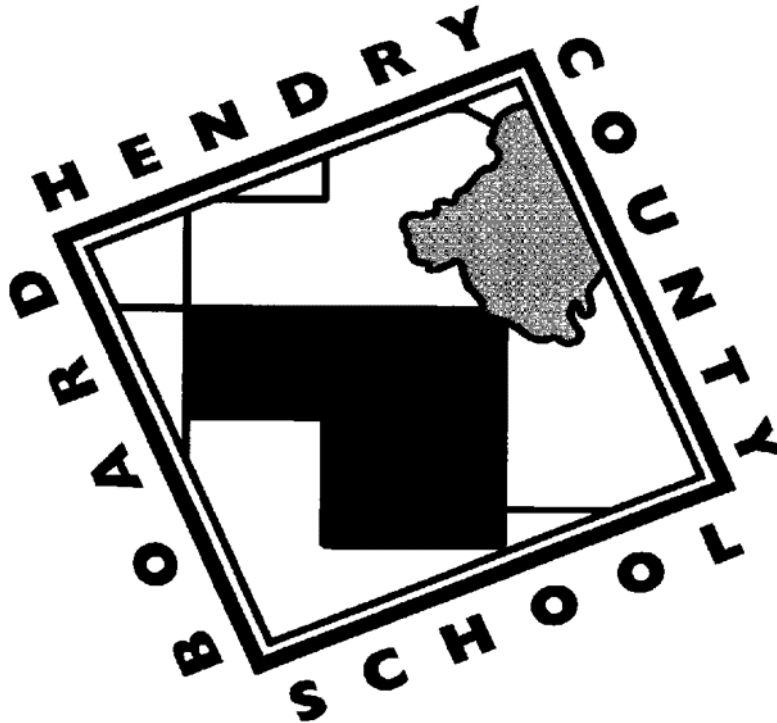


HENDRY COUNTY

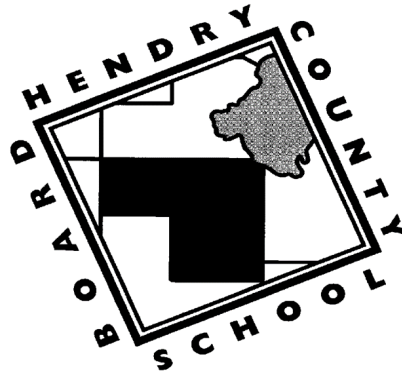


2018-19

District Student Handbook & Standards for Intervention

The School Board of Hendry 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. It also includes all protection required by 34 CFR, 108.9 (Boy Scouts Act). 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) 674-4550.

Student Handbook & Standards for Intervention



THE SCHOOL BOARD OF HENDRY COUNTY

Jon Basquin, Chairman

Dwayne E. Brown, Vice Chairman

Sally Berg

Stephanie Busin

Amanda Nelson

Paul K. Puletti, Superintendent

Dear Parent or Guardian:

The School District of Hendry County Student Handbook and Standards for Intervention and Agreement for Acceptable Use was developed by a committee of students, parents, teachers and administrators.

The code clearly identifies 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 and students deserve to know the rules and then act accordingly.

Any student, parent or guardian alleging unfair and/or discriminatory treatment may file a written complaint with the school and District. Complaint forms are available at every school, the Main District office, Sub-District office or may download the form from the District's web-site. These complaints will be filed and will be available for review for a minimum of five years.

Students are also expected to adhere to the policies and procedures outlined in the School Board of Hendry County Information Technology Policies and Procedures Manual. A copy of this manual can be downloaded from the Hendry County Schools website, Hendry-Schools.org, or obtained from the school.

After reading the code, please sign and return this form to the school within five days.

Name of Student _____ Grade _____

Parent/Guardian _____ Date _____

Teacher _____

Estimados padres o custodios:

El Código de las Reglas de Conducta y Acuerdos Aceptables para los estudiantes del condado de Hendry fue desarrollado por un grupo de padres, estudiantes, maestros y directores. Esta guía de reglas identifica varios problemas de comportamiento cometidos por los estudiantes durante la escuela, las actividades escolares especiales y en los autobuses. También sirve para informarles acerca de las consecuencias de mala conducta y las pólizas aceptables para el uso de recursos electrónicos y medios de comunicación.

Esperamos que ustedes lean esta guía con una actitud positiva para que ustedes y sus hijos conozcan los reglamentos disciplinarios y procedan al respecto.

Después de haber leído este código de conducta, por favor firmelo y devuelvalo al colegio de su hijo/hija dentro de cinco días.

Para adquirir una copia del código de conducta en español comuníquense con la escuela de su hijo(a).

RELEASE OF DIRECTORY INFORMATION

The School Board of Hendry County, Florida

The School Board of Hendry County, Florida may release the following “directory information” without your permission unless you notify the principal in writing by August 31, 2018. Upon request, military recruiters will be provided with your child’s name, address, and telephone listing unless you advise your child’s school not to release their information to any military recruiter.

Directory Information is defined as: student’s name; address; telephone number; current or most recent school attended; date of birth; weight and height of members of athletic teams; honors and awards received; participation in officially recognized activities and sports; and grade level.

In addition, your child’s photograph or a video of your child or displays of their work may be released to the media to publish your child’s accomplishments, achievements or participation in school events. In addition, your child’s picture may be displayed in District-sponsored publications.

Under the provisions of the Family Educational Rights and Privacy Act, you have the right to withhold the release of the directory information listed above. If you decide you do not want the school to release the information listed above, please indicate here your request to withhold the items listed above. You may request that directory information not be released except for having your child’s name and photography appear in the school yearbook.

- I do not want my child’s directory information released, including but not limited to any military recruiter.
- I do not want my child’s directory information released to the public for media articles about students and schools, television stories about students and schools.
- I do not want my child’s directory information released except for the following purposes:
 - school yearbook (Local)
 - school website/ social media (Local/District)
 - school newsletter and newspapers (Local/District)
 - school newscasts (Local)
 - newspaper articles about students and schools (Local/District)
 - television stories about students and schools (Local/District)

Parent Name: _____ Parent Signature: _____

Student Name: _____

School Name: _____ Grade: _____ Date: _____

If this form is not received by the school principal by August 31, 2018, it will be assumed that the above information may be released. Please note that, notwithstanding the completion and submission of this document directory information may be released to local, state, and federal law enforcement agencies to the extent disclosure is permissible by the Family Educational Rights and Privacy Act.

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To Parents, Students and Citizens of Hendry County:

This Student Handbook approved by your Hendry County School Board is presented as a means to clarify and outline expected student behavior and school response.

My wish is that each of you will become familiar with the various aspects of the handbook and assist us in making Hendry County the finest school system in Florida.

Please be advised that there may be supplemental rules and variances to accommodate the uniqueness of an individual school. Supplemental rules, even though they are over and above those specified in this Hendry County Student Handbook and Standards for Intervention, do agree totally with the concepts and policies that are in the Hendry County Student Handbook and Standards for Intervention.

Paul K. Puletti

Superintendent of Schools

Civility Code

The School Board of Hendry County recognizes that the education of children is a process that involves a partnership between a child's parents, teachers, school administrators, and other school and school board personnel. School and school district personnel will treat all visitors on School Board property with courtesy and respect. The School Board asks that visitors treat school and school district personnel with the same courtesy and respect.

Purpose

The School District of Hendry County firmly believes a positive school culture promotes equal educational opportunity and establishes the framework for a safe learning environment. The Student Handbook and Standards for Intervention is comprised of a set of policies, rules, and laws by which order is established and maintained for the benefit of all. Discipline within a school must have the qualities of objectivity, consistency and equity. It is the responsibility of all school personnel, students, parents, external stakeholders and the greater community to ensure the school environment encourages a climate that promotes learning.

The Student Handbook is intended to be an instructive policy based on interventions and supports for students. However, when consequences are warranted, they shall be implemented based on a system of progressive discipline. Minor infractions and first offenses have less serious consequences than major infractions and repeat offenses. Factors such as age, grade level, social, emotional and intellectual development, and overall student rights and responsibilities shall also be considered. Disciplinary issues will be resolved by every means possible prior to exclusion from school. Equitable and reasonable procedures will be followed to assure students of their rights.

The School District of Hendry County expects all stakeholders to demonstrate mutual respect for the rights of others. It is expected that all involved in teaching and learning fully accept their responsibilities to model and practice the Universal Guidelines and Behavioral Expectations: Be Safe, Be Respectful and Be Responsible. Each school center shall create its own Standards of Behavior and Behavioral Expectations.

Stakeholders' responsibilities are outlined below.

Responsibility of Students

- Attend school daily, be prepared for class and complete assignments to the best of their ability
- Follow the Student Handbook and school based rules
- Model and practice the expected behaviors and universal guidelines
- Notify school staff about any dangerous behavior, bullying or activity that occurs on school grounds or off school grounds when it may result in disruption of the educational setting
- Accept and respect individual differences and people
- Bring only those materials to school that are allowed
- Keep parents informed of school related issues
- Ask school personnel or other trusted adults for help in solving problems

Pledge to the Flag

- **Students are required to participate in reciting the pledge of allegiance to the flag by standing at attention with the right hand over the heart, "I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all,"**
 - Upon written request by his or her parent, the student may be excused from reciting the pledge.

Responsibility of Parents/Guardians

- Read the Student Handbook and Standards for Intervention with your child(ren)
- Make certain your child(ren) attends school regularly and on time
- Notify the school of absences or tardies in a timely manner
- Monitor your child(ren)'s academic and behavioral progress
- Talk to your child(ren) about school and behavioral expectations
- Visit your child(ren)'s school as necessary
- Play an active role and support your child(ren)'s educational experience
- Teach and model for your child(ren) to respect the rights and property of others

Responsibility of Teachers

- Teach and review the Student Handbook and Standards for Intervention
- Use well planned, creative and engaging instructional plans daily
- Set expectations, teach, model and reinforce positive behavior
- Use appropriate classroom management strategies to maintain a learning environment that supports academic success
- Provide students with meaningful and relevant feedback on their behavioral and academic progress
- Maintain a safe and orderly classroom by using prevention and intervention strategies
- Provide corrective feedback and re-teach appropriate behaviors when a student demonstrates misconduct
- Use professional judgment to prevent minor incidents from escalating
- Keep parents informed of students' academic progress and behavior through regular communication
- Refer students in need of additional support to Problem Solving/Student Support Team
- Request additional training and/or staff development as needed

Responsibility of Administrators

- Distribute the Student Handbook and Standards for Intervention to school stakeholders
- Implement the Student Handbook and Standards for Intervention in a fair and consistent manner
- Implement all Hendry County District School Board policies in a fair and consistent manner
- Maintain a safe and orderly school by using prevention and intervention strategies
- Provide students with meaningful and relevant positive feedback on their behavioral and academic progress
- Communicate policies, expectations and concerns and respond to complaints or concerns from students and parents in a timely manner
- Use professional judgment to prevent minor behavioral incidents from escalating
- Monitor, support and sustain the effective implementation and maintenance of School wide Positive Behavior Support (SwPBS)
- Define, teach, model, reinforce and support appropriate student behaviors to create positive school environments
- Provide meaningful opportunities for parent participation and involvement
- Identify appropriate training and resources as needed to implement positive behavior interventions and supports

Responsibility of Additional School-Based Staff

- Maintain a safe and orderly school environment by modeling and supporting appropriate student behaviors
- Provide students with meaningful and relevant positive feedback on their behavioral progress
- Provide appropriate corrective feedback and re-teach appropriate behaviors when a student demonstrates misconduct
- Monitor, support and sustain the effective implementation and maintenance of a positive school culture and learning environment
- Use professional judgment to prevent minor incidents from escalating

Responsibility of District Staff

- Create and implement policies and procedures that encourage safe and orderly schools for all students, school staff and principals
- Protect the legal rights of school staff, principals, students and parents
- Provide appropriate training and resources to implement positive behavior interventions and supports at each school
- Assist parents who are unable to resolve issues at the school level
- Utilize individual school discipline data to identify and allocate professional development services for school administrators and staff
- Review and revise the Student Handbook and Standards for Intervention annually

Stakeholders are collaborative partners in education and each plays an important role in the commitment to educating all students to reach their highest potential.

Mission

The mission of the Hendry County School District is to provide all students the opportunity to achieve at high academic levels, equipping them to successfully pursue college or career goals.

Vision

The vision of the Hendry County School District is to create a district where students want to learn, parents want to send their children, teachers want to teach, and employees want to work by a commitment to:

Academic Achievement – Student academic engagement at the highest level reflecting college and career readiness.

Instructional Effectiveness – Teachers and leadership creating a climate of rigor, relevance, and high expectations based on state and national standards.

Collaboration – Working with parents and community stakeholders to create a working partnership for academic excellence and student success.

Culture – Cultural diversity respected by all and individual strengths are maximized in a safe and secure environment.

Belief Statements

- * Children come first in decision making.
- * All children can learn.
- * High expectations for all lead to success.
- * A safe and caring learning environment is essential.
- * Everyone deserves respect and is important to the educational process.
- * Open and honest communication is essential.
- * Improvement must be continuous and change must reflect best practice.
- * Education should promote responsible citizenship and ethical behavior.
- * Our schools are a valued investment.

Guiding Principles

- * The needs of our students come first.
- * Decisions must reflect our belief and mission statements.
- * All individuals must be treated with respect.
- * All communication must be direct and honest.
- * We expect professional standards to guide our actions, and we will always adhere to our code of ethics.
- * Decisions must reflect effective resource management, sound fiscal practices, and include a cost benefit analysis.

Attendance

This policy is to encourage regular school attendance and punctuality by establishing requirements for student attendance, outlining guidelines or procedures for attendance monitoring and reporting, and establishing procedures supporting chronically absent and habitually truant students as required by Florida laws, rules, and regulation.

The educational program offered by this District is predicated upon the presence of the student and requires continuity of instruction and classroom participation. Attendance shall be required of all students enrolled in the schools during the days and hours that the school is in session. School attendance is the responsibility of parents and students. Absences shall be reported to the school attendance office by the parent or adult student within forty-eight (48) hours, excluding weekends and holidays. In accordance with statute, the Superintendent shall require, from the parent of each student of compulsory school age or from an adult student who has been absent from school or from class for any reason, a statement of the cause for such absence. The School Board reserves the right to verify such statements and to investigate the cause of each single absence.

In addition, educators have the responsibility to encourage regular attendance of students, maintain accurate attendance records, and follow reporting procedures prescribed by the Superintendent. Schools will record absent and tardy students in the automated student attendance recordkeeping system.

Provision shall be made for promoting school attendance through adjustment of personal problems, education of parents, and enforcement of the compulsory attendance laws and related child-welfare legislation. Accordingly:

A. Absences must be reported to the school by the parent or adult student within forty-eight (48) hours, excluding weekends and holidays;

All students shall be counted in attendance when they are:

1. Present in assigned class(es);
2. Participating in a school-approved program(s) and extra-curricular function(s) on or off campus; or
3. In internal suspension.

Absence(s) at all grade levels shall be excused for the following verified reasons:

1. Illness of the student, a student who is continually ill and repeatedly absent must be under the supervision of a physician to receive an excused absence;
2. Death in the family;
3. Emergency in the family;
4. Religious holiday(s) of the specific faith of the student;
5. Subpoena by any law enforcement agency;
6. Other justifiable reasons approved by the principal or designee upon prior request of the parent.

Absences shall be considered unexcused, unless excused for one (1) of the verified reasons in the list above. The final authority for determining acceptability of the reason for the absence(s) shall rest with the principal.

B. Teachers shall record absentees each period of the school day and report absences as required by the school;

C. In so far as possible, parents should be contacted each time their child has an unexcused absence, or an absence for which the reason is unknown, to prevent the development of patterns of nonattendance;

D. When a student 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, the teacher shall report to the Principal that the child may be exhibiting a pattern of nonattendance. Unless there is clear evidence that the absences are not a pattern of nonattendance, the Principal may refer to the Truancy Intervention Program (TIPS) to determine if early patterns of truancy are developing. If the TIPS team finds that a pattern of nonattendance is developing, a meeting with the parent must be scheduled to identify potential remedies. If the problem is not resolved, the TIPS team may recommend or implement interventions as provided in F.S. 1003.26.

Each school should establish procedures to ensure good attendance.

Make-Up Work for Absences

For excused absences, the student shall have a reasonable amount of time, one (1) day for each day absent from school, to complete make-up work. Principals may grant extensions to the make-up time limit for extenuating circumstances.

For unexcused absences, each principal shall establish site-specific policies that encourage both regular attendance and high academic achievement, and shall review and modify these policies from time-to-time as required to maintain and improve their effectiveness.

Excused Absences

The Board considers the following factors to be reasonable excuses for time missed at school:

A. Personal illness of the student (medical evidence may be required by the principal or designee for absences exceeding three (3) days in a quarter).

B. Court appearance of the student.

C. Medical appointment of the student.

D. Approved school activity.

E. Insurmountable problems. Prior permission by principal or designee is required except in the case of an emergency.

F. Other absences with prior approval of the principal or designee.

- G. Attendance at a center under Children and Families Services supervision.
- H. Significant community events with prior permission of the principal.
- I. Religious instruction or religious holiday.
- J. Death in the immediate family.

