator of Student Supports and Behavior for Flagler District Schools at 386.437.7526 extension 2214.

Additional Information

Additional information about ESE programs and services may be obtained through your child's guidance department or the district's office of ESE at (386)437-7526.

Section 504

Section 504 of the Rehabilitation Act prohibits discrimination against a person with a disability by school districts receiving federal assistance. If a student has a medical diagnosis which impacts a major life activity and impairs the student from achieving their education, they may be eligible for services and accommodations through a 504 plan. A team consisting of the student's teacher(s), guidance counselor, and family, with the student present as appropriate, will meet to determine whether the student is eligible for a 504 plan. If eligible, the team will determine the accommodations and/or services required for the student's success.

The difference in an IEP and a 504 plan lies in the services. Students found eligible for an IEP require specially designed instruction, which is not provided through a 504 plan. Typically, accommodations for either a short-term or long-term medical condition are provided through the 504 plan, but not specially designed instruction.
Brain Child Tutoring for Students’ with Special Needs

Does your child with SPECIAL NEEDS need tutoring?

Flagler County Public Schools' Exceptional Student Education Department is pleased to announce the continuation of the BrainChild After-School Tutoring Club for the 2019-2020 school year. A student receiving Exceptional Student Education Services within the Flagler County Public School District via an Individualized Education Plan (IEP) is now eligible to receive FREE after-school tutoring from a trained high-school peer tutor. BrainChild is the unified inspiration of Flagler Palm Coast High School's Future Problem Solving Team Members and the Flagler County Schools' Exceptional Education Department. To enroll your child in this phenomenal club or to receive additional information about becoming a tutor for the program, contact Kate Boos, ESE Parent Specialist, Flagler County Public Schools: 386-586-2395 ext. 1229, or email boosk@flaglerschools.com. Tutoring is housed at the Government Services Building, 1769 East Moody Blvd., Building #2, from 2:30 p.m. to 5:00 p.m., on Mondays, Tuesdays and Wednesdays.

The ROOT to Your Child’s Success!
Transition Programs

STREAM Transition Coursework

The STREAM Courses are designed and implemented to support young people with disabilities who have a desire to defer their high school diploma, who’s IEP Teams have determined a continued need for transition training and who requires the constant supports and managed care only available through specially designed “cluster” programs located at the student’s home zoned school. IEP Teams make the determination on what each individual student’s STREAM course(s) will look like based on his/her transition needs. Based on each student’s individual transition needs, deferring students may take STREAM courses that include:

- Career Experience (Community Based Vocational Education)
- Transition Planning
- Self Determination
- Preparation for Adult living

The goal of each series of on-campus STREAM courses are to assist young people with disabilities in becoming as independent as possible and, when appropriate, transitioning through other Flagler County Schools Transition programs.

Requirements for consideration for STREAM Courses:

- Need based on TIEP team decision;
- Students must demonstrate a need for structured services/supports offered only through cluster programs at the service high school;
- Be under the age of 22.

For more information about deferring the high school diploma or the STREAM course option, please contact:
MHS – Mr. Ken Seybold – 447-1575
FPC – Mr. Michael Rinaldi Jr. – 437-7540
Dr. Kimberli L Halliday – Flagler Schools Transition Coordinator (386) 446-6742
or hallidayk@flaglerschools.com

Structured Transition Education Courses And Managed Care and Supports
TRAIL Transition Program

The TRAIL Transition Program is an outcome oriented program whose focus is to assist Flagler County’s 18-22-year-old persons with disabilities in finding meaningful, age appropriate vocational placements in our community while keeping in mind their unique learning styles and individual needs. The TRAIL staff works with our young adults by assisting them with identifying their dreams and goals through a variety of functional academics and transition assessments including interest inventories, vocational assessments, self-determination scales and an individualized Action Plan. The TRAIL mission is to combine these functional academics with community based instruction in order to expose our participants to a variety of career choices while enhancing the skills necessary to become successful, independent and employed. The TRAIL vision is to prepare ALL of our young people for a seamless transition into the world of work and adult living.

Requirements for consideration for TRAIL Transition Program:
- Been served under IDEA through an IEP (and not dismissed) and elected to defer the receipt of a standard diploma or, in extraordinary circumstances, earned a certificate of completion;
- Mastered all required academic curriculum and can be determined to have achieved the highest level of academic independence through his/her high school ESE Program;
- An IEP that prescribes a need for transition planning, transition services, or related services up to age 22;
- The desire and capacity to be in pursuit of structured work-study, internship or employment that, when appropriate, integrates Functional Life skills training;
- The desire and capacity to safely work in a group setting, with fading supports of one adult, in the Flagler Community;
- The ability to access and arrange personal or public transportation,
- A willingness to attend a Vocational Rehabilitation Orientation and become a client,
- Be under the age of 22.

For more information, please contact:
The TRAIL Team at (386) 446-6742
Dr. Kimberli L Halliday – Flagler Schools Transition Coordinator (386) 446-6742
or hallidayk@flaglerschools.com

Transitioning youth with disabilities into Real vocational opportunities through Action planning and Individualized Learning.
Project SEARCH

Project SEARCH was developed at Cincinnati Children’s Hospital Medical Center, a research environment that fosters visionary thinking and innovation. It all began in 1996, when Erin Riehle was Director of Cincinnati Children’s Emergency Department. Erin felt that, because the hospital served individuals with developmental disabilities, it made sense that they should commit to hiring people in this group. She wondered if it would be possible to train people with developmental disabilities to fill some of the high-turnover, entry-level positions in her department, which involved complex and systematic tasks such as stocking supply cabinets. As a starting point, Erin presented her ideas to Susie Rutkowski, then the special education director at Great Oaks Career Campuses. Erin and Susie formed a partnership that was instantaneous, and together they launched Project SEARCH.

Since its inception, Project SEARCH has grown from a single program site at Cincinnati Children’s to a large and continuously expanding international network of sites. Project SEARCH’s primary objective is to secure competitive employment for people with disabilities. In its first year, Flagler County Schools Project SEARCH program is proud to report a 100% employment rate of participating interns.

Flagler County’s Project SEARCH site is located at Princeton Village of Palm Coast. Princeton Village’s Executive Director is Mr. Randy Yost. We are honored to be part of the Princeton Village Family.

Requirements for consideration for Project SEARCH:
- Be at least 18 years of age, or under the age of 22, and have an active IEP;
- Be enrolled as a student with the Flagler County School District;
- Have completed high school credits necessary for graduation, and are willing to defer receipt of their High School Diploma;
- Agree that this will be the last year of student services and that therapy services will be on a consultative basis only;
- Meet eligibility requirements for Vocational Rehabilitation Supported Employment;
- Have independent personal hygiene, grooming and independent daily living skills;
- Maintain appropriate behavior and social skills in the workplace;
- Take direction from supervisors and have the capacity to change a behavior;
- Be able to communicate effectively with or without accommodations (i.e. Assistive Technology);
- Access and arrange personal or public transportation.

For more information, please contact:
SEARCH Teacher – Jill Kulwicki at kulwickij@flaglerschools.com
Dr. Kimberli L Halliday – Flagler Schools Transition Coordinator (386) 446-6742
or hallidayk@flaglerschools.com
Flagler Technical Institute
and Adult Education

Flagler Technical Institute (FTI) offers a wide variety of classes and programs to the community. Everything from career training and certificate programs, GED Preparation, English for Speakers of Other Languages, Adults with Disabilities, children's programs, and non-credit Community Education courses that enrich the lives of the citizens of Flagler County and surrounding areas by providing learning and socialization opportunities for people of all ages. A schedule of classes is posted online at http://FTI.flaglerschools.com.

Career and Technical Education
Flagler Technical Institute provides excellence in workforce education. With the growing number of professions requiring occupational certification and the large number of job applicants vying for the same job, having occupational certifications stand out on every job application. FTI delivers training that includes classroom instruction and hands-on practical application that will prepare you for some of the highly desirable jobs in today's ever-changing global marketplace. Career and technical education provides the learning environment and experiences you need to achieve success. Check out the programs currently available for Career and Technical Education at our website http://FTI.flaglerschools.com.Make yourself marketable! Choose a new career and start preparing for your future! Call (386) 445-4345 for an intake appointment and get started toward your new career. Flagler Technical Institute is your hometown source for career and technical education in Flagler County. FTI is accredited by the Council on Occupational Education. Financial Aid is available for eligible programs/students.

