



Student Handbook 2024-2025

*Please sign and
Return the Code of
Conduct Notice and
the Home/School
Compact on pages
40-42*

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St. Lucie County Public Schools
Mission, Beliefs, Vision

MISSION: The mission of the St. Lucie County School District is to ensure all students graduate from safe and caring schools, equipped with knowledge, skills and the desire to succeed. **Every child can learn, and each child can learn more than he or she is now learning.**

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

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

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

Quality schools are the responsibility of the entire community.

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

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

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

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

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

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

- 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.



White City Elementary School



Vision

White City Elementary School,
in partnership with parents and community members,
will become a premier center of knowledge that is organized around students and the
work provided to them.

White City Elementary School's name is synonymous with continuously improving
student achievement and the success of everyone.

Our promise is to focus on our core business, the creation of challenging, engaging,
and satisfying work for every
student, every day.

This is the Wildcat way!

Mission

Our mission at White City Elementary School is to collaborate as a learning
organization while engaging the minds of our students every day through quality
work.

All students will develop to their fullest potential, respect themselves and others, and
acquire a love of learning.



White City Elementary School implemented the Kids At Hope belief system in 2013-2014 school year. As this belief system is instilled in the Wildcat family, it will flourish through the school's culture and the existing relationships with the teachers, students and families maintaining the belief system that all children are capable of success –
NO EXCEPTIONS!

Kids at Hope Pledge

I am a Kid at Hope.
I am talented, smart & capable of success.
I have dreams for the future and I will climb
to reach those goals & dreams every day.
All Children are Capable of Success, No Exceptions!

Treasure Hunter's Pledge

As an adult and a Treasure Hunter
I am committed to search for all the talents,
Skills and intelligence
that exists in all children and youth.
I believe all children are capable of success,
No Exceptions!

CHAMPS

Conversation, Help, Activity, Movement, Participation and Success

A proactive and positive approach to classroom management.

Helps teachers manage student behavior and increase student motivation so they can focus their time and energy on instruction and student success.

St. Lucie Public Schools 2024-2025 School Year Calendar

July, 2024							0
Su	M	Tu	W	Th	F	Sa	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				

July 4: Holiday for All - 4th of July
July 22: 11-Month Employees' First Day

August, 2024							15
Su	M	Tu	W	Th	F	Sa	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	

Aug. 5 - 9: Teacher Pre-Planning Days (5)
Aug. 12: Students' First Day
Aug. 28: Early Release Day - Recordkeeping

September, 2024							20
Su	M	Tu	W	Th	F	Sa	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30						

Sept. 2: Holiday for All - Labor Day
Sept. 18: Early Release Day - FC Choice

October, 2024							21
Su	M	Tu	W	Th	F	Sa	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31			

Oct. 3: Fall Holiday for All
Oct. 11: End of 1st 9 weeks (43 Days)
Oct. 14: Teacher Workday

November, 2024							14
Su	M	Tu	W	Th	F	Sa	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	

Nov. 5: Teacher PL (District Led) Day - Election Day
Nov. 11: Holiday for All - Veteran's Day
Nov. 25 - 29 Thanksgiving Holidays
(12-month employees work Nov. 25 - 27)

December, 2024							15
Su	M	Tu	W	Th	F	Sa	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31					

Dec. 20: Early Release Day - FC Choice
Dec. 20: End of 2nd 9 weeks (42 Days)
Dec. 23 - Jan. 3: Winter Break for Students
(12-month employees are off Dec 24-Jan 1st)

Work Year for 183 Day employees
Work Year for 10 month (196 day) employees
Work Year for 11 month (216 day) employees
Work Year for 12 month (250 day) employees

8/12/2024 - 6/2/2025
8/5/2024 - 6/3/2025
7/22/2024 - 6/16/2025
7/1/2024 - 6/30/2025

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

St. Lucie Public Schools 2024-2025 School Year Calendar

January, 2025							19
Su	M	Tu	W	Th	F	Sa	
			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		

Jan 2: 12-month employees work
Jan 3: Teacher Workday
Jan. 6: Students Return
Jan. 20: Holiday for All - MLK Day

February, 2025							18
Su	M	Tu	W	Th	F	Sa	
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28		

Feb. 5: Early Release Day - PL
Feb. 17: Holiday - Presidents' Day
(12-month employees work Feb. 17)
Feb. 26: 1/2 Teacher PL & 1/2 Recordkeeping

March, 2025							15
Su	M	Tu	W	Th	F	Sa	
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						

March 14 Early Release Day-FC Choice
March 14: End of 3rd 9 weeks (47 Days)
March 17 - 21: Holiday - Spring Break
(12-month employees work March 17 - 21)
March 24: Teacher Workday

April, 2025							21
Su	M	Tu	W	Th	F	Sa	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30				

April 18: Holiday for All - Spring Holiday
April 23: Early Release Day - FC Choice

May, 2025							21
Su	M	Tu	W	Th	F	Sa	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	

May 26: Holiday for All - Memorial Day
May 30: Early Release Day - Record Keeping

June, 2025							1
Su	M	Tu	W	Th	F	Sa	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30						

June 2: Early Release Day - Record Keeping
June 2: End of 4th 9 weeks (48 Days)
June 2: Last Day for Students
June 3: Teacher Workday/Last Day for Teachers
June 16: Last Day for 11-month employees
June 19: Holiday for All - Juneteenth

Quarter 1: August 12 - October 11 (43 Days)
Quarter 2: October 15 - December 20 (42 Days)
Semester 1: 85 Days
Quarter 3: January 6 - March 14 (47 Days)
Quarter 4: March 25 - June 2 (48 Days)
Semester 2: 95 Days
Teacher Workday Designation:
Pre-Planning Days: 8/5 - 8/9 (5 days)
Teacher Workdays: 10/14, 1/3, 3/24 and 6/3 (4 days)
Teacher PL Day: 1/15, 1 day
Teacher 1/2 PL & 1/2 Recordkeeping: 2/26 1 day

Teacher Early Release Day Designation:
Recordkeeping: 8/28, 5/30, and 6/2
Professional Learning: 2/5
Faculty Council (FC) Choice: 9/18, 12/20, 3/14 and 4/23
Summer School Dates:
TBD: Summer School Teacher PL
TBD: First day of Summer School for students
TBD: Last day of Summer School for students
July 4, 2024 will be a student/teacher holiday
June 19th, 2025 will be a student/teacher holiday

Approved September 12, 2023

School Visitation

For the safety of our students and staff, all visitors must report to the office as soon as they arrive on campus to sign in and receive an official pass.

It is imperative for the safety of our students that all drivers on our campus abide by the posted traffic signs and the following rules:

1. No private vehicle parking or driving in the bus loading zone is permitted on days when school is in session. All cars must park in the designated spaces in front of the main building.
2. Student pick-up and drop-off **MUST** be in designated areas only, in front of the main building.
3. Parents are asked to remain in their vehicles at the pick-up zone. School staff will escort children to their vehicles. This helps to alleviate a great deal of congestion and confusion during arrival and dismissal.
4. If you wish to change your child's pick-up time or method of departure, we **MUST** have notification in writing or by phone before 2:30 p.m. each day.
5. To provide your child a successful and fulfilling day at school, we request that parents **NOT** sign their child out early except in the case of an emergency.

