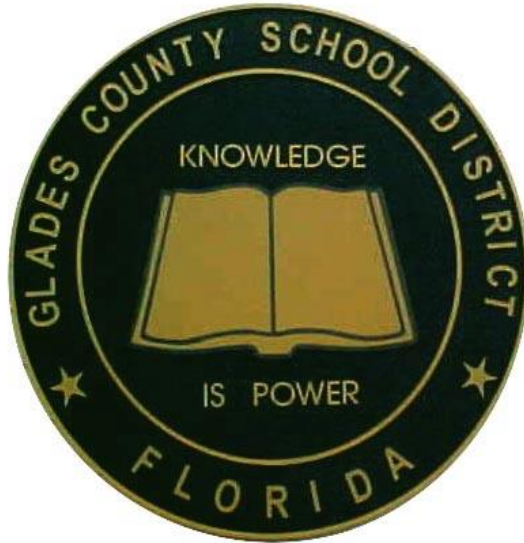


# GLADES COUNTY



## 2023-2024 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) 946-0202.

**Nota: La 2023-2024 código de conducta del estudiante y guía para los padres está disponible en español en la oficina principal de cada escuela.**

**Dr. Alice E. Barfield, Superintendent**

**Glades County School Board**

Jenny Allen  
Patricia Pearce  
Crystal Drake  
Jean Prowant  
Kim Clement

# Glades County Schools

## Glades County Schools District Office

P.O. Box 459  
400 10<sup>th</sup> Street SW  
Moore Haven, FL 33471  
863-946-2083      863-946-1529 (fax)  
Superintendent: Dr. Alice E. Barfield  
Director of School Improvement: Joanna Sozio  
Director of Student Services: Doreen Sabella  
Director of ESE: Rhonda Boils  
Director of Administrative Services: Ron Boils  
Director of Safety and Facilities: Brian Greseth  
Director of Human Resources: Gabrielle Ibietatorremendia  
Director of Finance: Dawn Martin  
Federal Programs: Tera Ming

## 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 Mejoramiento Escolar: Joanna Sozio  
Directora de Servicios de Apoloy Estudiantil: Doreen Sabella  
Directora de ESE: Rhonda Boils  
Directora de Servicios Administrativos: Ron Boils  
Directora de Seguridad e Instalaciones: Brian Greseth  
Directora de Recursos Humanos: Gabrielle Ibietatorremendia  
Directora de Finanzas: Dawn Martin  
Programas federal : Tera Ming

## 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: Jim Brickel  
Asst. Principal: Samuel Thomas  
Asst. Principal: Allie Cueto  
School Counselor: Samantha Rhymes

## 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: Jim Brickel  
Asistente Directora: Samuel Thomas  
Asistente Directoro: Allie Cueto  
Consejero de orientación: Samantha Rhymes

## 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: Kristi Durance  
Asst. Principal: Rita Story  
School Counselor: Darcel Kelly

## 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: Kristi Durance  
Asistente Directora: Rita Story  
Consejero de orientación: Darcel Kelly

## West Glades School

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

## Escuela de West Glades

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

## 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

## 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

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

## **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, 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.**

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## Student and Parent/Guardian Agreement for **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.

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.

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.

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.

<b>RIGHTS:</b>	<b>RESPONSIBILITIES:</b>
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 control of the school. (1) Subject to law, rules, regulations and policies of the state of Florida and the School Board of Glades County, Florida: (a) During the time a student is being transported to or from school at public expense; (b) During the time a student is in attending school; (c) During the time the student is on the school premises participating in school sponsored activities; and (d) During the time before and after the student is on the premises for attendance at school or for authorized participation in a school sponsored activity and only when on the premises.

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).

<b>STUDENTS RIGHTS:</b>	<b>STUDENTS RESPONSIBILITIES:</b>
Students have the right to privacy in their personal possessions unless the principal has a reasonable cause to believe that the student is concealing	Students have the responsibility not to carry or conceal any such material that is prohibited by law or would detract from the educational process.

materials which are prohibited by law or student codes.	
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 and Neglect**

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)**
- **Florida Administrative Code 6A-1.0955: Education Records, Nicknames** Each school district are required to develop a form to obtain parental consent whereby parents may specify the use of any deviation from their child's legal name in school. Without this consent, school personnel are obligated to use your student's legal name as it appears on their birth certificate.
- 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.

<b>RIGHTS:</b>	<b>RESPONSIBILITIES:</b>
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 1<sup>st</sup> 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                       | -The most recent educational agency or institution attended   |
| -Address                              | -Participation in officially recognized activities and sports   |
| -Telephone listing                    | -Weight and height of members of athletic teams   |
| -Electronic mail address              | -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.) |
| -Photograph                           |   |
| -Date and place of birth              |   |
| -Major Field of study                 |   |
| -Dates of attendance                  |   |
| -Grade level                          |   |
| -Degrees, honors, and awards received |   |

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**

#### **Board Policy Number 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.

Students have the right to dress in accordance with their gender identity, within the constraints of the dress code promulgated by the school.

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 or to others in the school, including by way of communicating threats of harm or depictions of harmful conduct directed at others;
- 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 their 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. Where appropriate, a uniform or specific dress requirement shall be used for students when representing the District as described.

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.

Revised 10/20/22

### **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 student's 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.

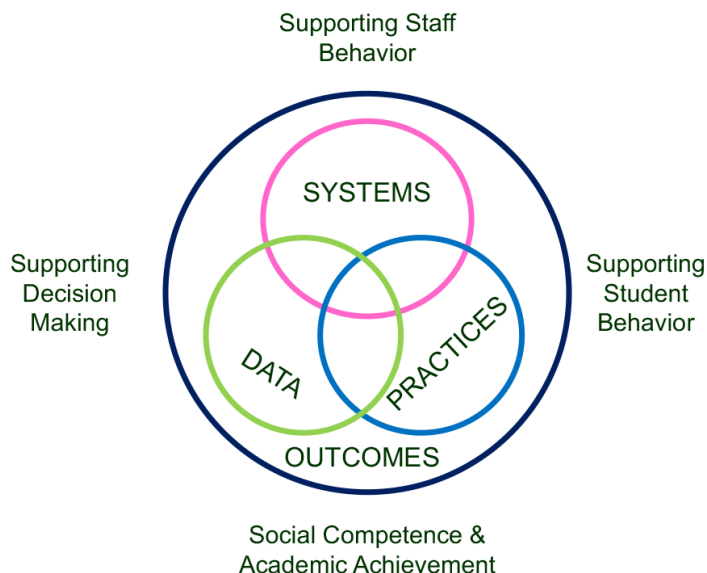


## What is Positive Behavior Intervention and Support (PBIS)?

<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>

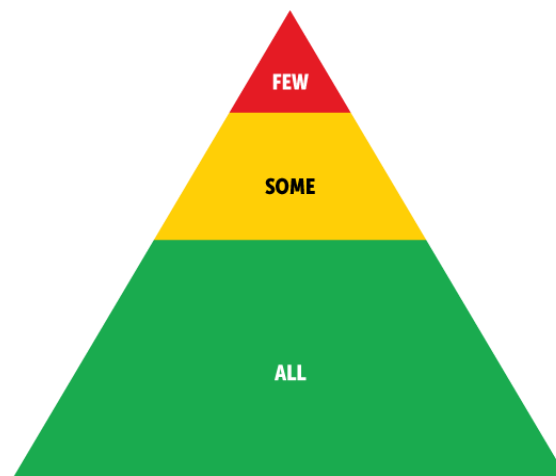
PBIS is a multi-tiered framework – three tiers, to be exact. Each tier aligns to the type of support students need. These three tiers are:

#### 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.

### **Sex and Pronouns**

*(HB1069)*

The legislature defines sex to be male or female based on a person's biological sex and reproductive role at birth. This law establishes that a person's sex is an immutable biological trait and that it is false to ascribe a person a pronoun that does not correspond to such person's sex. No student or employee of a public school can be required to use someone's preferred pronoun.

### **Search and Seizure**

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

**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

**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.

**Glades County School District**

One to One Student Technology Responsible Use Policy

Glades County School District (GCSD) provides and assigns students a device for use both at school and at home as a means to promote achievement and provide flexible learning opportunities. This agreement provides guidelines and information about district expectations for students and families who are being issued these one-to-one (1:1) computing devices. Our expectation and belief is that students will responsibly use district technology and that they understand the appropriate and acceptable use of both the technology and district resources. We also expect that students will make a good faith effort to keep their district-issued devices safe, secure and in good working order.

**RESPONSIBILITIES**

The student will:

1. Adhere to these guidelines each time the device is used at home and school.
2. Charge their 1:1 device at home nightly, bringing it to school each day with a full charge. (*Chromebooks will only go home under certain circumstances.*)

3. Follow the GCSD Code of Conduct in all communication and interaction with students and district personnel while using the device.
4. Respect the Internet filtering and security measures included on the device. All students on 1:1 computing devices are configured so that the Internet content is filtered both when the student is at school and when on any other public or private network.
5. Only use technology for school-related purposes.
6. Follow copyright laws and fair use guidelines and only download or import music, video or other content that students are authorized or legally permitted to reproduce or use for school related work.
7. Any messages or files sent or received to or from any Internet location using district technology may be subject to inspection by an administrator or teacher. Files stored and information accessed, downloaded or transferred on district-owned technology are not private, may be viewed, monitored, or archived by the district at any time. Use of portable storage devices (flash drives, etc) are not to be used with Chromebooks.
8. Transport computer with screen closed and in their protective case (*optional*).
9. Provide their own headphones and/or earbuds as needed for school related work.
10. Return the device an

## RESTRICTIONS

The student will **NOT**:

- Mark, deface or place stickers on the device. Students who opt to purchase a case may personalize [no references to drugs, alcohol, gangs, or sexually explicit material] the case in accordance with the GCSD Code of Conduct.
- Reveal or post identifying personal information, files or communications to unknown persons through email or other means through the Internet.
- Attempt to override, bypass or otherwise change the Internet filtering software, device settings or network configurations. This includes use of any non-school accounts. Students will only use district-assigned credentials.
- Attempt access to networks and other technologies beyond their authorized access. This includes attempts to use another person's account and/or password or access secured wireless networks.
- **Share passwords or attempt to discover passwords.** Sharing a password is not permitted and could make the student subject to disciplinary action and responsible for the actions of others if problems arise with unauthorized use. Students will be given a unique password by staff and will not be able to change the password. If passwords are compromised, MIS staff will issue a new unique password.
- Tamper with computer hardware (**e.g. removing magnets, tampering with camera, etc.**) or software, attempt to unauthorized entry into computers, and/or vandalize or destroy the computer or computer files. Intentional or negligent damage to computers or software may result in criminal charges.
- Attempt to locate, view, share or store any materials that are unacceptable in a school setting. This includes but is not limited to pornographic, obscene, graphically violent or vulgar images, sounds, music, language, video or other materials.
- Tamper with or remove the GCSD and/or manufacturer identification tags. These identification tags allow GCSD to determine the name of the student to which the specific device and/or charger has been assigned. Tampering with or removing identification tags may result in disciplinary action. Students may be charged up to the full replacement cost of a Chromebook/charger for tampering with an asset tag or turning in a Chromebook/charger without an asset tag.
- Attempt to open or repair devices. All repairs and maintenance **MUST** be completed by the GCSD MIS Department. In order to keep devices secure and damage free, please follow these additional guidelines:
  1. The student is responsible for the device, charger, cords, case, etc. Students should not loan any of these items to anyone else *or allow anyone else to login to their device.*
  2. Do not eat or drink while using the 1:1 device or have food or liquids in close proximity.
  3. Do not stack objects on top of your 1:1 device, leave outside, or use near water, such as a pool.
  4. Devices should not be exposed to extreme temperatures (hot or cold) or inclement weather (rain).
  5. Do not store or transport papers, pencils, or any other objects between the screen and keyboard.

## COMPUTER DAMAGES

If a computer is damaged, the school must be notified immediately. If a student damages a computer due to negligence, the student/student's family is responsible for paying repair costs according to the repair costs determined by GCSD up to the full cost of a replacement device. GCSD reserves the right to charge the student and guardian the full cost for repair or replacement when damage occurs due to negligence as determined by the administration.

Examples of negligence include, but are not limited to:

1. Leaving equipment unattended and unsecured. This includes damage or loss resulting from an unattended and unsecured device.
2. Lending equipment to others.
3. Using equipment in an unsafe environment.
4. Using equipment in an unsafe manner.
5. Failing to follow responsibilities and restrictions listed above.
6. Lifting the device by the screen/lid.
7. If the device, charger, or student-owned case is damaged or lost, the student is responsible for replacing it.

## **Security / Privacy / Monitoring of Chromebooks**

School-issued Chromebooks have been configured to optimize the educational experience for students and staff as well as protect students from harmful content per federally mandated guidelines. The district utilizes an Internet content filter that is in compliance with the federally mandated Children's Internet Protection Act (CIPA). All Chromebooks, regardless of physical location (in or out of school), will have all Internet activity protected and monitored by the district.

### **1. On Campus Chromebook Use**

- a. When Chromebooks are on the school network, staff will have access to monitoring software that allows teachers to have a 'birds-eye' view of their students' Chromebook. This application also logs user activity, including websites accessed by the end user. In addition to providing a way for teachers to make sure that students stay on task, it also offers a number of efficiency benefits such as the ability to open up a webpage on everyone's Chromebook with just a few clicks.
- b. All devices on the school network go through a content filter that prevents students from accessing harmful content. The filtering policies are a requirement of the Children's Internet Protection Act (CIPA).

### **2. Off Campus Chromebook Use**

- a. When Chromebooks are being used off school grounds (i.e. home use), the monitoring application will only be used for auditing purposes.
- b. Chromebooks will be filtered for the purpose of preventing students from accessing harmful content in a similar way they are filtered on school grounds.
- c. At no time will any member of the GCSD staff have the ability to manipulate the Chromebook webcam in any way.

Access to a GCSD provided 1:1 device and network should be considered a *privilege*. A student's technology privilege may be suspended due to negligent damage to the device or inappropriate use of the device that fails to comply with the GCSD technology agreements outlined in this document.

## **GCSD Acceptable Use Policy**

"This system is for the use of authorized users only. Individuals using this computer system without authority, or in excess of their authority, are subject to having all of their activities on this system monitored and recorded by system personnel. In the course of monitoring individuals improperly using this system, or in the course of system maintenance, the activities of authorized users may also be monitored. Anyone using this system expressly consents to such monitoring and is advised that if such monitoring reveals possible evidence of criminal activity, system personnel may provide the evidence of such monitoring to law enforcement officials."

## **Glades County School District**

### **1:1 Deployment Frequently Asked Questions**

The Glades County School District is excited to continue the 1:1 student electronic device program. These devices are a great tool to help students and teachers reach their learning goals and further develop college and career readiness. Please read through this document to answer any questions you may have about the 1:1 program. Students in grades 6-12 at Moore Haven Middle-High School will be taking the GCSD device home.

### **How and where can I use my device?**

The device that is checked out to students should be used by the student for educational purposes only. Students are expected to bring the device to school with them, fully charged, each day as they would with all essential learning materials. Similar to a textbook or pencil, students who do not bring their device to school, may not be able to fully participate in the instructional assignments that have been planned and presented by their teachers.

### **How and when will students receive their devices?**

Devices will be checked out within the first couple of weeks of school through the school's technology/media department. Information will be provided on the safe handling and usage of the device to establish a positive experience with the device. Students and Parents will need to sign the loaned device agreement and accept responsibility for the device while it is in possession of the student.

### **Will the students take the device home over the summer?**

Devices (Chromebook and charger) will be turned in over the summer for proper storage and maintenance. Only approved coursework will allow student Chromebook checkout for summer sessions. Any devices not turned in will be disabled and the student will be liable for the full cost of the device until it's returned.

### **What kind of device will students receive?**

Students will be checked out a type of laptop called a Chromebook. These devices are lightweight, have a long battery life, and have built in security measures to prevent viruses and other common computer problems. Full features of the device will require an Internet connection, but the device can be used in an offline environment if the student is unable to access an Internet connection. Students will have access to cloud storage and a number of web based applications through the school district's Google Apps for Education domain.



**What happens if my device breaks or is lost or stolen?**

It is critical that students are responsible when using and transporting their devices. If the device is lost and cannot be recovered, the student is responsible for the full replacement cost of the device. **If the device is stolen and a police report is provided to the school, the device will be replaced.**

**What if I forget my device at home during a school day?**

It is extremely important that students come to school prepared for the day with all of their materials. Just as textbooks and pencils have long been required items on a daily basis in the classroom, the electronic device will be expected to be brought to school every day. Students may be required to complete an alternate assignment if they are unable to complete an electronic activity in class. Students who habitually do not bring their device to school may be subject to disciplinary action.

**What if a parent does not want their student to participate in the 1:1 device program?**

For each student who will be issued a Chromebook as part of their textbook loan for the current school year, it is the district's expectation that the student will be responsible for the care and protection of this electronic tool so that it can be returned in the same condition as it was issued. Chromebooks are digital textbooks.

**What if I do not have the Internet at home?**

The devices all have an off-line access mode and students can download files before leaving school and can still work at home without Internet. Here are some resources to help get you connected if you do not have Internet at home already.

- Please contact your school to get information about the Rogue Mobile Affordable Connectivity Program. Students can receive a Mobile WI-FI Hotspot for absolutely no charge.
- Comcast Internet Essentials - <https://www.internetessentials.com/> - \$9.95/mo, must also qualify for free/reduced lunch
- Many churches, community centers, restaurants, and businesses offer free WiFi at their locations.

**Can I bring my own device instead of checking one out from the school?**

No. All students will be issued a school Chromebook as part of the textbook loan.

**Glades County School District**  
Usage Fee Information for Mobile Devices (Student Chromebooks)

For each student who will be issued a Chromebook as part of their textbook loan for the current school year, it is the district's expectation that the student will be responsible for the care and protection of this electronic tool so that it can be returned in the same condition as it was issued. Students will be charged full price for intentional damage to chromebooks and chromebook adapters. The estimated costs are outlined below.

- **Optional:** Annual usage fee, due at registration, is **\$10 per student device**. This usage fee will cover one accidental damage repair *per year* free of charge. Additional repairs throughout the year will be charged to the student's account based on the cost of the repair.
- Commonly replaced **estimated** part prices: power adapter \$25, LCD screen \$50, touch screen \$100, touchpad \$25, and keyboard \$50.

If a student withdraws from GCSD and then re-enrolls later in the current school year (no matter what school), the usage fee paid at the student's initial registration will be reinstated along with the number of claims made prior to withdrawal. No refund or prorated fee will be used in the District for this usage fee.

When a Chromebook or charger becomes lost or intentionally damaged, the cost is the responsibility of the student and/or parents. The student will not be issued another loaned device until the replacement cost of the lost/damaged device or accessory is paid to the school. The total cost to replace a Chromebook is *estimated* up to \$300.

<p>Events that <b>are considered accidental damage</b> by this policy include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Weather events such as wind, fire, and water;</li> <li>● Being involved in an accident;</li> <li>● Events that are created by another person which result in damage to the unit (the other party may be held responsible for damages depending on the evidence),</li> <li>● Other events as determined by the MIS department, and/or school administration.</li> </ul>	<p>Events that <b>are not covered</b> by this policy include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Lost device or charger(s);</li> <li>● Damage due to negligence or malicious actions of the student such as food and/or liquid around the device, or exposure to extreme heat or cold (e.g.: left in the car).</li> </ul>
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## **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.

