



# PARENT GUIDE

## 2025-2026

Dear Parents/Guardians:

This booklet is a condensed summary to assist parents and guardians of the children in Hendry County school system in finding information concerning services, opportunities, choices, academic standards, and student assessment information. If you have additional questions regarding parental involvement policies, please feel free to contact your child's school for additional information.

The Hendry County School District submitted applications for the following ESSA programs for 2025-2026:

- \* **Title I, Part A** – Improving the Academic Achievement of the Disadvantaged
- \* **Title I, Part C** – Migrant Education Program (Pending by USDOE)
- \* **Title II, Part A** – Teacher and Principal Training and Recruiting Fund (Pending by USDOE)
- \* **Title III** – Language Instruction for Limited English and Immigrant Children (Pending by USDOE)
- \* **Title IV** - Student Support and academic enrichment (Pending by USDOE)
- \* **Title VI, Part B** – Rural and Low Income Schools Program
- \* **School Improvement (UNISIG)** – Improvement funds for Focus schools

These grants all work together to promote student academic achievement. These grant applications are available for your review at the Federal Programs Office located in LaBelle at 111 Curry Street or the Superintendent's Office in Clewiston located at 475 East Osceola Avenue.

***The School Board of Hendry County, Florida prohibits any policy or procedure, which results in discrimination on the basis of race, sex, national origin, marital status, disability, age, or religion. Individuals who wish to file a discrimination and/or harassment complaint, or individuals with disabilities requesting accommodations under the Americans with Disabilities Act (ADA) may call the Equity Officer at (863) 674-4550.***

***Hendry County School District is an Equal Opportunity Institution for Education and Employment.***

## DISTRICT AND SCHOOL CONTACTS

<b><u>Superintendent of Schools</u></b> Mike Swindle 863-674-4642      863-902-4244	<b><u>Deputy Superintendent of Schools</u></b> Dr. Angela Staley 863-674-4642      863-902-4244
<b><u>Executive Secretary to Superintendent</u></b> Amy Collins      863-674-4642 Diana Weiss      863-902-4244	<b><u>Human Resource Director</u></b> Kim Jordan      863-674-4642
<b><u>Director of ESE and Student Services</u></b> Lenette White, Director      863-674-4166 Ansley Cockram, Assistant Director Steve Ladue, Assistant Director	<b><u>Director of Federal Programs</u></b> Dr. Barbara Mundy, Director      863-674-4108 Rosa Perez, Assistant Director      863-983-1508
<b><u>Directors of Curriculum &amp; Instruction</u></b> Tressa Duncan, Elementary      863-674-4555 Roberto Sanchez, Secondary      863-902-4244	<b><u>Director of Maintenance &amp; Facilities</u></b> Anthony Busin      863-674-4114
<b><u>School Chief Financial Officer</u></b> Jason Adams      863-674-4100	<b><u>Director of Technology</u></b> Emily Goderich      863-674-4559 Labelle 863-677-9991 Clewiston
<b><u>Director of Workforce Development</u></b> Jennie Goffe      863-983-1511	<b><u>Administrator of Food Services</u></b> SanJuania Perez      863-674-4113

<b>Clewiston Area Schools</b>	<b>Labelle Area Schools</b>
<b>Clewiston High School 863-983-1520</b> Principal- Phillip Summers      863-983-1526 Assistant Principal- Ian Stone	<b>Labelle High School 863-674-4120, 4121</b> Principal- Tammy Bass      863-612-0700 Assistant Principal- James Brown
<b>Clewiston Middle School 863-983-1530</b> Principal- Tina Kelley Assistant Principal- Samantha Ortiz	<b>Labelle Middle School 863-674-4646, 4647</b> Principal- Ryan Harris Assistant Principal- Heather Ruiz
<b>Central Elementary School 863-983-1550, 1551</b> Principal- Melissa Carter Assistant Principal- Alexis Marquez	<b>Country Oaks Elementary School 863-674-4140, 4142</b> Principal- Frederick Parantha Assistant Principal- TBA
<b>Eastside Elementary School 863-983-1560, 1561</b> Principal- Denise Gibson Assistant Principal- Kristen Mann	<b>Labelle Elementary School 863-674-4151, 4152</b> Principal- Amanda Howard Assistant Principal- Angela Wright
<b>Westside Elementary School 863-983-1570, 1571</b> Principal- Sarah Sanchez Assistant Principal- Taylor Massey	<b>Upthegrove Elementary School 863-612-0750, 0751</b> Principal- Heather Cassidy Assistant Principal- Sara Vicas

## **School Board Members**

<b>District 1</b>	Dwayne Brown	<a href="mailto:district1@hendry-schools.net">district1@hendry-schools.net</a>
<b>District 2</b>	Paul Samerdyke	<a href="mailto:district2@hendry-schools.net">district2@hendry-schools.net</a>
<b>District 3</b>	Amanda Nelson	<a href="mailto:district3@hendry-schools.net">district3@hendry-schools.net</a>
<b>District 4</b>	Stephanie Busin	<a href="mailto:district4@hendry-schools.net">district4@hendry-schools.net</a>
<b>District 5</b>	Jon Basquin	<a href="mailto:district5@hendry-schools.net">district5@hendry-schools.net</a>

## **Our Mission**

Through a culture of excellence, an engaging and supportive environment, meaningful relationships, strong communication and collaboration, Hendry County School District puts students on the path to a positive and fulfilling future.