Student Arrival and Dismissal

Arrival & Breakfast-8:00 a.m.

Students may not arrive prior to 8:00 am as supervision will not be available. All students report to the cafeteria, breakfast is available beginning at 8:00 a.m. Students are dismissed to their assigned classrooms by 8:25 a.m. for instruction to begin.

Instruction Begins- 8:30 a.m.

If your child arrives later than 8:30 a.m. he/she must go to the office first to receive a late pass. Tardies will be either excused or unexcused. Acceptable documentation to

excuse a tardy is the same as those under the Early Pick-Up Policy and for excused absences. Schools have the authority to develop a school-specific tardy response system, as approved by an administrative body comprised of representatives from varying district departments.

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

Dismissal- 3:00 p.m.

❖ Dismissal during the school day

For safety reasons, students must be checked out through the school office. The parent or guardian must come into the front office to sign the student out and provide proper identification. The office staff will call the student to the office. **Students may not be released after 2:30 pm as the office staff will be busy preparing for school dismissal.**

It is the responsibility of the parent to keep the school informed of who may pick up their student(s). Those who are not on your child's information card will not be able to pick up your child. If you would like to add additional people to your list, it must be done in writing.

Conferences

Conferences are an important form of communication between parents and teachers. Such face-to-face communication promotes student progress and helps to alleviate potential problems. We encourage you to maintain communication throughout the school year.

You are invited to visit our school, our teachers, and administrative personnel whenever you feel it is beneficial. District policy requires that you notify us 24 hours in advance if you wish to meet with a teacher.

Valuables

Students must leave valuables at home, such as excessive amounts of money, radios, CD players, video games, IPODS, toys, etc. Cell phones are permitted but must remain in the off position and must be out of sight. These items can end up damaged or lost, or in some cases confiscated by an adult because they are causing a disruption to the learning environment. Confiscated items may be picked up in the office by a parent or guardian.

Lost and Found

Articles found at school should be turned into the main office where students may claim their property by identifying it. Uncollected items will be donated to a charitable organization at the end of each year. Labeling your child's clothing, lunchbox, and school supplies would be helpful.

Textbooks

Adopted textbooks shall be issued free of charge to students. The full purchase shall be collected for all lost, destroyed, or unnecessarily damaged textbooks when the book has been in use less than one year. Fifty percent (50%) of the purchase price will be charged if the textbook has been in use more than one year. Damaged textbook charges are decided at the discretion of the teacher/principal.

School Insurance Healthy Kids

We encourage parents to consider enrolling their children in the Student Accident Insurance Program. Families are offered a choice of coverage. Forms are sent home during the first week of school.

Field Trips

Field trips of educational value are "highlights" of the school's instructional program. If parents permit their children to go on these trips, they **MUST** sign the special

county permission form sent home with students. Without this signed form the student will not be permitted to leave the campus. Parents are encouraged to attend as chaperones.

Chaperone/Volunteer Guidelines

[Volunteers - St Lucie Public Schools](#)

[Volunteer Handbook \(stlucie.k12.fl.us\)](#)

- All chaperones are expected to dress appropriately. (Appropriate dress does not include visible undergarments, shorts, skirts, or dresses above mid-thigh, see-through material, visible cleavage.
- Chaperones are not permitted to smoke on the trip.
- All chaperones must complete an online volunteer application.
- Siblings of students whose parents are chaperoning are not allowed to accompany classes on field trips.
- Chaperones are needed to help ensure the safety of our students on the bus as well as the trip destination. Therefore, it is expected for chaperones to refrain from cell phone use unless it is an emergency.

Emergency Drills

Periodically, fire and disaster drills are held to teach emergency procedures so that the reaction to any emergency will be orderly and not result in panic. In case of a real emergency, you would receive information from St. Lucie County government offices and the school concerning any needed evacuation of children.

Pledge of Allegiance

Section 1003.44, Florida Statutes, requires that the Pledge of Allegiance to the flag of the United States be recited at the beginning of the day in every Florida public elementary, middle, and high school. The statute also requires public schools to post in a

conspicuous place a notice stating that each student has the right not to participate in reciting the Pledge.

1. Any student who chooses not to recite the Pledge shall be excused from such activity and shall also be excused from standing during the Pledge.
2. Any student who chooses not to stand or recite the Pledge may not disrupt the reciting of the Pledge by others. Any material disruption of the Pledge may subject a student to disciplinary action in a like manner as any other material disruption of a school activity.
3. The school may not discipline or otherwise single out any student who chooses not to stand or to recite the Pledge and who does not otherwise disrupt the reciting of the Pledge by others.
4. The school shall notify the parent(s) of any elementary or middle school student (grades K through 8) who chooses not to recite the Pledge or to stand during the Pledge. The parent(s) will be requested, but will not be required, to conform in writing his, her, or their agreement with the student's choice.

Student Birthdays

Birthdays may be celebrated with classmates in the cafeteria during the regularly scheduled lunchtime. (Cupcakes or cookies are suggested as they are easy to distribute.) These items **MUST BE STORE BOUGHT** (for health and safety reasons) and should be delivered to the front office. Children may not bring these items on the school bus. Invitations to private birthday parties may be distributed at school **only** if the entire class is included.

School Parties

White City Elementary schedules two classroom parties each year. One party is on the last full day before winter break and the other is on the last full day of school. Any food items for the party **MUST BE STORE BOUGHT** for health and safety reasons. Attendance at parties is left to the discretion of classroom teachers and/or administration.

Breakfast and Lunch Programs

White City Elementary has been approved for CEP (Community Eligibility Provision) for the 24/25 school year. This means all students eat meals at no cost. In addition, **White City Elementary** does not accept meal applications for eligibility status. Families can still complete a meal application if they choose

Breakfast

A nutritious breakfast is offered each morning from 8:00- 8:30 a.m. at no cost.

Lunch

Our lunch program provides a tasty, nutritious meal for students wishing to participate. Each student is served milk, a choice of main entrée, and a choice of two vegetables and/or fruits.

School Meal Application:

<https://foodservice.stlucie.k12.fl.us/>

Snacks

Students may not have soda or gum on campus. Students may purchase snacks for snack items in the cafeteria. Cookies, ice cream, bottled water, and chips are available for .50 cents and up to \$1.00 each.

Adult Breakfast and Lunch Prices

(Prices are subject to change)

	Full price
Adult breakfast	\$2.00 daily
Adult lunch	\$3.00 daily



At White City Elementary, we are the Roaring Wildcats!

"If a child doesn't know how to read, we teach.

If a child doesn't know how to swim, we teach.

If a child doesn't know how to multiply, we teach.

If a child doesn't know how to drive, we teach.

If a child doesn't know how to behave, we... teach? punish?"

