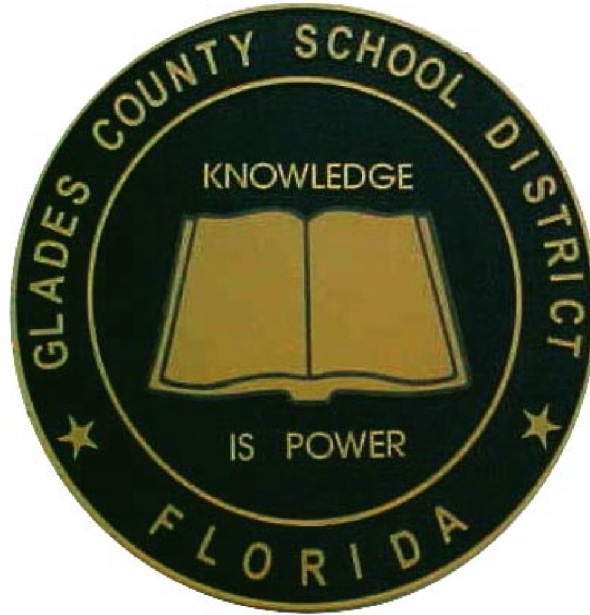


GLADES COUNTY



2021-2022 CODE OF STUDENT CONDUCT

The School Board of Glades County, Florida prohibits any policy or procedure, which results in discrimination on the basis of race, sex, national origin, marital status, disability, age, or religion. Individuals who wish to file a discrimination and/or harassment complaint, or individuals with disabilities requesting accommodations under the Americans with Disabilities Act (ADA) may call the equity officer at (863) 946-2083 ext. 2515.

Nota: La 2021-2022 código de conducta del estudiante y guía para los padres está disponible en español en la oficina principal de cada escuela.

Glades County School District

Glades County Schools District Office

P.O. Box 459
400 10th Street SW
Moore Haven, FL 33471
863-946-2083 863-946-1529 (fax)
Superintendent: Dr. Alice E. Barfield
Director of Curriculum: Beth Vickery
Director of Student Services: Alicia Bell
Director of ESE: Andrea Schillinger
Director of Administrative Services: Brian Greseth
Director of Human Resources: Janice Lee
Director of Finance: Sue Woodward
Director of Federal Programs: TBD

Moore Haven Middle High School

P.O. Box 99
700 Terrier Pride Drive SW
Moore Haven, FL 33471
863-946-0811 863-946-1532 (fax)
Principal: Andrew Biggar
Asst. Principal: Jennifer Cosby
Asst. Principal: Juan Carlos Pagan
School Counselor: Jacqueline Booth
School Counselor: George Coates

Moore Haven Elementary School

P.O. Box 160
401 Terrier Pride Drive SW
Moore Haven, FL 33471
863-946-0737 863-946-1670 (fax)
Principal: Michelle Mell
Asst. Principal: Leslie Pryor
School Counselor: Lesle Hare
PreK Administrator: TBD

West Glades School

2586 County Road 731
LaBelle, FL 33935
863-675-3490 863-675-3890 (fax)
Principal: Doreen Sabella
Asst. Principal: TBD
Asst. Principal: Lainey Stokes
School Counselor: Kristen Horn
School Counselor: Jaclyne Pollard

Pemayetv Emahakv Charter School

100 East Harney Pond Road
Okeechobee, FL 34974
863-467-2501 863-467-8610 (fax)
Principal: Tracy Downing
Assistant Principal: Stephanie Tedders
School Counselor: Drema Brewer

Oficina del Distrito de Escuelas del Condado de Glades

Los Apartado Postal 459
400 10th Street SW
Moore Haven, FL 33471
863-946-2083 863-946-1529 (fax)
Superintendente: Dr. Alice E. Barfield
Directora de plan de estudios: Beth Vickery
Directora de Servicios de Apoloy Estudiantil: Alicia Bell
Directora de ESE: Andrea Schillinger
Directora de Servicios Administrativos: Brian Greseth
Directora de Recursos Humanos: Janice Lee
Directora de Finanzas: Sue Woodward
Directora de programas federal : TBD

Escuela secundaria media del asilo de Moore

Los Apartado Postal Box 99
700 Terrier Pride Drive SW
Moore Haven, FL 33471
863-946-0811 863-946-1532 (fax)
Directora: Andrew Biggar
Asistente Directora: Jennifer Cosby
Asistente Directoro: Juan Carlos Pagan
Consejero de orientación: Jacqueline Booth
Consejera de orientación: George Coates

Escuela primaria de Moore Haven

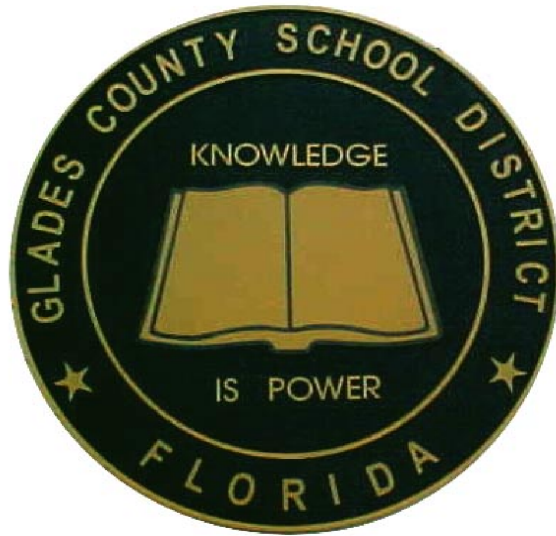
Los Apartado Postal 160
401 Terrier Pride Drive SW
Moore Haven, FL 33471
863-946-0737 863-946-1670 (fax)
Directoro: Michelle Mell Asistente
Directora: Leslie Pryor
Consejero de orientación: Lesle Hare
Asistente de PreK: TBD

Escuela de West Glades

2586 County Road 731
LaBelle, FL 33935
863-675-3490 863-675-3890 (fax)
Directora: Doreen Sabella
Asistente Directora: TBD
Asistente Directora: Lainey Stokes
Consejero de orientación: Kristen Horn
Consejero de orientación: Jaclyne Pollard

Escuela Charter Pemayetv Emahakv

100 East Harney Pond Road
Okeechobee, FL 34974
863-467-2501 863-467-8610 (fax)
Directora: Tracy Downing
Asistente Directora: Stephanie Tedders
Consejero de orientación: Drema Brewer



THE SCHOOL BOARD OF GLADES COUNTY

**Jenny Allen
Crystal Drake
Patricia Pearce
Jean Prowant
Gloria Reese**

Dr. Alice E. Barfield Superintendent

Dear Parents/Guardians and Students,

The Code of Student Conduct is the document that the School Board has approved to outline the guidance and direction concerning acceptable student behavior.

The School District and staff encourage Parents/Guardians and students to review and become familiar with the Code of Student Conduct so there is a clear understanding of its contents. There are positive expectations, rights and responsibilities, in addition to consequences of offenses, outlined in this approved document.

Student conduct is monitored by teachers and school administrators. Therefore, concerns about a school's response to student behavior should first be addressed to the teacher or school administrator. District staff will assist you as well after a decision has been rendered at the school level.

The Code of Student Conduct and Parent Guide is a document that guides and directs positive student behavior with hopes that all of our students will have a very productive year.

Sincerely,

Dr. Alice E. Barfield, Superintendent
Glades County School District

Estimados padres y alumnos,

El Código de Conducta del Estudiante es el documento que la Junta Escolar ha aprobado para delinear la orientación y la dirección con respecto al comportamiento aceptable del estudiante.

El Distrito Escolar y el personal alientan a los padres y estudiantes a revisar y familiarizarse con el Código de Conducta del Estudiante para que haya una comprensión clara de su contenido. Hay expectativas positivas, derechos y responsabilidades, además de las consecuencias de los delitos, descritos en este documento aprobado.

La conducta del estudiante es monitoreada por maestros y administradores escolares. Por lo tanto, las inquietudes sobre la respuesta de una escuela al comportamiento del estudiante deben dirigirse primero al maestro o al administrador de la escuela. El personal del distrito también lo ayudará después de que se haya tomado una decisión a nivel escolar.

El Código de Conducta del Estudiante es un documento que guía y dirige el comportamiento positivo del estudiante con la esperanza de que todos nuestros estudiantes tengan un año muy productivo.

Sinceramente,

Dr. Alice E. Barfield, Superintendente
Distrito escolar del condado de Glades

Request for Paper Copy of the Code of Conduct

In order to conserve resources, schools will not distribute paper copies of the Code of Student Conduct to every student. You can locate an electronic copy of the Code of Student Conduct on the District website at www.gladesedu.org. If you require a paper copy of the Code of Student Conduct, one should be available in the front office of your school. If none is available, please check the appropriate box below; sign and return this sheet, and one will be provided to your child. This page will also exist as a form, which is available at your school's front office, if you are unable to print a copy for yourself.

This Code of Student Conduct has been developed so our students and families have a clear understanding of behavioral expectations and to inform all parties of important procedures related to our educational mission. It is helpful if Parents/Guardians are aware of school rules so they can help support them from home. Parents/Guardians and students are encouraged to review the Code of Student Conduct together to gain a better understanding of their rights and responsibilities. Training on the Code of Student Conduct will be provided to all students during the first month of school.

Failure to review the Code of Student Conduct will not relieve a student or the parent/guardian of the responsibility for compliance with the Code of Student Conduct or accountability for loss or damage to the School District of Glades County property.

Please check and submit, only if you require a printed copy of the 2021–2022 Code of Student Conduct. One (1) copy per household will be provided.

I would like to have a printed copy of the 2021-2022 Code of Student Conduct sent home with my child.

Student Printed Name	Student ID Number	Date
----------------------	-------------------	------

Parent/Guardian Printed Name	Parent/Guardian Signature	Date
------------------------------	---------------------------	------

Para conservar los recursos, las escuelas no distribuirán copias en papel del Código de Conducta del Estudiante a cada estudiante. Puede encontrar una copia electrónica del Código de Conducta del Estudiante en el sitio web del Distrito en www.gladesedu.org. Si necesita una copia en papel del Código de Conducta del Estudiante, debe estar disponible en la recepción de su escuela. Si no hay ninguno disponible, marque la casilla correspondiente a continuación; firme y devuelva esta hoja, y se le proporcionará una a su hijo. Esta página también existirá como un formulario, que está disponible en la oficina principal de su escuela, si no puede imprimir una copia por sí mismo.

Este Código de Conducta del Estudiante se ha desarrollado para que nuestros estudiantes y sus familias comprendan claramente las expectativas de comportamiento y para informar a todas las partes sobre los procedimientos importantes relacionados con nuestra misión educativa. Es útil si los padres conocen las reglas de la escuela para que puedan ayudarlos a mantenerse desde casa. Se alienta a los padres y estudiantes a revisar el Código de Conducta del Estudiante juntos para obtener una mejor comprensión de sus derechos y responsabilidades. Se proporcionará capacitación sobre el Código de Conducta del Estudiante a todos los estudiantes durante el primer mes de clases. Si no se revisa el Código de Conducta del Estudiante, no se exonerará al estudiante o al padre / tutor de la responsabilidad del cumplimiento del Código ni de la responsabilidad por pérdidas o daños a la propiedad del Distrito Escolar del Condado de Glades.

Verifique y envíe, solo si necesita una copia impresa del Código de Conducta del Estudiante 2020-2021. Se proporcionará una (1) copia por hogar.

Me gustaría enviar una copia impresa del Código de Conducta del Estudiante a casa con mi hijo.

Nombre impreso del estudiante	Número de identificación del estudiante	Fecha
-------------------------------	---	-------

Nombre impreso del padre	Firma del padre	Fecha
--------------------------	-----------------	-------

STUDENT AND PARENT/GUARDIAN AGREEMENT FOR ACCEPTABLE USE AND NETWORK RESPONSIBILITY

Dear Parent/Guardian:

The Glades County Code of Student Conduct, Agreement for Acceptable Use and Network Responsibility Contract, and the Parent/Guardian Guide were developed by a committee of students, parents/guardians, teachers and administrators.

These documents clearly identify most of the student behavior problems prevalent in school, school activities, school transportation and policies for acceptable use of electronic resources and communication. It also outlines what the penalty is for misconduct and inappropriate behavior.

It is our intention that you read the code not from a negative point of view but rather with the attitude that Parents/Guardians and students deserve to know the rules and then act accordingly.

After reading these documents, please sign and return this page to the school within five days.

Student Name: _____

Signature: _____

Parent/Guardian Name: _____

Signature: _____

Estimado padre o tutor:

El Código de Conducta Estudiantil del Condado de Glades, el Acuerdo de Uso Aceptable y el Contrato de Responsabilidad de la Red, y la Guía para Padres fueron desarrollados por un comité de estudiantes, padres, maestros y administradores.

Estos documentos identifican claramente la mayoría de los problemas de conducta de los estudiantes que prevalecen en la escuela, las actividades escolares, el transporte escolar y las políticas para el uso aceptable de los recursos electrónicos y la comunicación. También describe cuál es la sanción por mala conducta y conducta inapropiada.

Es nuestra intención que lea el código no desde un punto de vista negativo, sino con la actitud de que los padres y estudiantes merecen conocer las reglas y luego actuar en consecuencia.

Después de leer estos documentos, firme y devuelva esta página a la escuela dentro de los cinco días.

Nombre del estudiante: _____

Firma: _____

Nombre del padre/guardián: _____

Firma: _____

INTRODUCTION

The Glades County School Board has adopted the following:

Mission

The mission of the Glades County School Board, administration, teachers, and staff is to focus all students on academics, attendance, higher test scores, respect and values through positive student, parent and community involvement.

Vision

Academic Excellence

In addition, the district will provide a school environment that protects the students' health, safety, and civil rights; that is drug and threat free; and presents a friendly, caring atmosphere conducive to learning and growing.

The purpose of this document is to assist students, Parents/Guardians/Guardians, teachers, and school administrators in the maintenance of an environment which will enhance the achievement of this objective. To be fully effective, the Code of Student Conduct addresses not only the role of the Parents/Guardians/Guardians, the students, and the school but specified areas relative to the following:

- 1. the grounds for disciplinary action;**
- 2. the procedures to be followed for acts requiring discipline, including; restorative practices;**
- 3. the responsibilities and rights of students.**

You are encouraged to read and develop a thorough understanding of the details presented in this publication.

Table of Contents

General Information	1
What Is The Code Of Student Conduct And Why Do We Need It?	2
What Does The Code Of Student Conduct Describe As A Good School Environment?	2
Statement of Non Discrimination Policy	3
Student Grievance Procedure:	4
Authority of School Personnel	5
Principal or Principal Designee	5
Teachers and other Instructional Personnel:	6
Child Abuse And Neglect	6
Parents Rights:	7
Student Records	8
Who Has Access To Student Records?	8
What Information Is In A Student's Records?	8
What Are The Rights Of A Parent?	9
Notification Of Rights Under The Protection Of Pupil Rights Amendment (PPRA)	10
What Information Is Released Without Parent Permission?	11
Notification Of Rights Under FERPA For Elementary And Secondary Schools	12
Student Rights & Responsibilities	13
Dress Code	14
Board Policy PO5511	14
Free Speech/Expression	14
Student Government	15
Marriage, Pregnancy & Parenthood	15
What is Positive Behavior Intervention and Support (PBIS)?	17
Systems	17
Data	17
Practices	17
Outcomes	17
Three Tiers of Support	18
Tier 1: Universal Prevention (All)	18
Tier 2: Targeted Prevention (Some)	18
Tier 3: Intensive, Individualized Prevention (Few)	18
What Roles Do The Home, Student, And School Have In Establishing A Cooperative Environment?	19
School Safety	20
Zero Tolerance For School Violence	21
Glades County Board Policy PO5500	21
School Safety & Security:	23
Board Policy po8405	23
Camera Monitoring System	23
Search and Seizure	23
GCSD Board Policy PO5771	23
Policy against Bullying and Harassment	25
Bullying -	25
Cyberbullying -	25
Harassment -	25
Cyberstalking -	26
Sexual Harassment	26
An Agreement for Acceptable Use: Policies for the Acceptable Use of Electronic Media Resources and Communications	27
Chromebook Usage Policy	31
Regulations For Conducting A Threat Assessment	32
Mental Health Services	33
Program Description	33
Access to Mental Health Services	33
Consultation	34
Health Related Services	34
Dispensing Of Medication	34
School Immunization Requirements	34
Kindergarten Requirements	34
7th through 12th Grade	35
Academics	35
Attendance	36
Compulsory School Attendance:	36

Voluntary Pre-K Attendance Policy:	36
Tardiness:	36
Absence:	36
Enforcement Requirements:	37
Glades Truancy Program (GTP)	37
Program Description	37
Curriculum	37
Grades	37
Progress Reports and Report Cards	38
State Mandated Grading Scale	38
Promotion And Retention Elementary	39
Promotion K-5	39
Retention K-5	39
Promotion And Retention Middle School	40
Promotion 6-8	40
Retention 6-8	40
Physical Education	41
HB 157 First Aide Training	41
High School Graduation Requirements	42
Rigorous Academic Opportunities For Students	44
Gifted Education	44
Florida Learns STEM Scholars - Program for Gifted & Talented Students	44
Regional STEM Scholar Forums:	44
Florida Learns STEM Scholars Summer Challenges:	44
Field Research Experience	44
Accelerated Programs	44
Advanced Level Courses For High School	44
Early Admission Program (s. 1007.27(5), F.S.)	45
Florida Southwestern State College (FSW) Collegiate Academy	45
Dual College Enrollment	45
Florida Virtual School On-Line Instruction	46
Other Educational Opportunities	46
Virtual Instruction Program	46
Full Time Virtual Instruction Program (1002.45 FS and 1002.37 FS)	46
Part-time Virtual Instruction	46
Home Education	46
Services Available To Parents/Guardians And Students	46
After School Programs (as funding allows)	46
Glades Academic Program (GAP)	46
Migrant Tutoring	46
Interventions	47
Multi-Tiered System of Support (MTSS)	48
Step 1 – Problem ID	48
Step 2 – Problem Analysis	48
Step 3 – Plan Development and Implementation	48
Step 4 – Plan Evaluation of Effectiveness	48
Glades County MTSS	49
Description	49
Education and The MTSS Infrastructure	49
GCSD MTSS Member Function:	50
Principal or Designee:	50
General Education Teacher (Grade Level Representation)	50
Special Education Teacher(s)	50
School Counselor	50
Staff	50
Support Staff:	50
District MTSS Coordination Team:	50
Students With Disabilities	50
Individual Education Plan (IEP)	50
Parent Involvement	51
Parent/Guardian Participation Opportunities	52
Mentoring/Volunteering	52
School Advisory Council (SAC)	52
Parent Involvement Policy Committee (a partner of SAC)	52
Migrant/ELL Advisory Council	52
ESE Parent Advisory Council	52

Discipline	53
What Type Of Informal Disciplinary Actions Are Recognized In The Code Of Student Conduct?	54
What Type Of Formal Disciplinary Actions Are Recognized In The Code Of Student Conduct?	54
Discipline Procedures For Exceptional Education Students and Students with 504 Plans	54
Detention	54
Behavioral Probation	54
Work Assignment	55
Restorative Practice	55
Alternative Measures	55
In-school Suspension	55
Denial Of Education Participation	55
Suspension	55
Learning Opportunity Center (LOC)	56
Expulsion	58
What Types Of Violations Disrupt The Educational Process?	59
Group 1 Discipline Infractions	60
Group 2 Discipline Infractions	61
Group 3 Discipline Infractions	62
Group 4: SESIR Discipline Infractions	63
Other Violations	65
Glossary of SESIR Offenses	67
Transportation	73
Student Transportation Responsibilities and Safety Rules	74
Student Transportation Discipline	76
Consequences for Minor Offenses	76
Consequences for Major Offenses	76
All Other Major Offenses Types	77
Due Process Procedure for Transportation Suspension	77
Parent Acknowledgement	78

General Information

What Is The Code Of Student Conduct And Why Do We Need It?

Students need an environment that is positive for learning. To help provide and maintain that environment, the Code of Student Conduct:

- ❖ Describes that positive environment.
- ❖ Specifies conduct which is disruptive to such an environment.
- ❖ Standardizes those procedures which the school will use in responding to conduct issues.
- ❖ Assures equally the rights of students in disciplinary situations.
- ❖ Specifies the student's rights and responsibilities.

