

St. Lucie

PUBLIC SCHOOLS



CODE OF STUDENT CONDUCT

2025-2026

MISSION STATEMENT

The mission of the St. Lucie Public Schools is to ensure all students graduate from safe and caring schools, equipped with the knowledge, skills, and desire to succeed.

The School Board of St. Lucie County



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Chairman
District #3



Troy Ingersoll
Vice Chairman
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Debbie Hawley
District #1



Terissa Aronson
District #2



Jennifer Richardson
District #4



Dr. Jon R. Prince
Superintendent

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Port St. Lucie, FL 34986
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PUBLIC SCHOOLS

Each Child, Every Day

SUPERINTENDENT
Dr. Jon R. Prince

9461 Brandywine Lane
Port St. Lucie, FL 34986
772.429.3600
www.stlucieschools.org




August 2025

Dear Students and Parents/Guardians,

Welcome to the 2025 -2026 school year!

The mission of St. Lucie Public Schools (SLPS) is to ensure that all students graduate from safe and caring schools, equipped with the knowledge, skills, and desire to succeed. For students to be successful and to remain wholly engaged in the learning process, it is essential that all students and parents have a full understanding of the Code of Student Conduct. As collaborative and critical partners, we are asking that all parents review the behavioral expectations with their student(s).

SLPS promotes Positive Behavior Interventions and Supports and I expect that all teachers have an effective classroom management approach for dealing with student behavior. An essential component of that approach is addressing the well-being of all students to support maximum learning opportunities. Our priority is to use positive behavior supports, when possible, to encourage appropriate student behavior. The Code of Student Conduct applies to all students and in all circumstances where students are participating in a school-related activity. When this is not an option, we are committed to equitable and reasonable consequences to foster improvement in student behavior. I expect that school staff will work collaboratively with parents and students to problem solve any issues and reduce any barriers that stand in the way of student engagement and achievement.

Our District has established high expectations for student achievement, and we must all work together to achieve these goals. We believe that parental support and involvement are imperative to student success. A clear understanding of the Code of Student Conduct can optimize learning and allow all students to attain their educational goals. Thank you in advance for partnering with us.

Sincerely,

 Dr. Jon R. Prince
 Superintendent

JURISDICTION OF THE SCHOOL BOARD

The Code of Student Conduct adopted by the School Board of St. Lucie County applies to students when the student is waiting for School District transportation at a designated stop, being transported to and from school on School District transportation, at school, or participating in a school-sponsored activity no matter where the activity is occurring. In addition, the student may be subject to the Code of Student Conduct for off-campus activities, regardless of the time or place where the conduct occurs, if the student's conduct is found to have a detrimental effect on the health, safety, and welfare of other students while at school.

MISSION STATEMENT AND PURPOSE

The School District's mission is to ensure all students graduate from safe and caring schools equipped with knowledge, skills and the desire to succeed. The Code of Student Conduct describes for students, parents, teachers and administrators conduct that violates expected student behavior and lists the potential consequences for those offenses. It also sets out the procedures that will be followed for student discipline. Each student, parent, teacher, and administrator are expected to have a basic understanding of the Code of Student Conduct.

In addition to the Code of Student Conduct, each school is permitted and encouraged to develop expectations, rules, and procedures for student conduct, such as Positive Behavioral Interventions & Supports, so long as they are consistent with the Code of Student Conduct. This is to provide each school with the latitude to address student conduct in a fashion that is most effective for the school.

WE BELIEVE

- Every child can learn, and each child can learn more than he or she is now learning.
- The School District and its employees have mutual obligations for support and development toward continuous improvement.
- A healthy public-school system is key to the maintenance of a healthy democracy.
- The core business of the St. Lucie County School District is creating challenging, engaging, and satisfying work for every student, every day.
- Quality schools are the responsibility of the entire community.
- The School District must promise continuous improvement in student achievement and in the success of each individual.

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INTRODUCTION

St. Lucie Public Schools (SLPS) is committed to ensuring all students graduate from safe and caring schools, equipped with the knowledge, skills and desire to succeed. Our district has established high expectations for student achievement by meeting or exceeding rigorous academic standards. SLPS believes a positive school culture promotes equal educational opportunity and establishes the framework for a safe learning environment. The culture should be one that embraces academic achievement among all members of the school community to ensure that individuals feel valued, cared for and respected. The Code of Student Conduct is the District's policy that creates a safe learning environment to ensure academic success.

The Code of Student Conduct applies to all students enrolled in the School District. A clear understanding of the Code of Student Conduct can optimize learning and allow students to attain their educational goals. The Code of Student Conduct is intended to be an instructive policy by clearly communicating behavioral expectations to support students in making decisions resulting in positive outcomes.

To establish reasonable consistency in the schools, all schools will implement with fidelity a School District approved Positive Behavioral Interventions & Supports ("PBIS") plan. Notwithstanding any other provision of the Code of Student Conduct, when a student with a disability is subject to discipline, the School District will comply with the procedural safeguards for students with disabilities as required by Section 504 of the Rehabilitation Act (Section 504) and the Individuals with Disabilities Education Act (IDEA).

GUIDING PRINCIPLES

To ensure safe and caring schools, SLPS embraces the principles of Positive Behavioral Interventions and Supports (PBIS) and Resiliency. PBIS is an evidence-based three-tiered framework for:

- improving and integrating all data, systems, and practices affecting student outcomes;
- a proactive approach to promote positive behavior resulting in improved academic outcomes, school safety and overall satisfaction of the school experience for students, families and staff;
- and the focus of PBIS is prevention and intervention. PBIS is a process of teaching, reinforcing and recognizing the behaviors that lead to student success instead of simply punishing misbehavior. In support of this effort, the School District promotes the following Universal Guidelines and Behavioral Expectations:

Be Safe
Be Respectful
Be Responsible
Be Ready to Learn

Resiliency is an integral part of education and human development. Resiliency is the process through which all young people and adults:

- acquire and apply the knowledge, skills, and attitudes to develop healthy identities;
- manage emotions and achieve personal and collective goals;
- feel and show empathy for others; and
- establish and maintain supportive relationships and make responsible and caring decisions.

Resiliency advances educational excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. Resiliency can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

In SLPS, we strive for all students to possess high levels of self-awareness, self-management, social awareness, relationship skills and responsible decision making to be successful members of their community. Students participate in class circles facilitated by the teacher for the purpose of building relationships and perspective taking within a safe, respectful and supportive space. Students develop a set of shared agreements describing community expectations for treating each other. The shared agreements are consistently reviewed, monitored and problem solved as students develop and practice their skills and traits. In addition, students participate in specialized skill-based lessons and activities focused on resiliency.

RIGHTS AND RESPONSIBILITIES

While it is important that students understand that they have rights and responsibilities, it is equally important that they understand that their individual rights are balanced against the rights of other students, teachers and administrators within the school. The Code of Student Conduct outlines the student's rights and responsibilities and provides a guide for the Principal to balance those rights against the Principal's responsibility to provide a safe and caring school.

➤ **Students have the right to learn.**

Students have the right to:

- attend school and participate in a variety of educational programs;
- have equal access to participate in extracurricular activities;
- receive an appropriate education;
- receive information about how grades in a class will be determined;
- receive academic, career and other forms of counseling services available to all students;
- participate in all school-sponsored extracurricular activities, sports or field trips in accordance with the District's non-discrimination policy;
- participate in programs that are rigorous, academically engaging and designed for students to derive educational benefit; and
- to be informed of their academic progress and any area of deficiency.

➤ **Students have the right to be informed of the Code of Student Conduct.**

Students have the right to:

- an explanation of the Code of Student Conduct and the behavioral responses associated with violations to the Code of Student Conduct; and
- access to the Code of Student Conduct, to include a paper copy upon request.

➤ **Responsibilities of Students**

- attend school daily, come prepared and ready to learn;
- follow the Code of Student Conduct and your school's rules and expectations;
- if you see something, say something - notify school staff about any threatening behavior, bullying, or activity on or off school grounds that may result in a disruption on your school campus;
- if you need help to solve a problem, ask a trusted adult on your school campus;
- accept and respect individual differences; and
- keep your parents/guardians informed of school-related issues.

➤ **Responsibilities of Parents/Guardians**

- make sure that your child or children attend school daily and on time;
- read and review the Code of Student Conduct with your child;
- contact your child's school if they are absent or tardy;
- monitor your child's academic and behavioral progress;
- review the school's behavioral expectations with your child or children;
- play an active role in your child's educational experience; and
- contact your child's school if you have a question or a concern about their behavioral or academic performance.

➤ **Responsibilities of Teachers**

- review and teach the Code of Student Conduct;
- maintain a classroom learning environment that supports academic success, employing best practices in classroom management;
- model appropriate behavioral expectations in the classroom and provide corrective feedback when a student engages in misconduct;
- provide students with meaningful feedback on their academic and behavioral goals; and
- maintain regular communication with parents/guardians regarding their student's academic and behavioral progress.

➤ **Responsibilities of Administrators**

- implement the Code of Student Conduct equitably and consistently;
- implement all St. Lucie Public School Board Policies in a fair and consistent manner;
- communicate policies, procedures, and expectations clearly to all stakeholders;
- maintain a safe and orderly school by using prevention and intervention strategies;
- monitor, support, and sustain the implementation of Positive Behavioral Interventions and Support (PBIS);
- define, teach, model, and support appropriate student behaviors to create a positive school climate;
- identify appropriate training and resources for staff to maintain a positive school climate; and
- provide meaningful opportunities for parent/guardian involvement.

STUDENT EXPECTATIONS FOR BEHAVIOR AND CONDUCT

SLPS holds positive expectations for our students, staff and families. To achieve positive expectations, students are responsible for attaining their academic and behavioral goals. Within every school, all students are responsible for maintaining a level of behavior that is consistent with supporting a safe learning environment.

	Positive Examples	Non-Examples
Be Safe	<ul style="list-style-type: none"> Follow school rules and expectations Resolve conflicts constructively Exhibit self-management skills by managing emotions Seek adult guidance and assistance Report all acts of violence, harassment or threats 	<ul style="list-style-type: none"> Not following the rules and expectations Physically fighting Being in an unauthorized location
Be Respectful	<ul style="list-style-type: none"> Develop positive relationships through kindness and compassion Demonstrate good citizenship and pride for the class/school community Show empathy and concern for others Collaborate with others in a friendly respectful manner Resist negative social pressure 	<ul style="list-style-type: none"> Bullying Talking about others and spreading rumors Using profane language
Be Responsible	<ul style="list-style-type: none"> Make caring and constructive choices Use moral and ethical decision making Show resiliency by using coping strategies to recover from problems and challenges 	<ul style="list-style-type: none"> Lying Cheating Stealing Destroying or defacing public or private property Giving up
Be Ready to Learn	<ul style="list-style-type: none"> Attend school regularly Develop good study habits Participate actively in class Demonstrate self-motivation and agency while celebrating growth and accomplishments Be curious with the desire to learn, explore and understanding and experience new things 	<ul style="list-style-type: none"> Arriving to school or class late Skipping classes Incomplete classwork or homework assignments Sleeping in class

WAYS TO RECOGNIZE STUDENTS FOR MODEL BEHAVIOR IN CONJUNCTION WITH POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS:

Examples of Recognition for K-12 Students:

- Certificate, trophy, ribbon, plaque, medal
- Gift certificate to local merchant
- Free pass to school-wide event
- Guest presenter in class
- Positive note home
- A call to parents
- Dress code pass
- Homework pass
- Coupon for prizes and privileges
- Surprise gift bag with school supplies
- Conducting class in a different location on campus
- Outdoor reading
- Music while doing schoolwork
- Extra computer/game time
- Class taught by Assistant Principal/Principal
- Special lunch with staff member
- Sitting with friends
- Recognition during morning announcement

Establishing expectations for model student behaviors on school campuses, during school-sponsored extracurricular activities, and school sponsored field trips, creates a safe learning environment and reduces disruption of the educational process.

Model Students	Model Students Avoid
<ul style="list-style-type: none"> • Understand and follow school rules and expectations • Attend school regularly • Are prepared for class each day • Adhere to the school dress code • Use approved electronic devices responsibly • Use social media appropriately • Show respect to others in words and actions • Speak honestly and truthfully • Demonstrate school pride by being active participants in protecting and maintaining the school campus • Conduct themselves in a cooperative and respectful manner to staff and peers • Speak to others using respectful language • Share materials that are educationally appropriate • Show respect for the property of others • Report all acts of violence, bullying, harassment or threats to school authorities • Accept responsibility for their own actions • Use conflict management skills to solve disagreements • Avoid possessing, using or distributing tobacco, alcohol, drugs, or other prohibited substances • Have respect for safety of others • See Something, Say Something - report suspicious activities to law enforcement 	<ul style="list-style-type: none"> • Failing to comply with class and school rules and expectations • Arriving at school or class late • Skipping class • Reporting to class unprepared without necessary materials • Violating school dress code • Using unauthorized electronic devices • Using social media to bully, threaten or intimidate others • Engaging in a verbal confrontation with another student or adult • Cheating or misrepresenting the true facts • Making false accusations • Defacing school property • Exhibiting behavior that instigates and/or provokes a negative reaction from others or encourages others to engage in negative physical or verbal altercation • Using profane or obscene language • Sharing materials not appropriate for the educational setting • Taking or destroying the property of others • Having knowledge of a student being physically hurt, bullied, harassed or threatened and not reported to school authorities • Blames others for their actions • Fighting with other students in an attempt to resolve disagreements • Possessing, using or distributing tobacco, alcohol, drugs, or other prohibited substances • Making a threat to safety of others • Ignoring suspicious activities that could endanger others or put them at risk for harm

EXPECTATIONS, STUDENT CONDUCT AND BEHAVIOR

1. Every student 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 the Code of Student Conduct and through the implementation of a PBIS Plan in all schools.
2. The PBIS Plan will include a review of the Code of Student Conduct, a review of 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.
3. The School District will take all necessary and reasonable steps to implement the Code of Student Conduct and the administrative policies necessary to maintain appropriate student behavior.
4. The Code of Student Conduct governs student conduct and discipline and is applicable to all students. The School Board shall adopt the Code of Student Conduct in accordance with Florida law.
5. Students with disabilities will be disciplined consistent with the requirements of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act (Section 504).
6. In addition, [§ 1006.07, Florida Statutes](#), provides that:
 - a. Possession of a firearm or weapon as defined in Chapter 790, Florida Statutes, by any student while the student is on school property or in attendance at a school function is grounds for disciplinary action and may also result in criminal prosecution.
 - b. Any student who is determined to have brought a firearm or weapon, as defined in Chapter 790, Florida Statutes, to school, to any school function, or onto any school-sponsored transportation, or to have possessed a firearm at school, will 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 to the criminal justice or juvenile justice system.
 - c. Illegal use, possession, or sale of controlled substances, as defined in Chapter 893, Florida Statutes, by any student, while the 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. Violence against any School District personnel by a student is grounds for in-school suspension, out-of-school suspension, expulsion, or imposition of other disciplinary action by the school and may also result in criminal penalties being imposed.
 - e. Violation of School District 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 district and may also result in criminal penalties being imposed.
 - f. Violation of the School District's sexual harassment policy by a student is grounds for in-school suspension, out-of-school suspension, expulsion, or imposition of other disciplinary action by the school, and may also result in criminal penalties being imposed.

- g. Any student who is determined to have made a threat or false report, as defined by [§ 790.162](#) and [§ 790.163, Florida Statutes](#), involving school or school personnel's property, school transportation, or a school-sponsored activity will be expelled, with or without continuing educational services, from the student's regular school for a period of not less than 1 full year and referred for criminal prosecution and mental health services identified by the school district, pursuant to [§ 1012.584\(4\), Florida Statutes](#), for evaluation or treatment, when appropriate.

PATRIOTIC PROGRAMS

When the national anthem is played, students and all civilians shall stand at attention, men removing the headdress, except when such headdress is worn for religious purposes. The pledge of allegiance to the flag, "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," shall be rendered by students standing with the right hand over the heart. The pledge of allegiance to the flag shall be recited at the beginning of the day in each public elementary, middle, and high school in the state. Students have the right not to participate in reciting the pledge. Upon written request by his or her parent, the student must be excused from reciting the pledge, including standing and placing their right hand over their heart. When the pledge is given, unexcused students must show full respect to the flag.

THREATS OF VIOLENCE

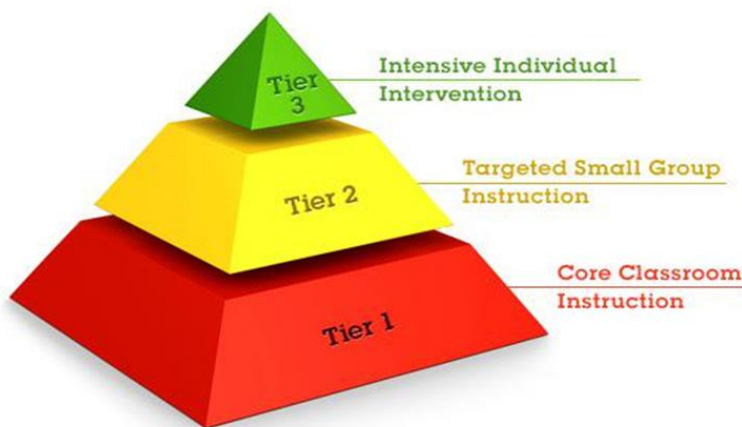
Students are prohibited from making a verbal, written, or symbolic threat of violence, directly or indirectly, against anyone. Any threat of violence must be reported immediately to a teacher or school administrator. All threats of violence will be reported to law enforcement and investigated by school officials. A student found to have made a threat of violence that adversely impacts the school environment is subject to appropriate disciplinary consequences, up to and including: suspension, expulsion, arrest, and prosecution. In addition, law enforcement may be requested to conduct a home visit to assess the risk associated with the threat. All threats of violence or harm, regardless of the Code of Student Conduct violation, require the initiation of the Florida Harm and Prevention Model.

In addition to threats of violence, if a student's presence at the school poses a present and continuing danger to persons or property or a disruption of the teaching environment, whether in a classroom or elsewhere on the school premises, then the Superintendent may remove the student, either temporarily or permanently, from extra-curricular activities or from the school premises.

TEACHER AUTHORITY

In accordance with [§ 1003.32, Florida Statutes](#), and within the framework of the Code of Student Conduct, teachers and other instructional personnel shall have the authority to undertake a variety of actions in managing student behavior and ensuring the safety of all students in their classes. This includes a teacher's authority, pursuant to [§ 1003.32, Florida Statutes](#), and [School Board Policy 5610](#), to request removal of any student from class whose behavior interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn. As of July 1, 2023, a principal is required to impose consequences on a student only after determining the student has violated *The Code of Student Conduct* and requires the principal to notify the teacher of any action taken.

MULTI-TIERED SYSTEMS OF SUPPORT



Tier 1: All students have the majority of their academic and behavioral needs addressed.

Tier 2: Approximately 15 percent of students may need supplemental instruction and supports.

Tier 3: Approximately 5 percent of students may need intensive, individualized instruction and supports.

