

Legacy High School



**2026-2027
Student
Handbook**

Administration

Mr. Todd Smith, Principal

Mrs. Jean Emerson, Assistant Principal

Ms. Lindsey Harris, Assistant Principal

Ms. Andrea Popwell, Assistant Principal

Legacy High School

14505 S.W. Crosstown Parkway

Port St. Lucie, Florida 34987

(772) 301-7800



St. Lucie County School Board,

Troy Ingersoll, Chairwoman

Debbie Hawley, Vice Chairman

Terissa Aronson

Dr. Donna Mills

Jennifer Richardson

Dr. Jon R. Prince, Superintendent

Dr. Helen Wild, Deputy Superintendent

Mission

At Legacy High School, we are dedicated to creating a highly structured and nurturing educational environment that recognizes the diverse talents and aspirations of our students. Legacy will empower each student resulting in the pursuit of excellence in academics, arts, athletics, career readiness, community engagement, and scholarship. Together, we will prepare our students to lead productive lives and make meaningful contributions to society.

Vision

At Legacy High School, we are devoted to promoting an educational community where students will thrive in a dynamic and inclusive environment that fosters the development and acquisition of skills necessary to productively interact in all settings. Our commitment is to cultivate well-rounded individuals that will be inspired to grow, succeed in their chosen paths, and explore their purpose.



St. Lucie County Public Schools Mission, Beliefs, Vision

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

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

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

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

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

Quality schools are the responsibility of the entire community.

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

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

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

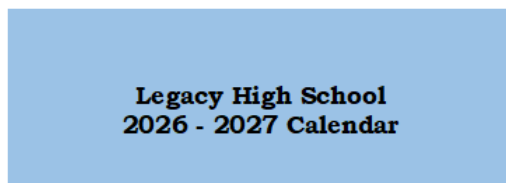
The district and its employees have mutual obligations for support and development toward continuous improvement.

- Our core values are fairness, respect, trust, integrity, and commitment to improvement.
- We develop leaders committed to our common vision at all levels in the system.
- Collegiality and collaboration are key to our success.
- All district employees have the absolute right to a safe, trusting, and drug-free environment.
- All district employees provide prompt and courteous attention to their customers.
- We are a school system, not a system of schools.
- We are a learning organization, in which all roles serve the common purpose of pursuing continuous improvement in quality learning experiences for all.
- Therefore, we promise continuous improvement in student achievement and in the success of each individual.
- We are committed to a common vision.
- We use our beliefs and vision as the key criteria for making decisions.
- We lead and manage by results.
- We hold ourselves mutually accountable for quality effort.
- We assess progress toward agreed-upon goals on a regular basis.
- We expect and we work to bring out the best in every employee.
- We accept change as inevitable and shape it into opportunity.
- We exercise flexibility and we encourage innovation in pursuit of our goals.

**“Let the
Legacy
Begin!”**

School Calendar

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



August 26						
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23	24	25	26	27	28	29
30	31					

July 20: 11 mo. Employees' first day
 Aug. 3-7: Teacher pre-planning (5)
 Aug. 10: Students' First Day
 Aug. 26: Early Release Day-Recordkeeping
 Sept. 7: Holiday for All - Labor Day
 Sept. 21: Fall Holiday for all
 Oct. 9: End of 1st 9 weeks
 Oct. 12: Teacher Workday
 Oct. 28: Early Release Day - FC Choice

September 26						
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October 26						
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November 26						
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December 26						
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Nov. 3: Teacher PL Day (District Led) No School
 Nov. 11: Holiday for All-Veteran's Day
 Nov. 23-27: Thanksgiving Holidays
 (12 mo. Employees work Nov. 23-24)
 Dec. 18: Early Release Day - FC Choice
 Dec. 18: End of 2nd 9 weeks (43 days)
 Dec. 21-Jan. 4: Winter Break for Students
 (12-month employees are off Dec 24-Jan 1st)
 Jan. 4: Teacher Workday

January 27						
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February 27						
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March 27						
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April 27						
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Jan. 5: Students Return
 Jan. 18: Holiday for All- MLK Day
 Feb 10: Early Release Day - PD
 Feb 15: Holiday for All - Presidents Day
 Feb 24: 1/2 Teacher PD Day & 1/2 Recordkeeping
 March 19: Early Release Day - FC Choice
 March 19: End of 3rd 9 weeks (46 Days)
 March 22-26: Spring Break
 (12-month employees work March 22-26)
 March 29: Teacher Workday

May 27						
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30	31					

June 27						
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July 27						
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August 27						
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29	30	31				

April 21: Early Release Day - FC Choice
 May 27: Early Release Day - Record Keeping
 May 28: Early Release Day - Record Keeping
 May 28: Last Day for Students
 May 31: Holiday for All - Memorial Day
 June 1: Teacher Workday/Last day for Teachers
 June 14: Last Day for 11 mo. Employees

REGULAR DAY BELL SCHEDULE

Block	Start	End	Block	Start	End
1 & 2	7:33	9:03	1 & 2	7:33	9:03
3 & 4	9:08	10:38	3 & 4	9:08	10:38
Lunch / 5th	10:38 (A Lunch)	11:08	Lunch / 5th	10:43 (5th)	11:36
5th / Lunch	11:13 (5th)	12:06	5th / Lunch	11:36 (B Lunch)	12:06
6 & 7	12:11	1:41	6 & 7	12:11	1:41

EARLY DISMISSAL BELL SCHEDULE

Block	Start	End	Block	Start	End
1 & 2	7:33	8:26	1 & 2	7:33	8:26
3 & 4	8:31	9:24	3 & 4	8:31	9:24
Lunch / 5th	9:24 (A Lunch)	9:54	Lunch / 5th	9:29 (5th)	10:13
5th / Lunch	9:59 (5th)	10:43	5th / Lunch	10:13 (B Lunch)	10:43
6 & 7	10:48	11:41	6 & 7	10:48	11:41

ACTIVITY BELL SCHEDULE

Block	Start	End	Block	Start	End
1 & 2	7:33	8:43	1 & 2	7:33	8:43
3 & 4	8:48	9:58	3 & 4	8:48	9:58
Lunch / 5th	9:58 (A Lunch)	10:28	Lunch / 5th	10:03 (5th)	10:45
5th / Lunch	10:33 (5th)	11:15	5th / Lunch	10:45 (B Lunch)	11:15
6 & 7	11:20	12:30	6 & 7	11:20	12:30
Activity	12:30	1:41	Activity	12:30	1:41

**Students are not permitted in hallways the first and last ten minutes of each period.
Fifth Period determines the lunch schedule.**

Where to go on Campus:

Bldg. 1B 2nd Floor

MEDIA CENTER:

Checkout books, obtain replacement school IDs, study for upcoming exams, and complete school group projects.

Bldg. 1East 2nd Floor

DEAN'S OFFICE:

Disciplinary action and related conferences; counseling for improved behavior; assistance with bullying or social issues; obtaining parking permit and lost and found (Dean's clerk).

Front Office

ATTENDANCE OFFICE:

Permission to leave campus, admission to class/tardy to school, parent pick up during the school day, use of telephone (emergencies only), absent/tardy note drop off, Driver's License Suspension attendance information.