Absences not included in excused absences listed above shall be unexcused. Students may not be given excused absences to remain out of school for the purpose of working, unless the job is an integral and approved part of the student's instructional program.

Discipline

No student will be suspended for unexcused tardiness, lateness, absence, or truancy but the student may be assigned to detention or assigned an alternative consequence. Any student who fails to attend any regularly scheduled class, and has no excuse for absence, should be referred to the appropriate administrator. Disciplinary action should include notification to parents or guardians. A student's grade in any course is based on his/her performance in the instructional setting and shall not be reduced for reasons of conduct. If a student violates the attendance or other rules of the school, s/he should be disciplined appropriately for the misconduct, but his/her grades should be based upon what the student can demonstrate s/he has learned.

The Superintendent shall develop administrative procedures that:

- A. Provide the student and his/her parents the opportunity to challenge the attendance record prior to notification and that such notification complies with applicable Board rules;
- B. Require a school session that is in conformity with the rules of the State Board;
- C. Govern the keeping of attendance records in accordance with the rules of the State Board;
- D. Identify the habitual truant, investigate the cause(s) of his/her behavior, and consider modification of his/her educational program to meet particular needs and interests;
- E. Require that students whose absence has been excused have an opportunity to make up work they missed and receive credit for the work, if completed;
- F. Require that any student who, due to a specifically identifiable physical or mental impairment, exceeds or may exceed the District's limit on excused absence is referred for evaluation for eligibility either under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 or other appropriate accommodation.

Habitual Truancy

Whenever any student has a total of fifteen (15) unexcused absences from school within ninety (90) calendar days, with or without the knowledge or consent of the parent, s/he will be

considered habitually truant. The Board authorizes the Superintendent to inform the student and his/her parents of the record of excessive absences as well as the District's intent to notify the Department of Highway Safety and Motor Vehicles, if appropriate. The Superintendent is authorized to file a truancy petition under F.S. 984.151 if a student has accrued 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 or has had more than fifteen (15) unexcused absences in a ninety (90) calendar day period.

F.S. 984.151, 1002.20, 1003.02, 1003.21, 1003.23, 1003.24, 1003.26, 1003.27

F.A.C. 6A-1.044, Pupil Attendance Records

F.A.C. 6A-1.09512, Equivalent Minimum School Term for Compulsory Attendance Purposes

F.A.C. 6A-1.09513, Parents' Responsibility for School Attendance

F.A.C. 6A-1.09514, Excused Absences for Religious Instruction or Holiday

Late Arrival and Early Dismissal

The Board recognizes that from time-to-time compelling circumstances require that a student be late to school or dismissed before the end of the school day. Parents or guardians must follow the same process to obtain an excuse for tardiness or to obtain permission for early dismissal, as they do to obtain an excuse for an absence. A pattern of non-attendance for instructional activities is established by tardiness, early sign-outs, or absences for all or any part of the day.

- i. Late Arrivals or Tardiness. Students reporting late to school/class when the day/class period begins are considered tardy. Excessive tardiness shall be addressed on a case-by-case basis to determine if there is a pattern of non-attendance. Unless excused under the provisions of this policy, accumulated tardiness will be recorded as unexcused absences consistent with Fla. Stat. § 1003.02(1) (b) and this policy. When a secondary student misses fifty (50) percent or more of the identified instructional class period due to late arrival or tardiness, the student shall be considered absent.
- ii. Early Dismissal. Excessive early sign-outs will be addressed on a case-by-case basis to determine if there is a pattern of non-attendance. Unless excused under the provisions of this policy, accumulated early dismissals will be recorded as unexcused absences consistent with Fla. Stat. § 1003.02(1) (b) and this policy. When a secondary student misses fifty (50) percent or more of the identified instructional class period due to early dismissal, the student shall be considered absent.
- iii. Academic Time. Students are not to be sent home or refused admission to school due to tardiness. Students who arrive late for any class period must be allowed to proceed to their classes after obtaining proper documentation of their tardiness.
- iv. School Rule or Policy. Any school creating a late arrival and/or early dismissal rule or policy shall submit the proposed school rule or policy to the Deputy Superintendent for review and approval prior to the implementation of the rule/policy.

Student Dress Codes and Uniforms

It is a fundamental function of the School District of Hendry County to create and maintain a positive educational environment by devoting attention to learning, increasing school safety, encouraging good behavior and discipline, and minimizing disruptions and distractions. The Board believes that appropriate attire and grooming contribute to a productive and effective learning environment. Thus, all students are expected to be groomed and dressed appropriately for age, grade level, school, and school activities.

Student attire or grooming that substantially or potentially disrupts the educational environment or school program creates a distraction which interferes with the educational process or classroom activity, or presents a health or safety hazard to the students or school community is not permitted. The determination of what constitutes a safety or health hazard, or what constitutes a distraction of students from a classroom activity, or what constitutes a disruption of a school program or excessive maintenance of school property shall be made by the principal or designee. The principal or designee shall have final authority to decide if a student's attire complies with a dress code or uniform dress code, and shall use reasonable discretion in interpreting and implementing the provisions of this policy. The dress and uniform codes as described below shall be applicable for the District.

All documents, forms and communications that are provided to parents are in English and will be translated into Spanish. For parents who speak a language other than English and Spanish, written translations or oral interpretation will be provided upon parents' request, or if the need for translation or interpretation becomes apparent.

Section 1001.43(1) (b), Fla. Stat., authorizes the Board to require uniforms to be worn by the student body or impose other dress-related requirements if the Board finds that these requirements are necessary for the safety or welfare of the student body or school personnel.

The Board recognizes that individual students have a right to free expression and that right must be balanced with the Board's responsibility to provide classrooms and campuses which are safe, secure, and orderly, and an educational environment which is supportive of the school system's academic goals and educational responsibilities. In support of these goals and expectations, the Board establishes the following dress codes for District students.

Definitions

- a. Attire means clothing, headwear, jewelry, book bags, accessories or other articles of personal appearance.
- b. Dress Code means a set of parameters that describes acceptable and unacceptable student apparel to ensure the health and safety of all students and creates a positive learning environment; and refers to the District-wide and/or School Specific Dress Codes.
- c. District-wide Student Dress Code means a set of parameters as determined by the School Board, that describes acceptable and unacceptable apparel to ensure the health and safety of all students and creates a positive learning environment.

- d. School Specific (Standard) Dress Code means a set of parameters determined by the immediate school site that describes acceptable and unacceptable student apparel and appearance, including but not limited to, clothing, makeup, tattoos, and jewelry.
- e. Higher Standard (Uniform) Dress Code means distinctive clothing styles and/or specific colors worn by students as a means of identifying them as members of a school community and determined by the local school site.

Clothing Assistance

No student will be denied attendance at school or otherwise denied an education for failing to wear clothing that complies with the District-wide, a School Specific (Standard), or a Higher Standard (Uniform) Dress Code, whichever is applicable, if such failure is due to financial hardship. Each principal and School Advisory Committee (SAC) shall develop procedures and criteria to offer assistance to students who would have or are having difficulty complying with their school's Higher Standard (Uniform) Dress Code due to financial hardships. Parents may request such assistance from the principal or designee. The identity of the family or child shall not be disclosed.

Student Conduct and Behavior

- Every student, pre-school through adult, has the right to be educated in a safe, respectful and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. This will be achieved through the adoption and implementation of a consistent Student Handbook and Standard for Interventions and through the implementation of a SwPBS Plan in all schools.
- The SwPBS Plan emphasizes teaching students to behave in ways that contribute to academic achievement, school success, and support a school environment where students and school staff are responsible and respectful.
- The SwPBS Plan will include: teaching school rules, reinforcing appropriate student behavior, using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences.
- Hendry County District Schools are established for the benefit of all students. The educational purposes of the schools are accomplished best in a positive school climate that teaches, models, and reinforces student behavior that is socially acceptable and conducive to the learning and teaching process. There must also be a consistent continuum of consequences for ongoing student misconduct across Hendry County District Schools.
- The School Board supports the administrative staff and teachers in taking all necessary and reasonable steps to implement the Student Handbook and Standards for Intervention and administrative policies to maintain appropriate student behavior. Important among these policies and directives are those in the areas of conduct, involving behavioral interventions and supports, enhancing the climate for learning, and policies governing suspensions and expulsions.

- The policies herein serve as the Student Handbook and Standards for Intervention and are applicable to all students. These policies shall constitute the Student Handbook and Standards for Intervention, which are incorporated as Board policy pursuant to Florida Statute. Copies of these documents are available in Spanish on the District web site, on file in the Board Minutes Office, and shall be available at each school and in the office of the Deputy Superintendent.
- The School Board recognizes that the Student Handbook and Standards for Intervention must be consistent with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (Section 504). Therefore, students eligible for services under IDEA or Section 504 will be disciplined in accordance with these acts and are governed by those Student Handbook and Standards for Intervention specify that they apply to students covered under IDEA and 504 students.
- The School Board establishes guidelines for the conduct and discipline of students. The Superintendent shall recommend, based on these policies, a Student Handbook and Standards for Intervention for adoption by the School Board annually, in accordance with Florida Statute. The Student Handbook and Standards for Intervention will be available in Spanish for all elementary or secondary teachers, school personnel, students, and parents or guardians and discussed at the beginning of every school year.
- The School Board adopts the Student Handbook and Standards for Intervention in accordance with Florida Statute and will include:
 - a. Establishing policies and specific grounds for disciplinary action, including in-school suspension, out-of-school suspension, expulsion, and any other disciplinary action that may be imposed for the possession or use of alcohol on school property or while attending a school function or for the illegal use, sale, or possession of controlled substances, as defined in Chapter 893, F.S.
 - b. Establishing procedures to be followed for acts requiring discipline and establishing procedures for the assignment of violent or disruptive students to an alternative educational program.
 - c. Defining and explaining the responsibilities and rights of students with regard to attendance, respect for persons and property, knowledge and observation of rules of conduct, the right to learn, free speech, student publications, assembly, privacy, and participation in school programs and activities.
- These policies recognize that pursuant to 18 U.S.C. § 922(q)(1)(I)(2)(A) (The Gun-Free School Zones Act), “It shall be unlawful for any individual, knowingly, to possess a firearm...at a place that the individual knows, or has reasonable cause to believe, is a school zone” and 18 U.S.C. § 922(q)(3)(A) “...[I]t shall be unlawful for any person, knowingly or with reckless disregard for the safety of another, to discharge or attempt to discharge a firearm...at a place that the person knows is a school zone.”
- These policies recognize that pursuant to § 893.13(1)(c), F.S. (The Drug Free School Zone), it shall be unlawful for any person to sell, manufacture, or deliver, or possess with intent to sell, manufacture, or deliver a controlled substance in, on, or within one thousand (1,000) feet of the real property comprising a child care facility as defined in § 402.302, F.S., or public or private elementary, middle, or secondary school, between the hours of 6 a.m. and 12 a.m.

- a. "...[P]ossession of a firearm, a knife, or a weapon, 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."
 - b. "...[A]ny student who is determined to have brought a firearm...to school, to any school function, or on to any school-sponsored transportation 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 for criminal prosecution."
 - c. "...[I]llegal use, possession, or sale of controlled substances, as defined in Chapter 893, any student while such student is upon 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."
 - d. "... [V]iolence against any school district personnel by a student may be grounds for out-of-school suspension, expulsion, or imposition of other disciplinary action by the school and may also result in criminal penalties being imposed."
 - e. "... [V]iolation of 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 and may be grounds for disciplinary action by the school, and may also result in criminal penalties being imposed."
 - f. "... [V]iolation of the district school board's sexual harassment policy by a student may be grounds for in-school suspension, out- of-school suspension, possible expulsion, or imposition of other disciplinary action by the school, and may also result in criminal penalties being imposed."
 - g. "... [A]ny student who is determined to have made a threat or false report, as defined by §§
 - h. 790.162 and 790.163, [F.S.], respectively, involving school or school personnel's property, school transportation, or a school-sponsored activity may be expelled, with or without continuing educational services, from the student's regular school for a period of not less than 1 full year and referred for criminal prosecution."
- To the extent that any definition, recommended disciplinary action or any provision in the policies serving as the basis for code governing student conduct are contrary to state law or state board of education rule, the law or state board rule shall control.
- Grievance Against Schools
 - a. Students, parents, or guardians are required to follow the District's established procedure for addressing discipline grievances against the school.
 - b. The Superintendent shall establish procedures by which students and parents may present discipline grievances to appropriate school authorities.
- Each school center shall be required to submit any site level policies (i.e. dress code) to district staff for review.
- Schools shall ensure ELL students and their parents are also provided the opportunity to fully understand behavior expectations and consequences in a language that they understand. Furthermore, in working within the Student Handbook and Standards for Intervention, school administration and staff must be sensitive to cultural differences a student may exhibit.

Extracurricular Eligibility Standards

Florida State Statute 1006.195 mandates that a district school board must establish eligibility standards and related student disciplinary actions regarding student participation in interscholastic and intrascholastic extracurricular activities. Extracurricular activities include all Florida High School Athletic Association (FHSAA) sponsored organizations and/or activities and all other Hendry County School District sponsored organizations and/or activities. A student not currently suspended from interscholastic or intrascholastic extracurricular activities, or suspended or expelled from school, is eligible to participate in interscholastic and intrascholastic extracurricular activities.

Participation in these activities is a privilege, not a right, and in no way a requirement for graduation.

General Eligibility Standards

A. Attendance Requirements

Participants in interscholastic or intrascholastic extracurricular activities must attend their entire scheduled school day (i.e. all periods) to be eligible to compete and/or perform in activities on that day. The Principal has the authority to excuse participants with extenuating circumstances.

Furthermore, the athlete must maintain a 90% attendance rate in all class periods throughout the school year to maintain privileges and participation in extracurricular activities.

B. Cumulative GPA Requirement

A 2.0 cumulative GPA is required at the end of each semester in order to be academically eligible during the next semester (s. 1006.15(3) (a) 1, Florida Statutes). There is no appeal for students who do not meet the 2.0 cumulative GPA academic requirement for the previous semester.

C. Dress Code

Florida State Statute 1006.07(2) (d) (2b) allows for the suspension of a participant who violates school district dress code from extracurricular activities. A participant may be ruled as ineligible for extracurricular activities for up to five (5) days on their second dress code violation and up to 30 days on their third dress code violation, at the discretion of the Principal, or his Designee.

D. Additional Athletic Eligibility Requirements

- a. Participants must complete a pre-participation physical evaluation form (EL2) and be certified as being physically fit for participation, have consent to participate by completing the consent and release from liability certificate (EL3) prior to participating in interscholastic athletics. All forms must be on file prior to participating with the school. (FHSAA Bylaw 9.7 and 9.8)
- b. Participants must not have enrolled in the ninth grade for the first time more than four years ago. (FHSAA Bylaw 9.5)

- c. Participants must be less than 19 years 9 months old to participate in high school; 16 years 9 months old to participate in junior high school; and 15 years 9 months old to participate in middle school. Students entering 9th grade in 2014-15 and thereafter must not turn 19 before September 1st, otherwise the student becomes ineligible to participate. (FHSAA Bylaw 9.6)
- d. Participants must be an amateur. This means you must not accept money, gift or donation for participating in a sport. (FHSAA Bylaw 9.9)
- e. Participants must display good sportsmanship and follow the rules of competition before, during and after every contest in which you participate. If not, you may be suspended from participation for a period of time. (FHSAA Bylaw 7)
- f. Participants must refrain from hazing/bullying while a member of an athletic team or while participating in any athletic activities sponsored by or affiliated with a member school.
- g. Participants must not provide false information to your school or the FHSAA to gain eligibility. (FHSAA Bylaw 9.1.2.2)
- h. A student may not participate in a sport if the student participated in that same sport at another school during that school year, unless the student meets the criteria in s.100615(3)(h) as follows:
 - i. Dependent children of active duty military personnel whose move resulted from military orders.
 - ii. Children who have been relocated due to a foster care placement in a different school zone.
 - iii. Children who move due to a court-ordered change in custody due to a separation or divorce, or serious illness or death of a custodial parent.
 - iv. Authorized for good cause in district or charter school policy.
- i. 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).

Disciplinary Actions

A. Consequences of Drug or Alcohol Abuse

Any participant found in possession, using, buying or selling alcohol, or drugs, in any form will be suspended from all extracurricular activities until the completion of an approved substance abuse program, requiring both participant and parent/guardian consent.

B. General Misconduct

The activity coach/club sponsor/music director/activities coordinator or Principal shall suspend a participant for other violations considered to be unbecoming to the high standards of our extracurricular programs. These violations may include wrongful acts on and off school property, but are not limited to, commission of an act that would be a misdemeanor (other than a minor traffic violation) or a felony under the laws of the State of Florida, violation of the HCSB Code of Student Conduct, disruptive behavior, violations of particular state or local membership rules (e.g., breaking team curfew, being late for meetings, practices, or contests), general disrespect toward the coach/sponsor/teacher, players or fans and unsportsmanlike conduct to the team or program. The Principal may overrule a coach's, sponsor's, music director's or activity coordinator's suspension if it is deemed insufficient or inappropriate to the violation(s).

Any participant who is arrested or detained by any federal, state or local law enforcement authorities for a felony offense, or what may be considered a felony offense if the participant were an adult, shall be suspended from participation in all extracurricular activities until final disposition of the charge(s) and adjudication.

