



Student Progression Plan

Middle School

| ~~2012--2013~~2013-2014

MICHAEL
LANNONGENELLE
YOST
Interim
Superintendent

Board of Education

Debbie Hawley
Chairman

Dr. Donna Mills
Vice Chairman

Kathryn Hensley

Carol A. Hilson

Troy Ingersoll

Formatted: Indent: First line: 0.33"

Legal Foundation of the Student Progression Plan

Section 1008.25, Florida Statutes, Student Progression

Current law requires that each school board establish a comprehensive program for student progression, which shall be based upon an evaluation of each pupil's performance, including how well the student masters the performance standards approved by the state board. The district program for student progression shall be based upon local goals and objectives, which are compatible with the state's plan for education.

1. It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science, and mathematics; that district school board policies facilitate such proficiency; and that each student and his or her parent be informed of that student's academic progress.

2. Each district school board shall establish a comprehensive program for student progression which must include:

- a. Standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State Board of Education.
- b. Specific levels of performance in reading, writing, science, and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the commissioner, below which a student must receive remediation, or be retained within an intensive program that is different from the previous year's program and that takes into account the student's learning style.
- c. Appropriate alternative placement for a student who has been retained 2 or more years.

The St. Lucie Public School District Student Progression Plan gives consideration to the best interest of individual students and complies with state statutes and State Board of Education directives. It is intended that the plan provide to school personnel, parents, students and interested citizens written information with regard to student advancement through the district school system.

As with all policy handbooks, periodic review and revision is undertaken in order to retain guidelines that are consistent with the intent of the Board and legislative actions.

**STUDENT PROGRESSION PLAN
Middle Grades**

TABLE OF CONTENTS

I. ADMISSION, PLACEMENT, TRANSFERS AND ATTENDANCE

A. Age Requirements.....7

B. Documentation for Admission.....7

C. Placement of Students.....8
 Interstate Compact on Educational Opportunity for Military Children
 Educational Records and Enrollment
 Assistance to Transitioning Students from Military Families
 Married and Unmarried Pregnant Students

D. Attendance.....9
 Compulsory School Attendance & Declaration of Intent to Terminate School Enrollment
 Official Attendance
 Enforcement of Attendance
 Parent/Guardian Responsibility
 Project Rock
 Attendance Codes, Excused, Unexcused Absences
 Reporting Attendance Cases to PST Committee
 Referral to CINS/FINS
 Habitual Truants Physician Authorization Requirement
 Non-Enrollment
 Tardy
 Early Pick-up
 Students with Documented Chronic/Serious Medical Conditions
 Students Covered Under the Rilya Wilson Act
 Student Withdrawal Prior to the End of the Year
 Compulsory Attendance and Home Education Programs
 Perfect/Commendable Attendance Recognition
 Withdrawal of Students for Non-Attendance

II. SPECIAL PROGRAMS

A. Foreign Exchange18

B. Homebound/Hospitalized.....18
 Criteria for Eligibility
 Procedures for Determining Eligibility Full-time
 Procedures for Determining Eligibility Intermittent

Dismissal from Homebound/Hospitalized Program
General Responsibilities for Homebound/Hospitalized Program

C. Digital Learning/Virtual Education.....21
Part-time Virtual Instruction
Full-time Virtual Instruction
Student Eligibility

III. CURRICULUM AND INSTRUCTION.....23
General Program Requirements
Homework

IV. GRADING AND REPORTING PROCEDURES.....25
Grading and Report Cards and Parent Portal
Uniform Grading Systems
Calculation of Middle & High School Grades
Grade Point Average Calculations
Pass (P) and Fail (F) Grades
Grading ESOL Students
Determination of Student Progress
State Uniform Transfer Grades 6-8
Withdrawals Prior to the End of the Year
Early Exams
Exam Exemptions
Make-up Work

V. PROMOTION, ACCELERATION AND RETENTION.....30
General Requirements
Promotion Requirements
Performance Indicators
Documentation of Evidence
Deficiency Reporting to Parents/Guardians or Adult Students
Secondary Assessment, Curriculum, and Instruction
Retention Parent Notification
Middle School Promotion and Course Requirements
Middle School Course Recovery
Alternatives to 8th Grade Retention
Acceleration/ACCEL
Eligibility Criteria for ACCEL Options
High School Credit Toward Graduation for Grades 6-8
Forgiveness Rule
Retention and Promotion of ESOL Students

VI. PROVISIONS FOR SPECIAL EDUCATION STUDENTS.....37

Promotion
Retention
~~Benchmark Testing~~ [Progress Monitoring Assessments](#)
Extended School Year
Determination of ESY Services
IEP Annual Goal Progress Reports
Graduation Options
End-of-Course Waiver Requirements
Placement of Transfer ESE Students

MIDDLE SCHOOL STUDENT PROGRESSION (GRADES 6-8)

I. ADMISSION, PLACEMENT, TRANSFERS AND ATTENDANCE**A. Age Requirements**

Florida law requires that all children who have attained the age of six (6) years or will have attained the age of six (6) years by February 1 of any school year or who are older than 6 years of age, but who have not yet attained the age of eighteen (18) years are required to attend school regularly during the entire school term. (F.S. 1003.21)

Regular attendance as required by statute may be fulfilled by:

- attendance in a public school supported by public funds;
- a parochial, religious, or denominational school;
- a private school supported in whole or in part by tuition charges, endowments, or gifts; or
- a home education program that meets the requirements of state statute. (F.S. 1003.01)

B. Documentation for Admission

The parents of students seeking admission to St. Lucie County schools must provide the following documentation:

Evidence of birth date; one of the following:

- birth certificate
- baptismal certificate showing the date of birth
- an insurance policy on the child's life, which has been in force for two or more years
- a bona fide contemporary Bible record of the child's birth accompanied by an affidavit sworn to by the parent
- a passport or certificate of arrival in the United States showing the age of the child
- a transcript of record of age shown in the child's school record of at least four (4) years prior to application stating date of birth
- or failing any of the above, an affidavit of age sworn to by the parent accompanied by a certificate of age signed by a public health officer or other designated licensed practicing physician that states that the child has been examined by the same and this individual believes that the age as stated in the affidavit is substantially correct. (F.S.1003.21)

Evidence of a recent physical examination, within one year of enrollment in school.

Certification of required immunization for poliomyelitis, diphtheria, rubella, rubeola, chicken pox/varicella, pertussis, mumps, tetanus, series of hepatitis B and other communicable diseases, as determined by rules of the Department of Health and Rehabilitative Services. (F.S. 1003.22)

Certificate of Immunization as described in (F.S. 1003.22) and School Board Policy 5.04. Evidence of recent physical examination as described in (F.S.1003.22) and School Board Policy 5.04.