REGISTRAR'S OFFICE

Request academic transcripts and review of grades and other student records.

BOOKKEEPER'S OFFICE:

Assistance with student Schoolpay accounts.

DATA SPECIALIST'S OFFICE

Report change in address or contact information; questions about Skyward access.

CLINIC:

Report health problems or injury, health counseling, secure confidential information concerning health records, sign out of school because of illness or doctor's appointment, deposit **ALL** medications.

SCHOOL COUNSELORS

Counselors are assigned by alpha and located in the Front Office. Counselors are available before/after school, during your assigned lunch, and via appointment. TEAMS is an excellent way to get in contact with your school counselor. Course counseling, information about available scholarships, transcripts, personal records and class ranking, request schedule changes, information on dual enrollment and post-secondary education and personal/social counseling.

Activities and Extracurricular Clubs

Membership in an organization is voluntary. Students taking part in activities at Legacy High School assume responsibilities associated with these organizations. Whenever meetings and duties conflict with academic work, the student is responsible for contacting the teacher prior to the time of the activity and is responsible for the work missed. The St. Lucie School District Code of Conduct requirements and all school rules are enforced during extracurricular activities before/after school and on weekends, both on and off campus.

Any student may propose a club with the support of a faculty advisor. Student will submit a proposal including mission, goals, and planned activities. The proposal should include a minimum of five student members and a faculty advisor must be confirmed. Proposals are submitted to the administrator over activities.

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

Eligibility: In order for a student to be scholastically eligible to participate in interscholastic athletic or non-athletic extracurricular activities the student must attain a 2.0 grade point average for the semester. A student absent from class or school for official school business (such as a band contest, athletic event, approved field trip) will be required to make-up the class work.

Procedure for Removal from club or activity:

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

General Athletic Regulations

Athletics is an integral part of the high school experience. We ensure that our athletes at Legacy High School enjoy a healthy and positive experience in athletics.

All athletic programs require a physical/waiver packet to be complete prior to trying out for a sport's team. Athletic packets should be completed online at [Athletic Clearance - Home](http://www.athleticclearance.com) (www.athleticclearance.com). There is a **\$50.00 processing fee due before a student can compete.** This is an annual fee and covers participation in multiple sports. **All forms can be obtained online on the Legacy High School website as well as the St. Lucie County Schools' website.**

These athletic guide lines and regulations are general in nature and do not cover eligibility in its entirety. For clarification & interpretations, please contact the Athletic Office located in the gymnasium.

- Academic work, conduct, and attendance must be satisfactory - Minimum 2.0 G.P.A.
- Participation in athletics is a privilege. Please note, the principal or designee has the discretion to withdraw a student's eligibility at any time due to unbecoming behavior occurring on or off campus.
- Athletes must be in attendance at school for a minimum of three periods, unless previously approved, on days of all practices and games.
- Athletes must abide by all of the rules and regulations as set up for the various sports by the FHSAA and by the coaching staff of each sport.
- Must be a registered student of Legacy High School who has been assigned to attend this school by student assignment.
- Any student on the obligation list at the school must clear the obligation prior to participating on a school team.
- The limit of eligibility is four years. Each student has four years to participate in athletics from the day they first enroll in the ninth grade. In order to participate, all other requirements of eligibility must be met by the student-athlete and must be under 19 years 9 months of age.

FHSAA Guidelines:

Any ninth grader who loses eligibility during the first semester and then earns a 2.0 or higher grade point average for the second semester may be declared eligible at the beginning of the tenth grade. Eligibility will be restored to 10th graders who have earned a 2.0 during the second semester of the freshman year and who sign a contract of academic performance to maintain at least a 2.0 each semester. Student-athletes under this contract must raise their overall grade point average to a 2.0 by the 11th grade to remain eligible under this program. Academic Eligibility is based upon a cumulative grade point average of 2.0 or above since entering the ninth grade.

Conduct at School Sponsored Activities:

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

Announcements and Bulletins

All notices of club meetings, athletic and social events, general information for the day, and specific instructions are given during the morning announcements and read over the intercom at the end of the day. Approval for student announcements must be received by administration 48 hours prior to the event. The appropriate Assistant Principal must approve announcements and posters that advertise school events. Students are also required to remove approved announcements or posters by the assigned expiration date. School Board Policy prohibits the production or distribution of petitions or other printed documents of any kind on school premises without specific approval of the Principal.

Attendance Policies

Excused Absences - Absences are excused when an appropriate explanation is provided by the parent within 3-days of the student's return or by the parent's physician, when the physician authorization threshold has been reached. The written explanation must include the name of student, student ID number, dates of the absences which are sought to be excused, and the reason for the absence. (F.S. 1003.26).	Unexcused Absences - Unexcused absences are all failures to attend school other than those specifically excused by the principal or designees. (F.S. 1003.26)
• Illness of the student • Major illness in the student's immediate family • Medical appointment of the student • Death of family member or friend • Required Court Appearance • Religious holiday of the student or student's family's faith • Subpoena or forced absence by any law enforcement agency to fulfill civic duties; a copy of the subpoena or court summons is required • Major disaster that justifies the absence that has been approved by the principal • Head lice: maximum of 2 days per incident and a maximum of 2 incidents per semester • Missing the school bus if the bus is more than 5 minutes early or more than 15 minutes late or is not able to make the route • Other planned absences approved in advance by the principal • Vacation travel or family outing/activity where the student has accumulated fewer than 10 excused or 5 unexcused absences. <u>The principal can excuse vacation travel that exceeds the threshold after considering the student's attendance history, academic performance, mastery of the curriculum, and reason for the travel.</u> Absences for this reason cannot exceed 5 days annually. Schools have the authority to withdraw students whose absences for this reason exceed this provision. Such students will be with- drawn for non-attendance. • Out of school suspensions	• Truancy • Vacation travel where the student has accumulated more than 10 excused or 5 unexcused absences with- in a semester and the travel has not been approved in advance by the principal. Absences for this reason cannot exceed 5-days annually and cannot be excused without advance written approval of the principal. Schools have the authority to withdraw students whose absences for this reason exceed this provision. Such students will be withdrawn for non-attendance. • Take Your Son or Daughter to Work Day • Failure to provide an explanation of the absence to the school within 3 days of the student's return to school. Student Services staff can, after investigation advise the school to excuse absence documentation received after the expiration of the 3 day period. Physician explanations received after the 3 day period will also authorize the school to excuse the absence(s). • Failure to provide a Physician's Authorization when required • Missing the school bus if the bus is less than 5 minutes early or less than 15 minutes late • Immunization non-compliance • Non-Attendance due to head lice that exceeds two days per incident and/or exceeds 2-days per semester; students who return to school with lice or nits and who are sent home the same day or who remain in the office /clinic will not be counted as "in-attendance" and will have the absence unexcused

Each absence will be listed as **unexcused**, unless an excused note from a parent/guardian or physician is submitted. **All excuse notes must be received in the Attendance Office no later than the third (3rd) day after an absence or the absence will be considered unexcused, despite the reason for the absence.** Parents may email absent notes to Anna.Paolino@stlucieschools.org

Students having chronic illnesses that create excessive absences must submit medical documentation to the clinic at the beginning of each school year or at the time of illness. Absence patterns without prior medical documentation may be the basis for rejection of any attendance appeal.