## **Our Vision**

Students will be prepared for the future of their choice through learning experiences and high expectations of achievement with the ability to think critically and to become contributing members of society.

## **Our Beliefs**

- Children come first in decision making.
- All children can learn.
- High expectations for all lead to success.
- A safe and caring learning environment is essential.
- Everyone deserves respect and is important to the educational process.
- Open and honest communication is essential.
- Improvement must be continuous and change must reflect best practice.
- Education should promote responsible citizenship and ethical behavior.
- Our schools are a valued investment in our children's future

## TERMS YOU WILL NEED TO KNOW:

**CIM** – Continuous Improvement Model – This is the school wide improvement plan (SIP). This plan is written by a committee at each school outlining data-driven goals, which address areas of school improvement.

Copies of the plan are available at each school office.

**Student Handbook & Standard For Intervention:** This document outlines the conduct expectations that have been adopted by the Hendry County School Board and lists the consequences associated with violations of these standards. At the beginning of the school year, a copy of the *Students Handbook & Standard For Intervention* is given to each student and it is discussed in detail.

**English Language Learner (ELL):** Students for whom English is not their native language.

**EOC:** End of course examination for Algebra 1, Biology 1, Civics, Geometry, and U.S. History.

**Exceptional Student Education (ESE):** Specialized programs for children with special educational needs.

**Florida Comprehensive Assessment Test 2.0 (FCAT):** Also known as the FCAT, is a science test given during the spring to every public school student in Florida who is in grade 5 or in grade 8.

**Florida BEST Standards Assessment (FAST):** Florida standardized tests given during the spring to students in grades 3- 10 for English Language Arts and 3-8 for Mathematics. The Writing Component will be assessed in grades 4-10.

**Florida BEST Standards (FL BEST):** the rigorous skills and knowledge in English Language Arts and Mathematics that need to be effectively taught and learned for students to be ready to succeed academically in credit-bearing, college-entry courses and in workforce training programs.

**Individual Educational Plan (IEP):** This is a plan that details the services, educational goals, and objectives for children with special needs.

**Parent and Family Engagement Plan (PFEP):** Each school has a plan to engage families. Events and activities should be included on the monthly school calendars.

**Retention:** This refers to students who do not move on to the next grade level at the end of the year due to failure to meet academic standards.

**School Advisory Council (SAC):** Each school has a SAC made up of parents, students, community volunteers, and educators who help to set goals for school improvement, determine the allocation of a designed budget, and act as a forum for communication.

**School Based Information Team (SBIT):** A team of professionals who meet on a scheduled basis to gather information and make recommendations for interventions or need for referral for evaluation.

# **HENDRY COUNTY PROGRESS REPORT AND REPORT CARD 2025-2026**

## **1<sup>st</sup> Grade Period: August 11<sup>th</sup> – October 9<sup>th</sup>**

July 29<sup>th</sup> - Teachers Report  
Aug. 11<sup>th</sup> - Students Report  
Sept. 1<sup>st</sup> - Paid Holiday #1  
Sept. 12<sup>th</sup> - Progress Report Grades Due by 4:00 pm  
Sept. 16<sup>th</sup> - Progress Reports Sent Home  
Sept. 23<sup>rd</sup> - Parent/Teacher Conferences (Elementary Schools 4:00-5:30/Middle/High Schools 3:30-5:00)  
Oct. 6<sup>th</sup> - Report Card Grades Posting Window opens  
Oct. 9<sup>th</sup> - End of 1st Grading Period

## **2<sup>nd</sup> Grade Period: October 10<sup>th</sup> – December 18<sup>th</sup>**

Oct. 10<sup>th</sup> - Early Student Release/Teacher Workday/Grades Due by 4:00 pm  
Oct. 13<sup>th</sup> – 17<sup>th</sup> – Fall Break  
Oct. 21<sup>st</sup> - Report Cards Go Home  
Nov. 14<sup>th</sup> - Progress Report Grades Due by 4:00 pm  
Nov. 18<sup>th</sup> - Progress Reports Sent Home  
Nov. 20<sup>th</sup> - Parent/Teacher Conferences (Elementary Schools 4:00-5:30/Middle/High Schools 3:30 -5:00)  
Nov. 24<sup>th</sup> – 28<sup>th</sup> - Holiday/Paid Holiday #2  
Dec. 15<sup>th</sup> - Report Card Grades Posting Window opens  
Dec. 18<sup>th</sup> - End of 2nd Grading Period

## **3<sup>rd</sup> Grade Period: December 19<sup>th</sup> – March 12<sup>th</sup>**

Dec. 19<sup>th</sup> - Early Release/Teacher Workday; Grades Due by 4:00 pm  
Dec. 22<sup>nd</sup> - Jan. 2<sup>nd</sup> - Winter Break/ Paid Holiday #3 & #4  
Jan. 9<sup>th</sup> - Report Cards Go Home  
Jan. 19<sup>th</sup> - Paid Holiday #5  
Feb. 6<sup>th</sup> - Progress Report Grades Due by 4:00 pm  
Feb. 10<sup>th</sup> - Progress Reports/Academic Progress Concern Letters Sent Home  
Feb. 16<sup>th</sup> - Paid Holiday #6  
Feb. 17<sup>th</sup> - Parent/Teacher Conferences (Elementary Schools 4:00-5:30/Middle/High Schools 3:30 -5:00)  
Mar. 9<sup>th</sup> - Report Card Grades Posting Window opens  
Mar. 12<sup>th</sup> - End of 3rd Grading Period

