



Student Progression Plan

Middle School

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DRAFT

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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
Middle Grades**

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MIDDLE SCHOOL STUDENT PROGRESSION (GRADES 6-8)

I. ADMISSION, PLACEMENT, TRANSFERS AND ATTENDANCE

A. Age Requirements

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

Regular attendance as required by statute may be fulfilled by:

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

B. Documentation for Admission

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

Evidence of birth date; one of the following:

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

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

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

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

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

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

C. Placement of Students

Interstate Compact on Educational Opportunity for Military Children 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.

Married and Unmarried Pregnant Students

Compulsory Attendance

- Married and unmarried pregnant students remain under the compulsory attendance law and are required to attend school.

Teen Parent Program

- Pregnant students are eligible to attend the District’s Teen Parent Program and/or attend the public school to which they are assigned. Students and parents can contact their school counselor for more information.

D. Attendance

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

Pursuant to Section (F.S. 1003.21), all children who are either six years of age or who will be six years old by February 1, or who are older than six years of age but who have not attained the age of 18 years, must attend school regularly during the entire school term. A student between 16 and 18 years of age is not subject to compulsory attendance. Per State Board Rule 6A-6.0201, students between the age of 16 and 18 must have extraordinary circumstances to be able to withdraw and take the general education diploma (GED) program. Students must follow a process to obtain a GED waiver. If the student is enrolled or was last enrolled in St. Lucie Public Schools, the parent and student

must complete the Florida Department of Education Exit Interview with school personnel. The student and parent must meet with the school counselor to discuss school-based strategies to support the student with the extraordinary circumstances. If the student still believes dropping out of school 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.

Attendance by Class Period

Attendance is recorded during each class period for middle school students. To be considered present students must attend the majority of their scheduled classes each day.

Enforcement of Attendance (F.S. 1003.26)

Parent is required to be contacted after each unexcused absence or absence 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 the Department of 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 the Department of Student Services with documentation of efforts to resolve the truancy.

Parent/Guardian Responsibility

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

- The student missed school with the permission of the principal.
- The student cannot attend due to the financial inability of the parent to provide necessary clothes for the child and this inability is reported in writing to the Department of Student Services or as soon as the inability is determined. Not

reporting the financial inability to the Department of Student Services does enable the school district to pursue all interventions, including filing a truancy petition in the Circuit Court. The inability to provide clothes must be substantiated by the Department of Student Services.

- The student does not attend due to sickness, injury, or other insurmountable condition, which makes attendance inadvisable, and the student is not eligible for Hospital/Homebound services.

Project ROCK

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

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

Attendance Codes

C – Clinic

E – Excused

G – Guidance

I – BIC (not an absence)

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*, is including electronic correspondence 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 student's family's faith
- Subpoena or forced absence by any law enforcement agency to fulfill civic duties; a copy of the subpoena or court summons is required
- Major disaster that justifies the absence that has been approved by the principal
- Head lice: maximum of 2 days per incident and a maximum of 2 incidents per semester

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- Missing the school bus if the bus is more than 5 minutes early or more than 15 minutes late or is not able to make the route
- Other planned absences approved in advance by the principal
- Vacation travel or family outing/activity where the student has accumulated fewer than 10 excused or 5 unexcused absences. The principal can excuse vacation travel that exceeds the threshold after considering the student's attendance history, academic performance, mastery of the curriculum, and reason for the travel. Absences for this reason cannot exceed 5-days annually. Schools have the authority to withdraw students whose absences for this reason exceed this provision using withdrawal for non-attendance procedures described herein.
- Physician referral for Hospital/Homebound Services absences should be excused from the date the physician's referral for Hospital/Homebound is received. Should the student not be found eligible for Hospital/Homebound services, absences occurring after the determination will be excused or unexcused based on the above policies.
- A student of an active duty military member may be excused from absences related to deployment activities as approved by the principal.
- 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. Department of Student Services staff can, after investigation advise the school to excuse the 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 must include: date, time, contact information of the provider. Written verification must be provided within 3 school days of the student's return to school in order for the absence to be excused.

