



White City Elementary Student Handbook

**Please sign and
return the Code of
Conduct Notice and
the Home/School
Compact on pages
45-48.**

905 West Second Street
Fort Pierce, FL 34982
(772) 468-5840
www.stlucie.k12.fl.us

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.



White City Elementary School



Vision

*White City Elementary School,
in partnership with parents and community members,
will become a premier center of knowledge that is organized
around students and the work provided to them.*

*White City Elementary School's name is synonymous with
continuously improving student achievement and the success of
each individual.*

*Our promise is to focus on our core business, the creation of
challenging, engaging, and satisfying work for every
student, every day.*

This is the Wildcat way!

Mission

*Our mission at White City Elementary School is to collaborate as
a learning organization while engaging the minds of our
students every day through quality work.*

*All students will develop to their fullest potential, respect
themselves and others, and acquire a love of learning.*



School Visitation

For the safety of our students and staff, all visitors must report to the office as soon as they arrive on campus to sign in and receive an official pass.

It is imperative for the safety of our students that all drivers on our campus abide by the posted traffic signs and the following rules:

1. No private vehicle parking or driving in the bus loading zone is permitted on days when school is in session. All cars must park in the designated spaces in the front of the main building.
2. Student pick-up and drop-off **MUST** be in designated areas only, in the front of the main building.
3. Parents are asked to remain in their vehicles at the pick-up zone. School staff will escort children to their vehicles. This helps to alleviate a great deal of congestion and confusion during arrival and dismissal.
4. If you wish to change your child's pick-up time or method of departure, we **MUST** have notification in writing or by phone before 2:00pm each day.
5. In order to provide your child a successful and fulfilling day at school, we request that parents **NOT** sign their child out early except in case of emergency.

Student Arrival and Dismissal

8:00am Arrival & Breakfast
Students may not arrive prior to 8:00am as supervision will not be available. Breakfast is available in the cafeteria beginning at 8:00. Students are dismissed to their assigned classrooms by 8:30 for instruction to begin.

8:30am Instruction Begins
If your child arrives later than 8:30am he/she must go to the office first to receive a late pass. Tardies will either 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 effect perfect attendance and decisions to file a Truancy Petition.

3:00pm Dismissal
· Dismissal During The Day
For safety reasons, students must be checked out through the school office. The parent or guardian must come into the front office to sign the student out and provide proper identification. The office staff will call the student to the office. **Students may not be released after 2:30pm as the office staff will be busy with school dismissal.**

It is the responsibility of the parent to keep the school informed of who may pick up their student(s). Those who are not on your child's information card will not be able to pick up your child. If you would like to add additional people to your list, it must be done in writing.

Conferences

Conferences are an important form of communication between parents and teachers. Such face to face communication promotes student progress and helps to alleviate potential problems. We encourage you to maintain communication throughout the school year.

You are invited to visit our school, our teachers, and administrative personnel whenever you feel it is beneficial. District policy requires that you notify us 24 hours in advance if you wish to visit a classroom.

Valuables

Students must leave valuables at home, such as excessive amounts of money, radios, CD players, video games, IPODS, toys, etc. Cell phones are permitted, but must remain in the off position and must be out of sight. These items can end up damaged or lost, or in some cases confiscated by an adult because they are causing a disruption to the learning environment. Confiscated items may be picked up in the office by a parent or guardian.

Lost and Found

Articles found at school should be turned in to the main office where students may claim their property by identifying it. Uncollected items will be donated to a charitable organization at the end of each year. Labeling your child's clothing, lunchbox, and school supplies would be helpful.

Textbooks

Adopted textbooks shall be issued free of charge to students. The full purchase shall be collected for all lost, destroyed, or unnecessarily damaged textbooks when the book has been in use less than one year. Fifty percent (50%) of the purchase price will be charged if the textbook has been in use more than one year. Damaged textbook charges are decided at the discretion of the teacher/principal.

School Insurance Healthy Kids

We encourage parents to consider enrolling their children in the Student Accident Insurance Program. Families are offered a choice of coverage. Forms are sent home during the first week of school.

Field Trips

Field trips of educational value are "highlights" of the school's instructional program. If parents permit their children to go on these trips, they **MUST** sign the special county permission form sent home with students. Without this signed form the student will not be permitted to leave the campus. Parents are encouraged to attend as chaperones.

Chaperone Guidelines

1. All chaperones must be 21 years of age.
2. All chaperones are expected to dress appropriately. (Appropriate dress does not include visible undergarments, shorts, skirts, or dresses above mid-thigh, see-through material, visible cleavage.)
3. Chaperones are not permitted to smoke on the trip.
4. All chaperones must have clearance from the office.
5. Siblings of students whose parents are chaperoning are not allowed to accompany classes on field trips.
6. Chaperones are needed to help ensure the safety of our students on the bus as well as the trip destination. Therefore, it is expected for chaperones to refrain from cell phone use unless it is an emergency.

Emergency Drills

Periodically, fire and disaster drills are held to teach emergency procedures so that the reaction to any emergency will be orderly and not result in panic. In case of a real emergency, you would receive information from St. Lucie County government offices and the school concerning any needed evacuation of children.

Pledge of Allegiance

Section 1003.44, Florida Statutes, requires that the Pledge of Allegiance to the flag of the United States be recited at the beginning of the day in every Florida public elementary, middle, and high school. The statute also requires public schools to post in a conspicuous place a notice stating that each student has the right not to participate in reciting the Pledge.

1. Any student who chooses not to recite the Pledge shall be excused from such activity, and shall also be excused from standing during the Pledge.
2. Any student who chooses not to stand or recite the Pledge may not disrupt the reciting of the Pledge by others. Any material disruption of the Pledge may subject a student to disciplinary action in a like manner as any other material disruption of a school activity.
3. The school may not discipline or otherwise single out any student who chooses not to stand or to recite the Pledge and who does not otherwise disrupt the reciting of the Pledge by others.
4. The school shall notify the parent(s) of any elementary or middle school student (grades K through 8) who chooses not to recite the Pledge or to stand during the Pledge. The parent(s) will be requested, but will not be required, to conform in writing his, her, or their agreement with the student's choice.

Student Birthdays

Birthdays may be celebrated with classmates in the cafeteria during the regularly scheduled lunchtime. (Cupcakes or cookies are suggested as they are easy to distribute.) These items **MUST BE STORE BOUGHT** (for health and safety reasons) and should be delivered to the front office. Children may not bring these items on the school bus. Invitations to private birthday parties may be distributed at school **only** if the entire class is included.

Breakfast and Lunch Programs

1. Payment in advance will be collected in the cafeteria the first day of the week. Checks and cash are accepted. Checks should be made out to White City Elementary.
2. Please put all payments in an envelope clearly labeled with the child's and teacher's name.