<b>RIGHTS:</b>	<b>RESPONSIBILITIES:</b>
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 Health Department.

### **New Consent Policy**

Each student must have a consent form signed by the parents prior to receiving any school health services. This includes, but is not limited to, assessing/observing visible signs of illness and providing appropriate care, first aid, age-appropriate health and nutrition education, and participation in developing Individual Healthcare Plans or Emergency Action Plans. As a parent, if you choose to not sign the consent form or decline school health services, then you will receive a phone from the school anytime your child requests or needs to be seen by the nurse. However, your child will still be cared for in any emergency situation.

Our goal is to have all parents sign the School Health Services consent form. We want to continue to provide your child with the best education possible, and participation in the school health services program is a part of that.

### **School Immunization Requirements**

#### **Kindergarten Requirements**

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

#### **7th through 12th Grade**

- Tetanus Diphtheria Booster

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

### **Dispensing of Medication**

In order for any student to receive medication during school hours, the parent or guardian must provide the medication and written permission. Medication must be brought to the front office or health room by the parent. The medication must be in its **original container** and **labeled** with the student's name. Staff working in the health room can only give medicine brought in by the parent, and the parent has to give written permission. Medication to be given more than 2 weeks will require a physician's authorization.

Per Florida Statute 1002.20- A student may possess and use a medication to relieve headaches while on school property or at a school-sponsored activity without a physician's note or prescription if the medication is regulated by the United States Food and Drug Administration for over-the-counter use to treat headaches. In order for your child to carry and administer his/her own over-the-counter medication to relieve headaches they must have an authorization form completed by a guardian fully completed and on file in the school clinic. If your child shares any medication with anyone else on campus, or they will face disciplinary consequences per student code of conduct.

**Allergies**

The school nurse needs to know if your child has a food allergy or any other allergy. Your child’s school team will work together to keep your child safe and healthy at school.

Keep contact numbers updated! It is very important that the health room has a way to contact you at all times. Please make sure that the emergency contact person on record at the school is aware that they may be called in case the school nurse is unable to reach you. Do not send your student to school sick. If your child has diarrhea or vomiting, please keep them home. Students who have had a fever (100.0 F or above) need to remain at home until they have been fever free for 24 hours without Tylenol or Motrin.

**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.

<b>RIGHTS:</b>	<b>RESPONSIBILITIES:</b>
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 on the District’s Approved Instructional Calendar. 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 students 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 Glades Truancy Program (GTP) is a partnership between the Glades County School Board (GCSB), the Glades County Sheriff's Office, and Lutheran Services. The primary goal of the Glades County School Board is to reduce truancy in order for students to attend school on a regular and consistent basis to maximize education opportunities offered in Glades County Schools. Through the combined efforts of parents and schools, this policy provides strategies and interventions to improve student attendance in order for students to have more opportunities for success. It is important to note that failure to attend school in a regular and timely fashion hinders the educational process. In addition, truancy and poor performance have a direct relationship to juvenile delinquency and destructive behavior, not to mention the disproportionate percentage of juvenile crime that occurs during school hours.

**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.

<b>RIGHTS:</b>	<b>RESPONSIBILITIES:</b>
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.

Members of the instructional staff of the Glades County School District, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historical accuracy, following the prescribed **courses of study**, and employing approved methods of instruction, the following: (**s. 1003.42, F.S.: see this F.S. to view the entire content**)

- ❖ The content of the Declaration of Independence and how it forms the philosophical foundation of our government
- ❖ The essentials of the United States Constitution and how it provides the structure of our government
- ❖ The arguments in support of adopting our republican form of government, as they are embodied in the most important of the Federalist Papers
- ❖ Flag education, including proper flag display and flag salute
- ❖ The elements of civil government shall include the primary functions of and interrelationship between the Federal Government, the state, and its counties, municipalities, school districts, and special districts
- ❖ The history of the United States, including the period of discovery, early colonies, the War for Independence, the Civil War, the expansion of the United States to its present boundaries, the world wars, and the civil rights movement to the present. American history shall be viewed as factual
- ❖ The History of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and the other groups of Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. The second week of November shall be designated as "Holocaust Education Week".
- ❖ The history of African Americans, including the history of African peoples before the political conflicts that lead to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.

- ❖ The history of Asian Americans and Pacific Islanders, including the history of Japanese internment camps and the incarceration of Japanese-Americans during World War II; the immigration, citizenship, civil rights, identity, culture, the contributions to American society.
- ❖ The elementary principles of agriculture
- ❖ The true effects of all alcoholic and intoxicating liquors and beverages and narcotics upon the human body and mind
- ❖ Kindness to animals
- ❖ The history of the state
- ❖ The conservation of the natural resources
- ❖ Comprehensive age appropriate and developmentally appropriate K-12 instruction on: health education that addresses concepts of community health; consumer health; and environmental health; family life including injury prevention and safety; nutrition, personal health; prevention and control of disease; and substance use and abuse; prevention of sexual abuse, exploitation, human trafficking. Grade 7-12 teen dating violence and abuse. For students grades 6-12 awareness of the benefits of sexual abstinence as the expected standard. Life skills that build confidence, support mental and emotional health and enables students to overcome challenges including: self-awareness and self-management; responsible decision making; resiliency; relationship skills and conflict resolution; understanding and respecting other viewpoints and backgrounds. Grade 9-12, develop leadership skills, interpersonal skills, organization skills and research skills; creating a resume, career planning, interviews. For grades 6-12, the social, emotional and physical effects of social media
- ❖ Additional materials, subjects, courses, or fields in such grades as are prescribed by law or by rules of the State Board of Education and the district school board in fulfilling the requirements of law
- ❖ The study of Hispanic contributions to the United States
- ❖ The study of women’s contributions to the United States
- ❖ The nature and importance of free enterprise to the United States economy.
- ❖ Civic and character education on the qualities and responsibilities of patriotism and citizenship, including kindness; respect for authority, life, liberty, and personal property; honesty; charity; racial, ethnic, and religious tolerance; and cooperation and, for grades 11 and 12, voting using the uniform primary and general election ballot described in s. [101.151\(9\)](#).
- ❖ 9/11 Heroes Day must be “suitably observed” in public schools on September 11<sup>th</sup> each year. In addition, students enrolled in Civics and U.S. Government classes must receive at least 45 minutes on topics involving the history and significance of September 1, 2001. Including recognizing sacrifices of military personnel, government employees, civilians, first responders both see HB 1537,
- ❖ In order to encourage patriotism, the sacrifices that veterans have made in serving our country and protecting democratic values worldwide. Such instruction must occur on or before Veteran’s Day and Memorial Day. Members of the instructional staff are encouraged to use the assistance of local veterans when practicable.
- ❖ Celebrate Freedom Week is required to be recognized in the public schools each September and requiring a portion of the Declaration of Independence to be recited daily by students during that week. (Section 1003.421(1), F.S.)
- ❖ Section [1003.455](#), F.S., requires 150 minutes of physical education each week for students in grades K-5. A minimum of 30 consecutive minutes is required on any day that physical education instruction is provided.

The following exceptions will be made:

- ✓ Any student whose parent or guardian make a written request to the school principal shall be exempted from the teaching of reproductive health or disease, including HIV/AIDS, its symptoms, development, and treatment and/or from the recitation of the Declaration of Independence. A student so exempted may not be penalized by reason of that exemption. Course descriptions for comprehensive health shall not interfere with the local determination of an appropriate curriculum which reflects local values and concerns. (Sections 1003.42(3) and 1003.421(4), F.S.)
- ✓ Physical education requirements may be waived for a student by the principal upon receipt of a doctor’s written recommendation or if the student meets any of the following requirements:
- ✓ The student is enrolled or required to enroll in a remedial class
- ✓ The student’s parent indicates in writing to the school that:
- ✓ The parent requests that the student enroll in another course from among those courses offered as options by the school district: or
- ✓ The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

## **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.

<b>RIGHTS:</b>	<b>RESPONSIBILITIES:</b>
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.
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**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, 2023
- November 15, 2023
- February 7, 2024
- April 29, 2024

**Report Card Dates:**

- October 20, 2023
- January 12, 2024
- March 28, 2024
- May 30, 2024 (K-5)

\*6-12th grade report cards will be sent out once State Reporting of the FAST 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 Assessment of Student Thinking (FAST) 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 Assessment of Student Thinking (FAST), 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 Assessment of Student Thinking (FAST) 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 6<sup>th</sup> to 7<sup>th</sup> grade or 7<sup>th</sup> to 8<sup>th</sup> 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 9<sup>th</sup> 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 and civics)
- 1 course meeting the career and education planning requirements in the 7<sup>th</sup> or 8<sup>th</sup> 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.

## **ACCELERATED PROGRAMS**

### **High School Coursework by Middle School Students**

Middle school students may take courses listed in the GCSD Program of Studies, provided scheduling is possible and the availability of the course. 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 are required to meet the same standards as those students in high school.

High school courses are available to eligible middle school students on a limited basis. Course selection must match the student's academic area of acceleration and be approved by the principals of both schools. Course selection is also subject to space availability.

To be eligible, a student:

- Is in an accelerated program within the school and has exhausted curriculum options available
- In addition, students taking courses at the high school level must have previously demonstrated mastery of middle school requirements and prerequisite skills needed in that subject area.

All high school courses taken by students prior to entering ninth grade will become part of the high school transcript. Courses will be used to meet the general eligibility requirements for postsecondary entrance and/or scholarship programs (e.g. Florida Bright Futures Scholarship Program).

Courses taken as part of an accelerated program outside of Glades County School District may be used to meet prerequisite requirements for the next level course. Students may be required to pass (with a minimum of 70%) the final competency exam given at the school in which they are enrolling or otherwise demonstrate course competencies as determined by the MHMHS Principal.

## **GRADES 9-12 (HIGH SCHOOL)**

### **PARENT NOTIFICATION OF GRADUATION OPTIONS**

The district school board shall provide each student in grades 6-9 and their parents with information concerning the three-year and four-year high school graduation options listed in (s.1003.429(1), F.S.,) including the respective curriculum requirements for those options, so that the students and their parents may select the postsecondary education or career plan that best fits their needs. The information shall include a timeframe for achieving each graduation option. (s.1003.429 (3), F.S.)

#### **GRADUATION REQUIREMENTS:**

##### **24 Credits (4 year option)**

- English Language Arts (ELA) – 4 credits
- Mathematics – 4 credits (Includes Algebra I and Geometry)
- Science –3 credits (Includes Biology)
- Social Studies – 3 credits (Includes World History, American History, and American Government, and Economics – Financial Literacy is included in Economics)
- Physical Education – 1 credit
- Fine and Performing Arts, Speech and Debate or Practical Arts – 1 credit
- Electives – 8 credits
- Online Course –1 course is suggested but is not required.

##### **18 Credits ACCEL – (3 year option)**

- All graduation requirements for a 24-credit standard diploma based on grade 9 cohort must be met except for the following:
  - 3 elective credits are required instead of 8
  - Physical Education is not required
  - Online course is not required

#### **MASTERY OF STATE STANDARDS**

Mastery of state performance standards is a condition for high school graduation. Students shall satisfactorily master 60% of course state standards for a program before credit will be awarded. State performance standards for all high school courses are listed in the course descriptions document.

## **ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL)**

Each school must offer the following ACCEL options: whole-grade and midyear promotion; subject matter acceleration and virtual instruction in higher grade-level subjects. Additional ACCEL options may include, but are not limited to enriched science, technology, engineering, and mathematics coursework; enrichment programs; flexible grouping, advanced academic courses, combined classes and self-paced instruction.

ACCEL for grades 9-12 are provided through virtual courses, AP courses, Dual Enrollment options for eligible students, Three Year Graduation Options and Credit Acceleration Program (CAP). CAP allows a secondary student to earn high school credit in a course that requires a statewide, standardized end of course assessment (EOC), if a student attains a state specified score on the assessment, even if they have not taken the course.

The principal after consultation with the parent/guardian, guidance counselors, teachers and the Director of Curriculum Services or the Director of Student Services shall determine if placement in an above-grade level course offered by the Glades County Public school or grade level acceleration is appropriate. Factors considered in making this placement decision shall include, but not be limited to, the student's academic history, standardized test performance, current final exam performance, the student's attendance and conduct record. Consideration for acceleration will be limited to one referral, per student, per 12-month period.

Placement decisions shall be made on a case-by-case basis and the decision of the principal is final. All placement decisions shall be made on an annual basis and students shall be required to petition the principal each year they wish to enroll in the above grade level courses. If a student participates in an ACCEL option pursuant to a parent's request, a performance contract must be executed by the student, the parent, and the principal. If a principal initiates a student's participation in an ACCEL option, the student's parent must be notified. A performance contract is not required when a principal initiates participation but may be used at the discretion of the principal.

A student who selected the accelerated graduation option shall automatically move to the four year program stated in s. 1003.43 if the student:

- Exercises his/her right to change to the four year program
- Fails to earn five credits by the end of grade 9 or fails to earn eleven credits by the end of grade 10
- Does not achieve a score of 3 or higher on the Florida State Assessment grade 10 writing
- By the end of grade 11 does not meet the requirements of subsections 1003.429(1), and (6).

## **EARLY ADMISSIONS 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:

- 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
- Submit a written approval and recommendation from the high school principal
- 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).
- Declare his/her willingness to abide by all general admission requirements and college regulations
- 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

## **ADVANCED PLACEMENT (S. 1007.27(6), F.S.)**

Eligible secondary students may enroll in a course offered by the Advanced Placement Program administered by the College Board. Postsecondary credit for an AP course shall be awarded to students who score a minimum of three on a five point scale on the corresponding AP exam. Students shall be exempt from the payment of any fees. In order to enroll in an Advanced Placement course, students must receive principal, teacher, and/or counselor approval.

### **ADVANCED PLACEMENT COURSES WITHIN DUAL ENROLLMENT COURSES**

The school district, community college, and state university may conduct advanced placement instruction within dual enrollment courses. (S. 1007.272(1), F.S.) Postsecondary credit for a joint dual enrollment and advanced placement course shall be awarded as either dual enrollment or advanced placement credit, based on student preference. An award of advanced placement credit must be limited to students who score a minimum of 3 on a 5-point scale on the Advanced Placement Examination. No student shall claim double credit based on the completion of a single joint dual enrollment and advanced placement course, nor shall any student be required to complete the Advanced Placement Examination. (S. 1007.272(3), F.S.)

### **HOME EDUCATION** (S. 1007.27(4), F.S.)

Home education students may participate in dual enrollment, career and technical dual enrollment, early admission, and credit by examination.

### **CREDIT BY EXAMINATION** (S. 1007.27(7), F.S.)

Credit by examination shall be the program through which postsecondary credit is earned based on the receipt of a specified minimum score on nationally standardized general or subject area examinations. The State Board of Education states minimum scores required for an award of credit in the statewide articulation agreement.

### **DUAL ENROLLMENT PROGRAMS (SECTION 1007.271 F.S.) DUAL**

#### **COLLEGE ENROLLMENT**

Dual 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 Schools, 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 (Sections 1000.21, 1007.24, 1007.25, 1007.271, and 1008.345 FS). For each approved dual enrollment class a student's secondary schedule may be reduced by one class period. Students enrolled are exempt from the payment of registration tuition, and lab fees. Student qualifications for dual enrollment courses must meet the requirements of the inter-institutional articulation agreement.

Vocational-preparation instruction, college preparatory instruction, and physical education courses that focus on the physical education of a skill rather than the intellectual attributes of the activity are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.

Vocational dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn a series of elective credits toward the high school diploma.

### **DUAL ENROLLMENT COURSE WEIGHTING (SECTION 1007.271(16), F.S.)**

College-level dual enrollment courses will be weighted the same as honors courses and advanced placement courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.

### **CREDIT ACCELERATION PROGRAM (CAP) (1003.4295 (3) F.S.)**

The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in courses required for high school graduation through passage of an end-of-course assessment administered under s. 1008.22, an Advanced Placement Examination, or a College Level Examination Program (CLEP). Notwithstanding s. 1003.436, a school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding end-of-course assessment, Advanced Placement Examination, or CLEP. The school district shall permit a public school or home education student who is not enrolled in the course, or who has not completed the course, to take the assessment or examination during the regular administration of the assessment or examination.

### **OTHER ACCELERATED MECHANISMS (S. 1007.27) NON-SCHOOL CALENDAR EDUCATION EXPERIENCE**

During summer vacation or other time when school is not in session, educational opportunities arise which may be of lifelong benefit to the student. Under certain circumstances a student may be able to receive up to one credit per year for such experiences. Numerous accredited post-secondary institutions offer "Summer Camp" experiences in academic subjects. The

intent of this program is to allow students to earn high school credit as a result of the participation. The following procedures/rules must be followed:

- Student must be in grades 9-12 and enrolled in Moore Haven Jr.-Sr. High School
- Student must apply for credit request prior to undertaking this experience (The high school principal must approve this request.)
- Evidence of course work to be pursued, contact hours and extra work required must be documented. (Credit earned will not be calculated in the grade point average.)
- Student/family is responsible for all costs
- Evidence of completion of educational experience must be presented to the high school principal within 60 days of completion for consideration
- Credit will be considered only for successful completion of program with college course program objectives consistent with applicable Florida Course State Framework or performance objectives
- Applicant may be required to present evidence of post-secondary schools' accreditation

### **VIRTUAL INSTRUCTION PROGRAM” (VIP) ON-LINE INSTRUCTION (S.1001.42 (21))**

#### **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 contact the Director of Administrative Services at 863-946-0202 ext. 2517 or via email: ronald.boils@glades-schools.org.

#### **PART-TIME VIRTUAL INSTRUCTION**

If you are interested in your student participating in the part-time virtual instruction option, please contact your school guidance counselor to fully discuss this option.

#### **CREDIT RECOVERY**

The Performance Based Credit Program is designed to help students gain credits, raise their GPA and pass the Florida State Assessments and/or GED. Course credits and grades earned within the PBC program are based upon student performance and mastery of course standards as defined by the Florida Assessment of Student Thinking/Next Generation Sunshine State Standards and the Florida Course Descriptions, not on time spent on standards acquisition.

### **OTHER SERVICES AVAILABLE TO PARENTS/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

The problem-solving model is an evidence-based applied to any level:

- individual/inter-personal
- small groups
- organizations (schools, districts, state)

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

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

**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 Instructional

**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 Parent Advisory Council (MPAC)**

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 Exceptional Education 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 student's 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.

If suspended, written notification will be hand delivered or mailed to the parents/guardians within 24 hours. While on suspension, the student may continue the academic program under the supervision of the principal.

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.

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 student's 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.

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

**\*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.

### **DUE PROCESS PROCEDURE FOR SUSPENSION OR EXPULSION**

A student accused of serious misconduct that in the opinion of the principal requires suspension or expulsion from school 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 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 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 the sending of the notice of suspension.

**STEP 5**--The parent 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**.

**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.

**VIOLATION CHART**

The following chart lists district and state incidents that are applicable to a school setting. The principal or his/her designee determines the type of code violation committed by using the definitions in the left hand column of the chart below. The minimum consequence assigned is determined by the grade level of the student which is designated at the top of each remaining column. Minimum consequence means the least type of corrective action that may be assigned to the student to attempt to change the unwanted behavior.

