

MARIPOSA ELEMENTARY SCHOOL

PARENT/STUDENT HANDBOOK 2022 – 2023



Student's School Pledge

*I pledge today to do my best
in reading, math, and all the rest.
In my class and in the school.
I'll respect myself and others too.
I'll expect the best in all I do.
I'm here to learn all I can to try
my best and be all I am.*

**2620 SE Mariposa Avenue
Port St. Lucie, FL 34952
(772) 337-5960 (Phone) (772) 337-5976 (FAX)**

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**MARIPOSA ELEMENTARY SCHOOL
PARENT/STUDENT HANDBOOK
2022 - 2023**

Mariposa's Vision

At Mariposa, we believe that children and their progress is our primary concern. We strive to create an active learning environment comprised of teachers, students and parents who honor each other's talents and gifts. We believe that teachers are designers of challenging and authentic work and are engineers of an encouraging atmosphere where students are motivated to take risks, explore innovative ideas and be effective decision-makers. We believe that students can be more successful when parents become partners with the school. Our mutual goal is to develop each child's positive self-worth, to be respectful of others and to demonstrate the expectation that learning is a lifelong experience that will ensure success.

Mariposa's Mission

At Mariposa Elementary, our mission is to maintain a stimulating learning environment that challenges every student to reach their maximum potential. Through positive academic, social, and emotional experiences, students will be taught critical skills for success in future endeavors.

MARIPOSA MASCOT – MONARCH BUTTERFLY

SCHOOL COLORS – ROYAL BLUE/WHITE



Important Phone Numbers

The school has an automated telephone answering system. Extensions and contact names are listed below for all school departments.

Main Office Number (772) 337-5960

Department	Contact	Extension
Administrators (Mrs. Wigginton & Ms. Patton)		5963
Attendance	Mrs. Rubenstein	5960
Cafeteria	Mr. Buchholz	5970
Clinic	TBA	5966
Data Specialist	Ms. Hoffman	5969
Executive Secretary	Ms. Martinez	5963
ESE (Exceptional Student Education)	Mr. Spies	5975
Records	Mrs. Rubenstein	5961
Volunteer Coordinator	Mr. York	5963
School Counselor	Ms. Stedman	5967



Daily Schedule

All students are expected for classroom instruction from 8:25 am to 3:00 pm. It is critical that your child is on time and ready to learn each day. All students are expected to follow the schedule below:

7:55	Student Drop Off/Breakfast Begins
8:25	All Students in Classrooms/Instruction Begins
2:55	Parent Pick Up/Walker/Day Care Dismissal
3:00	Bus Dismissal

SAINT LUCIE COUNTY SCHOOL SUPPLY LIST

Mariposa Elementary

GRADES K-5

2022 – 2023 SCHOOL YEAR

Kindergarten

- Backpack (regular size)
- Pencil case or box
- 2 packs of primary pencils (no mechanical)
- 2 boxes of tissues
- 2 boxes of crayons
- 1 Primary writing journal
- 1 box of Ziploc bags (gallon size)
- 6 glue sticks
- 2 folders with pockets & prongs
- Change of clothes (left in backpack)

2nd grade School Supply List

- Backpack (regular size)
- Pencil case or box
- 2 packs #2 pencils
- 2 large pink erasers
- 2 boxes of crayons
- 3 composition notebooks (black only)
- 1 pack of notebook paper
- 1 box Ziploc bags (quart or gallon)
- 1 box Ziploc bags (sandwich)
- 2 plastic pocket folders with prongs
- 3 glue sticks
- 1 pair of scissors
- 1 box of tissues
- Hand sanitizer

4TH Grade Supply List

- Backpack (regular size)
- Pencil case or box
- 2 packs of #2 pencils
- 1 box of tissues
- 6 composition books
- 1 box of crayons
- 2 packs notebook paper
- 4 pocket folders with prongs (plastic, assorted colors)
- 3 Glue sticks
- 2 packs colored pencils
- 1 pair of scissors
- 1 pack of highlighters (assorted colors)
- 2 in binder
- Sharpener

1st Grade Supply List

- Backpack (regular size)
- 2 packs of #2 Pencils
- Pencil case or box
- 1 box of tissues
- 2 boxes of crayons
- 2 composition books
- 1 box Quart size sandwich bags
- 1 box gallon Ziploc bags
- 3 glue sticks
- 1 pack of dry erase markers
- 1 hand sanitizer

3rd Grade Supply List

- Backpack (regular size)
- 4 packs of #2 pencils
- Pencil Case or Box
- 2 boxes of tissues
- 2 boxes of crayons
- 3 composition books wide ruled
- 1 pack of notebook paper
- 1 pack of glue sticks
- 1 pack of colored pencils
- 5 pocket plastic folders with prongs
- 1 pack of cap erasers
- 1 yellow highlighter
- 1 four pack of dry erase markers (black)
- 2 packs of Wet Wipes

5th Grade Supply List

- Backpack (regular size)
- 3 packs #2 pencils (no mechanical)
- Pencil case or bag (no boxes)
- 1 box of tissues
- 6 composition books or spiral (one subject notebook)
- 1 box of crayons
- 1 pack of colored pencils
- 1 pack of markers
- 1 pack of notebook paper wide ruled
- 1 box of Ziploc bags (quart or gallon)
- 6 pocket folders (no prongs)
- 4-6 glue sticks
- 1 pack of cap erasers
- 2 packs of highlighters
- 8 fine tip dry erase markers
- 1 pair scissors



FAQ (Frequently Asked Questions)

- ★ **What if my student needs to go home in a different way than usual?**
If it is necessary for a student to go home via an alternate way or person, written instructions must be sent to the school with the child the day the arrangement is different. Only in an emergency will we take phone calls for transportation changes. Additionally, they will need to be verified by our office staff.

The written instructions should be very specific. If the student tells us that they are supposed to go home in a different manner, we will make every attempt to reach you by phone to verify the change. With no written instructions, if we are unable to reach you by phone, the students will be sent home as per their regular routine.

Communication is critical. If you are requesting a bus rider be allowed to ride a different bus, we can only approve this in cases of emergency; only when space is available on the bus; and when approved in advance by the Transportation Department.

- ★ **How do I take my student out of school early and prior to dismissal?**
When students leave class early prior to 2:30 p.m., they miss important instructional time. Please attempt to have appointments made after regular school hours so your student will not need to be dismissed early. However, if you need to pick your student up early, please send a note to the teacher that morning. Please arrive at the office before 2:30 pm. and the student will be called to the office for dismissal.

Please note that students will not be dismissed early after 2:30 pm. On early dismissal days students will not be dismissed early after 12:30 pm. The State has notified the schools that early dismissal from instruction must be tallied, and that parents are required to provide documentation if their student is removed from any part of the instructional day. (Five (5) occurrences of both a tardy to school or early withdrawal will result in one unexcused absence.) Please send in documentation for medical appointments to ensure these can be indicated as excused on your student's records.

 **What if my student goes to a day care center before and after school?**
St. Lucie County school bus transportation may be available to transport public school students who are enrolled in a day care center. Several day care centers in our area have vans that transport students before and after school. Please contact the district's Transportation Department at (772) 340-7120 if you have questions or contact your specific day care provider for information on their transportation services.

CAUTION: Mariposa is served by several different Boys and Girls Clubs as well as one on our campus. We must be notified which Club your student attends. Some students ride a regular school bus to the Boys and Girls Clubs.

 **What are the prices for cafeteria meals?**

Breakfast: All students in SLPS receive breakfast at no cost.

Lunch: Full Paid Lunch PreK-5: \$2.25
Reduced Paid Lunch \$.40

To access additional information about the food service program and free and reduced meal application:

Access the district website at <http://www.stlucie.k12.fl.us>

Select **Parents and Students**

Select **School Benefit Application (in the blue bar on the left side)**

 **What do I do if my student is absent?**

If your student is absent due to illness or injury, please notify the school. When your student returns to school, a written note is required, within three (3) days. The note should include the child's first and last name, date, days absent, reason for absence, and your signature. When a student is absent three (3) consecutive days without notification to the school, you will be contacted by the teacher, school, or a social worker.

 **What happens if my student becomes ill or gets hurt at school?**
Students who become ill or get hurt during the day will be sent to the school clinic for attention, rest, or to be sent home. We will notify the parent or designated person if necessary. Injured children get first aid promptly. An accident report is completed following any injury requiring first aid. **It is very important that an emergency number be provided so we can reach a parent/guardian during the day. Please keep your emergency numbers up-to-date with the office staff.**

 **What if my student needs to take medication at school?**
If it is necessary for a student to take medication at school, that has been prescribed by a doctor, a “*Physician's Authorization for Prescribed Medication Form*” must be sent to the school with directions for administration of the medication. All local doctors are aware of this district policy and they have the forms available that can be faxed to the school at (772) 337-5976. Please contact your student’s doctor directly for the form as they are not available at the school.

Please note that the medication must be in the original prescription package/container with the student’s full name and instructions typed on the outside of the container. No "over-the-counter" medications such as cough syrups or fever reducers will be administered without a doctor’s prescription. No medications of any kind can be administered to students without a doctor’s prescription and authorization.

 **How do we celebrate my student’s birthday at school?**
We do not have birthday parties at school. However, if you would like to send a store bought, packaged treat for a birthday please ensure it arrives in time for your child’s scheduled lunch. Please ensure that all students in the class are included.

 **How do I find out about my student’s progress?**
Parents have access through the internet to the **Family Access Portal** 24/7 where grades, homework, and attendance data is current for students in grades 3-12 only. **You can access this information at <http://www.stlucie.k12.fl.us/parents-students>.** Click on “Family Access” on the right side under Stay Connected for instructions. Progress reports may be sent home periodically that will provide you with current information on your student’s academic progress. Please review, sign, and return these reports to the teacher. Report cards are sent home following each nine-week grading period.

 **How do I make an appointment with my student's teacher?**
Teachers are available for conferences before and after school. A twenty-four (24) hour notice is required (by teacher contract) prior to any appointment. Appointments may be made by calling the school office at (772) 337-5960.

 **What do I do if I have a concern?**
Call the office to make an appointment with the person(s) involved. Classroom matters should be discussed with the classroom teacher first; all other matters are handled by administration. We strongly encourage you to call the school office if you wish to have clarification on any matter or to ask questions about the school or the school system. We are always happy to answer your questions.