As students progress through our public schools, it is reasonable to assume that an increase in age and maturity carries with it a greater responsibility for one's actions. Differences in age and maturity are recognized in determining the type of disciplinary action to be taken. However, the procedures outlined in the Code of Student Conduct apply to all students in grades Pre-K – 12.

The Code of Student Conduct is in force during regular school hours as well as at such times, places, and other activities where appropriate school administrators have jurisdiction over students, including, but not limited to, school-sponsored events, field trips, and athletic functions.

With respect to student conduct while being transported on school buses, it should be understood that students are subject to denial of the privilege of riding a school bus for violation of appropriate standards, even if they are not otherwise denied educational participation. Transportation privileges may be restored by the principal, following a conference with the parent/guardian and student when there is a good reason to believe the conduct in question will not recur.

What Does The Code Of Student Conduct Describe As A Good School Environment?

Good order and discipline are best thought of as being positive, not negative; of helping a student to adjust, rather than to punish; and of turning unacceptable conduct into acceptable conduct. Order and discipline may be described as the absence of distractions, frictions, and disturbances which interfere with the effective functioning of the student, the class, and the school. It is also the presence of a friendly yet businesslike atmosphere in which students and school personnel work cooperatively toward mutually recognized and accepted goals.

Statement of Non Discrimination Policy

Board Policy Number PO2260

Any form of discrimination or harassment can be devastating to an individual's academic progress, social relationship, and/or personal sense of self-worth. As such, the School Board will not discriminate nor tolerate harassment in its educational programs or activities on the basis of race (including anti-Semitism [as defined in Bylaw 0100]), ethnicity, color, national origin, sex, disability (including HIV, AIDS, or sickle cell trait), marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information, which are classes protected by State and/or Federal law (protected classes).

In addition, the Board will not discriminate nor tolerate harassment in its educational programs or activities on the basis of sexual orientation or transgender identity.

The Board also does not discriminate in its employment policies and practices as they relate to students.

Equal educational opportunities shall be available to all students, without regard to race, color, national origin, sex, disability (including HIV, AIDS, or sickle cell trait), marital status, age (unless age is a factor necessary to the normal operation or the achievement of any legitimate objective of the program/activity), religion, ancestry, sexual orientation or transgender identity, place of residence within the boundaries of the District, or social or economic background, to learn through the curriculum offered in this District. Educational programs shall be designed to meet the varying needs of all students.

Further, nothing in this policy shall be construed to abridge the rights of students or school employees that are protected by the First Amendment to the Constitution of the United States.

The District's duty is to address in a prompt and equitable manner any inquiries or complaints regarding discrimination or denial of equal access. The Compliance Officer(s) shall also verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973 (as amended), the Age Discrimination Act of 1975, the Florida Civil Rights Act of 1992, the Florida Educational Equity Act, and/or their implementing regulations is provided to students, their parents, staff members, and the general public.

Student Grievance Procedure:
 Grievance Defined
 School Board Policy po2260.02

The steps described below must be followed in the submission and resolution of student grievances.

A. Step 1

A student should first take the complaint to the person(s) and/or appropriate school official involved and try to solve the problem informally. If this does not work, then s/he may go on to the next step. The student may begin the process at the second step.

B. Step 2

The student (or parents) must give the principal a written and signed harassment grievance statement no later than twenty (20) days after the date of the event giving rise to the grievance. This event is the initial response by a school official to an accusation of harassment. A copy of the grievance is to be given to any other person involved. This should describe the problem and give all the facts. The student should tell what would be the best solution to the problem. The principal should make a decision within seven (7) days.

C. Step 3

If a student does not agree with the principal's decision, his/her parents may send another harassment grievance, just as in Step 2, to the Superintendent. A copy of the grievance is to be given to the principal. This must be done within seven (7) days after receiving the principal's decision. The Superintendent will make a decision within seven (7) days after receiving the grievance. The decision of the Superintendent is final.

Grievance

A grievance is defined as a claim by a student, with respect to that student's rights, that there has been a violation, misinterpretation, or misapplication of Federal Statutes, State Statutes, or Board policy as defined in those statutes or policies. Copies of grievance procedures shall be available upon request and shall be on file in the office of the superintendent and the office of each principal.

RIGHTS:	RESPONSIBILITIES:
Students have the right to participate in the formulation of the grievance procedures with the school administration through procedures established in school rules.	Students have the responsibility to state the grievance clearly and concisely, to follow the established procedures, and to accept the decision that is the outgrowth of this process.

Authority of School Personnel

Principal or Principal Designee

The code of conduct for students applies to all students enrolled in the school district of Glades County. Students enrolled in The School District of Glades County are subject to the law, rules, regulations and policies of the state of Florida and the School Board of Glades County, Florida anytime; a student is being transported to or from school at public expense, During the time the student is in attendance at school, During the time the student in on the school premises participating in school sponsored activities, and during the time before and after the student is on the premises for attendance at school or for authorized participation in a school sponsored activities.

be under the control and direction of the principal or teacher in charge of the school, and under the immediate control and direction of the teacher or other member of the instructional staff or of the bus driver to whom such responsibility may be assigned by the principal. (Section 1003.31, Florida Statute)

Within every school, the principal inevitably has the responsibility and authority for maintaining the orderly educational environment and shall conduct discipline in accordance with the Glades County School Board policy po5600- Student Discipline and in alignment with the Florida State Statute **1006.09**.

In relation to student safety Florida Statute and State Board Rules provide the following:

- If there is reasonable suspicion that a prohibited or illegally possessed substance or object is contained within a student’s locker or other storage area, A school principal or a school employee designated by the principal, may search the locker or storage area. Such searches can be done with the use of metal detectors or specially trained animals in the course of a search for illegally possessed substances or objects. (Florida State Statute 1006.09).

STUDENTS RIGHTS:	STUDENTS RESPONSIBILITIES:
Students have the right to privacy in their personal possessions unless the principal has a reasonable cause to believe that the student is concealing materials which are prohibited by law or student codes.	Students have the responsibility not to carry or conceal any such material that is prohibited by law or would detract from the educational process.
Students have the right to be informed of the state statutes which pertain to search of lockers.	Students have the responsibility to accept the consequences for the contents stored within their lockers.
Students have the right to be informed of district & state policies which pertain to parking privileges and search of vehicles.	Students and others parking on school board property imply consent to a search of their vehicle, with or without cause, by a school official. A search may include passenger compartments, engine compartments, truck & all containers, locked or unlocked, in or on the vehicle.

- In order to maintain a safe and orderly environment, the State Board of Education and Glades County School District has adopted standards for the use of reasonable force by district school board personnel. Except in the case of excessive force or cruel and unusual punishment, a teacher or other member of the instructional staff, a principal or the principal’s designated representative, or a school bus driver shall not be civilly or criminally liable for any action carried out in conformity with the State Board of Education and district school board rules regarding the control, discipline, suspension, and expulsion of students. (Florida State Statute 1006.11)

Teachers and other Instructional Personnel:

- Each teacher or other member of the staff of any school shall have such authority for the control and discipline of students as may be assigned to him or her by the principal or the principal's designated representative and shall keep good order in the classroom and in other places in which he or she is assigned to be in charge of students. (Florida State Statute 1003.32).
 - Establish classroom rules of conduct.
 - Establish and implement consequences, designed to change behavior, for infractions of classroom rules.
 - Set and enforce reasonable classroom rules that treat all students equitably.
 - Assist in enforcing school rules on school property, during school-sponsored transportation, and during school-sponsored activities.
 - Maintain an orderly and disciplined classroom with a positive and effective learning environment that maximizes learning and minimizes disruption.
 - Work with parents and other school personnel to solve discipline problems in their classrooms.

- Florida State Statute 1003.32 and the Glades County Board Policy po5630 state, "Instructional staff as well as support staff, within the scope of their employment, may use and apply reasonable force and restraint to quell a disturbance threatening physical injury to others, to obtain possession of weapons or other dangerous objects upon or within the control of the student, in self-defense, or for the protection of persons or property.

Furthermore, administrators, instructional staff members, and support staff members shall not be criminally or civilly liable for any action carried out in conformity with State Board rule and/or Board policies regarding the control, discipline, suspension, and expulsion of students, including, but not limited to, any exercise of authority granted by this policy.

Child Abuse And Neglect

There shall be posted in each school and in all main offices in the Glades County Schools a notice of the duties of all employees of the system with respect to child abuse and neglect. This notice shall read:

Child Abuse

- (1) All Employees Have An Affirmative Duty To Report Actual Or Suspected Cases Of Child Abuse Or Neglect.
- (2) All Employees Are Immune From Liability In Reporting Such Cases In Good Faith.
- (3) It Is The Duty Of All Employees To Comply With Child Protective Investigations.

**STATE'S ABUSE REGISTRY
TOLL FREE TELEPHONE NUMBER 1-800-962-2873**

Parents Rights:

Federal and state law provides parents/guardians with the following rights;

- Parents/Guardians have the right to request the following information:
 - Whether the teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
 - Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
 - The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
 - Whether the child is provided services by paraprofessionals and, if so, their qualifications.

- Under the federal law, **No Child Left Behind (NCLB)**, parents/guardians have the right to know of the professional qualifications of their child's classroom teacher, as well as those of any paraprofessionals in the classroom. NCLB requires that all teachers and paraprofessionals be highly qualified according to specified criteria. In the event your child is taught by a teacher without the proper credentials and/or qualifications for a time period of four consecutive weeks, you are to be notified in writing. The statement will contain but is not limited to: the name of the teacher lacking the qualifications, the length of the teaching duty and, if applicable, what the teacher is doing to achieve highly qualified status. To request information on the status of your child's teacher and/or paraprofessional, please contact the building principal of your respective school.

- Request of Classroom Teacher Change: Each school district board shall establish a transfer process for a parent/guardian to request his/her child be transferred to another classroom teacher. This section does not give a parent/guardian the right to choose a specific classroom teacher. A school must approve or deny the transfer within two weeks after receiving a request. If a request for transfer is denied, the school must notify the parent/guardian and specify the reasons for the denial. An explanation of the transfer process must be made available in the student handbook or a similar publication. **(Florida State Statute 1003.3101)**

- Comprehensive Health Education: Florida Law (1003.46 F.S.) requires each school district to regularly schedule a Comprehensive Health Education Program in grades PreK-12 which shall include, but not be limited to, the following:
 - personal health & hygiene
 - substance abuse prevention
 - understanding of the body & its systems
 - AIDS & other communicable disease prevention
 - identification and prevention of child abuse in the lower grades
 - decision-making in the middle & higher grades
 - human growth & development
 - human sexuality & pregnancy prevention
 - early sexual involvement
 - activities which result in sexually transmitted diseases
 - early teenage pregnancy
 - abstinence from sexual activity is a certain way to avoid pregnancy
 - sexual transmission of AIDS and other communicable (sexually transmitted) diseases
 - suicide and Social/Emotional Health

Instruction of human sexuality will take into account the whole person. Present ethical and moral dimensions shall not be an expression of any one sectarian or secular philosophy and shall respect the conscience and rights of students and Parents/Guardians.

- All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable program shall be available for inspection by the parents or guardians of the children. (20 US Code 1232h),
- Any student whose Parents/Guardians make a written request to the school principal shall be exempt from reproductive health or AIDS instructional activities, as requested. (Florida State Statute 1003.42)

Student Records

State Statute 1003.25 mandates that each principal maintain a permanent record for each student enrolled in a public school. Such records shall be maintained in the form and contain all data prescribed by regulations of the State Board of Education. Student records are used for planning instructional programs, for guidance of students, for preparation of state and federal reports, and for research.

Student records are intended to provide information which can be used to develop the best possible educational program for each student. A well developed record file contains information useful for counseling, individual instructional program design, recommendations as to advanced study, job placement, and other information needed for making appropriate educational decisions. Care must be exercised by the school staff to assure that student records are treated confidentially and that the information contained therein is relevant, accurate, and appropriate.

Who Has Access To Student Records?

Those persons having access to student records are the school board, the superintendent and his/her staff, the professional staff of the school, the parent or guardian of the student, a court of competent jurisdiction, and other persons as the parent or guardian may authorize in writing. These records are accessible under the direction of the school principal in each school center.

What Information Is In A Student's Records?

Educational records are maintained in accordance with policies and administrative guidelines of the School Board of Glades County and contain identifying data (student and parent name, address, birth date, sex, race), academic record, standardized test results, attendance records, and health data. The educational record also may contain family background information, verified reports of serious or recurrent behavior patterns, record of extracurricular participation and participation in special programs, diagnostic reports, and anecdotal records of professional staff. The principal may maintain a separate disciplinary file for students involved in misconduct to include, but not limited to, description of misconduct, suspension notice(s), record of disciplinary action(s) taken, etc. These records are updated annually.

What Are The Rights Of A Parent?

Parents or legal guardian(s) have the right to review records maintained on their child, right to a copy of the record, and a right to contest information contained in the record. Requests for appointments to review or to contest student records should be made to the principal or his/her designee. Copies of a student record may be sent to a school outside of Glades County Public School System upon receipt of a written official school request. Parents/Guardians are hereby notified that such requests will be honored by the schools and that they have a right to inspect records sent to other schools. Requests for records from all other sources require written permission of the parent or guardian.

NOTE:

Whatever rights are vested in the parent or guardian shall pass to the student whenever the student has attained eighteen (18) years of age or is attending an institution of post-secondary education. Parents shall have access to their dependent children's records regardless of age and shall have the right of signing for the release of dependent children's records.

RIGHTS:	RESPONSIBILITIES:
Parents, guardians, or eligible students (18 years of age or attending a postsecondary institution) have the right to inspect and review and challenge the information contained in the records directly relating to the student.	Parents, guardians, or eligible students (18 years of age or attending a post-secondary institution) have the responsibility to provide the school with any information that may be useful in making appropriate educational decisions.
Students have the right to be protected by legal provisions that prohibit the release of personally identifiable information to unauthorized persons without the consent of the parent, guardian or eligible student.	Students and parents have the responsibility to provide the school with accurate and current information such as mailing and street address, phone numbers and medical information.
Parents, guardians, or eligible students have the right of access to record or transcripts and to restrict the release of directory information. This access may not be denied because of failure to pay fees or book fines.	Parents, guardians, or eligible students have the responsibility to meet their financial obligation as it relates to school fees. Parents, guardians, or eligible students have the responsibility to release information to those persons or agencies who are working actively and constructively for the benefit of the student.

FLORIDA STATUTE 228.093(4) requires that annual notice be given to every parent, guardian, pupil and student as to their rights concerning student records. Please refer to the section on student records in this document for a statement of these rights.

Please refer to the following: Protection of Pupil Rights Amendment, PPRA and Family Educational Rights and Privacy Act, FERPA Statements.

Notification Of Rights Under The Protection Of Pupil Rights Amendment (PPRA)

PPRA affords parents/guardians and students who are 18 or emancipated minors (“eligible students”) certain rights, regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. Parents/Guardians and emancipated minors have the following rights:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas, if the survey is funded in whole or in part by a program of the U.S. Department of Education:

1. Political affiliations or beliefs of the student or student’s parent/guardian;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents/guardians; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of the following:

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, (except for hearing, vision, or scoliosis screenings) or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
4. Inspect, upon request and before administration or use of the following:
 - a. Protected information surveys of students;
 - b. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 - c. Instructional material used as part of the educational curriculum.

Glades County School Board has developed and adopted policies, in consultation with parents/guardians, regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Glades County School Board will directly notify parents/guardians and eligible students of these policies at least annually and after any substantive changes. Glades County School Board will also directly notify Parents/Guardians and eligible students at least annually of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in:

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

What Information Is Released Without Parent/Guardian Permission?

Family Educational Rights and Privacy Act (FERPA) Model Notice for Directory Information

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Glades County School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Glades County School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Glades County School District to include this type of information from your child's education records in certain school publications. Examples include:

- ❖ A playbill, showing your student's role in a drama production;
- ❖ The annual yearbook;
- ❖ Honor roll or other recognition lists;
- ❖ Graduation programs; and
- ❖ Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents/guardians have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want Glades County School District to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by September 1st of current school year. Glades County School District has designated the following information as directory information:

[Note: an LEA may, but does not have to, include all the information listed below.]

- | | |
|---|---|
| -Student's name | -Participation in officially recognized activities and sports |
| -Address | -Weight and height of members of athletic teams |
| -Telephone listing | -Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.) |
| -Electronic mail address | |
| -Photograph | |
| -Date and place of birth | |
| -Major field of study | |
| -Dates of attendance | |
| -Grade level | |
| -Degrees, honors, and awards received | |
| -The most recent educational agency or institution attended | |

These laws are: Section 9528 of the Elementary and Secondary Education Act (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).

Notification Of Rights Under FERPA For Elementary And Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the students' education records.

These rights are:

- (1) The right to inspect and review the student's education records within forty-five (45) days of the day the school receives a request for access. Parents/Guardians or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.
- (2) The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate. Parents/Guardians or eligible students may ask the school to amend a record that they believe is inaccurate. They should write to the school principal (or appropriate school official), clearly identify the part of the record they want changed, and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent/guardian or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.
- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Student Rights & Responsibilities

Students attending Glades county School District have the right to a Free and Appropriate Education (FAPE) including the right to equal educational opportunities in accordance with the districts non discrimination policy po2260.

It is the intent of the Student Rights and Responsibilities expressed in this document that students have the greatest amount of freedom allowable under law, commensurate with the school's responsibility for student health, safety, and welfare. The rights and responsibilities presented reflect the need for controlled experimentation in meeting the aspirations of our students for greater opportunities to serve themselves and society. Nowhere is it stated in this document, nor even implied, that the school should relinquish its authority and responsibility. Within every school, the principal inevitably has the responsibility and authority for maintaining the orderly educational process. This document suggests a reassessment of philosophy, emphasis, and techniques by administration, faculty, Parents/Guardians, and students.

These rights and responsibilities are not intended and should not be interpreted as the enactment of controlling regulations to govern the conduct of students or school authorities in specific circumstances. It is a statement in summary form of board policies, evidencing the school board's recognition and support of the concept of students' rights and their correlative responsibilities. The application of these principles in practice and the procedures to be followed to guide both students and responsible school officials in specific situations are beyond the scope and intent of this document.

The Board policy po5600 requires each student of this District to adhere to the Code of Student Conduct adopted by the Board and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. Such rules shall require that students:

- A. conform to reasonable standards of socially-acceptable behavior;
- B. respect the person and property of others;
- C. preserve the degree of order necessary to the educational program in which they are engaged
- D. respect the rights of others;
- E. obey constituted authority and respond to those who hold that authority.

Dress Code

In the 2011 Legislative Session, Florida's legislature passed, and signed into law, changes to sections 1006.07, Florida Statutes, effective July 1, 2011, related to school district codes of conduct.

The Glades County School Board has adopted a dress code policy that prohibits a student, while on the grounds of a public school during the regular school day, from wearing clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the orderly learning environment.

Any student who violates the dress policy described above is subject to the following disciplinary actions:

Board Policy PO5511

The School Board recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference. The Board will not interfere with the right of students and their parents to make decisions regarding their appearance, except when their choices interfere with the educational program of the schools. The Board authorizes the Superintendent to establish a reasonable dress code in order to promote a safe and healthy school setting and enhance the educational environment. The dress code shall be incorporated into the Code of Student Conduct.

Accordingly, the Superintendent shall establish such grooming procedures as are necessary to promote discipline, maintain order, secure the safety of students, and provide a healthy environment conducive to academic purposes. Such procedures shall prohibit student dress or grooming practices which:

- A. present a hazard to the health or safety of the student himself/herself or to others in the school;
- B. materially interfere with school work, create disorder, or disrupt the educational program;
- C. cause excessive wear or damage to school property;
- D. prevent the student from achieving his/her own educational objectives because of blocked vision or restricted movement.

Such procedures shall establish the dress requirements for members of the athletic teams, bands, and other school groups when representing the District at a public event.

The Superintendent shall develop administrative procedures to implement this policy which:

- A. designate the principal as the arbiter of student dress and grooming in his/her building;
- B. instruct staff members to demonstrate by example and precept wholesome attitudes toward neatness, cleanliness, propriety, modesty, and good sense in attire and appearance.

Students who violate the foregoing rules will not be admitted to class and may be suspended from school.

Free Speech/Expression

One of the basic purposes of education is to prepare students for responsible self-expression in a democratic society. Citizens in our democracy are permitted self-expression under the 1st and 14th Amendments of the U.S. Constitution. Full opportunity should be provided for students to inquire, to

question, and to exchange ideas. They should be encouraged to participate in discussions in which many points of view, including those which are controversial, are freely expressed.

