

Principal's Message

Welcome to St. Lucie West K-8 School! On behalf of our faculty & staff, it is my pleasure to welcome you to a school with a tradition of excellence! We are thrilled to have you in our Shark family and look forward to a successful school year.

Our goal is that each student will learn and grow academically and socially. This planner/handbook is designed with you and your parents in mind. Utilizing this planner for school assignments, daily homework, test information, school activities, projects, and goal setting will help you achieve the highest academic excellence.

Also, please take a few minutes to review the Parent Resources on our website as a family to ensure that all are aware of the rules, policies and procedures that must be followed to be an outstanding member of our student body.

In each planner we have included the District's list of High Frequency Words that all elementary students should know by the end of the school year. Parents, please review the list with your child to ensure mastery of the words.

Our mission at St. Lucie West K-8 School is to ensure a safe, challenging and engaging learning environment, tailored to individual student needs, while preparing them for future success.

Have a fantastic school year!

Eldrique T. Gardner, Principal

General Information

School Motto: "Offering an Ocean of Learning Opportunities"
School Colors: Blue, Silver, Black
School Mascot: Shark
School Hours:
Office: 8:15 am – 4:45 pm
Teachers: 8:45 am – 4:15 pm
Students: 9:30 am – 4:00 pm
(no sign outs after 3:00 pm)
Drop-Off: 9:10 am
Early Dismissal: 9:30 am – 2:00 pm
(no sign outs after 1:00 pm)
Phone Number: (772) 785-6630

Assistant Principals:

Luvenia Morgan – Grades K-5
Kimberly Smith – Grades 6-8

Guidance Counselors:

Jaime Mazzo, Director - Grades 6-8
Melody Skinner – Grades K-5

Deans:

Marvin Braddy – Grades 2, 4, 6, 8
Deborah Estrada – Grades K, 1, 3, 5, 7

ESE Specialists:

Marisol Abrahante – Grades 6-8
Venda (Renee) Taylor – Grades K-5

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Attendance

Successful learning takes place when a child is in school. We expect students to attend school every day in order to ensure success. District attendance information is available on our website (*see Parent Resources*).

Absences – When students are absent from school, a parent or guardian must send a written note within three (3) days of the student’s return to school (*phone calls are not accepted*). The note should include the following:

- Student’s legal name
- Calendar date(s) of absence
- Reason for absence
- Phone number of parent/guardian
- Parent/guardian signature

Failure to bring such a note within three (3) days shall result in an automatic unexcused absence. (*See the District website for information*)

Tardy – Students arriving after 9:30 am should report to the Attendance Office for an Admit slip before going to class. Repeated tardiness will be referred to the Dean and/or school social worker:

- 3rd offense – silent lunch detention
- 6th offense – morning detention
- 9th offense – BIC/ISS for 1 class period
- 10th offense – ½ day of BIC/ISS
- 11th offense – 1 day of ISS
- 12th + offense – 1 day of OSS

Guidance

The Guidance Office is open to all students, parents, and teachers. Guidance Counselors are available to provide academic, personal, social, and behavioral counseling for all students.

- **Parent conferences** – Parents may request a meeting with teachers to discuss their child’s performance by calling the guidance office. Teachers have designated conference times during their planning periods. Unless specified, all of your child’s core teachers will be included in the conference.
- **Homework** – The purpose of homework is for students to review the skills learned in school to determine mastery of the content. Therefore, homework will count up to 10% of a student’s final grade.

- **Testing** – For the purposes of testing, students may use ear buds (not headphones). Ear buds must fit inside the ear, not over the ear. Ear buds are **ONLY** permitted when the student is in the computer lab. Students may not have them out except for testing.

- **Academic Grades** – Letter grades are used in evaluation of student performance. (*See Board policy section in this planner*)

Progress Reports are issued bi-weekly via Parent Access.
However, if you would like a hard copy, please call or email your child’s teacher.
Report cards are issued at the end of each nine weeks.
The final report card for grades 6-8 are issued after the conclusion of the school year.
Parents will be notified when they are available on Parent Access.

*For Parent Access, go to the School Board website: www.stlucie.k12.fl.us

- Click on the **Parents and Students** tab and look for the Stay Connected section on the right side of the screen.
- Click on **Family Access** and then the **School Family Access** form.
- Download and print the form, complete it and bring it to the school with your driver’s license as ID.
- Once your account is activated, you will receive an email from the school board that will say it is from “no reply”, which will have your assigned password. You can then log in and change the password.

Awards - Various award programs are held throughout the school year.

Honor Roll: Grades 3-8 – Eligibility for honor roll at SLWK-8 is based on academic subjects

- Principal’s – 4.0 grade point average
- “A” – 3.5-3.9 grade point average
- “B” – 3.0-3.4 grade point average

Grades 3-5 – A student is **not** eligible for Honor Roll with a grade of “D” or “F” in any academic subject.

Grades 6-8 – A student is **not** eligible for Honor Roll with a grade of “D” or “F” or a conduct grade of “U”.

Student of the Month/Character Counts – Each month, students will be selected as “Student of the Month.” Selection criteria:

- *Cooperation* – with faculty, staff and students;
- *Compatibility* – with faculty, staff and students;
- *Conduct* – before and after school, between and during classes;
- *Improvement* – in classwork; and
- *Good Citizenship* – in all six of their classes.

See **Parent Resources** on our school’s website for the Student Progression Plans for elementary and middle school students.

Dean's Office

Not every infraction can be addressed within the pages of this handbook. Any specific questions regarding behavioral consequences can be directed to the Dean's Office.

Expectations: Students are expected to be respectful and courteous at all times while on school grounds or on the buses. Every student has the right to come to school without fear of violence or threats.

- **Students are expected to be in Dress Code every day.**
- Students may not refuse any reasonable request asked of them by a staff member, including substitute teachers
- Students may not use rude, vulgar or improper language or gestures in school at any time
- Students are expected to be respectful to staff members and other students at all times
- Students are expected to walk to each class without running, jumping, yelling, pushing or throwing objects
- Students are expected to solve problems at school by talking to and working through the guidance or administrative office. Staff members will help students in the best possible way, but they will not permit fighting as a method of solving problems
- Students will not engage in inappropriate public displays of affection, offensive physical contact, written or verbal propositions to engage in sexual acts or indecent exposure while in school or while taking part in school-sponsored activities
- Students are expected to attend all of their classes and to arrive for class on time
- Students will not engage in malicious mischief, including but not limited to, falsely activating a fire alarm, leaving water running in the restroom, or making a bomb threat
- Students will not engage in any form of gambling, including but not limited to, flipping coins, dice, cards, etc.

Lunch Detention: Students are assigned special seating during their regular lunch period. Students are not permitted to buy snacks while in lunch detention.

In-School Suspension/BIC: Students assigned BIC will be counted as present for all the days they are in attendance.

Suspension from school: While on suspension, students may not attend any after school activities on the day(s) of suspension. This includes school or district activities on any St. Lucie County Public School campus.

- Students in **grades 3-8** suspended from school may attend Project Rock and receive attendance credit.

Project Rock South – PSL New Testament church of God, 862 Glenview Court, Port St. Lucie, 34953. (772) 336-9930

Project Rock North – Miracle Prayer Temple, 3215 Avenue Q, Fort Pierce, 34947. (772) 465-4646.

Any threats of violence, by word or act, to use deadly force, whether or not the student has the apparent ability to use force, will be taken seriously.

Drugs, weapons, and fighting on this campus or at school-sponsored events will not be tolerated. Such inappropriate behavior will result in immediate suspension, possible expulsion for a period of up to two (2) years and the potential for arrest.

Personal/School Property

Students are expected to bring all materials to school with them and to be responsible for them. If a student steals or damages school property, he/she will be expected to either pay for the material or to replace it.