In most cases when an incident occurs, there should be an investigation to determine what actually happened. Since Glades County Schools are Positive Behavior Interventions and Support (PBIS) schools, the students involved in the incident should be retaught the school expectations. When deciding what disciplinary action should be taken, the principal or his/her designee shall consider the student's age, exceptionality, previous conduct, probability of a reoccurring violation, attitude, severity of the offense, and whenever possible, shall impose disciplinary action in a progressive manner. For this reason, punishment may exceed the minimum consequence and is expected to be more of a consequence than assigned before for the same incident (Principal's Discretion). For all levels, any incident that is hate-related shall be grounds to increase disciplinary actions. In each incident, no matter the level, parent contact must be attempted.

**Principal's Discretion** – The authority of the principal to decide what the best consequence should be to change an unwanted behavior. The Principal assigns and communicates expectations to the designee(s) at the school site handling discipline. Designees could be an Assistant Principal, Dean of Students, or a staff member assigned to handle a discipline incident. \*\*When questioning a disciplinary decision, investigation, or resulting consequence(s), please start with the designee. If your concern isn't addressed, then contact the Principal. The Principal can explain next steps if a situation cannot be resolved. Depending on the incident and circumstances, it may deem necessary for the school counselor or mental health specialist to become involved or the threat assessment team to meet.

HB1035 states that a teacher may send a student to the principal's office to maintain effective discipline in the classroom and may recommend an appropriate consequence consistent with the student code of conduct under s. 1006.07. After determining that the student has violated the student code of conduct, the principal shall respond either by employing the teacher's recommended consequence, or by imposing a more serious disciplinary action, if the student's overall behavioral history warrants it. If the principal determines that disciplinary action other than that recommended by the teacher is appropriate, the principal should consult with the teacher before taking disciplinary action. If the principal determines that the student has not violated the student code of conduct, the principal may not impose any discipline. The principal shall notify the teacher of any decision regarding discipline, or lack thereof, and interventions provided to a student to address the behavior. If the principal deviates in any way from the teacher's recommendation, the principal must provide the reasons for any such deviation in writing to the teacher.

**WHAT IS PROGRESSIVE DISCIPLINE?**

**Progressive Discipline-** The severity of the consequence should increase every time the same incident occurs. If time out did not keep the student from failing to comply, the consequence for the second offense should be more than a time out. An example of progressive discipline would have the student receive administrative counseling on a first offense, a parent conference for the second offense, and detention, loss of privileges, ISS, and/or OSS for the repeating the same incident. \*\* Possible code(s) for incident. Since our district support Positive Behavior Interventions & Support (PBIS), reteaching the expectations needs to happen each time an incident takes place.

<b>ABUSIVE LANGUAGE OR CONDUCT DIRECTED AT A SCHOOL BOARD EMPLOYEE</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>Group III Violation 310:</b> A student who uses or engages in abusive, profane, obscene, or vulgar language or conduct directed at a School Board employee or volunteer.	<p><u>Always attempt parent contact</u></p> <p><b>First Offense</b> Conference with student</p> <p><b>Second Offense</b> -Parent-teacher meeting -Min. 1 day in school suspension</p> <p><b>Third and all other Offenses</b> -Parent-teacher meeting -1 to 3 days in school suspension</p>	<p><u>Always attempt parent contact</u></p> <p><b>First Offense</b> -Parent-teacher meeting -Min. 1 day in school suspension</p> <p><b>Second Offense</b> -Parent-teacher meeting -1 to 3 days in school suspension</p> <p><b>Third and all other Offenses</b> -Parent-teacher meeting -Min. 1 day out of school suspension</p>	<p><u>Always attempt parent contact</u></p> <p><b>First Offense</b> -Parent-teacher meeting -Min. 1 day in school suspension</p> <p><b>Second Offense</b> -Parent-teacher meeting -1-3 day in school suspension</p> <p><b>Third and all other Offenses</b> -Parent-teacher meeting -2 or more days out of school Suspension. Loss of extra activities up to 30 days.</p>	<p><u>Always attempt parent contact</u></p> <p><b>First Offense</b> -Parent-teacher meeting -Min. 1 day in school suspension</p> <p><b>Second Offense</b> -Parent-teacher meeting -1-3 day in school suspension</p> <p><b>Third and all other Offenses</b> -Parent-teacher meeting -2 or more days out of school Suspension Loss of extra activities up to 30 days.</p>

<b>AGGRAVATED BATTERY</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>BAT: LEVEL I-SESIR Group V Violation:</b> A battery where the attacker intentionally or knowingly causes more serious injury as defined in Rule <a href="#">6A-1.0017(8)(g)</a> , such as: great bodily harm, permanent disability, or permanent disfigurement; uses a deadly weapon; or, where the attacker knew or should have known the victim was pregnant.	<u>Each incident attempt parent contact and conference</u>  <b>First Offense</b> -In or Out of School Suspension.  <b>Second Offense</b> -Out of School Suspension Min 1  <b>Third Offense</b> -Out of-School Suspension -Counseling is suggested	<u>Each incident attempt parent contact and conference</u>  <b>First Offense</b> -In or Out of School Suspension.  <b>Second Offense</b> -Out of School Suspension (Min: 2 days).  <b>Third Offense</b> -Out of-School Suspension -Counseling is suggested	<u>Each incident attempt parent contact and conference</u>  <b>First Offense</b> -Out of School Suspension (Min. 5 days)  <b>Second Offense</b> -Out-of-School Suspension (Min: 9 days) -Recommendation for expulsion or alternative placement  <b>Third Offense</b> -Expulsion or Alternative Placement	<u>Each incident attempt parent contact and conference</u>  <b>First Offense</b> -Out of School Suspension (Min. 5 days)  <b>Second Offense</b> -Out of-School Suspension (Min: 9 days) -Recommendation for expulsion or alternative placement  <b>Third Offense</b> -Expulsion or Alternative Placement
<b>ALCOHOL</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>ACL- (LEVEL IV SESIR) Group III Violation:</b> The possession, use, purchase, or sale of alcoholic beverages.	<u>Each incident attempt parent contact and conference</u> <b>First Offense</b> -Out of-School Suspension minimum 1 day  <b>Second Offense</b> -School Counselor meeting -Out of-School Suspension up to 3 days  <b>Third Offense</b> -Expulsion or Alternative Placement	<u>Each incident attempt parent contact and conference</u> <b>First Offense</b> -Out of-School Suspension up to 3 days  <b>Second Offense</b> Principal's discretion, parent conference, and Out of-School Suspension (Minimum: 1-day).  <b>Third Offense</b> -Expulsion or Alternative Placement	<u>Each incident attempt parent contact and conference</u> <b>First Offense</b> -Out of-School Suspension up to 5 days -Expulsion or Alternative Placement.  <b>Second Offense</b> -Out of-School Suspension up to 8 days -Expulsion or Alternative Placement  <b>Third Offense</b> -Expulsion or Alternative Placement	<u>Each incident attempt parent contact and conference</u> <b>First Offense</b> -Out of-School Suspension up to 5 days -Expulsion or Alternative Placement.  <b>Second Offense</b> -Out of-School Suspension up to 8 days -Expulsion or Alternative Placement  <b>Third Offense</b> -Expulsion or Alternative Placement
<b>ARSON</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>ARS- (LEVEL I SESIR) Group V Violation:</b> 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	<u>Each incident attempt parent contact and conference</u>  <b>First Offense</b> -Out of school suspension (Min. 1 day)  <b>Second Offense</b> -Out of-School Suspension -Expulsion or Alternative Placement	<u>Each incident attempt parent contact and conference</u>  <b>First Offense</b> -Out of school suspension up to 10 days  <b>Second Offense</b> -Out of-School Suspension -Expulsion or Alternative Placement	<u>Each incident attempt parent contact and conference</u>  <b>First Offense</b> -Out of school suspension up to 10 days  <b>Second Offense</b> -Out of-School Suspension -Expulsion or Alternative Placement	<u>Each incident attempt parent contact and conference</u>  <b>First Offense</b> -Out of school suspension up to 10 days  <b>Second Offense</b> -Out of-School Suspension -Expulsion or Alternative Placement
<b>BATTERY</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>301- Group III Violation:</b> The physical attack or harm with force and/or violence by an individual against another, without a weapon, or serious injury.	<u>Always attempt parent contact</u>  <b>First Offense</b> -Detention and/or In school suspension (Min. 1 day).  <b>Second Offense</b> -Parent conference -Out of-School Suspension (Min: 1 day).  <b>Third Offense</b> -Parent conference -Out of-school suspension (Min: 2 + days). -Counseling suggested	<u>Always attempt parent contact</u>  <b>First Offense</b> -Detention and/or In school suspension (Min. 1 day).  <b>Second Offense</b> -Parent conference -Out of-school suspension (1+ day).  <b>Third Offense</b> Parent conference -Out of-school suspension (Min: 2 + days). -Counseling suggested	<u>Always attempt parent contact</u>  <b>First Offense</b> -Detention and/or In school suspension (2-3 days).  <b>Second Offense</b> -Parent conference -Out of-school suspension (5+ days). -Counseling suggested  <b>Third Offense</b> Parent conference -Out of school suspension (Min: 2 + days). -Recommendation for expulsion or alternative placement.	<u>Always attempt parent contact</u>  <b>First Offense</b> -Detention and/or In school suspension (2-3 days).  <b>Second Offense</b> -Parent conference -Out of-school suspension (5+ days). -Counseling suggested  <b>Third Offense</b> Parent conference -Out of school suspension (Min: 2 + days). -Recommendation for expulsion or alternative placement.

<b>BULLYING</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>BUL- (LEVEL IV-SESIR):</b> 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 individual's school performance or participation.	<u>Each incident attempt parent contact and conference</u>  <b>First Offense</b> -In school suspension (Min. 1 day)  <b>Second Offense</b> -Out of-school suspension (Min 1 days).  <b>Third Offense</b> -Out of school suspension (Min: 3 days).	<u>Each incident attempt parent contact and conference</u>  <b>First Offense</b> -In school suspension (2+ days)  <b>Second Offense</b> -Out of-school suspension (Min: 3 days).  <b>Third Offense</b> -Out of school suspension (Mi.: 5 days).	<u>Each incident attempt parent contact and conference</u>  <b>First Offense</b> -In-school suspension (3+ days)  <b>Second Offense</b> -Out of-school suspension (5+ days)  <b>Third Offense</b> -Out of school suspension (Min.: 9 days). Recommendation for expulsion or alternative program.	<u>Each incident attempt parent contact and conference</u>  <b>First Offense</b> -In-school suspension (3+ days)  <b>Second Offense</b> -Out of-school suspension (5+ days)  <b>Third Offense</b> -Out of school suspension (Min: 9 days). Recommendation for expulsion or alternative program.
<b>BURGLARY</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>BRK: (LEVEL II SESIR) Group IV Violation:</b> 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.	<b>Not Applicable</b>	<b>Not Applicable</b>	<u>Each time attempt parent contact and conference</u>  <b>First Offense</b> -Out of school suspension up to 10 days  <b>Second Offense</b> -Out of-School Suspension -Expulsion or Alternative Placement	<u>Each time attempt parent contact and conference</u>  <b>First Offense</b> -Out of school suspension up to 10 days  <b>Second Offense</b> -Out of-School Suspension -Expulsion or Alternative Placement
<b>CELL PHONE</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>109- Group I Violation:</b> HB 379: Cell phones will be silenced and out-of-sight during the school day. Cellphone use is permitted only for educational purposes in grades 6-12 as directed by student's teacher. Other usage is by principal discretion.  NOTE: If behavior continues offense will be Defiance of School Personnel Authority	<u>Always attempt parent contact</u>  <b>First Offense</b> -Verbal warning -Place device in designated area.  <b>Second Offense</b> -Place device in designated area. -Office lunch detention  <b>Third Offense</b> -Parent conference -In School Suspension and/or loss of extra circular activities.	<u>Always attempt parent contact</u>  <b>First Offense</b> -Verbal warning -Place device in designated area.  <b>Second Offense</b> -Place device in designated area. -Office lunch detention  <b>Third Offense</b> -Parent conference -In School Suspension and/or loss of extra circular activities.	<u>Always attempt parent contact</u>  <b>First Offense</b> -Verbal warning -Place device in designated area.  <b>Second Offense</b> -Place device in designated area. -Office lunch detention  <b>Third Offense</b> --Parent conference -In School Suspension and/or loss of extra circular activities.	<u>Always attempt parent contact</u>  <b>First Offense</b> -Verbal warning. -Place device in designated area.  <b>Second Offense</b> -Place device in designated area. -Office lunch detention  <b>Third Offense</b> -Parent Conference -In School Suspension and/or loss of extra circular activities.
<b>CONTRABAND</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>103- Group I Violation:</b> Items disruptive to the school process as defines by the individual school's handbook.	<u>Always attempt parent contact</u>  <b>First Offense</b> -Verbal warning -Speak to school counselor  <b>Second Offense</b> -Parent conference -Office lunch detention  <b>Third and all other Offenses</b> -Parent conference -In school detention	<u>Always attempt parent contact</u>  <b>First Offense</b> -Verbal warning -Speak to school counselor  <b>Second Offense</b> -Parent conference -Office lunch detention  <b>Third and all other Offenses</b> -Parent conference -In school detention	<u>Always attempt parent contact</u>  <b>First Offense</b> -Verbal warning -Speak to school counselor  <b>Second Offense</b> -Parent conference -Office lunch detention  <b>Third and all other Offenses</b> -Parent conference -In school detention	<u>Always attempt parent contact</u>  <b>First Offense</b> -Verbal warning -Speak to school counselor  <b>Second Offense</b> -Parent conference -Office lunch detention  <b>Third and all other Offenses</b> -Parent conference -In school detention

<b>CRIMINAL MISCHIEF</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>VAN (LEVEL III-SESIR) Group IV Violation:</b> The willful or malicious destruction, damage or defacement of school property of the property of others. Use this code if the damage is more than \$1,000.	<u>Each incident parent contact and conference</u>  <b>First Offense</b> -Restitution for damages  <b>Second Offense</b> -Restitution for damages -In school suspension 1+ days  <b>Third Offense</b> -Restitution for damages -Out of-school suspension 2+ days	<u>Each incident parent contact and conference</u>  <b>First Offense</b> -Restitution for damages  <b>Second Offense</b> -Restitution for damages -In school suspension 2+ days  <b>Third Offense</b> -Restitution for damages -Out of-school suspension 2+ days	<u>Each incident parent contact and conference</u>  <b>First Offense</b> -Restitution for damages  <b>Second Offense</b> -Restitution for damages -In school suspension 1+ days  <b>Third Offense</b> -Restitution for damages -Out of-school suspension 2+ days	<u>Each incident parent contact and conference</u>  <b>First Offense</b> -Restitution for damages  <b>Second Offense</b> -Restitution for damages -In school suspension 1+ days  <b>Third Offense</b> -Restitution for damages -Out of-school suspension 2+ days
<b>DEFIANCE OF SCHOOL PERSONNEL'S AUTHORITY</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>201- Group II Violation:</b> (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.	<u>Always attempt parent contact</u>  <b>First Offense</b> -Verbal warning -Speak to school counselor  <b>Second Offense</b> -Parent conference -Office lunch detention  <b>Third and all other Offenses</b> -Parent conference -In school detention.	<u>Always attempt parent contact</u>  <b>First Offense</b> -Speak to school counselor -Office lunch detention  <b>Second Offense</b> -Parent conference -In school suspension  <b>Third and all other Offenses</b> -Parent conference -Out of school suspension	<u>Always attempt parent contact</u>  <b>First Offense</b> -Office lunch detention or 1 day in school suspension  <b>Second Offense</b> -Parent conference -In school suspension 2+ days  <b>Third and all other Offenses</b> -Parent conference -Out of school suspension	<u>Always attempt parent contact</u>  <b>First Offense</b> -Office lunch detention or 1 day in school suspension  <b>Second Offense</b> -Parent conference -In school suspension 2+ days  <b>Third and all other Offenses</b> -Parent conference -Out of school suspension
<b>DISRUPTION ON CAMPUS- MAJOR</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>DOC- (LEVEL III-SESIR) Group IV Violation:</b> 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.).	<u>Always attempt parent contact</u>  <b>First Offense</b> -Verbal warning  <b>Second Offense</b> -Parent conference -In school suspension Min. 1 day  <b>Third Offense</b> -Parent conference -Out of school suspension Min 1 day	<u>Always attempt parent contact</u>  <b>First Offense</b> -Verbal warning  <b>Second Offense</b> -Parent conference -In school suspension Min. 1 day  <b>Third Offense</b> -Parent conference -Out of school suspension Min 2 day	<u>Always attempt parent contact</u>  <b>First Offense</b> -In school suspension Min 1 day  <b>Second Offense</b> -Parent conference -Out of school suspension Min. 1 day  <b>Third Offense</b> -Parent conference -Out of school suspension 3+day	<u>Always attempt parent contact</u>  <b>First Offense</b> -In school suspension Min 1 day  <b>Second Offense</b> -Parent conference -Out of school suspension Min. 1 day  <b>Third Offense</b> -Parent conference -Out of school suspension 3+day
<b>DISRESPECT AND/OR HARASSMENT OF OTHERS</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>102- Group I Violation:</b> Any actions directed against others that are disruptive to the orderly educational process.	<u>Always attempt parent contact</u>  <b>First Offense</b> -Verbal warning -Speak to school counselor  <b>Second Offense</b> -Parent conference -Office lunch detention  <b>Third and all other Offenses</b> -Parent conference -In school detention	<u>Always attempt parent contact</u>  <b>First Offense</b> -Verbal warning -Speak to school counselor  <b>Second Offense</b> -Parent conference -Office lunch detention  <b>Third and all other Offenses</b> -Parent conference -In school detention).	<u>Always attempt parent contact</u>  <b>First Offense</b> -Verbal warning -Speak to school counselor  <b>Second Offense</b> -Parent conference -Office lunch detention  <b>Third and all other Offenses</b> -Parent conference -In school detention	<u>Always attempt parent contact</u>  <b>First Offense</b> -Verbal warning -Speak to school counselor  <b>Second Offense</b> -Parent conference -Office lunch detention  <b>Third and all other Offenses</b> -Parent conference -In school detention).