RIGHTS:	RESPONSIBILITIES:
The Pledge of Allegiance is a statement of American ideals, and every student shall be protected in his/her right to affirm his/her identify with these ideals; however, students who, because of religious convictions, do not wish to participate in the Salute to the Flag shall not be compelled to do so. (Florida Statute 1003.44)	Students have the responsibility to act in a manner that preserves the dignity of the occasion.
Students have the right to refrain from any activity which violates the precepts of their religion.	Students have the responsibility to respect the religious beliefs of others.
Students have the right to petition and survey student opinion in accordance with the procedures established by the principal.	Students initiating a petition or survey have the responsibility for the reasonableness of the request and the accuracy of the content.
Students have the right to form and express their own opinion on controversial issues without jeopardizing their relationship with their teacher or school.	Students have the responsibility to make efforts to become informed and knowledgeable about controversial issues and express their opinions in a manner that is suitable for the forum in which the discussion is taking place.

Student Government

To a large extent, the respect afforded a student government is a result of its active and constructive involvement in the daily operations of the school. In order to be effective, the student government and its accompanying responsibilities suggest that its representatives be given an opportunity to participate in those decisions that affect the learning climate of the school.

Respected student governments in the high schools are forums for expression, discussion, and action regarding the important issues of the day. Members of the school community share the responsibility for shaping student governments into positive instruments of student involvement.

RIGHTS:	RESPONSIBILITIES:
Students at the high schools have the right under the direction of a faculty advisor to form and operate a student government.	Student government officers and representatives have the responsibility to be alert to needs of the school and the concerns of the student body and to work toward the satisfaction of these needs to the best of their ability.
Students have the right to seek and recommend members of the faculty to serve as sponsors for their school's students government organization.	Students have the responsibility to secure the prior consent of any faculty member recommended.
Students have the right to seek office in student government or any organization regardless of race, color, creed, national origin or handicap.	Students have the responsibility to conduct election campaigns in a positive, mature manner with all due respect provided to their opponents.
Student government officers and representatives have the right to attend official student government meetings.	Students have the responsibility to conduct themselves in an appropriate manner, to demonstrate positive leadership in school government, and to operate within the bounds of Board Rules and School Regulations.

Marriage, Pregnancy & Parenthood

Students who are married, parents, or pregnant do not lose their right to a free and appropriate education. It is therefore the responsibility of the public school to encourage their continued education through the implementation of positive policies and the development of appropriate educational programs.

RIGHTS:	RESPONSIBILITIES:
Students who are married, parents or pregnant have the right to remain in the regular school program or to attend one of the specialized programs designed to meet their particular needs.	Students have the responsibility to seek professional medical advice regarding continued school attendance.

What is Positive Behavior Intervention and Support (PBIS)?

(<https://www.pbis.org/pbis/getting-started>)

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It is a way to support everyone – especially students with disabilities – to create the kinds of schools where all students are successful.

PBIS isn't a curriculum you purchase or something you learn during a one-day professional development training. It is a commitment to addressing student behavior through systems change. When it's implemented well, students achieve improved social and academic outcomes, schools experience reduced exclusionary discipline practices, and school personnel feel more effective.

Systems

The way schools operate are their foundational systems. In PBIS, these systems support accurate, durable implementation of practices and the effective use of data to achieve better outcomes. When it comes to systems, ask yourself: What can we do to sustain this over the long haul?

Data

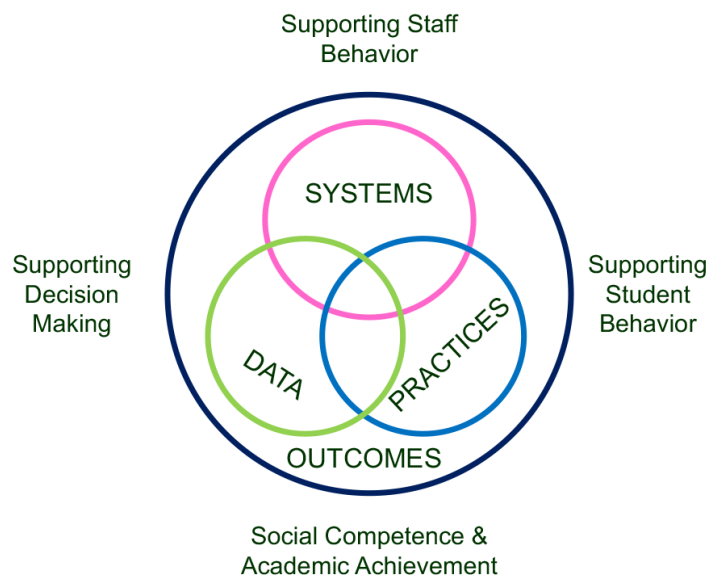
Schools generate multiple pieces of data about students every day. Within the PBIS framework, schools use data to select, monitor and evaluate outcomes, practices, and systems across all three tiers. When it comes to data, ask yourself: What information do we need to make effective decisions?

Practices

Key to improving outcomes are the strategies to support students at every level. In PBIS, these interventions and strategies are backed by research to target the outcomes schools want to see. When it comes to practices, ask yourself: How will we reach our goals?

Outcomes

The outcomes from PBIS are what schools achieve through the data, systems, and practices they put in place. Families, students, and school personnel set goals and work together to see them through. In PBIS, outcomes might be improved student behavior, or fewer office discipline referrals. When it comes to outcomes, ask yourself: What is important to each learning community?



Three Tiers of Support

(<https://www.pbis.org/pbis/getting-started>)

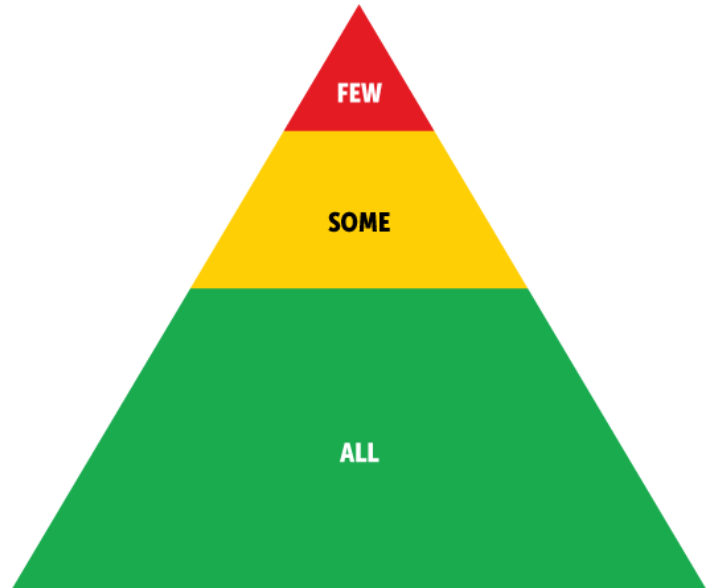
PBIS is a multi-tiered framework – three tiers, to be exact. Each tier aligns to the type of support students need. These three tiers are:

Tier 1: Universal Prevention (All)

Tier 1 systems, data, and practices impact everyone across all settings. They establish the foundation for delivering regular, proactive support and preventing unwanted behaviors. Tier 1 emphasizes prosocial skills and expectations by teaching and acknowledging appropriate student behavior.

Tier 1 foundational systems include:

- An established leadership team
- Regular meetings
- A commitment statement for establishing a positive school-wide social culture
- On-going use of data for decision making
- Professional development plans
- Personnel evaluation plan



Tier 2: Targeted Prevention (Some)

Tier 2 systems, data, and practices provide targeted support for students who are not successful with Tier 1 supports alone. The focus is on supporting students who are at risk for developing more serious problem behavior before those behaviors start. Tier 2 supports often involve group interventions with 10 or more students participating. The support at this level is more focused than Tier 1 and less intensive than Tier 3.

Tier 2 foundational systems include:

- An intervention team with a coordinator
- Behavioral expertise
- Fidelity and outcome data are collected
- A screening process to identify students needing Tier 2 support
- Access to training and technical assistance

Tier 3: Intensive, Individualized Prevention (Few)

At most schools, there are 1-5% of students for whom Tier 1 and Tier 2 supports have not connected. At Tier 3, these students receive more intensive, individualized support to improve their behavioral and academic outcomes. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students with no diagnostic label at all.

Tier 3 foundational systems include:

- A multi-disciplinary team
- Behavior support expertise
- Formal fidelity and outcome data are collected

What Roles Do The Home, Student, And School Have In Establishing A Cooperative Environment?

The Code of Student Conduct recognizes the need for cooperative relationships between student, parent/guardian, and educator. This relationship is exemplified as follows:

As a Parent/Guardian, I will:

- ✓ Help my child with reading homework four days per week.
- ✓ Check my child's assignment book and/or backpack daily to see if he/she is doing and completing his/her homework.
- ✓ Send my child to school dressed according to the dress code.
- ✓ Make sure my child arrives at school on time.
- ✓ Make sure my child goes to bed on time.
- ✓ Participate and be involved in my child's activities.
- ✓ Attend meetings, workshops and open houses.
- ✓ Direct my questions to his/her teacher.

As a Student, I will:

- ✓ Work hard to get good grades.
- ✓ Be kind to all.
- ✓ Do my homework before doing another activity.
- ✓ Follow assessment procedures.
- ✓ Listen to all school staff and administrators.
- ✓ Write down homework that I must do.
- ✓ Go to bed on time.
- ✓ Accept responsibility for my own behavior.
- ✓ Read and meet my AR goal. (if applicable)
- ✓ Come to school prepared and with the appropriate supplies.

As the Teacher, I will:

- ✓ Communicate "effectively" with my students.
- ✓ Work with families to support student learning.
- ✓ Enforce school and classroom rules fairly and consistently.
- ✓ Use teaching methods and techniques that work best for my class.
- ✓ Provide meaningful and appropriate homework activities.

School Safety

Zero Tolerance For School Violence

Zero Tolerance incidents require that school authorities report these violations to Law Enforcement and in some cases bring charges against the participants. In addition, school authorities are required to report these incidents to the Administration at the District School Board. Additionally, the principal MAY report other incidents occurring within the regular operation of school.

Any other felony or serious misdemeanors may qualify as an additional zero tolerance violation, specifically when the incident causes a significant injury, loss of property or monetary cost.

Glades County Board Policy PO5500

Respect for law and for those persons in authority shall be expected of all students. This includes conformity to school rules as well as general provisions of law affecting students. Respect for the rights of others, consideration of their privileges, and cooperative citizenship shall also be expected of all members of the school community.

Respect for real and personal property; pride in one's work; achievement within the range of one's ability; and exemplary personal standards of courtesy, decency, and honesty shall be maintained in the schools of this District.

The School Board has zero tolerance for conduct that poses a serious threat to school safety. Zero tolerance policies must apply equally to all students and are not intended to be rigorously applied to petty acts of misconduct and misdemeanors. This zero tolerance policy does not require the reporting of petty acts of misconduct and misdemeanors to a law enforcement agency. Petty acts of misconduct, include, but are not limited to, disorderly conduct, disrupting a school function, simple assault or battery, verbal abuse or use of profanity, cheating, theft of less than \$300, trespassing, and vandalism of less than \$1,000, possession or use of tobacco, and other school-based offenses delineated in the Code of Student Conduct.

Florida law requires that students found to have committed one of the following offenses:

- A. bringing a firearm or weapon, as defined in F.S. Chapter 790, to school, to any school function, or onto any school-sponsored transportation, or possessing a firearm at school; or
- B. making a threat or false report, as defined by F.S. 790.162 and 790.163, involving school or school personnel's property, school transportation, or a school-sponsored activity; shall be expelled, with or without continuing educational services, from the student's regular school for a period of not less than one (1) full year, and shall be referred to mental health services identified by the District and to the criminal justice or juvenile justice system.

The Superintendent may consider the one (1) year expulsion requirement on a case-by-case basis and request that the Board modify the requirement by assigning a student to a disciplinary program or second chance school. The Superintendent's request for modification must be in writing, and may only be presented to the Board for consideration if the student and/or the student's parent(s) agree in writing to accept the Superintendent's recommendation. The Board may approve the request if it is determined to be in the best interest of the student and the school system. If a student committing either of the offenses enumerated above is a student who has a disability, the Board shall comply with applicable State Board of Education rules for discipline of such students.

The District shall enter into agreements with local law enforcement specifying procedures so that acts that pose a serious threat to school safety, whether committed by a student or adult, are reported to a law enforcement agency having jurisdiction.

Those acts that pose a serious threat to school safety include, but are not limited to,:

- A. possession of firearms or other weapons
- B. placing, discharging, or throwing an explosive item or noxious substance or making threats to do so
- C. arson
- D. felony assault
- E. threats of unsafe and potentially harmful, dangerous, violent, or criminal activities
- F. violations included in the Code of Student Conduct

Notwithstanding any other provision of Board policy, pursuant to F.S. 1006.13(5), any student found to have committed an act of assault or aggravated assault, or battery or aggravated battery, on any elected official of the School District, teacher, administrator, or other School District personnel, shall be recommended for expulsion or placement in an alternative school setting, as appropriate, for a minimum period of one (1) year. Upon being charged with such offense, the student shall be removed from the classroom immediately and placed in an alternative school setting pending disposition.

The Code of Student Conduct that is adopted annually shall provide for review of a decision to suspend or expel a student pursuant to this policy and the Code, consistent with F.S. 1006.07.

Furthermore, if the Board receives notice from the Department of Juvenile Justice, as required by law, that a student enrolled in the District has been adjudicated guilty of or delinquent for, or is found to have committed, regardless of whether adjudication is withheld, or pleads guilty or nolo contendere to, a felony violation as set forth in F.S. 1006.13(6)(a), the Board shall, pursuant to State law and the adopted cooperative agreement with the Department of Juvenile Justice, require that any no contact order entered by a court be enforced and that all of the necessary steps be taken to protect the victim of the offense or a sibling of the victim.

Students may be subject to discipline for violation of the Code of Conduct/Student Discipline Code even if that conduct occurs on property not owned or controlled by the Board but that is connected to activities or incidents that have occurred on property owned or controlled by the Board, or conduct that, regardless of where it occurs, is directed at a Board official or employee, or the property of such official or employee.

The principal shall ensure that all school personnel are properly informed as to their responsibilities regarding suspicious activity reporting, that appropriate delinquent acts and crimes are properly reported, and that actions taken in cases with special circumstances are properly taken and documented.

Student conduct shall be governed by the rules and provisions set forth in the Code of Student Conduct which is reviewed and adopted annually in accordance with F.S. Chapter 120 and is incorporated in the policy by reference.

The Code of Student Conduct shall contain provisions for the assignment of violent or disruptive students to an alternative educational program and/or referral of such students to mental health services identified by the District.

School Safety & Security

Board Policy po8405

The School Board is committed to maintaining a safe, secure, and drug-free environment in all of the District's schools.

School crime and violence are multifaceted problems that need to be addressed in a manner that utilizes all available resources in the community through a coordinated effort of District personnel, law enforcement agencies, first responders, and families. The Board further believes that school administrators and local law enforcement officials must work together to provide for the safety and welfare of students while they are at school or a school-related event or are on their way to and from school.

Camera Monitoring System

The Glades County School District has implemented a video (TV) monitoring system on various school buses and on school campuses. The decision to mount TV camera boxes on the district's school buses was driven by a concern for the safety of employees and students alike. The ability to video monitor student behavior will be a deterrent to the small number of students who experience behavior problems, thus allowing everyone to concentrate on the most important task of safety for our students. The ability to review student behavior by seeing and hearing what actually occurred will prove to be a great asset to individuals tasked with solving discipline problems.

If there is a reason to review a video from the school bus or school campus, the only personnel who will have access to review are: Supervisor of Transportation, Director of Administrative Services, Principal or his/her designee, the Superintendent of Schools and School Board Attorney. Due to confidentiality rights, Parents/Guardians and other interested parties will not be allowed viewing access.

Search and Seizure

GCSD Board Policy PO5771

The School Board recognizes that the privacy of students or their belongings may not be violated by unreasonable search and seizure and directs that no student be searched without reasonable suspicion or in an unreasonable manner.

The Board acknowledges the need for in-school storage of student possessions and shall provide storage places, including desks and lockers, for that purpose. Such spaces remain the property of the Board and, in accordance with law, may be the subject of random search. Where locks are provided for such places, students may lock them against incursion by other students, but in no such places shall students have such an expectation of privacy as to prevent examination by a school official. The Board directs the school principals to conduct a routine inspection at least annually of all such storage places.

School authorities are charged with the responsibility of safeguarding the safety and well-being of the students in their care. In the discharge of that responsibility, school authorities may search the person or property, including vehicles, of a student, with or without the student's consent, whenever they reasonably suspect that the search is required to discover evidence of a violation of law or of school rules. The extent of the search will be governed by the seriousness of the alleged infraction and the

student's age.

This authorization to search shall also apply to all situations in which the student is under the jurisdiction of the Board.

Administrators are permitted to conduct a random search of any student's locker and its contents at any time, providing proper notice has been posted in the locker areas of each building.

Search of a student's person or intimate personal belongings shall be conducted by a person of the student's gender, in the presence of another staff member of the same gender, and only in exceptional circumstances when the health or safety of the student or of others is immediately threatened.

Administrators are authorized to arrange for the use of a breath-test instrument for the purpose of determining if a student has consumed an alcoholic beverage. It is not necessary for the test to determine blood-alcohol level, since the Board has established a zero tolerance for alcohol use.

The Board also authorizes the use of canines, trained in detecting the presence of drugs or devices, when the Superintendent has reasonable suspicion that illegal drugs or devices may be present in a school. This means of detection shall be used only to determine the presence of drugs in locker areas and other places on school property where such substances could be concealed. Canine detection must be conducted in collaboration with law enforcement authorities or with organizations certified in canine detection and is not to be used to search individual students unless a warrant has been obtained prior to the search.

Except as provided below, a request for the search of a student or a student's possessions will be directed to the principal who shall seek the freely offered consent of the student to the inspection. Whenever possible, a search will be conducted by the principal in the presence of the student and a staff member other than the principal. A search prompted by the reasonable belief that health and safety are immediately threatened will be conducted with as much speed and dispatch as may be required to protect persons and property.

The principal shall be responsible for the prompt recording in writing of each student search, including the reasons for the search; information received that established the need for the search and the name of informant, if any; the persons present when the search was conducted; any substances or objects found; and the disposition made of them. The principal shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student.

Policy against Bullying and Harassment

Florida State Statute 1006.147 & Board Policy po5517.01

It is the policy of the Glades County School District that all of its students and school employees have an educational setting that is safe, secure, and free from harassment and bullying of any kind. The district will not tolerate bullying and harassment of any type. Conduct that constitutes bullying and harassment, as defined herein, is prohibited and subject to disciplinary actions according to the Code of Student Conduct.

Bullying -

includes cyberbullying and means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve but is not limited to:

1. **Teasing**
2. **Social Exclusion**
3. **Threat**
4. **Intimidation**
5. **Stalking**
6. **Physical violence**
7. **Theft**
8. **Sexual, religious or racial harassment**
9. **Public or private humiliation**
10. **Destruction of property**
11. **Cyberstalking**

Cyberbullying -

means bullying through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo electronic system, or photo optical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Harassment -

means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee that:

1. Places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property
2. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits
3. Has the effect of substantially disrupting the orderly operation of a school

Cyberstalking -

as defined in s. 784.048(1)(d), Florida Statutes, means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose. Additional definitions in s. 815.03, Florida Statutes are also applicable.

Bullying and harassment also encompasses:

1. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.
2. Perpetuation of conduct listed in the definition of bullying and harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
 - a. Incitement or coercion
 - b. Accessing or knowingly and willingly causing or providing access to data or computer software through a computer network within the scope of the district school system
 - c. Acting in a manner that has an effect substantially similar to the effect of bullying or harassment
 - d.

Sexual Harassment

The school district has the responsibility to provide a school environment that protects the student's health, safety, and civil rights; that is threat free; and presents a friendly, caring atmosphere conducive to learning and growing.

As part of this total responsibility, the district supports a no tolerance approach to sexual harassment in the schools or any activity sponsored by a school. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors and other inappropriate oral, written, or physical conduct of a sexual nature when 1) submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's education; 2) submission to or rejection of such conduct by an individual is used as the basis for an academic decision affecting that individual; or 3) such conduct substantially interferes with a student's academic performance, or creates an intimidating, hostile, threatening, or offensive school environment. Sexual harassment, as defined above, may include, but is not limited to, the following: 1) verbal harassment or abuse; 2) pressure for sexual activity; 3) repeated remarks to a person with sexual or demeaning implications; 4) unwelcome or inappropriate touching; 5) suggesting or demanding sexual involvement accompanied by implied or explicit threats. To clarify, sexual harassment occurs when a student or adult subjects an individual to any unwelcomed conduct of a sexual nature. Students who engage in such conduct shall be subject to actions listed in this Code of Conduct.