The request for students to leave school should not interrupt core academic instruction, or for 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 counselor, school Social Worker or contracted caseworker; 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
- consideration for an alternative education program
- attendance contracts
- agency referral(s)
- other interventions, including but not limited to a referral for CINS/FINS services

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

When students subject to compulsory attendance do not comply with attempts to enforce school attendance, the parent/guardian, superintendent, or designee may refer the case to the case staffing committee pursuant to F.S. 984.12. Children in Need of Services/Families in Need of Services (FINS) (CINS/FINS) if a child has been found by the court to be a

runaway, habitually truant, or ungovernable. School staff will work with CINS/FINS staff and provide accurate attendance information according to school board policy.

Habitual Truants (F.S. 1003.27)

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

Homebound/Hospitalized

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

- Parents of students who are confined to the home will provide the homebound teacher with a written explanation of the reason for absence (only needed for absence *not* related to the medical condition) 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 (only needed for absence *not* related to the medical condition) 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 an 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. Students receiving services under the Homebound/Hospitalized Program may also be exempt from the physician's authorization requirement.

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 school's assigned social worker no later than the third working day after the 10th day. The list shall contain the student's full name, name of the parent or guardian, and an account of efforts to contact the parent, including phone numbers called.
- The 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 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 6 – 12 who are picked up or leave school prior to the end of the day are absent for any classes missed. The absence will be excused if the parent provides written documentation that the need to leave school early was for the same reasons that an absence from school would be excused. The parent's notation in the school's early pick-up log may suffice as meeting the requirement to provide written documentation if the notation is sufficient.

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

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 (CC Kids) at the time of enrollment, will be reported to CC Kids at the end of the business day on dates of school absences and/or upon the seventh (7th) excused absence from school. In addition, students covered under the Rilya Wilson Act will not be withdrawn from school without the written permission of 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.

Home Education Students and Elective Courses on Campus

Home education students may take an elective course on a school campus only if it is required to participate in an extra-curricular program such as marching band. If the course is part of a Magnet program, home education students are not permitted to enroll unless zoned for the school through that attendance zone.

Perfect/Commendable Attendance Recognition Schools are authorized to develop perfect/commendable attendance policies.

Withdrawal of Students for Non-Attendance

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

- Student meets the legal criteria by the State of Florida to be classified as an habitual truant
- School has notified the parent of each unexcused absence according to policy and the child continues to not attend.
- School has notified the parent in writing of the total number of unexcused absences and that the student is in danger of being withdrawn for non-attendance. This notification will also inform the parent that the student will lose their pending or current driving privilege as a result of the withdrawal.
- The Problem-Solving Team/Attendance Committee has made efforts to resolve the student's non-attendance.
- For secondary cases, a referral to CINS/FINS has been initiated when appropriate.

II. SPECIAL PROGRAMS

A. Foreign Exchange

Any student who is from a foreign country and is sponsored by a foreign exchange visitor program may attend a St. Lucie County high school if the student: (School Board Policy 5114)

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

B. Homebound/Hospitalized

Definition of Homebound/Hospitalized Student

A Homebound/Hospitalized student is a student who has been medically diagnosed with a physical or psychiatric condition which is acute or catastrophic in nature, or a chronic

illness, or a repeated intermittent illness due to a persisting medical problem(s) and which confines the student to the home or hospital and restricts activities for an extended period of time.

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)(e), 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 School 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,
- 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 Program

Prior to returning to school the following must occur:

- A doctor's permission to return to school (Doctor's Release Form) must be completed by the doctor. This form is available from the Homebound/Hospitalized Office or school 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 to the Department of Student Services.

- A dismissal or discontinuation staffing will be scheduled with the student's assigned school.
- The IEP team will address reevaluation prior to dismissal from the Homebound/ Hospitalized Program.

General Responsibilities for the Homebound/Hospitalized Program

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

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

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

C. Digital Learning Sec.1002.321, F.S./Virtual Instruction

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

Part-time Virtual Instruction

Students may request part-time instruction through on-line learning through Mosaic Digital Academy or FLVS. Approval for courses is granted through the school counselor if the course is an appropriate course for the student and the course enrollment is in compliance with the St. Lucie School District Student Progression Plan. In order to receive part time virtual instruction, a student must meet at least one of the eligibility criteria in Sec.1002.455 (2), F.S. Grades that are in progress do not transfer between traditional schools and virtual schools therefore, students progressing through a virtual class or a traditional class are encouraged to complete the course in order to earn a passing grade or the credit. The district will not be held accountable for dropped classes or failed classes that interfere with promotion.