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

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

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

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

- Student has accumulated a total of 10 excused or 5 unexcused absences within a semester, subsequent absences of 3 or more consecutive days may not be excused unless documentation is received demonstrating that attendance was impractical or inadvisable on account of sickness or injury, attested to by a written statement of a physician.
- Student has accumulated a total of 15 excused absences or 8 unexcused absences within the school year, subsequent absences of 2 or more consecutive days will not be excused unless: (a) the parent has on file with the school a statement from a licensed physician documenting the student's chronic medical condition and a valid release allowing the school to communicate with the physician, and/or (b) documentation is received demonstrating that attendance was impractical or inadvisable on account of sickness or injury, attested to by a written statement of a physician

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

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

Please read the District Student Progression Plan for more information regarding the Attendance Policies in the Saint Lucie County School District at www.stlucie.k12.fl.us

Student/Parent Copy

Attendance Support Team

Reporting attendance cases to Problem Solving Team (PST)/Attendance Committee If a student has accumulated at least 5 unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar-day period, the student's teacher or any staff with knowledge of the student's attendance shall report the case to the PST or attendance committee. The school social worker shall participate in the meeting. The team or committee will determine if early patterns of truancy are developing. If a pattern of nonattendance is developing, whether the absences are excused or not, a meeting with the parent must be scheduled to identify remedies. If a child subject to compulsory school attendance will not comply with attempts to enforce school attendance, the parent, the guardian, or the superintendent or his or her designee may refer the case to the case staffing committee pursuant to (F.S. 984.12), and the superintendent or his or her designee may file a truancy petition pursuant to (F.S. 984.151).

The team or committee shall implement any interventions that best address the problem. The interventions may include, but are not limited to:

- Frequent communication between school and the family
- Mentoring
- Counseling
- Evaluation for Alternative Education Programs
- Attendance Contracts
- Referral to Other Agencies for Services

Students who accumulate fifteen (15) unexcused absences in a period of ninety (90) calendar days will be reported to the Department of Highway Safety and Motor Vehicles. These students may have their driving privilege denied or revoked.

An automated phone call will be placed on a daily basis notifying parents of missed classes. A written notice will be sent home after the 5th unexcused day and 10th unexcused day.

Attendance Referrals to Student Services:

Referrals to the Department of Student Services must be made prior to or upon the 10th unexcused absence in any 90-day period. Schools will provide to the Department of Student Services documentation of their efforts to contact the parent and resolve the truancy issue.

Homebound Students:

Students who will be out of school a minimum of three (3) weeks due to illness will be provided a Homebound Teacher upon district approval. This service may be provided based on a physician's statement in writing. Parents/Guardians should contact the appropriate Counselor to review procedures and required documentation to initiate services.

Attendance – Make up Work and Tardies

Class Attendance:

Students are expected to be in class on time and attend for the entire period when they are in attendance at school. Skipping class is defined as an unexcused absence for a class period or portion of the period on a day when the student is in school or has left class without authorization. If a student arrives to class without a pass ten (10) minutes after the bell, this will be considered skipping and a referral will be initiated by the teacher.

Make up Work:

While it is possible to make up written assignments due to absences, the actual classroom experience can never be duplicated. Therefore, students should conscientiously establish good attendance patterns. When absences occur, the following shall govern the make up of work.

- Make up work is allowed for all absences, excused or unexcused.
- Student has **1 day to make up the work for each day absent**, not including the day of return, unless the principal approves an extension due to unusual circumstances. Previously assigned work is due on the day the student returns to school.
- All work, regardless of the number of days absent, must be made up on or before grades are due in the final quarter of the school year.
- Students whose work is turned in after the end of the grading period for quarters one through three, will receive an "I" or incomplete. If the work is turned in on-time, the student will receive the grade for the work.
- Incomplete grades become "F" or "O", if not replaced with the grade for the makeup work that was turned in on time.
- Students will take announced tests on first day of return to school. Student will be allowed **2 days** to prepare for tests assigned during the absence.

It is required that all makeup work, regardless of the number of days absent, be submitted prior to the end of any grading period.

All students out of class during the school day must have a hall pass with a signature from the assigned teacher. No students should be out of class during the first or last 15 minutes of class.

Tardy:

Class is expected to begin promptly when the late bell rings. Promptly is defined as the student crossing the threshold of the classroom doorway before the bell rings. Teachers will lock their doors at that time. If a student arrives to class after the late bell rings, the teacher will accept the student into class, mark the student "tardy" to class.

Attendance Codes:

- C – Clinic
- E – Excused
- G – Guidance
- I – BIC (not an absence)
- O – Out of School Suspension
- R – Project ROCK (not an absence) Students suspended out of school who attend Project ROCK can be coded as R for the dates the program verifies.
- S – School Activity/Field Trip (not an absence) In cases where there is a question about the validity of the activity, the Executive Director shall make the determination.
- T – Excused Tardy
- U – Unexcused
- 1 – Unexcused Tardy

Registration

Requirements for Registration:

A parent or legal guardian should accompany students enrolling in school. Proof of address will be required to complete application. The following will be accepted as proof of address:

- Electric, Water or Land Line
- Signed Lease Agreement
- Official Rent Receipt
- Current Mortgage Deed
- Mortgage Payment Coupon
- Sale/Builder Contract
- Telephone Bill

Parents are requested to provide a report card, transcript, or withdrawal from the last school attended. This includes documentation of Individual Education Plans or 504 plans. It is also very important that any medical, academic, social, or emotional problem is mentioned to the Registrar and that an emergency phone number be provided.

Legacy High School serves students residing in the Red Zone. Only students residing in this attendance zone are permitted to attend Legacy Coast High School. Any student whose legal residence changes from Legacy High School's attendance zone to that of another school zone during the school year must contact the office of the Registrar.

Address Change:

It is the student's responsibility to provide proof of address change and complete the appropriate forms with the Data Specialist to indicate to the school that a student has changed her/his residence.

Immunizations:

Each student entering school must secure a Florida Certificate of Immunization Form 680 from the St. Lucie County Health Department/a physician. Parents whose religious beliefs or medical exemption do not permit them to have their children immunized must obtain a Certificate of Exemption from the St. Lucie County Health Department and present it to the school when enrolling.

Physical Examinations:

All students, regardless of age, entering a Florida public school for the first time must provide a copy of the results of a physical examination taken within the last twelve months.

Release of Students, Bus Conduct, Clinic

Release of Students:

Legacy High School has a closed campus. Students who ride a school bus are considered to be on campus as soon as they step off the bus. After arriving on campus, a student may not leave the campus until after her/his last class. Permission to go home must be given by the administration and by the parent. Parents must provide transportation home. Fellow students

may not provide such transportation.

