

**St. Lucie**

PUBLIC SCHOOLS



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# Student Progression Plan

## *Elementary School*

**2023-2024**  
**November 2023**

[www.stlucie.k12.fl.us](http://www.stlucie.k12.fl.us)

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**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

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Promotion

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Progress Monitoring Assessments

Extended School Year

Determination of ESY Services

IEP Annual Goal Progress Reports for Students in ESE Programs

Placement of Transfer ESE Students

## **ELEMENTARY SCHOOL STUDENT PROGRESSION (GRADES K-5)**

### **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 sixteen (16) 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)

Children who have attained the age of five (5) years on or before September 1 of the school year shall be eligible for admission to public kindergarten under the rules prescribed herein. Children who have attained the age of four (4) years on or before September 1 of a school year are eligible for admission to prekindergarten early intervention programs during that school year subject to availability and the rules prescribed by the St. Lucie County School Board.

Children with disabilities who have attained the age of three (3) years shall be eligible for admission to public special education programs and for related services under rules adopted by the School Board. (F.S. 1003.21)

An eligible exceptional student may be enrolled in one (1) or more of the following programs:

- Deaf or Hard-of-Hearing
- Speech Impairment
- Visual Impairment
- Language Impairment
- Developmental Delay
- Physically Impaired with Orthopedic Impairment
- Physically Impaired with Other Health Impairment
- Physically Impaired with Traumatic Brain Injury
- Autism Spectrum Disorder
- Specific Learning Disability
- Dual-Sensory Impairment
- Homebound or Hospitalized

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- Intellectual Disabilities
- Emotional/Behavioral Disabilities

***B. Documentation for Admission***

The parents of students seeking admission to St. Lucie Public 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, pertussis, mumps, tetanus, 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.

(F.S. 1006.07) Requires parents/guardian to note student referrals to mental health services upon initial registration.

***C. Placement of Students***

A child who has attained the age of six (6) years on or before September 1 of the school year shall be admitted to the first grade upon satisfactory completion of a kindergarten program in a public or non-public school. No child shall be admitted or promoted to first grade until such child has satisfactorily completed kindergarten or otherwise satisfies the criteria for admission.



Students entering St. Lucie Public Schools from schools in other Florida districts or from out-of-state schools shall be admitted to the grade level designated by the educational institution from which the student is transferring in accordance with a reciprocal agreement. If official records are not immediately available, the principal of the receiving school shall temporarily place the student according to the information available.

**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.

*Classroom Teacher Transfer Request Process:*

A parent requesting that his or her child be transferred to another classroom teacher must put the request in writing to the Principal. The request should include the reason for the transfer. This policy does not give a parent the right to choose a specific classroom teacher. Such requests will be considered, and the parent will receive notification of approval or denial within 2 weeks of receiving the written request. If the request for transfer is denied, the parent will be notified of the reason for the denial.

*Teacher teaching out-of-field Student Transfer Request Process:*

A parent whose child is assigned an out-of-field teacher may request that his or her child be transferred to an in-field classroom teacher within the school and grade in which the child is currently enrolled. The school must approve or deny the parent's request and transfer the student to a different classroom teacher within a reasonable period of time, not to exceed 2 weeks, if an in-field teacher for that course or grade level is employed by the school and the transfer does not violate maximum class size pursuant to s. 1003.03 and s. 1, Art. IX of the State Constitution. If the request for transfer is denied, the school will notify the parent and specify the

reasons for the denial. This provision does not provide the parent the right to choose a specific teacher.

### **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 5 days.

When transferring from other counties within Florida the parent will be requested to sign a 30-day exemption form at the school site in order for the student to be admitted to class until the Certificate of Immunization is sent to the school from the previous school district or presented to the school by the parent. Students who are experiencing homelessness and students who are known to the department, as defined in s. 39.0016, shall also be given a temporary exemption for 30 days school days.

Mandatory exclusion from school is required by Florida law after the expiration of the 30-day exemption and/or the immunization record is received, and the student is not in compliance with the Florida state required grade/age-appropriate immunizations.

A 30-day immunization exemption for immunizations cannot be given to students if they are:

- 1) enrolling in school for the first time (initial enterer).
- 2) transferring in from another state.
- 3) transferring in from another country.

These students must provide the school with an updated Immunization Record (DH 680 form) certifying compliance with the Florida Compulsory School Immunization Law in order to be admitted or allowed to attend school.

Students shall be exempt from the immunization requirement if they present to the school a valid DH Form 681 for religious exemption from immunizations.

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.

***D. Attendance***

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

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. Per State Board Rule students between the age of 16 and 18 must have extraordinary circumstances to be able to withdraw and take the GED. Students must follow a process to obtain a GED waiver. If the student is enrolled or has last been enrolled in St. Lucie Public Schools, the parent and student must complete the Florida Department of Education Exit Interview. The student should meet with the Graduation Coach or School Counselor to discuss school-based strategies to support the student with the extraordinary circumstances. If the student still believes dropping out of school and taking the GED is the best option, a waiver meeting for the parent and student will be scheduled with the school district representative, the Director of Alternative Education. For more information about this process, speak with your School Counselor.

