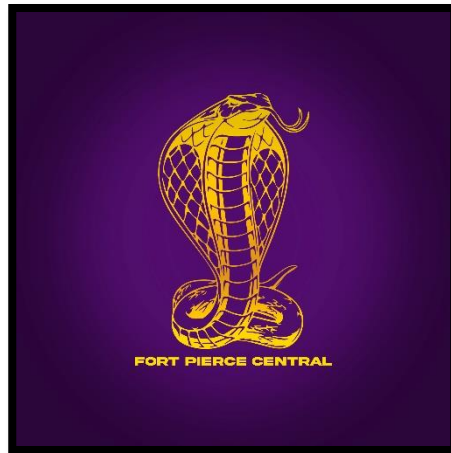


# FORT PIERCE CENTRAL HIGH SCHOOL



## Student/Parent Handbook



**Principal:**

Eldrique Gardner

**Assistant Principal:**

Sarah Armada

Kelly Bailer

Jesús Rivera Martínez

Natasha Santoro

Christie Torres

**Fort Pierce Central High School**

4101 South 25<sup>th</sup> Street

Fort Pierce, Florida 34981

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**St. Lucie County School Board,**

Troy Ingersoll, Chairman

Debbie Hawley, Vice Chairman

Jack Kelly

Dr. Donna Mills

Jennifer Richardson

**Dr. Jon Prince, Superintendent**

**Dr. Helen Wild, Deputy Superintendent**



### **FROM THE ADMINISTRATION...**

Welcome to Fort Pierce Central High School, where pride truly makes the difference! We encourage you to use your talents and skills to maintain the high standard of excellence that is our school's tradition. We offer a strong academic program, as well as, extracurricular programs with numerous clubs, organizations, and athletic opportunities.

Your handbook contains basic information concerning the policies and procedures of our school. Read this book carefully and refer to it often. You are responsible for knowing the information contained in this handbook. The rules will be consistently enforced so that each student is provided the opportunity to experience safe maximum academic, social and emotional growth. At Fort Pierce Central High School, failure is never an option, therefore, your best effort is expected.

We anticipate this school year with great enthusiasm, and we want to assure you that we will do our best to help you experience success. With your help and cooperation, this will be an excellent school year. Contact your teachers, your Guidance Counselor, or any of the Administrative staff if you have questions or concerns about anything in this handbook. Please accept our best wishes for a successful and rewarding school experience!

**The Administration**

**Today's Date:** \_\_\_\_\_

**Student Name (print):** \_\_\_\_\_

***I have read and understand the contents of the Fort Pierce Central High School Student/Parent Handbook.***

**Student Signature:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_

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### **MISSION STATEMENT**

Fort Pierce Central High School educators, parents and business partners are dedicated to providing a safe environment with challenging academic and career opportunities. Teachers will engage students in an academic academy with a variety of instructional approaches necessary for students to become self-directed, social, lifelong learners and successful members of our community.

### **SCHOOL MOTTO**

PRIDE MAKES THE DIFFERENCE

### **ALMA MATER**

All hail to Fort Pierce Central High  
Loyal, staunch, and true  
May love abide as on we go  
Hail to our High School  
May we always fight for right  
Strive for honor, too  
So here's to dear old Central High  
May she never die

### **TRADITIONS**

Mascot: Cobra  
School Colors: Purple & Gold  
Magazine: Vasuki  
Newspaper: Nulla Pambu  
"Cobra Chronicles"  
Yearbook: Hamadryad

### **FIGHT SONG**

ON, ON CENTRAL HIGH Number 1  
On, Central High! We are right for the fight tonight.  
Kick that ball and hit that line. Every Cobra's star will shine  
We'll fight, fight, fight for purple and gold  
As our school's highest banners unfold -- we will go  
We will fight 'til our battle is won and we have our victory.

## WHERE TO GO FOR WHAT YOU NEED

**PRINCIPAL, *Mr. Eldrique Gardner*:** The principal is responsible for the operation of the entire school unit and is the final authority on all matters relating to school personnel, financial affairs, instruction, activities, discipline, and procedures. He works closely with the Superintendent and District level staff to ensure that the policies adopted by the St. Lucie County School Board are carried out at Fort Pierce Central High School.

**Assistant Principal for Cobra Freshmen Academy: *Mr. Jesús R. Rivera Martínez***

**Assistant Principal for 10<sup>th</sup> Grade: *Mrs. Christie Torres***

**Assistant Principal for 11<sup>th</sup> Grade: *Mrs. Natasha Santoro***

**Assistant Principal for 12<sup>th</sup> Grade: *Mrs. Sarah Armada***

**Assistant Principal for Curriculum and Accelerated Program (AICE, AP, Dual Enrollment): *Mrs. Kelly Bailer***

**Attendance Office: *Mrs. Terry***

**Executive Secretary: *Ms. Maribel Lein***

**Bookkeeper's Office: *Mr. Quinton Guillaume and Ms. Sheida Melecio***

**Registrar: *Mrs. Taniko Sirmons***

**Clinic: *Mrs. Trurlette Noble and Mrs. Latoya Wilder***

**Dean's Office:**

- *Mrs. Shannon Glenn (Deans Clerk)*
- *Mrs. Patricia Reese (9<sup>th</sup> Grade, 12<sup>th</sup> Grade A-G)*
- *Mr. Paul Kolo (10<sup>th</sup> Grade, 12<sup>th</sup> Grade H-Q)*
- *Mr. Roderick Johnson (11<sup>th</sup> Grade, 12<sup>th</sup> Grade R-Z).*


**Guidance Counselor: *Mr. Bruna Herbert (Guidance Director)***

**Data Specialist: *Ms. Jessica Warren***

**Athletic Director: *Mr. Pete Crespo (Athletic Director), Mr. Michael McCaskill (Athletic Secretary)***



# FPC-Student Dress Code

Allowed:	Not Allowed:
<p><b><u>Ids:</u></b></p> <ul style="list-style-type: none"> <li>- School Id's must be worn and visible with the purple FPC lanyards on them.</li> </ul> <p><b><u>Shirts and Blouses:</u></b></p> <ul style="list-style-type: none"> <li>- Shirts of an appropriate length that have sleeves and do not reveal cleavage and/or midsection.</li> <li>- Logos and sayings must be school appropriate.</li> </ul> <p><b><u>Pants, Jeans, Dresses, Skirts and Capris:</u></b></p> <ul style="list-style-type: none"> <li>- All bottoms <b>MUST</b> be worn at the waist.</li> <li>- All dresses must have sleeves. Dress and skirt length must be at least to the knee and non-revealing. Dresses should fit loosely.</li> <li>- Capris and shorts must be at least to the knee.</li> <li>- Any clothing with holes, rips, frays or tears are allowed below the knee.</li> </ul> <p><b><u>Sweaters and Jackets:</u></b></p> <ul style="list-style-type: none"> <li>- Hoods on sweaters or jackets must remain down at all times.</li> </ul> <p><b><u>Shoes:</u></b></p> <ul style="list-style-type: none"> <li>- All footwears must have the capability of a backstrap.</li> </ul>	<p><b><u>The following items are prohibited:</u></b></p> <ul style="list-style-type: none"> <li>- Any clothing that is excessively tight fitting, see-through, and/or fishnet material.</li> <li>- Any item containing alcohol, drug or weapons references or anything profane, obscene, or indicating gang or criminal association.</li> <li>- Spiked jewelry, chains that hang below the pants pockets, or beaded rave bracelets.</li> <li>- Excessively baggy pants or shorts.</li> <li>- Visible undergarments</li> <li>- Any blankets or bedding items.</li> <li>- Any head coverings anywhere on campus, including the courtyard.</li> <li>- Bandanas, doo-rags, hair nets or flags of any nationality or belief in student's possession are not permitted on campus or at any school event.</li> <li>- Any clothing with holes, rips, frays, or tears must <b>not</b> be seen above the knee.</li> </ul> <p><b><u>Technology:</u></b></p> <ul style="list-style-type: none"> <li>- Use of cell phones or electronic devices and headphones/headsets/earbuds <b>must</b> be set on silent mode and in a backpack during instructional time.</li> <li>- Speakers are <b>NOT</b> permitted on campus.</li> </ul> 

*\*Fort Pierce Central High School reserves the right and final authority to decide what is deemed appropriate. If clothing disrupts the educational process and is NOT listed above, or if clothing is identified by law enforcement as promoting unlawful activities, the Administration can/will enforce consequences.*

# FORT PIERCE CENTRAL HIGH SCHOOL

## Regular Day Bell Schedule

Regular Bell Schedule			
Block	Start	End	1 min. warning
Initial Bell	7:25		
1st block (Per. 1/2)	7:33	9:03	7:32
2nd block (Per. 3/4)	9:08	10:38	9:07
3rd block <b>A lunch</b> (Per. 5/6)	<b>10:38</b> 11:13	<b>11:08</b> 12:43	11:12
3rd block (Per. 5/6) <b>B lunch</b>	10:43 <b>12:13</b>	12:13 <b>12:43</b>	10:42
4th block (Per. 7)	12:48	1:41	12:47

Early Release Bell Schedule			
Block	Start	End	1 min. warning
Initial Bell	7:25		
1st block (Per. 1/2)	7:33	8:19	7:32
2nd block (Per. 3/4)	8:24	9:10	8:23
3rd block <b>A lunch</b> (Per. 5/6)	<b>9:10</b> 9:45	<b>9:40</b> 10:45	9:44
3rd block (Per. 5/6) <b>B lunch</b>	9:15 <b>10:15</b>	10:15 <b>10:45</b>	9:14
4th block (Per. 7)	10:50	11:41	10:49

Activity Bell Schedule			
Block	Start	End	1 min. warning
1st block (Per. 1/2)	7:33	8:46	7:32
2nd block (Per. 3/4)	8:51	10:04	8:50
3rd block <b>A lunch</b> (Per. 5/6)	<b>10:04</b> 10:39	<b>10:34</b> 11:52	10:38
3rd block (Per. 5/6) <b>B lunch</b>	10:09 <b>11:22</b>	11:22 <b>11:52</b>	10:08
4th block (Per. 7)	11:57	12:41	11:56
Activity:	12:41	1:41	



## ATTENDANCE

Students are allowed on campus, beginning at **7:00am**. This includes students driving, walking and/or being dropped off at school. There is no supervision of students prior to that time. Each building opens 5 minutes before 1<sup>st</sup> block (7:25). Students are to remain outside the building until that time, except in case of inclement weather. Students that drive to school must immediately exit the vehicle upon arrival and report to a supervised area on campus.

### FLORIDA LEGISLATURE ATTENDANCE REQUIREMENTS

The Florida Legislature requires the names of students, fourteen (14) - eighteen (18) years old, who accumulate ten (10) unexcused absences in a period of ninety (90) calendar days, to be reported to the Department of Highway Safety and Motor Vehicles. **These students may have their driving privilege denied or revoked.**

### ATTENDANCE POLICY

**By law**, students under the age of sixteen (16) years must attend school. All students who are absent (10) consecutive days from school, without prior notice to the Attendance Office, will be subject to withdrawal proceedings.

1. Each absence will be listed as unexcused with a "U" unless an excused note from a parent/guardian is submitted. **All excuse notes must be received in the attendance office no later than the third (3rd) day after an absence or the absence will be considered unexcused, despite the reason for the absence.** Parents are notified after every absence.
2. An out of school suspension will be counted as an unexcused absence, unless the student attends Project R.O.C.K. and provides the attendance office with proper documentation.
3. Students involved in school activities or Behavioral Intervention Classroom (B.I.C.) will be considered present and will **not** be counted absent.
4. Withdrawal procedures will be initiated when a student has missed ten (10) consecutive days or accumulated absences greater than 25% based on enrollment for the year.
5. Students having chronic illnesses that create excessive absences must submit medical documentation to the clinic at the beginning of each school year.
6. **Make up work:** While it is possible to make up written assignments due to absences, the actual classroom experience can never be duplicated. Therefore, students should conscientiously establish good attendance patterns. When absences occur, the following shall govern the makeup of work:
  - **Students who are absent from class regardless of the reason, are responsible for making up missed class work, homework, and tests.** In accordance with school board policy, students will receive credit for all make-up work. One (1) day for make ups are allowed for each day of absence for up to a total of ten (10) days, 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

- All work, regardless of the number of days absent, must be made up on or before grades are due in that quarter of that 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.
- Incomplete grades become "F" if not replaced with the grade for the makeup work that was turned in on time.
- Student will be allowed 2-days to prepare for tests assigned during the absence. After 2 class periods, students will take announced tests.
- Students must request makeup work; students will not be penalized for makeup work that is requested, but not provided by the teacher.
- Upon student's request, the teacher will inform student/parent of work to be made up as specifically as plans will allow but is not expected to develop special assignments.
- If a student plans to be out of school due to family or medical reasons, she/he must submit documentation (medical orders/travel arrangements, etc) one week prior to departure. The teacher will inform the student of the work to be covered during the student's absence, and the assignments that are to be completed. The teacher will be as specific as his/her existing plans will allow but is not expected to develop any special series of plans or assignments for individual students as makeup work.

