

**District School Board of Indian River County, Florida
6500 – 57th Street, Vero Beach, FL 32967**

If a Person decides to appeal any decision made by the Board with respect to any matter considered at these meetings, he will need to ensure that a verbatim record is made which includes the testimony and evidence upon which the appeal is to be made.

Date: March 26, 2019

Time: 12:00 p.m.

Room: Joe N. Idlette, Jr. Teacher Education Center (TEC)

Superintendent's Workshop Agenda

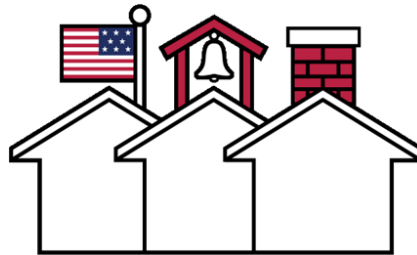
- I. CALL WORKSHOP TO ORDER
- II. PURPOSE OF THE WORKSHOP
- III. PRESENTATIONS
 - 1) Panorama Survey
 - 2) ERP Conversion
 - 3) Learning Alliance
 - 4) Code of Conduct
 - 5) Instructional Material
- V. ADJOURNMENT

Anyone who needs a special accommodation to participate in these meetings may contact the School District's American Disabilities Act Coordinator at 564-3175 (TTY 564-2792) at least 48-hours in before the meeting. NOTE: Changes and amendments to the agenda can occur 72-hours prior to the meeting. All business meetings will be held in the Joe N. Idlette, Jr. Teacher Education Center (TEC) located in the J.A. Thompson Administrative Center at 6500 – 57th Street, Vero Beach, FL 32967, unless otherwise specified. Meetings may broadcast live on Comcast/Xfinity Ch. 28, AT&T Uverse Ch. 99, and the School District's website stream; and may be replayed on Tuesdays and Thursdays at the time of the original meeting. For a schedule, please visit the District's website at www.indianriverschools.org/iretv. The agenda can be accessed by Internet at <http://www.indianriverschools.org>.

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Assessment of Social and Emotional Learning Competencies: 2018-2019 Overview

Dr. Sharon Packard
Mental Health Coordinator
Student Services Department
School District of Indian River County



Overview

- Definition of Social and Emotional Learning (SEL)
- Alignment with SDIRC strategic plan
- List of evidence-based SEL programs used in SDIRC
- Description of Panorama assessment tool
- Implementation timeline
- Review of Fall 2018 data





What is SEL?

Social and emotional learning (SEL) is the process through which children and adults:

- understand and manage emotions
- set and achieve positive goals
- feel and show empathy for others
- establish and maintain positive relationships
- and make responsible decisions



Alignment with the Strategic Plan



Student Success

Promotes collaboration, communication, and life skills focused on student engagement, and recognizes the need for differentiated instruction, targeted intervention, and enrichment of individual strengths, needs, and interests.

Works with MTSS, and outcomes are positive across demographics.

Correlates with outcomes like academic achievement and graduation rates.





Alignment with the Strategic Plan



Culture and Climate

Focuses on provision of a safe, supportive, and celebratory learning environment. Includes PD focused on staff and faculty SEL (e.g., Youth Mental Health First Aid, etc.) and reinforces the use of selected evidence-based programming (e.g., Second Steps, Sanford Harmony, Life Skills).

Correlates with outcomes like student behavior and conduct.





Alignment with the Strategic Plan



High Quality Workforce

SEL outcomes are associated with less teacher stress and classroom disruption (indicators associated with teacher burnout and turnover).

Correlates with outcomes like student behavior (conduct) and emotion management.

Provides an opportunity for ongoing PD.





Alignment with the Strategic Plan



Communication & Engagement

Opportunity to reflect on positive indicators associated with student success, share success stories with the community, and engage in data-driven conversations with stakeholders.





Alignment with the Strategic Plan



Strategic Partnerships

Two partner agencies currently deliver evidence-based SEL programming; data allows for additional strategic partnership opportunities to address the needs of SDIRC students, families, and faculty and staff.