## **4<sup>th</sup> Grade Period: March 13<sup>th</sup> – May 28<sup>th</sup>**

Mar. 13<sup>th</sup> – Early Release/Teacher Workday; Grades Due by 4:00 pm  
Mar. 16<sup>th</sup> – 20<sup>th</sup> - Spring Break  
Mar. 24<sup>th</sup> - Report Cards Go Home  
April 3<sup>rd</sup> – Good Friday  
Apr. 24<sup>th</sup> - Progress Report Grades Due by 4:00 pm  
April 28<sup>th</sup> – Progress Reports Sent Home  
May 5<sup>th</sup> - Parent/Teacher Conferences by Request only  
May 18<sup>th</sup> - Report Card Grades Posting Window opens  
May 22<sup>nd</sup> - Report Card Grades Due by 4:00 pm (Elementary)  
May 29<sup>th</sup> - Last Student Day/Report Cards Go Home (Elementary)/Report Card Grades Due by 4:00 pm (Secondary)

## **ELEMENTARY SCHOOL**

### **Admission to School**

#### **Kindergarten Entrance Requirements**

In addition to the entrance requirements listed under general requirements, a child must have attained the age of five on or before September 1 of the year in which he seeks entrance to kindergarten in a Hendry County Public School. A student who transfers from a Florida private kindergarten to the Hendry County Public School Kindergarten program must meet the age requirement specified in Florida Statute 232.01(1)(a)2.

#### **First Grade Entrance Requirements**

In addition to the entrance requirements listed under general requirements, a child must have attained the age of six on or before September 1 of the first grade year, and have been enrolled in a public school kindergarten program for all or part of the school year in order to enroll in first grade. A student who transfers from a Florida private school to Hendry County public school first must meet the age requirements specified in Florida Statutes **and** show successful completion of a kindergarten program. (232.01)(1)(b)FS

#### **Elementary School Transfer Requirements**

Entry by an out-of-state transfer student who does not meet regular age requirements for admission to Florida public school kindergarten and first grade shall be in accordance with Florida Administrative Rule 6A-1.0985. Any student who transfers from an out-of-state public school shall be admitted upon presentation of the following data:

- Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school;
- An official letter or transcript from a proper school authority, which shows record of attendance, academic information, and grade placement of the student;
- Evidence of immunization against communicable diseases as required in Section 232.032,FS;
- Evidence of date of birth in accordance with 232.03 FS; and
- Evidence of a medical examination completed within the last twelve (12) months in accordance with 232.0315 FS.

In addition to the requirements listed above, any student who transfers from an out-of-state nonpublic school may be admitted if the student meets the age requirement for public schools within the state from which the student is transferring.

#### **Grade K-5 Transfer Requirement**

Elementary grade placement of all transfer students in grades K – 5, including those enrolled in home education programs, will be on a temporary basis until evidence of student achievement is made available to the receiving school principal. The principal or his designee will make the final placement decision based on academic testing and/or daily classroom performance. The principal of each school may assign a student to the grade level at which the student can best adjust academically, socially, or emotionally. The basis for assignment shall be discussed in advance with the parent or guardian of each student placed at a level other than the grade level indicated by the student's previous placement. (HCSB 310)

## ENROLLMENT CHOICES

Hendry County is divided into two communities with different enrollment procedures:

In the Clewiston area, elementary children register for school at the district sub-office. Students are assigned a school based on maintaining racial, socio-economic, academic, and other equity issues.

When at all possible, students from the same family are placed in the same school. Parents who want to change elementary schools must request a waiver of attendance at the district sub-office. Requests for waivers must be made a minimum of two weeks prior to the opening of school. If the waiver is approved, the student is reassigned to another elementary school. Students who attend middle or high schools register at the school.

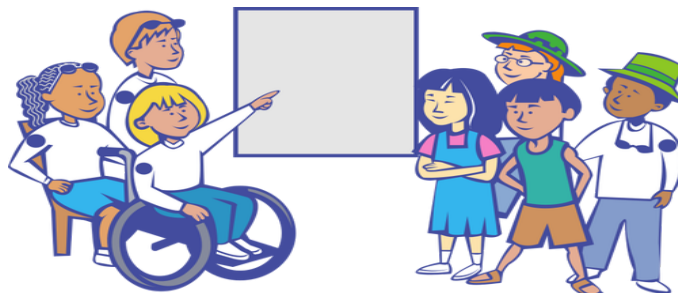
The LaBelle community is divided into attendance zones. Elementary students who wish to be provided district transportation attend the school in their zone of attendance. Parents requesting a change of school from the attendance zone are required to furnish transportation. Students at all schools register at the local school. A parent wishing a change of school in the LaBelle area, must request a waiver of attendance at the district office. If the waiver is granted, then enrollment in a different school is permitted.

Choice of enrollment in schools is usually permitted, provided it does not create an overcrowded or unbalanced situation in any school.

Clewiston residents who wish to attend LaBelle area schools and/or LaBelle residents who wish to attend Clewiston area schools must complete a form for change of attendance assignment. This form is available in the superintendent's office. Each request must be approved or denied by the school board.