Breakfast

A nutritious breakfast is offered each morning from 8:00-8:30am.

Lunch

Our lunch program provides a tasty, nutritious meal for students wishing to participate. Each student is served milk, a choice of main entrée, and a choice of two vegetables and/or fruits.

Visitors

Parents are welcome to visit and enjoy lunch with their children. Please come to the office and sign in for a visitor's pass before going to the cafeteria. Adults may purchase breakfast for \$2.00 and lunch for \$3.00. If you visit your child for lunch, please do not visit the classroom unless you have given the teacher 24 hours notice and have authorization from the office.

Snacks

Students may not have soda or gum on campus.

Students may purchase "Goody Passes" for snack items each morning in the cafeteria.

Cookies, ice cream, bottled water, and chips are available for 50 cents each.

Charging

If a student forgets his/her breakfast/lunch money, he/she will be given the opportunity to charge for **one day only**. If students continue to forget lunch money, they receive a sandwich for lunch each day until the balance is paid off. It is your parental responsibility to take care of any charges.

Breakfast and Lunch Prices (Prices are subject to change)

	Full price	Reduced price*
Breakfast	\$1.00 daily	\$.30 daily
	\$5.00 weekly	\$1.50 weekly
Lunch	\$1.75 daily	\$.40 daily
	\$7.50 weekly	\$2.00 weekly
Adult breakfast	\$2.00 daily	
Adult lunch	\$3.00 daily	

*Reduced and Free Breakfast/Lunches are available to those families who qualify and complete an application form sent home at the beginning of the school year. Please do not hesitate to ask for an application at any time during the year if there is a change in your status.



At White City Elementary, we are the Roaring Wildcats!

“If a child doesn’t know how to read, we teach.
If a child doesn’t know how to swim, we teach.
If a child doesn’t know how to multiply, we teach.
If a child doesn’t know how to drive, we teach.
If a child doesn’t know how to behave, we....teach? ...punish?”
Why can’t we finish the last sentence as automatically as we do the others?
-Herner, 1998

Code of Conduct

Rights and Responsibilities

White City students have the right to an education without interruption, distraction, and/or fear. Students have a right to free speech and student publication, assembly, privacy, and participation in school programs and activities.

All students are expected to conduct themselves at all times in a manner that will contribute to the best interest of the school and not interfere with the rights of others. Violations of any of the rules will subject the student to disciplinary action.

School rules and discipline policies are consistent with the St. Lucie County Elementary Code of Conduct. Parents are asked to become aware of school policies and cooperate with the school in helping students to comply. When necessary, students will be referred to the administration when discipline issues interrupt the learning process.

Why is it so important to focus on teaching positive social behaviors?

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important part of a student’s educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBS is to establish a climate in which appropriate behavior is the norm.

What does PBS (Positive Behavior Support) do?

All effective school-wide systems have seven major components in common:

- a) an agreed upon and common approach to discipline
- b) a positive statement of purpose
- c) a small number of positively stated expectations for all students and staff
- d) procedures for teaching these expectations to students
- e) a continuum of procedures for encouraging displays and maintenance of these expectations
- f) a continuum of procedures for discouraging displays of rule-violating behavior
- g) procedures for monitoring and evaluating the effectiveness of the discipline system on a regular and frequent basis.

To support PBS, White City has implemented school-wide expectations.

Respectful to

Others,

Always safe, and

Responsible

White City students are to follow our schoolwide expectations (R.O.A.R.) at any location, in class, the cafeteria, hallways, playground, and even on the school bus.

Bus Policy and Student Conduct

Transportation is provided for each child who resides more than two miles from his/her school at no cost. If you wish to have your child ride the bus home with another student, BOTH families must send in a note. Please include names and phone numbers of all parties involved.

This service is available as long as the child abides by the rules of safe and proper behavior. Serious or repeated violations may cause this service to be withdrawn, which then places the responsibility upon the parent to get their child to and from school.

Please note: Suspension from riding the bus does not mean suspension from school attendance. Students are still expected to attend school each day.

Several types of action, based on the written bus reports, will be determined by administration according to the severity of the offenses.

- Warning with written notice to parents
- Up to 10 days suspension from riding the bus and/or satisfactory parent conference(s).

- Bus suspension with recommendation to the superintendent for bus expulsion. If the superintendent deems a recommendation to the board is appropriate, he will proceed with the proper procedure and he will extend the suspension assigned by the principal if the suspension period expires before the next regular or special meeting of the school board.

Roaring Riches

When students are following our schoolwide expectations, they may earn “Roaring Riches.” Roaring Riches can be saved to purchase specific items or attend special events. Using Roaring Riches, students will be able to eat lunch with a special person, purchase school supplies, show tickets, and raffle tickets for special prizes.

Seven Habits of Highly Effective Leaders

“A good leader inspires people to have confidence in the leader, a great leader inspires people to have confidence in themselves.”

We only get one chance to prepare our students for a future none of us can possibly predict. What are we going to do with that one chance?

The world has entered an era of the most profound and challenging change in human history. In addition, studies have identified what is referred to as a “skills gap”—a difference in how students are prepared for the workforce and the skills and character employers are seeking to match the demands of today’s global economy.

What if our children could be better prepared to meet the future challenges of our ever-changing world?

The Leader in Me is a schoolwide leadership-development process for both students and staff members—of which The 7 Habits of Highly Effective People is a foundational piece. It integrates timeless leadership principles into school culture, driving transformational results. The Seven Habits, identified by Stephen Covey, include:

- Habit 1 – Be Proactive – You’re in Charge
- Habit 2 – Begin with the End in Mind – Have a Plan
- Habit 3 – Put First Things First – Work First, Then Play
- Habit 4 – Think Win-Win – Everyone Can Win
- Habit 5 – Seek First to Understand, Then to be Understood – Listen Before You Talk
- Habit 6 – Synergize – Together is Better
- Habit 7 – Sharpen the Saw – Balance Feels Best

Leader of the Month Celebrations

We celebrate the success of individual students once a month. All classroom teachers select students to be honored for demonstrating the leadership habit of the month.

- (1) Bullying and harassment prohibited. 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 constitutes bullying and harassment, as defined in this policy, is prohibited.
- (2) Definitions.
 - (a) Bullying means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. This definition includes unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve but is not limited to:
 - (i) Teasing
 - (ii) Social exclusion
 - (iii) Threat
 - (iv) Intimidation
 - (v) Stalking
 - (vi) Physical violence
 - (vii) Theft
 - (viii) Sexual, religious, or racial/ethnic harassment
 - (ix) Public humiliation
 - (x) Destruction of property
 - (b) Harassment means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee that:
 - (i) Places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property,
 - (ii) Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or
 - (iii) Has the effect of substantially disrupting the orderly operation of a school.