 **How do I volunteer at the school?**
Parents are not permitted to volunteer in their own child's classroom but may volunteer in other classrooms or in the front office. Parents may chaperone on field trips and participate in special projects with the permission of the teacher and administration. If you wish to volunteer, contact the Volunteer Coordinator at 772-337-5960.

Arriving and Departing:

Please do not drop your child off at school prior to 7:55am, as there is no adult supervision. Any student eating breakfast may report to the cafeteria starting at 7:55 am. Students not eating breakfast will report to their respective pod areas. The instructional day will start promptly at 8:25 am.



PARENT PARKING, STUDENT DROP-OFF AND PICK-UP PROCEDURES:

We have developed the following plan in an effort to develop a safe, smooth-flowing traffic pattern around the school. It is imperative for the safety of all our students that all drivers abide by the following traffic regulations:

- Please follow the traffic flow pattern.
- Drivers of cars lined up in drop-off areas **MUST REMAIN IN VEHICLES.**
- Cars must drive in a single line.
- Park in designated parking spaces in the parent parking lot. **DO NOT PARK IN THE BUS ZONE. (** State law prohibits any parent or student from using the bus loading zone as a thoroughfare**)**
- Parents who park, **MUST** park in the PARENT PARKING LOT only. The entrance is on **Mariposa Avenue.**
- Students may not be dropped off or picked up at any other location.

MORNING STUDENT DROP-OFF:

- Students may not be dropped-off earlier than 7:55 am as there will be no adult supervision until after 7:55 am.
- Enter and exit PPU at the north end of our parent pick-up driveway on Mariposa Avenue.
- Students arriving from 7:55 am to 8:25 am are to be dropped off only in the parent pick-up loop.
- Students will exit their cars on the side closest to the railings at the gates.
- All students arriving after 8:25 am are tardy. Parents/Guardians must park in the parent parking lot on Mariposa Avenue and enter the main office to sign the student in and to receive a tardy pass to be admitted to class. **DO NOT SEND YOUR STUDENT INTO THE OFFICE WITHOUT AN ADULT.**

IMPORTANT NOTE:

Students are to exit vehicles at morning drop off only when the vehicle is stopped and only on the passenger side of the car as it is closest to the school. School staff members will be there to open the vehicle's door for your student.

AFTERNOON PICK-UP (Parent Pick-up – PPU):

- Dismissal for parent pick-up students is 2:55 pm and early dismissal is 1:00 pm.
- Enter at the north end of the parent pick-up loop off of Mariposa Avenue and follow the loop.
- Students will line up by grade. Students will be called by their name and grade level from your car tag that you will display on your rearview mirror. Cars are to proceed to their numbered (1-9) Gates.
- Students will load on the side closest to the railings. When possible, please have students load on the passenger side of the car.
- Please have the auto tag with your child's name and grade displayed on your rearview mirror so that it is clearly visible.

AFTERNOON STUDENT DEPARTURE PROCEDURES:

THE PRECAUTIONARY PROCEDURES BELOW HAVE BEEN ESTABLISHED TO ENSURE MAXIMUM SAFETY FOR OUR STUDENTS. FOR THE SAFETY OF YOUR STUDENT, PLEASE BE PATIENT AND FOLLOW THE PROCEDURES. THESE SAFETY RULES ARE NOT OPTIONAL.



BIKE RIDERS:

Students are to walk through the covered hallways/walkways to the end of the 5th grade hall where a staff member will meet the walkers/bike riders. They will then exit to the front sidewalk and stay on the sidewalk to the bike rack. Students are to get their bike and walk it through the bike rack area to the sidewalk on Calais Street and then ride home. **Students must cross the street only where there is a crossing guard. Please do NOT tell your child to walk to an unsupervised area to be picked up.**



BUS RIDERS:

Students will be called to the bus zone by bus numbers over the television monitors in the classroom each afternoon beginning at 3:00 pm. Remind your student to watch and listen for their bus number.



CAR PICK-UPS:

Students being picked-up by cars will be dismissed at 2:55 pm and are to walk to the north side of the school on Mariposa Avenue through our outside covered hallway/breezeway. Once there, they are to sit in their grade level designated areas on the sidewalk or benches. **Students will be called to a numbered gate to meet their car and will not be allowed to approach the car until the staff member at that gate opens the door for them to enter the vehicle.**



DAY CARE:

Students going to day care will be dismissed at 2:55 pm and will report to the end of the kindergarten hall where a staff member will escort them to the daycare vans or buses. Individual Day Cares will take attendance before leaving the school.



WALKERS:

Students are to walk through the covered hallways/walkways to the end of the 5th grade hall where a staff member will meet the walkers. They will exit to the front sidewalk, stay on the sidewalk to Calais Street, and proceed home. They are only to cross where the crossing guards are posted. **Students MUST not cross through the bus loading zone.**

Attendance Requirements:

Daily school attendance from 8:25 am to 3:00 pm is required of all school-aged children unless they are absent because of illness or for another valid reason. If a student is absent due to illness or injury, please notify the school. When the student returns to school, a written note is required, within three (3) days. The note should include the student's first and last name, date, days absent, reason for absence, and a parent/guardian signature.

In accordance with Florida School Laws, when a student is absent or tardy for three (3) consecutive days without notification to the school, contact will be made by the teacher, school, or a social worker. Issues will result in referral for Truancy to the school Social Worker. Failure to contact the school will result in an unexcused absence.

**** Please see the APPENDIX for the District's Attendance Policy in detail. ****

Backpacks/Book Bags:

Backpacks and book bags are to remain in the classroom throughout the day. Backpacks should not have wheels on them, and they are not to be taken out of the classroom when going to lunch, resources or outside. Purses should be left at home.

Bike Racks:

Bike riders are encouraged to lock their bikes to the bike rack each morning. Please have your child wear a helmet. While the school provides a locked bike rack area, we do not assume responsibility for lost or stolen bikes. Therefore, please provide your student with a lock for his/her bike while it is at school.

Conferences:

**** Please see FAQ ****

Discipline:

Discipline is the joint responsibility of teachers, administration and parents. It is critical for teachers to work together with parents and students to maintain a positive educational atmosphere. The Positive Behavior Intervention Support (PBIS) model will continue to be used for this school year. Please become familiar with both the PBIS Handbook and the District's Code of Student Conduct. These documents can be accessed via the district website under Mariposa Elementary at <http://www.stlucie.k12.fl.us>

Dress Code:



SHIRTS: Please note that all students are required to wear collared shirts OR Mariposa Elementary School Spirit t-shirts. Various colors of the required t-shirts will be available. Spirit t-shirts including Music, PE, class or team t-shirts that represent Mariposa Elementary School may also be worn.



BOTTOMS All pants must be worn at the waist without visible undergarments. Students may wear pants, skirts, jumpers, dresses, shorts or jeans. All clothing must fit appropriately and cannot have rips that expose skin. Administration reserves the right to determine overall appropriateness. Skirts, jumpers or shorts must be finger-tipped length. LEGGINGS MAY BE WORN UNDER APPROPRIATE FINGER-TIPPED LENGTH SKIRTS AND DRESSES. FLANNELS, SWEATS, SWIM WEAR, PAJAMA BOTTOMS AND SPAGHETTI-STRAPPED DRESSES ARE NOT PERMITTED.



JACKETS/ SWEATSHIRTS

Only garments intended as outerwear such as JACKETS, SWEATERS, or SWEATSHIRTS may be worn OVER the Mariposa required shirt or t-shirt. NO INAPPROPRIATE IMAGES PERMITTED. Hoods must remain off at all times. PLEASE PUT YOUR CHILD'S NAME ON ALL OUTERWEAR.



OTHER:

Hats, caps, visors, and sunglasses (unless prescribed by a doctor) are not permitted on school grounds. Ear buds may be utilized only during academic activities. Shoes must be flat and have closed toes and closed backs. Sneakers are strongly suggested for all students. Natural hair color only. Extended false finger nails are not permitted.

For safety reasons, FLIP FLOPS, CROCS, HIGH-HEELED BOOTS AND SLIPPERS ARE NOT PERMITTED.



Dress Code Violation Consequences:

- 1st Offense: Student warning. Note home with dress code policy requiring parent signature.
- 2nd Offense: Teacher will call parents.
- 3rd Offense: Open defiance of school policy. Administration will plan a conference with parents.

Early Dismissal:

EARLY DISMISSAL IS AT 1:00 pm. Students cannot be signed out from the front office between 2:30 and 3:00 pm (on regular school days) or between 12:30 and 1:00 pm on early dismissal days. This is a safety issue as well as a commitment to our goal to have students attend school for the entire instructional day. If it is necessary and you can provide documentation for an excused absence, please arrange to pick your students up **before** 2:30 pm or 12:30 pm on early dismissal days. If the mode of transportation needs to be changed for your child (for example from bus rider to parent pick up) you will need to call the front office **before 2:30 on the day of the change** or you will need to send in written notification to your child's teacher.

Emergency Drills:

Periodically fire, tornado, Code Red, and bus safety drills are held to teach emergency procedures to students so reaction to any emergency will be orderly. Please ask your student to share the information that he/she learned for at-home safety.

Field Trips:

Field trips are important instructional opportunities for your student's learning. If parents wish to permit their student to go on a field trip they must sign the permission form that will be sent home in advance of the trip date. **If the student does not have a form for that specific trip signed by the parent or guardian, they will not be able to go on the trip.**

Homework Policy:

Kindergarten through 5th grade students should be assigned 20 to 40 minutes of homework Monday through Thursday. Teachers are encouraged to incorporate 15 minutes of reading as a portion of that assigned time. Homework should be a reinforcement of objectives and materials already presented during classroom instruction.

Illness/Medications:

**** Please see FAQ ****

Insurance:

We encourage parents to carefully consider enrolling their child in a school child insurance program offered through SMIC (Special Markets Insurance Consultants, Inc.). Enrollment forms are available online at www.k12specialmarkets.com. More information on this is available through our district website under DEPARTMENTS. Select Risk Management and then scroll down to the section Student Accident Insurance.

Lunch and Breakfast Program:

The goal of the Food Service Program is to provide the students of St. Lucie County with nutritious, high-quality food choices to enhance their ability to learn.

Lunch and snack money will be collected from the students by the cafeteria cashier in the mornings only from 7:55 am - 8:25 am. Money should be sent in a sealed envelope with the student's full name, grade, and teacher's name clearly indicated on the outside of the envelope.