Why can't we finish the last sentence as automatically as we do the others?

-Herner, 1998

Code of Conduct

Rights and Responsibilities

White City students have the right to an education without interruption, distraction, and/or fear. Students have a right to free speech and student publication, assembly, privacy, and participation in school programs and activities.

All students are expected to always conduct themselves in a manner that will contribute to the best interest of the school and not interfere with the rights of others. Violations of any of the rules will subject the student to disciplinary action.

School rules and discipline policies are consistent with the St. Lucie County Elementary Code of Conduct. Parents are asked to become aware of school policies and cooperate with the school in helping students to comply. When necessary, students will be referred to the administration when discipline issues interrupt the learning process.

Why is it so important to focus on teaching positive social behaviors?

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important part of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBS is to establish a climate in which appropriate behavior is the norm.

What does PBIS (Positive Behavior Intervention Support) do?

All effective school-wide systems have seven major components in common:

- a) an agreed upon and common approach to discipline
- b) a positive statement of purpose
- c) a small number of positively stated expectations for all students and staff
- d) procedures for teaching these expectations to students

e) a continuum of procedures for encouraging displays and maintenance of these expectations

f) a continuum of procedures for discouraging displays of rule-violating behavior

g) procedures for monitoring and evaluating the effectiveness of the discipline system on a regular and frequent basis.

To support PBIS, White City has implemented **school-wide expectations**.

Respectful to

Others,

Always safe, and

Responsible

White City students are to follow our school-wide expectations (R.O.A.R.) at any location, in class, the cafeteria, hallways, playground, and even on the school bus.

Bus Policy and Student Conduct

Transportation is provided for each child who resides more than two miles from his/her school at no cost. If you wish to have your child ride the bus home with another student, **BOTH** families must send in a note. Please include the names and phone numbers of all parties involved.

This service is available if the child abides by the rules of safe and proper behavior. Serious or repeated violations may cause this service to be withdrawn, which then places the responsibility upon the parent to get their child to and from school.

Please note: Suspension from riding the bus does not mean suspension from school attendance. Students are still expected to attend school each day.

Several types of action, based on the written bus reports, will be determined by the administration according to the severity of the offenses.

- Warning with written notice to parents
- Up to 10 days suspension from riding the bus and/or satisfactory parent conference(s).
- Bus suspension with recommendation to the superintendent for bus expulsion. If the superintendent deems a recommendation to the board is appropriate, he will proceed with the proper procedure and he will extend the suspension assigned by the principal if the suspension period expires before the next regular or special meetings of the school board.

ClassDojo Points

When students are following our school-wide expectations, they may earn "ClassDojo Points". Points can be saved to purchase specific items or attend special events. Using points, students will be able to eat lunch with a special person, purchase school supplies, participate in special dress days, attend PBIS shows, and purchase special prizes. The PBIS committee will meet throughout the year to determine events and dates for these activities.

Volunteer Program

We encourage you to consider volunteering at our school. There are many ways to help! Please contact the school for more information. Your time will benefit our students. School policy discourages volunteers from working in their child's classroom or at the same grade level. Younger siblings may not be brought on campus while volunteering.

Parent Teacher Organization (P.T.O)

P.T.O. is a voluntary organization bringing together parents and teachers for fundraising, building parent and community involvement within the school, and other activities relating to the welfare of the school. Even if you are unable to attend meetings, your help is appreciated. Please contact the school for more information

Guidance Program

The guidance counselor serves our students by working with parents, teachers, and administrators to assist with their academic, social, and emotional concerns. The guidance counselor is also available to provide you with information about resources to support you and your child.

Clinic

The health paraprofessional monitors the clinic and performs a vision, hearing, height and weight screening for all students at designated grades. In accordance with Florida Statute 381.0056, the St. Lucie County School District in cooperation with the St. Lucie Health Department will conduct health screenings for selected student groups during the school year:

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

You will be informed, in writing, if your child fails to meet any of the screening standards. 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, teacher's name, and grade.

In addition to these screenings, your child will receive first aid and care in the event he/she becomes ill or injured at school. Children who are ill are sent to the clinic for attention, rest, or to be sent home. Medication is not administered without the proper documentation (see below).

If a child is injured, first aid is administered promptly. The child will be cared for in the clinic and an attempt will be made to contact the parent by phone if the injury is of a serious nature. An accident report is completed if a student is injured.

Student health records are also maintained by the health paraprofessional.

All medications (prescription and non-prescription) are to be brought to school by a parent or guardian and must be turned into the health paraprofessional in the prescription bottle with a doctor's form of how and when to dispense the medication. (Forms are available in the clinic.) If parents/guardians are not able to bring the medication to school, the medication may be given to the bus driver in a sealed envelope and given to a staff member upon arrival at school. This includes items such as cough syrup, cough drops, etc., in addition to prescription medication.

Emergency cards are sent home at the beginning of the school year. Parents are to list two or more people other than themselves on the card for us to notify in case of an emergency. If your phone numbers (home, work, cell) or address change during the school year, it is important to notify us in writing of such emergencies.

Safety Patrol

Responsible fifth grade students are selected as Safety Patrol members to monitor students as they enter and leave their classrooms. A small number of fourth grade students are included to provide training for the following year. Patrols help by reminding fellow students about PBIS school wide expectations, CHAMPS, and safety procedures. If a student does not obey the rules after being reminded by a patrol, the patrol reports the incident to an adult for disciplinary action.

Progress Reports

Progress Reports are issued each month. Students are expected to take them home so that families may be informed of their

progress. Progress Reports are to be signed by the student's parent/guardian and returned to the classroom teacher. Space is provided on the progress report for parent comments and for the request of a conference. We encourage you to request a conference if you have questions or concerns about your child's progress.

White City Elementary Honor Roll **(Grades 3-5)**

Every nine weeks, White City honors its highest academic achievers at our Honor Roll ceremony. Students can be recognized in the following academic categories:

Principal's Honor Roll Criteria

All A's in all subjects including satisfactory and Progress made (S and P_

A/B Honor Roll Criteria

A's & B's in all subjects
Satisfactory and Progress made (S and P ONLY)

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 *

Students who have earned C or N are not eligible

Uniform Grading System of St. Lucie County

- In grades K-2, the indicators are:
 - 4 = Above standard / Demonstrates more than 90% of the time / Exceptional
 - 3 = At Standard / Demonstrates 80% of the time / Proficient
 - 2 = Approaching Standard / Demonstrates 70% of the time / Progressing
 - 1 = Below Standard / Demonstrates less than 60% of the time / Beginning
 - 0 = Not Attempted
- Students in grades 3-12 will be awarded letter grades to indicate student progress

W	N/A	N/A	withdrawn Dual Enrollment
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*A student who receives an incomplete has to complete the work within the guidelines of the make-up work policy contained herein. If the student does not make-up all work by the designated period of time 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.