### **Home School:**

Parents who choose to home school their children must submit a letter to the superintendent of schools declaring their intent to homeschool. They should include the current school of enrollment, the child's name, birth date, social security number, mailing and physical address and phone number. Parents who choose to home school are required to have their children assessed annually by the school or by a certified teacher. Parents are notified of the school's assessment dates. If the parent chooses to have their children assessed by a teacher, a copy of the teacher's certification should be submitted with the test results.





## **PROMOTION FOR ELEMENTARY STUDENTS**

### **Promotion**

Promotion through the elementary grades will be determined by considering level of achievement, demonstration of performance relating to Florida Standards, parental involvement, teacher recommendation, grades, students age for grade, and other information available.

### **Promotion from Grade 3 to Grade 4**

Florida Statute 1008.25 requires that any student in grades Kindergarten through third grade that exhibits substantial reading deficiencies as demonstrated by statewide assessment, district/school assessment and/or teacher observation receive:

- Parent notification of deficiencies, current services, proposed supplemental or remedial strategies and reports of frequent monitoring and evaluation.

Florida law [section 1008.25(5), Florida Statutes (F.S.)] says that third graders who do not have a score of Level 2 or above on the statewide Florida English Language Arts must be retained (not promoted to grade 4). However, children who demonstrate the required reading level through a state-approved alternative standardized reading test or through a student portfolio can be granted a good cause exemption and be promoted to grade 4. A student will only be retained in grade 3 once. Students will be provided support such as intensive academic intervention both in the regular school year and in available summer programs. Students will be afforded multiple and varied opportunities to demonstrate the required growth and proficiency.

### **Florida Statute 1008.25 provides good cause exemption for the following:**

- English Language Learners (ELL) students who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program; or
- Students with disabilities whose Individual Educational Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule; or
- Students who demonstrate an acceptable level of performance on a state-approved alternative standardized reading or ELA assessment approved by the State Board of Education; or
- Students who demonstrate, through a student portfolio, that he or she is performing at least at Level 2 on the statewide standardized assessment (The teacher selects the contents of the portfolio. The documents in the portfolio must show that the student has mastered the BEST ELA Standards that are assessed by the grade 3 FAST ELA.
- Students with disabilities who participate in the statewide standardized assessment and whose IEP or 504 Plan reflects that the student has received intensive remediation in reading and ELA for more than two years, but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2 or grade 3;

- Students who have received intensive reading intervention for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2 or grade 3 for a total of two years. A student may not be retained more than once in grade 3.

## **PROMOTION, GRADUATION AND RETENTION INFORMATION**

### **Grade Retention**

The district is aware that students who do not follow normal progression throughout their K-12 school experience have traditionally been at high risk of not completing the requirements for high school graduation. Therefore, the use of retention as the sole strategy to improve student performance of grade level requirements in grades K-8 should be used only when other alternatives have proven to be ineffective. Research has shown reading achievement to be the most accurate predictor of academic success. Therefore, particular attention to continuous and annual assessment of reading performance is required. Any student who exhibits substantial deficiency in reading skills, based on district assessments conducted before the end of grade one or two must receive intensive reading instruction immediately following the identification of the reading deficiency. The student's reading deficiency must be reassessed by the school or based on teacher recommendation at the beginning of the grade following the intensive reading instruction, and the student must continue to be given intensive reading instruction within a multi-tiered system of supports until the reading deficiency is remedied. If the student's reading deficiency, as determined by school assessment at grades 1 and 2 or by the statewide assessment at grade 3, is not remedied by the end of grade 3, and if the student scores below level 2 on the statewide assessment test in reading, you will be notified by the school that your child will not be promoted to grade 4 until he or she achieves the required reading level. Students who are retained must be given intensive instruction in reading to help them catch up. You will be given information about the intensive instruction that will be provided to help your child make progress in reading. Specific levels of performance, including levels of performance on statewide assessments, in reading, writing, and mathematics at grades 1 through 10 are required for promotion. Students performing below expected levels must be:

Remediated before the beginning of the next school year and promoted; or

- Promoted and remediated during the following school year with intensive intervention and remediation strategies within a multi-tiered system of supports.
- Retained and remediated in an intensive program that is different from the previous year's program and takes into consideration the student's learning style.

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

## GRADES

Elementary grades based on numerical averages will use the same scale used in the middle and high schools.

Parental notification and involvement are a necessary part of the grade reporting system.

Progress of the student towards achieving state and district expectations for proficiency in reading, writing, science, and mathematics will be reported to the parent/guardian annually.

**Grades are: (HCSB – 401)**

<b><u>Grade</u></b>	<b><u>Percent</u></b>	<b><u>Point Value</u></b>	<b><u>Definition</u></b>
<b>A</b>	<b>90 – 100</b>	<b>4</b>	<b>Outstanding</b>
<b>B</b>	<b>80 – 89</b>	<b>3</b>	<b>Above Average</b>
<b>C</b>	<b>70 – 79</b>	<b>2</b>	<b>Average</b>
<b>D</b>	<b>60 – 69</b>	<b>1</b>	<b>Below Average</b>
<b>F</b>	<b>50 – 59</b>	<b>0</b>	<b>Failing</b>
<b>I</b>			<b>Incomplete</b>
<b>R</b>			<b>Replaced</b>
<b>P</b>			<b>Passing</b>

K – 8 levels may use the following grades for enrichment programs: (HCSB – 401)

<b><u>Grade</u></b>	<b><u>Definition</u></b>
<b>S</b>	<b>Satisfactory</b>
<b>N</b>	<b>Needs Improvement</b>
<b>U</b>	<b>Unsatisfactory</b>

Attendance shall be a regular part of student performance reporting. Teacher comments concerning a student's academic performance, behavior, or other relevant issues are encouraged. The final report card shall indicate passing/failing and promotion status.