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

- Students are to be checked out through the Attendance Office, where they will be issued an off-campus pass.
- Medical appointments must be documented and verified with the medical practitioner's office.
- Early dismissal will be granted upon the Attendance Clerk's receipt of a written request with a copy of a photo ID from the parent/ guardian for an excused absence 24 hours in advance. Parents will be called if deemed necessary to verify the note.
- Students must be picked up by their parent/guardian or authorized by parent to drive themselves. Students will not be allowed to leave with other students.

Bus Conduct and Procedures:

ONLY students riding the bus home are allowed to wait in the bus-loading zone.

To ensure safety, students riding buses are expected to cooperate with the bus drivers and the adults on bus duty when loading and unloading. Students must stand on the sidewalk until buses have stopped. While riding the school bus, students are expected to follow the rules posted in each bus, and to abide by school standards for good citizenship. Students must adhere to the district electronic use policy when riding the bus.

Special permission is required for students to ride a bus other than their assigned bus. The parent or guardian must send a written note explaining the reason for such a request to the Mrs. Hall, the Dean's Clerk. The school must be able to contact the parent to verify **the** authenticity of the note, and the reason for riding another bus must be of an emergency nature. The capacity on the bus will be a factor in determining permission to ride.

Clinic:

The clinic is for first aid and emergencies only. **Students are required to have a pass to report to the clinic. The clinic is for sick, injured, or daily medication students. The clinic is not a hang out and there are no snacks in the clinic (other than diabetic needs). One student at a time (unless assisting with another student).**

Clinic restrooms are for sick students.

The Health Aide is authorized to administer medication (excluding injections) to students during school hours, in strict compliance with School Board Policy and Florida Statutes. Parents/guardians are required to complete a form signed by the caregiver overseeing student's medical needs, prior to the Health Aide administering medication. For students receiving medication, parents must give all medicines (in original container with prescription information/label) to the Health Aide upon arrival to school along with necessary documentation. **The clinic does not have medication for headaches, cramps, etc.**

Lost and Found

A lost and found section for all articles is located in the Dean's Office (Mrs. Hall). If items are not claimed by the end of each month of school, all items will be donated to a local charity.

Students found in possession of unauthorized medication(s) will receive an appropriate consequence as **per the Student Code of Conduct**.

Emergency Health/Injury Incidents—Every effort will be made to contact the parent or guardian if school officials deem it necessary to call an ambulance. The call to 911 will be made prior to parent notification. Parents/guardians will have to assume financial responsibility.

School Counseling

Counseling services are provided through School Counselors in a strictly confidential manner. This service is provided upon request or need for both individuals and groups. A student may request a conference with a counselor by TEAMS message or by filling out a request form which can be obtained from the Counseling Office Suite in the Front Office during class changes, lunch, before or after school.

Our goal is to ensure that each student is appropriately scheduled for classes she/he needs in order to meet all the requirements for graduation. Student schedules will only be changed if a teacher makes a recommendation for an ability level change in class placement or if a parent makes an application for a change and the requested change meets all criteria. Schedule changes cannot be made to accommodate requests for specific teachers or for students to be with friends.

School Social Worker— Ms. Calzadilla

Make-Up Credits:

There are options available to students for credit recovery. School Counselors are available to review options to make up credits using Florida Virtual School and Adult High School at Indian River State College (IRSC).

School Counselors will be able to review upper-level course options and help facilitate enrollment in Dual Enrollment classes at IRSC. If a student attempts a class at IRSC for Dual Enrollment and does not pass, it will be at the student's expense to make up the class.

All student requests for class changes will be made through a TEAMS message to their assigned counselor beginning on the first day of each semester. A Request for Schedule Change must be completed and submitted no later than 2 weeks following the beginning of the semester.

Parent-Teacher Conferences:

Parent-teacher conferences may be arranged by contacting the School Counselor or the school counseling clerk. We encourage parents to contact teachers with academic concerns involving their child. E-mail is a very good way of communication between teacher and parent. Please allow 24 hours' notice to arrange for a meeting with the teachers.

Grading Procedures

Grades shall be a measure of a student's progress and achievements in mastering the subject matter, and reflect a comprehensive evaluation, which utilizes a number of assessment procedures. A student's regular attendance, daily preparation, and promptness in completing assignments should be consistent and congruent with these grades and taken into consideration in reporting a student's progress. Grades are based on a percentage value. According to this system grades are averaged and converted into letter grades equivalent to the corresponding letter values. Each teacher should have a minimum of nine (9) major grades per grading period.

to obtain the quarter mathematical average. Final comprehensive examinations shall be required for all courses; only the Principal may waive the requirements for justifiable academic reasons.

Teachers are required to provide in written notice of pending failure of a class giving parents sufficient time to meet with teachers.

Grades Once Recorded:

Other than "Incomplete" grades will not be changed without approval of the Principal. For justifiable academic reasons, a Principal may authorize a grade change.

Grade	Percent	Grade Point Average	Definition
A	90-100	4	Outstanding progress
B	80-89	3	Above average progress
C	70-79	2	Average progress
D	60-69	1	Lowest acceptable progress

Calculation of High School Grades

Full Year

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

Term 1 / Term 2

Only 1st 9 weeks = 40%
2nd 9 weeks = 40%
Semester exam = 20%

Grade Point Average

Grade Given

3.51 – 4.0	A
2.51 – 3.50	B
1.51 – 2.50	C
0.51 – 1.50	D
0 – 0.50	F

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

Honors Driver Education Insurance:

Form provided by the student's private insurance carrier can be completed by the school counselor.

Honor Roll

These honor rolls are based on an unweighted GPA.

Principal's Honor 4.0

High Honor 3.5 - 3.9

Honor 3.0 - 3.4

Students receiving a failing grade in any course will not participate in recognition ceremonies.

Progress Monitoring:

Unit Assessments are administered in core content subject areas several times per year. Unit Assessments allow teachers to measure student progress toward mastering identified standards and refine instruction to increase student achievement. The district scope and sequence is aligned to these assessments therefore, they count as part of the student's overall grade each quarter.

For graduation ceremonies honors calculations will be based on the weighted GPA at the end of the 1st semester.

High Honor 3.8 – 4.0

Honors 3.50– 3.79

Testing Accommodations for Students with Disabilities in Statewide Assessment:

Rule 6A-1.0943, FAC, provides the basis for modification to St. Lucie County's and State assessment system for students with disabilities. In addition, the test Administrator's manual for each statewide assessment provides a listing of allowable accommodations that can be used for students with

disabilities. Such accommodations include:

Accommodations are defined as adjustments to the presentation of the assessment questions, methods of recording examinee responses to the questions, schedule for administration of the assessment, or use of assistive devices to facilitate administration of the assessment. Statewide assessment accommodations may be used only if they do not alter the underlying content is being measured by the assessment or negatively affect the assessment's reliability or validity. Accommodations shall be identified for each eligible student and recorded on the student's IEP or plan developed under Section 504 of the Rehabilitation Act. Allowable accommodations are those that have been used by the student in classroom instruction as long as the accommodations are within the limits specified in this rule.

See accommodations outlined in Appendix I.

