



FORT PIERCE

WESTWOOD ACADEMY

THE WEST

PREP MAGNET

**Faculty and Staff
Handbook**

2022-2023

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Fort Pierce Westwood Academy: The WEST Prep Magnet

Administration

Principal

Dr. Megan Green

Assistant Principals

Ms. Alisha Kennedy

Mrs. Brittany Rampone

Dr. Eddie Robinson

Ms. Nicole Smith

Mr. R. Frederick Woltjen III

St. Lucie County School Board

Mrs. Debbie Hawley

Dr. Donna Mills- Chairman

Mr. Troy Ingersoll- Vice Chairman

Mr. Jack Kelly

Mrs. Jennifer Richardson

Superintendent

Dr. Johnathan Prince

1801 Panther Lane
Fort Pierce, Florida 34947
Phone (772) 468-5400

Administration Team's Message

Greeting Panthers,

The 2022-2023 school year was a historic and arduous year for the ages. We defied the challenges and achieved phenomenal heights in our profession. You are the first collective group of educators to meet this pandemic at the forefront by providing instruction in a totally different manner. You are the trendsetters when it comes to innovation. Last year, our primary goal was to ensure that we developed safety protocols for our school. While we did have quarantines and individuals were affected by the virus, we were able to continue pressing forward. As the new school year unfolds, our theme this year will be building better relationships with the 5 Rs. Every year, we select a theme that best projects the pulse of our profession, so in hindsight, we were just a bit early with our 5 Rs during the 2020-2021 school year. Before embarking on this school year, let's reflect on the meaning of each of our Rs:

- Relationship – the foundation of trust
- Respect – a two-way cycle that one must give in order to receive
- Rules – ways of doing business that are designed around evidence-based practices that are fair and consistent
- Routines – the structures in the learning environment
- **Reconnect** – the practice of developing innovative practices to increase Social and Emotional Learning (SEL).

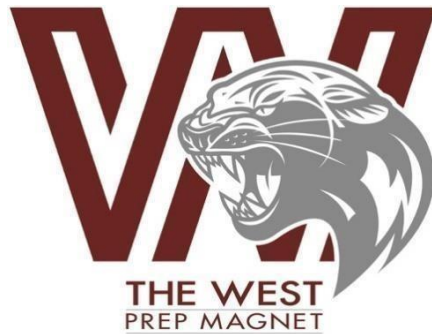
There's much to be done before our students return to us on Wednesday, August 10th. Nevertheless, we will get to all those important tasks, but there is one "R" that will require some intentional practice, which is **Reconnecting** with students, especially those who have not been in our physical building for the last 18 months. In addition, we have many students who struggled or disappeared in the virtual environment. Your role this year is going to thrust you into unfamiliar territory and here are a few suggestions for navigating through being active listeners, increasing your visibility, and to be involved with the whole student. In the words of Idowu Koyenikan, "There is immense power when a group of people with similar interests get together to work toward the same goals."

Let's get ready to impact our students, school, and community by making Fort Pierce Westwood Academy the Premier Educational Center!

Sincerely,

The Administration Team at The WEST Prep Magnet

Dr. Megan Green, Nicole Smith, Brittany Rampone, Dr. Eddie Robinson, Fred Woltjen, Alisha Kennedy



Fort Pierce Westwood Academy: **The WEST Prep Magnet's** **Mission & Vision**

Mission

Fort Pierce Westwood Academy utilizes a holistic approach to meeting the individual needs of our students. This concept focuses on a student-centered approach to teaching and learning. We are rooted in standards-based instruction to promote a conducive environment that uses informed, decision-making processes coupled with student evidence to drive the instructional planning to increase student learning. We strive on equipping our students with the skills and knowledge in becoming future contributing members of the community.

Vision

Fort Pierce Westwood Academy will become the Premier Educational Center in the county.



St. Lucie Public Schools' Vision, Mission, and Beliefs

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

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

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

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

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

Quality schools are the responsibility of the entire community.

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

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

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

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

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

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

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

Activities & Clubs

CURRICULAR CLUBS/ACTIVITES	Sponsor
Band	Mr. Auguste
Chorus	Mr. Meely
Color Guard	Mr. Auguste
Future Farmers of America (FFA)	Mrs. Blankenbaker
Health Occupations Students of America (HOSA)	Mrs. JN Paul
Junior Reserve Officer's Training Corps (JROTC)	Maj. Godfrey
Robotics	TBD
EXTRACURRICULAR CLUBS/ACTIVITIES	
Academic A-Team	Dr. Ruppert
Cheerleading	Mrs. Monds
Key Club	Mrs. Hoffman
Ocean Bowl	Dr. Ruppert
National Honor Society (NHS)	Mrs. Killion
Rough Draft Poets	Mr. Wilks
Student Government Association (SGA)	Mr. Wilks
Gay/Straight Alliance (GSA)	TBD
eSports	TBD
First Priority Christian Club	Dr. Noel, Mrs. Pressley
Leader-In-Me/Light House Team	Mrs. Alvarez-Watson
MOA Leadership	Dr. Ruppert
Odyssey of the Mind	TBA
STEAM	Mrs. Rampone
9 th Grade- Freshman Class	TBA
10 th Grade- Sophomore Class	TBA
11 th Grade- Junior Class	TBA
12 th Grade- Senior Class	Mrs. Cantaline
Young Floridians	TBA

If you are interested in sponsoring a club or starting a new club or activity,

Please see Ms. Smith

Athletics & Coaches

Fall Head Coaches:

Football	Christopher Kokell	christopher.kokell@stlucieschools.org
Volleyball	Deborah Cuevas	deborah.cuevas@stlucieschools.org
Swimming	Jonathan Sinski	jfsinski@gmail.com
Bowling	Linda Coddington	linda.coddington@stlucieschools.org
Golf	Rob Ayres	robert.ayers@stlucieschools.org
Girls Golf	Heather McCall	heather.mccall@stlucieschools.org
Cross Country	Evan Szymanski	evan.szymanski@stlucieschools.org

Winter Head Coaches:

Boys Basketball	Bakari Williams	bakari.williams2@stlucieschools.org
Girls Basketball	Abdias Joseph	abdias.joseph@stlucieschools.org
Boys Soccer	Kristina Foderaro	Kristina.Foderaro@stlucieschools.org
Girls Soccer	Rob Ayres	robert.ayres@stlucieschools.org
Girls Weightlifting	Kerry Parks	Kerry.Parks@stlucieschools.org
Wrestling	Quincy Arceneaux	quincy.arceneaux@stlucieschools.org
Cheer	Lorine Monds	lorine.monds@stlucieschools.org

Spring Head Coaches:

Baseball	Christopher Hixon	christopher.hixon@stlucieschools.org
Softball	Ursula Johnson	ursula.johnson-braswell@stlucieschools.org
Track	Anthony Prince	anthonyprince0901@gmail.com
Tennis	Mimi Hoffman	mary.hoffman@stlucieschools.org
Girls Flag Football	Michael Harrelson	michael.harrelson@stlucieschools.org
Athletic Director	James Gardner	james.gardner@stlucieschools.org

Meeting Schedule

Team	Participants	Day/Time
Administration	Principal & Assistant Principals	Every Monday (weekly) 8:00 AM
Faculty Council	Principal, Assistant Principals, Deans, ESE Chair, Guidance Director, Instructional Coaches, Athletic Director, Department Chairs, Appointed members, CTA/CU Appointed Members, and Elected Members	2 nd Wednesday of each month 2:00-3:00 p.m.
Faculty	All faculty and staff of WEST Prep Magnet	Last Tuesday of each month 2:00 p.m.
NEST	1 st Year Teachers *All are invited	4 th Thursday of each month
SAC	Committee members and WEST Prep Stakeholders	3 rd Tuesday of each month 3:30 p.m.
Department Meetings	Members of each department	2 nd Thursday of the Month 1:45 p.m.

Lunch Map

Main Campus Bell Schedules

Regular Bell Schedule

Description	Periods	Time	Minutes
1 st Block	1 st or 2 nd	7:31-9:03	92
2 nd Block	3 rd	9:08-9:53 <i>Homeroom*</i>	45
3 rd Block "A"	4 th or 5 th	A - Lunch (9:58-10:28)	30
		10:33-12:03	90
3 rd Block "C"		9:58-11:28	90
C - Lunch (11:32-12:02)		30	
4 th Block	6 th or 7 th	12:08-1:41	90

The routine business of the day will be handled during the Homeroom period, which is attached to 3rd period.

FREEZE TIMES

STUDENTS ARE NOT PERMITTED IN THE HALLWAYS

THE FIRST AND LAST TEN MINUTES OF EACH PERIOD (with the exception of the last 20 mins of 4th block).

Early Release Bell Schedule

Description	Periods	Time	Minutes
1 st Block	1 st or 2 nd	7:31-8:13	42
2 nd Block	3 rd	8:18-8:56	38
3 rd Block "A"	4 th or 5 th	A - Lunch (9:01-9:31)	30
		Class 9:36-10:53	77
3 rd Block "C"		Class 9:01-10:21	80
		C - Lunch (10:23-10:53)	30
4 th Block	6 th or 7 th	10:58-11:41	36

The routine business of the day will be handled during the Homeroom period, which is attached to 3rd period.

FREEZE TIMES

STUDENTS ARE NOT PERMITTED IN THE HALLWAYS THE FIRST AND LAST TEN MINUTES OF EACH PERIOD (with the exception of the last 20 mins of 4th block).

Activity Bell Schedule

Description	Periods	Time	Minutes
1 st Block	1 st or 2 nd	7:31 – 8:32	61
2 nd Block	3rd	8:37 – 9:22	45
3 rd Block “A”	4 th or 5 th	A - Lunch (9:27-9:57)	30
		Class 10:02-11:28	86
3 rd Block “C”		Class 9:27 – 10:55	90
		C - Lunch (10:58 – 11:28)	30
4 th Block	6 th or 7 th	11:33 - 12:35	62
<i>staggered dismissal by intercom only</i>		12:35 – 12:40	5
ACTIVITY	-A-	12:40 – 1:41	61

The routine business of the day will be handled during the Homeroom period, which is attached to 3rd period.

FREEZE TIMES

STUDENTS ARE NOT PERMITTED IN THE HALLWAYS THE FIRST AND LAST TEN MINUTES OF EACH PERIOD (with the exception of the last 20 mins of 4th block).

M.O.A. Bell Schedules

The routine business of the day will be handled during the **Homeroom** period, which is attached to **3rd period**.

Regular Bell Schedule

MOA Regular Schedule			
		Start Time	End Time
Block 1	Period 1/Period 2	7:33 AM	9:05 AM
Block 2 (Skinny)	Period 3	9:05 AM	9:50 AM
Block 3	Period 4/5	9:50 AM	11:20 AM
LUNCH		11:20 AM	11:51 AM
Block 4	Period 6/Period 7	11:51 AM	1:22 PM

Report Card/Progress Report Schedule

*****Progress Reports and Report Cards will be distributed through
Homeroom: 3rd period *****

DATES ARE SUBJECT TO CHANGE

If dates are changed, you will receive an updated timeline

GRADING PERIOD	INTERIM REPORTS	END OF GRADING PERIOD	GRADING WINDOW OPENS	GRADING WINDOW CLOSES	REPORT CARD DAY
1 ST QUARTER	Tuesday 9/7/21	Friday 10/8/21	Monday 10/4/21	Tuesday 10/21/21	Monday 10/25/21
2 ND QUARTER	Wednesday 11/10/21	Friday 12/17/21	Monday 12/6/21	Friday 12/17/21	Wednesday 1/19/22
3 RD QUARTER	Friday 2/4/22	Friday 3/11/22	Monday 3/7/22	Thursday 3/24/22	Wednesday 4/8/22
4 TH QUARTER	Thursday 4/26/22	Friday 6/1/22	TBA	TBA	<i>Pending receipt of Test Scores</i>

NOTE: SENIOR TIMELINE will depend on graduation dates, you will receive an updated timeline in the Spring (2nd Semester).

Saint Lucie Public Schools

Meal Charging Policy/Procedure

All Saint Lucie Public Schools must adhere to the Meal Charging Policy set forth by the USDA. No student who qualifies for a free meal benefit will be denied a meal even if there are meal charges on the account. Students can accrue up to \$10.00 of charges for reimbursable meals only. No ala carte items are permitted to charge. No adults are permitted to charge.