General Academic Requirements

The purpose of the instructional program in the schools of St. Lucie County is to provide appropriate instructional and selected services to enable students to perform at or

above their grade level academically. Promotion, however, is based primarily on student achievement and is not automatic. A student may not be promoted based on age or other factors that constitute social promotion. (F.S.1008.25)

When a student is retained, he or she must receive an intensive program that is different from the previous year's program. A school district must consider an alternative placement* for a student who has been retained for 2 or more years. The State Board of Education must adopt rules to address the promotion of students in the Limited English Proficient (LEP) and Exceptional Student Education (ESE) programs. The DOE must study the effect of mobility on the performance of highly mobile students.

*Alternative Placement could be, but not limited to the following:

- Summer School
- Extended Day or Year

Decisions regarding student promotion, retention and good cause placement are primarily the responsibility of the individual school's professional staff. The final decision regarding grade placement is the responsibility of the principal.

Mandatory retention is necessary for third grade students who score Level I on the state ELA assessment unless they qualify for Good Cause exemption or score at or above the identified percentile on the SAT10. *For retained third grade students transferring into the district, an individual records review will be conducted if sufficient evidence exists to support an assessment for mid-year promotion.

Promotion Requirements K-8

The district has defined specific levels of performance in reading, writing, science and mathematics for each grade level. These levels of performance will be used to identify

students who must receive remediation and may be retained. (F.S. 1008.25(2) (a))

Promotional Requirements Grades K-5

Student promotion in St. Lucie County is based upon evaluation of each student's achievement in terms of appropriate instructional goals. The determination should reflect teacher judgment based upon the following:

- successful progress in the county adopted curriculum,
- progress monitoring,
- classroom assignments,
- daily observation,
- standardized tests, and
- other objective data.

In compliance with the School Boards Goal 1: Student Performance and Florida Statute (F.S. 1008.25(2) (a)), provide standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State Board of Education.

Performance levels are determined by various indicators that will include, but are not limited to, multiple measures using appropriate scales, grade-level assessments, and teacher judgment.

Grade K – 3 READ Initiative

Beginning with the 2004-2005 school year, each school district shall: Conduct a review of student progress monitoring plans for all students who did not score above Level 1 or the identified state level on the ELA portion of the state assessment and did not meet the criteria for one of the good cause exemptions in paragraph (6)(b). The review shall address additional supports and services, as described in this subsection, needed to remediate the identified areas of reading deficiency. The school district shall require a student portfolio to be completed for each such student.

- Provide students who are retained under the provisions of paragraph (5)(b) with intensive instructional services and supports to remediate the identified areas of reading deficiency, including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies prescribed by the school district.
- Provide written notification to the parent of any student who is retained under the provisions of paragraph (5)(b) that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption as provided in paragraph (6)(b).
- Implement a policy for the midyear promotion of any student retained under the provisions of paragraph (5)(b) who can demonstrate that he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4.
- State law requires that students who are retained under the provisions of paragraph (5) (b) with a teacher who meets “highly effective” criteria. The Board will make every attempt to comply with State statute in the employment of instructional personnel for the retained third grade students.
- In addition to required reading enhancement and acceleration strategies, provide parents of students’ instructional options:
 - Supplemental tutoring in scientifically research-based reading services is to be retained with at least one of the following additions to the regular reading block, including tutoring before and/or after school.
 - A “Read at Home” plan outlined in a parental contract, including participation in “Families Building Better Readers Workshops” and regular parent-guided home reading.
 - A mentor or tutor with specialized reading training.
- Establish a Reading Enhancement and Acceleration Development (READ) Initiative. The focus of the READ Initiative shall be to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to grade 3 students who failed to meet standards for promotion to grade 4 and to each K-3 student who is assessed as exhibiting a reading deficiency.
- Establish at each school, where applicable, an Intensive Acceleration Class for retained grade 3 students who subsequently score at Level 1 or the identified state level on the ELA portion of the state assessment.
- Report to the State Board of Education, as requested, on the specific intensive reading interventions and support implemented at the school district level.

Good Cause Exemptions

The student is a Limited English 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 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.

To promote a student using a portfolio as a good cause exemption, there must be evidence that demonstrates the student 's mastery of the ELA Florida Standards equals to at least a Level 2 or the identified state level for performance on the Grade 3 ELA state assessment. Such evidence must be an organized collection of the student 's mastery of the ELA Standards that are assessed by the Grade 3 ELA state assessment.

Successful Progression of Retained Third Graders

Retained students must be provided with 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 ELA 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 third 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 third 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 by 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.

Attendance

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 who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the student files a formal declaration of intent to terminate school enrollment with the district school board. Public school students who have attained the age of 16 years and who have not graduated are subject to compulsory school attendance until the formal declaration of intent is filed with the district school board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the student and the student's parent. The school

district must notify the student's parent of receipt of the student's declaration of intent to terminate school enrollment. The student's guidance counselor or other school personnel must conduct an exit interview with the student to determine the reasons for the student's decision to terminate school enrollment and actions that could be taken to keep the student in school. The student must be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED test preparation. Additionally, the student must complete a survey in a format prescribed by the Department of Education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled.

Official Attendance

When Daily Attendance procedures are being used, attendance will be taken at the beginning of the school day.

Enforcement of Attendance (F.S. 1003.26)

Parent is required to be contacted

- After each unexcused absence or absence for which the reason is unknown.

Means of Parent Contact

- Contact can be by phone, auto call system, mail, or in-person by school representative.

Required Documentation

- 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.

Referrals to Student Services

- Refer prior to or upon the 10th unexcused absence in any 90-day period and after school efforts to resolve have not been successful. Schools will provide Student Services with documentation of efforts to resolve the truancy.

Parent/Guardian Responsibility

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

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

Project ROCK

Students suspended out-of-school who attend Project ROCK can be coded as R (Project ROCK) for the dates that the school confirms that the student attended the program. A day of attendance at Project Rock will not count as out-of-school suspension.

Attendance Codes, Excused Absences, Unexcused Absences (F.S.1003.26)

Attendance Codes

C – Clinic

E – Excused

G – Guidance

I – BIC (not an absence)

O – Out of School Suspension

R – Project ROCK (not an absence) Students suspended out of school who attend Project

Project ROCK can be coded as for the dates the program verifies.

S – School Activity/Field Trip (not an absence) in cases where there is a question about the validity of the activity, the Executive Director of School shall make the determination.

T – Excused Tardy

U - Unexcused Tardy

1 – Unexcused Tardy

2 – Absence due to excessive tardies (K-5 only)

Excused Absences

Absences are excused when an appropriate *explanation* is provided by the parent within 3-days of the student 's return or by the parent 's physician, when the physician authorization threshold has been reached. The written explanation must include the dates of the absences which are sought to be the reason for the absence. (F.S. 1003.26)

- Illness of the student
- Major illness in the student 's immediate family
- Medical appointment of the student
- Death of family member or friend
- Required Court Appearance

- Religious holiday of the student or student 's family 's faith
- Subpoena or forced absence by any law enforcement agency to fulfill civic duties; a copy of the subpoena or court summons is required
- Major disaster that justifies the absence that has been approved by the principal
- Head lice: maximum of 2 days per incident and a maximum of 2 incidents per semester
- Missing the school bus if the bus is more than 5 minutes early or more than 15 minutes late or is not able to make the route
- Other planned absences approved in advance by the principal
- Vacation travel or family outing/activity where the student has accumulated fewer than 10 excused or 5 unexcused absences. 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 using withdrawal for non-attendance procedures described herein.
- Physician Referral for Hospital/Homebound Services absences should be excused from the date the physician 's referral for Hospital/Homebound is received. Should the student not be found eligible for Hospital/Homebound services, absences occurring after the determination will be excused or unexcused based on the above policies.