FTI's main campus is located at 5400 E. Hwy 100, Palm Coast, FL 32164; Main Office Phone: (386) 447-4345, Main Office Fax: (386) 437-7449.

Adult General Education
Adult Education provides programs in Adult Basic Education (ABE), GED ® High School Equivalency preparation, and English for Speakers of other Languages (ESOL). Classes are available at Flagler Technical Institute main campus, Rymfire Elementary (ESOL only), and online. The New Beginnings Program prepares eligible students for the GED exam while providing free childcare. A Career Specialist assists students with education, career planning, and transitioning to post-secondary education. For information on these programs, call (386) 447-4345.

Extended Day Program
A high quality before and after school program that is educational and fun for students, is provided during the school year. Children participate in exciting indoor and outdoor activities, as well as homework time. The program assures parents that their children are safe and supervised before and after school hours. This program is available at Bunnell Elementary School, Belle Terre Elementary School, Old Kings Elementary School, Rymfire Elementary School, and Wadsworth Elementary School.

Code of Student Conduct
Flagler County Schools’ Code of Student Conduct is available at each school and on the district Website Elementary: https://flaglerschools.com/common/pages/DisplayFile.aspx?itemId=11772823 and Secondary: https://flaglerschools.com/common/pages/DisplayFile.aspx?itemId=11772821 The booklet is distributed at the beginning of each school year. A parent and student expectations acknowledgement paper should be signed and dated by both parent and student and then returned to school.
iFlagler/Virtual School Program

The district Virtual Instruction Program, iFlagler, is available for students in grades K-12. District-enrolled students intending to take iFlagler or FLVS courses must work with their guidance counselors to determine whether or not virtual education is appropriate for their academic needs and to ensure that they have met course prerequisites. Students must also receive permission from their parents before enrolling. Grades K-6: Full-time enrollment for the 2019-20 school year is open from April 11th until July 12th. A parent must be present during each school day to work with the student as a learning coach.

Part-Time enrollment is also available for the 2019-20 school year. Students who wish to register for part-time K-6 courses need to meet with their school guidance counselor.

Grades 7-12:

The district Virtual Instruction Program (VIP) for students in grades 7-12 is iFlagler, an award winning franchise of Florida Virtual School (FLVS). iFlagler uses the same courses as FLVS, but with local teachers who are employed by Flagler County Public Schools.

Part-Time enrollment is also available for the 2019-20 school year. Students who wish to register for part-time grades 7-12 courses need to meet with their school guidance counselor.

Virtual Courses Offered:

A list and description of all virtual courses may be found on the Florida Department of Education's online course catalog, http://app4.fldoe.org/coursecatalog/. You can then scroll through the district filters in order to view Flagler County's virtual courses.

Charter Schools

Charter schools are public schools operating under a contractual agreement or a "charter" with the local school board. This charter contract frees them from many regulations created for traditional public schools while holding them accountable for academic and financial results. In addition, the charter contract between the charter school governing board and the sponsor details the school's mission, program, goals, students served, methods of assessment and ways to measure success. As part of the state's program of public education, charter schools offer innovative programs consistent with educational goals established by Florida Statutes. Parents interested in this option should contact the charter school directly about application procedures. If you have additional questions about the charter schools, please call each school directly or contact the Flagler County School District Charter Liaison, Tammy Yorke at 386-437-7526, Ext. 1120. Flagler County has one charter school for 2019-2020: Imagine School at Town Center (K-8) 775 Town Center Blvd., Palm Coast, FL 32164- (386) 586-0100 - http://imagineschooltowncenter.org Principal: Lisa O'Grady.

Home Education

Home Education is a parent-directed education alternative. A Home Education Program, as defined in Section 1002.01(1), F.S., is the “sequentially progressive instruction of a student directed by his or her parent or guardian.” The Department of Education provides technical assistance, information and materials on home education to school districts and parents.

For more information regarding home education, contact the district office at 386-437-7526 ext. 1185 or visit the Florida Department of Education’s website: www.floridaschoolchoice.org
Flagler Schools Food Nutrition Services

The School Board of Flagler County participates in the National School Lunch Program, School Breakfast Program, After School Snack Program and Summer Food Service Program and the After School Meals Program. The staff members of the Department of Food and Nutrition Services prepare and serve nutritious meals to the students and faculty, each and every school day and at a number of sites throughout the summer months. All meals served must meet guidelines established by the U.S. Department of Agriculture. Menus are available at every school and can be accessed at https://flaglerschools.nutrislice.com/menu/menus-eula. In addition to menus, the web page also contains information regarding what to do for students who have physician-diagnosed food allergies or intolerances under "Food/Allergies/Special Diets". Meal prices for 2019-2020 are as follows:

<table>
<thead>
<tr>
<th>Breakfast Prices Lunch Prices</th>
<th>Lunch Prices</th>
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<tbody>
<tr>
<td>Breakfast is free to all currently enrolled students.</td>
<td>Reduced Price = $.40</td>
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<tr>
<td></td>
<td>Pre-K &amp; Elementary Full-Price = $2.10</td>
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<tr>
<td></td>
<td>Middle School Full-Price = $2.35</td>
</tr>
<tr>
<td></td>
<td>High School Full-Price = $2.60</td>
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</tbody>
</table>

As a sponsor of the federal meal programs, The Flagler County School District must make free and reduced price meals available to eligible children. Eligibility is determined by either (I) household income or (2) special circumstance. In order to qualify, households must submit an application. Once a determination of eligibility is made, benefits are good for the entire school year. It’s important to remember that these benefits are for ONE SCHOOL YEAR ONLY and a new application must be submitted every year. While only one application is required, you may re-apply at any time during the school year should your circumstances change. Children of parents or guardians who become unemployed may be eligible for free or reduced price meals during the period of unemployment.

Household Income
USDA establishes updated Income Eligibility Guidelines, annually. Households with incomes at or below the amounts established are eligible for either free or reduced price meals.

Important information for members of our Armed Services:
When considering household income, a housing allowance that is part of the Military Housing Privatization Initiative is not to be included as income. For the purpose of determining household size, deployed service members are considered a part of the household Families should include the names of the deployed service members on their application. Report only that portion of the deployed service member's income made available to them or on their behalf to the family. The determining official would count the service member as part of the household in establishing a child’s eligibility for free and reduced-price meals.

Special Circumstances
There are other circumstances which could qualify a student for free or reduced-price meals. In these instances, household income is generally not a factor; however, other information may be needed to make an eligibility determination.

Children of households who are members of currently certified Food Stamp or Temporary Assistance for Needy Family programs may be eligible for free meals. Please see special instructions on the back of the application. In these cases, applications with abbreviated information will be accepted and applications will require a case number be listed for each child receiving benefits from that program.

Migrant, Homeless or Runaway children may be eligible for free or reduced-price meals. To determine if one of these categories is applicable, please call 386-437-7526 and ask for the Title One Department.

Foster children may be eligible for free or reduced-price meals regardless of income of the household where they reside.
How to Apply

Each year in August, applications are mailed to every household in our database. In addition, paper applications are available at the District Food Service Office in the Government Services Building at 1769 Moody Boulevard, Bunnell, FL 32110 and at each school's front office and cafeteria. Instructions for completion are on the back of the application form. For added convenience, applications are available online at www.flaglerschools.com. All applications are processed at the District Food Service Office. Please submit completed paper applications (either by mail or in person) to the District Food Service Office or to the Food Service Manager at your student's school. All applications will be processed within 10 business days and notification will be mailed to the address listed on your application. **Benefits do not take effect until the application is processed and are not retroactive.** Incomplete applications cannot be approved until they contain all required information. The Food Services Office hours are 7:00 a.m. to 4:00 p.m. Monday through Friday. We do not close for lunch. If you wish to bring your application in, in person, one of our staff members will process it while you wait. We're happy to help you complete it or answer any questions you may have.