- Students may not bring knives, sharp objects, firearms, ammunition, firecrackers, lighters, matches, or mace to school.
- beepers, paging devices, cameras, toys, games, radios, stereos, CD/mp3 players, etc. are **not** permitted on campus (*cell phone use is not permitted during school hours*).
- Students may not steal or damage the personal property of others.
- Students may not have any inappropriate material (pictures, magazines, etc.) in school.
- When property is lost or damaged as a result of student action, the student and/or parent/guardian will be held responsible for lost/damaged property.
- Students may not bring, eat, or possess gum, candy, toothpicks, or flavored salts, sugars, or sunflower seeds to school.
- Students may not sell items at school unless it is in conjunction with a school-sponsored club or activity.
- Slam books are not permitted at any time.
- Students may not have bottled beverages in classrooms. *Beverages purchased in the cafeteria must be consumed at lunch.*

Bicycles: Bicycles must be parked and locked in the racks provided south of the Administration building. The school is not responsible for damage or theft of parts while bicycles are parked in the racks. Students may not ride bicycles through the campus. **Bicycle helmets must be worn while riding to and from school.** *Skateboards and scooters are not permitted on campus.*

Positive Behavior Support (PBiS)/School-wide Responsibilities

We take great pride in the positive behavior and attitude of our students. By being responsible for your own behavior, we are able to create a learning environment free of disruptions that interfere with teaching and learning. The St. Lucie County Code of Conduct is outlined in a separate publication and you are expected to review this with your teachers and parents.

SLWK-8 is a Positive Behavior Support School. PBiS is an assessment approach to developing effective interventions for problem behavior. It emphasizes the use of proactive reinforcement-based strategies to achieve meaningful and durable behavior. The aim is to build effective environments in which positive behavior is more effective than problem behavior. This includes our school economy and PBS incentives. St. Lucie West K-8 School-wide expectations:

Safe
Honest
An active learner
Respectful
Kind

Drop-Off/Pick-up

- Students may not arrive on campus before **9:10 am** or after **4:15 pm (2:15 pm on Early Dismissal days - there is no supervision)**. There are no sign outs after 3:00 and 1:00 pm on Early Dismissal days due to buses arriving.
- Students may not leave the classroom unless called from the Attendance Office. Prior to leaving campus, the Attendance Clerk will verify the reason for leaving with a parent/guardian, check their driver's license and give the student an "off campus pass."
- **Students will only be released to the parent, legal guardian, or authorized designee listed on the emergency card.** Authorized designees must be at least 18 years old. The driver's license will be checked before the student is released. **Phone calls authorizing someone not on the emergency card will NOT be accepted.**
- Students are expected to know how they are getting home each day **prior to arriving at school**. If there is an emergency and parents need to change the arrangements, please call before 3:00 pm (*1:00 pm on Early Dismissal days*) to allow us time to get the message to your child prior to dismissal.

If there is someone your child should not be released to, please contact Guidance.

Bus Transportation

In an emergency, your child may be approved to ride another bus. It is the parent's responsibility to contact Transportation and provide a note that includes the reason for the bus change, the contact in Transportation and a telephone number where you can be reached for verification. The note must be turned in to the Dean's office **prior to 10:00 am**. We will call Transportation to verify permission.

- If the request is approved, the note will be initialed by a school administrator and returned to the student before dismissal.
- If the request is denied, the student and parent will be notified using the phone number provided on the note.

For information about bus routes, bus stops, etc. please call 340-7120.

Dress Code

If it is not listed, the student is out of dress code:

Uniform Style – belted pants in any solid color - Jumpers/shorts/skirts (*must extend beyond the fingertips*) in any solid color

Non-uniform Style (denim/cotton) - belted jeans, in any solid color **except white**

- Shorts, skirts or capris (*must extend beyond the fingertips*)
- Solid denim/cotton without graphics/embellishments or frayed, cut, damaged/destroyed – no fleece/sweatpants
- No visible underwear
- Belts, if there are belt loops (buckles smaller than 2 inches)

Collared Polo Shirts/Dresses in any solid color or stripe **or school spirit shirts Only**

- No more than 2 buttons unfastened
- Graphics may be no larger than pocket-sized
- Shirts must be long enough to remain tucked in when seated

No unnatural hair color – no unnatural hues

Shoes/tennis shoes must have a back or back strap (straps/laces must be properly fastened) - No shoes with wheels

Jewelry must be less than ½ inch in size

- Pierced ears only are permitted (earrings should be no longer than 2 inches below the ear)
- Plain or charm style necklaces

Clothing on the bottom should fit properly above the waist, not baggy.

Full length jackets and sweaters only, must extend to the waist.

School spirit shirts/Team shirts may be worn on any day.

****State Law** – Each student is responsible for displaying respect for self and others through appropriate dress that maintains an orderly learning environment. Each student is prohibited from, while on school grounds during the regular school day, wearing clothing that exposes underwear or body parts in an indecent or vulgar manner or in a manner that disrupts the orderly learning environment. A student who violates this dress policy will be subject to the following progressive disciplinary actions:

1. For a first offense, the student shall receive a verbal warning, and the principal/designee shall call the student's parent or guardian.
2. For a second offense, the student is ineligible to participate in any extracurricular activity for a period of up to 5 days, and the principal/designee shall meet with the student's parent or guardian.
3. For a third or subsequent offense, a student shall receive an in-school suspension for a period not to exceed 3 days, is ineligible to participate in any extracurricular activity for a period not to exceed 30 days, and the principal/designee shall call the student's parent or guardian and send a written letter regarding the student's in-school suspension and ineligibility to participate in extracurricular activities to the parent or guardian.

Administration makes the final decision on any dress code disputes.

DRESS CODE VIOLATIONS:

Dress code violations will be handled in the following manner:

- 3rd offense – lunch detention
- 6th offense – morning detention
- 9th offense – BIC/IS for 1 class period
- 10th offense – ½ day of BIC/ISS
- 11th offense – 1 day of ISS
- 12th + offense – 1 day of OSS

Exceptional Student Education (ESE)

The Exceptional Student Education Department includes the Gifted Program. If you have any questions or would like to set up an appointment to discuss your child's services, please contact Marisol Abrahante, the ESE Specialist at 785-6630.

[Notice of Procedural Safeguards for Parents of Students with Disabilities](#) (PDF) Revised 05/2014

[Procedural Safeguards for Exceptional Students who are Gifted](#) - 6A-6.03313 - (PDF) Revised 05/2014

Medical Information

As a general rule, students should take all needed medication (prescription and non-prescription) at home. However, we know there are circumstances under which this may not be possible. Medication **WILL NOT** be administered without the necessary forms from a doctor. A physician's description of anticipated reactions of the student to the medication must also be on file in the school clinic. It is primarily the responsibility of the Health Paraprofessional to ensure that medications are administered as ordered, but teachers and administrators should work as a team with the Health Paraprofessional, students and parents to ensure that the physician's orders are followed.

All medicine, prescription and non-prescription, must be in the original container and be presented by a parent, to the Health aide for safekeeping and administration. Each medicine shall be maintained in the original prescription container, which shall be labeled with the following:

Name of student	Name of physician
Name of medication	Name/address of pharmacy
Directions for use	Date of prescription

Students may not bring any type of prescription or non-prescription medicine, including cough drops, to school*.

If it is necessary for a student to have non-prescription medication at school, parents must provide the appropriate forms, indicated above, including the physician's signature, to the school clinic.

**Inhalers are permitted, with documentation from a physician.*

Violation of the medicine policy is subject to disciplinary action at Level 3 or Level 4 of the St. Lucie County Code of Conduct.

Health Screenings

In accordance with Florida §381.0056, the St. Lucie County School District, in cooperation with the St. Lucie County Health Department, will conduct health screenings for selected student groups during the school year. The screenings will include:

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

You will be informed, in writing, if your child fails to meet any of the screening standards. You are encouraged to seek further professional assistance.

If you **do not** want your child to participate in school health screenings, **please notify the school, in writing**, and include your child's name and grade.

In addition, your child will receive first aid and care in the event he/she is injured or becomes ill while at school.

Immunizations

Students may not enter school unless the school clinic has received proof of immunization on a Florida 680 form:

- 5 doses DTP (Diphtheria, Tetanus, Pertussis)
- 4 doses Polio vaccine
- 3 doses Hepatitis B (or 2 dose series)
- 2 doses MMR (Measles, Mumps, Rubella)
- 2 doses Varicella (K-3)
- 1 dose Varicella (Grade 4-10 only)

***Incoming 7th graders** are required to have **completed** the following immunization **before** entering school:

- 1 dose Tdap (Tetanus, Diphtheria, Pertussis)

Also, any student entering Florida schools for the first time must present a **School Entry Health Exam** (form DH 3040) performed within the last 12 months prior to enrollment.