The parent and student 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.

**Official Attendance**

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

### **Enforcement of Attendance (F.S. 1003.26)**

Parent is required to be Contacted

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

Means of Parent Contact

- Contact can be by phone, auto call system, mail, 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 Homebound/Hospitalized services.

### **Project ROCK**

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

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

### Attendance Codes

C – Clinic

E – Excused

G – Guidance

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

1 –Unexcused Tardy

**Excused Absences** - Absences are excused when a written explanation, including electronic correspondence is provided by the parent/guardian 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 students 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.

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- A student of an active duty military member may be excused from absences related to deployment activities as approved by the Principal.
- Take Your Son or Daughter to Work Day (Student must bring in a signed note from a parent, however SLPS as an employer does not participate in having employees bring their own child to work)

**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.
- 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.

### **Excused Absences for Treatment of Autism Spectrum Disorder (6A-1.09515 section 1003.21 (2)(b)2., FS)**

A student diagnosed with Autism Spectrum Disorder and who has an appointment, partial day or full day with a health care practitioner to receive generally recognized services such as applied behavioral analysis, speech therapy, and occupational therapy will have the absence excused when the school is provided the following documentation:

Written verification from the provider to include: date, time, contact information of the provider. Written verification must be provided within 3 school days in order for the absence to be excused.

The request for students to leave school should not interrupt core academic instruction, or to the least amount of time as possible. The parent request will be made to the principal in advance in order for permission to be granted. The parent will follow-up with the required documentation of the student attending the scheduled appointment.

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

**When:** Student has accumulated at least 5 unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences or absences for which the reasons are unknown, within 90 calendar days

**By Whom:** Teacher or any school staff with knowledge of the student's attendance  
Required Participants: School Social Worker or contracted caseworker; school attendance officer; parent shall be invited and encouraged to attend

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

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

- frequent communication between school and family
- mentoring
- counseling
- evaluation for alternative education program
- attendance contracts
- agency referral(s)
- other interventions, including but not limited to a Truancy Petition pursuant to (F.S. 984.151)

### **Students in Exceptional Student Education Programs**

In the case of a student eligible for an ESE program with excessive absences, an IEP Team meeting should be conducted in collaboration with appropriate members of the PST/Attendance Committee to determine if the absences are related to the student's disability. The meeting should be held when the 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 as is required for nondisabled students. Attendance data shall be reviewed and used as one indicator of a student's access to instruction.

If the IEP Team determines that the excessive absences are related to the student's disability, the IEP team must take appropriate action to ensure the provision of services to allow the student to access the general curriculum in the least restrictive environment.

### **Truancy Petition**

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

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

**School's Responsibility:**

- Partner with Student Services to prepare the Petition
- Provide Student Services will all verifications of notification to and conferences with the parent to inform and discuss attendance
- Copies of all parent and physician excuses and phone logs
- Verification that the recorded attendance is true and correct according to School Board policy

**Filing of Truancy Petitions:**

- Filed in Circuit Court in the 19<sup>th</sup> Judicial Circuit
- All supportive documentation becomes part of the Court file  
Parent(s) named in the Petition will receive a copy of the Petition when the Petition is served

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

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

**Homebound/Hospitalized**

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

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



**Physician Authorization Requirement (F.S. 1003.24) SICKNESS, INJURY, OR OTHER INSURMOUNTABLE CONDITION.**

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

Each district school board shall establish an attendance policy that includes, but is not limited to, the required number of days each school year that a student must be in attendance and the number of absences and tardies after which a statement explaining such absences and tardies must be on file at the school. Each school in the district must determine if an absence or tardy 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 to your schools assigned social worker no later than the third working day after the 10<sup>th</sup> 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 school social worker will attempt to contact the parent or guardian and will provide the school with the updated withdrawal code.
- The school must update the withdrawal code at any time during the school year that new information is obtained as to the reason the student did not enter.

### **Tardy**

A student is considered tardy if they are absent at the time attendance is taken provided the student is in attendance before the close of the day. Tardies will either be excused or unexcused. Acceptable documentation to excuse a tardy is the same as those under the Early Pick-Up Policy (see below) and for excused absences. Schools have the authority to develop a school-specific tardy response system, as approved by an administrative body comprised of representatives from varying district departments.

### **Early Pick-Up**

Students in grades K – 5 who are picked up from school prior to the end of the day will be marked as tardy for the day. The tardy will either be excused or unexcused. The tardy will be excused if the parent provides written documentation that the need to leave school early was for the same reasons that an absence from school would be excused. The parent's notation in the school's early pick-up log may suffice as meeting the requirement to provide written documentation if the notation is sufficient.

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. It is the parent's responsibility to provide documents from the treating physician verifying the student's chronic/serious medical condition. This documentation is required to be submitted each school year. 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 Communities Connected for Kids at the time of enrollment, will be reported to Communities Connected for Kids at the end of the business day on dates of school absences and/or upon the seventh (7<sup>th</sup>) excused absence from school. In addition, students covered under the Rilya Wilson Act will not be withdrawn from school without the written permission of Communities Connected for Kids.