Regular attendance is required for students between the ages of 6 and 16. Regular attendance is necessary for the student to take full advantage of available educational opportunities. If a child attains the age of six years by February 1 of that school year they must be enrolled in school for the entire school year.

### **Instructional Modifications**

These modifications are determined by a Student Support Team meeting involving the parent/guardian and school staff. The resulting modifications are documented by the following student plans: 504 Plan, Individual Educational Plan (IEP), or Language Enriched Plan (LEP). Significant course modifications shall have the approval of the principal and be submitted to the district and state for approval.

### **Exceptional Student Education Identification and Placement**

Procedures, evaluation, and program placement to provide an appropriate educational program for a student with identified needs are outlined in the Special Programs and Procedures for Exceptional Student Education. A student identified under federal, state, and district ESE eligibility requirements has a number of services available specific to educational needs identified in the student's Individual Educational Plan (IEP).

- state nonpublic schools may be admitted if the student meets the age requirement for public schools within the state from which the student is transferring.

### **Accelerated Placement**

Accelerated placement may be accomplished through several alternatives: continuous progress classrooms, advanced courses such as honors, advanced placement, dual enrollment, or gifted placement.

### **AVID**

All secondary schools have an AVID (Acceleration Via Individual Determination) program. AVID ensures that all students will succeed in a rigorous curriculum, complete a college preparatory path, and increase enrollment in 4 year colleges. Students in AVID will be enrolled in the AVID elective class that provides tutoring, study skills, college awareness and team building.

### **Diploma Requirements**

A student attending Hendry County Schools may seek one of several types of diplomas:

- Standard Diploma
- Standard Diploma from the Performance Based Diploma Program
- Standard Diploma with a College Ready, Tech Prep, or Florida Gold Seal Vocational
- Endorsement

- Certificate of Completion

### **Graduation Options**

Students may select one of the three graduation options listed below. Students are encouraged to consider their post-secondary education or career plan goals when selecting an option. For more information, please contact your school counselor.

- (4 year) High School Graduation, 24 credits with a passing score on the FCAT, or acceptable concordant score, and a cumulative grade point average of 2.0 on a 4.0 scale.
- (3 year) High School Standard College Preparatory Program, 18 credits, earn a passing score on the FCAT, or acceptable concordant score, and earn a cumulative grade point average of 2.0 on a 4.0 scale.
- (3 year) Career Preparatory Program, 18 credits with a passing score on the FCAT, or acceptable concordant score, and a cumulative grade point average of 2.0 on a 4.0 scale.

Graduation Requirements can be found at under:

<https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/>

### **Accelerated Graduation**

Provides opportunities for students to take programs and courses provided to enhance the secondary school experience or enter post-secondary programs prior to graduation.

### **Off-Campus Programs**

Students in district approved off-campus programs who meet the graduation requirements will receive a diploma from their home school.

Students will be allowed to take correspondence and/or teleconference courses for high school credit only from schools that are a part of the State of Florida Community College and University Systems.

Such courses must have the prior approval of the superintendent or his designee.

### **Virtual School**

SB 1676 requires that all Florida School Districts provide the option of a Virtual Instruction Program for students in grades K – 12 as a parental choice/option. The Hendry County School District has contracted with My District Virtual School to provide this service.

A student is eligible for this program if he/she:

- resides in Hendry County, and
- was enrolled in a Florida Public School for the year prior to seeking enrollment in the Hendry Virtual School, and
- was present in a Florida Public School for the October and February FTE counts in the year prior to seeking enrollment in the Hendry Virtual School.

Enrollment windows are July – August prior to the first day of school, and at the end of the first semester. For specific enrollment dates, or for more information regarding the Virtual School Program, please contact Dr. Angela Staley at 863-902-4244 or 863-674-4642, or by email at [staleya@hendry-schools.net](mailto:staleya@hendry-schools.net)

### **Academic Dual Enrollment Credit**

Students who expect to seek a college degree may enroll in an approved college or university course under the Dual Enrollment Program. The dual enrollment instruction may, but does not have to take place at the high school site. Credit obtained in this manner may be recognized by the high school, as well as the post-secondary institution offering the course work and must be used toward the 24 credit high school diploma requirements.

### **Transfer of College Credit**

A college course may be transferred for high school credit only with the prior approval of the principal. High school credits earned are determined by state statute and the cooperative agreements between Hendry County School Board and the post-secondary institutions.

### **Early Admission Program**

The Early Admission Program allows a student to enter college following completion of grade eleven, substituting two semesters of college for the fourth year of high school, and counting college credits toward high school graduation. The student is responsible for making applications and must meet all entrance requirements as stated by the college involved. The high school record shall contain notations covering the work accomplished while in college and the grades assigned. The applicant shall:

- Submit a high school transcript, which indicates the applicant has completed grade 11 with at least a 3.0 cumulative grade point average on all high school work.
- Submit a written approval and recommendation from the high school principal.