(F.S. 232). States that student must report to the district at the time of initial registration any previous expulsions, arrest resulting in a charge or any juvenile justice action taken against the student.

C. Placement of Students

Interstate Compact on Educational Opportunity for Military Children- S. 1000.36, F. S.

The purpose of the Interstate Compact on Educational Opportunity for Military Children is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents.

Except as otherwise provided in Section C, this compact applies to the children of:

- Active-duty members of the uniformed services, including members of the National Guard and Reserve on active-duty orders pursuant to 10 U.S.C. ss. 1209 and 1211;
- Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of 1 year after medical discharge or retirement; and
- Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of 1 year after death.
- Specify that this interstate compact applies to local education agencies.

This compact does not apply to the children of:

- Inactive members of the National Guard and military reserves;
- Members of the uniformed services now retired, except as provided in Section A;
- Veterans of the uniformed services, except as provided in Section A; and
- Other United States Department of Defense personnel and other federal agency
- civilian and contract employees not defined as active-duty members of the uniformed services.

Educational Records and Enrollment

A child's official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parent a complete set of unofficial records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records by a school in the receiving state, that school shall enroll and appropriately place the student based on the information provided in the unofficial records pending verification by the official records, as quickly as possible.

When the student enrolls, the receiving school shall request the student's official education record from the school in the sending state. Upon receipt of the request, the school in the sending state shall process and furnish the official educational records to the school in the receiving state within 10 days or within such time as is reasonably determined under the rules adopted by the Interstate Commission.

Student will have 30 days from the date of enrollment to obtain any immunization required

by the receiving state. For a series of immunizations, initial vaccinations must be obtained within 30 days or within such time as is reasonably determined under the rules promulgated by the Interstate Commission.

Students will be allowed to continue their enrollment at grade level in the receiving state commensurate with their grade level, including kindergarten, from a local education agency in the sending state at the time of transition, regardless of age. A student who has satisfactorily completed the prerequisite grade level in the local education agency in the sending state is eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year in the receiving state shall enter the school in the receiving state on their validated level from an accredited school in the sending state.

Assistance to Transitioning Students from Military Families - 1003.05, F.S.

Dependent children of active duty military personnel who otherwise meet the eligibility criteria for special academic programs offered through public schools shall be given first preference for admission to such programs even if the program is being offered through a public school other than the school to which the student would generally be assigned. If such a program is offered through a public school other than the school to which the student would generally be assigned, the parent or guardian of the student must assume responsibility for transporting the student to that school. For purposes of this subsection, special academic programs include magnet schools, advanced studies programs, Advanced Placement, dual enrollment, Advanced International Certificate of Education, and International Baccalaureate.

Married and Unmarried Pregnant Students

Compulsory Attendance

- Married and unmarried pregnant student remain under the compulsory attendance law and are required to attend school.
- Students who are 16 years of age can voluntarily withdraw from school with the signed consent of the student and parent on the
- Intent to Terminate School Enrollment form. Students dropping out of school must also complete a Dropout Survey and Exit Interview with the school.

Teen Parent Program

- Pregnant students are eligible to attend the District's Teen Parent Program and/or attend the public school to which they are assigned.

D. 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 between 16 and 18 years of age is not subject to compulsory attendance if the student completes a formal declaration of intent to terminate school enrollment with the

district school board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and that the disenrollment will be reported to the Department of Safety and Motor Vehicles. The declaration of intent to terminate school enrollment must be signed by the student and the student's parent or legal guardian. The school must notify the parent or legal guardian of receipt of the student's declaration of intent to terminate school enrollment. A student who attains the age of 18 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age.

Official Attendance

Official daily attendance is recorded during the second class period for middle school students but is required for every period of instruction.

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, 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 condition, which makes attendance inadvisable, and the

student is not eligible for Hospital/Homebound 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)~~ [In-school Suspension](#)

O – Out of School Suspension

R – Project ROCK (not an absence) Students suspended out of school who attend Project ROCK can be coded as R for the dates the program verifies.

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

T – Excused Tardy

U- Unexcused Tardy

1 – Unexcused Tardy

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

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 excused and 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 Work Day
- Failure to provide an explanation
- of the absence to the school within 3 days of the student's return to school. Student Services staff can, after investigation advise the school to excuse absence documentation received after the expiration of the 3-day period. Physician explanations received after the 3- day period will also authorize the school to excuse the absence(s).
- Failure to provide a Physician's Authorization when required missing the school bus if the bus is less than 5 minutes early or less than 15 minutes late
- Immunization non-compliance
- Non-Attendance due to head lice that exceeds two days per incident and/or exceeds 2-days per semester; students who return to school with lice or nits and who are sent home the same day or who remain in the office /clinic will not be counted as in-attendance and will have the absence unexcused.
- 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 referral for CINS/FINS services

Referral to CINS/FINS (F.S. 984.12)

When students subject to compulsory attendance do not comply with attempts to enforce school attendance, the parent, Guardian, superintendent or designee may refer the case to the case staffing committee pursuant to F.S. 984.12. A Child In Need Of Services (CINS) is a child who has been found by the court to be a runaway, habitually truant, or ungovernable. School Staff will work with CINS/FINS staff and provide accurate attendance information according to school board policy.

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 tardinesses after which a statement explaining such absences and tardinesses 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 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 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 6 - 12 who are picked up or leave school prior to the end of the day are absent for any classes missed. The absence 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.

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~~ ^{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.

Formatted: Superscript

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 physician so that the student's health and reason for the absence can be verified. Students with documented chronic/serious medical conditions must follow the Physician Authorization Requirement contained herein in order for absences for medical reasons of three consecutive days or more to be excused once the student has accumulated 10 excused or 5 unexcused absences or is under Court jurisdiction for truancy. Examples of such conditions include:

- 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~~7th) excused absence from school. In addition, students covered under the Rilya Wilson Act will not be withdrawn from school without the written permission of United for Families.

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, in order 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 is in compliance with (F.S. 1002.41.)

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

If the parent of a child who has been found to 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.
- School has notified the parent in writing of the total number of unexcused absences and that the student is in danger of being withdrawn for non-attendance. This notification will also inform the parent that the student will lose their pending or current driving privilege as a result of the withdrawal.
- The Attendance Student Support Team or Problem Solving Team has made efforts to resolve the student's non-attendance.
- For secondary cases, a referral to CINS/FINS has been initiated when appropriate.