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

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

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 operates a full-time virtual school, Mosaic Digital Academy, (MDA) under Sec.1002.45 (1) (b)F.S. 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, full-time virtual instruction is also available through Florida Virtual School for eligible students. Students should see their school counselor to discuss options.

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

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

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 Sec.1002.37(8)(a)F.S.
- 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.

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

(g) 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 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 American of the African diaspora 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.

(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:

a. Injury prevention and safety.

b. Internet safety.

c. Nutrition.

d. Personal health.

e. Prevention and control of disease.

f. Substance use and abuse.

g. 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.

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). (t) 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 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 student's 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, SB2330)

Each school shall have a written homework policy.

- Homework should be a properly planned part of the curriculum, extending and reinforcing the learning experience of the school.
- Homework should help students learn by providing practice in the mastery of skills, experience in data gathering, and integration of knowledge, and an opportunity to remediate learning problems.
- Homework should help develop the student's sense of responsibility by providing an opportunity for the exercise of independent work and judgment.
- The number, frequency, and degree of difficulty of homework assignments should be based on the ability and needs of the student and take into account other activities which make a legitimate claim on the student's time.
- As a valid educational tool, homework should be assigned with clear direction and its product carefully evaluated.

- The schools should recognize the role of parents by suggesting ways in which parents can assist the school in helping a student carry out assigned responsibilities.
- Homework should always serve a valid learning purpose; it should never be used as a punitive measure.

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. Please see the Instructional Continuity Plan for details. This plan is not active for the current 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. Resource teachers in grades 1-5 should post a minimum of 5 grades per 9 weeks. If a teacher is using weighted grades, then there should be at least 3 grades in each weighted category. These grades should include homework, assessments, reports, laboratory activities, research papers, notebooks, portfolios, special projects and any special activities that relate to a content area. This would not include non- academic grades for example a grade for following dress code, returning a signed Code of Conduct and so forth. All grades should be determined on student academic achievement only.

NOTE: For students who transfer from outside the district, the quarter grades will be determined by the transfer grade and process outlined in the section on transfer students in this document.

- Mastery of the course objectives that have been identified for each course in the state course description and are compatible to the Florida Standards/Next Generation Sunshine State Standards where applicable.
- Teacher evaluation based on mastery of performance standards and exit criteria.
- Parents will have internet-based access to their child’s records, including grades, through our district Parent Portal. Access is granted at the school site with appropriate identification.

Uniform Grading System

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

Grade	Percent	Grade Point Average	Definition
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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 school
WF	N/A	N/A	withdrawn when failing virtual school

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

Calculation of Middle & High School Grades

Full Year

1st 9 weeks = 40%

2nd 9 weeks = 40%

Semester exam = 20%

Total First Semester

Grade = 100%

3rd 9 weeks = 40%

4th 9 weeks = 40%

Semester exam = 20%

Total Second Semester

Grade = 100%

Semester 1 / Semester 2 Only

1st 9 weeks = 40%

2nd 9 weeks = 40%

Semester exam = 20%

In courses with State End-Of-Course Exams, the grading algorithm will change in alignment with F.S. 1008.22:

Full Year

1st 9 weeks = 35%

2nd 9 weeks = 35%

Comprehensive State End-of-Course Exam = 30%

Total First Semester Grade = 100% *

3rd 9 Weeks = 35%

4th 9 Weeks = 35%

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Comprehensive State End-Of-Course Exam = 30%

Total Second Semester Grade = 100%

Semester 1 / Semester 2 Only

1st 9 weeks = 35%

2nd 9 weeks = 35%

Comprehensive State End-of-Course Exam = 30%

* No credit or grade will be earned in the first semester in courses with End-of-Course State Exams until scores are received at applied for 30% of the grade.

For the 2014-15 school year, students enrolled in Algebra 1, Geometry and Algebra II will take a new End-of-Course State Exam. Due to a mandated state validation study, scores will be delayed until the fall of 2015. Therefore, grades will be calculated without the inclusion of the EOC for 30% of the final grade on the report card. Semester grades will be calculated by averaging quarter grades as 50% each. Upon arrival, the End-of-Course (EOC) exam scores will be calculated as 30% of the final semester 1 and semester 2 grades only if the resulting calculation benefits students' final grades.