### **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 Department of Student Services. The superintendent shall terminate the home education program and require the parent to enroll the child in an attendance option provided under (F.S. 1003.01), within 3 days. Failure of a parent or guardian to enroll a child in an attendance option after termination of a home education program shall constitute non-compliance with the compulsory attendance requirement and may result in criminal prosecution of the parent under (F.S. 1003.27). The Department of Student Services 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.

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- 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 Problem Solving Team or Attendance Committee has made efforts to resolve the student's non-attendance.
- For elementary cases, a truancy petition has been filed in the Circuit Court and the student continues to not attend.

**II. SPECIAL PROGRAMS**

***A. 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.

A physician licensed in Florida in accordance with Chapter 458 or 459, F.S., unless a report of medical examination from a physician licensed in another state is permitted in accordance with paragraph 6A6.0331(3), F.A.C., must certify that the student:

- Is expected to be absent from school due to a physical or psychiatric condition for at least fifteen (15) consecutive school days or 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 on the District ESE website, 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 Student Evaluation**

The minimum procedures for evaluation shall include the following:

- (a). A current medical report from a licensed physician, as defined in paragraph (2)(a) of this rule, describing the following:
  - The disabling condition or diagnosis with any medical implications for instruction,

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- A statement that the student is unable to attend school,
- The plan of treatment,
- Recommendations regarding school re-entry and other school-related activities; and,
- An estimated duration of the condition or prognosis

(b). The team determining eligibility may require additional evaluation data. This additional evaluation data must be obtained at no cost to the parent.

(c). A physical reexamination and medical report by a licensed physician or physicians, which may be requested by the administrator of exceptional student education or the administrator's designee on a more frequent basis than annually, may be required if the student is scheduled to attend school part of the day during a recuperative period of readjustment to a full school schedule. This physical reexamination and medical report shall be obtained at no cost to the parent.

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

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

Procedures for providing an individual educational plan (IEP) or individualized family support plan (IFSP). IEP or IFSP shall be developed or revised following determination of eligibility in accordance with this rule. A student may be assigned to both a homebound or hospitalized program and to a school-based program due to an acute, chronic, or intermittent condition as certified by a licensed physician, as specified in subparagraph (2)(a)1. of this rule. This decision shall be made by the IEP or IFSP team in accordance with the requirements of Rule 6A-6.03028 or 6A-6.03029, F.A.C.

### **Instructional services. The following settings and instructional modes, or a combination thereof, are appropriate methods for providing instruction to students determined eligible for these services:**

(a) Instruction in a home. The parent, guardian or primary caregiver shall provide a quiet, clean and well-ventilated setting where the teacher and student will work; ensure that a responsible adult is present; and establish a schedule for student study between teacher visits that takes into account the student's medical condition and the requirements of the student's coursework.

(b) Instruction in a hospital. The hospital administrator or designee shall provide appropriate space for the teacher and student to work and allow for the establishment of a schedule for student study between teacher visits.

(c) Instruction through virtual methods. When the IEP or IFSP team determines that instruction is by virtual methods, a meeting link shall be provided to the parent, for the designated instructional period. The parent shall ensure that the student is prepared to actively participate in learning.

(d) Instruction in other specified settings. The IEP or IFSP team may determine that instruction would be best delivered in a mutually agreed upon alternate setting other than the home, hospital or through telecommunications or electronic devices.

(e) Instruction in a school setting on a part-time basis may be appropriate as the student transitions back to the student's regular class schedule, if the IEP or IFSP team determines this meets the student's needs.

### **Dismissal from Homebound/Hospitalized**

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 District ESE 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 provide a copy of the Doctor's Release Form to the Student Services Office.
- A dismissal or discontinuation staffing will be scheduled with the student's assigned school.
- The IEP team address reevaluation prior to dismissal from the Homebound/Hospitalized Program.

### **General Responsibilities**

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 he/she returns to the assigned campus.

### ***B. Digital Learning/Virtual Education***

#### **Digital Learning s.1002.321**

St. Lucie School District provides multiple opportunities for student participation in full-time and part-time kindergarten through grade 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 Public Schools 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 school and virtual schools; therefore, students

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progressing through a traditional class or a virtual class are encouraged to complete the course in order to earn the credit. The district will not be held accountable for dropped or failed classes that interfere with a timely 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 attends.

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 Public Schools 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 - 12. 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.

### **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) (a) 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.

(b) All materials used to teach reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment, as part of the courses referenced in subsection (5), must be approved by the department.

(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.

(a) 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) 1. 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, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(8), and the prevention of anti-Semitism. Each school district must annually certify and provide evidence to the department, in a manner prescribed by the department, that the requirements of this paragraph are met. The department shall prepare and offer

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standards and curriculum for the instruction required by this paragraph are met. The department shall prepare and offer standards and curriculum for the instruction required by this paragraph are met. The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education's Task Force on Holocaust educational organizations to develop training for instructional personnel and grade-appropriate classroom resources to support the developed curriculum.