C. Penalty Carry Over/Multiple Violations

If any Extracurricular Code of Conduct violation occurs at or near the end of a particular activity period (such as sports season), the incident will be subject to Administrative review, in which case the participant may be ruled ineligible for the same period of time as stated above in the next activity in which the participant participates, even if that activity does not occur until the following school year.

Due Process and Right to Appeal

After the initial report, the participant, parent/guardian(s), coach, music director or sponsor, and Principal will be notified as soon as possible by the activities coordinator that an alleged violation of the Extracurricular Code of Conduct has occurred. A brief and informal preliminary hearing will be held with the necessary individuals, to gather information prior to official administrative action. At this hearing, the participant will be informed of the charges against him/her, and the names of witnesses and a brief summary of the facts supporting the charge(s) and the participant shall be given the opportunity to refute the charges and present his/her side of the story. If it is determined that a violation has occurred, action the parent/guardian(s) and participant will be notified in writing of the Extracurricular Code of Conduct violation(s) and the decision, conditions, penalty or action that has been imposed.

The parent(s) and participant shall have the right to appeal the decision. The request for an appeal must be submitted to the Principal within five (5) calendar days after the original decision. During the appeal process, the penalty, action, or condition imposed on the participant by the activities coordinator shall remain in effect until the final decision of the Principal. The Principal will conduct an informal administrative hearing on the alleged violation and will notify the student and the student's parents or guardian of his final decision.

This is a condensed version of the Extracurricular Eligibility Standards, the complete version can be found on the Hendry County School District website.

Scope of the Student Handbook & Standards for Intervention

The Student Handbook and Standards for Intervention is intended to outline a range of appropriate responses for inappropriate behaviors:

- Poor academic achievement is not an act of misconduct. Therefore, the Student Handbook and Standards for Intervention must not be used to discipline students for poor academic achievement or failure.
- A parent's failure to appropriately support his/her child's education cannot be considered misconduct on the part of the child.
- The Student Handbook and Standards for Interventions applies to all students. However, discipline for students with disabilities shall be administered in accordance with federal and state law.
- In working within the Student Handbook and Standards for Intervention, school administration and staff must be sensitive to cultural differences a student may exhibit.
- The Student Handbook and Standards for Intervention applies to actions of students during the time:
 - Students are waiting for school transportation, being transported to and from school at public expense.
 - Students are attending school.
 - Students are participating in school-sponsored activities.
 - Commission of off campus conduct which substantially disrupts the school learning environment.

WHAT SAFEGUARDS PROTECT THE RIGHTS OF STUDENTS AND PARENTS?

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.

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.

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.

If suspended, parents will be notified as soon as possible no later than 24 hours. A suspension notice will be mailed to parent/guardian.

A student may be suspended immediately.

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.

Should the principal make a recommendation for expulsion, the parent 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 as to the time and place of the hearing.

In an effort to fully implement School-wide Positive Behavior Support (SwPBS) and reduce the loss of instructional time the School District of Hendry County expects that each school will utilize a wide variety of interventions and corrective strategies. Teachers must utilize and document a minimum of two research based interventions prior to writing and submitting a discipline referral on a minor offense. Some examples are provided below.

Sample Classroom/ Teacher Interventions Prior to Discipline Referral

<i>Intervention Strategy</i>	<i>DESCRIPTION</i>
Apology Restitution	Student makes amends for negative actions by taking responsibility to correct the problem created by the behavior through verbal or written declaration of remorse.
Check in/Check Out	Daily contact with an assigned adult on campus. Student should see the adult before school starts each day, as well as at the end of the day.
Conference With Parent(s)	Teacher communicates with student's parent(s) by phone, email, written notes, or in person about the problem.
Conference With Student	Private time with a student to discuss behavior interventions/ solutions. This can include direct instruction in expected or desirable behaviors.
Corrective Assignment Restitution	Student completes a task that compensates for the negative action and triggers a desire not to revisit the negative behavior. (<i>i.e.</i> , clean-up, helping another person).
Detention	Required attendance for a monitored period of time, generally an hour after school, during lunch, or Saturday.
Home/ School Plan	Parent(s) and teacher agree on a consistent approach. The plan should be consistent with SwPBS practices, emphasizing teaching and rewarding of appropriate behaviors and using consistent consequences for problem behaviors. The home/school plan should be explained to the student by the parent(s) and teacher, as appropriate.
In-Class Time Out	Predetermined consequence for breaking classroom rules of short duration (five minutes or less, usually separated from group, but remains in class) or brief withdrawal of attention and other re-enforcers (a time for student to reflect on his or her action).
Mentoring	An agreed upon adult or student who provides consistent support, guidance, and concrete help to a student who is in need of a positive role model.
Out-of-Class Time out	Student is assigned to another supervised environment for a period of time out (<i>i.e.</i> , another classroom), slightly longer duration than in-class time out (30 minutes or less). Student must comply with rules of exclusion time out. Time-out procedure must be taught to students before implementing.
Privilege Loss	Incentives given for positive behavior are lost, (<i>i.e.</i> , five minutes off computer time).
Reflective Assignment	Help student realize why his misbehavior was wrong by asking him/her to compose a reflective essay.
Teach/Reteach Student Expectations	Teach and model behavioral expectation that students are having difficulty with adherence.
Written Contract	Student, teacher, and parent(s) may formulate a document expressing the student's intention to remediate or stop further occurrences of a problem behavior. Written contract should be positive in tone and it should include incentives but may also include consequences for misbehavior.

- Any writing assignment or communication to home must be in a language that students and parents can fully understand.

Administrative Prevention and Early Intervention

Prior to a student receiving a suspension it is the administrator’s responsibility to ensure that the student has had two interventions that address the student misbehavior. These interventions must be DOCUMENTED. Exceptions to this are offenses, which are most serious in nature (Level 3 and Level 4), and have occurred with no prior opportunity to provide early interventions.

<i>Intervention</i>	<i>DESCRIPTION</i>
Behavior Contract	A written/verbal contract or plan for the student with stated goals, objectives, and outcomes for the student to develop the necessary skills to address the stated incident
Behavioral/Social-Emotional or Mental Health Support	Students may be referred to appropriate resource if need is indicated.
Community Service	Donated service or activity that is performed by student for the benefit of the public or its institutions.
Conference With Parent(s)	Administrator and teacher communicate with student’s parent(s) by phone, email, written notes, or person to person about the problem.
Conference With Student	Private time with a student to discuss behavior interventions/solutions. This can include direct instruction in expected or desirable behaviors.
Daily / Weekly Report	A progress report and/or assignment sheet which gives the student and parent the opportunity to track the student's academic and behavioral progress in each of his/her classes for a specified period of time.
Detention	Required attendance for a monitored period of time, generally an hour after school, during lunch, or Saturday.
Loss of Privileges (during school hours)	The loss of a privilege(s) during school hours such as assemblies, field trips, and incentive activities. (The loss of an academic field trip should only occur when safety is a concern.)
Mentoring	An agreed upon adult or student who provides consistent support, guidance, and concrete help to a student who is in need of a positive role model.
Parent/Guardian Attends Class with Child	Parent/Guardian agrees to shadow child and/or attends class with their child at school for an agreed upon time during the child's school day.
Plan Meeting (IEP, LEP, 504)	Student recommended to the necessary department/group for discussion and development of a course of action/interventions for the student.
Referral for Admin	Referral to Mediation with an Administrator for stated incident.
Referral for Peer	Referral to Mediation with a Peer for stated incident.
Referral to Student Support Team	The referral to the Student Support Team for possible interventions.
Referral to School Guidance	Counseling of the student by the guidance counselor to assist the student in developing or utilizing the necessary skills to address the stated incident.

Restorative Practices	A structured process guided by a trained facilitator in which the participants in an incident examine the intended and unintended impact of their actions and decide on interpersonal remedies to repair harm and restore relationship.
Ripple Effects	Support program for social-emotional learning.
Schedule Change (change of regular classes)	A permanent change in the student's regular class schedule.
School Service Work (during school hours)	Work assistance, provided by the student, to any staff member during school hours, assistance could include campus or hallway clean-up.
Silent Lunch / Lunch Detention	A separate facility and/or seating arrangement for the student during a regularly scheduled lunch period. Additionally, the administrator may request some cafeteria clean-up assistance from the student such as sweeping, wiping tables, and/or assisting with other clean-up activities.
Temporary Classroom Change (short-term)	The temporary removal of a student from their regular classroom to a different classroom. The student will be given the opportunity to complete his or her regular class work in the alternative setting.
Temporary Removal from Classroom	The temporary removal of a student from the traditional learning environment to a separate, individual learning environment for a short period of time
Voluntary Restitution / Self-Designed Action(s)	Student makes amends for negative actions, taking responsibility to correct the problem, through a written or verbal apology.

- Any writing assignment or communication to home must be in a language that students and parents can understand.

Acceptable Use Policy/Social Media Use Guidelines /1:1 Device Handbook

The Hendry County School District (HCSD) is taking innovative steps to dramatically transform teaching and learning. By infusing, integrating and making technology accessible to every student, the HCSD will become a model for K-12 education in the 21st Century. Technology is an integral component in the lives of students; technology also directly impacts the future of students. All students must have access to technology and technology must be a safe and appropriate tool for learning. A sound technology foundation for each and every student needs to be based on continual professional development, appropriate acquisition and maintenance of technological resources.

HCSD uses technology as one way of enhancing its mission to teach the skills, knowledge and behaviors students will need as successful and responsible adults in the community and as lifelong learners. Technology includes, but is not limited to, the electronic transfer of voice, video, data, and internet connectivity. Technology provides unequalled opportunities to explore and use a varied and exciting set of resources. In order to make these resources available to everyone, those who use the school's available technology must do so in a way that is consistent with the District's educational mission.

As described in the overall mission of the Hendry County School District, the purpose of education is to prepare students to be productive and caring adults that contribute to the community. Within this context, we believe that technology is a tool for learning that expands our instructional repertoire and is the vehicle that maximizes the capacity of all teachers and learners. It is the vision of Hendry County Schools that students be engaged in a stimulating academic environment and a challenging curriculum that is student-centered and focused on inquiry-based learning.

Specifically, we envision that technology is available and effectively supported for all students and staff:

- To provide global access to information
- To meet the curricular needs of all learners
- To provide access to the general curriculum
- To refine critical thinking skills and foster creativity
- To provide a medium for expression and communication
- To collect, assess, and share performance information
- To improve the effectiveness of administrative tasks
- To provide skills and proficiencies necessary for the workforce

The HCSD utilizes electronic systems which are Children's Internet Protection Act (CIPA) compliant and other methods to regulate student and employee technology use. These monitoring methods do not guarantee compliance with this policy. The user understands that their activities may be monitored when logging onto district owned technology. The District assumes no responsibility for the accuracy of information found on the internet or for any unauthorized charges made by users, including but not limited to credit card charges, long distance telephone charges, equipment and line costs, or for any illegal use of its computers such as copyright violations.

The HCSD will, within the curriculum currently being offered, include age-appropriate content related to children's use of the internet. This may include anti-bullying and harassment considerations, social networking considerations and other considerations involving internet usage.

The security of the school's technology resources including computers, networks and Internet services is a high priority. Any user who identifies a security problem must notify his/her teacher or network administrator immediately. The user shall not demonstrate the problem to others or access unauthorized material. Any user who attempts to breach system security, causes a breach of system security or fails to report a system security problem shall be subject to disciplinary and/or legal action in addition to having his/her computer privileges limited, suspended or revoked.

Equipment Ownership

HCSD retains sole right of possession and ownership of all Devices utilized in the 1:1 initiative, and grants permission to the student to use the Device according to the rules and guidelines set forth in this handbook and the District's Acceptable Use Policy. Failure to follow the terms of this policy will result in disciplinary action, including but not limited to confiscation of any and all Devices lent to the student and revocation of student access to HCSD technology, as well as any other disciplinary action deemed appropriate by HCSD policy. HCSD reserves the right to monitor and log the use of its technology and network by users and examine user files and materials as necessary. Moreover, HCSD administrative staff retains the right to collect and/or inspect the Device at any time, including via electronic remote access; and to alter, add, or delete installed software or hardware. There is no reasonable expectation of privacy while using HCSD computers, networks, or technology.

Equipment Provided

Elementary students will be assigned a Chromebook for daily use. A Chromebook, protective carrying case, and AC charger (hereinafter collectively referred to as the "Device"). HCSD will retain records of the serial numbers and HCSD asset tags of provided equipment.

Content Filtering

HCSD monitoring of Devices, in compliance with the Children's Internet Protection Act ("CIPA"), is and will continue to do everything practicable to keep students safe when using technology. This includes installing content filtering on all Devices. Filtering technology is not perfect, it is possible that restricted content may not always be stopped by filtering technology. HCSD does not have control of content posted on the Internet, nor does it have control of incoming email. Sites and content accessible via the Internet may contain material that is defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, illegal or otherwise inconsistent with the mission of the HCSD. HCSD expects students to use technology appropriately and follow all policies when using the Internet, and believes that parent/or legal guardian supervision of technology use outside of school is of critical importance to ensuring student safety and compliance with District policies and federal,

state, and local law. Students found in violation of the Acceptable Use Policy will be subject to disciplinary action.

District Monitoring

HCSD has the right, but not the duty, to monitor any and all aspects of its computers, computer network systems, and Internet access including, but not limited to, monitoring sites students visit on the Internet and reviewing email. The Administration and technology staff shall have both the authority and the right to review or monitor, with or without prior notice, the content of electronic communication for any reason, including but not limited to retrieval of information, investigation or resolution of network or communications problems, prevention of system misuse, ensuring compliance with policies for use of third-party software and information, ensuring compliance with legal and regulatory requests and enforcement of this Policy. HCSD also reserves the right to review, inspect the content of, and monitor all information residing on all computers and file servers for such purposes.

Students waive any right to privacy in anything they create, store, send, disseminate or receive on HCSD's computers and computer network systems, including the Internet.

Users may not engage in activities that consume excessive amounts of network bandwidth, such as downloading, uploading and/or live streaming non-school-related content. If network administrators suspect high utilization of bandwidth or inappropriate use of district technology resources, a user may be asked to turn over a device and any passwords needed to verify the suspicions.

Disclaimer / No Warranties

HCSD account holders take full responsibility for their access to HCSD's network resources and the Internet. Specifically, HCSD makes no representations or warranties with respect to school network resources nor does it take responsibility for:

1. The content of any advice or information received by an account holder.
2. The costs, liability or damages incurred as a result of access to school network resources or the Internet
3. Any consequences of service interruptions, loss of data, or delivery failures/miss-deliveries, for whatever reason.

Privileges & Responsibilities

Usage of HCSD's network and the Internet computer networking capabilities must be directly related to education consistent with the instructional objectives of this district. Access to these facilities imposes certain responsibilities and obligations. Users are expected to abide by the generally accepted rules of digital etiquette and district policies. Users are not to modify the standard configuration of any computer or other technologies. Users should report any malfunction, inappropriate material or improper usage to the appropriate staff. Users should not

use technology in any way that disrupts use by others or creates a hostile learning environment. Examples of prohibited conduct include but are not limited to the following:

- Use of another user's account.
- Attempting to breach the desktop security of a computer.
- Attempting to break into password protected areas of a network or tampering with network systems.
- Use of technology to engage in behavior prohibited by HCSD's anti-harassment/bullying policy.
- Accessing HCSD blocked web sites.
- Activity that is likely to cause a substantial disruption to the orderly operation of the school and/or learning environment.

Activity that is prohibited under state, federal, or local law. Examples may include but are not limited to:

- Use of the technology infrastructure to obtain or distribute racially, religiously or sexually offensive material, pornographic or sexually explicit materials, to participate in hate groups or similar groups, or to engage or enable others to engage in gambling or any other illegal activity.

Any user who violates the acceptable use policy may be denied access to the school's technology resources.

Digital Citizenship

Individuals who utilize HCSD's technology resources are expected to abide by the principles of digital citizenship, which are part of the HCSD curriculum. Users must respect the intellectual property of others by crediting sources and following all copyright laws.

Reasonable efforts will be made to make sure students will be under supervision while on the network. However, it is not possible to constantly monitor all individual network use at all times. Students may encounter information that may be inappropriate or illegal. If a student encounters such information, the student should close the lid immediately and notify supervisory personnel or other appropriate personnel of what occurred.

Privacy

Electronically Stored Data

Users shall not have a reasonable expectation of privacy while using district computers, networks, or technology. Examples of this include, but are not limited to the following:

- HCSD Google Apps domain
- Cloud technology such as files stored on third party servers
- Email
- District computers, devices, network, and servers

Student Access to the Internet

- At school, students will have access to the Internet through the school network. When not at school, students can access the Internet on district Devices if they have Internet access available to them in their home or other locations. HCSD will not provide students with Internet access

outside of school. The Device's content filter will also be in place when students access the Internet outside of the school. Therefore, sites that are "blocked" at school could also be "blocked" in other locations where students access the Internet.

- Students may access the Internet on their district Device at any time outside of school. As with any other Internet-enabled Device, HCSD recommends that parents/or legal guardians monitor their student's time and activities on the Internet. Students should understand that their parent's/guardian's rules about Internet usage outside of school are applicable even when the student is using their district Device.