Other Information

Agenda/Planners: A Student Planner is required for all students in grades 1-8 and can be purchased at the Bookstore. Students are expected to bring their planner to school daily.

Change of Address/Telephone #'s: It is **very** important that parents notify the school office of a change of address (*must provide two proofs of address – utility bill, rent receipt, etc.*); and phone number or emergency contact change (*complete a new emergency card*). The school can only ensure effective communication when contact information is accurate and current.

Field Trips: Students may participate on a school-sponsored field trip only when a signed permission slip has been returned to the school prior to the trip. Students will maintain the school's dress code and expected behavior while on field trips.

Fire/Emergency Evacuation Drills: Emergency evacuation and fire drills are held throughout the year. They serve to help students practice precautionary evacuation procedures to be followed should the situation arise. Students are expected to recognize that all drills are serious and essential to health and safety. Teacher directions must be carefully followed throughout all drills.

Lost and Found: Located in the cafeteria. Items unclaimed after 30 days will be disposed of or donated to charity.

Meals: A student lunch consists of an entrée, choice of 3 fruits or vegetables, choice of 2 grains and milk. Students may prepay (cash or check payable to SLWK-8) during breakfast or lunch. Elementary students may prepay before school in their cafeteria. All students are provided an application for free/reduced lunch on their first day of school. The application is also available on the school board website www.stlucie.k12.fl.us. Click on the "Meal Application" tab.

	<u>Full Price</u>	<u>Reduced</u>	<u>Adult</u>
Breakfast:	\$1.00	\$.30	\$2.00
Lunch:	\$2.25 (K-5) \$2.50 (6-12)	\$.40	\$3.00

Meal prices are subject to change based on Board approval.

Students may not leave campus for lunch or order lunch delivered to the school.

Merchandise/Greetings: Flowers, balloons, etc. may NOT be delivered/given out to students until dismissal.

PE Uniforms: Uniforms for PE are required for grades 6-8 and can be purchased from the PE teachers.

School Advisory Council (SAC): Parents and interested citizens can take an active role in our school by joining the School Advisory Council. The SAC serves the school by discussing concerns about our school and programs.

School Closings: Unusual weather conditions may, on rare occasions, cause school to be closed. Announcements of closing will be broadcast via local news media. **Do not call the school for information.** Unless it is specifically announced otherwise, school is open.

School Insurance: Student accident insurance is available through the school. It is strongly recommended that students purchase school accident insurance if they do not have accident coverage under a policy at home.

School Store: The school store is located in the front office and is open before school each morning from 9:10 until 9:30 am. Pencils, pens, paper, folders, etc. are available.

Telephone Use by Students: In cases of emergency, students may ask permission from a teacher to be sent to the office to place a call. **This is not to call to find out how they will be getting home.** In addition, students **will not** be called to the office for phone calls, except for emergencies (*approved by the principal or principal designee*). **Students may not use personal cell phones while at school.**

Visitors: Visitors must report to the main office and sign in upon arrival, showing a government issued ID (driver's license preferred). A visitor's badge will be issued and must be visible while on campus.

Volunteers: SLWK-8 invites parents and community members to assist with special events. Persons wishing to volunteer must complete the application on the School Board website and click on the Volunteer tab. Volunteers must be cleared by the district before volunteering for field trips/events at the school.

School Board Policies, Mission, Beliefs, & Vision

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

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

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

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

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

Quality schools are the responsibility of the entire community.

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

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

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

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

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

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

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

Lesson Plans 4.16

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

1. Organization and contents of the plan book are to be determined by the principal and the individual teacher. However, lesson plans are mandatory and will be checked periodically by the principal.
2. Substitute and emergency lesson plan procedures are set forth in the school handbook.
3. Lesson plans represent a permanent record and shall be maintained by the records custodian for the school.

STATUTORY AUTHORITY: 1001.41, 1012.22, F.S.
LAWS IMPLEMENTED: 1001.43, F.S.

Uniform Grading System

<http://www.stlucie.k12.fl.us/pdf/StudentProgressionPlanMiddle.pdf>

- In grades K-2, the indicators are:
 - 4 - Above Standard
 - 3 - At Standard
 - 2 - Approaching Standard
 - 1 - Below Standard
 - 0 - Not Attempted
- Students in grades 3-12 will be awarded letter grades to indicate student progress.

Grade	Percent	Grade Point Average	Definition
A	90-100	4	Outstanding Progress
B	80-89	3	Above Average Progress
C	70-79	2	Average Progress
D	60-69	1	Lowest Acceptable Progress
F	0-59	0	Failure
I	0	0	Incomplete*
W	N/A	N/A	Withdrawn Dual Enrollment

*A student who receives an incomplete has to complete the work within the guidelines of the make-up work policy contained herein. (See Make-up Work K-12 below) If the student does not make-up all work by the designated period of time, then for any missing work a grade of Zero will be entered by the teacher and the final grade will be calculated. NOTE: the "I" will calculate as a Zero on the report card until the "I" is replaced with a grade. At that time an adjusted GPA will be calculated for the student.

Calculation of Middle & High School Grades

<u>Full Year</u>			<u>Semester 1 / Semester 2 Only</u>		
1st 9 weeks	40%		1st 9 weeks	40%	
2nd 9 weeks	40%		2nd 9 weeks	40%	
Semester exam	20%	= 100 %	Semester exam	20%	
3rd 9 weeks	40%				
4th 9 weeks	40%				
Semester exam	20%	= 100%			

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

<u>Grade Point Average</u>	<u>Grade Given</u>	
3.51 - 4.00	A	
2.51 - 3.50	B	
1.51 - 2.50	C	Point Value: A = 4, B = 3, C = 2, D = 1, F = 0
.51 - 1.50	D	
0 - .50	F	

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

Make-Up Work – K-12

- Allowed for all absences, excused or unexcused
 - Student has **1 day** to make up the work for each day absent, not including the day of return, unless the principal approves an extension due to unusual circumstances. Previously assigned work is due on the day the student returns to school.
 - All work, regardless of the number of days absent, must be made up on or before grades are due in the final quarter of the school year.
 - Students whose work is turned in after the end of the grading period for quarters one through three, will receive an "F" or incomplete. If the work is turned in on-time, the student will receive the grade for the work (see grade provisions for students in grades 9 -12 below)
 - Incomplete grades become "F" or "0" if not replaced with the grade for the make-up work that was turned in on time
 - Students will take announced tests on first day of return to school. Student will be allowed 2 days to prepare for tests assigned during the absence
- 6-8 Provisions**
- Teacher will inform student/parent of work to be made up as specifically as plans will allow, but is not expected to develop special assignments.

Third Grade Retention Information

<http://www.stlucie.k12.fl.us/pdf/StudentProgressionPlanElementary.pdf>

Good Cause Exemption:

- The student is a Limited Proficient (LEP) student who has less than two years of instruction in an English for Speakers of Other languages (ESOL) program.
- The individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate for the student.
- The student has demonstrated an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education (SAT-9 or SAT-10)
- The student demonstrates, through a portfolio, that he or she is reading on grade level as evidenced by demonstration of mastery of the ELA Florida Standards equal to at least a Level 2 or the identified state level for performance on the state ELA assessment.
- The student participated in the state assessment and has an IEP or Section 504 plan that reflects the student has received intensive remediation as required by Florida law for more than two years but still demonstrates a deficiency in reading and has been retained once in either kindergarten, first, second, or third grade.
- The student has received intensive remediation in reading as required by Florida law for two or more years, but still demonstrates a deficiency in reading and has been previously retained in either kindergarten, first, second, or third grade for a total of two years. Any student may not be retained more than once in third grade.

Successful Progression of Retained Third Graders

Retained students must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment. The intensive intervention must include effective instructional strategies, participation in summer reading camp, appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level as indicated by the score on the state assessment or SAT-10 and able to be promoted to the next grade.