Students are encouraged to pay by the week or month and maintain money on their accounts. Checks should be made payable to **Mariposa Elementary** and the child's name should be written on the face of the check.

Reduced and free lunches are available to those who qualify. Access the district website at <http://www.stlucie.k12.fl.us>

Select **Parents and Students**

Select **School Benefit Application (in the blue bar on the left side)**

Parents **MUST** complete a new form for free or reduced lunch each year.

District procedures allow for **ONLY ONE CHARGE** if a student leaves money at home or it is lost. A phone call and/or note will be sent home when the charge is made and payment is requested the following day. **NO FURTHER CHARGES WILL BE MADE UNTIL PAYMENT IS RECEIVED AND STUDENTS WILL RECEIVE AN ALTERNATE LUNCH.**

Payment for School Functions:

Regular personal checks (no temporary checks) will be accepted for school functions such as fundraisers, book fairs, photographs, and special events. Critical information including first and last name, complete address (no PO Boxes), and phone number must be included on checks in order for them to be processed. Please see the APPENDIX on pages 57 and 58 for details regarding submitting checks to the school as well as the District policy on returned checks.

Parent Programs:

PARENT-TEACHER ORGANIZATION (PTO)

Meetings are held monthly during the school year and we encourage you to join and become involved. Meeting and event notices are sent home in advance for your convenience. **Meetings will be held the 2nd Wednesday of the month at 5:00 pm in the Parent Resource Room, which is located in the 5th grade hallway in Room 126. There are no membership fees to join.**

SCHOOL ADVISORY COMMITTEE (SAC)

This committee of parents, school staff, and community members was created to plan for and implement academic goals for improvement at Mariposa Elementary. The team meets monthly throughout the year to write and monitor our school improvement plan. If you are interested in serving on our team, contact the front office, at (772) 337-5960. **Meetings will be held on the 2nd Thursday of the month at 4:30 p.m. in the Parent Resource Room, which is located in the 5th grade hallway in Room 126. There are no membership fees to join.**

VOLUNTEER PROGRAM

Would you like to become a school volunteer? We are always looking for volunteers to assist our teachers and students. Volunteer assistance has been greatly appreciated and, more importantly, has benefited our students and school. We encourage you to consider volunteering this year.

There are many ways to that you can help such as reading with a student, assisting teachers with classroom needs, chaperoning a field trip, tutoring a student, assisting in the media center/cafeteria/office/music/PE, or sharing your talents and expertise during a unit of study.

Mariposa Elementary School has been awarded the Golden School Award by the FL Dept. of Education for our exemplary volunteer participation for many years, as well as the Five Star School Award too. Even if you are unable to come to school, you can do work at home. Contact the Volunteer Coordinator at the school for more information at (772) 337-5960.

Parties/Celebrations:

Birthday parties are not given at school. Parents wishing to bring a treat for a birthday should contact their student's teacher in advance and items should be brought only during the scheduled lunchtime in the cafeteria. Please ensure that all students in the class are included.

Personal Belongings/Property:

We strongly encourage all students to leave valuables at home. Students should not bring any electronic devices (such as cell phones, iPods, iPads, DSI's, Game Boys, PS2's) or CDs, games, toys, balls, etc. to school. The probability of damage and/or theft is too great and those items are a distraction to student learning. Cell phones must be turned off and put away. Any items causing a disturbance will be confiscated and can only be retrieved by an adult from the school office.

Pledge of Allegiance:

In 1987, the Florida Legislature enacted legislation that requires the Pledge of Allegiance to the flag is recited at the beginning of every day in every public elementary and secondary school in the state. A written request from the parents/guardians is necessary for a student to be exempt.

Report Cards and Progress Reports:

Each student will receive a report card following each nine-week grading period (four per school year). If a student has been enrolled at Mariposa for fewer than twenty (20) school days during a marking period, the office will make an effort to obtain grades from the previous school when the student registered. Students assigned to Mariposa twenty (20) days or more will be given grades.

Parents have access through the internet to the Family Access Portal 24/7 where grades, homework, and attendance data is current for students in grades 3-12 only. You can access this information at the district website at <http://www.stlucie.k12.fl.us/parents-students>. Progress reports may be sent home periodically that will provide you with current information on your student's academic progress. Please review, sign, and return these reports to the teacher. Report cards are sent home following each nine-week grading period.

Grading System:

Grading information for grades kindergarten through second will be provided under separate copy to the parents of students in those grade levels.

Grades 3 - 5

Grade Percent	Definition
A 90-100	Outstanding Progress
B 80-89	Above Average
C 70-79	Average Progress
D 60-69	Lowest Acceptable
F 0-59	Failure

Retentions:

Mandatory Retention of 3rd Grade Students:

Any student who exhibits substantial deficiency in reading skills before the end of grade one must be given intensive reading instruction. Such instruction shall continue until the deficiency is remedied. If the student's reading deficiency is not remedied by the end of grade three, the student must be retained. Additional information and specific details regarding 3rd grade student retentions in relation to State standardized testing requirements can be obtained from the front office.

Student Conduct and Expectations:

All students are expected to conduct themselves at all times in a manner that will contribute to the school system and not infringe on the rights of others. Please reference the Positive Behavior Intervention Support (PBIS) brochure for an overview of school-wide student conduct expectations as well as the St. Lucie County Public Schools website under Board Policies for the Code of Student Conduct.



Student Programs:

BEFORE AND AFTER SCHOOL PROGRAM

Boys and Girls Club is the private before and after school child care available for students in K-5 in our school cafeteria. Program hours are 7:00 am to 7:55 am and 3:00 pm to 6:00 pm daily. The program is licensed by HRS and fees vary. To register and for more information call (772) 460-9918.

COMPUTER/TECHNOLOGY

In the Technology Lab students are engaged in learning through the use of Technology applications such as *Microsoft Office Suite*, *iReady*, *Type to Learn* and a variety of web-based research supported educational programs. Our primary goal is for students to learn to safely navigate on a networked computer system, and to provide resources and protections to improve the academic success of all our students.

FOOD SERVICE PROGRAM

Our cafeteria provides a wonderful and nutritious choice of entrées and beverages for those students who purchase meals.

MEDIA CENTER

The goals of the Mariposa Elementary School Media Center are to provide curriculum support, research and technology guidance, enrichment through literature appreciation and other meaningful learning experiences. The Media Center program fosters a positive environment that encourages inquiry and discovery through the use of organized, accessible resources and teaches students to be independent, lifelong seekers of knowledge who are capable of retrieving information and value libraries, technology and learning.

Students and parents are responsible for any materials borrowed from the Media Center.

Lost or damaged items will be paid for or replaced by students (FL Statute 233.43 and The School Board of St. Lucie County, *Instructional Materials Program-A Reference*.)

MUSIC

The music program is designed to provide students with varied music activities to promote enjoyment and appreciation of music. The music program serves students in grades K-5.

PHYSICAL EDUCATION

Our physical education program stresses individual development of motor skills through a sequential program of activities. Appropriate dress is required (longer shorts or pants and a comfortable shirt). We encourage students to always wear sneakers on PE days. Competition between students is discouraged. Students will receive 150 minutes of physical fitness and education each week. Please see your student's class schedule for designated PE days.

SAFETY PATROL

Responsible fifth grade students are selected as Safety Patrol members to assist students entering and leaving the school grounds. They have regular meetings with their staff advisor. Fourth grade students will begin training in the latter part of the fourth-grade school year.

STUDENT COUNCIL

The Student Council consists of students in grade 5 who are elected by students to represent their classmates. This is an opportunity for students to practice leadership skills and promote school-wide programs and projects.

STUDENT RECOGNITION: BUTTERFLY BUCKS AND STUDENT OF THE MONTH

Mariposa uses the Positive Behavior Intervention Support (PBIS) program to reward students who regularly exhibit positive school behaviors. Paper "Butterfly Bucks" are given to students throughout the school year by all staff members as part of this program. Students earn and save these rewards in order to gain access to special school events and to purchase items at the school store.

Students are also selected by classroom teachers as their "Student of the Month". This program includes representatives from each class who have shown exemplary growth toward reaching an established goal in four areas – Responsibility, Respect, Safety, and Doing their Best. Students will be selected for this award based on their personal achievements and will participate in award assemblies held throughout the school year to honor them, their parents, and families.

Visitors:

ALL VISITORS MUST REPORT TO THE MAIN OFFICE UPON ARRIVAL ON CAMPUS. You will receive directions and a visitor pass to identify you as an approved visitor. If you are on campus without this pass, you will be asked to return to the office. These precautions are necessary to ensure the safety of our students and security of our campus.

Withdrawals:

Parents/guardians should complete withdrawal forms at the office before transferring a student to another school or school district. This helps expedite the transfer of your student's records to their new school.

SCHOOL DISTRICT GENERAL INFORMATION

Beliefs of the St. Lucie County School District:

- Every child can learn, and each child can learn more than he or she is now learning.
- The core business of the St. Lucie county Schools is to create challenging, engaging, and satisfying work for every student, every day.
- Quality schools are the responsibility of the entire community.
- A healthy school system is key to the maintenance of a healthy democracy.
- The district and its employees have mutual obligation is for support and development toward continuous improvement.

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

Vision of the St. Lucie County School District:

The schools of the St. Lucie County School District in partnership with parents and community will become premier centers of knowledge that are organized around students and the work provided to them. St. Lucie County School District's name will be synonymous with continuously improving student achievement and the success of each individual. Our school district's promise is to move from good to great focusing on our core business, the creation of challenging, and engaging and satisfying work for every student, every day. This is the St. Lucie County Way!

Mission of the St. Lucie School District:

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

ATTENDANCE

ATTENDANCE REQUIREMENTS, ELEMENTARY:

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

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

- b. Official Attendance

The official daily attendance will be taken during the second-class period for middle and high schools and at the beginning of the day for elementary schools. Secondary attendance must also be taken daily by class period.

The only attendance codes that will be recorded are as follows (notes what the code converts to at the state level):

C - Clinic
E - Excused Absence (excused)
G - Guidance
I - In-School Suspension (unexcused) (not an absence)
O - Out of School Suspension (unexcused)
R – Students who attend Project Rock (not an absence)
S – School Activity/Field Trip (not an absence)
T – Excused Tardy
U – Unexcused Absence
1 – Unexcused Tardy
2 – Unexcused Absence as a result of excessive tardiness

- c. Project ROCK

Students suspended out-of-school who attend Project ROCK (north or south) can be coded as "R" (Project ROCK) for the dates that the school confirms that the student attended the program.