### **EXCESSIVE ABSENCES**

A student may have **excessive absences, five (5) or more**, due to "extenuating" circumstances. Examples are:

- Illness of student (doctor's documentation may be required)
- An accident resulting in bodily injury to a student.
- A death in the immediate family of the student
- A pre-planned absence for personal reasons when such are acceptable to the principal or his/her designee. Permission for such absences must be requested and approved no less than one week before absence. Approval will be contingent upon the student's discipline record, academic performance, and conduct.
- A subpoena or a forced absence by a law enforcement agency

### **IDENTIFICATION CARDS (IDs)**

All students enrolled at Fort Pierce Central High School will receive an identification card. It is the expectation that all students maintain their Id's in their possession at all times. The first identification card will be provided by the school. If a student loses the Id and needs a replacement, there will be a \$5.00 dollars replacement fee.

### **CUTTING/SKIPPING CLASS**

A cut/skip is defined as an unexcused absence from class when the student is on campus or has left campus without authorization. The Dean's Office will consider lateness beyond 10 minutes as skipping class. Consequences include parent notification and/or assignment to B.I.C.

### **TARDIES**

All students arriving *late to school* must go to the Attendance office for a tardy pass. **An excused tardy note must be presented at that time.**

If a student is *late to class*, the teacher is to mark him/her "tardy" to class. If a student enters class without a completed Tardy slip, teacher will issue lunch detention for the next day. Students who fail to serve assigned lunch detentions will be assigned B.I.C. Failure to serve B.I.C. will result in two (2) days of out of school suspension.

Recurring tardiness will be addressed by Administration and will result in more severe consequences as pursuant to St. Lucie County's Student Code of Conduct.

**All students will be assigned to lunch detention when caught in a hall (tardy) sweep.** Once a lunch detention has been assigned, no tardy excuse note will be accepted.

**Please READ all tardy passes for assigned consequences.**

### **PASSES**

All students out of class during the school day must have a teacher hall pass. **NO TEACHER HALL PASSES WILL BE GIVEN DURING THE FIRST AND LAST 10 MINUTES OF EACH PERIOD. (ONLY IN CASES OF EMERGENCIES)**

### **RELEASE OF STUDENTS**

Fort Pierce Central High School has a closed campus. Students who ride school buses are considered to be on campus when they step off the bus. After arriving on campus, a student may not leave the campus until after her/his last class.

Release of students during the school day is permitted under the following guidelines:

- Students are to be checked out through the Main Office where they will be issued an off-campus pass.
- Early dismissal will be granted upon the Clerk's receipt of a written request from the parent/guardian for an excused absence 24 hours in advance. Parents will be called if deemed necessary to verify the note.
- For physician or dentist excuse, see Clinic.

- Students must be picked up by their parent/guardian. They will not be allowed to leave with other students.
- **STUDENTS MUST BE SIGNED OUT PRIOR TO 1:15.**

### ABBREVIATED SCHEDULE

Having a schedule that includes less than 7 courses is a privilege for 12th grade students who are on track for graduation. A student who has not successfully attained a minimum 2.2 GPA, has not passed the communications and mathematics mastery tests for graduation, or has not achieved acceleration through courses (CTE, AP, AICE or DE) may not be granted senior privilege. If a schedule can be developed that has no gaps during the day (must arrive after the first period of the day or leave prior to the last period of the day), the student must have **reliable and dependable** transportation. Students who are repeatedly tardy or who remain on campus after their scheduled time will be scheduled for a full day.

### CLINIC

1. The Clinic is for first aid and emergencies only. **It is not a place for rest, relaxation, and naps.**
2. Students must have a pass in order to report to the clinic.
3. The Health Aide is authorized to administer medication (excluding injections) to students during school hours, in strict compliance with School Board Policy and Florida Statutes. Students under medication must give all medicines (in original container with prescription information/label) to the Health Aide for safekeeping and dispensing at the proper time. No other medications are allowed on campus.
4. Permission to go home must be given by the administration and by the parent. **Parents must provide transportation home.** Fellow students may not provide such transportation.
5. Parents will be called to verify any notes written for early dismissal.
6. **Every effort will be made to contact the parent or guardian if school officials deem it necessary to call an ambulance. Parents/guardians will have to assume the financial responsibility.**

## DISCIPLINE

### Philosophy

Our primary objective is to provide a safe academic environment where teaching and learning may take place. We believe we must identify clear and simple rules, policies, and procedures with reasonable and consistently enforceable consequences to support our goal of creating and maintaining an academic environment that is safe for every student every day. Any student, who attends school with a desire to learn and with a respect for the rights of others, need not be concerned with the consequences of breaking these rules. However, consequences are necessary when there are violations or infractions of school or school district rules and regulations.

### Code of Conduct for Secondary Students

The rules outlined in this Cobra Student Handbook provide an overview. They are **not** the only rules for students attending Fort Pierce Central High School. Please review very carefully the revised ***Code of Conduct for Secondary Students*** approved by the St. Lucie County School Board. It will provide you with a comprehensive listing of rules, policies, and procedures. This document can be found on the School District's website at [www.stlucie.k12.fl.us](http://www.stlucie.k12.fl.us)

# Positive Behavior Support



## Cobra P. R. I. D. E.



Cobras are...	Schoolwide	Classroom	Hallway	Cafeteria	Bus Loop	Restroom
<b>Prepared</b> <i>Physically &amp; Emotionally ready</i>	<ul style="list-style-type: none"> <li>Follow school dress code.</li> <li>Be on time to school.</li> </ul>	<ul style="list-style-type: none"> <li>Be in seat on time and ready to learn.</li> <li>Use personal tech only when instructed.</li> </ul>	<ul style="list-style-type: none"> <li>Walk on right side of hallways.</li> <li>Adhere to entry/exit door signs.</li> </ul>	<ul style="list-style-type: none"> <li>Be polite and patient in line.</li> </ul>	<ul style="list-style-type: none"> <li>Listen for bus changes in afternoon announcements.</li> </ul>	<ul style="list-style-type: none"> <li>If all restrooms are full, return to class until one is available.</li> </ul>
<b>Responsible</b> <i>Making the right decisions even if it's difficult.</i>	<ul style="list-style-type: none"> <li>Be on time and in designated area.</li> <li>Use appropriate language and actions.</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands, feet and objects to yourself.</li> <li>Use appropriate language and actions.</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands, feet and objects to yourself.</li> <li>Valid hall pass during class</li> <li>Follow 10-10 rule.</li> </ul>	<ul style="list-style-type: none"> <li>Clean your area when finished.</li> <li>Throw all trash in garbage cans.</li> </ul>	<ul style="list-style-type: none"> <li>Go straight to your bus.</li> <li>Adhere to bus behavior expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Adhere to classroom teachers' restroom use expectations.</li> <li>Use time wisely.</li> </ul>
<b>Involved</b> <i>Be part of creating a positive school culture.</i>	<ul style="list-style-type: none"> <li>Be aware of school deadlines/ events/ activities.</li> <li>Check digital media regularly.</li> </ul>	<ul style="list-style-type: none"> <li>Be an active participant.</li> <li>Advocate for yourself.</li> </ul>	<ul style="list-style-type: none"> <li>Show courtesy to others: -open doors - personal space.</li> <li>Greet others.</li> </ul>	<ul style="list-style-type: none"> <li>Be inclusive and invite others.</li> </ul>	<ul style="list-style-type: none"> <li>Adhere to safety policies.</li> </ul>	<ul style="list-style-type: none"> <li>Report any misuse or mess.</li> <li>Clean up after yourself.</li> </ul>
<b>Dedicated</b> <i>Be true to yourself. ...to achieve</i>	<ul style="list-style-type: none"> <li>Focus on self-growth and success.</li> </ul>	<ul style="list-style-type: none"> <li>Set realistic goals for yourself.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage others to be on time</li> </ul>	<ul style="list-style-type: none"> <li>Respect your environment.</li> </ul>	<ul style="list-style-type: none"> <li>Stay in your seat.</li> </ul>	<ul style="list-style-type: none"> <li>Keep it clean.</li> </ul>
<b>Excellence</b> <i>Strive to be the best you can be!</i>	<ul style="list-style-type: none"> <li>Challenge yourself.</li> <li>Be courteous to others.</li> </ul>	<ul style="list-style-type: none"> <li>Celebrate successes.</li> </ul>	<ul style="list-style-type: none"> <li>Be a good example.</li> </ul>	<ul style="list-style-type: none"> <li>Be courteous to custodial and cafeteria staff.</li> </ul>	<ul style="list-style-type: none"> <li>Be courteous to bus drivers/ monitors.</li> </ul>	<ul style="list-style-type: none"> <li>Be courteous to other students and custodial staff.</li> </ul>

### GENERAL RULES/CONSEQUENCES

1. *In addition to Classroom/Cafeteria rules*, all students are expected to exhibit polite behavior in assemblies, media center, cafeteria, hallways, on campus grounds, and at other school sponsored events.
2. The use of cell phones or electronic devices and headphones/headsets/earbuds are not permitted during instructional time; unless approved by the teacher for instructional purposes only.
3. All students must have a pass at all times when out of the classroom.
4. **NO** student may eat or drink in the classrooms, pod, or gallery.
5. **NO** food from outside vendors will be permitted on campus.
6. During the change of classes, students are expected to **“walk and talk”** to avoid congregating in the hallways and between buildings.
7. Students cited for misconduct at any extracurricular activity will be denied attendance at **ALL EXTRACURRICULAR ACTIVITIES** for a period determined by the Administration.
8. **PUBLIC DISPLAY OF AFFECTION will not be tolerated.** CONSEQUENCE: B.I.C. for entire day.
9. Students may be referred to the Discipline committee after a consistent violation of school policy (referrals).

### CLASSROOM DISRUPTION

Classroom disruption will result in parental contact by classroom teacher, possible removal from class, and additional consequences as indicated in the Code of Conduct for repeated offenses.

### CELL PHONE USAGE

Cell phone usage is prohibited during instructional time. If a student refuses to comply by this rule, the phone might be confiscated and will only be released to a parent/guardian.

### FIGHTING ON CAMPUS OR AT SCHOOL SPONSORED EVENTS

Fighting on campus or at school sponsored events will result in a parent conference and ten (10) days suspension with a warning or referral to Level IV. Some initial behaviors may be classified as Level IV depending upon the severity of the incident. Level IV will be a possible recommendation for expulsion and/or arrest.

### EXTORTION/THREATS

Extortion/threats may result in parental contact, possible suspension and/or recommendation for expulsion from school, assignment to a special program, and/or referral to School Resource Officer.

### LEVEL 4 OFFENSES ON CAMPUS OR AT A SCHOOL SPONSORED EVENT

Students who assault, batter, possess weapons or contraband materials, or commit any other similar violation which may be deemed a criminal offense will be suspended for ten (10) days with possible recommendation for expulsion depending on the Code of Student Conduct guidelines. These are considered Level III or Level IV offenses

**TRAFFIC IN HALLS AND CAFETERIA**

Passing in the halls should be quiet and orderly at all times. Students are to move quickly to their classes. Loitering in walkways/hallways is not allowed. Lunch lines should be formed without shoving, pushing, or “cutting in”. Cutting in line will result in students being sent to the end of the line.

**Administrative NOTE:**

Administration reserves the right to conduct hall sweeps and searches in order to ensure safety and clear the hallways ensuring that students report to class promptly. During administrative sweeps, administration reserves the rights to, and will assign necessary consequences to students that are caught in the sweep. **NOTE:** Students that are caught in the sweeps and become verbally and/or physically aggressive, uncooperative, and non-compliant will be assigned a disciplinary action as per administrative discretion and as based on the discipline plan and consequences written within the Fort Pierce Central High School Handbook and Student Code of Conduct. Lastly, administrative sweeps will be implemented and conducted for the purpose of ensuring that students abide by school rules that govern Dress Code, Electronic Devices, Attendance Policies-Tardy(ies): Late to Class and Late to School, Habitual Truants (Skipping School), and Searches. All of the above infractions but are not limited to those written in this statement.

**TRESPASSING**

Trespassing is a violation of the law and can result in an arrest. Any student who comes to school or any school activity while under suspension is trespassing and may be arrested or suspended for up an additional ten (10) days.