1. Students are allowed to charge up to \$10.00 for receiving a reimbursable meal. The student will be provided the same school lunch that other students are receiving.
2. Students that have accrued a negative balance will receive notification of charges through the district communication system, written notification and/or a phone call from the school. Parents will be encouraged to make a payment through either our online prepayment system or through the cafeteria.
3. Households will continue to receive notification of charges until charges are paid in full. Notifications through the district communication system will occur twice a week.
4. Up to three days of replacement meals including both breakfast and lunch, will be offered to students who have maximized their charge limit. A replacement meal for lunch consists of a cheese sandwich, vegetable, fruit and low-fat white milk which represents a regular reimbursable meal. A replacement meal for breakfast includes cereal, fruit, and white milk, which represents a reimbursable meal. The school meals program will maintain a list of students receiving or refusing a courtesy meal.
5. If a pattern of receiving replacement meals is evident, attempts will be made by the Child Nutrition Services Department to discuss the issue with the parent, and encourage them to complete a free and reduced meal application. If the practice continues and the parents are unresponsive, the Child Nutrition Services Department will initiate a plan for Student Services to contact the household to complete meal application for the student and determine if the student is known to be needy.
6. Any time there is an uncollected balance on a student's meal account, the student will be prevented from purchasing A la carte items.
7. Any unpaid balance on a student's account will be carried over from year to year.
8. The parent is responsible for the uncollected balance

Family Educational Rights and Privacy Act

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

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

1. *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (“ED”) –
 - (a) Political affiliations or beliefs of the student or student’s parent;
 - (b) Mental or psychological problems of the student or student’s family;
 - (c) Sex behavior or attitudes;
 - (d) Illegal, anti-social, self-incriminating, or demeaning behavior;
 - (e) Critical appraisals of others with whom respondents have close family relationships;
 - (f) Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 - (g) Religious practices, affiliations, or beliefs of the student or parents; or
 - (h) Income, other than as required by law to determine program eligibility.
2. *Receive notice and an opportunity to opt a student out of* –
 - (a) Any other protected information survey, regardless of funding;
 - (b) Any non-emergency, invasive physical examination, or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical examination or screening permitted or required under State law; and
 - (c) Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
3. *Inspect*, upon request and before administration or use –

(a) Protected information surveys of students;

(b) Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and

(c) Instructional material used as part of the educational curriculum.

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

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

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

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

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

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,

Arrival

- Students will be released from buses in a staggered format and will report directly to the cafeteria or their first-block classroom.
- Students will enter the building through both entrances in the bus loop.
- Supervision will be placed at each entrance.
- Deans will send a signal to the bus drivers when it's time to release students from each bus.

Supervision will be placed throughout the entire building. Teachers without 1st block classes will provide morning supervision.

Breakfast

- Breakfast will be run as a “grab and go” format.
- Students will enter the cafeteria through the main hallway doors (one way traffic only) across from the administrative offices.
- Students will enter the breakfast line, following social distancing guidelines.
- Students will grab a bagged breakfast and will report directly to their first block classroom; sitting and eating outside of 1st block classrooms will not be permitted.
- Students may not loiter; they must continue moving through the hallways and must be headed in the direction of their 1st block classroom.
- Students will be permitted to use their cell phones while eating in the classrooms. Cell phones are to be put away after the start of 1st block.

Restrooms

- Only one student should be allowed to leave the classroom at a time for any reason. If another student is out of the room for any reason, no other students can leave until that student returns.
- Teachers should monitor the hallways frequently and should refrain from allowing students to use the restroom when other students are in the hallway.
- Bathroom monitors will be placed outside each restroom to document the names of students who enter the restrooms for contact tracing purposes.
- Bathroom monitors will ensure that the number of students in each restroom at one time will be no more than the number of restroom stalls.
- Bathroom monitors will monitor that social distancing is followed while waiting to enter the restroom.
- The 500 restrooms will be closed for the school year; the 400 restrooms and 600 restrooms will be open for students. Lunch restroom procedures are outlined in the “Lunch” section.

Classroom Set-up

- Teachers are required to use seating charts and hold students accountable for maintaining consistent seating routines.
- All desks should be spaced out as much as possible, preferably three feet.
- Teachers should remove any unnecessary furniture from the classroom to free up space for social distancing.
- During class, procedures for trash, restrooms, and/or pencil sharpening should only allow one student up at a time.
- Surfaces should be disinfected after use; individual items should be disinfected after use.
- Teacher should set up procedures so students can submit work online through Canvas.

Lunch

- Students will enter the cafeteria through two points of entry: (1) the cafeteria door directly across from the administrative offices and (2) the cafeteria door closest to the rear maintenance outside gate.
- Students will enter the lunch line, by walking down the center of the cafeteria into three open point of sales, as directed by the cafeteria staff.
- There will be two additional points of sale: (1) in front of the auditorium and (2) in front of the gymnasium.
- In the event of rain, the auditorium will be open for lunch seating.
- Students may use the Learning Commons during lunch; however, food is not permitted in the Learning Commons. There are a maximum of 25 students permitted in the Learning Commons at any one time.
- When entering the cafeteria, students will use hand sanitizer stations.
- A Lunch will use the 600 restrooms.
- B Lunch will use the Tech Building restrooms.
- C Lunch will use the 400 restrooms.

Dismissal

- Last block teachers are responsible for reviewing the dismissal procedures with students each day. In addition, last block teachers are responsible for holding students accountable for following dismissal procedures.
- Dismissal will be staggered by waves.
 - 1st Wave: Parent pickup will exit through the main entrance. Walkers/Bike Riders will exit through the bus loop doors.
 - 2nd Wave: Bus Riders
 - 3rd Wave: Students participating in extracurricular activities will report to designated areas.
- Teachers will follow the last student out of their classrooms into the hallways and help to supervise the hallways until 1:45pm.
- For students who have parents/rides who are chronically late picking them up; parents will be contacted to determine an alternate plan for transportation.
- Duty personnel will have a clipboard to record names and contact information.

Extracurricular Activities

- Students participating in extracurricular activities will be released during the 3rd dismissal wave.
- After being dismissed, students will report to the patio area.
- Club sponsors/coaches will pick up their students and escorted the desired destination.
- Club sponsors/coaches must arrive to pick up their students by 1:50pm.
- Any coach or club sponsor who fails to pick up students on time will receive progressive notification.

General Procedures

Single Point of Entry

All faculty and staff are expected to enter the building through the building's main entrance, located at the front office. During school hours, no person may enter the building from any other entrance than the main entrance. The only exception to this procedure is for students who enter the building through doors in the bus loading zone. Doors may not be propped open at any time. Propping doors causes a severe risk to the safety and security of all persons on campus; therefore, all exterior and interior doors may not be propped open at any time.

Keys

A set of keys will be issued to instructors for classroom use. Management of keys will be the responsibility of every instructor. Keys are not to be given to students or unauthorized persons under any circumstances. Lost keys should be reported immediately. Keys other than for classroom use will be issued with administrative approval. Each teacher is accountable and liable for unauthorized use of school keys. If you lose your keys, there is a \$50.00 per key fee.

Leaving Campus (with intent to return)

If teachers need to leave campus during the school day, during their scheduled lunch time/planning time, they need to see the Executive Secretary. Before leaving, be sure to sign the "Off Campus Log" binder in Executive Secretary's mailbox on her door. The purpose of this requirement is for the protection of the employee. Failure to comply with this requirement may result in lack of coverage in case of an emergency.

If the leave is more than the time allotted, a Skyward entry for time off must be created.

Lost and Found

The school assumes no responsibility for lost personal articles belonging to students or staff. When a student has lost an article, he/she should inquire at the Front Office. Articles that are found and turned in will be kept until the end of the semester. Textbooks that are found will be returned to the teacher or respective department chairperson and from there returned to the student. Laptops found need to be turned into the technology coach.

Mail Room

Mailboxes and bulletin boards for teacher use are in the mailroom. Each teacher has been assigned a mailbox for incoming mail, messages, memos, and attendance information.

Mailboxes must be checked before classes start in the morning and after school. All materials containing instructions to teacher(s) must be approved and initialed by the administrator.

No students are allowed in the mailroom. **Never send any student to the mailroom to pick up material. This area is off limits to students.**

Faculty Parking

Teachers are to park in the designated faculty parking lot **only**, there are no assigned parking spaces. No parking on the grass. Visitor parking may only be used by visitors to the campus. No cars may be parked in the service road area on the north side of campus. Cars may not pass buses when parked to load or unload on campus. When entering the school grounds, teachers are expected to observe all traffic rules. The speed limit on campus is **20 mph**. All faculty and staff must have a parking pass hanging from their rearview mirrors. Parking passes can be obtained from the executive secretary.

Faculty Identification Badges

While on campus, all faculty members are required to wear school-issued photo identification badges in a visible location on their person. Please see the Media Specialist to obtain one.

Faculty Dress Code

As professionals in St. Lucie County, teachers and staff are expected to set high standards of dress. The following guidelines may help to focus the image we aspire to project at Fort Pierce Westwood Academy.

Professional attire for men may include: suits, dress shirts, slacks, ties, collared shirts, dress shoes.

Professional attire for women may include: suits, dresses, dress slacks, skirts of an appropriate length, blouses. Jeans may only be worn on designated spirit days with WEST Prep Spirit Shirts.

Personal T-shirts are not appropriate. School-issued t-shirts may be worn at the principal's discretion. Skirts and dresses must be at least mid-thigh. Workout clothes, or any attire verging on immodest or unprofessional should not be worn. Teachers whose job assignment requires specific attire may dress according to the standards of the discipline (art, culinary arts, physical education, carpentry, automotive technology, ROTC).

2022-2023 Paycheck Dates

Dates	
7/15/2022	12 Month Employees
7/29/2022	11 and 12 Month Employees
8/15/2022	10, 10.5, 11, and 12 Month Employees
8/31/2022	All Employees
9/15/2022	All Employees
9/30/2022	All Employees
10/14/2022	All Employees
10/31/2022	All Employees
11/10/2022	All Employees
11/18/2022	All Employees
12/7/2022	All Employees
12/16/2022	All Employees
1/13/2023	All Employees
1/31/2023	All Employees
2/15/2023	All Employees
2/28/2023	All Employees
3/10/2023	All Employees
3/31/2023	All Employees
4/14/2023	All Employees
4/28/2023	All Employees
5/11/2023	All Employees
5/23/2023	All Employees
6/2/2023	Double Check for 10 and 10.5 Month employees.
	1 check for 11 month and 183 day employees
6/15/2023	1 check for 11 month, 12 Month
	Double Checks for 10 and 10.5 Month Employees
6/30/2023	1 check for 11 Month, 12 Month and 183 Day Employees

Guidelines for School Telephone Use

Students are only to use cell phones during breakfast, lunch, and dismissal.

The telephone located in the main office is for emergency use only. Unless an emergency exists, students are requested to avoid asking for permission to use this phone. During the day, students who have urgent reasons for using the telephone are to obtain permission from their teacher and report to the main office. No students will be allowed to use the telephone in the main office if he or she does not have written permission from the teacher and/or approval from an administrator.

ALL long distance phone calls should be school related (*no personal calls*). Any International phone call must be approved by Administration.

Visitors

Student visitors and young adults not registered at The WEST Prep Magnet are not allowed in any area of the school or campus during the school day without written permission from the principal. Violators will be warned then referred to the SRO/SRD for trespassing. In compliance with school board policy, children or pets of faculty members are not to be on campus during pre and post school planning without prior administration approval. Students are not to bring small children or babies on campus at any time. Visitors must sign in and sign out through the main office. All visitors need to wear appropriate I.D. badges and report directly to their designated area. Visitors should be accompanied throughout the campus. Any outside contractor must present an ID Badge displaying compliance with the *Jessica Lunsford Act*.

Staff must notify the front office immediately should they see unauthorized visitors on campus.

Activities

All student activities and functions must be approved in advance by the administrator over school operations and placed on the school calendar by the Executive Secretary. The school is responsible for any school sponsored activity regardless of whether it is during school hours.

Advertising

As a result of an agreement between the Business Community and the school officials, advertising may be solicited for the following reasons:

1. School Newspaper
2. School Yearbook
3. Athletic Programs and Banners

Sponsorship

Florida Statute 230.22 (4) under the general powers of the School Board states: "Contract, Sue and Be Sued – The School Board shall constitute the contracting agent for the district school system." The School Board is the only body having power to enter into agreements. Without the School Board first approving a contract or agreement, employees are without any authority, and are acting outside their scope of employment, to arrange for the use of other facilities or make agreement with other agencies that would obligate the school district.

Field Trips

Field trips within the district; packets must be submitted to Ms. Smith two (2) weeks prior to field trip date. For field trips outside the district or overnight stays; packets must be submitted twenty-one (21) days prior to field trip date. Failure to meet these deadlines may cause delay or denial of field trip request. Field trip packets can be found in Ms. Smith's office or Ms Ayala's office. To begin approval process, teacher/sponsor must drop off completed packet to Ms. Smith.

Funds and Accounting

A General Statement – The Student Activity Fund is of great importance because of the large amount of monies handled each year. Under State and School Board policy, these monies should be handled in the same manner and with the same efficiency as funds appropriated from tax sources. In order that teachers realize the importance of utilizing the proper procedures where Student Activity Fund monies are concerned, they should understand certain pertinent facts.

- **All teachers and other persons collecting funds will be held PERSONALLY RESPONSIBLE for same until such funds are turned over to the school bookkeeper and a receipt secured for these funds.**

FUNDS COLLECTED MUST BE DEPOSITED DAILY WITH THE BOOKKEEPER- By 2:00 PM on the day collected. If funds are collected after 2:00 PM, funds must be deposited by 2:00 PM on the next school or work day. Failure to do so will result in disciplinary action.