- d. Enforcement of Attendance (F.S. 1003.26)

Schools must contact the parent after each unexcused absence, or absence for which the reason is unknown, to obtain the reason for the absence and to determine if the absence is excused or unexcused based on School Board policy. Contact can be made by phone, automatic phone dial system, mail, or in person by a school representative. Documentation of contact by phone will be a phone log noting the date and time of call, school official making call, family member contacted, and outcome of conversation. Documentation by mail will be a copy of the dated written notice to the parent by a school official or the postal service return-receipt. Documentation of personal contact will be the parent's signature on Student Services form(s).

- e. Reporting Attendance Cases to the Student Team (F.S. 1003.26)

If a student has had at least five 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 shall report the case to the school's student team 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. The meeting with the parent can take place at the school or by a school representative who meets with the parent at a mutually agreed upon location. The team or committee shall implement any interventions that best address the problem. The interventions may include, but are not limited to: (1) frequent communication between school and the family, (2) mentoring, (3) counseling, (4) evaluation for alternative education programs, (5) attendance contracts, (6) referral to other agencies for services, (7) other interventions, including but not limited to a truancy petition pursuant to (F.S.984.151).

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).

f. 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.

g. Truancy Petition

The superintendent may file a truancy petition pursuant to procedures in (F.S.984.151), when:

- (1.) a student has 5 unexcused absences in a calendar month or 10 unexcused absences within a 90-calendar-day-period.
- (2.) the student team or attendance committee has met and efforts to correct the attendance have been unsuccessful
- (3.) the parent has been notified as to the unexcused absences or absences for which reasons are unknown.

Truancy petitions will be filed in the Circuit Court in the 19th Judicial Circuit. All supportive documentation provided by the school to support the filing of the petition will become part of the official court file.

Parents will receive a copy of the petition and all documents filed with the petition by one of the following means:

- (1.) Hand delivery by a school district representative with the parent's signature that the copy was received
- (2.) Sheriff's service arranged by the Clerk of the Circuit Court.

(h.) Sponsored Activity

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

(i.) Exam Exemptions

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

(j.) Excused and Unexcused Absences (F.S. 1003.26)

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

(k.) Parent/Guardian Responsibility (F. S. 1003.24)

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

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

(l.) Written Explanation from Parent Requirement (F.S. 1003.26)

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

(m.) Physician Authorization Requirement (F.S. 1003.24)

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

(n.) Homebound/Hospitalized Program

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

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

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

The Homebound/Hospitalized Program provides instructional services to a student diagnosed with a physical or psychiatric condition which is acute or catastrophic in nature, or a chronic illness, or a repeated intermittent illness due to a persisting medical problem and which confines the student to the home or hospital, and restricts activities or an extended period of time. The program is available to students in grades K-12 and Pre-K exceptional education students.

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

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

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

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

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

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

(o.) Students with Head Lice

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

(p.) Notification to Other Agencies

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

(q.) Habitual Truants (F. S. 1003.27)

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

(r.) Excused Absences

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

- (1.) Illness of the student
- (2.) Major illness in the immediate family of the student that requires the student to miss school
- (3.) Medical appointments of the student
- (4.) Death of family member or friend
- (5.) Required court appearance
- (6.) A religious holiday of the specific faith of the student or the student's immediate family

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

(s.) Unexcused Absences

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

(t.) In-School Suspension

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

(u.) Project ROCK

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

(v.) Withdrawal of Students for Non-Attendance

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

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

(w.) Use of Withdrawal Codes W05, W15, and W22

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

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

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

(x.) Makeup Work

Make-up work will be allowed for all absences and will be graded at full credit. The student will be allowed a period of two days make-up time for each day absent, not to exceed ten (10) school days from the date of return for make-up work.

- (1.) On sufficient advance notice, the teacher will inform the student/parent of work to be covered during the student's absence and student's assignment. The teacher will be as specific as existing plans will allow, but is not expected to develop any special series of plans or assignments for individual students as make-up work.
- (2.) After the student returns to school, the teacher will inform the student of the work or assignments the class covered during the student's absence and student's make-up assignment(s).
- (3.) The teacher may require the student to be fully responsible for all work that student has missed and may require that student take tests and examinations which shall be graded on the same basis as the rest of the class.
- (4.) Parents may be asked to submit legal or medical evidence to support any claim to excuse absences.
- (5.) Students who are absent when an assigned test is administered should be prepared to make up the test on the first day of their return to school. When tests are assigned during the absence, students will be allowed 2-days to prepare before being required to take the test.

(y.) Non-enrollment

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

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

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

- (1) Contact the parent or persons listed as contacts for all students with a DNE and obtain the reason for the student not entering. These calls are to be logged and the DNE code updated to the proper code.
- (2) Provide a list of students with their cumulative record to the Department of Student Services no later than the third working day after the 10th day. The list shall contain the student's full name, name of the parent or guardian, and an account of efforts to contact the parent, including phone numbers called.
- (3) The Department of Student Services will attempt to contact the parent or guardian and will provide the school with the updated withdrawal code.
 - (4) The school must update the withdrawal code at any time during the school year that new information is obtained as to the reason the student did not enter.

(z.) Tardy

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

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

(aa.) Early Pick Up

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

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

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

(bb.) Compulsory Attendance and Home Education Programs

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

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

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

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

(cc.) Withdrawal to the Home School

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

(dd.) Students with Documented Chronic/Serious Medical Conditions

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

- (1) cerebral palsy
- (2) cancer
- (3) conditions that require tracheotomy
- (4) conditions that require oxygen
- (5) conditions that require gastric tubes
- (6) conditions that require shunts
- (7) insulin dependent diabetes
- (8) seizure disorders with recent seizure activity
- (9) severe asthma with recent asthmatic episodes
- (10) sickle cell disease
- (11) chronic conditions that cause severe pain
- (12) juvenile rheumatoid arthritis with limited mobility
- (13) students deemed "medically fragile" or "medically complex"

(ee.) Students Covered Under the Rilya Wilson Act

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

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

(ff.) Student Volunteers

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

BULLYING AND HARRASSMENT

St. Lucie Public Schools
Technical Assistance for School Principals/Designees
Implementing the Jeffery Johnston Stand Up for All Students Act

Frequently Asked Questions

REPORTING

Q: What are the requirements for reporting?

A: The principal/designee must ensure that School Board Policy 3.43 is fully implemented. The principal/designee is responsible for taking reports and establishing a reporting procedure that allows the reporting of observed incidences of bullying. The law specifies that each school must also have provisions for anonymous reporting. The District may not take formal disciplinary action against an employee based solely on an anonymous report, and it may not accept an anonymous complaint against an employee.

In addition, if a school employee has reasonable cause to suspect that a crime has been committed, they shall also immediately report the complaint to law enforcement. If an employee suspects the reported incident is an act of abuse, abandonment, or neglect of a child they shall also immediately report the complaint to the Department of Children and Families (DCF).

EXPECTED DATE OF COMPLETION: All schools should have reporting system(s) developed and operational at the current time.

Q: What methods for reporting should a school use? Is an office discipline referral form sufficient?

A: An office discipline referral (ODR) should not be used by school staff to report suspected bullying incidents. The adopted bullying form (STS0114) must always be used. **Parents, students, or volunteers may use other methods of reporting (phone calls, letters, etc.).** School staff should transfer the information to the bullying complaint form. Administrators must maintain records of all reports. Reporting methods may include but are not limited to:

- Use of the Bullying/Harassment Complaint Form (STS0114) available through:
 - School offices
 - Classroom teachers
 - The School District of St. Lucie County website (www.stlucie.k12.fl.us)
 - Bully Reporting Box at school (for anonymous reports)
- Oral reports (**person taking oral report will complete STS0114**)

INVESTIGATION PROCEDURES

Q: What is required for an investigation?

A: Schools must follow district procedures to investigate suspected bullying cases in a timely manner:

- Principal or designee will assign personnel who are trained in investigative procedures to conduct the investigation.
- The law requires prompt investigation (***must be initiated and concluded within 10 school days of reporting***).
- Parents of **ALL** students involved (alleged perpetrator & alleged victim) must be informed on the same day an investigation of the incident has been initiated. Notification must be by phone **AND** in writing. Use letter templates found on district intranet (<http://share>).

EXPECTED DATE OF IMPLEMENTATION: Ongoing

USING THE FORMS

Q: Do I have to use The School District of St. Lucie County forms?

A: Yes. These forms are designed to ensure that the requirements of the law are met. Oral reports and anonymous reports must be transferred to a Bullying Complaint Form. If you follow the steps on the forms, you will have documentation that you have carefully implemented the requirements of the law.

- Forms available for use:
 - Bullying/Harassment Complaint Form (STS0114 p.1) – This form is used to report cases of suspected bullying/harassment to school administrators. It can be completed by students, parents, teachers, or anyone with a bullying concern that needs to be addressed.
 - Bullying/Harassment Complaint Form (STS0114 p.2) – This form is used by administrators to document investigation details and action taken. Parents are to be informed at the onset of the investigation and at the conclusion of the investigation.
 - Parent Letter templates for Alleged Victim (before and after investigation)
 - Parent Letter templates for Alleged Perpetrator (before and after investigation)

Research indicates that simply sanctioning the bully is not sufficient to reduce the incidence of bullying/harassment in your school. ***It is best practice*** to implement a plan of intervention which could include counseling, and/or social skills training. School-wide improvement in bullying results from a comprehensive program that addresses the school climate with preventive activities and promptly and effectively intervenes when an incident occurs.

Q: Where do I keep these forms after they are completed?

A: All original, completed bullying/harassment forms along with any attachments must be sent to the appropriate District level administrator. If the alleged perpetrator is a(n):

- **Student:** Director of Student Services and ESE
- **Employee:** Assistant Superintendent for Human Resources
- **Non-Students/Non-Staff:** Chief Executive of Safety and Security

The principal/designee may determine a place on-site where copies may be retained.

TRAINING/INSTRUCTION

The law requires a procedure for providing instruction on identifying, preventing, and responding to bullying or harassment for students, parents, teachers, school administrators, counseling staff, and school volunteers.