TIER 1 – ALL STUDENTS

- Includes the general curriculum enhanced by acknowledgments of positive behaviors, and clearly stated expectations that are applied to all students.
 - PBIS
 - Resiliency Adopted Curriculum
 - Meet Up/Community Building Circles
 - Ripple Effects Kids/Teens
 - Bouncy
 - CHAMPS/Discipline in the Secondary School
 - School Connect/Signs of Suicide (High School)
 - Tough Kids
 - Safer, Smarter Kids
 - Youth Mental Health First Aid
 - Too Good for Drugs/Too Good for Violence/Botvin Life Skills
 - Xello

TIER 2 – TARGETED INTERVENTIONS

- Focuses on targeted groups of students who do not respond to universal efforts and requires more support and specific intervention.
 - Bouncy for PK-2
 - Ripple Effects Kids/Teens
 - Check In/ Check out (Behavior Education Program)
 - Check and Connect
 - Point Sheet
 - Skills Streaming
 - Project Success
 - Second Step
 - Project Success (DATA Counselors)
 - Small group instruction with Certified School Counselors, Social Workers, School Psychologists/Mental Health Counselors

TIER 3 – INTENSIVE INDIVIDUALIZED INTERVENTIONS

- Focuses on the needs of individual students who exhibit a pattern of problem behaviors.
 - Functional Behavioral Assessment
 - Behavior Intervention Plan
 - Individualized Counseling
 - Safety Plan
 - Supervision Plan
 - Mental Health Collaborative
 - Wrap Around Services

CLASSROOM MANAGED BEHAVIORS AND BEHAVIORAL INCIDENT REPORTING

Classroom managed behaviors are those behaviors that are handled specifically by the classroom teacher in conjunction with the classroom management system.

The classroom management system outlines the rules and expectations for appropriate behavior, rewards and consequences. They are consistent with school-wide behavioral expectations and applicable across all settings.

Classroom managed behaviors are referred to as Behavior Intervention Referral System or BIRS. Classroom managed behaviors involve opportunities for teachable moments and minimizing interruptions to instruction.

Teachers should monitor classroom managed behaviors and determine if a pattern of behavior exists that may warrant more intervention or the need to be addressed by the school's problem-solving team.

00A Inappropriate Use of Hand/Feet	Using hands or feet in a way that interferes with learning or the class environment.
00C Property Destruction	The intentional minor damage of school property or personal belongings.
00D Throwing Objects	The act of tossing or hurling items, whether intentionally or unintentionally, in a way that can cause minor disruption.
00F Out of Seat/Area	Refers to a student being away from their assigned seat or designated area without permission or a valid reason.
00H Provoking/Teasing Others (isolated incident)	Saying or doing things to upset or annoy someone on purpose.
00I Screams/Tantrums	Loud outbursts, often involving yelling, crying, or displaying frustration or anger.
00J Calls Out/Interrupts	Refers to a student speaking or answering without being asked or speaking over others during a conversation or lesson.
00K Verbal/Disruption	Verbal behavior that interrupts or interferes with the learning environment
00L Noncompliance with Directions	Refuse or fail to follow instructions given by a teacher or staff member.
00M Argues/Talk Back	Responds to a teacher or staff member with disrespect or disagreement, instead of listening and following instructions.
00N Refusal to Engage in Task	Refusal to participate in or complete a given assignment, activity, or lesson.
00P Cheating	Using dishonest methods to gain an unfair advantage in completing assignments, tests, or other academic tasks.
00R Other Not Listed Above	Unacceptable behavior not listed.
00S Dress Code	Clothing or accessories that do not meet the guidelines set by the school's dress code policy.
00T Tardiness	Late arrival to class, school, or a scheduled activity without a valid reason or permission.

TEACHER INTERVENTIONS/CORRECTIVE STRATEGIES FOR CLASSROOM MANAGED BEHAVIORS (BIRS)

Elementary (K – 5)	Secondary (6 – 12)
<ul style="list-style-type: none"> • Reteach Expectation • Model/Role Expected Behavior • Proximity Control • Change Seating Arrangement • Redirection • Provide Choices • Reinforce Appropriate Behavior • Adjust Assignments • Referral to Guidance • Loss of Privilege • Apology/Restitution • Removal from Reinforcement (time out) • Environmental Restoration • Reflective Assignment • Check In/Check Out • Contact/Conference with Parent • Conference with Student 	<ul style="list-style-type: none"> • Reteach Expectation • Model/Role Expected Behavior • Proximity Control • Change Seating Arrangement • Redirection • Provide Choices • Reinforce Appropriate Behavior • Adjust Assignments • Referral to Guidance • Loss of Privilege • Apology/Restitution • Removal from Reinforcement (time out) • Environmental Restoration • Reflective Assignment • Check In/Check Out • Contact/Conference with Parent • Conference with Student

NOTE: When deciding interventions, the teacher/staff shall consider all relevant factors including the student’s age, developmental level, possible exceptionality, previous conduct, and severity of the offense. The interventions listed, included in all levels of the Code of Student Conduct, are behaviorally sound, practical interventions. The Principal has the authority to apply the most appropriate response to any Code of Student Conduct violation.

LEVEL 1 – DISCIPLINE RESPONSE CODE

A Level 1 offense is misconduct which interferes with the orderly operation of the classroom, a school function, extracurricular or co-curricular programs or School District transportation. Misconduct should be initially handled by the staff member involved and documented with a Behavior Incident Report (see pg. 18-19). When additional action becomes necessary because of continued violations or other serious concerns, the student will then be referred to a school administrator for disciplinary action.

A1 Cheating	Possession of inappropriate or deliberate distribution or use of information, including, but not limited to: computer files or folders, electronic devices or oral or written notes, materials, or work of another person in the completion of an academic exam, test or assignment.
B1 Disrespect for Others/Property	Conduct or behavior which may embarrass a person or group of persons or minor offenses involving property.
C1 Disruptive Conduct	Conduct or behavior which interferes with or disrupts the teaching and learning process, the orderly process of the school environment, a school function, or extracurricular or co-curricular activity including amorous physical contact, inappropriate displays of affection, and horseplay.
D1 Dress Code	Violating the school dress code.
E1 Misconduct on School District Transportation	Conduct or behavior which interferes with the safe, orderly, and expeditious transportation of students or other authorized riders. This includes, but is not limited to, loud noises, unnecessary conversation with driver, out of assigned seat, eating, drinking, or gum chewing, body parts out of bus, improper boarding and departing, and intentional riding of wrong bus or getting off at wrong stop.
G1 Tardiness	Repeated late arrival to school or class.
H1 Unauthorized Absence (Skipping)	Violation of the School District attendance policies or non-attendance of school or class.
J1 Unauthorized Use of Wireless Communication Devices (WCD)	<p>Grades K–8: Use of a WCD during the school day; including but not limited to lunch and class transition.</p> <p>Grades 9–12: Use of a WCD during instructional time without expressed direction of the teacher for instructional purposes.</p> <p>Examples of a WCD include but are not limited to cellphones, smartwatches, tablets, and/or web-enabled devices.</p>

The Principal will determine the appropriate discipline after review of the student’s conduct, explanation, consultation with staff members, and investigation of any other relevant factors.

LEVEL 1 – INTERVENTIONS/CORRECTIVE STRATEGIES

Elementary (K – 5)	Secondary (6 – 12)
<ul style="list-style-type: none"> • Parent Contact • Student/Teacher Conference • Student/Administrator Conference • Change Seating Arrangement • Loss of Privileges (including riding the bus) • Behavior Contract • Counseling • Restitution • Social Skills Training • Detention • Confiscation of Materials • Daily/Weekly Progress Report • Refer to Problem Solving Team • Mentoring 	<ul style="list-style-type: none"> • Parent Contact • Student/Teacher Conference • Student/Administrator Conference • Change Seating Arrangement • Loss of Privileges (including riding the bus) • Behavior Contract • Counseling • Restitution • Social Skills Training • Detention • Saturday School • Confiscation of Materials • Daily/Weekly Progress Report • Refer to Problem Solving Team • Mentoring

NOTE: When deciding disciplinary action, the Principal shall consider all relevant factors including the student’s age, developmental level, possible exceptionality, previous conduct, and severity of the offense. The interventions and corrective strategies listed, included in all levels of the Code of Student Conduct, are behaviorally sound, practical interventions. The Principal has the authority to apply the most appropriate disciplinary response to any Code of Student Conduct violation.

Pursuant to § 1006.09(1)(b)., Florida Statutes, Out-of-School Suspension cannot be used for G1 or H1.

LEVEL 2 – DISCIPLINE RESPONSE CODE

A Level 2 offense is misconduct which interferes with the orderly operation of the classroom, a school function, extracurricular or co-curricular programs, or School District transportation and is more serious than a Level 1 offense. It may also include repeated acts of misconduct and acts directed against persons or property, but which do not seriously endanger the health or safety of others. This misconduct must be reported to the school administrator for disciplinary action.

***Reports as a SESIR. The codes with an asterisk (*) must be reported as SESIR incidents. Those incidents that involve reporting or consultation with law enforcement are outlined in the School District’s zero tolerance policy. Link to Zero Tolerance Policy: [School Board Policy: 5500](#).**

A2 Inciting	<p>The willful act of encouraging, leading, provoking or instigating any disruption or disturbance which interferes with the educational process, or which can result in damage and/or injury. This includes, but is not limited to, using social media or other communication methods to escalate tensions or encourage misconduct, spreading rumors or making statements that provoke conflicts.</p>
B2 False and/or Misleading Information	<p>The making of a false or misleading communication, whether orally, in writing, or by other medium, to a school staff member with either the intent to deceive the staff member or under circumstances which would be reasonably calculated to deceive the staff member, but without intending or causing any person to be deprived of property or possessions. (e.g., forging parent’s name).</p>
C2 Serious Misconduct on School District Transportation	<p>Serious misconduct which interferes with the safe and expeditious transportation of students or other authorized riders. This includes, but is not limited to, throwing objects from or on the bus not likely to cause bodily harm or property damage, intentional spitting on bus floor or out window, possession of reptiles, insects and animals (alive or dead), and any other behavior that unreasonably distracts the driver.</p>
E2 Theft (under \$750.00)	<p>Taking a person’s property without the person’s permission.</p>
F2 Vandalism (under \$100.00)	<p>Intentional destruction, damage, or defacement of public or private property, real or personal, without the owner’s consent or the consent of the person having custody or control of the property. This includes graffiti if the cost to erase the graffiti is less than \$100.00.</p>
G2 Open Defiance (School Policy/Authority)	<p>Refusal or failure by word or act to comply with authority, state law, School Board policy, local school rule, behavior contract, or classroom rule.</p> <p>Restroom Policy: Students may only use the restroom that corresponds to their sex assigned at birth. A student who willfully enters a restroom or changing facility designated for the opposite sex on the premises of the educational institution and refuses to depart when asked to do so by instructional /administrative personnel.</p>

	<p>Exceptions: For the purpose of rendering emergency medical assistance or to intervene in any other emergency situation where the health or safety of another person is at risk. If the appropriate designated restroom or changing facility is out of order or under repair and the restroom or changing facility designated for the opposite sex contains no person of the opposite sex.</p>
H2 Unauthorized Non-prescription Medication	<p>Possession or use of any non-prescription (over-the-counter) medication or supplement not specifically authorized by a current health plan or parent’s or physician’s note or order on file with the school.</p> <p>NOTE: A student may possess and use a medication to relieve headaches while on school property or at a school-sponsored event or activity without a physician’s note or prescription if the medication is regulated by the United States Food and Drug Administration for over-the-counter use to treat headaches.</p>
I2 Profane, Obscene, Abusive Language or Materials	<p>The use of either oral or written language (including racial or ethnic slurs), gestures, objects, or pictures which are disrespectful or socially unacceptable. Any use of profanity and/or obscene gestures to any SLPS staff member may result in higher consequences</p>
J2 Inappropriate Dress	<p>Each student is responsible for displaying respect for self and others through appropriate dress that maintains an orderly learning environment. Generally, each student is prohibited from wearing clothing that exposes underwear or body parts in an indecent or vulgar manner, or in a manner that disrupts the orderly learning environment. Specifically, each student will comply with the school’s adopted dress code. A student who violates this policy will be subject to disciplinary actions/interventions.</p>
K2* Hazing (HAZ Level III)	<p>Any action or situation that endangers the mental health, physical health, or safety of a student, at a school with any of grades 6 through 12, for purposes of initiation, or admission into, or affiliation with any School District-sanctioned organization. Examples of “hazing” include, but are not limited to, pressuring, coercing, or forcing a student to participate in illegal or dangerous behavior, or any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.</p> <p>Hazing does not include customary athletic events, or other similar contests or competitions, or any activity or conduct that furthers a legal and legitimate objective.</p> <p>*Must be reported as a SESIR incident and is expected to include consultation with Law Enforcement.</p>
L2 Physical Altercation	<p>A physical altercation between two or more persons that does not require a physical restraint or cause injury. This includes a lower-level fight, including pushing or shoving. This may also include an altercation that stops on a verbal command. The Principal may use their discretion without regard as to who was the original aggressor.</p>

M2 Lower-Level Threat	A threat by word or act that may be an expression of momentary anger and does not convey a genuine intent to do harm. A lower-level threat may be resolved with a verbal or written explanation or apology; counseling services and interventions may be initiated at this level.
N2* Tobacco/Nicotine (Possession, use, and distribution or sale) (TBC Level IV)	Cigarettes or other forms of tobacco/nicotine: The possession, use, distribution, or sale of tobacco or nicotine products, on school grounds, at school-sponsored events, or on school transportation by any person under the age of 21. *Must be reported as a SESIR incident and is expected to include consultation with Law Enforcement.
O2 Physical Contact/Inappropriate Touching	A non-serious, non-mutual physical contact not resulting in injury; may include but not limited to, unwanted touch, rough horseplay, pushing, grabbing.
P2 Elopement/ Unauthorized Area	Intentional leaving or running away from assigned area and/or staff supervision and not returning. This includes being in an area not assigned and/or without permission.
Q2 Inappropriate Behavior	Unsafe behavior or unacceptable behavior that violates school expectations and interferes with, or disrupts the teaching and learning process, the orderly process of the school environment, school function or extracurricular activities and is not elsewhere defined in the Code of Student Conduct.

LEVEL 2 – INTERVENTIONS/CORRECTIVE STRATEGIES

Elementary (K – 5)	Secondary (6 – 12)
<ul style="list-style-type: none"> • Contact/Conference with Parent • Student Conference • Loss of Privileges • Referral for Counseling • Alternate Classroom Assignment • Functional Behavioral Assessment • Behavioral Intervention Plan • Social Skills Training • Restitution • Behavior Contact • Detention • Alternative to Suspension • Removal from Participation in Extra-Curricular • In-School Suspension • Behavior Intervention Classroom • Out of School Suspension • Schedule Change • Referral to Problem Solving Team • Follow Florida Harm and Threat Management Model 	<ul style="list-style-type: none"> • Contact/Conference with Parent • Student Conference • Loss of Privileges • Referral for Counseling • Alternate Classroom Assignment • Functional Behavioral Assessment • Behavioral Intervention Plan • Social Skills Training • Restitution • Behavior Contact • Detention • Alternative to Suspension (i.e. Saturday School) ALTOSS • Removal from Participation in Extra-Curricular • In-School Suspension • Behavior Intervention Classroom • Out of School Suspension • Schedule Change • Referral to Problem Solving Team • Follow Florida Harm and Threat Management Model

NOTE: The Principal will determine the appropriate discipline, after review of the student’s conduct, explanation, consultation with staff members, and investigation of any other relevant factors.

When deciding disciplinary action, the Principal shall consider all relevant factors including the student’s age, developmental level, possible exceptionality, previous conduct, and severity of the offense. The interventions and corrective strategies listed, included in all levels of the Code of Student Conduct, are behaviorally sound, practical interventions. The Principal has the authority to apply the most appropriate disciplinary response to any Code of Student Conduct violation.

LEVEL 3 – DISCIPLINE RESPONSE CODE

A Level 3 offense is misconduct which interferes with the orderly operation of the classroom, a school function, extracurricular or co-curricular programs, or School District transportation and is more serious than a Level 2 offense. It may include repeated acts of misconduct, serious disruptions of school operations, threats to the health, safety and property of the student or others, and other acts of serious misconduct. Level 3 offenses must be reported immediately to the school administrator and may result in immediate removal of the student from the school or extracurricular or co-curricular activity. Certain offenses may be referred to Law Enforcement or School District security.