- **The employee shall be personally responsible for any loss caused by negligence in handling funds.**
- The principal is required by the State Department of Education and the St. Lucie County School Board policy to make both monthly and annual reports pertaining to the receipt, expenditures, and balance of monies in the Student Activity Fund.
- Student Activity Funds shall not be used for any purpose that represents an accommodation, loan, or credit, to employees or other persons, including students. Collections received shall not be used to pay professional dues of teachers who have failed to pay it; nor shall collections received be used to cash individual checks.
- It is **ILLEGAL** to collect funds in the name of the school for clubs, chorus, band, cheerleaders, athletics or any other school related activities without first submitting the proper fund raising forms *and* receiving approval. Anyone found violating this policy will be subject to disciplinary action.
- **GENERAL PRINCIPLES GOVERNING INTERNAL ACCOUNTS:** All fundraising projects and activities by the school, any group within, connected with, or in the name of the school, are to contribute to the educational experiences of students and should not be in conflict with the overall instructional program. Generally, funds collected should be expended to benefit those students currently in school for whom the funds were accumulated. The collection and handling of funds by teachers should be kept to an absolute minimum so as not to interfere with regular teaching responsibilities.
- At no time can a staff member sell items in their classroom during instructional time. Anyone found violating this policy will face disciplinary action.

County Budget

Money allocated to the school from county sources is based on the preceding year's enrollment.

Teachers are not to purchase any material or equipment without filling out a Purchase Order and presenting it to the proper department chairperson for approval. The department chairperson then will present the form to the bookkeeper for principal's approval. The bookkeeper will forward the Purchase Order to the county office for final approval. **Do not make any county budget purchases without prior approval. Any purchase made without prior approval will be the responsibility of the person placing the order.**

Any sale of food / items outside of this policy is strictly prohibited. At no time is permission granted, under this policy or otherwise, to sell food / items without the proper fund raising form properly completed and approved (see the Bookkeeper in the main office for any forms). All guidelines presented in SB Policy 7.40 must be strictly adhered to. Also, at no time should the sale of food / items interfere with classroom instruction/classroom activities. At no time can the sale of food / items be made for an individual's personal profit.

Procedure for Request for Leave/Travel Reimbursement

Requisition for Travel Reimbursement – A completed reimbursement form, agenda from conference, copy of the approved request for leave and all receipts, except meal receipts, should be submitted upon return from travel. The School Board sets meal allowances; this is not to be confused with meals for students on trips that do require receipts. The form should specify either Per Diem or actual room costs and meal allowance. A per diem is provided per day for meals. You must leave by 6:00 a.m. to be eligible for breakfast reimbursement and return after 8:00 p.m. to be eligible for dinner reimbursement. You will not be paid for meals included in registrations.

Actual Room Cost and Meal Allowance – This entitles you to the allowable amount for meals, same as per diem, along with actual cost of the hotel room. The administrator, who may allow all or part of this expense, must approve this expenditure. Itemized room receipts must be attached, showing price of each room and date(s). We do not pay for calling charges, room service, etc.

Mileage – We pay only mileage for travel, not gas expenses. Mileage is computed on a Highway Patrol State map from the county line and a mileage chart is used for travel between schools. You will be reimbursed at current mileage rate approved by SLPS.

Procedure for Students Withdrawing from School

All withdrawals must originate with the Registrar and a Guidance counselor and the Data Specialist will finalize the transaction. A student is not considered withdrawn and records will not be released until he is cleared in the office. **Do not remove a student's name from the class roll until proper notification is made by the office.** When a student withdraws, he is issued withdrawal forms from the Data Specialist Office. Each teacher must enter a grade and then initial the form. Any issued books or Laptops/chargers will need to be checked-in at the Media Center.

Payment for Lost or Damaged Books or School Property

When a student loses or damages a textbook, library book, Laptop and/or charger, payment is to be made to the Technology Coach or Media Specialist who will issue a receipt. Note: Students who are on the obligation list MAY NOT, under any circumstances, participate in activities, athletic teams, or in any other way represent the school or engage in social activities until the debt has been paid.

Teacher Information

Duties of the Department Head

Department Heads play a major role at The WEST Prep Magnet. They are instructional leaders who are responsible for management and leadership of their departments. They are called upon for a variety of tasks and are instrumental in the success of the total school program. They serve as the liaison between administration and their departments and serve as a resource person for that department, helping teachers to perform at their maximum level. Department Heads are responsible for the success of their departments, promoting cooperation and a sharing attitude of effective teamwork.

The major responsibilities may be summarized as follows:

I. Assistance of Personnel

- Serve as an advisor to teachers within the department on matters pertaining to their subject area.
- Provide information on a variety of instructional strategies for new and veteran teachers.
- Assist in scheduling inter-class visitations to provide opportunities for sharing.
- Encourage teachers to promote meaningful student activities.
- Support new teachers in adjusting to teaching situations and in the development of teaching skills.
- Confer with the principal and/or curriculum administrator on department needs and solicit the necessary help.
- Act as a leader in professional growth.
- Encourage teachers to participate in the school's in-service program.
- Provide assistance and guidance to substitute teachers working in the department.
- Assist teachers in lesson plan development, mapping, instructional focus calendars and syllabi.

II. Curriculum Development and Articulation, keeping informed of new current curriculum trends (local, state, and national).

- Attend meetings called by the principal or designee and disseminate pertinent information to the teachers.
- Investigate new textbooks and related curriculum materials (audio-visuals included).

- Work with the media staff and teachers in selecting appropriate department related books and materials.
- Maintain an efficient and helpful resource center for his/her staff.
- Assist the supervisor in the revision and/or the development of curriculum.
- Assist in coordinating offerings within the discipline and with related disciplines.
- Encourage teachers to use innovative techniques and to try new materials.
- Assist teachers in keeping their program coordinated with the district program.
- Assist in development of Master Schedule, if needed.
- Work to develop vertical articulation of the curriculum as well as instruction.

III. Administration and Department Services

Meet with the administration periodically to discuss the status of the department and to execute the necessary administrative responsibilities. Conduct department meetings that include both the dissemination of information on the existing program and the exchange of ideas. The results of these meetings are to be presented to the principal and/or designee in a written report and may become agenda items for faculty council meetings.

- Manage supply storage areas and keep them neat and current with the most accepted curricular materials approved by the district.
- Maintain an inventory of supplies and solicit wish lists and needs lists from all teachers annually.
- Keep an accurate record of department equipment.
- Process requests for equipment, textbooks, and other instructional materials.
- Prepare agendas and conduct monthly department meetings focused on professional development and promote all school initiatives.
- Lead discussion on agenda topics in weekly collaborative planning within department.
- Perform other duties assigned by the principal or designee.

Pre-School Checklist

The following is a very basic checklist for teachers who may not be aware of the daily fundamental teacher responsibilities. Most of this information is further explained in other areas of the Faculty Handbook.

Preplanning:

- ✓ **Room Preparation**
- ✓ Desks, tables, equipment, etc.
- ✓ Supplies, books
- ✓ Storage space
- ✓ Bulletin board, other decorations
- ✓ Provide classroom rules and syllabus to supervising administrator

Before School:

- ✓ Sign in by 7:00 a.m.
- ✓ Check your physical mailbox and remain logged into MS Office 365 to receive Emails throughout the day.
- ✓ Report to assigned supervision area (supervision will be assigned on a rotating basis whenever possible.)
- ✓ Students are not to be in the classrooms or hallways before the bell unless a student has received a pass from the supervising teacher.
- ✓ Monitor students for behavior (profanity, eating in buildings, dress code, disruptive behavior, etc.) Call for assistance if you suspect there is a problem.

Class Change:

- ✓ Period 1 check dress code thoroughly; other periods briefly (send violations to the Deans' Office)
- ✓ Stand outside of your open door to monitor student behavior in the hallway while keeping sight of your classroom.
- ✓ Enforce tardy policy. We are only effective with discipline as one unified force.
- ✓ All students will remain in their assigned seats until you dismiss them at the bell. No one should be standing at the door prior to the bell except the teacher.
- ✓ Do not ask or allow a student to stay after class without prior permission from the student's next teacher.
- ✓ Never dismiss a class early unless directed over the intercom to do so.
- ✓ Do not issue any passes during the first and last 10 minutes of each class period.
- ✓ Stand at your door in the hallway to greet your students as they arrive.

During Class:

- ✓ Record attendance in Skyward within the first 5 minutes of each class period.
- ✓ Use official passes. (Only one student per pass)
- ✓ NEVER leave your class unattended. (Call for assistance if there is an emergency)
- ✓ Observe freeze times – 10 minutes at beginning and end of each class – No Passes during 5th Period.
- ✓ Students are to be quiet during announcements.
- ✓ Enforce Student Handbook and Student Code of Conduct consistently.
- ✓ Do not send students into the hall for time out.
- ✓ CBCs should be completed prior to school day beginning.
- ✓ Never combine classes without prior administrative approval.

Planning:

- ✓ Turn in a digital copy of lesson plans to your Administrator on Monday the week before the lessons are to be taught for a two-week period. Upload into your group files.
- ✓ Administrators will review your lesson plans and grade book periodically.
- ✓ Submit your 2-day emergency lesson plans to the Executive Secretary prior to the first day of school
- ✓ Prepare your substitute folder and turn into the Executive Secretary
- ✓ Follow curriculum frameworks for vocational courses.
- ✓ Accommodations for ESE, 504, and ESOL students must be explicitly shown in your lesson plans.
- ✓ Grade and record at least nine assignments per grading period to include a variety of ways for students to be successful.
- ✓ Grades should be updated on a weekly basis, so students know their status in class and have sufficient time for remediation and intervention.
- ✓ Within your Syllabus, establish a clear grading policy – have students sign/receipt.
- ✓ Set up your grade book to reflect the standards.
- ✓ Collaboratively create/administer a comprehensive semester exam (same exam for like courses). Submit copies along with answer key to the subject area Assistant Principal by date specified for each semester by testing administrator. ***Tentative dates***
- ✓ Have students sign for class rules and syllabus.
- ✓ Obtain administrative approval for videos.
- ✓ Use only approved texts and novels.
- ✓ Track textbooks – each teacher is responsible for his/her books and teacher supplies.

Miscellaneous:

- ✓ Attend parent conferences and keep documentation/records.
- ✓ Return parent phone calls/emails within 24 hours.
- ✓ Provide student assignments for Behavior Intervention Classroom, Project Rock and Homebound teachers as requested.
- ✓ Do not dispense or hold any medications for students (the nurse does this in the clinic). All meds must be turned in at the clinic.
- ✓ Students are not allowed to have your keys.
- ✓ Post emergency procedures and review.
- ✓ See the executive secretary regarding comp time. All comp time must be requested and be pre-approved prior to using it at least 24 hours in advance. It must be logged in the comp time book within 24 hours of having earned it.
- ✓ Attend all faculty meetings and other scheduled meetings.
- ✓ See an administrator and sign out if you must leave campus.
- ✓ Report problems – offer solutions.
- ✓ Work with guidance as a partner.

Working Hours/Meetings

Teachers' working hours will be from **7:00 a.m. to 2:30 p.m.**

Teachers' official planning time is from **1:45 p.m. to 2:30 p.m.**

Teachers need to be at their classroom doors by 7:25 a.m. to greet the students and monitor the hallways. It is the responsibility of the teachers to be at their doors to help with the orderly movement of the students to class. Teachers are to remain outside their doors during class change to assist with hall supervision.

Should an emergency arise and it becomes necessary for a teacher to leave school during regular school hours, he or she must check with the Principal or the Executive Secretary before leaving and arrange to use comp time or sick time. Upon receiving permission to leave school, it is the responsibility of the teacher to complete the Sign-Out Log in the main office, noting the departure time, destination, and return time and to be entered in Skyward.

Students in your classrooms are to be supervised by an instructor at all times. Please do not request students to purchase your lunch in the cafeteria and carry it to your classroom.

Faculty/Staff Meetings:

Meetings are scheduled monthly as needed; attendance is **mandatory**, and any staff member unable to attend should receive approval from the principal prior to the scheduled meeting.

Supervision

The teacher shall perform the duties required by section 231.09 of the Florida Statutes and all other generally accepted professional duties such as club sponsorship, hall duty, supervision of bus loading zones, chaperoning school sponsored social and educational events for students and such other reasonable duties as may be assigned by the teacher's immediate administrative supervisor. Teachers are encouraged to participate in community activities. All personnel are required to attend assemblies and class meetings unless excused by the Principal.

Your visible presence in your assigned areas sends a positive message to students and frequently prevents problems from arising. In addition to any assigned duty stations, all teachers are required to be visible in the halls and stand at their doors to supervise students reporting to/leaving class during the five (5) minute class change and the period going to/from lunch.

Please notify the Principal (or designee) if, for some reason, you cannot cover an assigned area. Once assigned, you are responsible for covering that duty area/classroom area during the specified time.

NO CLASS SHOULD BE LEFT UNSUPERVISED.

No students should be left unsupervised on campus at any time. Secure coverage from a colleague, administration, or the front office if an emergency arises.

Authority

In the absence of the Principal, the Assistant Principals have the authority to make any necessary decisions.

Dress Code – Teachers

Image is very important to any organization. As educators, we serve as role models for our students. As professionals in St. Lucie County, teachers and staff are expected to set high standards of dress attire. The following guidelines may help to focus the image we aspire to project at The WEST Prep Magnet.