Students will avoid:

- Bringing in their own laptops from home to use at school.
- Attempting to change any HCSD network or server configuration or the configuration of the Device.
- Ever using any option that "remembers" your password. The easiest way to breach security is to allow someone else to use your login account. Anyone who has access to your account, even for a few minutes, has access to your email, your local data, your server account, and any website to which you saved your password.
- Changing or alter usernames or passwords that are assigned by HCSD.
- Video tape staff or students without their consent or knowledge, this includes (but is not limited to):
 - Webcams.
 - Laptops.
 - Cameras.
 - Cell phones.
 - Or any other digital devices.
- Forwarding email commonly known as "SPAM," Unsolicited Commercial Email (UCE), or "junk email."
- I.M. (instant messaging) or chatting during class unless related to academic expectations set forth by the instructor.

Education of Students in Safe and Appropriate Use of Technology

- Students will receive instruction in safe, ethical, and appropriate use of technology prior to issuance of a Device. It is important that students are aware of safe and appropriate use of technology for their own protection, and to ensure the safety of others.

Bringing the Device to School

- It is imperative students bring their Device and charging unit to school each day for their learning. Teachers will be designing their lessons and classrooms based on students having access to their Device.

- The Device should not be put in another bag for transporting i.e.: backpack, athletic bag, etc.
- Students who accidentally leave their Device at home will NOT have access to a Device that day.

Charging of Devices

- It is the student's responsibility to have their Devices charged each day when they come to school.
- It is the student's responsibility to maintain the power adapter and cord.
- The Device should only be charged with the issued charger.

Loss or Theft of Devices

- Devices that are lost, stolen, or vandalized need to be reported to the school's main office immediately. In addition, stolen or vandalized Devices should be reported to the police.
- The Device should never be taken into the locker rooms, bathrooms, or other changing areas. The Device is also not allowed in the cafeteria when food or drink is being served. It is required to keep the Device in your locked school issued locker at all times when not in your possession.

Downloading Programs & Personalizing the Device

- No student may download, install, or use any software in violation of applicable copyrights and license agreements.
- Approved applications will be installed by HCS D's Technology Department or will be made available for students download through internal resources on student Devices.
- All students will be able to personalize their Device. All items must be appropriate and not violate any HCS D policy or rule.
- Stickers and other markings on the outside of the Device will not be allowed. Each Device is easily identified by a specific numbering system ("Asset Tag") that is placed on the Device by the Technology Department or Media Specialist and may NOT be removed.

Cell Phone/Personal Technology

- Students may bring a cell phone to school which is not to be used during instructional hours or class time activities unless the student has received prior authorization. Cell phones should be turned off and kept out-of-sight inside a locker, pocket, book bag, or purse. If the device disrupts the educational process or is used at any point during the day without permission the item in question may be confiscated. Confiscated items will only be released to the parent or guardian. Each school also has individual procedures and rules governing cell phone use. These procedures are determined by school administration and vary by age and grade levels of the school.

Devices from Home

- Students are not allowed to bring their own computers from home to use or connect to HCSD's network. Devices at HCSD are all provisioned with the same basic programs and structures.

Ear Buds/Headphones

- The uses of ear buds/headphones in class and/or during study times are at the teacher/supervisor's discretion.
- Ear buds/Headphones will not be provided by the HCSD.

Student Printer Use

- Students may have access to designated printers in the building.
- HCSD expects that the need to print materials on paper will be reduced as a result of students' ability to send assignments and other materials to their teachers through their Device.

Legal Issues and Jurisdiction

- Because the HCSD owns and operates the equipment and software that compose our network resources, the school is obligated to take steps to insure that all equipment and facilities are used legally. Any illegal use of network resources is prohibited. All content created, sent, accessed or downloaded using any part of HCSD's network resources is subject to the rules stated in this policy. HCSD monitors its network and may investigate electronic incidents even if they happen after school hours and outside of school. HCSD reserves the right, if needed, and at its sole discretion, to remotely access, open, examine, and/or delete electronic files that violate this or any other District Policy.

Parent's/Legal Guardian's Right to Waive 24/7 Access

- Parents/Legal Guardians have the right to waive their child's 24/7 access to the Device by filing a written waiver with the school's main office. The student will still have access to the Device while at school, but will not be allowed to remove the Device from school. A location will be provided to store and charge the Device at school. The decision to either waive the right to 24/7 access or to participate in 24/7 access to the Device can be made at any time during the school year.

Device Damages

If a Device is damaged (either accidental or intentional), the school must be notified immediately. HCSD administration will determine if the damages were due to accidental or intentional conduct as well as the severity of the incident. Negligence may be considered intentional conduct. The examples listed include but are not limited to the following:

- a. Leaving equipment unattended and unlocked. This includes damage or loss resulting from an unattended and unlocked Device while at school.
- b. Lending equipment to others other than one's parents/or legal guardians.
- c. Using equipment in an unsafe environment.
- d. Using the equipment in an unsafe manner.
- e. Not adhering to the care reminders listed in this handbook

A student whose Device is being repaired will have access to a loaner Device in most cases. If it is determined that the Device was damaged intentionally or the fine is not paid, the student will NOT be able to take the loaner Device home. If the student leaves the school district and does not turn in the Device, HCSD will make a reasonable effort to obtain the Device. If those efforts are unsuccessful, HCSD will treat it like a stolen Device and will notify the appropriate authorities.

Discipline

Any student who violates the rules and expectations relative to this Handbook and/or Acceptable Use Policy will be subject to disciplinary action. If there is evidence that a violation has occurred, then a HCSD administrator or designee will decide appropriate consequences in accordance with school policy and the law. Disciplinary action could include but is not limited to, verbal warnings, loss of technology privileges, and up to and including suspension or expulsion from school. In addition, inappropriate use of the machine may result in the user losing his/her right to use the device and/or take it home and/or fine(s) assessed due to intentional/negligent damage or lost/stolen devices or accessories. The school will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the school's electronic system or Devices. The interpretation, application, and modification of this policy are within the sole discretion of HCSD. Any questions or issues regarding this policy should be directed to the building principal.

Device Problems

- If the Device is not working properly the student needs to first talk to the teacher in the class to determine if some minor troubleshooting will take care of the problem. If the problem still exists, the student must take the Device to the appointed technical support location as soon as possible after discovery of the problem. If the Device cannot be fixed immediately, the student may be issued a different Device to use on a temporary basis.
- Even though response may not be immediate, district personnel capable of finding a solution will be notified and the problem taken care of in as timely a manner as possible.
- Do not attempt to remove or change the physical structure of the computer, including keys, screen cover or plastic/aluminum casing.
- When in doubt, ask for help.

Only One User

- NEVER allow anyone else to use your Device. Parents or guardians may utilize the Device for the sole purpose of monitoring a student's use or classwork; personal or business use of a Device by a parent or guardian is prohibited.

Cleaning the Device

- Device screens show fingerprints and smudges easily, but be sure to follow proper cleaning procedures to keep your screen looking new. Never use a chemical to clean the screen. Use a soft, dry, lint-free cloth in most cases when cleaning the Device.
- Correct cleaning measures will be addressed during the rollout process.
- If you are not able to completely clean the machine using the above methods please contact the HCSD Technology Department and they can assist with the cleaning.

Shutting Down the Device

- Fully shutdown the Device when it won't be used for an extended duration. Simply putting your Device to sleep and not using it for several days can drain the battery to a point where it may no longer accept a charge.
- It is a best practice to shut down your computer at night, connect the charger, and then power on again in the morning when needed.

Standards of Intervention Guide

This guide is a tool for administrators to respond appropriately when students have committed discipline infractions. This tool is designed to offer consistency at all levels across the District so that students are disciplined fairly from school to school when their behavior requires discipline beyond the classroom.

This guide does not apply to classroom management as assigned by the teacher, but rather as a progressive step when a student has broken the rules requiring a principal and/or his designee to assign consequences. Certain violations of the rules such as weapon possession, assault, and sexual harassment, require immediate initial administrative action.

The Standards for Intervention are designed to assist you and your child in understanding the consequences of violating school rules. There are two sets of Standards for Intervention charts, one set for elementary schools and the other set for secondary schools. The Hendry County District School Board wants to ensure that parents are knowledgeable about the actions of its school administrators when students misbehave. This guide enables administrators to assign consequences consistently, regardless of the school your child attends. When a student has multiple violations in one incident, such as fighting with a weapon, the administrator shall impose the more severe consequences.

Like the Student Handbook, the Standards of Intervention is reviewed annually by District stakeholders, including parents, teachers, administrators, counselors, and other community representatives.

Discipline Referral Incidents in Hendry County are classified as Level 1, Level 2, and Level 3 or Level 4 infractions. When deciding what disciplinary action should be taken, the Principal or designee shall consider the student's age, exceptionality, ELL status, previous conduct, intent, and severity of the incident.

Administrators will administer discipline in a progressive manner. The underlying principle is to use the least severe action that is appropriate for the misbehavior. Administrators will increase the severity of the action if the misbehaviors continue.

Level One (Elementary)

<p align="center">Behaviors</p> <p>Level 1 Incidents are acts that disrupt the orderly operation of the classroom, school, transportation or extracurricular activities</p>	<p align="center">Range of Standards for Intervention Prior to Administering Discipline</p>	<p align="center">Range of Discipline Actions</p> <p>The principal or designees <u>may</u> select at least one of the following from Level 1 Actions. Principals may authorize use of Level 2 Actions for repeated, serious, or habitual Level 1 Incidents.</p>
<p align="center"><u>LEVEL 1 INCIDENTS</u></p> <ul style="list-style-type: none"> ➤ 101-Failure to comply with School Rules ➤ 102-Disruptive (Unruly) Behavior or Play ➤ 103-Disobedient/Insubordination ➤ 104-Disrespectful Language ➤ 105-Bus Rules Violation ➤ 106-Tardiness, Habitual ➤ 107-Truancy ➤ 108-Leaving School Grounds w/out permission ➤ 109-Out of Assigned Area ➤ 110-Public Displays of Affection ➤ 111-Cheating ➤ 112-Computer/Technology Misuse (Minor) ➤ 113-Dress Code Violations ➤ 114-Confrontation ➤ 115-Lying/Misrepresentation ➤ 116-Cellular telephone/Technology violation ** ➤ 117-Prohibited Items, Contraband & Unauthorized Use of Medications ➤ 118-Unauthorized Sale/Distribution of Materials ➤ 119-Inappropriate Activity <p>*Referral to School Based Team Mandatory **See cell phone use guidelines for detailed intervention guidance for cell phone violations.</p>	<ul style="list-style-type: none"> ➤ Review SwPBS Expectations and Rules ➤ Re-teach Behavior ➤ Coaching ➤ Reflective Assignment ➤ Apology Letter ➤ Mediation 	<p align="center">Administrative Responsibilities</p> <ul style="list-style-type: none"> ➤ Parent/Guardian Contacted (M) ➤ Conference with Student (M) <p align="center">LEVEL 1 ACTIONS</p> <ul style="list-style-type: none"> ➤ Conference with Parents ➤ Referred to School Guidance ➤ Referral for Peer Mediation ➤ Behavior Contract ➤ Plan Meeting (IEP, 504, LEP) ➤ Daily Weekly Report ➤ Schedule Change ➤ Parent Guardian attends school w/student ➤ Voluntary Restitution ➤ Assigned Bus Seat ➤ Silent Lunch/Lunch Detention ➤ After School Detention ➤ Extended or Multiple Detention ➤ Work Detail ➤ Time Out ➤ Confiscation ➤ Conflict Resolution/Social Emotional Learning ➤ Mentoring ➤ Referral to Outside Agency <p align="center">M = Mandatory</p>

Level Two (Elementary)

<p style="text-align: center;">Behaviors</p> <p>Level 2 Incidents are more serious than Level 1 Incidents. These behaviors significantly interfere with the learning process and/or the well-being of others</p> <p style="text-align: center;"><u>LEVEL 2 INCIDENTS</u></p> <ul style="list-style-type: none"> ➤ 201-Un-served Detentions ➤ 202-Repetitive Disruptive Behaviors or Play* ➤ 203-Repetitive Disobedience ➤ 204-Profane or Obscene Language ➤ 205-Bus Disruption ➤ 206-Gambling ➤ 207-Threat, non-criminal * ➤ 208-Physical Aggression/Minor Fighting* ➤ 209-Possession of Other Instruments or Objects ➤ 210-Petty Theft or Stealing <300 ➤ 211-Sexting Level 1 ➤ 212-Firecrackers/Poppers ➤ 213-Forgery of Document of Signature ➤ 214-Vandalism <1000 ➤ 215-Menacing Statements, Non- Criminal * ➤ 216-Severe Inappropriate Activity ➤ TBC-Possession of Tobacco Products ** <p>*Consider referral to Student Support Team (Guidance/Rtl)</p>	<p style="text-align: center;">Administrative Responsibilities</p> <ul style="list-style-type: none"> ➤ Investigation ➤ Witness Statements <p style="text-align: center;">Range of Standards for Intervention Prior to Administering Discipline</p> <ul style="list-style-type: none"> ➤ Investigation ➤ Witness Statements ➤ Review SWPBS Expectations and Rules ➤ Coaching ➤ Reflective Assignment ➤ Apology Letter ➤ Check in-Check Out ➤ Restorative Practices ➤ Stay Away Agreement ➤ Victim Safety Plan 	<p style="text-align: center;">Range of Discipline Actions</p> <p>Where appropriate Principal or designees should apply discipline in a progressive manner. The principal or designees may select one of the strategies from Level 1, as well as one action from Level 2.</p> <p>(OSS used only after 2 or more previously documented interventions for the same offense. No suspensions are allowable for 209).</p> <p style="text-align: center;">Administrative Responsibilities</p> <ul style="list-style-type: none"> ➤ Parent/Guardian Contacted (M) ➤ Conference with Student (M) <p style="text-align: center;">LEVEL 2 ACTIONS</p> <ul style="list-style-type: none"> ➤ Mediation ➤ Behavior Contract ➤ Plan Meeting (IEP, 504, LEP) ➤ Daily Weekly Report ➤ Voluntary Restitution ➤ Restorative Practices ➤ Community Service ➤ Loss of Privileges ➤ Confiscation ➤ Time Out ➤ In-School Intervention ➤ In-School Suspension ➤ Days Held in Abeyance ➤ Bus Suspension ➤ Out of School Suspension for no more than 1 day <p>** 1st Offense – Parent Conference, Referral to School Guidance</p> <p>M = Mandatory</p>
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Level Three (Elementary)

Behaviors	Administrative Responsibilities	Range of Discipline Actions
<p>Level 3 Incidents are more serious than Level 2 Incidents. These behaviors cause significant disruptions with the learning process. These incidents cause health and/or safety concerns, or damage to school property.</p> <p style="text-align: center;">LEVEL 3 INCIDENTS</p> <ul style="list-style-type: none"> ➤ 301-Verbal Assault on School Board Employee ➤ 302-Extortion/Blackmail/Coercion ➤ PHA-Physical Attack ➤ 303 (OMC)-Computer/Technology Misuse (Major)* ➤ 304-Counterfeit or Misrepresented Document ➤ 305 (OMC)-Unauthorized use of Prescription Medications*** ➤ 306 (OMC)-Drug Paraphernalia * ➤ 307 – Physical Aggression (1 combatant) ➤ 308-Possession of a Knife or Other Potentially Dangerous Item ➤ 309 (STL)-Stealing >300 ➤ 310-Sexting Level 2 ➤ 311 (TRE)- Bomb Threat **** ➤ 312 (ROB)-Robbery ➤ 313 (OMC)-False Fire Alarm/ 911 Call ➤ FIT-Fighting ➤ HAZ-Hazing ➤ VAN-Vandalism >1000 ➤ BRK-Breaking and Entering/Burglary ➤ ARS-Arson **** ➤ SXA-Sexual Assault ➤ ALC-Alcohol *** ➤ DRU-Drugs/Imitation Drugs Represented as Drugs (possession/use/storage)**** ➤ DOC-Disruption of a School ➤ TRS-Trespassing ➤ SXO-Sexual Misconduct, Inappropriate Lewd, or Obscene Act ➤ BUL-Bullying/Cyber bullying ➤ HAR-Harassment ➤ SXH-Sexual Harassment <p>*See glossary for further guidance</p>	<ul style="list-style-type: none"> ➤ Investigate (M) ➤ Witness Statements (M) ➤ Referral to School Based Team (M) 	<p>Principal or designees must select at least one of the non-mandatory Level 3 Actions.</p> <p style="text-align: center;">Administrative Responsibilities</p> <ul style="list-style-type: none"> ➤ Parent/Guardian Contacted (M) ➤ Student Conference (M) <p style="text-align: center;">LEVEL 3 ACTIONS</p> <ul style="list-style-type: none"> ➤ Confiscation (where applicable) ➤ Restorative Practices ➤ Community Service ➤ Loss of Extra Curricular Activities ➤ In School Suspension ➤ Days Held in Abeyance ➤ Suspension from School 1-5 days ➤ Threat assessment as needed ➤ Referral for mental health support <p>Possible Recommendation for Expulsion ****</p> <p><u>Principals can request to convene a Discipline Screening Committee on any infraction that is unique in nature.</u></p> <p>M= Mandatory</p>

Level Four (Elementary)