ALL School-Based Personnel:

Q: How often do school-based personnel need to receive training on identifying, preventing, and responding to bullying/harassment?

A: The District ensures that schools sustain healthy, positive, and safe learning environments for all students. It is important to change the social climate of the school and the social norms with regards to bullying. This requires the efforts of everyone in the school environment – teachers, administrators, counselors, school nurses, other non-teaching staff (such as bus drivers, custodians, cafeteria workers, and/or school librarians), parents/legal guardians, and students. School-based personnel shall be given instruction at a minimum of **one time per year** based on the District's policy and procedures against bullying and harassment. The instruction shall include evidence-based methods of preventing bullying and harassment, as well as how to identify and respond effectively to bullying in schools.

EXPECTED DATE OF COMPLETION: No later than September 30th of each school year. There is also a requirement to train new employees when they are hired.

Students:

Q: What kind of learning activities can I use for the students?

A: Student training is critical to reducing the incidence of bullying in a school. The teaching can be very specific (what is bullying, what to do if I'm bullied, what to do if I see bullying, etc.) or the activities can have a broader focus (accepting individual differences, No-Bully contracts, etc.) The approach must also be age and developmentally appropriate.

- School-based training conducted in classrooms
 - This can be done by integrating bullying information with the curriculum and be taught by the regular classroom teacher or other support staff. The District has adopted *Bully Prevention in Positive Behavior Support* as the curriculum to be delivered at the school level. This curriculum is accessible through the district website and share (<http://share>).
- School-wide training can be accomplished with a combination of formats:
 - Videos developed by the schools streamed through closed circuit television.
 - Videos developed by the District
 - Use of outside agencies or speakers
 - Accessing web based information, such as *Stop Bullying Now* linked on our district website and the Bullying Prevention website on the FLDOE webpage <http://www.fl DOE.org/safeschools/bullying.asp>.

EXPECTED DATE OF COMPLETION: These activities should be ongoing to be effective.



3.43 - BULLYING AND HARASSMENT

Each Child, Every Day

Book	St. Lucie County School Board Policy Manual
Section	Chapter 3: School Administration
Title	Bullying and Harassment
Number	3.43
Status	Active

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

(2) Definitions.

(a) Bullying includes cyberbullying and means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. This definition includes unwanted and repeated written or oral statements or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve but is not limited to:

- (i) Teasing
- (ii) Social exclusion
- (iii) Threat
- (iv) Intimidation
- (v) Stalking
- (vi) Physical violence
- (vii) Theft
- (viii) Harassment based on protected characteristics as set forth in Policy 2.70, A(1)
- (ix) Public humiliation
- (x) Destruction of property

(b) Cyberbullying means bullying through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photoelectronic system, or photo optical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

(c) Harassment means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written or oral statement, or physical conduct, including a single act if sufficiently severe, directed against a student or school employee that:

- (i) Places a student or school employee in reasonable fear of harm to his or her person or damage

to his or her property,

(ii) Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or

(Hi) Has the effect of substantially disrupting the orderly operation of a school.

(d) Bullying and harassment also encompass:

(I) Retaliation against a student or school employee by another student or school employee for asserting or asserting or alleging an act of bullying or harassment. The report of an act of bullying or harassment that is not made in good faith is considered an act of retaliation. For purposes of this policy, a report that is not made in good faith means a report that the reporter knows to be untrue or to be without any factual foundation or support.

(Ii) Perpetuation of conduct listed In the definition of bullying, cyberbullying, or harassment by an Individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:

- A. Incitement or coercion,
- B. Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the district school system, or
- C. Acting In a manner that has an effect substantially similar to the effect of bullying or harassment.

(ill) Harassment based on protected characteristics such as *sex*, religion, race/ethnicity, or disability.

(e) Bullying and harassment do not encompass student discipline by school staff that comports with sound educational practice.

(f) Cyberstalking, as defined in Section 784.048(1)(d), Fla. Stat., means to engage in a course of conduct to communicate, or to cause to be communicated, words, Images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

(g) Violent criminal offense means any felony offense listed In Section 1006,13(6)(a), Fla. Stat.

(h) Within the scope of a public K-12 educational institution means, regardless of ownership, any computer, computer system, or computer network that is physically located on school property or at a school-related or school-sponsored program or activity.

(3) Behavior expected from each student and school employee of a public K-12 educational Institution.

(a) The St. Lucie County School District expects students to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

(b) The School District believes that standards for student behavior must be set cooperatively through Interaction among the students, parents/legal guardians, staff, and community members producing an atmosphere that encourages students to grow in self-discipline. The development and maintenance of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff, and community members. Because students learn by example, school administrators, faculty, staff, parents, volunteers, and other campus visitors will demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate harassment or bullying.

(c) The School District reconfirms that bullying and harassment of any student or school employee is prohibited:

(f) During any education program or activity conducted by a public K-12 educational institution, (II) During any school-related or school-sponsored program or activity;

(iii) On a school bus of a public K-12 educational Institution;

(iv) Through the use of data or computer software that is accessed through a computer, computer system, or computer network within the scope of a public K-12 education institution; or

(v) Through the use of data or computer software that is accessed at a non-school-related location, activity, function, or program or through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the bullying substantially interferes with or limits the victim's ability to participate in or benefit from the services, activities, or opportunities offered by a school or substantially disrupts the education process or orderly operation of a school. This paragraph does not require a school to staff or monitor any non-school-related activity, function, or program.

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

(5) Responsibilities of employees of a public K-12 educational institution. Each employee of the School District is required, in the manner set forth in this policy:

- (a) To participate in District-sponsored instruction in identifying, preventing, and responding to bullying or harassment, including retraining as necessary,
- (b) To monitor and observe the conduct of all students, employees, parents, and other individuals present on school campuses or participating in school-sponsored events,
- (c) To apply evidence-based strategies and systems to prevent or minimize incidents of problem behavior, including but not limited to implementing positive behavior supports,
- (d) To intervene, secure assistance, or otherwise respond immediately and as appropriate in the circumstances to assure the safety and protection of all individuals involved in any observed or reported incident of problem behavior, and
- (e) Consistent with the duties devolved upon the employee's position, to report, investigate, or cooperate in the investigation of any incident of problem behavior for which the employee has knowledge or responsibility.

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

(7) Consequences for a student or employee of a public K-12 educational institution who commits an act of bullying or harassment. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. The physical location or time

of access of a computer-related incident as described In subparagraph (3)(c)(iv) of this policy cannot be raised as a defense In any disciplinary action.

- (a) Consequences and appropriate remedial action for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct.
 - (b) Consequences and appropriate remedial action for a school employee found to have committed an act of bullying or harassment may be disciplined in accordance with district policies, procedures, ad agreements. Additionally, egregious acts of harassment by certified educators may result in a sanction against an educator's state issued certificate. See Fla. Admin. Code Rule 613-1.006, The Principles of Professional Conduct of the Education Profession in Florida.
 - (c) Consequences and appropriate remedial action for a parent, volunteer, or other visitor found to have committed an act of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.
- (8) Consequences for a student or employee of a public K-12 educational institution who is found to have wrongfully and intentionally accused another of an act of bullying or harassment.
- (a) Consequences and appropriate remedial action for a student found to have wrongfully and intentionally accused another as a means of bullying or harassment range from positive behavioral Interventions up to and Including suspension or expulsion, as outlined in the Code of Student Conduct.
 - (b) Consequences and appropriate remedial action for a school employee found to have wrongfully and intentionally accused another as a means of bullying or harassment may Include discipline in accordance with district policies, procedures, and agreements.
 - (c) Consequences and appropriate remedial action for a parent, volunteer, or other visitor found to have wrongfully and intentionally accused another as a means of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.
- (9) Procedure for reporting an act of bullying or harassment, including provisions that permit a person to report such an act anonymously.

(a) At each school, the principal or the principal's designee is responsible for receiving complaints alleging violations of this policy.

(I) All school employees are required to report alleged violations of this policy to the principal or the principal's designee.

(Ii) In addition to reporting the incident to the principal or designee, if a school employee has reasonable cause to suspect that an alleged violation of this policy:

- A. Might constitute a crime, the employee shall also immediately report the complaint to law enforcement.
- B. Might constitute an act of abuse, abandonment, or neglect of a child, the employee shall also immediately report the complaint both to the state-wide central abuse hotline established and maintained by the Florida Department of Children and Families (DCF) and to the appropriate law enforcement agency.

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

(iii) All other members of the school community, including students, parents/legal guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy

anonymously or in-person to the principal or principal's designee.

- (b) The victim of bullying or harassment, anyone who witnessed the bullying or harassment, and anyone who has credible information that an act of bullying or harassment has taken place may file a report of bullying. A school employee, school volunteer, student, parent/legal guardian, or other person who promptly reports in good faith an act of bullying or harassment to the appropriate school official and who makes this report in compliance with the procedures set forth in this policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporters future employment, grades, learning or working environment, or work assignments.
- (c) Written and oral reports shall be considered official reports. Reports may be made anonymously. However, the District may not take formal disciplinary action based solely on of an anonymous report, and It may not accept an anonymous complaint against an employee.

(10) Procedure for determining whether a reported act of bullying or harassment is within the scope of the District school system, and If not, for referral of such an act to the appropriate jurisdiction. Computers without web-filtering software or computers with web-filtering software that is disabled shall be used when complaints of cyberbullying are investigated. When a complaint alleging an act In violation of this policy is filed:

(a) If the alleged act:

- (i) Might also constitute a crime and law enforcement has not yet been notified, the principal or designee shall do so immediately.
- (ii) Might also constitute an act of abuse, abandonment, or neglect of a child and DCF and law enforcement have not yet been notified, the principal or designee shall do so Immediately.

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

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

(c) The trained designee(s) will report to the principal with a recommendation of whether the alleged act of bullying or harassment falls within the scope of the District. After receiving such report and recommendation, the principal or designee shall determine whether the alleged act is:

- (I) Within scope of District, in which case the complaint shall be investigated In accordance with the Procedures for Investigating Bullying and/or Harassment set forth in subsection (10) of this policy;
- (ii) Outside scope of the District, and might constitute a criminal act or an act of abuse, abandonment, or neglect of a child, in which case the principal or designee shall re-verify that the matter has been referred to the appropriate law enforcement agency and DCF; or
- (iii) Outside scope of District, and there Is no reasonable suspicion of a criminal act, in which case the principal or designee shall inform the parents/legal guardians of all students involved.