- A student of an active-duty military member may be excused from absences related to deployment activities as approved by the principal.

Unexcused Absences

Unexcused absences are all failures to attend school other than those specifically excused by the principal or designees. (F.S. 1003.26)

- 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 using withdrawal for non-attendance procedures described herein.
- Take Your Son or Daughter to Workday
- Failure to provide an explanation of the absence from 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 and will have the absence unexcused.
- Out of school suspensions.

Reporting Attendance Cases to Problem Solving Team (PST) /Attendance Committee (F.S. 1003.26)

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

By Whom: Teacher or any school staff with knowledge of the student's attendance

Required Participants: School Social Worker or contracted caseworker; school attendance officer; parent shall be invited and encouraged to attend

Purpose of Meeting: To determine if a pattern of non-attendance is developing or exists and to develop interventions that shall be implemented

Interventions: Interventions may include, but are not limited to:

- 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)

Truancy Petition

The Superintendent may file a truancy petition pursuant to procedures in F.S. 984.151 when:

- A student has 5 unexcused absences in a calendar month or 10 unexcused absences in a 90 calendar-day-period
- The PST/SST has met and efforts to correct the attendance has been unsuccessful
- The parent has been notified as to the unexcused absences or absences for which reasons are unknown and that a Truancy Petition is being filed.

School's Responsibility:

- 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

Filing of Truancy Petitions:

- 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.

Habitual Truants (F.S. 1003.27)

Each public-school principal or the principal's designee shall notify the district school board of each minor student under its jurisdiction who accumulates 15 unexcused absences in a period of 90 calendar days. Each designee of the governing body of each private school, and each parent whose child is enrolled in a home education program, may provide the Department of Highway Safety and Motor Vehicles with the legal name, sex, date of birth, and social security number of each minor student under his or her jurisdiction who fails to satisfy relevant attendance requirements and who fails to otherwise satisfy the requirements of s. 322.091. The district school superintendent must provide the Department of Highway Safety and Motor Vehicles the legal name, sex, date of birth, and social security number of each minor student who has been reported under this paragraph and who fails to otherwise satisfy the requirements of s. 322.091. The Department of Highway Safety and Motor Vehicles may not issue a driver's license or learner's driver's license to and shall suspend any previously issued driver's license or learner's driver's license of, any such minor student, pursuant to the provisions of s. 322.091.

Homebound/Hospitalized

Students in the Homebound/Hospitalized Program are required to follow the same attendance policies contained herein:

- Parents of students who are confined to the home will provide the homebound teacher with a written explanation of the reason for absence within three (3) days of the absence.
- The teacher will forward the written explanation to the ESE District Office
- Parents of students, who are receiving services in the Homebound/Hospitalized Program due to an intermittent illness, will provide written explanation of the

reason for absence directly to the school of enrollment.

Physician Authorization Requirement (F.S. 1003.24)

SICKNESS, INJURY, OR OTHER INSURMOUNTABLE CONDITION.

Attendance was impracticable or inadvisable on account of sickness or injury, attested to by a written statement of a licensed practicing physician, or was impracticable because of some other stated insurmountable condition as defined by rules of the State Board of Education. If a student is continually sick and repeatedly absent from school, he or she must be under the supervision of a physician in order to receive an excuse from attendance. Such excuse provides that a student's condition justifies absence for more than the number of days permitted by the district school board.

Each district school board shall establish an attendance policy that includes, but is not limited to, the required number of days each school year that a student must be in attendance and the number of absences and tardies after which a statement explaining such absences and tardies must be on file at the school. Each school in the district must determine if an absence or tardiness is excused or unexcused according to criteria established by the district school board.

When Required

Student has accumulated a total of **10 excused** or **5 unexcused** absences within a **semester**, subsequent absences of 3 or more consecutive days may not be excused unless documentation is received demonstrating that attendance was impracticable or inadvisable on account of sickness or injury, attested to by a written statement of a physician

Student has accumulated a total of **15 excused** absences or **8 unexcused** absences within the **school year**, subsequent absences of 2 or more consecutive days will not be excused unless:

(a) the parent has on file with the school a statement from a licensed physician documenting the student's chronic medical condition and a valid release allowing the school to communicate with the physician, and/or (b) documentation is received demonstrating that attendance was impracticable or inadvisable on account of sickness or injury, attested to by a written statement of a physician.

Must Contain

- Dates of the absences for which excuse is sought
- Reason for the absence

Exceptions

Students with certain communicable illnesses and chronic medical conditions that do not require physician treatment such as chicken pox and influenza, in which the student is still contagious and cannot return to school. Consideration will also be given for insurmountable circumstances that directly involve the student's primary family, such as a family death that requires them student to accompany the parent or guardian out of town for a brief period of time.

Physician (Defined)

A person practicing as a physician licensed under Chapter 458 (medical practice), 459 (osteopathic medicine), Chapter 460 (chiropractic medicine), or Chapter 461 (podiatric medicine, Florida Statutes.

Non-enrollment

For students who are expected to enroll at the beginning of the year but do not return to begin the year, the district should carry the student on the class roster for 10 school days. If the student has not enrolled and has made no contact with the school to explain why the

student did or will not enter, the district must remove the student from the roll as of the first day of school by entering the withdrawal code DNE (did not enter), recording the withdrawal date as of the first day of school and by deleting any attendance records associated with the student. If a parent contacts the school to state that the student will not enter, the school is to obtain the reason from the parent, log the call, and enter the correct withdrawal code instead of the DNE code. In cases where there was no contact from the parent(s), the school is to do the following:

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

Tardy

A student is considered tardy if they are absent at the time attendance is taken provided the student is in attendance before the close of the day. Tardies will either be excused or unexcused. Acceptable documentation to excuse a tardy is the same as those under the Early Pick-Up Policy (see below) and for excused absences. Schools

have the authority to develop a school-specific tardy response system, as approved by an administrative body comprised of representatives from varying district departments.

Every 5th unexcused tardy for students in grades K - 5 will convert to an unexcused absence and can be used to meet the criteria to file a truancy petition in circuit court.

Early Pick-Up

Students in grades K – 5 who are picked up from school prior to the end of the day will be marked as tardy for the day. The tardy will either be excused or unexcused. The tardy will be excused if the parent provides written documentation that the need to leave school early was for the same reasons that an absence from school would be excused. The parent 's notation in the school 's early pick-up log may suffice as meeting the requirement to provide written documentation if the notation is sufficient. Every 5th unexcused tardy for students in grades K - 5 will convert to an unexcused absence and can be used to meet the criteria to file a truancy petition in circuit court.