Verification

The Department of Food and Nutrition Services reserves the right to verify the information on any application at any time during the school year. Additionally, program regulations require us to verify the accuracy of information submitted on a percentage of applications, each year. When an application is randomly selected as part of this audit, we send a formal request to the family asking for proof of income stated on the application. Failure to respond to the request results in loss of meal benefits for the students that are part of the household.

Right to Appeal

You have the right to appeal the decision of the Department of Food and Nutrition Services with respect to the application process or the results of verification by contacting the Director, Ms. Angela Bush, at 386-437-7526. In the event you wish to appeal to a higher level, you may contact Mr. James Tager, Superintendent, at 386-437-7526. It's important to note that the Income Eligibility Guidelines or federal rules pertaining to the program cannot be appealed or negotiated.
Families in Transition

What Families Need to Know about Homelessness

(Families in Transition) and Public Education

Definition of Homeless, known as “Families in Transition (FIT)”

Local school districts must ensure that homeless children and youth have equal access to a free, appropriate public education. Homeless children and youth are defined as those who lack a fixed, regular, and adequate nighttime residence. This includes those who are:

- sharing housing due to loss of housing or economic hardship;
- living in motels, hotels, camping grounds, or dilapidated trailers due to lack of alternative housing;
- living in emergency or transitional housing;
- living in cars, parks, public spaces, abandoned buildings, substandard housing, or bus and train stations;
- abandoned in hospitals;
- living in a public or private place not designed for or ordinarily used as a regular place to sleep; and
- migrant students, living in a situation described above.

Your Children’s Rights

The federally-funded McKinney-Vento Homeless Education Assistance Act established educational rights and protections for students experiencing homelessness. Homeless children and youth are entitled to:

- enroll in school without having a permanent address.
- enroll and attend school while arranging for required school records or documents.
- remain in the school attended before becoming homeless.
- receive special programs and services for which they are eligible.
- attend school and participate in school programs with students who are not homeless.
- receive assistance with transportation to school.

When You Move

Becoming homeless is highly disruptive to students in many ways. Whenever possible, use the following guidelines when moving is necessary.

- Inform your child’s teacher, guidance counselor, or principal that you are moving and give them the new address.
- Let school officials know if you want your child to remain in the same school.
- Ask for a copy of your child’s school records, including immunizations.
- Safeguard and keep a copy of school records, birth certificates, and all health and immunization records accessible.
- Have a reliable person keep a second copy of these important records.
- Enroll your child(ren) in school as soon as possible.

Ask About School Services

- Breakfast and lunch programs
- Transportation
- School supplies
- Academic Support

For more information, contact:

Dr. Pamela Jackson-Smith,
Families in Transition (FIT) District Liaison,
386-437-7526 x1186
Jackson-smithp@flaglerschools.com
School Uniforms

Shirts

Shirts must be standard short or long sleeve polo style, oxford style, or button-up dress shirt with a collar. A small trademark logo is acceptable.

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<thead>
<tr>
<th>Elementary</th>
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<tbody>
<tr>
<td>Bunnell Elementary</td>
<td>Blue and Green</td>
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<tr>
<td>Belle Terre Elementary</td>
<td>Blue and Pink</td>
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<tr>
<td>Old Kings Elementary</td>
<td>Blue and Pink</td>
</tr>
<tr>
<td>Rymfire Elementary</td>
<td>Blue and Burgundy</td>
</tr>
<tr>
<td>Wadsworth Elementary</td>
<td>Blue and Red</td>
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<table>
<thead>
<tr>
<th>Middle School</th>
<th></th>
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<tbody>
<tr>
<td>Buddy Taylor Middle School</td>
<td>Blue, Red Green, Pink Maroon, Burgundy and Gold</td>
</tr>
<tr>
<td>Indian Trails Middle School</td>
<td>Blue, Red Green, Pink Maroon, Burgundy and Gold</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High School</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Flagler/Palm Coast High School</td>
<td>Any Color, Striped or Plaid</td>
</tr>
<tr>
<td>Matanzas High School</td>
<td>Any Color, Striped or Plaid</td>
</tr>
</tbody>
</table>

*All students can wear the district approved colors of black, white and gray

Pants/Bottom Attire

- Must be khaki (tan), grey, white, navy blue, or black slacks, shorts, skirts, skorts or jumpers, or plain blue or black denim jeans, shorts, skirts, skorts, or jumpers. A small trademark logo is acceptable. Athletic type bottom attire such as mesh shorts, spandex pants, leggings or sweatpants would not be considered appropriate for the uniform dress code policy.

- Bottom attire must be plain without any holes, tears, or unfinished hems, and must be worn securely at the waist.

- If bottom attire has visible belt loops, a belt must be used.

**Please refer to the 2019-2020 Student Code of Conduct for the complete dress code policy**
Skyward Family Access

- Just sign up at your child’s school (requires identification) and you can look at student grades as often as you’d like.
- You only have to sign up once, even if you have more than one child.
- You can download a free app if you’d like, to access Skyward from your smart phone.
- Other useful information can be found on Skyward specifically about your child.
- The feature My Email Notifications allows the parent/guardian to setup and receive weekly email notifications for attendance, grading and progress reports.
- Under Email Notifications- check the box you would like information sent to you.

*Remember parents/guardians to keep the updated email address in Skyward
This means parents can get push notifications if their student grades reach below a determined percentage, receive Progress reports daily, weekly, monthly.

You can access your child’s grades at any time from your computer or smart phone!
## Sample Elementary Report Card

**Belle Terre Elementary School**
545 Belle Terre Highway
386-447-1500
www.flagleschools.com
Principal: Dr. Terence Colyer

56 BAINBRIDGE LN
Palm Coast, FL 32137

Mid Quarter Grades For Grade: KG
Advisor: DONOV, Sla
Home Room: 611

<table>
<thead>
<tr>
<th>Subject</th>
<th>BM</th>
<th>CF</th>
<th>QL</th>
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</thead>
<tbody>
<tr>
<td>Language Arts - Grade Kindergarten</td>
<td>611</td>
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<td></td>
</tr>
<tr>
<td>Maths - Grade Kindergarten</td>
<td>611</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science - Grade K</td>
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<tr>
<td>Social Studies Grade K</td>
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**Attendance Information**

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</table>

**Student Promotion Status Pending**
Sample Middle School Report Card

Buddy Taylor Middle School
4500 Belle Terre Parkway
Palm Coast, FL 32164
www.flagleschools.com
386-446-8700
Principal: Robert Bossardet

23 FRESTMICK LN
PALM COAST, FL 32164

Mid Quarter Grades For Grade: 07
Advisor: W PARKS
Quarter 1 2019-20

<table>
<thead>
<tr>
<th>Entity: 0011</th>
<th>C7 01</th>
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<tbody>
<tr>
<td>Algebra 1 Honors</td>
<td>LORI ANTOS</td>
</tr>
<tr>
<td>M/J Band 1</td>
<td>SUSAN MORDEN</td>
</tr>
<tr>
<td>M/J Chorus 1</td>
<td>ANN PARIS</td>
</tr>
<tr>
<td>M/J Civics, Advanced</td>
<td>SHALYN JOHNSON</td>
</tr>
<tr>
<td>M/J Comprehensive Science 2, A</td>
<td>LAURENCE TANERBACH</td>
</tr>
<tr>
<td>M/J Language Arts 2, Advanced</td>
<td>Mr. HUBBARD</td>
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</table>

**ATTENDANCE INFORMATION**

<table>
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<th>Year To Date</th>
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<tbody>
<tr>
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</tr>
</tbody>
</table>
# Sample High School Report Card

**Matanzas High School**  
3535 Old Kings Rd North  
Palm Coast, FL 32137  
Phone: 386-447-1575  
Principal: Jeff Reaves

120 FORREST PLACE  
Palm Coast, FL 32137

Mid Quarter Grades for quarter: 11  
Advisor: C. Davis

**Quarter 1 2019-20**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Grade</th>
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<tr>
<td>0301310010</td>
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<td>C</td>
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<td>US HIST</td>
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<tr>
<td>3001370010</td>
<td>ENG 2</td>
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<tr>
<td>2001330010</td>
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<td>C</td>
<td>0.000</td>
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</table>

**Total Earned Credits**: 0.000  
**Cumulative Earned Credits**: 14.000

**ATTENDANCE INFORMATION**

- **Year to Date**:  
  - Excused: 0.00  
  - Unexcused: 0.20  
  - Tardy: 0
Areas of Study - Pupil Progression Plan

The following areas of study are required at each grade level:

- Language Arts (reading, literature, listening, critical observation, speaking, writing and language)
- Mathematics
- Science
- Social Studies
- Physical Education and Comprehensive Health Education (to include Human Growth and Development, and Alcohol and Substance Abuse Prevention)
- Art
- Music

The areas of study above in grades K-6 may be modified to meet an individual student’s academic needs. The following areas of study which are not course specific, but are supported by state statute, will be integrated into the curriculum: multi-cultural education, Holocaust education, technology, patriotism, critical thinking skills, and character education, and Mental Health.