Females

Blouse/Shirt

- should not reveal cleavage/ bra straps
- spaghetti straps and/or low backs are not professional attire without a covering

Pants/Slacks

- should be appropriate for school (no holes, fringes)
- should be worn high enough to cover undergarments
- shorts should be dressy and knee length
- belts should be worn if clothing has belt loops
- jeans are appropriate on Fridays/Spirit Days with a WEST Prep Magnet shirt only
- calf-length capris are acceptable
- Leggings and jeggings are not acceptable

Dresses/Skirts

- should be appropriate for school
- should not reveal cleavage
- skirts are acceptable – should be appropriate for school

Males

Shirts

- Oxford or button down should be worn with a tie (optional)
- Polos should be worn appropriately

Pants/Slacks

- Dockers style is suggested
- Jeans are appropriate on Friday/Spirit Days

Shoes – No Staff members should wear thong style flip-flops to work. These can be a safety hazard. Wear shoes that are appropriate for the job. If you question them, don't wear them.

All **Coaches** should dress according to their title before coaching duties. No sweat suits or athletic shorts in the classroom.

Friday is Spirit Day: All Faculty and Staff are encouraged to wear school colors to show school spirit!

Faculty/Staff can also wear jeans on Fridays (Fridays only). No holes/frays in the jeans. No flip-flops.

Evaluation

The fair, accurate, and objective evaluation of employees is imperative to the achievement of excellence in any organization. Therefore, it is important that everyone is aware of the basis for the evaluation. The following are some, but not necessarily all, of the basic premises regarding evaluation of teachers at The WEST Prep Magnet:

1. The primary purpose of observation and evaluation is to improve instruction in the classroom, to promote and maintain a high level of acceptable performance.
2. Teachers will be observed and evaluated in accordance with the teacher contract.
3. The evaluation is a year-long process and is not limited to a single, designated period of time.
4. Classroom walk-throughs will be conducted regularly by administrators to monitor instruction. Teachers will be expected to have their lesson plan and gradebook available for administrative review. If a problem is noted during a classroom walk-through, it will be brought to the teacher's attention within 3 business days.
5. Evaluations will be based on School Board policies, school rules and policies, State rules or laws, the Code of Ethics, and the school philosophy and goals.
6. Evaluations will also include, but are not limited to, the accuracy and punctuality of reports, accuracy of required records, the performance of supervisory responsibilities, and the handling of students, parents, colleagues or other identified concerns.
7. Evaluations will be based on all other professional tasks such as the administering of federal, state, and local standard assessments as well as attendance, record keeping, and classroom management.

Refer to the SLPS Framework for Quality Instruction book and the Placemat.

Lesson Plans/Syllabus

LESSON PLANS

Chapter 4.00 – Curriculum and Instruction

4.16 – Lesson Plans

Each teacher is required to prepare lesson plans for all subjects that he or she teaches. The plans should clearly indicate the specific standards for the subject area being taught.

(2) Organization and contents of the plan book are to be determined by the principal and the individual teacher. However, lesson plans are mandatory and will be checked periodically by Administration.

(3) Substitute and emergency lesson plan procedures are set forth in the school handbook.

(4) Lesson plans represent a permanent record and shall be maintained by the records custodian for the school.

STATUTORY AUTHORITY: 1001.41, 1012.22, F.S.

LAWS IMPLEMENTED: 1001.43, F.S.

The plans should be sufficiently clear so that in an emergency, another teacher could easily follow them. Plans should be submitted digitally prior to the upcoming week of instruction. **The plans should be completed for at least two weeks in advance and be submitted into the file folder within the Faculty and Staff Group.** Each teacher has a folder titled with their name on it and those files are accessed by Administration for every classroom walkthrough and observation.

As a STEAM Magnet school, we request a connection to STEAM and Leader in Me be input into your daily plan. We provide a template that you may use that contains a menu of items that can be checked off as included. You are not required to use this template but recommended to do so. The link to the common board configuration (CBC) template and the directions for use are: [CBC STEAM SEL Lesson Plan Template](#) and [CBC directions](#).

Next Generation, FSA Standards, and/or AICE objectives must be in each teacher's planning book for each course that he/she teaches. In the daily lesson plans, the entire standard does not need to be written out, but the number must be used. Please highlight each standard listed. Plans must be very clear in direction to include the 45- or 90-minute routine you use to begin a lesson, provide direct instruction, provide independent and group practice and closure. They should read like a chronological agenda and assume that a substitute will be working from the plan.

Because standards-based lesson planning is a Florida Statute and guide the effectiveness of an instructional practice, failure to complete them is a violation and can result in disciplinary action.

In addition to standards-based lesson planning, meeting the needs of diverse learners is required. All accommodations for students with disabilities (ESE) and English Language Learners (ELLs) are required to be included in each lesson plan. Each student's individual accommodations must be listed in the lesson plan. Please include the student's last name and first initial with the accommodations they will receive or have received as provided on their Individualized Education Plan (IEP). Students IEPs can be downloaded from the Florida Department of Education's [PEER website](#).

Emergency Lesson Plans

Emergency Lesson Plans: By the end of the first week of school, teachers will be expected to provide emergency lesson plans to the Executive Secretary, which cover three days in the event of unexpected absences. Teachers are responsible for updating plans after an absence.

The Plans should include:

1. Work assignment for each class
2. Seating chart
3. Duty assignments (hall duty, bus duty, etc.)
4. Classroom rules
5. Any other information needed by the substitute to carry on in your absence.
6. The name of the teacher in the adjacent room who may provide assistance.

Place these plans in a Substitute Packet and submit them to the Executive Secretary.

Auditors do check lesson plans/Standards. They also ask about evaluation: **“How do you know the performance standards are being taught and learned?”**

Tests should indicate which standards are being measured. Semester exams and final exams must be comprehensive and cover all of the Performance Standards for that course. Please write the number of the standard being measured at the top of the test. Lesson plans should include:

1. Student Performance Standards, Performance Skill(s), Behavioral Objective(s), specific terminal behavior.
2. Content and sequence of presentation teaching method(s)
 - a. Lecture/review
 - b. Demonstration/application
 - c. Supervised study
 - d. Teacher or student led discussion
 - e. Project learning
 - f. Collaborating group work
 - g. Inquiry learning
3. Teaching materials and/or equipment/audio visuals
4. Student Activities
 - a. Listen and/or note taking
 - b. Supervised or group/experiment
 - c. Individual or group project/experiment
 - d. Whiteboard and overhead work
 - e. Question and answer
 - f. Working with assigned equipment and/or materials
 - g. Student reports/projects
5. Homework assignments
6. Evaluation
 - a. Oral questioning-answer reports

- b. Class participation
- c. Quizzes
- d. Test
- e. Graded demonstration
- f. Graded demonstration/project supervised study sheets
- g. Projects

Assessment of Evaluation

Item analysis of test or quiz questions. After grading a test, quiz, or evaluation instrument, check to see how many students missed a item on the evaluation instrument and record the total number by each test item. This will indicate to you the item on the test most frequently missed by students and ascertain causes for missing a certain item. This valuable feedback will give you a basis for providing additional instructions and/or practice on a given concept. Hopefully, additional evaluation would indicate most, if not all students will benefit from the additional instruction and/or practice. Additional instruction and/or practice ensures mastery by the student.

A mandatory individual/departement data analysis meeting will be held after each progress monitoring with your supervising administrator.

GRADE BOOK/LESSON PLAN CHECKLIST

**Fort Pierce Westwood Academy:
The WEST Prep Magnet**

Teacher _____ Administrator _____
Date _____

A CHECK MARK INDICATES SATISFACTORY

Lesson Plans

___ **Alignment to the course standards in a scaffolded manner to reach the full intent of the standards.**

___ **A learning goal is clearly stated for each lesson (what the students will know or be able to do as a result of the lesson and the end of a unit).**

___ **A target skill aligned to the learning goal should be clearly stated for each day (what the students will be able to do by the end of the lesson).**

___ **Materials used and method(s) of assessment are included (formative and summative).**

___ **Evidence of use of planning resources created by SLPS (scales, scope and sequence, instructional focus calendars, toolkits and assessments)**

___ **ESOL strategies are included**

___ **ESE strategies (individual modification sheets for individual students) are included if appropriate.**

___ **Assignments are clearly described and referenced in lesson plans.**

Grade Book (Skyward)

___ **As outlined in the SLPS Student A minimum of 9 academic grades per grading period (quarter) are used to calculate student grades ; if grades are weighted there must be at least 3 grades in the weighted categories being used that quarter (maximum of 10% for homework)**

___ **WEST Prep prefers total point calculation for all courses and common grading for assessments in tested subjects (Unit assessments).**

___ **Grades should reflect an accurate measure of student progress and mastery for that given course and should be maintained/updated on a timely manner. Best practice is one grade input into the gradebook per week.**

___ **Grades should not be a substitute for valuable, verbal and/or written academic feedback for students.**

Make Up Work Policies

When a student must be absent from school, our main concern is that the student is able to make up his/her class work as soon as possible. To achieve this, FPWHS has set up the following policies:

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 be encouraged to establish good attendance patterns. When absences occur, the following shall govern the make-up of work:

- Make up work is allowed for all absences, excused or unexcused.
- Students have 2 days to make up the work for each day absent, not including the day of return, unless the principal or assistant 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 the final quarter of the school year.

- Under no circumstance, are teachers allowed to issue the grade of an “I” or incomplete for any student for any given grading period (quarter) without the prior approval of the supervising Administrator. Extreme circumstances need to be a major factor in order for any consideration by an Administrator.
- Incomplete grades become “F”, if not replaced with the grade for the makeup work that was turned in on time.
- Students will take tests on first day of return to school if announced prior to the student's absence. Student will be allowed 2 days to prepare for tests assigned during the absence.

9 - 12 Provisions:

- Students or parents must request makeup work; students will not be penalized for makeup work that is requested, but not provided by the teacher.
 - Makeup work for unexcused absences (U) will receive the maximum grade. ALL make-up work must be turned in within 10-days of student returning to school.
 - Upon student's request, the teacher will inform student/parent of work to be made up as specifically as plans will allow, but the teacher is not expected to develop any special assignments.
- *Project Rock Completion Certificate permits all work to be made up for full credit upon return from their suspension.

It is in the student's best interest to get caught up as quickly as possible. Special problems or circumstances should be brought to the teacher's immediate attention so that he/she can help the student make a smooth return to his/her group.

Grading and Report Cards

Grading Procedures

Grades shall be a measure of a student's progress and achievement in mastering the subject matter, based on the quality of work done, and reflect a comprehensive evaluation which utilizes a number of marks. A student's daily preparation should be consistent with these grades and taken into consideration in reporting a student's progress. **Each teacher should have at least nine (9) graded assignments/assessments for students during a nine-week grading period.** If categories are utilized, there must be a minimum of three (3) grades in each

category. All grades posted in teachers' gradebook in Skyward should be on a numerical/percentage basis, not a letter grade.

Letter Grades

Letter grades shall be used with each nine-week marking period based on the following numerical values:

90 – 100%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
0 – 59%	F

Semester grades are computed automatically; Semester exams are separate grades and are not to be averaged-in with the nine-week quarter grades. EOC courses do not have semester exams in addition to EOC exams; for more information, please refer to the SLPS Student Progression Plan for High School.

Semester Examinations

Written semester examinations must be aligned to the SLPS Scope and Sequence and accurately reflect the work taught during the semester.

Failure Notices/Deficiency Notices

As per the SLPS Student Progression Plan (HS), Parents of students must be notified other than by report cards and progress reports, at any time during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course. The teacher must keep documentation of all parent contacts made to address the deficiency. Parents may also be contacted by mail, e-mail, or by phone in an effort to assist the student in overcoming their difficulty.

Report Cards

Accuracy and promptness of information inputted is most important. Remember, the computer will reproduce the information exactly as it is received/entered by the teacher.

Recording of Grades

- Enter information carefully in order to avoid mistakes.
- Input grades for each section that you currently teach. If a student is enrolled in your class and should receive a grade for the nine weeks, his/her name should be listed in Skyward. If a student's name is not on Skyward, check with Guidance and/or the School Data Specialist to verify student's enrollment status.

- Nine Weeks Grades – Input letter grades for each assignment
- Semester Test – Semester exam grades are to be inputted at the end of each semester in its own column (SE1 or SE2). You may not input an "I".
- Semester Grade – The computer will calculate this for you.
- Days Absent – All absences are unexcused until excused by the attendance clerk/administrator.
- Comments –
 - Enter ONE comment for class work (O,S,U,N). Computer will default to S.
 - Parent Conference Place a “Y” under the “C” if a parent conference is requested. “N” will default if no parent conference is requested.
- Please advise the Data Specialist if you have any issues with posting grades.
- Double check the information you have inputted. This is the information that will appear on the student’s report card. It is important that it is correct when processed so that the student’s report card is correct. We may not have the opportunity to change the information before the report cards are issued.
- If you have any questions about this procedure, please ask the school data specialist for information.

Teachers should always print a hard copy of grades after updates are made.

Cheating

Cheating is an offense which should be handled by the teacher in accordance with the classroom policies and SLPS code of conduct. As such, the determination cheating and the definition of cheating is at the discretion of the teacher; however, it must be stated in the teacher’s syllabus. In such cases, the parents and guidance counselor should be informed of the circumstances. Teachers have a responsibility to monitor testing situations and generally establish an environment in which cheating is discouraged. It is a good idea not to give the same test to every class.