- (c) Bullying and harassment also encompass:
 - (i) Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.
 - (ii) Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
 - A. Incitement or coercion,
 - B. Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the district school system, or
 - C. Acting in a manner that has an effect substantially similar to the effect of bullying or harassment.
 - (d) Bullying and harassment do not encompass student discipline by school staff that comports with sound educational practice.
 - (e) Cyberstalking, as defined in Section 784.048(1)(d), Fla. Stat., means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.
- (3) Behavior expected from each student and school employee of a public K-12 educational institution.
- (a) The St. Lucie County School District expects students to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.
 - (b) The School District believes that standards for student behavior must be set cooperatively through interaction among the students, parents/legal guardians, staff, and community members producing an atmosphere that encourages students to grow in self-discipline. The development and maintenance of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff, and community members. Because students learn by example, school administrators, faculty, staff, parents, volunteers, and other campus visitors will demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate harassment or bullying.
 - (c) The School District reconfirms that bullying of any student or school employee is prohibited:

- (i) During any education program or activity conducted by a public K-12 educational institution;
 - (ii) During any school-related or school-sponsored program or activity;
 - (iii) On a school bus of a public K-12 educational institution; or
 - (iv) Through the use of data or computer software that is accessed through a computer, computer system, or computer network of a public K-12 education institution.

- (4) Responsibilities of a student of a public K-12 educational institution. Students are required to conform to reasonable standards of socially acceptable behavior; to respect the person, property, and rights of others; to obey constituted authority and respond to those that hold that authority, as outlined in the Code of Student Conduct.

- (5) Positive reinforcement for a student of a public K-12 educational institution who displays good conduct, self-discipline, good citizenship, and academic success. The School District believes in the use of positive behavior support, which is the application of evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures. The positive behavior support process results in the creation of effective intervention plans that will impede problem behaviors, teach new skills, and create support systems for the student. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional. Positive behavior supports are outlined in the Code of Student Conduct.

- (6) Consequences for a student or employee of a public K-12 educational institution who commits an act of bullying or harassment. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. The physical location or time of access of a computer-related incident as described in subparagraph (3)(c)(iv) of this policy cannot be raised as a defense in any disciplinary action.
 - (a) Consequences and appropriate remedial action for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct.

 - (b) Consequences and appropriate remedial action for a school employee found to have committed an act of bullying or harassment may be disciplined in accordance with district policies, procedures, and agreements. Additionally, egregious acts of harassment by certified educators may result in a sanction against an educator's state issued certificate. See Fla. Admin. Code Rule 6B-1.006, The Principles of Professional Conduct of the Education Profession in Florida.

- (c) Consequences and appropriate remedial action for a parent, volunteer, or other visitor found to have committed an act of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.
- (7) Consequences for a student or employee of a public K-12 educational institution who is found to have wrongfully and intentionally accused another of an act of bullying or harassment.
- (a) Consequences and appropriate remedial action for a student found to have wrongfully and intentionally accused another as a means of bullying or harassment range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct.
 - (b) Consequences and appropriate remedial action for a school employee found to have wrongfully and intentionally accused another as a means of bullying or harassment may be disciplined in accordance with district policies, procedures, and agreements.
 - (c) Consequences and appropriate remedial action for a parent, volunteer, or other visitor found to have wrongfully and intentionally accused another as a means of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.
- (8) Procedure for reporting an act of bullying or harassment, including provisions that permit a person to report such an act anonymously.
- (a) At each school, the principal or the principal's designee is responsible for receiving complaints alleging violations of this policy.
 - (i) All school employees are required to report alleged violations of this policy to the principal or the principal's designee.
 - (ii) In addition to reporting the incident to the principal or designee, if a school employee has reasonable cause to suspect that an alleged violation of this policy:
 - A. Might constitute a crime, the employee shall also immediately report the complaint to law enforcement.
 - B. Might constitute an act of abuse, abandonment, or neglect of a child, the employee shall also immediately report the complaint both to the state-wide central abuse hotline established and maintained by the Florida Department of Children and Families (DCF) and to the appropriate law enforcement agency.

Any uncertainty regarding whether an alleged violation might constitute a crime or an act of abuse, abandonment, or neglect of a child must be resolved in favor of reporting the incident to law enforcement and DCF.

- (iii) All other members of the school community, including students, parents/legal guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy anonymously or in-person to the principal or principal's designee.
 - (b) The victim of bullying, anyone who witnessed the bullying, and anyone who has credible information that an act of bullying has taken place may file a report of bullying. A school employee, school volunteer, student, parent/legal guardian, or other person who promptly reports in good faith an act of bullying or harassment to the appropriate school official and who makes this report in compliance with the procedures set forth in this policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments.
 - (c) Written and oral reports shall be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.
- (9) Procedure for determining whether a reported act of bullying or harassment is within the scope of the District school system, and if not, for referral of such an act to the appropriate jurisdiction. When a complaint alleging an act in violation of this policy is filed:
- (a) If the alleged act:
 - (i) Might also constitute a crime and law enforcement has not yet been notified, the principal or designee shall do so immediately.
 - (ii) Might also constitute an act of abuse, abandonment, or neglect of a child and DCF and law enforcement have not yet been notified, the principal or designee shall do so immediately.

Any uncertainty regarding whether an alleged violation might constitute a crime or an act of abuse, abandonment, or neglect of a child must be resolved in favor of reporting the incident to law enforcement and DCF.

- (b) The principal or designee will assign a designee(s) who is trained in investigative procedures to review whether the alleged act of bullying or harassment is within the scope of the School District.

- (c) The trained designee(s) will report to the principal with a recommendation of whether the alleged act of bullying or harassment falls within the scope of the District. After receiving such report and recommendation, the principal or designee shall determine whether the alleged act is:
 - (i) Within scope of District, in which case the complaint shall be investigated in accordance with the Procedures for Investigating Bullying and/or Harassment set forth in subsection (10) of this policy;
 - (ii) Outside scope of the District, and might constitute a criminal act or an act of abuse, abandonment, or neglect of a child, in which case the principal or designee shall re-verify that the matter has been referred to the appropriate law enforcement agency and DCF; or
 - (iii) Outside scope of District, and there is no reasonable suspicion of a criminal act, in which case the principal or designee shall inform the parents/legal guardians of all students involved.