Student Behavior Standards

Philosophy:

Our goal at Legacy High School is to create challenging and satisfying work for our students that engage them in a rigorous curriculum. We will work with students to ensure that they can reach their personal academic goals in a safe environment. To ensure a safe environment, students will be responsible for conducting themselves in a manner that respects the rights of others. If a student chooses to neglect school rules or district policies, the Student Code of Conduct outlines potential consequences for their actions. The Student Code of Conduct is located on both the St. Lucie County Schools and the LHS website as well for review.

Zero Tolerance Policy:

The School Board has zero tolerance for crime and substance abuse, and for the victimization of students. The intent of this policy is to promote a safe and supportive learning environment in schools; to protect students, staff, and volunteers from conduct that poses a threat to school safety; and to encourage the use of alternatives to expulsion or referral to law enforcement agencies when appropriate.

Pledge of Allegiance:

When the national anthem is played, students and all civilians shall stand at attention, men removing the headdress, except when such headdress is worn for religious purposes. The pledge of allegiance to the flag, "I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation, under God, indivisible, with liberty and justice for all," shall be rendered by students standing with the right hand over the heart. The pledge of allegiance to the flag shall be recited at the beginning of the day in each public elementary, middle, and high school in the state. Students have the right not to participate in reciting the pledge. Upon written request by his or her parent, the student must be excused from reciting the pledge, including standing and placing their right hand over his or her heart. When the pledge is given, unexcused students must show full respect to the flag.

Moment of Silence:

State legislation requires that all schools observe a moment of silence at the beginning of the school day. We will participate in the moment of silence during first period after the morning announcements are made. The moment of silence will last one minute during which time students may not interfere with other students' participation. Teachers may not make suggestions as to the nature of any reflection that a student may engage in during the moment of silence. However, parents and guardians are encouraged to discuss the moment of silence with their child and to make suggestions as to the best use of this time.

Consequences:

After School Detention

After School detention is a possible consequence for students who choose to neglect school rules. Students are to leave campus immediately following the end of detention. Parents and students will be notified 24 hours in advance of detention being assigned to arrange transportation. Transportation home from after-school detention is a family responsibility. There is no bus transportation provided for serving after-school detention. A missed detention will result in additional discipline consequences.

Behavior Intervention Class

Behavior Intervention Class (BIC) is a possible consequence for students who choose to neglect school rules. BIC provides an alternative to suspension that will allow students to complete assigned work from teachers and review academic skills to prepare for success. Students who are not following rules in the BIC classroom may be subject to possible suspension from school.

Out of School Suspension

Out of School Suspension (OSS) is a possible consequence for more severe student behavior or repeated patterns of behavior. Parents will be notified via telephone contact and written notice of the infraction and length of suspension. Students that attend Project Rock North and file the appropriate paperwork with the Attendance clerk will have the OSS days changed to excused absences.

Saturday School

Saturday School may be a possible consequence for students not complying with school expectations. This consequence will be scheduled once or twice monthly. Saturday School is always monitored by staff. Failure to complete the work detail may result in a suspension from school.

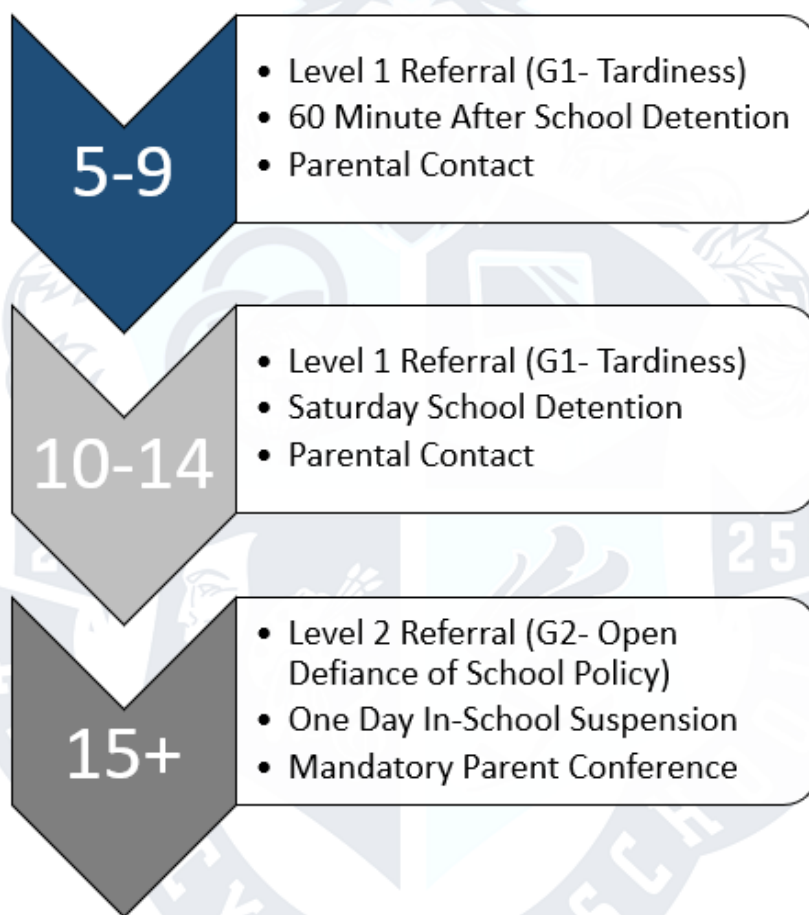
Tardy:

Class is expected to begin promptly when the late bell rings. Promptly is defined as the student crossing the threshold of the classroom doorway before the bell rings. Teachers will lock their doors at that time. If a student arrives to class after the late bell rings, the teacher will accept the student into class, mark the student “tardy” to class.

Failure to serve a detention or Saturday School will result in additional disciplinary consequences as prescribed by the dean.

Tardy Policy Flow Chart

2026-2027



Reports pulled end of day every Friday to identify tardy count. Student tardy count resets weekly. Student consequence count resets quarterly. Students who accumulate multiple weekly infractions will receive progressive disciplinary consequences.

Electronic Devices/Unauthorized Items:

ALL electronic devices and/ or unauthorized items seen on campus will be confiscated and kept in the Front office until a parent/guardian or person from contact list can come in person to pick up the item. Items may only be picked up between 1:55pm and 2:25pm

- Students are not permitted to bring playing cards, speakers, and other such items/accessories to school.
- Pursuant to state statute, students are not permitted to use personal electronic devices (i.e. cellular devices, tablets, headphones/earbuds) in any academic areas. Students are permitted to use their personal devices before/after school and at their assigned lunchtime.
- If students violate the classroom electronic device expectations, devices will be confiscated and turned into the Dean's Office. The student may pick up and sign for their device for the first two incidents at the end of the school day. The third incident or higher requires a parent meeting and disciplinary action. Parent will pick up the item at the scheduled meeting.
- Skateboards/hover boards are not permitted on campus. If a student rides a skateboard to school, it must be placed in the Dean's Office with Mrs. Hall.
- Although students are allowed to ride bicycles to school, they must not be ridden on campus. If a student rides a bicycle to school, it must be locked up on the bicycle rack located outside Building 1 West facing the student parking lot.
- Food items from outside vendors.