Students enrolled in Biology, Civics and US History will have the State End-of-Course Exam scores calculated as 30% of the final grade in accordance with the above algorithm.

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

The end-of-course exam and the consideration of the waiver for the EOC applies to students with disabilities taking a general education course or Access Point course.

Grade Point Average Calculations

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

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

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

If a student receives two report card academic grades of “F” in a semester of a course, the semester average is automatically determined as an “F” except in EOC courses.

Pass (P) and Fail (F) Letter Grades

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

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

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

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

Grading Students with Disabilities- Grades 6-8

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/FS 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/FS 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.
- 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/FS 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/FS 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 the issuance of report

Grading ESOL Students

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

Determination of Student Progress

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

Progress Monitoring Assessments will be administered throughout the year. Progress monitoring is required for students in Access courses as well.

State Uniform Transfer Grades 6-8

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

- Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school’s accreditation.
- If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of

courses shall be validated through performance during the first grading period as outlined in the following section.

- Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period.

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

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

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

Withdrawals Prior to the End of the Year

Students who leave school prior to the last two weeks of any semester will not be granted credit unless they enroll in another school and complete the course requirements, including examinations if appropriate.

Students who are required to leave school during the last two weeks of the year must show evidence that the withdrawal is mandatory and must complete final examinations in order to receive course credit. Principals are authorized to make appropriate arrangements for the administration of examinations.

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

Early Exams

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

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

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

Exam Exemptions

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

Make-Up Work

K- 12

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

6-8 Provisions

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

V. PROMOTION, ACCELERATION AND RETENTION

General Requirements

The purpose of the instructional program in the schools of St. Lucie County is to provide appropriate instructional and selected services to enable students to perform at or above their grade level academically. Promotion, however, is based primarily on student achievement and is not automatic. A student may not be promoted based on age or other factors that constitute social promotion. (F.S.1008.25)

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

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

- Summer School
- Extended Day or Year

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

Promotion Requirements K-8

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

Performance Indicators

The teacher must provide compelling, verifiable evidence when student performance on appropriate grade-level assessments is not believed to be indicative of daily classroom performance.

Documentation of Evidence

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

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

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

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

Deficiency Reporting to Parents/Guardians or Adult Students

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

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

Parents must be informed that the 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.

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

- The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion.
- By grade, the number and percentage of all students in grades 3-10 performing at Levels 1 and 2 or identified levels as determined by the state on the ELA portion of the state 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.

Drop-out Prevention and Academic Intervention Plan for Students

To start in the summer of 2024, middle school students served in dropout prevention and academic intervention programs must retain their right to earn the number and type of courses required for promotion to high school. All dropout prevention and academic intervention programs will coordinate with appropriate agencies and other school programs that provide services to participating students.

An exceptional student referred for enrollment in a dropout prevention and academic intervention program must have an individual educational plan (IEP) review prior to enrollment. This requirement does not apply to students served in county or municipal jail programs and Department of Juvenile Justice detention or residential programs.

Limited English proficient students, meeting the eligibility criteria for individual dropout prevention and academic intervention program categories, must be considered for enrollment in the appropriate dropout prevention and academic intervention program based on student needs. Limited English language proficiency must not be used as a criterion for enrollment.

At least five (5) days before a student initially receives services under, drop out prevention and academic intervention program, the student's parent or guardian must be notified of the assignment or service in accordance with 1003.53(5), F.S. After the initial notice, notice must be provided annually. The only exception to this rule is the parent or guardian of a student in a county or municipal jail program and Department of Juvenile Justice detention and residential programs do not need to be notified prior to enrolling. Notification must be in the parent's primary language or another mode of communication commonly used by the parent unless not feasible pursuant to Rule 6A-6.0908, F.A.C.

Records of students participating in dropout prevention and academic intervention programs must contain the following:

1. The students' dropout prevention and academic intervention program category.
2. Students' entry and exit dates in the dropout prevention and academic intervention program.
3. Documentation of the eligibility of each student and any required interventions that is dated prior to each enrollment in a dropout prevention and academic intervention program. Eligibility for multi-year programs must be documented annually.
4. Number of instructional periods or hours of participation.
5. Evaluation of each student's academic and behavioral progress.
6. Annual written documentation of parent notification and evidence of involvement in the enrollment decision.