Intensive Interventions may include:

- A minimum of 90 minutes of daily, uninterrupted, scientifically-based reading instruction
- small group instruction
- reduced teacher-student ratio
- more frequent progress monitoring
- tutoring or mentoring
- extended school day, week or year
- summer reading camps

State law requires that teachers of retained 3rd grade students meet "highly effective" criteria. The Board will make every attempt to comply with State statute in the employment of instructional personnel for the retained 3rd grade students. Additionally, students must be provided at least one of the following.

- Supplemental tutoring in addition to the regular reading block which could be before and/or after school
- "Read at Home" plan
- A mentor or tutor with specialized reading training

Intensive Acceleration Class for Retained Third Grader

Each district must establish at each school, where applicable, an Intensive Acceleration Class for Retained grade 3 students who subsequently score at Level I on the state ELA assessment. The focus of the Intensive Intervention Class is to increase a child's reading level at least 2 grade levels in the school year.

The Intensive Acceleration Class must:

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

Retention Parent Notification

The principal will establish procedures for notifying parents of a student who is not meeting promotion requirements. Parents of a student not making satisfactory progress should be notified throughout the year. If a student is being considered for retention, the parents must be notified by the classroom teacher no later than the end of the 3rd nine week period.

A student who is not meeting promotion requirements must be identified by the classroom teacher and be provided targeted interventions as determined jointly by the Problem-Solving Team and parents.

Alternatives to Retention

A student not meeting promotion requirements may have several alternatives. The student may:

- Be retained at the same grade level. The school's Problem-Solving Team should review the student's records and recommend a program of remediation.
- Receive intensive remediation in a summer school program (if available). The student will be re-evaluated at the end of the program to determine placement. The school's Problem-Solving Team should review the student's records and recommend a program of remediation.
- Referred for further evaluation if the student is not responding to targeted interventions.

Middle School Students – General Middle School Requirements

Beginning with the 2009-10 school year and thereafter students in grades 6-8 will use the credit system by semester instead of a yearlong point system. Students must pass each semester with a grade of "D" or higher in both semesters in the following core subject areas:

- Mathematics (3 middle school or higher courses – 6 semesters)
- English (3 middle school or higher courses – 6 semesters)
- Science (3 middle school or higher courses – 6 semesters)
- Social Studies (6 semesters, one of which must include study of State and Federal Government and Civic education)
 - Beginning with students entering grade 6 in the 2012-13 school year, one of the courses must be at least one semester at a civics education course that a student successfully completes in accordance with s.1008.22(3)©. Students transferring in from out-of-state, private or home school during second semester of 8th grade, are exempt from the Civics requirement.

The above promotion requirements for middle school students also apply to students with disabilities following Florida Standards.

In addition to the four core subjects, middle school students will receive instruction in, reading, and a selection of electives chosen from, but not limited to, reading, art, music, and foreign language. The scheduling of this instruction shall be determined annually by the School Board (F.S. 1001.40)

- Students in grades 6-8 must have the equivalent of one class period per day of physical education for one semester of each year (225 minutes).
- Students must complete one course with a career and education planning component. The course must be internet-based and customizable for each student. This research-based class will assist students in identifying educational and career options, as well as setting goals, including an emphasis on entrepreneurship skills.
 - The course may be taken during 6th, 7th or 8th grade.
 - The course may be taught by any member of the instructional staff; must include career exploration, resulting in the completion of a personalized academic and career plan and emphasizing technology or the application of technology in career fields.

The required personalized academic and career plan must inform students of high school graduation requirements, high school assessment and college entrance test requirements, Florida Bright Futures Scholarship requirements, state university and Florida College System institution admission requirements, and programs through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, Advance International Certificate of Education, dual enrollment, career academy and career-themed course opportunities, courses that lead to national industry certification, and diploma designation. Each student shall complete a personal education plan that must be signed by the student and the student's parent.

Students repeating a course for credit recovery may waive electives until the semester that they are back on track to meet promotion criteria.

For each year in which a student scores at Level 1 or 2, or identified levels as determined by the state on the mathematics portion of the state assessment, the student must receive remediation the following year, which may be integrated into the student's required math course. Students taking Intensive Math (1204000) can only count it one time as a math course during 6th, 7th or 8th grade even if the course is taken multiple times.

- Students in Grades 6, 7, or 8 who are not enrolled in schools with a middle grades configuration are subject to the promotion requirements of this section.

Middle School Course Recovery

Students in grades 6-8 may validate mastery of the content standards in the failed course(s) through the following:

- Retaking the course through course recovery or participating in an on-line, competency-based course. The students will waive the right to an elective course and enroll in the appropriate remedial course(s).
- On-line competency-based course in the evening or summer from home if available.
- Repeating the course at the school during the elective period.

Alternatives to 8th Grade Retention

An 8th Grade student who has not met State requirements for promotion to the 9th grade may enroll in a district 8-9 transition program at an alternative site (if funding is available) where the student will receive course work to complete middle school requirements and complete five (5) credits of 9th grade high school course work, entering high school in the first semester of the next academic year as a 10th grade student, under the following conditions:

- The student was not promoted to 9th grade as a result of failing one (1) semester of a core course, but not more than two (2) in grades 6-8
- The student maintains good attendance, follows the Code of Student Conduct, and a commitment to academic progress is evident at the alternative site.
- The student and parent understand that the 8-9 transition program is a mandatory one-year program, and that, once enrolled, withdrawing prior to the end of the school year in June will result in the student's assignment to his/her zone middle school or K8 school for the remainder of the school year to complete grade 8. The student would then enter high school as a 9th grade student in the first semester of the next academic year IF the student meets 8th grade promotion requirements.

The above promotion requirements for middle school students also apply to students with disabilities following Florida Standards and Next Generation Sunshine State Standards as appropriate for a Standard Diploma or a Certificate of Completion.

High School Credit Towards Graduation for Grades 6-8

A course designated in the Course Code Directory as grade 9 through 12, which is taken below ninth grade, may be used to satisfy high school graduation requirements and towards Florida Bright Futures Scholarship Program requirements.

Seventh grade students who wish to take Algebra I Honors must have 6th Grade state math assessment scores of upper quartile level 3, 4, or 5 AND must have a grade of "C" or above in both semesters of M/J Math 1 or "C" in the prior math course and score 80% or higher on the District's Algebra screening assessment.

Eighth grade students who wish to take Algebra I Honors must have 7th Grade state math assessment scores of upper quartile level 3, 4, or 5 AND must have a grade of "C" or above in both semesters of M/J Math II, AND score 80% or higher on the District's Algebra screening assessment. Out-of-state transfer students without state assessment scores must have a grade of "C" or above in the prior math course and score 80% or higher on the district's Algebra screening assessment.

Attendance Policies - K-12

Because attendance in school is critical to student achievement and success, the School Board of St. Lucie County recently approved changes to the *Student Progression Plan* that impact whether or not absences and tardies will be excused. Please review those changes below and all of the District's attendance policies by going to the Student Progression Plan at www.stlucie.k12.fl.us. Once on the website, go to *Our District*. You will find *Student Progression* under *Reports*.

1. Students who have accumulated a total of 15 excused absences or 8 unexcused absences within the school year will not have subsequent absences of 2 or more days excused unless: (a) the parent has on file with the school a statement from a licensed physician documenting the student's chronic medical condition and a valid release allowing the school to communicate with the physician, and/or (b) documentation is received demonstrating that attendance was impracticable or inadvisable on account of sickness or injury, attested to by a written statement of a physician. The physician's statement must contain the dates of the absences for which excuse is sought and the reason for the absence. In addition, the physician must be licensed under Chapter 458 (medical practice), 459 (osteopathic medicine), 460 (chiropractic medicine) or Chapter 461 (podiatric Medicine), Florida Statutes.
The above language is in addition to the language requiring a physician's authorization for absences of 3 or more days when a student has accumulated 10 excused absence or 5 unexcused absences within a semester.
2. For all students in grades K – 12, once a student has accumulated 3 excused tardies or absences in class periods due to leaving school early for medical/dental appointments within a semester, the parent must provide documentation from a physician that the student had a medical/dental appointment for subsequent class absences or tardies to be excused.