(10) Procedure for the prompt investigation of a report of bullying or harassment and the persons responsible for the investigation. The investigation of a reported act of bullying or harassment is deemed to be a school-related activity and begins with a complaint or other report of such an act filed as provided in subsection (8) of this policy. At each school in the District, the Procedures for Investigating Bullying and/or Harassment are as follows:

- (a) If the alleged act in violation of this policy is also the subject of an investigation by law enforcement, the investigation by the school shall proceed in full cooperation, and without any interference, with the criminal investigation.
- (b) The principal or designee shall select a designee(s), employed by the school and trained in investigative procedures, to initiate the investigation. The designee(s) may not be the accused perpetrator (harasser or bully) or victim.
- (c) Documented interviews of the victim, alleged perpetrator, and witnesses shall be conducted privately, separately, and confidentially. Each individual (victim, alleged perpetrator, and witnesses) will be interviewed separately and at no time will the alleged perpetrator and victim be interviewed together.
- (d) The investigator shall collect and evaluate the facts including, but not limited to:
 - (i) Description of incident including nature of the behavior; context in which the alleged incident occurred, etc.;
 - (ii) How often the conduct occurred;
 - (iii) Whether there were past incidents or past continuing patterns of behavior;
 - (iv) The relationship between the parties involved;
 - (v) The characteristics of parties involved (i.e., grade, age, etc.);
 - (vi) The identity of the perpetrator, including whether the perpetrator was in a position of power over the student allegedly subjected to bullying or harassment;
 - (vii) The number of alleged bullies/harassers;
 - (viii) The age(s) of the alleged bullies/harassers;

- (ix) Where the bullying and/or harassment occurred; and
 - (x) Whether the conduct adversely affected the student's education or educational environment.
- (e) Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances and includes:
- (i) Recommended remedial steps necessary to stop the bullying and/or harassing behavior, and
 - (ii) A written final report to the principal.
- (f) The maximum of ten (10) school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps. The highest level of confidentiality possible will be upheld regarding the submission of a complaint or a report of bullying and/or harassment, and the investigative procedures that follow.
- (11) Procedure for providing immediate notification to the parents/legal guardians of a victim of bullying or harassment and the parents/legal guardians of the perpetrator of an act of bullying or harassment as well as, notification to all local agencies where criminal charges may be pursued against the perpetrator.
- (a) The principal, or designee, shall by telephone and in writing by first-class mail or electronic mail, report the occurrence of any incident of bullying as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident has been initiated. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).
 - (b) If the bullying incident results in the perpetrator being charged with a crime, the principal, or designee, shall by telephone or in writing by first class mail, inform parents/legal guardian of the victim(s) involved in the bullying incident about the Unsafe School Choice Option (No Child Left Behind, Title IX, Part E, Subpart 2, Section 9532) that states "A student attending a persistently dangerous public elementary school or secondary school, as determined by the State in consultation with a representative sample of local educational agencies, or a student who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school."
- (12) Procedure to refer victims and perpetrators of bullying or harassment for counseling. At each school in the district, the procedures to refer victims and perpetrators of bullying or harassment for counseling are as follows:
- (a) Any teacher or parent/legal guardian may request informal consultation with school staff (specialty staff, e.g., school counselor, school psychologist, etc.) to

determine the severity of concern and appropriate steps to address the concern (the involved students' parents or legal guardian may be included).

- (b) Any school personnel or parent/legal guardian may refer a student to the school intervention team (or equivalent school-based team with a problem-solving focus) for consideration of appropriate services. (Parent or legal guardian involvement is required at this point.)
- (c) If a formal discipline report or formal complaint is made, the principal or designee must refer the student(s) to the school intervention team for determination of counseling support and interventions. (Parent or legal guardian involvement is required at this point.)
- (d) The intervention team shall determine the appropriate intervention and assistance that may include the following:
 - (i) Counseling and support to address the needs of the victims of bullying or harassment
 - (ii) Interventions to address the behavior of the students who bully and harass others (e.g., empathy training, anger management)
 - (iii) Intervention which includes assistance and support provided to parents/legal guardians, if deemed necessary or appropriate

(13) Procedure for including incidents of bullying or harassment in the school's report of data concerning school safety and discipline data required under s. 1006.09(6).

- (a) The report must include each incident of bullying or harassment and the resulting consequences, including discipline and referrals.
- (b) The report must include, in a separate section, each reported incident of bullying or harassment that does not meet the criteria of a prohibited act under this section with recommendations regarding such incidents.
- (c) The School District will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data, which includes bullying/harassment as an incident code as well as bullying-related as a related element code. The SESIR definition of bullying/harassment is unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting or dehumanizing gesture, by an adult or student that is severe or pervasive enough to create an intimidating, hostile or offensive educational environment, cause discomfort or humiliation, or unreasonably interfere with the individual's school performance or participation.
- (d) If a bullying and/or harassment incident occurs then it will be reported in SESIR with the bullying/harassment code. If the bullying/harassment results in any of the following SESIR incidents, the incident will be coded appropriately using the relevant incident code AND the related element code entitled bullying-related code. Those incidents are:

- (i) Arson
- (ii) Battery
- (iii) Breaking and Entering
- (iv) Disruption on Campus
- (v) Major Fighting
- (vi) Homicide
- (vii) Kidnapping
- (viii) Larceny/Theft
- (ix) Robbery
- (x) Sexual Battery
- (xi) Sexual Harassment
- (xii) Sexual Offenses
- (xiii) Threat/Intimidation
- (xiv) Vandalism
- (xv) Weapons Possession
- (xvi) Other Major (Other major incidents that do not fit within the other definitions)

(e) Discipline and referral data will be recorded in Student Discipline/Referral Action Report and Automated Student Information System.

(f) The District will provide bullying incident, discipline, and referral data to the Florida Department of Education in the format requested, through Survey 5 from Education Information and Accountability Services, and at designated dates provided by the Department.

(14) Procedure for providing instruction to students, parents/legal guardians, teachers, school administrators, counseling staff, and school volunteers on identifying, preventing, and responding to bullying or harassment.

(a) The District ensures that schools sustain healthy, positive, and safe learning environments for all students. It is important to change the social climate of the school and the social norms with regards to bullying. This requires the efforts of everyone in the school environment – teachers, administrators, counselors, school nurses other non-teaching staff (such as bus drivers, custodians, cafeteria workers, and/or school librarians), parents/legal guardians, and students.

(b) Students, parents/legal guardians, teachers, school administrators, counseling staff, and school volunteers shall be given instruction at a minimum on an annual basis on the District's policy and regulations against bullying and harassment. The instruction shall include evidence-based methods of preventing bullying and harassment, as well as how to identify and respond effectively to bullying in schools.