RIGHTS:	RESPONSIBILITIES:
Students have the right to receive an education in a threat free atmosphere conducive to learning and growth.	Students have the responsibility to participate in the educational setting in a way that supports the learning and growth of all individuals.
Students have the right to access educational activities in an atmosphere free from sexual harassment.	Students have the responsibility to ensure an atmosphere free from sexual harassment for themselves and others. Students will not support or condone unwanted or unwelcome remarks or activities of a sexual nature.
Students have a right to a recourse that allows for reporting of alleged activity of a sexual harassment nature that is threat free, confidential and readily available to all students.	Students have the responsibility to report activities which are or appear to be of a sexual harassment nature. All students must accept the responsibility for providing an atmosphere conducive to positive individual growth and development.

An Agreement for Acceptable Use: Policies for the Acceptable Use of Electronic Media Resources and Communications

Electronic communication, including, but not limited to, telephone, computer, e-mail, Internet and Intranet, offers Glades County Schools an exciting opportunity to expand teaching and learning for students and educators. With this opportunity comes the responsibility for appropriate and acceptable use. Each student, parent/guardian, teacher, and administrator should read this document carefully prior to signing the contract for Acceptable Use. A signature on the “**An Agreement for Acceptable Use**” is an obligation to comply with the terms and conditions outlined in this document, and it is a requirement in order to access or use these resources.

GLADES COUNTY SCHOOL DISTRICT NETWORK AND INTERNET GUIDELINES, COMPUTER USE GUIDELINES “NETWORK RESPONSIBILITY CONTRACT”

1. Students and teachers are encouraged to use the internet in an acceptable manner.
2. Unacceptable uses of the network, Internet and computers will not be tolerated. Swapping, reconfiguring, or tampering with hardware or existing software will result in disciplinary action. This includes, but is not limited to, the following:
 - A. Accessing material that is obscene or objectionable.
 - B. Using profanity in any network or Internet communication, such as E-mail, hate mail, harassment, discriminatory remarks or language, which may be offensive to other users, is prohibited on the network.
 - C. Using the system to profit or promote business. This also includes product advertisements. Political lobbying or unlawfully promoting religion is also prohibited.
 - D. The attempt to harm or destroy the network. Network hardware or software shall not be destroyed or modified in any way. Users must avoid knowingly or inadvertently spreading computer viruses. Do not upload files from unknown sources. Deliberate attempts to degrade or disrupt system performance will be viewed as criminal activity.
 - E. Attempts to infiltrate or break into other computer systems where use is not authorized.
 - F. Cyberstalking or cyberbullying as defined in s. 784.048(1)(d), F.S., means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.
 - G. Deleting programs or altering setups.
 - H. Installing unauthorized software or downloading unauthorized files, viruses, games, programs, or other electronic media that is prohibited.
 - I. Vandalism as described below:
 1. Network accounts are to be used only by the proper authorized owner of the account. The person in whose name an account is issued is responsible at all times for its proper use. Users must not give their password to any other individual. Use of another individual's account is prohibited. Attempts to log in to the system as any other user may result in cancellation of user privileges
 2. Illegal installation of copyrighted software for use on a district computer is not allowed. Violations of copyright laws are illegal
 3. Users will observe proper e-mail use, which ensures safety and protection to all.

All students have access to the Internet in the classrooms and the media center. Any parent/guardian who does not want their child to have access to the Internet is requested to notify the school in writing.

OVERVIEW

The telecommunications network accessible to all of Glades County's educators and students should promote educational excellence by facilitating resource and information sharing, research, technological innovation and communication. With worldwide access to information also comes the availability of material that may not be considered to be of educational value in the context of the school setting. There may be some material or individual communications which are not appropriate for school-aged children. The Glades County School District views information gathered from the Internet in the same manner as other reference materials identified by schools. Specifically, the district supports resources that will enhance the learning environment with guidance from faculty and staff.

At school, student access to and use of the network will be under teacher direction and monitored as any classroom activity. The school district is not able to prevent the possibility of user access to material that is not consistent with the educational mission, goals and policies of the school district when access is obtained outside of the school.

Internet access is coordinated through a complex association of government agencies and regional and state networks. The use of these resources is a privilege. Inappropriate use will result in the cancellation of that privilege. It is the school district's intent that the Internet, Intranet, and other electronic methods of communication be used in a responsible, efficient, ethical and legal manner. This relies heavily on the proper conduct of the users who must adhere to strict guidelines. School and district administrators will decide what is appropriate use based upon school and district standards. Their decision is final. If a district user violates any of these provisions, his/her account will be terminated and future access will be denied. Serious violations may result in school disciplinary action or legal action.

Acceptable Use Agreement:

The personal use of these communication/research tools should be held to a minimum. The PRIMARY purpose of these resources is to promote educational excellence by facilitating resource and information sharing, research, technological innovation and communication within the Glades County Schools Learning Community. These resources should NOT be used to solicit others for political, union, religious or commercial purposes.

The inappropriate use of these resources includes, but is not limited to, the creation or forwarding of chain letters, data related to personal outside business interests, announcements for yard sales or sale of other personal items, sexually explicit or suggestive materials, cartoons, jokes or any material that may be construed as harassment, personally offensive or that violates school/district standards, policies or procedures.

Further, these resources shall NOT be used for any illegal purposes including, but not limited to, threats or harassment of students or staff. The use of telecommunications, or any other electronic media for the purposes of incitement or solicitation of illegal or prohibited acts, increases the severity of the initial incident and may constitute an expellable offense. Likewise, the use of electronic media for the purpose of harassment or bullying increases the severity of the offense and the potential consequence. In addition, these resources shall not be used to violate a student's or a staff

member's right to privacy. Special care should be given to the privacy rights of students. Publishing student information, names and photos should be done with care and may be prohibited by written request of the parent/guardian.

Communication outside Glades County Schools Learning Community should be closely monitored. Certain forums should not be accessed. These may include, but not be limited to, chat-rooms, unsupervised bulletin boards, role playing games or private communication with unknown persons or organizations. Information that is accessed should be appropriate for the age and developmental stage of the student. When this is difficult to assess, refer to the provisions of Board policy, Selection of School Media.

Any method used to evade the District's filtering of inappropriate content or to gain access to private or privileged information may constitute an Unacceptable Access to a Restricted Area. Serious cases may result in a Level 4, OMC – Other Major Incident, or a TRS – Trespassing. Level 4 incidents constitute expellable offenses. This may include, but is not limited to, the use of proxy servers, hacking software, etc.

“Netiquette”:

Helpful hints for your Internet success:

- * Be polite;
- * Do not use vulgar or obscene language;
- * Do not reveal your address or phone number or those of others; and
- * Please remember that any form of electronic communication is public not private communication, and these resources are the sole property of the Glades County School Board, and these communications may be available for inspection.

E-mail Etiquette:

Helpful hint for your e-mail success:

- * Preparing text files for uploading before logging on;
- * Making “subject” headings as descriptive as possible;
- * Beginning messages with a salutation; restating the question or issue being addressed in a response;
- * **SEND** only to those individuals involved in the **SUBJECT**; avoid global mailings;
- * **REPLY** only to sender or those individuals involved;
- * Ending messages with your name and your e-mail address to assist getting feedback or clarifications;
- * Logging off before editing and printing downloaded files; and
- * Deleting e-mail files as soon as possible.

Warranties:

The Glades County School District makes no warranties of any kind, whether expressed or implied, for the service they are providing. Glades County School District will not be responsible for any damages you suffer including loss of data. The district will not be responsible for the accuracy or quality of information obtained through this Internet connection.

Security:

Security is a high priority. If you identify a security problem, you must notify a system administrator immediately. Do not show or identify the problem to others. Do not use another individual's account. Attempts to “log on” as another user will result in cancellation of your privileges. Any user identified

as a security risk or having a history of problems with other computer systems may be denied access.

Vandalism:

Vandalism will result in cancellation of your privileges and appropriate disciplinary action as reflected by the Code of Student Conduct for Minor and Major Vandalism. Vandalism is defined as a malicious attempt to harm or destroy software, hardware, data of another user, Internet, or other networks. This includes, but is not limited to, putting physical marks on devices, removing keys, defacing hardware, damaging storage cases, and creating and/or uploading computer viruses on to the Internet or host site. Deliberate attempts to degrade or disrupt system performance will be viewed as criminal activity under applicable state and federal law.

Updating Your User Information:

You may occasionally be required to update your registration, password and account information to continue Internet access. You must notify the district of any changes in your account information (address, school, etc.). Users should change their passwords frequently.

Use of Network Resources:

There is a limit to the resources available for users of the network. Each user should attempt to conserve resources and allow others to access the network. Users are expected to observe reasonable time limits on the network (one-hour online during a six-hour period except in special circumstances).

Account Sponsors:

Sponsors of classroom accounts are responsible for teaching proper techniques and standards for participation, for guiding student access to appropriate sections of the network, and for assuring students understand that if they misuse the network they will lose their access privilege. Conference moderators are responsible for monitoring the content and tone of posted messages and for taking steps to delete offensive material and to communicate with authors.

Account Sponsors understand that while search tools and filters that screen incoming text and graphics attempt to restrict user access to material that is inconsistent with school and district standards, the **PRIMARY safeguard** against inappropriate use is the classroom teacher or account sponsor.

Media Release:

The school must obtain written permission from the parent/guardian before their child's name, photograph, or videos can be used in school publications, displays, web-sites, newspapers and other forms of media.

Agreement for Acceptable Use:

In order to access the network or use the other electronic resources, students and staff are required to enter into an "Agreement for Acceptable Use". Parents/Guardians and students are required to enter into a "Network Responsibility Contract". These forms shall be approved by the Glades County School Board. This agreement does NOT supersede any School Board Policy, State law or State Board policy.

Chromebook Usage Policy

Parents and students must sign and return the Student and Parent Pledge document before a student can begin using Chromebooks in the classroom.

- ❖ If at any point during the school year there is damage to a Chromebook the student must contact the teacher or school administration immediately.
- ❖ Any technical issues with the device must be brought to the attention of administration or technology staff immediately. This includes but is not limited to: Chrome OS (operating system), battery issues, loss of internet connectivity, failure of apps to launch, etc.
- ❖ Fine will be imposed in accordance with the below chart or as the circumstances may warrant at the discretion of the Glades County School District and its administrators.
- ❖ After two incidents of accidental damage, the student may lose the privilege of using a Chromebook device. This may also result in disciplinary action. All reports will be investigated and addressed on a case by case basis.

Issue	Action(s) Necessary	Cost
Accidental Damage (1st Instance)	A report must be made immediately to the school administration. The device must be returned to the school so that a new or spare device may be issued.	100% of price on parts replacement. (ie. a screen replacement costs \$50)
Accidental Damage (2nd Instance)	A report must be made immediately to the school administration. The device must be returned to IT so that a new or spare device may be issued. However, a spare device may not be issued for a 2nd break. The student may need to wait until the original device is returned from service.	100% of price on parts and replacement
Accidental Damage (3rd and additional instances)	A report must be made immediately to the school administration. The device must be returned to IT, however, a spare device will not be issued. The student must wait until the original device is returned from service.	100% price on parts replacement.
Intentional Damage	A report must be made immediately to the administration. The device must be returned to IT. Students will not be allowed to use a Chromebook until the fees have been paid. Deliberate damage will result in a disciplinary referral. Student will be subject to appropriate disciplinary action and will be responsible for all fees of damage to school property as appropriate and set forth in applicable existing or future Board policies or school building policies.	All costs of whatever kind that are associated with replacing or repairing the device
Loss	A report must be made immediately to the school administration and a police report MUST be filed with the Glades County Sheriff's Office.	Possible replacement cost pending review and investigation.

Regulations For Conducting A Threat Assessment

Purpose: To establish procedures for conducting a threat assessment in response to student threats of violence.

Definitions:

- 1) A threat is an expression of intent to harm someone that may be spoken, written or gestured. An expression of intent to harm someone is considered a threat whether it is communication to an actual or prospective victim and regardless of whether the actual or prospective victim is aware the threat exists in any fashion, whether orally, visually, in writing, or electronically. A threat assessment is a procedure to identify potential dangerous or violent situations and resolve them.
- 2) A transient threat is a threat that does not express a lasting intent to harm someone. A threat is transient only if it can be quickly and easily resolved and no longer exists.
- 3) A serious substantive threat is a threat that expresses a continuing intent to assault someone.
- 4) A very substantive threat is a threat that involves a weapon or a threat to kill, rape, or inflict severe injury to someone.

Procedures:

- 1) A threat assessment may be conducted if a student makes an explicit or implicit threat, or if the student's behavior indicates that a threat is reasonably likely. The goal of the threat assessment is to provide assistance to the student being assessed, to support victims or potential victims, and to take appropriate preventative measures to maintain a safe and secure school environment. A threat assessment is not a disciplinary action, and is not a prerequisite to disciplinary action. Documents completed as part of a threat assessment may or may not be used in a disciplinary proceeding.
- 2) Student threats shall be reported to the school administrator (principal, assistant principal, or principal designee) if they cannot be easily and readily resolved by other staff. Criteria for reporting threats should include the age of the child and the context of the threat or remark.
- 3) The student who communicated the threat, the recipient(s) of the threat, and the witnesses shall be interviewed to obtain specific information regarding the threat, in accordance with the Threat Assessment Guidelines.
- 4) When a threat is reported to the school administrator, the administrator makes a preliminary determination of the seriousness of the threat. If it can be determined that the threat is a transient threat and has been resolved the Threat Assessment Documentation may be completed at the administrator's discretion. If the threat has not been resolved, the Threat Assessment Documentation and Threat Assessment and Response Summary forms shall be completed.
- 5) In every instance in which a threat against a student is not immediately resolved, the school administrator shall notify the parent/guardian of the student who made the threat. If the target is a student or students, the Parents/Guardians/guardians shall also be notified. If the threat is not specific about the identity of the victim(s) the school administrator shall make a determination based on the circumstances of the threat whether it is appropriate to communicate a more general notification to potential victim(s), such as in the form of a letter to the parent/guardian. In most cases, such a letter would be appropriate to address questions and concerns that might be disruptive to the learning environment and to solicit information that would be relevant to solving the threat.
- 6) Threat assessment and disciplinary procedures are separate processes. Regardless of whether a threat is determined to be transient, serious substantive, or very serious substantive,

appropriate disciplinary procedures shall be followed.

- a. Bullying, Harassment, Threats and Intimidation constitute a set of aggressive behaviors that seriously disrupt the positive and orderly learning environment in a school. The potential damage to the victim demands intervention by school authorities. These behaviors are addressed in the Code of Student Conduct:
 - b. The use of telecommunications, or any other electronic media, broadens the scope of the harassment/bullying and increases the severity of the offense. School officials will consider the methods of dissemination and communication in judging the severity of both the offense and the resulting consequences. The origins of these communications may occur outside of school, but they may still impact the school's safe, positive, and orderly learning environment. The school retains jurisdiction over any activity, regardless of origin, when that activity negatively impacts students or the school's learning environment.
 - c. A person commits the offense of video voyeurism and dissemination when that person captures and/or creates an image then intentionally disseminates, distributes, or transfers the image to another person for the purpose of amusement, entertainment, sexual arousal, gratification, or profit, or for the purpose of degrading or abusing another person.
- 7) If the threat is determined to be serious substantive or very serious substantive, the Threat Assessment Documentation and Threat Assessment and Response Summary Sheet forms and other relevant documents regarding the threat shall be maintained in the Student Safety Record. If the threat is determined to be transient and the forms were completed, they may be maintained in the Student Safety Record at the administrator's discretion.

Mental Health Services

Program Description

The Glades County School District Mental Health Services Department operates as part of the District's Student Services Department. Our Mental Health Services Department provides evidence based mental health interventions and services to students currently enrolled in Glades County Schools. The department is comprised of mental health professionals including, but not limited to, Licensed Clinical Therapists and School Psychologists.

The primary goal of the Glades County School District Mental Health Services Department is to help students with the management of their social and emotional needs. Staff will also train school personnel to assist students in the management of their social and emotional needs.

Access to Mental Health Services

All students currently enrolled in the Glades County School District are able to access mental health services. School administrators will initiate and complete the referral process for students to meet with a member of the Mental Health Services Department for a mental health screening. An initial assessment will allow staff to identify a student's specific needs and appropriately assign the student to a counselor. Students will receive services on a thirty (30) day minimum interval during the school day. Follow up procedures will ensure students are connected with community services when school is out of session.

Assessment, counseling services and crisis intervention services are provided to students at no cost.

Consultation

Personal concerns can seriously threaten and inhibit the educational development of students. Schools have the responsibility to make relevant and objective information available to students, to provide students a comprehensive counseling program, and to attempt to refer students seeking help with severe personal problems to agencies equipped with the facilities and resources necessary to offer additional direct assistance.

RIGHTS:	RESPONSIBILITIES:
Students have the right to appropriate counseling for personal and educational problems.	Students have the responsibility to schedule appointments in advance unless the problem or consultation within a reasonable concern is an emergency.
Students have the right to be accurately informed as to the nature of the guidance services available in their school.	Students have the responsibility to access services available to supplement and enhance their own educational and personal development.

Health Related Services

Glades County District Schools provide basic school health services in each school that promote student health through prevention, intervention, and treatment. School health staff are professionally trained to advocate for children’s health and safety within the educational setting. Some services offered in the school include health screenings, medication administration, and treatment of acute and chronic health-related problems. The delivery of school health services is guided by a cooperative and comprehensive plan developed by the Glades County District Schools and the Glades County School District.

Dispensing Of Medication

No student is permitted to take prescription or over-the-counter medicine at school except as administered by the school nurse, or other trained office personnel, and only upon written authorization of physician and parent (for prescription medication) or parent (for over-the-counter medication). Over-the-counter medication may be given for only two weeks without a physician’s recommendation. All medication brought to the school office must be in the original container.

No student is permitted to have medicine in his/her possession on the school campus. Staff who are aware of a student in possession of medication are responsible for having such medicine taken to the school nurse or school administrator immediately.

School Immunization Requirements

Kindergarten Requirements

- Diphtheria, Tetanus, Acellular Pertussis Series
- Hepatitis A Series*
- Hepatitis B Series
- 2 - Measles, Mumps, Rubella (MMR)
- Polio Series
- 2 - Varicella (Chickenpox)

Students entering grade K through grade 8 are required to provide documentation of two (2) doses of Varicella vaccine and MMR.

7th through 12th Grade

- Tetanus Diphtheria Booster
- Effective 2016-17, students entering grades 9-12 must have at least one (1) dose of Varicella vaccine.
- Students entering grades 7 and 8 should have documentation of a Tdap dose. Temporary Medical Exemptions for students who have had a Td prior to age 11 are valid for two (2) to five (5) years.

*Not a State of Florida School requirement but a Center for Disease (CDC) recommendation

Academics

Attendance

School administrators have an obligation under state law to enforce compulsory school attendance laws. Students have an obligation to avail for themselves the opportunity for a free education, an education that should help the students develop the skills and knowledge necessary to function in a modern democratic society.

RIGHTS:	RESPONSIBILITIES:
Students have the right of access to individual school policies that clearly define excused absences, unexcused absences and tardies.	Students have the responsibility to take advantage of their educational opportunity by attending all classes daily and on time unless circumstances beyond their control prevent them from doing so.
Students have the right to appeal a decision pertaining to an absence (excused or unexcused) and shall not be penalized in any way for excused absences. Participation in a school-sponsored activity shall be considered an excused absence.	Students have the responsibility to provide the school with an adequate explanation with appropriate documentation indicating the reasons for an absence.
Students have the right to make up classwork in case of any excused absences.	Students have the responsibility to request make-up assignments from their teachers upon their return to school.

Compulsory School Attendance:

Chapter 1003.21 of the Florida Statutes specifically requires all children between the ages of six (6) and sixteen (16) attend school regularly during the entire school term. Children who will have attained the age of five (5) years on or before Sept. 1 of the school year are eligible for admission to public kindergarten during that school year. Students between the ages of sixteen (16) and eighteen (18) can no longer withdraw from school, unless the student files a formal declaration of intent to terminate school enrollment with the district school board. This group of students coupled with all students under the age of sixteen (16), are subject to compulsory school attendance pursuant of Florida Statutes. The parents/guardians of these students have legal responsibility to send their children to school. If a court finds that a parent/guardian is enabling a child not to attend school, he/she can be imprisoned and/or fined.