DISRUPTION ON THE SCHOOL BUS OR SCHOOL BUS STOP	Min. Consequences K-2	Min. Consequences 3-5	Min. Consequences 6-8	Min. Consequences 9-12
202- Group II Violation: Any misconduct or unusual behavior on the bus or at the bus stop.	<u>Always attempt parent contact</u>  <u>First Offense</u> -Verbal Warning  <u>Second Offense</u> -Parent conference -Move seat depending on violation  <u>Third Offense</u> -Parent conference -Bus Suspension (1 day)	<u>Always attempt parent contact</u>  <u>First Offense</u> -Verbal Warning  <u>Second Offense</u> -Parent conference -Move seat and/or bus suspension (1 day)  <u>Third Offense</u> -Parent conference -Bus Suspension (2+ days)	<u>Always attempt parent contact</u>  <u>First Offense</u> -Verbal Warning  <u>Second Offense</u> -Parent conference - Move seat and/or bus suspension (1 day)  <u>Third Offense</u> -Parent conference -Bus Suspension (2+ day).	<u>Always attempt parent contact</u>  <u>First Offense</u> -Verbal Warning  <u>Second Offense</u> -Parent conference - Move seat and/or bus suspension (1 day)  <u>Third Offense</u> -Parent conference -Bus Suspension (2+day).
DRESS CODE VIOLATION	Min. Consequences K-2	Min. Consequences 3-5	Min. Consequences 6-8	Min. Consequences 9-12
105- Group I Violation: Out of compliance with district/school dress code.  <b>NOTE: The student must meet dress code prior to returning to class.</b>	<u>Always attempt parent contact</u>  <u>First Offense</u> -Verbal Warning  <u>Second Offense</u> -Parent conference and bring change of clothes <b>The student must meet dress code prior to returning to class</b>  <u>Third and all other Offenses</u> -Parent contact and a written letter. <b>The student must meet dress code prior to returning to class.</b>	<u>Always attempt parent contact</u>  <u>First Offense</u> -Verbal warning 6  <u>Second Offense</u> -Parent conference with student and bring change of clothes <b>The student must meet dress code prior to returning to class</b>  <u>Third and all other Offenses</u> -Parent contact and a written letter. -In-School Suspension for min. of 1 day up to 3 days. <b>The student must meet dress code prior to returning to class.</b>	<u>Always attempt parent contact</u>  <u>First Offense</u> -Verbal warning  <u>Second Offense</u> -Parent conference with the student and bring change of clothes -The student is not able to participate in any extracurricular activities for 5 days (including field trips). <b>The student must meet dress code prior to returning to class.</b>  <u>Third and all other Offenses</u> -Parent contact and a written letter. -In-School Suspension for 1 day and up to 3 days and the student is not able to participate in extracurricular activities for up to 30 days. <b>The student must meet dress code prior to returning to class.</b>	<u>Always attempt parent contact</u>  <u>First Offense</u> -Verbal warning  <u>Second Offense</u> -Parent conference and the student and bring change of clothes -The student is not able to participate in any extracurricular activities for 5 days (including field trips). <b>The student must meet dress code prior to returning to class.</b>  <u>Third and all other Offenses</u> -Parent contact and a written letter. -In-School Suspension for 1 day and up to 3 days and the student is not able to participate in extracurricular activities for up to 30 days. <b>The student must meet dress code prior to returning to class.</b>
DRIVING AND/OR PARKING VIOLATION	Min. Consequences K-2	Min. Consequences 3-5	Min. Consequences 6-8	Min. Consequences 9-12
106-Group I Violation: Out of compliance with district/school regulations.	<b>Not Applicable</b>	<b>Not Applicable</b>	<b>Not Applicable</b>	<u>Always attempt parent contact</u>  <u>First Offense</u> -Verbal Warning or Student not permitted to drive to school for 1 day  <u>Second Offense</u> -Parent conference -Student not permitted to drive to school for 3 days  <u>Third Offense</u> -Parent conference -Student not permitted to drive to school for assigned time by principal.
DRUGS SALE/DISTRIBUTION	Min. Consequences K-2	Min. Consequences 3-5	Min. Consequences 6-8	Min. Consequences 9-12
DRD – (LEVEL II-SESIR) Group V Violation (excluding alcohol): The sales or distribution of an illegal drug, narcotic, controlled substance or a substance represented as an illegal drug.	<u>Always attempt parent contact and conference</u> <u>First Offense</u> -Out of school suspension (1 day)  <u>Second Offense</u> -Out of school suspension (2+ day) and/or recommendation for expulsion or alternative placement	<u>Always attempt parent contact and conference</u> <u>First Offense</u> -Out of school suspension (1+ day)  <u>Second Offense</u> -Out of school suspension (3+ day) and/or recommendation for expulsion or alternative placement	<u>Always attempt parent contact and conference</u> <u>First Offense</u> -Out of school suspension (3+ day)  <u>Second Offense</u> -Out of school suspension (5+ day) and/or recommendation for expulsion or alternative placement	<u>Always attempt parent contact and conference</u> <u>First Offense</u> -Out of school suspension (3+ day)  <u>Second Offense</u> -Out of school suspension (5+ day) and/or recommendation for expulsion or alternative placement

<b>DRUGS USE/POSSESSION</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>DRU (LEVEL III-SESIR) Group IV Violation (Excluding alcohol):</b> Possession, use or purchase of an illegal drug, narcotic, controlled substance or a substance represented as an illegal drug.	<u>Always attempt parent contact and conference</u>  <u>First Offense</u> -Verbal warning  <u>Second Offense</u> -In school suspension (1 day)  <u>Third Offense</u> -Out of school suspension (1 day)	<u>Always attempt parent contact and conference</u>  <u>First Offense</u> -Verbal warning if over the counter drug or In school suspension (1 day)  <u>Second Offense</u> -In school suspension (2+ days) if over the counter drug -Out of school suspension all other (1+ days)  <u>Third Offense</u> -Out of school suspension all other (2+ days) and/or recommendation for expulsion or alternative placement	<u>Always attempt parent contact and conference</u>  <u>First Offense</u> -Verbal warning if over the counter drug or In school suspension (1 day) -Out of school suspension all other (1+ days)  <u>Second Offense</u> -In school suspension (2+ days) if over the counter drug -Out of school suspension all other (1+ days) and/or recommendation for expulsion or alternative placement  <u>Third Offense</u> -Out of school suspension all other (2+ days) and/or recommendation for expulsion or alternative placement	<u>Always attempt parent contact and conference</u>  <u>First Offense</u> -Verbal warning if over the counter drug or In school suspension (1 day) -Out of school suspension all other (1+ days)  <u>Second Offense</u> -In school suspension (2+ days) if over the counter drug -Out of school suspension all other (1+ days) and/or recommendation for expulsion or alternative placement  <u>Third Offense</u> -Out of school suspension all other (2+ days) and/or recommendation for expulsion or alternative placement
<b>EXTORTION</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>302- Group III Violation:</b> The 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.	<u>Always attempt parent contact</u>  <u>First Offense</u> -In School Suspension (Min.1 day)  <u>Second Offense</u> -Parent conference -Out of School Suspension (Min 1 day)  <u>Third Offense</u> -Parent conference -Out of-School Suspension (2 days) -Counseling is suggested	<u>Always attempt parent contact</u>  <u>First Offense</u> -In or Out of School Suspension (Min 2 day).  <u>Second Offense</u> -Parent conference -Out of School Suspension (2+ days)  <u>Third Offense</u> -Parent conference -Out of-School Suspension (3 + days) -Counseling is suggested	<u>Always attempt parent contact</u>  <u>First Offense</u> -Out of School Suspension (Min 3 days).  <u>Second Offense</u> -Parent conference -Out of School Suspension (5 days)  <u>Third Offense</u> -Parent Conference -Out of-School Suspension (9 days) -Counseling is suggested	<u>Always attempt parent contact</u>  <u>First Offense</u> -Out of School Suspension (Min 3 days).  <u>Second Offense</u> -Parent conference -Out of School Suspension (5 days)  <u>Third Offense</u> -Parent Conference -Out of-School Suspension (9 days) -Counseling is suggested
<b>FIGHTING</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>307- Group III Violation:</b> A physical conflict between two or more students, which does not result in serious injury or require physical restraint of combatants. (HB 1537: this HB amends the zero tolerance statute, in order to protect victims from further victimization by adding a self-defense and defense of others provision. The student that intervenes should only use the amount of force necessary to stop a violent act against another student, staff or volunteer necessary to restore or maintain the safety of others.)	<u>Each incident make parent contact and conference</u>  <u>First Offense</u> -In Out of School Suspension (Min.1 day)  <u>Second Offense</u> -Out of School Suspension (Min 1 day)  <u>Third Offense</u> -Out of-School Suspension (2 days) -Counseling is suggested	<u>Each incident make parent contact and conference</u>  <u>First Offense</u> -In or Out of School Suspension (Min 1 day).  <u>Second Offense</u> -Out of School Suspension (2+ days)  <u>Third Offense</u> -Out of-School Suspension (3 + days) -Counseling is suggested	<u>Each incident make parent contact and conference</u>  <u>First Offense</u> -Out of School Suspension.  <u>Second Offense</u> -Out of School Suspension (Min 2 day)  <u>Third Offense</u> -Out of-School Suspension (Min 5 days) -Counseling is suggested	<u>Each incident make parent contact and conference</u>  <u>First Offense</u> -Out of School Suspension.  <u>Second Offense</u> -Out of School Suspension (Min 2 day)  <u>Third Offense</u> -Out of-School Suspension 5 days -Counseling is suggested



<b>FIGHTING</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>FIT (LEVEL III-SESIR) Group IV Violation:</b> 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. (HB 1537: this HB amends the zero tolerance statute, in order to protect victims from further victimization by adding a self-defense and defense of others provision. The student that intervenes should only use the amount of force necessary to stop a violent act against another student, staff or volunteer necessary to restore or maintain the safety of others.)	<u>Each offense attempt parent contact and conference</u>  <u>First Offense</u> -In or out of school suspension.  <u>Second Offense</u> -Out of school suspension (Min 1 day)  <u>Third Offense</u> -Out of school suspension (Min 2 days) -Counseling is suggested	<u>Each incident attempt parent contact and conference</u>  <u>First Offense</u> -In or out of school Suspension (Min. 1 day)  <u>Second Offense</u> -Out of school suspension (Min 2 day)  <u>Third Offense</u> -Out of school suspension (Min 3 days) -Counseling is suggested	<u>Each incident attempt parent contact and conference</u>  <u>First Offense</u> -Out of-school suspension (Minimum: 2 days)  <u>Second Offense</u> -Out of school suspension (Min. 5 days)  <u>Third Offense</u> -Parent conference -Out of-school suspension (Min 9 days) and recommendation for expulsion or alternative placement. -Counseling is suggested	<u>Each incident attempt parent contact and conference</u>  <u>First Offense</u> -Out of-school suspension (Minimum: 2 days)  <u>Second Offense</u> -Out of-school suspension (Min. 5 days)  <u>Third Offense</u> -Parent conference -Out of-school suspension (Min: 9 days) and recommendation for expulsion or alternative placement. -Counseling suggested
<b>GAMBLING</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>203 - Group II Violation:</b> Participating in games of chance for money or other stakes.	<b>Not Applicable</b>	<u>Always attempt parent contact</u>  <u>First Offense</u> -In school suspension (Min 1 day).  <u>Second Offense</u> -Parent conference -In school suspension (3+ days)  <u>Third Offense</u> -Parent conference -Out of-school suspension (2+ days) -Counseling is suggested	<u>Always attempt parent contact</u>  <u>First Offense</u> -In school suspension (Min1 day).  <u>Second Offense</u> -Parent conference -Out of school suspension (2+ days)  <u>Third Offense</u> -Parent conference -Out of-school suspension (5 days) -Counseling is suggested	<u>Always attempt parent contact</u>  <u>First Offense</u> -In school suspension (Min 1 day).  <u>Second Offense</u> -Parent conference -Out of school suspension (2+ days)  <u>Third Offense</u> -Parent conference -Out of-school suspension (5 days) -Counseling is suggested
<b>GENERAL IN-SCHOOL DISRUPTION</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>101: Group I Violation</b> Conduct and/or behavior which is disruptive to the orderly educational process	<u>Always attempt parent contact</u>  <u>First Offense</u> -Verbal warning -Speak to school counselor  <u>Second Offense</u> -Parent conference -Office lunch detention  <u>Third and all other Offenses</u> -Parent conference -In school suspension	<u>Always attempt parent contact</u>  <u>First Offense</u> -Verbal warning -Speak to school counselor  <u>Second Offense</u> -Parent conference -Office lunch detention  <u>Third and all other Offenses</u> -Parent conference -In school suspension	<u>Always attempt parent contact</u>  <u>First Offense</u> -Verbal warning -Speak to school counselor  <u>Second Offense</u> -Parent conference -Office lunch detention  <u>Third and all other Offenses</u> -Parent conference -In school suspension	<u>Always attempt parent contact</u>  <u>First Offense</u> -Verbal warning -Speak to school counselor  <u>Second Offense</u> -Parent conference -Office lunch detention  <u>Third and all other Offenses</u> -Parent conference -In school suspension
<b>GRAND THEFT</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>STL – Level III SESIR Group IV Violation:</b> The unauthorized taking of the property of another person or organization, including motor vehicles, valued at \$750 or more, without threat, violence, or bodily harm. Incidents that fall below the \$750 threshold are not reportable in SESIR, but instead should be reported as locally-defined incidents according to district policies. Thefts of property of any value that involve a use of force, violence, assault, or putting the victim in fear must be reported as Robbery.	<u>Each incident attempt parent contact and conference</u>  <u>First Offense</u> -In school suspension (Min.1 day)  <u>Second Offense</u> -Out of school suspension (Min 1 day)  <u>Third Offense</u> -Out of school suspension (2 days) -Counseling is suggested	<u>Each incident attempt parent contact and conference</u>  <u>First Offense</u> -In or out of school suspension (Min 2 day).  <u>Second Offense</u> -Out of school suspension (2+ days)  <u>Third Offense</u> -Out of school suspension (3 + days) -Counseling is suggested	<u>Each incident attempt parent contact and conference</u>  <u>First Offense</u> -Out of school suspension (Min 3 days).  <u>Second Offense</u> -Out of school suspension (5 days)  <u>Third Offense</u> -Out of school suspension (up to 9 days) -Counseling is suggested	<u>Each incident attempt parent contact and conference</u>  <u>First Offense</u> -Out of school suspension (Min 3 days).  <u>Second Offense</u> -Out of school suspension (5 days)  <u>Third Offense</u> -Out of school suspension (up to 9 days)-Counseling is suggested

<b>HARASSMENT</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>HAR- Level IV: Group V Violations</b> Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property, has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or 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. Instances of Harassment that are chronic or repeated in nature should be evaluated for Bullying or Bullying-related.	<b><u>Each incident attempt parent contact and conference</u></b>  <b><u>First Offense</u></b> -In school suspension (Min. 1 day)  <b><u>Second Offense</u></b> -Out of-school suspension (Min 1 days).  <b><u>Third Offense</u></b> -Out of school suspension (Min.: 3 days).	<b><u>Each incident attempt parent contact and conference</u></b>  <b><u>First Offense</u></b> -In school suspension (2+ days)  <b><u>Second Offense</u></b> -Out of-school suspension (Min: 3 days).  <b><u>Third Offense</u></b> -Out of school suspension (Min.: 5 days).	<b><u>Each incident attempt parent contact and conference</u></b>  <b><u>First Offense</u></b> -In-school suspension (3+ days)  <b><u>Second Offense</u></b> -Out of-school suspension (5+ days)  <b><u>Third Offense</u></b> -Out of school suspension (Min.: 9 days). Recommendation for expulsion or alternative program.	<b><u>Each incident attempt parent contact and conference</u></b>  <b><u>First Offense</u></b> -In-school suspension (3+ days)  <b><u>Second Offense</u></b> -Out of-school suspension (5+ days)  <b><u>Third Offense</u></b> -Out of school suspension (Min.: 9 days). Recommendation for expulsion or alternative program.
<b>HAZING</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>HAZ -LEVEL III-SESIR</b> <b>Group III Violation:</b> Any action or situation that endangers the mental or physical health or safety of a student at a school with any of the grades 6 through 12 for purposes of initiation or admission into or affiliation with any school-sanctioned organization. "Hazing" includes, but 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.	<b><u>Each incident attempt parent contact and conference</u></b>  <b><u>First Offense</u></b> -In school suspension (Min. 1 day)  <b><u>Second Offense</u></b> -Out of-school suspension (Min 1 days).  <b><u>Third Offense</u></b> -Out of school suspension (Min.: 3 days).	<b><u>Each incident attempt parent contact and conference</u></b>  <b><u>First Offense</u></b> -In school suspension (2+ days)  <b><u>Second Offense</u></b> -Out of-school suspension (Min: 3 days).  <b><u>Third Offense</u></b> -Out of school suspension (Min.: 5 days).	<b><u>Each incident attempt parent contact and conference</u></b>  <b><u>First Offense</u></b> -In-school suspension (3+ days)  <b><u>Second Offense</u></b> -Out of-school suspension (5+ days)  <b><u>Third Offense</u></b> -Out of school suspension (Min.: 9 days). Recommendation for expulsion or alternative program.	<b><u>Each incident attempt parent contact and conference</u></b>  <b><u>First Offense</u></b> -In-school suspension (3+ days)  <b><u>Second Offense</u></b> -Out of-school suspension (5+ days)  <b><u>Third Offense</u></b> -Out of school suspension (Min.: 9 days). Recommendation for expulsion or alternative program.
<b>INCITING</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>309 – Group III Violation:</b> Actions, gestures, apparel, appearance or speech that provokes, urges or facilitates the participation of others in prohibited acts	<b><u>Each incident attempt parent contact and conference</u></b>  <b><u>First Offense</u></b> -In school suspension (Min. 1 day)  <b><u>Second Offense</u></b> -Out of-school suspension (Min 1 days).  <b><u>Third Offense</u></b> -Out of school suspension (Min.: 3 days).	<b><u>Each incident attempt parent contact and conference</u></b>  <b><u>First Offense</u></b> -In school suspension (2+ days)  <b><u>Second Offense</u></b> -Out of-school suspension (Min: 3 days).  <b><u>Third Offense</u></b> -Out of school suspension (Min.: 5 days).	<b><u>Each incident attempt parent contact and conference</u></b>  <b><u>First Offense</u></b> -In-school suspension (3+ days)  <b><u>Second Offense</u></b> -Out of-school suspension (5+ days)  <b><u>Third Offense</u></b> -Out of school suspension (Min.: 9 days). Recommendation for expulsion or alternative program	<b><u>Each incident attempt parent contact and conference</u></b>  <b><u>First Offense</u></b> -In-school suspension (3+ days)  <b><u>Second Offense</u></b> -Out of-school suspension (5+ days)  <b><u>Third Offense</u></b> -Out of school suspension (Min.: 9 days). Recommendation for expulsion or alternative program.
<b>LYING/CHEATING</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>104 – Group I Violation:</b> Willfully, misrepresenting the facts. Cheating-participates in using, copying or providing another student with any test answers, answer keys or another person's work representing it to be his or her own work (Plagiarism).	<b><u>First Offense</u></b> Parent notification  <b><u>Second Offense</u></b> Parent notification. Cheating- grade lowered 25% Lying-Office lunch detention  <b><u>Third Offense</u></b> Parent Notification Cheating- grade 59% Lying-ISS up to 1 day	<b><u>First Offense</u></b> Parent notification Cheating- grade lowered 25% Lying-Office lunch detention  <b><u>Second Offense</u></b> Parent Notification Cheating- grade 59% Lying-ISS up to 1 day  <b><u>Third Offense</u></b> Parent Notification Cheating- grade 59% Lying-ISS up to 1 day	<b><u>First Offense</u></b> Parent notification Cheating- grade lowered 25% Lying-Office lunch detention  <b><u>Second Offense</u></b> Parent Notification Cheating- grade 59% Lying-ISS minimum of 1 day  <b><u>Third Offense</u></b> Parent Notification Cheating- grade 59% and Lying-ISS or OSS depending on the severity of the incident.	<b><u>First Offense</u></b> Parent notification Cheating- grade lowered 25% Lying-Office lunch detention  <b><u>Second Offense</u></b> Parent Notification Cheating- grade 59% Lying-ISS minimum of 1 day  <b><u>Third Offense</u></b> Parent Notification Cheating- grade 59% Lying- ISS or OSS depending on the severity of the incident.