ASSESSMENT AND INTERVENTION
Each student must participate in statewide assessment tests required by statute. Each student who does not meet district or state specific levels of performance may be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need, and must be provided a Progress Monitoring Plan (PMP).

The teacher will identify as soon as possible, for the principal and parents/guardians, those students who are not making satisfactory progress toward appropriate grade level standards and specific levels of performance. Students who fail to respond to intervention and decrease the gap in proficiency between themselves and their peers, as evidenced by ongoing progress monitoring, must be involved in the district established Multi-Tiered System of Supports (MTSS) process.

PROMOTION
Promotion to the Next Grade Level (K-6)
The teacher recommends promotion based on satisfactory achievement on the following: grade level Florida Standards, district-wide assessment progress tests, classroom work, observations, tests, and other relevant achievement data. Student promotion is also based upon an evaluation of the student’s acceptable progress toward grade level Florida Standards and levels of performance on statewide assessments. The classroom teacher has the primary responsibility for determining each student's level of performance and ability to function academically at the next grade level, subject to review by the principal or designee.

In such cases, when a promotion decision is made, the student's permanent record card and report card shall show “Promoted to Grade _____.”

A teacher may substitute a score of 4 or 5 on the ELA FSA, Math FSA, SSA or EOC for a final grade. A score of 4 is equivalent to a B; a score of 5, A.
**Promotion from Sixth to 7th Grade:**
Students who fail one core course will have the opportunity to re-take it through FLVS or iFlagler, if available, over the summer or to take it in place of an elective during 7th grade. Students who fail two core courses will only be promoted if they take at least one of the courses through FLVS over the summer and complete it before the first day of school. Students who fail more than two core courses will be retained.
A teacher may substitute a score of 4 or 5 on the FSA for a final grade. A score of 4 is equivalent to a B; a score of 5, A.

**Promotion/Change of Grade Placement during the School Year (not to be used in grade 3 or 6)**
The principal or designee may make a decision for promotion during the year for retained students. This will be determined by the recommendation of the classroom teacher and a passing grade on cumulative assessments in the area that caused the student to be retained and with discussion with the parent/guardian. Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 on the statewide, standardized assessment taken in the retained grade, or grade level or higher on a district assessment.
The principal or designee may make a decision for a change of grade placement to a lower grade level during the school year, considering the recommendation of the classroom teacher and with discussion with of parent/guardian. The student's permanent record card and report card will reflect the promotion/change of grade placement. A conference with the parent/guardian must be offered prior to change of grade placement.

**PROMOTION FROM 7TH GRADE TO 8TH GRADE**
Students who fail one core academic course may repeat the course during the summer through Florida Virtual School or iFlagler, if available. Students who do not successfully complete the course will be placed in the course during 8th grade in lieu of an elective.
Students who fail two core academic courses must successfully repeat at least one of the courses during the summer through Florida Virtual School or iFlagler, if available. Students who do not successfully complete at least one failed core academic course will be retained in 7th grade. Students who successfully complete at least one failed core academic course during the summer will be promoted to the 8th grade and will repeat the second failed course during 8th grade in lieu of an elective. This opportunity is available only with permission of the Principal or Assistant Principal and after the student and parent sign a memorandum of understanding. If the failed courses are not available through FLVS or iFlagler, then the student will be retained in 7th grade.

**PROMOTION OF THE EXCEPTIONAL STUDENT**
Promotion for exceptional students shall follow the same procedures outlined for general education students, including students enrolled in access points courses and those taking an alternate assessment. Details are in the corresponding grade level section of this Student Progression Plan.
HIGH SCHOOL CREDIT
Accelerated middle school students may earn credit toward high school graduation under the following conditions:

A. High School courses offered at the middle school level must meet the standards approved for the high school courses. If Honors classes are taken, Honors weighting will be given when students are promoted to the high school.

B. Courses are offered for the same number of hours of instruction as currently offered at the high school, follow the Next Generation / Florida Standards, use the same textbook and the same final exam. State EOCs will count as 30% of the final grade. Common District Finals will count as 20% of the grade.

C. District-enrolled students at the middle school level approved to take courses from the Florida Virtual High School will earn credit which will be transferred to their high school record as explained above.

D. (S.1003.4282) Middle school students taking high school courses for high school credit who receive a grade of “C”, “D”, or “F” may have their grade replaced with a “C” or higher in a comparable course. In all middle and high school cases, only the new grade shall be used in the calculation of the student’s grade point average.

E. Middle school students enrolled in Algebra I must take the Algebra I EOC assessment and pass the course to earn high school Algebra I credit. A middle school student is not required to earn a passing score on the Algebra I EOC assessment in order to earn high school credit or to be promoted to high school. A middle school student’s performance on the Algebra I EOC assessment constitutes 30% of the student’s final course grade.

F. Middle school students enrolled in Geometry must take the Geometry EOC assessment and have the results of the Geometry EOC constituted as 30% of the student’s final course grade.

G. When middle school students take high school courses, this starts their high school transcript and their Grade Point Averages (GPAs). GPAs are used to determine eligibility for graduation, scholarships (including Bright Futures), class ranking, and admission to college.

PHYSICAL EDUCATION (S.1003.455)
Each elementary school will provide 150 minutes of physical education each week for students in kindergarten through grade 5 and for students in grade 6 who are enrolled in a school that contains one or more elementary grades so that on any given day during which physical education instruction is conducted there are at least 30 consecutive minutes per day. This requirement shall be waived for a student who meets one of the following criteria:

A. The student is enrolled or required to enroll in a remedial course.

B. The student’s parent indicates in writing to the school that the parent requests that the student enroll in another course from among those courses offered as options by the school district; or the student is participating in physical activities outside the school day that are equal to or in excess of the mandated requirement.
PROMOTION TO THE HIGH SCHOOL (S. 1003.4156, S. 1003.4295)

Promotion from a school that includes middle grades requires that the student must successfully complete academic courses as follows:

In order for a student to be promoted to high school from a school that includes middle grades 6, 7, and 8, the student must successfully complete the following courses:

A. Three middle grades or higher courses in English Language Arts (ELA). Three middle grades or higher courses in mathematics. Each school that includes middle grades must offer at least one high school level mathematics course for which students may earn high school credit. Successful completion of a high school level Algebra I or Geometry course is not contingent upon the student’s performance on the statewide, standardized end-of-course (EOC) assessment. To earn high school credit for Algebra I, a middle grade student must take the statewide, standardized Algebra I EOC assessment and pass the course, and in addition, beginning with the 2013-2014 school year and thereafter, a student’s performance on the Algebra I EOC assessment constitutes 30 percent of the student’s final course grade. To earn high school credit for a Geometry course, a middle grades student must take the statewide, standardized Geometry EOC assessment, which constitutes 30 percent of the student’s final course grade, and earn a passing grade in the course.

B. Three middle grades or higher courses in social studies. Beginning with students entering grade 6 in the 2012-2013 school year, one of these courses must be at least a one-semester civics education course that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States. Beginning with the 2013-2014 school year, each student’s performance on the statewide, standardized EOC assessment in civics education required under s. 1008.22 constitutes 30 percent of the student’s final course grade. A middle grades student who transfers into the state’s public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student’s transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.