***Reports as a SESIR. The codes with an asterisk (*) must be reported as SESIR incidents. Those incidents that involve reporting or consultation with law enforcement are outlined in the School District’s zero tolerance policy. Link to Zero Tolerance Policy: [School Board Policy: 5500](#).**

AA3* Alcohol/Use/ Possession (ALC Level IV)	<p>Possession, sale, purchase, distribution, or use of alcoholic beverages. Use means the person is caught in the act of using, admits to use, or is discovered to have used in the course of an investigation. Alcohol incidents cannot be Drug-related.</p> <p>*Must be reported as a SESIR incident and is expected to include consultation with Law Enforcement.</p>
C3* Fighting (Mutual Altercation) (FIT Level III)	<p>When two or more persons mutually participate in use of force or physical violence that requires either physical intervention or results in injury requiring first aid or medical attention.</p> <p>*Must be reported as a SESIR incident and is expected to include consultation with Law Enforcement.</p> <p>NOTE: In a disciplinary action, there is a rebuttable presumption that the actions of a student <u>who intervened, using only the amount of force necessary</u>, to stop a violent act against a student, staff, or volunteer were necessary to restore or maintain the safety of others.</p>
D3 Forgery/Lying	<p>Making a false document or altering a real document, to be used as if genuine, in order to mislead or deceive school staff. Document includes but is not limited to, any paper or electronic medium used to convey a message. Making a false verbal statement in order to mislead or deceive school staff.</p>
F3 Gross Insubordination	<p>Willful and repeated refusal to comply with a direct order given by a person in authority. The action of the student is hostile or flagrant. This repeated action is distinguished from Open Defiance (G2).</p>
G3B* Bullying (BUL Level IV)	<p>Intimidating behaviors: Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. Bullying includes instances of cyberbullying as defined in § 1006.147(b), Florida Statutes. Bullying may include, but is not limited to, repetitive instances of teasing, social exclusion, threats, intimidation, stalking, physical violence, theft, harassment, public or private humiliation, or destruction of property. If the physical harm or psychological distress is not the result of systematic or chronic behavior, evaluate for Harassment.</p>

	<p>Refer to School Board Policy 5517.01, Bullying and Harassment, set forth in Appendix A to the Code of Student Conduct. Link to: Bullying and Harassment Policy</p> <p>*Must be reported as a SESIR incident and is expected to include consultation with Law Enforcement.</p>
<p>G3H* Harassment (HAR Level IV)</p>	<p>Insulting behaviors: Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that places a student or school employee in reasonable fear of substantially interfering with a student’s educational performance, opportunities, or benefits, or including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose. Instances of Harassment that are chronic or repeated in nature should be evaluated for Bullying or Bullying-related.</p> <p>Refer to School Board Policy 5517.01, Bullying and Harassment, set forth in Appendix A to the Code of Conduct. Link to: Bullying and Harassment Policy</p> <p>*Must be reported as a SESIR incident and is expected to include consultation with Law Enforcement.</p>
<p>HH3* Grand Theft (\$750.00 threshold) (STL Level III)</p>	<p>The unauthorized taking of the property of another person or organization, including motor vehicles, valued at \$750 or more, without threat, violence, or bodily harm. Incidents that fall below the \$750 threshold are not reportable in SESIR, but instead should be reported as locally defined incidents according to district policies. Thefts of property of any value that involve a use of force, violence, assault, or putting the victim in fear must be reported as Robbery.</p> <p>*Must be reported as a SESIR incident and is expected to include consultation with Law Enforcement.</p>
<p>I3 Misuse of Electronic Devices</p>	<p>Use of private or School District electronic devices, computers or computer network services for illegal, inappropriate, or obscene purposes is prohibited. Illegal activities shall include all acts defined as illegal under local, state, or federal laws. Inappropriate use includes, but is not limited to, any act that violates or is inconsistent with the School District’s mission, goals, policies, procedures, or curriculum. This also includes, but is not limited to, use for threats, bullying or harassment, or use that violates the Student Responsible Computer, Network, and Internet Use Policy set forth in the Code of Student Conduct. Obscene activities include all acts that violate generally accepted social standards. More serious violations of this section in the Code of Student Conduct may result in expulsion.</p> <p>WARNING: The taking, possessing, disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.), is a violation of School Board policy and may also constitute a crime under state and federal law. A wireless communications device containing obscene, pornographic, lewd, or other otherwise illegal images or photographs shall be confiscated until an investigation is concluded and may be permanently confiscated if found to be an</p>

<p>I3 Misuse of Electronic Devices (continued)</p>	<p>instrument of or contain evidence of criminal misconduct. Any person possessing, taking, disseminating, transferring, or sharing obscene, pornographic, lewd, or otherwise illegal images or photographs will be reported to law enforcement and other appropriate state or federal agencies, which may result in arrest and prosecution. In serious cases, an offense involving obscene, pornographic, lewd, or otherwise illegal images or photographs may constitute a Level 4 offense.</p> <p>Wireless Communications Devices: A student may possess a wireless communications device while on school property or attending a school function, subject to the following limitations:</p> <p>(a) Telecommunications devices may be utilized on school buses if the use of such devices is not disruptive, harassing, or inappropriate in nature. Telecommunications devices may not be used during school (from the beginning of classes through final dismissal), unless approval is granted by the Principal to allow use.</p> <p>(b) During prohibited times, the device may not be displayed, held, used, activated, or manipulated in any way and must be stored in a pocket, pocketbook, backpack, device carrier, or other closed container.</p> <p>(c) Any disruptive, harassing, or other inappropriate use of a wireless communications device while under the School Board's jurisdiction, shall be cause for disciplinary action under the Code of Student Conduct, including confiscation of the device as contraband and, in the event of repeated or serious misuse, loss of the privilege to possess such a device on school property or while attending a school function. Inappropriate use includes, but is not limited to: (1) activation, display, manipulation, or inappropriate storage during prohibited times; (2) texting, phoning, or web browsing during prohibited times; (3) taping conversations, music, or other audio at any time; (4) unauthorized photography or videography of any kind; and (5) any activity that could in any manner infringe upon the rights of other individuals, including but not limited to students, teachers, and staff members. The use of a wireless communications device shall be cause for disciplinary action and may result in criminal penalties if the device is used in a criminal act.</p> <p>WARNING: School staff members are not responsible for damage, theft, or other loss of any confiscated personal property, including but not limited to confiscated wireless communications devices. Any confiscated personal property not reclaimed by the parent by the end of the school year will be considered abandoned and will be disposed of by the Principal.</p>
<p>J3 Serious Misconduct on School District Transportation</p>	<p>Serious misconduct which interferes with safe, orderly and expeditious student transportation. This includes, but is not limited to, deliberate loud noise, unauthorized exiting or attempting to exit out emergency exits, windows or entry door, throwing items out the bus window, throwing items on the bus likely to cause bodily harm or property damage, and failing to be silent at a railroad crossing while the bus is stopped.</p>

<p>K3* Other Major Misconduct (OMC Level III)</p>	<p>Any serious harmful incident resulting in the need for law enforcement consultation - not previously classified. Other major includes, but is not limited to, significantly obstructing staff members from performing their duties, producing or knowingly using counterfeit money, participating in gambling activities, possessing child pornography, or possessing drug paraphernalia.</p> <p>*Must be reported as a SESIR incident and is expected to include consultation with Law Enforcement.</p>
<p>L3 Possession of Contraband Material</p>	<p>Possession, use, or distribution of materials or items which are forbidden at school. For example, this includes, but is not limited to, matches, lighters, ammunition, Class C common fireworks, toy weapons, laser beam devices, vape devices, or vape cartridges. It also includes tobacco products, which include cigarettes, chewing tobacco, and e-cigarettes possessed by students twenty-one years of age or older. Contraband shall be confiscated, and the return of such items shall be at the Principal's discretion.</p> <p>Certain Items as Contraband: Possession of a common pocketknife, a plastic knife, a blunt-bladed table knife, or other item that is not designed or typically used as a weapon may be considered under this incident code if (1) there has been no threatening or intimidating display of the item; and (2) the item does not constitute a "concealed weapon" as defined in § 790.001(3) Florida Statutes; and (3) the item is not a firearm as defined in § 790.001, Florida Statutes.</p> <p>A common pocketknife that qualifies as contraband is a knife, such as a Swiss Army Knife, or is a folding-style knife with multiple blades and utility tools. A folding knife with a single blade is generally not considered contraband but would be classified as a weapon. Consultation with Law Enforcement.</p> <p>NOTE: If a student realizes that the student is in possession of a contraband item and voluntarily surrenders the item to a staff member before the start of any investigation or before the search of the student that might have uncovered such item, then the student may be eligible for mitigation of the disciplinary response.</p>
<p>M3* Sexual Harassment (SXH Level III)</p>	<p>Unwelcome conduct of a sexual nature, such as sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Harassing conduct can include verbal or nonverbal actions, including graphic and written statements, and may include statements made through computers, cellphones, and other devices connected to the Internet. The conduct can be carried out by school employees, other students, and non-employee third parties. This includes, but is not limited to, an incident when one student demands a sexual favor from another student under the threat of physical harm or adverse consequence.</p> <p>Link to Title IX Policy: School Board Policy 2266 Nondiscrimination</p> <p>*Must be reported as a SESIR incident and is expected to include consultation with Law Enforcement.</p>

N3* Tampering with School Safety and Security Equipment (OMC Level III)	Intentionally tampering with school safety or security equipment. *Must be reported as a SESIR incident and is expected to include consultation with Law Enforcement.
P3* Trespassing (TRS Level III)	To enter or remain on School District grounds school transportations, or at a school sponsored event without authorization or invitation and with no lawful purpose for entry. Only incidents involving a student currently under suspension or expulsion, or incidents where any offender (student or non-student) was previously issued an official trespass warning by school officials, or where any offender was arrested for trespass are required to be reported in SESIR. Trespass incidents that did not have a prior official warning, did not result in arrest, or did not involve students under suspension or expulsion should be reported as locally defined incidents according to district policies. This applies to a student who is subject to a suspension or expulsion from school. *Must be reported as a SESIR and is expected to include consultation with Law Enforcement.
Q3 Vandalism (\$100.00 to \$999.99)	Intentional destruction, damage or defacement of public or private property, real or personal, without the owner's consent or the consent of the person having custody or control of the property.
R3 Misuse of Non-Prescription Medication	Misuse of any non-prescription ("over-the-counter") medication or supplement, including but not limited to (1) any use inconsistent with the manufacturer's directions or generally accepted guidelines or (2) any distribution or use with the intended or actual effect of inducing physical, emotional, or behavioral change that either (a) is contrary to the will of the actual user, or (b) exceeds the change that such medication or supplement was designed to induce. NOTE: A student may possess and use a medication to relieve headaches while on school property or at a school-sponsored event or activity without a physician's note or prescription if the medication is regulated by the United States Food and Drug Administration for over-the-counter use to treat headaches
UU3* Simple Battery (PHA Level II)	An actual and intentional touching or striking of another person against his or her will, or the intentional causing of bodily harm to an individual. *Must be reported as a SESIR incident and is expected to include consultation with Law Enforcement.
W3 Felony Suspension	A Principal may suspend a student who is formally charged with a felony, or a delinquent act which would be a felony if committed by an adult, for an incident which occurred off school property and which has an adverse impact on the educational program, discipline, or welfare of the students and staff in the school. (See Felony Suspension Procedures on page 58).
X3 Moderate Level Threat	Intentional threat by word or act to harm someone, may include a threat to hit, assault, or beat someone up. This level of threat requires safety precautions including close supervision of the student making the threat and warning any potential victims. Counseling services and interventions may be initiated at this level.

<p>Y3* Drugs/Use/ Possession Excluding Alcohol (DRU Level III)</p>	<p>The use or possession of any drug, narcotic, controlled substance, or any substance when used for chemical intoxication. Use means the person is caught in the act of using, admits to use, or is discovered to have used in the course of an investigation.</p> <p>*Must be reported as a SESIR incident and is expected to include consultation with Law Enforcement.</p> <p>NOTE: A student may possess and use a medication to relieve headaches while on school property or at a school-sponsored event or activity without a physician’s note or prescription if the medication is regulated by the United States Food and Drug Administration for over-the-counter use to treat headaches. When such possession is for the purpose of selling and/or distributing to others which can be inferred from factors like the quantity of the items, packaging or other evidence found through the course of the investigation suggesting plans for distribution may result in higher level disciplinary consequences.</p> <p>If a student realizes that the student is in possession of drugs and voluntarily surrenders the drugs to a staff member before the start of any investigation or search of the student that might have uncovered the drugs, then the student may be eligible for mitigation of the disciplinary response.</p>
<p>Z3* Sexual Offenses (SXO Level III)</p>	<p>Lewdness, indecent exposure: Other sexual contact, including intercourse, without force or threat of force. Subjecting an individual to lewd sexual gestures, sexual activity, or exposing private body parts in a lewd manner.</p> <p>Link to Title IX Policy: <u>School Board Policy 2266 Nondiscrimination</u></p> <p>*Must be reported as a SESIR incident and is expected to include consultation with Law Enforcement.</p>

LEVEL 3 – INTERVENTIONS/CORRECTIVE STRATEGIES

Elementary (K – 5)	Secondary (6 – 12)
<ul style="list-style-type: none"> • Student/Teacher Conference • Restitution • Parent Contact/Conference • Behavioral Contract • Behavioral Intervention Class • Detention • Temporary or Permanent Loss of Privileges • Functional Behavioral Assessment • Social Skills Training • Behavioral Intervention Plan • Social Skills Training • Refer to Counseling (i.e. guidance, Mental Health Collaborative) • Removal from program or activity • Follow Florida Harm and Threat Management Model • Out of School Suspension • In School Suspension • Recommendation for Expulsion • Schedule Change 	<ul style="list-style-type: none"> • Student/Teacher Conference • Restitution • Parent Contact/Conference • Behavioral Contract • Behavioral Intervention Class • Detention • Temporary or Permanent Loss of Privileges • Functional Behavioral Assessment • Social Skills Training • Behavioral Intervention Plan • Social Skills Training • Refer to Counseling (i.e. guidance, Mental Health Collaborative) • Removal from program or activity • Follow Florida Harm and Threat Management Model • Alternative to Suspension (i.e. Saturday School) ALTOSS • Out of School Suspension • In School Suspension • Recommendation for Expulsion • Schedule Change

NOTE: The Principal will determine the appropriate discipline after a review of the student’s conduct, explanation, consultation with staff members, and investigation of any other relevant factors.

When deciding disciplinary action, the Principal shall consider all relevant factors including the student’s age, developmental level, possible exceptionality, previous conduct, and severity of the offense. The interventions and corrective strategies listed, included in all levels of the Code of Student Conduct, are behaviorally sound, practical interventions. The Principal has the authority to apply the most appropriate disciplinary response to any Code of Student Conduct violation.

LEVEL 4 – DISCIPLINE RESPONSE CODE

A Level 4 offense is misconduct which seriously interferes with the orderly operation of the classroom, a school function, extracurricular or co-curricular programs, or School District transportation and is the most serious level of offense. Any of these offenses may result in a suspension, not to exceed ten days, from school with a recommendation for expulsion. The majority of Level IV offenses are reported to SESIR, and the accuracy in reporting is essential, as the District must validate that this data is correct. The Principal should use their discretion in determining whether these offenses should be brought forward to the Placement Review Committee.

Level 4 offenses must be reported immediately to a school administrator and may result in immediate removal of the student from the school and referral to appropriate law enforcement agency.

Level 4 offenses which involve School District transportation may result in the student losing bus riding privileges for a period to be determined based on the severity of the conduct. A parent conference with transportation staff and a school administrator is mandatory before bus privileges will be reinstated. A loss of bus riding privileges for more than 10 days must be authorized by the Superintendent.

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<p>AA4* Aggravated Battery (BAT Level I)</p>	<p>Intentional great bodily harm: A battery where the attacker intentionally or knowingly causes more serious injury as defined in Rule 6A-1.0017(8)(g), F.A.C., such as: great bodily harm, permanent disability, or permanent disfigurement; uses a deadly weapon; or when the attacker knew or should have known the victim was pregnant. (To distinguish from fighting, report an incident as aggravated battery only when the force or violence is carried out against a person who is not fighting back.)</p> <p>*Must be reported as a SESIR incident and is expected to include consultation with Law Enforcement.</p>
<p>B4* Arson (ARS Level I)</p>	<p>To intentionally damage, or caused to be damaged, by fire or explosion, any dwelling, structure, or conveyance, or its contents, whether occupied or not. (Fires that are not intentional, that are caused by accident, or do not cause damage, are not required to be reported as a SESIR incident).</p> <p>*Must be reported as a SESIR incident and is expected to include consultation with Law Enforcement.</p>
<p>BB4* Homicide (HOM Level I)</p>	<p>Murder, manslaughter: The unjustified killing of one human being by another.</p> <p>*Must be reported as a SESIR incident and is expected to include consultation with Law Enforcement.</p>

C4* Intimidation/Threat (TRE Level III)	<p>An incident where there was no physical contact between the offender and victim, but the victim reasonably believed that the physical harm could have occurred based on a verbal or nonverbal communication by the offender. This includes nonverbal threats, or verbal threats of physical harm which are made in person, electronically, or through any other means.</p> <p>*Must be reported as a SESIR incident and is expected to include consultation with Law Enforcement.</p>
CC4* Kidnapping (KID Level I)	<p>Abduction of an individual: Forcibly, secretly, or by threat, confining, abducting, or imprisoning another person against the person’s will and without lawful authority.</p> <p>*Must be reported as a SESIR incident and is expected to include consultation with Law Enforcement.</p>
D4* Aggravated Battery/Employee or Other Adult (BAT Level I)	<p>Intentional great bodily harm: The physical use of force or violence by a student against a school employee or other adult. The attack must be serious enough to warrant reporting to Law Enforcement and result in great bodily harm, permanent disfigurement; uses a deadly weapon; or when the attacker knew or should have known the victim was pregnant. (To distinguish from fighting, report an incident as battery only when the force or violence is carried out against a person who is not fighting back.)</p> <p>*Must be reported as a SESIR incident and is expected to include consultation with Law Enforcement.</p>
DD4 Violation of School Board Policy 5517	<p>Any act by a student or students on school property or at a school sponsored event that results in an intentional public display of egregious behavior and/or outright discrimination, bullying, harassment, or disparagement against any individual(s) or groups. This conduct may substantially interfere with a student’s academic performance or create an intimidating or hostile school environment and is a direct violation of School Board Policy 5517 (Anti-Harassment) which prohibits discrimination. Examples may include, but are not limited to racial slurs, hate speech, willful, wanton, malicious, bad faith, deliberate, consciously wrongful, or flagrant behavior.</p> <p>The actions may result in consultation with Law Enforcement.</p>
EE4* Sexual Assault (SXA Level II)	<p>An incident that includes fondling, indecent liberties, child molestation, or threatened rape. Both males and females can be victims of sexual assault.</p> <p>*Must be reported as a SESIR incident and is expected to include consultation with Law Enforcement</p> <p>Link to Title IX Policy: School Board Policy 2266 Nondiscrimination</p> <p>*Includes threat or intimidation.</p>

F4* Burglary (BRK Level II)	<p>Unlawful entry into or remaining in a dwelling, structure, or a conveyance, with the intent to commit a crime therein.</p> <p>*Must be reported as a SESIR incident and is expected to include consultation with Law Enforcement.</p>
FF4* Threat to Kill/Mass Shooting (TRE Level III)	<p>Per § 836.10, Florida Statutes, any person who verbalizes a threat with intent to kill or cause bodily injury, writes or composes and/or sends or procures the sending of any letter, inscribed communication, or electronic communication, whether such letter or communication be signed or anonymous, to any person, containing a threat to kill or to do bodily injury to the person to whom such letter or communication is sent or seen by another, or a threat to kill or do bodily injury to any member of the family of the person to whom such letter or communication is sent or seen by another, or any person who makes, posts, transmits, a threat in writing or other record, including internet/electronic transmission record to conduct a mass shooting or an act of terrorism in writing or other record in any manner that would allow another person to view the treat as defined by §§ 836.10, 790.161, 790.1615, 790.162, 790.163, 790.165, and 1006.13, Florida Statutes.</p> <p>*Must be reported as a SESIR incident and is expected to include consultation with Law Enforcement.</p>
G4* Disruption on Campus – Major (DOC LEVEL III)	<p>Disruptive behavior that poses a serious threat to the learning environment, health, safety, or welfare of others. Disruptive behavior includes but is not limited to a major disruption of all or a significant portion of campus activities, school sponsored events, or School District transportation. An example of a major disruption includes inciting a riot.</p> <p>Disruptive behavior does not typically include students defying authority, disobeying or showing disrespect for others, using inappropriate language or gestures, causing a classroom disruption, or a typical fight between two students. The inappropriate activity does not rise to the level of a major disruption simply because students are temporarily delayed in transitioning, gather to watch a fight or other disruptive activity, or multiple administrators respond to the incident.</p> <p>*Must be reported as a SESIR incident and is expected to include consultation with Law Enforcement.</p>
K4 False Accusation Against Employees	<p>Intentional false accusation against a person that jeopardizes the person’s professional reputation employment or professional certification.</p>
N4* Manipulation Computer Data (OMC Level III)	<p>Changing, altering, erasing, removing, or otherwise manipulating computer data or software code without authorization.</p> <p>*Must be reported as a SESIR incident and is expected to include consultation with Law Enforcement.</p>

O4 Most Serious Misconduct on School District Transportation	Serious misconduct which substantially interferes with the safe and orderly operation of School District transportation. This includes, but is not limited to, throwing objects from the bus window or on the bus that causes serious bodily harm or property damage.
P4* Robbery (ROB Level II)	Taking or attempting to take money or other property from the person or custody of another with the intent to permanently or temporarily deprive the person or owner of money or other property, under the confrontational circumstances of force, or the threat of force or violence, and/or by putting the victim in fear. A key difference in Grand Theft and Robbery is that Robbery involves violence, a threat of violence or assault, and putting the victim in fear. *Must be reported as a SESIR incident and is expected to include consultation with Law Enforcement.
Q4* Sexual Battery (SXB Level I)	RAPE: Forced or attempted oral, anal, or vaginal penetration by using a sexual organ or an object simulating a sexual organ, or the anal or vaginal penetration of another by another body part or foreign object. Forced means against the person's will, or where the victim is incapable of giving consent because of the victim's age, or because of the victim's temporary or permanent mental incapacity. Both males and females can be victims of sexual battery. Link to Title IX Policy: School Board Policy 2266 Nondiscrimination *Must be reported as a SESIR incident and is expected to include consultation with Law Enforcement.
T4* Weapons Possession (WPO Level II)	Possession of a firearm, or any instrument or object, as defined by § 790.001(6) and (13), Florida Statutes , that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm. Incidents involving toys and simulated firearms, or weapons are subject to the limitations defined in § 1006.07(2)(g), Florida Statutes . A weapon is defined in § 790.001, Florida Statutes , and includes, but is not limited to, clubs, explosives, self-defense chemical spray (cannister size two ounces or greater), air or gas operated guns and electrical weapons or devices. Weapons shall be confiscated and will not be returned to the student but will be turned over to Law Enforcement. *Must be reported as a SESIR incident and is expected to include consultation with Law Enforcement.
X4* Drug Sale/Distribution Excluding Alcohol (DRD Level II)	The manufacture, cultivation, purchase, sale, or distribution of any drug, narcotic, controlled substance or substance represented to be a drug, narcotic, or controlled substance. *Must be reported as a SESIR incident and is expected to include consultation with Law Enforcement.