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

- (a) If the alleged act In violation of this policy is also the subject of an Investigation by law enforcement, the Investigation by the school shall proceed in full cooperation, and without any interference, with the criminal Investigation,

(b) The principal or designee shall select a designee(s), employed by the school and trained in investigative procedures, to initiate the investigation. The designee(s) may not be the accused perpetrator (harasser or bully) or victim.

(c) Documented interviews of the victim, alleged perpetrator, and witnesses shall be conducted privately, separately, and confidentially. Each individual (victim, alleged perpetrator, and witnesses) will be interviewed separately and at no time will the alleged perpetrator and victim be interviewed together.

(d) The investigator shall collect and evaluate the facts including, but not limited to:

- (I) Description of incident including nature of the behavior; context in which the alleged incident occurred, etc.;
- (ii) How often the conduct occurred;
- (iii) Whether there were past incidents or past continuing patterns of behavior;
- (iv) The relationship between the parties involved;
- (v) The characteristics of parties involved (i.e., grade, age, disability, etc.);
- (vi) The identity of the perpetrator, including whether the perpetrator was in a position of power over the student allegedly subjected to bullying or harassment;
- (vii) The number of alleged bullies/harassers;
- (viii) The age(s) of the alleged bullies/harassers,
- (ix) Where the bullying and/or harassment occurred; and
- (x) Whether the conduct adversely affected the students education or educational environment.

(e) Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances and includes:

- (i) Recommended remedial steps necessary to stop the bullying and/or harassing behavior;
- (ii) The date, time, and method in which the parents/legal guardians of all parties involved were contacted: and
- (in) A written final report to the principal.

(f) The investigation shall be concluded and a written final report addressing the matters set forth in paragraph (13) of this policy shall be submitted to the Principal within a maximum of ten (10) school days after the complaint has been filed. The highest level of confidentiality possible will be upheld regarding the submission of a complaint or a report of bullying and/or harassment, and the investigative procedures that follow.

(g) The investigator shall use the Dear Colleague Letters from the United States Department of Education, Office for Civil Rights, dated October 26, 2010, and August 20, 2013, addressing bullying and harassment, available at <http://www2.ed.gov/about/offices/Ust/ocr/letters/colleague201010.htm>, and <http://www2.ed.gov/olky/speced/quidJidea/memosdcttrs/bullyincidd8-20-13.pdf>, respectively, as guides in determining the appropriate outcome and response recommended in the final report.

(12) Procedure for providing immediate notification to the parents/legal guardians of a victim of bullying or harassment and the parents/legal guardians of the perpetrator of an act of bullying or harassment as well as, notification to all local agencies where criminal charges may be pursued against the perpetrator.

(a) The principal, or designee, shall by telephone and in writing by first-class mail, electronic mail, or hand delivery, report the occurrence of any incident of bullying or harassment as defined by this policy

to the parents or legal guardians of the victim(s) and the perpetrators(s) on the same day an investigation of the incident has been Initiated. Attempts to notify the parent or legal guardian shall be documented on the District Bullying Complaint form. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

(b) If the bullying or harassment incident results In the perpetrator being adjudicated guilty of or delinquent for a violent criminal offense, as defined above, the principal, or designee, shall by telephone and in writing by first class mail, electronic mail, or hand delivery, Inform parents/legal guardian of the victim(s) involved in the bullying or harassment incident about the Unsafe School Choice Option (No Child Left Behind Act, Title IX, Part E, Subpart 2, Section 9532), which states '(A) student who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, Including a public charter school,"

Once the investigation has been completed and it has been determined that criminal charges may be pursued against the perpetrator, all appropriate local law enforcement agencies will be notified by telephone and/or In writing.

(13) Procedure for preventing recurrence of any discrimination or harassment and for correcting discriminatory effects. If an act of bullying or harassment is determined to have occurred, the principal or designee and other District staff shall take appropriate steps to prevent the recurrence of any discrimination or harassment and to correct the discriminatory effects on the victim and others. Based upon the circumstances, such steps may include, but are not limited to:

- (a) Reaffirming the responsibilities of students and employees, as set forth in paragraphs (4) and (5) of this policy,
- (b) Applying positive reinforcement of good conduct, as provided In paragraph (6),
- (c) Imposing consequences upon the perpetrator, as provided in paragraph (7),
- (d) Undertaking the remedial steps recommended by the investigator as provided in subparagraph (11)(e)(1), and/or such other remedial measures as appropriate In the circumstances to address and resolve the complaint and to protect the victim and witnesses for the victim from retaliation or future discrimination or harassment,
- (e) Making all notifications to parents/legal guardians as provided in paragraph (12),
- (f) Undertaking referrals of the victim and the perpetrator for counseling and/or discipline, as provided in paragraph (14),
- (g) Including the incident in school safety and discipline data reports, as provided in paragraph (15),
- (h) Re-emphasizing instruction and training on identifying, preventing, and responding to bullying or harassment, as provided In paragraph (16), and
- (I) Reminding students of this policy and re-discussing bullying and harassment prevention, as provided in paragraph (20).

(14) Procedure to refer victims and perpetrators of bullying or harassment for counseling. At each school in the district, the procedures to refer victims and perpetrators of bullying or harassment for counseling are as follows:

(a) Any teacher or parent/legal guardian may request informal consultation with school staff (specialty staff, e.g., school counselor, school psychologist, etc.) to determine the severity of concern and appropriate steps to address the concern (the involved students' parents or legal guardian may be Included).

- (b) Any school personnel or parent/legal guardian may refer a student to the school intervention team (or equivalent school-based team with a problem-solving focus) for consideration of appropriate services. (Parent or legal guardian involvement is required at this point.)
- (c) If a formal discipline report or formal complaint is made, the principal or designee must refer the student(s) to the school intervention team for determination of counseling support and interventions. (Parent or legal guardian involvement is required at this point.)
- (d) The intervention team shall determine the appropriate intervention and assistance that may include the following:
- (I) Counseling and support to address the needs of the victims of bullying or harassment, which may include referring the student for an initial evaluation if there is a reason to suspect that the student has a disability, or if the student has a disability, convening the Individualized Education Program ("IEP") team to determine whether the student's needs have changed as the result of bullying;
 - (ii) Interventions to address the behavior of the students who bully and harass others (e.g., empathy training, anger management), which may include referring the student for an initial evaluation if there is reason to suspect that the student has a disability, or if the student has a disability, convening an IEP team meeting to determine if additional supports and services are needed to address the inappropriate behavior; and
 - (III) Intervention which includes assistance and support provided to parents/legal guardians, if deemed necessary or appropriate.

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

- (a) The report must include each incident of bullying or harassment and the resulting consequences, including discipline and referrals.
- (b) The report must include, in a separate section, each reported incident of bullying or harassment that does not meet the criteria of a prohibited act under this section (reported as "unsubstantiated bullying" or "unsubstantiated harassment") with recommendations regarding such incidents (cyberbullying incidents are to be included within the bullying incidents category).
- (c) The School District will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data, which includes bullying and harassment as incident codes as well as bullying-related as a related element code. The SESIR definition of bullying is systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees that is severe or pervasive enough to create an intimidating, hostile, or offensive environment; or unreasonably interfere with the individual's school performance or participation. The SESIR definition of harassment is any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that 1) places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property, 2) has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or 3) has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in a person and serves no legitimate purpose.
- (d) If a bullying and/or harassment incident occurs then it will be reported in SESIR with either the bullying or harassment code. If the bullying or harassment results in any of the following SESIR incidents, the incident will be coded appropriately using the relevant incident code AND the related element code entitled bullying-related. Those incidents are:
- Alcohol
 - Arson
 - Battery

- Breaking and Entering
- Disruption on Campus
- Drug Sale/Distribution Excluding Alcohol
- Drug Use/Possession Excluding Alcohol
- Fighting
- Homicide
- Kidnapping
- Larceny/Theft
- Robbery
- Sexual Battery
- Sexual Harassment
- Sexual Offenses
- Threat/Intimidation
- Trespassing
- Tobacco
- Vandalism
- Weapons Possession
- Other Major (other major Incidents that do not fit within the other definitions).

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

(f) The District will provide bullying and harassment Incident, discipline, and referral data to the Florida Department of Education in the format requested, through Surveys 2, 3, and 5 from Education Information and Accountability Services, and at designated dates provided by the Department. Data reporting on bullying, harassment, unsubstantiated harassment, sexual harassment, sexual harassment and threat/intimidation incidents as well as any bullying-related incidents that have as a basis sex, race or disability should include the incident basis. Victims of these offenses should also have the incident basis (sex, race or disability) noted in their student record.

(16) Procedure for providing instruction to students, parents/legal guardians, teachers, school administrators, counseling staff, and school volunteers on identifying, preventing, and responding to bullying or harassment, including instruction or recognizing behaviors that lead to bullying and harassment and taking appropriate preventive action based on those observations.

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

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

(c) The St. Lucie County School District provides the following list of authorized programs including but not limited to:

- PBS/PBIS (Positive Behavior Support/Positive Behavioral Interventions & Supports)
- Monique Burr Foundations for Children, Inc.'s Child Safety Matters
- Second Step
- Character Counts
- Youth Mental Health First Aid
- Too Good for Violence
- Too Good for Drugs
- Safer Smarter Kids

Decisions to include additional instructional programs or activities, not previously listed within this policy, will be made on a case-by-case basis and authorized by individual school principals.