II. SPECIAL PROGRAMS**A. Foreign Exchange**

Any student who is from a foreign country and is sponsored by a foreign exchange visitor program may attend a St. Lucie County high school if the student: (School Board Policy 5.09)

- Agrees to attend two consecutive semesters;
- Is at least fifteen (15) years old but no more than seventeen (17) years old on the first day of school;
- Has sufficient knowledge of the English language to participate in high school classes;
- Has appropriate medical documentation as described in School Board Policy 5.04 (1) and (2);
- Has not received a degree or other certificate of completion from a high school;
- Obtains written approval of the principal;
- Agrees to follow the Student Progression Plan for the District;
- Agrees to adhere to all student assignment procedures of the District;
- Agrees that any participation in extracurricular activities will be governed by the rules of Florida High School Activities Association; and
- Agrees to abide by the Code of Student Conduct and all applicable practices and procedures of the district.
- Understands that they should not expect to earn a high school diploma from the St. Lucie Public Schools unless:
- They can produce an official stamped and sealed translated transcript that shows credits, and
- Have met all the graduation requirements of the State of Florida.

B. Homebound/Hospitalized

Definition of Homebound/Hospitalized Student

A Homebound/Hospitalized student is a student who has been medically diagnosed with a physical or psychiatric condition which is acute or catastrophic in nature, or a chronic illness, or a repeated intermittent illness due to a persisting medical problem(s) and which confines the student to the home or hospital, and restricts activities for an extended period of time. The annual medical diagnosis shall be by a licensed physician as defined in Chapters 458 and 459, Florida Statutes and is practicing in the State of Florida.

Criteria for Eligibility

A student, who is homebound or hospitalized, is eligible for specially designed instruction if ALL of the following criteria are met:

- Is expected to be absent from school due to a physical or psychiatric condition for at least fifteen (15) consecutive school days or the equivalent on a block schedule, or due to a chronic condition, for at least fifteen (15) school days or the equivalent on a block schedule, which need not run consecutively and;
- Is confined to the home or hospital and;
- Will be able to participate in and benefit from an instructional program and;
- Is under medical care for illness or injury which is acute, catastrophic, or chronic in nature and;
- Can receive instructional services without endangering the health and safety of the instructor or other students with whom the instructor may come in contact and;
- The student is enrolled in a public school in kindergarten through twelfth grade (K-12) or a Pre-K exceptional student, prior to the referral for Homebound/Hospitalized services. These referral forms are available through the District Exceptional Student Education Office or the Guidance Counselor at the student's assigned school and;
- A parent/guardian or primary care giver signs parental agreement concerning Homebound/Hospitalized policies and parental cooperation.

Procedures for Determining Eligibility Full-Time

The minimum evaluation to determine eligibility shall be an ANNUAL medical report from a licensed physician. This report shall include ALL of the following:

- A description of the disabling condition or diagnosis with any medical implications for instruction and;
- A statement by the treating doctor that the student is unable to attend school and;
- A description by the treating doctor of the plan of treatment and;
- Recommendations by the treating doctor regarding school re-entry and;
- An estimated duration of the condition or prognosis made by the treating doctor.

The completed Homebound/Hospitalized referral must be sent to the Homebound/Hospitalized Office.

An eligibility meeting is scheduled at the student's assigned school.

An IEP (individual education plan) is developed or revised prior to assignment to the Homebound/Hospitalized Program and to a school based program due to an acute, chronic, or intermittent condition.

The parent, guardian, or primary care giver must sign parental agreement concerning Homebound/Hospitalized policies and parental cooperation.

Procedures for Determining Eligibility Intermittent

The minimum evaluation to determine eligibility shall be an ANNUAL medical report from a licensed physician. This report shall include ALL of the following:

- A description of the disabling condition or diagnosis with any medical implications for instruction and;
- A statement by the treating doctor that the student is unable to attend school and;
- A description by the treating doctor of the plan of treatment and;
- Recommendations by the treating doctor regarding school full-time re-entry and;
- An estimated duration of the condition or prognosis made by the treating doctor and;
- A statement by the treating doctor indicating that the student could attend school with accommodations and/or;
- A statement by the treating doctor indicating that the student could attend partial days of school and/or;
- A statement by the treating doctor indicating that the student could attend school, but may require Homebound/Hospitalized services on an intermittent basis when the student's documented medical condition prevents them from attending school.

The completed Homebound/Hospitalized referral must be sent to the Homebound/Hospitalized Office.

An eligibility meeting is scheduled at the student's assigned school.

An IEP (individual education plan) is developed or revised prior to assignment to the Homebound/Hospitalized Program and to a school based program due to an acute, chronic, or intermittent condition.

The parent, guardian, or primary care giver must sign parental agreement concerning Homebound/Hospitalized policies and parental cooperation.

Dismissal from The Homebound/Hospitalized Program

Prior to returning to school the following must occur:

- A doctor's permission to return to school (Doctor's Release Form) must be

completed by the doctor. This form is available from the Homebound/Hospitalized Office or school guidance counselor.

- Parents/Guardians should call their child's assigned school to request a dismissal staffing five (5) days prior to the student's return to school.
- Parents must fax a copy of the Doctor's release to the ESE District Office Fax 772-429-3979.
- A dismissal or discontinuation staffing will be scheduled with the student's assigned school.

A student may also be dismissed from the Homebound/Hospitalized Program for any of the following reasons:

- Medical eligibility expires.
- The student is no longer confined to the hospital or home.
- Failure to keep scheduled appointments in which case an IEP meeting will be scheduled to include an ESE District Specialist from the Homebound/Hospitalized Program, teachers, parents, and student to discuss excessive absences or other matters that occur.
- Students enrolled in the Homebound/Hospitalized Program will be dismissed effective the last day of school.

General Responsibilities for the Homebound/Hospitalized Program

The parent/guardian or primary caregiver shall commit to the following:

- Ensure the student's activities are restricted to the home or hospital.
- Provide a quiet, clean, well ventilated setting where the teacher and student will work.
- Ensure that a responsible adult is present whenever a teacher is providing in-home instruction.
- Establish a schedule for student study between teacher visits.
- Have the student ready for homebound services at the scheduled time.
- Notify the homebound teacher immediately, but no later than two (2) hours prior to a scheduled instructional session, if the student is unable to keep the scheduled time.

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

C. Digital Learning s.1002.321/Virtual Instruction

St. Lucie School District provides multiple opportunities for student participation in full-time and part-time K - 12 virtual instruction.

Part-time Virtual Instruction

Students may request part-time instruction through on-line learning through FLVS.

Approval for courses is granted through the school guidance counselor if the course is an

appropriate course for the student and the course enrollment is in compliance with the St. Lucie School District Student Progression Plan. In order to receive part time virtual instruction, a student in grades K-5 must meet at least one of the eligibility criteria in s.1002.455 (2). Grades that are in progress do not transfer between traditional schools and virtual schools therefore, students progressing through a virtual class or a traditional class are encouraged to complete the course in order to earn the credit. The district will not be held accountable for dropped classes or failed classes that interfere with promotion.