Conferences

During the school year, teachers may be required to participate in scheduled conferences. Conferences provide an excellent opportunity to work with parents and students to find solutions to various problems. The conference provides a forum for both parents and teachers to better understand their mutual interests. Teachers should initiate a conference request through the appropriate school counselor, who will coordinate the meeting and keep accurate notes. **Teachers should keep a log of all communication with parents. The log should include the reason for the communication, the date, who they spoke to and the resolution, if any.** These conference notices should be mailed/e-mailed. Parents may schedule a conference with teachers whenever they feel the need to discuss

any concern(s). We ask that 24-hours notice be given, but we respond to emergencies whenever we can.

NOTE: Per District Policy no students may receive a failing grade for any marking period unless a deficiency/progress report has been issued in a timely manner informing the student/parent that the child is in danger of failing. As much as possible, there should be adequate time given to allow a parent to work with a student to improve. This is in addition to the interim progress report.

Confidential Records

Teachers must accept responsibility, within reason, both administratively and professionally for their classes. Keep all such pertinent information about students from guidance files, school counselors, nurse, parent, and student themselves confidential. **It is a direct violation of the Professional Code of Ethics to discuss confidential student information in class/any public setting/with a child or adult other than the student in question.**

School Attendance

Florida School Law required that attendance be checked accurately each day. Teachers are required to make an accurate attendance check for each period and for homeroom, utilizing procedures and codes as defined by the Florida Department of Education. Review the District Attendance Policy carefully. FPWHS requires attendance to be entered into Skyward within the first 5 minutes of class, for each period, on a daily basis. It is the teacher's responsibility to adjust attendance records for tardy students during that class period.

Florida law defines "habitual truant" as a student who has 15 or more unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent or guardian, and who is subject to compulsory school attendance. WEST Prep monitors student attendance daily and has a process in place for teachers to report concern for students in danger of reaching truancy. When teachers recognize a concern, the following procedure is to begin immediately:

Components	TIER 1	TIER 2	TIER 3	TIER 4	TIER 5
ATTENDANCE	District Attendance Policy Teacher/ Parent Contact Documentation via Skyward Log	MTSS Referral Forms (Teacher initiated) Attendance Committee <ul style="list-style-type: none"> Tuesday Mtg - MTSS Referral Students Skyward Data PST Meetings <ul style="list-style-type: none"> Weekly Mtgs Power BI Data 	Att. Committee Attendance list divvied by committee Home Visits on Tues/Thurs (School Social Worker initiated)	Att. Committee School Social Worker/ MTSS Coordinator monitor attendance data of students with multiple interventions with "some" response.	Att. Committee School Social Worker/ MTSS Coordinator monitor attendance data of students with multiple interventions with no response. Recommendation for withdrawal.
ACADEMIC	District Progression Plan Teacher/ Parent Contact Documentation via Skyward Log MTSS Intervention Checklist via MTSS handbook.	MTSS Referral Forms (Teacher initiated) MTSS Core Committee <ul style="list-style-type: none"> Monday Mtg- MTSS Referral Students Skyward Data Pulled PST Meetings <ul style="list-style-type: none"> Weekly Mtgs Power BI Data 	MTSS Committee <ul style="list-style-type: none"> Academic list divvied by committee/ school counselors Lezbeau's Legacy Cohort <ul style="list-style-type: none"> 8th period tutoring 	MTSS Committee Guidance/ MTSS Coordinator monitor academic data of students with multiple interventions with "some" response. Academic Support via 8 th period tutoring/ attendance monitored.	MTSS Committee Guidance/ MTSS Coordinator monitor academic data of students with multiple interventions with "no" response. Recommendation for alternative education.
BEHAVIOR	District Code of Conduct Teacher/ Parent Contact Documentation via Skyward Log	MTSS Referral Forms (Teacher initiated) MTSS Committee <ul style="list-style-type: none"> MTSS Referral Skyward Data PST Meetings Weekly Mtgs <ul style="list-style-type: none"> Power BI Data 	MTSS Committee <ul style="list-style-type: none"> Behavior list given to Behavior Interventionist Thursday Mtg with Deans/ Interventionist PST Meetings <ul style="list-style-type: none"> Weekly Mtgs Power BI Data Lezbeau's Legacy <ul style="list-style-type: none"> Accountability Kids Leader in Me Days 	MTSS Committee <ul style="list-style-type: none"> Mental Health Collaboration MTSS Committee Guidance/ MTSS Team/ Dean of Students monitor behavioral data of students with multiple interventions with "some" response. Follow district code of conduct policy	MTSS Committee Guidance/ MTSS Team/ Dean of Students monitor behavioral data of students with multiple interventions with "no" response. Follow district code of conduct policy

Enrollment

The following procedures and codes are used for maintaining student daily attendance records:

Enter the appropriate entry or re-entry code and subscript at the time the student enters school (see attendance codes and subscripts).

- E01 Student's original entry date. (only marked once per year)
- BLANK Leave the space blank if the student is present and on-time.
- U Student is absent.
- T Student is tardy rather than absent (unexcused)

TEACHERS WILL CLICK ON THE STUDENTS WHO ARE ABSENT IN THE APPROPRIATE COLUMN AND CLICK TARDY IF THE STUDENT IS LATE IN THE APPROPRIATE COLUMN; SKYWARD DEFAULTS TO PRESENT. ALL OTHER ATTENDANCE CODING WILL BE ENTERED BY THE ATTENDANCE CLERK. PLEASE CONTACT ATTENDANCE WITH ANY QUESTIONS/CONCERNS.

- A student who arrives at school after **7:33 a.m.** must check in with the attendance office immediately upon arrival and receive a tardy pass. Failure to do so will result in disciplinary action.

Students Checking Out

1. Students will not be given permission to leave the school campus during school hours without permission of the legal parent or guardian and school personnel.
2. No one shall pick up a student except the legal parent, guardian, officer of the law with a warrant or someone **officially designated** (emergency contact information) by parent.
3. Students will be signed out of school at the front desk. Parents or the parent's designee must sign the student out at the attendance office.
4. Dual Enrollment and "early exit" students must show their pass to re-enter the student parking lot during school hours.

Employee Absences

Authorization of staff member absences – No employee of the Board shall excuse himself or herself from the duties of which he has been assigned except as authorized by the Superintendent and approved by the Board. Unauthorized absence shall be considered a breach of contract, and the employee is subject to immediate dismissal.

- The workday for teachers, aides and clerical/secretarial personnel is 7 ½ hours per day.

- When an employee applies for a Leave of Absence, it can be in hourly increments of time. If a person is taking only one-half day leave, the amount of time worked should approximate three hours and forty-five minutes as near as scheduling allows.

Permission or notification of absence – An employee who is absent from duty for **ANY REASON** must enter the absence in Skyward and RedRover (if substitute is needed) immediately (link is found on district website: <http://www.stlucie.k12.fl.us>); it must be entered at least 2 hours prior to report time.

This needs to be done **prior to 6:00 a.m.** and such notification shall be given in advance unless conditions beyond the control of the employee make such advance notice impossible. In which case, please make every attempt to contact our main office and speak with our executive secretary so we may assist in securing coverage. **It is the employee's responsibility to secure coverage of a substitute and provide lesson plans for their absence.** The employee also must enter their leave request in Skyward **Employee Access**. In the event of a planned absence, teachers should post directions for their students prior to the planned absence. In the event of an emergency or unplanned absence, Department Chairs will post directions for students on the teacher's behalf. Teachers are responsible for adding their department chairs as "teachers" to their courses.

Leaves of Absence

The following requests for leave of absence require School Board approval prior to the date the leave commences: Line of Duty, Professional, Long-term Sick Leave, Personal leave without pay, maternity, and military leave. In order to get such requests on the School Board agenda, it is necessary for them to be in the Personnel Office the weeks prior to the Board meeting. (Agendas are sent the Board members Thursday, preceding the meetings.) It will be administrative policy to reject the above- mentioned types of leave requests if they are not submitted according to the above - described criteria.

The employee should remember that Florida Statutes and/or State Board regulations mandate that certain types of leaves must be approved by the Board and CANNOT legally be approved retroactively. Therefore, it behooves the employee to sufficiently plan ahead to apply for such leaves in advance to acquire Board approval. Other leave requests, although not requiring Board approval, must be submitted in advance for Principal or Superintendent Approval.

The penalty for being absent from the job without approved leave can be loss of pay at the discretion of the board and/or loss of employment. For clarification purposes, leaves requiring School Board approval are described as follows:

Line of Duty

Leave necessary for the employee to perform his assigned duty and keep abreast of his field of work. This includes conferences, seminars, conventions, etc. should request professional leave.

Professional

This leave is designed primarily for the benefit of the employee and not necessarily for the benefit of the employer. This includes sabbatical leave, summer school, educational travel, conferences or seminars not particularly related to the job assignment. Sometimes it is difficult to distinguish between Professional and Line of Duty leave. Consult the Personnel Department. All personnel who apply for Professional or Line of Duty Leave must attach a copy of the SRN#, brochure, agenda, letter or program, which describes the activity in which they are to participate. The same information must be attached to any Leave Request that would normally be submitted as a professional or Line of Duty Leave Request, but due to some communication problem, is submitted as a Temporary Duty Request. All instructions are to be followed in completing the leave form. Remember the "I Request" section should indicate in writing "Yes" or "No".

Personal Leave without Pay

This leave requires approval of the Principal.

Maternity Leave

The following leaves only require the approval of the Principal and/or Superintendent and do not appear on the Board agenda, however they must, whenever possible, be approved in advance of the dates when the leave commences. Contact the Personnel Office regarding Family Medical Leave Act.

Temporary Duty Assignment

This leave is to be used when the employee must work away from his regular place of employment. Normally his superior will request him to apply for this leave. This includes extended coaching trips, and conferences and seminars, when representing the Board and/or Superintendent.

Personal Leave with Pay

Must be approved by the principal in advance.

Jury Duty

Copy of summons/ serve certificate must be attached to the leave request.

Witness Duty

The Superintendent will not approve when the employee is a party of the litigation. A summons must be attached to the leave request.

Vacation

Must be approved by the Principal.

Comp Time Leave

Prior to earning comp time, it must be approved by an administrator and logged within 24 hours after earning the approved time. When requesting to use comp time, a request must be submitted at least 24 hours in advance to administration via Skyward Employee.

Sick Leave

As per F.S.231.40, faculty and staff should provide a certificate of illness from a licensed physician or from a county health officer upon return to work when requested to do so by the principal or designee.

Any of the above Leave submitted without the proper information (or not signed by the principal) will be returned to the staff member who submitted it.

Student Discipline

ASSERTIVE DISCIPLINE/POSITIVE BEHAVIOR SUPPORT

Assertive discipline is a competency-based approach to classroom and school discipline, designed to provide educators the skills and confidence necessary to eliminate discipline, as a problem in the classroom or school. Our primary focus will be to reward positives rather than to highlight the negatives. Students who are actively engaged in the learning process will not become discipline problems. The goal in developing assertive discipline in the classroom is to have a fair and consistent way in which to deal with all students who misbehave, thereby creating an atmosphere conducive to teaching and allowing more time for on-task for learning. Respect for the teacher cannot be taught in the office when too many trivial problems are referred. **The Deans' Office should be the last resort in any individual discipline problem.** Teachers must fill out a discipline referral for any student referred to the office for discipline. **Students may not be sent out of the classroom without being accompanied by an administrator or designee.**

Discipline Philosophy

Discipline is primarily the responsibility of the teacher and should be handled in the classroom in a progressive fashion. The administrative staff and resource personnel are to provide additional assistance. Discipline policies must be practiced uniformly by each teacher.

Referrals – The teacher must make parent contact for each discipline referral written.

Interventions – Teachers will use accepted means available to prevent or correct misbehavior of students. All teachers are to follow the approved discipline plan for

use in the classroom. If the following interventions fail to solve the problem and the student continues to be a disturbance in the classroom, the student should be referred to the Deans' Office. **Remember to document all interventions.**

1. Student conference with teacher
2. Parent conferences – either by telephone or in person
3. Detentions
4. Referral to the Guidance Department

TARDY POLICY

It is imperative that ALL teachers enforce the tardy policy described in the Faculty Handbook and in the Student Handbook. It is critically important that ALL teachers address tardiness within their classrooms, make contact with parents and, report students that have repetitive tardies. Arriving to class on time is critical to the education of our students, and to maintain an orderly and non-disruptive learning environment. Punctuality is a trait necessary for success in our school, on the job and in life. Frequent tardiness reflects a lack of maturity and the unwillingness and/or inability to act responsibly. Because of this, tardies are considered a discipline issue at FPWA.

Tardies will be recorded each class period. If a student is not in his/her classroom when the tardy bell rings, he/she will be considered tardy. **A tardy of more than 10 minutes is considered skipping class.**

TARDY POLICY: Arriving Late to School:

Any student that arrives on campus after 7:33am **MUST** report to the attendance office for an admit pass. Students that DO NOT sign-in with attendance will be considered as unexcused and will be counted as an unexcused absence for the class (es) missed. Excused tardy (ies) follow the same criteria as an excused absence. Notes must accompany the student when they sign in. Tardies will not be changed after student signs in. All subsequent tardies will require legal or medical documentation in order to be excused. Excessive tardies whether excused or unexcused will be referred to administration. The following are a few examples of unexcused tardies: OVERSLEEPING, MISSING BUS, CAR PROBLEMS, PERSONAL PROBLEMS.