<p>Y4 Repeated Serious Misconduct</p>	<p>Three or more violations of the Level 3 offenses listed below during the current school year which, each time the offense occurs,–disrupts the orderly operation of the school, school function, classroom, extracurricular activity, or co-curricular activity and which causes an unsafe atmosphere. The Level 3 offenses subject to this policy are:</p> <p>C3 – Fighting (Mutual Altercation)</p> <p>UU3 – Simple Battery</p>
<p>ZC4* Criminal Mischief (\$1000.00 threshold) (VAN Level III)</p>	<p>Willfully and maliciously injuring or damaging by any means any real or personal property belonging to another, including, but not limited to, the placement of graffiti thereon or other acts of vandalism thereto. Incidents that fall below the \$1,000 threshold are not reportable in SESIR, but instead should be reported as locally-defined incidents according to district policies.</p> <p>*Must be reported as a SESIR incident and is expected to include consultation with Law Enforcement.</p>

LEVEL 4 – INTERVENTIONS/CORRECTIVE STRATEGIES

Elementary (K – 5)	Secondary (6 – 12)
<ul style="list-style-type: none"> • Functional Behavior Assessment • Behavior Intervention Plan • Restitution • Contact/Conference with Parent • Behavior Contract • Behavior Intervention Class • Confiscation of Materials or Electronic Devices • Alternative to Suspension • Temporary or Loss of Privilege • Follow Florida Harm and Threat Management Model • Attendance at Project ROCK • Refer to Counseling (Guidance, Mental Health Collaborative) • Social Skills Training • Loss of Magnet School/Attractor program assignment • In-School Suspension • Out of School Suspension • Recommendation for Expulsion • Referral to Problem Solving Team • Schedule Change 	<ul style="list-style-type: none"> • Functional Behavior Assessment • Behavior Intervention Plan • Restitution • Contact/Conference with Parent • Behavior Contract • Behavior Intervention Class • Confiscation of Materials or Electronic Devices • Alternative to Suspension (i.e. Saturday School) ALTOSS • Temporary or Loss of Privilege • Follow Florida Harm and Threat Management Model • Attendance at Project ROCK • Refer to Counseling (Guidance, Mental Health Collaborative) • Social Skills Training • Loss of Magnet School/Attractor program assignment • In-School Suspension • Out of School Suspension • Recommendation for Expulsion • Referral to Problem Solving Team • Schedule Change

NOTE: The Principal will determine the appropriate discipline, after a review of the student’s conduct, explanation, consultation with staff, and investigation of any other relevant factors.

When deciding disciplinary action, the Principal shall consider all relevant factors including the student’s age, developmental level, possible exceptionality, previous conduct, and severity of the offense. The interventions and corrective strategies listed, included in all levels of the Code of Student Conduct, are behaviorally sound, practical interventions. The Principal has the authority to apply the most appropriate disciplinary response to any Code of Student Conduct violation.

ALTERNATIVES TO SUSPENSION

When possible, the Principal may consider alternatives to OSS outlined below.

Appropriate In-School Suspension: ISS should not only continue academic or other instruction, but also focus on solving the problem that resulted in the student being sent there.

Assignment to an Adult Mentor: Linking the student with an adult who will monitor the student's academic and behavioral progress throughout the school year and provide support as needed.

Behavior Monitoring (Student): The student self-monitors their own behavior and must get the teacher's agreement on the ratings given in the monitoring. The student must meet with a designated adult at least weekly to review, and this could also be linked to a counseling component, if needed.

Behavior Monitoring (Teacher Assisted): A process established to individually monitor the student's behavior using communication logs to provide feedback between teacher, student, and parent.

Behavior Plan or Behavior Improvement Plan: Behavior doesn't warrant an immediate Tier III intervention but is concerning enough to warrant actions designated to bring about improvement.

BIC/Behavior Intervention Classroom: This is a form of in-school suspension where students are provided an opportunity to learn replacement behaviors related to their removal from class. Students actively engage in life management, character education and skill building activities related to the behavior in question. The student is also afforded an opportunity to complete the classwork missed while serving in-school suspension.

Bouncy/Ripple Effects: Bouncy (K-2), Ripple Effects Kids (3-5) and Ripple Effects Teens (6-12) are evidence-based, digital systems of personalized interventions and behavioral supports. These tools address the non-academic barriers to school success utilizing trauma informed practices through a learner directed approach.

Community Service/Service Learning: Tasks involving community activities with appropriate adult supervision outside of school hours.

Counseling: Student is assigned to a professional on campus to problem solve, identify skills for targeted intervention, or to work through problems or issues the student may have in the school setting.

Detention: After school, lunch detention, and Saturday School are all forms of alternatives to out-of-school or in-school suspension. Detention should incorporate a component of social skills instruction.

Diversion Programs: Available to first time offenders for criminal offenses that require consultation with or reporting to Law Enforcement. Must complete the program and have continued follow-up.

FBA/BIP: Functional Behavior Assessment/Behavioral Intervention Plan is a tiered intervention, most often completed at Tier III as a highly intensive intervention. The FBA is a process that seeks to determine the underlying cause or function of the student's behavior that impedes the learning of the student or others. The BIP is a plan that utilizes the behavioral interventions and supports to reduce the behaviors that interfere with the student's academic or behavioral progress and also teaches the student more appropriate replacement behavior.

Loss of Privileges: Privileges granted to all students are removed or restricted for a period based on specific behaviors. Examples include: Parking privileges, full participation in sports activities, loss of senior or grade level privileges, etc.

Mini-Courses or Skill Modules: Short courses or self-study modules designed as a disciplinary consequence. These modules should be on topics related to the student's inappropriate behavior and should be designed to teach the student to have increased awareness or knowledge about the topic, thus facilitating change. They could focus on topics from inappropriate language, sexual harassment, to alcohol/drug use, conflict resolution, social skill development, and many more. Once created, students could be assigned to complete the appropriate modules based on their offense.

Peer Jury: Associated with restorative practices, peer juries are programs in which youth work together to repair harm, build competencies, and help create safer schools and/or communities. Peer Jury is sometimes referred to as teen court, youth court or peer court, and is overseen by an adult coordinator.

Peer Mediation: Training for students on how to mediate peer issues through conflict resolution and applying problem solving strategies. Peers are trained to hear both sides of the situation; they decide the outcomes; and both parties must agree to abide by the outcomes.

Programming Alternatives: For some students, especially at the secondary level, it may be possible to change the student's schedule, classes, or program which would avoid problem environments or situations, yet permit continued access to the curriculum and school.

Positive Contingency Contracts/Behavior Contracts: Focus on one behavior; develop the contract specifically with the student; set a realistic time frame and outline the requirements; identify the reward if the student meets the contract; and identify the negative consequences if the contract is broken.

Project ROCK: This is an alternatives to suspension at an off campus locations. St. Lucie Public Schools has a cooperative agreement which allows students to participate in this program in lieu of out-of-school suspension. Full participation will result in the out-of-school suspension assignment coded as in-school suspension.

PTR: The Prevent-Teach-Reinforce (PTR) model of the FBA/BIP process is an evidence-based positive behavior support process for developing and implementing individualized functional behavior assessments and behavior intervention plans as part of Tier 3 systems.

Referral to Community Mental Health: Referral to the Mental Health Collaborative to obtain assistance for the student in dealing with emotions or behaviors that may interfere with academic or behavioral success.

Reflection/Temporary Removal: A form of behavioral modification that involves students actively recording and documenting their behaviors, thoughts, and emotions related to the target behavior. May include temporarily separating a child from an environment where unacceptable behavior occurred. The goal is to remove the reinforcement for the behavior and, therefore, lead to the extinction of the inappropriate behavior.

Restitution: This alternative allows students to make amends for what they did wrong. It permits the student to help to restore or improve the school environment either by directly addressing the problems caused by the student's behavior (e.g., in cases of vandalism, students can work to repair things they damage), or by having the student improve the school environment more broadly by completing a specific job as determined by the school officials.

Restorative Practices: Practices designed to reduce crime, violence and bullying, repair relationships, repair harm, and improve human behavior. This concept uses informal and formal processes that focus on problem solving and repairing harm.

Substance Abuse Prevention and Intervention: These prevention programs and interventions such as SAGE (Substance Awareness Group Education) are intended to prevent or reduce the risk of developing a behavioral health problem, such as underage alcohol use, prescription drug misuse and abuse, or illicit drug use.

Written Apology: A letter of apology specifically addressed to the individual who was harmed by the behavior exhibited by the student. The apology should include an expression of regret for the behavior, remorse, or sorrow for having insulted, failed, injured, or wronged another person.

School-Wide Teams should identify creative strategies as alternatives for suspension based on the culture of their school.

REPORTS TO LAW ENFORCEMENT AGENCIES

The School Board views criminal acts committed by students to be extremely serious. In addition to School District disciplinary action, criminal acts will be reported to the appropriate law enforcement agency as outlined in the School District's zero tolerance policy. These include:

Must be reported as a SESIR incident and must be reported to Law Enforcement:

1. Battery-Aggravated/Felony (BAT)
2. Sexual Battery (SXB)
3. Homicide (HOM)
4. Kidnapping (KID)
5. Weapons Possession (WPO)

Must be reported as a SESIR incident and is expected to include consultation with Law Enforcement:

1. Alcohol (ALC)
2. Arson (ARS)
3. Burglary (BRK)
4. Disruption on Campus Major (DOC)
5. Drug Sale/Distribution excluding Alcohol (DRD)
6. Drug Use-Possession excluding Alcohol (DRU)
7. Fighting (FIT)
8. Hazing (HAZ)
9. Simple Battery (PHA)
10. Robbery (ROB)
11. Grand Theft (\$750+) (STL)
12. Sexual Offenses-Other (SXO)
13. Criminal Mischief (VAN)
14. Other Major Offenses (OMC)

Must be reported as a SESIR incident, but DOES NOT require to be reported to Law Enforcement:

1. Bullying
2. Harassment
3. Sexual Harassment
4. Tobacco-Nicotine

"Reported to Law Enforcement" means that an official action was taken by a school resource officer or a local law enforcement officer such as: a case number was assigned, a report was filed, an affidavit was filed, a civil citation was issued, or an arrest was made as authorized by [§ 985.12, Florida Statutes](#), or initiation of an involuntary examination authorized by [§ 394.463, Florida Statutes](#). The presence of, notification of, or consultation with a law enforcement officer, or SRO, is not sufficient for an incident to be coded as "Reportable to Law Enforcement."

SEARCH OF STUDENT BY SCHOOL STAFF

Any instructional or administrative staff member shall be authorized to detain, question, and search a student under circumstances which reasonably indicate that such student has committed, is committing, or is about to commit a violation of Florida law or the Code of Student Code. If an administrator has reasonable suspicion to believe that a student is in possession of (i) contraband, (ii) an instrument or evidence of a crime or of a Code of Student Conduct violation, or (iii) a weapon or any other item that might endanger the health or safety of the student or other students or staff in the school, the administrator shall request the student to submit to a search.

Search of Student by School Staff:

- School personnel may detain, question, and search any student suspected of possessing contraband and/or other prohibited items while on school grounds, school transportation, and any other school sponsored activity.
- The search may include not only the student's person, but also items that are or have been within the student possession, or on or about the student's person, such as book bags, back packs, notebooks, purses, coats, jackets, telecommunications devices (Cell phones, tablets, etc.), computers, and other electronic devices capable of storing or communicating information.
- School personnel are encouraged to obtain consent from a student to search for illegal, prohibited, harmful items or substances, or stolen property, but may proceed with the search without consent.
- The measures used by school staff will be reasonably related to the objective of the search. The extent of the search, including the search of any telecommunications or other electronic devices, will not exceed the original reason for the search and will not be excessively intrusive in the light of the age and sex of the student and the nature of the infraction. Strip searches are prohibited.
- Any search of a student's personal belongings, including a purse, backpack, or bookbag, must be conducted discreetly to maintain the privacy of the student's personal items within such belongings.
- Personal items that are not prohibited on school grounds must be immediately returned to the student's personal belongings.

The Code of Student Conduct does not define, govern, or restrict the search of a student by a law enforcement official acting within the scope of such official's authority.

ADMINISTRATIVE SEARCHES

Alternative schools may engage in neutral administrative searches for the purpose of maintaining order and safety without reasonable suspicion. Such routine administrative searches must be conducted in an even-handed, neutral manner and may consist of all or a portion of the student population by pat-down or by item searches including book bags, back packs, purses, coats, and jackets.

SEARCH OF STUDENT LOCKERS/STORAGE SPACES

A student's locker or other storage area is subject to search, upon reasonable suspicion, for prohibited or illegally possessed substances or objects.

METAL DETECTORS; CANINE SEARCHES; SURVEILLANCE DEVICES

Metal detectors or specially trained animals may be used in the course of a search. Surveillance devices may be in use in public areas. Students subject to the Code of Student Conduct have a lessened expectation of privacy.

A student's operation of a vehicle or other means of transportation on School District property is a privilege and students have a lessened expectation of privacy in or around such vehicles when located on School District property.

STUDENT TRANSPORTATION RESPONSIBILITIES AND SAFETY RULES

Students riding on School District transportation shall:

- a. Occupy the seat assigned by the driver, wear a seatbelt at all times the bus is in motion if so equipped and to refrain at all times from moving around while the bus is in motion. Observe classroom conduct (except for ordinary conversation) while getting on and off the bus, and while riding the bus. To keep hands inside the bus at all times, except in case of emergency.
- b. Obey the driver and to report to the school Principal when instructed to do so by the driver.
- c. Warn the driver of approaching danger if there is reason to believe the driver is not aware of the danger.
- d. Be at the designated bus stop in the morning and after school, ready to board the bus at the prescribed time.
- e. Walk to the bus stop safely and stay off the roadway at all times while waiting for the bus.
- f. Wait until the bus has come to a full stop before attempting to get on or off.
- g. Enter or leave the bus only at the front door after the bus has come to a full stop, except in case of emergency.
- h. Cross the highway, when necessary, as follows:
 - i. Upon exiting the bus, stand at the side of the road ten (10) feet in front of the bus, within sight and hearing of the driver and wait for the driver's signal to cross the road or proceed to the park strip; and
 - ii. When waiting for the bus, upon signal from the driver, look both ways and proceed in front of the bus across the road or to the park strip.
- i. Ride assigned bus only. Any change must be requested in writing by the parent and written approval of the Principal must be issued before implementation of the requested change.
- j. Students are prohibited from disembarking at other than their assigned bus stop unless authorized in advance by the student's Principal.

- k. A temporary bus pass may be obtained if capacity is available.
- l. Students are requested to be at the bus stop ten (10) minutes before scheduled pick-up as the bus will not wait beyond the scheduled pick-up time.
- m. Reptiles, bugs, animals or marine life (dead or alive) are not permitted on the bus.
- n. Objects that impair the driver's vision, impact safety or seating capacity are prohibited on the school bus.
- o. Eating, drinking or chewing gum is not permitted on the bus.
- p. Students must be absolutely quiet at railroad crossings and when the dome lights are on. Excessive noise is prohibited at all times.

STUDENT RESPONSIBLE COMPUTER, NETWORK AND INTERNET USE POLICY

Overview

The School District provides its students access to a multitude of technology resources to enhance and extend the learning experience. These resources provide opportunities to enhance learning and improve communication within our community and with the global community beyond our campus. The advantages of having access to these resources are far greater than any potential downside. However, with the privilege of access is the responsibility of students to exercise appropriate personal responsibility in their use of these resources. This School District policy is intended to promote the most effective, safe, productive, and instructionally sound uses of networked information and communication tools. The School District also makes a good faith effort to protect its students from exposure to internet materials that are harmful or explicit. The School District maintains a system of internet content filtering devices and software controls to block obscene and pornographic materials and materials that are harmful to, or otherwise inappropriate for, minors that meet federal standards established in the [Children's Internet Protection Act, 47 U.S.C. § 254\(h\), \(1\)](#), as amended (CIPA). Nevertheless, it is impossible to control all materials available on the internet, and users will be responsible for ensuring that their use meets the requirements established in this Policy.

Digital Citizen

Student users of the School District's computer, network, and internet resources shall use information and technology in safe, legal, and responsible ways. A responsible digital citizen is one who:

1. Respects One's Self: Users will select online names that are appropriate and will consider the information and images that are posted online.
2. Respects Others: Users will refrain from using technologies including TEAMS, Canvas, or other district learning platforms and social media to bully, tease or harass other people.
3. Protects One's Self and Others: Users will protect themselves and others by reporting abuse and not forwarding inappropriate materials or communications.
4. Respects Intellectual Property: Users will cite any and all use of websites, books, media, etc.
5. Protects Intellectual Property: Users will request to use the software and media others produce.
6. Any malicious attempt to harm or destroy data of another user, disrupt the internet or other networks, is strictly prohibited. This includes, but is not limited to, creating or

uploading computer viruses/ransomware and Distributed Denial-of-Service Attacks (DDoS).

7. Unauthorized access to information by unauthorized recipients or "hacking" is strictly prohibited. This would include intentionally bypassing any internet or firewall filtering devices, and use of VPN/proxy technologies.