2. The second week in November shall be designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(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. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances. Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles enumerated in subsection (3) or the state academic standards. Each school district must annually certify and provide evidence to the department, in a manner prescribed by the department, that the requirements of this paragraph are met. The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education's African American History Task Force or from any state or nationally recognized African-American educational organizations. The department may contract with any state or nationally recognized African-American educational organizations to develop training for instructional personnel and grade-appropriate classroom resources to support the developed curriculum.. (i) The history of Asian Americans and Pacific Islanders, including the history of Japanese internment camps and the incarceration of Japanese-Americans during World War II; the immigration, citizenship, civil rights, identity, and culture of Asian Americans and Pacific Islanders; and the contributions of Asian Americans and Pacific Islanders to American society. Instructional materials shall include the contributions of Asian Americans and Pacific Islanders to American society.

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- (j) The elementary principles of agriculture.
- (k) The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind.
- (l) Kindness to animals.
- (m) The history of the state.
- (n) The conservation of natural resources.
- (o) Comprehensive age-appropriate and developmentally appropriate K-12 instruction on:

1. Health education that addresses concepts of community health, consumer health, environmental health, and family life, include:
  1. Injury prevention and safety.
  2. Internet safety.
  3. Nutrition.
  4. Personal health.
  5. Prevention and control of disease.
  6. Substance use and abuse.
  7. Prevention of child sexual abuse, exploitation, and human trafficking.
2. For students in grades 7 through 12, teen dating violence and abuse. This component must include, but not be limited to, the definition of dating violence and abuse, the warning signs of dating violence and abuse 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.
3. For students in grades 6 through 12, awareness of the benefits of sexual abstinence as the expected standard and the consequences of teenage pregnancy.
4. Life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including:
  - a. Self-awareness and self-management.
  - b. Responsible decision making.
  - c. Resiliency.
  - d. Relationship skills and conflict resolution.
  - e. Understanding and respecting other viewpoints and backgrounds.
  - f. For grades 9 through 12, developing leadership skills, interpersonal skills, organizational skills, and research skills; creating a resume, including a digital resume; exploring career pathways; using state career planning resources; developing and practicing the skills necessary for employment interviews; workplace ethics and workplace law; managing stress and expectations; and self-motivation.
5.
  - a. For students in grades 6 through 12, the social, emotional, and physical effects of social media. This component must include, but need not be limited to, the negative effects of social media on mental health, including addiction; the distribution of misinformation on social media; how social media manipulates behavior; the permanency of sharing materials online; how to maintain personal security and identify cyberbullying, predatory behavior, and human trafficking on the Internet; and how to report suspicious behavior encountered on the Internet.
  - b. The Department of Education shall make available online the instructional material being used pursuant to this subparagraph, and each district school board shall notify parents of its availability.

Health education and life skills instruction and materials may not contradict the principles enumerated in subsection (3).

- (p) 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.
- (q) The study of Hispanic contributions to the United States.
- (r) The study of women's contributions to the United States.
- (s) The nature and importance of free enterprise to the United States economy.
- (t) Civic and character education on the qualities and responsibilities of patriotism and citizenship, including kindness; respect for authority, life, liberty, and personal property; honesty charity; racial, ethnic, and religious tolerance; and cooperation and, for grades 11 and 12, voting using the uniform primary and general election ballot described in s. 101.151(9).
- (u) In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Medal of Honor Day, Veterans' Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans and Medal of Honor recipients when practicable.

The State Board of Education is encouraged to adopt standards and pursue assessment of the requirements of this subsection. Instructional programming that incorporates the values of the recipients of the Congressional Medal of Honor and that is offered as part of a social studies, English Language Arts, or other schoolwide character building and veteran awareness initiative meets the requirements of paragraph (u).

- (3) The Legislature acknowledges the fundamental truth that all persons are equal before the law and have inalienable rights. Accordingly, instruction and supporting materials on the topics enumerated in this section must be consistent with the following principles of individual freedom:
  - (a) No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex.
  - (b) No race is inherently superior to another race.
  - (c) No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability, or sex.
  - (d) Meritocracy or traits such as a hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.
  - (e) A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.
  - (f) A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions, in which he or she played no part, committed in the past by other members of the same race or sex.

Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the freedoms of persons have been infringed by sexism, slavery, racial oppression, racial segregation, and racial discrimination, including topics relating to the enactment and enforcement of laws resulting in sexism, racial oppression, racial segregation, and racial discrimination, including how recognition of these freedoms have overturned these unjust laws. However, classroom instruction and

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curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles of this subsection or state academic standards.

(4) The State Board of Education shall develop or adopt a curriculum to inspire future generations through motivating stories of American history that demonstrate important life skills and the principles of individual freedom that enabled persons to prosper even in the most difficult circumstances. This curriculum shall be known as “Stories of Inspiration” and made available to schools to implement the requirements of subsection (3).

(5) Any student whose parent makes written request to the school principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. Course descriptions for comprehensive health education shall not interfere with the local determination of appropriate curriculum which reflects local values and concerns. Each school district shall, on the district’s website homepage, notify parents of this right and the process to request an exemption. The home page must include a link for a student’s parent to access and review the instructional materials, as defined in s. 1006.29(2), used to teach the curriculum.

(6) Each school district must submit an implementation plan to the commissioner and post the plan on the school district’s website. The implementation plan must include all the following:

(a) The methods in which instruction will be delivered for each grade level.