Public school students receiving part-time instruction by the Florida Virtual School in courses requiring statewide end-of-course assessments must take all statewide assessments required pursuant to s.1008.22 (3) (c)2. All statewide assessments must be taken at the school that the student would be assigned through district assignment procedures.

Additional part time virtual instruction is provided through courses delivered in the traditional setting through direct instruction through virtual instruction or through blended courses consisting of both traditional classroom and online instructional techniques pursuant to s.1003.498.

Students enrolled in traditional schools requesting to take all of their classes on-line will be referred to determine eligibility for one of our available full-time virtual options.

Full-time Virtual Instruction

St. Lucie School District also operates a district operated virtual school, Mosaic Digital Academy, MDA under s.1002.45 (1) (b). MDA offers full-time instruction to eligible students in grades K -twelve. The school is staffed with local, highly qualified teachers providing a personalized learning environment.

In addition, there are two Virtual Instruction Providers available for full time virtual instruction for eligible students. Students may also enroll in The Florida Virtual School for full time instruction.

Parents will be provided with notification of the open enrollment periods for full-time virtual instruction which will be a minimum of 90 days and will end 30 days before the first day of school. Enrollment for these virtual school options is only permitted at the beginning of each semester.

Student Eligibility for K-12 Virtual Instruction: S.1002.455, FS.

Students are eligible to participate in virtual instruction if:

- The student spent the prior school year in attendance at a public school in the state and was enrolled and reported by the school district for funding during the October and February for purposes of the Florida Education Finance Program surveys.
- The student is a dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to this state from another state or foreign country pursuant to the permanent change of station order.

- The student was enrolled during the prior school year in a virtual instruction program under s.1002.415.or a full-time Florida Virtual School program under s.1002.37(8)(a).
 - The student is a sibling who is currently enrolled in a virtual instruction program and the sibling was enrolled in that program at the end of the prior school year.
 - The student is eligible to enter kindergarten or first grade or the student is eligible to enter grades 2-5 and is enrolled full-time in a school district virtual instruction program, virtual charter school, or the Florida Virtual School.

III. CURRICULUM AND INSTRUCTION

General Program Requirements (F.S. 1003.42)

(1) Each district school board shall provide all courses required for middle grades promotion, high school graduation, and appropriate instruction designed to ensure that students meet State Board of Education adopted standards in the following subject areas: reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.

(2) Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:

(a) The history and content of the Declaration of Independence, including national sovereignty, natural law, self-evident truth, equality of all persons, limited government, popular sovereignty, and inalienable rights of life, liberty, and property, and how they form the philosophical foundation of our government.

(b) The history, meaning, significance, and effect of the provisions of the Constitution of the United States and amendments thereto, with emphasis on each of the 10 amendments that make up the Bill of Rights and how the constitution provides the structure of our government.

(c) The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers.

(d) Flag education, including proper flag display and flag salute.

(e) The elements of civil government, including the primary functions of and interrelationships between the Federal Government, the state, and its counties, municipalities, school districts, and special districts.

(f) The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable, and shall be defined as the creation of a new nation based largely on the universal principles stated in the Declaration of Independence.

(g) The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history

of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

(h) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(i) The elementary principles of agriculture.

(j) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.

(k) Kindness to animals.

(l) The history of the state.

(m) The conservation of natural resources.

(n) Comprehensive health education that addresses concepts of community health; consumer health; environmental health; family life, including an awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy; mental and emotional health; injury prevention and safety; Internet safety; nutrition; personal health; prevention and control of disease; and substance use and abuse. The health education curriculum for students in grades 7 through 12 shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

(o) Such additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law.

(p) The study of Hispanic contributions to the United States.

(q) The study of women's contributions to the United States.

(r) The nature and importance of free enterprise to the United States economy.

(s) A character-development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature. Beginning in school year 2004-2005, the character-development program shall be required in kindergarten through grade 12. Each district school board shall develop or adopt a curriculum for the character-development program that shall be submitted to the department for approval. The character-development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

(t) In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veterans' Day and Memorial Day. Members of the

instructional staff are encouraged to use the assistance of local veterans when practicable.

Homework

Homework Assignments - (F.S.1001.41; F.S.1001.42,)

Each school shall have a written homework policy.

- Emphasizes homework as an integral part of the student’s total instructional program;
- Requires that homework assignments reinforce learning skills introduced during classroom instruction; and
- Assures that homework is not given in excessive amounts or for disciplinary reasons.

IV. Grading and Reporting Procedures

Grading and Report Cards

Report cards will be issued quarterly. It is the teacher’s responsibility to determine grades based on the following criteria:

- A minimum of nine (9) academic grades should be posted each nine weeks on a teacher’s grade book to apply toward a student’s grades in grades 1-12. Resource teachers in grades 1-5 should post a minimum of 5 grades per 9 weeks. If a teacher is using weighted grades, then there should be at least 3 grades in each weighted category. These grades should include homework, assessments, reports, laboratory activities, research papers, notebooks, portfolios, special projects and any special activities that relate to a content area. This would not include non- academic grades for example a grade for following dress code, returning a signed Code of Conduct and so forth. All grades should be determined on student academic achievement only.
NOTE: For students who transfer from outside the district the quarter grades will be determined by the transfer grade and process outlined in the section on transfer students in this document.
- Mastery of the course objectives that have been identified for each course in the state course description and are compatible to the Common Core/Next Generation Sunshine State Standards where applicable.
- Teacher evaluation based on mastery of performance standards and exit criteria.
- Parents will have internet-based access to their child’s records, including grades, through our district Parent Portal. Access is granted at the school site with appropriate identification.

Uniform Grading System

Students in grades 3-12 will be awarded letter grades to indicate student progress.

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

F	0-59	0	failure
I	0	0	Incomplete*
W	N/A	N/A	withdrawn Dual Enrollment

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

Calculation of Middle & High School Grades

Full Year

1st 9 weeks = 20%

2nd 9 weeks = 20%

Semester exam = 10%

3rd 9 weeks = 20%

4th 9 weeks = 20%

Semester exam = 10%

Semester 1 / Semester 2 Only

1st 9 weeks = 40%

2nd 9 weeks = 40% Semester exam = 20%

In courses with State End-Of-Course Exams, in the first year of implementation only, the grading algorithm will change in the second semester in alignment with F.S.

