

# Weatherbee Elementary School

## 2016-2017

**Michael Hitsman**  
Principal

**Jennifer Avellino**  
Assistant Principal



800 East Weatherbee Road  
Fort Pierce, Florida 34982  
(772)468-5300

### ***WE ARE THE MARINERS***

**Mariners are Readers, Investigators, Navigators, Explorers, Reaching for Success**

### ***School Colors***

TAN AND TEAL (SAND AND SEA)

### ***Motto***

***"CHARTING A COURSE FOR SUCCESS"***

### ***School Song***

***WITH PRIDE AND STRENGTH WE  
SAIL ALONG  
CHARTING A COURSE FOR SUCCESS.***

***SAILING ACROSS A SEA OF  
KNOWLEDGE  
STRIVING TO BE OUR BEST!***

***WE'RE WEATHERBEE MARINERS --  
AHOY!!***

<b>This Handbook Belongs to:</b>	
Name:	Bus #:
Address:	Phone #:
Teacher:	Emergency #:

Dear Parents:

It is with enthusiasm that Ms. Jennifer Avellino and I welcome you to the 2016-2017 school year at Weatherbee Elementary School. As the administrators of this great school we want to express how excited we are about the wonderful opportunity of working with all of the students and staff of Weatherbee Elementary. We know that you and your child will enjoy the coming year and will meet with much success.

Communication between the home and school is critical to ensure your child's success. The Weatherbee Elementary planner for first through fifth grades should be used to keep in touch daily with what is happening in your child's education. Remember to check the planner every evening to see what homework has been assigned, how many Mariner Dollars have been assigned and to see if there are any messages from the teacher. Please use them to write notes, comments, or questions that you may have for the teacher. The planners, along with progress reports, conferences, and participation in school activities, will keep the lines of communication open throughout the year.

We extend a special invitation for you to become involved at your child's school as a volunteer, PTO parent, or as a member of our School Advisory Council! Additional information on volunteering and applications are available in the front office for your convenience. Also, please join us for the many family activities and parent workshops that will be held throughout the year.

Once again, welcome to Weatherbee Elementary School! The faculty and staff are looking forward to making this the best year ever, both academically and socially!

Sincerely,

*Michael Hitsman*

Michael Hitsman  
Principal

*Jennifer Avellino*

Jennifer Avellino  
Assistant Principal



# 2016-2017 School Calendar

<b>August</b>	11	Meet Your Teacher 5:00-7:00
	11	Kindergarten Orientation 5:00-6:00
	15	Kids at Hope Tunnel
	15	Students Return
	17	SAC Meeting*
	26	Progress Reports
<b>September</b>	1	Parent Night – Right to Know
	1	Title I Meeting/Bullying/PTO Meeting
	5	Labor Day/Holiday for All
	7	PTO Meeting**
	9	Progress Reports
	12	Volunteer Orientation Breakfast
	12	Other Caring Adult’s Day Luncheon – K, 2 & 4
	13	Other Caring Adult’s Day Luncheon – 1, 3, 5 & VPK
	21	SAC Meeting*
	22	Progress Reports
	23	Holiday for Students
	28	Early Dismissal
	29	Mariner of the Month
<b>October</b>		PTO Meeting**
	6	PTO, PBIS, KAH Community Carnival
	6	ESOL Night
	7	Progress Reports
	12	Holiday for All- Fall Holiday
	14	End of 1 <sup>st</sup> Nine Weeks
	17	Holiday for Students
	19	SAC Meeting*
	20	VPK/K, 3, 4 <sup>th</sup> Kids at Hope – Student Goal Setting Parent Conferences
	21	1, 2, 5 <sup>th</sup> Kids at Hope – Student Goal Setting Parent Conferences
	21	Progress Reports
	25	Picture Day
	26	Early Dismissal
	27	Mariner of the Month
	28	Report Card Day
<b>November</b>	2	PTO Meeting**
	4	Progress Reports
	10	Family Building Better Readers
	11	Holiday for All
	16	SAC Meeting*
	17	Mariner of the Month
		PBIS Family Dance
	18	Progress Reports
	22	Early Dismissal
	23-27	Fall Holiday
<b>December</b>	7	PTO Meeting**
	7	Picture Re-Takes
	9	Progress Reports
		FSA/i-Ready Night Family Night
	10	PTO Holiday Breakfast
	12-16	PTO Holiday Store
	14	SAC Meeting*
	15	Mariner of the Month
	16	Early Dismissal
	16	End of Second 2 <sup>nd</sup> Nine Weeks
		Readers Are Leaders/Episodic Event
	17-30	Holiday – Winter Break



\*(SAC)-School Advisory Council - 3:30 p.m.  
 \*\* (PTO) - Parent Teacher Organization

<b>January</b>	2	<u>Student Holiday</u>
	3	Students Return
	4	PTO Meeting**
	13	Report Card Day
	16	Holiday for All-MLK Parade
	18	SAC Meeting*
	19	VPK/K, 3, 4 <sup>th</sup> Kids at Hope – Student Led Parent Conferences
	20	1, 2, 5 <sup>th</sup> Kids at Hope – Student Led Parent Conferences
	25	Early Dismissal
	25	Parent ESOL Breakfast
	26	Mariner of the Month
	27	Progress Reports
<b>February</b>	1	<u>PTO Meeting**</u>
	9	PBS Family Dance
	10	Progress Reports
	14	Kids at Hope Careers & Hobbies Day
	15	Early Release SAC Meeting*
	20	Holiday for All- President’s Day
	23	Mariner of the Month
	24	Progress Reports
<b>March</b>	1	<u>PTO Meeting**</u>
	1	Spring Pictures
	2	Families Building Better Readers Literacy/Math Night
	10	Progress Reports End of the 3 <sup>rd</sup> Nine Weeks Early Dismissal
	13-17	Spring Break
	15	SAC Meeting*
	20	Holiday for Students
	23	Mariner of the Month
	24	Progress Reports
	31	Report Card Day
<b>April</b>	4	<u>Spring &amp; Class Picture Day</u>
	5	PTO Meeting**
	5	Early Dismissal
	7	Progress Reports
	19	SAC Meeting*
	20	Volunteer Appreciation Breakfast Progress Reports
	26	Mariner of the Month
	27	Hobbies and Career Field Day PK, 1, 3 & 5
	28	Hobbies and Career Field Day K, 2, & 4
<b>May</b>	1-5	<u>Teacher’s Appreciation Week</u>
	3	PTO Meeting**
	12	Progress Reports
	11	PBS/Kids at Hope Talent Show
	17	SAC Meeting*
	18	VPK/K, 3, 4 <sup>th</sup> Kids at Hope – Student Led Parent Conferences
	19	1, 2, 5 <sup>th</sup> Kids at Hope – Student Led Parent Conferences
	24	Early Dismissal
	25	Mariner of the Month
	29	Holiday for All- Memorial Day
<b>June</b>	1-2	<u>Early Release</u>
	2	Last Day for Students Report Card Day End of the 4 <sup>th</sup> Nine Weeks

<p>*(SAC)-School Advisory Council - 3:30 p.m.  ** (PTO) - Parent Teacher Organization</p>
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## **St. Lucie County Public Schools Mission, Beliefs, Vision**

**MISSION:** The mission of the St. Lucie County School District is to ensure all students graduate from safe and caring schools, equipped with knowledge, skills and the desire to succeed.

### **Every child can learn, and each child can learn more than he or she is now learning.**

- School district personnel, community members, parents, and students share the responsibility for student achievement.
  - Quality learning experiences are the central focus of all school and district activities.
    - We ensure equity and quality for all students, not just some.
- Equity without quality is prejudice, quality without equity is privilege, equity plus quality equals excellence.
- Students are volunteers. Their attendance can be required, but their attention must be earned.
  - We teach the whole child, not simply the test-taker.
- All students have the absolute right to a safe, trusting, and drug-free environment.

### **The core business of the St. Lucie County Schools is to create challenging, engaging, and satisfying work for every student, every day.**

- The teacher's primary role is to design rigorous, engaging work that leads students to higher levels of learning.
- We provide clear and compelling understandings about what students are expected to know and be able to do.
- We provide support for student success, understanding that different students master tasks in different ways and at different times.
- District and school support personnel are partners with teachers and schools in the core business.
  - Collaboration around the core business is essential to quality learning experiences.
    - Quality tools are required for quality work.
  - Instructional needs drive the design and construction of facilities.
    - Quality facilities are required for quality work.

### **Quality schools are the responsibility of the entire community.**

- Parents, students, community members, agencies, businesses, governmental entities, other educational institutions, and the school district constitute the community.
- The community works together to provide the political advocacy and support needed for student success.
- Our community actively advocates for support of education by holding candidates and elected officials accountable for their commitment to quality public schools.
- The community is responsible for providing and supporting the facilities and Infrastructure necessary to accommodate growth.
- All district employees are committed to sharing our vision and engaging the community in successfully confronting our common challenges.
- The school district has an obligation to achieve quality results for both the schools and the community.

### **A healthy school system is key to the maintenance of a healthy democracy.**

- Quality schools develop productive, contributing citizens.
    - Quality schools improve the quality of community life.
  - We strengthen relationships and broaden perspectives by embracing diversity.
- We model principles of representative democracy both in our schools and throughout the district.
  - Systems of checks and balances contribute to quality decisions.
  - We share a fundamental common commitment to the common good.
  - Leaders are responsible both to constituents and for shaping the future.

**The district and its employees have mutual obligations for support and development toward continuous improvement.**

- Our core values are fairness, respect, trust, integrity, and commitment to improvement.
  - We develop leaders committed to our common vision at all levels in the system.
    - Collegiality and collaboration are key to our success.
- All district employees have the absolute right to a safe, trusting, and drug-free environment.
  - All district employees provide prompt and courteous attention to their customers.
    - We are a school system, not a system of schools.
- We are a learning organization, in which all roles serve the common purpose of pursuing continuous improvement in quality learning experiences for all.

**Therefore, we promise continuous improvement in student achievement and in the success of each individual.**

- We are committed to a common vision.
- We use our beliefs and vision as the key criteria for making decisions.
  - We lead and manage by results.
    - We hold ourselves mutually accountable for quality effort.
  - We assess progress toward agreed-upon goals on a regular basis.
  - We expect and we work to bring out the best in every employee.
    - We accept change as inevitable and shape it into opportunity.
- We exercise flexibility and we encourage innovation in pursuit of our goals.

## **Our Mission**

The mission of Weatherbee Elementary School is to encourage and insure success for every child in a nurturing, motivating, and safe environment.

## **Vision Statement**

We at Weatherbee Elementary believe that maximum educational growth is achieved with the school, family and community working together to meet the needs of each child.

## GENERAL INFORMATION

### ADDRESS/TELEPHONE NUMBER

Parents are responsible for notifying the school office of any change of address or phone number. The school cannot be held responsible for failure to communicate if it is not informed of changes. This applies not only to home phone numbers, but the business and emergency phone numbers of parents and persons to notify previously registered with the school. Please complete the information on the student data form and return to school. Please keep us informed of student information changes. If there is a change in home, work or cell phone number, please report this to the office as soon as possible.

### ARRIVAL AND DISMISSAL TIME FOR STUDENTS

First Bell	8:40 A.M.	Day Care Pickup	3:10 P.M.
Tardy Bell	8:45 A.M.	Walkers	3:10 P.M.
		Parent Pickups	3:10 P.M.
		Buses	3:15–3:30 P.M.

During the first week, teachers will record the manner in which students arrive and depart from school (walking, riding a bus, or being picked up). The school must receive written instruction in order to dismiss in any other manner. This should be done by 9:00 A.M. to minimize interruption of class instruction. **As per board policy, the school must receive written instruction in order to dismiss in any other manner. This should be done by 9:00 A.M. to minimize interruption of class instruction.**

Students who are transported to school by parents must be dropped off and picked up in the drop-off zone. To facilitate a safe and smooth traffic pattern, parents are asked to observe all traffic signs and not to leave their cars unattended in the drive-through area. Students are not allowed to exit through any gate unless there is an adult in attendance. Parents are requested not to ask their children to cross through traffic.

School hours are from 8:45 A.M. to 3:15 P.M. Students may be dropped off between 8:15 A.M. and 8:45 A.M. Please make every effort to have your children at school on time. Students must be picked up between 3:15 P.M. and 3:30 P.M. **The school provides no supervision before 8:15 A.M. or after 3:30 P.M.**

During the school day, students must be picked up and signed out from the office. No students will be released from a classroom. Students will be released only to those persons designated by the parent.

**Students will not be released from class before dismissal except in the case of an extreme emergency. Students will not be called from class after 2:30 P.M.**

### ATTENDANCE

School attendance is a prerequisite for student achievement. Students are expected to attend school daily and to be on time. When a student accumulates five unexcused tardies, this will be counted as one unexcused absence. Poor attendance or persistent tardiness will show itself in poor school progress. Please call 468-5302 when your child is ill and will miss school.

Every effort should be made to schedule medical and dental appointments after school hours or during summer vacation. Every effort should be made to take vacations only during scheduled school breaks.

Students who receive a suspension of bus privileges are expected to attend school and parents are required to provide transportation.