For each student in a dropout prevention and academic intervention program, an individual academic intervention plan must be developed no more than thirty (30) calendar days after a student's entry into the program. An ESE student's academic intervention plan must be consistent with the student's IEP. At a minimum, the plan must include:

1. Measurable objectives, strategies, supports and related services that support the program's goals to improve academic achievement, attendance and discipline, as appropriate; and
2. Transition goals to support the next educational placement or postsecondary options.

Credit Recovery Course Procedures:

Credit Recovery course procedures must meet the following criteria:

1. Require that students enrolled in a Credit Recovery course must have previously

- attempted a corresponding non-credit recovery course;
2. Require that students enrolled in a Credit Recovery course meet end-of-course assessment requirements pursuant to Section 1003.4282, F.S.;
 3. Credit Recovery courses are not bound by the hour requirements contained in Section 1003.436(1)(a), F.S.
 4. Provide for accommodations required by IEPs, Section 504 plans or English Language Learner plans, if applicable to the student;
 5. Credit recovery courses will be delivered through a computer-based program and courses will be aligned to the state standards. Students may also recover credits through virtual instruction programs or live face-to-face classes.
 6. Students must complete 100% of the coursework in credit recovery courses, and will earn the “actual” grade reported from the credit recovery platform. Middle school students can only receive grade forgiveness if they have taken a high school level course while in middle school and earned a C or below. Students must earn a 70% or higher in the recovery course to earn grade forgiveness. There are specific high school level core courses that FLDOE refers to as “Credit Recovery” courses. These course numbers earn the core credit as well as the associated elective credit and can be used for grade forgiveness in the course originally taken.

Note: NCAA determines whether to approve non-traditional core subjects including credit recovery, online courses, and independent study. Additionally, credit recovery courses do not receive any credit in the Bright Futures Scholarship Program.

Secondary Assessment, Curriculum, and Instruction

St. Lucie Public Schools has developed a Comprehensive Evidence Based Reading Plan. This plan addresses the instructional materials, assessments, and interventions for meeting the reading needs of all students.

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.

Students entering the district without a state assessment score from the previous year may be required to take a remediation class if the student’s transcript or other information from the previous school suggests that it may be the most appropriate placement.

Retention Parent Notification

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

Middle School Membership Requirements

For students to derive the maximum benefit from educational opportunities available in the district's middle school program, it is intended to be a program of full-time enrollment and attendance. While enrolled in the district, middle school students shall be enrolled and in attendance on a full-time basis, taking seven courses throughout the academic year. Maximum course enrollment shall not exceed seven courses unless needed for credit recovery or acceleration.

Middle School Promotion Requirements

Beginning with the 2009-10 school year and thereafter students in grades 6-8 will use the course system by semester instead of a yearlong point system for grading. Students must pass each semester with a grade of "D" or higher in both semesters in the following core subject areas to be promoted to 9th grade:

- **Mathematics:** Three middle school or higher courses in mathematics. (Six Semesters) Each middle school must offer at least one high school-level mathematics course for which students may earn high school credit.
 - The Algebra I EOC will count for 30% of the student's grade.
 - The Geometry EOC will count for 30% of the student's grade. ***English:** Three middle school or higher courses. (Six Semesters) These courses shall emphasize literature, composition and technical text.
- **Science:** Three middle school or higher courses. (Six Semesters)
- **Social Studies:** Three middle school (six semesters), one of which must include the study of State and Federal Government and Civic education.
 - The Civics EOC will count for 30% of the student's grade.

Beginning with students entering Grade 6 in the 2012-13 school year, one of these courses must be at least one semester of a civics education course that a student successfully completes in accordance with s.1008.22(3)(c). Students transferring in from out-of-state, private, or home school during second semester of 8th grade, are exempt from the Civics requirement.

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

- Student has successfully completed the course through a virtual school program or comparable computer-based program.
- Student has scored an acceptable level on subject-related state assessment or EOC.
- Student has completed the course through a summer or tutorial program.
- Student is a transfer student demonstrating mastery as outlined in Statute 6A-1.09941, State Uniform Transfer of Students in Middle Grades.
- Student has documented mastery of course requirements by receiving a passing grade on a final exam, semester exams, or an end-of-course exit exam.