- (17) Procedure for regularly reporting to a victim's parents/legal guardians the actions taken to protect the victim. The principal or designee shall by telephone and in writing report the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident has been initiated. According to the level of infraction, parents/legal guardians will be notified by telephone and/or writing of actions being taken to protect the child; the frequency of notification will depend on the seriousness of the bullying or harassment incident. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).
- (18) Rights of each student of a public K-12 educational institution. The principal or designee shall assume administrative responsibility and instructional leadership under the supervision of the Superintendent, in accordance with Rules and Regulations of the School Board, for operation of the school to which he/she is assigned. The faculty and staff shall assist in an orderly operation of the school and ensure the rights of students. Student rights are outlined in the Code of Student Conduct.
- (19) Disciplinary sanctions and due process for students of a public K12 educational institution. In order to protect student rights, certain procedures are followed with regard to major disciplinary actions. These procedures are developed as suggested or required by law or regulation. Disciplinary sanctions due process protections are outlined in the Code of Student Conduct.
- (20) Procedure for publicizing the policy which must include its publication in the Code of Student Conduct required under Section 1006.07(2), Fla. Stat., and in all employee handbooks.
- (a) At the beginning of each school year, the Superintendent or designee shall, in writing, inform school staff, parents/legal guardians, or other persons responsible for the welfare of a student of the District's student safety and violence prevention policy.
- (b) Each District school shall provide notice to students and staff of this policy through appropriate references in the student code of conduct and employee handbooks, and/or through other reasonable means. The Superintendent shall also make all contractors contracting with the District aware of this policy.
- (c) Each school principal shall develop an annual process for discussing the school district policy on bullying and harassment with students in a student assembly or other reasonable format. Reminders of the policy and bullying and harassment prevention messages such as posters and signs will be displayed around each school and on the District school buses.

STATUTORY AUTHORITY: 1001.41,

1001.42, F.S. LAWS IMPLEMENTED:

1006.147, F.S.

HISTORY:

ADOPTED: 11/18/2008

REVISION DATE(S): 06/08/2010; 08/24/2010; 11/23/2010, 09/13/2011, 06/12/2012.

08/27/2013,11/12/2013, 07/29/2014, 07/26/2016

FORMERLY: New

RIGHTS AND PRIVACY ACT (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 or misleading.

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

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 district in which a student seeks or intends to enroll.

- (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:

The School District may from time to time publish directory information relating to the student body in general or to a portion of the student body. Directory information includes the student's name, address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and most recent previous school attended. If directory information is published for release to the public in general, school administrators may disclose directory information about a student without the consent of either the student or his or her parent unless, within 10 days of enrolling in or beginning school, the student or parent notifies the school in writing that any or all directory information should not be released.

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 9461 Brandywine Lane, Port St. Lucie, Florida. Office hours are Monday – Friday, 8:00 a.m. to 4:30 p.m. A copy of the policy and the manual may be obtained, free of charge, upon request.

NOTICE OF PROTECTIONS OF PUPILS AMENDMENT

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

TESTING ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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. Such accommodations may include:

a. PRESENTATION:

(1) VISUAL ACCOMMODATIONS

- (a) Regular print versions of the test may be enlarged through mechanical or electronic means
- (b) The district test coordinator may request large print version
- (c) Braille versions may be requested for students who use Braille materials. Some test items may be altered in format for Braille versions of the test as authorized by the Department. Test items that have no application for the Braille reader will be deleted as authorized by the Department. Student performance standards that cannot be assessed in 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.

b. 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.

c. SCHEDULING:

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

d. SETTING:

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

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

- (a) If the purpose of the assessment requires complex computation, calculators may be used as authorized in the test administration manual. A calculator may not be used on assessments of basic computation as specified in the test administration manual.
- (b) Visual magnification and auditory amplification devices may be used. For students with visual impairments, an abacus may be used.
- (c) Technology may be used without accessing spelling or grammar-checking applications for writing assessments and without using speech output programs for reading items assessed. Other assistive technology typically used by the student in classroom instruction may be used provided the purpose of the testing is not violated. Implementation of assistive devices must assure that test responses are the independent work of the student. Unusual circumstances of accommodations through assistive devices must be approved by the Commissioner of Education before use.

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.



Book	St. Lucie County School Board Policy Manual
Section	Chapter 2: School Board Governance and Organization
Title	Title IX Sexual Harassment Complaint and Investigation Procedures
Code	2.701
Status	Active

1. Definitions.

For the purposes of this policy, the following definitions shall apply:

- a. School District means the St. Lucie County School District.
- b. Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:
 - i. A School District employee conditioning the provision of an aid, benefit, or service of the school on an individual’s participation in unwelcome sexual conduct;
 - ii. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school’s education program or activity; or
 - iii. Sexual assault as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).
- c. Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- d. Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.
- e. Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the school’s education

program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the school's educational environment, or deter sexual harassment. Schools must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the school to provide the supportive measures. The school-based Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. Remedies are designed to restore or preserve equal access to the school's education program or activity. Remedies may be issued at the conclusion of the grievance process.

- f. Formal complaint refers to a document filed by a complainant or signed by the school-based Title IX Coordinator alleging sexual harassment against a respondent and requesting investigation of the allegation. The formal complaint may be filed in person, by mail, or by electronic mail.
 - g. The District Title IX Coordinator ("District Coordinator") is responsible for coordinating School District compliance with Title IX of the Education Amendments of 1972 ("Title IX") regulations.
 - h. The school-based Title IX Coordinator ("school-based Coordinator") is responsible for coordinating Title IX compliance at an assigned school.
 - i. The Title IX investigator ("investigator") is responsible for conducting the investigation as required by Title IX and preparing the investigative report.
 - j. The Title IX decision-maker ("decision maker") reviews the evidence, determines responsibility for all formal complaints, and provides a written determination to the parties. The decision-maker cannot be the same person as the school-based Title IX Coordinator or the investigator.
 - k. The Title IX appeals decision-maker ("appeals decision maker") is responsible for reviewing the written determination and issuing a written decision describing the result and rationale for the appeal.
 - l. Notice. Whenever notice is required in this policy, notice shall be sent to the parent as defined in CFR 99.3 or to the eligible student as defined in CFR 99.3.
2. Scope of Title IX. This policy applies to allegations that meet the definition of sexual harassment as defined in section (1)(b) of this policy, conduct that occurred in a School District education program or activity, and allegations against a person in the United States.
- a. "Education program or activity" includes locations, events, or circumstances over which the School District exercised substantial control over both the respondent and the context in which the sexual harassment occurred.
 - b. Reporting Sexual Harassment. Any person may report sexual harassment, regardless of whether the reporting person is the alleged victim of the conduct. A report can be made in person, by mail, by telephone, or by electronic mail, using the contact information for the District

Coordinator or school-based Coordinator. Reports may be made at any time, including during non-business hours. Any person with knowledge of sexual harassment is strongly encouraged to report the incident. Reports should be made as soon as possible after the alleged incident. A formal complaint must be filed within ten (10) school days after the alleged incident. Failure on the part of the complainant to initiate or follow up on the complaint within this period may result in the complaint being deemed abandoned.

- i. The School District is responsible for responding to complaints of which it has notice even if notice is not received within the aforementioned time frame.

- c. All School District employees are required to, and must, report, in writing, any allegations of sexual harassment or violations of this policy to the District Coordinator, school-based Coordinator, or appropriate administrator.

3. The Superintendent may identify, upon request of a complainant or respondent, a designee for the District Coordinator when, in the Superintendent's judgment, it is warranted. Should an alternate be designated to investigate a complaint, the complainant may request a review by the Superintendent.
4. Knowledge of Sexual Harassment. When a school-based employee assigned to an elementary or secondary school has knowledge of sexual harassment or allegations of sexual harassment, the School District is obligated to respond.
5. Response to Knowledge of Sexual Harassment. A school must respond to knowledge of sexual harassment in the school's education program or activity against a person in the United States within twenty-four (24) hours or no more than two (2) school days.
 - a. If the alleged sexual harassment might constitute a crime the matter shall immediately be reported to the School Resource Officer ("SRO") or the appropriate law enforcement agency. Any uncertainty regarding whether the alleged sexual harassment might constitute a crime must be resolved in favor of reporting the incident to law enforcement.
 - b. If the alleged sexual harassment might constitute child abuse the matter shall immediately be reported to the Florida Department of Children and Families ("DCF"). Any uncertainty regarding whether the alleged sexual harassment might constitute child abuse must be resolved in favor of reporting the incident.
 - c. When a School District employee is the respondent, the school-based Coordinator or school administrator shall immediately notify the Director of Employee Relations. If the respondent is a School District employee, discipline may be taken, consistent with any applicable collective bargaining agreement provisions or statutory provisions to resolve a complaint of sexual harassment. Upon knowledge of alleged sexual harassment, the school-based Coordinator must:
 - i. Contact the complainant to discuss the availability of supportive measures;
 - ii. Consider the complainant's wishes with respect to supportive

measures;

iii. Inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and

iv. Explain to the complainant the process for filing a formal complaint.

6. Filing of Formal Complaint. The formal complaint may be filed by a complainant, parent or legal guardian, or signed by the school-based Coordinator. At the time of filing a formal complaint, the complainant must be participating in or attempting to participate in the school's education program or activity.

7. Response to Filing of Formal Complaint.

a. When a formal complaint has been filed, the school must immediately determine if:

i. The allegations meet the definition of sexual harassment even if proved, as defined in section (1)(b) of this policy;

ii. The conduct occurred in a School District education program or activity; and

iii. The allegations occurred against a person in the United States.

b. If the school determines these requirements are met, the school must follow the grievance process outlined in section (12) of this policy. If the school determines any of these requirements are not met, the school must dismiss the formal complaint. Written Notice of dismissal must be sent.

8. Consolidation of Formal Complaints. Formal complaints involving allegations of sexual harassment arising from the same facts or circumstances may be consolidated against more than one (1) respondent, if multiple complainants file a complaint against multiple respondents, or if one (1) party files a complaint against the other party.

9. Dismissal of Formal Complaints. Schools shall investigate allegations in a formal complaint and determine whether dismissal is required or permitted.

a. Required Dismissal.

i. The School District must dismiss a formal complaint if the alleged

conduct: does not constitute sexual harassment even if proved as defined in section (1)(b) of this policy; or

ii. Did not occur in a school's education program or activity; or

iii. Did not occur against a person in the United States.

iv. The School District may take action under another provision of the Code of Student Conduct in the event dismissal is required.

b. Permitted Dismissal. Schools may dismiss a formal complaint or any allegations during the investigation or hearing if:

i. The complainant provides written notice to the school-based Coordinator of their intent to withdraw the formal complaint or any allegations; or

ii. The respondent is no longer enrolled or employed by the School District; or

iii. Specific circumstances prevent the school from gathering evidence sufficient to reach a determination.

c. Written Notice of Dismissal. Upon a required or permitted dismissal, schools must send written notice of the dismissal and reasons for the dismissal simultaneously to parties within twenty-four (24) hours or no more than two (2) school days.

d. Appeal of Dismissal. Parties may request an appeal from a dismissal within two (2) school days of issuance of the dismissal. Requests for an appeal should be sent to the decision-maker, as outlined in section (14) of this policy.