<b>MAJOR VANDALISM</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>303 Group III Violation:</b> The willful or malicious destruction of school property or the property of others more than \$100.	<u>Each incident parent contact and conference</u>  <u>First Offense</u> -Restitution for damages  <u>Second Offense</u> -Restitution for damages -In school suspension 1+ days <u>Third Offense</u> -Restitution for damages -Out of-school suspension 2+ days	<u>Each incident parent contact and conference</u>  <u>First Offense</u> -Restitution for damages  <u>Second Offense</u> -Restitution for damages -In school suspension 2+ days <u>Third Offense</u> -Restitution for damages -Out of-school suspension 2+ days	<u>Each incident parent contact and conference</u>  <u>First Offense</u> -Restitution for damages  <u>Second Offense</u> -Restitution for damages -In school suspension 1+ days <u>Third Offense</u> -Restitution for damages -Out of-school suspension 2+ days	<u>Each incident parent contact and conference</u>  <u>First Offense</u> -Restitution for damages  <u>Second Offense</u> -Restitution for damages -In school suspension 1+ days <u>Third Offense</u> -Restitution for damages -Out of-school suspension 2+ days
<b>MINOR VANDALISM</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>208 Group II Violation:</b> The willful or malicious destruction of school property or the property of others less than \$100.	<u>Each incident parent contact and conference</u>  <u>First Offense</u> -Restitution for damages  <u>Second Offense</u> -Restitution for damages -In school suspension 1+ days <u>Third Offense</u> -Restitution for damages -Out of-school suspension 2+ days	<u>Each incident parent contact and conference</u>  <u>First Offense</u> -Restitution for damages  <u>Second Offense</u> -Restitution for damages -In school suspension 2+ days <u>Third Offense</u> -Restitution for damages -Out of-school suspension 2+ days	<u>Each incident parent contact and conference</u>  <u>First Offense</u> -Restitution for damages  <u>Second Offense</u> -Restitution for damages -In school suspension 1+ days <u>Third Offense</u> -Restitution for damages -Out of-school suspension 2+ days	<u>Each incident parent contact and conference</u>  <u>First Offense</u> -Restitution for damages  <u>Second Offense</u> -Restitution for damages -In school suspension 1+ days <u>Third Offense</u> -Restitution for damages -Out of-school suspension 2+ days
<b>NON-COMPLIANCE WITH ASSIGNED DISCIPLINE</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>205 – Group II Violation:</b> Refusal or non-compliance with assigned consequences for a documented disciplinary violation.	<u>All Offenses</u> -Parent contact -Increase discipline assigned or assign the next level of consequence.	<u>All Offenses</u> -Parent contact -Increase discipline assigned or assign the next level of consequence.	<u>All Offenses</u> -Parent contact -Increase discipline assigned or assign the next level of consequence.	<u>All Offenses</u> -Parent contact -Increase discipline assigned or assign the next level of consequence.
<b>OTHER MAJOR INCIDENTS</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>OMC (LEVEL III-SESIR) Group IV Violation:</b> 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.	<u>Always attempt parent contact</u>  <u>First Offense</u> -Verbal warning  <u>Second Offense</u> -Parent conference -In school suspension Min. 1 day  <u>Third Offense</u> -Parent conference -Out of school suspension Min 1 da	<u>Always attempt parent contact</u>  <u>First Offense</u> -Verbal warning  <u>Second Offense</u> -Parent conference -In school suspension Min. 1 day  <u>Third Offense</u> -Parent conference -Out of school suspension Min 2 day	<u>Always attempt parent contact</u>  <u>First Offense</u> -In school suspension 3 days  <u>Second Offense</u> -Parent conference -Out of school suspension 1+ days  <u>Third Offense</u> -Parent conference -Out of school suspension 5+days	<u>Always attempt parent contact</u>  <u>First Offense</u> -In school suspension 3 days  <u>Second Offense</u> -Parent conference -Out of school suspension 1+ days  <u>Third Offense</u> -Parent conference -Out of school suspension 5+days
<b>PUBLIC DISPLAY OF AFFECTION</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>108 – Group I Violation:</b> Engagement in physical contact including but not limited to kissing, hugging and inappropriate touching.	<u>Always attempt parent contact</u>  <u>First Offense</u> -Verbal warning -Speak to school counselor  <u>Second Offense</u> -Parent conference -Office lunch detention  <u>Third and all other Offenses</u> -Parent conference -In school suspension	<u>Always attempt parent contact</u>  <u>First Offense</u> -Verbal warning -Speak to school counselor  <u>Second Offense</u> -Parent conference -Office lunch detention  <u>Third and all other Offenses</u> -Parent conference -In school suspension	<u>Always attempt parent contact</u>  <u>First Offense</u> -Verbal warning -Speak to school counselor  <u>Second Offense</u> -Parent conference -Office lunch detention  <u>Third and all other Offenses</u> -Parent conference -In school suspension	<u>Always attempt parent contact</u>  <u>First Offense</u> -Verbal warning -Speak to school counselor  <u>Second Offense</u> -Parent conference -Office lunch detention  <u>Third and all other Offenses</u> -Parent conference -In school suspension

<b>ROBBERY</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>ROB (LEVEL II – SESIR) Group V Violation:</b> 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.	<u>Each incident attempt parent contact and conference</u>  <b>First Offense</b> -In school suspension (Min.1 day)  <b>Second Offense</b> -Out of school suspension (Min 1 day)  <b>Third Offense</b> -Out of school suspension (2 days) -Counseling is suggested	<u>Each incident attempt parent contact and conference</u>  <b>First Offense</b> -In or out of school suspension (Min 2 day).  <b>Second Offense</b> -Out of school suspension (2+ days)  <b>Third Offense</b> -Out of school suspension (3 + days) -Counseling is suggested	<u>Each incident attempt parent contact and conference</u>  <b>First Offense</b> -In or out of school suspension (Min 2 day).  <b>Second Offense</b> -Out of school suspension (2+ days)  <b>Third Offense</b> -Out of school suspension (3 + days) -Counseling is suggested	<u>Each incident attempt parent contact and conference</u>  <b>First Offense</b> -In or out of school suspension (Min 2 day).  <b>Second Offense</b> -Out of school suspension (2+ days)  <b>Third Offense</b> -Out of school suspension (3 + days) -Counseling is suggested
<b>SAFETY VIOLATION/ DANGEROUS OBJECTS</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>312 Group III Violation:</b> 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.	<u>Always attempt parent contact</u> <b>First Offense</b> -Verbal warning  <b>Second Offense</b> -Parent conference -In school suspension (1 day)  <b>Third Offense</b> -Parent conference -Out of school suspension (1 day)	<u>Always attempt parent contact</u> <b>First Offense</b> -Verbal warning if over the counter drug or In school suspension (1 day)  <b>Second Offense</b> -Parent conference -In school suspension (2+ days) if over the counter drug -Out of school suspension all other (1+ days)  <b>Third Offense</b> -Parent conference -Out of school suspension all other (2+ days) and/or recommendation for expulsion or alternative placement.	<u>Always attempt parent contact</u> <b>First Offense</b> -Verbal warning if over the counter drug or In school suspension (1 day) -Out of school suspension all other (1+ days)  <b>Second Offense</b> -Parent conference -In school suspension (2+ days) if over the counter drug -Out of school suspension all other (1+ days) and/or recommendation for expulsion or alternative placement  <b>Third Offense</b> - Parent conference -Out of school suspension all other (2+ days) and/or recommendation for expulsion or alternative placement.	<u>Always attempt parent contact</u> <b>First Offense</b> -Verbal warning if over the counter drug or In school suspension (1 day) -Out of school suspension all other (1+ days)  <b>Second Offense</b> -Parent conference -In school suspension (2+ days) if over the counter drug -Out of school suspension all other (1+ days) and/or recommendation for expulsion or alternative placement  <b>Third Offense</b> - Parent conference -Out of school suspension all other (2+ days) and/or recommendation for expulsion or alternative placement.
<b>SERIOUS AND/OR CHRONIC HARRASSMENT-INTIMIDATION</b>	<b>Min. Consequence K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>306 Group III Violation:</b> 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.	<u>Each incident attempt parent contact and conference</u>  <b>First Offense</b> -Office lunch detention (Min. 1 day)  <b>Second Offense</b> -In school suspension (Min 1 days).  <b>Third Offense</b> -In school (increased) or out of school suspension	<u>Each incident attempt parent contact and conference</u>  <b>First Offense</b> -Office lunch detention (Min. 2 day)  <b>Second Offense</b> -In school suspension (Min: 2 days).  <b>Third Offense</b> -In school (increased) or out of school suspension	<u>Each incident attempt parent contact and conference</u>  <b>First Offense</b> -In-school suspension (1+ days)  <b>Second Offense</b> -Out of-school suspension (3+ days)  <b>Third Offense</b> -Out of school suspension (Min.: 5+ days). Recommendation for expulsion or alternative program.	<u>Each incident attempt parent contact and conference</u>  <b>First Offense</b> -In-school suspension (1+ days)  <b>Second Offense</b> -Out of-school suspension (3+ days)  <b>Third Offense</b> -Out of school suspension (Min.: 5+days). Recommendation for expulsion or alternative program.
<b>SEXUAL ASSAULT</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>SXA (LEVEL II-SESIR) Group V Violation:</b> An incident that includes fondling, indecent liberties child molestation, or threatened rape. Both males and females can be victims.	<b>Any Offense</b> Mandatory expulsion and involvement of law enforcement.	<b>Any Offense</b> Mandatory expulsion and involvement of law enforcement.	<b>Any Offense</b> Mandatory expulsion and involvement of law enforcement.	<b>Any Offense</b> Mandatory expulsion and involvement of law enforcement.

<b>SEXUAL BATTERY</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>SXB (LEVEL I-SESIR) Group V Violation:</b> Rape: Forced or attempted sexual act where there is penetration to any part of another person's body by using a sexual organ, an object simulating a sexual organ or any other part of one's body or any other foreign object. Both males and females can be victims.	<u>Any Offense</u> Mandatory expulsion and involvement of law enforcement.	<u>Any Offense</u> Mandatory expulsion and involvement of law enforcement.	<u>Any Offense</u> Mandatory expulsion and involvement of law enforcement.	<u>Any Offense</u> Mandatory expulsion and involvement of law enforcement.
<b>SEXUAL HARASSMENT</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>SXH (LEVEL III -SESIR) Group III Violation:</b> Unwelcome sexual advances, request for sexual favors and other inappropriate oral, written or physical conduct of a sexual nature. This can be verbal or nonverbal actions including through any device. <b>**All incidents of a sexual nature will be reported to law enforcement and may be reported to the Department of Children and Families, depending on the student's age.</b>	<u>Each incident attempt parent contact and conference</u>  <u>First Offense</u> -In school suspension (Min. 1 day)  <u>Second Offense</u> -Out of-school suspension (Min 1 days).  <u>Third Offense</u> -Out of school suspension (Min.: 3 days).	<u>Each incident attempt parent contact and conference</u>  <u>First Offense</u> -In school suspension (2+ days)  <u>Second Offense</u> -Out of-school suspension (Min: 3 days).  <u>Third Offense</u> -Out of school suspension (Min.: 5 days)	<u>Each incident attempt parent contact and conference</u>  <u>First Offense</u> -In-school suspension (3+ days)  <u>Second Offense</u> -Out of-school suspension (5+ days)  <u>Third Offense</u> -Out of school suspension (Min.: 9 days). Recommendation for expulsion or alternative program.	<u>Each incident attempt parent contact and conference</u>  <u>First Offense</u> -In-school suspension (3+ days)  <u>Second Offense</u> -Out of-school suspension (5+ days)  <u>Third Offense</u> -Out of school suspension (Min.: 9 days). Recommendation for expulsion or alternative program.
<b>SEXUAL OFFENSES OTHER</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>SXO (LEVEL III-SESIR) Group IV Violation:</b> Sexual contact without force or threat. Subjecting an individual to lewd behavior, including sexual gestures, or the exposure of private body parts. Law enforcement must be notified	<u>Each incident attempt parent contact and conference</u> <u>First Offense</u> -In school suspension (Min. 1 day)  <u>Second Offense</u> -Out of-school suspension (Min 1 days).  <u>Third Offense</u> -Out of school suspension (Min.: 3 days).	<u>Each incident attempt parent contact and conference</u> <u>First Offense</u> -In school suspension (2+ days)  <u>Second Offense</u> -Out of-school suspension (Min: 3 days).  <u>Third Offense</u> -Out of school suspension (Min.: 5 days)	<u>Each incident attempt parent contact and conference</u> <u>First Offense</u> -In-school suspension (3+ days)  <u>Second Offense</u> -Out of-school suspension-5+ days  <u>Third Offense</u> -Out of school suspension (Min.: 9 days). Recommendation for expulsion or alternative program.	<u>Each incident attempt parent contact and conference</u> <u>First Offense</u> -In-school suspension (3+ days)  <u>Second Offense</u> -Out of-school suspension-5+ days  <u>Third Offense</u> -Out of school suspension (Min.: 9 days). Recommendation for expulsion or alternative program.
<b>SIMPLE ASSAULT</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>204 Group II Violation:</b> A verbal or physical threat or attempt to beat another but without touching him/her.	<u>Always attempt parent contact</u> <u>First Offense</u> -Verbal warning -Speak to school counselor  <u>Second Offense</u> -Parent conference -Office lunch detention  <u>Third and all other Offenses</u> -Parent conference -In school suspension	<u>Always attempt parent contact</u> <u>First Offense</u> -Verbal warning -Speak to school counselor  <u>Second Offense</u> -Parent conference -Office lunch detention  <u>Third and all other Offenses</u> -Parent conference -In school suspension	<u>Always attempt parent contact</u> <u>First Offense</u> -Verbal warning -Speak to school counselor  <u>Second Offense</u> -Parent conference -Office lunch detention  <u>Third and all other Offenses</u> -Parent conference -In school suspension	<u>Always attempt parent contact</u> <u>First Offense</u> -Verbal warning -Speak to school counselor  <u>Second Offense</u> -Parent conference -Office lunch detention  <u>Third and all other Offenses</u> -Parent conference -In school suspension
<b>SIMPLE BATTERY</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>PHA (LEVEL II-SESIR) Group V Violation:</b> Refers to an actual and intentional touching or striking of another person against his/her will, or the intentional causing of bodily harm to an individual. (Example: throwing an object, etc	<u>Each incident attempt parent contact and conference</u>  <u>First Offense</u> -In or Out of School Suspension.  <u>Second Offense</u> -Out of School Suspension Min 1  <u>Third Offense</u> -Out of-School Suspension -Counseling is suggested	<u>Each incident attempt parent contact and conference</u>  <u>First Offense</u> -In or Out of School Suspension.  <u>Second Offense</u> -Out of School Suspension (Min: 2 days).  <u>Third Offense</u> -Out of-School Suspension -Counseling is suggested	<u>Each incident attempt parent contact and conference</u>  <u>First Offense</u> -Out of School Suspension (Min. 5 days)  <u>Second Offense</u> -Out of-School Suspension (Min: 9 days) -Recommendation for expulsion or alternative placement  <u>Third Offense</u> -Expulsion or Alternative Setting	<u>Each incident attempt parent contact and conference</u>  <u>First Offense</u> -Out of School Suspension (Min. 5 days)  <u>Second Offense</u> -Out of-School Suspension (Min: 9 days) -Recommendation for expulsion or alternative placement  <u>Third Offense</u> -Expulsion or Alternative Setting

<b>STEALING</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>305 Group I Violation:</b> The act of taking and carrying away personal property of another without the consent of the owner. (Less than \$100 in property value).	<u>Each incident attempt parent contact and conference</u>  <u>First Offense</u> -In school suspension (Min.1 day)  <u>Second Offense</u> -Out of school suspension (Min 1 day)  <u>Third Offense</u> -Out of school suspension (2 days) -Counseling is suggested	<u>Each incident attempt parent contact and conference</u>  <u>First Offense</u> -In or out of school suspension (Min 1 day).  <u>Second Offense</u> -Out of school suspension (1 day)  <u>Third Offense</u> -Out of school suspension (3 + days) -Counseling is suggested	<u>Each incident attempt parent contact and conference</u>  <u>First Offense</u> -Out of school suspension (Min 2 days).  <u>Second Offense</u> -Out of school suspension (2 days)  <u>Third Offense</u> -Out of school suspension (up to 5days) -Counseling is suggested.	<u>Each incident attempt parent contact and conference</u>  <u>First Offense</u> -Out of school suspension (Min 2 days).  <u>Second Offense</u> -Out of school suspension (2 days)  <u>Third Offense</u> -Out of school suspension (up to 5 days) -Counseling is suggested.
<b>TOBACCO</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>(TBC) - Level IV Group IV Violation</b> (cigarettes or other forms of tobacco/nicotine) The possession, sale, purchase, distribution, or use of tobacco or nicotine products on school grounds, at school-sponsored events, or on school transportation by any person under the age of 21. Tobacco incidents cannot be Drug-related.	<u>First Offense</u> -Parent/guardian contact -Counseling -Tobacco education lesson completed in ISS  <u>Second Offense</u> - Parent/guardian contact -Counseling -Tobacco education lesson -1 day ISS  <u>Third Offense</u> - Parent/guardian meeting -Counseling -Tobacco education lesson -2 days ISS -community service	<u>First Offense</u> -Parent/guardian contact -Counseling -Tobacco education lesson; 1 day of ISS  <u>Second Offense</u> -Parent/guardian contact -Counseling -Tobacco education lesson -2 days ISS  <u>Third Offense</u> - Parent/guardian meeting -Counseling -Tobacco education lesson -2 days ISS -community service	<u>First Offense</u> -Parent/guardian contact - Counseling -Tobacco education lesson; 1 day in ISS  <u>Second Offense</u> - Parent/guardian contact -Tobacco education lesson -2 days ISS  <u>Third Offense</u> - Parent/guardian meeting -Counseling -Tobacco education lesson -2 days ISS -community service	<u>First Offense</u> -Parent/guardian contact -Counseling -Tobacco education lesson; 1 day in ISS  <u>Second Offense</u> - Parent/guardian contact -Tobacco education lesson -2 days ISS  <u>Third Offense</u> - Parent/guardian meeting -Counseling -Tobacco education lesson -2 days ISS -Information will be provided about available cessation programs and resources. - community service
<b>THREAT/INTIMIDATION</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>TRE (LEVEL III-SESIR) Group IV Violation:</b> 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. Including bomb threats, false fire alarms, etc.	<u>Each incident attempt parent contact and conference</u>  <u>First Offense</u> -In school suspension (Min. 1 day)  <u>Second Offense</u> -Out of-school suspension (Min 1 days).  <u>Third Offense</u> -Out of school suspension (Min.: 3 days).	<u>Each incident attempt parent contact and conference</u>  <u>First Offense</u> -In school suspension (2+ days)  <u>Second Offense</u> -Out of-school suspension (Min: 3 days).  <u>Third Offense</u> -Out of school suspension (Min.: 5 days	<u>Each incident attempt parent contact and conference</u>  <u>First Offense</u> -In-school suspension (3+ days)  <u>Second Offense</u> -Out of-school suspension (5+ days)  <u>Third Offense</u> -Out of school suspension (Min.: 9 days). Recommendation for expulsion or alternative program.	<u>Each incident attempt parent contact and conference</u>  <u>First Offense</u> -In-school suspension (3+ days)  <u>Second Offense</u> -Out of-school suspension (5+ days)  <u>Third Offense</u> -Out of school suspension (Min.: 9 days). Recommendation for expulsion or alternative program
<b>TRESPASS</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>TRS (LEVEL III-SESIR) Group IV Violation:</b> 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.	<u>Always attempt parent contact</u>  <u>First Offense</u> -Verbal warning  <u>Second Offense</u> -Parent conference -In school suspension Min. 1 day  <u>Third Offense</u> -Parent conference -Out of school suspension Min 1 day	<u>Always attempt parent contact</u>  <u>First Offense</u> -Verbal warning  <u>Second Offense</u> -Parent conference -In school suspension Min. 1 day  <u>Third Offense</u> -Parent conference -Out of school suspension Min 2 day	<u>Always attempt parent contact</u>  <u>First Offense</u> -In school suspension Min 1 day  <u>Second Offense</u> -Parent conference -Out of school suspension Min. 1 day  <u>Third Offense</u> -Parent conference -Out of school suspension 3+day	<u>Always attempt parent contact</u>  <u>First Offense</u> -In school suspension Min 1 day  <u>Second Offense</u> -Parent conference -Out of school suspension Min. 1 day  <u>Third Offense</u> -Parent conference -Out of school suspension 3+day