1008.22:

3rd 9 Weeks = 35%

4th 9 Weeks = 35%

Comprehensive State End-Of-Course Exam = 30%

~~In courses with State End-Of-Course Exams when passing the exam becomes a requirement for earning credit in the course (in 2011-2012 and beyond), If Algebra is taken in middle school, the student must pass the EOC assessment in order to earn high school credit. NO CREDIT will be earned in the first semester. Credit will be awarded for the first and second semesters of the course when the student passes the EOC exam or a state-determined equivalent assessment. Once an EOC counts for credit, the score will not be averaged in with the final grade. Therefore, the third and fourth quarter numeric grades will be averaged to determine the final exam grade. The semester grade calculation will return to the forty percent, forty percent, twenty percent process. Grades in these courses will be included in the calculation for the student's high school grade point average.~~

A student with a disability, as defined by s. 1007.02(2), for whom the individual education plan team determines that the end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for purposes of determining the student's course

grade and competing requirements for middle grades promotion.

Grade Point Average Calculations

Point Value: A = 4, B = 3, C = 2, D = 1, F = 0

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

Grade Point Average	Grade Given
3.51 - 4.0	A
2.51 - 3.50	B
1.51 - 2.50	C
.51 - 1.50	D
0 - .50	F

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

Pass (P) and Fail (F) Letter Grades

PASS (P) or FAIL (F) letter grades, for which equivalent numerical grade point average values and percent as those outlined in (F.S.1003.437) cannot be ascertained, will be omitted when calculating the cumulative grade point average of students for class ranking. However, a course with a letter grade of PASS (P) will be counted as credit for the purpose of determining credit requirements for grade classification, participation in interscholastic extracurricular activities, and graduation.

PASS (P) and FAIL (F) letter grades, with equivalent numerical grade point average values and percent as those outlined in (F.S. 1003.437), will be included when calculating the cumulative grade point average of students for participation in interscholastic extracurricular activities, class ranking, graduation, and determining credit requirements for grade classification.

Upon receipt of PASS (P) and FAIL (F) letter grades for an identified student, an identified staff member for the receiving school shall request in writing an interpretation of the letter grades from the sending school district(s).

Written correspondence between the receiving school's staff member and letter grades verification from the sending school district(s) will be placed in the identified student's cumulative folder for future reference.

Grading ESOL Students

All students must be graded according to grade level appropriate and equal to their peers. ESOL students should not be retained solely on the basis of their limited English proficiency.

Determination of Student Progress

Student progression in St. Lucie County Schools is based upon an evaluation of each

student's achievement in terms of appropriate instruction goals. The basis of making the determination should reflect teacher judgment based on a variety of formative and summative assessments. The primary responsibility for determining each student's level of performance and ability to function academically, at the next grade level is that of the classroom teacher, subject to review and approval of the principal.

~~The benchmark assessments Progress Monitoring Assessments -will be administered as common formative assessments three times per year (Baseline, Midyear, Predictive). Decisions regarding the application of the assessment results in grading will be determined at the school level by the Building Level Planning Team (BLPT). It is recommended that decisions for use are consistent by department, grade level, small learning communities, or school-wide.~~

State Uniform Transfer Grades 6-8

The purpose of this section is to establish uniform procedures relating to the acceptance of transfer work and courses for students entering Florida's public schools composed of middle grades 6, 7, and 8 from out of state or out of country. The procedures shall be as follows:

- Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation.
- If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in the following section.
- Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period.

Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined below.

- Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district student progression plan shall be used for validation purposes as determined by the teacher, principal, and parent:
 - Portfolio evaluation by the superintendent or designee;
 - Demonstrated performance in courses taken at other public or private accredited schools;
 - Demonstrated proficiencies on nationally-normed standardized subject area assessments;
 - Demonstrated proficiencies on the FCAT; or
 - Written review of the criteria utilized for a given subject provided by the former school.

Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined above if required.

Withdrawals Prior to the End of the Year

Students who leave school prior to the last two weeks of any semester will not be granted credit unless they 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 in order to receive course credit. Principals are authorized to make appropriate arrangements for the administration of examinations.

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

Early Exams

Examinations will not be given prior to the regularly scheduled time. Students who fail to take the scheduled final examinations for good and sufficient reasons may be allowed to take the examinations prior to the beginning of the next school term.

Transfer students may upon written request have their final exams to be mailed to the receiving school.

In exceptional cases, individual arrangements may be made by the principal within the current state regulations and School Board Policies.

Exam Exemptions

District school boards shall not allow schools to exempt students from academic performance requirements based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement. (F.S. 1003.33)

Make-Up Work**K- 12**

- Allowed for all absences, excused or unexcused.
- Student has 1 day to make up the work for each day absent, not including the day of return, unless the principal approves an extension due to unusual circumstances. Previously assigned work is due on the day the student returns to school.
- All work, regardless of the number of days absent, must be made up on or before grades are due in the final quarter of the school year.

- Students whose work is turned in after the end of the grading period for quarters one through three, will receive an “I” or incomplete. If the work is turned in on-time, the student will receive the grade for the work (see grade provisions for students in grades 9 -12 below).
- Incomplete grades become “F” or “0” if not replaced with the grade for the makeup work that was turned in on time.
- Students will take announced tests on first day of return to school. Student will be allowed 2-days to prepare for tests assigned during the absence.

6-8 Provisions

- Teacher will inform student/parent of work to be made up as specifically as plans will allow, but is not expected to develop special assignments.

V. PROMOTION, ACCELERATION AND -RETENTION

General 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 Limited English Proficient (LEP) and Exceptional Student Education (ESE). 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 in regard to grade placement is the responsibility of the principal.

Promotion Requirements K-8

The district must define specific levels of performance in reading, writing, science and mathematics for each grade level except kindergarten. These levels of performance (above, at, and below grade level) will be used to identify students who must receive remediation and may be retained. (F.S. 1008.25(2) (a)

Performance Indicators

The teacher must provide compelling, verifiable evidence when student performance

on appropriate grade-level assessments is not believed to be indicative of daily classroom performance.

Documentation of Evidence

Teachers will assess student performance based on assignments and classroom participation. A variety of assessment procedures will be used to determine mastery standards for promotional purposes. Teachers shall maintain adequate documentation and evidence of student work.

Teachers are encouraged to maintain a portfolio of students' daily assignments, writing journals, reading samples, classroom observation, etc., to document student performance.

A student portfolio contains a systematic collection of evidence used by the teacher to monitor the student's academic growth over a period of time.

Portfolio assessment shall be defined in terms of the following characteristics: ongoing; multidimensional, providing a variety of measures; student-centered; and authentic, requiring students to apply what they have learned.

Deficiency Reporting to Parents/Guardians or Adult Students

In addition to interim progress reports and report cards, parents must be notified in writing or by documented phone calls at any time during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course or grade assignments. The teacher must maintain all documentation of the parent contact for one year. The opportunity for a conference with the teacher or principal must be provided for the parents or guardians of any child or an adult student who may fail and/or be retained. For students with disabilities, parents will be notified of student's progress on Individual Educational Plan annual goals as well as receive reports of progress according to the same frequency as parents of non-disabled students.