## **VOLUNTARY PREKINDERGARTEN**

Hendry County operates a summer and a school year **VPK** for eligible students. **VPK** stands for the *Voluntary Prekindergarten* Education Program. If your child turns 4 four years of age by September 1, your child is eligible to participate in Florida's **FREE** Voluntary Prekindergarten (**VPK**) education program. Applications to attend the school year VPK Program are due to the Federal Programs office March 1st.

### **Benefits of early education and the VPK program**

- The most important growth and development in the brain happens by the age of five.
- The early years are the learning years. A child's ability to be attentive and to follow directions emerges in the early years. Structured early learning fosters these abilities for later success in school and in life.
- Pre-K prepares children to be ready for school. Children who participate in high-quality early childhood education programs develop better language skills,

score higher in school-readiness tests and have better social skills and fewer behavioral problems once they enter school. They are also better prepared for Kindergarten, especially in the areas of pre-reading, pre-math and social skills.

- Pre-K promotes a love of learning in children. Pre-K enhances what a child learns at home and instills a love of life-long learning.

### **Curriculum**

- Focuses on reading, writing, math and social skills
- Prepares children to be ready for Kindergarten

### **VPK Providers**

- Parents have the option of choosing the provider that meets their own family's needs
- Options include: private and faith-based child care centers, private and public schools and licensed family child care homes
- All VPK providers must meet high standards required by law

### **Instructors**

- Class size will not exceed 20 children in the school-year program, and will not exceed 12 children for the summer program
- All VPK instructors must have a minimum of a child development associate for the school-year program, or a bachelor's degree in early childhood or related fields for the summer program.
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### **Transportation**

Parents are responsible for their child's transportation.

**For more information call the Federal Programs Office in Clewiston at 863-983-1508 or in Labelle at 863- 674-4108.**

## **WHY ARE STUDENTS TESTED?**

Throughout your child's school years, he will take dozens of standardized tests, including the Florida Standards Assessment (FSA) in grades 3 through 11. Standardized tests show how your child is doing compared to others and tracks his progress over time. Your child's teacher has all the testing records for your child and uses them to see if there is a problem that requires additional help or a different way of teaching. Tests also help teachers identify students' strengths in order to provide more challenging academic opportunities. Schools use testing results to develop school-wide plans for improving academic performance.

<b>Name of test</b>	<b>Grades Tested</b>	<b>Description Of The Test</b>
Star Early Literacy	Kindergarten- 3 times a year (2 progress monitoring 1 accountability)	This evaluation is given during the first 30 days of school to new Kindergarten students to determine their readiness to start

		school.
FAST Reading FAST Math 3 times a year (2 progress monitoring 1 accountabilit y)	3 – 10 3-8	This test measures how well students are meeting the Florida BEST State Standards.
FCAT Science	5, 8,	Students are tested on the Sunshine State Standards Science Benchmarks.
EOC – End of Course	Algebra I, Biology, Geometry, US History, Civics	Computer based test to determine student mastery of state proficiency standards.
Access 2.0	K – 12	This assessment is used to measure the growth of students who are English Language Learners (ELLS) and measures skills in English.

FCAT, FAST and EOC results are provided to each student in the spring after test administration. These results reflect not only the student's scores on the tests but also give a comparison of each student's results to the state and national averages. A printed report is provided to each student who took the test.

## **READY TO START SCHOOL**

In LaBelle, please contact the administration office of the school for which you are zoned, based on your permanent home address. In Clewiston, please contact the enrollment office at 863-902-4244. In order to enroll your child in school you must complete a registration packet provided by the district. The packet includes questions regarding your demographic information, requires proof of address and a copy of previous schooling information. In addition, before admitting a child to kindergarten, the principal shall require evidence that the child has attained the age at which he or she should be admitted in accordance with the provisions of subparagraph Florida Statute 1003.21 (1)(a)2. The district school superintendent may require evidence of the age of any child whom he or she believes to be within the limits of compulsory attendance as provided for by law. If the first prescribed evidence is not available, the next evidence obtainable as listed in (4) (a-g) will be required. In addition, the following documents are required for enrollment in school: certification of a school health entry examination performed within 1 year prior to enrollment in school; certificate of immunizations for the prevention of those communicable diseases for which immunization is required by the Dept. of Health.



***Exception: An authorized school official can issue a temporary exemption, for a period not to exceed 30 school days, to permit a student who transfers into a new county to attend class until his or her records can be obtained.***

## **MENINGOCOCCAL VACCINE**

A new meningococcal vaccine was licensed in early 2005.

**WHAT IS MENINGOCOCCAL?** Meningococcal disease is a serious bacterial illness. It is a leading cause of bacterial meningitis in children 2 through 18 years old in the United States. Meningitis is an infection of the covering of the brain and the spinal cord. Meningococcal disease also causes blood infections.

About 1,000-1,200 people get meningococcal disease each year in the U.S. Even when they are treated with antibiotics, 10-15% of these people die. Of those who live, another 11%-19% lose their arms or legs, have problems with their nervous systems, become deaf or mentally retarded, or suffer seizures or strokes.

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

Meningococcal infections can be treated with drugs such as penicillin. Still, many people who get the disease die from it, and many others are affected for life. This is why preventing the disease through use of meningococcal vaccine is important for people at highest risk.