Behavior	Administrative Responsibilities	Discipline Consequences
<p>These behaviors are the most serious acts of student misconduct and threaten life</p> <p style="text-align: center;"><u>LEVEL 4 INCIDENTS</u></p> <ul style="list-style-type: none"> ➤ 401 (TRE) Imminent Threat of Violence, High Level**** ➤ 402 (OMC) Attempt a Criminal Act Against a Person**** ➤ 403 (OMC) Aggravated Assault**** ➤ 404 (ROB) Armed Robbery**** ➤ 411 (OMC)-Sexting Level 3 ➤ WPO Possession, use, sale, storage or distribution of a firearm, handgun, rifle, shotgun or an explosive device**** ➤ DRD-Sale, Intent to Sell, or Distribution of Drugs, Imitation Drugs Represented as Drugs, or Prescription Medications**** ➤ BAT Battery or Aggravated Battery**** ➤ SXB Sexual Battery **** ➤ KID Kidnapping or Abduction**** ➤ HOM Homicide**** 	<ul style="list-style-type: none"> ➤ Investigate (M) ➤ Witness Statements (M) ➤ Notify Area Supt. (M) ➤ Notify Safe Schools (M) ➤ Notify School Police (M) 	<p>Principal or designee must use the following Level 4 Actions</p> <p style="text-align: center;">LEVEL 4 ACTIONS</p> <ul style="list-style-type: none"> ➤ Parent/Guardian Contacted (M) ➤ Student Conference (M) ➤ Confiscation (if applicable) (M) ➤ Suspension from School 10 days (M) ➤ Threat assessment as needed ➤ Referral for mental health support <p style="text-align: center;">****Recommendation for Expulsion (M)</p> <p>Principals can request to convene a Discipline Screening Committee on any infraction that is unique in nature.</p> <p>M= Mandatory</p>

Level One (Secondary)

Behaviors	Range of standards for intervention prior to administering discipline	Range of Discipline Actions
<p>Level 1 Incidents are acts that disrupt the orderly operation of the classroom, school, transportation or extracurricular activities</p> <p style="text-align: center;"><u>LEVEL 1 INCIDENTS</u></p> <ul style="list-style-type: none"> ➤ 101-Failure to comply with School Rules ➤ 102-Disruptive (Unruly) Behavior or Play ➤ 103-Disobedient/Insubordination ➤ 104-Disrespectful Language ➤ 105-Bus Rules Violation ➤ 106-Tardiness, Habitual ➤ 107-Truancy ➤ 108-Leaving School Grounds w/out permission ➤ 109-Out of Assigned Area/Skipping ➤ 110-Public Displays of Affection ➤ 111-Computer/Technology Misuse (Minor) ➤ 112-Dress Code Violations ➤ 113-Confrontation ➤ 114-Lying/Misrepresentation ➤ 115-Cellular telephone/Technology violation ** ➤ 116-Prohibited Items, Contraband & Unauthorized Use of Medications ➤ 117-Unauthorized Sale/Distribution of Materials ➤ 118-Inappropriate Activity ➤ 119-Driving and Parking Violations ➤ 120-Refusal to dress: PE <p>*Referral to School Based Team Mandatory</p>	<ul style="list-style-type: none"> ➤ Review of SwPBS expectations and rules ➤ Re-teach Behavior ➤ Coaching ➤ Reflective Assignment ➤ Apology Letter ➤ Mediation 	<p>The principal or designee may select at least one of the following from Level 1 Actions. Principals may authorize use of Level 2 Actions for repeated, serious, or habitual Level 1 Incidents.</p> <p style="text-align: center;">Administrative Responsibilities</p> <ul style="list-style-type: none"> ➤ Parent/Guardian Contacted (O) ➤ Conference with Student (M) <p style="text-align: center;"><u>LEVEL 1 ACTIONS</u></p> <ul style="list-style-type: none"> ➤ Warning ➤ Conference with Parents ➤ Referred to School Guidance ➤ Referral for Peer Mediation ➤ Behavior Contract ➤ Plan Meeting (IEP, 504, LEP) ➤ Daily Weekly Report ➤ Schedule Change ➤ Parent Guardian attends school w/student ➤ Voluntary Restitution ➤ Assigned Bus Seat ➤ Silent Lunch/Lunch Detention ➤ After School Detention ➤ Extended or Multiple Detention ➤ Work detail ➤ Confiscation ➤ Conflict Resolution / social emotional learning ➤ Mentoring ➤ Time Out ➤ Referral to Outside Agency <p style="text-align: center;">M = Mandatory O = Optional</p>

Level Two (Secondary)

Behaviors	Administrative Responsibilities	Range of Discipline Actions
<p>Level 2 Incidents are more serious than Level 1 Incidents. These behaviors significantly interfere with the learning process and/or the well-being of others</p>	<ul style="list-style-type: none"> ➤ Investigation ➤ Witness Statements 	<p>Where appropriate Principals or designees should apply discipline in a progressive manner.</p> <p>The principal or designee can select one of the strategies from Level 1, as well as one action from Level 2. OSS used only after 2 or more previously documented interventions for the same offense. (No suspensions are allowable for 209.)</p>
<p style="text-align: center;"><u>LEVEL 2 INCIDENTS</u></p> <ul style="list-style-type: none"> ➤ 201-Un-served Detentions ➤ 202-Repetitive Disruptive Behaviors or Play* ➤ 203-Repetitive Disobedience ➤ 204-Profane or Obscene Language ➤ 205-Bus Disruption ➤ 206-Gambling ➤ 207- Cheating ➤ 208-Threat, non-criminal * ➤ 209-Physical Aggression ➤ 210-Possession of Other Instruments or Objects ➤ 211-Petty Theft or Stealing <300 ➤ 212-Sexting Level 1 ➤ 213-Firecrackers/Poppers ➤ 214-Forgery of Document of Signature ➤ 215-Vandalism <1000 ➤ 216-Menacing Statements, Non- Criminal * ➤ 217-Severe Inappropriate Activity * ➤ 218 – Incitement/Filming fights or violence for the purpose of incitement ➤ TBC-Possession of Tobacco Products ** <p>*Consider referral to Student Support Team</p>	<p style="text-align: center;">Range of standards for intervention prior to administering discipline</p> <ul style="list-style-type: none"> ➤ Investigation ➤ Witness Statements ➤ Review SwPBS Expectations and rules ➤ Coaching ➤ Reflective Assignment ➤ Apology Letter ➤ Check in-Check Out ➤ Restorative practices ➤ Stay Away Agreement ➤ Victim Safety Plan 	<p style="text-align: center;">Administrative Responsibilities</p> <ul style="list-style-type: none"> ➤ Parent/Guardian Contacted (S) ➤ Conference with Student (M) <p style="text-align: center;"><u>LEVEL 2 ACTIONS</u></p> <ul style="list-style-type: none"> ➤ Mediation ➤ Behavior Contract ➤ Plan Meeting (IEP, 504, LEP) ➤ Daily Weekly Report ➤ Voluntary Restitution ➤ Restorative Practices ➤ Community Service ➤ Loss of Privileges ➤ Time Out ➤ Confiscation ➤ In-School Intervention ➤ In-School Suspension ➤ Days Held in Abeyance ➤ Bus Suspension ➤ Out of School Suspension for 1-3 days <p>(OSS used only after 2 or more documented interventions.)</p> <p>** May refer to SRO for possible tobacco citation.</p>
		<p>M = Mandatory S = Suggested</p>

Level Three (Secondary)

<p style="text-align: center;">Behaviors</p> <p>Level 3 Incidents are more serious than Level 2 Incidents. These behaviors cause significant disruptions with the learning process. These incidents cause health and/or safety concerns, or damage to school property.</p> <p style="text-align: center;"><u>LEVEL 3 INCIDENTS</u></p> <ul style="list-style-type: none"> ➤ 301-Verbal Assault on School Board Employee ➤ 302-Extortion/Blackmail/Coercion ➤ PHA-Physical Attack ➤ 303 (OMC)-Computer/Technology Misuse (Major)* ➤ 304 (OMC)-Reckless Vehicle Use ➤ 305-Counterfeit or Misrepresented Document ➤ 306 (OMC)-Unauthorized use of Prescription Medications*** ➤ 307 (OMC)-Drug Paraphernalia * ➤ 308 – Physical Aggression/ Minor Fighting ➤ 309-Possession of a Knife or Other Potentially Dangerous Item ➤ 310 (STL)-Stealing >300 ➤ 311-Sexting Level 2 ➤ 312 (TRE)- Bomb Threat **** ➤ 313 (ROB)-Robbery ➤ 314 (OMC)-False Fire Alarm/ 911 Cal ➤ 315 – Intoxication/Impairment (to include alcohol and drugs) ➤ FIT-Fighting ➤ HAZ-Hazing ➤ VAN-Vandalism >1000 ➤ BRK-Breaking and Entering/Burglary ➤ ARS-Arson **** ➤ SXA-Sexual Assault ➤ ALC-Alcohol *** ➤ DRU-Drugs/Imitation Drugs Represented as Drugs (possession/use/storage)**** ➤ DOC-Disruption of a School ➤ TRS-Trespassing ➤ SXO-Sexual Misconduct, Inappropriate Lewd, or Obscene Act ➤ BUL-Bullying/Cyber bullying ➤ HAR-Harassment ➤ SXH-Sexual Harassment <p>*OMC-Other Major Crime</p>	<p style="text-align: center;">Administrative Responsibilities</p> <ul style="list-style-type: none"> ➤ Investigate (M) ➤ Witness Statements (M) ➤ Notify School Police (M) ➤ Referral to School Based Team (M) 	<p style="text-align: center;">Range of Discipline Actions</p> <p>Principals must select at least one of the non-mandatory Level 3 Actions.</p> <p style="text-align: center;">Administrative Responsibilities</p> <ul style="list-style-type: none"> ➤ Parent/Guardian Contacted (M) ➤ Student Conference (M) <p style="text-align: center;"><u>LEVEL 3 ACTIONS</u></p> <ul style="list-style-type: none"> ➤ Confiscation (where applicable) ➤ Restorative Practices ➤ Community Service ➤ Loss of Extra Curricular Activities ➤ In School Suspension ➤ Days Held in Abeyance ➤ Suspension from School 1-10 days ➤ Threat assessment as needed ➤ Referral for mental health support ➤ Possible Recommendation for Expulsion **** <p><u>Principals can request to convene a Discipline Screening Committee on any infraction that is unique in nature.</u></p> <p>M= Mandatory</p>
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Level Four (Secondary)

Behavior	Administrative Responsibilities	Discipline Consequences
<p>These behaviors are the most serious acts of student misconduct and threaten life</p>		<p>Principal or designee must use the following Level 4 Actions</p>
<p><u>LEVEL 4 INCIDENTS</u></p>		<p><u>LEVEL 4 ACTIONS</u></p>
<ul style="list-style-type: none"> ➤ 401 (TRE) Imminent Threat of Violence, High Level**** ➤ 402 (OMC) Attempt a Criminal Act Against a Person**** ➤ 403 (OMC) Aggravated Assault**** ➤ 404 (ROB) Armed Robbery**** ➤ 411 (OMC)-Sexting Level 3 ➤ WPO Possession, use, sale, storage or distribution of a firearm, handgun rifle, shotgun or an explosive device**** ➤ DRD-Sale, Intent to Sell, or Distribution of Drugs, Imitation Drugs Represented as Drugs, or Prescription Medications**** ➤ BAT Battery or Aggravated Battery**** ➤ SXB Sexual Battery **** ➤ KID Kidnapping or Abduction**** ➤ HOM Homicide**** 	<ul style="list-style-type: none"> ➤ Investigate (M) ➤ Witness Statements (M) ➤ Notify Area Supt. (M) ➤ Notify Safe Schools (M) ➤ Notify School Police (M) 	<ul style="list-style-type: none"> ➤ Parent/Guardian Contacted (M) ➤ Student Conference (M) ➤ Confiscation (if applicable) (M) ➤ Suspension from School 1-10 days (M) ➤ Threat assessment as needed ➤ Referral for mental health support
		<p>****Recommendation for Expulsion (M)</p>
		<p>Principals can request to convene a Discipline Screening Committee on any infraction that is unique in nature.</p>
		<p>M= Mandatory Parent Contact</p>

Hendry County School District Standards of Intervention

Extracurricular Eligibility Standards

Florida State Statute 1006.195 mandates that a district school board must establish eligibility standards and related student disciplinary actions regarding student participation in interscholastic and intrascholastic extracurricular activities. Extracurricular activities include all Florida High School Athletic Association (FHSAA) sponsored organizations and/or activities and all other Hendry County School District sponsored organizations and/or activities. A student not currently suspended from interscholastic or intrascholastic extracurricular activities, or suspended or expelled from school, pursuant to a district school board's suspension or expulsion powers provided in the law, including ss. 1006.07, 1006.08 and 1006.09, is eligible to participate in interscholastic and intrascholastic extracurricular activities. The Hendry County District School Board invites all students (hereinafter referred to as participants) to become candidates and participate in our interscholastic or intrascholastic extracurricular activities (including, but not limited to, school-based meetings, practices, performances, games, and contests) under the following conditions (hereinafter referred to as the Extracurricular Code of Conduct).

Participation in these activities is a privilege, not a right, and in no way a requirement for graduation. Therefore, failure to comply with the Extracurricular Code of Conduct may result in temporary or permanent suspension from interscholastic or intrascholastic extracurricular activities. Wrongful acts that occur any time during the period of participation, in or out of school, will be subject to Code enforcement.

Coaches, music directors and club/class sponsors have the discretionary authority to deviate from the Extracurricular Code of Conduct only to establish additional standards and rules for their respective activities that are more rigorous and restrictive than those already outlined, if they are consistent with the philosophy of this Code. Additional standards must be approved by the activities coordinator and the Principal, as well as clearly communicated to the participants before being applied to a participant.

General Eligibility Standards

A. CONDUCT

Participants must comply with the School's code of conduct/behavioral rules. Serious violations of the conduct guidelines, such as violation of the drug and alcohol policy, bullying, hazing, harassment, theft, etc. (as determined by the School) will result in suspension or expulsion. The School will notify the student and parent if the conduct violations makes the student ineligible for continued participation in athletics. A student may also become ineligible for participation if FHSAA determines that the student violated FHSAA rules regarding sportsmanship, recruiting, receipt of impermissible benefits, etc.

B. ATTENDANCE REQUIREMENTS

Participants in interscholastic or intrascholastic extracurricular activities must attend their entire scheduled school day (i.e. all periods) to be eligible to compete and/or perform in activities on that day. Exceptions to this requirement must be cleared IN ADVANCE by the activities

coordinator after conferring with the Principal. The Principal has the authority to excuse participants with extenuating circumstances.

Furthermore, based on the number of unexcused absences an athlete has accumulated during the school year, the athlete must maintain a 90% attendance rate in all class periods throughout the school year to maintain privileges and participation in extracurricular activities.

C. CUMULATIVE GPA REQUIREMENT

A 2.0 cumulative GPA is required for eligibility for membership or participation in any interscholastic or intrascholastic extracurricular activity. A middle/junior high student must have 2.0 GPA, or the equivalent of a 2.0 GPA based on a 4.0 scale, at the conclusion of each semester. A high school student must have a cumulative 2.0 grade point average on a 4.0 unweighted scale, or its equivalent, at the conclusion of each semester to be academically eligible during the next semester (s. 1006.15(3) (a) 1, Florida Statutes). There is no appeal for students who do not meet the 2.0 cumulative GPA academic requirements for the previous semester.

D. DRESS CODE

Florida State Statute 1006.07(2) (d) (2b) allows for the suspension of a participant who violates school district dress code from extracurricular activities. A participant may be ruled as ineligible for extracurricular activities for up to five (5) days on their second dress code violation and up to 30 days on their third dress code violation, at the discretion of the Principal, or his Designee.

E. ADDITIONAL ATHLETIC ELIGIBILITY REQUIREMENTS

a. Participants must complete a pre-participation physical evaluation form (EL2) and be certified as being physically fit for participation, have consent to participate by completing the consent and release from liability certificate (EL3) prior to participating in interscholastic athletics. All forms must be on file prior to participating with the school. (FHSAA Bylaw 9.7 and 9.8)

b. **Age Limits on Eligibility**

i. Participants must not have enrolled in the ninth grade for the first time more than four years ago. (FHSAA Bylaw 9.5)

ii. Participants must be less than 19 years 9 months old to participate in high school; 16 years 9 months old to participate in junior high school; and 15 years 9 months old to participate in middle school. Students entering 9th grade in 2014-15 and thereafter must not turn 19 before September 1st, otherwise the student becomes ineligible to participate. (FHSAA Bylaw 9.6)

c. Participants must be an amateur. This means you must not accept money, gift or donation for participating in a sport. (FHSAA Bylaw 9.9)

d. Participants must display good sportsmanship and follow the rules of competition before, during and after every contest in which you participate. If not, you may be suspended from participation for a period of time. (FHSAA Bylaw 7)

e. Participants must refrain from hazing/bullying while a member of an athletic team or while participating in any athletic activities sponsored by or affiliated with a member school.

f. Participants must not provide false information to your school or the FHSAA to gain eligibility. (FHSAA Bylaw 9.1.2.2)

g. Transfer Students

- i. A student who was ineligible to participate at his/her prior school during the same school year will not be eligible to participate at our School during the same period that the student was ineligible at the prior school.
- ii. A student may not participate in a sport if the student participated in that same sport at another school during that school year, unless the student meets one of the following good cause exceptions:
 - 1. If the student moves to a new residence due to a move by the student and the parent/legal guardian with whom the student was previously living that makes it necessary for the student to attend a different school. This exception includes dependent children of active duty military personnel whose move resulted from military orders.
 - 2. Children who have been relocated due to a foster care placement in a different school zone.
 - 3. Children who move due to a court-ordered change in custody due to a separation or divorce, or serious illness or death of a custodial parent.
 - 4. If the student transfers within the first twenty days of the school year, the student meets the academic eligibility guidelines, provides a current transcript, and eligibility is not otherwise inconsistent with FHSAA guidelines.
 - 5. If the student is an unencumbered transfer student as determined by school admissions committee, he/she may be deemed eligible by the school's principal or athletic director for good cause.
- h. 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).