(15) Procedure for regularly reporting to a victim's parents/legal guardians the actions taken to protect the victim. The principal or designee shall by telephone and/or in writing report the occurrence of any incident of bullying as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident has been initiated. According to the level of infraction, parents/legal guardians will be notified by telephone and/or writing of actions being taken to protect the child;

the frequency of notification will depend on the seriousness of the bullying or harassment incident. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

- (16) Rights of each student of a public K-12 educational institution. The principal or designee shall assume administrative responsibility and instructional leadership under the supervision of the Superintendent, in accordance with Rules and Regulations of the School Board, for operation of the school to which he/she is assigned. The faculty and staff shall assist in an orderly operation of the school and ensure the rights of students. Student rights are outlined in the Code of Student Conduct.

- (17) Disciplinary sanctions and due process for students of a public K-12 educational institution. In order to protect student rights, certain procedures are followed with regard to major disciplinary actions. These procedures are developed as suggested or required by law or regulation. Disciplinary sanctions due process protections are outlined in the Code of Student Conduct.

- (18) Procedure for publicizing the policy which must include its publication in the Code of Student Conduct required under Section 1006.07(2), Fla. Stat., and in all employee handbooks.
 - (a) At the beginning of each school year, the Superintendent or designee shall, in writing, inform school staff, parents/legal guardians, or other persons responsible for the welfare of a student of the District's student safety and violence prevention policy.

 - (b) Each District school shall provide notice to students and staff of this policy through appropriate references in the student code of conduct and employee handbooks, and/or through other reasonable means. The Superintendent shall also make all contractors contracting with the District aware of this policy.

 - (c) Each school principal shall develop an annual process for discussing the school district policy on bullying and harassment with students in a student assembly or other reasonable format. Reminders of the policy and bullying prevention messages such as posters and signs will be displayed around each school and on the District school buses.

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAWS IMPLEMENTED:

1006.147, F.S.

HISTORY:

ADOPTED:

11/18/2008

ST. LUCIE COUNTY PUBLIC SCHOOLS
Bullying/Harassment Complaint Form

This report **MUST** be completed to file a complaint relating to an incident of alleged bullying (for the purpose of this form, bullying encompasses bullying, harassment, and discrimination) and submitted to the Administrator/Designee of the victim's school, area, or district location.

VICTIM FULL NAME: <input type="checkbox"/> Student <input type="checkbox"/> School Employee <input type="checkbox"/> Other	SCHOOL/OFFICE LOCATION	RACE	GENDER <input type="checkbox"/> M <input type="checkbox"/> F	GRADE	AGE
ALLEGED PERPETRATOR FULL NAME: <input type="checkbox"/> Student <input type="checkbox"/> School Employee <input type="checkbox"/> Other	SCHOOL/OFFICE LOCATION	RACE	GENDER <input type="checkbox"/> M <input type="checkbox"/> F	GRADE	AGE
Has similar behavior of alleged been observed in the past directed at the same person? <input type="checkbox"/> Yes <input type="checkbox"/> No <i>** If more than one alleged, complete separate form for each.</i>					
ADMINISTRATOR/DESIGNEE of VICTIM'S SCHOOL/OFFICE LOCATION:				TODAY'S DATE	
DATE OF MOST RECENT BEHAVIOR	TIME OF MOST RECENT BEHAVIOR	LOCATION OF MOST RECENT BEHAVIOR			
Description of Bullying/Harassment Behavior (Include in detail who, what, where, when, how) Attach additional pages if necessary.					
<hr/>					
List all witness names, grade level, and school. (Attach list if necessary)					
1. _____ Gr. ____ Age ____ School _____ 2. _____ Gr. ____ Age ____ School _____ 3. _____ Gr. ____ Age ____ School _____ 4. Please attach additional witness information					
List evidence of bullying/Harassment behavior (threat or message - written or electronic): – Attach if possible					
<hr/> <hr/> <hr/> <hr/>					
To the best of my knowledge, all of the information on this form is true and accurate. I am aware that false reporting is a criminal offense. Signature of Person Filing this complaint: _____ Date: _____ Print Name: _____					
<input type="checkbox"/> Check and print name here if someone other than complainant assisted in completing this form. _____ Or <input type="checkbox"/> Check here if you want to remain anonymous, and omit identifying information about yourself. <small><i>Please note: the School Board may not take formal disciplinary action based solely on an anonymous complaint (see Section 1006.14(4)(g), Fla. Stat.), and it may not accept an anonymous complaint against an employee (see Section 1012.31(1)(b), Fla. Stat.)</i></small>					
Name/Title of person receiving form			Date received		Time received

Thank you. The investigation will be initiated within 2 school days.
 If you suspect IMMEDIATE danger exists, please contact law enforcement.

FOR ADMINISTRATIVE USE ONLY:

Attach any supporting documentation/evidence of the investigation.

Use a separate form for each alleged perpetrator.

Alleged Information 1st offense repeat offender/alleged

Name: _____ Grade _____ School _____

Parent Information (if student) _____ Contact Number _____

Address _____

PARENT CONTACT DOCUMENTATION (MUST BE BY PHONE AND IN WRITING)

Parent contact of alleged perpetrator:

By phone date: _____ By writing date: _____ US Mail Electronic

Parent contact of alleged victim:

By phone date: _____ By writing date: _____ US Mail Electronic

Investigation Details:

Summary of Investigative action (Attach additional pages if needed)

- Bullying Behavior Substantiated Bullying Behavior Unsubstantiated
 - Harassment Behavior Substantiated Harassment Behavior Unsubstantiated
- Was Bullying/Harassment behavior related to: Race? Sex? Disability? Not Applicable

Action Taken: (describe) _____

Resulted in School Discipline Referral Yes No If yes, Referral # _____

Investigation turned over to Law Enforcement (complete below)

Name of Law Enforcement personnel notified: _____

Agency _____ ID # _____ Date/Time _____

Case # _____

Administrator/Designee Signature: _____ Date _____

COMMENTS:

ALL COMPLETED INVESTIGATIONS (Substantiated & Unsubstantiated) MUST BE SENT TO DIRECTOR OF STUDENT SERVICES



What A Wildcat Wears White City Elementary Dress Code

Our primary focus in each classroom is learning. It is important that the way we dress promotes a positive learning environment. Appropriate dress and grooming are considered a vital part of being a White City Elementary Wildcat. The guidelines below should be considered when preparing for school each day:

All shirts, shorts, pants, jumpers, skirts, and dresses must be:

- correctly sized
- clean
- in good repair (no holes)

The following items are NOT permitted:

- hats
- athletic shoes (cleats)
- spandex
- tight fitting apparel
- hooded sweatshirts
- sweatsuits

Shirts must:

- be solid color, stripes, or plaid (no designs, patterns)
- have a collar
- have sleeves
- be tucked in

Sweatshirts/Sweaters must:

- be solid color, stripes, or plaid (no designs, patterns)
- be without hoods
- have graphics no larger than pocket-sized

White City t-shirts are permitted every day.