Students who arrive at school **after 8:45 A.M.** are tardy and must report to the office before going to their classroom. Please make every effort to have your child arrive on time. Also, parents should not pick up their child early. Five unexcused early pick-ups will count as an absence. Please make every effort to schedule all your child's appointments after school hours.

### ATTENDANCE POLICIES K-12

(a.) Compulsory School Attendance & Declaration of Intent to Terminate School Enrollment (F.S. 1003.21)

Pursuant to Section (F.S. 1003.21), all children who are either six years of age or who will be six years old by February 1, or who are older than six years of age but who have not attained the age of 18 years, must attend school regularly during the entire school term. A student between 16 and 18 years of age is not subject to compulsory attendance if the student completes a formal declaration of intent to terminate school enrollment with the district school board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and that the disenrollment will be reported to the Department of Safety and Motor Vehicles. The declaration of intent to terminate school enrollment must be signed by the student and the student's parent or legal guardian. The school must notify the parent or legal guardian of receipt of the student's declaration of intent to terminate school enrollment. A student who attains the age of 18 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age.

(b.) Official Attendance

The official daily attendance will be taken during the second-class period for middle and full-time high school students and at the beginning of the day for elementary schools. For part-time high school students the first scheduled period of the day on campus will be used to determine daily attendance. Secondary attendance must also be taken daily by class period.

(c.) Enforcement of Attendance (F.S. 1003.26)

When Parent is Required to be Contacted	<ul style="list-style-type: none"> <li>After each unexcused absence or absence for which the reason is unknown</li> </ul>
Means of Parent Contact	<ul style="list-style-type: none"> <li>Contact can be by phone, auto call system, mail, in-person by school representative</li> </ul>
Required Documentation	<ul style="list-style-type: none"> <li>Phone log noting date and time of call, official making call, family member contacted, and outcome of conversation</li> <li>Mail – copy of dated notice or postal service return-receipt</li> <li>Personal Contact – Parent's signature on form(s)/letter or Student Services forms</li> </ul>
Referrals to Student Services	<ul style="list-style-type: none"> <li>Prior to or upon the 10<sup>th</sup> unexcused absences in any 90 day period and after school efforts to resolve have not been successful.</li> <li>Schools will provide Student Services with documentation of their efforts to resolve the truancy</li> </ul>
Truancy Petition	Described herein
Referral to CINS/FINS (Children in Need of Services/Families in Need of Services; The CINS/FINS provider is Children's Home Society)	Secondary schools are encouraged to refer habitual truants to the district. CINS/FINS provider.

(d.) Project ROCK

Student's suspended out-of-school who attends Project ROCK (north or south) can be coded as "R" (Project ROCK) for the dates that the school confirms that the student attended the program. Students with a disability may attend Project Rock. Day of attendance at Project Rock will not count as out-of-school suspension.

(e.) Attendance Codes, Excused Absences, Unexcused Absences (F.S.1003.26)

Attendance Codes	<b>Excused Absences</b> - Absences are excused when an appropriate explanation is provided by the parent within 3-days of the student's return or by the parent's physician, when the physician authorization threshold has been reached. The written explanation must include the dates of the absences which are sought to be excused and the reason for the absence. (F.S. 1003.26)	<b>Unexcused Absences</b> - Unexcused absences are all failures to attend school other than those specifically excused by the principal or designees. (F.S. 1003.26)
<p>C – Clinic  E – Excused  G – Guidance  I – BIC (not an absence)  O – Out of School Suspension  R – Project ROCK (not an absence)  Students suspended out of school who attend Project ROCK can be coded as "R" for the dates the program verifies.  S – School Activity/Field Trip (not an absence)  In cases where there is a question about the validity of the activity, the Zone Assistant Superintendent shall make the determination.  T – Excused Tardy  U- Unexcused Tardy  1 – Unexcused Tardy  2 – Absence due to excessive tardies (K-5 only)</p>	<ul style="list-style-type: none"> <li>• Illness of the student</li> <li>• Major illness in the student's immediate family</li> <li>• Medical appointment of the student</li> <li>• Death of family member or friend</li> <li>• Required Court Appearance</li> <li>• Religious holiday of the student or student's family's faith</li> <li>• Subpoena or forced absence by any law enforcement agency to fulfill civic duties; a copy of the subpoena or court summons is required</li> <li>• Major disaster that justifies the absence that has been approved by the principal</li> <li>• Head lice: maximum of 2 days per incident and a maximum of 2 incidents per semester</li> <li>• Missing the school bus if the bus is more than 5 minutes early or more than 15 minutes late or is not able to make the route</li> <li>• Other planned absences approved in advance by the principal</li> <li>• Vacation travel or family outing/activity where the student has accumulated fewer than 10 excused or 5 unexcused absences. <a href="#">The principal can excuse vacation travel that exceeds the threshold after considering the student's attendance history, academic performance, mastery of the curriculum, and reason for the travel.</a></li> </ul> <p>Absences for this reason cannot exceed 5-days annually. Schools have the authority to withdraw students whose absences for this reason exceed this provision. Such students will be withdrawn for non-attendance</p> <p><b><u>Out of school suspensions</u></b></p>	<ul style="list-style-type: none"> <li>• Truancy</li> <li>• Vacation travel where the student has accumulated more than 10 excused or 5 unexcused absences within a semester and the travel have not been approved in advance by the principal. Absences for this reason cannot exceed 5-days annually and cannot be excused without advance written approval of the principal. Schools have the authority to withdraw students whose absences for this reason exceed this provision. Such students will be withdrawn for non-attendance.</li> <li>• Take Your Son or Daughter to Work Day</li> <li>• Failure to provide an explanation of the absence to the school within 3 days of the student's return to school –</li> <li>• Student Services staff can, after investigation advice the school to excuse absence documentation received after the expiration of the 3-day period. Physician explanations received after the 3-day period will also authorize the school to excuse the absence(s).</li> <li>• Failure to provide a Physician's Authorization when required</li> <li>• Missing the school bus if the bus is less than 5 minutes early or less than 15 minutes late</li> <li>• Immunization non-compliance</li> <li>• Non-Attendance due to head lice that exceeds two days per incident and/or exceeds 2-days per semester; students who return to school with lice or nits and who are sent home the same day or who remain in the office /clinic will not be counted as "in-attendance" and will have the absence unexcused</li> </ul>

<b>Reporting Attendance Cases to PST/Attendance Committee (F.S. 1003.26)</b>	<b>Truancy Petition</b>
<p><b>When:</b> Student has accumulated at least 5 unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences or absences for which the reasons are unknown, within 90 calendar days</p> <p><b>By Whom:</b> Teacher or any school staff with knowledge of the student's attendance</p> <p>Required Participants: School Social Worker or contracted caseworker; school attendance officer; parent shall be invited and encouraged to attend</p> <p><b>Purpose of Meeting:</b> To determine if a pattern of non-attendance is developing or exists and to develop interventions that shall be implemented</p> <p><b>Interventions:</b> Interventions may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>*frequent communication between school and family</li> <li>*mentoring</li> <li>*counseling</li> <li>*evaluation for alternative education program</li> <li>*attendance contracts</li> <li>*agency referral(s)</li> <li>*other interventions, including but not limited to a Truancy Petition pursuant to (F.S. 984.151)</li> </ul> <p>Non-Compliant Students: When students subject to compulsory attendance will not comply with attempts to enforce school attendance, the parent, guardian, superintendent or designee may refer the case to the case staffing committee pursuant to F.S. 984.12 and the superintendent may file a truancy petition pursuant to F.S. 984.151.</p>	<p>The Superintendent may file a truancy petition pursuant to procedures in F.S. 984.151 when:</p> <ol style="list-style-type: none"> <li>a. A student has 5 unexcused absences in a calendar month or 10 unexcused absences in a 90 calendar-day-period</li> <li>b. The PST/SST has met and efforts to correct the attendance has been unsuccessful</li> <li>c. The parent has been notified as to the unexcused absences or absences for which reasons are unknown <u>and that a Truancy Petition is being filed.</u></li> </ol> <p>School's Responsibility:</p> <ul style="list-style-type: none"> <li>• Partner with Student Services to prepare the Petition</li> <li>• Provide Student Services will all verifications of notification to and conferences with the parent to inform and discuss attendance</li> <li>• Copies of all parent and physician excuses and phone logs</li> <li>• Verification that the recorded attendance is true and correct according to School Board policy</li> </ul> <p>Filing of Truancy Petitions:</p> <ul style="list-style-type: none"> <li>• Filed in Circuit Court in the 19<sup>th</sup> Judicial Circuit</li> <li>• All supportive documentation becomes part of the Court file</li> <li>• Parent(s) named in the Petition will receive a copy of the Petition when the Petition is served</li> </ul>



**Sponsored Activity**

Any student who attends a school-sponsored activity shall be considered as being present for instruction. In instances in which there is a question concerning the validity of the activity, the zone administrator shall make the determination.

**Exam Exemptions**

School districts shall not allow schools to exempt students from academic performance requirements based on practices or policies designed to encourage student attendance. This prohibits exemption of students from examinations based solely or in part on good attendance. It does not prohibit exemptions from examinations based on grades or other performance related criteria. (F.S. 1003.33)

### **Excused and Unexcused Absences (F.S. 1003.26)**

Schools are required to track excused and unexcused absences and tardies according to policy.

### **Parent/Guardian Responsibility (F. S. 1003.24)**

Each parent and guardian of a child within the compulsory attendance age is responsible for the child's attendance as required by law (F. S. 1003.24). The only conditions under which the parent or guardian is not responsible are:

- (1.) The student missed school with permission of the principal.
- (2.) The student cannot attend due to the financial inability of the parent to provide necessary clothes for the child, and this inability is reported in writing to the Department of Student Services prior to the opening of school or as soon as the inability is determined. Not reporting the financial inability to the Department of Student Services does enable the school district to pursue all interventions, including filing truancy petition in the Circuit Court. The inability to provide clothes must be substantiated by the Department of Student Services.
- (3.) The student does not attend due to sickness, injury, or other insurmountable condition, which makes attendance inadvisable.

### **Written Explanation from Parent Requirement (F.S. 1003.26)**

The parent or guardian is required to send a written explanation of the reason for the student's absence to the school within three days of the student's return to school. The written explanation must include the dates of the absences for which excuse is sought, and the specific reason for the absence. Any documentation that supports the written explanation of the reason for the absence, including any physician explanation, should be attached. The Department of Student Services can, after investigation, advise the school to excuse absence(s) after the 3 days have passed. Physician explanations for absences that are received after the 3-day period will also authorize the school to excuse the absence. As used in this Plan, the term "physician" shall mean a person practicing as a physician licensed under Chapter 458 (medical practice), 459 (osteopathic medicine), Chapter 460 (chiropractic medicine), or Chapter 461 (podiatric medicine), Florida Statutes.

### **Physician Authorization Requirement (F.S. 1003.24)**

If a student has accumulated a total of 10 excused or 5 unexcused absences within a semester, subsequent absences of more than 3 consecutive days may not be excused unless documentation is received demonstrating that attendance was impracticable or inadvisable on account of sickness or injury, attested to by a written statement of a physician. The physician's statement must include the dates of the absences for which excuse is sought, and the specific reason for the absence. Consideration will also be given regarding certain communicable illnesses and chronic medical conditions that do not require physician treatment, such as chickenpox, in which the student is still contagious and cannot return to school. Consideration will also be given for insurmountable circumstances that directly involve the student's primary family, such as a family death that requires the student to accompany the parent or guardian out of town for a brief period of time.

### **Homebound/Hospitalized Program**

Students in the Homebound/Hospitalized program are required to follow the same attendance policies contained herein.

Parents of students who are confined to the home will provide the homebound teacher with a written explanation of the reason for absence within three days of the absence. The teacher will forward the written explanation to the Homebound/Hospitalized office.

Parents of students, who are receiving services in the Homebound/Hospitalized program due to an intermittent illness, will provide written explanation of the reason for absence directly to the school of enrollment.

The Homebound/Hospitalized Program provides instructional services to a student diagnosed with a physical or psychiatric condition which is acute or catastrophic in nature, or

a chronic illness, or a repeated intermittent illness due to a persisting medical problem and which confines the student to the home or hospital, and restricts activities or an extended period of time. The program is available to students in grades K-12 and Pre-K exceptional education students.

The child's attending physician or psychiatrist must be licensed by the state of Florida and must complete a Homebound/Hospitalized Referral Form. A student who is hospitalized or homebound is eligible for specially designed instruction when the licensed physician certifies that the student: is expected to be absent from school due to a physical or psychiatric condition for at least fifteen (15) consecutive school days, or due to a chronic condition, for at least fifteen (15) schools days which need not run consecutively ; is confined to the home or hospital; will be able to participate in and benefit from an instructional program; is under medical care for an illness or injury which is acute, catastrophic, or chronic in nature; and can receive instructional services without endangering the health and safety of the instructor or other students with whom the instructor may come in contact. These referral forms are available through the District Exceptional Student Education Office or the Guidance Counselor at the student's assigned school.

The minimum evaluation to determine eligibility shall be an annual medical statement from a licensed physician including a description of the disabling condition or diagnosis with any medical implications for instruction. This report shall state that the student is unable to attend school, describe the plan of treatment, and provide recommendations regarding school re-entry, and give an estimated duration of condition or prognosis.