(b) The professional qualification of the instructional personnel.

(c) A description of the instructional materials.

(7) The commissioner or the department must notify a school district if its implementation plan required under subsection (6), or a school district’s reported instruction, do not meet the requirements of subsection (2) or established rules. The school district has a minimum of 45 days after receipt of such notice to submit revisions to its implementation plan to the department.

(8) The State Board of Education may initiate any of the actions under 1008.32(4) if a school district fails to comply with the requirements of subsection (2) or established rules.

### **Disability History and Awareness Weeks**

The first two weeks of October are Disability History and Awareness Weeks. Section 1003.4205, Florida Statutes, entitled *Disability History and Awareness Instruction*, was signed into law in 2008. It requires school districts to designate the first two weeks of October as Disability History and Awareness Weeks and promotes providing instruction for students in all public schools to expand student knowledge, understanding, and awareness of individuals with disabilities, disability history, and the disability rights movement.

### **Pledge of Allegiance**

In order for a student to be excused from participation in reciting the pledge a written request from a parent must be submitted to the Principal. Upon receipt of this request, the student will be excused from reciting the pledge, including standing and placing the right hand over his or her heart. When the pledge is given, unexcused students must show full respect to the flag by standing at attention, men removing the headdress, except when such headdress is worn for religious purposes. S.1003.44

### **Moment of Silence**

Each first-period classroom teacher in grades K-12 will set aside at least one minute, but no more than 2 minutes, daily for a moment of silence, during which students may not interfere with other students' participation. Suggestions may not be made as to the nature of any reflection that the student may engage in during the moment of silence.

### **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.

### **Instructional Continuity Plan**

SLPS developed and implemented an Instructional Continuity Plan (ICP) for the 2020-2021 school year due to the unique educational challenges presented with Covid-19 and related emergency orders. The ICP outlines implementation of the MySchool On-line remote learning option which provides daily face-to-face remote instruction for students not returning to traditional brick and mortar but remaining enrolled at their assigned school center. This plan is not active for the current school year, however, can be activated when necessary.

## **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, with the exception of science and social studies in grades 3-5.
- For teachers in Science and Social Studies in grades 3-5, a minimum of 5 academic grades should be posted each nine weeks.
- 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.*

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- Mastery of the course objectives that have been identified for each course in the state course description and are compatible to the Florida Standards and the Next Generation Sunshine State Standards where applicable.
- Teacher evaluation based on mastery of performance standards and exit criteria.

### Uniform Grading System

In grades K-2, the indicators are:

- 4 (Above Standard)
- 3 (At Standard)
- 2 (Approaching Standard)
- 1 (Below Standard)
- 0 (Not Attempted)

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

<b>Grade</b>	<b>Percent</b>	<b>Grade Point Average</b>	<b>Definition</b>
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
WP	N/A	N/A	withdrawn when passing virtual class
WF	N/A	N/A	withdrawn when failing virtual class

*\*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.*

### Grading Students with Disabilities - Grades K-5.

All teachers, regardless of a student's exceptionality, must assign grades utilizing the same report card as general education students.

The following statements apply to grading students with disabilities who are accessing the NGSSS/BEST Standards whose IEP indicates that the student does not meet exemption criteria from state and district tests:

- Grades are to reflect the student's academic progress based on the NGSSS/BEST with the use of accommodations for the grade level/course in which the student is enrolled.
- The grade must not be based upon the student's IEP goals, effort or conduct.

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- The grade must provide, for both students and parents, a clear indication of each student's academic performance as compared with norms which would be appropriate for the grade or subject, with appropriate accommodations if indicated on the IEP or section 504 plan.
- No student with disabilities shall be denied the opportunity to earn above average grades because of the provision of accommodations that were deemed appropriate by an IEP/Section 504 team.
- Receiving appropriate accommodations does not ensure average/above average grades.
- Specific information regarding a student's progress toward mastery of IEP goals must be provided to the parent four times a year, concurrent with the issuance of report cards.

The following statements apply to grading students with significant cognitive disabilities who are accessing the NGSSS/BEST Access Points and whose IEP states that the student meets exemption criteria from the statewide standardized assessment and state and district tests:

- Grades are to reflect the student's academic progress on the NGSSS/BEST Access Points.
- The grade must not be based upon the student's effort or conduct.
- The grade must provide, for both students and parents, a clear indication of each student's academic performance.
- Specific information regarding a student's progress toward mastery of IEP goals must be provided to the parent four times a year, concurrent with issuance of report cards.

### **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.

### **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.
- 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.



**K-5 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.
- Graded at full credit.

**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.

**Grade 3 Promotion Considerations**

Mandatory retention is necessary for third grade students who score Level I on the state ELA assessment unless they qualify for Good Cause exemption.

\*For retained third grade students transferring into the District, an individual records review will be conducted if sufficient evidence exists to support an assessment for mid-year promotion.

**Grade 3 Promotion Considerations**

**Promotion Requirements K-5**

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

Decisions about whether it is in the best interest of a child to repeat a grade solely for academic reasons must be determined at the local level by the school's principal, after a careful review of the student's academic record, with input from the parents, the student, teachers and school leaders. Only academic performance, or provisions in a student's

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Individualized Education Program (IEP), can be considered when discussing a child repeating a grade.