Lunch and Cafeteria Policies:

No food deliveries of any kind are to be made during school hours; this includes students who have Senior Privilege or arrive late to school. Food deliveries confiscated by staff will be discarded. Students will be issued an identification number for use in the cafeteria. Free or reduced food applications can be completed on-line. The Cafeteria manager is available during lunches to assist students. Violation of Cafeteria policies can result in a loss of snacks and/or detention. Students observed skipping in line will have discipline consequences.

- Students should respect each other in line and while selecting seating options.
- Trash needs to be deposited in the proper receptacles.
- During the lunch period, students must remain on campus.
- Students will not be allowed to apply credit or charge for meals.
- Students must remain in authorized, supervised areas during lunch period. Students are not permitted around Building 1 starting at the stairwells.
- Students are not permitted on the 2nd floor (except to go to the Media Center) or outside any of the exterior doors.

LEGACY HIGH SCHOOL

DRESS CODE GUIDELINES

All Students MUST:

Be covered from shoulders to fingertip length on the thigh. This includes any bottoms that have rips or frays. Shorts and skirts above fingertip length and crop tops are not permitted. Students must wear their student IDs around their necks upon arrival to school and throughout the school day.

Students are NOT permitted to wear:

- **Sheer (see-through) fabrics**, including fishnet material, thigh highs, and very tight clothing.
- **Undergarments must not be visible or outlines** (through both loose and form fitted clothing).
- **All tops** including, but not limited to sleeveless shirts, tanks or camisole tops, or shirts **that expose the midriff, shoulders, or cleavage**, including crop tops or shirts with cutouts.
- **Clothing or accessories that are offensive**, promotes violence, alcohol, tobacco, drugs or has the potential to compromise safety.
- **All bottoms above fingertip length** including, but not limited to athletic shorts, skirts, flat front shorts, etc.
- **Jewelry/Accessories considered unsafe** or inappropriate for school (For example, brass knuckle type rings, studded belts, garter belts, chains on pants, etc.)
- **Bike shorts, spandex shorts, and any form-fitting athletic shorts** made of stretch or compression material **are not permitted**.
- **Sunglasses while indoors**

***Backless shoes are not recommended to be worn at school due to stairs and large crowds of students. Students who choose to wear backless shoes are doing so at their own risk.*

***Teachers may designate days for Professional Dress. These days must adhere to the school dress code.*

DRESS CODE VIOLATION CONSEQUENCES

1st- BIR (Dress Code) w/ Parental Contact, if not correctable

2nd- BIR (Dress Code) w/ Parental Contact, if not correctable

3rd- BIC until fixed, if not correctable
Level 1 referral (D1-Dress Code)

4th- BIC until fixed, if not correctable
Level 1 referral (D1- Dress Code)
60-minute after school detention

5th- BIC until fixed, if not correctable
Level 1 referral (D1 -Dress Code)
Saturday School Detention

6th- BIC for the remainder of the day
Level 2 referral (D2- Open Defiance)
Saturday School Detention
Mandatory Parent Conference

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

Fire Drill

Fire drills are conducted periodically to practice evacuating the buildings should it become necessary to do so during an actual emergency situation.

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

- Move clear of the buildings once outside.
- Do not return to the buildings once outside until the alarm sounds or you are notified by a teacher or administrator.
- Students are not permitted to utilize cell phones during drills.

For easy reference and in accordance with School Board Policy, a fire drill procedure chart and diagram is posted in each room. Other emergency drills will be conducted throughout the school year and students are to comply with teacher or staff directions in an orderly fashion.

Fundraising

All fund-raising activities must be approved by an administrator and placed on the Activities Calendar. The sale of any items on campus for personal profit is prohibited and will lead to a discipline referral. All fundraising activities must include sales or service. All advertising for fundraisers must be approved by administration.

Insurance

Student insurance is offered to students during the first two weeks of school from the homeroom teacher. Those who wish to purchase school insurance after the deadline may secure forms from the Registrar in the front office.

Media Center

The media center is open before school, after school and during lunch periods for students' quiet study or leisure reading. Media Center hours will be posted. No food or drinks are allowed in the Media Center. The Media Center will also be where students will receive textbooks.

Student Identification Cards:

All students will receive a student ID card during the first few weeks of school. This **MUST** be worn and be visible at all times when students are on campus. This is a dress code and school safety expectation. If students lose their ID badge, they must pay \$5.00 for a new ID badge in the Media Center. Student IDs will be used for admission into school events including Pep Rallies.

Individual Student Work:

Students must have a pass signed by their teachers to enter the media center during class periods. Students must have a current LHS student ID cards to check out library materials. Students who owe overdue fines or have overdue books are prohibited from checking out books or materials.

Student Internet Use—Responsible Digital Citizens:

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

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

Students are responsible for the books issued to them.

Books are issued by the Media Center and must be returned upon completion of the course or withdrawal from the class. Responsibility for textbooks rests with the student to whom the book is issued. Students will be placed on an obligation list until all textbooks and books are returned. Students will not be able to participate in school sponsored activities until all obligations are cleared. Seniors will not receive their cap and gown or be allowed to attend the graduation, until obligations are cleared.

Textbooks

Textbooks are issued to students and teachers by the Media Center. Textbooks are issued to students during the first two weeks of school. Students entering later in the school year will be sent to the Media Center for their textbooks and ID cards. Students are required to return their textbooks when their courses are completed. Charges will be assessed for lost or damaged books. If the textbook has been lost and the student paid for it and she/he later found the book at a later date, she/he can return the receipt and lost book to the bookkeeper for a refund. The media center staff will have judgment in evaluating wear or condition of the book. Payment will be made to the bookkeeper.

Student Parking

Parking placards will be issued by Dean's office, Mrs. Hall. Each decal will be \$25.00 and proof of insurance and a valid license is necessary. Parking placards will be available for purchase through SchoolPay. To pickup their parking placards, students must bring their notarized form to the Dean's office and turn in their completed notarized form. More information can be found at <https://schools.stlucie.k12.fl.us/lhs/parking/>

Students are not to return to the parking lot once they enter the campus, unless they have received authorization from administrative personnel.

- Parking placards will be sold on a first come, first serve basis. Student parking spots will be NOT be assigned. Parking spaces will be available on a first come, first serve basis.
- Students will not be allowed to bring cars on the campus without a parking placard. Placards must be openly displayed hanging on the vehicle's rearview mirror. Cars on campus without placards after the 2nd week of school (after August 24th), may be booted or towed at the owner's expense.
- Students may park their vehicles on school property only in the designated student parking lot (westside of school).
- The standard rules for the proper use of an automobile will apply at all times. Students who endanger others by improper use of their vehicles will be denied the privilege of parking on campus and may have discipline consequences. Students are not to cut across open parking spots or use excessive speed.
- There will be NO student parking in the faculty parking lot or in the front parking area. Students who violate this parking policy will receive disciplinary consequences and may lose parking privileges.
- Once cars are on campus they will remain in the parking lot until the end of the day. Exceptions will be made for identified students only. Students with abbreviated schedules must not be on campus at anytime when not in a scheduled class, during the school day.
- Students must immediately exit their vehicle upon arrival and report to a supervised area on campus.
- After exiting vehicles, students will enter campus through the westside student parking lot doors prior to 7:33. After 8:00, students must enter campus through the front office. Students exiting campus prior to 1:41, must exit campus through the front office. Students entering or exiting campus from any other entrance during the school day will receive disciplinary consequences.