Expectations

Responsible use of the School District's technology resources is expected to be ethical, respectful, academically honest, and supportive of the School District's mission. Each computer user has the responsibility to respect every other person in our community and on the internet. Students shall receive training regarding appropriate online behavior, including interacting with other individuals on social networking Web sites and in chat rooms and cyberbullying awareness and response. Digital storage and electronic devices used for school purposes will be treated as extensions of the physical school space. Administrators will periodically monitor the online activities of users and computer files to ensure that users are using the system in accordance with School District policy. No user of the School District's networks shall have an expectation of privacy when using the network. Users should not expect that electronic communications made or received on School District networks, internet searches on School District networks, or files stored on servers or disks will be private. Users also should understand that internet activity is recorded in log files. Users are expected to abide by the generally accepted rules of network etiquette. The following Policy is intended to clarify expectations for conduct, but they should not be construed as all-inclusive.

1. Use of electronic devices should be consistent with the School District's educational objectives, mission and curriculum.
2. Inappropriate use includes, but is not limited to: (1) activation, display, use, manipulation, or inappropriate storage during prohibited times; (2) texting, phoning, or web browsing during prohibited times; (3) taping conversations, music, or other audio at any time; (4) photography or videography of any kind; and (5) any activity that could in any manner infringe upon the rights of other individuals, including but not limited to students, teachers, and staff members.
3. Transmission of any material in violation of any local, federal and state laws is prohibited. This includes, but is not limited to, copyrighted material, licensed material and threatening or obscene material.
4. Intentional or unintentional use of computing resources to access or process, proxy sites, pornographic material, explicit text or files, or files dangerous to the integrity of the network is strictly prohibited.
5. Software or services may not be installed or downloaded on school devices without prior approval of the School District.
6. Any malicious attempt to harm or destroy data of another user, the internet or other networks, is strictly prohibited. This includes, but is not limited to, creating or uploading computer viruses.
7. Unauthorized access to information by unauthorized recipients or "hacking" is strictly prohibited. This would include intentionally bypassing any internet filtering devices.
8. Use of electronic devices to bully or harass, as defined in [Policy 5517.01](#) included in Appendix A, is strictly prohibited.
9. Student internet interpersonal communications (e.g., chat room, instant messaging, blogging, Wiki) require authorization of a teacher or school administrator.

10. Users may be held personally and financially responsible for malicious or intentional damage done to network software, data, user accounts, hardware or unauthorized costs incurred.
11. Files stored on School District-managed networks are the property of the School District and, as such, may be inspected at any time and should not be considered private.
12. Materials published for electronic publication must be for educational purposes. School administrators, teachers and staff may monitor these materials to ensure compliance with content standards.
13. Users who accidentally access inappropriate materials or witness another user accessing inappropriate materials, shall immediately notify their teacher or school administrator.
14. TEAMS, Canvas, and other academic electronic platforms should be used for educational purposes only. Students will only participate in academic conversations on these platforms.

Policy Violations

Violating any portion of this Policy may result in disciplinary action as provided in the Code of Student Conduct. A student may be disciplined under the Code of Student Conduct for expressive off-campus conduct (such as e-mails or postings on social media like Facebook, YouTube, Twitter, blogs, etc.) where: (1) such conduct would foreseeably create a risk of material and substantial disruptions within the school environment; (2) it was reasonably foreseeable that the off-campus expression might reach campus; and (3) the conduct did create a material and substantial disruption within the school environment. Disciplinary action shall be proportional to the offense. The School District will cooperate with law enforcement officers in investigations related to illegal activities conducted through its network. **Some violations may constitute criminal offenses and may result in criminal prosecution.**

PHILOSOPHICAL BASIS

The opportunity for public education is not a privilege but an important right. Students who are in danger of being suspended or expelled from school are to be provided procedural due process.

RIGHT OF DUE PROCESS – SCHOOL BOARD POLICY 5611

Students have a right of due process in the event of any serious disciplinary action taken against them. Due process shall be understood to mean:

- Timely and specific oral and written notices of the charges against them;
- An explanation of the reason/evidence supporting such actions; and
- An opportunity for the student to be heard prior to any serious disciplinary action taken.

PROCEDURES RELATING TO DISCIPLINARY ACTION

In order to protect student rights, certain procedures are followed with regard to major disciplinary actions. These procedures are developed as suggested or required by law or regulation. School procedures for administering discipline in areas not covered by these specific procedures are encouraged. **The Principal may at times be represented by designated representatives when consistent with Florida law and School Board policy.**

DISTRICT IMPOSED CONSEQUENCES

Expulsion: The removal of the right and obligation of a student to attend a public school for a period of time and under conditions set forth by the School Board not to exceed the current school year, plus one (1) additional year ([§ 1006.09, Florida Statutes](#)). There are certain violations that Florida law requires the expulsion period to be not less than one calendar year. Expulsions may be imposed with or without continuing educational services and shall be reported accordingly.

Alternative Placement Pending Expulsion: [§ 1006.09, Florida Statutes](#), permits the Superintendent to extend a suspension beyond ten (10) school days if the student is being recommended for expulsion. The District will assign the student to an alternative education program pending the outcome of the expulsion hearing.

Alternative Placement by Stipulated Order: A student may be granted a stipulated order in lieu of expulsion. This grants the student probationary reenrollment under prescribed conditions at the educational site deemed appropriate by the Superintendent. Placement will be maintained for the length of the recommended expulsion. Failure to uphold the stipulated order will result in removal of the probationary reenrollment at the assigned site.

District Review of Incoming Students: The School District will review the disciplinary records from another school district. If a student had been expelled, or placed at an alternative setting, the expulsion and/or placement will be reviewed, and the student will be appropriately placed.

Interim Alternative Educational Setting: A student with a disability can be placed in an IAES setting for up to 45 days without regard to whether the conduct was a manifestation of the student's disability as outlined in the Code of Student Conduct.

Felony Suspension: A student who has been charged with a felony, on property other than public school property, may be assigned to an alternative education program until adjudication, per [§ 1006.09\(2\), Florida Statutes](#).

If a District imposed consequence is not implemented, alternative options may be explored, including but not limited to, additional school-based consequences, referral for mental health or additional guidance support, behavior plan, safety plan, schedule change, or school behavior contract.

DUE PROCESS PROCEDURES FOR SUSPENSION FROM SCHOOL OR SCHOOL DISTRICT TRANSPORTATION

Only the School Board has the authority to expel a student. In addition to the due process procedures outlined in the Code of Student Conduct for suspension from school or transportation, the parents shall be informed that a Principal's Notice of Suspension and Recommendation for Expulsion has been sent to the Superintendent.

The Principal may suspend a student from school. Suspension is the temporary removal of a student from the regular school program for a period not to exceed ten (10) days. The Principal takes this action when they have exhausted informal disciplinary and PBIS strategies, or when they have at least considered alternatives and rejected them as inappropriate in a given situation.

Upon the first suspension the student will be reviewed at the school level by administration, guidance, or Problem Solving Team. Subsequent suspensions may lead to additional interventions, school-based strategies or consideration for alternative placement.

A. Investigation and Informal Hearing with Principal: Suspension Review

1. The accused student should be presented to the Principal by the person having knowledge of the alleged misbehavior or offense.
2. The Principal shall conduct an informal hearing to determine the facts as presented by staff, the accused student, and any witnesses that may have knowledge of the incident. The Principal shall determine if the Code of Student Conduct was violated and whether suspension is the appropriate discipline.
3. The accused student shall be given an opportunity to be heard at the school level. The student shall be advised which provisions of the Code of Student Conduct were allegedly violated and what specific conduct constituted the violation, including an explanation of the evidence.
4. The student shall be given an opportunity to present the student's side of the story (version of the incident) and to give written or oral information in support.
5. The Principal may suspend a student immediately if the student has committed a breach of conduct which poses an immediate danger to students or staff or if the violation is one of physical assault or one which has an immediate disruptive effect upon the orderly conduct of the school. If a student is to be immediately suspended, the student shall nonetheless be entitled to an informal hearing before the Principal (that is, oral or written notice of the charges, including an explanation of the basis of suspension, and an opportunity to present the student's side);
6. The suspension may be shortened if and when the Principal can be assured that the student is willing to conform to the Code of Student Conduct. If the student or parent requests a review of the suspension, they should contact the school office so that a meeting can be arranged as soon as possible.

B. Notifications

The Principal shall make a good faith effort to immediately contact a student's parent by telephone so as to inform the parent of the student's suspension and the reasons for the suspension. The Principal shall prepare an appropriate Suspension Notice. The notice should indicate the misconduct for which the suspension is being issued and the specific Code violation. Each suspension shall be reported in writing within twenty-four (24) hours to the student's parent and the Superintendent.

Caution Any student who enters or remains on campus, at any school function or extracurricular or co-curricular program, or on School District transportation while suspended from school is subject to further disciplinary action or arrest for trespassing.

PROCEDURES FOR REMOVAL FROM PARTICIPATION IN EXTRACURRICULAR OR CO-CURRICULAR PROGRAMS

1. Temporary removal of a student from participating in an extracurricular or co-curricular program or activity may be determined by the sponsor. The Principal is to be notified of the action.
2. Permanent removal of a student from participation in an extracurricular or co-curricular program or activity will be recommended by the sponsor with the final decision to be made by the Principal.
3. Parent notification of temporary or permanent removal is mandatory.

4. Upon notification, a parent may, within three days, request a conference with the sponsor, Principal or both, for the purpose of discussing the removal of the student from participation in the extracurricular or co-curricular program or activity.
5. A student may be readmitted to participation in an extracurricular or co-curricular program or activity at any time upon the recommendation of the sponsor with the final decision by the Principal.

DUE PROCESS PROCEDURES FOR EXPULSION FROM SCHOOL

A Principal may request that the Superintendent recommend to the School Board that a student be expelled. However, only the School Board has the authority to expel a student. An expulsion can be for the remainder of the school year and up to one additional year. There are certain violations that Florida law requires the expulsion to be not less than one year. Expulsion is the most serious disciplinary measure available to the Principal.

Every effort should be made to identify students with disabilities under the Individuals With Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, *prior* to a recommendation for expulsion ([refer to page 51](#)). Specific procedures for those referrals are contained within the Section 504 Procedural Manual and the Special Programs and Procedures for Exceptional Student Education.

Students with repeated patterns of misbehavior should be brought before the school's Problem-Solving Team for identification of appropriate interventions. These patterns may include numerous Level 1 offenses as well as more serious Level 2, 3 and 4 offenses that have resulted in suspensions of more than ten (10) days in a school year.

Investigation and Informal Hearing with Principal

In addition to the Due Process Procedures for Suspension from school or School District Transportation, the following additional procedures are followed when a Principal recommends expulsion from school.

- The Principal shall prepare a written list of witnesses to the incident and a summary of their testimony. The list of witnesses and the written summary shall be filed in the Principal's office.
- The recommendation to expel a student should be made only after it has been determined that the student has materially and substantially interfered with the maintenance of good order in the schools.
- The decision to recommend expulsion of a student should be made at the earliest possible date subsequent to the incident.
- Every effort shall be made by the Principal to immediately contact the parents to inform them that the student is being suspended and recommended for expulsion and the reason for the action. The parents shall be informed that a *Principal's Notice of Suspension and Recommendation for Expulsion* has been sent to the Superintendent.

Principal Recommendation for Expulsion

- The Principal shall send a recommendation for expulsion to the Placement Review Committee.

District Placement Review Committee Action

- The District Administrator shall convene the Placement Review Committee. The Placement Review Committee will convene and review the principal's recommendation for expulsion for completeness and compliance with the Code of Student Conduct and statutory requirements.
- During the review process, alternative forms of discipline, possible student reassignment, formal evaluation, behavior contract, professional counseling and other recommendations that may be acceptable to the Principal will be explored. The administrator will inform the school as to the Placement Review Committee's decision. The Placement Review Committee may recommend that expulsion proceedings continue or institute an alternative discipline.
- In appropriate cases, the Placement Review Committee may offer the parent an opportunity to enter a stipulated order of expulsion under an agreed set of terms and conditions. If the parent agrees and the School Board concurs, the right to a hearing is waived and a stipulated order is entered implementing the agreement. If the parent does not agree, the expulsion proceedings will continue.

The Evidentiary Hearing

Expulsion Hearing

After the review of the Placement Review Committee, should the recommendation for expulsion continue, a written notice of intent to expel will be delivered by certified mail. The notice outlining the charges against the student will be sent to the adult student or parent/guardian specifying the date, time and location of the evidentiary expulsion hearing.

The student has the right to due process as prescribed by [§ 120.569, Florida Statutes](#), and [§ 120.57\(2\), Florida Statutes](#), which includes the right to:

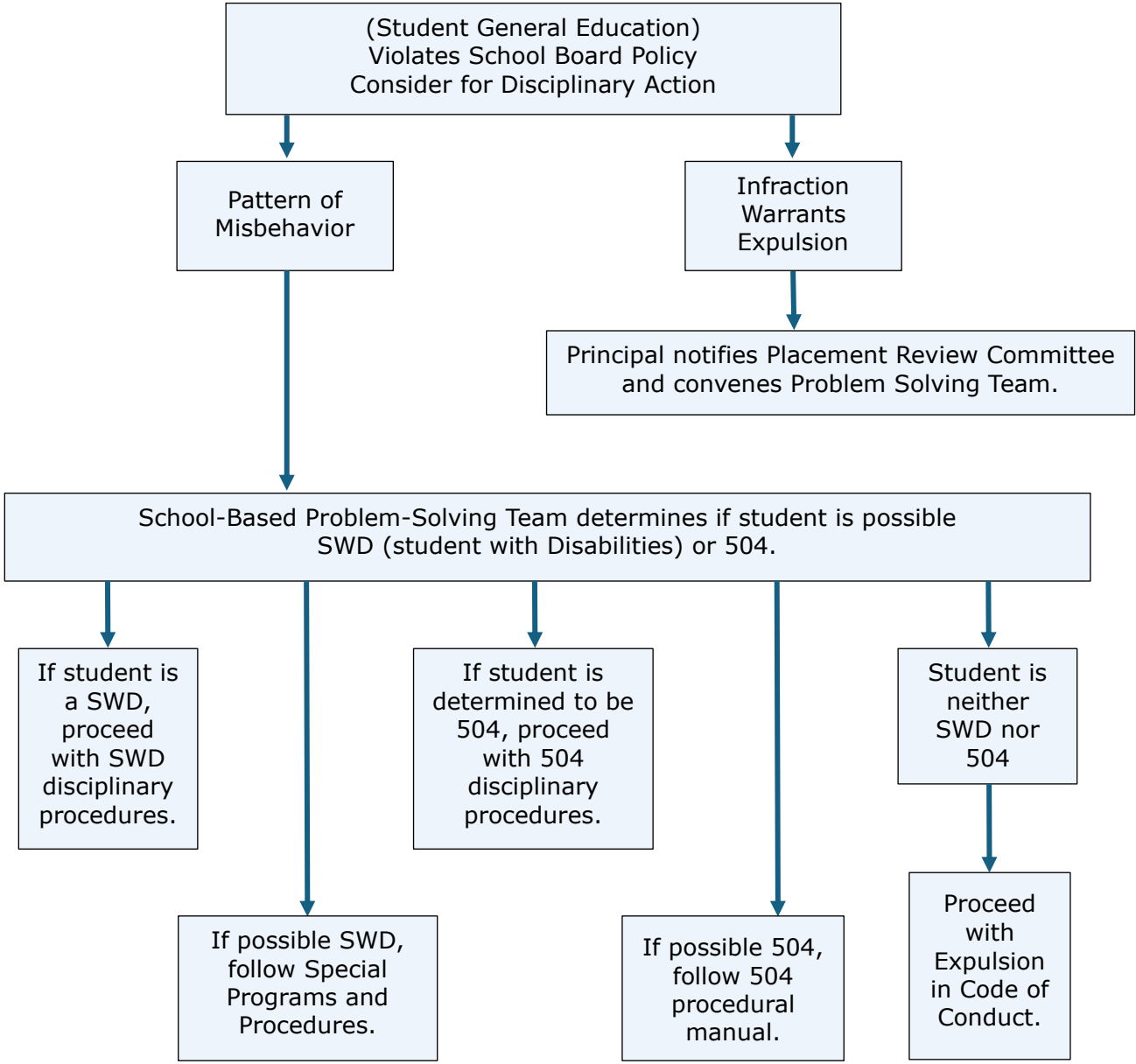
- a neutral hearing officer;
- representation by legal counsel;
- have witnesses appear on behalf of the student;
- present written or oral evidence that may refute the charges; and cross-examine the witnesses of the school district.

Final Order

The student and their parent will be scheduled before the School Board at which time a Final Order will be issued. Although the appearance before the School Board is not an evidentiary hearing, the parent and student will be offered an opportunity to speak. The School Board is not required to adopt either the recommendation of the hearing officer or that of the Superintendent. Subsequent to this meeting, the parent will receive a copy of the School Board's Final Order.

Caution: Any Student who enters or remains on campus, at any school function, at any extracurricular or co-curricular program, or on School District transportation while expelled from school is subject to arrest for trespassing.

Disciplinary Action for Students



Problem-Solving Team must convene before third day of suspension in order to comply with timeline.

SCHOOL DISTRICT DISCIPLINARY PROCEDURES FOR STUDENTS WITH DISABILITIES.

The School District assures that the policies and procedures for discipline of each student who is a “child with a disability” as defined in the Individuals with Disabilities Education Act (IDEA) is in compliance with [Rule 6A-6.03312, F.A.C.](#)

Suspension

Students with disabilities may be suspended for up to 10 days in a school year with no provision of services. Beyond 10 days, procedures must be followed to determine if additional days constitute a change of placement. If it is determined that additional days do not constitute a change of placement, the Principal and the Exceptional Student Education (ESE) teacher may develop a plan for the provision of services to the student.