<b>TRUANCY/TARDY</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<p><b>107: Group I Violation Tardy to Class, Skipping, Truancy:</b> Failure to be in class unless the absence is excused as per Florida Statute 1003.26</p> <p>The principal may assign additional consequences for being tardy and skipping class or school.</p> <p>No student shall be suspended out of school for unexcused tardiness, lateness, absence, or truancy. Florida Statute 1006.09(1)(b)</p>	<p><u>3 unexcused absences in a school year</u>, a warning call out.</p> <p><u>After 5 unexcused absences in a school year</u>, a warning letter will be sent.</p> <p><u>After 9 absences (excused or unexcused) in a 90-day period</u> (school calendar days), a letter will be sent requiring a doctor's note for future absences.</p> <p><u>After 10 unexcused absences in a school year</u>, the school attendance person notifies the school counselor to schedule a meeting to discuss the reasons for being absent.</p> <p>The School Resource officer visits the home and provides written notice of the state statute and meeting notification.</p> <p><u>After 15 unexcused absences in a 90-day period</u>, the principal initiates a Truancy Referral. The Referral is forwarded to the Director of Student Services, who may initiate the process to:</p> <ol style="list-style-type: none"> <li>File a legal charge against the parent/guardian.</li> <li>Refer the family for intervention services.</li> </ol>	<p><u>3 unexcused absences in a school year</u>, a warning call out.</p> <p><u>After 5 unexcused absences in a school year</u>, a warning letter will be sent.</p> <p><u>After 9 absences (excused or unexcused) in a 90-day period</u> (school calendar days), a letter will be sent requiring a doctor's note for future absences.</p> <p><u>After 10 unexcused absences in a school year</u>, the school attendance person notifies the school counselor to schedule a meeting to discuss the reasons for being absent.</p> <p>The School Resource officer visits the home and provides written notice of the state statute and meeting notification.</p> <p><u>After 15 unexcused absences in a 90-day period</u>, the principal initiates a Truancy Referral. The Referral is forwarded to the Director of Student Services, who may initiate the process to:</p> <ol style="list-style-type: none"> <li>File a legal charge against the parent/guardian.</li> <li>Refer the family for intervention services.</li> </ol>	<p><u>3 unexcused absences in a school year</u>, a warning call out.</p> <p><u>After 5 unexcused absences in a school year</u>, a warning letter will be sent.</p> <p><u>After 9 absences (excused or unexcused) in a 90-day period</u> (school calendar days), a letter will be sent requiring a doctor's note for future absences.</p> <p><u>After 10 unexcused absences in a school year</u>, the school attendance person notifies the school counselor to schedule a meeting to discuss the reasons for being absent.</p> <p>The School Resource officer visits the home and provides written notice of the state statute and meeting notification.</p> <p><u>After 15 unexcused absences in a 90-day period</u>, the principal initiates a Truancy Referral. The Referral is forwarded to the Director of Student Services, who may initiate the process to:</p> <ol style="list-style-type: none"> <li>File a legal charge against the parent/guardian.</li> <li>Refer the family for intervention services.</li> </ol>	<p><u>3 unexcused absences in a school year</u>, a warning call out.</p> <p><u>After 5 unexcused absences in a school year</u>, a warning letter will be sent.</p> <p><u>After 9 absences (excused or unexcused) in a 90-day period</u> (school calendar days), a letter will be sent requiring a doctor's note for future absences.</p> <p><u>After 10 unexcused absences in a school year</u>, the school attendance person notifies the school counselor to schedule a meeting to discuss the reasons for being absent.</p> <p>The School Resource officer visits the home and provides written notice of the state statute and meeting notification.</p> <p><u>After 15 unexcused absences in a 90-day period</u>, the principal initiates a Truancy Referral. The Referral is forwarded to the Director of Student Services, who may initiate the process to:</p> <ol style="list-style-type: none"> <li>File a legal charge against the parent/guardian.</li> <li>Refer the family for intervention services.</li> <li>Student license suspended</li> </ol>
<b>UNACCEPTABLE DRESS/CLOTHING</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<p><b>110 Group I Violation:</b> Wearing clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the orderly learning environment. F. S. 1006.07</p>	<p><b>See Dress Code Page</b></p> <p>(see pg. 48 for disciplinary action)</p>	<p><b>See Dress Code Page</b></p> <p>(see pg. 48 for disciplinary action)</p>	<p><b>See Dress Code Page</b></p> <p>(See pg. 48 for disciplinary action)</p>	<p><b>See Dress Code Page</b></p> <p>(see pg. 48 for disciplinary action)</p>
<b>UNACCEPTABLE PHYSICAL CONTACT.</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<p><b>207 Group II Violation:</b> Unsolicited physical contact directed against others that is disruptive and/or threatening</p>	<p><u>Always attempt parent contact</u></p> <p><b>First Offense</b></p> <ul style="list-style-type: none"> <li>-Verbal warning</li> <li>-Speak to school counselor</li> </ul> <p><b>Second Offense</b></p> <ul style="list-style-type: none"> <li>-Parent conference</li> <li>-Office lunch detention</li> </ul> <p><b>Third and all other Offenses</b></p> <ul style="list-style-type: none"> <li>-Parent conference</li> <li>-In school suspension</li> </ul>	<p><u>Always attempt parent contact</u></p> <p><b>First Offense</b></p> <ul style="list-style-type: none"> <li>-Verbal warning</li> <li>-Speak to school counselor</li> </ul> <p><b>Second Offense</b></p> <ul style="list-style-type: none"> <li>-Parent conference</li> <li>-Office lunch detention</li> </ul> <p><b>Third and all other Offenses</b></p> <ul style="list-style-type: none"> <li>-Parent conference</li> <li>-In school suspension</li> </ul>	<p><u>Always attempt parent contact</u></p> <p><b>First Offense</b></p> <ul style="list-style-type: none"> <li>-Verbal warning</li> <li>-Speak to school counselor</li> </ul> <p><b>Second Offense</b></p> <ul style="list-style-type: none"> <li>-Parent conference</li> <li>-Office lunch detention</li> </ul> <p><b>Third and all other Offenses</b></p> <ul style="list-style-type: none"> <li>-Parent conference</li> <li>-In school suspension</li> </ul>	<p><u>Always attempt parent contact</u></p> <p><b>First Offense</b></p> <ul style="list-style-type: none"> <li>-Verbal warning</li> <li>-Speak to school counselor</li> </ul> <p><b>Second Offense</b></p> <ul style="list-style-type: none"> <li>-Parent conference</li> <li>-Office lunch detention</li> </ul> <p><b>Third and all other Offenses</b></p> <ul style="list-style-type: none"> <li>-Parent conference</li> <li>-In school suspension</li> </ul>
<b>UNAUTHORIZED ACCESS TO RESTRICTED AREAS</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<p><b>206 Group II Violation:</b> Access to areas that are restricted, unassigned or posted without permission. Including internet access. (HB 1521: If a student enters the wrong bathroom and refuses to leave when teacher, administrator or safe schools officer asks them to. See "Other Violations pg. 64)</p>	<p><u>Always attempt parent contact</u></p> <p><b>First Offense</b></p> <ul style="list-style-type: none"> <li>-Verbal warning</li> </ul> <p><b>Second Offense</b></p> <ul style="list-style-type: none"> <li>-Parent conference</li> <li>-In school suspension Min. 1 day</li> </ul> <p><b>Third Offense</b></p> <ul style="list-style-type: none"> <li>-Parent conference</li> <li>-Out of school suspension Min 1 day</li> </ul>	<p><u>Always attempt parent contact</u></p> <p><b>First Offense</b></p> <ul style="list-style-type: none"> <li>-Verbal warning</li> </ul> <p><b>Second Offense</b></p> <ul style="list-style-type: none"> <li>-Parent conference</li> <li>-In school suspension Min. 1 day</li> </ul> <p><b>Third Offense</b></p> <ul style="list-style-type: none"> <li>-Parent conference</li> <li>-Out of school suspension Min 2day</li> </ul>	<p><u>Always attempt parent contact</u></p> <p><b>First Offense</b></p> <ul style="list-style-type: none"> <li>-In school suspension Min 1 day</li> </ul> <p><b>Second Offense</b></p> <ul style="list-style-type: none"> <li>-Parent conference</li> <li>-Out of school suspension Min. 1 day</li> </ul> <p><b>Third Offense</b></p> <ul style="list-style-type: none"> <li>-Parent conference</li> <li>-Out of school suspension 3+day</li> </ul>	<p><u>Always attempt parent contact</u></p> <p><b>First Offense</b></p> <ul style="list-style-type: none"> <li>-In school suspension Min 1 day</li> </ul> <p><b>Second Offense</b></p> <ul style="list-style-type: none"> <li>-Parent conference</li> <li>-Out of school suspension Min. 1 day</li> </ul> <p><b>Third Offense</b></p> <ul style="list-style-type: none"> <li>-Parent conference</li> <li>-Out of school suspension 3+day</li> </ul>

<b>UNSUBSTANTIATED BULLYING</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>UBL-Group I Violation:</b> After a complete investigation and follow up of a reported Bullying incident, the investigator determines that there is NOT enough evidence to substantiate that the incident meets the criteria of a prohibited act under the definition of bullying as listed in (section 1006.147, F.S.)	<b>For Each Report:</b> -Document incident for state reporting in student portal	<b>For Each Report:</b> -Document incident for state reporting in student portal	<b>For Each Report:</b> -Document incident for state reporting in student portal	<b>For Each Report:</b> -Document incident for state reporting in student portal
<b>UNSUBSTANTIATED HARASSMENT</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>UHR-Group I Violation:</b> After a complete investigation and follow up of a reported harassment incident, the investigator determines that the incident does NOT meet the criteria of a prohibited act under the definition of harassment as listed in section 1006.147, F.S.	<b>For Each Report:</b> -Document incident for state reporting in student portal	<b>For Each Report:</b> -Document incident for state reporting in student portal	<b>For Each Report:</b> -Document incident for state reporting in student portal	<b>For Each Report:</b> -Document incident for state reporting in student portal
<b>WEAPON</b>	<b>Min. Consequences K-2</b>	<b>Min. Consequences 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>WPO (LEVEL II SESIR) Group V Violation:</b> Possession of a firearm or any instrument or object as defined by Section 790.001(6) and (13), F.S., that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm.	<u>Always attempt parent contact</u>  <b>First Offense</b> --Parent conference -Out of school suspension (1 day)  <b>Second Offense</b> --Parent conference -Out of school suspension (2+ day) and/or recommendation for expulsion or alternative placement	<u>Always attempt parent contact</u>  <b>First Offense</b> -Parent conference -Out of school suspension (1+ day)  <b>Second Offense</b> --Parent conference -Out of school suspension (3+ day) and/or recommendation for expulsion or alternative placement	<u>Always attempt parent contact</u>  <b>First Offense</b> -Parent conference -Out of school suspension (3+ day)  <b>Second Offense</b> --Parent conference -Out of school suspension (5+ day) and/or recommendation for expulsion or alternative placement	<u>Always attempt parent contact</u>  <b>First Offense</b> -Parent conference -Out of school suspension (3+ day)  <b>Second Offense</b> --Parent conference -Out of school suspension (5+ day) and/or recommendation for expulsion or alternative placement
<b>VIOLATION OF COMMON DECENCY</b>	<b>Min. Consequence K-2</b>	<b>Min. Consequence 3-5</b>	<b>Min. Consequences 6-8</b>	<b>Min. Consequences 9-12</b>
<b>308 Group III Violation:</b> Included are offenses against common decency, morals (indecent exposure, profanity, obscenities, vulgarities, etc) participation.	<u>Always attempt parent contact</u>  <b>First Offense</b> -Office lunch detention (Min. 1 day)  <b>Second Offense</b> -Parent Conference -In school suspension (Min 1 days).  <b>Third Offense</b> -Parent Conference -In school (increased) or out of school suspension	<u>Always attempt parent contact</u>  <b>First Offense</b> -Office lunch detention (Min. 2 day)  <b>Second Offense</b> -Parent Conference -In school suspension (Min 2 days).  <b>Third Offense</b> -Parent conference -In school (increased) or out of school suspension	<u>Always attempt parent contact</u>  <b>First Offense</b> -In-school suspension (1+ days)  <b>Second Offense</b> -Parent Conference -Out of-school suspension (3+ days)  <b>Third Offense</b> -Parent Conference -Out of school suspension (Min.: 5+ days). Recommendation for expulsion or alternative program.	<u>Always attempt parent contact</u>  <b>First Offense</b> -In-school suspension (1+ days)  <b>Second Offense</b> -Parent conference -Out of-school suspension (3+ days)  <b>Third Offense</b> Parent Conference -Out of school suspension (Min.: 5+ days). Recommendation for expulsion or alternative program.



## **STEPS TO FOLLOW IF A STUDENT ACCIDENTALLY OBTAINS POSSESSION OF A WEAPON**

1. Do not accept a weapon from anyone.
2. If a student discovers that he/she is accidentally in the possession of a weapon, immediately turn the weapon in to any employee.
3. An explanation must be provided regarding the possession of the contraband weapon.
  - The initial determination of whether or not an object constitutes a weapon, knife, or dangerous object will be the responsibility of the principal. Weapons, knives, and dangerous objects will be confiscated. F.S. 790.
  - A student is responsible for any item intentionally brought to school whether it is in his/her locker, book bag, and or vehicle. Students should keep themselves and property free of dangerous or illegal objects, materials and substances.

The initial determination of whether or not an object constitutes a weapon, knife, or dangerous object will be the responsibility of the principal. For more information or clarification concerning weapons, refer to Florida Statute 790. Weapons, knives and dangerous objects will be confiscated.

A student is responsible for any item brought to school, intentional or unintentional, whether it be in his/her locker, book bag and/or vehicle and to keep their persons and property free of dangerous or illegal objects, materials, and substances.

**Note:** A student may possess a wireless communications device (cell phone, pager, etc.) while the student is on school property or in attendance at a school function. However, such devices shall be turned off and shall not be used or displayed during the regular school day. Students are subject to additional school disciplinary action and criminal penalties if the device is used in a criminal act.

**Note:** Cell phones and other electronic devices are costly pieces of equipment. As with other personal property, Glades County Schools cannot be responsible for the theft of or damage to such devices. Students who bring personal electronic devices assume all of the risk associate with the theft of or damage to such device. Extraordinary steps cannot be taken to search for or return missing items or to investigate their theft or damage. Any device found on school property will be returned to the school administrator.

**Note:** Offense of Sexting: Provides that minor commits offense of sexting if he or she knowingly uses computer, or any other device capable of electronic data transmission or distribution, to transmit or distribute to another minor any photograph or video of a person which depicts nudity and is harmful to minors; provides noncriminal & criminal penalties; provides that transmission, distribution, or possession of multiple photographs or videos is single offense if transmission occurs within 24 hr. period, etc.

**NOTE: Prohibited acts include cyber-bullying and harassment through these of data or computer software that is accessed through a computer, computer-system, or computer network on both school and non-school locations, regardless of the owner of the computer, system or network, if the bullying or harassment substantially interferes with or limits the victim's ability to participate in or benefit from the services, activities or opportunities offered by the school or substantially disrupts the education process or orderly operation of a school.**

### **REPORTING OF CRIMES AND/OR DISRUPTIVE BEHAVIOR** **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.

The following chart lists these violations and the recommended or mandated disciplinary action. The Principal at each school has the right to correct any mis-coded violations.

VIOLATION	RECOMMENDED DISCIPLINARY ACTION
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**Group I (Violation or Accessory to the Violation)**

**GENERAL IN-SCHOOL DISRUPTION-101:** Conduct and/or behavior which is disruptive to the orderly educational process.

**DISRESPECT AND/OR HARASSMENT OF OTHERS - 102:** actions directed against others that are disruptive to the orderly educational process.

**CONTRABAND – 103:** Items disruptive to the school process as defines by the individual school's handbook.

**LYING/CHEATING – 104:** Willfully Misrepresenting the facts. Cheating-participates in using, copying or providing another student with any test answers or answer keys or another person's work representing it to be his or her own work.

**DRESS CODE VIOLATION – 105:** Out of Compliance with district/school dress code.

**DRIVING AND/OR PARKING VIOLATION – 106:** Out of compliance with district/school regulations.

**TRUANCY/TARDY – 107:** Students absent from assigned instruction and/or duties without permission. Examples may include: skipping excessive unexcused absences, excessive tardies, etc.

**CELL PHONE - 109:** Cell phones must be turned off and concealed during regular school hour as defined by the individual school's student handbook.

**UNACCEPTABLE DRESS/CLOTHING – 110**  
Wearing clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the orderly learning environment. F. S. 1006.07 (see pg. 48 for disciplinary action)

**UNSUBSTANTIATED BULLYING – UBL:** After a complete investigation and follow up of a reported Bullying incident, the investigator determines that there is NOT enough evidence to substantiate that the incident meets the criteria of a prohibited act under the definition of bullying as listed in (section 1006.147, F.S.)

**UNSUBSTANTIATED HARASSMENT – UHR:** After a complete investigation and follow up of a reported harassment incident, the investigator determines that the incident does NOT meets the criteria of a prohibited act under the definition of harassment as listed in (section 1006.147, F.S.)

FIRST VIOLATION: (any combination)

- Parent/Guardian contacted by school
- Teacher-student and parent conference
- Confiscation of contraband
- In-class disciplinary action
- Restorative Practices
  - Effective Communication
  - Circles (preventive/relationship building and responsive/restorative)
  - Conferencing
  - Letter of apology
  - Peer mediation
  - Restorative conferencing
  - Restorative agreement/plan

REPEATED VIOLATION: (any combination)

- Loss of Privileges
- 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
  - Effective Communication
  - Circles (preventive/relationship building and responsive/restorative)
  - Conferencing
  - Letter of apology
  - Peer mediation
  - Restorative conferencing
  - Restorative agreement/plan
- Suspension (In or Out of School)

\*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.

The following chart lists these violations and the recommended or mandated disciplinary action. The Principal at each school has the right to correct any mis-coded violations.