**MENINGOCOCCAL VACCINE** - There are two kinds of meningococcal vaccine in the U.S.:

1. Meningococcal conjugate vaccine (**MCV4**) is the preferred vaccine for people 55 years of age and younger.
2. Meningococcal polysaccharide vaccine (**MPSV4**) has been available since the 1970s. It is the only meningococcal vaccine licensed for people older than 55.

Both vaccines can prevent 4 types of meningococcal disease, including 2 of the 3 types most common in the United States and a type that causes epidemics in Africa. There are other types of meningococcal disease; the vaccines do not protect against these.

**ROUTINE MENINGOCOCCAL VACCINE** - Two doses of MCV4 are recommended for adolescents 11 through 18 years of age: the first dose at 11 or 12 years of age, with a booster dose at age 16.

Adolescents in this age group with HIV infection should get three doses: 2 doses 2 months apart at 11 or 12 years, plus a booster at age 16.

If the first dose (or series) is given between 13 and 15 years of age, the booster should be

given between 16 and 18. If the first dose (or series) is given after the 16th birthday, a booster is not needed.

**OTHER PEOPLE AT RISK** - College freshmen living in dormitories, laboratory personnel who are routinely exposed to meningococcal bacteria, U.S. military recruits, anyone traveling to, or living in, a part of the world where meningococcal disease is common, such as parts of Africa, anyone who has a damaged spleen, or whose spleen has been removed, anyone who has persistent complement component deficiency (an immune system disorder), or people who might have been exposed to meningitis during an outbreak.

Children between 9 and 23 months of age, and anyone else with certain medical conditions need 2 doses for adequate protection. Ask your doctor about the number and timing of doses, and the need for booster doses. MCV4 is the preferred vaccine for people in these groups who are 9 months through 55 years of age. MPSV4 can be used for adults older than 55.

**SOME PEOPLE SHOULD NOT GET THE MENINGOCOCCAL VACCINE OR SHOULD WAIT** - Anyone who has

ever had a severe (life-threatening) allergic reaction to a previous dose of MCV4 or MPSV4 vaccine should not get another dose of either vaccine. Anyone who has a severe (life threatening) allergy to any vaccine component should not get the vaccine. *Tell your doctor if you have any severe allergies.* Anyone who is moderately or severely ill at the time the shot is scheduled should probably wait until they recover. Ask your doctor. People with a mild illness can usually get the vaccine. Meningococcal vaccines may be given to pregnant women. MCV4 is a fairly new vaccine and has not been studied in pregnant women as much as MPSV4 has. It should be used only if clearly needed. The manufacturers of MCV4 maintain pregnancy registries for women who are vaccinated while pregnant. Except for children with sickle cell disease or without a working spleen, meningococcal vaccines may be given at the same time as other vaccines.

**WHAT ARE THE RISKS FROM THE VACCINE?** A vaccine, like any medicine, could possibly cause serious problems, such as severe allergic reactions. The risk of meningococcal vaccine causing serious harm, or death, is extremely small. Brief fainting spells and related symptoms (such as seizures or seizure-like movements) can follow a vaccination. They happen most often with adolescents, and they can result in falls and injuries. **Mild problems** - As many as half the people who get meningococcal vaccines have mild side effects, such as redness or pain where the shot was given. If these problems occur, they usually last for 1 or 2 days. They are more common after MCV4 than after MPSV4. A small percentage of people who receive the vaccine develop a mild fever. Any unusual condition, such as a severe allergic reaction or a high fever. If a severe allergic reaction occurred, it would be within a few minutes to an hour after the shot. **Severe Problems** – Serious allergic reactions, within a few minutes to a few hours of the shot are very rare. Signs of a serious allergic reaction can include **difficulty breathing, weakness, hoarseness or wheezing, a fast heartbeat, hives, dizziness, paleness, or swelling of the throat.**

**What should I do?** Call a doctor, or get the person to a doctor right away. Tell your doctor what happened, the date and time it happened, and when the vaccination was given. Ask your provider to report the reaction by filling a Vaccine Adverse Event Reporting System (VAERS) form. Or you can file this report through the VAERS website at [www.vaers.hhs.gov](http://www.vaers.hhs.gov), or by calling **1-800-822-7967**.

**HOW CAN I LEARN MORE?** Your doctor can give you the vaccine package insert or suggest other sources of information. Call your local or state health department. Contact the Centers for Disease Control and Prevention (CDC): **1-800-232-4636** or visit CDC's website at [www.cdc.gov/vaccines](http://www.cdc.gov/vaccines).

## QUALIFICATIONS OF TEACHERS

Historically, the Hendry County School Board has worked to fill Hendry County classrooms with the most professionally qualified and caring teachers available. Every Student Succeeds Act (ESSA) requires that all teachers in core academic subjects must be state certified in their area of teaching assignment. All newly hired Title I teachers must be state certified at the time of their employment. Teachers are considered to be state certified if they (1) have a bachelor's degree; (2) have full-state certification; and (3) have demonstrated subject-matter competence in the area(s) taught. Hendry County participates in an alternative certification program to help new teachers meet the qualifications of State Certified as soon as possible.

In addition to the federal ESSA requirements, the State of Florida requires schools to notify parents if their child's teacher is "out-of-field". An out-of-field teacher is one who is not yet certified in the area they are assigned to teach.

The administrator at your child's school will notify you if your child is instructed by a teacher that does not meet the rigorous requirements of state certification for four or more consecutive weeks. As a parent you have the right to request information regarding the professional qualifications of any teacher who is instructing your child. You may request this information from your child's principal, or from the Human Resource Department at the Hendry County School Board (863) 674-4550.