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

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

other objective data

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

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

### **Assessment and Support**

Each student must participate in the statewide, standardized assessment program required under s. 1008.22 and the coordinated screening and progress monitoring system required under subsection (9). Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment; the statewide, standardized Mathematics assessment; or the Algebra I EOC assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance.

(b) A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following plans:

1. A federally required student plan such as an individual education plan;
2. A schoolwide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and Mathematics assessments may be exempted from participation by the principal; or
3. An individualized progress monitoring plan.

(c) A student who has a substantial reading deficiency as determined in paragraph (5)(a) or a substantial mathematics deficiency as determined in paragraph (6)(a) must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary. The individualized progress monitoring plan shall include, at a minimum:

1. The student's specific, identified reading or mathematics skill deficiency.
2. Goals and benchmarks for student growth in reading or mathematics.

3. A description of the specific measures that will be used to evaluate and monitor the student's reading or mathematics progress.
4. For a substantial reading deficiency, the specific evidence-based literacy instruction grounded in the science of reading which the student will receive.
5. Strategies, resources, and materials that will be provided to the student's parent to support the student to make reading or mathematics progress.
6. Any additional services the student's teacher deems available and appropriate to accelerate the student's reading or mathematics skill development.

### **Reading Deficiency and Parental Notification (1008.25)**

Any student in Kindergarten through grade 3 who exhibits a substantial deficiency in reading or the characteristics of dyslexia based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency or the characteristics of dyslexia to address his or her specific deficiency or dyslexia.

The reading intervention programs must do the following:

- a. Provide explicit, direct instruction that is systematic, sequential, and cumulative in language development, phonological awareness, phonics, fluency, vocabulary, and comprehension, as applicable.
- b. Provide daily targeted small group reading interventions based on student need in phonological awareness, phonics, including decoding and encoding, sight words, vocabulary, or comprehension.
- c. Be implemented during regular school hours.

A school may not wait for a student to receive a failing grade at the end of a grading period or wait until a plan is developed to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. In addition, a school may not wait until an evaluation conducted pursuant to s. 1003.57 is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under chapter 490 which demonstrates that the student has been diagnosed with dyslexia. Such interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional.

A student's reading proficiency must be monitored and the Intensive Interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment. The State Board of Education shall identify by rule guidelines for determining whether a student in kindergarten through grade 3 has a substantial deficiency in reading.

A Voluntary Prekindergarten Education Program student who exhibits a substantial deficiency in early literacy skills based upon the results of the administration of the final coordinated screening and progress monitoring shall be referred to the local school district and may be eligible to receive instruction in early literacy skills before participating in kindergarten. A student with an individual education plan who has been retained and has demonstrated a substantial deficiency in early literacy skills must receive instruction in early literacy skills.

To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required under s. 1008.22 for grade 3. If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the statewide, standardized assessment required under s. 1008.22 for grade 3, the student must be retained.

The parent of any student who exhibits a substantial deficiency in reading, as described in paragraph (a), must be notified in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading.
2. A description of the current services that are provided to the child.
3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
5. Strategies, including multisensory strategies and programming, through a read-at-home plan the parent can use in helping his or her child succeed in reading. The read-at-home plan must provide access to the resources.
6. That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
7. The district's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.
8. The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.
9. Information about the student's eligibility for the New Worlds Reading Initiative under s. 1003.485 and the New Worlds Scholarship Accounts under s. 1002.411 and information on parent training modules and other reading engagement resources available through the initiative.

After initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement. Upon the request of a parent, resources meeting the requirements of the read-at-home plan developed by the state must be provided to the parent in hardcopy format.

### **Mathematics Deficiency and Parental Notification (1008.25)**

Any student in kindergarten through grade 4 who exhibits a substantial deficiency in mathematics or the characteristics of dyscalculia based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must:

1. Immediately following the identification of the mathematics deficiency, be provided systematic and explicit mathematics instruction to address his or her specific deficiencies through either:
  - a. Daily targeted small group mathematics intervention based on student need; or
  - b. Supplemental, evidence-based mathematics interventions before or after school, or both, delivered by a highly qualified teacher of mathematics or a trained tutor.
2. The performance of a student receiving mathematics instruction must be monitored, and instruction must be adjusted based on the student's need.
3. The department shall provide a list of state examined and approved mathematics intervention programs, curricula, and high-quality supplemental materials that may be used to improve a student's mathematics deficiencies. In addition, the department shall work, at a minimum, with the Florida Center for Mathematics and Science Education Research established in s. 1004.86 to disseminate information to school districts and teachers on effective evidence-based explicit mathematics instructional practices, strategies, and interventions.
4. A school may not wait for a student to receive a failing grade at the end of a grading period or wait until a plan is developed to identify the student as having a substantial mathematics deficiency and initiate intensive mathematics interventions. In addition, a school may not wait until an evaluation conducted pursuant to s. 1003.57 is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under chapter 490 which demonstrates that the student has been diagnosed with dyscalculia. Such interventions must be initiated upon receipt of the documentation and based on the student's specific areas of difficulty as identified by the licensed professional.
5. The mathematics proficiency of a student receiving additional mathematics supports must be monitored and the intensive interventions must continue until the student demonstrates grade level proficiency in a manner determined by the district, which may include achieving a Level 3 on the statewide, standardized Mathematics assessment. The State Board of Education shall identify by rule guidelines for determining whether a student in kindergarten through grade 4 has a substantial deficiency in mathematics.