We know you want your child to have the best education possible and regular school attendance is an important factor in meeting that goal. However, when your child does have to miss school, it is also very important that those absences are excused. Unexcused absences, for some grade levels, can impact your child's grades on makeup work and can result in a violation on their driving record, even before your child gets a learner's permit. Please ensure that your child is in school daily and send documentation to the school as required by School Board Policies whenever your child does have to miss school due to illness.

- (a.) Compulsory School Attendance & Declaration of Intent To Terminate School Enrollment (F.S. 1003.21) - Pursuant to Section (F.S. 1003.21), all children who are either six years of age or who will be six years old by February 1, or who are older than six years of age but who have not attained the age of 18 years, must attend school regularly during the entire school term. A student between 16 and 18 years of age is not subject to compulsory attendance if the student completes a formal declaration of intent to terminate school enrollment with the district school board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and that the disenrollment will be reported to the Department of Safety and Motor Vehicles. The declaration of intent to terminate school enrollment must be signed by the student and the student's parent or legal guardian. The school must notify the parent or legal guardian of receipt of the student's declaration of intent to terminate school enrollment. A student who attains the age of 18 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age.
- (b.) Official Attendance - The official daily attendance will be taken during the second-class period for middle and full-time high school students and at the beginning of the day for elementary schools. For part-time high school students the first scheduled period of the day on campus will be used to determine daily attendance. Secondary attendance must also be taken daily by class period.
- (c.) Enforcement of Attendance (F.S. 1003.26)

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

- (d.) Project ROCK - Student's suspended out-of-school who attend Project ROCK (north or south) can be coded as "R" (Project ROCK) for the dates that the school confirms that the student attended the program. Students with a disability may attend Project Rock. Day of attendance at Project Rock will not count as out-of-school suspension.
- (e.) Attendance Codes, Excused Absences, Unexcused Absences (F.S.1003.26)

Attendance Codes	<p>Excused Absences - Absences are excused when an appropriate explanation is provided by the parent within 3-days of the student's return or by the parent's physician, when the physician authorization threshold has been reached.</p> <p>The written explanation must include the dates of the absences which are sought to be excused and the reason for the absence. (F.S. 1003.26)</p>	<p>Unexcused Absences - Unexcused absences are all failures to attend school other than those specifically excused by the principal or designees. (F.S. 100 3.26)</p>
<p>C – Clinic E – Excused G – Guidance I – BIC (not an absence) O – Out of School Suspension R – Project ROCK (not an absence) Students suspended out of school who attend Project ROCK can be coded as “R” for the dates the program verifies. S – School Activity/ Field Trip (not an absence) In cases where there is a question about the validity of the activity, the Zone Assistant Superintendent shall make the determination. T – Excused Tardy U - Unexcused Tardy 1 – Unexcused Tardy 2 – Absence due to excessive tardies (K-5 only)</p>	<ul style="list-style-type: none"> • Illness of the student • Major illness in the student's immediate family • Medical appointment of the student • Death of family member or friend • Required Court Appearance • Religious holiday of the student or student's family's faith • Subpoena or forced absence by any law enforcement agency to fulfill civic duties; a copy of the subpoena or court summons is required • Major disaster that justifies the absence that has been approved by the principal • Head lice: maximum of 2 days per incident and a maximum of 2 incidents per semester • Missing the school bus if the bus is more than 5 minutes early or more than 15 minutes late or is not able to make the route • Other planned absences approved in advance by the principal • Vacation travel or family outing/activity where the student has accumulated fewer than 10 excused or 5 unexcused absences. The principal can excuse vacation travel that exceeds the threshold after considering the student's attendance history, academic performance, mastery of the curriculum, and reason for the travel. Absences for this reason cannot exceed 5-days annually. Schools have the authority to withdraw students whose absences for this reason exceed this provision. Such students will be withdrawn for non-attendance • Out of school suspensions 	<ul style="list-style-type: none"> • Truancy • Vacation travel where the student has accumulated more than 10 excused or 5 unexcused absences within a semester and the travel has not been approved in advance by the principal. Absences for this reason cannot exceed 5-days annually and cannot be excused without advance written approval of the principal. Schools have the authority to withdraw students whose absences for this reason exceed this provision. Such students will be withdrawn for non-attendance. • Take Your Son or Daughter to Work Day • Failure to provide an explanation of the absence to the school within 3 days of the student's return to school – • Student Services staff can, after investigation advise the school to excuse absence documentation received after the expiration of the 3-day period. Physician explanations received after the 3-day period will also authorize the school to excuse the absence(s). • Failure to provide a Physician's Authorization when required • Missing the school bus if the bus is less than 5 minutes early or less than 15 minutes late • Immunization non-compliance • Non-Attendance due to head lice that exceeds two days per incident and/or exceeds 2-days per semester; students who return to school with lice or nits and who are sent home the same day or who remain in the office /clinic will not be counted as “in-attendance” and will have the absence unexcused

<p>Reporting Attendance Cases to PST/Attendance Committee (F.S. 1003.26)</p> <p>When: Student has accumulated at least 5 unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences or absences for which the reasons are unknown, within 90 calendar days</p> <p>By Whom: Teacher or any school staff with knowledge of the student's attendance</p> <p>Required Participants: School Social Worker or contracted caseworker; school attendance officer; parent shall be invited and encouraged to attend</p> <p>Purpose of Meeting: To determine if a pattern of non-attendance is developing or exists and to develop interventions that shall be implemented</p> <p>Interventions: Interventions may include, but are not limited to:</p> <ul style="list-style-type: none"> *frequent communication between school and family *mentoring *counseling *evaluation for alternative education program *attendance contracts *agency referral(s) *other interventions, including but not limited to a Truancy Petition pursuant to (F.S. 984.151) <p>Non-Compliant Students: When students subject to compulsory attendance will not comply with attempts to enforce school attendance, the parent, guardian, superintendent or designee may refer the case to the case staffing committee pursuant to F.S. 984.12 and the superintendent may file a truancy petition pursuant to F.S. 984.151.</p>	<p>Truancy Petition</p> <p>The Superintendent may file a truancy petition pursuant to procedures in F.S. 984.151 when:</p> <ol style="list-style-type: none"> a. A student has 5 unexcused absences in a calendar month or 10 unexcused absences in a 90 calendar-day-period b. The PST/SST has met and efforts to correct the attendance has been unsuccessful c. The parent has been notified as to the unexcused absences or absences for which reasons are unknown <u>and that a Truancy Petition is being filed.</u> <p>School's Responsibility:</p> <ul style="list-style-type: none"> • Partner with Student Services to prepare the Petition • Provide Student Services will all verifications of notification to and conferences with the parent to inform and discuss attendance • Copies of all parent and physician excuses and phone logs • Verification that the recorded attendance is true and correct according to School Board policy <p>Filing of Truancy Petitions:</p> <ul style="list-style-type: none"> • Filed in Circuit Court in the 19th Judicial Circuit • All supportive documentation becomes part of the Court file • Parent(s) named in the Petition will receive a copy of the Petition when the Petition is served
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Testing Accommodations for Students with Disabilities in Statewide

Rule 6A-1.0943, F.A.C., states that all students with disabilities will participate in the statewide assessment program based on state standards without accommodations unless:

- The individual educational plan (IEP) team, or the team that develops the plan required under Section 504 of the Rehabilitation Act, determines and documents that the student requires allowable accommodations during instruction and for participation in a statewide assessment; or
- The IEP team determines that a student with a significant cognitive disability meets the criteria for participating in the statewide alternate assessment under subsection (4) of rule 6A-1.0943, F.A.C.

Each school board shall utilize appropriate and allowable accommodations for statewide assessments within the limits prescribed in rule 6A-1.0943, F.A.C. and current statewide assessment test administration manuals published by the Florida Department of Education, Bureau of Assessment and School Performance, and Bureau of Exceptional Education and Student Services.

Accommodations are defined as adjustments to the presentation of the statewide assessment questions, methods of recording examinee responses to the questions, scheduling for the administration of a statewide assessment to include amount of time for administration, settings for administration of a statewide assessment, and/or the use of assistive technology/devices to facilitate the student's participation in a statewide assessment. Accommodations that negate the validity of a statewide assessment are not allowable. Within the limits specified in rule 6A-1.0943, F.A.C., allowable statewide assessment accommodations are based on current instructional accommodations and accessible instructional materials used by the student in the classroom.