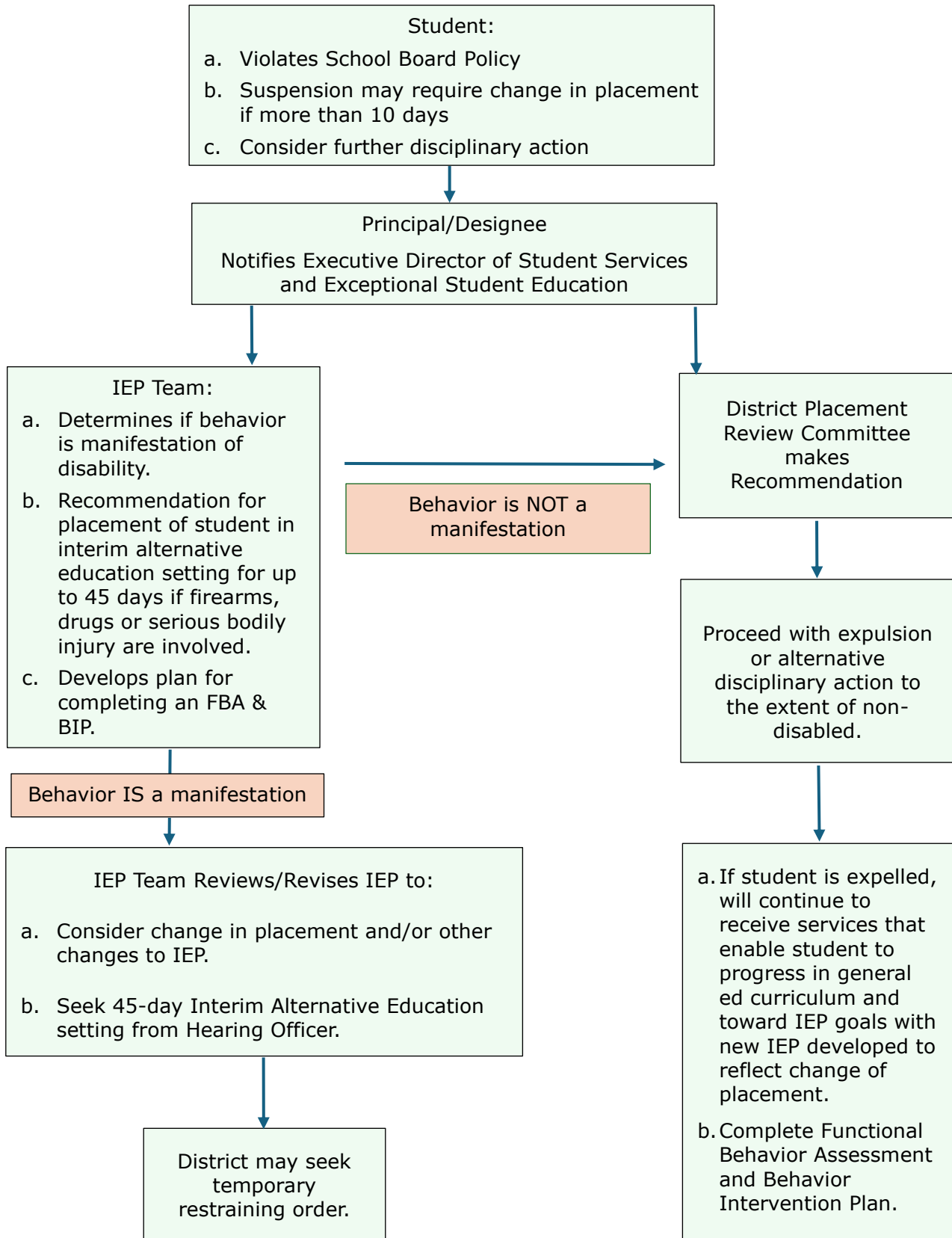
Expulsion

Expulsion of a student with a disability constitutes a change in educational placement, not an exclusion from educational services. For this reason, the following procedures shall be followed:

1. The Principal shall contact the Executive Director of Student Services and Exceptional Student Education, or designee, of the Principal’s intention to recommend expulsion for a student with a disability and shall request a meeting of the Individual Education Planning (IEP) team.
2. The IEP Team meeting shall be conducted according to standard procedures outlined in the current Special Programs and Procedures for Exceptional Student Education and the Policies and Procedures for the Provision of Specially Designed Instruction and Related Service for Exceptional Students manual and shall be held as soon as is reasonably possible.
3. The ESE School-Based Specialist will coordinate a Manifestation Determination meeting with the parent and appropriate school personnel. The student may also be included, when appropriate. A manifestation determination, consistent with following requirements, must be made within 10 days of any decision to change the placement of a student with a disability.
4. At the IEP team meeting, the team shall review the student’s placement, program and IEP. It shall determine if the current placement and related services are appropriate. If there is a disruption to the education of others, alternative placement recommendations might be made, such as a special class in another setting, assignment to the alternative school, modifications to the current program, reduced day program for a very brief period of time, or an interim alternative educational setting. Services recommended must enable the student to continue to progress in the general curriculum and to receive the modifications, or accommodation; including those described in the student’s current IEP, which will enable the student to meet the goals on the IEP. It must also include services and interventions to address the behavior and be designed to prevent the behavior from recurring.
5. The IEP team must also determine if the offense is a manifestation of the student’s disability, [Rule 6A-6.03312\(3\), F.A.C.](#) and [34 CFR 300.530\(e\)](#). The team must consider all relevant information including:
 - a. Description of offense and discipline referral;
 - b. Discipline history, formal or anecdotal, if available;
 - c. Student’s IEP, placement and related services;
 - d. Functional Behavior Assessment, if available;
 - e. Behavior Intervention Plan, if available;
 - f. Evaluation and diagnostic results; and
 - g. Other pertinent information.

6. The team must then complete the “Manifestation Determination Form” addressing:
 - a. Whether or not the conduct in question was caused by, or had a direct and substantial relationship to the student’s disability; or
 - b. Whether the conduct in question was the direct result of the School District’s failure to implement the IEP.
7. If the student’s behavior is not a manifestation of the disability, then the relevant procedures relating to disciplinary action will be followed. If expulsion results, an IEP team will meet to determine services which will enable the student to progress in the general education curriculum and enable the student to progress toward the student’s IEP goals. If a Functional Behavior Assessment has not already taken place, one must be conducted. If an appropriate Behavior Intervention Plan is not in place, one must be developed. On the date on which a decision is made to make a removal that constitutes a change in placement, the School District must notify the parent of the removal decision and provide the parent with a copy of the notice of procedural safeguards.
8. If the student’s behavior is a manifestation of the disability, then the student will not be scheduled to appear at an Expulsion Hearing with the Hearing Officer. In this case, other recommendations as described above shall occur. If a Functional Behavior Assessment has not already taken place, one must be conducted. If an appropriate Behavior Intervention Plan is not in place, one must be developed.
9. If a parent disagrees with a determination that the student’s behavior was not a manifestation of the student’s disability or with any decision regarding placement the parent may request a hearing under [Rule 6A-6.03312\(7\), F.A.C.](#) The School District shall arrange for an expedited hearing, if requested by the parent. The Administrative Law Judge shall then determine whether the School District has demonstrated that the student’s behavior was not a manifestation of the student’s disability.
10. A student with an IEP may be placed in an Interim Alternative Educational Setting (IAES) for up to 45 school days, without regard to whether the conduct was a manifestation of the student’s disability, if they commit one of the following three discipline infractions at school, on school premises or at a school function: 1) Possesses a weapon or carries a weapon to school, school premises or a school function; 2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a “controlled substance;” and 3) Inflicts serious bodily injury upon another person. For purposes of this section only, “weapon” is defined as a 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 term does not include a common pocketknife.
11. Students with weapons that do not meet this definition may not be placed in a 45-day IAES, absent parental consent, but shall still be subject to the District’s discipline procedures regarding weapons offenses, which includes recommendation for expulsion. Within ten (10) school days of the decision to place a student in an IAES, the District must hold an IEP conference to review and/or revise the student’s Functional Behavior Assessment and Behavior Intervention Plan, or develop one if none existed previously, to address the student’s behavior and determine the appropriate placement.
12. The following procedures apply to 45-day IAES placements. The designee of sending school will prepare and give written notice of intent to implement an IAES placement on the day the decision is made to change the placement. The placement change will take effect ten (10) calendar days after delivery of such notice, unless the parties agree to an earlier effective date.

Disciplinary Action for IDEA Student



SCHOOL DISTRICT DISCIPLINARY PROCEDURES FOR STUDENTS QUALIFIED UNDER SECTION 504

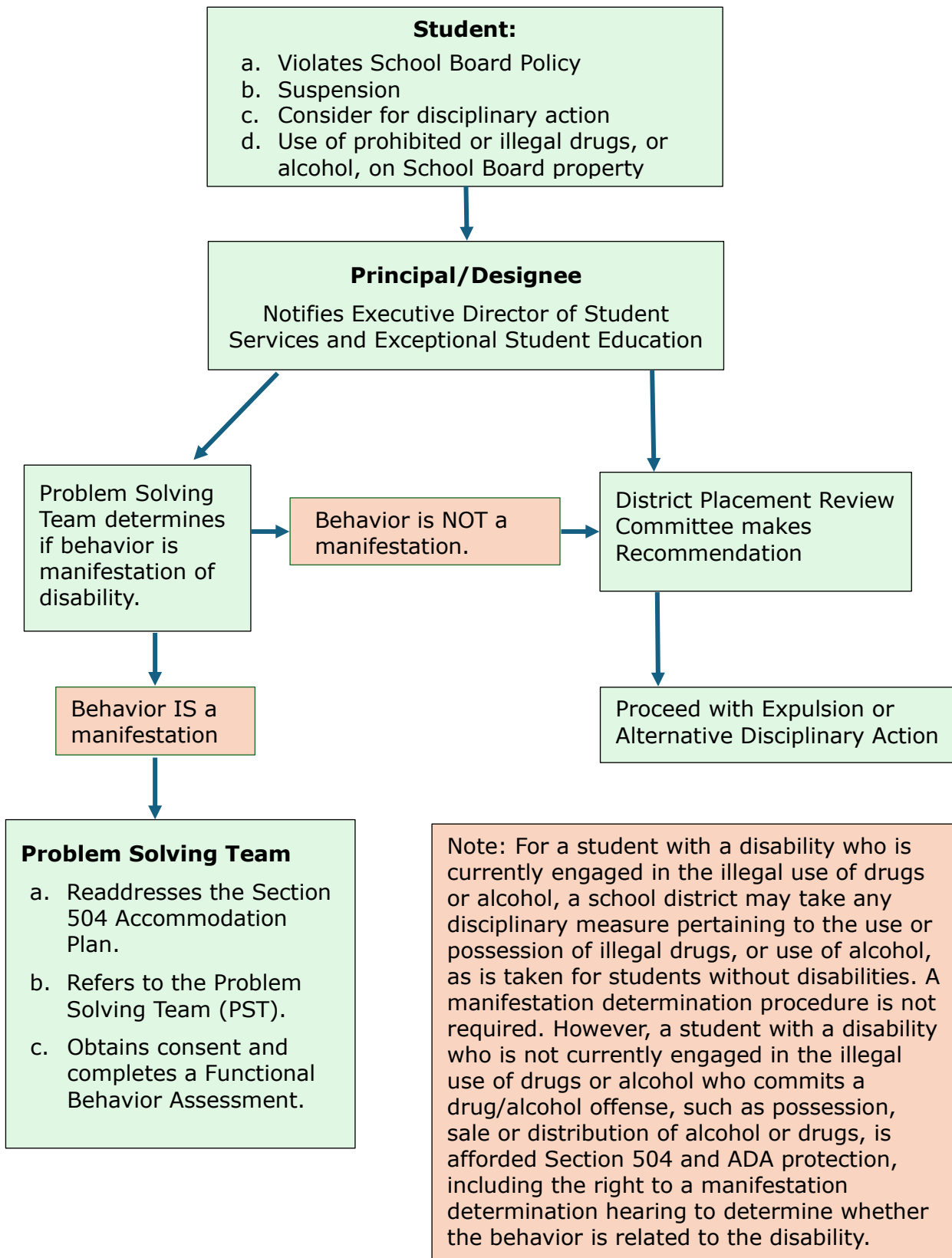
Expulsion

Expulsion of a qualified 504 student constitutes a change in educational placement. For this reason, the following procedures shall be followed:

1. The Principal shall contact the Executive Director of Student Services and Exceptional Student Education or designee of the Principal's intention to recommend expulsion of a qualified 504 student.
2. School personnel shall prepare an information packet that includes all pertinent material relative to the student's academic performance, discipline record and a summarization of the offense. This packet will be available to the school designee for the meeting and should consist of:
 - a. Description of offense and discipline referral;
 - b. Discipline history, formal and anecdotal, if available;
 - c. Student's 504 Accommodation Plan;
 - d. Functional Behavior Assessment, if available;
 - e. Behavior Intervention Plan, if available;
 - f. Evaluation and diagnostic results; and
 - g. Other pertinent information.
3. The 504 Designee will coordinate a Manifestation Determination meeting with the parent and appropriate school personnel. The student may also be included, when appropriate.
4. At the meeting the committee shall review the student's accommodation plan and program and shall determine if the misconduct is a manifestation of the student's disability. The committee shall also determine if the current plan is adequate and appropriate. If there is a disruption to the education of others the student may be assigned to alternative education by the School District Placement Review Committee.
5. If the student's behavior is not a manifestation of the student's disability as determined by the 504 Committee, then the regular procedures relating to disciplinary action will be followed.
6. If the student's behavior is a manifestation of the student's disability, as determined by the 504 Committee, then the student will not be scheduled to appear at an Expulsion Hearing. In this case, other recommendations as described above in #4 shall occur.

NOTE: The Office for Civil Rights (OCR) has ruled that students with disabilities may be disciplined for the use of prohibited or illegal drugs, or alcohol, to the same extent as non-disabled students, as long as the School District can demonstrate that the student is currently abusing such substances.

Disciplinary Action for Students Qualified under Section 504



RE-ENROLLMENT OF EXPELLED STUDENTS

Once the School Board has expelled a student, that student has no right to attend any School District school, unless the School Board, in its sole discretion, acting upon the Superintendent's recommendation, authorizes re-enrollment on a probationary basis in such program and under such conditions as the Superintendent determines appropriate.

PROCEDURES FOR RE-ENROLLMENT OF EXPELLED STUDENTS (WHEN AUTHORIZED)

A written behavior contract shall be developed. The contract shall detail conditions for probationary re-enrollment.

EXPULSION ORDER FOR INCOMING STUDENTS

If an incoming student is under an expulsion order from another school District and the School Board wishes to uphold the expulsion, the School Board will hear the matter and make a final determination. A final order of expulsion shall be recorded in the records of the receiving school district. The expelled student applying for admission to the receiving school district shall be advised of the final order of expulsion. The Superintendent may recommend to the School Board that the final order of expulsion be waived and the student be admitted to the school district, or that the final order of expulsion be honored and the student not be admitted to the school district. If the student is admitted by the School Board, with or without the recommendation of the Superintendent, the student may be placed in an appropriate educational program and referred to mental health services identified by the school district, pursuant to [§. 1012.584\(4\), Florida Statutes](#), when appropriate, at the direction of the School Board.

PROCEDURES FOR SUSPENSION AND EXPULSION ON THE BASIS OF FELONY CHARGES

When a student is formally charged with a felony by a proper prosecuting attorney for an incident which allegedly occurred off school property but which incident is shown to have an adverse impact on the educational program, discipline or welfare in the school in which the student is enrolled, the principal may conduct an administrative conference for the purpose of determining whether or not the student should be suspended pending court determination of their guilt or innocence or the dismissal of the charge is made by the court. In the event that a student is to be suspended pending resolution of felony charges, the following procedures shall apply.

*In determining "adverse impact," the Principal shall consider the nature of the alleged offense (for example, an alleged incident involving a violent felony may be more likely to have an adverse impact on the educational environment than a non-violent incident. The Principal should also consider the publicity relating to the incident within the school and surrounding community and any other circumstance that might either increase or diminish the possibility that the student charged would pose a threat to the students and staff.



Upon receiving proper notice that a student has been formally charged with a felony, the principal shall immediately notify the parent/guardian of the student in writing of the specific charges against the student and the right to a conference prior to disciplinary action being instituted.



Such notice shall stipulate a date for conference which shall be not less than two (2) school days nor more than five (5) school days from postmarked date, or delivery, of the notice and shall also advise the parent/guardian of the conditions under which a waiver of suspension may be granted, as prescribed in subsections (2) and (3) of [§ 1006.09, Florida Statutes](#). Pending such hearing, the student may be temporarily suspended by the principal.

*Manifestation Determination An IEP/504 committee meets to make a manifestation determination answering the following: Is the conduct a direct result of the district's failure to implement the IEP/504? Does the conduct have a direct and substantial relationship to the student's disability?



The conference shall be conducted by the Principal and may be attended by the student, the parent, student's representative or counsel and any witnesses requested by the student or the principal. The student may speak in their own defense, may present any evidence indicating their eligibility for waiver of disciplinary action, and may be questioned on their testimony. However, the student shall not be threatened with punishment or later punished for refusal to testify.



In conducting the conference, the Principal shall not be bound by rules of evidence, or any other courtroom procedure and no transcript of testimony shall be required. Following the hearing, the principal shall provide the student and parent/guardian with the decision, in writing, as to whether suspension will occur. Any suspension pending adjudication of guilt shall be made only upon a finding, based upon conclusive evidence that a felony charge has been formally filed against the student by a proper prosecuting attorney.

*Suspension may exceed 10 days. [§ 1006.09, Florida Statutes](#).

RULE 6A-1.0956, F.A.C.: SUSPENSION ON THE BASIS OF FELONY CHARGES

The following procedures shall apply when the Principal institutes and conducts the administrative conference, as provided in [Rule 6A-1.0956, F.A.C.](#):

- A. Notice of Conference. Upon receiving proper notice that a student has been formally charged with a felony, the Principal shall immediately notify the parent, in writing, of the specific charges against the student and of the right to a conference prior to disciplinary action being instituted under [§ 1006.09\(2\), Florida Statutes](#). The conference notice shall:
1. Set a date for the conference. The conference date shall be not less than two (2) school days or more than five (5) school days from postmarked date or delivery of the notice.
 2. Advise the parent of the conditions under which a waiver of suspension may be granted, as prescribed in subsections (a) and (b) of [§ 1006.09\(2\), Florida Statutes](#), when the student is subject to discipline for prohibited or illegal possession or use of a drug. Suspension may be waived:
 - (i) If the student divulges information leading to the arrest and conviction of the person who supplied the student with the drug;
 - (ii) If the student voluntarily discloses the student's prohibited or unlawful possession of the drug prior to the student's arrest; or
 - (iii) If the student commits to, or is referred by the court in lieu of sentence, a state-licensed drug abuse program and successfully completes the program.
- B. Suspension Pending Conference. Pending the conference, the student may be temporarily suspended by the Principal.

Caution: Any Student who enters or remains on campus, at any school function, at any extracurricular or co-curricular program, or on School District transportation while suspended or expelled from school is subject to further disciplinary action or arrest for trespassing.

- C. Conference on Suspension Pending Adjudication. The conference shall be conducted by the Principal and may be attended by the student, parent, the student's representative or counsel, and any witnesses requested by the student or the Principal.
1. The student may speak, may present any evidence indicating the student's eligibility for waiver of disciplinary action, and may be questioned about the student's testimony. However, the student shall not be threatened with punishment or later punished for refusing to testify.
 2. In conducting the conference, the Principal shall not be bound by rules of evidence or any other courtroom procedure and no transcript of testimony shall be required.
- D. Decision on Suspension Pending Adjudication. Following the conference, the Principal shall provide the student and parent with a decision, in writing, as to whether suspension will occur.
1. The Principal shall consider the conditions prescribed by subsections (a) and (b) of [§ 1006.09, Florida Statutes](#), under which a waiver of suspension may be granted and may grant such a waiver when the Principal determines such action to be in the best interests of the school and the student.