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

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

In Addition to the Four Core Subjects

- Middle school students will receive instruction, in a selection of electives chosen from, but not limited to, reading, art, music, and foreign language. The scheduling of this instruction shall be determined annually by the School Board (F.S. 1001.40)
- Students enrolled in grades 6-8 must have the equivalent of one class period per day of physical education for one semester of each year (225 minutes).
 - *PE Waiver*

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

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

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

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

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

Grade 6		Grade 7		Grade 8	
Prior Year Results (Prior Course)	Recommended Course Placement (State Assessment)	Prior Year Results	Recommended Course Placement (State Assessment)	Prior Year Results	Recommended Course Placement (State Assessment)
6th Grade F.A.S.T. Math Levels 3-5 (5th Grade AMP)	M/J Grade 7 Accelerated Mathematics (F.A.S.T. Grade 8)	→ Grade 8 F.A.S.T. Math Levels 3-5	Algebra 1 Honors (Algebra 1 EOC)	→ Algebra 1 EOC Levels 3-5	Geometry Honors (Geo EOC)
		→ Grade 8 F.A.S.T. Math Levels 1-2	M/J Grade 8 Pre-Algebra (F.A.S.T. Grade 8) *Intensive Math Option*	→ Algebra 1 EOC Levels 1-2	M/J Grade 8 Pre-Algebra (F.A.S.T. Grade 8)
6th Grade F.A.S.T. Math Levels 1-2 (5th Grade AMP)	M/J Grade 7 Mathematics (F.A.S.T. Grade 7)	→ Grade 8 F.A.S.T. Math Levels 1-5	M/J Grade 8 Pre-Algebra (F.A.S.T. Grade 8) *Intensive Math Option*	→ Grade 8 F.A.S.T. Math Levels 1-5	Algebra 1 Honors (w/support) (Algebra 1 EOC)
5th Grade F.A.S.T. Math Levels 3-5 (Grade 5 Math)	M/J Grade 6 Accelerated Mathematics (F.A.S.T. Grade 6)	→ Grade 6 F.A.S.T. Math Levels 3-5	M/J Grade 7 Accelerated Mathematics (F.A.S.T. Grade 8)	→ Grade 8 F.A.S.T. Math Levels 3-5	Algebra 1 Honors (w/support) (Algebra 1 EOC)
		→ Grade 6 F.A.S.T. Math Levels 1-2	M/J Grade 7 Mathematics (F.A.S.T. Grade 7) *Intensive Math Option*	→ Grade 8 F.A.S.T. Math Levels 1-2	M/J Grade 8 Pre-Algebra (F.A.S.T. Grade 8) *Intensive Math Option*
5th Grade F.A.S.T. Math Levels 1-2 (Grade 5 Math)	M/J Grade 6 Mathematics (F.A.S.T. Grade 6) *Intensive Math Option*	→ Grade 6 F.A.S.T. Math Levels 3-5	M/J Grade 7 Accelerated Mathematics (F.A.S.T. Grade 8)	→ Grade 7 F.A.S.T. Math Levels 3-5	Algebra 1 Honors (w/support) (Algebra 1 EOC)
		→ Grade 6 F.A.S.T. Math Levels 1-2	M/J Grade 7 Mathematics (F.A.S.T. Grade 7) *Intensive Math Option*	→ Grade 7 F.A.S.T. Math Levels 1-2	M/J Grade 8 Pre-Algebra (F.A.S.T. Grade 8) *Intensive Math Option*

Middle School Course Recovery

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

- Retaking the course through course recovery or participating in an on-line, competency-based course. The students will waive the right to an elective course and enroll in the appropriate remedial course(s).

- On-line competency-based course in the evening or summer from home if available.
- Repeating the course at the school during the elective period.

Alternatives to 8th Grade Retention

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

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

Acceleration/ACCEL

The St. Lucie School District offers many opportunities to our students including academically Challenging Curriculum to Enhance Learning (ACCEL) options. (F.S. 1002.3105) We offer whole-grade and midyear promotion; subject-matter acceleration; virtual instruction in higher grade-level subjects; and the Credit Acceleration Program (CAP). 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 or the highest reported level on the state assessment 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.