The need for any unique accommodations for use on a statewide assessment not outlined in the statewide assessment test administration manuals, published by the Florida Department of Education, as described in paragraph 3 of rule 6A-1.0943, F.A.C., must be submitted to the Department of Education for approval by the Commissioner of Education.

All district personnel are required to implement the accommodations in a manner that ensures that the test responses are the independent work of the student. Personnel are prohibited from assisting a student in determining how the student will respond or directing or leading the student to a particular response. In no case shall the accommodations authorized in rule 6A-1.0943, F.A.C. be interpreted or construed as an authorization to provide a student with assistance in determining the answer to any test item. Allowable accommodations include:

a. PRESENTATION:

(1) VISUAL ACCOMMODATIONS

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

(2) AUDITORY ACCOMMODATIONS

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

b. RESPONDING:

(1) ACCOMMODATIONS TO RESPONSE INPUT

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

(2) ACCOMMODATIONS TO RESPONSE PREPARATION

- a. Calculator for math problems for grades 7 and up.
- b. Abacus for all grade levels for students with visual impairments.

c. SCHEDULING:

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

d. SETTING:

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

e. ASSISTIVE DEVICES:

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

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

Examples of unique accommodations are identified by an asterisk ().

NOTICE OF RIGHTS UNDER FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

- (1) The right of privacy with respect to the student’s education records.
Personally identifiable records or reports of a student, and any personal information contained in these reports, are confidential. The School District of St. Lucie County will not release the education records of a student without the written consent of the eligible student or the student’s parents or guardian, except to the extent FERPA and state law authorizes disclosure without consent.
- (2) The right to inspect and review the student’s education records within 30 days of the day the District receives a request for access.
Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- (3) The right to request amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of a student’s privacy rights.
Parents or eligible students may ask the School District of St. Lucie County to amend a record that they believe is inaccurate, misleading or otherwise in violation of a student’s privacy rights. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate, misleading or otherwise in violation of a student’s privacy rights.
If the District decides not to amend the records as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- (4) The right to consent to disclosure of personally identifiable information contained in the student’s education records, except to the extent that FERPA and state law authorize disclosure without consent.
One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
Upon request, the District discloses educational records without consent to officials of another school, school system, or institution of postsecondary education in which a student seeks or intends to enroll or is already enrolled.
- (5) The right to file a complaint with the United States Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

* * *

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

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

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

* * *

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

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

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

Bullying

<http://www.stlucie.k12.fl.us/pdf/bullying-complaint-form.pdf>

- (1) Bullying and harassment prohibited. It is the policy of the St. Lucie County School District that all of its students and school employees have an educational setting that is safe, secure, and free from harassment and bullying of any kind. The District will not tolerate bullying and harassment of any type. Conduct that constitutes bullying and harassment, as defined in this policy, is prohibited.
- (2) Definitions.
 - (a) Bullying means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. This definition includes unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve but is not limited to: Teasing; social exclusion; threat; intimidation; stalking; physical violence; theft; sexual; religious; or racial/ethnic harassment; public humiliation; destruction of property
 - (b) Harassment means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee that:
 - (i) Places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property,
 - (ii) Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or
 - (iii) Has the effect of substantially disrupting the orderly operation of a school.
 - (c) Bullying and harassment also encompass:
 - (i) Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.
 - (ii) Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
 - A. Incitement or coercion,
 - B. Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the district school system, or
 - C. Acting in a manner that has an effect substantially similar to the effect of bullying or harassment.
 - (d) Bullying and harassment do not encompass student discipline by school staff that comports with sound educational practice.
 - (e) Cyber stalking, as defined in Section 784.048(1)(d), Fla. Stat., means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.
- (3) Behavior expected from each student and school employee of a public K-12 educational institution.
 - (a) The St. Lucie County School District expects students to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.
 - (b) The School District believes that standards for student behavior must be set cooperatively through interaction among the students, parents/legal guardians, staff, and community members producing an atmosphere that encourages students to grow in self-discipline. The development and maintenance of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff, and community members. Because students learn by example, school administrators, faculty, staff, parents, volunteers, and other campus visitors will demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate harassment or bullying.
 - (c) The School District reconfirms that bullying of any student or school employee is prohibited:
 - (i) During any education program or activity conducted by a public K-12 educational institution;
 - (ii) During any school-related or school-sponsored program or activity;
 - (iii) On a school bus of a public K-12 educational institution; or
 - (iv) Through the use of data or computer software that is accessed through a computer, computer system, or computer network of a public K-12 education institution.
- (4) Responsibilities of a student of a public K-12 educational institution. Students are required to conform to reasonable standards of socially acceptable behavior; to respect the person, property, and rights of others; to obey constituted authority and respond to those that hold that authority, as outlined in the Code of Student Conduct.
- (5) Positive reinforcement for a student of a public K-12 educational institution who displays good conduct, self-discipline, good citizenship, and academic success. The School District believes in the use of positive behavior support, which is the application of evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures. The positive behavior support process results in the creation of effective intervention plans that will impede problem behaviors, teach new skills, and create support systems for the student. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional. Positive behavior supports are outlined in the Code of Student Conduct.
- (6) Consequences for a student or employee of a public K-12 educational institution who commits an act of bullying or harassment. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. The physical location or time of access of a computer-related incident as described in subparagraph (3)(c)(iv) of this policy cannot be raised as a defense in any disciplinary action.
 - (a) Consequences and appropriate remedial action for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct.
 - (b) Consequences and appropriate remedial action for a school employee found to have committed an act of bullying or harassment may be disciplined in accordance with district policies, procedures, and agreements. Additionally, egregious acts of harassment by certified educators may result in a sanction against an educator's state issued certificate. See Fla. Admin. Code Rule 6B-1.006, The Principles of Professional Conduct of the Education Profession in Florida.
 - (c) Consequences and appropriate remedial action for a parent, volunteer, or other visitor found to have committed an act of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.
- (7) Consequences for a student or employee of a public K-12 educational institution who is found to have wrongfully and intentionally accused another of an act of bullying or harassment.
 - (a) Consequences and appropriate remedial action for a student found to have wrongfully and intentionally accused another as a means of bullying or harassment range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct.
 - (b) Consequences and appropriate remedial action for a school employee found to have wrongfully and intentionally accused another as a means of bullying or harassment may be disciplined in accordance with district policies, procedures, and agreements.