Parents are to be notified annually in writing as to the progress of students toward achieving state and district expectations for proficiency in reading, writing, mathematics and science including the results on state assessment test. (F.S.1008.25)

Parents must be informed that the FCAT is not the sole determiner of promotion and that the following are considered as additional evaluations to determine if the child is reading at or above grade level: additional evaluations, portfolio reviews and other assessments.

A student's final report card for a school year shall contain a statement indicating end-of-the-year status regarding performance or nonperformance at grade level, acceptable or unacceptable behavior and attendance, and promotion or non-promotion.

Each district school board must annually publish in the local newspaper, and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year:

- The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion.
- By grade, the number and percentage of all students in grades 3-10 performing at Levels 1 and 2 on the reading portion of FCAT.
- By grade, the number and percentage of all students retained in grades 3-10.
- Information on the total number of students who were promoted for good cause.
- Any revisions to the district school board's policy on student retention and promotion from the prior year.

Secondary Assessment, Curriculum, and Instruction

St. Lucie County has developed a Comprehensive K-12 Reading Plan that has been implemented since the 2005-2006 school year. This plan addresses the instructional materials, assessments, and interventions for meeting the reading needs of all students. Additionally, this plan addresses the mandatory requirement that all students in grades 6-12, scoring at levels 1 or 2 on the Reading portion of the Florida Comprehensive Assessment Test (FCAT) be enrolled in an intensive reading course.

Students scoring Level 1 and Level 2 on the Florida Comprehensive Test (FCAT) mathematics subtest must receive remediation the following year.

Students entering the district without an FCAT score from the previous year may be required to take a remediation class if the student's transcript or other information from the previous school suggests that it may be the most appropriate placement (F.S. 1003.413 (e)).

Retention Parent Notification

The principal will establish procedures for notifying parents of a student who is not meeting promotion requirements. Parents of a student not making satisfactory progress should be notified throughout the year.

Middle School Promotion Requirements

Beginning with the 2009-10 school year and thereafter students in grades 6-8 will use the course system by semester instead of a yearlong point system for grading.

Students must pass each semester with a grade of "D" or higher in both semesters in the following core subject areas to be promoted to 9th grade:

- **Mathematics:** Three middle school or higher courses in mathematics. (Six Semesters)
Each middle school must offer at least one high school-level mathematics course for which students may earn high school credit.
 - Beginning with the 2011-12 school year, to earn high school credit for Algebra 1, a middle school student must pass the Algebra 1 EOC assessment. [The Algebra 1 EOC will count for 30% of the student's grade.](#)
 - Beginning with the 2012-13 school year, to earn high school credit for Geometry, a middle school student must ~~pass~~ [take](#) the Geometry EOC

- assessment. The Geometry EOC will count for 30% of the student's grade.
- **English:** Three middle school or higher courses. (Six Semesters) These courses shall emphasize literature, composition and technical text.
 - **Science:** Three middle school or higher courses. (Six Semesters)
 - Beginning with the 2012-13 school year, to earn high school credit for Biology 1, a middle school student must pass Biology 1 EOC Assessment.
 - **Social Studies** (Six Semesters), one of which must include the study of State and Federal Government and Civic education.
 - Beginning with students entering Grade 6 in the 2012-13 school year, one of these courses must be at least one semester of a civics education course that a student successfully completes in accordance with s.1008.22(3)(c)

Students who complete one of the required courses with a passing grade have met the successful completion requirements. In addition, the following options may be used as alternate documentation of successful completion of required courses:

- Student has successfully completed the course through a virtual school program or comparable computer-based program.
- Student has scored an acceptable level (3,4, or 5 in Reading, Math or Science, Algebra I Geometry, or Civics) on subject related FCAT or EOC.
- Student has completed the course through a summer or tutorial program.
- Student is a transfer student demonstrating mastery as outlined in Statute 6A-1.09942, State Uniform Transfer of Students in Middle Grades.
- Student has documented mastery of course requirements by receiving a grade of C or better on a final exam, semester exams, or an end-of-course exit exam.

Students completing eighth grade will be promoted to ninth grade following successful completion of the above requirements. Students will be retained in eighth grade if any of the above requirements are not met.

Formatted: Underline

If a student does not pass a required core semester class in sixth, seventh or eighth grade, and does not meet one of the alternate documentation methods, parents will be notified that the student will not be eligible for promotion to high school and will be retained in 8th grade unless the courses are successfully completed through repeating a course within the school day or credit recovery options.. Such notification must be provided at the end of each semester in which a student fails a core class.

If a sixth or seventh grade student fails multiple core classes and an attainable remediation plan cannot be developed, the student may be recommended to an alternative program or retained in grade level. The final decision regarding grade placement is the responsibility of the principal.

In Addition to the Four Core Subjects

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

- Students enrolled in grades 6-8 must have the equivalent of one class period per day of physical education for one semester of each year (225 minutes).
 - *PE Waiver*
Students in grade K-8 are eligible to waive the physical education requirement if they meet any of the following criteria:
 - The student is enrolled or required to enroll in a remedial course
 - The student's parent indicates in writing to the school that the parent requests the student be enrolled in another course from among the courses offered as options by the school district; or
 - The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement
- Students must complete one course with a career and education planning component, or one "career-themed" course. This research based class will assist students in identifying educational and career options as well as setting goals including an emphasis on entrepreneurship skills.
- course taken during 6th, 7th or 8th grade. The course may be taught by any member of the instructional staff; must include career exploration. The course must result in the completion of a personalized academic and career plan and emphasize technology or the application of technology in career fields.

Formatted: Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

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

Each student shall complete a personal education plan that must be signed by the student and the student's parent.

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

Modified Curriculum as per IEP.

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

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

Middle School Course Recovery

Students in grades 6-8 must validate mastery of the content standards in the failed courses through the following options:

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

Alternatives to 8th Grade Retention

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

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

The above promotion requirements for middle school students also apply to students with disabilities following Common Core State Standards and Next Generation Sunshine State Standards as appropriate for Special Diploma at the independent level.

Acceleration/ACCEL

The St. Lucie School District offers many opportunities to our students including academically Challenging Curriculum to Enhance Learning (ACCEL) options. (F.S. 1002.3105) We offer whole-grade and midyear promotion; subject-matter acceleration; virtual instruction in higher grade-level subjects; and the Credit Acceleration Program. ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12.

Eligibility Criteria for ACCEL Options

In order to participate in whole-grade promotion, mid-year promotion, subject-matter-acceleration; virtual instruction at higher grade levels, elementary age students must meet the highest levels of achievement in the appropriate grade level. Students eligible for whole

grade and/or mid-year promotion must score in the top 1% on all available standardized tests for their grade level and if there is an FCAT administered in their grade level, the student must score level fives in all areas. Students must also meet age requirements for kindergarten and grade one.