VIOLATION	RECOMMENDED DISCIPLINARY ACTION
<p><b>Group II (Violation or Accessory To the Violation)</b></p> <p><b>DEFIANCE OF SCHOOL PERSONNEL'S AUTHORITY – 201:</b> (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.</p> <p><b>DISRUPTION ON THE SCHOOL BUS OR AT A SCHOOL BUS STOP – 202:</b> Any misconduct or unusual behavior on the bus or at the bus stop.</p> <p><b>GAMBLING – 203:</b> Participating in games of chance for money or other stakes.</p> <p><b>SIMPLE ASSAULT – 204:</b> A verbal or physical threat or attempt to beat another but without touching him/her.</p> <p><b>NON-COMPLIANCE WITH ASSIGNED DISCIPLINE – 205:</b> Refusal or non-compliance With assigned consequences for a documented disciplinary violation.</p> <p><b>UNAUTHORIZED ACCESS TO RESTRICTED AREAS – 206:</b> Access to areas that are restricted, unassigned or posted without permission. Including internet access. <b>(HB1521:</b> If a student enters the wrong bathroom and refused to leave when teacher, administrator, or safe schools officer asks them to. See "Other Violations pg. 64)</p> <p><b>UNACCEPTABLE PHYSICAL CONTACT – 207:</b> Unsolicited physical contact directed against others that is disruptive and/or threatening.</p> <p><b>MINOR VANDALISM – 208:</b> The willful or malicious destruction of school property or the property of others less than \$100.</p>	<p>FIRST VIOLATION: (any combination)</p> <ul style="list-style-type: none"> <li>• Parent/Guardian contacted by school</li> <li>• Teacher-student and parent conference</li> <li>• Confiscation of contraband</li> <li>• In-class disciplinary action</li> <li>• Restorative Practices               <ul style="list-style-type: none"> <li>○ Effective Communication</li> <li>○ Circles (preventive/relationship building and responsive/restorative)</li> <li>○ Conferencing</li> <li>○ Letter of apology</li> <li>○ Peer mediation</li> <li>○ Restorative conferencing</li> <li>○ Restorative agreement/plan</li> </ul> </li> </ul> <p>REPEATED VIOLATION: (any combination)</p> <ul style="list-style-type: none"> <li>• Loss of Privileges</li> <li>• After school detention</li> <li>• Assign peer or adult mentor</li> <li>• Behavior Contract/plan</li> <li>• Extracurricular suspension</li> <li>• Lunch Detention</li> <li>• Participation in counseling session related to incident</li> <li>• Require daily/weekly progress reports</li> <li>• Review Rules/expectations</li> <li>• Saturday School</li> <li>• Schedule adjustment</li> <li>• Verbal Warning</li> <li>• Work detail</li> <li>• Restorative Practices               <ul style="list-style-type: none"> <li>○ Effective Communication</li> <li>○ Circles (preventive/relationship building and responsive/restorative)</li> <li>○ Conferencing</li> <li>○ Letter of apology</li> <li>○ Peer mediation</li> <li>○ Restorative conferencing</li> <li>○ Restorative agreement/plan</li> </ul> </li> <li>• Suspension (In or Out of School)</li> </ul> <p>*Students aiding, abetting or conspiring in the commission of any school violation may receive a penalty equal to the attempted violation.</p> <p>*Florida Law provides that a student may be expelled for the remainder of the current school year and one additional year</p>

The following chart lists these violations and the recommended or mandated disciplinary action. The Principal at each school has the right to correct any mis-coded violations.

VIOLATION	RECOMMENDED DISCIPLINARY ACTION
<p><b>Group III (Violation or Accessory to the Violation)</b></p> <p><b>BATTERY- 301:</b> The physical attack or harm with force and/or violence by an individual against another, without a weapon, or serious injury.</p> <p><b>EXTORTION-302:</b> The 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.</p> <p><b>MAJOR VANDALISM: 303:</b> The willful or malicious destruction of school property or the property of others more than \$100.</p> <p><b>STEALING-305:</b> The act of taking and carrying away personal property of another without the consent of the owner. (Less than \$100 in property value).</p> <p><b>SERIOUS AND/OR CHRONIC HARRASSMENT-INTIMIDATION-306:</b> 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.</p> <p><b>FIGHTING-307:</b> A physical conflict between two or more students which does not result in serious injury or require physical restraint of combatants. (HB 1537: this HB amends the zero tolerance statute, in order to protect victims from further victimization by adding a self-defense and defense of others provision. The student that intervenes should only use the amount of force necessary to stop a violent act against another student, staff or volunteer necessary to restore or maintain the safety of others.)</p> <p><b>VIOLATION OF COMMON DECENCY-308:</b> Included are offenses against common decency, morals (indecent exposure, profanity, obscenities, vulgarities, etc) participation.</p> <p><b>INCITING-309:</b> Actions, gestures, apparel, appearance or speech that provokes, urges or facilitates the participation of others in prohibited acts.</p> <p><b>ABUSIVE LANGUAGE OR CONDUCT DIRECTED AT A SCHOOL BOARD EMPLOYEE – 310:</b> A student who uses or engages in abusive, profane, obscene, or vulgar language or conduct directed at a School Board employee or volunteer.</p> <p><b>SAFETY VIOLATION/DANGEROUS OBJECTS – 312:</b> 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.</p>	<p>FIRST VIOLATION: (any combination)</p> <ul style="list-style-type: none"> <li>● Parent/Guardian contacted by school</li> <li>● Teacher-student and parent conference</li> <li>● Confiscation of contraband</li> <li>● In-class disciplinary action</li> <li>● Restorative Practices <ul style="list-style-type: none"> <li>○ Effective Communication</li> <li>○ Circles (preventive/relationship building and responsive/restorative)</li> <li>○ Conferencing</li> <li>○ Letter of apology</li> <li>○ Peer mediation</li> <li>○ Restorative conferencing</li> <li>○ Restorative agreement/plan</li> </ul> </li> </ul> <p>REPEATED VIOLATION: (any combination)</p> <ul style="list-style-type: none"> <li>● Loss of Privileges</li> <li>● After school detention</li> <li>● Assign peer or adult mentor</li> <li>● Behavior Contract/plan</li> <li>● Extracurricular suspension</li> <li>● Lunch Detention</li> <li>● Participation in counseling session related to incident</li> <li>● Require daily/weekly progress reports</li> <li>● Review Rules/expectations</li> <li>● Saturday School</li> <li>● Schedule adjustment</li> <li>● Verbal Warning</li> <li>● Work detail</li> <li>● Restorative Practices <ul style="list-style-type: none"> <li>○ Effective Communication</li> <li>○ Circles (preventive/relationship building and responsive/restorative)</li> <li>○ Conferencing</li> <li>○ Letter of apology</li> <li>○ Peer mediation</li> <li>○ Restorative conferencing</li> <li>○ Restorative agreement/plan</li> </ul> </li> <li>● Suspension (In or Out of School) not to exceed ten (10 days) or other alternatives</li> </ul> <p>*Students aiding, abetting or conspiring in the commission of any school violation may receive a penalty equal to the attempted violation.</p> <p>*Florida Law provides that a student may be expelled for the remainder of the current school year and one additional year</p>

The following chart lists these violations and the recommended or mandated disciplinary action. The Principal at each school has the right to correct any mis-coded violations.

VIOLATION	RECOMMENDED DISCIPLINARY ACTION
<p><b>Continued- Group III (Violation or Accessory to the Violation)</b></p> <p><b>ALCOHOL - ALC (LEVEL IV-SESIR):</b> The possession, use, purchase or sale of alcoholic beverages.</p> <p><b>BULLYING - BUL (LEVEL IV-SESIR):</b> 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 individual's school performance or participation.</p> <p><b>GRAND THEFT - STL (LEVEL III SESIR) -</b> The willful or malicious destruction, damage or defacement of school property of the property of others. Use this code if the damage is more than \$750.</p> <p><b>HARASSMENT –HAR (LEVEL IV-SESIR):</b> 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.</p> <p><b>HAZING – HAZ (LEVEL III-SESIR):</b> Any action or situation that endangers the mental or physical health or safety of a student at a school with any of the grades 6 through 12 for purposes of initiation or admission into or affiliation with any school-sanctioned organization. "Hazing" includes, but 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> <p><b>SEXUAL HARASSMENT – SXH (LEVEL III -SESIR):</b> Unwelcome sexual advances, request for sexual favors and other inappropriate oral, written or physical conduct of a sexual nature.</p> <p><b>TOBACCO- TBC (LEVEL IV-SESIR):</b> Possession, use, purchase or sale of tobacco products on school grounds, at school-sponsored events or on school transportation by any person under the age of 21. (See page 54 for disciplinary action)</p> <p><b>NOTE:</b> Glades County School Board policy states: The use of any and all tobacco products is prohibited at all facilities owned or operated by the School Board. The use of tobacco products is also prohibited in all vehicles owned or operated by the Board. This policy applies twenty-four (24) hours a day, 365 days a year.</p>	<p>FIRST VIOLATION: (any combination)</p> <ul style="list-style-type: none"> <li>• Parent/Guardian contacted by school</li> <li>• Teacher-student and parent conference</li> <li>• Confiscation of contraband</li> <li>• In-class disciplinary action</li> <li>• Restorative Practices <ul style="list-style-type: none"> <li>○ Effective Communication</li> <li>○ Circles (preventive/relationship building and responsive/restorative)</li> <li>○ Conferencing</li> <li>○ Letter of apology</li> <li>○ Peer mediation</li> <li>○ Restorative conferencing</li> <li>○ Restorative agreement/plan</li> </ul> </li> <li>• Loss of Privileges</li> <li>• After school detention</li> <li>• Extracurricular suspension</li> <li>• Lunch Detention</li> <li>• Review Rules/expectations</li> </ul> <p>REPEATED VIOLATION: (any combination)</p> <ul style="list-style-type: none"> <li>• After school detention</li> <li>• Assign peer or adult mentor</li> <li>• Behavior Contract/plan</li> <li>• Extracurricular suspension</li> <li>• Participation in counseling session related to incident</li> <li>• Require daily/weekly progress reports</li> <li>• Review Rules/expectations</li> <li>• Program to educate on content (Ex: Cessation Program for tobacco incident, etc)</li> <li>• Saturday School</li> <li>• Work detail</li> <li>• Restorative Practices <ul style="list-style-type: none"> <li>○ Effective Communication</li> <li>○ Circles (preventive/relationship building and responsive/restorative)</li> <li>○ Conferencing</li> <li>○ Letter of apology</li> <li>○ Peer mediation</li> <li>○ Restorative conferencing</li> <li>○ Restorative agreement/plan</li> </ul> </li> <li>• Suspension (In or Out of School) not to exceed ten (10 days) with possible recommendation for expulsion or other alternatives</li> </ul> <p>*Students aiding, abetting or conspiring in the commission of any school violation may receive a penalty equal to the attempted violation.</p> <p>*Florida Law provides that a student may be expelled for the remainder of the current school year and one additional year</p>

The following chart lists these violations and the recommended or mandated disciplinary action. The Principal at each school has the right to correct any mis-coded violations.

VIOLATION	RECOMMENDED DISCIPLINARY ACTION
<p><b>Group IV (Violation of Accessory to the Violation)</b></p> <p><b>BURGLARY – BRK (LEVEL II-SESIR):</b> 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.</p> <p><b>CRIMINAL MISCHIEF – VAN (LEVEL III-SESIR):</b> The willful or malicious destruction, damage or defacement of school property of the property of others. Use this code if the damage is more than \$1,000.</p> <p><b>DISRUPTION ON CAMPUS-MAJOR – DOC (LEVEL III-SESIR):</b> 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.)</p> <p><b>DRUGS USE/POSSESSION –DRU (LEVEL III-SESIR) (Excluding alcohol):</b> Possession, use or purchase of an illegal drug, narcotic, controlled substance or a substance represented as an illegal drug.</p> <p><b>FIGHTING-FIT (LEVEL III-SESIR):</b> 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. (HB 1537: this HB amends the zero tolerance statute, in order to protect victims from further victimization by adding a self-defense and defense of others provision. The student that intervenes should only use the amount of force necessary to stop a violent act against another student, staff or volunteer necessary to restore or maintain the safety of others.)</p> <p><b>GRAND THEFT – STL (LEVEL III-SESIR):</b> (taking of property from person, building, or vehicle) – The unauthorized taking, carrying, riding away, or concealing the property of another person, including motor vehicle, without threat, violence, or bodily harm. (Use this code if the damage is less than \$300)</p> <p><b>OTHER MAJOR INCIDENTS – OMC (LEVEL III-SESIR):</b> 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.</p> <p><b>THREAT/INTIMIDATION – TRE (LEVEL III-SESIR):</b> 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.</p> <p><b>TRESPASS – TRS (LEVEL III-SESIR):</b> 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.</p> <p><b>SEXUAL OFFENSES OTHER - SXO (LEVEL III-SESIR):</b> Sexual contact without force and/or threat, or subjecting an individual to lewd behavior, including sexual gestures, or the exposure of private body parts.</p>	<p>FIRST VIOLATION: (any combination)</p> <ul style="list-style-type: none"> <li>• Parent/Guardian contacted by school</li> <li>• Teacher-student and parent conference</li> <li>• Confiscation of contraband</li> <li>• Loss of Privileges</li> <li>• After school detention</li> <li>• Assign peer or adult mentor</li> <li>• Behavior Contract/plan</li> <li>• Extracurricular suspension</li> <li>• Saturday School</li> <li>• Schedule adjustment</li> <li>• Work detail</li> <li>• Suspension (In or Out of School) not to exceed 10 days with possible recommendation for expulsion or alternative.</li> </ul> <p>REPEATED VIOLATION: (any combination)</p> <ul style="list-style-type: none"> <li>• Suspension (In or Out of School) not to exceed 10 days with possible recommendation for expulsion or alternative.</li> </ul> <p>*Students aiding, abetting or conspiring in the commission of any school violation may receive a penalty equal to the attempted violation.</p> <p>*Florida Law provides that a student may be expelled for the remainder of the current school year and one additional year</p>

The following chart lists these violations and the recommended or mandated disciplinary action. The Principal at each school has the right to correct any mis-coded violations.

VIOLATION	RECOMMENDED DISCIPLINARY ACTION
<p><b>Group V (Violation or Accessory to the Violation)</b></p> <p><b>AGGRAVATED BATTERY – BAT (LEVEL I – SESIR):</b> 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.</p> <p><b>ARSON – ARS (LEVEL I - SESIR):</b> 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.</p> <p><b>DRUGS – DRD (LEVEL II-SESIR):</b> (excluding alcohol) The sales or distribution of an illegal drug, narcotic, controlled substance or a substance represented as an illegal drug.</p> <p><b>ROBBERY –ROB (LEVEL II – SESIR):</b> 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.</p> <p><b>SEXUAL ASSAULT – SXA (LEVEL II-SESIR):</b> The threat of a sexual attack which must include intent, fear, and capability.</p> <p><b>SEXUAL BATTERY – SXB (LEVEL I-SESIR):</b> 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.</p> <p><b>SIMPLE BATTERY – PHA (LEVEL II-SESIR):</b> 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)</p> <p><b>WEAPON –WPO (LEVEL I- SESIR):</b> 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 harm and/or fear of harm.</p>	<p>FIRST VIOLATION: (any combination)</p> <ul style="list-style-type: none"> <li>• Parent/Guardian contacted by school</li> <li>• Teacher-student and parent conference</li> <li>• Confiscation of contraband</li> <li>• Loss of Privileges</li> <li>• After school detention</li> <li>• Assign peer or adult mentor</li> <li>• Behavior Contract/plan</li> <li>• Extracurricular suspension</li> <li>• Saturday School</li> <li>• Schedule adjustment</li> <li>• Work detail</li> <li>• Suspension (In or Out of School) not to exceed 10 days with possible recommendation for expulsion or alternative.</li> </ul> <p>REPEATED VIOLATION: (any combination)</p> <ul style="list-style-type: none"> <li>• Suspension (In or Out of School) not to exceed 10 days with possible recommendation for expulsion or alternative.</li> </ul> <p>*Students aiding, abetting or conspiring in the commission of any school violation may receive a penalty equal to the attempted violation.</p> <p>*Florida Law provides that a student may be expelled for the remainder of the current school year and one additional year</p>

There are four levels of SESIR incidents. Level I incidents are the MOST SERIOUS, and Level 4 incidents are the Least Serious. Law enforcement are required to be notified if students is suspended in or out of school, if expulsion is being recommended or alternative placement. 1 and 2 are reportable to law enforcement.

**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.
- HB1521 (Section 553.865, F. S.) Safety in Private Spaces Act” is directed at restroom use in public building, with particular focus on educational institutions. This bill declares that sex is a biological trait determined at birth. The law requires that schools maintain restrooms “designated for exclusive use by females and exclusive use by males” as determined at birth or maintain a unisex restroom. A unisex restroom is designated for a single occupant or family and is accessed by entering through a full door with a secure lock. If someone does not follow this law, they will be in violation and subject to disciplinary consequences.