For all students in grades K -12, once the student has accumulated 3 excused tardies or absences due to leaving school early for medical/dental reasons 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.

The school principal or designee can approve an early pick-up or release beyond these limits after taking into consideration the reason as well as the student's attendance history, both daily and by period, and the number of early releases.

Students with Documented Chronic/Serious Medical Conditions

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

- cerebral palsy
- cancer
- conditions that require suctioning
- conditions that require oxygen
- conditions that require gastric tubes
- conditions that require shunts
- insulin dependent diabetes
- seizure disorders with recent seizure activity
- severe asthma with recent asthmatic episodes
- sickle cell disease
- chronic conditions that cause severe pain
- juvenile rheumatoid arthritis with limited mobility
- students deemed medically fragile or medically complex

Students Covered Under the Rilya Wilson Act

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

Student Withdrawals Prior to the End of the Year

Students who leave school prior to the last two weeks of school must enroll in another school and complete the course requirements, including examinations if appropriate.

Students who are required to leave school during the last two weeks of the year must show evidence that the withdrawal is mandatory and must complete final examinations, if appropriate, to complete the year, have final grades, and for a determination of promotion. If examinations are given, principals are authorized to make appropriate arrangements for the administration of the examinations.

Principals may waive the requirements for early withdrawal when unusual/extenuating circumstances preclude full compliance by the students. Approval prior to the student's leaving is mandatory.

Compulsory Attendance and Home Education Programs

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

Once the committee determines that the home education program complies, the

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

If the parent of a child who has been found to have exhibited a pattern of non-attendance and who has been enrolled in home education fails to provide a portfolio for review by the committee, the committee shall notify the superintendent of schools and Student Assignment. The superintendent shall terminate the home education program and require the parent to enroll the child in an attendance option provided under (F.S. 1003.01), within 3 days.

Failure of a parent or guardian to enroll a child in an attendance option after termination of a home education program shall constitute non-compliance with the compulsory attendance requirement and may result in criminal prosecution of the parent under (F.S. 1003.27). Student Assignment will coordinate the programmatic elements of this policy. When the superintendent has terminated home education, the parent or guardian shall not be eligible to re-enroll the child in the home education program for 180 calendar days.

Perfect/Commendable Attendance Recognition

Schools are authorized to develop perfect/commendable attendance policies.

Withdrawal of Students for Non-Attendance

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

- Student meets the legal criteria by the State of Florida to be classified as an habitual truant

- School has notified the parent of each unexcused absence according to policy and the child continues to not attend.
- The school has notified the parents in writing of the total number of unexcused absences and that the student is in danger of being withdrawn for non-attendance. This notification will also inform the parent that the student will lose their pending or current driving privilege because of the withdrawal.
- The Problem-Solving Team or Attendance Committee has made efforts to resolve the student 's non-attendance.
- For elementary cases, a truancy petition has been filed in the Circuit Court and the student continues to not attend.

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



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

ADULTS (2.70) EQUITY POLICY: PROHIBITING HARASSMENT

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

STUDENTS (2.70) EQUITY POLICY

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

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

Adult COMPLAINT PROCEDURES:

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

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

Student COMPLAINT PROCEDURES:

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

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

TITLE IX POLICY (2.71): PROHIBITING SEXUAL HARASSMENT

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

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

Employee Related:

Aaron Clements

Director of Employee Relations

Phone: (772) 429-7529

e-mail: Aaron.clements@stlucieschools.org

Student Related:

Esther Rivera

Director of Student Services

Phone: (772) 429-4526

e-mail: Esther.rivera@stlucieschools.org

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

¹For Further information on notice of non-discrimination, visit <https://ocras.ed.gov/contact-ocr> or contact the SLPS District Equity Coordinator:

Dr. Adrian Ocampo

Executive Director of Assessment & Accountability

Phone: (772) 429-5538

e-mail: Adrian.ocampo@stlucieschools.org



Book	St. Lucie County School Board Policy Manual
Section	Chapter 2: School Board Governance and Organization
Title	Prohibiting Discrimination, Including Sexual and Other Forms of Harassment
Code	2.70
Status	Active

A. Policy Against Discrimination

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

(2) The School Board shall comply with all state and federal laws which prohibit discrimination and are designed to protect the civil rights of applicants, employees, and/or students, or other persons protected by applicable law.

(3) Except as otherwise required by law, School Board shall admit students to District Schools, identified programs and classes without regard to ancestry, citizenship status, color, disability, ethnicity, genetic information, gender, gender expression, gender identity, marital status, medical condition, national origin, political beliefs, pregnancy, race, religion, religious beliefs, sex, or sexual orientation.

(4) Employees shall also refer to Human Resources Policy 6.304.

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

(1) The School Board desires to maintain an academic and work environment in which all employees, volunteers, students, and visitors are treated with respect and dignity. A vital element of this atmosphere is the Board's commitment to equal opportunities and the prohibition of discriminatory practices. The Board's prohibition against discriminatory practices includes prohibitions against sexual harassment or any other form of harassment based upon a person's membership in a protected class and specifically prohibited by applicable state or federal law, including but not limited to harassment based on any of the factors or classifications specified in subsection A.(1) of this policy. As used in this policy, the term "harassment" includes but is not limited to any conduct or behavior that demeans, degrades, antagonizes, or humiliates a person or group of persons, or interferes with a person's work or school performance or participation. The School Board forbids sexual harassment, or any other form of illegal harassment, of any employee, student, volunteer or visitor. The Board will not tolerate sexual harassment, or any other form of illegal harassment, by any of its employees, students, volunteers or agents.

(2) The prohibition against discrimination including sexual and other forms of illegal harassment shall also apply to non-employee volunteers who work subject to the control of school authorities and to all vendors or service providers who have access to School Board facilities.

(3) This policy against discrimination prohibits and deems unacceptable and intolerable all forms of sexual harassment or intimidation, including:

(a) Any unwelcome staff to staff, third party to staff, student to student, or student to staff verbal or sexual advance, request for sexual favor, or other inappropriate statement, communication, or physical conduct of a sexual nature.

(b) Any welcome or unwelcome staff to student or third party to student verbal or sexual advance, request for sexual favor, or other inappropriate statement, communication, or physical conduct of a sexual nature, and

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

C. Retaliation and Coercion Prohibited

(1) No person shall be discriminated against because such person has opposed any act or practice prohibited by this policy or Policy 3.43, Bullying and Harassment, or because such person made a charge, testified, assisted, or participated in any manner in an investigation, proceeding, or hearing concerning such an act or practice.

(2) No person shall be coerced, intimidated, threatened, or interfered with in the exercise or enjoyment of, or on account of his or her having exercised or enjoyed, or on account of his or her having aided or encouraged any other individual in the exercise or enjoyment of, any right recognized or protected by this policy or Policy 3.43, Bullying and Harassment.