2. Any suspension pending adjudication of guilt shall be made only upon a finding by the Principal based upon conclusive evidence, that a felony charge has been formally filed against the student.
 3. Any suspension pending adjudication of guilt shall be made only upon a finding by the Principal that the alleged incident for which the student is charged has or may have an adverse impact on the educational program, discipline, or welfare in the school. In determining "adverse impact," the Principal should consider the nature of the alleged offense (for example, an alleged incident involving a violent felony may be more likely to have an adverse impact on the education environment than a non-violent incident). The Principal should also consider the publicity relating to the incident within the school and surrounding community and any other circumstance that might either increase or diminish the possibility that the student charged would pose a threat to the students and staff.
 4. The Principal shall have authority to modify the decision to grant or deny a waiver at any time prior to adjudication of the student's guilt by a court, provided that any such modification adverse to the student shall be made only following a conference conducted as set forth above.
 5. A suspension pending adjudication of guilt shall be from all classes of instruction at the student's regular school. The suspension shall not affect the delivery of educational services to the student and the student shall be immediately enrolled in a daytime or evening alternative education program whichever is most appropriate.
- E. Proceedings after Adjudication. If the court determines that the student did commit the felony or delinquent act that would have been a felony if committed by an adult, the Superintendent may recommend expulsion in accordance with the procedures set forth in the Code of Student Conduct. Any such expulsion shall not affect the delivery of educational services to the student in any residential, nonresidential, alternative, daytime, or evening program outside of the regular school setting.

INTERSCHOLASTIC AND EXTRACURRICULAR ACTIVITIES

Interscholastic athletics and sports have a positive impact on students and are an integral part of the school experience, benefitting the community as a whole. The program should foster the growth of school loyalty within the student body and stimulate community interest in athletics. Participation in the District's interscholastic athletics program is a privilege. High schools are members of the FHSAA and are governed by its rules and regulations. All district students (including transfer students) shall satisfy the eligibility requirements established by the Florida High School Athletics Association (FHSAA), Florida law, and School Board Policy.

Participation in extracurricular activities, including interscholastic sports, is a privilege. Therefore, the School Board authorizes the superintendent, principals, and assistant principals to prohibit a student from participating in extracurricular activities of the school district for offenses or violations of the Code of Student Conduct for a period not to exceed one calendar year from the date in which the offense or violation took place. All procedures relating to disciplinary actions, as outlined in the Code of Student Conduct, must be followed prior to prohibiting a student from participating.

In addition, student athletes are further subject to the FHSAA Code of Conduct and may be prohibited from participating in all or part of any interscholastic sport for violations therein.

- Eligibility requirements may not be affected by any alleged recruiting violation until final disposition of the allegation is completed.
- A student may not participate in a sport if the student participated in the same sport at another school during that school year, unless the student meets participation criteria.
- A student not currently suspended from interscholastic extracurricular activities, or suspended or expelled from school, pursuant to district school board suspension or expulsion powers, is eligible to participate in interscholastic and interscholastic extracurricular activities.

DEFINITIONS

When used in the Code of Student Conduct, the listed terms shall be defined as follows:

1. **Alcoholic Beverage:** Distilled spirits and all beverages containing 0.5 percent or more alcohol by volume, including wine, spirituous liquors, beer and other malt beverages.
2. **Allegation:** A claim or assertion that someone has done something wrong or illegal, typically made without proof.
3. **Behavior Contract:** A contract either oral or written developed between the student and teacher, the Principal, or other school personnel. Parental involvement is highly recommended.
4. **Behavior Incident Reporting (BIR):** Data collection tool used to identify students who are struggling behaviorally.
5. **Behavior Intervention Plan (BIP):** Plan developed to positively change a student's inappropriate behavior. Follows a Functional Behavior Assessment.
6. **Check In/Check Out (Behavior Education Program):** A Tier 2 behavior comprehensive intervention designed primarily to improve students' mild to moderate problem behavior and enhance student engagement at school for students who may be disengaged from the learning process.
7. **Co-Curricular Program or Activity:** A school-sponsored activity which is an extension of the actual course of study.
8. **Counsel and Direction:** Students involved in misconduct may be given counseling and direction in a conference with the staff or administration; the misconduct is discussed and future expectations outlined.
9. **Detention:** Students can be detained before, during, or after school hours for misconduct with approval of the Principal. Parents or guardians are to be notified that the student will be detained. Responsibility for transportation is that of the parent or guardian.
10. **Drug Paraphernalia:** Drug paraphernalia includes all equipment, products, and materials of any kind which are used, intended for use, or designated for use to introduce a drug, as defined in the Code of Student Conduct, into the human body, and also includes drug paraphernalia as defined in [§ 893.145, Florida Statutes](#).
11. **Drugs/Substance Abuse:** drug includes, but is not limited to, (a) any drug or controlled substance, the possession of which (i) is illegal under state or federal law or (ii) requires a valid prescription and the student does not have such a prescription, and (b) any substance capable of modifying mood or behavior, or any substances represented to be of such nature including but not limited to, (i) counterfeit controlled substances, (ii) imitation controlled substance, (iii) synthetic controlled substances including synthetic narcotics, (iv) model glue or other solvent-containing substance having a potential for abuse and, (iv) combinations and mixtures of otherwise lawful substances blended for the specific purpose of being smoked, inhaled, injected, absorbed, or ingested with the intention, regardless of actual effect, of achieving intoxication or other modification of mood or behavior.

12. **Early Reentry Plan for Expelled Students:** A written plan that details the conditions for early reentry of expelled students and the associated responsibilities of the student, his parents and designated school personnel.
13. **ESE:** Exceptional Student Education.
14. **Expulsion:** Removal of the right and obligation of a student to attend a public school in St. Lucie County for a period of time and under conditions set by the School Board not to exceed the remainder of the term or school year and one additional school year.
15. **Extracurricular Program or Activity:** A school-sponsored activity which is outside the actual course of study and which carries no academic credit.
16. **Functional Behavior Assessment (FBA):** An assessment (required under certain conditions in the Individual's with Disabilities Education Act) that assists in determining why a student exhibits inappropriate behavior and leads to the development of a Behavior Intervention Plan.
17. **IDEA:** The Individuals with Disabilities Education Act, 20 U.S.C. Sections 1400-1487.
18. **IEP:** Individualized Education Program.
19. **Incident:** means a specific act involving one or more victims and offenders.
20. **In-School Suspension:** Removal of a student from a class or classes and assignment to an alternative class on the school campus.
21. **LEA:** Local Educational Agent (Agency).
22. **Management of Privileges:** The effective management or withdrawal of privileges that does not impact the health and safety of the student nor impair the development of the basic academic program for the student.
23. **Parent:** Either or both parents, any guardian, or any person who is in a parental relationship to a child or who is exercising supervisory authority in place of a parent over a child of public school age.
24. **Parent Conference/Contact:** In cases of student misconduct, a conference between school personnel and the parent or guardian may be held to discuss student behavior. During this conference, future plans, alternative educational opportunities, or behavior contracts may be determined.
25. **Payment for Damages:** Students destroying school property, or property of others, may be assessed for payment of damages and their parents may be held responsible to assure payment.
26. **Permanent Removal from Extracurricular or Co-Curricular Program or Activity:** Removal from such program or activity for the remainder of the school year.
27. **Positive Behavior Intervention & Support:** (PBIS) is the application of evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish a positive school climate. PBIS is the Tier 1 intervention within RtI:B.
28. **Possession:** A student shall be deemed in possession of an item if the student has personal charge of or exercises control over the item possessed. This means that the item possessed is on the student, in the student's belongings, or in a place over which the student has control or in which the student has concealed it. In addition, student motor vehicle use on school property is a privilege and in exchange for the privilege

to drive to and from school and to park the student's motor vehicle on school property, students shall be deemed in possession of anything found in the student's motor vehicle while the motor vehicle is on school property or on property controlled by the school. For purposes of student discipline, it shall not be a defense to possession of an item that the student did not know that the item was in the motor vehicle or that other people had access to the motor vehicle unless the student can prove by a preponderance of the evidence that the student did not know the item was in the motor vehicle and that the item is not the student's.

29. **Principal:** The administrator appointed to supervise instruction and provide overall leadership at a given school, including any other administrator or staff member designated to act in the absence of or under delegated authority from the Principal.
30. **Response to Intervention:** Behavior/Multi-Tiered System of Support RtI/MTSS: A three-tiered model for academic and behavioral supports that begins at the school level.
 - Tier 1 - Curriculum intended to effectively address the needs of all students.
 - Tier 2 - Targeted interventions for students not responding to Tier I support.
 - Tier 3 - Intensive and individualized behavioral support.

Tier 2 and Tier 3 interventions are developed, assigned and monitored by the school's Problem-Solving Team (PST).
31. **Probationary Plan:** A written contract or plan to be developed for each student expelled by the School Board. The development of such a plan is a school-level function to be developed when the student returns from expulsion.
32. **School/Classroom Behavior Management Plans:** Individual schools or teachers may develop structured discipline plans or programs to encourage appropriate behaviors.
33. **Section 504:** Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. Section 794.
34. **SESIR:** School Environmental Safety Incident Report.
35. **Social Skills Training:** Social skills are those communication, problem-solving, decision making, self-management, and peer relations abilities that allow one to initiate and maintain positive social relationships with others. Deficits or excesses in social behavior interfere with learning, teaching, and the classroom's orchestration and climate. Social skills training is a general term for instruction conducted in (behavioral) areas that promotes more productive or positive interaction with others. We teach social skills to students who are (at present) socially unskilled in order to promote acceptance by teachers (and other adults) and peers.
36. **Special Programs-Alternative Classrooms:** Students may be assigned to special programs on the school campus or at special centers to assist in correcting student misbehavior and disruptive behavior.
37. **Special Work Assignments:** The assignment of a reasonable task to be completed by a student is permissible. Such a work assignment should not be to complete additional academic work.
38. **Staff:** Any and all School District employees and volunteers, whether regularly based at or assigned to one or more schools or other School District facilities, including, but not limited to all transportation employees.

40. **Superintendent:** The Superintendent is the chief executive officer of the School District. Superintendent implies the authority to delegate responsibilities to appropriate staff members unless prohibited by law.
41. **Suspension:** The temporary removal of the student from the regular school program and all other school sponsored activities. No student, who is required by law to attend school, provided they do not arrive at school and then leave campus, shall be suspended for unexcused absence or truancy but may be reported to juvenile authorities for appropriate action. A student who exhibits disobedience of school authority by temporary absences (skipping) from classes or non-attendance of particular classes will be subject to disciplinary measures other than suspension.
42. **Suspension or Expulsion from Bus Riding Privileges:** Students may be suspended from bus riding privileges for misconduct on the school bus for up to ten school days. The School Board may expel a student from bus transportation for longer periods of time. A student suspended from bus riding privileges must continue to attend school. The responsibility for transportation to and from school for the duration of the suspension now becomes the responsibility of the student, or the student's parents.
43. **SWD:** Students with Disabilities.
44. **Temporary Removal from Extracurricular or Co-Curricular Program or Activity:** Removal from such activity as disciplinary action warrants.

APPENDIX – BOARD POLICY 5517.01 - BULLYING AND HARASSMENT

Board Policy 5517.01 - BULLYING AND HARASSMENT

The School Board is committed to providing an educational setting and workplace that is safe, secure, and free from bullying and harassment for all students and employees.

The Board will not tolerate unlawful bullying and harassment of any type. Conduct that constitutes bullying and harassment, as defined herein, is prohibited:

- A. during any education program or activity conducted by the District;
- B. during any school-related or school-sponsored program or activity, or on a District school bus, or at a District school bus stop;
- C. through the use of data or computer software that is accessed through a computer, computer system, or computer network within the scope of the District, meaning regardless of ownership, any computer, computer system, or computer network that is physically located on school property or at a school-related or school-sponsored program or activity; or
- D. through the use of data or computer software that is accessed at a nonschool-related location, activity, function, or program or through the use of technology or an electronic device that is not owned, leased, or used by the District or school, if the bullying substantially interferes with or limits the victim's ability to participate in or benefit from the services, activities, or opportunities offered by the District or school or substantially disrupts the education process or orderly operation of a school. This paragraph does not require a school to staff or monitor any nonschool-related activity, function, or program.

This policy has been developed and reviewed in consultation with District students, parents, teachers, administrators, school staff, school volunteers, community representatives, and local law enforcement agencies as prescribed in [§ 1006.147, Florida Statutes](#), and in conformity with the Florida Department of Education (FLDOE) Revised Model Policy (April 2016).

Pursuant to State law, District students, parents, teachers, administrators, school staff, school volunteers, community representatives, and local law enforcement agencies shall be involved in the review of this policy every three (3) years.

The Superintendent shall develop a comprehensive plan intended to prevent bullying and harassment and to cultivate the school climate so as to appropriately identify, report, investigate, and respond to situations of bullying and harassment as they may occur on school grounds, at school-sponsored events, and through school computer networks. Implementation of the plan by each principal will be ongoing throughout the school year and will be integrated with the school curriculum, the bullying and prevention program, District disciplinary policies, and violence prevention efforts.

Definitions

"Bullying" includes "cyberbullying" and means systematically and chronically inflicting physical hurt or psychological distress on one (1) or more students or employees. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve:

- A. teasing;
- B. threats;
- C. intimidation;
- D. stalking;
- E. cyberstalking;
- F. physical violence;
- G. theft;
- H. sexual, religious, or racial harassment;
- I. public or private humiliation; or
- J. destruction of property; and
- K. social exclusion.

"Cyberbullying" means bullying through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one (1) person or the posting of material on an electronic medium that may be accessed by one (1) or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

"Cyberstalking" means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

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

- A. places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
- B. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
- C. has the effect of substantially disrupting the orderly operation of a school.

"Bullying" and **"harassment"** also encompass:

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

"Harassment" also means electronically transmitted acts (i.e., internet, e-mail, cellular telephone, personal digital assistants (PDA), or wireless hand-held device) that a student(s) or a group of students exhibits toward another particular student(s) and the behavior both causes mental and physical harm to the other student and creates an intimidating, threatening, or abusive educational environment for the other student(s).

Sexual Cyberharassment

Pursuant to Florida law, "sexual cyberharassment" means to publish a sexually explicit image of a person that contains or conveys the personal identification information of the depicted person to an Internet website without the depicted person's consent, for no legitimate purpose, with the intent of causing substantial emotional distress to the depicted person. Sexual cyberharassment may be a form of sexual harassment.

"Within the scope of the District" means regardless of ownership, any computer, computer system, or computer network that is physically located on school property or at a school-related or school-sponsored program or activity.

Expected Behavior

The District expects students to conduct themselves in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school

staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

Such behavior is essential in maintaining an environment that provides each student the opportunity to obtain a high quality education in a uniform, safe, secure, efficient, and high quality system of education.

The standards for student behavior shall be set cooperatively through interaction among students, parents/guardians, staff and community member, producing an atmosphere that encourages students to grow in self-discipline. The development of such an atmosphere requires respect for self and others, as well as for District and community property on the part of students, staff, and community members. School administrators, faculty, staff, and volunteers serve as role models for students and are expected to demonstrate appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying.

The District shall provide for appropriate recognition and positive reinforcement for good conduct, self-discipline, good citizenship, and academic success.

Consequences

Consequences and appropriate remedial action for students who commit acts of bullying or harassment or found to have wrongfully and intentionally accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct.

Consequences and appropriate remedial action for a school employee found to have committed an act of bullying or harassment or found to have wrongfully and intentionally accused another as a means of bullying or harassment shall include discipline in accordance with District policies, administrative procedures, and the collective bargaining agreement. Egregious acts of harassment by certified educators may result in a sanction against an educator's State-issued certificate. (See the *Principles of Professional Conduct of the Education Profession in Florida* - [Rule 6A-10.081, F.A.C.](#))

Consequences and appropriate remedial action for a visitor or volunteer found to have committed an act of bullying or harassment or found to have wrongfully and intentionally accused another as a means of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

Procedure for Reporting

The Board designates the principal as the person responsible for receiving all alleged acts of bullying. Any student or student's parent/guardian who believes s/he has been or is the victim of bullying or harassment should immediately report the situation to the school principal. Complaints against the principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board Chair.

All school employees are required to report alleged violations of this policy and alleged acts of bullying and harassment to the principal or as described above. The alleged violations and acts must be reported by school employees to the principal within twenty-four (24) hours.

All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the principal or as described above.

Written and oral reports shall be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

The principal shall establish and prominently publicize to students, staff, volunteers, and parents the procedure for reporting bullying and how such a report will be acted upon. A victim of bullying and/or harassment, anyone who witnessed the act, and anyone who has credible information that an act of bullying and/or harassment has taken place may file a report.

Procedure for Investigation

The investigation of a reported act of bullying or harassment is deemed to be a school-related activity and begins with a report of such an act. All complaints about bullying and/or harassment that may violate this policy shall be promptly investigated by an individual, designated by the principal, who is trained in investigative procedures. Documented interviews of the victim, alleged perpetrator, and witnesses shall

be conducted privately and shall be confidential. The investigator may not be the accused perpetrator or victim. At no time shall the accused perpetrator and victim be interviewed together. The investigator shall collect and evaluate the facts including, but not limited to, the following:

- A. a description of the incident, the nature of the behavior, and the context in which the incident occurred;
- B. how often the conduct occurred;
- C. whether there were past incidents or past continuing patterns of behavior;
- D. the relationship between the parties involved;
- E. the characteristics of the parties involved;
- F. the identity of the alleged perpetrator, including whether the individual was in a position of power over the individual allegedly subjected to bullying or harassment;
- G. the number of alleged bullies/harassers;
- H. the age of the alleged bully/harasser;
- I. where the bullying and/or harassment occurred;
- J. whether there have been other incidents in the school involving the same or other students;
- K. whether the conduct adversely affected the student's education or educational environment;
- L. the date, time, and method in which the parent(s) of all parties involved were contacted.

In accordance with State law, District staff may monitor as part of any bullying or harassment investigation any nonschool-related activity, function, or program.

If, during an investigation of reported acts of bullying and/or harassment, the principal or his/her designee believes that the reported misconduct may have created a hostile learning environment and may have constituted unlawful discriminatory harassment based on race, color, national origin, sex (including sexual orientation, transgender status, or gender identity), disability (including HIV, AIDS, or sickle cell trait), pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information which are classes protected by State and/or Federal law (collectively "protected classes"), the principal or his/her designee will report the act of bullying and/or harassment to one (1) of the Compliance Officers so that it may be investigated in accordance with the procedures set forth in Policy 5517 - *Anti-Harassment*.

Sexual Harassment covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities is not included in this policy. Allegations of such conduct shall be addressed solely by Policy 2266.

Upon the completion of the investigation to determine whether or not a particular action or incident constitutes a violation of the policy, the designated individual who has conducted the investigation shall make a determination based on all the facts and surrounding circumstances and shall include:

- A. a recommendation of remedial steps necessary to stop the bullying and/or harassing behavior; and
- B. a written report to the principal.

A maximum of ten (10) days should be the limit for the completion of the investigative procedural steps and submission of the incident report. While ten (10) days is the expectation for completion of the investigative procedural steps, more time may be needed based on the nature of the investigation and the circumstances affecting that investigation. The investigator shall document in his/her report the reasons for needing additional time beyond ten (10) days. The highest level of confidentiality possible shall be provided regarding the submission of a complaint or a report of bullying and/or harassment and for the investigative procedures that are employed.