C. Three middle grades or higher courses in science. Successful completion of a high school level Biology I course is not contingent upon the student’s performance on the statewide, standardized EOC assessment required under s. 1008.22. However, beginning with the 2012-2013 school year, to earn high school credit for a Biology I course, a middle grades student must take the statewide, standardized Biology I EOC assessment, which constitutes 30 percent of the student’s final course grade, and earn a passing grade in the course.

D. For a student to be promote to high school from a school that includes middle grades 6, 7, and 8, the student must complete, among other requirements, one course in career and education
planning to be completed in grades 6, 7, or 8, which may be taught by any member of the instructional staff. The course must be Internet-based, customizable to each student, and include research-based assessments to assist students in determining educational and career options and goals. In addition, the course must result in a completed personalized academic and career plan for the student that may be revised as the student progresses through middle school and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity’s economic security report. The required personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma designation; the requirements for each scholarship in the Florida Bright Futures Scholarship Program; state university and Florida College System institution admission requirements; available opportunities to earn college credit in high school, including AP courses; IB and AICE; dual enrollment, including career dual enrollment; and career education courses, including career-themed courses, pre-apprenticeship and apprenticeship programs, and course sequences that lead to industry certification. The course may be implemented as a stand-alone course or integrated into another course or courses.

There are no mid-semester promotions. Promotions may only occur at the semester break if a student has already earned at least 1 high school credit.

The minimum length for core courses is 45 minutes per day.

Middle school students failing high school courses may be withdrawn at the end of the first quarter with no academic penalty. After that, students will receive semester grades that will be placed on their transcripts.

**ADULT HIGH SCHOOL**

Students who are already 18 years old and not on track to graduate with their 9th grade cohort when they enter the district will be referred to Daytona State College Adult High School.

**ACCELERATION NOTIFICATION, ADVISEMENT, AND OPPORTUNITIES (S.1003.02) (S.1003.4295)**

At the beginning of each school year, parents of students in or entering high school will be notified of the opportunity and benefits of Advanced Placement, International Baccalaureate, AICE, dual enrollment, career academy classes, courses that lead to industry certification, Florida Virtual School courses, and options for early or accelerated high school graduation.

The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in Algebra I, Geometry, United States History, and Biology if the student passes the statewide, standardized assessment administered under s. 1008.22. Notwithstanding s. 1003.436, a school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding statewide, standardized end-of-course assessment. The school district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the standardized end-of-course assessment during the regular administration of the assessment. A student may also earn course credit by passing the Advanced Placement exam or a College Level Examination Program (CLEP) without being enrolled in or completing the corresponding course. The PERT comparative score cannot be used to earn Algebra I course credit.
A student may earn credit in a designated course by passing a nationally recognized industry certification exam in information technology that is identified on the CAPE industry certification list without enrolling in or completing the corresponding course.

**ADVANCED PLACEMENT (AP)**

A. Advanced Placement (AP) is the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board. Postsecondary credit for an AP course may be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam. Some colleges may only accept a score of 4 or 5.

B. A student will receive high school credit based on the grade received in the AP class.

C. A student enrolled in an AP class, but failing to take the AP subject exam, will have the course of study changed to an Honors class. The student will receive a zero on the course final exam, which will count as 20% of the final class grade.

**CERTIFICATE OF COMPLETION (S. 1003.4282)**

Students who earn the required 24 credits or the required 18 credits under the ACCEL option (S. 1002.3105) but fail to pass the assessments required under S. 1008.22 and/or fail to achieve a 2.0 GPA will be awarded a certificate of completion.

Students who have met all requirements for the standard high school diploma except for passage of the required statewide, standardized assessments or the state required End-of-Course assessments or an alternative assessment by the end of Grade 12 must be provided the following learning opportunities:

A. Participation in an accelerated high school equivalency diploma preparation program during the summer.

B. Upon receipt of a certificate of completion, be allowed to take the Post-Secondary Education Readiness Test (PERT) and be admitted to remedial or credit courses at a state community college, as appropriate.

High schools shall use all available assessment results, including the results of statewide, standardized English language arts assessments and end-of-course assessments for Algebra I and Geometry, to advise students of any identified deficiencies and to provide appropriate postsecondary preparatory instruction before high school.

**DUAL ENROLLMENT COLLEGE CREDIT PROGRAMS AND CAREER DUAL ENROLLMENT (S.1007.271, S. 1007.23)**

The Superintendent of Schools and Presidents of colleges and universities shall jointly develop and implement a comprehensive articulated acceleration program for students enrolled in their respective school district and service area.

The dual enrollment program is defined as the enrollment of an eligible secondary student or home education student in postsecondary course creditable toward high school completion and a career and technical certificate or an associate or baccalaureate degree. A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student.
Students who are eligible for dual enrollment may enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term. However, if the student is projected to graduate from high school before the scheduled completion date of a postsecondary course, the student may not register for that course through dual enrollment. The student may apply to the postsecondary institution and pay the required registration, tuition, and fees if the student meets the postsecondary institution’s admissions requirements under S. 1007.263.

The District will pay the cost of books, lab fees, and required instructional materials for students enrolled full-time in the Flagler Schools. Home education students may participate in dual enrollment working directly with Daytona State College (DSC).

For eligibility requirements, refer to the Articulation Agreement for the appropriate college or university. Dual enrollment courses taught on the high school campus must meet the same competencies required for courses taught on the postsecondary institution campus. To ensure equivalent rigor with courses taught on the postsecondary institution campus, the postsecondary institution offering the course is responsible for providing in a timely manner a comprehensive, cumulative end-of-course assessment or a series of assessments of all expected learning outcomes to the faculty member teaching the course. Completed, scored assessments must be returned to the postsecondary institution and held for 1 year. Instructional materials used in dual enrollment courses must be the same as or comparable to those used in courses offered by the postsecondary institution with the same course prefix and number. The postsecondary institution must advise the school district of instructional materials requirements as soon as that information becomes available but no later than one term before a course is offered.

Course requirements, such as tests, papers, or other assignments, for dual enrollment students must be at the same level of rigor or depth as those for all non-dual enrollment postsecondary students. All faculty members teaching dual enrollment courses must observe the procedures and deadlines of the postsecondary institution for the submission of grades. A postsecondary institution must advise each faculty member teaching a dual enrollment course of the institution’s grading guidelines before the faculty member begins teaching the course.

Dual enrollment courses taught on a high school campus may not be combined with any non-college credit high school course.

Details about dual enrollment with Daytona State College, Embry Riddle Aeronautical University, University of Florida, and the University of North Florida can be found in the individual Articulation Agreements.

Career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn industry certifications adopted pursuant to S. 1008.44, which counts as credits toward the high school diploma. Career dual enrollment shall be available for secondary students seeking a degree and industry certification through a career education program or course.

Each district school board shall inform all secondary school students and their parents of dual enrollment as an educational option and mechanism for acceleration. Students and their parents shall be informed of student eligibility requirements, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic credits required for graduation. District school boards must annually assess the demand for dual enrollment and provide that information to each partnering postsecondary institution. Alternative grade calculation, weighting systems, and information regarding student education options that discriminate against dual enrollment courses are prohibited.

Early admission is a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. A student must enroll in a minimum of 12 college credit hours per semester or the equivalent to participate in the early admission program; however, a student may not be required to enroll in more than 15 college credit hours per semester or the equivalent. Students enrolled are exempt from the payment of registration, tuition, and laboratory fees.
Career early admission is a form of career dual enrollment through which eligible secondary students enroll full time in a career center or a Florida College System institution in courses that are creditable toward the high school diploma and the certificate or associate degree. Participation in the career early admission program is limited to students who have completed a minimum of 4 semesters of full-time secondary enrollment, including studies undertaken in the ninth grade. Students enrolled are exempt from the payment of registration, tuition, and laboratory fees. Students may enroll in career dual-enrollment classes at Flagler Technical Institute.

Teaching and Learning coordinates many aspects of student assessment. This includes administration and reporting of state-wide, national, international, and organizational assessments such as the Florida Standards Assessment (FSA), Florida State Science Assessment (SSA), End-of-Course Exams (EOCs), and National Assessment of Educational Progress (NAEP), to name a few. Florida Statute 1008.22 (6) specifies that participation in the testing program is mandatory for all students attending public school.