An eligibility meeting will be scheduled at the student's assigned school after the referral form is submitted to the Homebound/Hospitalized Office. An individual education plan will be developed or revised prior to assignment to the homebound or hospitalized program and to a school based program due to an acute, chronic, or intermittent condition. Once the eligibility and IEP are completed, the parent, guardian, or primary caregiver must sign parental agreement concerning homebound or hospitalized policies and parental cooperation.

The parent, guardian, or primary caregiver shall provide a quiet, clean, well ventilated setting where the teacher and student will work; ensure that a responsible adult is present; and establish a schedule for student study between teacher visits. The student should be ready for homebound service at the time agreed upon between the parent, student and teacher. If the student is unable to meet his/her scheduled appointment, please call the homebound teacher immediately but no later than two hours prior to the scheduled instructional time. Absences without good reason can result in the student losing homebound teacher services.

The student's physician must release the student to return to school. This can be accomplished by the physician completing a "Doctor's Release Form" available from the Hospital/Homebound office or school guidance counselor or the physician may document the release on a prescription form. A meeting will be held to dismiss the student.

The Homebound/Hospitalized staff strives to work closely with families, as well as the administrative and instructional staff at the student's home school. The goal is to provide needed services while the student is eligible and facilitate a smooth transition for each student as they return to their assigned comprehensive campus.

### **Students with Head Lice**

Students with school verified cases of head lice will have 2 excused absences per incident up to a maximum of two incidents per semester. Students who return to school with lice or nits and who are sent home that same day or who remain in the clinic/office will not be counted as "in-attendance" and will have the absence unexcused.

### **Notification to Other Agencies**

Habitual truants will be reported to the Department of Safety and Motor Vehicles; Department of Children and Families; Department of Juvenile Justice and their contracted providers for truants; State Attorney's Office; Circuit Court. Truancy cases will also be reported to agencies contracted by the School Board to provide truancy services pre and post the student meeting the habitual truant definition.

### **Habitual Truants (F. S. 1003.27)**

A student who has 15 or more unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent or guardian, and is subject to compulsory school attendance, shall be classified as a habitual truant. The Department of Highway Safety and Motor Vehicles; Department of Children and Families; Department of Juvenile Justice; State Attorney's Office; Circuit Court will be notified of cases of habitual truancy as prescribed by law.

### **Excused Absences**

Absences for the following reasons are excused when an explanation is provided by the parent or by the student's physician, when the physician authorization policy threshold has been reached:

- (1.) Illness of the student
- (2.) Major illness in the immediate family of the student that requires the student to miss school
- (3.) Medical appointments of the student
- (4.) Death of family member or friend
- (5.) Required court appearance
- (6.) A religious holiday of the specific faith of the student or the student's immediate family
- (7.) Subpoena or forced absence by any law enforcement agency to fulfill civic duties; a copy of the subpoena or court summons is required
- (8.) Major disaster that would justify the absence that has been approved by the principal
- (9.) Head lice, maximum of two excused days per incident with a maximum of two incidents per semester
- (10.) Missing the school bus when the bus is more than 5 minutes early or more than 15 minutes late or is not able to make the route.
- (11.) Other planned absences approved in advance by the principal
- (12.) Vacation travel or family outing/activity where the student has accumulated fewer than 10 excused absences or 5 unexcused absences in a semester. The principal can excuse vacation travel that exceeds this threshold after considering the student's attendance history, academic performance, mastery of the curriculum, and reason for the travel.

### **Unexcused Absences**

- (1.) Unexcused absences are all failures to attend school other than those specifically excused by the principal or designees.
- (2.) Truancy or out-of-school suspensions.
- (3.) Vacation travel where the student has accumulated more than 10 excused or 5 unexcused absences within a semester and the travel has not been approved in advance by the principal with the principal considering the student's attendance history, academic performance, mastery of the curriculum, and reason for the travel.
- (4.) Failure to provide an explanation of the absence to the school. The Department of Student Services can, after investigation, can advise the school to excuse absence(s) after the 3 days have passed. Physician explanations for absences that are received after the 3-day period will also authorize the school to excuse the absence.
- (5.) Missing the school bus if the bus is less than 5 minutes early or less than 15 minutes late.
- (6.) Non-attendance for immunization non-compliance
- (7.) Non-attendance due to head lice that exceeds two days per incident and/or exceeds two incidents per semester. Students who return to school with lice or nits and who

are sent home that same day or who remain in the clinic/office will not be counted as "in-attendance" and will have the absence unexcused.

### **In-School Suspension**

Students assigned to in-school suspension shall be counted as present for all the days they are in attendance in these classes.

### **Project ROCK**

Student's suspended out-of-school who attend Project ROCK (north or south) can be coded as an "R" (Project ROCK) for the dates that the school confirms that the student attended the program. This means that the student should be counted as "in-attendance".

### **Withdrawal of Students for Non-Attendance**

Pursuant to (F.S. 1003.26) and (F.S. 1003.27), a school is not authorized to withdraw a student, ages 6-18, for non-attendance unless the following criteria have been met:

- (1.) Student meets the legal criteria by the State of Florida to be classified as an habitual truant
- (2.) School has notified the parent of each unexcused absence according to policy and the child continues to not attend
- (3.) School has notified the parent in writing of the total number of unexcused absences and that the student is in danger of being withdrawn for non-attendance. This notification will also inform the parent that the student will lose their pending or current driving privilege as a result of the withdrawal
- (4.) The Attendance Student Support Team has made efforts to resolve the student's non-attendance
- (5.) For elementary cases, a truancy petition has been filed in the Circuit Court and the student continues to not attend.

### **Use of Withdrawal Codes W05, W15, and W22**

W05: Any student, age 16-18 years old, who leaves school voluntarily with no intention of returning. This code must only be used for students who have properly filed the Intent to Terminate Enrollment Form.

W15: Any PK-12 student who is withdrawn from school due to nonattendance. Use this code for students, age 6-18, who have left school with no intention of returning and after procedures outlined in Sections (F.S.1003.26), (F.S. 1003.27), and School Board Policy have been followed.

W22: Any PK-12 student whose whereabouts is unknown. This code may be used for students who are withdrawn because they cannot be located after every effort has been made to locate them.

### **Non-enrollment**

Provide a list of students to the Department of Student Services no later than the date notified after the 10<sup>th</sup> day. If the student has not enrolled and has made no contact with the school to explain why the student did or will not enter, the district must remove the student from the roll as of the first day of school by entering the withdrawal code DNE (did not enter), recording the withdrawal date as of the first day of school and by deleting any attendance records associated with the student.

If a parent contacts the school to state that the student will not enter, the school is to obtain the reason from the parent, log the call, and enter the correct withdrawal code instead of the DNE code.

In cases where there was no contact from the parent(s), the school is to do the following:

- (1) Contact the parent or persons listed as contacts for all students with a DNE and obtain the reason for the student not entering. These calls are to be logged and the DNE code updated to the proper code.
- (2) Provide a list of students with their cumulative record to the Department of Student

Services no later than the third working day after the 10<sup>th</sup> day. The list shall contain the student's full name, name of the parent or guardian, and an account of efforts to contact the parent, including phone numbers called.

- (3) The Department of Student Services will attempt to contact the parent or guardian and will provide the school with the updated withdrawal code.
- (4) The school must update the withdrawal code at any time during the school year that new information is obtained as to the reason the student did not enter.

**Make-Up Work**

K- 12	<p>*Allowed for all absences, excused or unexcused</p> <p>*Student has <b>1 day to</b> make up the work for each day absent, not including the day of return, unless the principal approves an extension due to unusual circumstances. Previously assigned work is due on the day the student returns to school.</p> <p>*All work, regardless of the number of days absent, must be made up on or before grades are due in the final quarter of the school year. *Students whose work is turned in after the end of the grading period for quarters one through three, will receive an "I" or incomplete. If the work is turned in on-time, the student will receive the grade for the work (see grade provisions for students in grades 9 -12 below)</p> <p>*Incomplete grades become "F" or "0" if not replaced with the grade for the makeup work that was turned in on time</p> <p>* Students will take announced tests on first day of return to school. Student will be allowed 2-days to prepare for tests assigned during the absence</p>
K -5 Provisions	<p>*Teacher will inform student/parent of work to be made up as specifically as plans will allow, but is not expected to develop special assignments</p> <p>*Graded at full credit</p>
6-8 Provisions	<p>*Students must request makeup work; students will not be penalized for makeup work that is requested, but not provided by the teacher</p> <p>*Upon student's request, the teacher will inform student/parent of work to be made up as specifically as plans will allow, but is not expected to develop special assignments</p>
9-12 Provisions	<p>*Must request makeup work; students will not be penalized for makeup work that is requested, but not provided by the teacher</p> <p><b>*Makeup work for unexcused absences (U) will receive a maximum grade of 59%</b></p> <p>* Upon student's request, the teacher will inform student/parent of work to be made up as specifically as plans will allow, but is not expected to develop special assignments</p>

**Tardy**

In grades Kindergarten through five, a student is considered tardy if they are absent at the beginning of the day or if they leave school before the scheduled release time. Tardies will be either excused or unexcused. Acceptable documentation to excuse a tardy is the same as those under the Early Pick-Up Policy and for excused absences. Schools have the authority to develop a school-specific tardy response system, as approved by an administrative body comprised of representatives from varying district departments.

Every fifth unexcused tardy results in one unexcused absence. These unexcused absences are given the same weight as any other unexcused absence and can affect perfect attendance and decisions to file a Truancy Petition.

**Early Pick Up**

No more than once per grading period can students be picked up early from school without documentation of the reason. Each subsequent request for early release from school during the same grading period must be accompanied by written explanation specifying the reason for the request. The written explanation shall be in the form specified in the section above titled, "Written Explanation from Parent Requirement (F.S. 1003.26). The student shall be excused for the class (es) missed so long as the reason stated is one of the criteria set forth in the section titled, "Excused Absences". The school principal or designee can approve an early release beyond these limits after taking into consideration the reason as well as the student's attendance history, both daily and by-period, and number of early releases.

In instances where the student is released early, beyond the one-time per grading period where documentation is not required and there is no documentation as to the reason or the principal or their designee has not approved the release, the class(es) that the student missed or misses, in whole or in-part, will be unexcused. Students sent home due to illness will have the absences for missed classes excused.

Students in grades Kindergarten through five who are released early from school are tardy for the day. That tardy can be excused or unexcused. Every fifth unexcused tardy results in one unexcused absence. These unexcused absences are given the same weight as any other unexcused absence and can affect perfect attendance and decisions to file a Truancy Petition.

### **Compulsory Attendance and Home Education Programs**

Pursuant to (F.S. 1002.41) and (F.S. 1003.26), students who enter a home education program and exhibit a pattern of nonattendance will be subject to a portfolio review by the home education review committee. The committee will verify if the home education program is in compliance with (F.S. 1002.41)

Once the committee determines that the home education program is in compliance, the parent will no longer be required to submit a portfolio to the home education review committee. The parent will be required to comply with the requirements of a home education program pursuant to (F.S. 1002.41), as is any parent involved in a home education program.

If the parent of a child who has been found to exhibit a pattern of nonattendance and who has been enrolled in home education fails to provide a portfolio for review by the committee, the committee shall notify the superintendent of schools and the Department of Student Services. The superintendent shall terminate the home education program and require the parent to enroll the child in an attendance option provided under (F.S. 1003.01), within 3 days. Failure of a parent or guardian to enroll a child in an attendance option after termination of a home education program shall constitute non-compliance with the compulsory attendance requirement and may result in criminal prosecution of the parent under (F.S. 1003.27). The Department of Student Services and the Home Education Office will coordinate the programmatic elements of this policy.

When the superintendent has terminated home education, the parent or guardian shall not be eligible to re-enroll the child in the home education program for 180 calendar days.

### **Withdrawal to the Home School**

Schools must confirm a student's acceptance into Home School before withdrawing that student to the program.

### **Students with Documented Chronic/Serious Medical Conditions**

Students who have documented chronic/serious medical conditions can be expected to have multiple absences during the school year. These absences, when related to their condition, may be considered excused upon verbal contact with the parent for verification of reason for the absence. To be eligible for the written documentation waiver, the school must have a valid release to communicate with all treating physician so that the student's health and reason for the absence can be verified. Students with documented chronic/serious medical conditions must follow the Physician Authorization Requirement contained herein in order for absences for medical reasons of three consecutive days or more to be excused once the student has accumulated 10 excused or 5 unexcused absences or is under Court jurisdiction for truancy. Examples of such conditions include:

- (1) cerebral palsy
- (2) cancer
- (3) conditions that require tracheotomy
- (4) conditions that require oxygen
- (5) conditions that require gastric tubes
- (6) conditions that require shunts
- (7) insulin dependent diabetes
- (8) seizure disorders with recent seizure activity

- (9) severe asthma with recent asthmatic episodes
- (10) sickle cell disease
- (11) chronic conditions that cause severe pain
- (12) juvenile rheumatoid arthritis with limited mobility
- (13) students deemed “medically fragile” or “medically complex”

**Students Covered Under the Rilya Wilson Act**

<http://www.cfcpcb.org/Rilya%20Wilson%20Act%20Overview%20-%20Final1.htm>

Students covered under the Rilya Wilson Act, after notification of such coverage by United for Families (UFF) at the time of enrollment, will be reported to UFF at the end of the business day on dates of school absences and/or upon the seventh (7<sup>th</sup>) excused absence from school. In addition, students covered under the Rilya Wilson Act will not be withdrawn from school without the written permission of United for Families.