- (c) Consequences and appropriate remedial action for a parent, volunteer, or other visitor found to have wrongfully and intentionally accused another as a means of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.
- (8) Procedure for reporting an act of bullying or harassment, including provisions that permit a person to report such an act anonymously.
- (a) At each school, the principal or the principal's designee is responsible for receiving complaints alleging violations of this policy.
- (i) All school employees are required to report alleged violations of this policy to the principal or the principal's designee.
- (ii) In addition to reporting the incident to the principal or designee, if a school employee has reasonable cause to suspect that an alleged violation of this policy:
- A. Might constitute a crime, the employee shall also immediately report the complaint to law enforcement.
- B. Might constitute an act of abuse, abandonment, or neglect of a child, the employee shall also immediately report the complaint both to the state-wide central abuse hotline established and maintained by the Florida Department of Children and Families (DCF) and to the appropriate law enforcement agency.
- Any uncertainty regarding whether an alleged violation might constitute a crime or an act of abuse, abandonment, or neglect of a child must be resolved in favor of reporting the incident to law enforcement and DCF.
- (iii) All other members of the school community, including students, parents/legal guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy anonymously or in-person to the principal or principal's designee.
- (b) The victim of bullying, anyone who witnessed the bullying, and anyone who has credible information that an act of bullying has taken place may file a report of bullying. A school employee, school volunteer, student, parent/legal guardian, or other person who promptly reports in good faith an act of bullying or harassment to the appropriate school official and who makes this report in compliance with the procedures set forth in this policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments.
- (c) Written and oral reports shall be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.
- (9) Procedure for determining whether a reported act of bullying or harassment is within the scope of the District school system, and if not, for referral of such an act to the appropriate jurisdiction. When a complaint alleging an act in violation of this policy is filed:
- (a) If the alleged act:
- (i) Might also constitute a crime and law enforcement has not yet been notified, the principal or designee shall do so immediately.
- (ii) Might also constitute an act of abuse, abandonment, or neglect of a child and DCF and law enforcement have not yet been notified, the principal or designee shall do so immediately.
- Any uncertainty regarding whether an alleged violation might constitute a crime or an act of abuse, abandonment, or neglect of a child must be resolved in favor of reporting the incident to law enforcement and DCF.
- (b) The principal or designee will assign a designee(s) who is trained in investigative procedures to review whether the alleged act of bullying or harassment is within the scope of the School District.
- (c) The trained designee(s) will report to the principal with a recommendation of whether the alleged act of bullying or harassment falls within the scope of the District. After receiving such report and recommendation, the principal or designee shall determine whether the alleged act is:
- (i) Within scope of District, in which case the complaint shall be investigated in accordance with the Procedures for Investigating Bullying and/or Harassment set forth in subsection (10) of this policy;
- (ii) Outside scope of the District, and might constitute a criminal act or an act of abuse, abandonment, or neglect of a child, in which case the principal or designee shall re-verify that the matter has been referred to the appropriate law enforcement agency and DCF; or
- (iii) Outside scope of District, and there is no reasonable suspicion of a criminal act, in which case the principal or designee shall inform the parents/legal guardians of all students involved.
- (10) Procedure for the prompt investigation of a report of bullying or harassment and the persons responsible for the investigation. The investigation of a reported act of bullying or harassment is deemed to be a school-related activity and begins with a complaint or other report of such an act filed as provided in subsection (8) of this policy. At each school in the District, the Procedures for Investigating Bullying and/or Harassment are as follows:
- (a) If the alleged act in violation of this policy is also the subject of an investigation by law enforcement, the investigation by the school shall proceed in full cooperation, and without any interference, with the criminal investigation.
- (b) The principal or designee shall select a designee(s), employed by the school and trained in investigative procedures, to initiate the investigation. The designee(s) may not be the accused perpetrator (harasser or bully) or victim.
- (c) Documented interviews of the victim, alleged perpetrator, and witnesses shall be conducted privately, separately, and confidentially. Each individual (victim, alleged perpetrator, and witnesses) will be interviewed separately and at no time will the alleged perpetrator and victim be interviewed together.
- (d) The investigator shall collect and evaluate the facts including, but not limited to:
- (i) Description of incident including nature of the behavior; context in which the alleged incident occurred, etc.;
- (ii) How often the conduct occurred;
- (iii) Whether there were past incidents or past continuing patterns of behavior;
- (iv) The relationship between the parties involved;
- (v) The characteristics of parties involved (i.e., grade, age, etc.);
- (vi) The identity of the perpetrator, including whether the perpetrator was in a position of power over the student allegedly subjected to bullying or harassment;
- (vii) The number of alleged bullies/ harassers;
- (viii) The age(s) of the alleged bullies/ harassers;
- (ix) Where the bullying and/or harassment occurred; and
- (x) Whether the conduct adversely affected the student's education or educational environment.
- (e) Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances and includes:
- (i) Recommended remedial steps necessary to stop the bullying and/or harassing behavior, and
- (ii) A written final report to the principal.
- (f) The maximum of ten (10) school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps. The highest level of confidentiality possible will be upheld regarding the submission of a complaint or a report of bullying and/or harassment, and the investigative procedures that follow.
- (11) Procedure for providing immediate notification to the parents/legal guardians of a victim of bullying or harassment and the parents/legal guardians of the perpetrator of an act of bullying or harassment as well as, notification to all local agencies where criminal charges may be pursued against the perpetrator.

- (a) The principal, or designee, shall by telephone and in writing by first-class mail or electronic mail, report the occurrence of any incident of bullying as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident has been initiated. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).
- (b) If the bullying incident results in the perpetrator being charged with a crime, the principal, or designee, shall by telephone or in writing by first class mail, inform parents/legal guardian of the victim(s) involved in the bullying incident about the Unsafe School Choice Option (No Child Left Behind, Title IX, Part E, Subpart 2, Section 9532) that states “A student attending a persistently dangerous public elementary school or secondary school, as determined by the State in consultation with a representative sample of local educational agencies, or a student who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school.”
- (12) Procedure to refer victims and perpetrators of bullying or harassment for counseling. At each school in the district, the procedures to refer victims and perpetrators of bullying or harassment for counseling are as follows:
- (a) Any teacher or parent/legal guardian may request informal consultation with school staff (specialty staff, e.g., school counselor, school psychologist, etc.) to determine the severity of concern and appropriate steps to address the concern (the involved students’ parents or legal guardian may be included).
- (b) Any school personnel or parent/legal guardian may refer a student to the school intervention team (or equivalent school-based team with a problem-solving focus) for consideration of appropriate services. (Parent or legal guardian involvement is required at this point.)
- (c) If a formal discipline report or formal complaint is made, the principal or designee must refer the student(s) to the school intervention team for determination of counseling support and interventions. (Parent or legal guardian involvement is required at this point.)
- (d) The intervention team shall determine the appropriate intervention and assistance that may include the following:
- (i) Counseling and support to address the needs of the victims of bullying or harassment
- (ii) Interventions to address the behavior of the students who bully and harass others (e.g., empathy training, anger management)
- (iii) Intervention which includes assistance and support provided to parents/legal guardians, if deemed necessary or appropriate
- (13) Procedure for including incidents of bullying or harassment in the school’s report of data concerning school safety and discipline data required under s. 1006.09(6).
- (a) The report must include each incident of bullying or harassment and the resulting consequences, including discipline and referrals.
- (b) The report must include, in a separate section, each reported incident of bullying or harassment that does not meet the criteria of a prohibited act under this section with recommendations regarding such incidents.
- (c) The School District will utilize Florida’s School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data, which includes bullying/harassment as an incident code as well as bullying-related as a related element code. The SESIR definition of bullying/harassment is unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting or dehumanizing gesture, by an adult or student that is severe or pervasive enough to create an intimidating, hostile or offensive educational environment, cause discomfort or humiliation, or unreasonably interfere with the individual’s school performance or participation.
- (d) If a bullying and/or harassment incident occurs then it will be reported in SESIR with the bullying/ harassment code. If the bullying/ harassment results in any of the following SESIR incidents, the incident will be coded appropriately using the relevant incident code AND the related element code entitled bullying-related code. Those incidents are: Arson, battery, breaking and entering, disruption on campus, major fighting, homicide, kidnapping, larceny/theft, robbery, sexual battery, sexual harassment, sexual offenses, threat/intimidation, 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 incident, discipline, and referral data to the Florida Department of Education in the format requested, through Survey 5 from Education Information and Accountability Services, and at designated dates provided by the Dept.
- (14) Procedure for providing instruction to students, parents/legal guardians, teachers, school administrators, counseling staff, and school volunteers on identifying, preventing, and responding to bullying or harassment.
- (a) The District ensures that schools sustain healthy, positive, and safe learning environments for all students. It is important to change the social climate of the school and the social norms with regards to bullying. This requires the efforts of everyone in the school environment – teachers, administrators, counselors, school nurses other non-teaching staff (such as bus drivers, custodians, cafeteria workers, and/or school librarians), parents/legal guardians, and students.
- (b) Students, parents/legal guardians, teachers, school administrators, counseling staff, and school volunteers shall be given instruction at a minimum on an annual basis on the District’s policy and regulations against bullying and harassment. The instruction shall include evidence-based methods of preventing bullying and harassment, as well as how to identify and respond effectively to bullying in schools.
- (15) Procedure for regularly reporting to a victim’s parents/legal guardians the actions taken to protect the victim. The principal or designee shall by telephone and/or in writing report the occurrence of any incident of bullying as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident has been initiated. According to the level of infraction, parents/legal guardians will be notified by telephone and/or writing of actions being taken to protect the child; the frequency of notification will depend on the seriousness of the bullying or harassment incident. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).
- (16) Rights of each student of a public K-12 educational institution. The principal or designee shall assume administrative responsibility and instructional leadership under the supervision of the Superintendent, in accordance with Rules and Regulations of the School Board, for operation of the school to which he/she is assigned. The faculty and staff shall assist in an orderly operation of the school and ensure the rights of students. Student rights are outlined in the Code of Student Conduct.
- (17) Disciplinary sanctions and due process for students of a public K-12 educational institution. In order to protect student rights, certain procedures are followed with regard to major disciplinary actions. These procedures are developed as suggested or required by law or regulation. Disciplinary sanctions due process protections are outlined in the Code of Student Conduct.
- (18) Procedure for publicizing the policy which must include its publication in the Code of Student Conduct required under Section 1006.07(2), Fla. Stat., and in all employee handbooks.
- (a) At the beginning of each school year, the Superintendent or designee shall, in writing, inform school staff, parents/legal guardians, or other persons responsible for the welfare of a student of the District’s student safety and violence prevention policy.
- (b) Each District school shall provide notice to students and staff of this policy through appropriate references in the student code of conduct and employee handbooks, and/or through other reasonable means. The Superintendent shall also make all contractors contracting with the District aware of this policy.
- (c) Each school principal shall develop an annual process for discussing the school district policy on bullying and harassment with students in a student assembly or other reasonable format. Reminders of the policy and bullying prevention messages such as posters and signs will be displayed around each school and on the District school buses.