Examples of Programs in SDIRC

- Sanford Harmony (K-8)
- Second Steps (K-8)
- Too Good for Violence (9-12)
 - New Horizons of Treasure Coast
- Life Skills (6th-8th grade); 5th grade added in 2018-2019)
 - Substance Awareness Center
- Conscious Discipline
- Champs
- Kids at Hope

SDIRC SEL Assessment

- Panorama: survey tool to evaluate constructs (e.g., self-management) associated with Social Emotional Learning (SEL)
 - Correlations between SEL skills and positive student outcomes (e.g., academic achievement, graduation rates, self-management, substance use, etc.)
 - Allows us to establish baseline data and track over time
 - Evaluate the impact of school-based interventions



SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

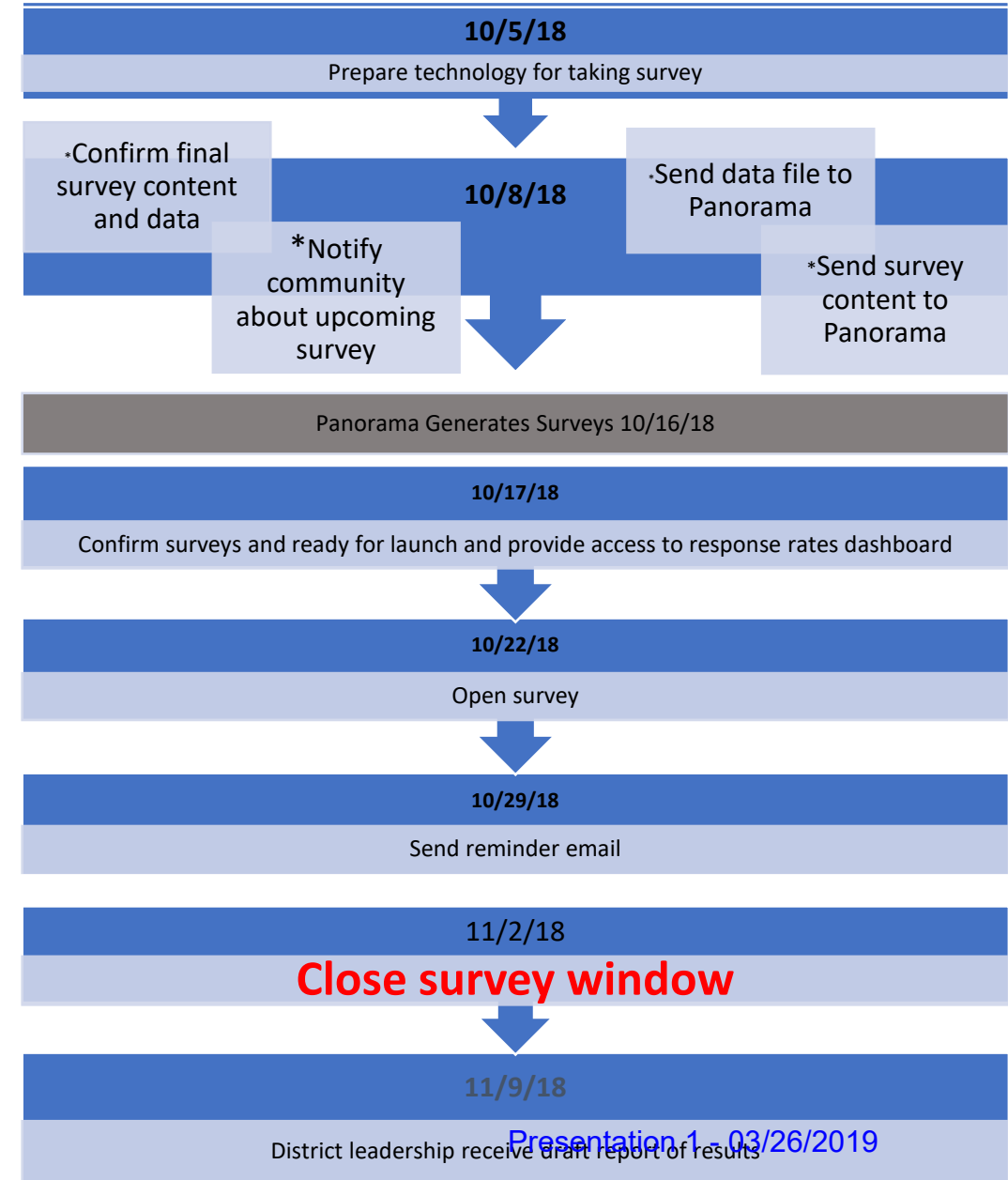
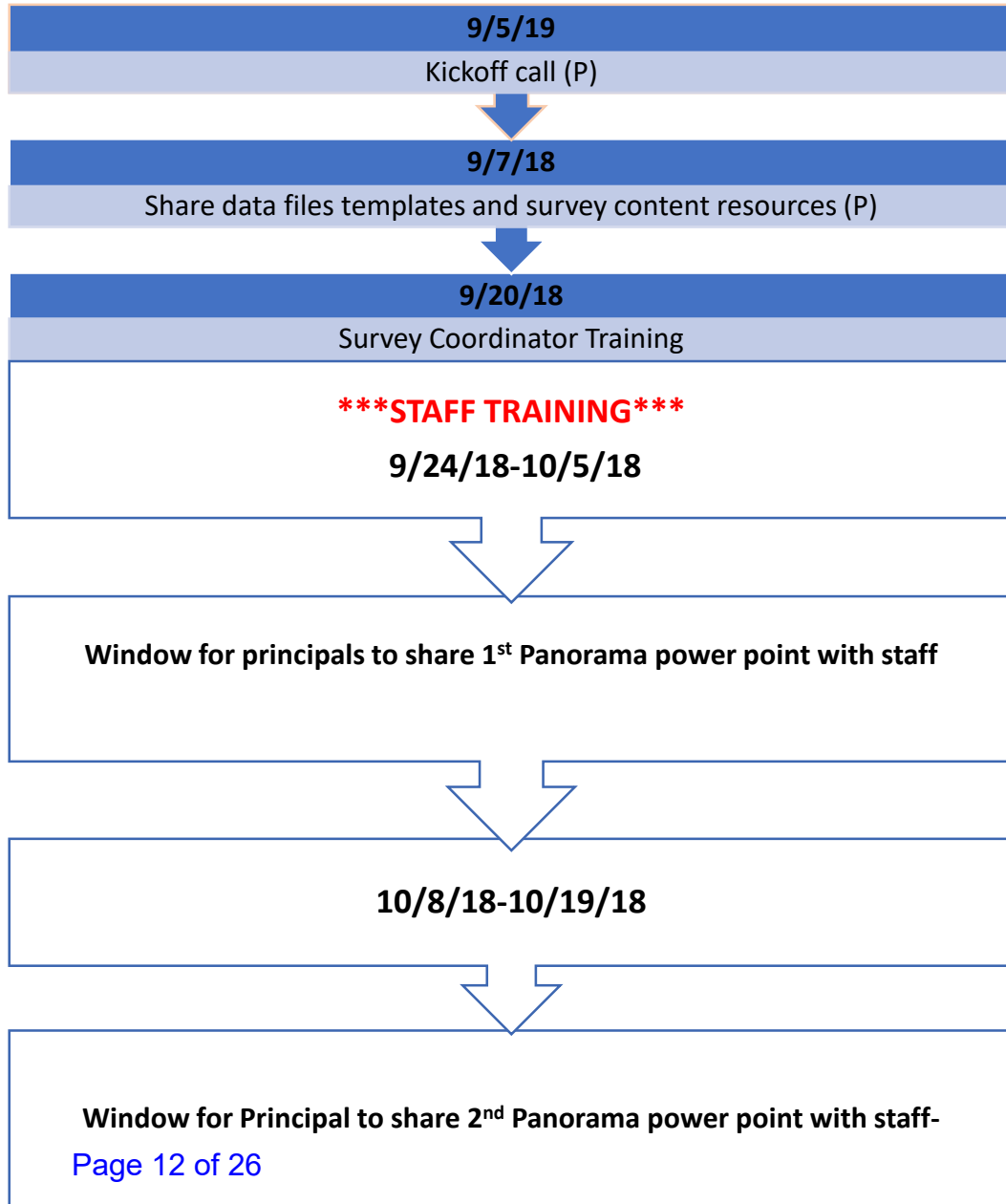
RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