**Student Volunteers**

Students who volunteer at a school cannot volunteer during school hours without consent from the school of the volunteer.

**BICYCLE PARKING**

There is a fenced area provided to lock up student bicycles. While the school provides this area, we cannot assume responsibility for lost, damaged, or stolen bicycles. It is imperative that each child has a lock for his/her bicycle if brought to school.

**BIRTHDAY AND OTHER CELEBRATIONS**

In order to maintain an academic focus in our classrooms, we request that families follow these guidelines:

- ☺ Cookies or cupcakes may be brought in (with teacher's approval) and shared with the class at their regular lunch time only. They are to be consumed in the cafeteria.
- ☺ Invitations to private parties may be given out in school (with teacher's permission and at the end of the day) only if all children in the class are included.

**BOOK BAGS**

Book bags should be used solely for transporting necessary books and school supplies. Book bags on wheels must be actual book bags with back straps (not totes) and must be worn as bookbags in the hallways.

**BREAKFAST AND LUNCH PROGRAM**

A nutritious lunch and breakfast are served at school each day. Parents are encouraged to pay by the week. Please place the money, check or money order in an envelope clearly marked with the amount, child's name, and teacher's name. Please have your child report to the cafeteria first thing in the morning to place their money on their account. Ice cream and various snacks will be available on certain days, but must be paid for in advance. This helps keep our lunch line moving.

Applications for free or reduced meals are sent home at the beginning of the year and are always available in the office.

REDUCED PRICES ARE AS FOLLOWS:

Breakfast	\$ .30 per day	Lunch	\$ .40 per day
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FULL PRICES ARE AS FOLLOWS:

**(Meal Prices are subject to change based on board approval)**

Full price lunch	\$ 2.25	Adult price lunch	\$ 3.00
Full price breakfast	\$ 1.00	Adult price breakfast	\$ 2.00
Milk	.30	Juice	.25
Ice cream	.50		

Parents are always welcome to eat with the students. Please check in at the office for a guest pass. All guests must be listed on the child's data card. Please do not plan to visit the classroom when you are staying for lunch unless you have given the teacher 24 hour notice.

If a student forgets his/her lunch money, he/she may charge his/her lunch for no more than one day. These charges will need to be paid before he/she will be allowed to charge again. The students will be given a note to take home advising the parents of the amount owed. Please pay promptly so that this courtesy may be continued.

### **BUS DISCIPLINE**

1. All students are expected to display appropriate behavior on the bus at all times.
2. Prior to any referral for discipline reasons, the driver will attempt to make contact with the parents and issue an incident report. This will serve as a warning to students and parents that the behavior is not acceptable, and if it continues a referral will be the next step.

Any inappropriate behavior while under the bus driver's supervision including at the bus stop will come under the following discipline guidelines:

**First Referral** An administrator will review bus safety rules with the student and parents will be notified, either by letter or by phone.

**Second Referral** Parent conference, possible suspension, or withdrawal of privileges at school.

**Third Referral** Bus suspension, parent conferences with an administrator and bus driver, if possible.

**A SEVERE BEHAVIOR OFFENSE, SUCH AS FIGHTING, THROWING THINGS FROM THE BUS OR OTHER ACTIONS THAT RESULT IN BEING REMOVED FROM THE BUS BY SECURITY WILL RESULT IN AUTOMATIC BUS SUSPENSION EVEN IF IT IS THE FIRST REFERRAL.**

Any student suspended from a particular bus is suspended from all St. Lucie County School buses. This includes field trip buses.

### **BUS RULES**

Annually as required, the School Board shall develop and adopt rules to govern the conduct of students while walking to or from and waiting at district bus stops, and while traveling on district buses. These bus rules for students shall be incorporated with the code of student conduct adopted as provided in Policy 5.20. The Code of Conduct is provided to families in a separate booklet.

Authority: 230.22(2) Florida Statute  
Florida Statute

Law Implemented: 230.23(6)(d), 230.23(8), 232.25

### **BUS STUDENTS**

If a regular bus student is not to ride the bus on any one afternoon, the teacher must receive a WRITTEN NOTE specifying how the student will be going home and the note must be presented to the teacher first thing in the morning. Requests to ride a different bus for the day must be made in writing, approved by transportation and approved by an administrator. St. Lucie School Board Policy 6.31 states that exceptions to riding regularly assigned buses "shall be approved in writing by the School Principal on request of the parent or guardian".

### **CANDY AND GUM**

Gum is **NOT** allowed at school. Candy is allowed only as a part of a packed school lunch, however, its inclusion should be discouraged. Milk, juice and water are available for purchase in the school cafeteria.

### **CHANGE OF CLOTHING**

We request that all prekindergarten and kindergarten students have a change of clothing in a ziplock bag placed in their backpack daily.

## **CLINIC**

Weatherbee Elementary School's clinic is located in the main office. A full-time nurse is on the staff to assist students and parents in health-related matters. Hearing, vision, height and weight screenings are offered during the school year.

Students who become ill or need first-aid will be sent to the clinic. You will be notified if your child is sent to the clinic with a written note or a phone call if the situation requires your immediate attention. It is essential that an emergency number be provided for each child and that any changes in work or home phone numbers are reported to the office.

**Administration of Prescribed Medication:** Written parental consent, authorized by a physician, must be provided if you wish the nurse to dispense medication. Contact the school nurse for more information.

**Administration of Non-Prescribed Medication:** Students may not bring non-prescription medications to school, including cough drops. Should it be necessary for the child to have non-prescription medication at the school site, a doctor's prescription is still required and the medicine must be presented to the health paraprofessional for safe keeping. Any medicine can be given at school **only** by doctor's prescription.

**Health Screenings:** In accordance with Florida Statute 402.32, the School Board of St. Lucie County, in cooperation with the St. Lucie County Health Department will conduct health screening activities for selected students during the school year. The health screening activities are: vision, hearing, growth/development and scoliosis. You will be informed, in writing, if your child fails to meet screening standards and will be encouraged to seek additional professional assistance.

If you do not want your child to participate in the School Health Services Program, please notify the school in writing and include your child's name and grade.

## **CODE OF CONDUCT**

All students at Weatherbee Elementary are governed by the St. Lucie County Code of Conduct which is sent available to view on our district webpage [www.stlucie.k12.fl.us](http://www.stlucie.k12.fl.us). If you would like to obtain a written copy, please notify the school in writing and include your child's name and grade.

### **Student Responsible Computer, Network and Internet use Policy**

#### **Overview**

The district provides its students access to a multitude of technology resources to enhance and extend the learning experience. These resources provide opportunities to enhance learning and improve communication within our community and with the global community beyond our campus. The advantages of having access to these resources are far greater than any potential downside. However, with the privilege of access is the responsibility of students to exercise appropriate personal responsibility in their use of these resources. This District Policy is intended to promote the most effective, safe, productive, and instructionally sound uses of networked information and communication tools. The District also makes a good faith effort to protect its students from exposure to internet materials that are harmful or explicit. The District maintains a system of internet content filtering devices and software controls to block obscene and pornographic materials and materials that are harmful to, or otherwise inappropriate for, minors that meet federal standards established in the Children's Internet Protection Act, 47 U.S.C. 254(h),(1), as amended (CIPA). Nevertheless, it is impossible to control all materials available on the internet, and users will be responsible for ensuring that their use meets the Policy established herein.

#### **Digital Citizen**

Student users of the District's computer, network, and internet resources shall use information and technology in safe, legal, and responsible ways. A responsible digital citizen is one who:

1. **Respects One's Self:** Users will select online names that are appropriate and will consider the information and images that are posted online.
2. **Respects Others:** Users will refrain from using technologies to bully, tease or harass other people.
3. **Protects One's Self and Others:** Users will protect themselves and others by reporting abuse and not forwarding inappropriate materials or communications.
4. **Respects Intellectual Property:** Users will cite any and all use of websites, books, media, etc.
5. **Protects Intellectual Property:** Users will request to use the software and media others produce.

## **Expectations**

Responsible use of the District's technology resources is expected to be ethical, respectful, academically honest, and supportive of the school's mission. Each computer user has the responsibility to respect every other person in our community and on the internet. Digital storage and electronic devices used for school purposes will be treated as extensions of the physical school space. Administrators, or their designees, will periodically monitor the online activities of users and computer files to insure that users are using the system in accordance with District policy. No user of the District's networks shall have an expectation of privacy in his/her use. Users should not expect that electronic communications made or received on District networks, internet searches on District networks, or files stored on servers or disks will be private. Users also should understand that internet activity is recorded in log files. Users are expected to abide by the generally accepted rules of network etiquette. The following Policy is intended to clarify expectations for conduct, but they should not be construed as all-inclusive.

1. Use of electronic devices should be consistent with the District's educational objectives, mission and curriculum.
2. Inappropriate use includes, but is not limited to, (1) texting, phoning, or web browsing during prohibited times; (2) taping conversations, music, or other audio at any time; (3) photography or videography of any kind; and (4) any activity that could in any manner infringe upon the rights of other individuals, including but not limited to students, teachers, and staff members.
3. Transmission of any material in violation of any local, federal and state laws is prohibited. This includes, but is not limited to, copyrighted material, licensed material and threatening or obscene material.
4. Intentional or unintentional use of computing resources to access or process, proxy sites, pornographic material, explicit text or files, or files dangerous to the integrity of the network is strictly prohibited.
5. Software and/or services may not be installed or downloaded on school devices without prior approval of the Superintendent or designee.
6. Any malicious attempt to harm or destroy data of another user, the internet or other networks, is strictly prohibited. This includes, but is not limited to creating and/or uploading computer viruses.
7. Unauthorized access to information by unauthorized recipients or "hacking" is strictly prohibited. This would include intentionally bypassing any internet filtering devices.
8. Use of electronic devices to bully or harass, as defined in Policy 3.43 included in Appendix A hereto, is strictly prohibited.
9. Student internet interpersonal communications (e.g., chat room, instant messaging, blogging, Wiki) requires authorization of a teacher or administrator.
10. Users may be held personally and financially responsible for malicious or intentional damage done to network software, data, user accounts, hardware and/or unauthorized costs incurred.
11. Files store on District-managed networks are the property of the District and, as such, may be inspected at any time and should not be considered private. Materials published for electronic publication must be for educational purposes. School administrators, teachers and staff may monitor these materials to ensure compliance with content standards.
12. Users, who accidentally access inappropriate material or witness another user accessing inappropriate material, shall immediately notify their teacher or school administrator.

## **Policy Violations**

Violating any portion of this Policy may result in disciplinary action as provided in this Code. A student may be disciplined under the Code for expressive off-campus conduct (such as e-mails or postings on social media like Facebook, YouTube, Twitter, Blogs, etc.) where (1) such conduct would foreseeable create a risk of material and substantial disruptions within the school environment, (2) it was reasonably foreseeable that the off-campus expression might reach campus, and (3) the conduct did create a material and substantial disruption within the school environment. Disciplinary action shall be proportional to the offense. **Some violations may constitute criminal offenses and may result in legal action.** The School District will cooperate with law enforcement officers in investigations related to illegal activities conducted through its network.

## **CONCERNS/GUIDELINES IN RESOLVING SCHOOL RELATED PROBLEMS**

It is our sincere belief that the large majority of misunderstandings and problems can be resolved through discussion between the parent and the teacher and/or other appropriate school personnel. These guidelines are designed to provide a "step-by-step" procedure for parents when they are attempting to resolve a misunderstanding or problem. You should make every effort to gather accurate facts before contacting the school. It may help to have the concern described in writing. If the concern is not resolved to your satisfaction after meeting or talking with the teacher you should go to the next step.

- I. Schedule an appointment with your child's teacher.
- II. Call the principal of the school and ask him/her to establish a conference with the appropriate person at a mutually agreeable time.
- III. Schedule a conference with the Principal.
- IV. If you have exhausted all possibilities at the school level, the principal will advise you of the appropriate person at the county level to contact.

We are pleased that most concerns are satisfactorily resolved at step one. The other steps are provided for you as additional means of resolving your problems or concerns. Misunderstandings and problems will more likely be resolved if they are approached in a positive and courteous manner with recommendations that are realistic.

Your school staff is here to do the best job possible with your child. We can provide many educational opportunities, but it is done best when we work together in partnership, as parents and teachers.

### **CONFERENCES**

You are encouraged to visit our school and conference with teachers, the guidance counselor, and/or administrators. We request that you notify us **twenty-four hours** in advance for a conference or if you wish to visit a classroom session. This is a county-wide policy as negotiated with the Classroom Teachers' Association.

When parents and teachers work together, they make an unbeatable team. Parent conferences can help build the teamwork that helps children learn better.

Some planning by parents can help make conferences a success.

#### **Before the Conference**

*Come in with a positive attitude.* Conferences are not about placing blame. They are meant to pinpoint and improve weak areas as well as defining and praising the strong areas. Remember this is a team effort.