**BUS CONDUCT AND PROCEDURES**

1. To ensure safety, students riding buses are expected to cooperate with the bus drivers and the teachers on bus duty when loading and unloading.
2. While riding the school bus, students are expected to follow the rules posted in each bus, and to abide by school standards for good citizenship.
3. Bus students are to remain on campus after being transported to school. Any student who leaves the grounds without authorization after arriving on campus may not return to campus to ride a bus home.
4. County policy requires special permission for students to ride buses other than their assigned bus. **The parent or guardian must send a written note explaining the reason for such a request to the grade level administrator before 7:30 a.m.** The school must be able to contact the parent to verify the authenticity of the note, and the reason for riding another bus must be of an emergency nature.
5. **Students must go directly to their buses in the loading zone. NO STANDING AROUND IN THE BUS ZONE.**
6. **ONLY students riding the bus home are allowed in the bus loading zone.**
7. Bus privileges can be suspended for inappropriate behavior according to the SLC Code of Conduct. Riding the bus is a **privilege**.



### **CONDUCT AT SCHOOL-SPONSORED ACTIVITIES**

Fort Pierce Central High School students are expected to conduct themselves in a manner that will reflect favorably on the school, not only during school hours, but at any time during a school sponsored activity. This includes activities off the FPCHS campus. Student conduct should reflect pride in our school and show students as being accountable for their actions. Any unacceptable behavior by students may subject them to disciplinary action, including suspension and/or expulsion.

### **BEHAVIOR INTERVENTION CLASS (BIC)**

Behavior Intervention Class (BIC) is an in-school suspension assignment for students that are disruptive in the traditional school environment. BIC provides an alternative to out of school suspension that will enhance self-esteem, reduce dropouts, and prepare students for success. Assignment to BIC can range from 1 – 10 days.

Students are considered present in school and must do class assignments sent by his/her regular teachers. A maximum of eleven (11) days of BIC is allowed per 9 weeks and no more than 16 days will be permitted per Semester. Students not following the BIC program and/or rules may receive additional consequences, including out of school suspension. Students assigned to BIC can also be assigned a work detail.

### **ZERO TOLERANCE**

In keeping with St. Lucie School Board policy, the possession, sale or use of alcohol or drugs, possession of weapons, as well as, criminal offenses, will not be tolerated at Fort Pierce Central High School. Students in possession of weapon(s), alcohol, drugs or under the influence of alcohol or drugs will be reported to the School Resource Officer, suspended from school for up to 10 days and face a possible recommendation for expulsion from school for up to two years. Parents will be contacted and asked to remove the child from campus or be notified of the student's location if in the custody of Law Enforcement.

### **BREAKFAST/LUNCH AND CAFETERIA POLICIES**

Students are issued an id number for the Cafeteria with class schedules. Students requesting free or reduced lunches should complete the online meal application. The online meal application can be found at [Online Meal Application \(stlucie.k12.fl.us\)](http://stlucie.k12.fl.us). Students must remain on campus during the lunch period. Students not eating lunch or who have finished must remain in supervised areas. No additional time will be allowed to eat meals, except in extenuating circumstances, approved by Administration. The following procedures apply in/outside the cafeteria. After the bell rings, students should

**WALK** to the cafeteria and follow the Cafeteria Rules –

- Move through the line in an orderly manner
- Comply with teacher/staff requests
- Throw away all of your trash (*Students leaving trash/mess might be assigned lunch detention.*)
- Keep hands, feet, and objects to yourself



**CAFETERIA MEAL PRICES****Breakfast**

Adults \$3.00

Student Full \$.00

Reduced \$.0

**Lunch**

Adults \$4.00

Student Full \$2.50

Student Reduced \$.40

**ACADEMICS****COURSE SCHEDULES**

We encourage students to take courses in which they are genuinely interested in. As schedule changes are not guaranteed based on course enrollment availability, if a student fails to submit the class request form, it will result in a student being placed in a course chosen by the School Counselor.

**GRADING PROCEDURE**

Grades are a measure of a student's progress and achievements in mastering the subject matter, based on the quality of work done, and reflect a comprehensive evaluation which utilizes a number of grades. A student's regular attendance, daily preparation, and promptness in completing assignments should be consistent and congruent with these grades and taken into consideration in reporting a student's progress.

Letter grades shall be issued each marking period based upon the following:

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
W	N/A	N/A	withdrawn Dual Enrollment

\*Students must 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, for any missing work a grade of "F" will be entered by the teacher and the final grade will be calculated. At that time an adjusted GPA will be calculated for the student.

- Grades are based on a percentage value. According to this system, grades are averaged and converted into letter grades equivalent to the corresponding letter values.
- Each teacher will have a minimum of nine major grades per grading period to obtain the quarter mathematical average (one per week)

- Final comprehensive written examinations shall be required for all courses that do not have an end of the year (EOC) examination; only the principal may waive the requirements for justifiable academic reasons. All students' final examinations shall be made available by the teacher at least two weeks following the examination and shall be available for parent/teacher perusal. At the end of the year, these examinations will be available at the main office during this two-week period.
- Teachers are required to provide in writing notice of pending failure of a class giving parents sufficient time to meet with teachers.
- **Skyward** - Viewing your child's academic information is available to every parent for all public schools in St. Lucie County. This website currently provides a variety of information about your children such as attendance, report card grades, assignment history, discipline history, transcript grades and demographic information. Gradebook assignments can be viewed for grades 3 and above. To register for this program, go to our website: <http://www.stluice.k12.fl.us> . After registering yourself and adding your child to the list of your students for you to access, you must come to your child's school to have your account activated by showing a picture ID for verification.
- A copy of the semester examinations shall be turned into the Assistant Principal for Curriculum. Quarter grades are computed in the following manner:

### Calculation of High School Grades

#### Full Year

1st 9 weeks	= 20%
2nd 9 weeks	= 20%
Semester exam	= 10%
3rd 9 weeks	= 20%
4th 9 weeks	= 20%
Semester exam	= 10%

Point Value: A = 4, B = 3, C = 2, D = 1, F = 0

- Total points divided by 10 (this number is derived by counting each nine weeks 2 times and the semester exams one) = GPA to letter grade

Grade Point Average	Grade Given
3.51 - 4.0	A
2.51 - 3.50	B
1.51 - 2.50	C
.51 - 1.50	D
0 - .50	F

If a student is in a single term (1/2 year) course and has two or more F's, the final grade is automatically determined as "F".

**STUDENTS MUST PASS THE WEIGHTED AVERAGE OF THE ABOVE IN ORDER TO RECEIVE SEMESTER CREDIT.**

### **END OF COURSE EXAMS**

End of course exams (EOCs) are not tied to credit. However, in order to graduate, students **MUST** pass the Florida Assessment of Student Thinking (F.A.S.T) Progress Monitor 3 (PM3) Reading/Writing and Florida's Benchmark for Excellent Student Thinking (B.E.S.T) Algebra 1 EOC or B.E.S.T Geometry EOC. Retakes will be offered throughout the year. Biology, Geometry, and US History EOCs will count for 30% of the student's grade in the course. Students may still CAP for credit.

### **Honor Roll**

These honor rolls are based on an unweighted GPA. Students will be recognized throughout the year for their achievements.

Principal's List	4.0
A Honor Roll	3.5 - 3.9

### **Class Rank**

Class rank is a system of recognizing student achievement among the members of a specific graduating class. The purposes of class rank are:

- To honor academic excellence by rewarding students who successfully complete a rigorous program of studies.
- To offer incentive for students to select scholastically challenging courses.
- To determine the valedictorian and salutatorian of each class.
- To provide colleges and universities the requested rank in class information.
- To provide scholarship committees the requested rank in class information.

Class rank is computed via the weighted quality point system described above. The points are generated based upon both the grade earned and the instructional level of difficulty for each course.

For courses that are repeated to make up failing grades, improve knowledge, and improve grade point averages (GPAs) for grade forgiveness, the higher grade will be used in computing the grade point average (GPA) for class rank.

## GRADUATION

Students must meet all local and state requirements in order to graduate. It is the student's responsibility, along with her/his school counselor, to plan her/his program of studies to meet all requirements. If in doubt, contact your school counselor for assistance.

Class rank for the above stated purposes will be computed based on grades earned by the conclusion of the first ninety days (90) of the senior year. Students must be enrolled in a specific St. Lucie County high school a minimum of one and one-half (1/2) years/ten and one half (1/2) credits to be eligible for official class rank. Others may request an approximate class rank.

The Guidance Director will be responsible for completing and reporting class rank. Seniors will be provided with class rank information and honors designations will be made by the Registrar after the Fall semester exams have been completed.

**Honors:** Determination of honors at graduation will be based on the weighted G.P.A. established at the end of the Fall semester of the Senior year, in addition to completion of all other graduation requirements.

**Honor Cord:** Students will be given the honor to wear an Honor's Cord at the Graduation exercise. A student must meet the following requirement for an Honor's Cord: 3.0 Weighted Grade Point Average based on grades earned 9 - 12 to include a minimum of 3.5 academic years.

**High Honor Insignia:** 3.80 Weighted average or higher using the same procedure as those for Honor' Cord.

**Honors and High Honors for graduation will be computed on a weighted GPA at the end of the 7<sup>th</sup> semester as follows:**

- **High Honors = 3.8000 - 4.000**
- **Honors = 3.7999 - 3.0000**

**GPA is *not* rounded.**

The student who is ranked first in a specific graduating class will be the valedictorian of that senior class and the student who is ranked second in a specific graduating class will be the salutatorian of that senior class.

**Valedictorians and salutatorians must be enrolled in the same St. Lucie County high school and receive grades in second semester of the Sophomore year, first and second semester of the Junior year and the first semester of the Senior Year in order to be eligible for these designations.**

The final class rank will be computed at the conclusion of the second semester of the senior year. Students must be enrolled in the same St. Lucie County high school and receive grades in second semester of the sophomore year, first and second semester of the junior year and the first semester of the Senior Year in order to be eligible for official class rank. Others may request an approximate class rank. A transfer student has the option to be unranked without prejudiced at the written request of the parent/guardian if student's transfer grades are numerical.

**The Registrar will provide all grade point information. The Senior class sponsor will issue the awards based on grade point averages obtained from the registrar.**

### **RIGHT TO REQUEST ALTERNATIVE INSTRUCTIONAL TECHNIQUES**

Parents and students in the St. Lucie County School District have the right to request that alternative instructional techniques be offered when there is an objection on religious or ethical grounds to course content or instructional strategies. Any parent of a student under 18 years of age or any student 18 or older who wishes to exercise this right should make a request in writing. A letter of request should be submitted to the Assistant Principal for Curriculum.

This policy reflects the philosophy of the St. Lucie County School District that students have a right to inquire into all subject areas in an atmosphere free from bias and prejudice.

### **DIPLOMAS**

The Registrar will be responsible for ordering diplomas. The registrar will contact students so that diplomas may be printed with the correct full name. Students wishing to pick up diplomas late should make a request through the Registrar in guidance. The Principal must give final approval.

### **PUPIL PROGRESSION**

For additional information regarding high school courses, see the Pupil Progression Plan in the Guidance Office or on the District website.

### **ADDITIONAL INFORMATION**

#### **BICYCLES**

Bicycles must be parked in the racks provided, and riders must utilize locks and helmets. The school is not responsible for damage or theft while bicycles are parked in the racks. Students may not ride bicycles through campus and must enter and leave the bicycle area directly to and from the street.

#### **CHECK ACCEPTANCE**

Check Payment Terms: In consideration of Fort Pierce Central High School accepting Customer's payment by check, and other good and valuable consideration, Customer agrees that if any check is returned unpaid for any reason, Customer expressly authorizes Fort Pierce Central High School or its processing agent or assignee to electronically collect the face amount of the check and issue a demand draft on that account for the returned check fee in the amount of **\$25.00 if face of check is less than \$50.00, whichever is greater, for checks issued to Fort Pierce Central High School located in Florida.** Customer's payment by check is Customer's express acceptance of these Terms and shall serve as Customer's authorization for the electronic collection and issuance of a demand draft on Customer's account.

#### **FACULTY/STAFF RESTROOMS**

Students are **not** permitted in the faculty/staff restrooms.

### FUNDRAISERS

All fundraising activities must be approved by the Assistant Principal for Activities and placed on the Activities Calendar. The sale of any items on campus for personal profit is prohibited. All fundraising activities must include sales or service. **No Solicitation outside of stores or on major intersections will be approved.**

### GUIDANCE AND COUNSELING

Counseling service may be provided through Guidance in a strictly confidential manner. This service is provided upon request for both individuals and groups. A student may request a conference with a Counselor by filling out a request form which can be obtained from the Guidance Office during class changes, lunch, before or after school.