## SERVICES

### Family Literacy Opportunities

- **Adult Education:** The Hendry County Adult Schools offer many opportunities for our parents to increase their skills. Call the Clewiston or LaBelle Adult School offices to get the current list of classes offered.
- **Local Schools:** Each school's library has a parent resource area with books to assist parents in helping their children through age-appropriate adjustments. Contact your local school to find out the services offered.

- **Computer Labs:** Many elementary schools offer opportunities for parents to attend computer labs with their child in the evenings. Contact your school to learn of the opportunities offered.
- **Parent Lab for Speakers of Other Languages:** There is a parent lab offered at the Federal Programs Outreach Center and the Clewiston Sub Office for parents wishing to learn English. Enrollment in this class is limited. If you would like to attend, call the Federal Programs office at 863-983-1508 in Clewiston and 863-674-4108 in Labelle. **(Childcare is not provided.)**
- **Workshops:** Schools offer workshops on ways to help your child in school. Watch for opportunities in your school's newsletter.

### **Tutorial/After School Services**

- Assistance for preparing to take the FAST and EOCs examination is available on the Department of Education's website.
- Hendry County School Board may offer need-based, extended-day tutorial and credit retrieval services at all schools. Contact your child's school for details of services available.
- The Migrant Education Program offers extended-day and extended-year services to migrant children who qualify for priority for services, language acquisition, and credit accrual and retrieval at all schools in Hendry County. Contact the District Migrant Office for additional information.

Peer tutoring is available at both high schools. Contact your school guidance department to make arrangements for peer tutoring.

### **Student Counseling Services**

- Each school has a guidance counselor to assist students and their parents. If the counselor is unable to provide the needed counseling services, he/she may suggest other agencies to help the family.
- The school guidance counselor can assist you in academic planning and college planning. Contact your school's guidance counselor to arrange an appointment.
- A college planning website is available for home use ([www.Facts.org](http://www.Facts.org)).

### **Successful Parent-Teacher Conferences**

A good way to find out how your child is doing in school is through a parent-teacher conference. The teacher may request a	Here are some questions to keep in mind: <ul style="list-style-type: none"> <li>• Is my child performing at grade level?</li> <li>• What are my child's strengths and</li> </ul>
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<p>conference or you may request a meeting. Listed are some tips for having a successful parent-teacher conference:</p> <ul style="list-style-type: none"> <li>● Make a list of questions and concerns you have and write them down.</li> <li>● Keep track of your child's schoolwork to help you with your questions.</li> <li>● Listen to what the teacher has to say and ask questions if you do not understand what the teacher is trying to tell you.</li> <li>● Schedule a follow-up appointment if necessary.</li> <li>● Try to work with the teacher to help your child; teamwork is the best approach</li> </ul>	<p>weaknesses in reading, writing, math, science, and social studies?</p> <ul style="list-style-type: none"> <li>● How much time should my child be spending on homework?</li> <li>● Are my child's assignments being completed correctly and on time?</li> <li>● Do you have a folder of my child's work? Will you review it with me?</li> <li>● Does my child get along with other students?</li> <li>● Does the school have special programs to meet my child's needs?</li> <li>● What can I do at home to support what is happening in the classroom?</li> <li>● What is the best way to keep in touch with you?</li> </ul>
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## HENDRY COUNTY SCHOOL DISTRICT PARENT SELF-ASSESSMENT

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

### ***Focus on Attitude***

Do I continually stress to my child the importance of education and doing one's best in school? Do I frequently express to my child my belief in their ability to be successful?

Am I helpful in setting short and long-term goals for my child? Do I celebrate with my child when they do well in school?

### ***Focus on Academics***

Do I support my child's reading with age appropriate home activities? Do I provide a consistent time and place to do homework?

Do I ensure that my child has access to materials needed to complete homework assignments? Do I provide a place in my home that is conducive to doing homework?

Do I follow up to see that the homework is completed and turned in on time? Do I regularly discuss and ask to see what my child is doing in school?

Do I read and sign my child's progress reports and report cards?

Do I attend "Open House" and "Conference Night" at my child's school? Do I attend workshops on helping my child at home?

Do I encourage my child to do well in school?

### ***Focus on Behavior***

Do I monitor my child's television/computer/video game viewing? Do I encourage my child to accept responsibility for his/her actions? Am I aware of the school's Code of Student Conduct?

Do I reinforce those school expectations?

Are there appropriate consequences when he/she does not meet those expectations?

### ***Focus on Building Responsibility***

Do I ensure that my child has a regular routine?

Do I make sure my child begins his/her day with a healthy breakfast?

Do I ensure that my child gets a good night's sleep and is well rested each day? Do I encourage my child to accept responsibility for his/her actions?

Do I praise my child when he/she follows through with responsibilities? Do I make sure my child attends school each day?

Do I ensure that my child gets to school on time each day?

Do I monitor and promote my child's participation in extracurricular and after-school activities?

### ***Focus on School/Home Connections***

Do I communicate regularly with my child's teacher in person, by e-mail or through writing? Do I prepare for and attend teacher conferences or other individualized student meetings concerning my child?

Do I attend my child's school functions such as: open house, science fairs, plays, musical events, class trips, sporting events, conference nights, or other school activities?

Do I volunteer in my child's school when possible?

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