High School Credit toward Graduation for Grades 6-8

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

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

Seventh Grade students who wish to take Algebra I Honors must have sixth grade state math assessment scores level 4, or level 5 (or the levels of proficiency as identified by the state assessment), AND must have grades of "A," "B," or "C" in both semesters M/J Grade 6 Mathematics, M/J Grade 6 Mathematics Advanced, M/J, or M/J Grade 7 Mathematics Advanced. Out of state/private school transfer students without state assessment scores must have grades of "A," "B," or "C" in the prior math course.

Eighth grade students who wish to take Algebra I Honors must have seventh grade state math assessment scores of level 3, level 4, or level 5 (or the levels of proficiency as identified by the state assessment), AND must have grades of "A," "B," or "C" in both semesters of M/J Grade 7 Mathematics or M/J Grade 7 Advanced Mathematics. Out of State/private school transfer students without state assessment scores must meet have grades of "A," "B," or "C," in the prior math course.

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

Credit Acceleration Program (CAP) purpose is to allow a secondary student to earn high school credit in a course that requires a statewide, standardized EOC assessment if the student attains a specified score on the assessment. Notwithstanding s. 1003.436, F.S., Definition of "credit", a school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance, as defined in s. 1008.22, (3)(c)5, on the corresponding statewide, standardized EOC assessment. The school district shall permit a student who is not enrolled in the course, or who has not completed the course to take the standardized EOC assessment during the regular administration of the assessment.

****Students who earn credit by examination must understand that course credit may not be recognized by some entities (i.e. NCAA Clearinghouse). In addition, if a student fails the course and elects to use a passing EOC score to CAP the credit, the failing grade will remain on the transcript and continue to be calculated in the grade point average.***

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

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

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

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

6A-1.09442 High School Credit for Career and Technical Student Organization (CTSO) Participation

Beginning in the 2023-2024 school year, a student in grades 6 through 12 may be awarded one high school credit upon providing his or her school with verifiable documentation showing an accumulation of at least one hundred thirty-five (135) hours of participation in CTSO activities that occur outside of regular class time. The 135-hour threshold may be accumulated over the course of one or more academic years.

To count toward high school credit, CTSO experiences and activities must provide the opportunity for students to apply academic and technical content to career experiences. These activities may include events, projects, competitions, and workshops, including preparation or practice time for such activities, supervised agricultural experiences or

any other activity that meets the definition of work-based learning under s. 446.0915, F.S., that is related to CTSO.

Students may earn one high school credit for demonstrable participation in CTSO activities, in accordance with district policies and its student progression plan. Credit awarded will satisfy an elective requirement for a standard high school diploma. Students that participate in a SLPS approved CTSO activity or activities will document their hours and have it approved by supervising teacher. Students must submit documentation at the end of the quarter CTSO hours were accumulated. Hours will be documented in Skyward. When 135 hours have been accrued, School Counselor will award elective credit.

For students pursuing a standard diploma through the career and technical education pathway option, the high school credit will satisfy one credit in work-based learning. See your High School Counselor for details.

Retention and Promotion of ESOL Students

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

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 access to a Free and Appropriate Public Education.

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

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

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 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, the team must consider needs beyond regression/recoupment data, such as discussion of interfering behaviors or emerging skills might be significant for that student.

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

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

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

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

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

IEP/EP Progress Reports

Annual Goal Progress Reports for individual education plan (IEP) goals and education plan (EP) goals must be provided to parents to communicate student progress toward 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 18 weeks for grades 6-8.

Graduation Options

During the IEP in which a student with a disability turns age 12, or is in the 7th grade, whichever comes first, the IEP must contain a statement of intent to pursue a Standard High School Diploma. The team will also present the option to pursue a Scholar or Industry Scholar Designation. The decision to pursue a diploma designation will be determined by the parent/adult and student.

Students with disabilities working towards a standard diploma shall be required to pass the state assessments based on enrollment in general education (FSA/EOC) or Access Point (FSAA/EOC) courses or earn the required concordant score on the ACT or SAT.

Waiver of Statewide, Standardized Assessment Results for Students with Disabilities

Section 1008.22(3)(c) 1., Florida Statute (F.S.), requires that school districts provide instruction to prepare students with disabilities to demonstrate satisfactory performance in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation. Assessment results may be waived under specific circumstances for students with disabilities for the purpose of receiving a course grade or a standard high school diploma. This includes the Florida Standards Assessment, all end-of-course assessments and the Florida Standards Alternate Assessment. Specific requirements regarding the waiver process are found in s. 1008.22(3)(c), F.S.