A Voluntary Prekindergarten Education Program student who exhibits a substantial deficiency in early math skills based upon the results of the administration of the final coordinated screening and progress monitoring shall be referred to the local school district and may be eligible to receive intensive mathematics interventions before participating in kindergarten.

The parent of a student who exhibits a substantial deficiency in mathematics must be notified in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in mathematics, including a description and explanation, in terms understandable to the

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parent, of the exact nature of the student's difficulty in learning and lack of achievement in mathematics.

2. A description of the current services that are provided to the child.
3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of mathematics deficiency.
4. Strategies, including multisensory strategies and programming, through a home-based plan the parent can use in helping his or her child succeed in mathematics. The home-based plan must provide access to the resources identified.

After the initial notification, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement. Upon the request of a parent, resources meeting the requirements of the math-at-home plan developed by the state must be provided to the parent in hardcopy format.

### **Requirement for Promotion to Grade 4**

To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required under s. 1008.22, F.S., for grade 3. If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the grade 3 statewide, standardized English Language Arts assessment required under s. 1008.22, F.S., the student must be retained.

The district school board may only exempt students from mandatory retention for good cause.

### **Good Cause Exemptions**

1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States
2. Students with disabilities whose individual educational plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of s. 1008.212, F.S.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education (i.e.- iReady)
4. A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English Language Arts assessment.
5. Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an individual educational plan or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for more than two years but still demonstrates a deficiency and was previously retained in prekindergarten, kindergarten, grade 1, grade 2 or grade 3.
6. Students who have received intensive reading intervention for two or more years but

still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2 or grade 3 for a total of two years. A student may not be retained more than once in grade 3.

### **Services for Students Retained in Grade 3**

Students retained in grade 3 must be provided with a highly effective teacher as determined by the teacher's performance evaluation under s. 1012.34, F.S., and the teacher must also be certified or endorsed in reading. These students must also be provided intensive reading interventions that are grounded in the science of reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include:

1. Evidence-based, explicit, systematic and multisensory reading instruction grounded in the science of reading, in phonemic awareness, phonics, fluency, vocabulary, comprehension and other strategies prescribed by the school district;
2. Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies above that place rigor and grade-level learning at the forefront; and
3. A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional and intervention strategies above. This instruction may include:
  - a. Coordinated integration of content-rich texts in science and civic literacy within the 90-minute block;
  - b. Targeted small group instruction;
  - c. Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice and more opportunities for error correction and feedback;
  - d. Reduced teacher-student ratios;
  - e. More frequent progress monitoring of the reading skills of each student throughout the school year and adjustment of instruction according to student need;
  - f. Tutoring or mentoring;
  - g. Transition classes containing 3<sup>rd</sup> and 4<sup>th</sup> grade students;
  - h. Extended school day, week or year; and
  - i. Before or after school, or both, supplemental evidence-based reading interventions grounded in the science of reading delivered by a teacher who is certified or endorsed in reading and is rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S.

### **Services for Students Promoted to Grade 4 with a Good Cause Exemption**

A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention grounded in the science of reading that includes specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of explicit, systematic and multisensory reading instruction and intervention

strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties.

### **Intensive Reading Acceleration Course**

1. Each school district shall establish at each school, when applicable, an intensive reading acceleration course for any student retained in grade 3 who was previously retained in kindergarten, grade 1 or grade 2. The intensive reading acceleration course must provide the following: Uninterrupted reading instruction grounded in the science of reading for the majority of student contact time each day and opportunities to master the grade 4 state academic standards in other core subject areas through content-rich texts.
2. Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice and more opportunities for error correction and feedback.
3. Targeted small group instruction.
4. Reduced teacher-student ratios.
5. The use of explicit, systematic and multisensory reading interventions grounded in the science of reading, including intensive language, phonics and vocabulary instruction, and use of a speech-language therapist, if necessary, that have proven results in accelerating student reading achievement within the same school year.
6. A read-at-home plan.

### **Physical Education**

Students in grades K-5 are required 150 minutes of weekly Physical Education (PE).

#### *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

### **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.



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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 (IEP) 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)

It is a right of the parent and student to be notified immediately of a K-3 student who exhibits a reading deficiency with a description, understandable to the parent, of the exact nature of the difficulty. The parent then must be informed that the student will be given intensive reading instruction until the deficiency is corrected. The parent must also be told that if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for Good Cause.

Parents must be informed that the identified state assessment 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.

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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 below proficiency on the state ELA assessment.
- 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.