Facets of the state accountability initiative fall within the scope of Teaching and Learning as well. School grading, data forensics reporting, and the assessment data portions of Flagler's evaluation system are some of the accountability elements that fall within this scope.

More information can be found on the district website:

Lastly, school-wide (SIP) improvement, along with the state problem solving process and differentiated accountability (DA), are coordinated by the Teaching and Learning staff. Please see https://www.floridacims.org/ for more information.

Assessments and Accountability

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State-Based Assessments

The Florida Standards Assessment (FSA) is given annually to all students in Grades 3-10 for English & Language Arts and Grades 3-8 for Mathematics. The Statewide Standardized Assessment for Science is administered to students in Grades 5 and 8. The End-of-Course Exams cover Algebra I, Geometry, Biology I, Civics, and United States History. The Florida Standards Alternative Assessment covers the same areas as above but utilize access points. ACCESS for ELLs 2.0 (WIDA) is designed to assess English Language Learners (ELL) students.

For more information on state-based assessments, please see http://www.fldoe.org/accountability/assessments /k-12-student-assessment/

District Assessment Calendar

State statutes require the district to post a uniform assessment calendar to its website and provide an estimate of the amount of time students are required to test. That information for both the current year and previous year are found at the following website: http://flaglerschools.com/district/assessment-and-accountability.

There are also daily assessment calendars for elementary, middle, and high schools. Each school posts their own school-required assessment calendars to the school website as well.

2018 Economic Security Report Summary Link

The Department of Education has issued the following memorandum regarding the 2018 Economic Security Report Summary. The memorandum may be viewed at:

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
• Geometry
• Biology 1
• 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 course 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.
The following link will provide additional information on state requirements for graduation:
http://www.fldoe.org/academics/graduation-requirements/
On October 1, 2005 the Flagler County School Board, in collaboration with the Flagler County Council, opened
the Flagler County Youth Center, a new and what hoped to be attractive recreational facility for county youth in
grades 7th -12th. All too long, throughout the county you would hear complaints that there was nothing for kids
to do after school, unless they were involved in school activities/athletics. The original purpose of the Youth
Center was to attract youth, not normally involved in traditional after school activities, and provide them with a
safe, supervised fun place to be.

Located on the grounds of Flagler Palm Coast High School, this 5,000+ sq. ft. facility includes state of the art
technology, including a 30 station Computer Lab, featuring Internet access ability plus a Projector, that permits
PS4 gaming on the "BIG" interior wall. The Youth Center also features a Game Room, with two Pool Tables, two
Ping- Pong Tables, and a Flat Panel TV. Finally, in the Lounge, the focal point of the building, you will find a 70"
HD Flat Screen TV, Leather Seating, 6 TVs hosting PS4s with a selection of video games to choose from. Even
after excessive use, the building is kept clean and in exceptional condition with staff constantly stressing
appropriate social behavior in a very diverse setting.

During the school year the FCYC is open from 2:00pm - 7:00pm. Admission is FREE, but all participants must have
a Flagler County School issued ID Card. During the summer, the FCYC hosts a Summer Camp, for 60 middle school
students, for a very reasonable rate. Summer Camp registration begins the first week of March, and available on
a first come basis. Special Events, at the Youth Center run throughout the entire year. For complete update of
monthly activities and hours of operation, including photos of the center, visit our website at:
http://flagleryouthcenter.com

As a result of the success of the Flagler County Youth Center, on July 1, 2011, the Flagler County School Board
entered a second partnership with Flagler County Commissioners to manage the G. W. Carver Community Center.
During the school year, Monday - Friday, the Carver Center will sponsor Community Programs from 9:00am-2:00pm,
a Youth Center from 2:00pm - 7:00pm, and special programming from 7:00pm-9 :00pm. During the school year, the
center hosts the very successful Road To Success GED and Job Training program. Weekends will be reserved for
special events. During the Summer Months, a minimal cost of Summer Camp, for 7 -16 year olds, will be provided
by AIM: Alliance of Involved Ministers. Thanks to Flagler County, Flagler County Schools, and numerous community
partners, the Carver Center has been renovated, providing a clean, safe environment for youth and their families, to
utilize, all year long.
STUDENT VACCINATIONS
Weekdays
8AM to 11AM (Walk-in hours)
Afternoons by appointment
Offered free through age 18

COMING SOON!
IN-SCHOOL SHOTS
(with parental consent)

   FLU
   Starts Nov. 2019
   TDAP (6th graders)
   Apr. 2020

Starting August 27, the Health Department will visit every elementary school to conduct annual health screenings. These required screenings include:

- Vision screening
- Hearing screening
- Height & Weight
- Scoliosis

- Grades K, 1, 3, 6 & new students K-6
- Grades K, 1, 6 & new students K-6
- Grades 1, 3 & 6
- Grade 6

Flagler County Health Department
301 Dr. Carter Blvd.
Bunnell 32110
Call for information 386-437-7350
VACCINE INFORMATION STATEMENT

Meningococcal ACWY Vaccine: What You Need to Know

1 Why get vaccinated?

Meningococcal ACWY vaccine can help protect against meningococcal disease caused by serogroups A, C, W, and Y. A different meningococcal vaccine is available that can help protect against serogroup B.

Meningococcal disease can cause meningitis (infection of the lining of the brain and spinal cord) and infections of the blood. Even when it is treated, meningococcal disease kills 10 to 15 infected people out of 100. And of those who survive, about 10 to 20 out of every 100 will suffer disabilities such as hearing loss, brain damage, kidney damage, loss of limbs, nervous system problems, or severe scars from skin grafts.

Anyone can get meningococcal disease but certain people are at increased risk, including:
- Infants younger than one year old
- Adolescents and young adults 16 through 23 years old
- People with certain medical conditions that affect the immune system
- Microbiologists who routinely work with isolates of N. meningitidis, the bacteria that cause meningococcal disease
- People at risk because of an outbreak in their community

2 Meningococcal ACWY vaccine

Adolescents need 2 doses of a meningococcal ACWY vaccine:
- First dose: 11 or 12 year of age
- Second (booster) dose: 16 years of age

In addition to routine vaccination for adolescents, meningococcal ACWY vaccine is also recommended for certain groups of people:
- People at risk because of a serogroup A, C, W, or Y meningococcal disease outbreak
- People with HIV
- Anyone whose spleen is damaged or has been removed, including people with sickle cell disease
- Anyone with a rare immune system condition called “persistent complement component deficiency”
- Anyone taking a type of drug called a complement inhibitor, such as eculizumab (also called Soliris®) or ravulizumab (also called Ultomiris®)
- Microbiologists who routinely work with isolates of N. meningitidis
- Anyone traveling to, or living in, a part of the world where meningococcal disease is common, such as parts of Africa
- College freshmen living in residence halls
- U.S. military recruits

3 Talk with your health care provider

Tell your vaccine provider if the person getting the vaccine:
- Has had an allergic reaction after a previous dose of meningococcal ACWY vaccine, or has any severe, life-threatening allergies.

In some cases, your health care provider may decide to postpone meningococcal ACWY vaccination to a future visit.

Not much is known about the risks of this vaccine for a pregnant woman or breastfeeding mother. However, pregnancy or breastfeeding are not reasons to avoid meningococcal ACWY vaccination. A pregnant or breastfeeding woman should be vaccinated if otherwise indicated.
VACCINE INFORMATION STATEMENT

Tdap Vaccine

What You Need to Know

1 Why get vaccinated?

Tetanus, diphtheria and pertussis are very serious diseases. Tdap vaccine can protect us from these diseases. And, Tdap vaccine given to pregnant women can protect newborn babies against pertussis.

TETANUS (Lockjaw) is rare in the United States today. It causes painful muscle tightening and stiffness, usually all over the body.
- It can lead to tightening of muscles in the head and neck so you can’t open your mouth, swallow, or sometimes even breathe. Tetanus kills about 1 out of 10 people who are infected even after receiving the best medical care.

DIPHTHERIA is also rare in the United States today. It can cause a thick coating to form in the back of the throat.
- It can lead to breathing problems, heart failure, paralysis, and death.