Voluntary Pre-K Attendance Policy:

The Voluntary Pre-Kindergarten program will be in operation following the school year calendar. The student holidays for the school year are included by the month in the student handbook. Attendance during the scheduled instructional days is of the utmost importance to remain in the VPK program. Funding is linked to your child's attendance, but also the issue of success upon entrance to Kindergarten is a critical factor.

Tardiness:

The instructional day begins promptly at the school start time. All children are expected to be in place and ready to learn. Delayed arrivals are disruptive and also difficult for the arriving child.

Absence:

The current legislation allows up to 20% of total instruction time to be missed due to absence. Documentation of an absence may be submitted to the child's teacher. Absences and tardiness may be excused under "extraordinary circumstances" if appropriate documentation is provided. These include:

- A. Hospitalization of the child (or his/her parent/guardian) with appropriate documentation

- B. Illness of student (or his/her parent/guardian) that requires a home-stay as documented
- C. Death of a member of the student’s immediate family with appropriate documentation
- D. Court ordered visitation with appropriate documentation
- E. Parent/Guardian’s military deployment.

Students absent more than twenty percent (20%) of total instruction may be removed from the Pre-Kindergarten Program.

Enforcement Requirements:

Chapter 1003.26 of the Florida Statutes requires the schools to notify the parent, guardian, or other persons having control/responsibility for the child when the child has at least five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month or ten (10) unexcused absences, or absences for which the reasons are unknown, within a ninety (90) calendar day period.

Glades Truancy Program (GTP)

Program Description

The Glades Truancy Program (GTP) is a partnership between the Glades County School Board (GCSB), and the Glades County Sheriff’s Office. The primary goal of the Glades County School Board is to reduce truancy and have students attend school on a consistent basis, which will aid in lowering juvenile crime. GTP utilizes a team of school and community personnel to develop approaches to address and reduce excessive unexcused absences and tardies as an intervention strategy. This team will provide support for students who have demonstrated chronic absenteeism and tardiness. GTP combines early intervention with prosecutorial enforcement of Florida’s Compulsory School Attendance.

Curriculum

The degree of curriculum development is a function of age, grade, maturity, and sophistication, on one hand, and the level and complexities of courses on the other. Students are the consumers, and their opinions as to impact or probable impact of courses, course materials, and procedures can be extremely important and deserve careful analysis and full consideration.

RIGHTS:	RESPONSIBILITIES:
Students have the right to have access to simple and unambiguous curriculum descriptions that will facilitate more informed choices.	Students have the responsibility to seek clarification if necessary from informed persons in the school.
Students have the right to study all subjects under competent instructors in an atmosphere free from bias and prejudice.	Students have the responsibility to contribute toward the development of a positive climate in the school that is conducive to wholesome learning and living.
Secondary students have the right to have representation on the committees that participate in planning - from the individual councils to the county level.	Students have the responsibility to involve themselves in the committee process.

Grades

Grades, at best, are but an indicator of the student’s knowledge at any particular point in time. Grades are not necessarily an accurate gauge as to whether learning has taken place. However, since much emphasis is placed on grades, a student’s academic grade should reflect the teacher’s most objective

assessment of the student's academic achievement. Academic grades should not be used as a threat to maintain order in a classroom.

RIGHTS:	RESPONSIBILITIES:
Students have the right to receive a teacher's grading criteria, which is consistent with district guidelines, at the beginning of each grading period.	Students have the responsibility to ask the teachers in advance for an explanation of any grading criteria or practice which the student may question, or on which they may need clarification.
Students have the right to receive an academic grade that reflects their achievement.	Students have the responsibility to maintain those standards of academic performance commensurate with their ability to conduct themselves in the classroom in ways that are conducive to the learning process.

Progress Reports and Report Cards

The school board must annually report to the parent/guardian of each student the progress of the student towards achieving state and district expectations for proficiency in reading, writing, science, and mathematics, including the student's results on each statewide assessment test. The evaluation of each student's progress must be based on the student's classroom work, observations, test, district and state assessments, and other relevant information. Progress reporting must be provided to the parent/guardian in writing in a format adopted by the district school board. *Explanatory Note:* No one (1) school based test with a single administration should determine promotion or retention. The preponderance of evidence from evaluations should be used to determine if a student is ready for the work of the next grade. (S. 1008.25(8)(a), F.S.)

Progress Report Dates:

September 13, 2021
 November 8, 2021
 February 7, 2022
 April 19, 2022

Report Card Dates:

October 15, 2021
 January 7, 2022
 March 25, 2022
 May 26, 2022 (K-5)

*6-12th grade report cards will be sent out once State Reporting of FSA and EOC test scores have been calculated into Final Grades.

State Mandated Grading Scale

GRADE	PERCENT	GRADE POINT VALUE	DEFINITION
A	90-100	4	Outstanding progress
B	80-89	3	Above average progress
C	70-79	2	Average progress
D	60-69	1	Lowest acceptable progress
F	0-59	0	Failure
I			Incomplete

Promotion And Retention Elementary

Promotion through the grades will be determined by considering level of achievement, demonstration of performance relating to Florida State Standards, Next Generation Sunshine State Standards, district and state assessments, grades, and other information available.

Promotion K-5

- Promotion in Kindergarten is based on an evaluation of each student's achievement in:
 - English/Language Arts (ELA) and mathematics.
 - kindergarten students must demonstrate 90% accuracy in letter recognition (upper and lower case) and
 - letter sounds and
 - demonstrate 90% accuracy in reading and writing numbers 0 - 20.
 - Kindergarten students must also show 80% mastery of grade appropriate high frequency words.
- For promotion in grades 1-5 a student must have a passing grade in:
 - English/Language Arts (ELA) and mathematics.
 - A student who does not receive a passing grade in science and writing may be promoted, however, he/she will be provided with remedial or supplemental instruction at the next grade level. (S.1008.25 (1), F.S.)

The basis of promotion should include teacher judgment, teacher-made and text-related tests, classroom assignments, and daily observations. The initial 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; however, the final decision as to grade placement is the responsibility of the principal.

In Grade 3, all students including ESE students are required to take the Florida Standards Assessment (FSA) and English Language Learners with more than 2 years of instruction in English must score level 2 or higher on the Grade 3 Reading portion of the Florida Standards Assessment (FSA), to be promoted.

ESE students identified as intellectual disability, emotional behavior disorder, hearing impaired/deaf, physically disabled or specific learning disabled will be promoted based on the recommendation of the ESE teacher and regular classroom teacher, as appropriate, after evaluating the student's progress. This review/evaluation will include the student's Brigance Inventory, Individual Education Plan, and when appropriate, mastery of regular education promotion requirements.

English Language Learners (ELLs) must meet the same criteria as non-ELL students for promotion. These students will be provided with assistance using ESOL strategies until proficiency in English is achieved.

Retention K-5

Any student who does not meet the requirements for promotion may be retained. Student retention is viewed as one procedure that may allow students additional time to master skills before being faced with more advanced work.

Any grade 3 student scoring Level 1 on the Reading Portion of the Florida Standards Assessment (FSA) must be retained, unless exempted from mandatory retention for good cause, or has been

previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. A student may not be retained more than once in grade 3.

No student may be retained due to Limited English Proficiency.

Promotion And Retention Middle School

Promotion 6-8

In order to be promoted from 6th to 7th grade or 7th to 8th grade, a student must pass 4 out of 4 of the following: English/Language Arts (ELA), science mathematics, and social studies. To be promoted to the 9th grade, a student must successfully complete the academic courses as follows

- 3 courses in English/Language Arts (ELA)
- 3 courses in math (all middle schools must offer at least 1 high school level mathematics course for which a student may earn high school credit)
- 3 courses in science
- 3 courses in social studies (at least 1 semester of state & federal government.civics)
- 1 course meeting the career and education planning requirements in the 7th or 8th grade (S.1003.4156(1)(a)5,F.S.)

English Language Learners (ELL) will meet the same criteria as other students for promotion. They shall be instructed in language arts, reading, mathematics, social studies, and science using the district's approved ELL Plan.

Students in full-time Specific Learning Disability, Emotional Behavior Disorder, Intellectual Disability, Hearing Impaired/Deaf, and Physically Disabled Programs will be promoted when the student has reached the instructional goals established in his/her Individual Educational Plan. Promotion of students with disabilities who are receiving ESE services and pursuing regular student performance standards will be based on promotion requirements for non-disabled students and modifications specified in their Individual Educational Plan. The final decision as to grade replacement is the responsibility of the principal with input from the IEP committee.

1003.4156 General requirements for middle grades promotion. - (c) Three middle grades or higher courses in social studies. Beginning with students entering grade 6 in the 2012-2013 school year, one of these courses must be at least a one-semester civics education course that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States. Beginning with the 2013-2014 school year, each student's performance on the statewide, standardized EOC assessment in civics education required under s. 1008.22 constitutes 30 percent of the student's final course grade.

Retention 6-8

Students who do not achieve expected outcomes for the grade to which they are assigned may be retained in the same grade for the next school year and may be assigned to a different program if eligible.

Physical Education

Physical Education is required for grades Kindergarten – 8th. Physical education is also a requirement for graduation from high school. The physical education requirement may be waived, if the student meets certain criteria. Please contact the school principal or guidance counselor for further information.

HB 157 First Aid Training

The bill requires school districts to provide basic training in first aid, including cardiopulmonary resuscitation (CPR) instruction, for public school students in grades 9 and 11.

The bill encourages school districts to provide basic first aid training, including CPR instruction, to students in grades 6 and 8.

The bill provides that the CPR training must be based on a one-hour nationally recognized program that uses the most current evidence-based emergency cardiovascular care guidelines. If approved by the Governor, these provisions take effect July 1, 2021.

High School Graduation Requirements

Standard Diploma Requirements

Academic Advisement – What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end of course (EOC) or a comparative score

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade⁺:

- Algebra 1
- Geometry
- Biology 1
- U.S. History

⁺Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 4 elective credits instead of 8
 - 2 credits in CTE courses, must result in completion and industry certification
 - 2 credits in work-based learning programs or up to 2 elective credits including financial literacy
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate, or Practical Arts is not required
- Online course is not required

24 Credit Standard Diploma

4 Credits ELA

- ELA 1, 2, 3, 4
- ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement

4 Credits Mathematics*

- One of which must be Algebra 1 and one of which must be Geometry
- Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)
- An identified computer science** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)

3 Credits Science

- One of which must be Biology 1, two of which must be equally rigorous science courses
- Two of the three required course credits must have a laboratory component
- Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1)
- An identified computer science** credit may substitute for up to one science credit (except for Biology 1)

3 Credits Social Studies

- 1 credit in World History
- 1 credit in U.S. History
- 0.5 credit in U.S. Government
- 0.5 credit in Economics

1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*

1 Credit Physical Education*

- To include the integration of health

8 Elective Credits

1 Online Course

Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments unless a waiver of assessment results is granted by the IEP team for students with disabilities.

* Eligible courses are specified in the [Florida Course Code Directory](#).

**A computer science credit may not be used to substitute for both a mathematics and science credit.

Scholar Diploma Designation

In addition to the requirements of section (s.) [1003.4282](#), Florida Statutes (F.S.), a student must satisfy the following requirements (per. s. [1003.4285](#), F.S.):

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC*
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC*
- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

*A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.

Merit Diploma Designation

- Meet the standard high school diploma requirements
- Attain one or more [industry certifications](#) from the list established (per s. 1003.492, F.S.)

What are the additional graduation options for students with disabilities ?

Two additional options are available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

What is the CAP?

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course.

The courses include:

- Algebra 1
- Geometry
- Biology 1
- U.S. History



State University System (SUS)

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA, and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

[State University System of Florida](#)

The Florida College System

The 28 colleges of the Florida College System serve nearly 800,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. Many colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma or successfully earned college credit.

[Florida College System](#)

Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

[Career and Technical Education Directors](#)

Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

[Office of Student Financial Assistance](#)

Rigorous Academic Opportunities For Students

Gifted Education

Any student K-12 who is identified and placed according to Glades County's Special Programs and Procedures for Exceptional Students is eligible to receive gifted instruction.

Florida Learns STEM Scholars - Program for Gifted & Talented Students

In partnership with Heartland Educational Consortium (HEC) and North East Florida Educational Consortium (NEFEC) for the creation and implementation of a special program for gifted and talented students in participating districts throughout the state.

Regional STEM Scholar Forums:

- Provide students the opportunity to meet and work with scholars from neighboring communities
- Include engaging and challenging problems which will require collaboration
- Allow opportunities to interact with workplace and/or academic professionals
- Include team building, goal setting, and ethical leadership skills
- Transportation provided

Florida Learns STEM Scholars Summer Challenges:

- Four-day summer experience for a minimum of thirty (30) STEM scholars.
- Focus on authentic problem-solving.
- Possible topics include nanoscience, engineering, actuarial science, population science, underwater robotics, and Florida water issues.
- Developed and implemented by college and university faculty along with mentor teachers from students' districts.
- Transportation provided.

Field Research Experience

Rising juniors and seniors who have completed all project requirements will be eligible to apply to work with a STEM practitioner for eight (8) days to conduct authentic research. A STEM teacher will be at each field site.

Accelerated Programs

Based on diagnostic evidence and with prior counseling, a 6th, 7th, or 8th grade student may take a course listed in the high school Course of Study, provided scheduling is possible. Such courses will meet all 9-12 requirements. Credit toward high school graduation will be awarded upon successful completion of these courses. Middle school students taking high school courses for high school credit who get a grade of "D", or "F" must have their grade replaced with a "C" or higher in a comparable course. Upon notification, students may have this credit deleted from their transcript. (Section 1003.43(5) (e) 1, F.S.)

Recent changes in state statute now permit some students the opportunity to accelerate their learning. Students participating in Florida Standards Assessment that score level 3, 4 or 5 the previous year are eligible to participate and must contact the school principal for options available at their school.

Advanced Level Courses For High School

Certain specified advanced level courses are designated to be given weighted grade point values as

reward for more rigorous course requirements and to encourage able students to undertake more challenging programs.

Advanced placement courses, all state level III courses, the third, fourth, and fifth year of foreign languages, and Dual Enrollment courses taken will be given weighted credit. The high school counselor can provide further information.

Early Admission Program (s. 1007.27(5), F.S.)

Early Admission shall be a form of Dual Enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis (twelve or more hours).

The Early Admission Program allows a student to enter college following completion of grade 10, substituting four (4) semesters of college for the third and fourth year of high school, and counting college credits toward high school graduation. The student is responsible for completing an application and must meet all entrance requirements as stated by the college involved. The high school record shall contain notations covering the work accomplished while in college and the grades assigned.

The applicant shall:

- o Submit a high school transcript which indicates the applicant has completed grade 10 with at least a 3.0 cumulative grade point average on all high school work
- o Submit a written approval and recommendation from the high school principal
- o Submit a written request from a parent/guardian for the student to be enrolled as an Early Admission student (this request must include a statement that the parent understands and concurs with the conditions of admission and with all college regulations).
- o Declare his/her willingness to abide by all general admission requirements and college regulations
- o Declare his/her willingness to comply with the State Board of Education regulations that require the student to (a) complete two college semesters with at least a normal class load (12 hours each semester); (b) maintain a "C" average in college courses; (c) complete remaining courses for student to meet high school graduation requirements

Florida Southwestern State College (FSW) Collegiate Academy

This program is for incoming juniors. Students enrolled in the program are full time college students. They take 5 courses a semester and can graduate with their Associates of Arts degree when they graduate high school if they meet all the requirements set by FSW.

To enroll in the program students must have an unweighted GPA of a 3.0 or higher and they have to have the scores required by FSW on their SAT,ACT, PERT or the Accuplacer to take college courses.

Dual College Enrollment

Dual college enrollment is the enrollment of an eligible secondary student in a postsecondary institution on part-time basis (Freshmen - 6 hours per semester, Sophomore - 9 hours per semester, Junior - 15 hours per semester, and Senior - 15 hours per semester). An articulation agreement between Glades County School District and Florida Southwestern State College and Florida Gulf Coast University provides advanced instruction for those pupils who demonstrate a readiness to engage in post-secondary academic work. In this program, students may earn credit toward both a high school diploma and an associate or baccalaureate degree. Dual enrollment credits shall be

converted to high school credits as specified in Section 1000.21, 1007.24, 1007.25, 1007.271, 1008.345 (F.S.). For each approved dual enrollment class a student's secondary schedule may be reduced by one (1) class period.

Florida Virtual School On-Line Instruction

An agreement between Glades County School District and The Florida Virtual School (FLVS) provides online instruction for those students seeking credit toward high school graduation. Course credits and grades earned through FLVS are based upon successful completion of the course.

Other Educational Opportunities

Virtual Instruction Program

Full Time Virtual Instruction Program (1002.45 FS and 1002.37 FS)

Eligible students have the option of participating in a full-time virtual education program. Virtual Education is provided through contracts with approved state providers. For more information on enrollment periods, eligibility requirements, and a link to enroll go to <http://gladesedu.org/virtual-instruction-program>. If you would like enrollment information, contact the Director of Academic Services at 863-946-2083.

Part-time Virtual Instruction

If you are interested in participating in this instructional option, please contact your school guidance counselor to fully discuss this option for your student. You may also contact the Director of Academic Services at the District Office or visit www.mydistrictvirtualschool.org if you have questions about the district's virtual programs.

Home Education

A homeschool packet can be obtained from the Director of Administrative Services located at the Glades County Administration building. A student in a home education setting must be evaluated once a year to demonstrate educational progress at a level equivalent to his/her abilities.

Services Available To Parents/Guardians And Students

After School Programs (as funding allows)

Glades Academic Program (GAP)

This after school program is offered as funds allow for students in grades 1-12 who are identified as performing below grade level in reading and/or math.

Migrant Tutoring

Migrant students who are performing below grade level in reading and/or math are offered tutoring and homework assistance after school and transportation may be provided. For more information, call 863-946-2083.

Interventions

Multi-Tiered System of Support (MTSS)

Guiding Questions (Tier 1)



Problem-Solving Model

instruction are not occurring; environment not supportive of learning and interventions needs; student characteristics

Step 1 – Problem ID

- What do we expect our students to know, understand, and do as a result of instruction? (How Measure?)
- Do our students meet or exceed these expected levels? (How do you define “expected”)
- Are there groups for whom core is not sufficient? (What Tier of support needs to be a priority?)

Step 2 – Problem Analysis

- If the core is NOT sufficient for either a “domain” or group of students, what barriers have or could preclude students from reaching expected levels?
- Common sources for “why”:
Curriculum/standards/learner mismatch; best practices with

Step 3 – Plan Development and Implementation

- What strategies or interventions will be used?
- What resources are needed to support implementation of the plan?
- How will sufficiency and effectiveness of the core be monitored overtime?
- How will fidelity be monitored over time?
- How will “good”, “questionable,” and “poor” responses to intervention be defined?

Step 4 – Plan Evaluation of Effectiveness

- Have planned improvements to the core been effective? (decision-rules
- If so, what's next? Phase out supports? Change to the next set of goals?
- If not, what's next? Fidelity? Infrastructure? Resources? Planning?

Glades County MTSS

Description

- Multi-Tiered System of Supports (MTSS) is the integration of evidence-based instruction, interventions, and assessments to address the full range of student academic and behavioral needs present in today's classroom. In MTSS, the needs of all learners are identified and supported early through increasing levels of instructional intensity and time.
- By using performance data and through monitoring learning rates and social-emotional-behavioral development of students, important instructional decisions to meet the needs of all of our learners (e.g., students from different backgrounds, levels of language proficiency, students with a disability and students who are on target academically and may need advanced course work).
- MTSS prioritizes the academic and behavioral needs of all students, including our Students with Disabilities (SWDs), students with advanced learning needs, and English Language (EL) and Bilingual Learners. In other words, MTSS is enacted across every learning need!
- MTSS implementation is a shared responsibility and ownership of all educators, staff, families, and communities. MTSS provides the structure and process to address key questions in data-based decision making, with educational approaches, collaboration and decision making in the center.

Education and The MTSS Infrastructure

- In a multi-tiered system of instruction and support, teachers provide quality instruction across three tiers that is universally designed, differentiated, culturally and linguistically responsive, and aligned to grade-level content standards. MTSS is a framework that provides equitable access to high-quality, grade-level academic and behavioral instruction and support for all students.