### **Retention Parent Notification**

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

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

### **Alternatives to Retention**

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

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

### **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 state assessment for Good Cause Exemption.

### **Acceleration/ACCEL**

The St. Lucie Public 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 a state assessment 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.*

### **VI. Provisions for Students Eligible for Section 504**

A student is eligible for accommodations under Section 504 of the Rehabilitation Act of 1973 if the student is determined to have a physical or mental impairment that substantially limits one or more major life activities of such student. [Section 504 of the Rehabilitation Act of 1973, 34 C. F. R. Part 104]

A student meets the requirement of being regarded as having impairment by establishing that the student has been subjected to a prohibited act because of an actual or perceived physical or mental impairment, if the impairment limits or is perceived to limit a major life activity. This provision shall not apply to a student's impairments that are transitory and minor. A transitory impairment has an actual or expected duration of six months or less. A Problem-Solving Team must meet as necessary to determine if an otherwise qualified student's mental and/or physical impairment substantially limits one or more of the student's major life activities.

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. Major life activities also include the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

In deciding eligibility, the Problem-Solving Team will consider information from a variety of sources, including medical documentation, behavioral observations, checklists, classroom tests, teacher recommendations and/or reports, current grades and trends, academic history, standardized test reports, and other relevant information.

The Problem-Solving Team determines accommodations to be included on the Section 504 Accommodation Plan to ensure an equal opportunity to master the general education content requirements.

### **Students who Transfer with Section 504 Accommodation Plans**

A transferring student with an active Section 504 Accommodation Plan is a student who was previously enrolled in any other school with an active Section 504 Accommodation Plan, and who is enrolling in a Florida school district. Upon notification that a transferring student has an active Section 504 Accommodation Plan, the receiving school must review and revise, as necessary, the existing active Plan and supporting documentation. Until that review is complete, the receiving school must implement the student's current Section 504 Accommodation Plan to the maximum extent reasonable in the current placement. If, following the receiving school's review, it is determined that the Section 504 Accommodation Plan is not appropriate; the school must evaluate the student consistent with Section 504 procedures, and develop and implement an appropriate Section 504 Accommodation Plan.

## **VII. Provisions for Exceptional Education Students**

### **Promotion**

Students with disabilities who are following the Florida Standards/ Next Generation 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 Florida Standards/Next Generation Sunshine State Standards Access Points for Standard Diploma. The teacher(s) of record is responsible for the assessment, remediation, and documentation of mastery of Standards for Access Points. Students with disabilities will participate in the Florida Standards Alternate Assessment (FSAA) in grades 3-5.

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.

**The established policy on student promotion is the same for students with disabilities as it is for nondisabled students. The IEP team does not have the authority to make promotion or retention decisions. The IEP team does have the obligation to convene and review the students' progress, to make recommendations to address the needs of the student, and to collaborate with the principal. The parent must be invited to the IEP team meeting and the team should review all relevant data including but not limited to:**

- 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

### **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.

### **Progress Monitoring Assessments**

For students with disabilities, the following applies as it relates to progress monitoring assessments:

Any student with a disability scheduled with a general education course code will participate in general education progress monitoring.

Any student with a disability scheduled with an Access Point course code will participate in alternate progress monitoring.

### **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. 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 progress monitoring data, 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 for Students in ESE Programs**

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 9 weeks. The minimum frequency of reporting progress for students in the gifted program is every 9 weeks for grades K – 5.

**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 Public Schools 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 with a disability and has an IEP 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

## 2023-2024 St. Lucie Public Schools

parents, provide the student with FAPE (including services comparable to those described in the student's IEP 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 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.

If a student in exceptional education has an 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 EP from the previous school district), until St. Lucie Public Schools adopts and implements a Florida EP that meets the requirement of Rule 6A -030191, F.A.C.

Students who transfer with gifted eligibility from another state are eligible to continue to receive gifted services in Florida public schools and **may not be required to meet Florida gifted eligibility criteria.**

The St. Lucie Public School district is not required to obtain parental consent for the initial provision of services for a transferring gifted student determined eligible under this rule. A gifted plan could include documentation from the previous school district in another state that the student was determined eligible for gifted services in accordance with the applicable requirements of that state and was receiving gifted services.

To facilitate the transition of a transfer exceptional education student, 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.



**Board Members**

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

**Superintendent**

Dr. Jon R. Prince

**NOTICE OF NON-DISCRIMINATION AND SECTION 504 COMPLIANCE**

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

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

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

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

Non-Discrimination Policy Inquiries and Complaints by Employees and Applicants for Employment:

Rafael Sanchez, Executive Director of Human Resources  
9461 Brandywine Lane, Port St. Lucie, FL 34986  
Office: (772) 429-7508, Fax: (772) 429-7501, E-mail: EMP-GRV@stlucieschools.org

Inquiries and Complaints under SECTION 504 OF THE REHABILITATION ACT OF 1973 should be directed to the School Board's Section 504 Compliance Officer, the Executive Director of Student Services, contact information listed above.

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

Dr. Adrian Ocampo, Executive Director of Assessment and Accountability  
Equity Coordinator  
9461 Brandywine Lane, Port St. Lucie, FL 34986  
Office: (772) 429-5538 E-mail: Adrian.Ocampo@stlucieschools.org