**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 I are considered zero tolerance violations.**

CODE	INCIDENT	SESIR DEFINITION	EXAMPLES/NON-EXAMPLES
ALC	<b>*ALCOHOL</b> (possession, use, or sale)	<p>Possession, sale, purchase, or use of alcoholic beverages</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><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Student testing positive for alcohol by law enforcement</li> <li>• Student possessing, using, or selling alcohol</li> </ul> <p><b>Non-Examples:</b></p> <ul style="list-style-type: none"> <li>• Student suspected of using alcohol without evidence</li> <li>• Student smelled of alcohol, who after investigation, was found to be diabetic</li> </ul>



ARS	<p><b>*ARSON</b> (intentionally setting a fire on school property)</p>	<p>To damage or cause to be damaged, by fire or explosion, any dwelling, structure, or conveyance, whether occupied or not, or its contents</p>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Student or other deliberately setting a fire on campus</li> </ul> <p><b>Non-Examples:</b></p> <ul style="list-style-type: none"> <li>• Student or other unintentionally starting a fire</li> </ul>
BAT	<p><b>*AGGRAVATED BATTERY</b> (physical attack/harm)</p>	<p>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.</p>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Student hitting another with a heavy object over the head resulting in serious injury</li> <li>• Student stabbing another with a weapon resulting in serious injury</li> <li>• 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</li> </ul> <p><b>Non-Examples:</b></p> <ul style="list-style-type: none"> <li>• Student delivering a single poke to the chest</li> <li>• Student delivers a single, non-injuring strike to the arm of another</li> <li>• Student actively engaging in a fight with each other (refer to <i>Fighting</i> code as a possible SESIR code)</li> <li>• 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)</li> </ul>
BRK	<p><b>*BREAKING AND ENTERING/ BURGLARY</b> (illegal entry into a facility)</p>	<p>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)</p>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Student breaking and entering into: <ul style="list-style-type: none"> <li>• a school building during athletic events,</li> <li>• a school bus, or</li> <li>• a residential garage that is being used for a school-sponsored event.</li> </ul> </li> <li>• Student willfully remaining within a building after it has been secured and committing a crime, such as vandalism or theft</li> </ul> <p><b>Non-Examples:</b></p> <ul style="list-style-type: none"> <li>• Student entering an unlocked gym, without permission, and using the basketball court.</li> <li>• Student wandering the halls, after hours, after entering through an unlocked door</li> </ul>
VAN	<p><b>*CRIMINAL MISCHIEF</b> (destruction, damage, or defacement of school or personal property)</p>	<p>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</p>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Student or other defacing school with graffiti</li> <li>• Student or other keying or scratching a car in a campus parking lot</li> <li>• Student or other trashing a classroom resulting in damages of \$1,000 dollars or more</li> <li>• Student(s) damaging a hotel room (\$1,000 or more) on a school-sponsored trip</li> </ul> <p><b>Non-Examples:</b></p> <ul style="list-style-type: none"> <li>• Student or other accidentally damaging chemistry lab equipment</li> <li>• Student or other causing damages under \$1,000</li> </ul>
DOC	<p><b>*DISRUPTION ON CAMPUS-MAJOR</b> (disruption of <u>all or a significant portion of campus activities, school-sponsored events or school bus transportation</u>)</p>	<p>Disruptive behavior that poses a serious threat to the <u>learning environment, health, safety, or welfare of others</u></p>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Student making a bomb threat</li> <li>• Student engaging in disruptive behavior that causes the bus driver to stop the bus to ensure the safety of the group</li> <li>• Student causing an incident that results in closing the cafeteria</li> <li>• Student inciting a riot</li> <li>• Student pulling a fire alarm</li> <li>• Student deliberately crashing the school computer system.</li> <li>• Student causing an incident that prevents other students from proceeding to the next class or prevents egress</li> </ul>

			<p><b>Non-Examples:</b></p> <ul style="list-style-type: none"> <li>• Disruption of a single classroom</li> <li>• Student defying authority</li> <li>• Student disobeying or showing disrespect to others</li> <li>• Student using obscene or inappropriate language or gestures</li> <li>• Student not sitting in seat and/or talking loudly while school bus is moving</li> </ul>
DRD	<p><b>*DRUG SALE/ DISTRIBUTION- EXCLUDING ALCOHOL</b> (illegal sale or distribution of drugs)</p>	<p>The manufacture, cultivation, sale, or distribution of any drug, narcotic, controlled substance, or substance represented to be a drug</p>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Student passing a marijuana cigarette around in the school bathroom</li> <li>• Student giving prescription drugs prescribed for someone else to another</li> <li>• Student selling cocaine to another</li> <li>• Student misrepresenting substances as illegal drugs</li> </ul> <p><b>Non-Examples:</b></p> <ul style="list-style-type: none"> <li>• Students taking medication prescribed for themselves</li> <li>• Student giving an aspirin or other over-the-counter medication to another in dosage prescribed</li> <li>• Student smoking a marijuana cigarette alone (refer to <i>Drug Use/ Possession, DRU</i>)</li> <li>• Student found with a single marijuana cigarette in backpack (refer to <i>Drug Use/ Possession, DRU</i>)</li> </ul>
DRU	<p><b>*DRUG USE/ POSSESSION- EXCLUDING ALCOHOL</b> (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><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Student possessing or being under the influence of illegal drugs at school, at school-sponsored events, or on school transportation</li> <li>• Student possessing or observed swallowing prescription drugs that are not prescribed for him/her</li> <li>• Student found inhaling or ingesting intoxicants, glue, solvents, or aerosols for hallucinogenic purposes</li> </ul> <p><b>Non-Examples:</b></p> <ul style="list-style-type: none"> <li>• Student possessing or using over-the-counter medications in dosage prescribed</li> <li>• Student using inhalers for asthmatic condition</li> <li>• Student possessing drug paraphernalia (refer to <i>Other Major, OMC</i>)</li> </ul>
FIT	<p><b>**FIGHTING</b> (mutual combat, mutual altercation) (HB 1537: this HB amends the zero tolerance statute, in order to protect victims from further victimization by adding a self-defense and defense of others provision. The student that intervenes should only use the amount of force necessary to stop a violent act against another student, staff or volunteer necessary to restore or maintain the safety of others.)</p>	<p>When two or more persons mutually participate in use of force or physical violence that requires physical restraint or results in injury</p>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Student engaging in a fight/combat with another and physical restraint is necessary to stop it</li> <li>• Student becoming engaged in a fight which results in the need for first aid or medical attention for one or both of the participants</li> </ul> <p><b>Non-Examples:</b></p> <ul style="list-style-type: none"> <li>• Student engaging in "horseplay"</li> <li>• Student verbally confronting another student/teacher.</li> <li>• Student engaging in pushing and shoving who is easily separated or stopped</li> <li>• Student engaging in a fight which is resolved without injury or need for physical restraint</li> </ul> <p>Note: Schools may want to document <b>lower levels of fighting</b> such as the non-examples listed here on their <u>local</u> student discipline referral form.</p>
STL	<p><b>*GRAND THEFT</b> (taking of property from a person, building, or vehicle)</p>	<p>The unauthorized taking, carrying, riding away, or concealing the property of another person, including motor vehicles, without threat, violence, or bodily harm.</p>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Student or other embezzling public funds.</li> <li>• Student or other stealing an item/items worth \$750 or more.</li> <li>• Student finding a checkbook, signing owner's name, and making a purchase.</li> <li>• Student or other stealing a car or motorcycle.</li> </ul>

			<p><b>Non-Examples:</b></p> <ul style="list-style-type: none"> <li>• Student or other borrowing an item without permission</li> <li>• Student or other committing robbery (code as <i>Robbery</i> instead)</li> <li>• Student or other stealing item/items less than \$750</li> <li>• Student steals a credit card but no charges are made to the card</li> </ul>
HAR	<b>**HARASSMENT</b> (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><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• One student approaches another student and makes an insulting gesture. The targeted student runs off in tears and is visibly upset.</li> </ul> <p><b>Non Examples:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
HAZ	<b>*HAZING</b>	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><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Non Examples:</b></p> <ul style="list-style-type: none"> <li>• Requiring new team members to attend additional supervised practices</li> </ul>
HOM	<b>*HOMICIDE</b> (murder, manslaughter)	The unjustified killing of one human being by another	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Student person, known or unknown, committing any homicide on school campus, at school-sponsored events, or on school transportation</li> </ul> <p><b>Non-Examples:</b></p> <ul style="list-style-type: none"> <li>• Student accidentally dying</li> <li>• Student committing suicide</li> </ul>
KID	<b>*KIDNAPPING</b> (abduction of an individual)	Forcibly, or by threat, confining, abducting, or imprisoning another person against his/her will and without lawful authority	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Student holding another person for ransom or reward, as a shield, or as a hostage</li> <li>• Non-custodial caregiver, with a restraining order, picking up a student</li> </ul> <p><b>Non-Examples:</b></p> <ul style="list-style-type: none"> <li>• Student running away with her boyfriend after being picked up from school by him</li> </ul>
OMC	<b>*OTHER MAJOR</b> (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><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Student produces or knowingly uses counterfeit money</li> <li>• Student participates in gambling activities (i.e. throwing quarters for money)</li> <li>• Student possesses pornographic materials depicting others under the age of 18</li> <li>• Student possessing drug paraphernalia</li> </ul> <p><b>Non-Examples:</b></p> <ul style="list-style-type: none"> <li>• Student arrested for violating probation</li> <li>• Student arrested for committing crimes off-campus</li> </ul>
ROB	<b>*ROBBERY</b> (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><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Student or other snatching a gold chain off someone's neck.</li> <li>• Student or other extorting lunch money.</li> <li>• Student or other engaging in "carjacking."</li> </ul> <p><b>Non-Examples:</b></p> <ul style="list-style-type: none"> <li>• Student or other taking money from an unattended purse (refer to <i>Larceny/Theft</i> as a possible SESIR code).</li> </ul>

SXA	<a href="#">*SEXUAL ASSAULT</a>	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><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Student threatening to rape another</li> </ul> <p><b>Non-Examples:</b></p> <ul style="list-style-type: none"> <li>Kindergarten student threatening another with a sexual act</li> </ul>
SXB	<a href="#">*SEXUAL BATTERY (attempted or actual)</a>	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><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Student raping someone.</li> <li>Student or other attempting to rape someone</li> </ul> <p><b>Non-Examples:</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul>
SXH	<a href="#">**SEXUAL HARASSMENT (undesired sexual behavior)</a>	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><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Student causing unwanted and ongoing episodes of leering, pinching, or grabbing</li> <li>Student making suggestive comments, jokes, or actions of a sexual nature</li> <li>Student pressuring one to engage in sexual activity</li> <li>Teacher threatening to lower a student's grade if sexual favors are not given</li> <li>Student repeatedly showing a photograph, poster or other images of nudity, lewd or sexual activity</li> <li>Student pressuring another student for sexual favors by threatening to prevent him/her from participating in a school activity</li> </ul>
PHA	<a href="#">*SIMPLE BATTERY</a>	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><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Throwing an object and hitting someone hard enough to cause injury.</li> </ul> <p><b>Non-Examples:</b></p> <ul style="list-style-type: none"> <li>Student or other 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. (Refer to Fighting as a possible SESIR code)</li> </ul>
SXO	<a href="#">*SEXUAL OFFENSES (OTHER) (lewdness, indecent exposure)</a>	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><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Student participating in sexual activity in front of a student</li> <li>Student intentionally exposing genitals</li> <li>Two or more students engaging in sexual activity</li> <li>Student soliciting or encouraging a person to commit a sexual act</li> <li>Student touching the buttocks of another in lewd, lascivious manner</li> </ul> <p><b>Non-Examples:</b></p> <ul style="list-style-type: none"> <li>Students kissing consensually</li> <li>Student swearing</li> <li>A kindergarten child relieving himself publicly</li> <li>A first grade student hugging another</li> <li>Student inadvertently touching breasts or buttocks of another</li> </ul>
TBC	<a href="#">*TOBACCO (cigarettes or other forms of tobacco)</a>	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 21.	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>A student under 21 possessing and/or smoking cigarettes</li> <li>A student using smokeless tobacco</li> </ul> <p><b>Non-Examples:</b></p> <ul style="list-style-type: none"> <li>A 21-year-old student smoking a cigar on campus.</li> </ul> <p><i>Although district codes of student conduct may make it against the district code for students age 21 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	<b>*THREAT/ INTIMIDATION</b> (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	<b>Examples:</b> <ul style="list-style-type: none"> <li>Student or other willfully and repeatedly following another or stalking with intent to cause the person to fear for his/her safety</li> <li>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)</li> </ul>
TRS	<b>*TRESPASSING</b> (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	<b>Examples:</b> <ul style="list-style-type: none"> <li>Any unauthorized person entering the campus</li> <li>Any unauthorized person remaining on property after being directed to leave by the chief administrator or designee</li> </ul> <b>Non-Examples:</b> <ul style="list-style-type: none"> <li>Parent entering the building to pick up his/her child without first getting clearance through the office</li> <li>Person searching for a phone at a school facility after his/her car has broken down</li> </ul>
UBL	<b>UNSUBSTANTIATED BULLYING</b>	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)	<b>Examples:</b> <ul style="list-style-type: none"> <li>Student calls another student an inappropriate name once</li> </ul>
UHR	<b>UNSUBSTANTIATED HARASSMENT</b>	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)	<b>Examples:</b> <ul style="list-style-type: none"> <li>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.</li> </ul>
VAN	<b>*VANDALISM</b> (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	<b>Examples:</b> <ul style="list-style-type: none"> <li>Student or other defacing school with graffiti</li> <li>Student or other keying or scratching a car in a campus parking lot</li> <li>Student or other trashing a classroom resulting in damages of \$1,000 dollars or more</li> <li>Student(s) damaging a hotel room (\$1,000 or more) on a school-sponsored trip</li> </ul> <b>Non-Examples:</b> <ul style="list-style-type: none"> <li>Student or other accidentally damaging chemistry lab equipment</li> <li>Student or other causing damages under \$1,000</li> </ul>
WPO	<b>*WEAPONS POSSESSION</b> (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	<b>Examples:</b> <ul style="list-style-type: none"> <li>Student or other possessing a firearm or knife</li> <li>Student or other using a knife, pocketknife, or other sharp or pointed implement to harm another</li> </ul> <b>Non-Examples:</b> <ul style="list-style-type: none"> <li>Student, after investigation, found to possess a common pocket knife or eating utensil with no intent to harm</li> <li>Student possessing items not covered under law or district policy such as pointed instruments, pens, or pencils</li> <li>Student possessing a cutting tool used in art, shop, or other class</li> </ul>

\* **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

## STUDENT TRANSPORTATION

The Glades County School District Transportation Department takes great pride in the transporting of Glades County students. The department will strive to have students delivered safely, timely and in a fashion that will promote academic growth. Within this chapter you will find the rules and guidelines that all students must follow to benefit from the school district's transportation.

- a. **Glades County School Board Policies and Florida Statutes – Regarding Student Transportation and General Transportation Rules**
- b. **Policy # 5.20** - Students residing two (2) miles or more from school are entitled to transportation to and from school by school bus.
- c. Students considered as runaway and homeless students will be transported to their school of origin without regard to the location of the homeless situation.
- d. Students living within two miles from the school **may** have the **privilege** to be transported by bus if there is a bus route that has approved stops near the student's residence.
- e. School Buses will make every effort to make stops within a two (2) mile distance from the student's residence, given the proper road accessibility (to be determined by the Supervisor of Support Services and Transportation Foreman).
- f. **Policy # 6.54** – All school buses will have video monitoring equipment on board and students are subject to being videotaped without notice, in an effort to maximize the safety of drivers and students alike.
- g. If there is a reason to review a video from the school bus, the only personnel who will have access to review are: Supervisor of Transportation, Supervisor of Support Services, Principal or his/her designee, the Superintendent of Schools and School Board Attorney. Due to confidentiality rights, parents and other interested parties will not be allowed viewing access.
- h. **Policy # 6.40 and F.S. 1006.10 (3)** – The school board is not responsible for students until they enter the bus and responsibility shall stop when they exit the bus.
- i. Pre-K and Kindergarten through 2<sup>nd</sup> grade students must be accompanied by an adult (parent/guardian) at their bus stop.
- j. Pre-K and Kindergarten through 2<sup>nd</sup> grade students will not be dropped at their stop unless there is an adult (parent/guardian) present.
- k. **F.S. 947.1405(7) (a) 2** – The Glades County School District will not designate bus route stops within 1,500 feet of registered sexual offenders.

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.

## RESPONSIBILITIES OF TRANSPORTED STUDENTS

Each student who is eligible (who lives over two miles from the school attended, per F.S. 1011.68) to be transported is entitled to free transportation only so long as he/she abides by the rules of safety and behavior necessary for the operation of the system. Serious infraction of these rules may cause students to lose this privilege. It is the responsibility of the parent(s) to see that the pupil abides by rules or to provide for his/her own transportation. Suspension from a school bus does not affect the requirements of attendance laws or rules. Any student transported at public expense shall:

1. Occupy the seat assigned by the driver and shall refrain at all times from moving around while the bus is in motion. In cases where standing is necessary, the student shall stand in the area designated by the driver.
2. Observe at all times classroom conduct (except for ordinary conversation). Absolute silence on the bus shall prevail while the bus is stopped for railroad crossings or for discharging pupils. Singing or other unnecessary noise is prohibited.
3. Obey the driver and report promptly to the principal when instructed to do so by the driver.
4. Wait until the bus has come to a complete stop before attempting to get on or off the bus. Students shall form a line in order to ensure safety in getting on or off the bus.
5. Observe proper rules of conduct while waiting for the bus. The bus will only stop on property in which an established stop has been approved.
6. Enter or leave the bus only at the front door after the bus has come to a complete stop, except in cases of emergency or on instructions from the bus driver.
7. If necessary, cross the highway in the proper manner and as instructed after leaving the bus: Driver will bring bus to a complete stop, stand at the side of the bus in sight and hearing of the driver and look to the right and left before proceeding to cross the highway.
8. Keep head, elbows, and hands inside the bus windows at all times, except in the case of an emergency.
9. Refrain from throwing objects inside or outside the bus at any time.
10. Refrain from the use of profane or objectionable language, and from engaging in any other objectionable conduct. There shall be no pushing, fighting, or any other type of misconduct or disruptive behavior at any time on the bus.
11. Refrain from damaging or defacing the bus or bus equipment. The students shall be responsible for the cost of any such damage.
12. Not bring any weapons or sharp objects on the bus.
13. Be on-time at their bus stop, the bus cannot wait on students who are tardy.
14. Cross the roadway ten feet in front of the bus.
15. Not talk to the driver, unless it is absolutely necessary.

16. Be absolutely quiet when the driver turns on interior lights on, blows whistle or raises his/her hand. One of these signals will be used at railroad crossings.
17. Not eat or drink on the bus. (Bus driver's discretion)
18. Bring no animals, such as dogs, cats, snakes, fish, etc..... on the bus – dead or alive except for an approved service animals.
19. Bring nothing in a glass container on the bus, including science specimens, etc.....
20. Bring no band instruments which interfere with the seating and safety of others. Instruments must be held by the student while seated. Such instruments that are deemed as a safety hazard will not be allowed.
21. **Parent/guardian requests for alternate transportation arrangements must be submitted to their assigned school in writing by 12:00 (noon) of the day of the request.**

### **BEHAVIOR ON THE BUS**

The most important element in safety on the school bus is the proper behavior of students. Because of this, it is necessary that the rules, as outlined in the Code of Student Conduct, be enforced by the drivers and administration. All of the violations listed in the Code of Student Conduct apply to all students while at school, at school activities, and on the bus. 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

The most common bus misconducts include the following:

- Violation of safety procedures
- Destruction of property
- Fighting/pushing/shoving
- Excessive mischief
- Defacing property (writing on seats, etc.)
- Smoking, possession of any tobacco products
- Eating or drinking (Bus driver's discretion)
- Rude or discourteous behavior
- Obscene language

It is important for students and parents to know that any violation of these rules could lead to denial of riding a Glades County School Bus.

#### **Student Discipline**

- A. Alternative measures shall be used in lieu of suspension or expulsion, whenever possible. Example of alternative measures may include, but are not limited to: verbal correction, counseling, alternative seat assignment and parent 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 school year.

### **STUDENT ELIGIBILITY FOR PARTICIPATION IN INTERSCHOLASTIC AND INTRASCHOLASTIC EXTRACURRICULAR ACTIVITIES**

#### **THIS CODE OF STUDENT CONDUCT PROVIDES THAT:**

- A student not currently suspended from interscholastic extracurricular activities, or suspended or expelled from school, pursuant to the district school board's suspension or expulsion powers provided in law is eligible to participate in interscholastic and intrascholastic extracurricular activities.
- A student's eligibility to participate in any interscholastic or intrascholastic extracurricular activity may not be affected by any alleged recruiting violation until final disposition of the allegation pursuant to s. 1006.20(2)(b).
- Students who participate in interscholastic and intrascholastic extracurricular activities for, but are not enrolled in a public school, are subject to the district schools board's code of student conduct for the limited purpose of establishing and maintaining the student's eligibility to participate at the school.

**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.



## 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](http://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 2023-2024 Code of Student Conduct. One (1) copy per household will be provided.

\_\_\_\_\_ I would like to have a printed copy of the 2023-2024 Code of Student Conduct sent home with my child.

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Student Printed Name	Student ID Number	Date
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Parent/Guardian Printed Name	Parent/Guardian Signature	Date
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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](http://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 2023-2024. Se proporcionará una (1) copia por hogar.

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

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Nombre impreso del estudiante	Número de identificación del estudiante	Fecha
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Nombre impreso del padre	Firma del padre	Fecha
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# 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: \_\_\_\_\_