All student requests for class schedules will be made through our school counselors. Our goal is to ensure that each student is appropriately scheduled for classes s/he needs in order to meet all the requirements for graduation. Student schedules will only be changed if a **teacher** makes a recommendation for an ability level change in class placement or if a **parent** makes an application for a change and the requested change meets all criteria. Please see your school counselor for specific details. We do not change schedules to accommodate requests for specific teachers or for students to be with friends.

### LIBRARY/MEDIA CENTER

The LMC is open before school, beginning at 7:00 AM and during lunch periods for students' quiet study and book check out. The LMC is closed for students at 2:10 PM. No beverages or food are permitted in the media center.

**STUDENT INDEPENDENT/INDIVIDUAL WORK:** Student must have a pass, signed by his/her teacher, to enter the LMC during class periods. Students that owe overdue fines or have overdue books are prohibited from checking out books or materials.

**STUDENT INTERNET ACCEPTABLE USE FORMS:** All Internet Applications for students should be sent to the Data Specialist. The Internet Applications are necessary for Internet Access. Forms will be dispensed when students are issued their textbooks.

**TEXTBOOKS:** Textbooks are issued to students and teachers through the LMC. Textbooks are issued to students, scheduled through their classes, during the first three weeks of school. Students entering later in the school year will be sent by the Guidance Dept., to the LMC for their textbooks. Students are required to return their textbooks when their courses are completed or if withdrawing from school. Responsibility for textbooks rests with the student to whom the book is issued. Charges will be made for lost or damaged books. A student will be reimbursed for book(s) paid for and later found. The student should return the receipt and lost book to the Business Office for a refund. LMC's judgment is final in evaluating wear or condition of the book. Payment will be made to the Bookkeeper. Students who purposely destroy and defile LMC materials and property will be deprived of the use of the LMC.

When a book is lost, the following steps should be taken:

1. Get the book number, title, and publisher from the LMC and check the lost and found.
2. If unable to find the book, see the Bookkeeper for the price of the book. The student then pays for it in the Business Office.
3. Present the receipt to the Assistant Principal for Curriculum to receive a clearance slip.

**OBLIGATION LIST:** Students, who do not return texts or library books at the end of the school year or at the time of their withdrawal, will have their names placed on the Obligation List. The Obligation List is maintained by the LMC. For other information concerning the Obligation List, please contact the LMC.

**LIBRARY MEDIA CENTER DISRUPTIONS:** Students who habitually disturb others will be temporarily deprived of the use of the LMC.

### **LOST AND FOUND**

A lost and found section for all articles are located in the Clinic.

### **PARENT-TEACHER CONFERENCES**

Parent-teacher conferences may be arranged by contacting the Guidance Department or one of the administrators. We encourage parents to contact teachers with academic concerns involving their child. Please email them through Skyward or through their email address located on the school website. Please allow at least 24 hours notice to arrange for a meeting.

### **PARKING LOT RULES AND REGULATIONS**

1. All students who drive to school must obtain a parking decal from the Building 2 Office before school, during lunch or after school. Parking decals are \$25.00. Decals must be openly displayed on the front windshield or as designated by the Administration. **Cars on campus without decals after the 3rd week of school will be towed.**
2. Seniors, Juniors, and work experience students will be awarded parking privileges first. Underclassmen will be considered afterward.
3. Students may park their vehicles on school property only in areas designated for student parking – the West parking lot. **There will be NO student parking in the front or side parking lots.** Once cars are on campus, they will remain in the parking lot until the end of the day. Exceptions will be made for identified students only.
4. The standard rules for the proper use of an automobile will apply at all times. Students who endanger others by improper use of their vehicles will be denied the parking privilege.
5. **The school does not assume responsibility for vandalism or theft.**
6. Students arriving after 7:30 A.M. will receive a formal warning for tardiness and may lose their parking privilege, along with their parking permit.
7. Students must immediately exit their vehicles upon arrival and report to a supervised area on campus.

Students are not to return to the parking lot once they enter the campus unless they have received authorization from an Administrator.

8. **All students must sign out before leaving the school campus. Parental permission will be necessary.**

### **PERSONAL PROPERTY**

The school is not responsible for the damage to or theft of personal property. This includes vehicles parked in the student parking lot, bicycles, property kept in school lockers, etc. Students are encouraged to leave valuable property at home.

### **TEACHER'S MAIL ROOM**

Students are **not** permitted in the mail room or permitted to use the copy machines without appropriate clearance.

### **TELEPHONES**

Students may use school phones in case of an emergency. Students may not use cell phones to contact parents during the school day. Parents should leave emergency messages in the **Main Office (Phone 468-5888)**. Students receiving such messages should report to the Attendance Office. **Messages will only be taken from parents in case of an emergency and then will be given to the student at the end of the present period.**

### **SAFETY/DRILLS**

#### **FIRE DRILL REGULATIONS**

Fire drills are conducted periodically to practice evacuating the buildings, should it become necessary to do so during an actual emergency situation. The fire alarm is a continuous ringing of the fire alarm system.

When the alarm sounds, students are to follow the instructions of their teachers and:

- ❖ Walk out of the building quickly, quietly and in an orderly fashion.
- ❖ Move clear of the buildings once outside.
- ❖ Do not return to the buildings once outside until a series of intermittent signals sounds. For easy reference and in accordance with School Board Policy, a fire drill procedure chart and diagram is posted in each room.

#### **TORNADOS OR SEVERE WEATHER**

In the event of severe weather conditions, instructions will be given over the intercom (**stay indoors, stay out of large areas, and move into hallways in the center of the buildings**).

### **VISITORS**

Upon arrival, visitors to FPC are to report directly to the Main Office for a visitor's badge, which must be worn/visible at all times while on our campus. Previous FPC students may visit the campus after 2:15 p.m.



## STUDENT ACTIVITIES/ATHLETICS

Extracurricular club/athletic activities are a vital part of our school. Activities are organized at FPC to provide students with opportunities for exhibiting their talents, and to provide a service. Students are encouraged to participate in these activities.

### EXTRACURRICULAR CLUBS

Membership in an organization is voluntary. Students taking part in the activities program at Fort Pierce Central High School assume responsibilities associated with these organizations. Whenever meetings and duties conflict with academic work, the student is responsible for contacting the teacher previous to the time of the activity and is responsible for the work missed. Accepting an officer's position in any organization is an honor but carries with it additional responsibilities. **A student will be allowed to hold only one major office.** Major offices are defined as President, Vice-president, Secretary and Treasurer.

Meeting Schedule for Clubs: Meetings will be determined by the club sponsor before or after the regular school day. No club will meet unless the sponsor is present.

Club file: A folder containing the constitution, list of officers, activities, and fundraising projects for the year for each club is to be on file in the Assistant Principal of Student Activities' office. Any change in club policies, function, or membership must be in the folder.

Curricular Extension: In order for a student to be scholastically eligible to participate in interscholastic athletic or non-athletic extracurricular activities s/he must attain at least a 2.0 grade point average for the semester – specific offices require a higher GPA. A student absent from class or school for official school business (such as a band contest, athletic event, approved field trip) will be required to make-up the class work. Students must have a permission slip completed by the teachers of the classes they will miss.

# FORT PIERCE CENTRAL HIGH SCHOOL

Clubs	Meets	Location	Sponsor
<b>Anime</b>	<b>Every Friday</b> 1:45pm – 3:00pm	1-139	Ms. Avra
<b>GSA</b>	<b>Every Tuesday</b> 1:45pm – 3:00pm	1-139	Ms. Avra
<b>Gardening Club</b>	<b>Every Thursday</b> 1:45pm – 3:00 pm	1-139	Ms. Avra
<b>Book Club</b>	<b>2nd Monday</b> 2:00pm- 3:00pm	1-236	Mrs. Ortiz
<b>Football Cheerleading</b>	<b>Tuesday &amp; Thursday</b> <u>JV</u> : 2:00pm – 4:00pm <u>Varsity</u> : 3:00pm – 5:0pm	Varies	Ms. Hamilton Ms. Bennett
<b>Cobra Pals</b>	<b>Friday (Bi-Weekly)</b> 1:45pm – 3:00pm	1-122	Mrs. Baechle
<b>Creative Writing Club: Poison Pens</b>	<b>Every Wednesday</b> 2:00pm – 3:00pm	1-223	Mrs. McPhee Mr. Miserocchi
<b>First Priority</b>	<b>Every Wednesday</b> 1:45pm – 2:45pm	2-117	Mr. Farreau
<b>1<sup>st</sup> Generation</b>	<b>Day - TBD</b> Only Seniors	Media Center	Ms. Sommer
<b>FPC Cobra Dance Team</b>	<b>Thursday</b> Begins @ 2:20pm	Dance Room/ Auditorium	Mrs. Napoleon
<b>International Key Club</b>	<b>3<sup>rd</sup> Tuesday each month or as needed</b> 1:45pm -2:15pm	1-244	Mrs. Peschio
<b>SGA</b>	<b>Monday – Friday</b>	1-225	Mrs. Blackmon-Gordon

## FORT PIERCE CENTRAL HIGH SCHOOL

**1<sup>st</sup> Generation** - Support to 1<sup>st</sup> Generation students and their families through group meetings to aid with the college admission and financial aid application process. Financial Aid advisors from local colleges will meet with parents and assist them with financial aid applications. Students and their parents (optional) will participate in college visits meeting with freshman admission counselors, faculty members and students who are currently enrolled. These visits will allow students to experience the university campus first hand, and gain information about mentoring programs to assist them in navigating the college terrain; providing them the tools and support that they need to become involved on campus feeling more integrated into the college community as an incoming freshman.

**Anime** - One of the longest running social organizations at FPC, Anime club brings enthusiasts of anime and manga together for viewing parties, book exchange, trivia, game sessions, team anime creative writing, and other themed events. There are no GPA or grade-level requirements, although students should remain academically minded over any extra-curricular focus.

**BETA** - The purpose of the Beta Club is to promote academic achievement, character, leadership and service. We compete in a variety of competitions with other Beta students in the state, then travel to compete nationally over the summer when we win. We also get involved in community service opportunities.

**Book Club** - this club is a reading group, usually consisting of students who read and talk about books based on a topic or an agreed-upon reading list.

**Cobra Basketball Cheer** - The Basketball Cheer Squad is composed of a group of students, 9<sup>th</sup>-12<sup>th</sup> grade, that support and cheer for the boys and girls varsity basketball teams. We perform cheers in the stands during games to help boost morale and encourage our basketball teams to play to the best of their abilities. We also help get the crowd involved in cheering on our players.

**Cobra Pals** - Cobra Pals is an initiative dedicated towards fostering friendships and inclusion among FPC's students with intellectual disabilities and/or developmental disabilities, and their non-disabled peers. Students learn communication skills, social skills, and self-advocacy through activities with non-disabled peers such as field trips, parties, and other events. Cobra Pals emphasizes that every person has value and is part of our loving, accepting community.

**Creative Writing Club: Poison Pens** - The Creative Writing Club gives students a safe space to express themselves through Creative writing including stories, poems, songs, etc. They are also

given the opportunity to share their work and receive feedback from peers and club sponsors.

**FBLA - Future Business Leaders of America** - Future Business Leaders of America-Phi Beta Lambda, Inc. (FBLA-PBL) is the largest business Career and Technical Student Organization in the world. Each year, FBLA-PBL helps over 230,000 members prepare for careers in business. FBLA-PBL inspires and prepares students to become community-minded business leaders in a global society through relevant career preparation and leadership experiences.

**First Priority** - First Priority is a Christ-based, school-focused, student-led ministry here on campus. Student leaders taking the hope of Christ to every student.

**FPC Cobra Dance Team** - This club enables students to display an understanding of expressions and rhythm. Students are exposed to different styles of dancing which in turn helps them in developing a multifaceted physicality. Students participate in various community and school activities such as football games, pep rallies, parades, etc. The purpose of the FPC Cobra Dance Team is to: help students develop self-esteem, promote teamwork, creativity, diversity, and acts of service, provide a safe space for all participants to be expressive through the art of dance, encourage academic achievement.

**FPC Spanish Club** - The Spanish Club provides tutoring for free. They share cultural information about all the Spanish Speaking Countries. Practice the language. Create leaders in our community.

**Football Cheerleading** - The purpose of the cheerleading program is to: create school spirit, pride and loyalty, promote interest in school activities and perform at school games, develop responsibility, teach self-respect, encourage honest effort, strive for perfection, develop character, and teach teamwork and pride in a quality performance through maintaining high standards. A cheerleader must demonstrate responsibility and leadership at all times.

**Gardening Club** - New to FPC this year, gardening club is dedicated to campus beautification, sustainable living, farm to table inclusions and practices, keystone species preservation, and community engagement. There are no GPA or grade-level requirements, although students should remain academically minded over any extra-curricular focus.