TARDY POLICY: Tardy to Class

Arriving to class on time is critical to the education of our students, and is also critical to maintaining an orderly and non-disruptive learning environment. Punctuality is a trait necessary for success in our school, on the job and in life. Frequent tardiness reflects a lack of maturity and the unwillingness and/or inability to act responsibly. Because of this, tardies are considered a discipline issue at FPWHS. If a student is not in his/her classroom when the bell rings, he/she will be considered tardy. Tardy (ies) will be recorded on Skyward each class period by the student's respective teacher. Students will be assigned consequences based on recorded tardy arrivals.

• A tardy of more than 10 minutes is considered skipping class and may result in detention or suspension in the first incident. School begins at 7:28 a.m. and the late bell rings at 7:33 a.m. Prompt arrival to school is the responsibility of the student and parents. Late arriving students transported by parents are considered tardy.

• All deans and administrators will assist with getting students to class on time as the bell rings for class changes throughout the school day. Students that are still in the hallway(s) after the bell rings for class changes will be marked tardy once they arrive at their class. A student who is tardy will receive a lunch detention. A student who fails to serve lunch detention will be given a consequence by the dean.

• Teachers: If a student arrives to class without a tardy slip, please record their tardy arrival in Skyward.

NOTE: Beyond the above disciplinary progression, Administration and Deans reserve the right to exercise more severe disciplinary consequences listed above toward students that continue to disregard the school rules.

HABITUAL TRUANTS / SKIPPING SCHOOL:

Students who have 15 or more unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent or guardian, and is subject to compulsory school attendance, shall be classified as a habitual truant. The Department of Highway Safety and Motor Vehicles; Department of Children and Families; Department of Juvenile Justice; State Attorney's Office; Circuit Courts will be notified of cases of habitual truancy as prescribed by law. Additionally, students that fail to attend class without permission will be dealt with in the manner written below.

Hall Passes

Any student in transit from one part of the campus to another must be in possession of the proper hall pass. The hall pass will be accepted only if it is completely filled out by a faculty member with the student's full name, date, time, and destination on it. In addition to the "Red Hall Pass", teachers will receive standard paper hall pass books to be used when students are in transit to, the clinic, and the front office. A student must have a hall pass to leave the classroom for any reason. Teachers may send students to the media center on a hall pass. This is limited to 3 students per period.

- Please limit hall passes to two a nine week period *per* student.
- No Passes shall be provided to students to use the vending machines during class/ instructional time.

FREEZE TIME: NO HALL PASSES should be issued to students...

- During the first 10 minutes and the last 10 minutes of each class, teachers will not issue or grant hall passes to students.
- During 4th/5th Block class and/or during lunches, teachers will not issue or grant hall passes to students. (No Passes 4/5th period, 3rd block.)

Authority

Each teacher or other member of the staff shall assume such authority for the control of students as may be assigned to them by the Principal. The teacher shall keep order in the classroom and in other places in which he is assigned to be in charge of students, but he shall not inflict corporal punishment, and in no case shall treatment of students be profane or degrading. A teacher shall not suspend a student from school or class.

Suspension Authority – Suspension either from a single class or from school is a disciplinary action which may be invoked ONLY by the principal or his designee. (FL State School Law 232)

Personnel/Supervision

The teacher shall perform the **duties required by section 231.09 of the Florida Statutes** and all other generally accepted professional duties such as club sponsorship, **hall duty, supervision of bus loading zones**, chaperoning school sponsored social and educational events for students, and such other reasonable duties as may be assigned by the teacher's immediate administrative supervisor. Teachers shall be encouraged to participate in community activities. **All personnel are required to attend/supervise assemblies and class meetings unless excused by the principal. Failure to perform such duties in an acceptable manner will constitute a violation of contract.**

Your visible presence in your assigned areas sends a positive message to students and frequently prevents problems from arising. **In addition to assigned duty stations, all teachers are required to be visible in the halls and stand at their doors to supervise students reporting to/leaving class during the five (5) minute class change and the period going to/from lunch. Please review the roster for additional supervision assignments (i.e. morning duty, lunch duty, and dismissal duty).** Please notify the principal (or designee) if, for some reason, you cannot cover an assigned area. **Remember, once assigned, you are responsible for covering that duty area/classroom area during the specified time.**

No Class Should Be Left Unsupervised. It is the teacher's responsibility to inform an administrator when he/she needs to be away from class prior to leaving the classroom. **Students should not be left in charge of a class and at no time should students be allowed to report to, or work in, your classroom when you are not there.**

Classroom Security

Rooms, desks, file cabinets, etc., should be kept closed and locked at all times when the teacher is absent from the room. Never give keys to students to use. Improper use of school keys may result in disciplinary action. Windows should be closed and latched except when there is a climate control failure or other exceptional circumstances – open windows defeat the purpose of the climate control system.

Electronic Devices

Students are allowed to carry cell phones in their book bags but are only permitted to use them at lunch. Students are to keep their phones **concealed and turned off**. Any student found using their electronic device/cell phone in any capacity will be subject to disciplinary action. Any phone or electronic device that is confiscated by a faculty member is to be personally turned into the Dean's Clerk or returned to the student by the end of the class period. Any Faculty/Staff confiscating a device needs to write down the student's full name/grade level and attach it to the electronic device prior to giving it to the Dean's Office. Electronic devices may be picked up by the student at the end of the school day.

Cleanliness

Litter, such as paper, bottles, etc., should be put in trashcans. Students throwing debris on the ground or school campus should be required to pick it up. Encourage all students to recycle and to take pride in our campus. Teachers are responsible for all materials and equipment in their classrooms including textbooks. Precautions should be taken to eliminate the willful marking or cutting of furniture and walls. Students are expected to pick up all trash before leaving class.

Care of your Room – Please make sure your assigned room/office is not cited during our annual inspection for these common safety violations.

- **High Storage** – All shelf items must be no less than 18" from the ceiling. This same rule applies to the height of posters on the walls.
 - **Reason:** The fire sprinkler heads cannot cover 18" down from the ceiling. (This also applies to anything hanging from the ceiling itself)
- **No posters, signs or decorations allowed on or around any entrance door.** (No wall can have more than 20% covered with posters.)
 - **Reason:** We don't want flammable materials on, what would be, the fire exit.

- **All doors and at least one window in a classroom, must have a clear path.**
(Cannot be blocked with furniture. Doors and windows cannot be concealed.)
 - **Reason:** Must have two escape routes.
- **No chemicals or plants, brought from the outside, allowed on campus.**
 - **Reason:** Known chemicals, here on campus, have Material Safety Data Sheets (M.S.D.S.) to refer to in case of an emergency. Many plants are dangerous in various ways and/or may cause allergies to others.

Requisitions for Supplies

All requests for supplies should be given to the department chairperson or designated administrator. Description of the items, specification numbers, and address of vendor, price and purpose of the items must be included.

Teachers are not to purchase supplies or equipment in the name of the school until the proper forms are filled out. An itemized invoice for all purchases paid from internal accounts **MUST** be given to the bookkeeper. Any items so purchased will be the complete responsibility of the school. You cannot purchase a “bid” item regardless of price elsewhere except from a bid.

Note: The WEST Prep Magnet will not be responsible any invoice that has not been assigned a school purchase order number prior to the purchase. **Any employee who purchases supplies or equipment without prior approval will bear the financial responsibility.** If you have any questions regarding this, please contact the administration or school bookkeeper.

Media Services

General Management Considerations

- AUDIO/AV EQUIPMENT is to be used solely for academic instruction. Please see use of video/policy available in the media center. **Showing of unapproved material will be grounds for disciplinary action.**
- It is the responsibility of the teacher to fill out a Viper Ticket for service to LCD/Document Camera/or other instructional technology (except speakers).

Textbooks

Book Issuance Procedure – Teachers will issue books in their respective subjects through the Media Center. Teachers are responsible for all class sets of textbooks issued to them.

Dual Enrollment Texts

These are handled in a different manner. Please have students see the Media Center staff for details.

Fair Use for Teachers



TECHNOLOGY & LEARNING

Copyright and Fair Use Guidelines for Teachers

This chart was designed to inform teachers of what they may do under the law. Feel free to make copies for teachers in your school or district, or download a PDF version at

www.techlearning.com. More detailed information about fair use guidelines and copyright resources is available at www.halldavidson.net.

Medium	Specifics	What you can do	The Fine Print
Printed Material (short)	<ul style="list-style-type: none"> Poem less than 250 words; 250-word excerpt of poem greater than 250 words Articles, stories, or essays less than 2,500 words Excerpt from a longer work (10 percent of work or 1,000 words, whichever is less) One chart, picture, diagram, or cartoon per book or per periodical issue Two pages (maximum) from an illustrated work less than 2,500 words, e.g., a children's book 	<ul style="list-style-type: none"> Teachers may make multiple copies for classroom use, and incorporate into multimedia for teaching classes. Students may incorporate text into multimedia projects. 	<ul style="list-style-type: none"> Copies may be made only from legally acquired originals. Only one copy allowed per student. Teachers may make copies in nine instances per class per term. Usage must be "at the instance and inspiration of a single teacher," i.e., not a directive from the district. Don't create anthologies. "Consumables," such as workbooks, may not be copied.
Printed Material (archives)	<ul style="list-style-type: none"> An entire work Portions of a work A work in which the existing format has become obsolete, e.g., a document stored on a Wang computer 	<ul style="list-style-type: none"> A librarian may make up to three copies "solely for the purpose of replacement of a copy that is damaged, deteriorating, lost, or stolen." 	<ul style="list-style-type: none"> Copies must contain copyright information. Archiving rights are designed to allow libraries to share with other libraries one-of-a-kind and out-of-print books.
Illustrations and Photographs	<ul style="list-style-type: none"> Photograph Illustration Collections of photographs Collections of illustrations 	<ul style="list-style-type: none"> Single works may be used in their entirety, but no more than five images by a single artist or photographer may be used. From a collection, not more than 15 images or 10 percent (whichever is less) may be used. 	<ul style="list-style-type: none"> Although older illustrations may be in the public domain and don't need permission to be used, sometimes they're part of a copyright collection. Copyright ownership information is available at www.loc.gov or www.sspa.org.
Video (for viewing)	<ul style="list-style-type: none"> Videotapes (purchased) Videotapes (rented) DVDs Laserdiscs 	<ul style="list-style-type: none"> Teachers may use these materials in the classroom. Copies may be made for archival purposes or to replace lost, damaged, or stolen copies. 	<ul style="list-style-type: none"> The material must be legitimately acquired. Material must be used in a classroom or nonprofit environment "dedicated to face-to-face instruction." Use should be instructional, not for entertainment or reward. Copying OK only if replacements are unavailable at a fair price or in a viable format.
Video (for integration into multimedia or video projects)	<ul style="list-style-type: none"> Videotapes DVDs Laserdiscs Multimedia encyclopedias QuickTime Movies Video clips from the Internet 	<ul style="list-style-type: none"> Students "may use portions of lawfully acquired copyright works in their academic multimedia," defined as 10 percent or three minutes (whichever is less) of "motion media." 	<ul style="list-style-type: none"> The material must be legitimately acquired: a legal copy (not bootleg) or home recording. Copyright works included in multimedia projects must give proper attribution to copyright holder.
Music (for integration into multimedia or video projects)	<ul style="list-style-type: none"> Records Cassette tapes CDs Audio clips on the Web 	<ul style="list-style-type: none"> Up to 10 percent of a copyright musical composition may be reproduced, performed, and displayed as part of a multimedia program produced by an educator or student. 	<ul style="list-style-type: none"> A maximum of 30 seconds per musical composition may be used. Multimedia program must have an educational purpose.
Computer Software	<ul style="list-style-type: none"> Software (purchased) Software (licensed) 	<ul style="list-style-type: none"> Library may lend software to patrons. Software may be installed on multiple machines, and distributed to users via a network. Software may be installed at home and at school. Libraries may make copies for archival use or to replace lost, damaged, or stolen copies if software is unavailable at a fair price or in a viable format. 	<ul style="list-style-type: none"> Only one machine at a time may use the program. The number of simultaneous users must not exceed the number of licenses; and the number of machines being used must never exceed the number licensed. A network license may be required for multiple users. Take aggressive action to monitor that copying is not taking place (unless for archival purposes).
Internet	<ul style="list-style-type: none"> Internet connections World Wide Web 	<ul style="list-style-type: none"> Images may be downloaded for student projects and teacher lessons. Sound files and video may be downloaded for use in multimedia projects (see portion restrictions above). 	<ul style="list-style-type: none"> Resources from the Web may not be reposted onto the Internet without permission. However, links to legitimate resources can be posted. Any resources you download must have been legitimately acquired by the Website.
Television	<ul style="list-style-type: none"> Broadcast (e.g., ABC, NBC, CBS, UPN, PBS, and local stations) Cable (e.g., CNN, MTV, HBO) Videotapes made of broadcast and cable TV programs 	<ul style="list-style-type: none"> Broadcasts or tapes made from broadcast may be used for instruction. Cable channel programs may be used with permission. Many programs may be retained by teachers for years— see Cable in the Classroom (www.ciconline.org) for details. 	<ul style="list-style-type: none"> Schools are allowed to retain broadcast tapes for a minimum of 10 school days. (Enlightened rights holders, such as PBS's ReadingRainbow, allow for much more.) Cable programs are technically not covered by the same guidelines as broadcast television.