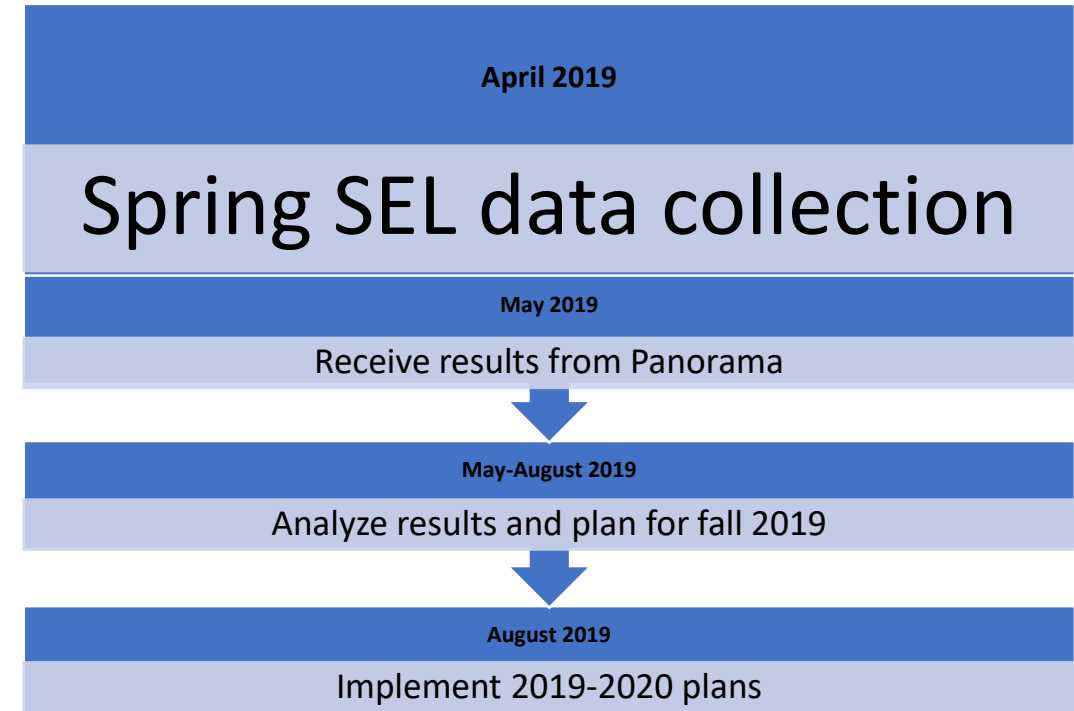
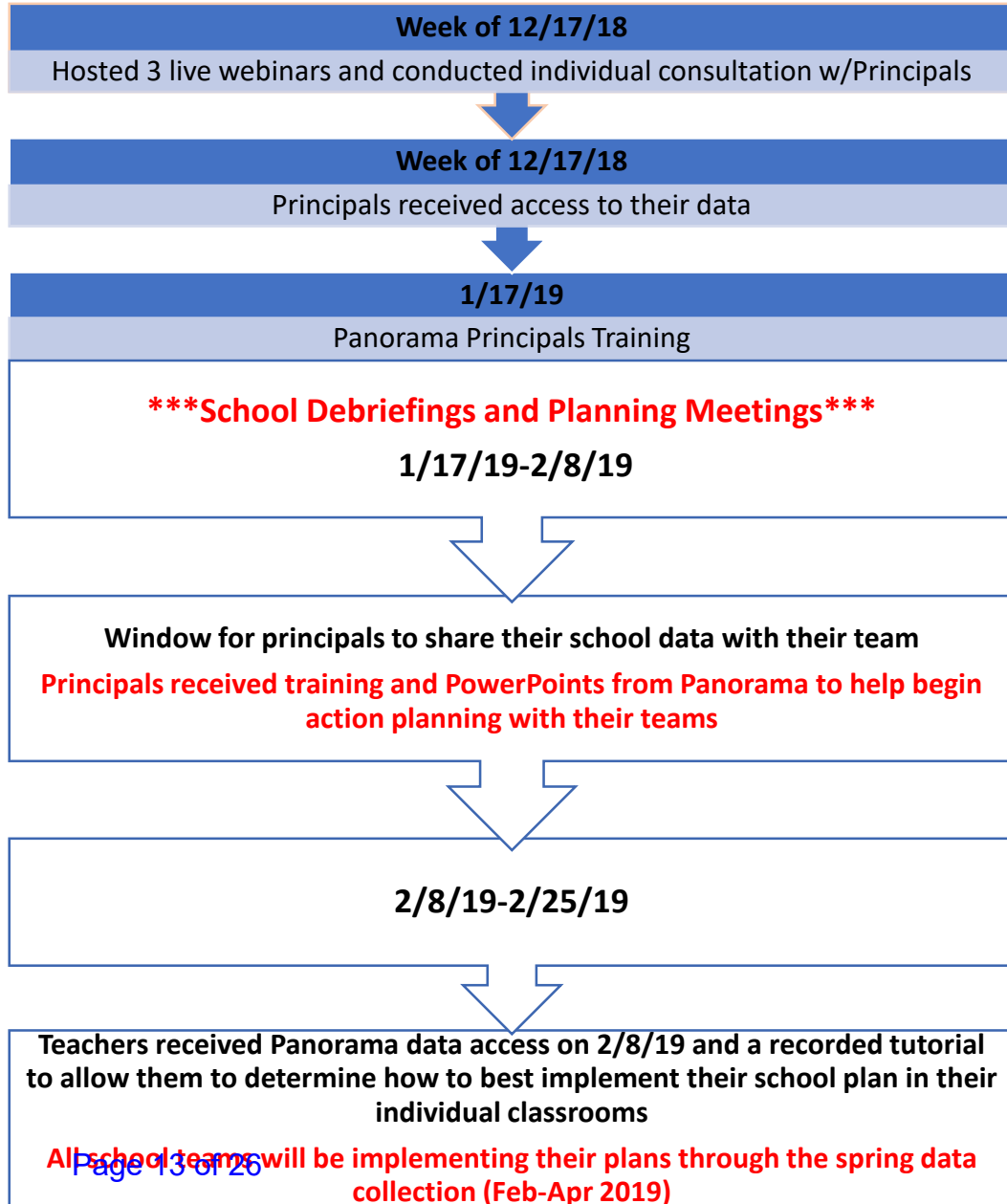
- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK



Panorama Fall 2018 Implementation Timeline



Panorama Spring & Summer 2019 Implementation Timeline



SDIRC Fall 2018 Panorama Results

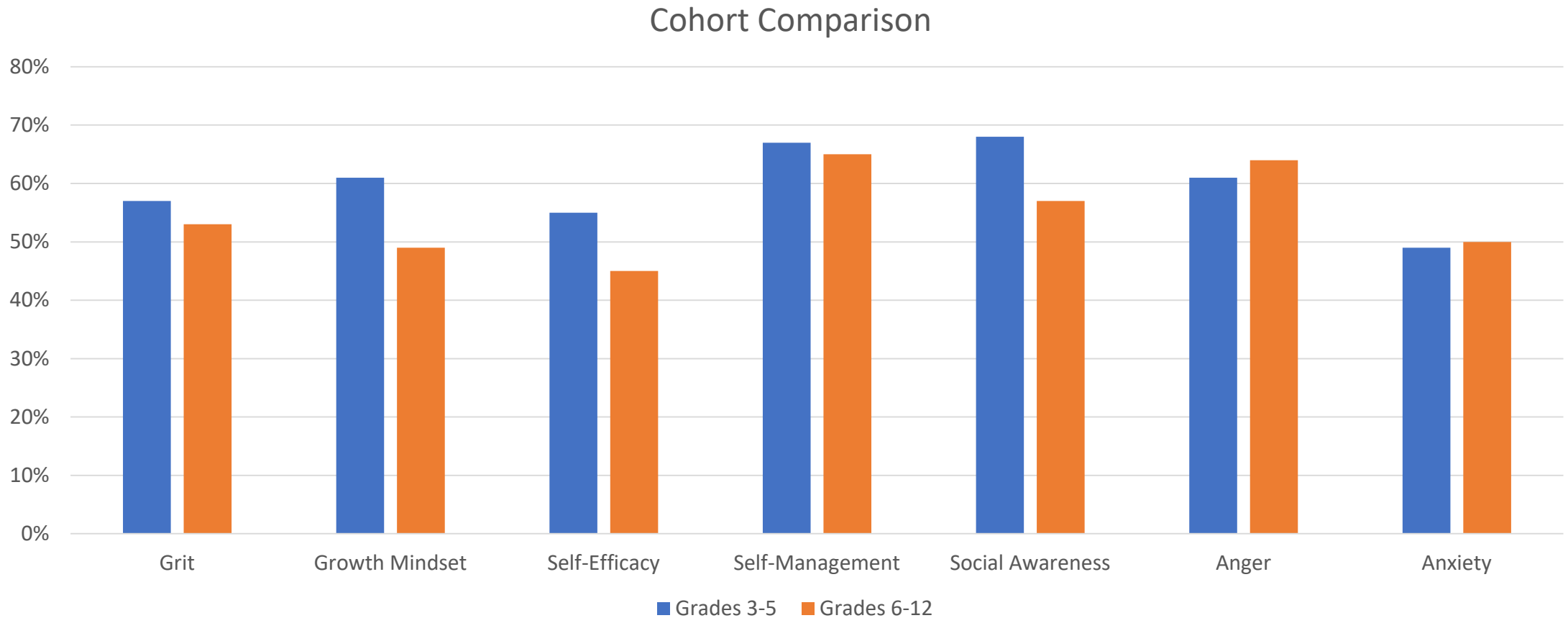


SDIRC Fall 2018 Panorama Questions

- Students
 - Elementary (3-5)
 - Secondary (6-12)
- SEL Competencies
 - Self-management
 - Including grit
 - Social Awareness
 - Self-Awareness
 - Self-Efficacy
 - Growth Mindset
- Student Safety and Norms
- Teacher-Student Relationships
- Supplements
 - Anger
 - Anxiety

District SEL outcomes by cohort

*Higher % = more positive responses








Grades 3-5

*District vs. Nation
(comparison – all grade levels)

Social Emotional Learning

- **Areas of opportunity**
 - Grit
 - Perseverance
 - Self-Management
 - Self-regulation (planning/preparation, behavioral inhibition) and politeness

Summary

Topic Description	Results	Benchmark
Behaviors around anger	61%	
Behaviors around anxiety	49%	
Grit How well students are able to persevere through setbacks to achieve important long-term goals.	57%	 20th - 39th percentile compared to others nationally
Growth Mindset Student perceptions of whether they have the potential to change those factors that are central to their performance in school.	61%	 80th - 99th percentile compared to others nationally
Self-Efficacy How much students believe they can succeed in achieving academic outcomes.	55%	 40th - 59th percentile compared to others nationally
Self-Management How well students manage their emotions, thoughts, and behaviors in different situations.	67%	 20th - 39th percentile compared to others nationally
Social Awareness How well students consider the perspectives of others and empathize with them.	68%	 40th - 59th percentile compared to others nationally

3,229 responses

Grades 6-12

*District vs. Nation
(comparison – all grade levels)

Social Emotional Learning

- **Areas of opportunity**
 - Grit
 - Perseverance
 - Self-Efficacy
 - Confidence in ability to achieve
 - Social Awareness
 - Empathy, respect, and feeling vocabulary (social communication)
 - Self-Management
 - Self-regulation (planning/preparation, behavioral inhibition) and politeness
 - Growth Mindset
 - Belief in one’s ability to change.

Summary

Topic Description	Results	Benchmark
Behaviors around anger	64%	
Behaviors around anxiety	50%	
Grit How well students are able to persevere through setbacks to achieve important long-term goals.	53%	 0th - 19th percentile compared to others nationally
Growth Mindset Student perceptions of whether they have the potential to change those factors that are central to their performance in school.	49%	 20th - 39th percentile compared to others nationally
Self-Efficacy How much students believe they can succeed in achieving academic outcomes.	45%	 0th - 19th percentile compared to others nationally
Self-Management How well students manage their emotions, thoughts, and behaviors in different situations.	65%	 20th - 39th percentile compared to others nationally
Social Awareness How well students consider the perspectives of others and empathize with them.	57%	 0th - 19th percentile compared to others nationally