**GSA** - Part of a national student organization, GSA brings students together under the positive banner of three pillars: education, advocacy, and socialization. GSA is supported by advocates and allies and seeks to make a positive impact on campus, welcoming all students and celebrating the uniqueness that

makes each individual valuable, worthy, and capable of benefiting their world. There are no GPA or grade-level requirements, although students should remain academically minded over any extra-curricular focus.

**International Key Club** - Key Club is the oldest and largest service program for high school students. It is a student-led organization that teaches leadership through service to others. Members of the Kiwanis International family, Key Club members build themselves as they build their schools and communities. Furthermore, high school student members of Key Club perform acts of service in their communities, such as cleaning up parks, collecting clothing, and organizing food drives. They also learn leadership skills by running meetings, planning projects, and holding leadership positions at the club, district and international levels. Key Club Mission Statement: Key Club is an international student-led organization which provides its members with opportunities to provide service, build character and develop leadership.

**National Art Honor Society** - The National Art Honor Society was established in 1978 in the United States by the National Art Education Association for high school students grades 9-12 from the National Art Honor Society. The NAEA also offers a National Junior Art Honor Society for students in grades 6-8.

**National Honor Society** - The National Honor Society (NHS) elevates a school's commitment to the values of scholarship, service, leadership, and character. These four pillars have been associated with membership in the organization since its inception in 1921.

**Praise and Prayer** – a place where student meet to worship and give praise, help others get to know God and strengthen their relationship, and speak on various topics related to teens followed with fellowship together.

**Psychology Club** - The Psychology Club is an independent (no national affiliation), student-directed club that discusses and explores a variety of different topics in Psychology. Choice of the topic is dependent on the students and their willingness to independently research and explore then to present to their fellow club members.

**SGA** – Student Government *develops student leadership, responsibility, personal growth through various activities within the school and in the community.*

**S.W.A.T (Students Working Against Tobacco)** - Students working against tobacco, is Florida's statewide youth organization working to mobilize, educate and equip Florida youth to revolt against and de-glamorize Big Tobacco. SWAT is a united

movement of empowered youth working towards a tobacco free future.

**Drama** - Students examine the various dimensions of characters through analysis, discussion, and classroom performance, working with scripts from a variety of time periods and cultures. They learn to break down a scene from a character's point of view, and learn to sustain a character and build the relationship between actor and audience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**Band** - Students develop basic skills on wind or percussion instruments through the refinement and performance of middle/junior high band literature.

**Chorus** - Students shall develop basic skills in tone production, performance techniques, musical literacy, and music appreciation. After school rehearsals and performances are a part of this course.

**Debate** - Speech and Debate is an academic club open to all students with a GPA of at least 2.0. It is an inclusive club where students learn various forms of public speaking, artistic interpretation, and debate. They travel to neighboring counties to compete against other high schools and hone their skills. FPC's Speech and Debate students also become members of The National Speech and Debate Association (NSDA) which boasts notable alumni such as: Oprah Winfrey, Sam Alito, Chadwick Boseman, Sonia Sotomayor, and Zac Effron. The skills students learn through practice and competition will increase their confidence, communication, and critical thinking skills.

### **STUDENT GOVERNMENT AND CLASS OFFICER ELECTIONS**

The five (5) elected officers for the Student Government and all classes shall be a President, Vice-President, Secretary, Treasurer and Parliamentarian. All class officers automatically become active members of Fort Pierce Central's Student Government, which will be the student's lawmaking body. Two members-at-large shall be elected from each class and will also be active Student Government members. All students must obtain applications from class sponsors or student government advisors and be returned by the deadline. Finally, students must adhere to school rules and attend mandatory meetings. Student Council President, Vice President, and Secretary must have a 2.5 GPA.

*Parliamentary procedure* is a set of rules for conducting a meeting. It allows everyone to be heard and to make decisions without confusion. All decisions are reached through motions and votes.

### **ELECTION PROCEDURES**

1. All signs, posters, and advertising materials must be approved by the Assistant Principal in charge of Activities.
2. Election material can only be placed on the *outside of buildings*.
3. Students are responsible for the removal of all election paraphernalia by the close of school on the day of the election.

### **SENIOR ACTIVITIES/HANDBOOK**

Please refer to your Senior handbook for specific activities, fundraising dates and information, class requirements, etc.

### **FUND RAISERS**

All fund-raising activities must be approved by the Assistant Principal for Activities and placed on the Activities Calendar. The sale of any items on campus for personal profit is prohibited. All fundraising activities must include sales or service. **No Solicitation outside of stores or on major intersections will be approved.**

### **SCHOOL DANCE REGULATIONS**

- All students must follow the St. Lucie County *Code of Student Conduct for Secondary Students*.
- Prom and Homecoming Dance guests must be approved by the Office of Activities and must be 20 years or younger to attend.
- Only Juniors and Seniors are allowed to purchase Prom tickets. Sophomores may be a guest of a Junior or Senior.

### DISQUALIFYING FACTORS FOR SCHOOL DAY EXTRA-CURRICULAR ACTIVITIES AND FIELD TRIPS

1. Being identified as a gang member by law enforcement.
2. Having the following referrals by date (at least 1 being a Level 2 or higher).
  - a. More than 2 by the first quarter
  - b. More than 4 by the end of the first semester
  - c. More than 5 by the end of the third semester
3. Having been removed from or been written a referral at an extra-curricular activities/dance.
4. Possessing a GPA lower than a 2.0 as reported in Skyward.

#### Procedure for Removal:

1. *Temporary removal* of a student from participating in an extracurricular/co-curricular program or activity may be determined by the teacher/sponsor. The Principal is to be notified of the action.
2. *Permanent removal* of a student from participating in an extracurricular / co-curricular program or activity will be by the teacher/sponsor with the final decision to be made only by the Principal.
3. Parent notification by the teacher/sponsor of temporary or permanent removal is **mandatory**.
4. Upon notification, a parent may, within three days, request a conference with the teacher/sponsor and/or the Principal for the purpose of discussing the removal of the student from participation in the extracurricular/co-curricular program or activity.
5. A student may be readmitted to participation in the extracurricular/co-curricula program or activity at any time upon the recommendation of the teacher/sponsor with the final decision by the Principal.

### GENERAL ATHLETIC REGULATIONS

- Academic work, conduct, and attendance must be satisfactory, minimum 2.0 G.P.A.
- Athletes must be in attendance at school on days of all practices and games.
- Athletes must abide by all of the rules and regulations as set up for the various sports by the FHSAA and by the coaching staff of each sport.
- Must be a bona fide student of Fort Pierce Central High School who has been assigned to attend this school by student assignment.
- Any student on the obligation list at the school must clear the obligation prior to participating on a school team.
- The limit of eligibility is **four years**. Each student has four years to participate in athletics from the day they first successfully complete the eighth grade. In addition, the student-athlete must be under 19 years 9 months of age.

## FHSA Guidelines Grade 9

All ninth grade students who have been regularly promoted will be eligible for the fall semester. At the conclusion of the first semester, the student must have a 2.0 grade point average in order to remain eligible. A 2.0 grade point average must be maintained for the remainder of the students' high school years in order to be eligible for athletics. Any ninth grader who loses eligibility during the First semester and then earns a 2.0 or higher grade point average for the Second semester may be declared eligible at the beginning of the Tenth grade. Eligibility will be restored to 10th graders after earning a 2.0 during the Second semester of the Freshman year and signing a contract of academic performance to maintain at least a 2.0 each semester. Student-athletes under this contract must raise their overall grade point average to a 2.0 by the 11th grade to remain eligible under this program.

## St. Lucie County Public Schools Mission, Beliefs, Vision

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

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

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

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

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

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

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



challenges.

- The school district has an obligation to achieve quality results for both the schools and the community.

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

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

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

- Our core values are fairness, respect, trust, integrity, and commitment to improvement.
- We develop leaders committed to our common vision at all levels in the system.
- Collegiality and collaboration are keys 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.

**Testing Accommodations for Student with Disabilities**

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.

**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

**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.**

- a. Visual magnification and auditory amplification devices may be used. For students with visual impairments, an abacus may be used.
- b. 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(\*).

## **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.

(4) The right to file a complaint with the United States Department of Education concerning alleged  
(5) 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 501 N.W. University Drive Port St. Lucie, 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.**

## Student Responsible Computer, Network and Internet Use Policy

### Overview

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

### Digital Citizen

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

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

### Expectations

Responsible use of the District's technology resources is expected to be ethical, respectful, academically honest, and supportive of the school's mission. Each computer user has the responsibility to

respect every other person in our community and on the internet.

Digital storage and electronic devices used for school purposes will be treated as extensions of the physical school space.

Administrators, or their designees, will periodically monitor the online activities of users and computer files to insure that users are using the system in accordance with District policy. No user of the District's networks shall have an expectation of privacy in his/her use. Users should not expect that electronic communications made or received on District networks, internet searches on District networks, or files stored on servers or disks will be private. Users also should understand that internet

activity is recorded in log files. Users are expected to abide by the generally accepted rules of network etiquette. The following policy is intended to clarify expectations for conduct, but they should not be construed as all-inclusive.

1. Use of electronic devices should be consistent with the District's educational objectives, mission and curriculum.
  2. Inappropriate use includes, but is not limited to, (1) texting, phoning, or web browsing during prohibited times; (2) taping conversations, music, or other audio at any time; (3) photography or videography of any kind; and (4) any activity that could in any manner infringe upon the rights of other individuals, including but not limited to students, teachers, and staff members.
  3. Transmission of any material in violation of any local, federal and state laws is prohibited. This includes, but is not limited to, copyrighted material, licensed material and threatening or obscene material.
  4. Intentional or unintentional use of computing resources to access or process, proxy sites, pornographic material, explicit text or files, or files dangerous to the integrity of the network is strictly prohibited.
  5. Software and/or services may not be installed or downloaded on school devices without prior approval of the Superintendent or designee.
  6. Any malicious attempt to harm or destroy data of another user, the internet or other networks, is strictly prohibited. This includes, but is not limited to, creating and/or uploading computer viruses.
  7. Unauthorized access to information by unauthorized recipients or "hacking" is strictly prohibited. This would include intentionally bypassing any internet filtering devices.
  8. Use of electronic devices to bully or harass, as defined in Policy 3.43 included in Appendix A hereto, is strictly prohibited.
  9. Student internet interpersonal communications (e.g., chat room, instant messaging, blogging, Wiki) requires authorization of a teacher or administrator.
  10. Users may be held personally and financially responsible for malicious or intentional damage done to network software, data, user accounts, hardware and/or unauthorized costs incurred.
  11. Files stored on District-managed networks are the property of the District and, as such, may be inspected at any time and should not be considered private. Materials published for electronic publication must be for educational purposes. School administrators, teachers and staff may monitor these materials to ensure compliance with content standards.
  12. Users who accidentally access inappropriate material or witness another user accessing inappropriate material, shall immediately notify their teacher or school administrator.
- Policy Violations**  
Violating any portion of this Policy may result in disciplinary action as provided in this Code. A student may be disciplined under the Code for expressive off-campus conduct (such as e-mails or postings on social media like face book, you tube, twitter, blogs, etc.) where (1) such conduct would foreseeably create a risk of material and substantial disruptions within the school environment, (2) it was reasonably foreseeable that the off-campus expression might reach campus, and (3) the conduct did create a material and substantial disruption within the school environment. Disciplinary action shall be proportional to the offense. Some violations may constitute criminal offenses and may result in legal action. The School District will cooperate with law enforcement officers in investigations related to illegal activities conducted through its network.

**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



## Prohibiting Discrimination, Including Sexual and Other Forms of Harassment Code 2.70

### A. Policy Against Discrimination

- (1) No person shall, on the basis of age, ancestry, citizenship status, color, disability, ethnicity, genetic information, gender, gender expression, gender identity, marital status, medical condition, national origin, political beliefs, pregnancy, race, religion, religious beliefs, sex, sexual orientation, or veteran status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this School District, except as provided by law.
- (2) The School Board shall comply with all state and federal laws which prohibit discrimination and are designed to protect the civil rights of applicants, employees, and/or students, or other persons protected by applicable law.
- (3) Except as otherwise required by law, School Board shall admit students to District Schools, identified programs and classes without regard to ancestry, citizenship status, color, disability, ethnicity, genetic information, gender, gender expression, gender identity, marital status, medical condition, national origin, political beliefs, pregnancy, race, religion, religious beliefs, sex, or sexual orientation.
- (4) Employees shall also refer to Human Resources Policy 6.304.