*Please be on time.* Because there is a time limit on conferences, being punctual aids both teachers and parents.

*Think about what you want to learn in the conference.* Prepare some questions. For example:

- ☆ Does my child usually turn in homework?
- ☆ Does my child use time well? Does he/she have good work habits?
- ☆ How well does he/she get along with others?
- ☆ What can I do at home to support what you are doing? How can I help my child?

*Talk to your child.* Ask what he/she thinks the teacher will say. Ask if he/she has any concerns.

#### **During the conference**

*Be prepared to talk and listen.* Tell the teacher what you see at home. Talk about your child's interests. Tactfully talk about your concerns. Be sure to let the teacher know about anything that might affect your child's learning.

*Ask the teacher to explain anything you don't understand.* Special programs for children are sometimes referred to by their initials.

*Use your time wisely.* Try to avoid lengthy subject matter that would not pertain to your child's learning.

*Take notes to share later with your child and/or spouse.* Talk with your child about what was discussed in the conference. Remember to "accentuate the positive".

#### **After the conference**

*Follow up.* Stay in touch with the teacher. If you think of a question you didn't ask, write a note or call the teacher and leave a message. The teacher will get back to you as soon as possible.

## **CONFISCATED ITEMS**

Students should bring to school only items necessary for education. Toys, radios, tape recorders, watches with games, alarms, gameboys, cd players, etc. are not allowed and will be confiscated and sent to the office. Cell Phones that are on and/or out of the backpack will be confiscated. These items may only be retrieved by parents or guardians after a conference with an administrator. The school is not responsible if these items are lost or misplaced. This rule also applies to bringing such items on field trips.

Any item that is a weapon or that could be construed as a weapon will be turned over to the School Resource Officer/Sheriff's Deputy for determination as to criminal intent. Parents, please stress with your child(ren) that knives of any type are not allowed on school property (including school buses).

## **CURRICULUM**

Students will receive instruction in all areas of the curriculum and be graded for progress in these areas. They will include reading and language arts (which include spelling, handwriting, English, speaking, and writing or composition), mathematics, science and health, and social studies. Music education and physical education will be taught and graded as well. Classroom conduct and personal development will be graded for progress for each nine-week marking period.

State Law permits the suspension of all curriculum except reading, math and science for those students who are having difficulty mastering the basic skills. You will be informed and asked to be involved if this strategy is recommended for your child.

## **DISCIPLINE**

The Code of Conduct of St. Lucie County Schools provides guidelines for all students and parents. The schools in St. Lucie County have a zero tolerance policy for weapons and unauthorized materials. In addition, it is the policy of the St. Lucie County School District that all of its students and school employees have an educational setting that is safe, secure, and free from harassment and bullying of any kind. The District will not tolerate bullying and harassment of any type. Conduct that constitute bullying and harassment, as defined in this policy, is prohibited. (See St. Lucie County Code of Conduct section 3.43)

The following is Weatherbee Elementary's Discipline Policy and Procedures Plan. We stress the importance for every parent to read and share the plan with his/her child. Teachers have discussed the plan with students and teach the expectations and consequences on a regular basis. If you have any questions, please contact a school administrator at 468-5300.

At Weatherbee Elementary, Positive Behavior Interventions and Supports (PBIS) is a collaborative, proactive, systematic approach to teaching students expected/acceptable behavior as well as a functional process to developing effective interventions for inappropriate behavior. Our PBIS RtI-Core Team is representative of the entire school staff and formed of administrators, a guidance counselor, behavior technician, primary and intermediate teachers, ESE teacher and ESE Chairperson. The team has received training on each component of PBIS. The team developed each step of the process and presented it to the staff before implementation. The PBIS plan has also been presented to the School Advisory Council for their feedback and suggestions.

The goal of the team is to develop a system that facilitates positive behavior change in our students and staff. The system's goal is to reduce the number of inappropriate behaviors occurring across campus by educating students and staff and by reinforcing appropriate behaviors. The role of the PBIS team is to develop, review and maintain a school-wide PBIS plan. A consistent discipline referral and procedures process has been developed throughout the school. Use of school-wide expectations and rules in specific settings are established to teach students appropriate behaviors. A reward system to encourage appropriate behavior and effective consequences to discourage inappropriate behaviors is also in place.

PBIS is an ongoing process that is evaluated to determine the need for adaptations. The PBIS/RTI-B Core team meets on at least a monthly basis to analyze discipline data and make meaningful, strategic decisions. Staff and students are also surveyed for their input. This information is used to develop effective interventions to decrease inappropriate behavior and increase desired behavior across the campus.

Weatherbee Elementary's school-wide PBIS plan ensures that children have the opportunity to develop the skills and behaviors that will enable them to realize success as responsible adults. The plan focuses on four major expectations with specific behaviors for each as presented in the *S.A.I.L. Expectations and Rules Matrix* below. S.A.I.L. is an acronym for Self-Control, Accepts Responsibility, Is Respectful and Learn. Standards have been developed that will help students accept responsibility for their behaviors. This plan also encourages parents to become actively involved in the education of their children.

On a daily basis students are recognized for demonstrating the S.A.I.L. expectations through verbal praise and rewarding of Mariner Money. The Mariner Money is used to purchase various incentives such as a pencil, small toy, extra computer time or participation in a monthly school-wide event. Classes are also recognized when each student in a class demonstrates the S.A.I.L. expectations by earning Class Conch Coins. These coins may be used to reward student behavior by purchasing class-wide rewards such as a pizza party, ice cream party or additional outside time.

### S.A. I. L. Expectations and Rules Matrix

Expectations	Cafeteria Rules	Hallway Rules	PE/Playground Rules	Classroom Rules	Pick- up Area Rules
<b><u>S</u>elf Control</b>	Stay seated with hands, feet objects to self	Use the WBE walk. Silently walk on brown line with hands behind your back CHAMP's Expectations is conversation Level 0	Keep hands, feet and objects to self	Keep hands, feet and objects to self Use appropriate language	Use the WBE Walk, Walk on the brown line with your hands behind your back. CHAMP's Expectations is Conversation Level 0
<b><u>A</u>cts Responsibly</b>	Keep your area clean leave food and drink in cafeteria	Go directly to your destination	Use equipment as directed by adult Remain in designated area	Arrive with proper supplies Complete task as directed	Remain seated until dismissed by an adult
<b><u>I</u>s Respectful</b>	Wait your turn in line "W" hand signal = Level 0 conversation	Use a hall pass Uses "W" hand signal	Line up when signaled, using the "W" hand signal	Follow directions the first time asked Follow CHAMP's Expectations	Use a quiet voice CHAMP's Expectations is Conversation Levels 0-2
<b><u>L</u>earn</b>	Know your lunch number	Read quietly during arrival	Follow the rules of the activity	Complete all assignments to the best of your ability Return completed work	Listen to directions and watch for your car

*"Teachers have the right to teach; students have the right to learn."* It is our belief that teaching and appropriate learning are limited when a student is allowed to be disruptive. Your understanding and support of this plan is essential to its success. Teacher and parent communications are key elements. It is important that the school is provided up-to-date telephone numbers for home and work. This is necessary for emergencies as well as for the behavior plan.

Acceptable behavioral development is a vital and necessary part of each child's education. It requires the help and cooperation of parents, teachers, administration, and of course, the child.

## **WE BELIEVE**

1. Children learn best in a positive, well-organized, stimulating classroom, school and home environment.
2. No child should be allowed to continually disrupt the learning environment of other children.
3. The help of the parents/guardians is essential in overcoming behavior problems.
4. Children are inherently good; only behaviors are "inappropriate".
5. There is a high correlation between self-concept and behavior.
6. Consistency in dealing with children is important.
7. Success breeds success.

For severe and/or recurring discipline, parents/guardians will be expected to be involved in helping the students improve/correct his/her behavior. Once assistance is requested from an administrator, the child may serve time in the school office.

## **CHAMPs Expectations**

During the 2009-2010 school year, Weatherbee Elementary incorporated the CHAMPs Program into the daily guidelines of student expectations school-wide. We will continue with the use of CHAMPs for the 2016-2017 school year as it has proven to increase focus and therefore achievement.

Each letter serves as a reminder to students of the type of behavior that should be seen in any given situation so that maximum learning as well as a safe and caring environment will be displayed. Please review these basic CHAMPs expectations with your child as we move through the school year in order to ensure the greatest learning experience for your child.

C = Conversation (At what voice level should I be speaking?)

H = Help (How do I signal that I need help during this activity?)

A = Activity (What activity are we participating in at this time?)

M = Movement (What movement is permitted during this activity?)

P = Participation (How will others know I am participating in an appropriate manner during this activity?)

S = Success with S.A.I.L

## **Kids at Hope**

Weatherbee implemented the Kids at Hope belief system during the 2010-2011 school year. Kids at Hope is not a program, but is a vision for our future – a belief system that, once embedded in the culture of the school, enhances the school's existing programs. We believe that all children are capable of success and that they have wonderful potential for a bright future. NO EXCEPTIONS!

Adult community members, parents and friends are asked to become involved as mentors and supporters of our students as a part of Kids at Hope. Weatherbee Elementary hosted a parent training during the 2013-2014 school year designed to provide information and understanding of the Kids at Hope belief system as well as build commitment to support our students as they move toward their individual goals. More information can be obtained by calling (772) 468-5300

## **WEATHERBEE ELEMENTARY SEVERITY CLAUSE**

An administrator and Law Enforcement will be notified immediately for the following:

- Stealing
- Weapons
- Threatening
- Vandalism

- Extortion
- Inappropriate racial or sexual language
- Intentionally causing injury to someone
- Other deliberate action to inflict harm upon others

### WEATHERBEE ELEMENTARY RECOGNITION PLAN

Recognition for appropriate behavior is a vital component of our discipline plan. Therefore, students receive recognition at the school-wide, classroom and individual level. This will also be achieved by recognizing Mariners of the Month, conducting assemblies, and providing verbal and written praise for outstanding students. Students are also rewarded when they recognize that they personally contribute to making Weatherbee Elementary a special place where each person is valued and where excellence in performance is the goal. Students in grades K-5 will be recognized each nine weeks for their academic success and perfect attendance.

#### SCHOOL-WIDE INCENTIVES:

- ☺ (a) Principal's Award
- ☺ (b) Spirit Day
- ☺ (c) Morning announcement recognition
- ☺ (d) Positive recognition referrals
- ☺ (e) Award Ceremonies (Principal's Honor Roll, Honor Roll, Perfect Attendance, Special Effort, Kids at Hope Recognition)
- ☺ (f) Positive calls and postcards home

#### CLASS INCENTIVES:

- ☺ (a) Classroom rewards
- ☺ (b) Mariner of the Month
- ☺ (c) Behavior parties
- ☺ (d) Class Conch Coins

#### INDIVIDUAL INCENTIVES:

- ☺ (a) Citizenship awards
- ☺ (b) Happy grams
- ☺ (c) Calls to parents
- ☺ (d) Stickers
- ☺ (e) Prizes
- ☺ (f) Extra privileges
- ☺ (g) Mariner Dollars

### **HONOR ROLL INTERMEDIATE**

Students in grades 3-5 may receive one or more awards which may include Principal's Honor Roll, A-B Honor Roll, Perfect Attendance and/or Special Effort. The following are the approved criteria for each award:

- Principal's Honor Roll – Student must make A's in all areas including Subject Areas, Resource Classes and Student Conduct. A grade of "B" or lower in any area will result with the individual not qualifying for this award.
- A-B Honor Roll – Students must make A's or B's in all areas including Subject Areas, Resource Classes and Student Conduct. A grade of "C" or lower in any area will result with the individual not qualifying for this award.
- Perfect Attendance – Student must be present everyday during the quarter marking period. Accumulative tardies or early pick-ups resulting in a mandated absence per district policy will disqualify the student from receiving the Perfect Attendance Award. (See page 6 for District Attendance Policy)
- Special Effort – One or two students are identified by the classroom teacher for putting forth special effort during the quarter marking period. (i.e: improved academics/behavior)

## **HONOR ROLL PRIMARY**

Students in grades K-2 may receive one or more awards which may include Principal's Honor Roll, Honor Roll, Perfect Attendance and/or Special Effort. The following are the approved criteria for each award:

- Principal's Honor Roll – Student must make 4's in all areas including Subject Areas, Resource Classes and Student Conduct. A grade of "3" or lower in any area will result with the individual not qualifying for this award.
- Honor Roll – Students must make 4's or 3's in all areas including Subject Areas, Resource Classes and Student Conduct. A grade of "2" or lower in any area will result with the individual not qualifying for this award.
- Perfect Attendance – Student must be present everyday during the quarter marking period. Accumulative tardies or early pick-ups resulting in a mandated absence per district policy will disqualify the student from receiving the Perfect Attendance Award. (See page 6 for District Attendance Policy)
- Special Effort – One or two students are identified by the classroom teacher for putting forth special effort during the quarter marking period. (i.e: improved academics/behavior)

## **DRESS CODE (APPEARANCE)**

The Weatherbee Elementary School Advisory Council along with district input developed the following student uniform policy and standards. We believe there is a direct relationship between a student's attire and classroom behavior, attitude and achievement. Research has proven that students who follow a uniform dress code have fewer discipline problems, greater academic achievement, greater self-esteem, and school pride. Therefore, we are requiring students to wear clothing that is comfortable, clean, safe, and appropriate for an elementary school. This uniform dress code has been designed to promote safety and positive attitude.