D. Violations

(1) Any student who violates this policy will be subject to appropriate disciplinary action as provided in the Code of Student Conduct adopted in accordance with Policy 5.30.

(2) Any employee who violates this policy shall be subject to appropriate disciplinary action as provided in the prohibition against violation of policy and laws set forth in new Policy 6.30 and the employee standards of conduct set forth in Policy 6.301.

E. Protections for Persons with Disabilities

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

F. Reporting

(1) Any act of sexual harassment of a student that may involve harm, or the threat of harm, to the physical or mental health of the student may constitute an act of child abuse or neglect.

(2) Any School Board employee who knows or has reasonable cause to suspect that an act of child abuse or neglect has occurred shall report such knowledge or suspicion to the Child Abuse Registry, the school principal, and the appropriate law enforcement agency in accordance with Ch. 39, Fla. Stat., and Policy 5.37(8).

G. Procedures

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

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

History:

ADOPTED: 03/30/2004

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

Formerly: 2.09, 3.01

School Board Policy 2.701 Title IX Sexual Harassment Complaint and Investigation Procedures

[SBP 2.701 Title IX Sexual Harassment Complaint Investigation Procedures.pdf](#)



Bullying/Harassment

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

Additional Information regarding Bullying/Harassment and reporting Bullying/Harassment can be found at:

<http://www.stlucie.k12.fl.us/policies/bullying/>

Code of Conduct

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

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

An electronic copy of the Code of Student Conduct can be found at:

www.stlucie.k12.fl.us/departments/student-services/

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

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

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

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

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

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

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

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

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

Student/Parent Copy

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

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

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

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

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

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

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

- (a) Protected information surveys of students;
- (b) Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- (c) Instructional material used as part of the educational curriculum.

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

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

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

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

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

SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA

NOTICE OF RIGHTS UNDER FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

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

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

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

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

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

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

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

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

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

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

attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

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

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

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

* * *

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

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

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

* * *

The School District of St. Lucie County policy on education records of students is set forth in District Policy 5.70 Student Records and the District's Student Education Records Manual. The policy and manual are available for inspection at the District Administration Office located at 501 N.W. University Drive Port St. Lucie, Florida. Office hours are Monday – Friday, 8:00 a.m. to 4:30 p.m. A copy of the policy and the manual may be obtained, free of charge, upon request.

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

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

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

(3) Procedure

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

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

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

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

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

(f) If an informal hearing is held, the Coordinator shall render a recommendation in writing to the grievant and the person against whom the grievance has been lodged within ten (10) working days of such hearing. The principal of the involved school shall be responsible for taking any action required to implement the Coordinator's recommendations.

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

(h) The decision of the Superintendent may be appealed to the School Board within ten (10) working days of the appealing party receiving notice of such decision. Any appeal to, the School Board shall be in writing and shall appear on the agenda for the next regularly scheduled public meeting that will be held not less than seven (7) working days after receipt of the appeal. The School Board shall render a written decision on the appeal within ten (10) working days of the meeting. All affected parties will be notified and provided with a copy of the decision of the School Board. The decision of the School Board shall be administratively final.

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

1. Imposing consequences, including referral for discipline when appropriate, upon the person against whom the grievance was lodged,
2. Undertaking such remedial measures as appropriate in the circumstances to address and resolve the grievance and to protect the grievant and witnesses for the grievant from retaliation or future discrimination,
3. Undertaking referrals for counseling, when appropriate, of the grievant and the person against whom the grievance was lodged, and
4. Re-emphasizing instruction of students and training of employees on identifying, preventing, and responding to acts of discrimination.

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

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

STATUTORY AUTHORITY: [1001.41](#), [1001.42](#), F. S.
LAWS IMPLEMENTED: [1000.05](#), F.S.

History:

Adopted: 03/30/2004

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

Formerly: 5.65

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

My name is _____ and I am a student/employee at _____.
School Name
_____ sexually harassed me on or about _____ at
Name Date/Time
_____.
Location

Please explain the incident below:

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

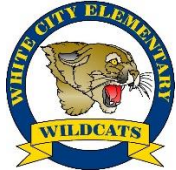
Name: _____

Signature: _____

White City Elementary Dress Code 2024-2025

What A Wildcat Wears

At White City Elementary we dress for success! Our primary focus is on learning, and it is important that the way we dress promotes a positive learning environment, encourages positive behavior, and increases a sense of school pride. Appropriate dress and grooming are considered a vital part of being a White City Elementary Wildcat. Administration reserves the final decision on dress code. Please notify the administration if you have any concerns regarding the dress code policy. The guidelines below should be considered when preparing for school each day:

	I <u>am</u> in dress code... 	I am <u>not</u> in dress code... 
Shirts	• Collared shirt • Short or long sleeve collared shirt • White City Spirit Shirts • WCE PE shirts	• T-shirts (Except White City t-shirt) • Shirt without collar • Tight fitting shirts • Shirts that show midriff
Bottoms	• pants or shorts • Jeans • Dresses at least fingertip length with a collar • Solid color or plaid jumpers over a collar shirt • WCE PE uniform shorts	• Jeans with hole/rips that expose skin above mid-thigh • Skirt or dress shorter than fingertip length
Shoes	• Shoes with closed toe and back strap • Sneakers and tennis shoes are recommended • Heels shorter than 1 inch	• Heels higher than 1 inch • Shoes with wheels • Sandals • Flip Flops • Crocs or Croc like shoes
Accessories	• One necklace, one bracelet, and/or one ring • Stud earrings with appropriate theme	• Temporary or permanent tattoos • Hats • Sunglasses • Bandanas
Sweatshirts Jackets	• Hoods must remain off the head unless temp below 40 degrees • White City sweatshirts can be worn any day.	• Hood may not be worn • School appropriate designs
Hair	• Natural hair color • Traditional cut	• No artificially colored hair

School Picture Day

School pictures require that all students remain in dress code attire. **Girls may wear dresses with a collar.**

The administration reserves the right to make all final decisions regarding dress code.

Compliance with the school dress code is required.

Non-compliance after being warned by the staff could result in a discipline referral.

(D1-dress code violation, see Code of Student Conduct)

Continued non-compliance will be considered a Level 2 offense.

(D2-defiance of authority/school policy, see Code of Student Conduct)

Continued non-compliance will be considered a Level 2 offense.