In secondary grades, students may accelerate in grade level only by subject area acceleration offered at the school site or through virtual education. Students must demonstrate excellence in requested subjects through grades, standardized tests and teacher recommendations. The student must also demonstrate the ability to balance the additional load and maintain a minimum of a 3.0 grade point average with no grades lower than a B.

All students requesting ACCEL options must also demonstrate satisfactory school attendance with no more than five unexcused absences per year. Teacher recommendations and counselor approval must consider grades, attendance, social maturity and behavior.

A parent seeking an ACCEL option for their child should contact the school principal. If a student is eligible to participate, the parent will sign a performance contract, related to the requested ACCEL option, executed by the student, the parent and the principal. (excludes subject area acceleration in grades 9-12.) If the principal initiates the student's participation in the ACCEL option, the contract is not required but may be used at the discretion of the principal. If a student fails to meet the conditions of the performance contract, they will be dismissed from the ACCEL option.

Notes:

Mid-year and Whole grade promotion options will only be considered for the beginning of each semester and will not be approved once the semester of instruction has started.

Promotion from middle school to high school requires passing score on Civics EOC

High School Credit Toward Graduation For Grades 6-8

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

ELIGIBILITY FOR ACCELERATED HIGH SCHOOL CREDIT MATH COURSES in MIDDLE SCHOOL:

Seventh Grade students who wish to take Algebra I Honors must have Sixth grade FCAT Math scores of upper quartile level 3, level 4, or level 5, AND must have grades of "A," "B," or "C" in both semesters of M/J Math I, AND must score 80% or higher on the district's Algebra screening assessment. Out of State transfer students without FCAT scores must have grades of "A," "B," or "C" in the prior Math course and must score 80% or higher on the district's Algebra screening assessment.

Eighth Grade students who wish to take Algebra I Honors must have Seventh grade FCAT Math scores of upper quartile level 3, level 4, or level 5, AND must have grades of "A," "B," or

"C" in both semesters of M/J Math II, AND must score 80% or higher on the district's Algebra screening assessment. Out of State transfer students without FCAT scores must meet have grades of "A," "B," or "C," in the prior Math course and must score 80% or higher on the district's Algebra screening assessment.

Eighth Grade students who wish to take Geometry I Honors must pass the Algebra I End of Course exam.

**** Forgiveness Rule** [Florida Statute § 1003.413 (3)(e)] - The forgiveness rule applies to a middle school student who has earned either a grade of C, D, or F in a **high school course** taken for high school credit. [Florida Statute § 1003.43 (5) (e); 1003.413 (3)(e);1003.428 (4)(d) (2007)]

- Students may repeat a course for forgiveness if a grade of C, D or F is earned in a high school course while in middle school.
- Required courses may be forgiven with a grade of "C" or higher, earned subsequently in the same or comparable course.
- A student who earns a D in the repeated attempt of the course will receive credit for the course but the original failing grade would not be forgiven.
- .

Note: Most colleges and universities calculate GPAs based on all courses attempted.

Students successfully completing Course #8400320 Medical Skills and Services as part of Health Science Exploratory Program may earn high school credit. Students who earn below a "C" must retake this course in high school to receive the credit.

High school honors courses offered at the 8th grade will receive equivalent points when calculating weighted GPA according to the criteria used in grades 9-12.

Retention and Promotion of ESOL Students

ESOL students should not be retained solely on the basis of their limited English proficiency.

Limited English Proficient (LEP) students with less than two years of English for Speakers of other Languages (ESOL) instruction can be promoted in third grade if they fail the FCAT for Good Cause Exemption.

VI. Provisions for Exceptional Education Students

Promotion

Students with disabilities who are following the Common Core State Standards/Next Generation Sunshine State Standards/Sunshine State Standards are expected to meet the same promotion requirements as their non-disabled peers at the appropriate grade levels (see General Education Requirements for Promotion).

Students with disabilities, who follow a modified curriculum, as determined by the IEP, must master the appropriate Common Core State Standards / Next generation Sunshine State

Standards for Special Diploma/Sunshine State Standards Access Points. The teacher(s) of record is responsible for the assessment, remediation, and documentation of mastery of the appropriate Standards Access Points.

Student progress from grade to grade will be based on achievement. A student may not be promoted based on age or other factors that constitute social promotion.

If the student has a disability, the IEP team must convene to review the following factors when determining whether promotion or retention is appropriate.

- successful completion of IEP goals and objectives
- chronological age
- grades earned in all courses
- attendance
- physical and social maturity
- alternate assessment
- need for extended school year

The school principal must confer with the student's IEP team, which must include the parent, to consider all of the factors above when determining whether promotion or retention is appropriate.

Students enrolled in one or more of the following programs as their only exceptionality (ies) must follow general education curriculum, with or without accommodations, and shall meet all of the promotional requirements for basic education.

- Gifted
- Speech Impairment
- Homebound/Hospitalized
- Visually Impaired

Retention

The principal will establish procedures for notifying parents of a student who is not meeting promotion requirements. Parents of a student with disabilities, who is not making satisfactory progress throughout the year, should be notified by convening the IEP team. The IEP should be reviewed to ensure that appropriate goals, special education services, and provisions for progress monitoring are in place to address the lack of expected progress. If a student is being considered for retention, the parents must be notified by the classroom teacher no later than the end of the third nine week period.

Benchmark Testing Progress Monitoring Assessments

For students with disabilities, the following applies as it relates to benchmark testing Progress Monitoring Assessments:

- Any student with a disability exempted from FCAT and alternately assessed will be exempted from the Progress Monitoring Assessments benchmark tests.
- Any student with a disability following a modified (not parallel) ESE curriculum in any setting, and participating in FCAT, will take the Progress

~~Monitoring Assessments benchmark tests.~~ The grade will not be averaged for a final grade. (Classes with 7 million course codes indicate a modified curriculum. Students with Individual Education Plans specifically indicating special diploma standards be taught in a general education setting may be considered in this category.)

- Any student with a disability participating in an ESE course with a general education course code will take the ~~Progress Monitoring Assessments benchmark tests and their grade will receive value added points according to the standard district criteria.~~
- Any student with a disability participating in the general education curriculum in the general education classroom will take the ~~Progress Monitoring Assessments benchmark tests. Their grade will receive value added points according to the standard district criteria.~~

Extended School Year

Extended school year is based on requirements of the Individuals with Disabilities Act (IDEA) and implementing regulations at 34CFR-300.309. Extended school year (ESY) services must be considered by the individual educational plan (IEP) or family support plan (FSP) teams (for children ages three through five years) as part of the provision of a free and appropriate public education (FAPE) for students with disabilities.