Disciplinary Actions

A. CONSEQUENCES OF DRUG OR ALCOHOL ABUSE

Any participant found in possession, using, buying or selling alcohol, or drugs, in any form will be suspended from all interscholastic and intrascholastic extracurricular activities until the completion of an approved substance abuse program, requiring both participant and parent/guardian consent. Failure to attend and complete the substance abuse program will result in dismissal from any extracurricular activity for the remainder of the school year. A second offense will result in dismissal from all extracurricular activities for the remainder of the calendar school year. All incidents are subject to Administrative review on a case-by-case basis.

B. GENERAL MISCONDUCT

The activity coach/club sponsor/music director/activities coordinator or Principal shall suspend a participant for other violations considered to be unbecoming to the high standards of our interscholastic and intrascholastic extracurricular programs. These violations may include wrongful acts on and off school property, but are not limited to, commission of an act that would be a misdemeanor (other than a minor traffic violation) or a felony under the laws of the State of Florida, violation of the HCSB Standards of Intervention, disruptive behavior, violations of particular state or local membership rules (e.g., breaking team curfew, being late for meetings,

practices, or contests), general disrespect toward the coach/sponsor/teacher, players or fans and unsportsmanlike conduct to the team or program. The coach/sponsor/music director, etc. will report, as soon as reasonably possible, to the activities coordinator, Principal and the parents stating the violation(s) and the reason(s) for the proposed suspension. Suspension under this category may be both for practice and/or contests. The length of the suspension should be applied fairly and should be commensurate with the violation(s). The Principal may **overrule** a coach's, sponsor's, music director's or activity coordinator's suspension if it is deemed insufficient or inappropriate to the violation(s).

Any participant who is arrested or detained by any federal, state or local law enforcement authorities for a felony offense, or what may be considered a felony offense if the participant were an adult, shall be suspended from participation in all extracurricular activities until final disposition of the charge(s) and adjudication. The participant may be reinstated to participate in extracurricular activities if the felony charge(s) are dropped or reduced to a lesser charge(s). If the participant is found guilty of a felony charge or the charge is withheld, then the participant is subject to, depending on the nature of the charge(s), permanent ineligibility for the remainder of the school year activity period or the remainder of his/her career high school activity period of participation.

C. PENALTY CARRY OVER/MULTIPLE VIOLATIONS

If any Extracurricular Code of Conduct violation occurs at or near the end of a particular activity period (such as sports season), the incident will be subject to Administrative review, in which case the participant may be ruled ineligible for the same period of time as stated above in the next activity in which the participant participates, even if that activity does not occur until the following school year.

If a participant is involved in an incident in which multiple violations involving more than one category occur, each violation shall be dealt with and the penalties will be cumulative. The incident will be considered as one (1) code violation. In the case that a participant has been determined to have violated the code on three (3) separate occasions during their high school career, the Principal, activities director, or their Designee(s), will review their eligibility and may rule the participant as ineligible for the remainder of the calendar school year. Reinstatement to full participation will be determined by the Principal at the conclusion of the one-year suspension, if such suspension is deemed necessary.

Due Process and Right to Appeal

After the initial report, the participant, parent/guardian(s), coach, music director or sponsor, and Principal will be notified as soon as possible by the activities coordinator that an alleged violation of the Extracurricular Code of Conduct has occurred. A brief and informal preliminary hearing will be held by the activities coordinator or his Designee, with the necessary individuals, to gather information prior to official administrative action. At this hearing, the participant will be informed of the charges against him/her, and the names of witnesses and a brief summary of the facts supporting the charge(s) and the participant shall be given the opportunity to refute the charges and present his/her side of the story. If it is determined, during the hearing, that a

violation has occurred, action will follow according to the guidelines set forth in the Extracurricular Code of Conduct and in compliance with the required administrative due process procedures. The parent/guardian(s) and participant will be notified in writing of the Extracurricular Code of Conduct violation(s) and the decision, conditions, penalty or action that has been imposed.

The parent(s) and participant shall have the right to appeal the decision of the activity coordinator or his Designee to the Principal of the school. The request for an appeal must be submitted to the Principal within five (5) calendar days after the original decision. During the appeal process, the penalty, action, or condition imposed on the participant by the activities coordinator shall remain in effect until the final decision of the Principal. If an appeal is pursued in a timely manner, within five (5) calendar days from the receipt of the notice of appeal, the Principal will conduct an informal administrative hearing on the alleged violation. The participant will be informed of the charges against him/her and will have the right to defend, to examine evidence and exhibits, the right to be represented by legal counsel at the student's expense, the right to present, confront and cross examine witnesses, the right that the decision be based on a preponderance of the evidence and have the right to a record of the proceedings and tell his/her side of the story. The Principal's decisions concerning the informal administrative hearing will be final and the record will be closed.

District Imposed Consequences

Consequences that schools can recommend but only district staff can impose.

Alternative Placement Pending or in lieu Expulsion

The District will assign students to an alternative education site pending the outcome of an expulsion.

Assignment to Special Program/ Alternative School/ Alternative Program (District-placed)

The District will place students at an alternative education site for a specified period of time.

Expulsion

The removal of the right and obligation of a student to attend a public school under conditions set by the District School Board and for a period of time not to exceed the remainder of the term or school year and one (1) additional year of attendance. Expulsions may be imposed with or without continuing educational services and shall be reported accordingly. F. S. § 1003.01(6).

Felony Suspension Incident

This incident code should be used for a student who has been felony suspended per F.S. § 1006.09(2), and is assigned to an alternative education program or to Supported Student Educational Services until the student is adjudicated.

Honoring an Expulsion from another District

The School District of Hendry County will honor the expulsion from another school district if it is an expellable offense in Hendry County School District upon placement hearing.

Supported Student Educational Services

A student's change of placement and academic schedule to a more restrictive setting and a weekly schedule of direct instruction by a certified teacher for a reduced number of hours.

IAES

Interim Alternative Educational Setting for an ESE student for up to forty five (45) calendar days without parental consent for:

- a. Possession of dangerous weapons in school or at school functions; or
- b. Possession, use, sale or solicitation or a controlled substance while at school or at a school function; or
- c. Serious Bodily Harm.

Long-Term Suspension (District approved and entered)

F.S. § 1006.09(1) (b) permits the Superintendent to extend a suspension beyond ten (10) school days if the student is being recommended for expulsion.

Refer to Courts or Juvenile Authorities

The District can refer students through some type of action for any reason either to the courts or juvenile authorities.

Authorization for Suspension

Suspension of a student from school for committing any of the infractions warranting suspension under the School District of Hendry County Student Handbook and Standards for Intervention shall be employed only if the offense is related to school activity or school attendance.

These offenses may occur at any time, including, but not limited to, while on school grounds; while utilizing school transportation; or during a school-sponsored activity. Misuse of school technology or anything that causes a school disruption (E.G. Cyberbullying). Bus suspensions can also be warranted for infractions that occur on school transportation vehicles. **ONLY** Suspensions for Level 3 and Level 4 offenses may carry from one school year to the next.

Whenever a student has been suspended during a school year for **ten (10) cumulative** school days, the Deputy Superintendent's Office shall be notified and the student referred to the Student Support Team for necessary discussion and possible interventions. Students may be referred for mental health supports as a part of this process.

Informal suspension (i.e., a parent is told to keep a child at home under the supervision of the parent, or a student is sent home without benefit of a conference and of official documentation) is a violation of Florida's compulsory attendance laws, the Individual's with Disabilities Education Act (IDEA), and District policy. It is prohibited.

Appeal Process for Suspension

The appeal must first be made to the school principal. A decision by the school principal must be made within 48 hours of receipt of the appeal. If the parents do not agree with the principal's decision they may appeal to the Deputy Superintendent or designee. The conference shall be arranged as soon as possible following the parents' request; during the period of appeal, the suspension remains in effect for the length of time designated. Suspensions of one day are not subject to formal appeal.

The results of the appeal may include, but are not limited to:

1. Sustaining the suspension in all respects.
2. Modification of penalties imposed.
3. Rescinding the suspension and expunging the suspension from the student's records.

The parents shall be notified of the appeal decision.

Standards for intervention for Students under IDEA

1. **Statutes and Rules**

- a. The discipline of all students with disabilities (“ESE”) is governed by federal statutes and regulations under the Individuals with Disabilities Education Act (“IDEA”) as well as Florida Statutes and State Board of Education Rules.
- b. If the district knows, or should know that a student may be eligible for special education and related services, but has not yet determined such eligibility, that student may assert all or any of the protections stated within this policy.

2. **Suspension**

- a. Suspension is the temporary removal of a student from all classes of instruction on public school grounds and all other school-sponsored activities, for a period not to exceed ten (10) cumulative school days per year. Any removal from school, even if the necessary paperwork for a formal suspension is not initiated or completed, counts toward the 10 day rule. All days a student with a disability spends out of school as a result of school action, whether formal or informal, apply towards the 10 day limit.
- b. A principal/designee may remove a student eligible for services under the IDEA for up to **Ten (10) cumulative school days per calendar year** for disciplinary infraction(s).
- c. Prior to consideration of suspension, the school must have made and documented reasonable attempts to use less restrictive alternatives and/or interventions to decrease the inappropriate behavior.
- d. Educational services may be provided during the ten (10) days, but are not required.
- e. If an ESE student is arrested on campus and suspended those days count towards the cumulative ten (10) days allowed each year school year.
- f. The IEP team must meet no later than the tenth (10th) day of the cumulative suspension to:
 - i. Determine if the student’s behavior is a manifestation of the student’s disability.
 - ii. Initiate a FBA or review the student’s current FBA and behavior intervention plan.
 - iii. If the behavior is a manifestation of the disability, review the student’s IEP.
- g. The Manifestation Determination Review (MDR) must be conducted at the IEP meeting.
 - i. When making a manifestation determination, the district, parent, and relevant members of the Team shall review and take into consideration the student’s present program and case history, including all relevant information in the student’s file, the student’s accommodation plan, any teacher observations, and any relevant information provided by the parents.

ii. The team shall then determine: (a) If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or (b) If the conduct in question was the direct result of failure to implement the IEP. A consensus of the members of the team shall make these determinations and such determination will be based upon the information reviewed by the Team. If either (a) or (b) is applicable the conduct shall be determined to be a manifestation of the student's disability.

h. The student's custodial parent/guardian must be invited to participate as a member of this IEP Team and the principal/designee must take reasonable steps to ensure that one or both of the parents of a child with a disability are present at the meeting or are afforded the opportunity to participate, including scheduling the meeting at a mutually agreed on time and place. If neither parent can attend an IEP Team meeting, the principal/designee shall use other methods to ensure parent participation, including individual or conference telephone calls. The custodial parent/guardian must be provided with a copy of procedural safeguards.

i. A school cannot make a parent conference mandatory prior to the ESE student being returned to campus after suspension. A conference may be suggested, but the student maintains the right of access to education under the IDEA after ten (10) cumulative days per school year, even if the parent does not attend the conference.

j. If the student's behavior is a manifestation of the student's disability, the IEP Team shall request a functional behavioral assessment and implement a behavior support plan, which includes the provision of Positive Behavior Interventions and Supports, if such assessment for conduct was not completed prior to the behavior. If a behavior support plan has been developed, the committee shall review the IEP, modify it, as necessary, to address the behavior and include the provision of Positive Behavior Interventions and Supports, and return the student to the placement from which he or she was removed. Nothing herein shall be construed as preventing the team from proposing another placement, so long as the placement is appropriate and in the least restrictive environment.

k. If the IEP Team determines that the student's behavior is not a manifestation, then the student may be suspended from school, or otherwise disciplined, in the same manner students not eligible for services under the IDEA. Nevertheless, such student shall continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP, and receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

3. **Bus Suspension.** Suspension of ESE students from the bus must be counted as part of the cumulative ten (10) days if transportation is needed for the student to access FAPE and an alternative means of arriving to school is not available.

4. **In-School Suspension**

- a. In-school suspension is the temporary removal of a student from the student's regular school program and placement in an alternative program, such as that provided Florida Statute, under supervision of district personnel, not to exceed ten (10) school days.
- b. A student's IEP must continue to be delivered while assigned to in-school suspension.

5. **Expulsion**

- a. Expulsion is the removal of the right and obligation of a student to attend a public school under conditions set by the board, for a period not to exceed the remainder of the term or school year and one additional year of attendance.
- b. Expulsion cannot be considered for students eligible for services under the IDEA because it would constitute a cessation of educational services for that period of time.

6. **Exclusion/Supported Student Educational Services**

- a. An ESE exclusion is the removal of the right and obligation of a student to attend a public school under conditions set by the board, and for a period not to exceed the remainder of the term or school year and one additional year of attendance, provided however, that appropriate educational services developed through an Individual Education Plan ("IEP") will continue to be provided through some alternative means.
- b. The educational services must enable the child to continue to participate in the general education curriculum, although in another setting, and to make reasonable progress toward meeting the goals set out in the child's IEP, and include, as appropriate, a functional behavioral assessment, behavioral intervention services modifications, that are designed to address the behavior that gave rise to the violation so that it does not recur.

7. **A Manifestation Determination Review (MDR)**

- a. MDR is a process by which parents and the school meet to determine if the student is being subjected to a disciplinary change in placement for behavior that is a manifestation of his or her disability. Whenever a student with a disability is subjected to a disciplinary change of placement (e.g. suspension or expulsion), the school district must conduct an MDR within 10 days of the decision to remove the student from school.
- b. If prior to a manifestation determination meeting, the Team determines that an FBA is needed for a student with a disability, the Team will promptly commence the FBA and postpone the student's discipline until the FBA is completed. The Team will consider the data gathered from the FBA in determining whether the student's behavior is/was a manifestation of the disability.

8. **Disciplinary Action for Drugs and Weapons**

A student with a disability may be placed in an Interim Alternative Educational Setting (“IAES” for up to forty five (45) calendar days without parental consent for:

Possession of dangerous weapons in school or at school functions; or

Possession, use, sale or solicitation of a controlled substance while at school or at a school function; or

Causing serious bodily injury

A dangerous weapon is defined as a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such item does not include a pocket knife with a blade of less than two and one-half inches (2-½”) in length.

Serious Bodily Injury is defined as bodily injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

9. **Interim Alternative Educational Setting** (“IAES”) Placement is a very restrictive placement which is permitted if the circumstances set for in paragraph 5(a) above exist:

- a. Placement in an IAES may occur pursuant to paragraph 5(a) above whether the behavior is or is not a manifestation of the student’s disability.
- b. Under the circumstances set forth in paragraph 5(a) above, placement in an IAES may occur at the request of the principal.
- c. An IEP meeting must be scheduled within the first ten (10) days of placement. The principal/designee will take reasonable steps to ensure that one or both of the parents of a child with a disability are present at the meeting or are afforded the opportunity to participate, including scheduling the meeting at a mutually agreed on time and place. If neither parent can attend an IEP Team meeting, the principal/designee shall use other methods to ensure parent participation, including individual or conference telephone calls.
- d. A meeting may be conducted without a parent in attendance if the principal/designee is unable to convince the parents that they should attend. In this case, the district will keep a record of its attempts to arrange a mutually agreed on time and place.
- e. The custodial parent/guardian must be provided a copy of their procedural safeguards.
- f. A MDR must be conducted at the IEP meeting.

g. When making a manifestation determination, the district, parent, and relevant members of the Team shall review and take into consideration the student's present program and case history, including all relevant information in the student's file, the student's accommodation plan, any teacher observations, and any relevant information provided by the parents.

i. If prior to a manifestation determination meeting, the Team determines that an FBA is needed for a student with a disability, the Team will promptly request the FBA and postpone the student's discipline until the FBA is completed. The Team will consider the data gathered from the FBA in determining whether the student's behavior is/was a manifestation of the disability.

h. The team shall then determine: (a) If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or (b) If the conduct in question was the direct result of failure to implement the IEP. A consensus of the members of the team shall make these determinations and such determination will be based upon the information reviewed by the Team. If either (a) or (b) is applicable the conduct shall be determined to be a manifestation of the student's disability.

i. A Functional Behavioral Assessment ("FBA") must be initiated within ten (10) days of placement. Staff from both the student's current and previous schools will participate in the FBA.

j. A Behavior Intervention Plan ("BIP") must be developed immediately upon completion of the FBA.

k. Educational services to be determined within ten (10) days of placement must:

i. Enable student to appropriately progress in the general curriculum;

ii. Enable the student to appropriately advance towards IEP goals; and

iii. Include, as appropriate, a functional behavioral assessment, behavioral intervention services, and modifications that are designed to address the behavior that gave rise to the violation so that it does not recur.