The purpose of the consideration for a waiver of statewide, standardized assessment results is for eligible middle and high school students to earn a course grade or a standard high school diploma.

Eligibility Criteria for Waiver Consideration

To be considered for a statewide, standardized assessment results waiver, the following criteria **MUST** be met:

- The student must be identified as a student with a disability, as defined in s. 1007.02 F.S.
- The student must have an individual educational plan (IEP).
- The student must have taken the statewide, standardized assessment with appropriate accommodations at least once.
- In accordance with s. 1008.22(3)(c)2., F.S., the IEP team must make a determination of whether a statewide standardized assessment accurately measures the student's

abilities, taking into consideration all allowable accommodations for students with disabilities.

The IEP team must convene to analyze the information needed to consider whether a student is eligible for a waiver of statewide, standardized assessment results for the purpose of receiving a course grade or a standard diploma. The IEP team must document the team's analysis of the student's performance data used to make the decision to grant or deny a waiver of statewide, standardized assessment results.

IEP Teams must consider each student individually for each assessment for which the student may be eligible to waive the statewide, standardized assessment results. More than one statewide, standardized assessment can be considered during an IEP team meeting; however, each waiver of assessment result should be considered individually and documented separately.

The IEP team may meet at any time, after the student's first administration of the assessment, to verify that the criteria have been met and **must** document the team's determination and information analyzed in making the decision.

The team may review evidence that includes, but is not limited to:

- Classroom work samples
- Course grades
- Teacher observations
- Relevant classroom data derived from formative assessments
- Intensive remediation activities on the required course standards
- Higher-level, related coursework (honors, advanced placement, etc.)
- Related postsecondary coursework through dual enrollment
- Other standardized academic assessments, such as the SAT or ACT.
- Student work portfolio

Informing the Parent(s) and Student

Section 1003.4282(11) F.S., states: Beginning with students entering grade 9 in the 2014-2015 school year...(c) Any waiver of the statewide, standardized assessment requirements by the individual education plan team, pursuant to s. 1008.22(3)(c), must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided for in s. 1003.572.

Independent reviewers may include appropriately licensed behavior analysts, speech-language pathologists, or occupational therapists, physical therapists, psychologists and clinical social workers.

Tracking Progress

- Documentation of mastery of standards will be maintained. Tracking student progress through a checklist of course standards allows for cumulative documentation and helps guide services and instructional decisions that will lead to increased positive student outcomes.

- Cumulative documentation may include a simple checklist in which teachers initial and date each required standard at the time that satisfactory performance is demonstrated, or the documentation may be based on a more elaborate portfolio featuring work samples reflecting satisfactory performance of each required standard.
- For students who are assessed on the **Florida Standard Alternate Assessment** and are pursuing a standard diploma in accordance with Rule 6A-1.09963(3)(d), F.A.C., “**a graduation portfolio of quantifiable evidence of achievement is required.**”

Students who are assessed on the **Florida Standard Alternate Assessment** have specific requirements. State Board of Education Rule 6A-1.09963(3)(d), Florida Administrative Code, (F.A.C.) states the following:

- The development of a graduation portfolio of quantifiable evidence of achievement is **required**.
- The portfolio must include a listing of courses the student has taken, grades received, student work samples and other materials, that demonstrate growth, improvement, and mastery of required course standards.
- Multi-media portfolios that contain electronic evidence of progress, including videos, and audio recordings, are permissible.
- Community based instruction, MOCPs [modified occupational completion points], work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.

Other Options

Students who do not pass a required statewide, standardized assessment and are not found eligible to waive the results have the following options:

- Return to high school to continue working toward passing the assessment or meeting the criteria for a waiver of the results until reaching the age of 22
- Receive a score comparable (a concordant score) to the passing score for the required statewide standardized assessment on the SAT or ACT.
- Receive assessment remediation through adult education
- Prepare for the high school equivalency test through adult education
- Receive a Certificate of Completion

Placement of Transfer ESE Students

Individual education plans (IEPs) and educational plans (EPs) for transferring exceptional students (State Board of Education Rule 6A-6.0334)

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

- Adopts the student’s IEP or EP from the previous district; or

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- 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 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
Email: Adrian.Ocampo@stlucieschools.org