### B. Policy Against Sexual Harassment or Other Forms of Harassment Prohibited by Law

- (1) The School Board desires to maintain an academic and work environment in which all employees, volunteers, students, and visitors are treated with respect and dignity. A vital element of this atmosphere is the Board's commitment to equal opportunities and the prohibition of discriminatory practices. The Board's prohibition against discriminatory practices includes prohibitions against sexual harassment or any other form of harassment based upon a person's membership in a protected class and specifically prohibited by applicable state or federal law, including but not limited to harassment based on any of the factors or classifications specified in subsection A.(1) of this policy. As used in this policy, the term "harassment" includes but is not limited to any conduct or behavior that demeans, degrades, antagonizes, or humiliates a person or group of persons, or interferes with a person's work or school performance or participation. The School Board forbids sexual harassment, or any other form of illegal harassment, of any employee, student, volunteer or visitor. The Board will not tolerate sexual harassment, or any other form of illegal harassment, by any of its employees, students, volunteers or agents.
- (2) The prohibition against discrimination including sexual and other forms of illegal harassment shall also apply to non-employee volunteers who work subject to the control of school authorities and to all vendors or service providers who have access to School Board facilities.
- (3) This policy against discrimination prohibits and deems unacceptable and intolerable all forms of sexual harassment or intimidation, including:
  - (a) Any unwelcome staff to staff, third party to staff, student to student, or student to staff verbal or sexual advance, request for sexual favor, or other inappropriate statement, communication, or physical conduct of a sexual nature.
  - (b) Any welcome or unwelcome staff to student or third party to student verbal or sexual advance, request for sexual favor, or other

inappropriate statement, communication, or physical conduct of a sexual nature, and

- (c) Any verbal or physical act or conduct of a sexual nature that has the effect of unreasonably interfering with an individual's work or learning performance or that creates an intimidating, hostile, or offensive work or learning environment.
- C. Retaliation and Coercion Prohibited

- (1) No person shall be discriminated against because such person has opposed any act or practice prohibited by this policy or Policy 3.43, Bullying and Harassment, or because such person made a charge, testified, assisted, or participated in any manner in an investigation, proceeding, or hearing concerning such an act or practice.
- (2) No person shall be coerced, intimidated, threatened, or interfered with in the exercise or enjoyment of, or on account of his or her having exercised or enjoyed, or on account of his or her having aided or encouraged any other individual in the exercise or enjoyment of, any right recognized or protected by this policy or Policy 3.43, Bullying and Harassment.

### D. Violations

- (1) Any student who violates this policy will be subject to appropriate disciplinary action as provided in the Code of Student Conduct adopted in accordance with Policy 5.30.
- (2) Any employee who violates this policy shall be subject to appropriate disciplinary action as provided in the prohibition against violation of policy and laws set forth in new Policy 6.30 and the employee standards of conduct set forth in Policy 6.301.

### E. Protections for Persons with Disabilities

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

### F. Reporting

- (1) Any act of sexual harassment of a student that may involve harm, or the threat of harm, to the physical or mental health of the student may constitute an act of child abuse or neglect.
- (2) Any School Board employee who knows or has reasonable cause to suspect that an act of child abuse or neglect has occurred shall report such knowledge or suspicion to the Child Abuse Registry, the school principal, and the appropriate law enforcement agency in accordance with Ch. 39, Fla. Stat., and Policy 5.37(8).

### G. Procedures

Procedures for registering, investigating, and determining any complaint alleging a violation of this policy of educational equity are set forth in Policy 5.71 (as to students and applicants for admission to school), Policy 2.71 (as to applicants for employment with the Board and other non-students and non-employees) and Policy 6.35 (as to employees and non-employee volunteers). Complaints regarding identification, evaluation, or educational placement under Section 504 should be filed under the procedures set forth in the Section 504 Manual. For complaints of bullying and harassment, the District shall follow the procedures in Policy 3.43, Bullying and Harassment.

STATUTORY AUTHORITY: 120.54, 1001.41, 1001.42, 1012.23, F.S.  
LAWS IMPLEMENTED: 112.51, 119.07, 760.01, et. seq., 1000.05, 1000.21, 1001.43,  
1012.22, F.S.,  
34 CFR, Parts 100, 104, and 106,  
STATE BOARD OF EDUCATION RULE: 6A-19.001 et seq.

## Title IX Sexual Harassment Complaint and Investigation Procedures Code 2.701 Status Active

1. Definitions. For the purposes of this policy, the following definitions shall apply: a. School District means the St. Lucie County School District. b. Sexual harassment means conduct on the basis of sex that satisfies one or more of the following: i. A School District employee conditioning the provision of an aid, benefit, or service of the school on an individual's participation in unwelcome sexual conduct; ii. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or iii. Sexual assault as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30). c. Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment. d. Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment e. Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the school's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the school's educational environment, or deter sexual harassment. Schools must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the school to provide the supportive measures. The school-based Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. Remedies are designed to restore or preserve equal access to the school's education program or activity. Remedies may be issued at the conclusion of the grievance process. f. Formal complaint refers to a document filed by a complainant or signed by the school-based Title IX Coordinator alleging sexual harassment against a respondent and requesting investigation of the allegation. The formal complaint may be filed in person, by mail, or by electronic mail. g. The District Title IX Coordinator ("District Coordinator") is responsible for coordinating School District compliance with Title IX of the Education Amendments of 1972 ("Title IX") regulations. h. The school-based Title IX Coordinator ("school-based Coordinator") is responsible for coordinating Title IX compliance at an assigned school. i. The Title IX investigator ("investigator") is responsible for conducting the investigation as required by Title IX and preparing the investigative report. j. The Title IX decision-maker ("decision maker") reviews the evidence, determines responsibility for all formal complaints, and provides a written determination to the parties. The decision-maker cannot be the same person as the school-based Title IX Coordinator or the investigator. k. The Title IX appeals decision-maker ("appeals decision maker") is responsible for reviewing the written determination and issuing a written decision describing the result and rationale for the appeal. l. Notice. Whenever notice is required in this policy, notice shall be sent to the parent as defined in CFR 99.3 or to the eligible student as defined in CFR 99.3. 2. Scope of Title IX. This policy applies to allegations that meet the definition of sexual harassment as defined in section (1)(b) of this policy, conduct that occurred in a School District education program or activity, and allegations against a person in the United States. a. "Education program or activity" includes locations, events, or circumstances over which the School District exercised substantial control over both the respondent and the context in which the sexual harassment occurred. b. Reporting Sexual Harassment. Any person may report sexual harassment, regardless of whether the reporting person is the alleged victim of the conduct. A report can be made in person, by mail, by telephone, or by electronic mail, using the contact information for the District Coordinator or school-based Coordinator. Reports may be made at any time, including during non-business hours. Any person with knowledge of sexual harassment is strongly encouraged to report the incident. Reports should be made as soon as possible after the alleged incident. A formal complaint must be filed within ten (10) school days after the alleged incident. Failure on the part of the complainant to initiate or follow up on the complaint within this period may result in the complaint being deemed abandoned. i. The School District is responsible for responding to complaints of which it has notice even if notice is not received within the aforementioned time frame. c. All School District employees are required to, and must, report, in writing, any allegations of sexual harassment or violations of this policy to the District Coordinator, school-based Coordinator, or appropriate administrator. 3. The Superintendent may identify, upon request of a complainant or respondent, a designee for the District Coordinator when, in the Superintendent's judgment, it is warranted. Should an alternate be designated to investigate a complaint, the complainant may request a review by the Superintendent. 4. Knowledge of Sexual Harassment. When a school-based employee assigned to an elementary or secondary school has knowledge of sexual harassment or allegations of sexual harassment, the School District is obligated to respond. 5. Response to Knowledge of Sexual Harassment. A school must respond to knowledge of sexual harassment in the school's education program or activity against a person in the United States within twenty-four (24) hours or no more than two (2) school days. a. If the alleged sexual harassment might constitute a crime the matter shall immediately be reported to the School Resource Officer ("SRO") or the appropriate law enforcement agency. Any uncertainty regarding whether the alleged sexual harassment might constitute a crime must be resolved in favor of reporting the incident to law enforcement. b. If the alleged sexual harassment might constitute child abuse the matter shall immediately be reported to the Florida Department of Children and Families ("DCF"). Any uncertainty regarding whether the alleged sexual harassment might constitute child abuse must be resolved in favor of reporting the incident. c. When a School District employee is the respondent, the school-based Coordinator or school administrator shall immediately notify the Director of Employee Relations. If the respondent is a School District employee, discipline may be taken, consistent with any applicable collective bargaining agreement provisions or statutory provisions to resolve a complaint of sexual harassment. Upon knowledge of alleged sexual harassment, the school-based Coordinator must: i. Contact the complainant to discuss the availability of supportive measures; ii. Consider the complainant's wishes with respect to supportive measures; iii. Inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and iv. Explain to the complainant the process for filing a formal complaint. 6. Filing of Formal Complaint. The formal complaint may be filed by a complainant, parent or legal guardian, or signed by the school-based Coordinator. At the time of filing a formal complaint, the complainant must be participating in or attempting to participate in the school's education program or activity. 7. Response to Filing of Formal Complaint. a. When a formal complaint has been filed, the school must immediately determine if: i. The allegations meet the definition of sexual harassment even if proved, as defined in section (1)(b) of this policy; ii. The conduct occurred in a School District education program or activity; and iii. The allegations occurred against a person in the United States. b. If the school determines these requirements are met, the school must follow the grievance process outlined in section (12) of this policy. If the school determines any of these requirements are not met, the school must dismiss the formal complaint. Written Notice of dismissal must be sent. 8. Consolidation of Formal Complaints. Formal complaints involving allegations of sexual harassment arising from the same facts or circumstances may be consolidated against more than one (1) respondent, if multiple complainants file a complaint against multiple respondents, or if one (1) party files a complaint against the other party. 9. Dismissal of Formal Complaints. Schools shall investigate allegations in a formal complaint and determine whether dismissal is required or permitted. a. Required Dismissal. i. The School District must dismiss a formal complaint if the alleged conduct: does not constitute sexual harassment even if proved as defined in section (1)(b) of this policy; ii. Did not occur in a school's education program or activity; or iii. Did not occur against a person in the United States. iv. The School District may take action under another provision of the Code of Student Conduct in the event dismissal is required. b. Permitted Dismissal. Schools may dismiss a formal complaint or any allegations during the investigation or hearing if: i. The complainant provides written notice to the school-based Coordinator of their intent to withdraw the formal complaint or any allegations; or ii. The respondent is no longer enrolled or employed by the School District; or iii. Specific circumstances prevent the school from gathering evidence sufficient to reach a determination. c. Written Notice of Dismissal. Upon a required or permitted dismissal, schools must send written notice of the dismissal and reasons for the dismissal simultaneously to parties within twenty-four (24) hours or no more than two (2) school days. d. Appeal of Dismissal. Parties may request an appeal from a dismissal within two (2) school days of issuance of the dismissal. Requests for an appeal