(www.spiritandpride.com to order!)

Pants

- be worn at the waist
- be solid color or plaid (Jeans are permitted)
- be worn with a belt if belt loops are present

Shorts must:

- be solid color or plaid (Jeans are permitted)
- be worn with a belt if belt loops are present
- be fingertip length

Dresses/Skirts/Jumpers must:

- be solid color or plaid
- be fingertip length

Shoes must:

- have a closed toe with back straps (sneakers and tennis shoes are recommended; no wheels)
- not have a heel higher than 1 inch

Hair must:

- be natural hair color, traditional cut

Accessories NOT PERMITTED

- temporary or permanent tattoos
- hats
- sunglasses
- makeup

School Picture Day

School pictures require that all students remain in dress code attire.

The administration reserves the right to make all final decisions regarding dress code.

Compliance with school dress code is required.

Non-compliance after being warned by the teacher could result in a discipline referral.

(D1-dress code violation, see Code of Student Conduct)

Continued non-compliance will be considered a Level 2 offense.

(D2-defiance of authority/school policy, see Code of Student Conduct)



Que Visten Los Wildcats Codigo Vestuario De White City Elementary

Nuestro primario foco en el aula es aprender. Es importante que el modo de vestir promote un ambiente positivo de aprender. Vestido y apariencia apropiada son consideradas como una vital parte de White City Elementary Wildcat. Las siguiente pauta debe de ser considerada al prepararse para la escuela todos los dias.

Todas camisas, pantalones cortos, pantalones, jumpers, faldas, vestidos deben de ser:

- del tamaño apropiado
- limpios
- bien reparados (sin rotura)

Los siguientes artículos NO son permitidos:

- sombrero
- zapatos atléticos (con puntas/cleats)
- spandex
- ropa apretada
- suéter con gorros
- sweatsuits

Camisas deben de ser:

- sólida en color o con rayas (sin dibujos)
- tener cuello
- tener mangas
- ser metidas por dentro de el pantalón/salla

Sweatshirts/Sueters deben de ser:

- sólidos en color o con rayas (sin dibujos)
- sin gorros
- tener gráficos no más grandes de tamaño de bolsillo.

Los estudiantes pueden ponerse las camisetas de White City todos los días.

(www.spiritandpride.com para ordenar)

Pantalones deben de ser:

- usados a la cintura
- sólidos en color o con rayas (jeans son permitidos)
- cinturón debe de ser usado cuando el pantalón tiene loops para el cinto.

Pantalones cortos deben de ser:

- sólidos en color o con rayas (jeans son permitidos)
- cinturón debe de ser usado cuando el short tiene loops para el cinto.
- de un largo igual o más largos de las manos extendidas a los lados de las piernas.

Vestidos/Faldas/Jumpers deben de ser:

- sólidos en color o con rayas
- de un largo igual o más largos de las manos extendidas a los lados de las piernas.

Zapatos deben de ser:

- cerrados y con una correa detrás (sneakers y zapatos de tenis son recomendados; no ruedas)
- tacones no deben de ser más de 1 pulgada

Cabello debe ser:

- con color natural, corta tradicional

Accesorios NO PERMITIDOS

- tatuajes temporarios o permanente
- sombreros, gorros
- lentes de sol
- maquillajes

Día de Retratos de Escuela

Retratos de escuela requieren que todos los estudiantes vistan con ropa de código.

La administración reserva todo el derecho para la final decisión sobre el código de vestuario.

Cumplir con el código de vestuario es requerido.

No cumplir después de ser avisado por el maestro puede resultar en medida disciplinaria.

(D1-código vestuario violación, vea Código de Conducta de Estudiante)

Continuo de no cumplir será considerado Nivel 2 de ofensa.

(D-2 defía de autoridad/policy de la escuela, vea Código de Conducta de Estudiante)

Parent Teacher Organization (P.T.O)

P.T.O. is a voluntary organization bringing together parents and teachers for fundraising, building parent involvement and community at school and other activities relating to the welfare of the school. Even if you are unable to attend meetings, your help is appreciated. Please contact the school for more information.

Volunteer Program

We encourage you to consider volunteering at our school. There are many ways to help! Please contact the school for more information. Your time will benefit our students. School policy discourages volunteers from working in their child's classroom or at the same grade level. Younger siblings may not be brought on campus while volunteering.

Guidance Program

The guidance counselor serves our students by working with parents, teachers, and administrators to assist with their academic, social, and emotional concerns. The guidance counselor is also available to provide you with information about resources to support you and your child. The guidance counselor also serves as the school testing coordinator, ESOL coordinator, and the Multi-Tier System of Supports coordinator.

Clinic

The health paraprofessional monitors the clinic and performs a vision, hearing, height and weight screening for all students at designated grades. In accordance with Florida Statute 381.0056, the St. Lucie County School District in cooperation with the St. Lucie Health Department will conduct health screenings for selected student groups during the school year:

- Height and weight, which will include Body Mass Index (BMI) calculation for grades 1, 3, and 6
- Vision and hearing screenings for grades K, 1, 3, and 6
- Scoliosis screenings for grade 6

You will be informed, in writing, if your child fails to meet any of the screening standards. If you do not want your child to participate in school health screenings, please notify the school in writing, and include your child's name, teacher's name, and grade.

In addition to these screenings, your child will receive first aid and care in the event he/she becomes ill or injured at school. Children who are ill are sent to the clinic for attention, rest, or to be sent home. Medication is not administered without the proper documentation (see below).

If a child is injured, first aid is administered promptly. The child will be cared for in the clinic and an attempt will be made to contact the parent by phone if the injury is of a serious nature. An accident report is completed if a student is injured.

Student health records are also maintained by the health paraprofessional.

All medications (prescription and non-prescription) are to be brought to school by a parent or guardian and must be turned in to the health paraprofessional in the prescription bottle with a doctor's form of how and when to dispense the medication. (Forms are available in the clinic.) If parents/guardians are not able to bring the medication to school, the medication may be given to the bus driver in a sealed envelope and given to a staff member upon arrival at school.

This includes items such as aspirin, Tylenol, cough syrup, cough drops, etc., in addition to prescription medication.

Emergency cards are sent home at the beginning of the school year. Parents are to list two or more people other than themselves on the card for us to notify in case of an emergency. If your phone numbers (home, work, cell) or address change during the school year, it is important to notify us in writing for such emergencies.