- Students must leave the parking lot by 2:00 pm unless staying for an approved extracurricular activity.

Personal Property

The school is not responsible for the damage to or theft of personal property. This includes vehicles parked in the student parking lot, bicycles, property kept in gym lockers, book bags, cell phones or other electronic devices. Students are encouraged to leave valuable property at home. **It is the student's responsibility to secure items in a locked locker during P.E classes.**

Visitors to Campus

Safety and security for all of our students is a priority. All visitors to our campus are required to report directly to the front office. Photo identification must be presented and a visitor's pass will be issued. Any person on campus without a pass that is not a district employee, contractor, or student of record will be considered trespassing.

School Safety Policies

Legacy High School has implemented policies to keep all students safe while on campus. Any violation of the following policies will result in disciplinary consequences:

- It is prohibited for students to prop doors open for any reason.
- Students are not permitted to open doors for other students, adults, or employees at any time.
- Students may not enter or exit campus from unauthorized areas. Be sure to follow posted directives.
- Students IDs must be worn and visible while on campus. Students with off-campus privileges should have their ID ready to display when entering and exiting campus. If students lose their ID card, there will be a charge to reprint student IDs.

Entering and Exiting Campus

- Single Point Entry until 8AM – Student parking lot. Students may not enter through the Front Office until 8:00 AM.
- If students arrive to school after 8 AM – Front Office
- If students leave campus prior to 1:41 – Front Office
- Students using any other exit prior to dismissal will receive disciplinary consequences and privileges may be suspended.

Notice of Pupil Protection Rights

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

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

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

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

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

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

3. *Inspect*, upon request and before administration or use –

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

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

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

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

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

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

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

SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA

Notice of Rights under FERPA

NOTICE OF RIGHTS UNDER FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

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

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

Personally identifiable records or reports of a student, and any personal information contained in these reports, are confidential. The School District of St. Lucie County will not release the education records of a student without the written consent of the eligible student or the student's parents or guardian, except to the extent FERPA and state law authorizes disclosure without consent.

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

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

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

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

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

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

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

committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

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

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

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

* * *

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

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

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

* * *

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

Testing Accommodations for Students with Disabilities

Presentation

(1) VISUAL ACCOMMODATIONS

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

(2) AUDITORY ACCOMMODATIONS

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

RESPONDING:

(1) ACCOMMODATIONS TO RESPONSE INPUT

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

(2) ACCOMMODATIONS TO RESPONSE PREPARATION

- (a) Calculator for math problems grades 7 and up.

(b) Abacus for all grade levels for students with visual impairments.

SCHEDULING:

(a) The student may be administered a test during several brief sessions allowing frequent breaks during the testing sessions, within specifications of the test administration manual. Students may be provided additional time for the administration of the test.

(b) Specific time of the day for specific subtests.

SETTING:

(a) The student may be administered a test individually or in a small group setting. The student may be provided with adaptive or special furniture and special lighting or acoustics.

(b) Special lighting.

(c) Adaptive or special furniture.

(d) Special acoustics such as FM systems to enhance sound or special rooms to decrease auditory distractions.

(e) Increase or decrease the opportunity for movement.

(f) Reduce stimuli (e.g., limit number of items on desk).

(g) Other specialized settings.*

(h) Administer the test in a familiar place such as the home with a test proctor present and/or by a familiar person.

(students homebound or hospitalized)

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

(a) If the purpose of the assessment requires complex computation, calculators may be used as authorized in the test administration manual. A calculator may not be used on assessments of basic computation as specified in the test administration manual.

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

(c) Technology may be used without accessing spelling or grammar-checking applications for writing assessments and without using speech output programs for reading items assessed.

Other assistive technology typically

used by the student in classroom instruction may be used provided the purpose of the testing is not violated. Implementation of assistive devices must assure that test responses are the independent work of the student. Unusual

circumstances of accommodations through assistive devices must be approved by the Commissioner of Education before use.

In accordance with Rule 6A-1.0943, FAC, school districts may request unique accommodations for individual students. Unique accommodations usually involve alterations of existing test materials, must be regularly used by the student for classroom instruction, and must not alter the underlying content of the assessment. Each unique accommodation must be approved by the Commissioner of Education prior to its use. Examples of unique accommodations are identified by an asterisk (*).

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

Student Responsible Computer, Network, and Internet Use Policy

Overview

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

Digital Citizen

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

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

Expectations

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

1. The following Policy is intended to clarify expectations for conduct, but they should not be construed as all-inclusive. Use of electronic devices should be consistent with the District's educational objectives, mission and curriculum.
2. Inappropriate use includes, but is not limited to, (1) texting, phoning, or web browsing during prohibited times; (2) taping conversations, music, or other audio at any time; (3) photography or videography of any kind; and (4) any activity that could in any manner infringe upon the rights of other individuals, including but not limited to students, teachers, and staff members.

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

Policy Violations - Students

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

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.

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.

We exercise flexibility and we encourage innovation in pursuit of our goals.

*The Beliefs of
St. Lucie County School Board*

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.

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.

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.

Title IX Formal Complaint Form

St. Lucie Public Schools Title IX Formal Complaint

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

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

Location

Please explain the incident below:

I am requesting that _____ investigate these allegations.
Title IX Coordinator's Name

Name: _____

Signature: _____

Equity Grievance Procedures for Students



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

Title IX Sexual Harassment Complaint & Investigation



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.

1. 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.
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- 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.

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:

Prohibiting Discrimination Policy

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

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.

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.

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.

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.

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.

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).

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

PROHIBITING DISCRIMINATION POLICY

Public Notice of Non-Discrimination, Title IX

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



THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA, does not discriminate in employment, treatment, in admission or access to its programs and activities on the basis of age, ancestry, citizenship status, color, disability, ethnicity, genetic information, gender, gender expression, gender identity, marital status, medical condition, national origin, political beliefs, pregnancy, race, religion, religious beliefs, sex, sexual orientation or veteran status. No person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity or any employment conditions or practices conducted by this School District, except as provided by law. The School Board provides equal access to the Boy Scouts and other designated youth groups¹. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities. (SLPS SB Policy 2.7

ADULTS (2.70) EQUITY POLICY: PROHIBITING HARASSMENT

- A. Harassment concerning an individual's race, color, sex, age, religious beliefs, national or ethnic origin, marital status, or disability is a form of misconduct which undermines the integrity of the employment relationship.
- B. Adverse remarks or epithets and other forms of harassment concerning an individual's race, color, sex, age, relation, national or ethnic background or disability are strictly prohibited. A disability exists when an individual has a physical or mental impairment which substantially limits one or more of the individual's major life activities.