PERTUSSIS (Whooping Cough) causes severe coughing spells, which can cause difficulty breathing, vomiting and disturbed sleep.
- It can also lead to weight loss, incontinence, and rib fractures. Up to 2 in 100 adolescents and 5 in 100 adults with pertussis are hospitalized or have complications, which could include pneumonia or death.

These diseases are caused by bacteria. Diphtheria and pertussis are spread from person to person through secretions from coughing or sneezing. Tetanus enters the body through cuts, scratches, or wounds.

Before vaccines, as many as 200,000 cases of diphtheria, 200,000 cases of pertussis, and hundreds of cases of tetanus, were reported in the United States each year. Since vaccination began, reports of cases for tetanus and diphtheria have dropped by about 99% and for pertussis by about 80%.

2 Tdap vaccine

Tdap vaccine can protect adolescents and adults from tetanus, diphtheria, and pertussis. One dose of Tdap is routinely given at age 11 or 12. People who did not get Tdap at that age should get it as soon as possible.

Tdap is especially important for healthcare professionals and anyone having close contact with a baby younger than 12 months.

Pregnant women should get a dose of Tdap during every pregnancy, to protect the newborn from pertussis. Infants are most at risk for severe, life-threatening complications from pertussis.

Another vaccine, called Td, protects against tetanus and diphtheria, but not pertussis. A Td booster should be given every 10 years. Tdap may be given as one of these boosters if you have never gotten Tdap before. Tdap may also be given after a severe cut or burn to prevent tetanus infection.

Your doctor or the person giving you the vaccine can give you more information.

Tdap may safely be given at the same time as other vaccines.

3 Some people should not get this vaccine

- A person who has ever had a life-threatening allergic reaction after a previous dose of any diphtheria, tetanus or pertussis containing vaccine, OR has a severe allergy to any part of this vaccine, should not get Tdap vaccine. Tell the person giving the vaccine about any severe allergies.
- Anyone who had coma or long repeated seizures within 7 days after a childhood dose of DTP or DTap, or a previous dose of Tdap, should not get Tdap, unless a cause other than the vaccine was found. They can still get Td.
- Talk to your doctor if you:  
  - have seizures or another nervous system problem,  
  - had severe pain or swelling after any vaccine containing diphtheria, tetanus or pertussis,  
  - ever had a condition called Guillain-Barre Syndrome (GBS),  
  - aren’t feeling well on the day the shot is scheduled.
**VACCINE INFORMATION STATEMENT**

**Influenza (Flu) Vaccine (Inactivated or Recombinant): What you need to know**

---

1. **Why get vaccinated?**

   Influenza vaccine can prevent influenza (flu).

   Flu is a contagious disease that spreads around the United States every year, usually between October and May. Anyone can get the flu, but it is more dangerous for some people. Infants and young children, people 65 years of age and older, pregnant women, and people with certain health conditions or a weakened immune system are at greatest risk of flu complications.

   Pneumonia, bronchitis, sinus infections and ear infections are examples of flu-related complications. If you have a medical condition, such as heart disease, cancer or diabetes, flu can make it worse.

   Flu can cause fever and chills, sore throat, muscle aches, fatigue, cough, headache, and runny or stuffy nose. Some people may have vomiting and diarrhea, though this is more common in children than adults.

   Each year **thousands of people in the United States die from flu**, and many more are hospitalized. Flu vaccine prevents millions of illnesses and flu-related visits to the doctor each year.

---

2. **Influenza vaccine**

   CDC recommends everyone 6 months of age and older get vaccinated every flu season. **Children 6 months through 8 years of age** may need 2 doses during a single flu season. **Everyone else** needs only 1 dose each flu season.

   It takes about 2 weeks for protection to develop after vaccination.

---

3. **Talk with your health care provider**

   Tell your vaccine provider if the person getting the vaccine:
   - Has had an **allergic reaction after a previous dose of influenza vaccine**, or has any severe, life-threatening allergies.
   - Has ever had **Guillain-Barré Syndrome** (also called GBS).

In some cases, your health care provider may decide to postpone influenza vaccination to a future visit.

People with minor illnesses, such as a cold, may be vaccinated. People who are moderately or severely ill should usually wait until they recover before getting influenza vaccine.

Your health care provider can give you more information.
## Educational Funding Accountability Act

### EDUCATIONAL FUNDING ACCOUNTABILITY ACT

Expenditure Reporting Requirements (Section 1010.215, Florida Statutes)

**FY 2017-18**

<table>
<thead>
<tr>
<th>District School Board of Flagler County</th>
<th>District No. 18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Support:</strong></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td></td>
</tr>
<tr>
<td>5000</td>
<td>$54,687,574</td>
</tr>
<tr>
<td>Instructional Support Delivered at Schools:</td>
<td></td>
</tr>
<tr>
<td>Student Support Services</td>
<td>6100</td>
</tr>
<tr>
<td>Instructional Media</td>
<td>6200</td>
</tr>
<tr>
<td>Curriculum Development</td>
<td>6300</td>
</tr>
<tr>
<td>Facilities Acquisition</td>
<td>7400</td>
</tr>
<tr>
<td>Central Services</td>
<td>7700</td>
</tr>
<tr>
<td>Administrative Technology Services</td>
<td>8200</td>
</tr>
<tr>
<td>School Administration (Support Expenditures)</td>
<td>7300</td>
</tr>
<tr>
<td>Operation of Plant</td>
<td>7900</td>
</tr>
<tr>
<td>Maintenance of Plant</td>
<td>8100</td>
</tr>
<tr>
<td>Instructional Staff Training</td>
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</tr>
<tr>
<td>Instruction-Related Technology</td>
<td>6500</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
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</tr>
<tr>
<td><strong>Less Adult Program Costs</strong></td>
<td></td>
</tr>
<tr>
<td>Student Transportation</td>
<td>7800</td>
</tr>
<tr>
<td>Food Services</td>
<td>7600</td>
</tr>
<tr>
<td><strong>Total K-12 Costs of Instructional Support</strong></td>
<td>$81,148,568</td>
</tr>
</tbody>
</table>

| Administration:                         |                 |
| Board                                  | 7100           | $619,713   | $0         | $619,713   |
| General Administration                  | 7200           | 364,988    | 0          | 364,988    |
| School Administration (Excluding Support Expenditures) | 7300 | 3,409,702 | 14,175     | 3,423,877  |
| Fiscal Services                        | 7500           | 729,720    | 0          | 729,720    |
| District Administration of Support Functions: |     |     |     |     |
| Student Support Services                | 6100           | 464,972    | 598,116    | 1,063,088  |
| Instructional Media                     | 6200           | 0          | 0          | 0          |
| Curriculum Development                  | 6300           | 240,001    | 298,905    | 538,906    |
| Facilities Acquisition                  | 7400           | 0          | 0          | 0          |
| Central Services                        | 7700           | 1,266,983  | 0          | 1,266,983  |
| Administrative Technology Services      | 8200           | 992,678    | 0          | 992,678    |
| **Subtotal**                            |                | 8,088,757  | 911,196    | 8,999,953  |
| **Less Adult Program Costs**            |                | (156,349)  | (60,777)   | (217,126)  |
| **Total K-12 Costs of Administration**  |                | $7,929,408 | $850,419   | $8,779,827 |
EDUCATIONAL FUNDING ACCOUNTABILITY ACT
Reporting Requirements
FY 2017-18

District School Board of Flagler County

District No. 18

District Employees By Job Classification*

<table>
<thead>
<tr>
<th></th>
<th>Regular Full-Time</th>
<th>Regular Part-Time</th>
<th>Totals</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Instructional Personnel</td>
<td>651</td>
<td>3</td>
<td>654</td>
</tr>
<tr>
<td>B</td>
<td>Instructional Specialists</td>
<td>143</td>
<td>0</td>
<td>143</td>
</tr>
<tr>
<td>C</td>
<td>Instructional Support Personnel</td>
<td>190</td>
<td>4</td>
<td>194</td>
</tr>
<tr>
<td>D</td>
<td>Administrative Personnel</td>
<td>46</td>
<td>0</td>
<td>46</td>
</tr>
<tr>
<td>E</td>
<td>Managers</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>F</td>
<td>Educational Support Personnel</td>
<td>553</td>
<td>58</td>
<td>611</td>
</tr>
<tr>
<td></td>
<td>Totals</td>
<td>1,585</td>
<td>65</td>
<td>1,650</td>
</tr>
</tbody>
</table>