Extended school year services have been identified in case law as individualized instructional services beyond the regular 180-day school year for students with disabilities receiving special education services. ESY is defined in more detail at 34-CFR 300.309(b) as –special education and related services that (1) are provided to a child with a disability; (i) beyond the normal school year of the public agency; (ii) in accordance with the child’s IEP; and (iii) at no cost to the parent of the child; and (2) meet the standards of the State Education Agency (SEA).

Parental requests for ESY services must be considered. However, if the ESY services are requested by the parent but the IEP or FSP team does not see the provision of the requested ESY services as necessary for provision of FAPE, then a written informed notice of refusal must be provided.

Determination of ESY Services

Determination of the need for ESY services is an IEP or FSP team decision (for children ages three through five years) designed to ensure the provision of FAPE. The need for ESY services must be determined for every student with a disability (Pre-K – 12), every year. If need is demonstrated in the area of academic skills (or for Pre-K students, developmentally appropriate pre-academic skills), communication, independent functioning, and self-sufficiency, and/or social/emotional or behavioral skills, as they relate to critical life functions, special education or related services may be required. ESY is not intended to provide education beyond that which has been determined necessary by the IEP or family support plan team to ensure FAPE. In many cases, not all of the services specified in an individual student’s IEP or FSP for the 180-day school year need to be provided as part of ESY services. The IEP team will determine the services needed during

ESY and the goals and objectives that are to be addressed. The team will review the worksheet entitled:

Criteria that can be used to determine whether a student is eligible for ESY services include, but are not limited to:

- Regression/recoupment
- Critical point of instruction
- Emerging skills
- Nature or severity of disability
- Interfering behaviors
- Rate of progress
- Special circumstances (e.g., transition from school to work)

It is important that a variety of criteria or factors be considered in order to ensure provision of FAPE. For example, it would be inappropriate to rely on regression/recoupment data to make a determination of need for a Pre-K student, while discussion of interfering behaviors or emerging skills might be significant for that child.

The consideration of both formal and informal evaluations, as well as documentation of individual student performance, are valuable in assisting an IEP or family support plan team in determining need and extent of ESY services for a student.

Eligibility for ESY services and/or the duration of services cannot be limited based on the type or degree of disability. The fact that a student has made progress toward annual goals or has met annual goals during the school year also does not exclude a student from receiving ESY services.

*What Criteria are **INAPPROPRIATE** for Determining ESY Services?*

ESY services are required for those students with disabilities who require these services in order for FAPE to be provided. ESY is **NOT**:

- Child care
- Respite care
- Intended to maximize educational opportunity or potential growth
- Based on specific area of disability, level of service, or type of classroom placement
- One size fits all
- A longer school day

IEP Annual Goal Progress Reports

Annual Goal Progress Reports for individual education plan (IEP) annual goals and education plan (EP) goals must be provided to parents to communicate student progress toward annual goals. IEP progress reports must be provided at least as often as that of general education students in their assigned school or more frequently as identified by the IEP. This requirement is in addition to the academic progress reports and report cards (Rule 6A-6.03028). The minimum frequency for reporting progress for students with

disabilities is every 4 ½ weeks. The minimum frequency of reporting progress for students in the gifted program is every 9 weeks for grades K – 5, every 18 weeks for grades 6-8, and every 36 weeks for grades 9-12.

Graduation Options

A student may exit high school with either a Standard Diploma or Special Diploma Option 1 or Special Diploma Option 2. If a student does not fulfill criteria for a diploma, the student may exit with a Certificate of Completion. The selection of a diploma option must take place at an individual education plan (IEP) conference during the eighth grade or prior to the student turning fourteen years of age. Parents must be involved in the decision making process when selecting a diploma option. They must be informed about course/credit requirements for each diploma option and the postsecondary options available with each diploma.

Students with disabilities, who receive a certificate of completion, have until the end of the semester in which they turn 22 to meet the graduation requirements in order to receive their high school diploma from the high school they attended.

- The IEP committee shall document on the IEP developed during the student's eighth grade school year, or the IEP developed during the year prior to reaching age fourteen, whichever comes first, whether the student is pursuing a course of study toward a Standard or Special Diploma. This recommendation shall be reviewed annually.
- Nothing contained in this plan shall be construed to limit or restrict the right of a student with disabilities solely to a Special Diploma: Any student with disabilities shall be afforded the opportunity to fully meet all requirements of Section 1003.43, Florida Statutes, through the procedures established therein, and thereby qualify for a Standard Diploma as prescribed in Rule 6A-1.095, FAC, upon graduation. Parents of each student shall be notified through the IEP process of the diploma options available.

Students with disabilities working towards a standard diploma shall be required to pass the FCAT or earn the required concordant score on the ACT or SAT.

End-of-Course Waiver Requirements:

- Be identified as a student with a disability, as defined in s. 1007.02(2), F.S.
- Have an active individual educational plan
- Have taken the EOC assessment with appropriate allowable accommodations at least once
- Have demonstrated, as determined by the IEP team, achievement of the course standards.

The parent/adult student shall be notified of the IEP Team decision. ...

Placement of Transfer ESE Students

Individual education plans (IEPs) and educational plans (EPs) for transferring exceptional

students (State Board of Education Rule 6A-6.0334)

A student in an ESE program, who had an IEP or EP in effect in a previous Florida school district and transfers to St. Lucie County, will, in consultation with the parents, be provided a free and appropriate public education (FAPE). Services will be comparable to those described in the student's IEP or EP from the previous Florida school district until St. Lucie Public Schools either:

- Adopts the student's IEP or EP from the previous district; or
- Develops, adopts, and implements a new IEP or EP that meets the applicable requirements of Rules 6A-6.03011 through 6A-6.0361, F.A.C.

If a student in exceptional education has an IEP or EP that was in effect in a previous school district, in another state or United States Territory, transfers to St. Lucie County within the same school year, St. Lucie Public Schools will, in consultation with the parents, provide the student with FAPE (including services comparable to those described in the student's IEP or EP from the previous school district), until St. Lucie Public Schools:

- Conducts an initial evaluation pursuant to subsections 6A-6.0331(4) and (5), F.A.C., if determined necessary; and
- Develops, adopts, and implements a new IEP or EP that meets the applicable requirements of Rules 6A-6.03011 through 6A-6.0361, F.A.C.
- St. Lucie Public Schools is not required to obtain parental consent for the initial provision of services for transferring students in exceptional programs determined eligible for services in Florida under this rule.

To facilitate the transition of a transfer student with a disability, St. Lucie Public Schools will take reasonable steps to promptly obtain the student's records, including the IEP or EP and supporting documents and any other records relating to the provision of special education or related services to the student, from the previous school district in which the student was enrolled.