The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated pursuant to this policy.

Scope

The investigator will provide a report on the results of the investigation with recommendations for the principal to make a determination if an act of bullying or harassment falls within the scope of District authority. Computers without web-filtering software or computers with web-filtering software that is disabled shall be used when complaints of cyberbullying are investigated. If the action is within the scope of the District, District procedures for investigating bullying and/or harassment shall be followed. If the action is outside the scope of the District and believed to be a criminal act, the action shall be referred to

the appropriate law enforcement agency. If the action is outside the scope of the District and believed not a criminal act, the principal shall inform parents/guardians of all minor parties.

Parent Notification

The principal shall report the occurrence of an incident of bullying as defined by District policy to the parent/guardian of all students known to be involved in the incident on the same day an investigation of the incident has been initiated. Notification shall be by telephone, e-mail, personal conference, or by first-class mail and shall be consistent with the student privacy rights under applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). The notice shall advise the individuals involved of their respective due process rights including the right to appeal any resulting determination or action to the State Board of Education.

If the bullying incident results in the perpetrator being charged with a crime, the principal shall inform by first class mail or by telephone the parent/guardian of the identified victim(s) involved in the bullying incident about the Unsafe Schools Choice Option (the Elementary and Secondary Education Act, as amended) that states, in pertinent part, as follows:

"....a student attending a persistently dangerous public elementary school or secondary school, as determined by the State in consultation with a representative sample of local educational agencies, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school."

Upon the completion of the investigation and if criminal charges are to be pursued against the perpetrator, the appropriate law enforcement agencies shall be notified by telephone and/or in writing.

Counseling Referral

The District shall provide a referral procedure for intervening when bullying or harassment is suspected or when a bullying incident is reported. The procedure will include:

- A. a process by which the teacher or parent may request informal consultation with school staff (e.g., school counselor, mental health counselor, school psychologist, school social worker, etc.) to determine the severity of concern and appropriate steps to address the concern;
- B. a referral process to provide professional assistance or services that may include a process by which school personnel or parent/guardian may refer a student to the school intervention team (or equivalent school-based team with a problem-solving focus) for consideration of appropriate services (parent/guardian involvement is required at this point); or

If a formal discipline report or formal complaint is made, the principal must refer the student(s) to the school problem solving team for determination of counseling support and interventions (parent/guardian is required at this point).

- C. a school-based action to address intervention and assistance as determined appropriate by the problem-solving team that includes:
 1. counseling and support to address the needs of the victim(s) of bullying or harassment;
 2. interventions to address the behavior of students who bully and harass others (e.g., empathy training, anger management, etc.);
 3. interventions which include assistance and support for parents, as may be deemed necessary or appropriate.

Data Report

The District will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data as prescribed. If a bullying (including cyberbullying) and/or harassment incident occurs it will be reported in SESIR, coded appropriately using the relevant incident code and the related element code. Discipline and referral data will be recorded in Student Discipline/Referral Action Report and Automated Student Information System. In a separate section, the District shall include each alleged incident of bullying or harassment that does not meet the criteria of a prohibited act under this policy with recommendations regarding such incidents.

The District will provide bullying incident, discipline, and referral data to the Florida Department of Education (FLDOE) in the format requested, through Surveys 2, 3, and 5 from Education Information and Accountability Services, and at designated dates provided by the Department. Data reporting on bullying, harassment, unsubstantiated bullying, unsubstantiated harassment, sexual harassment, and threat/intimidation incidents as well as any bullying-related incidents that have as a basis sex, race, or disability should include the incident basis. Victims of these offenses should also have the incident basis (sex, race, or disability) noted in their student record.

Training and Instruction

Students, parents, teachers, school administrators, counseling staff, and school volunteers shall be provided training and instruction, at least annually, on the District's policy and administrative procedures regarding bullying and harassment. The instruction shall include evidence-based methods of preventing bullying and harassment, as well as information about how to effectively identify and respond to bullying in schools. Instruction regarding bullying, harassment, and the District's violence prevention and school safety efforts shall be integrated into District curriculum at the appropriate grade levels. The training and instruction shall include recognizing behaviors that lead to bullying and harassment and taking appropriate preventative action based on those observations. The programs of training and instruction authorized by the District shall include, but not be limited to:

- A. creating a safe and respectful environment in classrooms
- B. creating a safe and respectful environment on school buses
- C. stopbullying.gov - Prevention at School
- D. PBIS (Positive Behavioral Interventions & Supports)
- E. Second Step
- F. Too Good for Violence

Victim's Parent Reporting

The principal shall report the occurrence of an incident of bullying as defined herein to the parent/guardian of students known to be involved in the incident on the same day an investigation of the incident has been initiated. Notification shall be by telephone and in writing by first-class mail and shall be consistent with the student privacy rights under applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). According to the level of infraction, the victim's parents will be notified by telephone and/or in writing of actions being taken to protect the child; the frequency of notification will depend on the seriousness of the bullying or harassment incident.

Policy Publication

At the beginning of each school year, the Superintendent shall, in writing, inform school staff, parents/guardians/other persons responsible for the welfare of a student of the District's student safety and violence prevention policy.

The District shall provide notice to students and staff of this policy in the Code of Student Conduct, employee handbooks, and via the District's official website. The Superintendent will also provide such notification to all District contractors.

Each principal shall implement a process for discussing, at least annually, the District policy on bullying and harassment with students in a student assembly or other reasonable format. Reminders of the policy and bullying prevention messages will be displayed, as appropriate, at each school and at District facilities.

Immunity

A school employee, school volunteer, students, parent/guardian, or other persons who promptly reports in good faith an act of bullying or harassment to the appropriate school official and who makes this report in compliance with the procedures set forth in District policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident.

Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments. Such immunity from liability shall not apply to any school employee, school volunteer, student, parent/guardian, or other person determined to have made an intentionally false report about harassment, intimidation, and/or bullying.

Privacy/Confidentiality

The School District will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative procedures shall be maintained as confidential to the extent permitted by law.

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

Retaliation/False Charges

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry under this policy is prohibited. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions. Suspected retaliation should be reported in the same manner as aggressive behavior and/or bullying.

Legal: F.S. 110.1221, F.S. 784.048, F.S. 1002.20, F.S. 1006.13, F.S. 1006.147

Florida Department of Education Revised Model Policy (April 2016)

Elementary and Secondary Education Act

Adopted

March 12, 2024

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NOTICE OF NON-DISCRIMINATION AND SECTION 504 COMPLIANCE

THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA, does not discriminate on the basis of age, ancestry, citizenship status, color, disability, ethnicity, genetic information, gender, gender expression, gender identity, marital status, medical condition, national origin, political beliefs, pregnancy, race, religion, religious beliefs, sex, sexual orientation, or veteran status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries and complaints regarding the School Board's non-discrimination policies:

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

DIRECTOR OF STUDENT SERVICES
The School Board of St. Lucie County, Florida
9461 Brandywine Lane
Port St. Lucie, FL 34986
Telephone: (772) 429-4521
Facsimile: (772) 429-4589
E-mail: SS-GRV@stlucieschools.org

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

EXECUTIVE DIRECTOR OF HUMAN RESOURCES
The School Board of St. Lucie County, Florida
9461 Brandywine Lane
Port St. Lucie, FL 34986
Telephone: (772) 429-7508
Facsimile: (772) 429-7510
E-mail: EMP-GRV@stlucieschools.org

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

If due to a disability you need special accommodations to receive School Board information or to participate in School Board functions, call (772) 429-3600 and ask for the Executive Assistant to the School Board.



ST. LUCIE COUNTY COMMUNITY GUIDE TO SERVICES

MEDICAL EMERGENCY	9-1-1	MENTAL HEALTH CRISIS	2-1-1
ABUSE- CHILD, ADULT & DOMESTIC		COUNSELING/MENTAL HEALTH	
Abuse Hotline (Florida)	(800) 962-2873	2nd Chance Mental Health Center	(772) 335-0166
Wave C.R.E.S.T. runaway shelter (CHS)	(800) 881-8855	Catholic Charities	(844) 848-6777
Elder Victim of Crime Assistance	(866) 684-5885	Coral Shores Behavioral Health	(772) 403-4000
Hibiscus Children's Center, ext. 435	(772) 340-5750	Frontline for Kids- prevention/intervention/youth	(772) 464-0100
SafeSpace	(772) 288-7023	Legacy Behavioral Health	(772) 873-8811
The Inner Truth Project	(772) 200-4599	Port St. Lucie Hospital	(772) 335-0400
WE LEAP-healthy relationships/violence prevention	(772) 940-1632	New Horizons of the Treasure Coast	(772) 468-5600
ABUSE- SUBSTANCE		Suncoast Mental Health Centers	(888) 373-5010
2nd Chance Mental Health Center	(772) 335-0166	TC Behavioral Healthcare at Lawnwood Pavilion	(772) 466-1500
AA St. Lucie County	(772) 873-9299	Treasure Coast Hospice Grief Support	(772) 403-4530
Counseling & Recovery Center	(772) 467-3057	DISABILITY SERVICES- APD (800) 342-3557	
DATA- youth outpatient, residential, school-based	(772) 595-3322	ARC of St. Lucie County	(772) 468-7879
New Horizons of the Treasure Coast	(772) 468-5600	Coalition for Independent Living Options (CILO)	(772) 878-3500
Port St. Lucie Hospital	(772) 335-0400	Deaf & Hard of Hearing Services of the TC	(772) 334-2233
CHILDCARE/EARLY CHILDHOOD		Easter Seals Florida, Inc.	(772) 380-9972
211 Help Me Grow- free development/behavioral screenings	2-1-1	Florida Division of Blind Services	(866) 225-0794
211-Special Needs Helpline- support fam/children w spec. needs	2-1-1	Gulfstream Goodwill Adult Day Training Center	(772) 461-4513
ALPI Head Start (Agriculture & Labor Program)	(800) 330-3491	Helping People Succeed	(772) 320-0770
Children's Services Council of SLC	(772) 408-1100	Parent Liaison-Students w/emotional/behavior disabilities	(772) 429-4523
Early Learning Coalition of St. Lucie County	(772) 595-6424	EDUCATION- ADULT	
East Coast Migrant Headstart (Ft. Pierce)	(772) 465-9135	Indian River State College (IRSC) main	(866) 792-4772
Healthy Start Coalition	(772) 467-2016	IRSC Adult Education- ESL(Prima Vista Center)	(772) 343-9553
Helping People Succeed	(772) 320-0770	IRSC Adult Education- GED	(772) 336-6230
Voluntary Pre-Kindergarten (Early Learn Coal)	(772) 595-6424	IRSC Lifelong Learning Institute	(772) 462-7880
CLOTHING/THRIFT STORES		Learn to Read of St. Lucie County	(772) 464-2747
Dog & Cats Forever Thrift Store	(772) 489-5454	Learn to use Computers- CareerSource	(866) 482-4473
Good Samaritan Ministries Thrift Store	(772) 398-0065	Learn to use Computers- Lakewood Park Library	(772) 462-6870
GraceWay Village- children and teens	(772) 925-3074	EMPLOYMENT	
Mustard Seed Ministries Thrift Store	(772) 595-1599	AARP Senior Placement Program (SCSEP)	(772) 336-3330
Salvation Army	(772) 464-4846	Florida Division Vocational Rehabilitation (PSL)	(772) 873-6550
St. Vincent DePaul	(772) 344-1341	CareerSource Research Coast	(866) 482-4473
Treasure Coast Hospice Thrift Store- St. Lucie W	(772) 343-0100	EVICTIION/FORCLOSURE/PREVENTION 2-1-1	

Due to the COVID-19, some of the providers, programs & services may have adaptations or limited capacity. Please call 2-1-1 or visit us online for the latest updates.
www.211TreasureCoast.org



211 HELPLINE PAGE 2

ST. LUCIE COUNTY COMMUNITY SERVICES		2.1.1
FOOD ASSISTANCE- more sites call	2-1-1	MOBILITY/TRANSPORTATION
Access Florida (SNAP) www.myflorida.com/accessflorida/		St. Lucie County- Area Regional Transit (772) 462-1778
In the Image of Christ (772) 461-7788		TC Connector for St. Lucie County (772) 464-8878
Matthew's Café- Grace Way (Sunday PM meal) (772) 925-3074		PARENT/FAMILY-Families of the Treasure Coast (772) 302-3147
Mustard Seed Ministries (772) 465-6021		Helping People Succeed- children with autism (772) 320-0770
Salvation Army (772) 464-4846		Lucie Adolescent Parenting Program (LAPP) (772) 429-3612
Sarah's Kitchen Meal sites 2-1-1		Multi-Cultural Resource Center for Child & Family (772) 672-3710
UP Center (772) 468-8543		Tykes and Teens (772) 220-3439
Women Infants & Children (WIC) (772) 785-6124		SENIORS- also Dial 2-1-1 for a free daily Sunshine welfare call!
HEALTH CLINICS/HOSPITALS/OTHER		Alzheimer's Association 24-hour helpline (800) 272-3900
Cleveland Clinic Tradition Hospital (772) 345-8100		Alzheimer's Community Care (772) 466-3261
Department of Health (772) 462-3800		Alzheimer's & Parkinson's Association of TC (772) 335-1910
FL Community Health Centers		Council on Aging- senior center & services (772) 336-8608
- Fort Pierce- also dental (ages 20 and younger) (772) 461-1402		TC Hospice- supportive care/services/programs all ages (772) 403-4500
- Port St. Lucie (Children's) (772) 335-8455		TC/PB Long-Term Care Ombudsman- protecting rights (888) 831-0404
- St. Lucie Women & Children (772) 337-4000		Your Aging/Disability Center & SHINE helpline (866) 684-5885
HANDS Clinic- also dental (772) 344-2541		SOCIAL SECURITY ADMINISTRATION (866) 366-1627
HCA Florida Lawnwood Hospital (772) 461-4000		SMOKING/TOBACCO- Quit-For-Life! (877) 822-6669
HCA Florida St. Lucie Hospital (772) 335-4000		SUPPORT/CAREGIVER-Adult caregiving for another adult 2-1-1
Project Response-support/services/people w HIV/AIDs (772) 595-6773		VETERANS/CRISIS LINE 1-(800) 273-TALK (8255)
Ryan White- HIV/AIDS case management (772) 464-0420		211's MYFLVET- peer to peer support & family resources 2-1-1
Whole Family Health Center (772) 468-9900		Dept. of Veterans Affairs (800) 827-1000
Pregnancy/Education/Prevention/ Resources		Ft. Pierce VA Outpatient Clinic (772) 595-5150
CareNet- PSL (772) 828-3168/Pregnancy Care Ctr- Ft.P (772) 489-9702		Port St. Lucie PTSD Clinic (772) 878-7876
P. Parenthood- PSL (772) 692-2023/Teen Choices- Ft.P (772) 462-3955		VA Medical Ctr (WPB)- also ask for Women's Clinic (800) 972-8262
Other Diabetes Prevention/Healthy Living (772) 873-4906		Veterans Service Office (772) 337-5670
Discount Prescription and Healthcare Card (SLC) (772) 462-1777		YOUTH DEVELOPMENT
www.HealthCare.gov (Affordable Care Act)		4-H Youth Development (772) 462-1660
FamilyWize Discount Prescription Card (800) 222-2818		Arc of SLC- Rec/Ed programs youth w/ disabilities (772) 468-7879
Med Equip/Supplies: those with limited income (561) 640-2995		Big Brothers Big Sisters (772) 466-8535
HOMELESS&PREVENTION-Homeless Family (772) 567-2766		Boys & Girls Club of St. Lucie County (772) 460-9918
CareBag- mobile shower/hygiene pantry (772) 222-7399		Department of Health-"Teen Choice & "Teen Zone" (772) 462-3955
MISS Inc. Project of TC (Women/Children/Seniors) (772) 781-4063		Families of the Treasure Coast (772) 302-3147
SLC School Student/Family intervention services (772) 429-3930		Frontline for Kids (772) 464-0100
TC Homeless Services Council Resource Center (772) 778-4234		Future Generations- music education (772) 528-9931
LEGAL ASSISTANCE		Girl Scouts of South East Florida www.gssef.org (561) 427-0177
Florida Rural Legal Services (772) 466-4766		PACE Center for Girls- school drop-out prevention (772) 595-8880
Florida Child Support Enforcement (850) 488-5437		Police Athletic League (PAL) (772) 398-9436
19th Circuit Public Defender (772) 462-2048		Project ROCK South (School Suspension Alternative) (772) 237-5723
Office of State Attorney (19th Judicial Circuit) (772) 465-3000		Save Our Children (772) 466-8398
LIBRARIES- SLC Main Library Ft. Pierce (772) 462-1615		School Suspension Alternative- Club Pure (772) 429-0031
Rupert J. Smith Law Library (public welcome) (772) 462-2370		St. Lucie County Sheriff's Explorers (772) 871-5358
Medicaid Transport information 2-1-1		YMCA of the Treasure Coast (772) 878-7337

This listing is a partial representation of information maintained by 211 and is current as of June 2023. Inclusion does not imply endorsement nor does omission imply lack of endorsement by 211. For more info dial 2-1-1, text your zip code and questions to 898211, visit or Chat Online:

Also CHAT Online >>>

www.211TreasureCoast

>>> or via TEXT to 898211

OUR MOBILE APP

The SLPS To Go Mobile App for your smartphone or tablet is the fastest and easiest way for you to access the latest St. Lucie Public Schools information, any time!

- Free for anyone – General Public, Media, Administrators, Teachers, Parents, Students – SLPS To Go gets you the information you need, when you need it!
- Access SLPS news, updates and notifications, calendars, lunch menus, sports, and more at your fingertips. SLPS To Go is available for iPhone and iPad in the [Apple App Store](#) and for [Android in the Google Play Store](#) or scan to download.



Notice Regarding the St. Lucie Public Schools Code of Student Conduct 2025-2026

In order to conserve resources, schools will not distribute paper copies of the Code of Student Conduct to every student. An electronic copy of the Code of Student Conduct can be found at www.stlucie.k12.fl.us/departments/student-services/. Parents/ guardians may request a printed copy to be provided. To receive a printed copy of the Code of Student Conduct, please check the box below and return this form to your child’s school. A copy will then be provided to your student.

The Code of Student Conduct has been adopted to help your son/daughter gain the greatest possible benefit from his/her education. Please read and discuss the Code of Student Conduct with your son/daughter.

FAILURE TO RETURN THIS ACKNOWLEDGEMENT FORM WILL NOT RELIEVE A STUDENT OR THE PARENT/GUARDIAN OF THE RESPONSIBILITY FOR COMPLIANCE WITH THE CODE OF STUDENT CONDUCT OR ACCOUNTABILITY FOR LOSS OR DAMAGE TO SLPS PROPERTY.

I acknowledge receipt of the notification regarding accessing and/or obtaining a copy of the Code of Student Conduct. I have read and discussed the Code of Student Conduct with my child.

*Please check **only** if you require a printed copy of the 2025-2026 Code of Student Conduct. **One (1) copy per household will be provided.***

Print Student Name

Student Signature

Date

Print Parent/Guardian Name

Parent Signature

Date