Safety Patrol

Responsible fifth grade students are selected as Safety Patrol members to monitor students as they enter and leave their classrooms. A small number of fourth grade students are included to provide training for the following year. Patrols help by reminding fellow students about PBS school wide expectations and safety procedures. If a student does not obey the rules after being reminded by a patrol, the patrol reports the incident to an adult for disciplinary action.

Field Day

Each grade level participates in field day activities at the end of the school year. The students participate in relay races, obstacle courses, and other various physical activity events. Classes at each grade level group compete with one another and sportsmanlike conduct is taught and encouraged.

Progress Reports

Progress Reports are issued each month. Students are expected to take them home so that families may be informed of their progress. Progress Reports are to be signed by the student's parent/guardian and returned to the classroom teacher. Space is provided on the progress report for parent comments and for the request of a conference. We encourage you to request a conference if you have questions or concerns about your child's progress.

Uniform Grading System of St. Lucie County

- 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.

Grade	Percent	Grade Point Average	Definition
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.

White City Elementary Honor Roll (Grades 3-5)

Every nine weeks, White City honors its highest academic achievers at our Honor Roll ceremony. Students can be recognized in one of two categories:

Principal's Honor Roll= All A's (including conduct)

Honor Roll= A's & B's (including conduct)

Mandatory Retention of 3rd 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
- transition classes containing 3rd and 4th grade students
- extended school day, week or year
- summer reading camps

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

Transitional Instructional Setting for Retained Third Graders

Students who have been retained in grade 3 and have received intensive instructional services, but are still not ready for grade promotion must be offered the option of being placed in a transitional instructional setting. Such a setting must specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency.

Mid-Year Promotion for Students in a Transitional Instructional Setting

Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level. Students in a transitional instructional setting may be eligible for mid-year promotion as stated in the district mid-year promotion policy. Students who scores between 35-45 percentile or higher on the SAT-10 should be placed in a 4th grade curriculum with remediation in 3rd grade skills.

Third Grade SAT 10 – students can demonstrate proficiency by retaking the SAT 10 the first week of December and scoring in the 45th percentile or higher using spring norms.

After assessments have been administered and results show the student is on grade level, the teacher will recommend promotion to the principal. The principal will review promotion criteria and be responsible for the final decision on retention or promotion at that time.

Any student who exhibits substantial deficiency in reading skills before the end of grade 1 must be given intensive reading instruction immediately. Such instruction shall continue until the deficiency is remedied. If the student's reading deficiency is not remedied by the end of grade 3, and the student scores below level 2 on the FCAT test in reading, the student must be retained, unless the student is eligible for Good Cause Exemption. A student who is retained will take the SAT 10 at the end of summer camp. If the student scores 45 percentile on the SAT 10, the student will be promoted. If the student does not score 45 percentile, but scores from 35 percentile to 44 percentile, then the student will be placed in a 4th grade class with remediation in 3rd grade skills and will retake the SAT 10 in December of that school year. If the student scores 45 percentile in December, then they can be promoted to the fourth grade. (Note: The timeline for retakes of the SAT 10 is every 150 days.)

Good Cause Exemptions

- (1.) The student is a Limited Proficient (LEP) student who has less than two years of instruction in an English for Speakers of Other languages (ESOL) program.
- (2.) The individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate for the student.
- (3.) The student has demonstrated an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education (STA-9 or STA-10)
- (4.) The student demonstrates, through a portfolio, that he or she is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on FCAT.

- (5.) The student participated in the FCAT and has an IEP or a Section 504 plan that reflects the student has received intensive remediation as required by Florida law for more than two years but still demonstrates a deficiency in reading and has been retained once in either kindergarten, first, second, or third grade.
- (6.) The student has received intensive remediation in reading as required by Florida law for two or more years, but still demonstrates a deficiency in reading and has been previously retained in either kindergarten, first, second, or third grade for a total of two years.
- (7.) To promote a student using a portfolio as a good cause exemption, there must be evidence that demonstrates the student's mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the Grade 3 FCAT Reading. Such evidence must be an organized collection of the student's mastery of the Sunshine State Standard Benchmark for Language Arts that are assessed by the Grade 3 FCAT Reading.

Attendance Policy, 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"> • After each unexcused absence or absence for which the reason is unknown
Means of Parent Contact	<ul style="list-style-type: none"> • Contact can be by phone, auto call system, mail, in-person by school representative
Required Documentation	<ul style="list-style-type: none"> • Phone log noting date and time of call, official making call, family member contacted, and outcome of conversation • Mail – copy of dated notice or postal service return-receipt • Personal Contact – Parent's signature on form(s)/letter or Student Services forms
Referrals to Student Services	<ul style="list-style-type: none"> • Prior to or upon the 10th unexcused absences in any 90-day period and after school efforts to resolve have not been successful. • Schools will provide Student Services with documentation of their efforts to resolve the truancy
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 d. CINS/FINS provider.

(d.) Project ROCK

Student’s suspended out-of-school who attend 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	Excused Absences - 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)	Unexcused Absences - 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</p>	<ul style="list-style-type: none"> • Illness of the student • Major illness in the student’s immediate family • Medical appointment of the student • Death of family member or friend • Required Court Appearance • Religious holiday of the student or student’s family’s faith • Subpoena or forced absence by any law enforcement agency to fulfill civic duties; a copy of the subpoena or court summons is required • Major disaster that justifies the absence that has been approved by the principal • Head lice: maximum of 2 days per incident and a maximum of 2 incidents per semester • 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 • Other planned absences approved in advance by the principal • Vacation travel or family outing/activity where the student has accumulated fewer than 10 excused or 5 unexcused absences. 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. <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-</p>	<ul style="list-style-type: none"> • Truancy • 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. 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. • Take Your Son or Daughter to Work Day • Failure to provide an explanation of the absence to the school within 3 days of the student’s return to school – • Student Services staff can, after investigation advise 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

<p>Tardy 2 – Absence due to excessive tardies (K-5 only)</p>	<p>attendance</p> <ul style="list-style-type: none"> • <u>Out of school suspensions</u> 	<p>to excuse the absence(s).</p> <ul style="list-style-type: none"> • Failure to provide a Physician’s Authorization when required • Missing the school bus if the bus is less than 5 minutes early or less than 15 minutes late • Immunization non-compliance • 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
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<p>Reporting Attendance Cases to PST/Attendance Committee (F.S. 1003.26)</p>	<p>Truancy Petition</p>
<p>When: 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>By Whom: 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>Purpose of Meeting: To determine if a pattern of non-attendance is developing or exists and to develop interventions that shall be implemented</p> <p>Interventions: Interventions may include, but are not limited to:</p> <ul style="list-style-type: none"> *frequent communication between school and family *mentoring *counseling *evaluation for alternative education program *attendance contracts *agency referral(s) *other interventions, including but not limited to a Truancy Petition pursuant to (F.S. 984.151) 	<p>The Superintendent may file a truancy petition pursuant to procedures in F.S. 984.151 when:</p> <ol style="list-style-type: none"> A student has 5 unexcused absences in a calendar month or 10 unexcused absences in a 90 calendar-day-period The PST/SST has met and efforts to correct the attendance has been unsuccessful 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> <p>School’s Responsibility:</p> <ul style="list-style-type: none"> • Partner with Student Services to prepare the Petition • Provide Student Services will all verifications of notification to and conferences with the parent to inform and discuss attendance • Copies of all parent and physician excuses and phone logs • Verification that the recorded attendance is