### ***Weatherbee Elementary School Student Uniform Policy and Standards***

## **UNIFORM POLICY**

In the Fall of 2007 a mandatory school uniform program was put into effect at Weatherbee Elementary School. Students are expected to wear their uniforms daily. When a student is not in uniform, the school staff will contact the parent to resolve the issue. **The school uniform colors are navy blue, light blue, red, green and white.** Uniforms may be purchased at local retail stores or uniform stores. A list of all local vendors will be available in the front office.

## **PANTS/SHORTS (BOYS AND GIRLS)**

- Solid Color – Navy blue or khaki
- Style – Fitted at the waist or elastic waist
- Note: Pants must fit properly at the waist. Walking shorts must be at least finger tip in length and may not extend below the knee. Pants or shorts must be hemmed and may be cuffed or uncuffed. Jeans, denim, leggings, cargo pants, oversized, or sweat pants are not acceptable. Capri pants are acceptable for young ladies.

## **BELTS**

- No Color Preference (solid colors only)
- Must be worn with all apparel having belt loops
- Must not be six inches longer than the waist measurement

## **SHIRTS/BLOUSES (BOYS AND GIRLS)**

- Solid Color – Navy blue, light blue, red, green, or white
- Style – Polo, oxford, short or long sleeve shirts and blouses. (No turtle necks) (School logos only). No other logos are permitted. (i.e., Polo, Tommy, Nike, etc.)
- Note: All non-school logo shirts and blouses must have collars and sleeves, and they must be tucked in. All shirts and blouses **MUST** be an appropriate fit.

### **SKIRTS/SKORTS (GIRLS)**

- Solid Color – Navy blue, khaki, or school plaid
- Jeans and denim are not permitted.
- Note: Skirts/Skorts must be finger tip in length or longer.

### **SWEATERS/VESTS (BOYS AND GIRLS)**

- Solid Color – Navy blue, light blue, red, green or white (school logos only)
- Style – Cardigan, v-neck or vest.
- Note: A collared shirt/blouse as described above must be worn under the sweater or vest.

### **SWEATSHIRTS (BOYS AND GIRLS)**

- Solid Color– Navy blue, light blue, red, green, or white (school logos only)
- Note: School authorized sweatshirts may be worn. A collared shirt/blouse described above must be worn under the sweatshirt.
- **Sweatshirts with a hood or “hoodies” may not be worn per district guidelines. If worn to school, the student will be asked to remove the sweatshirt and will not be allowed to wear the hooded sweatshirt on our school campus.**

### **SHOES (BOYS AND GIRLS)**

- Closed toe and heel. Heels must not exceed one inch. Shoes must be clean and in good condition.
- Shoe laces must be laced and tied.
- Shoes with wheels may not be worn.

### **SOCKS (BOYS AND GIRLS)**

- Solid Color - Matching

### **KNEE-HIGHS/TIGHTS (GIRLS)**

- Solid Color – Navy blue, light blue, red, green or white

### **JACKETS/COATS (BOYS AND GIRLS)**

- Note: Jackets/coats with logos, words, lettering, prints or athletic team insignias are not acceptable.
- Jackets must be removed during class.

### **JEWELRY & HAIR/HAIR ACCESSORIES**

- Note: For safety reasons, no hoop earrings, please.
- Excessive and/or large jewelry, including charms, is not permitted.
- **Any hair style, color or cut that is distracting or disruptive is not permitted. Example: Mohawks or Hair Designs (stars, lightning bolts, writing, etc.). Student displaying hair style, color or cut that is distracting or disruptive to the school environment will be sent to the office. School administration shall be the final judge.**

### **HATS**

- Hats are not permitted to be worn in the building.

### **SPECIAL COMMENTS**

- Scout uniforms may be worn on meeting days.
- Students are expected to wear school uniforms daily.
- Uniforms must be in clean and good condition.
- In addition to the Weatherbee Uniform policy the District Dress Code requirements will be adhered to daily as stated: The individual school administration/designees shall be the final judge of wearing apparel/accessories. They will determine whether or not such is appropriate, disruptive, offensive, distracting or in violation of health and safety rules. No clothing/accessories are permitted that promote drugs, tobacco, alcohol or violence. School spirit shirts may be worn on designated days in appropriate dress code policy.

**District Inappropriate Dress Policy** Each student is responsible for displaying respect for self and others through appropriate dress that maintains an orderly learning environment. Each student is prohibited from, while on school grounds during the regular school day, wearing clothing that exposes underwear or body parts in an indecent or vulgar manner or in a manner that disrupts the orderly learning environment. A student who violates this dress policy will be subject to the following progressive disciplinary actions:

- (i) For a first offense, the student shall receive a verbal warning, and the principal shall call the student's parent or guardian.
- (ii) For a second offense, the student is ineligible to participate in any extracurricular activity for a period of up to 5 days, and the principal shall meet with the student's parent or guardian.
- (iii) For a third or subsequent offense, a student shall receive an in-school suspension for a period not to exceed 3 days, is ineligible to participate in any extracurricular activity for a period not to exceed 30 days, and the principal shall call the student's parent or guardian and send a written letter regarding the student's in-school suspension and ineligibility to participate in extracurricular activities to the parent or guardian.

#### FINANCIAL CONSIDERATIONS:

Families facing severe financial hardship may call the school office for assistance. Contact can be made by phone at (772) 468-5300 or in person.

#### EXCEPTIONS:

Students are excused from wearing uniforms in the following instances:

1. When a student wears the uniform of a nationally recognized youth organization such as the Boy Scouts or the Girl Scouts on regular meeting days.
2. During special events or fund raisers approved in advance by the Principal.

#### EARLY DISMISSAL DAYS

Certain days of each month are set aside for teacher record keeping and are designated as early dismissal days. On these days, school is dismissed at 1:15 P.M. These days will be designated on the calendar located in the front of the handbook and on the school's website.

#### EARLY PICKUP

If you need to take your child from school before his or her regular dismissal time, it is necessary to report to the office and sign the child out of school. Any adult who has permission to sign your child out from school must have his/her name on file in the office. Except in emergency situations, early pickup is discouraged. Office personnel will call the child to the office to be dismissed. Teachers are not permitted to release children to you from the classroom. Please attempt to schedule doctor appointments outside of regular school hours. Unless prior notification is given for doctor appointments or an emergency, children will **not be released between 2:30 P.M. and the onset of dismissal**. (See Attendance Policy on page 14 for Early Pick-Up information)

#### EDUCATIONAL EQUITY

1. Discrimination Prohibited Discrimination on the basis of race, color, creed, national origin, sex, marital status, religion, age, or disability is prohibited. No person shall, on the basis of race, color, creed, national origin, sex, marital status, religion, age, or disability be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment condition or practice.

2. Sexual Harassment Prohibited This policy prohibits and deems unacceptable and intolerable all forms of sexual harassment or intimidation, including

- (a) Any unwelcome staff to staff, student to student, or student to staff verbal or sexual advance, request for sexual favor, or other inappropriate statement, communication, or physical conduct of a sexual nature, and
- (b) Any welcome or unwelcome staff to student verbal or sexual advance, request for sexual favor, or other inappropriate statement, communication, or physical conduct of a sexual nature.

3. Violations Any student or employee who violates this policy will be subject to appropriate disciplinary action.

4. Protections for Persons with Disabilities This policy is intended to incorporate and extend the protections afforded by the Americans With Disabilities Act. This policy is also intended to ensure that students who are disabled within the meaning of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services.

5. Reporting Any act of sexual harassment of a student that may involve harm, or the threat of harm, to the physical or mental health of the student may constitute an act of child abuse or neglect. Any School Board employee who knows or has reasonable cause to suspect that an act of child abuse or neglect has occurred shall report such knowledge or suspicion to the Child Abuse Registry, the school principal, and the appropriate law enforcement agency in accordance with Chapter 415, Florida Statutes, and School Board Policy 5.11.

6. Procedures Procedures for registering, investigating, and determining any complaint alleging a violation of this policy of educational equity are set forth in Policy 5.75 (as to students) and Policy 2.56 (as to employees, applicants for employment, and other non-students).

Authority: 230.22(2), Florida Statutes Law Implemented: 228.2001, 230.35(5) and (6), Florida Statutes

### **EMERGENCY DRILLS**

Periodically, fire and code red and disaster drills are held to teach emergency procedures so reaction to any emergency will be orderly and not result in panic. You may want to ask your child to share the information he/she learned during a drill with the entire family for at-home safety.

### **EMERGENCY PLANS**

We are required to advise parents annually of school evacuation procedures. In case of an emergency at the nuclear power plant our procedure is as follows:

1. No actions would be taken with classes of emergency known as “unusual event” or “alert”. These emergency classifications generally involve a minor incident at the plant site that requires no public action.
2. In a “site area emergency” or “general emergency” which involves a more serious incident, evacuation may be required with students being transported to predetermined centers. Do not attempt to pick up students at the school.
3. If evacuation is required, students from the affected areas will be transported to: **St. Lucie County Fair Grounds on Midway Road**

Students will remain at the fair grounds until released by the Emergency Operations Center. Teachers will supervise and account for the students until parents can pick them up.

4. Local radio and television stations will announce when and where parents can pick up their children.

### **EQUITY GRIEVANCE PROCEDURE FOR STUDENTS**

1. Grievance For purposes of this policy, a grievance is a complaint by a student or applicant for admission to the public schools in St. Lucie County alleging (a) a violation, misinterpretation, or inequitable application of an established policy governing students individually or collectively, (b) an act of discrimination, intimidation, or sexual or other harassment against the student, or (c) any other act in violation of the student’s rights.

2. Student Grievance Committee The Superintendent shall appoint a Student Grievance Committee whose membership shall consist of three parents, three students, an administrator (the Equity Coordinator, who shall chair the Committee), and two teachers. Five persons shall constitute a quorum. All members of the school community will be informed of the Committee’s existence and of the identity (by name or by position) of the members of the Committee.

3. Procedure

- (a) Any student or applicant for admission who believes he or she has an equity grievance should first discuss the grievance with the principal of the school involved. If the grievant is not satisfied with the outcome of such discussion, or if the school principal is involved in the alleged incident, the grievant should communicate the grievance in writing to any member of the Student Grievance Committee within thirty (30) calendar days of the alleged incident.
- (b) The Committee member receiving the grievance shall notify the school principal of the filing of the grievance and shall bring the matter to the full Committee for preliminary consideration within ten (10) working days of the filing of the complaint.

- (c) If the Committee determines that the grievance alleges a potential violation, and that there is probable cause that such a violation has occurred, the Committee shall set a date for an informal hearing. If the Committee determines that the grievance is insufficient or that there is no probable cause to proceed, the Committee shall so notify the grievant in writing. A determination of insufficiency or of no probable cause shall be subject to appeal as provided in subsections (3)(f) and (g) of the policy.
- (d) If an informal hearing is set, the Committee shall encourage the grievant to discuss the matter informally with the person against whom the grievance has been lodged. Upon request, a representative of the Committee shall accompany the grievant in an attempt to conciliate the matter. If conciliation is not affected, the Committee hearing shall proceed.
- (e) If an informal hearing is held, the Committee shall render a recommendation in writing to the grievant and the person against whom the grievance has been lodged within ten (10) working days of such hearing. The principal of the involved school shall be responsible for taking any action required to implement the Committee's recommendations.
- (f) Either the grievant or the person against whom the grievance has been lodged may appeal the recommendation of the Committee to the Superintendent within ten (10) working days of receiving notice of such recommendation. Any appeal to and the decision rendered by the Superintendent shall be in writing. The decision of the Superintendent shall be rendered within ten (10) working days of the filing of an appeal from the Committee recommendation.
- (g) The decision of the Superintendent may be appealed to the School Board within ten (10) working days of the appealing party receiving notice of such decision. Any appeal to the School Board shall be in writing and shall appear on the agenda for the next regularly scheduled public meeting. The School Board shall render a written decision on the appeal within ten (10) working days of the meeting. All affected parties will be notified and provided with a copy of the decision of the School Board. The decision of the School Board shall be administratively final.

4. Information in Student Handbooks All student handbooks for District schools shall incorporate the text of the Board's policy of educational equity as set forth in Policy 2.38, and this policy establishing an equity grievance procedure for students.

Authority: 230.22(2), Florida Statutes Law Implemented: 228.201 and 230.23(6), Florida Statutes

**EXCEPTIONAL STUDENT EDUCATION**

Weatherbee Elementary offers a wide range of ESE services for our students. Under the umbrella of varying exceptionalities, services are provided for children with emotional handicaps, mental retardation, autism and learning disabilities primarily in an Inclusive Setting. We also have the services of a part-time speech and language pathologist.

**TESTING ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES IN STATEWIDE ASSESSMENT:**

Rule 6A-1.0943, F.A.C., states that all students with disabilities will participate in the statewide assessment program based on state standards without accommodations unless:

- The individual educational plan (IEP) team, or the team that develops the plan required under Section 504 of the Rehabilitation Act, determines and documents that the student requires allowable accommodations during instruction and for participation in a statewide assessment; or
- The IEP team determines that a student with a significant cognitive disability meets the criteria for participating in the statewide alternate assessment under subsection (4) of rule 6A-1.0943, F.A.C.