Costs of Administration per K-12 UFTE

K-12 Unweighted Full-time Equivalent (UFTE) Students: 11,794.71

Total K-12 Costs of Administration - General Fund $7,929,408

Costs of Administration per K-12 UFTE - General Fund $672.29

Total K-12 Costs of Administration - Special Revenue Fund $850,419

Costs of Administration per K-12 UFTE - Special Revenue Fund $72.10

* District employee data does not include charter school staff data.
**UFTE student data does not include charter school and McKay Scholarship full-time equivalent (FTE) students.
## STATEMENTS OF REVENUES, EXPENSES AND CHANGES IN NET POSITION

**Flagler County Education Foundation**  
Bunnell, Florida

<table>
<thead>
<tr>
<th></th>
<th>Jul-19 Actual</th>
<th>Jul-18 Actual</th>
<th>Year-To-Date Actual</th>
<th>Budget</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Operating Revenues</strong>:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contributions, donations and support</td>
<td>51,686</td>
<td>65,294</td>
<td>51,686</td>
<td>43,829</td>
<td>7,857</td>
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<tr>
<td>Corporate grants</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>State grants</td>
<td>1,000</td>
<td>-</td>
<td>1,000</td>
<td>16,350</td>
<td>(15,350)</td>
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<tr>
<td>Fundraising</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total operating revenues</strong></td>
<td>52,686</td>
<td>65,294</td>
<td>52,686</td>
<td>60,179</td>
<td>(7,493)</td>
</tr>
<tr>
<td><strong>Operating Expenses</strong>:</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Services:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District grants</td>
<td>4,479</td>
<td>-</td>
<td>4,479</td>
<td>18,558</td>
<td>(14,079)</td>
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<tr>
<td>Scholarships and tuition reimbursements</td>
<td>-</td>
<td>1,000</td>
<td>-</td>
<td>8,000</td>
<td>(8,000)</td>
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<tr>
<td>Other programs</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td><strong>Total program services</strong></td>
<td>4,479</td>
<td>1,000</td>
<td>4,479</td>
<td>26,558</td>
<td>(22,079)</td>
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<tr>
<td>Support Services:</td>
<td></td>
<td></td>
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<tr>
<td>General and administrative</td>
<td>36,409</td>
<td>11,281</td>
<td>$36,409</td>
<td>34,682</td>
<td>1,727</td>
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<tr>
<td>Fundraising</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td><strong>Total support services</strong></td>
<td>36,409</td>
<td>11,281</td>
<td>36,409</td>
<td>34,682</td>
<td>1,727</td>
</tr>
<tr>
<td><strong>Total operating expenses</strong></td>
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<td>12,281</td>
<td>40,888</td>
<td>61,240</td>
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<tr>
<td><strong>Operating income (loss)</strong></td>
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<td>53,015</td>
<td>11,798</td>
<td>(1,061)</td>
<td>12,859</td>
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<tr>
<td>Non-operating Revenue:</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Investment Income (Loss)</td>
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<td>4,031</td>
<td>5,279</td>
<td>17,445</td>
<td>(12,066)</td>
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<tr>
<td>Unrealized Gains (Loss)</td>
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<td>17,917</td>
<td>14,129</td>
<td>-</td>
<td>14,129</td>
</tr>
<tr>
<td><strong>Total Non Operating Revenue (Loss):</strong></td>
<td>19,508</td>
<td>21,948</td>
<td>19,508</td>
<td>17,445</td>
<td>2,063</td>
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<tr>
<td>Additions to permanent endowments</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Increase (Decrease) in net position</strong></td>
<td>31,306</td>
<td>74,962</td>
<td>31,306</td>
<td>16,384</td>
<td>14,922</td>
</tr>
</tbody>
</table>
Family and Community Engagement

Volunteers and Mentors Get Engaged in Education!

Thanks to the efforts of families and community members, volunteers and community partners are making a difference every day. The contributions of volunteers and partners clearly demonstrate to students that their success is important enough for the community to take an active role in their education.

The work of volunteers and partners is a strong part of the effort to provide a quality education to all students. Mentors work with students, one-on-one, or in a group, motivating them by being role models and making a positive impact on a student’s academic, social and career path. Tutors work on an individual basis with a student or with small groups of students who need assistance in academic subjects to reinforce basic skills.

Flagler County Schools offers a wide array of opportunities for volunteers to get involved. All volunteers must complete an application form and receive a background check. The application will help match your talents and interests to a volunteer need. Following the processing of your application, you will be contacted to visit the district office to receive your photo ID Volunteer badge.

Mentoring Programs

National and state statistics show that children who are mentored are more likely to improve in school and in their relationships with family and peers, and less likely to skip school or use illegal drugs or alcohol. Students who are successful in school are less likely to drop out, become pregnant, abuse drugs or become involved in criminal activity. The success of children who are mentored is apparent in the following statistics.

*52% less likely to skip school
*46% less likely to begin using illegal drugs
*More likely to get along with their families and peers

Mentoring is available to all children in Flagler Schools who may need an additional caring adult in their life to support their personal growth and development.

African American Mentoring Program

The African American Mentoring Program (AAMP) was established in 2002 to provide a mentor for “at-risk” minority boys in middle and high school. Since then, the program has expanded to serve and support ALL youth, boys and girls, in elementary, middle, and high school. The goal is to empower and give students the tools and self-confidence they need to graduate high school and continue their education through post-secondary education or a chosen career path. Training sessions and mentoring meetings take place during the school year. Mentors commit to meeting for 30 minutes - 1 hour weekly with their mentee and may participate in occasional career exploration tours and field trips. The mentor is asked to make a commitment for at least one year, and serve as a positive role-model providing guidance and support.
School Advisory Council (SAC)

School Advisory Committee (SAC) members are school-based groups that work to guide the school toward continuous improvement. Florida Law requires each school to have a SAC to plan and implement its School Improvement Plan. The committee represents various segments of the community—parents, teachers, students, administrators, support staff members, business/industry and other interested community members. As required, each SAC includes the principal and an “appropriately balanced” number of “stakeholders”. Stakeholders are individual representatives of the ethnic, racial and economic makeup of a given school’s community. For more information on your child’s SAC, contact your schools.

Get Involved in PTO

The Flagler County Elementary Schools invite all parents and teachers to participate in the Parent Teacher Organization (PTO). The PTO is made up of parents and teachers who provide support to enhance students’ educational and extracurricular experiences, and promote communication between faculty, parents and community. Check your child’s school website for further information and get involved today!

Belle Terre Elementary
Bunnell Elementary
Old Kings Elementary
Rymfire Elementary
Wadsworth Elementary

Take Stock in Children

Mentoring with Take Stock in Children offers a unique opportunity to make a difference in the life of a high school student who has a dream to go to college. The Peter & Sue Freytag Take Stock in Children Program is sponsored by the Flagler County Education Foundation and pairs students with a mentor who provides the support, encouragement and guidance they need to succeed in school and go on to college. As a mentor you'll spend just one hour a week with your student... the difference you make will last a lifetime! When the student graduates from high school the Flagler County Education Foundation provides the student with a two-year, all tuition paid, scholarship to any Florida state college with the opportunity to receive an additional two-year scholarship. If you would like more information about the Peter & Sue Freytag Take Stock in Children Program and the opportunity to mentor a student, please contact Christy Butler at butlerc@flaglerschools.com or call (386)437-7526, Ext. #1292.
Flagler School District Vision

As a courageous, innovative leader in education, Flagler County Public Schools will be the Nation’s premier learning organization where ALL students graduate as socially responsible citizens with the skills necessary to reach their maximum potential.

Flagler School District Mission

Flagler County Public Schools ensures educational success through high expectations and innovative thinking in a safe learning environment to empower students to reach their full potential as responsible, ethical, and productive citizens in a diverse and changing world.

Guiding Principles

- Children First
- Trust and Respect for All
- Empower Others
- Teamwork Excellence, Quality, and Consistency
- Commitment to Individual Needs
- Get to “YES”