Tier 1:	Tier 2:	Tier 3:
Core Instruction: Great Teaching for All	Supplemental Support + Core Instruction = Learning	Supplemental Support + Intensive Instructions + Core = Learning
<ul style="list-style-type: none">● Core Instruction with the textbooks adopted by the District to meet State Standard instruction● Re-teaching/ progress monitor students learning● Differentiated instruction within the classroom● Before/ After school Tutoring● Small Group instruction● Peer Tutoring● Student data tracking● Accelerated Reading/ Math	<ul style="list-style-type: none">● Social Skills groups /Self Management support● Supportive Software specific to students learning needs● Targeted Intervention increase Time and frequency of skill instruction● Supplemental instructional materials● Tiered Centers/ Instruction● Progress monitoring (More Frequently)● Learning contracts● Small group instruction	<ul style="list-style-type: none">● All of the Tier 1 and 2 interventions● Individual or very small group instruction using intensive supportive materials● More frequent and specific targeted progress monitoring● Adaptations that are unique to learner● Additional Personnel support

GCSD MTSS Member Function:

Principal or Designee:

- Provides leadership for common vision for MTSS
- Ensures team is implementing MTSS
- Assesses MTSS skills of staff
- Ensures documentation of MTSS activities
- Ensures adequate implementation of intervention support
- Ensures professional development
- Establishes communication with parents and community

General Education Teacher (Grade Level Representation)

- Provides information about core instruction
- Participates in student data collection and analysis
- Delivers Tier 1 instruction/intervention
- Collaborates, and may deliver Tier 2 instruction/intervention
- Integrates Tier 1 materials with Tier 2 and 3 activities

Special Education Teacher(s)

- Provides expertise and experience with Tier 3 intensive intervention/instruction
- Collaborates with General Education teachers
- Participates in student data collection and analysis
- Participates in Tier 3 Problem Solving teams
- Content Area Expert(s)
- Academic: Provides guidance on curriculum, Florida standards, high-quality instructional practices

School Counselor

- Provides background information about and liaison with children and families
- Supports intervention fidelity, documentation
- Provides social-emotional interventions for classroom groups and in small groups

Staff

- Participates in collection, interpretation, analysis of academic and behavioral data
- Facilitates development of academic and behavior intervention plans
- Provides support for intervention fidelity, documentation
- Provides professional development and technical assistance for problem-solving activities
- Provides social-emotional interventions for classrooms and in small groups

Support Staff:

- Provides assistance with data collection, data analysis, and intervention planning
- Provides insight and support in best practices in small group instruction

District MTSS Coordination Team:

- Provides assistance “coaching” and oversight
- Behavior Specialists for behavior interventions and best practices

Students With Disabilities

Individual Education Plan (IEP)

An IEP is a written statement for each child with a disability that is developed, reviewed and revised yearly based on each student’s individual educational needs. An IEP lets parents/guardians know what level their child is at presently, how his disability affects his/her academics and what goals are to be achieved during the year. Parents/Guardians of a student with an IEP are invited and encouraged to attend the meeting to write the IEP.

Parent Involvement

Parent/Guardian Participation Opportunities

Mentoring/Volunteering

School Volunteers assist staff and students in many different ways at each school such as chaperoning field trips. Community Resource Volunteers provide special demonstrations or instructions on a wide variety of topics, based on their careers, hobbies or interests. These enriching experiences are provided for classrooms, small groups, or assemblies. All parents/guardians requesting to volunteer must be approved by the School Board each school year.

School Advisory Council (SAC)

This is a council composed of school and community representatives who meet a minimum of four (4) times per year throughout the school year. Members are nominated and voted on by peer groups (parents by parents and school personnel by staff). This representative board serves to provide input, ideas, and reactions from a variety of interests, needs, and viewpoints in order to develop, implement, and evaluate the School Improvement Plan.

If you are interested in becoming a volunteer or serving on the School Advisory Council (SAC), please contact:
Moore Haven Elementary at 863-946-0737
Moore Haven Middle High at 863-946-0811
West Glades School at 863-675-3490
Pemayetv Emahakv Charter School at 863-467-2501

Parent Involvement Policy Committee (a partner of SAC)

By federal law, the District and each Title I school must formulate and implement a Parent Involvement Policy (PIP). This policy must describe the District/school's expectations for parental involvement, how the District/school will implement parental involvement activities, including but not limited to: types of activities, the school-parent compact, and provide an end-of-year evaluation of the program. Parents/Guardians may access this program through their respective School Advisory Council. Copies of the Title I Parent Involvement Plans and the District Title I Parent Involvement Policy are available at Title I schools and the district office.

Migrant/ELL Advisory Council

This council is composed of parents/guardians of Migrant and ELL students from all of the schools in the district, community members, administrators, and teachers. Members of this council discuss concerns parents/guardians have and how the schools can better serve their children. Meetings are held twice per year during fall and spring.

ESE Parent Advisory Council

The Exceptional Student Education (ESE) Council meets quarterly and is composed of parents/guardians, teachers, and administrators. This council meets quarterly and discusses concerns of parents/guardians and provides helpful information.

If you have a child in the ESE program and would like to serve as a representative contact the Director of Student Services at 863-946-2083, ext. 2715.

Discipline

What Type Of Informal Disciplinary Actions Are Recognized In The Code Of Student Conduct?

A major consideration in the application of the code is that the most appropriate disciplinary action taken by school officials is the least extreme measure that can resolve the discipline problem. Teachers and administrators strive to use a variety of informal disciplinary/guidance steps prior to formal disciplinary action. Some of these methods include the following:

- Teacher-student conference
- Teacher-parent/guardian conference or contact
- Counselor-student conference
- Counselor-parent/guardian conference or contact
- Administrator-student conference
- Administrator-student-teacher conference
- Administrator-parent/guardian conference or contact
- Administrator-student-parent/guardian conference
- Student-program adjustment

What Type Of Formal Disciplinary Actions Are Recognized In The Code Of Student Conduct?

The Code of Student Conduct recognizes seven additional strategies which may be used as an alternative to suspending a student or as a follow-up to suspension or temporary removal from class.

Discipline Procedures For Exceptional Education Students and Students with 504 Plans

Discipline for students with a disability or who have 504 plans and are provided services under the American's Disability Act, shall be accomplished in accordance with the Glades County Code of Student Conduct.

Parents/Guardians of these students shall receive a copy of this manual annually, and the document will contain a reference to this section of the District Procedures for Providing Special Education for Exceptional Students. The policy and Federal Law (IDEA) requires that records be reviewed prior to carrying out formal consequences.

Administration will determine appropriate action which may include suspension, alternative placement or expulsion in accordance with the students IEP or 504 plan. In addition, the administration may ask the team to reconvene to address behaviors or strategies to best support the student with regards to the pattern of student behaviors.

Detention

A school may elect to assign a detention as an alternative to suspension for certain conduct. Each school specifies those types of conduct for which detention may be assigned for any one conduct problem. It should be emphasized that due to problems of transportation and supervision, detention may not be offered in all schools. Detention may include any program outside the normal student/school day and may include, but is not limited to, after-school or Saturday-school.

Behavioral Probation

Any student involved in a violation of the Code of Student Conduct may be placed on Behavioral Probation in addition to, or in place of, suspension from school. The student on Behavioral Probation may be denied participation in extracurricular activities and will be assigned to report frequently to a

specified staff member who will assist in monitoring the student's adjustment to the school situation during this probationary period.

Work Assignment

A school may elect to provide the student with an opportunity to perform supervised activities related to the upkeep and maintenance of school facilities instead of suspension. This alternative is not to exceed 10 hours of work. The student and parents/guardians may request this alternative; however, the decision rests with the principal.

Restorative Practice

Restorative practice is an evidence-based practice effectively used to reduce suspensions, expulsions, and disciplinary referrals. Restorative practice focuses on righting a wrong committed and repairing harm done. The goal is to place value on relationships and focus on repairing relationships that have been injured. The victim and the wrongdoer have the opportunity to share with one another how they were harmed, as victims, or how they will work to resolve the harm caused, as wrongdoers.

Alternative Measures

Alternative measures are measures designated to meet the special needs of a student that cannot be met by regular school curriculum. Subject to the rules of the District School Board, the principal or his/her designee may recommend educational alternatives as deemed appropriate for individual students on a case-by-case basis. Alternatives may be provided in lieu of denial of education participation.

In-school Suspension

In-School Suspension (ISS) is a form of discipline involving the student's temporary removal from his or her regular school program and placement in an Alternative Education Program at the student's regularly assigned school and denial of the privilege of participating in school activities.

Denial Of Education Participation

In order to maintain effective learning conditions, the Code of Student Conduct also recognizes that it may be necessary to deny a student educational participation for varying periods of time for reasons of persistent disobedience and/or gross misconduct. If a student is denied educational participation, effort will be exerted to determine and resolve the causes of the problem so that the student might return to school and the classroom.

When an infraction of the Code of Conduct is committed and there is consideration for denial of education participation. Administration must conduct an investigation and hear the students explanation during an Administrative Hearing with their parents before determining disciplinary action.

There are three possible types of denial of educational participation:

- 1. Suspension From School – Out Of School Suspension (OSS)**
- 2. Placement In Learning Opportunity Center (LOC)**
- 3. Expulsion From School**

The following describes these actions:

Suspension

Suspension may be from kindergarten through twelfth grade program of the Glades County Public

School System. A school principal may immediately suspend a student from his/her regular school program for a period up to ten (10) school days for persistent disobedience and/or gross misconduct. Principals take this action when they have exhausted informal disciplinary strategies or when they have at least considered those alternatives and rejected them as appropriate in a given situation.

If any suspension is the fifth occurrence an MTSS Intervention team, IEP team or 504 staffing committee shall convene to consider changes in the student's educational program pursuant to Rules of the State Board of Education and Federal Law (IDEA). A Behavioral Intervention Plan (BIP) shall be developed or reviewed and modified. A good faith effort will be made by the principal to employ parental assistance or other alternative measures prior to suspension, except in the case of emergency or disruptive conditions which require immediate suspension.

When disciplinary actions reach the level of suspension of a student, it should be noted that the following procedural steps are designed to protect the interest of the student.

The student shall have the right to be

- advised why he/she is being suspended;
- provided an opportunity to refute the charges;
- provided an opportunity to submit to the administrator a list of names of other individuals who might have witnessed the incident.

Disciplinary action resulting in Students with disabilities or Student with 504 plans being suspended more than ten (10) days cumulatively in a year, must first have a Manifestation meeting to determine if the behavior infraction is due to the students disability. Students who participate in the General education program who are being considered for suspension more than ten (10) days in a year, must be reviewed by an MTSS intervention team to rule out the possibility of the student being eligible for a disability.

While on suspension, the student may continue the academic program under the supervision of the principal.

If suspended, written notification will be hand delivered or mailed to the parents/guardians within 24 hours.

Suspension of students with a disability or students served under a 504 plan will be monitored by the Exceptional Student Department. School principals will forward to the ESE department a copy of all Suspension Notices of any student with a disability or a 504 plan.

Suspension from bus privileges is a temporary withholding of the right or privilege to be transported to and from school at public expense for a period not to exceed ten (10) school days per offense.

Learning Opportunity Center (LOC)

LOC is an alternative learning environment in which students whose behavior causes safety concerns may be placed in an alternative learning environment to ensure school safety and to provide behavioral and academic support. Students may be placed in LOC for the following reasons, but not limited to disciplinary reasons, option to expulsion, habitual truancy, or administration placement.

Parent notification and an entry meeting must take place before placement of a student in LOC. Parental involvement is critical for the success of students in the LOC.

Students will be assigned on-line courses, where they will be allowed to work at their own pace in efforts to gain as many course credits as possible. Each student will have an individualized Academic Learning Plan (ALP) which identifies specific objectives and goals for each student for each course.

Students with disabilities who are being considered for LOC may be placed in LOC for up to forty-five (45) school days without being considered for a change in placement if the student's referral is for one of the following three discipline infractions:

1. Possession of a Weapon, as defined in the Code of Conducts on school campus or during school activities,
2. Knowingly possesses, uses, sells, or solicits the sale of a controlled substance on campus or during a school activity,
3. Inflicts serious bodily injury upon another person.

Students with disabilities who are referred or placed in LOC shall have their IEP reviewed by the IEP team to address the Functional Behavior Assessment and a Behavioral Plan. If such a plan has not been previously developed the IEP team will develop a plan to be implemented immediately. Students placed in LOC will be provided all accommodations indicated in their current Individualized Education Plan (IEP).

Students with disabilities who have not committed one of the three major infractions listed above and who are being recommended for LOC, must first have a manifestation meeting with a manifestation team to determine if the students behavior is due to the students disability. In addition, the team must review the IEP to ensure the IEP is addressing the students behavioral concerns through a Positive Behavior Intervention Plan. If it is determined that the behavior is a manifestation of their disability or the IEP does not address the behavior concerns, then a Functional Behavior Assessment and behavior plan is required to be completed and implemented before the student can be placed in LOC.

Students with a 504 plan must have a manifestation meeting held prior to assignment of LOC. If the behavior is not determined to be a manifestation the student may be placed in LOC.

Dismissal from the LOC program will be determined by the school Principal and based upon the successful completion of the student's ALP.

If a student is assigned to the LOC, no athletic, extra-curricular or after school/during school activities are permitted. Students enrolled in LOC are not allowed on campus without prior approval from administration.

***NOTE:** Any student transferring from another school/district who has been assigned days to attend in an alternate school placement such as LOC in Glades County, will have to fulfill the days assigned by the previous district upon entry into Glades County School District.

Expulsion

Expulsion may be from kindergarten through twelfth grade program or from other programs or classes offered by the Glades County Public School System. Expulsion from school is the removal of the right and obligation of a student to attend a public school. It denies the student attendance in any and all programs of the Glades County Public Schools for a period not to exceed the limitations as prescribed by the Florida Statutes and School Board. This is the most serious disciplinary step available.

For major infractions of school policy (those for which expulsion is a possibility), the following procedures will be followed:

Prior to expulsion, the student has the right to

- be advised why he/she has been recommended for expulsion;
- be provided an opportunity to refute the charges;
- be provided an opportunity to submit to the administrator a list of names of other individuals who might have witnessed the incident;
- be provided due process.

After an investigation and administrative hearing to allow all sides to present information regarding the behavioral circumstances, a school principal may recommend the expulsion of a student to the superintendent. Should the principal make a recommendation for expulsion, the parent/guardian has a right to be present at the school board hearing with all due process rights afforded.

It is the responsibility of the superintendent to notify parents/guardians as to the time and place of the hearing.

Any identified student with a disability or 504 plan who has committed an offense for which expulsion could be a consequence will have an IEP (Individual Educational Plan) placement review by the ESE (Exceptional Student Education) or 504 staffing committee. This committee will review the student's current placement, previous staffing decisions and any additional documentation concerning a relationship between the behavior exhibited and the handicapping condition such as Positive Behavioral Plans and Functional Behavior Assessment results, in order to recommend modification for the present educational placement or to determine an alternative placement to appropriately meet the student's educational needs.

If a parent/guardian should disagree with the recommended placement, the parent/guardian may immediately request mediation or an impartial due process hearing to determine an appropriate placement. The student shall be retained in his/her current educational placement pending the outcome of the administrative hearing provided by law. If it is determined that the student's behavior could result in a serious disruption of the educational process, or in physical harm to the student himself/herself, or others, the district may request the court or a hearing officer to order a change in placement to an appropriate interim alternative educational setting for not more than forty-five (45) days.

Expulsion from bus privileges is a temporary withholding of the right or privilege to be transported to and from school at public expense for a period not to exceed the remainder of the term or school year and one additional school year.

Expulsion Re-entry Plan

To assure that the conduct leading to expulsion does not reoccur, a written re-entry plan for each student shall be developed by the school prior to the return of an expelled student to the school program. Each plan is to be developed in cooperation with all parties involved, including the student and parent(s)/guardians.

APPEAL PROCESS FOR SCHOOL BOARD DECISIONS

Any person who desires to appeal any decision made by the school board with respect to any matter considered at any meeting will need a record of the proceedings and for such purposes may need to ensure that a verbatim record of the proceedings is made, including the testimony and evidence upon which an appeal may be used.

What Types Of Violations Disrupt The Educational Process?

The Code of Student Conduct contains fifty-five (55) distinct violations identified by principals, administrators, teachers, students, and the community which are representative of those acts which frequently cause disruption of the orderly educational process.

It should be pointed out, however, this list is not all inclusive and as such a student committing an act of misconduct not listed will nevertheless be subject to the discretionary authority of the principal.

A major consideration in the application of the Code of Student Conduct is to identify the most appropriate disciplinary action necessary to bring about positive student behavior. To that end, the violations have been divided into 4 subgroups and a variety of administrative actions have been suggested or mandated, depending upon the severity of the misconduct.

It is important to note that the principal and teacher, consistent with the powers delegated to him/her, have the authority to take additional or more severe administrative action if, in his/her opinion, the nature of the misconduct warrants it.

Group 1 Discipline Infractions

The following chart lists Non SESIR violations and the recommended or mandated disciplinary action.
The Principal at each school has the right to correct any miscoded violations.

Violation Number	Violation	Definition	RECOMMENDED DISCIPLINARY ACTION
101	General In-school Disruption	Conduct and/or behavior which is disruptive to the orderly educational process.	<ul style="list-style-type: none"> ● Parent/Guardian contacted by school ● Teacher-student and parent conference ● Confiscation of contraband ● In-class disciplinary action ● After school detention ● Assign peer or adult mentor ● Behavior Contract/plan ● Extracurricular suspension ● Lunch Detention ● Participation in counseling session related to incident ● Require daily/weekly progress reports ● Review Rules/expectations ● Saturday School ● Schedule adjustment ● Verbal Warning ● Work detail ● Restorative Practices <ul style="list-style-type: none"> ○ Circles (preventive/relationship building and responsive/restorative) ○ Letter of apology ○ Effective Communication ○ Peer mediation ○ Restorative conferencing ○ Restorative agreement/plan
102	Disrespect And/Or Harassment Others	Actions directed against others that are disruptive to the orderly educational process	
103	Contraband-	Items disruptive to the school process as defined by the individual school's student handbook.	
104	Lying/Cheating/Plagiarism	Willfully misrepresenting the facts. Cheating- participants in using, copying or providing another student with any test answers or answers keys or another person's work representing it to be his or her own work.	
105	Dress Code Violation	Out of compliance with the district/school dress code. Wearing clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the orderly learning environment. (see pg. Disciplinary action)	
106	Driving And/Or Parking Violation	Out of compliance with district/school regulations.	
107	Tardy to class	Student is late to class without a pass.	
108	Public Display Of Affection	Engagement in physical contact including but not limited to kissing, hugging, and inappropriate touching.	
109	Electronic Device/Cell Phone	Cell phones must be turned off and concealed during regular school hours as defined by the individual school's student handbook. The use of electronic devices to capture or transmit testing and assessment information is cheating, and it may constitute a Level 4, OMC – Other Major Incident offense.	
110	Profanity-General		

Group 2 Discipline Infractions

The following chart lists Non SESIR violations and the recommended or mandated disciplinary action.
The Principal at each school has the right to correct any miscoded violations.

Violation Number	Violation	Definition	Recommended Disciplinary Action
201	Defiance Of School Personnel's Authority	(Insubordination): A Verbal Or Nonverbal Refusal To Comply With A Reasonable Request Of School Personnel, Or Conduct And/Or Language That Is Disrespectful And/Or Abusive	<ul style="list-style-type: none"> ● Parent/Guardian Contacted By School ● Teacher-student And Parent Conference ● Confiscation Of Contraband ● In-class Disciplinary Action ● Adjustment Of Student's Program/Change Of Schedule ● After School Detention ● Assign Peer Or Adult Mentor ● Behavior Contract/Plan ● Extra-curricular Suspension ● Internal School Suspension ● Loss Of Privileges ● Participation In Counseling Session Related To Incident ● Require Daily/Weekly Progress Reports ● Restitution ● Work Detail ● Saturday School ● Restorative Practices <ul style="list-style-type: none"> ○ Effective Communication ○ Circles (Preventive/Relationship Building & Responsive/Restorative) ○ Conferencing ○ Letter Of Apology ○ Peer Mediation ○ Restorative Agreement/Plan ○ Restorative Conferencing
202	Disruption On The School Bus Or At A School Bus Stop	Any Misconduct Or Unusual Behavior On The Bus Or At A School Bus Stop.	
203	Gambling	Participating In Games Of Chance For Money Or Other Stakes.	
204	Simple Assault	A Verbal Or Physical Threat Or Attempt To Beat Another But Without Touching Him/Her.	
205	Non-compliance With Assigned Discipline	Refusal Or Non-compliance With Assigned Consequences For A Documented Disciplinary Violation	
206	Unauthorized Access To Restricted Areas	Access To Areas That Are Restricted, Unassigned Or Posted Without Permission. Including Internet Access/Skipping	
207	Unacceptable Physical Contact.	Unsolicited Physical Contact Directed Against Others That Is Disruptive And/Or Threatening.	
208	Minor Vandalism	Less Than \$100	

Group 3 Discipline Infractions

The following chart lists Non SESIR violations and the recommended or mandated disciplinary action.
The Principal at each school has the right to correct any miscoded violations.