Standards for intervention for Students under 504

This Policy for discipline of students eligible for services under Section 504 is designed to comply with State Board of Education Rule 6A-6.0331(8), the Section 504 Regulations at 34 C.F.R. Part 104, and 29 U.S.C. § 794 (“Section 504”). The phrase “eligible for services under Section 504” refers to students who have been found eligible under Section 504 with or without Section 504 Accommodation Plans. *However, for purposes of this policy, if the student’s sole impairment is drug or alcohol dependence, the student is not eligible for protection under Section 504 or the ADA if the student is currently a user of illegal drugs or alcohol. Such students may be disciplined in the same manner as other students for use or possession of illegal drugs or alcohol and will receive the same due process and substance-abuse assistance as other students under those Policies.*

1. **Definitions.** The words suspension and expulsion of students eligible for services under Section 504 shall have the following meanings through this policy:

- a. **Suspension.** Pursuant to Fla. Stat. § 1003.01(5) (a), suspension, also referred to as out-of-school suspension, is defined as the temporary removal of a student from all classes of instruction on public school grounds, except as authorized by the principal/designee, for a period up to ten (10) cumulative school days and remanding of the student to the custody of the student’s custodial parent with specific homework assignments for the student to complete. Any removal from school, even if the necessary paperwork for a formal suspension is not initiated or completed, counts toward the 10 day rule. All days a student with a disability spends out of school as a result of school action, whether formal or informal, apply toward the 10 day limit.
- b. Prior to consideration of suspension, the school must have made and documented reasonable attempts to use less restrictive alternatives and/or interventions to decrease the inappropriate behavior.
- c. Educational services may be provided during the ten (10) days but are not required.
- d. If a 504 student is arrested on campus and suspended, those days count toward the cumulative ten (10) days allowed each school year.
- e. The 504 team must meet no later than the seventh (7th) day of the cumulative suspension to:
 - i. Determine if the student’s behavior is a manifestation of the student’s disability.
 - ii. Request an FBA or review the student’s current FBA and behavior intervention plan.
 - iii. If the behavior is a manifestation of the disability, review the student’s 504 plan.
- f. The Manifestation Determination Review (MDR) must be conducted at the 504 meeting.

- i. When making a manifestation determination, the district, parent, and relevant members of the Team shall review and take into consideration the student's present program and case history, including all relevant information in the student's file, the student's accommodation plan, any teacher observation, and any relevant information provided by the parents.
- ii. The team shall determine: (a) If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or (b) If the conduct in question was the direct result of failure to implement the 504 plan. A consensus of the member of the team shall make these determinations and such determinations will be based upon the information reviewed by the Team. If either (a) or (b) is applicable the conduct shall be determined to be a manifestation of the student's disability. Members of the committee must include the following personnel:
 - 1. A school psychologist or behavior specialist as a person knowledgeable of the evaluation procedures pursuant to the disability.
 - 2. If the disability of record is a medical disability, the school nurse should be present to consult with the psychologist.
 - 3. A teacher, counselor, or appropriate person knowledgeable of the student.
 - 4. An administrator (not the recommending administrator) as the person knowledgeable of the suspension/expulsion process.
- g. The student's custodial parent/guardian must be invited to participate as a member of this 504 Multi-disciplinary Team and the principal/designee must take reasonable steps to ensure that one or both of the parents of a child with a disability are present at the meeting or are afforded the opportunity to participate, including scheduling the meeting at a mutually agreed on time and place. If neither parent can attend a Section 504 Team meeting, the principal/designee shall use other methods to ensure parent participation, including individual or conference telephone calls. The custodial parent/guardian must be provided with a copy of procedural safeguards.
- h. A school cannot make a parent conference mandatory prior to the student eligible under Section 504 being returned to campus after suspension. A conference may be suggested, but the student maintains the right of access to education under Section 504 after ten (10) cumulative days per school year, even if the parent does not attend the conference.
- i. If the student's behavior is a manifestation of the student's disability, the 504 Team shall request a functional behavioral assessment and implement a behavior support plan, which includes the provision of Positive Behavior Interventions and Supports, if such assessment for conduct was not completed prior to the behavior. If a behavior support plan has been developed, the committee shall review the 504 Plan, modify it, as necessary, to address the behavior and include the provision of Positive Behavior Interventions and Supports, and return the student to the placement from which he or she was removed. Nothing herein shall be construed as preventing the team from proposing

another placement, so long as the placement is appropriate and in the least restrictive environment.

If the 504 Team determines that the student's behavior is not a manifestation, then the student may be suspended from school, or otherwise disciplined, in the same manner students not eligible for services under the Section 504 but not for a term longer than ten (10) cumulative days in a school year. The team should focus on progress toward meeting the goals set out in the student's Section 504 Accommodation Plan, and review as appropriate, a functional behavioral assessment, behavioral intervention services and modifications that are designed to address the behavior violation that has occurred so that it does not recur.

2. **Bus Suspension.** Suspension of students eligible under Section 504 from the bus must be counted as part of the cumulative ten (10) days if transportation is needed for the student to access FAPE and an alternative means of arriving to school is not available.

3. **In-School Suspension**

- a. In-school suspension is the temporary removal of a student from the student's regular school program and placement in an alternative program, such as that provided Florida Statute, under supervision of district personnel, not to exceed ten (10) school days.
- b. A student's 504 Accommodation Plan must continue to be delivered while assigned to in-school suspension.
- c. Repeated removals of a student from the regular classroom to an in-school suspension are prohibited.

4. **Suspension of Students under Section 504/ADA.** Unless otherwise indicated by their accommodation plans, students eligible for services under Section 504 are expected to follow the rules of the student conduct code. Students who are eligible for services under Section 504/ADA may be suspended for infractions as defined for all students with the following limitations:

- a. **Suspension for Ten (10) Cumulative Days or Less.** Unless otherwise indicated by their accommodation plans, student suspension procedures will be followed for students who are eligible for services under Section 504/ADA and recommended for suspension for ten (10) cumulative days or less in a school year.

5. **Exclusion/Supported Student Educational Services**

- a. An exclusion is the removal of the right and obligation of a student to attend a public school under conditions set by the board, and for a period not to exceed the remainder of the term or school year and one additional year of attendance, provided however, that appropriate educational services developed through a Section 504 Accommodation Plan and will continue to be provided through some alternative means.
- b. The educational services must enable the child to continue to participate in the general education curriculum, although in another setting, and to make reasonable

progress toward meeting the goals set out in the child's Section 504 Accommodation Plan, and include, as appropriate, a functional behavioral assessment, behavioral intervention services modifications, that are designed to address the behavior that gave rise to the violation so that it does not recur.

6. **Expulsion.** As defined in Fla. Stat. § 1003.01(6),expulsion is the removal of the right and obligation of a student to attend a public school under conditions set by the Board, and for a period of time not to exceed the remainder of the term or school year and one (1) additional year of attendance. Expulsions may be imposed with continuing educational services described below and shall be reported accordingly.

7. **Re-evaluation.** Students found eligible under Section 504 with or without Accommodation Plans who are recommended for a change of placement, or expulsion, must have a re- evaluation prior to a significant change in placement, as required by law.

8. **A Manifestation Determination Review (MDR)**

- a. MDR is a process by which parents and the school meet to determine if the student is being subjected to a disciplinary change in placement for behavior that is a manifestation of his or her disability. Whenever a student with a disability is subjected to a disciplinary change of placement (e.g. suspension or expulsion), the school district must conduct an MDR during a 504 meeting.
- b. If prior to a manifestation determination meeting, the Team determines that an FBA is needed for a student with a disability, the Team will promptly request an FBA and postpone the student's discipline until the FBA is completed. The Team will consider the data gathered from the FBA in determining whether the student's behavior is/was a manifestation of the disability.

9. **Disciplinary Action for Drugs and Weapons**

A student with a disability may be placed in an Interim Alternative Educational Setting ("IAES for up to forty five (45) calendar days without parental consent for:

Possession of dangerous weapons in school or at school functions; or

Possession, use, sale or solicitation or a controlled substance while at school or at a school

Function; or

Causing serious bodily injury

A dangerous weapon is defined as a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such item does not include a pocket knife with a blade of less than two and one-half inches (2-1/2") in length.

Serious Bodily Injury is defined as bodily injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

10. **Interim Alternative Educational Setting** (“IAES”) Placement is a very restrictive placement which is permitted if the circumstances set for in paragraph 5(a) above exist:

- a. Placement in an IAES may occur pursuant to paragraph 5(a) above whether the behavior is or is not a manifestation of the student’s disability. Under the circumstances set forth in the paragraph above, placement in an IAES may occur at the request of the principal. A Section 504 meeting will be held as soon as possible.

A meeting must be scheduled for placement. The principal/designee will take reasonable steps to ensure that one or both of the parents of a child with a disability are present at the meeting or are afforded the opportunity to participate, including scheduling the meeting at a mutually agreed on time and place. If neither parent can attend a Section 504 Accommodation Team meeting, the principal/designee shall use other methods to ensure parent participation, including individual or conference telephone calls.

- a. A meeting may be conducted without a parent in attendance if the principal/designee is unable to convince the parents that they should attend. In this case, the district will keep a record of its attempts to arrange a mutually agreed on time and place.
- b. The custodial parent/guardian must be provided a copy of their procedural safeguards.
- c. A Manifestation Determination Review must be conducted at the Section 504 meeting.
- d. When making a manifestation determination, the district, parent, and relevant members of the Team shall review and take into consideration the student’s present program and case history, including all relevant information in the student’s file, the student’s accommodation plan, any teacher observations, and any relevant information provided by the parents.
 - i. If prior to a manifestation determination meeting, the Team determines that an FBA is needed for a student with a disability, the Team will promptly request an FBA and postpone the student’s discipline until the FBA is completed. The Team will consider the data gathered from the FBA in determining whether the student’s behavior is/was a manifestation of the disability.

g. The team shall then determine: (a) If the conduct in question was caused by, or had a direct and substantial relationship to, the student’s disability; or (b) If the conduct in question was the direct result of failure to implement the Section 504 Accommodation Plan. A consensus of the members of the team shall make these determinations and such determination will be based upon the information reviewed by the Team. If either (a) or (b) is applicable the conduct shall be determined to be a manifestation of the student’s disability.

- h. A Functional Behavioral Assessment (“FBA”) must be initiated within ten (10) days of placement. Staff from both the student’s current and previous schools will participate in the FBA.
- i. A Behavior Intervention Plan (“BIP”) must be developed immediately upon completion of the FBA.
- j. Educational services to be determined within ten (10) days of placement must:
 - i. Enable student to appropriately progress in the general curriculum;
 - ii. Enable the student to appropriately advance towards Section 504 Accommodation Plan goals; and
 - iii. Include, as appropriate, a functional behavioral assessment, behavioral intervention services, and modifications that are designed to address the behavior that gave rise to the violation so that it does not recur.

11. Expulsion of Students under Section 504/ADA

- a. Students eligible for services under Section 504/ADA may be recommended for expulsion as defined for all students.
- b. The principal/designee shall notify the 504 Multi-Disciplinary Team immediately when a student with a Section 504 Accommodation Plan is being recommended for expulsion.
- c. In addition within twenty-four (24) hours of the recommendation for expulsion, the principal/designee shall provide written notice to the custodial parent/guardian and the student of the proposed expulsion and the date and time of the scheduled 504 Multi-Disciplinary Team meeting to determine manifestation of disability. The procedures for conducting a MDR and for ensuring parental participation shall apply to proposals for expulsions.
- d. The notice, procedural safeguards, and a copy of this Policy shall be delivered by certified mail (return receipt requested) or the principal/designee shall personally deliver it and obtain a signed receipt.
- e. If it is determined that the misconduct is not a manifestation of the student’s disability, the student may be expelled in the same manner as students not eligible for services under Section 504. Nevertheless, such student shall continue to receive educational services, so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student’s Section 504 Accommodation Plan, and receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications, that are designed to address the behavior that gave rise to the violation so that it does not recur.
- f. If it is determined that the student’s misconduct is a manifestation of the student’s disability, federal law does not permit a school district to cease all educational services. If it is determined that the student’s behavior is a manifestation of the student’s disability, the Multi-Disciplinary Team shall conduct a functional

behavioral assessment and implement a behavior intervention plan, which includes the provision of Positive Behavior Interventions and Supports, if such assessment was not completed prior to the behavior. If a behavior intervention plan has been developed, the committee shall review the plan, modify it, as necessary, to address the behavior and include the provision of Positive Behavior Interventions and Supports. In either case, the student shall be returned to the placement from which he or she was removed. Nothing herein shall be construed as preventing the team from proposing another placement, so long as the placement is appropriate and in the least restrictive environment.

Glossary

Definitions of terms and/or student conduct which are considered to be violations of the Student Code of Conduct are described in this section of the handbook. The use of words, such as battery and arson, are not meant to be considered equivalent to or to carry the same standards and consequences as the same words, which are defined in the criminal context in the Florida Statutes. The School Board retains the flexibility and right to attach definitions found in Board Rule to such words without attaching any criminal standards set by the courts or legislature. When a student has committed an infraction, the misbehavior is to be classified according to the definition which best describes it. All students and parents/guardians must understand that, in addition to taking corrective strategies at the school level, certain criminal and/or disruptive behavior must by Board Rule be reported to School Police.

The notation * next to the three letter violation code listed below in the Glossary, represents SESIR definitions and guidelines required by the Department of Education.

Abeyance - Out of School suspension days issued, but not enforced if an alternative plan is completed. Examples include tobacco, alcohol, or drug education classes.

Abuse of School Property/Minor Vandalism - To use wrongly or improperly, or to maltreat any school equipment or property. L2

Aggravated Assault {OMC*} - An assault with a deadly weapon without intent to kill; or with intent to commit a felony. "Assault" is an intentional, unlawful threat by word or act to do violence to the person of another, coupled with an apparent ability to do so, and doing some act which creates a well-founded fear in such other person that such violence is imminent. (F.S. 784.011 and 784.021) L4

Alcohol {ALC*} - The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or use of intoxicating alcoholic beverages. Use should be reported only if the person is caught in the act of using, or is discovered to have used in the course of the investigation. L3

Apology Letter - Student makes amends for negative actions by taking responsibility to correct the problem created by the behavior through written declaration of remorse.

Armed Robbery {ROB*} - The taking of money or other property which may be the subject of larceny from the person or custody of another, with intent to either permanently or temporarily deprive the person or the owner of the money or other property, when in the course of the taking there is the use of force, violence, assault, or putting in fear with the use of a firearm or other deadly weapon (F.S. 812.13 (1) & (2) (a)). L4

Arson {ARS*} - To willfully and unlawfully, or while in the commission of any felony, by fire or explosion, damage or cause to be damaged: any dwelling, whether occupied or not, or its contents; any structure, or contents thereof, where persons are normally present; and any other structure that the person knew or had reasonable grounds to believe was occupied by a human being (F.S. 806.01 (1) (a)-(c)). L3

Battery {BAT*} - Intentionally or knowingly causing great bodily harm, permanent disability, or permanent disfigurement or using a deadly weapon while committing a battery. 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 to an individual who is not fighting back. (F.S. 784.03 & 784.045). L4

Behavior Contract or Plan - A written/verbal contract or plan for the student with stated goals, objectives, and outcomes for the student to develop the necessary skills to address the stated incident.

Bomb Threat {TRE*} - Intentionally making a false report to any person, including school personnel, concerning the placement of any bomb, dynamite, explosive, or arson-causing device. L3

Breaking and Entering/Burglary {BRK*} - The unlawful entry with or without force into a building or other structure, remaining behind or conveyance with the intent to commit a crime to property. L3

Bullying/Cyber Bullying {BUL*} - Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees that is severe or persuasive enough to create an intimidating, hostile or offensive environment, or unreasonably interfere with the individual's school performance or participation, , and as defined in SB Policy 5.002. L2

Bus, Assigned Seat - The temporary or permanent assignment to specified seat on the school bus.

Bus Disruption - Behavior that disrupts and/or distracts the driver from safely operating the school bus. L2

Bus, Probation - An alternative to a Bus Suspension. A student placed on Bus Probation will, very likely, be suspended from the school bus if another bus violation occurs.

Bus, Suspension - Suspension of bus riding privileges for a specified period of time. (Consequences for violations of transportation policies, rules, or standards of conduct are not limited to the suspension of bus riding privileges. Other sanctions, up to and including out of school suspension and expulsion may be imposed when warranted).

Cellular Telephone/Technology Violation - The use of wireless communication devices including but not limited to cellular telephones, camera telephones, MP3 players, iPods, readers and other electronic devices in violation of the time, place, and manner as outlined in the Code of Student Conduct. L1

Cheating - The unauthorized use and/or the sharing, distributing, publicizing or duplicating of any instructional materials, copied or written information obtained by any means that is intended to be used for academic or personal gain. (This would not include copying another student's work, the use of cheat sheets, or any cheating violation that can be resolved by the classroom teacher. L1

Check In/Check Out - Daily contact with an assigned adult on campus. Student should see the adult before school starts each day, as well as at the end of the day.