High Frequency Words

Kindergarten

a, I, is, we, on, am, it, two, of, at, one, see, three, and, his, was, five, in, the, four, like,

what, has, my, go, yellow, up, you, if, green, are, be, do, he, to, not, blue, come, so, with, brown, white, an, me, now, no, red, as

find, can, she, that, all, her, said, make, play, run, for, where, or, but, him, ten, get, good, have, by, how, they, this, too, went, big, let

day, us, take, hot, off, look, did, down, bed, had, our, out, here, ran, man, will, say, got, them, sit, set, who, eat, yes, help, there, then

1st Grade

look, funny, sing, does, friend, pull, many, full, hold, call, away, every, hear, why, animal, some, hat, from, when, stop, just, dog, sat, sun, cut, other, came, then, zero, ate, word, six, well, ten, cat, most, number, girl, home, tree, name, best, nine, tell, between, tooth, near

our, today, would, after, read, write, picture, draw, put, give, small, live, little, their, water, cold, far, never, know, been, very, own, fall, new, grow, goes, open, over, start, into, thank, wish, only, its, which, seem, back, way, sleep, made, part, none, color, than, same, add, last

walk, those, both, long, fly, eye, watch, bird, your, around, think, before, because, show, car, about, under, first, food, right, could, were, soon, talk, work, paper, great, old, more, mother, want, use, try, saw, pretty, eight, learn, ask, land, large, even, such, need, gave, year, keep

father, house, again, kind, also, place, seven, school, deep, air, being, page, time, game, gone, oil, cry, head, story, left, few, men, thing, next, hard, may, life, book, box, each, side, feet, sea, took, line, much, end, any, must, move, hand, spell, letter, still, should, yesterday, people

2nd Grade

told, morning, happy, family, tried, swimming, while, fish, summer, something, called, nice, woods, until, mile, night, upon, knew, carry, once, hear, money, second, later, miss, started, spring, ever, far, horse, really, room, didn't, sometimes, found, heard, sister, shall, fire, ride, door, don't, mean, other, these,

list, song, follow, leave, earth, it's, better, bring, busy, clean, done, draw, drink, fast, change, warm, funny, goes, going, hers, always, another, hurt, jump, laugh, myself, pick, please, state, high, enough, buy, river, fine, sentence, sell, pole, less, stand, rope, order, apple, round, sure, become,

listen, wind, rock, space, farm, pulled, row, seen, along, area, mark, truck, bear, ship, across, point, bad, gas, himself, hill, plan, short, best, low, ball, step, bill, watch, America, hit, town, I'll, above, close, easy, different, early, waves, table, north, map, wood, wash, love, plant,

might, thought, questions, form, toward, cried, south, group, birds, problem, complete, wall, world, passed, vowel, together, war, open, king, began, since, below, hours, idea, happened, often, true, hundred, pattern, light, unit, city, usually, measure, remember, answer, slowly, without, study, face, country, through, begin, almost, young

3rd Grade

several, however, against, notice, certain, hope, noun, road, half, shop, course, surface, plane, behind, trip, round, heat, smell, check, tall, wait, class, note, lake, lost, fig, dress, fell, dry, oh, verb, boat, rest, week, feel, stay, ago, pair, rule, ring, important, west, yard, whole, thousands,

key, park, produce, filled, ocean, nothing, force, among, English, equation, understand, object, correct, quickly, person, became, carefully, safe, inside, wheel, track, common, bring, explain, power, cannot, able, size, shown, minutes, strong, base, stars, nose, known, cross, island, though, wife, shape, Indian, dark, front, stood, street,

field, finally, building, material, fresh, special, heavy, fact, inches, machine, clear, brought, government, circle, include, built, can't, matter, square, picked, simple, cells, paint, mind, legs, milk, main, winter, wide, beside, sky, glass, cows, felt, test, match, cause, rain, eggs, written, kept, ground, lay, root, mountain,

center, farmers, ready, anything, train, soil, gold, drop, arms, brother, race, beautiful, meet, third, months, piece, nor, subject, Europe, moon, spot, store, let's, edge, past, sign, soft, flowers, return, dance, corn, forest, record, wild, drive, teacher, held, travel, rose, covered, voice, during, cook, fair, wouldn't

4th Grade

probably, finished, discovered, describe, women, speak, solve, appear, metal, already, instead, phrase, chance, level, hair, syllables, perhaps, million, suddenly, directions, exercise, length, reason, interest, weather, instruments, developed, whether, difference, clothes, regions, believe, members, age, amount, scale, pounds, paragraph, represent, divided, present, general, window, distance, heart,

rolled, wonder, smiled, angle, son, either, ice, suffix, village, copy, free, shoes, case, although, per, broker, moment, tiny, fraction, Africa, killed, melody, bottom, factors, result, jumped, snow, dead, laughed, nation, quite, type, themselves, possible, march, create, quiet, natural, arrived, hole, poor, located, fight, bones, triangle,

care, floor, church, pushed, baby, temperature, bright, lead, everyone, method, huge, stone, act, build, middle, surprise, French, died, beat, exactly, doesn't, century, outside, everything, steel, section, grass, consonant, dictionary, within, speed, count, born, someone, sail, remain, skin, iron, couldn't, fingers, sir, least, catch, climbed, wrote,

president, bell, trouble, cool, cloud, yourself, control, practice, report, straight, caught, thin, God, captain, shouted, continued, itself, else, plains, flat, sent, symbols, wear, rich, rise, statement, stick, party, seeds, direct, send, serve, child, desert, seat, England, burning, design, joined, sugar, numeral, figure, system, raised, reached

5th Grade

Capital, experiment, engine, alone, drawing, suppose, woman, coast, guess, period, compare, history, Washington, maybe, observe, foot, tools, British, solution, you're, east, repeated, single, touch, information, wire, choose, especially, effect, separate, uncle, hunting, scientists, grew, workers, valley, conditions, decided, express, mouth, strange, chart, opposite, whose, science, garden, chief, rhythm,

lady, students, humans, art, feeling, ears, corner, electric, insects, crops, property, silent, sense, rather, famous, thick, blood, lie, sight, Japanese, major, France, tube, necessary, weight, tone, law, afraid, doctor, provide, crowd, poem, enjoy, prepared, indicate, northern, loud, consider, suggested, Greek, meat, lifted, process, army, example, thus, won't, substance,

flow, actually, cents, expect, position, entered, pay, tied, equal, decimals, particular, sand, terms, current, board, modern, interesting, compound, save, wasn't, supply, string, blow, trade, value, dollars, business, molecules, bank, elements, contain, column, shoulder, industry, cost, underline, addition, belong, increase, soldiers, except, movement, western, exciting, branches, stream, planets, bought,

block, spread, cattle, language, sharp, company, radio, we'll, action, fruit, oxygen, plural, various, agreed, swim, similar, death, score, forward, total, deal, determine, evening, energy, factories, settled, adjective, isn't, southern, mine, wrong, visit, break, office, stretched, experience, products, allow, fear, difficult, cotton, division, details, entire, view, ahead, printed, received, wings