Violation Number	VIOLATION	Definition	RECOMMENDED DISCIPLINARY ACTION
301	Battery.	The physical attack or harm with force and/or violence by an individual against another, without a weapon or serious injury.	<ul style="list-style-type: none"> ● Parent/Guardian contacted by school ● Teacher-student and parent conference ● Adjustment of student's program/change of schedule ● After school detention ● Assign peer or adult mentor ● Behavior contract/plan ● Extracurricular suspension ● Participation in counseling session related to incident ● Required daily/weekly progress reports ● Restitution ● Saturday School ● Payment for damages ● Suspension
302	Extortion	he taking or the attempt of taking anything of value that is owned by another under conditions of force or threat of force which places the victim in a state of fear.	
303	Major Vandalism	The willful or malicious destruction of school property or the property of others more than \$100.	
305	Stealing	The act of taking and carrying away personal property of another without the consent of the owner. (Less than \$100 in property value).	
306	Serious And/Or Chronic Harassment - Intimidation	Unsolicited actions directed against others that are disruptive and/or threatening. These actions may include but are not limited to teasing, bullying, stalking, etc. and pose a serious and/or persistent threat.	
307	Peer Conflict	A physical conflict between two or more students which does not result in serious injury or require physical restraint of combatants.	
309	Inciting	Actions, gestures, apparel, appearance or speech that provokes, urges or facilitates the participation of others in prohibited acts.	
310	Major Profanity Or Abusive Language Or Conduct Directed At A School Board Employee Or Other Students	A student who uses or engages in abusive, profane, obscene, or vulgar language or conduct directed at a School Board employee or volunteer	
312	Safety Violation/ Dangerous Objects	Dangerous objects include, but not limited to tasers, bullets, ice picks, razor blades, box cutters, pocket knife, air guns, or spring guns of any sort (whether operable or inoperable), pepper spray or mace, fireworks, etc.	

Group 4: SESIR Discipline Infractions

Violation Number	Violation	Definition	Recommended Disciplinary Action
ALC	Alcohol	The Possession, Use, Purchase Or Sale Of Alcoholic Beverages.	<ul style="list-style-type: none"> ● Parent/Guardian Contacted By School ● Suspension With Possible Recommendation For Expulsion ● Behavioral Contract ● Parent/Guardian Contacted By School ● Suspension With Possible Recommendation For Expulsion ● Behavioral Contract <p style="text-align: center;">Zero Tolerance: All Incidents Within Group IV Are Considered Zero Tolerance Violations.</p> <p>Offenses May Also Include Other Serious Felonies Not Otherwise Classified In The Student Code Of Conduct.</p> <p>Examples: Homicide - Hom, Kidnapping - Kid, Etc.</p> <ul style="list-style-type: none"> ● Students Aiding, Abetting Or Conspiring In The Commission Of Any School Violation May Receive A Penalty Equal To The Attempted Violation. ● Florida Law Provides That A Student May Be Expelled For The Remainder Of The Current School Year And One Additional Year ● http://www.fldoe.org/safe-schools/SESIR-discipline-data/
ARS	Arson	To Damage Or Cause To Be Damaged, By Fire Or Explosion Of Any Dwelling, Structure Or Conveyance Whether Occupied Or Not, Or Its Contents Owned By Or Under The Control Of The School Board.	
BAT	Aggravated Battery	The Physical Attack Or Harm With Force And/Or Violence By An Individual Against Another Resulting In Serious Mental Or Physical Injury With Or Without The Use Of A Weapon.	
BRK	Breaking & Entering/Burglary	The Illegal Entry By Force Into A School Board Facility Or The Unauthorized Presence With The Intent To Damage Or Remove Property Or To Harm Another Person.	
BUL	Bullying	Incident Includes Systematically And Chronically Inflicting Physical Hurt Or Psychological Distress On One Or More Students Or Employees That Is Severe Or Pervasive Enough To Create An Intimidating, Hostile Or Offensive Environment; Or Unreasonably Interfere With An Individual's School Performance Or Participation.	
DOC	Disruption On Campus - Major (Disorderly Conduct) - Doc	Disorderly Conduct Is An Incident That Significantly Disrupts All Or Portions Of The Campus Activities, School Sponsored Events And/Or School Bus Transportation. This Disruptive Behavior Poses A Serious Threat To The Learning Environment, Health, Safety, And/Or Welfare Of Others. (Examples: Boycotts, Sit-ins, False Reports Of Fire And/Or Bombs (Explosive Devices), Etc.)	
DRU	Drugs	(Excluding Alcohol) Possession, Use, Or Purchase Of An Illegal Drug, Narcotic, Controlled Substance Or A Substance Represented As An Illegal Drug.	
DRD	Drugs	(Excluding Alcohol) The Sales Or Distribution Of An Illegal Drug, Narcotic, Controlled Substance Or A Substance Represented As An Illegal Drug.	
FIT	Serious Fighting	Mutual Combat Or Altercation Where Two Or More Persons Use Force And/Or Violence. The Incident Must Include Serious Injury And/Or Require Physical Restraint To Resolve Before This Classification Is Assigned.	
HAR	Harassment	Any Threatening, Insulting Or Dehumanizing Gesture, Use Of Data Or Computer Software, Or Written, Verbal	

		Or Physical Conduct That Places (1) A Student Or School Employee In Reasonable Fear Of Harm To His Or Her Person Or Damage To His Or Her Property, (2) Has The Effect Of Substantially Interfering With A Student's Educational Performance, Opportunities, Or Benefits, Or (3) Has The Effect Of Substantially Disrupting The Orderly Operation Of A School Including Any Course Of Conduct Directed At A Specific Person That Causes Substantial Emotional Distress In Such A Person And Serves No Legitimate Purpose.	
HAZ	Hazin	Any Action Or Situation That Endangers The Mental Or Physical Health Or Safety Of A Student <u>At A School With Any Of Grades 6 Through 12</u> For Purposes Of Initiation Or Admission Into Or Affiliation With Any School-sanctioned Organization. "Hazing" Includes, But Is Not Limited To: (A) Pressuring, Coercing, Or Forcing A Student Brutality Of A Physical Nature, Such As Whipping, Beating, Branding Or Exposure To The Elements.	
OMC	Other Major Incidents	Any Serious, Harmful Incident Resulting In The Need For Law Enforcement Intervention Not Otherwise Classified In The Student Code Of Conduct. (Example: Group Assault, Etc.)	
PHA	Physical Attack	Refers To An Actual And Intentional Striking Of Another Person Against His/Her Will, Or The Intentional Causing Of Bodily Harm To An Individual. (Example: Throwing An Object, Etc.)	
ROB	Robbery	The Taking Or Attempt To Take Anything Of Value That Is Owned By Another Under Conditions Of Force, Threat Of Force, Violence And/Or Placing The Victim In A State Of Fear.	
STL	Larceny/Theft	(Taking Of Property From Person, Building, Or A Vehicle) - The Unauthorized Taking, Carrying, Riding Away Or Concealing The Property Of Another Person, Including Motor Vehicle, Without Threat, Violence Or Bodily Harm. (This Code If The Damage Is Less Than \$ 300)	
SXA	Sexual Assault	The Threat Of A Sexual Attack Which Must Include Intent, Fear And Capability.	
SXB	Sexual Battery	The Sexual Attack Or Harm With Force And/Or Violence By An Individual Against Another Resulting In Serious Mental Or Physical Injury With Or Without The Use Of A Weapon.	
SXH	Sexual Harassment	Unwelcome Sexual Advances, Request For Sexual Favors And Other Inappropriate Oral, Written, Or Physical Conduct Of A Sexual Nature	
TBC	Tobacco	Possession, Use, Purchase Or Sale Of Tobacco Or Tobacco Products On School Grounds At School-Sponsored Events Or On School Transportation.	

TRE	Threat/Intimidation	A Threat To Cause Physical Harm Or To Instill Fear To Another Person With Or Without The Use Of A Weapon. The Incident Must Include The Following: Intent, Fear And Capability.
TRS	Trespass	The Illegal Entry Onto A School Campus Or Onto A School Sponsored Event Off Campus Without Authorization And/Or Invitation And With No Lawful Purpose After Written Or Verbal Notice.
UBL	Unsubstantiated Bullying	After A 1. Complete Investigation And Follow Up Of A Reported 2. Bullying Incident, The Investigator Determines That 3. There Is Not Enough Evidence To Substantiate That 4. The Incident Meets The Criteria Of A Prohibited Act 5. Under The Definition Of Bullying As Listed In (Section 1006.147,F.S)
UHR	Unsubstantiated Harassment	After A Complete Investigation And Follow Up Of A Reported Harassment Incident, The Investigator Determined That There Is Not Enough Evidence To Substantiate That The Incident Meets The Criteria Of A Prohibited Act Under The Definition Of Harassment As Listed In (Section 1006.147,F.S.)
VAN	Major Vandalism	The Willful Or Malicious Destruction, Damage Or Defacement Of School Property Or The Property Of Others. (Use This Code If The Damage Is More Than \$ 1000).
SXO	Sex Offenses Other - Sxo	Sexual Contact Without Force And/Or Threat Or Subjecting An Individual To Lewd Behavior, Including Sexual Gestures Or The Exposure Of Private Body Parts.
WPO	Weapon	The Possession, Use, Purchase Or Sale Of A Firearm Or An Instrument Which May Cause Harm. These Firearms And/Or Instruments Are Defined As Capable Of Causing Serious Harm And/Or Fear Of Harm.

Other Violations

- The unlawful possession or use of illicit drugs and the unlawful possession or use of alcohol is wrong and harmful at any time or in any place.
- The possession or sale of controlled substances, as defined in Chapter 893, Florida Statutes, while the student is on school property or in attendance at a school function, is grounds for disciplinary action by the school and may also result in criminal penalties being imposed.
- Use of a wireless communications device by a student includes the possibility of the imposition of disciplinary action by the school or criminal penalties if the device is used in violation of school

rules or in a criminal act. A student may possess a wireless communications device while the student is on school property or in attendance at a school function subject to school rules.

- Possession of a firearm or weapon as defined in Chapter 790, Florida Statutes, by any student while the student is on school property or in attendance at a school function is grounds for disciplinary action and may also result in criminal prosecution.
- Use of violence against any district school board personnel by a student is grounds for in-school suspension (ISS), out-of-school suspension (OSS), expulsion, or imposition of other disciplinary action by the school and may also result in criminal penalties being imposed.
- Violation of any of the district school board transportation policies, including disruptive behavior on a school bus or at a school bus stop, by a student, is grounds for suspension of the student's privilege of riding on a school bus, may be grounds for disciplinary action by the school and may also result in criminal penalties being imposed.
- Violation of the district school board's sexual harassment policy by any student is grounds for in-school suspension (ISS), out-of-school suspension (OSS), expulsion, or imposition of other disciplinary action by the school and may also result in criminal penalties being imposed.
- Any student who is determined to have brought a firearm or weapon, as defined in Chapter 790, Florida Statutes, to school, to any school function, onto any school-sponsored transportation, or to have possessed a firearm at school, may be expelled, with or without continuing educational services, from the student's regular school for a period of not less than one (1) full year and referred to the criminal justice or juvenile justice system. District school boards may assign the student to a disciplinary program or second chance school for the purpose of continuing educational services during the period of expulsion. District school superintendents may consider the 1-year expulsion requirement on a case-by-case basis and request the district school board to modify the requirement by assigning the student to a disciplinary program or second chance school if the request for modification is in writing and it is determined to be in the best interest of the student and the school system.
- Any student who is determined to have made a threat or false report, as defined by ss. 790.162 and 790.163, Florida Statutes respectively, involving school or school personnel's property, school transportation, or a school-sponsored activity will be expelled, with or without continuing educational services, from the student's regular school for a period of not less than one (1) full year and referred for criminal prosecution. District school boards may assign the student to a disciplinary program or second chance school for the purpose of continuing educational services during the period of expulsion. District school superintendents may consider the 1-year expulsion requirement on a case-by-case basis and request the district school board to modify the requirement by assigning the student to a disciplinary program or second chance school if it is determined to be in the best interest of the student and the school system.

Glossary of SESIR Offenses

SCHOOL ENVIRONMENTAL SAFETY INCIDENT REPORTING (SESIR) SYSTEM 2016 DEFINITIONS AND GUIDELINES FOR INCIDENTS AND RELATED ELEMENTS

ZERO TOLERANCE: All incidents within Group IV are considered zero tolerance violations.

CODE	INCIDENT	SESIR DEFINITION	EXAMPLES/NON-EXAMPLES
ALC	*ALCOHOL (possession, use, or sale)	Possession, sale, purchase, or use of alcoholic beverages Use should be reported only if the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation	Examples: <ul style="list-style-type: none"> ● Student testing positive for alcohol by law enforcement ● Student possessing, using, or selling alcohol Non-Examples: <ul style="list-style-type: none"> ● Student suspected of using alcohol without evidence ● Student smelled of alcohol, who after investigation, was found to be diabetic
ARS	*ARSON (intentionally setting a fire on school property)	To damage or cause to be damaged, by fire or explosion, any dwelling, structure, or conveyance, whether occupied or not, or its contents	Examples: <ul style="list-style-type: none"> ● Student or other deliberately setting a fire on campus Non-Examples: <ul style="list-style-type: none"> ● Student or other unintentionally starting a fire
BAT	*BATTERY (physical attack/harm)	The physical use of force or violence by an individual against another. The attack must be serious enough to warrant consulting law enforcement and result in more serious bodily injury.	Examples: <ul style="list-style-type: none"> ● Student hitting another with a heavy object over the head resulting in serious injury ● Student stabbing another with a weapon resulting in serious injury ● Student engaging in a mutual physical altercation with another and continuing to hit/beat that person even after that person stops fighting, or is no longer able to fight back resulting in serious injury Non-Examples: <ul style="list-style-type: none"> ● Student delivering a single poke to the chest ● Student delivers a single, non-injuring strike to the arm of another ● Student actively engaging in a fight with each other (refer to <i>Fighting</i> code as a possible SESIR code) ● Student striking back when hit by an aggressor and becoming engaged in a fight with the aggressor (refer to <i>Fighting</i> code as a possible SESIR code)
BRK	*BREAKING AND ENTERING/ BURGLARY (illegal entry into a facility)	The unlawful entry with force, or unauthorized presence, in a building or other structure or conveyance with evidence of the intent to damage or remove property or harm a person(s)	Examples: <ul style="list-style-type: none"> ● Student breaking and entering into: <ul style="list-style-type: none"> ➢ a school building during athletic events, ➢ a school bus, or ➢ a residential garage that is being used for a school-sponsored event. ● Student willfully remaining within a building after it has been secured and committing a crime, such as vandalism or theft Non-Examples: <ul style="list-style-type: none"> ● Student entering an unlocked gym, without permission, and using the basketball court. ● Student wandering the halls, after hours, after entering through an unlocked door
DOC	*DISRUPTION ON CAMPUS-MAJOR (disruption of <u>all</u> or <u>a significant</u>	Disruptive behavior that poses a serious threat to the <u>learning environment, health, safety, or welfare</u> of others	Examples: <ul style="list-style-type: none"> ● Student making a bomb threat ● Student engaging in disruptive behavior that causes the bus driver to stop the bus to ensure the safety of the group

	portion of campus activities, school-sponsored events or school bus transportation)		<ul style="list-style-type: none"> Student causing an incident that results in closing the cafeteria Student inciting a riot Student pulling a fire alarm Student deliberately crashing the school computer system. Student causing an incident that prevents other students from proceeding to the next class or prevents egress <p>Non-Examples:</p> <ul style="list-style-type: none"> Disruption of a single classroom Student defying authority Student disobeying or showing disrespect to others Student using obscene or inappropriate language or gestures Student not sitting in seat and/or talking loudly while school bus is moving
DRD	<p>*DRUG SALE/ DISTRIBUTION- EXCLUDING ALCOHOL (illegal sale or distribution of drugs)</p>	The manufacture, cultivation, sale, or distribution of any drug, narcotic, controlled substance, or substance represented to be a drug	<p>Examples:</p> <ul style="list-style-type: none"> Student passing a marijuana cigarette around in the school bathroom Student giving prescription drugs prescribed for someone else to another Student selling cocaine to another Student misrepresenting substances as illegal drugs <p>Non-Examples:</p> <ul style="list-style-type: none"> Students taking medication prescribed for themselves Student giving an aspirin or other over-the-counter medication to another in dosage prescribed Student smoking a marijuana cigarette alone (refer to <i>Drug Use/ Possession, DRU</i>) Student found with a single marijuana cigarette in backpack (refer to <i>Drug Use/ Possession, DRU</i>)
DRU	<p>*DRUG USE/ POSSESSION- EXCLUDING ALCOHOL (illegal drug possession or use)</p>	<p>The use or possession of any drug, narcotic, controlled substance, or any substance when used for chemical intoxication</p> <p>Use should be reported only if the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation</p>	<p>Examples:</p> <ul style="list-style-type: none"> Student possessing or being under the influence of illegal drugs at school, at school-sponsored events, or on school transportation Student possessing or observed swallowing prescription drugs that are not prescribed for him/her Student found inhaling or ingesting intoxicants, glue, solvents, or aerosols for hallucinogenic purposes <p>Non-Examples:</p> <ul style="list-style-type: none"> Student possessing or using over-the-counter medications in dosage prescribed Student using inhalers for asthmatic condition Student possessing drug paraphernalia (refer to <i>Other Major, OMC</i>)
FIT	<p>**FIGHTING (mutual combat, mutual altercation)</p>	When two or more persons mutually participate in use of force or physical violence that requires physical restraint or results in injury	<p>Examples:</p> <ul style="list-style-type: none"> Student engaging in a fight/combat with another and physical restraint is necessary to stop it Student becoming engaged in a fight which results in the need for first aid or medical attention for one or both of the participants <p>Non-Examples:</p> <ul style="list-style-type: none"> Student engaging in "horseplay" Student verbally confronting another student/teacher. Student engaging in pushing and shoving who is easily separated or stopped

			<ul style="list-style-type: none"> Student engaging in a fight which is resolved without injury or need for physical restraint <p>Note: Schools may want to document lower levels of fighting such as the non-examples listed here on their <u>local</u> student discipline referral form.</p>
HAR	**HARASSMENT (insulting behaviors)	Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that 1) places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property; 2) has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or 3) has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose	<p>Examples:</p> <ul style="list-style-type: none"> One student approaches another student and makes an insulting gesture. The targeted student runs off in tears and is visibly upset. <p>Non Examples:</p> <ul style="list-style-type: none"> Two students approach each other and one student makes an insulting gesture towards the other student. Both students are good friends. No offense was taken by either student from the interaction.
HAZ	*HAZING	Any action or situation that endangers the mental or physical health or safety of a student at a school with any of grades 6 through 12 for purposes of initiation or admission into or affiliation with any school-sanctioned organization. "Hazing" includes, but is not limited to: (a) pressuring, coercing, or forcing a student to participate in illegal or dangerous behavior, or (b) any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements	<p>Examples:</p> <ul style="list-style-type: none"> Pressuring, coercing or forcing a student into 1) violating state or federal law; 2) consuming any food, liquor, drug, or other substance; or 3) participating in physical activity that could adversely affect the health or safety of the student <p>Non Examples:</p> <ul style="list-style-type: none"> Requiring new team members to attend additional supervised practices
HOM	*HOMICIDE (murder, manslaughter)	The unjustified killing of one human being by another	<p>Examples:</p> <ul style="list-style-type: none"> Student person, known or unknown, committing any homicide on school campus, at school-sponsored events, or on school transportation <p>Non-Examples:</p> <ul style="list-style-type: none"> Student accidentally dying Student committing suicide
KID	*KIDNAPPING (abduction of an individual)	Forcibly, or by threat, confining, abducting, or imprisoning another person against his/her will and without lawful authority	<p>Examples:</p> <ul style="list-style-type: none"> Student holding another person for ransom or reward, as a shield, or as a hostage Non-custodial caregiver, with a restraining order, picking up a student <p>Non-Examples:</p> <ul style="list-style-type: none"> Student running away with her boyfriend after being picked up from school by him
OMC	*OTHER MAJOR (major incidents that do not fit within other definitions)	Any serious, harmful incident resulting in the need for law enforcement intervention not previously classified	<p>Examples:</p> <ul style="list-style-type: none"> Student produces or knowingly uses counterfeit money Student participates in gambling activities (i.e. throwing quarters for money) Student possesses pornographic materials depicting others under the age of 18 Student possessing drug paraphernalia <p>Non-Examples:</p> <ul style="list-style-type: none"> Student arrested for violating probation Student arrested for committing crimes off-campus
PHA	*PHYSICAL ATTACK	Refers to an actual and intentional striking of another person against his/her will, or the intentional causing of bodily harm to an individual.	<p>Examples:</p> <ul style="list-style-type: none"> Throwing an object and hitting someone hard enough to cause injury. <p>Non-Examples:</p>