Codigo de Vestuario De White City Elementary 2024-2025

Que Visten Los Wildcats

En White City Elementary nos vestimos para el exito! Nuestro primer enfoque es en aprender, y la manera en que vestimos es importante para promover un ambiente positivo de aprendizaje ,alienta el comportamiento positivo, y aumenta un sentido de orgullo de la escuela. El aspecto y el vestuario adecuado se consideran una parte vital para ser un White City Elementary Wildcat. La administracion tendra la ultima decision sobre el codigo de vestimenta. Porfavor notifique a la administracion si tiene alguna pregunta con respecto a las normas del codigo del vestuario. Este guia acontinuacion debera considerarse cuando se prepare para la escuela cada dia:

	Si estoy en el codigo del vestuario... 	No estoy en el codigo del vestuario... 
Camisas	• Estilo Polo • Con cuello (Estilo Polo) • Manga corta o larga • WCE Uniforme de Educacion Fisica	• Camisetas (Solamente la camisa de White City) • Camisas Sin cuello • Camisas con dibujos • Camisas con diseños • Camisas ajustadas • Camisas que muestren parte del cuerpo.
Pantalones	• Jeans/ Cortos, largos • Faldas, vestidos, y pantalones cortos- solidos en color o plaid una pulgada debajo de la rodilla • Vestidos solido o plaid encima de blusa estilo polo • Cinturones deben ser usados con todos los pantalones largos y cortos y faldas que tengan los loops del cinturon.	• Pantalones rotos que expongan la piel arriba de la rodilla. • Faldas o vestidos arriba de la rodilla
Zapatos	• Zapatos cerrados y con una correa detras • Sneakers y zapatos de tennis son recomendados • Tacones no deben ser mas de una pulgada	• Tacones mas de una pulgada • Zapatos con ruedas • Sandalias sin una correa por detras • Chancletas • Crocs
Accesorios	• Una cadena, una pulsera, y/o un anillo solamente • Aretes que no sean grandes y cuelgen y con tema apropiado	• Tatuajes temporales o permanente • Sombreros o gorros • Lentes de sol • Maquillaje
Sueteres	• La gorra del sueter • Sera utilizada solo a temperature menor de 40 grados	• Sueteres con dibujos mas grandes que el bolsillo
Cabello	• Color natural • Cortes tradicionales	• No gorros

Dia de Retratos de Escuela
 Retratos de escuela requieren que todos los estudiantes vistan con ropa de codigo.
 La administracion reserva todo el derecho para la decision final sobre el codigo de vestimenta.
Cumplir con el codigo de vestuaje es requerido.
 No cumplir despues de ser avisado por el maestro puede resultar en medida disciplinaria.
 (D1-codigo vestuaje violacion, vea Codigo de Conducta de Estudiante)
 Continuo de no cumplir sera considerado Nivel 2 de ofensa.



Please tear/cut page 42 & 44, read, sign and return to school to
your child's teacher.

Por favor corte, lea, firme, y devuelva las pagina 43 & 44 a la
escuela.

Student-Parent-School Compact

to school goals for student achievement and success.

Please review with your child, sign and return to school.

As a White City Elementary School **student**, I promise to:

- attend school regularly,
- work hard to do my best in class with my schoolwork,
- help to keep White City Elementary safe,
- ask for help when I need it,
- cooperate with other students and all adults,
- show respect for myself, White City Elementary, and others,
- follow the ROAR expectations in school, on the bus, and on field trips, and
- follow the school dress code.

Student Signature _____

As a White City Elementary School **parent or other caring adult**, I promise to:

- support the guidelines in the Student Handbook,
- have high expectations for my child,
- help my child to attend school and be on time,
- show support by attending school functions,
- find a quiet place for schoolwork and make sure work is done,
- help my child learn to resolve conflict in positive ways,
- communicate and work with the teachers and staff at White City,
- support and challenge my child,
- read to or with my child every day, and
- ensure that my child follows the school dress code.

Adult Signature _____

As a White City Elementary School **staff member**, I promise to:

- show that I care about all students,
- design engaging, challenging, and satisfying work for students,
- have high expectations, for myself, students, and other staff,
- support extracurricular activities,
- provide a safe environment for learning,
- respect the cultural differences of students and their families,
- send a progress report home on a regular basis, and
- seek ways to involve families in the school program.

Staff Signature _____

Principal Signature _____

Estudiante-Padre-Escuela Compacto

Un compacto de padre y estudiante es una promesa entre los estudiantes y la escuela que los estudiantes van a realizar las metas de la escuela y van a tener buen éxito.

Por favor repasar con su hijo(a), firmar, y devolver a la escuela.

Como **estudiante** de White City Elementary, prometo:

- Asistir a la escuela diariamente,
- Hacer un buen trabajo en la escuela,
- Ayudar a mantener la escuela, White City Elementary, un lugar seguro,
- Pedir ayuda cuando la necesite,
- Cooperar con los adultos y compañeros de clases,
- Respetarme a mí mismo y a los demás en White City Elementary,
- Obedecer y seguir las aspiraciones de "ROAR,"
- Obedecer y seguir las reglas del autobús, y
- Obedecer y seguir el código vestuario de la escuela.

Firma del **estudiante** _____

Como **padre o encargado** de estudiantes de White City Elementary, prometo:

- Seguir el reglamento en el manual de estudiantes
- Tener grandes aspiraciones para niño,
- Ayudar a mi niño a asistir a tiempo a sus clases,
- Demostrarle respaldo asistiendo a las actividades escolares,
- Encontrar el lugar indicado para que complete sus tareas diariamente,
- Enseñar a mi niño a resolver sus conflictos positivamente,
- Estar en comunicación con maestros y facultad en White City Elementary,
- Respaldo a niño,
- Leer con mi niño diariamente, y
- Asegurar que mi niño sigue el código vestuario.

Firma del **padre o encargado** _____

Como **parte de facultad** de White City Elementary, prometo:

- Mostrar que me preocupa el bienestar de los estudiantes,
- Diseñar trabajo que es simpático y desafiante para los estudiantes,
- Comunicarme y trabajar junto a los padres para lograr unidad en la enseñanza,
- Respaldo las actividades extracurriculares,
- Proveer un ambiente de enseñanza seguro,
- Repetir la diferencia de culturas de los estudiantes y sus familias,
- Enviar a su casa un reporte del progreso de los estudiantes y sus familias,
- Buscar maneras para involucrar a los padres en el programa escolar.

Firma de **facultad** _____

Firma de **la principal** _____



Notice regarding the St. Lucie Public Schools Code of Student Conduct 2023-2024

In order to conserve resources, schools will not distribute paper copies of the Code of Student Conduct to every student. An electronic copy of the Code of Student Conduct can be found at www.stlucie.k12.fl.us/departments/student-services/. Parents/guardians may request a printed copy to be provided. To receive a printed copy of the Code of Student Conduct, please check the box below and return this form to your child's school. A copy will then be provided to your student.

The Code of Student Conduct has been adopted to help your son/daughter gain the greatest possible benefit from his/her education. Please read and discuss the Code of Student Conduct with your son/daughter.

FAILURE TO RETURN THIS ACKNOWLEDGEMENT FORM WILL NOT RELIEVE A STUDENT OR THE PARENT/ GUARDIAN OF THE RESPONSIBILITY FOR COMPLIANCE WITH THE CODE OF STUDENT CONDUCT OR ACCOUNTABILITY FOR LOSS OR DAMAGE TO SLPS PROPERTY.

Please check **only** if you require a printed copy of the 2023-2024 Code of Student Conduct. **One (1) copy per household will be provided.**

☐

Print Student Name	Student Signature	Date
Print Parent/Guardian Name	Parent Signature	Date