Each school board shall utilize appropriate and allowable accommodations for statewide assessments within the limits prescribed in rule 6A-1.0943, F.A.C. and current statewide assessment test administration manuals published by the Florida Department of Education, Bureau of Assessment and School Performance, and Bureau of Exceptional Education and Student Services.

Accommodations are defined as adjustments to the presentation of the statewide assessment questions, methods of recording examinee responses to the questions, scheduling for the administration of a statewide assessment to include amount of time for administration, settings for administration of a statewide assessment, and/or the use of assistive technology/devices to facilitate the student's participation in a statewide assessment. Accommodations that negate the validity of a statewide assessment are not allowable. Within the limits specified in rule 6A-1.0943, F.A.C., allowable statewide assessment accommodations are based on current instructional accommodations and accessible instructional materials used by the student in the classroom.

The need for any unique accommodations for use on a statewide assessment not outlined in the statewide assessment test administration manuals, published by the Florida Department of Education, as described in paragraph 3 of rule 6A-1.0943, F.A.C., must be submitted to the Department of Education for approval by the Commissioner of Education.

All district personnel are required to implement the accommodations in a manner that ensures that the test responses are the independent work of the student. Personnel are prohibited from assisting a student in determining how the student will respond or directing or leading the student to a particular response. In no case shall the accommodations authorized in rule 6A-1.0943, F.A.C. be interpreted or construed as an authorization to provide a student with assistance in determining the answer to any test item.

Allowable accommodations include:

a. PRESENTATION:

(1) VISUAL ACCOMMODATIONS

- a. Regular print versions of the test may be enlarged through mechanical or electronic means.
- b. The district test coordinator may request large print version.
- c. Braille versions may be requested for students who use Braille materials. Some test items may be altered in format for Braille versions of the test as authorized by the Department. Test items that have no application for the Braille reader will be deleted as authorized by the Department. Student performance standards that cannot be assessed in Braille format will be deleted from the requirements of Section 1008.22, Florida Statutes.
- d. The student may use means to maintain or enhance visual attention to test items.
- e. Provide student with a copy of directions read by teacher from the FCAT administration script.
- f. Mask portions of the test to direct attention to uncovered item(s).
- g. Use colored transparencies/overlays
- h. Secure papers to work area.\*
- i. Increase spacing between test items.\*
- j. Fewer items placed on each page.\*
- k. Positioning tools such as reading stand.
- l. Highlight keywords or phrases in directions to items.

(2) AUDITORY ACCOMMODATIONS

- a. Signed or oral presentation may be provided for all directions and items other than reading items. Reading items must be read by the student through visual or tactile means.
- b. Use a reader to read directions and items other than reading items.
- c. Repeat, clarify or summarize test directions.
- d. Allow student to demonstrate understanding of directions (e.g., repeat or paraphrase) to ensure understanding.
- e. Use of text-to-speech technology to communicate directions or items or other than reading items.
- f. Provide verbal encouragement (e.g., "keep working," "make sure to answer every question"); may not be used to cue a student regarding correct/incorrect responses.
- g. Use white noise (sound machines) to reduce auditory distractions.

b. RESPONDING:

(1) ACCOMMODATIONS TO RESPONSE INPUT

- a. The student may use a variety of methods to respond to the test, including written, signed and verbal response. Written responses may include the use of mechanical and electronic devices. A test administrator or proctor may transcribe student responses to the format required by the test. Transcribed responses must accurately reflect the response of the student, without addition or edification by the test administrator or proctor.
- b. Dictate responses to proctor.
- c. Use of speech-to-text technology to indicate answers.
- d. Use of computer switch to indicate answers.
- e. Use of computer/alternative keyboard to indicate answers.
- f. Use of pointing device to indicate answers.
- g. Use of other communication devices to indicate answers.
- h. Enter answers directly into test booklet.
- i. Signing responses to interpreter.
- j. Dictate responses into a tape recorder.
- k. Use of special paper such as raised, line, shaded line, or color- decoded for long or short response (would require that responses are then transcribed).
- l. Use of math guides to organize mathematical computation.
- m. Use of writing guides (grids) to produce legible answers.
- n. Check periodically to be sure student is marking in correct spaces.

(2) ACCOMMODATIONS TO RESPONSE PREPARATION

- a. Calculator for math problems for grades 7 and up.
- b. Abacus for all grade levels for students with visual impairments.

c. SCHEDULING:

- a. The student may be administered a test during several brief sessions allowing frequent breaks during the testing sessions, within specifications of the test administration manual. Students may be provided additional time for the administration of the test.
- b. Specific time of the day for specific subtests.

d. SETTING:

- a. The student may be administered a test individually or in a small group setting. The student may be provided with adaptive or special furniture and special lighting or acoustics.
- b. Special lighting.
- c. Adaptive or special furniture.
- d. Special acoustics such as FM systems to enhance sound or special rooms to decrease auditory distractions.
- e. Increase or decrease the opportunity for movement.
- f. Reduce stimuli (e.g., limit number of items on desk).
- g. Other specialized settings.\*
- h. Administer the test in a familiar place such as the home with a test proctor present and/or by a familiar person. (*students homebound or hospitalized*)

e. ASSISTIVE DEVICES:

The student may use the following assistive devices typically used in classroom instruction:

- a. If the purpose of the assessment requires complex computation, calculators may be used as authorized in the test administration manual. A calculator may not be used on assessments of basic computation as specified in the test administration manual.
- b. Visual magnification and auditory amplification devices may be used. For students with visual impairments, an abacus may be used.
- c. Technology may be used without accessing spelling or grammar-checking applications for writing assessments and without using speech output programs for reading items assessed. Other assistive technology typically used by the student in classroom instruction may be used provided the purpose of the testing is not violated.

Implementation of assistive devices must assure that test responses are the independent work of the student. Unusual circumstances of accommodations through assistive devices must be approved by the Commissioner of Education before use.

\*Examples of unique accommodations are identified by an asterisk (\*).

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**  
**SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA**  
**NOTICE OF PROTECTION OF PUPIL**  
**RIGHTS AMENDMENT**

The Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h, affords parents certain rights for the protection of student privacy. These include the right to:

1. *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (“ED”) –

- (a) Political affiliations or beliefs of the student or student’s parent;
- (b) Mental or psychological problems of the student or student’s family;
- (c) Sex behavior or attitudes;
- (d) Illegal, anti-social, self-incriminating, or demeaning behavior;
- (e) Critical appraisals of others with whom respondents have close family relationships;
- (f) Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- (g) Religious practices, affiliations, or beliefs of the student or parents; or
- (h) Income, other than as required by law to determine program eligibility.

2. *Receive notice and an opportunity to opt a student out of –*

- (a) Any other protected information survey, regardless of funding;
- (b) Any non-emergency, invasive physical examination, or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical examination or screening permitted or required under State law; and
- (c) Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

3. *Inspect*, upon request and before administration or use –
- (a) Protected information surveys of students;
  - (b) Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
  - (c) Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The School Board of St. Lucie County has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The School Board will directly notify parents of these policies at least annually at the start of each school year and after any substantive change. The School Board will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The School Board will make this notification to parents at the beginning of the school year if the Board has identified the specific or approximate dates of the activities or surveys at the time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below, and will be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

*Parents who believe their rights have been violated may file a complaint with:*

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C, 20202-5901

## **NOTICE OF RIGHTS UNDER FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**

The Family Educational Rights and Privacy Act, 20 U.S.C. §1232g (FERPA), and corollary state law, Section 1002.22, Fla. Stat., afford parents and students who have attained 18 years of age (“eligible students”) certain rights with respect to each student’s education records. These rights are:

- (1) The right of privacy with respect to the student’s education records.

Personally identifiable records or reports of a student, and any personal information contained in these reports, are confidential. The School District of St. Lucie County will not release the education records of a student without the written consent of the

eligible student or the student's parents or guardian, except to the extent FERPA and state law authorizes disclosure without consent.

(2) The right to inspect and review the student's education records within 30 days of the day the District receives a request for access.

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

(3) The right to request amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of a student's privacy rights.

Parents or eligible students may ask the School District of St. Lucie County to amend a record that they believe is inaccurate, misleading or otherwise in violation of a student's privacy rights. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate, misleading or otherwise in violation of a student's privacy rights.

If the District decides not to amend the records as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(4) The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA and state law authorize disclosure without consent.

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses educational records without consent to officials of another school, school system, or institution of postsecondary education in which a student seeks or intends to enroll or is already enrolled.

(5) The right to file a complaint with the United States Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
United States Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-5920

\* \* \*

Other disclosures without prior consent; parents' right to limit:

School administrators may disclose directory information about a student without the consent of either the student or his/her parents(s)/guardian(s) unless, within ten (10) days after enrolling or beginning school, the student or parent/guardian notifies the school in writing that any or all directory information should not be released. Directory information includes the student's name and grade level. A limited release of information is required for participation in student athletics as described on the Parent and Player Agreement, Permission, and Release form.

Military recruiters and institutions of higher education have access to the name, address, and telephone listing of each secondary school student unless, within 10 days of enrolling in or beginning school, the student or the parent notifies the school in writing that such information should not be released without the prior written consent of the parent.

\* \* \*

**The School District of St. Lucie County policy on education records of students is set forth in District Policy 5.70 Student Records and the District's Student Education Records Manual. The policy and manual are available for inspection at the District Administration Office located at 4204 Okeechobee Road, Ft. Pierce, Florida. Office hours are Monday – Friday, 8:00 a.m. to 4:30 p.m. A copy of the policy and the manual may be obtained, free of charge, upon request.**

**SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA  
NOTICE OF PROTECTION OF PUPIL  
RIGHTS AMENDMENT**

The Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h, affords parents certain rights for the protection of student privacy. These include the right to:

1. *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education ("ED") –

- (i) Political affiliations or beliefs of the student or student's parent;
- (j) Mental or psychological problems of the student or student's family;
- (k) Sex behavior or attitudes;
- (l) Illegal, anti-social, self-incriminating, or demeaning behavior;
- (m) Critical appraisals of others with whom respondents have close family relationships;

- (n) Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
  - (o) Religious practices, affiliations, or beliefs of the student or parents;  
or
  - (p) Income, other than as required by law to determine program eligibility.
2. *Receive notice and an opportunity to opt a student out of –*
- (d) Any other protected information survey, regardless of funding;
  - (e) Any non-emergency, invasive physical examination, or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical examination or screening permitted or required under State law; and
  - (f) Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
3. *Inspect, upon request and before administration or use –*
- (d) Protected information surveys of students;
  - (e) Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
  - (f) Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The School Board of St. Lucie County has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The School Board will directly notify parents of these policies at least annually at the start of each school year and after any substantive change. The School Board will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The School Board will make this notification to parents at the beginning of the school year if the Board has identified the specific or approximate dates of the activities or surveys at the time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below, and will be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, D.C, 20202-5901

### FIELD TRIPS

Field trips of educational value are your child's educational highlights. Students may participate in field trips only with written permission from their parents. For each field trip, a form is provided for permission with a space for parent/guardian signature. These forms **MUST** be signed by the parent or guardian and returned to the classroom teacher. Chaperones are also necessary for field trips to take place and a ratio of one adult per eight students is required. If enough chaperones are not available, field trips may need to be canceled. We welcome parents as chaperones but cannot allow other children in the family (i.e. pre-schoolers) to participate. All field trip chaperones **MUST** be registered school volunteers per our district policy. District volunteer applications may be completed online via our district website or in our school office. Please plan to complete this application well in advance of the field trip in order to ensure the application process is complete before the day of the field trip. This application process needs to be completed every two years. If you need to inquire as to whether you are a current and approved volunteer, please call the front office at 468-5300. Please note that if a child has been suspended from the bus, he/she is also suspended from riding a field trip bus.

### UNIFORM GRADING SYSTEM

- In grades K-2, the indicators are:
  - 4 Above standard/demonstrates more than 90% of the time/Exceptional
  - 3 At standard/demonstrates 80% of the time/Proficient
  - 2 Approaching standard/demonstrates 70% of the time/Progressing
  - 1 Below standard/demonstrates less than 60% of the time/Beginning
  - 0 Not Attempted
- Students in grades 3-12 will be awarded letter grades to indicate student progress.

<i>Grade</i>	<i>Percent</i>	<i>Grade Point Average</i>	<i>Definition</i>
A	90-100	4	outstanding progress
B	80-89	3	above average progress
C	70-79	2	average progress
D	60-69	1	lowest acceptable progress
F	0-59	0	failure
I	0	0	Incomplete*
W	N/A	N/A	withdrawn Dual Enrollment

\*A student who receives an incomplete has to complete the work within the guidelines of the make-up work policy contained herein. If the student does not make-up all work by the designated period of time then for any missing work a grade of Zero will be entered by the teacher and the final grade will be calculated. NOTE: the "I" will calculate as a Zero on the report card until the "I" is replaced with a grade. At that time an adjusted GPA will be calculated for the student.