## FORT PIERCE CENTRAL HIGH SCHOOL

should be sent to the decision-maker, as outlined in section (14) of this policy. 10. Emergency Removal. The School District may remove a respondent from a school's education program or activity on an emergency basis, only after undertaking an individualized safety and risk analysis, and determining if an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and providing the respondent with notice and an opportunity to challenge the decision within two (2) school days following the removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act a. Grievance Process for Formal Complaints of Sexual Harassment. In response to a formal complaint, schools must provide written notice to all known parties and follow a specified grievance process before the imposition of any disciplinary sanctions against the respondent. A school must provide written notice of allegations within two (2) school days of the allegations to all known parties upon receipt of a formal complaint. i. Written notice must include: 1. The identities of the parties involved in the incident, if known; 2. The conduct allegedly constituting sexual harassment; 3. The date and location of the alleged incident, if known; 4. A statement that the respondent is presumed not responsible for the alleged conduct; 5. The school's grievance process; 6. A statement that a determination regarding responsibility is made at the conclusion of the grievance process; 7. A statement informing the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney; 8. A statement advising parties that they may inspect and review evidence, as outlined in section (11)(f)(i); and 9. A statement informing the parties of any provision in the school's Code of Student Conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process. ii. If during the course of an investigation the school decides to investigate allegations about the complainant or respondent that are not included in the original notice, the school must provide written notice of the additional allegations to the known parties within two (2) school days, pursuant to the requirements of written notice in this policy. b. Response to Complaint. Parties shall be afforded the opportunity to prepare a response regarding the complaint and provide that response during the initial interview. Parties shall have no less than two (2) school days from the date of the written notice to prepare a response the school-based Coordinator shall conduct the initial interviews with both the complainant and the respondent within five (5) school days. Each individual shall be interviewed separately and at no time will the complainant and respondent be interviewed together. This time frame may be modified for good cause. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. c. Basic Requirements for Grievance Process. A school's grievance process must: i. Treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility has been made against the respondent; ii. Require an objective evaluation of all relevant evidence; iii. Include a presumption that the respondent is not responsible for the alleged conduct until the written determination is made at the end of the grievance process; iv. Ensure the school-based Coordinator, investigator, decision maker, and appeals decision-maker are free from any conflicts of interest or bias for or against any complainants or respondents; v. Include reasonably prompt time frames for the conclusion of the grievance process; vi. Include reasonably prompt time frames for filing and resolving appeals; vii. Allow for the temporary delay of the grievance process or limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action; viii. List the range of possible disciplinary sanctions and remedies that may be implemented; ix. Include the procedures and grounds for appeal; x. Describe the range of supportive measures available to parties; xi. Not allow, require, rely upon, or otherwise use questions or evidence that seek disclosure of protected information under a legally recognized privilege, unless the person holding such privilege waives the privilege; and xii. Notify parties that the preponderance of the evidence standard will be used to determine responsibility. 11. Procedures for Investigation of a Formal Complaint. The investigation must be completed and evidence provided to the respondent and complainant within five (5) school days of the initial interviews with the complainant and respondent, whichever interview is later. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. a. The School District must ensure that the burden of proof and the burden of gathering evidence rests on the school. b. Confidentiality of Medical Records. The School District cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the school obtains that party's voluntary, written consent to do so for a grievance process under this section. If a party is not an "eligible student," as defined in 34 CFR 99.3, then the school must obtain the voluntary, written consent of a "parent," as defined in 34 CFR 99.3; c. Schools shall not restrict the ability of either party to discuss the allegations under investigation. d. Written Notice of Grievance Proceedings. Notice for any investigative interviews, or meetings must be sent at least two (2) school days prior to the interview or meeting. Notice for any hearings must be sent at least ten (10) school days prior to the hearing. Notice must include the date, time, location, participants, and purpose of meeting to all parties whose participation is expected or invited. e. Grievance Proceedings. Both parties must be given an equal opportunity to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding with an advisor of their choice. f. Evidence (i) Inspection and Review of Evidence. Both parties must be given an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint including the evidence upon which the school does not intend to rely in reaching a determination regarding responsibility. OTC must make all evidence subject to the parties' inspection and review available at any hearing to give each party an equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination. (ii) Prior to completion of the investigative report, schools shall send to each party and their advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. Parties have ten (10) school days to submit a written response to all evidence, for the investigator to consider before concluding the investigative report. If a response is not received within ten (10) school days, the investigator will deem the non-response as a waiver and continue with the investigative report. (iii) Gathering and Presentation of Evidence. Schools may not restrict the ability of either party to gather and present relevant evidence. g. Presenting Witnesses. Both parties shall be given the equal opportunity to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence. h. The Investigative Report. The investigator shall create an investigative report that fairly summarizes all relevant evidence presented. The investigator must send the report in an electronic form or a hard copy to all parties and all advisors ten (10) days prior to a hearing for their review and written response, if a hearing is required. If a hearing is not required, schools must send the report to all parties and all advisors for their review and written response ten (10) days prior to any written determination. Parties will have ten (10) days from receipt of the investigative report to provide a written response to the investigative report. i. K-12 Questions. After the investigative report has been sent to all parties and before a determination regarding responsibility is made, each party shall be given two (2) school days to submit written, relevant questions to be asked of any party or witness and provide each party with answers within two (2) school days. Parties shall then be allowed two (2) school days to provide no more than five (5) follow-up questions in total from all parties and witnesses. Parties and witnesses have two (2) school days to respond to any follow-up questions. j. After parties submit written questions, the decision-maker must: (i) Determine whether a question is relevant; and (ii) Explain to the proposing party any decision to exclude a question as not relevant; (iii) Questions and evidence regarding a complainant's sexual predisposition or prior sexual behavior are only relevant if offered to prove someone other than the respondent committed the alleged conduct, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. 12. Advisors. Parties may have at least one (1) advisor of their choosing. a. The following restrictions will be placed on advisors for both parties: i. Advisors may attend interviews with their party only at their party's request, unless the advisor is a parent or legal guardian; ii. Advisors shall not restrict access to their party; iii. Advisors are only permitted to use the investigative report and evidence received for inspection and review for purposes of the grievance process; iv. Advisors will be required to abide by a non-disclosure agreement that complies with both Title IX and FERPA; and v. Advisors may not request education records that are protected by the Family Educational Rights and Privacy Act of 1974 ("FERPA"). 13. Procedures for Written Determination. At the conclusion of the grievance process, the decision-maker must apply the preponderance of the evidence standard to reach a determination and then

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issue a written determination to the parties simultaneously within three (3) school days. The school-based Coordinator is responsible for implementing remedies stated in the written determination. a. The written determination must include: i. Identification of the allegations potentially constituting sexual harassment, pursuant to the definition in this policy; ii. A description of the procedural steps taken from the receipt of the formal complaint through the written determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings; iii. Findings of fact supporting the determination; iv. Conclusions regarding application of the Code of Student Conduct to the facts; v. The result and rationale as to each allegation; vi. A determination regarding responsibility as to each allegation; vii. Any disciplinary sanctions imposed on the respondent by the school; viii. Whether remedies will be provided by the school to the complainant; and ix. Permissible procedures and grounds for the complainant and respondent to appeal. 14. Appeals. Each party has the opportunity to appeal from both a written determination, and a dismissal of a formal complaint or any allegations. A request for an appeal from a dismissal must be made within two (2) school days of issuance of the dismissal. A request for an appeal from a written determination must be made within two (2) school days of issuance of the written determination. Requests for an appeal should be sent to the decision-maker. a. If an appeal is not filed, the determination regarding responsibility becomes final on the date after the two (2) school days to file an appeal has passed. If an appeal is filed, the determination regarding responsibility becomes final on the date the school provides the written appeals decision. b. Grounds for Appeal. Appeals may take place for the following reasons: i. Procedural issues affected the outcome; ii. New evidence that was not reasonably available at the time the written determination or dismissal was made becomes available that could affect the outcome; or iii. There was a conflict of interest or bias by the school-based Coordinator, investigator, or decision-maker, against any complainant or respondent that affected the outcome. c. Notification of Appeal. Schools must notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties. Parties must be given three (3) school days to submit a written statement in support of, or challenging, the outcome of the written determination. If a written statement is not received within three (3) school days, the appeals decision-maker will deem the non response as a waiver and continue with the appeals process. d. Appeals Decision-Maker. The appeals decision-maker may not be the same person as the investigator, school-based Coordinator, or decision maker who reached the initial determination of responsibility or dismissal. The appeals decision-maker must not have a conflict of interest or bias for or against any complainant or any respondent. e. Written Appeals Determination. The written appeals determination describing the result and rationale for the decision must be provided simultaneously to both parties within five (5) school days. 15. Retaliation. No school or other person may intimidate, threaten, coerce, or discriminate against any individual for the purposes of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing. a. Definition of Retaliation. i. Intimidation, threats, coercion, or discrimination, including against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation. ii. The exercise of rights protected under the First Amendment does not constitute retaliation. iii. A Code of Student Conduct violation for making a materially false statement in bad faith during the course of the grievance process does not constitute retaliation. A determination regarding responsibility alone is insufficient to conclude that any party made a materially false statement in bad faith. b. Confidentiality of Parties. Schools must keep confidential the identity of the following individuals: i. Any individual who has made a report or complaint of sex discrimination; ii. Any individual who has made a report or filed a formal complaint of sexual harassment; iii. Any complainant; iv. Any individual reported to be the perpetrator of sex discrimination; v. Any respondent; and vi. Any witness. c. Exceptions to Confidentiality. The School District may release confidential information as permitted by FERPA, 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99, or as required by law, or to carry out the purposes of 34 CFR part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. d. Filing of Retaliation Complaints. Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination as outlined in section (6) of this policy. 16. Training. All materials used to train school-based Coordinators, investigators, decision-makers, and appeals decision-makers must not rely on sex stereotypes and must promote impartial investigations and adjudications. a. School-based Coordinators, investigators, decision-makers, hearing officers, and appeals decision-makers must receive training on: i. The definition of sexual harassment as defined in (1)(b); ii. The scope of the school's education program or activity; iii. How to conduct an investigation and grievance process, including appeals; and iv. How to serve impartially by avoiding prejudgment of the facts, conflicts of interest, and bias. b. Decision-makers must receive training on: i. Any technology used to conduct investigations; and ii. Relevance of questions and evidence, including the relevance of the complainant's sexual predisposition or prior sexual behavior as set forth in section (11)(j)(iii) of this policy. c. Investigators must receive training on: i. Issues of relevance to create an investigative report that fairly summarizes relevant evidence; and ii. Sending the investigative report, in an electronic or hard copy, to each party and their advisor for their review and written response. 17. Recordkeeping. a. Required Recordkeeping. Schools must create records of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment. If supportive measures are not provided, the school must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. b. Maintaining Records. Schools must maintain records related to any sexual harassment investigation for seven (7) years, including records of: i. Any actions taken in response to a report of sexual harassment; ii. Any actions taken in response to a formal complaint of sexual harassment; iii. Any supportive measures provided; iv. Each sexual harassment investigation; v. Any determination regarding responsibility; vi. Any audio or audiovisual recording or transcript; vii. Any disciplinary sanctions imposed on the respondent; viii. Any remedies provided to the complainant; ix. Any appeal and written appeal decision; and x. All materials used to train school-based Coordinators, investigators, decision-makers, hearing officers and appeals decision-makers. 18. Dissemination of Policy. a. Notification of Title IX Coordinator. The School District must notify students, parents or legal guardians of elementary and secondary school students, employees, applicants for admission and employment, and all unions or professional organizations the School District holds collective bargaining or professional agreements with, of the name, office address, electronic mail address, and telephone number of the District Coordinator. b. Notification of Policy. The School District must notify students, parents or legal guardians of elementary and secondary school students, employees, applicants for admission and employment, and all unions or professional organizations the School District holds collective bargaining or professional agreements with, that: i. The School District does not discriminate on the basis of sex in any education program or activity; ii. The School District is required by Title IX not to discriminate on the basis of sex; iii. The requirement to not discriminate on the basis on sex extends to admission and employment; and iv. Inquiries about Title IX are referred to the District Coordinator. 19. Publication. Schools must not use or distribute a publication that states the School District treats applicants, students, or employees differently on the basis of sex, except as permitted by Title IX. a. Website Publication. The School District must prominently display the name, office address, electronic mail address and telephone number of the District Coordinator on the School District's website. b. Handbook Publication. The School District must prominently display the name, office address, electronic mail address and telephone number of the District Coordinator in each handbook or catalog made available to students, parents or legal guardians of elementary and secondary school students, employees, applicants for admission and employment, and all unions or professional organizations who hold collective bargaining or professional agreements with the School District. c. Training Materials Publication. The School District must make all training materials publicly available on the School District's website. 20. FERPA. The School District shall, to the extent possible, interpret Title IX and FERPA in a manner to avoid any conflicts. Where a true conflict exists, the obligation to comply with Title IX is not obviated or alleviated by the FERPA statute, 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99. SPECIFIC AUTHORITY: Sections 760.01; 794.022; 1000.05; 1001.41; 1001.43; 1006.07; 1006.09 and 1012.23, Florida Statutes STATUTORY AUTHORITY: 1001.41, 1001.42, F.S. LAWS IMPLEMENTED: \_\_\_\_\_, F.S. History: New ADOPTED: 03/09/2021 Revision Date(s): \_\_\_\_\_ Formerly:

**St. Lucie Public Schools  
Title IX Formal Complaint**

My name is \_\_\_\_\_ and I am a student/employee at  
\_\_\_\_\_.

\_\_\_\_\_ sexually harassed me on or about \_\_\_\_\_ at  
Name Date/Time  
\_\_\_\_\_  
Location

Please explain the incident below:

Name: \_\_\_\_\_

Signature: \_\_\_\_\_



## Equity Grievance Procedure for Students 5.71 Active

(1 )Grievance. For purposes of this policy, a grievance is a complaint by a student of or applicant for admission to the public schools in St. Lucie County alleging (a) a violation, misinterpretation, or inequitable application of an established policy governing students individually or collectively, (b) an act of discrimination or intimidation against the student, or any other conduct or practice prohibited by Policy 2.70 Prohibiting Discrimination, or (c) any other act in violation of the student's rights, but not including complaints regarding identification, evaluation, or educational placement arising under Section 504 of the Rehabilitation Act. Complaints regarding identification, evaluation, or educational placement under Section 504 should be filed under the procedures set forth in the Section 504 Manual. For complaints of bullying and harassment, the District shall follow the procedures in Policy 3.43, Bullying and Harassment.