10. Emergency Removal. The School District may remove a respondent from a school's education program or activity on an emergency basis, only after undertaking an individualized safety and risk analysis, and determining if an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and providing the respondent with notice and an opportunity to challenge the decision within two (2) school days following the removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

a. Grievance Process for Formal Complaints of Sexual Harassment. In response to a formal complaint, schools must provide written notice to all known parties and follow a specified grievance process before the imposition of any disciplinary sanctions against the respondent. A school must provide written notice of

allegations within two (2) school days of the allegations to all known parties upon receipt of a formal complaint.

i. Written notice must include:

1. The identities of the parties involved in the incident, if known;
2. The conduct allegedly constituting sexual harassment;
3. The date and location of the alleged incident, if known;
4. A statement that the respondent is presumed not responsible for the alleged conduct;
5. The school's grievance process;
6. A statement that a determination regarding responsibility is made at the conclusion of the grievance process;
7. A statement informing the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney;
8. A statement advising parties that they may inspect and review evidence, as outlined in section (11)(f)(i); and
9. A statement informing the parties of any provision in the school's Code of Student Conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

ii. If during the course of an investigation the school decides to investigate allegations about the complainant or respondent that are not included in the original notice, the school must provide written notice of the additional allegations to the known parties within two (2) school days, pursuant to the requirements of written notice in this policy.

b. **Response to Complaint.** Parties shall be afforded the opportunity to prepare a response regarding the complaint and provide that response during the initial interview. Parties shall have no less than two (2) school days from the date of the written notice to prepare a response.

The school-based Coordinator shall conduct the initial interviews with both the complainant and the respondent within five (5) school days. Each individual shall be interviewed separately and at no time will the complainant and respondent be interviewed together. This time frame may be modified for good cause. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

c. **Basic Requirements for Grievance Process.** A school's grievance process must:

- i. Treat complainants and respondents equitably by providing

remedies to a complainant where a determination of responsibility has been made against the respondent;

- ii. Require an objective evaluation of all relevant evidence;
- iii. Include a presumption that the respondent is not responsible for the alleged conduct until the written determination is made at the end of the grievance process;
- iv. Ensure the school-based Coordinator, investigator, decision-maker, and appeals decision-maker are free from any conflicts of interest or bias for or against any complainants or respondents;
- v. Include reasonably prompt time frames for the conclusion of the grievance process;
- vi. Include reasonably prompt time frames for filing and resolving appeals;
- vii. Allow for the temporary delay of the grievance process or limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action;
- viii. List the range of possible disciplinary sanctions and remedies that may be implemented;
- ix. Include the procedures and grounds for appeal;
- x. Describe the range of supportive measures available to parties;
- xi. Not allow, require, rely upon, or otherwise use questions or evidence that seek disclosure of protected information under a legally recognized privilege, unless the person holding such privilege waives the privilege; and
- xii. Notify parties that the preponderance of the evidence standard will be used to determine responsibility.

11. Procedures for Investigation of a Formal Complaint. The investigation must be completed and evidence provided to the respondent and complainant within five (5) school days of the initial interviews with the complainant and respondent, whichever interview is later. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

- a. The School District must ensure that the burden of proof and the burden of gathering evidence rests on the school.
- b. Confidentiality of Medical Records. The School District cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the school obtains that party's voluntary, written consent to do so for a grievance process under this section. If a party is not an "eligible student," as defined in 34 CFR 99.3, then the school must obtain the voluntary, written consent of a "parent," as defined in 34 CFR 99.3;
- c. Schools shall not restrict the ability of either party to discuss the allegations under investigation.
- d. Written Notice of Grievance Proceedings. Notice for any investigative interviews, or meetings must be sent at least two (2) school days prior to the interview or meeting. Notice for any hearings must be sent at least ten (10) school days prior to the hearing. Notice must include the date, time, location, participants, and purpose of meeting to all parties whose participation is expected or invited.
- e. Grievance Proceedings. Both parties must be given an equal opportunity to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding with an advisor of their choice.
- f. Evidence
 - (i) Inspection and Review of Evidence. Both parties must be given an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint including the evidence upon which the school does not intend to rely in reaching a determination regarding responsibility. OTC must make all evidence subject to the parties' inspection and review available at any hearing to give each party an equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.
 - (ii) Prior to completion of the investigative report, schools shall send to each party and their advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. Parties have ten (10) school days to submit a written response to all evidence, for the investigator to consider before concluding the investigative report. If a response is not received within ten (10) school days, the investigator will deem the non-response as a waiver and continue with the investigative report.
 - (iii) Gathering and Presentation of Evidence. Schools may not restrict the ability of either party to gather and present relevant evidence.
- g. Presenting Witnesses. Both parties shall be given the equal opportunity to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.

- h. The Investigative Report. The investigator shall create an investigative report that fairly summarizes all relevant evidence presented. The investigator must send the report in an electronic form or a hard copy to all parties and all advisors ten (10) days prior to a hearing for their review and written response, if a hearing is required. If a hearing is not required, schools must send the report to all parties and all advisors for their review and written response ten (10) days prior to any written determination. Parties will have ten (10) days from receipt of the investigative report to provide a written response to the investigative report.

- i. K-12 Questions. After the investigative report has been sent to all parties and before a determination regarding responsibility is made, each party shall be given two (2) school days to submit written, relevant questions to be asked of any party or witness and provide each party with answers within two (2) school days. Parties shall then be allowed two (2) school days to provide no more than five (5) follow-up questions in total from all parties and witnesses. Parties and witnesses have two (2) school days to respond to any follow-up questions.

- j. After parties submit written questions, the decision-maker must:
 - (i) Determine whether a question is relevant; and
 - (ii) Explain to the proposing party any decision to exclude a question as not relevant;
 - (iii) Questions and evidence regarding a complainant's sexual predisposition or prior sexual behavior are only relevant if offered to prove someone other than the respondent committed the alleged conduct, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

12. Advisors. Parties may have at least one (1) advisor of their choosing.

a. The following restrictions will be placed on advisors for both parties:

- i. Advisors may attend interviews with their party only at their party's request, unless the advisor is a parent or legal guardian;
- ii. Advisors shall not restrict access to their party;
- iii. Advisors are only permitted to use the investigative report and evidence received for inspection and review for purposes of the grievance process;
- iv. Advisors will be required to abide by a non-disclosure agreement that complies with both Title IX and FERPA; and
- v. Advisors may not request education records that are protected

by the Family Educational Rights and Privacy Act of 1974 (“FERPA”).

13. Procedures for Written Determination. At the conclusion of the grievance process, the decision-maker must apply the preponderance of the evidence standard to reach a determination and then issue a written determination to the parties simultaneously within three (3) school days. The school-based Coordinator is responsible for implementing remedies stated in the written determination.

a. The written determination must include:

- i. Identification of the allegations potentially constituting sexual harassment, pursuant to the definition in this policy;
- ii. A description of the procedural steps taken from the receipt of the formal complaint through the written determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings;
- iii. Findings of fact supporting the determination;
- iv. Conclusions regarding application of the Code of Student Conduct to the facts;
- v. The result and rationale as to each allegation;
- vi. A determination regarding responsibility as to each allegation;
- vii. Any disciplinary sanctions imposed on the respondent by the school;
- viii. Whether remedies will be provided by the school to the complainant; and
- ix. Permissible procedures and grounds for the complainant and respondent to appeal.

14. Appeals. Each party has the opportunity to appeal from both a written determination, and a dismissal of a formal complaint or any allegations. A request for an appeal from a dismissal must be made within two (2) school days of issuance of the dismissal. A request for an appeal from a written determination must be made within two (2) school days of issuance of the written determination. Requests for an appeal should be sent to the decision-maker.

a. If an appeal is not filed, the determination regarding responsibility becomes final on the date after the two (2) school days to file an appeal has passed. If an appeal is filed, the determination regarding responsibility becomes final on the date the school provides the written appeals decision.

- b. Grounds for Appeal. Appeals may take place for the following reasons:
- i. Procedural issues affected the outcome;
 - ii. New evidence that was not reasonably available at the time the written determination or dismissal was made becomes available that could affect the outcome; or
 - iii. There was a conflict of interest or bias by the school-based Coordinator, investigator, or decision-maker, against any complainant or respondent that affected the outcome.
- c. Notification of Appeal. Schools must notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties. Parties must be given three (3) school days to submit a written statement in support of, or challenging, the outcome of the written determination. If a written statement is not received within three (3) school days, the appeals decision-maker will deem the nonresponse 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 decisionmaker 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

St. Lucie Public Schools Title IX Formal Complaint

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

School Name

_____ sexually harassed me on or about _____ at

Name

Date/Time

Location

Please explain the incident below:

I am requesting that _____ investigate these allegations.

Title IX Coordinator's Name

Name: _____

Signature: _____

Check Acceptance Policy



Your check is welcome at *St. Lucie County Schools*. *St. Lucie County Schools* recognizes that occasionally a parent may inadvertently overdraw a checking account and a check may be returned by your bank. In order to recover these funds in a private and professional manner, *St. Lucie County Schools* has contracted with **CHECKredi of Alabama**, a company based in Huntsville, AL for collection of returned checks.

Each person writing a check to a school or the School System should write the check on a commercially printed check with your name, address and one phone number. Counter or starter checks will not be accepted. When a person writes a check to a school or the School System, the person writing the check agrees that, if the check is returned, that it may be represented electronically on the same account, and that the fee established by law, may be debited from the same account.

If the check and fee are not collected electronically, then **CHECKredi** will contact you by mail and by telephone in order for you to make arrangements to pay. Payments may be made to **CHECKredi** by mailing to 4925 Sparkman Drive or to P.O. Box 3829 Huntsville, AL 35810. Payments of the check and fee may be made electronically at www.checkredi.com by using a credit card, debit card, or electronic check without additional fee. For a convenience fee, payments may be made over the telephone by credit or debit card or electronic check by calling toll free (877) 524-7334.



We gladly accept your checks

ATTENTION CHECK WRITERS!!!

However, in the event your check is returned, your account will be debited electronically for the face amount and fees allowed by your state. CHECKkredi's Toll Free #877-524-7334.

Please include the following on your check:

- Full Name
- Street Address
- Phone Number