<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>true and correct according to School Board policy</p> <p>Filing of Truancy Petitions:</p> <ul style="list-style-type: none"> • Filed in Circuit Court in the 19th Judicial Circuit • All supportive documentation becomes part of the Court file • Parent(s) named in the Petition will receive a copy of the Petition when the Petition is served
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Make-Up Work

<p>K- 12</p>	<p>*Allowed for all absences, excused or unexcused</p> <p>*Student has 1 day to 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>
<p>K -5 Provisions</p>	<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>

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”) –

- (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

SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA

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 ().



Please tear/cut pages 45-48, read, sign and return to school to your child's teacher.



SCHOOL BOARD OF ST. LUCIE COUNTY

NOTICE REGARDING STUDENT CODE OF CONDUCT

Student's Name (Please Print)

Grade

In order to save money and to help save the environment, schools will not hand out paper copies of the Student Code of Conduct. You can locate an electronic copy of the Code online at the District website at: <http://www.stlucie.k12.fl.us/pdf/codeofconduct.pdf>. If you require a paper copy of the Code, please check the box where indicated below, sign and return this sheet, and one will be provided to your child. In addition, paper copies are available at your school and at the District Administration Office located at 4204 Okeechobee Road, Ft. Pierce, Florida. District Administrative Office hours are Monday – Friday, 8:00 a.m. to 4:30 p.m. A paper copy of the Code may be obtained free of charge at your school or at the District Administrative Office upon request.

This Code has been adopted to help your son/daughter gain the greatest possible benefit from his/her school experience. Parents/guardians are responsible for the actions of their children and should be involved in the education of their children.

The school needs your help and cooperation. Please read and discuss the Code with your son/daughter. To request a printed copy of the Code, please sign this sheet and return it to school. This form will be kept in your son's/daughter's cumulative folder.

FAILURE TO READ THE CODE WILL NOT RELIEVE STUDENTS AND/OR PARENT(S) FROM RESPONSIBILITY FOR KNOWLEDGE OF THE CONTENTS OF THE CODE OF STUDENT CONDUCT, AND WILL NOT EXCUSE THE STUDENT FROM COMPLIANCE WITH THE PROVISIONS OF THE CODE.

Please check if you require a printed copy of the Student Code of Conduct.

Parent/Guardian Signature

Date

If due to a disability, you need special accommodations to receive School Board information or to participate in School Board functions, call 429-3600 and ask for the School Board Secretary.

Student-Parent-School Compact

A student-parent-school compact is a comprehensive plan for partnerships linked to school goals for student achievement and success.

Please review with your child, sign and return to school.

As a White City Elementary School **student**, I promise to:

- attend school regularly,
- work hard to do my best in class with my schoolwork,
- help to keep White City Elementary safe,
- ask for help when I need it,
- cooperate with other students and all adults,
- show respect for myself, White City Elementary, and others,
- follow the ROAR expectations in school, on the bus, and on field trips, and
- follow the school dress code.

Student Signature _____

As a White City Elementary School **parent or other caring adult**, I promise to:

- support the guidelines in the Student Handbook,
- have high expectations for my child,
- help my child to attend school and be on time,
- show support by attending school functions,
- find a quiet place for schoolwork and make sure work is done,
- help my child learn to resolve conflict in positive ways,
- communicate and work with the teachers and staff at White City,
- support and challenge my child,
- read to or with my child every day, and
- ensure that my child follows the school dress code.

Adult Signature _____

As a White City Elementary School **staff member**, I promise to:

- show that I care about all students,
- design engaging, challenging, and satisfying work for students,
- have high expectations, for myself, students, and other staff,
- support extracurricular activities,
- provide a safe environment for learning,
- respect the cultural differences of students and their families,
- send a progress report home on a regular basis, and
- seek ways to involve families in the school program.

Staff Signature _____

Principal Signature _____



Estudiante-Padre-Escuela Compacto

Un compacto de padre y estudiante es una promesa entre los estudiantes y la escuela que los estudiantes van a realizar las metas de la escuela y van a tener buen exito.

Por favor repasar con su hijo(a), firmar, y devolver a la escuela.

Como **estudiante** de White City Elementary, prometo:

- Asistir a la escuela diariamente,
- Hacer un buen trabajo en la escuela,
- Ayudar a mantener la escuela, White City Elementary, un lugar seguro,
- Pedir ayuda cuando la necesite,
- Cooperar con los adultos y compañeros de clases,
- Respetarme a mí mismo y a los demás en White City Elementary,
- Obedecer y seguir las aspiraciones de "ROAR,"
- Obedecer y seguir las reglas del autobus, y
- Obedecer y seguir el codigo vestuario de la escuela.

Firma del **estudiante** _____

Como **padre o encargado** de estudiantes de White City Elementary, prometo:

- Seguir el reglamento en el manual de estudiantes
- Tener grandes aspiraciones para niño,
- Ayudar a ni niño a asistir a tiempo a sus clases,
- Demostrarle respaldo asistiendo a las actividades esoclares,
- Encontrar el lugar indicado para que complete sus tareas diariamente,
- Enseñar a mi niño a resolver sus conflictos positivamente,
- Estar en comunicacón con maestros y facultad en White City Elementary,
- Respaldar a niño,
- Leer con mi niño diariamente, y
- Asegurar que mi niño sigue el codigo vestuario.

Firma del **padre o encargado** _____

Como **parte de facultad** de White City Elementary, prometo:

- Mostrar que me preocupa el bienestar de los estudiantes,
- Diseñar trabajo que es simpatico y desafiioso para los estudiantes,
- Comunicarme y trabajar junto a los padres para lograr unidad en las enseñanza,
- Respaldar las actividades extracurriculares,
- Proveer un ambiente de ensañanza seguro,
- Repetar la diferencia de culturas de los estudiantes y sus familias,
- Enviar a su casa un reporte del progreso de los estudiantes y sus familias,
- Buscar maneras para envolver a los padres en el programa escolar.

Firma de **facultad** _____

Firma de **la principal** _____