(2) Student Grievance Coordinator. The Superintendent shall appoint a Student Grievance Coordinator ("Coordinator") whose responsibility is to ensure that the District is in compliance with the Florida Educational Equity Act, Section 1000.05, Florida Statutes, and School Board Policy 2.70. As used in this policy, the term Coordinator shall also refer to the Coordinator's designee. The Coordinator shall be trained in the impartial investigation of complaints of all forms of discrimination prohibited by Policy 2.70, and shall not be subject to direct or indirect supervision by any school-based administrator.

### (3) Procedure

(a) Any student or applicant for admission who believes he or she has an equity grievance should first discuss the grievance with the principal of the school involved. If the grievant is not satisfied with the outcome of such discussion, or if the school principal is involved in the alleged incident, the grievant should communicate the grievance and the specific relief requested in writing to the Coordinator within sixty (60) calendar days of the alleged incident.

(b) The Coordinator, after receiving the grievance shall notify the school principal of the filing of the grievance within fifteen (15) working days of the filing of the complaint.

(c) If the Coordinator determines that the grievance alleges a potential violation, that there is probable cause that such a violation has occurred, and that the School Board is able to provide the specific relief requested, the Coordinator shall set a date for an

informal hearing and include any essential personnel germane to the case. If the Coordinator determines that the grievance is insufficient, that there is no probable cause to proceed, or that the School Board is not able to provide the specific relief requested the Coordinator shall so notify the grievant in writing. A determination of insufficiency, of no probable cause, or of unavailable relief shall be subject to appeal as provided in subsections (3)(g) and (h) of this policy.

(d) If an informal hearing is set, the Coordinator shall encourage the grievant to discuss the matter informally with the person against whom the grievance has been lodged. Upon request, the Coordinator shall accompany the grievant in an attempt to conciliate the matter. If conciliation is not effected, the hearing shall proceed.

(e) Notwithstanding any other provision of this policy, the grievant shall not be required to confront the person against whom the grievance has been lodged, particularly in instances in which the grievant has alleged acts or practices of discrimination, including but not limited to harassment, retaliation, or coercion. At the informal hearing, both the grievant and the person against whom the grievance has been lodged shall be afforded an opportunity to present witnesses and other evidence in support or defense of the grievance.

(f) If an informal hearing is held, the Coordinator shall render a recommendation in writing to the grievant and the

person against whom the grievance has been lodged within ten (10) working days of such hearing. The principal of the involved school shall be responsible for taking any action required to implement the Coordinator's recommendations.

(g) Either the grievant or the person against whom the grievance has been lodged may appeal the recommendation of the Coordinator to the Superintendent with ten (10) working days of receiving notice of such recommendation. Any appeal to, and the decision rendered by, the Superintendent shall be in writing. The decision of the Superintendent shall be rendered within ten (10) working days of the filing of an appeal from the Coordinator recommendation.

(h) The decision of the Superintendent may be appealed to the School Board within ten (10) working days of the appealing party receiving notice of such decision. Any appeal to, the School Board shall be in writing and shall appear on the agenda for the

next regularly scheduled public meeting that will be held not less than seven (7) working days after receipt of the appeal. The School Board shall render a written decision on the appeal within ten (10) working days of the meeting. All affected parties will be notified and provided with a copy of the decision of the School Board. The decision of the School Board shall be administratively final.

(i) If a violation is determined to have occurred, the District shall take appropriate steps to prevent the recurrence of any discrimination and to correct the discriminatory effects on the grievant and others. Based upon the circumstances, such steps may include, but are not limited to:

1. Imposing consequences, including referral for discipline when appropriate, upon the person against whom the grievance was lodged,

2. Undertaking such remedial measures as appropriate in the circumstances to address and resolve the grievance and to protect the grievant and witnesses for the grievant from retaliation or future discrimination,

3. Undertaking referrals for counseling, when appropriate, of the grievant and the person against whom the ' grievance was lodged, and

4. Re-emphasizing instruction of students and training of employees on identifying, preventing, and responding to acts of discrimination.

(j) All proceedings and records of proceedings related to a grievance filed by a student of, or applicant for admission to, the public schools in St. Lucie County shall be confidential as provided in Section 1002.22, Florida Statutes, and other applicable law.

(4) Information in Student Handbooks. All student handbooks for District schools shall incorporate the text of the Board's policy of non-discrimination and educational equity as set forth in Policy 2.70, and this policy establishing an equity grievance procedure for students.

STATUTORY AUTHORITY: 1001.41, 1001.42, F. S.  
LAWS IMPLEMENTED: 1000.05, F.S.  
Adopted: 03/30/2004  
History:

**St. Lucie Public Schools Notice Of Non-Discrimination, Title IX, and Section 504**

**SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA**, does not discriminate in employment, treatment, in admission or access to its programs and activities on the basis of age, ancestry, citizenship status, color, disability, ethnicity, genetic information, gender, gender expression, gender identity, marital status, medical condition, national origin, political beliefs, pregnancy, race, religion, religious beliefs, sex, sexual orientation or veteran status. No person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity or any employment conditions or practices conducted by this School District, except as provided by law. The School Board provides equal access to the Boy Scouts and other designated youth groups<sup>1</sup>. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities. (SLPS SB Policy 2.7)<sup>1</sup>

For Further information on notice of non-discrimination, visit <https://ocras.ed.gov/contact-ocr> or contact the SLPS District Equity

Coordinator: Dr. Adrian Ocampo, Executive Director of Assessment and Accountability

**St. Lucie County School District  
Student/Parent Notification of Attendance Policies**

Florida State Statute 1003.24-Each parent of a child within the compulsory attendance age is responsible for the child's school attendance as required by law. The absence of a student from school is prima facie evidence of a violation of this section; however, criminal prosecution under this chapter may not be brought against a parent until the provisions of s.1003.26 have been complied with.

- Every absence will be listed as unexcused until the school receives a note within 3 days that has been signed by the parent and contains the following information: student's name, date of absences, reason for the absences, and a daytime telephone number.
- Tardies/early pickups will be excused or unexcused. Excused tardies/early pickups must meet the same criteria as an excused absence and must have a parent note.
- Once a student in grades K-12 has accumulated 3 excused tardies or absences due to leaving school early for medical/dental appointments within a semester, the parent must provide documentation from a physician that the student had a medical/dental appointment for subsequent class absences or tardies to be excused.
- A student diagnosed with Autism Spectrum Disorder and who has an appointment, partial day or full day with a health care practitioner to receive generally recognized services such as applied behavioral analysis, speech therapy, and occupational therapy will have the absence excused when the school is provided appropriate documentation (see student progression plan for further information).
- Students who have accumulated more than 10 excused or 5 unexcused absences in a semester, must have vacation travel approved by the principal in advance for the absences to be excused.
- Missing the bus is excused if the bus is more than 5 minutes early or more than 15 minutes late, as confirmed by the school.

**Physician Authorization Requirement-**A note from a physician containing the dates of the absences for which excuse is sought and the reason for the absence is required in the following circumstances:

- Student has accumulated a total of 10 excused or 5 unexcused absences within a semester, subsequent absences of 3 or more consecutive days may not be excused unless documentation is

received demonstrating that attendance was impractical or inadvisable on account of sickness or injury, attested to by a written statement of a physician.

- Student has accumulated a total of 15 excused absences or 8 unexcused absences within the school year, subsequent absences of 2 or more consecutive days will not be excused unless: (a) the parent has on file with the school a statement from a licensed physician documenting the student's chronic medical condition and a valid release allowing the school to communicate with the physician, and/or (b) documentation is received demonstrating that attendance was impractical or inadvisable on account of sickness or injury, attested to by a written statement of a physician.

**Lack of attendance can result in court action-**As required by law, truancy cases are filed in the Circuit Court in St. Lucie County. A Truancy Petition can be filed when a student has 5 unexcused absences in a calendar month or 10 unexcused absences in a 90-calendar day period. Truancy cases are official judicial cases. Penalties include, but are not limited to: monetary fines, jail time, student being placed in a shelter, community service and loss of custody. Middle and high school truancy cases may be also referred to CINS/FINS for intervention.

You may view your child's records (including attendance) online through Skyward Family Access, which may be activated at your child's school.

Please read the District Student Progression Plan for more information regarding the Attendance Policies in the Saint Lucie County School District at [www.stlucie.k12.fl.us](http://www.stlucie.k12.fl.us)



# FORT PIERCE CENTRAL HIGH SCHOOL

## St. Lucie Public Schools 2023 - 2024 School Year Calendar

July, 2023							0
Su	M	Tu	W	Th	F	Sa	
							1
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						

July 4: Holiday for All - 4th of July  
July 20: 11-Month Employees' First Day

August, 2023							16
Su	M	Tu	W	Th	F	Sa	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31			

Aug. 3 - 9: Teacher Pre-Planning Days (5)  
**Aug. 10: Students' First Day**  
Aug. 30: Early Release Day - Recordkeeping

September, 2023							18
Su	M	Tu	W	Th	F	Sa	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	

Sept. 4: Holiday for All - Labor Day  
Sept. 13: Teacher PD Day  
Sept 25: Fall Holiday for all

October, 2023							21
Su	M	Tu	W	Th	F	Sa	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31					

Oct. 13: End of 1st 9 weeks (44 Days)  
Oct. 16: Teacher Workday  
Oct. 25: Early Release Day - FC Choice

November, 2023							17
Su	M	Tu	W	Th	F	Sa	
			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30			

Nov. 20 - 24 Thanksgiving Holidays  
(12-month employees work Nov. 20 - 22)

December, 2023							15
Su	M	Tu	W	Th	F	Sa	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							

Dec. 21: Early Release Day - FC Choice  
Dec. 21: End of 2nd 9 weeks (43 Days)  
Dec. 22 - Jan. 5: Winter Break for Students  
(12-month employees are off Dec 22-Jan 1st)

Work Year for 183 Day employees	8/10/2023 - 5/30/2024
Work Year for 10 month (196 day) employees	8/3/2023 - 5/31/2024
Work Year for 11 month (216 day) employees	7/20/2023 - 6/13/2024
Work Year for 12 month (250 day) employees	7/3/2023 - 6/28/2024

Teacher Workday or PD Day - no students
Holiday
Early Release Day
Students Return



#### **Board Members**

Debbie Hawley  
Troy Ingersoll  
Jack Kelly  
Dr. Donna Mills  
Jennifer Richardson

#### **Superintendent**

Dr. Jon R. Prince

#### **NOTICE OF NON-DISCRIMINATION AND SECTION 504 COMPLIANCE**

THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA, No person shall, on the basis of age, ancestry, citizenship status, color, disability, ethnicity, genetic information, gender, gender expression, gender identity, marital status, medical condition, national origin, political beliefs, pregnancy, race, religion, religious beliefs, sex, sexual orientation, or veteran status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this School District, except as provided by law.

Reasonable accommodations are provided for persons with disabilities to complete the application and/or interview process. Applicants/individuals with disabilities requesting accommodations under the Americans with Disabilities Act (ADA) may contact 772-429-7500 for assistance.

Non-Discrimination Policy Inquiries and Complaints by Students, Parents, Applicants for Admission to School, and all others except Employees and Applicants for Employment:

Heather Roland, Executive Director of Student Services  
9461 Brandywine Lane, Port St. Lucie, FL 34986  
Office: (772) 429-4521, Fax: (772) 429-4528, E-mail: [SS-GRV@stlucieschools.org](mailto:SS-GRV@stlucieschools.org)

Non-Discrimination Policy Inquiries and Complaints by Employees and Applicants for Employment:

Rafael Sanchez, Executive Director of Human Resources  
9461 Brandywine Lane, Port St. Lucie, FL 34986  
Office: (772) 429-7508, Fax: (772) 429-7501, E-mail: [EMP-GRV@stlucieschools.org](mailto:EMP-GRV@stlucieschools.org)

Inquiries and Complaints under SECTION 504 OF THE REHABILITATION ACT OF 1973 should be directed to the School Board's Section 504 Compliance Officer, the Executive Director of Student Services, contact information listed above.

If due to a disability you need special accommodations to receive School Board information or to participate in School Board functions, call (772) 429-3600 and ask for the School Board Secretary. Telecommunications Device for the Deaf (TDD) phone (772) 429-3919.

Dr. Adrian Ocampo, Executive Director of Assessment and Accountability  
Equity Coordinator  
9461 Brandywine Lane, Port St. Lucie, FL 34986  
Office: (772) 429-5538 E-mail: [Adrian.Ocampo@stlucieschools.org](mailto:Adrian.Ocampo@stlucieschools.org)

**St. Lucie**  
PUBLIC SCHOOLS