STUDENTS (2.70) EQUITY POLICY

- A. It is the policy of the SLPS School Board to offer students the opportunity to participate in appropriate programs, services and activities without regard to race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, parenthood, pregnancy, disability, sexual orientation, or social and family background.
- B. Students, while they are in school or participating in school-related activities, are entitled to an

In determining whether alleged conduct constitutes harassment or discrimination, the totality of the circumstances, the nature of the conduct and the context in which the alleged conduct occurred will be investigated.

Adult COMPLAINT PROCEDURES:

If an **adult** needs to report an alleged violation of these policies, an informal equity complaint should be made to a principal or department designee. If the situation cannot be resolved informally, a formal complaint should be directed to the Superintendent's designee listed below.

Dr. Rafael Sanchez, Jr.
Executive Director of Human Resources
Office: (772) 429-7508
e-mail: EMP-GRV@stlucieschools.org

Student COMPLAINT PROCEDURES:

If a **student** needs to report an alleged violation of these policies, an informal equity complaint should be made to the Principal or principal designee. If the situation cannot be resolved informally, a formal complaint should be directed to the Superintendent's designee listed below.

Heather Roland
Executive Director of Student Services
Office: (772) 429-4577
e-mail: SS-GRV@stlucieschools.org

TITLE IX POLICY (2.71): PROHIBITING SEXUAL HARASSMENT

Sexual harassment is prohibited in the District, on all District property, and all District sponsored activities or events. Students and employees who feel that they have been subject to sexual harassment are encouraged to file a complaint in accordance with the procedure outlined in the Title IX Policy (2.71). Employees who become aware of sexual harassment must report to the appropriate personnel so the District can conduct a thorough investigation. Sexual harassment by an employee or student to another individual (student or adult) is strictly prohibited by School Board Policies 2.70, 2.701, and 3.43. Sexual harassment includes unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature.

Title IX Complaint Procedures: Any person may report sexual harassment, whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sexual harassment, in person, by mail, telephone, or electronic mail, using the Title IX Complaint Procedures to the following contacts:

Employee Related:

Aaron Clements
Director of Employee Relations
Phone: (772) 429-7529
e-mail: Aaron.clements@stlucieschools.org

Student Related:

Esther Rivera
Director of Student Services
Phone: (772) 429-4526
e-mail: Esther.rivera@stlucieschools.org

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.

²For Further information on notice of non-discrimination, visit <https://ocras.ed.gov/contact-ocr> or contact the SLPS District Equity Coordinator:

Dr. Adrian Ocampo
Executive Director of Assessment & Accountability
Phone: (772) 429-5538
e-mail: Adrian.ocampo@stlucieschools.org

School or Department Designee(s)**Adult/Employee Related:****Student Related:**

Bullying/Harassment & Code of Conduct Statement



Bullying/Harassment

Bullying and harassment is prohibited. It is the policy of the St. Lucie County School District that all of its students and school employees have an educational setting that is safe, secure, and free from harassment and bullying of any kind. The District will not tolerate bullying and harassment of any type. Conduct that constitutes bullying and harassment, as defined in this policy, is prohibited.

Additional Information regarding Bullying/Harassment and reporting Bullying/Harassment can be found at:
<http://www.stlucie.k12.fl.us/policies/bullying/>

Code of Conduct

The School District's mission is to ensure all students graduate from safe and caring schools equipped with knowledge, skills and the desire to succeed. The Code of Student Conduct describes for students, parents, teachers and administrators conduct that violates expected student behavior and lists the potential consequences for those offenses. It also sets out the procedures that will be followed for student discipline. Each student, parent, teacher, and administrator are expected to have a basic understanding of the Code of Student Conduct.

The Code of Student Conduct adopted by the School Board of St. Lucie County applies to students when the student is waiting for School District transportation at a designated stop, being transported to and from school on School District transportation, at school, or participating in a school-sponsored activity no matter where the activity is occurring. In addition, the student may be subject to the Code of Student Conduct for off-campus activities, regardless of the time or place where the conduct occurs, if the student's conduct is found to have a detrimental effect on the health, safety, and welfare of other students while at school.

An electronic copy of the Code of Student Conduct can be found at:
www.stlucie.k12.fl.us/departments/student-services/

**Parents/guardians may request a printed copy of the Code of Student Conduct to be provided by your child's school.*

Notice Regarding SLPS Code of Conduct SY-25-26

Important Links

Title IX Formal Complaint Form: [XED0262.pdf](#)

Website Link with contact information: [Policies - St Lucie Public Schools](#)

FERPA: [Family Educational Rights and Privacy Act \(FERPA\): Information for Parents](#)

[Ley de Derechos a la Educación y Privacidad de las Familias \(conocida en inglés por las siglas "FERPA"\): Información para los padres](#)

[LWA SOU DWA AK ENTIMITE LANSÈYMAN POU FANMI \(FERPA\): ENFÒMASYON POU PARAN YO](#)

Student/Employee Calendar: [School-Calendar-2025-2026.pdf](#)

Code of Conduct: [codeofconduct.pdf](#)

Bullying Policy and Complaint Forms:

Bully Policy 3.43:

<http://www.boarddocs.com/fl/stlucie/Board.nsf/Public?open&id=policies#>

Bullying Complaint Forms:

English: [STS0114A.pdf](#)

Spanish: [STS0114B.pdf](#)

Creole: [STS0114C.pdf](#)

Procedural Safeguards for Students with Disabilities and for Students Identified as Gifted:

[Notice of Procedural Safeguards for Parents of Students with Disabilities \(PDF\)](#)

[Notice of Procedural Safeguards for Parents of Students with Disabilities - Spanish \(PDF\)](#)

[Notice of Procedural Safeguards for Parents of Students with Disabilities - Haitian Creole \(PDF\)](#)

[Notice of Procedural Safeguards for Parents of Students with Disabilities - Arabic \(PDF\)](#)

[Notice of Procedural Safeguards for Parents of Students with Disabilities - Amharic \(PDF\)](#)

[Notice of Procedural Safeguards for Parents of Students with Disabilities - Chinese Simplified \(PDF\)](#)

[Notice of Procedural Safeguards for Parents of Students with Disabilities - Chinese Traditional \(PDF\)](#)

[Notice of Procedural Safeguards for Parents of Students with Disabilities - French \(PDF\)](#)

[Notice of Procedural Safeguards for Parents of Students with Disabilities - German \(PDF\)](#)

[Notice of Procedural Safeguards for Parents of Students with Disabilities - Portuguese \(PDF\)](#)

[Notice of Procedural Safeguards for Parents of Students with Disabilities - Russian \(PDF\)](#)

[Notice of Procedural Safeguards for Parents of Students with Disabilities - Tagalog \(PDF\)](#)

[Notice of Procedural Safeguards for Parents of Students with Disabilities - Thai \(PDF\)](#)

[Notice of Procedural Safeguards for Parents of Students with Disabilities - Vietnamese \(PDF\)](#)

[Procedural Safeguards for Exceptional Students who are Gifted - 6A-6.03313 \(PDF\)](#)



Board Members

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

Superintendent

Dr. Jon R. Prince

NOTICE OF NON-DISCRIMINATION AND SECTION 504 COMPLIANCE

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

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

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

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

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

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