### **Mandatory Retention of 3<sup>rd</sup> Graders:**

Successful Progression of Retained Third Graders:

Retained students must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment. The intensive intervention must include effective instructional strategies, participation in summer reading camp, appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level as indicated by the score on the SAT-10 and able to be promoted to the next grade.

Intensive Interventions may include:

- A minimum of 90 minutes of daily, uninterrupted, scientifically based reading instruction
- small group instruction
- reduced teacher-student ratio

- more frequent progress monitoring
- tutoring or mentoring
- extended school day, week or year
- summer reading camps
- State law requires that teachers of retained third grade students meet “highly effective” criteria.

The Board will make every attempt to comply with State statute in the employment of instructional personnel for the retained third grade students

Students who are retained in third grade must be provided with high- performing teachers as evidenced by student achievement data and annual evaluations, and at least one of the following.

- Supplemental tutoring in addition to the regular reading block which could be before and/or after school
- “Read at Home” plan
- A mentor or tutor with specialized reading training

**Intensive Acceleration Class for Retained Third Grader:**

Each district must establish at each school, where applicable, an Intensive Acceleration Class for Retained grade 3 students who subsequently score at Level I on the state ELA assessment. The focus of the Intensive Intervention Class is to increase a child’s reading level at least 2 grade levels in the school year.

The Intensive Acceleration Class must:

- Be provided to any student in grade 3 who scores at Level 1 or the identified state level on the state ELA assessment and who was retained in grade 3 the prior year because of scoring at Level 1 or the identified state level on the state ELA Assessment.
- Have a reduced teacher-student ratio
- Provide uninterrupted reading instruction for the majority of student contact time each day
- Incorporate opportunities to master the Standards in other core subject areas using reading
- Provide intensive language and vocabulary instruction
- Include weekly progress monitoring measures to ensure progress is made.

**GUIDANCE**

The guidance counselor serves our students by working with parents, teachers, and administrators to assist in the academic, social or emotional concerns of the children. Individual and small group counseling, as well as classroom guidance are scheduled throughout the year. The guidance counselor also serves as the school testing coordinator, ESOL Contact, and as an Exceptional Student Education liaison.

**HOMEWORK POLICY**

We feel that homework is important because it is a valuable aid in helping students to make the most of their experience in school. Homework reinforces what has been learned in class, prepares students for upcoming lessons, teaches responsibility and independence, and helps students develop positive study habits. In addition to the assigned homework, every student should read for a minimum of 20 minutes each day.

Generally, homework will be assigned Monday through Thursday and usually will take less than one hour to complete each night. However, exceptions may occur when students are working on special projects. Students are expected to do their best on all homework assignments. Homework should be neatly done. It is expected that students will do homework on their own and only ask for help after giving it their best effort. The approximate amount of time listed should be the maximum. Individual students vary in pacing.

**LENGTH OF ASSIGNMENT**

Kindergarten, First and Second Grades	10-30 minutes
Third, Fourth and Fifth Grades	30-45 minutes

Parents are the key to making homework a positive experience for their children. Therefore, we ask that parents make homework a top priority by providing a quiet environment in which to study. It is recommended that parents set aside a specific time each day for homework to be completed. Parents should provide praise and support for all homework efforts. Reviewing the child's homework will give the parent the opportunity to become involved in his/her child's learning and be more aware of the skills being taught.

At the beginning of each year, homework procedures will be reviewed with the students. Please feel free to call your child's teacher if you have questions about the homework policies or assignments.

### **LOST AND FOUND**

The lost and found department is located in the school office. It would be extremely helpful if labels were placed on all belongings (lunch box, sweater, book bag, etc.) with your child's name and the name of his or her teacher. Items unclaimed for more than thirty days in the lost and found will be donated to charity.

### **MEDIA**

Weatherbee Elementary is served by a media specialist and a media clerk. Our school's media center continues to be the heart of the entire school program by providing equipment, materials, and learning opportunities for students, faculty and staff. The media specialist offers classroom instruction as well as maintaining an open access policy for students. The Media Center also houses a "Parent Lending Library" section with materials parents may check out.

### **MENTOR PROGRAMS**

Weatherbee Elementary is fortunate to work in partnership with an outstanding agency which provides quality mentoring programs to our children. Big Brothers/Big Sisters operates the Jump Into Reading Program in grades K - 3. This organization provides students with social and academic assistance to ensure their success.

### **MESSAGES, TELEPHONE CALLS AND DELIVERIES**

Students will not be permitted to use the office phone for personal calls except in case of emergency and with staff permission. In the event a student receives a call, he/she will be called out of class only in the case of an emergency. Messages must be called in no later than 2:30 P.M. to ensure delivery. Therefore, messages and/or forgotten items should be brought to the front office. We will pass the items/message to the child during a transition time.

### **MUSIC**

Kindergartens through fifth grade students receive music instruction on a regular basis. The music teacher also assists classes in special program presentations.

### **NEWSLETTER**

Weatherbee Elementary produces an informative newsletter called "The Mariner". This newsletter will be sent home with your child at the beginning of each month and provides information about upcoming events and exciting programs at the school.

### **PARENT PICKUP/DROP OFF**

Weatherbee Elementary provides supervision for student drop off and pickup in the parent pickup area of the school. **Please do not drop children off before 8:15 A.M. and be sure to pick them up no later than 3:30 P.M.**

### **PARENT/TEACHER ORGANIZATION**

Weatherbee Elementary School's PTO is an organization of parents, teachers and other interested adults providing services to students, parents, staff members and the community. The primary goal of our organization is to provide opportunities to boys and girls that will enhance their educational experiences. Activities sponsored by the PTO include fund raisers, a holiday store, regularly scheduled meetings and incentive program assistance. Our PTO officers encourage your participation.

### **PARTNERS IN EDUCATION**

This program encourages community and business partnerships which will enhance the learning environment. Any parent that has a business that would like to participate is invited to contact the office.

## **PHYSICAL EDUCATION**

All students, kindergarten through fifth grade receive physical education instruction on a daily basis by their classroom teacher and weekly by a certified physical education teacher.

If your child needs to be excused from participating in physical education for a day, please send a note to the physical education instructor. In order for students to be exempt for a longer period, a doctor's statement will need to be placed on file in the office.

A student who by reason of extended illness or disability is unable to participate in a physical education activity shall be assigned to an alternative activity upon the request of a parent, accompanied by documentation from the attending physician when the condition is extended or not readily apparent. Credit shall be awarded commensurate with the St. Lucie County Pupil Progression Plan.

Authority: 230.22(2) Florida Statute Law Implemented: 230.23(6) Florida Statute

## **PROMOTION REQUIREMENTS Grades K-5**

Student promotion in St. Lucie County is based upon evaluation of each student's achievement in terms of appropriate instructional goals. The determination should reflect teacher judgment based upon the following:

- Successful progress in the county adopted curriculum
- Progress monitoring
- Classroom assignments
- Daily observation
- Standardized tests
- Other objective data.

Promotion for a student transferring into the district during the last 45 days will be based on:

- evidence of passing grades reflected on the official report card along with grades earned while in membership.
- recommendation from previous school

The principal will make the final decision concerning promotion.

## **PUPIL PROGRESSION**

The purpose of the instructional program in the schools of St. Lucie County is to provide appropriate instructional and selected services to enable students to perform at or above their grade level academically. Promotion, however, is based primarily on student achievement and is not automatic. A student may not be promoted based on age or other factors that constitute social promotion. (F.S 1008.25)

Decisions regarding student promotion, retention and good cause placement are primarily the responsibility of the individual school's professional staff. The final decision in regard to grade placement is the responsibility of the principal.

## **REPORT CARDS**

District-wide report cards will be sent home following the end of each of the nine week periods. Report cards go home in October, January, April, and May. Parents are to read, discuss, sign, and return the report cards as soon as possible. Always feel free to call the school to schedule a conference with your child's teachers. It is the best way to understand how your child is progressing. Parents will also receive interim reports at the midpoint of each grading period. If at any time between reports your child's grades slip, you will be notified in writing (Parent Alert).

## **SCHOOL ADVISORY COMMITTEE/SCHOOL IMPROVEMENT TEAM**

The School Advisory Council is a committee that guides and oversees the implementation of a system of school improvement and accountability which results in educational excellence and the highest level of student learning. The primary focus of the School Advisory Council is to develop the School Improvement Plan and to prepare our children for the future. The team consists of parents, faculty and staff, community members, and business partners. Anyone interested in serving on the School Advisory Council should contact the school office.

## **SCHOOL INSURANCE**

We encourage everyone to carefully consider enrolling their child in the Healthy Kids Insurance Program. Forms are sent home the first day of school enrollment.

### **SCHOOL SAFETY PATROL**

Weatherbee Elementary selects fourth and fifth grade students as Safety Patrol members to assist students and parents. Patrol members help by providing assistance to parents and reminding students about the school rules and safety procedures. Students not obeying school rules will be reported to an adult supervisor or administrator for disciplinary action. We sincerely appreciate our safety patrol and ask that you show your appreciation by always giving them your full cooperation.

### **SCHOOL STORE**

The school supply store is located in the 300 wing. Basic school supplies are available. The store will be open on Monday, Wednesday and Friday mornings between 8:15 and 8:45 A.M.

### **SKYWARD FAMILY ACCESS**

The School Board of St. Lucie County has developed a parent portal system to allow our parents access to their child's semester grades, attendance, and other pertinent information. Please go to the St. Lucie County website and click on the Parents and Student tab. In the left column is the Skyward Family Access link. If you do not currently have access please see the school data specialist in the front office.

### **SOCIAL WORKER**

The social worker helps to extend the school into the home. The social worker may visit the home to check on attendance, obtain health and family history information, and to conference with the parent regarding school concerns.

### **SPEECH/LANGUAGE PATHOLOGIST**

Students who are referred to the speech/language pathologist are given a speech and/or language screening. Parents are contacted when further testing is necessary. Qualifying students receive speech and/or language assistance through a resource program with a specially trained speech/language pathologist.

### **STUDENT COUNCIL**

The Student Council's objective is to provide leadership opportunities for students in grades 3 - 5. These students, who represent their classmates, promote school wide programs and projects.

### **STUDENT/PARENT/SCHOOL COMPACT**

Effective schools are the result of families and schools working together to ensure that children are successful in school. A compact has been designed to promote the family/school partnership and to encourage children's learning and success in school. The compact form is located in the front of the Student Planner and on the school's website. A copy will also be forwarded by the classroom teacher during the first week of school. **Please carefully read the compact, sign it, and return it to the school with your child.**

### **TEACHER CONTACT**

Classrooms will not be interrupted to give messages to the teacher. If you need to contact one of the teachers, please call the office at 468-5300 and leave your name and phone number where you can be reached at during the day as well as in the evening. Teachers are encouraged to check their boxes for messages and return calls as soon as they possibly can.

### **TEXTBOOKS**

All textbooks are loaned to students for their use during the school year. It is requested that they be handled carefully and kept as clean as possible. Students will be required to pay for lost or damaged books as follows:

1. New condition, full price
2. Good condition, three-fourths price
3. Fair condition, one-half price
4. Damaged books will be assessed and charged individually

A child who has lost a book will not be allowed to take home another book until payment for the first book has been received.

## **TRANSPORTATION**

Transportation is provided at no cost to the families of each child who resides more than two miles from his or her school. This privilege is available as long as the child abides by the rules of safety and proper behavior. Serious or repeated offenses may cause bus privileges to be suspended which then places on the parent or guardian the responsibility for transporting the student to and from school.

Suspension from riding the bus does not mean suspension from school attendance.

## **VISITORS**

All visitors to Weatherbee Elementary must report to the main office to obtain a visitor's pass. Parents are often invited to eat lunch with students but this is not the time for classroom visitation or conferences. If you wish to join your child for lunch, you may meet his or her class at the cafeteria.

## **VOLUNTEER PROGRAM**

School volunteers are an essential part of the school program. Volunteers provide a variety of services from correcting papers to chaperoning field trips to tutoring individual students. Weatherbee Elementary has a strong and growing volunteer program. There is no better way to help your child succeed in school than to become involved in his/her education. The volunteer program offers parents, grandparents, college students, and any concerned adult the opportunity to make a difference. There are opportunities to work directly with students and staff or to work at home preparing materials or grading papers. We encourage you to consider volunteering this year. There are many ways to help! Please contact the school office for more information.

## **VOLUNTARY PRE-K PROGRAM**

Weatherbee Elementary and the St. Lucie County School District Title 1 Office in partnership with the Early Learning Coalition of St. Lucie County offers a Free Voluntary Prekindergarten (VPK) Program. Your child must be four (4) years old on or before September 1, 2016

## **WALKING STUDENTS TO CLASS**

Parents of primary students may escort their child to class the first few days if they desire. After that time period, we encourage development of independence and self-confidence by having students proceed on their own. Our school utilizes safety patrol members as well as staff members on duty to provide any needed assistance. We thank you for your cooperation.

## **WEBSITE**

Weatherbee Elementary has a wonderful web site that will help you keep up to date with the exciting events that are taking place at your child's school. Please visit us at [www.stlucie.k12.fl.us/wbe](http://www.stlucie.k12.fl.us/wbe).

## **WITHDRAWAL OF STUDENTS**

Parents should complete withdrawal forms at the office before transferring a student. This helps expedite the transfer of a child's records.