Sources: United States Copyright Office Circular 21, Sections 107, 108, and 110 of the Copyright Act (1976) and subsequent amendments, including the Digital Millennium Copyright Act; Fair Use Guidelines for Educational

Multimedia; cable systems (and their associations); and Copyright Policy and Guidelines for California's School Districts, California Department of Education. Note: Representatives of the institutions and associations who helped to draw up

many of the above guidelines wrote a letter to Congress dated March 10, 1996, stating: "There may be instances in which copying that does not fall within the guidelines stated [above] may nonetheless be permitted under the criterion of fair use."

Computer Hardware of Software Concerns

Technology request forms will be available on the counter in the teacher planning area. Please fill out and return to the state clerk. You must call **the Help Desk 772-429-HELP (4357)** or submit a **Viper** request ONLINE when your computer is not working, to install software, install printers, etc. – anything pertaining to school-issued computers/laptops/equipment.

Network Access

Students, teachers and staff have their own unique user log-on and password for the computers. Your district issued user log-on remains the same; however, you will be prompted throughout the year to update/change your password. If you do not remember your windows log-on or you are a new teacher/student please call ITS helpline at 429-HELP (4357). For your protection, always log off your computer when you are not using it and do **NOT** share this password with anyone.

All students, staff and teachers have or will be assigned a network log-on and password to sign onto a school computer. If you do not have a network log-on, please contact the ITS Department. 772-429-HELP (4357)

Skyward

To access skyward, double click the skyward icon. Type in your user ID (you received from the data specialist) – tab and then type in your password. If you need help with the skyward ask the tech specialist, or a veteran teacher who is located close to you. All teachers can help you with the process.

Lab Equipment

Science laboratory equipment should not be left on lab tables at the end of the school day. This equipment should be cleaned, stored and locked in the storage room. Teachers are required to keep a record of all equipment loaned to other classes. This will reduce the possibility of equipment being misplaced or lost.

School Advisory Council

The FPWA SAC has an open membership policy and all parents, teachers and students are invited to attend the meeting. Monthly meetings are held at the school. Only elected members may vote on agenda items. Meeting time will vary from year to year but it is located on the Meeting Schedules in this Handbook & on the FPW Group-Meeting Calendar, shared/updated via Office 365. All SAC meetings are held in the Media Center.

Faculty Council

The Principal, Assistant Principals, all Guidance Counselors, Test Coordinators, ESE Department Chair, and a representative from the SAC committee will comprise the The WEST Prep Magnet Faculty Council. Teachers are invited to submit information to be considered at this meeting or to attend if free at that time.

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Responsibility for Exceptional Student Education

In accordance with Public Law 94-142, The WEST Prep Magnet will provide services for students with special needs.

1. ESE students will have access to a guidance counselor, nurse, and other support personnel in the same manner as all other students.
2. Students identified with a disability may receive services in a variety of settings: general education with monthly teacher consultation with ESE personnel, general education with weekly ESE facilitation and collaborative teaching, ESE resource class daily per block schedule, self-contained class based on Access Points curriculum with Community Based Instruction, or Hospital/Homebound setting.
3. General education teachers will be provided:
 - a. Training on how to access each student's electronic IEP. The electronic IEPs are in P.E.E.R (Portal to Exceptional Education Resources).
 - b. As IEPs are updated and revised, an electronic copy will be provided to each of the student's teachers after the updated IEP is completed.
4. General education teachers:
 - a. Must document the use of accommodations or modifications and ESE strategies in daily lesson plans.
 - b. When requested, provide teacher input for the IEP draft.
 - c. When requested, must attend meetings concerning students with identified disabilities. These meetings include but are not limited to: IEP, determination of re-evaluation instruments, review of re-evaluation, behavior manifestation, FSA/FSAA waiver, hospital homebound eligibility and dismissal, etc.

- d. When requested, provide Annual Goal Progress Report (AGPR) information concerning the mastery of the student's IEP goals and objectives.
- e. When requested, must provide learner driven data regarding student proficiency.

Responsibility for ESOL/LEP students

- ESOL students will have access to a guidance counselor, dean, and other support or resource personnel in the same manner as all other students.
- Students may receive services in a **resource classroom** for language arts or in a **mainstream classroom**. When available, a classroom aide may be provided to assist the regular education teacher.
- It is the **responsibility of the regular education teacher to document the use of modifications and ESOL strategies in the daily lesson plans**.

Mandatory Reporting

- a) All School Board employees who know or have reasonable cause to suspect that a student is an abused, abandoned, or neglected child shall report such knowledge or suspicion directly both (i) to the state-wide central abuse hotline established and maintained by the Florida Department of Children and Families (DCF), and (ii) to the appropriate local law enforcement agency, either through the School Resource Officer or through the central dispatch center telephone number (911).
- b) Each school in the District shall post in a prominent place a notice containing the state-wide toll-free telephone number **800-962-2873** of the central abuse hotline and stating that, pursuant to Chapter 415, Fla. Stat., all District employees
 - (i) Have a duty to report to the Department of Children and Families all actual or suspect cases of child abuse, abandonment, or neglect,
 - (ii) Are immune from any liability when such reports are made to the Department of Children and Families in good faith,
 - (iii) Have a duty to comply and cooperate with child protective investigations and all provisions of law relating to child abuse, abandonment, or neglect, and
 - (iv) Are subject to criminal prosecution if they knowingly and willfully fail to report known or suspected child abuse, abandonment, or neglect to the Department of Children and Families, or if they knowingly or willfully prevent another person from doing so.

Reading and Posting Historical Material

The 1997 Florida Legislature passed Committee Substitute for Senate Bill 458, which was signed into law by the governor and is effective July 1, 1997. A portion of this legislation included a new law regarding the reading and posting of historical material, a copy of which is provided below for your information. This information appears as section 233.065(2), Florida Statutes.

Each district school board may allow any teacher or administrator to read, or to post in a public school building or classroom or at any school-related event, any excerpt or portion of the following historic material: the national motto; the national anthem; the pledge of allegiance; the Constitution of the State of Florida, including the Preamble; the Constitution of the United States, including the Preamble; the Bill of Rights; the Declaration of Independence; the Mayflower Compact; the Emancipation Proclamation; the writings, speeches, documents, and proclamations of the presidents of the United States, the signers of the Constitution of the United States and the Declaration of Independence, and civil rights leaders; and decisions of the United States Supreme Court. However, any material that is read, posted, or taught pursuant to this provision may be presented only from a historical perspective and in a non-proselytizing manner. When less than an entire document is used, the excerpt or portion must include as much material as is reasonably necessary to reflect the sentiment of the entire document and avoid expressing statements out of the context in which they were originally made. If the material refers to laws or judicial decisions that have been superseded, the material must be accompanied by a statement indicating that such law or decision is no longer the law of the land. No material shall be selected to advance a religious, political, or sectarian purpose. The Department of Education shall distribute a copy of this subsection to each school district, whereupon each school superintendent shall distribute a copy to all teachers and administrators.

SELF-REPORTING

All employees are required to self-report **in writing** within forty-eight (48) hours to **both**, their supervising administrator and the Assistant Superintendent of Human Resources any arrests by any law enforcement agency and/or any criminal charges being filed (this includes both misdemeanors and felonies of any type, including DUI). The self-reporting requirement shall apply not only to instructional employees but also to all other employees, including substitutes, part-time and temporary employees. Such notice shall not be considered an admission of guilt, nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, self-reporting shall also be required for any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or nolo contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment.

Employees who violate this School Board rule may be subject to disciplinary actions up to and including termination.

Emergency Codes

CODE YELLOW

When “Code Yellow” is announced over the intercom, please do the following:

TURN OFF TWO WAY RADIOS AND CELL PHONES

- 1- Lock doors but admit students that are assigned to your class for that period.
- 2- Do not leave the classroom or allow students to leave the class for any reason.
- 3- If you are outside, remain outside, and gather nearby students, until instructed to report to a designated area.
- 4- Create a list of names of students not in the classroom. Note late arrivals.
- 5- Call office *only* in an emergency
- 6- If you do not have supervisory responsibility of students at that time, please report to the nearest office and await further instructions.
- 7- Plan for faculty/staff meeting at end of day/situation.

CODE RED

When “Code Red” is announced over the intercom, please immediately do the following:

- 1- Lock doors. DO NOT ADMIT STUDENTS
- 2- If outside, remain outside and gather nearby students, until instructed to report to a designated area.
- 3- Create a list of students not in the classroom.
- 4- Keep all students quiet, turn off lights.
- 5- Cover window if everything is OK in your classroom. If there is a problem, DO NOT place anything in your door/window.
- 6- Instruct students to get on the floor in a sitting or crouching position; get away from all windows and doors.
- 7- Do not call the office.
- 8- Make NO phone calls. Exception: you may call school administrators for emergency info.
- 9- DO not leave your class or allow students to leave.
- 10- All adults who do not have supervisory responsibility for students proceed with caution to the nearest office unless otherwise notified.
- 11- Limited radio use permitted.

12- Plan for faculty/staff meeting at end of the day/situation.

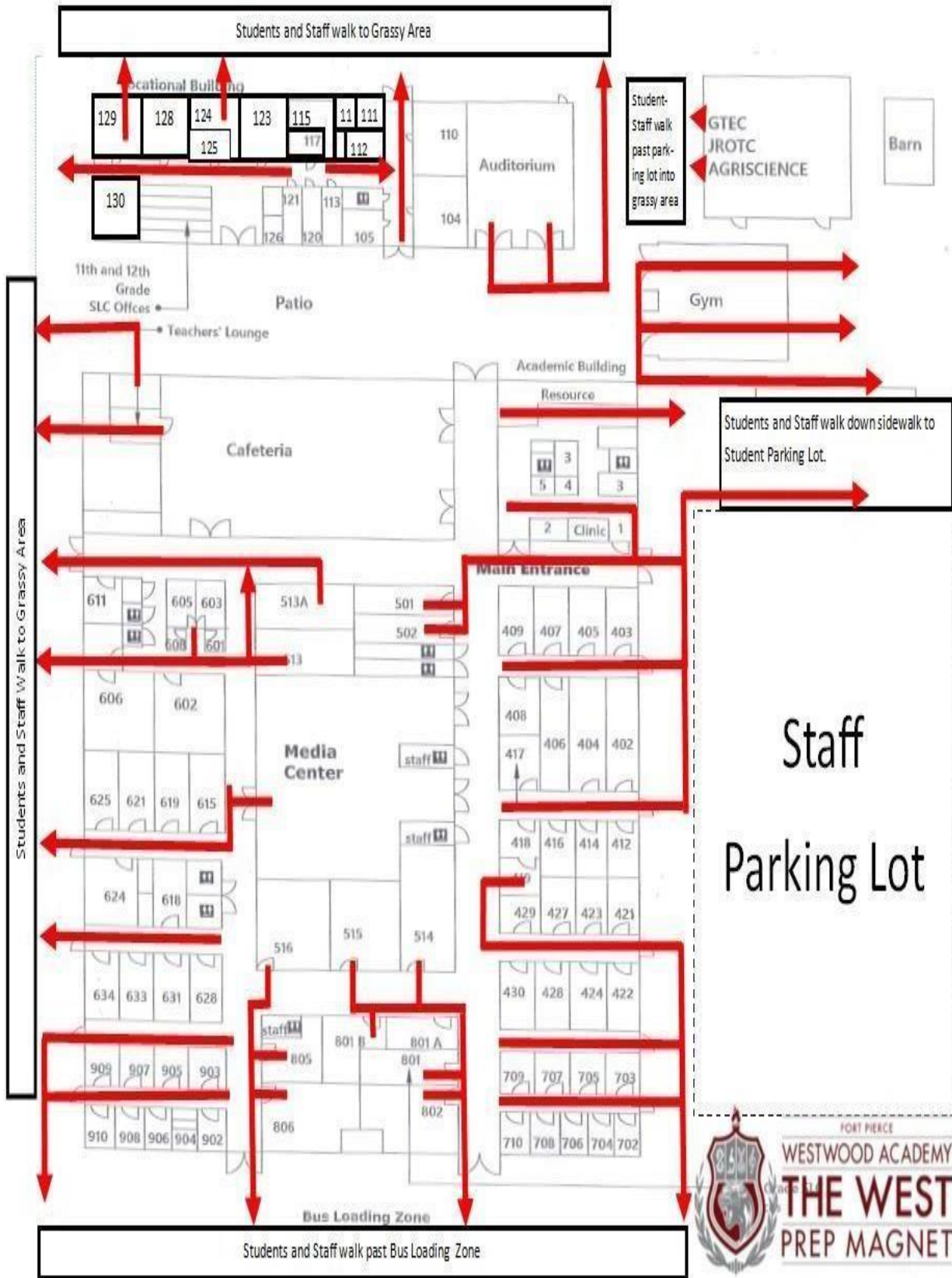
The Code Red is over when you hear the intercom announcement by any staff member.

“This is Principal Lezeau, the building is all-clear.”

Fire Drills and Evacuation

ALL Classrooms have Evacuation Routes posted near EXITS.

Upon fire alarm sounding, teachers promptly gather your students and follow the indicated evacuation route only after an administrator has made an announcement to evacuate. Take a copy of your class roster with you for attendance purposes. Please take attendance when you arrive at the cleared area with your students and wait for the return signal. Once the PA announcement is made to return inside the building, promptly return with your students to class.