Computer/Technology Misuse –Major {OMC*} - The inappropriate use of a computer, including, but not limited to, breaking into restricted accounts or networks, modifying, or destroying files without permission, illegally copying software, and entering or distributing or printing unauthorized files. Accessing or entering unauthorized internet sites; distributing inappropriate electronic messages. L3

Computer/Technology Misuse –Minor - Minor inappropriate use of a computer and/or technology without malicious intent. L1

Conference with Student/Warning - Administrative conference with student and warning about stated incident.

Confiscation - The confiscating of an item(s) not permitted on school grounds. Depending on the item(s), the item(s) could be turned over to law enforcement, held until parent/guardian came to retrieve it, or returned to the student after a specified period of time.

Conflict Resolution - An umbrella term for a variety of activities that result in resolution of problems and normalized relationships.

Confrontation - A verbal confrontation, or the encouraging or inciting of a confrontation that has the propensity to escalate into a fight. L1

Counterfeit - To fashion or reproduce a document, money, or other items with the intent to defraud; includes counterfeit money or documents; also, any Level 3-type incident that is inappropriate in a school setting and does not fit into another Level 3 category. Included in this category is culpable negligence, exposing another person to personal injury. L3

Criminal Act Against a Person {OMC*} - Any person who attempts to commit, or who solicits another to commit, or who agrees, conspires, combines, or confederates with another person or persons to commit the offense of a Battery, Robbery, Homicide, Kidnapping, or Sexual Battery against another person or persons, and in such attempt does any act toward the commission of such offense, but fails in the perpetration or is intercepted or prevented in the execution of the offense (F.S. 774.04). L4

Dangerous Items {WPO*} - Any instrument or object, other than firearms, handguns or knives that could be deliberately used to inflict harm on another person, or could be used to intimidate any person. Included in this category are BB-guns and toy or replica guns represented as real guns. Also, included in this category is the possession or storage of items which are prohibited at school, including, but not limited to ammunition clips, bullets or cartridges, flammable liquids, combustible materials, poisonous substances, mace, pepper spray, and any other items which may result in injury. (NOTE: If a weapon is used during an incident, that incident should be coded including an appropriate corresponding weapons-related entry AND disciplinary action may increase substantially) L3

Detention - Additional time a student must stay at school after other students have gone for the day, or on Saturday.

Disobedient/Insubordination - Failure to obey a reasonable instruction or request by a staff member. L1
(Repetitive L2)

Disrespectful Language - Written, verbal remarks and/or gestures that show a lack of respect, rudeness and are inappropriate. The use of words or acts which demean, degrade, antagonize, or humiliate a person or group of persons. L1

Disruption of a School Function {DOC*} - Any act which substantially disrupts the orderly conduct of a school function; behavior which substantially disrupts the orderly learning environment or poses a threat to the health, safety, and/or welfare of students, staff, or others. L3

Disruptive (Unruly) Behavior or Play (Repetitive) - Repeated referrals (3 or more) for Level 1 disruptive behaviors including disruptive play, disrespectful language, and any other repetitive behaviors that create a disruptive learning environment. L1/L2

Dress Code Violation - Dress in a manner that violates the school's dress code policy and/or in a manner that would constitute a safety hazard (F.S 1006.07). L1

Driving and Parking Violations – Driving on school grounds that is reckless in nature; parking in an area not designated for student parking; any other behaviors that create a disruption or danger in the student parking lot yet not to the degree that requires law enforcement.

Drugs or Imitation Drugs Represented as Drugs {DRU*} - To store, possess, purchase, use, or be under the influence of any mood-modifying substance and/or dangerous substance listed in Florida Statutes 893, , including, but not limited to, marijuana, hallucinogens, inhalants, as well as any substance represented to be an illegal substance, such as "designer drugs," or caffeine pills, tablets, or caplets, or any substance which is represented to be any such substance while on school property or jurisdiction of the School District of Palm Beach County. L3

Drug Paraphernalia {OMC*} - To possess, use, sell, store, or distribute any device or equipment used for the purpose of preparing or taking drugs, including, but not limited to, items listed in Florida Statute 893.145, and items which may be determined to be drug paraphernalia under the criteria set out in Florida Statute 893.146. L3

Drugs (Sale) {DRD*} - To sell or distribute any mood-modifying substance and/or dangerous substance listed in F.S. Chapter 893., including, but not limited to, marijuana, hallucinogens, inhalants, as well as any substance represented to be an illegal substance, such as "designer drugs," or caffeine pills, tablets, or caplets, or any substance which is represented to be any such substance while on school district property, school transportation, or at a school related function.

L4

Explosive Device {WPO*} - An explosive is any chemical compound or mixture that has the property of yielding readily to combustion or oxidation upon application of heat, flame, or shock. This includes but is not limited to dynamite, nitroglycerin, trinitrotoluene, or ammonium nitrate when combined with other ingredients to form an explosive mixture, blasting caps, and detonators (F.S. 790.001 (5)).

Extortion/Blackmail/Coercion {ROB*} - The use of threat or intimidation to obtain anything of value from another person, including, but not limited to, money. L3

Unserviced Detention – Failing to serve a detention that a student has been assigned, including lunch, after school and Friday or Saturday school.

False Fire Alarm/911 Call {OMC*} - Whoever, without reasonable cause, by outcry or the ringing of bells, or otherwise makes or circulates, or causes to be made or circulated, a false alarm of fire or 911 call. L3

Fighting {FIT*} - Mutual participation in a hostile, physical encounter; mutual participation in an altercation involving physical violence. L3

(NOTE: Self-Defense is described as an action to restrain or block an attack by another person or to shield self from being hit by another person. Retaliating by hitting a person back is not self-defense and will be considered as fighting.)

Firearm/Handgun/Rifle/Shotgun {WPO*} - Possession or sale of any firearm, including handguns, on school property, school sponsored transportation or during a school-sponsored activity. A firearm, including handguns, is any weapon (including a starter gun) which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or firearm silencer, any destructive device, or any machine gun, rifle, or shotgun. The term firearm does not include an antique firearm unless the antique firearm is used in the commission of a crime. A destructive device is any bomb, grenade, mine, rocket, missile, pipe-bomb, or similar device containing some type of explosive that is designed to explode and is capable of causing bodily harm or property damage.

L4

Firecrackers/Poppers - Possession, use, sale, storage, or distribution of firecrackers, poppers or associated devices as long as the object is not used as a weapon or is not considered a weapon by Florida statutes. L2

Forgery of a Document or Signature - To fashion or reproduce the signature of another for fraudulent purposes. L2

Gambling {OMC*} - One who participates in games of chance or skill for money, profit, or anything of value. L2

Harassment {HAR*} - 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 or 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, and as defined in SB Policy 5.002. L2

Hazing {HAZ*} - Any action or situation that endangers the mental or physical health or safety of a student for purposes of initiation or admission into or affiliation with any school sponsored 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. L3

Homicide/Murder {HOM*} - The unlawful killing of a human being (Florida Statute 782.04) and manslaughter - the killing of a human being by the act, procurement, or culpable negligence of another, without lawful justification (F.S. 782.07). L4

Inappropriate Activity - Any activity that is disruptive and tends to interfere with the process of teaching and learning that cannot be coded in another Level 1 incident. L1

Incitement – The action of provoking unlawful behavior or urging someone to behave inappropriately. This can include but not limited to the use of electronic devices or social media to provoke inappropriate activities. L2

In-School Alternative to Suspension - An alternative to an out-of-school suspension that prevents a student from attending all or some classes. During the period of an alternative to suspension, the student is assigned to a self-contained alternative classroom.

Instruments or Objects - Possession of any instrument or object that could be used as a weapon (other than a firearm) may be considered under this heading if there has been no threatening or intimidating display of the instrument or object. i.e. BB Guns, toy guns, etc. L2

Intoxicants {DRU*} - The inhaling or ingestion of intoxicants, including but not limited to, glue, solvents, butane, and whip cream, for the purpose of obtaining a mood-modifying experience. L3

Intoxication/Impairment – The condition of having physical or mental control markedly diminished by the effect of alcohol, drugs or other substances. L3

Kidnapping or Abduction {KID*} - Forcibly, secretly, or by threat, confining, abducting, or imprisoning another person against his or her will and without lawful authority. L4

Lewd, or Obscene Act {SXO*} - The use of oral or written language, electronic messages, pictures, objects, gestures, or engaging in any physical act considered to be offensive, socially

unacceptable, or not suitable for an educational setting. Included in this category are indecent exposure (exposure of private body part(s) to the sight of another person in a lewd or indecent manner in a public place), and obscenity (conduct which by the community standards is deemed to corrupt public morals by its indecency and/or lewdness such as phone calls or other communication or unlawful manufacture, publishing, selling, buying or possessing materials such as literature or photographs. L3

Loss of Privileges - The loss of a privilege(s) during school hours and non-school hours such as assemblies, incentive activities and sporting events, etc.

Lying /Misrepresentation - Intentionally providing false or misleading information to, or withholding valid information from, a school staff member. L1

Materials - Unauthorized selling or distributing of materials during school, e.g. candy, magazines. L1

Menacing Statements - A medium level of threat which could be carried out, although it may not appear entirely realistic. The threat is more direct and more concrete than a low level threat; the wording in the threat suggests that the aggressor has given some thought to how the act will be carried out; there may be a general indication of a possible place and time (though these signs still fall well short of a detailed plan). There is no strong indication that the aggressor has taken preparatory steps, although there may be some veiled reference or ambiguous or inconclusive evidence pointing to the possibility. L2

Mental Health Supports – Resources or support providing students experiencing a need for behavioral/social-emotional or mental health.

Mentoring - An agreed upon adult or student who provides consistent support, guidance, and concrete help to a student who is in need of a positive role model.

Motor Vehicle Theft {STL*} - The theft or attempted theft of a motor vehicle. Examples include theft of a car, truck, motorcycle, golf cart, dune buggy, RV or anything that is self-propelled. L3

Out of Assigned Area - Out of assigned area without permission and/or in a restricted access area without permission. L1

Out-of-School Suspension - The temporary removal of a student from school for a period of 1 to 10 days. During the out-of-school suspension, the student is prohibited from attendance at school or any school-related functions.

Petty Theft/Stealing (less than \$300) - The unlawful taking, carrying, leading, or riding away of property less than \$300 in value from the possession, or constructive possession, of another person. L2

Physical Aggression - Brief exchange of physical contact which could include pushing or shoving that doesn't result in significant injury AND does not require significant adult intervention to separate or restrain. L2

Physical Aggression/Minor Fighting - The willful and unlawful use of force or violence upon the person of another that does not result in serious bodily injury. Self-Defense is described as an action to restrain or block an attack by another person or to shield self from being hit by another person. Retaliating by hitting a person back is not self-defense and will be considered as fighting.) L3

Physical Attack {PHA*} - An actual and intentional striking of another person against his/her will, or the intentional causing of bodily harm to an individual. L3

Possession of Other Instruments or Objects – Possession of items that are disruptive at school and/or may cause a minor safety violation. L2

Prescription Medication {DRU*} - To possess, use, store, or be under the influence of another person's substance which requires a physician's prescription, to misuse one's own prescription medication, or to possess, store or use any over-the counter medication (other than those listed in Prohibited Items) without parent approval and school notification. L3

Profane/Obscene Language - Abusive, profane, obscene, or vulgar language (verbal, written, or gestures) or conduct in the presence of another person. L2

Prohibited items - Possession and/or use of items or contraband designated by the school as inappropriate materials AND any other items that causes distraction or damage to persons or property or otherwise interfere with the learning process (included would be matches and lighters). Unauthorized possession or use of one's own prescription medication or over-the-counter mild pain medication including but not limited to items such as Aspirin, Advil, Aleve, Midol, No Doze, or herbal supplements without parental approval AND school notification.

Public Displays of Affection - Engaging in overtly amorous contact or language not appropriate in a school setting. L1

Reckless Vehicle Use {OMC*} - The use of any motorized or self-propelled vehicle on school grounds in a reckless manner or so as to threaten the health, safety, welfare of others, or to disrupt the educational process. L3

Refusal to Dress – repeatedly or habitually not dressing out in proper clothes for PE.

Restitution - Repayment for damages or loss

Restorative Practice - A structured process guided by a trained facilitator in which the participants in an incident examine the intended and unintended impact of their actions and decide on interpersonal remedies to repair harm and restore relationship.

Robbery {ROB*} - The taking or attempting to take anything of value that is owned by another under confrontational circumstances by force or threat of force of violence and/or by putting the victim in fear. (A key difference between robbery and armed robbery is that a threat of battery is involved in armed robbery.) L3

School/Class Rules - Violation of specific posted or written school or class rules that are not necessarily disruptive behaviors (ex: repeated gum chewing) L1

Self-Defense - an action to restrain or block an attack by another person or to shield self from being hit by another person. Retaliating by hitting a person back is not self-defense and will be considered as fighting.

Sexting Level 1 – The act of sending or forwarding sexually explicit, nude, or partially nude photographs/images through cellular telephones or other electronic media. Level 1 is a personal one-to-one student-to-student transmission which is not coerced and not intended for redistribution. L2

Sexting Level 2 – Transmission or re-transmission of a sext to an expanded group of recipients. L3

Sexting Level 3 (OMC) – Broad distribution of a sext without consent and/or transmittal with the intent to victimize another individual.

Sexual Assault {SXA*} - An incident that includes a threat of rape, fondling, indecent liberties, child molestation, or sodomy. Both male and female students can be victims. Classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offender(s). L3

Sexual Battery {SXB*} - Attempted or actual forcible penetration, forced oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object (F.S. 794.011 (1) (h)). Would also include the above sexual act if student was placed under the influence of drugs or alcohol with the purpose of committing such act. L4

Sexual Harassment {SXH*} - Unwanted or repeated verbal or physical sexual behavior that is offensive and objectionable to the recipient causes discomfort or humiliation or creates a hostile environment (undesired sexual behavior towards another) L2

Sexual Offenses Other {SXO*} – Sexual contact without force and/or threat, or subjecting an individual to lewd behavior, including sexual gestures, or the exposure of private body parts. L3

Silent Lunch/Lunch Detention - A separate facility and/or seating arrangement for the student during a regularly scheduled may request some cafeteria clean-up assistance from the student such as sweeping, wiping tables, and/or assisting with other clean-up activities.

Stay Away Agreement - A formal agreement regulating the movements of the victim and offender in incidents of bullying and/or dating violence.

Stealing more than \$300 {STL*} - The unauthorized taking or concealing the property of another person, without threat, violence or bodily harm, with the intent to prevent or deprive the rightful owner of its use. This includes taking of property or taking property from a vehicle on school property. Law Enforcement is involved. L3

Tardiness (Habitual) - A consistent failure to be in a place of instruction at the assigned time. L1

Threat Assessment - a formal process where a trained team meets to determine if the actions or threats made by a student are credible and what action should be taken regarding the threatening statements or behavior.

Threat (non-criminal) - A statement which does not meet the criteria of a criminal assault. A low level threat that poses a minimal risk to the victim and public safety. The threat is vague and indirect; the information contained within the threat is inconsistent, implausible or lacks detail; the threat lacks realism; and the content of the threat suggests the person is unlikely to carry it out. L2

Threat of Violence (High Level) {TRE*} - High level of threat is a threat that appears to pose an imminent and serious danger to the safety of others; the threat is direct, specific, and plausible; the threat suggests concrete steps have been taken toward carrying it out, for example, statements indicating that the aggressor has acquired or practiced with a weapon or has had the victim under surveillance. L4

Time Out – A disciplinary consequence where a student is removed from the classroom during the instructional school day and placed in an intervention setting where they will continue to receive instruction and/ or work for a period of time less than 1 hour/1 period.

Tobacco Products TBC* - Possession, use, sale, storage, or distribution of tobacco products on school district property. Tobacco/nicotine products include, but are not limited to cigarettes, e-cigarettes, cigars, snuff, dip, pipe tobacco, chewing tobacco and hookah pens. L2

Trespassing TRS* - To enter or remain on a public school campus, school board facility, or at a school function without authorization or invitation and with no lawful purpose for entry, including students under suspension or expulsion; to enter or remain on a public school campus, school board facility, or at a school district facility sponsored activity without authorization after being directed to leave by the chief administrator or designee of the facility, campus, or function. L3

Truancy (Unexplained Absence) - An absence from class or school for which the reason or excuse is inadequate or does not meet the criteria for an excused absence. L1

Vandalism (more than \$1000) VAN* - The willful and/or malicious destruction, damage, or defacement of public or private property, real or personal, without the consent of the owner or the person having custody or control of it.

Verbal Assault - Any intentional, unlawful threat, by word or act, to do violence to a School Board employee, coupled with an apparent ability to do so, performing some act that creates a well-founded fear of imminent violence to another person. L3

Victim Safety Plan - A formal agreement specifying the actions students and school officials will take to protect the victims of bullying and/or dating violence.

Voluntary Restitution - Student designs and implements a plan to correct errors made apologizes and/or replace/repair property.

Acronyms

ATOD = Alcohol, Tobacco and Other Drugs

AOD = Alcohol or other Drugs

ESE = Exceptional Student Education

ELL = English Language Learners

EP= Education Plan

IEP = Individual Education Plan

LEP = Limited English Proficiency

MDR = Manifestation Determination Review

SwPBS = School-wide Positive Behavior Support