			<ul style="list-style-type: none"> Student or other engaging in a fight/combats with another and physical restraint is necessary to stop it. Student becoming engaged in a fight which results in the need for first aid or medical attention for one or both of the participants. (Refer to Fighting as a possible SESIR code)
ROB	*ROBBERY (using force to take something from another)	The taking or attempted taking of anything of value that is owned by another person or organization, under the confrontational circumstances of force or threat of force or violence and/or by putting the victim in fear.	<p>Examples:</p> <ul style="list-style-type: none"> Student or other snatching a gold chain off someone's neck. Student or other extorting lunch money. Student or other engaging in "carjacking." <p>Non-Examples:</p> <ul style="list-style-type: none"> Student or other taking money from an unattended purse (refer to <i>Larceny/Theft</i> as a possible SESIR code).
STL	*LARCENY/ THEFT (taking of property from a person, building, or vehicle)	The unauthorized taking, carrying, riding away, or concealing the property of another person, including motor vehicles, without threat, violence, or bodily harm.	<p>Examples:</p> <ul style="list-style-type: none"> Student or other embezzling public funds. Student or other stealing an item/items worth \$300 or more. Student finding a checkbook, signing owner's name, and making a purchase. Student or other stealing a car or motorcycle. <p>Non-Examples:</p> <ul style="list-style-type: none"> Student or other borrowing an item without permission Student or other committing robbery (code as <i>Robbery</i> instead) Student or other stealing item/items less than \$300 Student steals a credit card but no charges are made to the card
SXA	*SEXUAL ASSAULT	An incident that includes a threat of: rape, fondling, indecent liberties, child molestation, or sodomy. The threat must include all of the following elements: 1) intent; 2) fear; and 3) capability	<p>Examples:</p> <ul style="list-style-type: none"> Student threatening to rape another <p>Non-Examples:</p> <ul style="list-style-type: none"> Kindergarten student threatening another with a sexual act
SXB	*SEXUAL BATTERY (attempted or actual)	Forced or attempted oral, anal, or vaginal penetration by using a sexual organ or an object simulating a sexual organ, or the anal or vaginal penetration of another by any body part or object	<p>Examples:</p> <ul style="list-style-type: none"> Student raping someone. Student or other attempting to rape someone <p>Non-Examples:</p> <ul style="list-style-type: none"> Students engaging in consensual sex acts. (Consensual sex is not <i>Sexual Battery</i>. Refer to <i>Sexual Offenses (Other)</i> as a possible SESIR code)
SXH	**SEXUAL HARASSMENT (undesired sexual behavior)	Unwanted verbal or physical behavior with sexual connotations by an adult or student that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment, cause discomfort or humiliation or unreasonably interfere with the individual's school performance or participation. (6A-19.008 (1) SBE Rule). An incident when one person demands a sexual favor from another under the threat of physical harm or adverse consequence	<p>Examples:</p> <ul style="list-style-type: none"> Student causing unwanted and ongoing episodes of leering, pinching, or grabbing Student making suggestive comments, jokes, or actions of a sexual nature Student pressuring one to engage in sexual activity Teacher threatening to lower a student's grade if sexual favors are not given Student repeatedly showing a photograph, poster or other images of nudity, lewd or sexual activity Student pressuring another student for sexual favors by threatening to prevent him/her from participating in a school activity

SXO	*SEXUAL OFFENSES (OTHER) (lewdness, indecent exposure)	Other sexual contact, including intercourse, without force or threat of force. Subjecting an individual to lewd sexual gestures or comments or sexual activity, or exposing private body parts in a lewd manner	<p>Examples:</p> <ul style="list-style-type: none"> ● Student participating in sexual activity in front of a student ● Student intentionally exposing genitals ● Two or more students engaging in sexual activity ● Student soliciting or encouraging a person to commit a sexual act ● Student touching the buttocks of another in lewd, lascivious manner <p>Non-Examples:</p> <ul style="list-style-type: none"> ● Students kissing consensually ● Student swearing ● A kindergarten child relieving himself publicly ● A first grade student hugging another ● Student inadvertently touching breasts or buttocks of another
TBC	*TOBACCO (cigarettes or other forms of tobacco)	The possession, use, distribution, or sale of tobacco or nicotine products on school grounds, at school-sponsored events, or on school transportation by any person under the age of 18	<p>Examples:</p> <ul style="list-style-type: none"> ● A student under 18 possessing and/or smoking cigarettes ● A student using smokeless tobacco <p>Non-Examples:</p> <ul style="list-style-type: none"> ● An 18-year-old student smoking a cigar on campus. <p><i>Although district codes of student conduct may make it against the <u>district</u> code for students age 18 and older to be smoking on school campus, it still is not in violation of the state statute and should <u>not</u> be reported in SESIR.</i></p>
TRE	*THREAT/INTIMIDATION (instilling fear in others)	A threat to cause physical harm to another person with or without the use of a weapon that includes all of the following elements: 1) intent--an intention that the threat is heard or seen by the person who is the object of the threat; 2) fear--a reasonable fear or apprehension by the person who is the object of the threat that the threat could be carried out; and 3) capability--the ability of the offender to actually carry out the threat directly or by a weapon or other instrument that can easily be obtained	<p>Examples:</p> <ul style="list-style-type: none"> ● Student or other willfully and repeatedly following another or stalking with intent to cause the person to fear for his/her safety ● Student or other who willfully and repeatedly uses e-mail or text messages to cause another to fear for his/her safety or cause substantial emotional distress (cyber-stalking)
TRS	*TRESPASSING (illegal entry onto campus)	To enter or remain on school grounds/campus, school transportation, or at a school-sponsored event/off campus without authorization or invitation and with no lawful purpose for entry	<p>Examples:</p> <ul style="list-style-type: none"> ● Any unauthorized person entering the campus ● Any unauthorized person remaining on property after being directed to leave by the chief administrator or designee <p>Non-Examples:</p> <ul style="list-style-type: none"> ● Parent entering the building to pick up his/her child without first getting clearance through the office ● Person searching for a phone at a school facility after his/her car has broken down
UBL	UNSUBSTANTIATED BULLYING	After a complete investigation and follow up of a reported bullying incident, the investigator determines there is not enough evidence to substantiate that the incident meets the criteria of a prohibited act under definition of bullying as listed in the Jeffrey Johnston Stand Up for all Students Act (Florida Statute 1006.147)	<p>Examples:</p> <ul style="list-style-type: none"> ● Student calls another student an inappropriate name once

UHR	UNSUBSTANTIATED HARASSMENT	After a complete investigation and follow up of a reported harassment incident, the investigator determines there is not enough evidence to substantiate that the incident meets the criteria of a prohibited act under definition of harassment as listed in the Jeffrey Johnston Stand Up for all Students Act (Florida Statute 1006.147)	Examples: <ul style="list-style-type: none"> Two students approach each other and one student makes an insulting gesture towards the other student. Both students are good friends. No offense was taken by either student from the interaction.
VAN	*VANDALISM (destruction, damage, or defacement of school or personal property)	The intentional destruction, damage, or defacement of public or private/personal property without consent of the owner or the person having custody or control of it	Examples: <ul style="list-style-type: none"> Student or other defacing school with graffiti Student or other keying or scratching a car in a campus parking lot Student or other trashing a classroom resulting in damages of \$1,000 dollars or more Student(s) damaging a hotel room (\$1,000 or more) on a school-sponsored trip Non-Examples: <ul style="list-style-type: none"> Student or other accidentally damaging chemistry lab equipment Student or other causing damages under \$1,000
WPO	*WEAPONS POSSESSION (possession of firearms and other instruments which can cause harm)	Possession of any instrument or object (as defined by Section 790.001(13), Florida Statutes, or district code of conduct) that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm	Examples: <ul style="list-style-type: none"> Student or other possessing a firearm or knife Student or other using a knife, pocketknife, or other sharp or pointed implement to harm another Non-Examples: <ul style="list-style-type: none"> Student, after investigation, found to possess a common pocket knife or eating utensil with no intent to harm Student possessing items not covered under law or district policy such as pointed instruments, pens, or pencils Student possessing a cutting tool used in art, shop, or other class

*** These incidents MUST be reported to SESIR and ARE EXPECTED to include consultation with LAW ENFORCEMENT.**

Reported to Law Enforcement means "An incident should be coded as reported to Law Enforcement if an official action was taken by a School Resource Officer (SRO) or local Law Enforcement Officer, such as a case number was assigned, a report was filed, an affidavit was filed, a civil citation was issued, an investigation was conducted and found to be an incident reportable to SESIR, or an arrest was made." **Consulted with Law Enforcement** means "School Resource Officer (SRO) or local Law Enforcement Officer was consulted regarding the incident, but no official action was taken."

**** These incidents MUST be reported to SESIR, but MAY NOT NEED to include consultation with LAW ENFORCEMENT.**

Revised 06/28/16

Transportation

Student Transportation Responsibilities and Safety Rules

The Glades County School District provides free transportation to and from school for students who live more than two miles away from school. Students will be assigned one bus stop. Parents/Guardians are responsible for their child/ren at the bus stop. The student becomes the responsibility of the school district when they enter the bus, and ends when the student exits the bus at the close of the school day. The rules of the school bus are:

- Sit and stay in your assigned seat
- Act responsibly and respectfully at all times
- Feet, hands and objects should be kept to selves and inside the bus
- Emergency and railroad tracks - Voices Off
- Talk quietly to your neighbor
- Your driver is the leader

Each student using district transportation must abide by the rules, which are established to ensure the safety of all passengers. When waiting for the bus, loading or unloading, and riding on the bus, students must follow the Code of Student Conduct. Bus drivers will report students who violate the Code of Student Conduct and/or school bus rules to the school administration for appropriate disciplinary action. Administrators shall investigate and issue discipline accordingly. Violations of the Code of Student Conduct shall result in disciplinary action, suspension of riding privileges or recommendation for bus expulsion and may result in referral to law enforcement.

Teachers who chaperone bus trips will have the same authority and responsibilities as they have in the classroom.

Parent/guardian conferences with drivers are not permitted while the bus is in route to or stopped at a bus stop. Any conference the parents/guardians wish to have with the bus driver should be scheduled with the school's administration.

Bus transportation is a privilege. By paying attention to the surroundings and obeying the rules, students help to keep themselves, their fellow students, their bus driver and our community safer.

The responsibilities of students transported by Glades County School District are as follows:

- 1) Students should arrive at their bus stop at least five minutes prior to their scheduled pick-up time since drivers are not allowed to wait. Parents/Guardians are responsible for their child's behavior at the bus stop and should be present, if possible, to ensure appropriate behavior prior to the arrival of the bus in the morning and after the departure of the bus at the end of the day.
- 2) Students may only board or exit the bus at their assigned or designated stop.
- 3) While waiting for the bus students should KEEP OFF THE ROAD. Once the bus arrives, students should line up and board the bus in a single file.
- 4) When the bus arrives, wait for it to come to a complete stop before walking in front of the bus to get on.
- 5) As they board, students are to take their assigned seat quickly and remain seated while the bus is in motion.
- 6) Secure seatbelts, if available.
- 7) A student will be assigned a seat on the bus. He/she must sit in their assigned seat.

- 8) Keep the aisle and doorway clear of all obstacles so that all can safely evacuate in an emergency. No large items can be transported on the bus.
- 9) Busses should be considered "mobile school sites" where students are expected to be on their best behavior. Bus drivers and assistants should be treated with respect and obeyed just as teachers and administrators are. By displaying proper behavior, students allow the driver to concentrate on driving, which keeps everyone safer.
- 10) Classroom conduct is to be observed on the bus, including having quiet conversations. Code of Student Conduct rules apply to bus riders the same as students in school: For example, students may not use tobacco or other prohibited products, engage in rough-housing, fighting, harassing, or bullying behavior, or use foul language or gestures, while on the bus.
- 11) Keep your HANDS AND ARMS INSIDE the bus and DO NOT throw anything inside the bus or out the windows.
- 12) Eating and drinking are not allowed while riding the bus. Food and drink attract bugs.
- 13) Be absolutely quiet at railroad crossings and during emergencies.
- 14) For students who must cross the street to enter or exit the bus, please be aware of the following:
 - a) After standing 10 feet in front of the bus, and only after thoroughly checking for traffic, students may cross the highway.
 - b) When a school bus stops on a four-lane highway with a median strip, only those vehicles moving in the same direction are required to stop.
- 15) A student must ride their assigned bus. Switching busses is not permitted. Transportation is provided only to the documented address on file, and any change in address should be updated immediately.
 - a) Written parental requests are required and must be signed by school officials before a student may change their assigned bus stop or ride a different bus.
 - b) Written permission signed by the principal or the principal's designee is required for non-route riders.
- 16) If a student causes any damage (vandalism) to the bus or another vehicle, the parent shall be responsible to pay for the damage. Restitution or arrangements must be made with the school district within thirty (30) days of notification. Failure to make full restitution for vandalism costs may result in loss of bus riding privileges.

Students may be audio/video recorded while on a school bus. School bus surveillance videos are considered "student records" and can be viewed by school administrators and school officials involved with student discipline when considering consequences to be assigned. The Family Educational Rights and Privacy Act of 1974 (**FERPA**) forbids non-school officials from viewing bus videos.

The school district believes that all students, as well as the bus driver, should be able to ride safely on school transportation. If a student commits minor infractions, the school bus driver has the authority to address the behavior appropriately. If a student repeatedly commits minor infractions on the bus, or does something the bus driver considers a more serious violation of the bus rules or the Student Code of Conduct, the bus driver will report it to the school principal/designee. The bus driver will give the school a written referral that details what the student did and what actions were taken by the driver. School administrators/designees will follow the appropriate disciplinary steps for a student misbehaving on a bus, including the possible suspension of bus riding privileges, and will notify the parent/guardian immediately by phone within twenty-four (24) hours when they take any disciplinary step; in writing for suspensions; in writing delivered by mail for expulsions.

Student Transportation Discipline

- A. Alternative measures shall be used in lieu of corporal punishment, suspension or expulsion, whenever possible. Example of alternative measures may include, but are not limited to: verbal correction, counseling, alternative seat assignment and parent/guardian conference.
- B. Bus Suspension is defined as the temporary removal of a student from the regular bus schedule.
- C. Bus Expulsion is defined as the removal of the right and obligation of a student to be transported to and from school for the remainder of a term of the school year.

Consequences for Minor Offenses

The severity of the locally defined offenses will be considered before determining the consequences.

1st Referral: Warning, Alternate Seat Assignment, Parent/Guardian Conference or up to five (5) days bus suspension.

Subsequent Referrals: May be up to ten (10) days suspension and may be recommended for Bus Expulsion.

Locally Defined Offenses (definitions are located on pages 17-28 of this booklet)

- Battery (301)
- Abuse/School Property – Minor Vandalism (303)
- Stealing (305)
- Serious and/or Chronic Harassment (306)

Locally Defined Offenses (definitions are located on pages 17-28 of this booklet)

- Disobedience – General In-School Disruption (101)
- Disruptive Behavior – Disrespect and/or Harassment of Others (102)
- Profanity – Violation of Common Decency (308)

Consequences for Major Offenses

Fighting – The severity of the fight and other contributing factors will be considered before punishment is determined by the administration. (307/FIT) **(definitions are located on pages 17-28 of this booklet)**

- 1st Referral: Up to ten (10) days suspension from the school bus and may be recommended for suspension from school.
- 2nd Referral: Ten (10) days suspension from the school bus, and/or school, with possible recommendation for expulsion.
- 3rd Referral: Ten (10) days suspension and **will** be recommended for expulsion.

All Other Major Offenses Types

1st Referral: Up to ten (10) days suspension and may be recommended for expulsion.

Major Offenses – (Definitions are located on pages 17-28 of this booklet)

- Alcohol (ALC)
- Arson (ARS)
- Battery (BAT)
- Breaking and Entering/Burglary (BRK)
- Disruption on Campus - Major (DOC)
- Drug Sale/Distribution – Excluding Alcohol (DRD)
- Drug Use Possession/Distribution – Excluding Alcohol (DRU)
- Fighting (FIT)
- Harassment (HAR)
- Hazing (HAZ)
- Homicide (HOM)
- Kidnapping (KID)
- Other Major (OMC)
- Physical Attack (PHA)
- Robbery (ROB)
- Larceny/Theft (STL)
- Sexual Assault (SXA)
- Sexual Battery (SXB)
- Sexual Harassment (SXH)
- Sexual Offenses (SXO)
- Tobacco (TBC)
- Threat/Intimidation (TRE)
- Trespassing (TRS)
- Unsubstantiated Bullying (UBL)
- Unsubstantiated Harassment (UHR)
- Vandalism (VAN)
- Weapons Possession (WPO)

All Major Offenses may be reported to Law Enforcement and other appropriate agencies.

Due Process Procedure for Transportation Suspension

A student accused of serious misconduct on the bus that in the opinion of the principal, requires suspension from the bus shall be afforded the following due process procedures:

- Step 1** – The student must be told by the principal or designee the reason(s) for consideration of suspension.
- Step 2** – The student must be given the opportunity to present his/her side of the matter, either verbally or in writing, and must have the opportunity to present witnesses to the incident.
- Step 3** – The student and parent/guardian must receive a written report of the suspension, with a copy forwarded to the Director of Student Support Services.
- Step 4** – The student and parent/guardian have the right to a hearing with the principal, upon request of the parent, to discuss the discipline imposed. All such requests must be made within three (3) school days of sending the notice of suspension.
- Step 5** – The parent/guardian may request an administrative review by a committee appointed by the superintendent, after the conference with the principal outlined in **Step 4**. The sole purpose of the review is to decide if the student was given due process at the school. All such requests must be in writing and must be submitted within three (3) school days after the conference with the principal outlined in **Step 4**.

Parent Acknowledgement

Adopted: February 25, 2016

Revised: September 26, 2017

Please tear out this page, sign and return to your child's school within five (5) days.

Dear Parent/Guardian:

The Glades County Code of Student Conduct, Agreement for Acceptable Use and Network Responsibility Contract, and the Parent Guide were developed by a committee of students, parents/guardians, teachers and administrators.

These documents clearly identify most of the student behavior problems prevalent in school, school activities, school transportation and policies for acceptable use of electronic resources and communication. It also outlines what the penalty is for misconduct and inappropriate behavior.

It is our intention that you read the code not from a negative point of view but rather with the attitude that parents/guardians and students deserve to know the rules and then act accordingly.

After reading these documents, please sign and return this page to the school within five (5) days.

Name of Student _____ Student Signature _____
Student's Grade _____ Student's Teacher _____

Parent/Guardian Signature _____ Date _____

Favor de sacar esta pagina, firmarla, y entregarla a la escuela, en cinco días o menos.

Estimados padres o custodios:

El código del Condado de Glades de conducta, acuerdo de uso aceptable y contrato de responsabilidad de red y la guía de los padres fueron desarrollados por un Comité de alumnos, padres, profesores y administradores.

Estos documentos identifica claramente más el estudiante de problemas de conducta en la escuela, las actividades escolares, transporte escolar y las políticas de uso aceptable de recursos electrónicos y de comunicación. Describe también lo que es la pena de mala conducta y comportamiento inadecuado.

Es nuestra intención que usted lea el código, no desde un punto de vista negativo, sino con la actitud que los padres y estudiantes merecen conocer las reglas y luego actuar en consecuencia.

Después de leer estos documentos, por favor firme y devuelva el formulario salmón (esta página) a la escuela dentro de cinco días

Nombre del Estudiante _____ Firma del Estudiante _____
Grado del Estudiante _____ Maestro del Estudiante _____

Firma de Padres/Guardián _____ Fecha _____