Student Laptop Rules and Guidelines

The rules and regulations are provided here so that students and parents/guardians are aware of the responsibilities students accept when they use a district-owned computer. In general, this requires efficient, ethical and legal utilization of all technology resources. Violations of these rules and guidelines will result in disciplinary action(s) including but not limited to loss of use of technology equipment.

General Guidelines *All use of technology must:*

- Support learning
- Follow local, state, and federal laws, including SLPS district policies & guidelines
- Be school-appropriate

Security Reminders

- Do not share logins or passwords
- Do not develop programs to harass others, hack, bring -in viruses, or change others' files
- Follow internet safety guidelines

Activities Requiring Teacher Permission

- Any use of the laptop during class time
- Sending email, direct messaging, posting, or time checking
- Instant-messaging, through Office365 or Skype
- No Instagram or Facebook use during class
- Listening to music (Headphones must be put away unless given permission by teacher)
- Watching videos (Ex: YouTube or Netflix)
- Playing non-academic games

Appropriate Content All files must be school-appropriate. Inappropriate materials include explicit or implicit references to:

- Alcohol, tobacco or drugs
- Gangs
- Obscene language or nudity
- Bullying or harassment
- Discriminatory or prejudicial behavior
-

Thumb Drives

All SLPS rules and guidelines apply to any thumb/USB drive plugged-in to a SLPS laptop.

- Saving files to your OneDrive folder in Office365 is the preferred method of saving files.

*Any files created on your laptop should be saved to your OneDrive folder in Office 365.

Laptop Checkout Stipulations

Use of this equipment for any purpose other than educational use may result in loss of privileges.

Parents/guardians are required to pay a non-refundable security deposit of \$25. The payment (cash or check made payable to The WEST Prep Magnet) must be made prior to the student receiving the laptop.

Parents/guardians accept financial responsibility for cost related to damage due to purposeful action or gross negligence. The district will proceed with legal action, should financial obligation be ignored. For more information, refer to care of instructional materials in student manual.

The laptop, which is the property of St. Lucie Public Schools, must be returned prior to the end of the 2021-2022 school year, or in the event of school change, suspension (more than 5 days), or early withdrawal.

Lost or Stolen laptops should be reported to the school Deans, or a staff member within 24 hours or the next school day.

Laptops can be inspected/collected by an Administrator or his/her designee at any time.

If laptop is not returned to The WEST Prep Manet by the last day of school, students may be charged \$600 for a lost/stolen laptop and \$28 for a charger and will not be issued again.

Laptop Use, Care, and Routines

Hallway Transitions

- Always use two hands to carry the laptop or secure it in your backpack.
- Never leave the laptop unattended for any reason.
- Log-off or lock the computer before you change classes.

Classroom Expectations

- Center the laptop on the desk.
- Close the lid of the laptop before standing up.
- If the laptop is not being used at that time in class, the laptop must be closed.
- Lock the computer before walking away from it.
- Follow all directions given by the teacher regarding computer use for that period.
- Students may only work on course work for that current class. (Ex: You may not do your Algebra 2 homework in your English III class)
- If a student does not have a laptop, regardless of reason (did not receive one, forgot it at home, or without one for another reason), the student is still responsible for all work.
- Teachers will provide work for students in the event that they are without a laptop. Simply not having a laptop cannot be punitive with regards to the student's grade. Hard copies should be given so that students may complete their work.

Care of Laptop at Home

- Charge the laptop *fully* each night.
- Leave your charger at home. (This is very important. Your charger can't disappear if it is stored at home.)
- Use the laptop in a common room of the home.
- Store the laptop on a desk or table - never on the floor!
- Protect the laptop from:
 - Extreme heat or cold.
 - Food and drinks.
 - Small children.
 - Pets.

Traveling To / From School

- Completely shut down the laptop before traveling.
- Do not leave the laptop in a vehicle.
- Use your backpack or bag to carry the laptop.

If ever in a situation when someone is threatening you for your laptop, give it to them and tell a staff member as soon as you arrive at school.

Damaged Computer Policy

ACCIDENTAL DAMAGE PROTECTION:

St. Lucie Schools has provided coverage to protect the laptops against accidental damage such as: power surges and natural disasters.

This coverage does not provide for damage caused by fire, theft, loss, misuse, drops, intentional or frequent damage or cosmetic damage.

At the discretion of the Principal or his/her designee, we will assess the laptop damage and repair or replace the machine at no cost if the damage is determined to be accidental, infrequent, and within the protection guidelines.

If the damage is determined to be accidental, it will be replaced.

If the damage is from negligence, the following steps will be taken:

1st. Incident – Student will be required to purchase a school-approved laptop case, priced \$25.

Parent contact before laptop is re-issued.

2nd. Incident – Student will be required to purchase a screen protector, priced \$50.

Parent Contact before laptop is re-issued.

3rd. Incident – No laptop will be re-issued, and parent/guardian conference is required.

Incident can be defined as the following: cracked screen, damaged body, or any feature that may hinder the performance of the device.

If a laptop is being repaired it may take several weeks to fix, students are still responsible for all work assigned by the teachers; however, teachers must assign an alternative lesson that does not require the use of a computer.

Any student who checks out a laptop is solely responsible for the device and its usage

Office 365 Email

Purpose Office365 allows students to effectively communicate and collaborate with SLPS staff and classmates, giving them an authentic purpose for writing.

The purpose of email is:

- A 21st Century communication tool.
- Used in careers and higher education settings.
- A way to meet the National Educational Technology Standards (NETS).

Guidelines and Reminders

- Email should be used for educational purposes only.
- Email transmissions may be monitored by SLPS staff at any time to ensure appropriate use. This means that teachers may check students' email.
- Students should not delete email unless instructed to do so by a teacher. Deleting email will be interpreted as suspicious behavior and may be followed up with further investigation or disciplinary action.
- Email should only be used by the authorized owner of the account.
- Students need to protect their passwords.

Restrictions and Limitations

- Student email defaults to a "student only" view in the address book, but students may email teachers and other staff as well.
- Mailbox size is restricted.

Unacceptable Use

- Non-education related forwards (e.g. jokes, chain letters, images).
- Non-approved school related materials or non-school related Cyber-bullying, hate mail, discriminatory remarks.
- Email for individual profit or gain, advertisement, or political activities
- Harassment, profanity, obscenity, and racist terms.

Webcams

- Purpose** Each student laptop is equipped with a web cam. This equipment offers students an extraordinary opportunity to experience a 21st Century tool and to develop 21st Century communication skills.
- Examples** Web cams are to be used for educational purposes only, under the direction of a teacher. Examples include:
- Recording videos or taking pictures to include in a project
 - Recording a student giving a speech and playing it back for rehearsal and improvement.

Listening to Music

- At School** Listening to music on your laptop is not allowed during school hours *without* permission from the teacher. That permission will be given only for media used to complete a school assignment. Listening to music may occur before school, after school and during your lunch period with your own personal ear buds or headphones.
- At Home** Listening to music on your laptop (from a streaming website) is allowed at home with permission from parent(s)/guardian(s).

Watching Movies

- At School** Watching movies on your laptop is not allowed during school hours.
- Shortvideo clips (**any clips that are watched must follow the district policy on movies.) may be watched with permission from the teacher. That permission will be given only for media used to complete a school assignment.
- Watching videos (**any videos that are watched must follow the district policy on movies.) may occur before school, after school and during your lunch period with your own personal ear buds or headphones.

At Home Watching movies on your laptop (from a streaming website) is allowed at home with permission from parent(s)/guardian(s).

Gaming

At School Online gaming is not allowed during school hours unless you have been given permission by a teacher. Any games must be academic in nature and must be appropriate for a school campus (i.e. no guns, drugs, crimes, etc.)

- The game is in support of education.
- All school work is complete.
- No download of any kind is needed.

At Home Online gaming is allowed at home if all of the following conditions are met:

- The content of the game is school appropriate.
- You have permission from your parent(s)/guardian(s).
- The game is in support of education.
- All school work is complete.
- No download of any kind is needed.

You are not allowed to download personal software onto the district-issued laptop.

Printing

Printing at School Any documents that require printing should be printed at school for .10 cents per page. Color copies are occasionally available for an additional fee. This means there should be no school-required reason for printing at home. If a student chooses to print school work at home, we suggest using the following options:

- Save the file on a flash/USB drive and print from home computer.
- Email the file to the student's Office365 email account. Use the home computer to access the web-based Office365 account, and print from the home computer.

Behaviors and Discipline Related to Student Computer Use

Tech-related Behavior Violations	Equivalent "Traditional" Classroom Violations
Email, instant messaging, internet surfing, computer games (off-task behavior)	Passing notes, looking at magazines, games (off- task behavior)
Missing computer	No binder/missing supplies
Cutting and pasting without citing sources (Plagiarism)	Plagiarism
Cyber-bullying	Bullying, harassment
Damaging, defacing, or endangering laptop or accessories	Vandalism, property damage
Using profanity, obscenity, racist terms	Inappropriate language
Accessing pornographic material, inappropriate files, or files dangerous to the integrity of the network	Bringing pornographic or other inappropriate content to school in print form
Using an electronic resources account authorized for another person	Breaking into or using some else's locker

Tech Violations
<i>Behavior unique to the digital environment without a “traditional” behavioral equivalent</i>
Chronic, tech-related behavior violations (see above)
Deleting browser history
Using electronic resources for individual profit or gain; for product advertisement; for political action or political activities; or for excessive personal use
Making use of the electronic resources in a manner that serves to disrupt the use of the network by others
Unauthorized downloading or installing software
Attempts to defeat or bypass the district’s Internet filter
Modification to district browser settings or any other techniques, designed to avoid being blocked from inappropriate content or to conceal Internet activity

Progressive Discipline

Discipline is progressive; Low-level, first-time infractions will have lesser consequences than infractions that are repetitive or more serious in nature.

Progressive Discipline Steps (Examples)

The following are for illustration purposes only. The appropriate progressive discipline steps for the individual would apply.

- Warning
- In-class consequence (Time out from laptop – lid shut for 15 minutes)
- School-based consequences (Ex: Lunch Detention)
- Parent contact
- Loss of laptop for the class period
- Administrative referral – loss of laptop following the cellphone policy (24 hours)
- Loss of laptop or of network access for extended period of time
- Suspension

Technology Signage – Daily Forecast

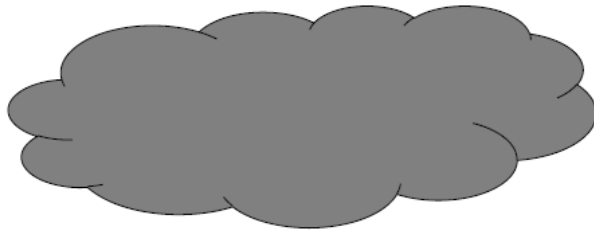
Today's Technology Forecast - Black



Laptop Use: **0 – 20%** Chance of Use

Laptop Location: Put Away, not on your desk

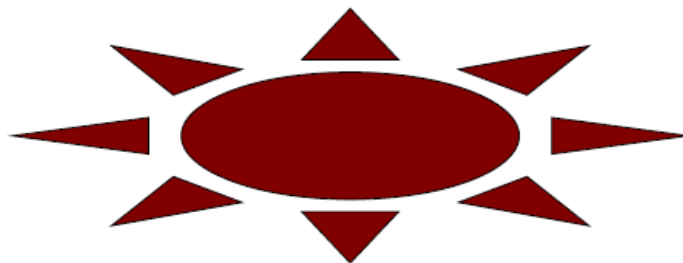
Today's Technology Forecast - Grey



Laptop Use: **40 – 50%** Chance of Use

Laptop Location: Lid at 45° Angle, not currently in use, but on desk

Today's Technology Forecast - Maroon



Laptop Use: **90 – 100%** Chance of Use

Laptop Location: On your desk, ready to go

Book

St. Lucie County School Board Policy Manual

Section

Chapter 2: School Board Governance and Organization

Title

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; or
 - 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 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 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 _____
School Name
_____ sexually harassed me on or about _____ at
Name Date/Time

Please explain the incident below:

I am requesting that _____ investigate these attentions.
Title IX Coordinator's Office

Name: _____

Signature: _____

SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA

Book

St. Lucie County School Board Policy Manual

Section

Chapter 2: School Board Governance and Organization

Title

Prohibiting Discrimination, Including Sexual and Other Forms of Harassment

Code

2.70

Status

Active

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.](#)

History:

ADOPTED: 03/30/2004

Revision Date(s): 09/13/2011, 07/29/2014, 12/08/2015

Formerly: 2.09,3.01

Book
St. Lucie County School Board Policy Manual
Section
Chapter 5: Students
Title
Equity Grievance Procedure for Students
Code
5.71
Status
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.

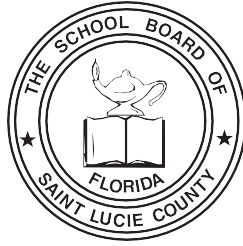
LAWS IMPLEMENTED: [1000.05](#), F.S.

History:

Adopted: 03/30/2004

Revision Date(s): 10/28/2008, 06/08/2010, 09/13/2011

Formerly: 5.65



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) 429-4577, Fax: (772) 429-4589, E-mail: 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

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