7,000 responses

Safety

Grades 3-5

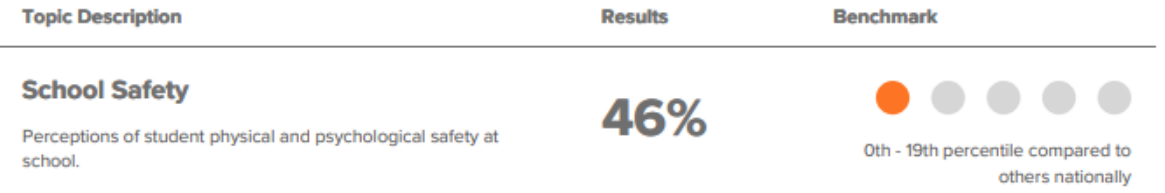


3,124 responses

Ranked issues

1. Observing disrespect at school (35%)
2. Worries about violence at school (52%)
3. Difficulty getting help from an adult related to bullying at school (60%)
4. Frequency of physical fights at school (69%)
5. Online bullying (likelihood; 82%)

Grades 6-12



6,786 responses

Ranked issues

1. Observing disrespect at school (19%)
2. Frequency of physical fights at school (29%)
3. Difficulty getting help from an adult related to bullying at school (52%)
4. Unfair treatment by adults at school (52%)
5. Worries about violence at school (56%)
6. Online bullying (likelihood; 69%)

Anger

*Percent favorable

Grades 3-5

- Temper in (50%) and out (53%) of school
- Feelings of anger in (70%) and out of school (70%)

Grades 6-12

- Temper in (60%) and out (63%) of school
- Feelings of anger in school (62%)
- Feelings of anger out of school (70%)

Anxiety

*Percent favorable

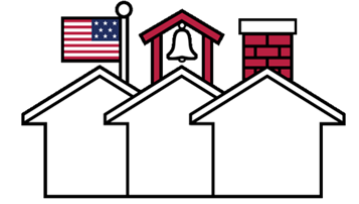
Grades 3-5

1. Worries about things outside of school (38%)
2. Self-consciousness (45%)
3. Social relationships (63%)

Grades 6-12

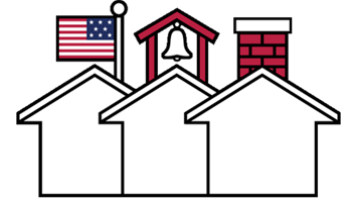
1. Worries about things outside of school (29%)
2. Self-consciousness (55%)
3. Social relationships (65%)

Summary of Highlighted Opportunities



Across SDIRC

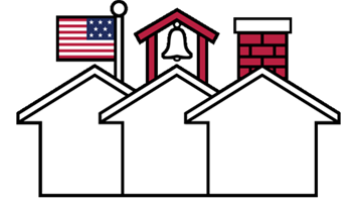
1. Observing disrespect at school
2. Worries about violence at school
3. Worries about things outside of school
4. Self-efficacy related to challenging concepts and work
5. Temper and self-regulation
6. Feeling vocabulary



Data-Driven Planning

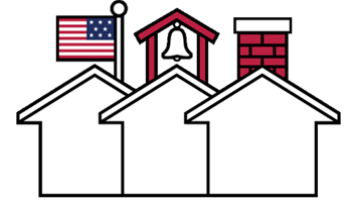
- Panorama allows principals and faculty/staff to:
 - Compare their school to the District average
 - Evaluate the impact of various demographic variables on aggregate outcomes
 - (e.g., grade level, sex, race and ethnicity, FRPL, ESE designation, ELL status)
 - Compare classrooms within their school
 - Evaluate individual student outcomes (aggregate competency scores only)
- District initiative
 - Panorama competency scores are in Unify
 - Will work with the data to evaluate its utility in the early warning indicator system
 - Will explore the utility of the data in individual student plans

Opportunities



1. Ongoing assessment (district-wide and within schools)
 - Evaluate the efficacy of district-wide initiatives and school- and classroom-based plans
2. Cross-reference data with other measured indicators of student success (e.g., attendance, MTSS, SERT, etc.)
 - Assess the utility of SEL data in the EWS
 - Determine how changes in SEL relate to other district-measured outcomes
3. Potential for collecting data from teachers and parents
 - SEL is a whole-child approach, and Panorama offers additional measures

Feedback & Questions



- Contact Dr. Packard
 - sharon.packard@indianriverschools.org
 - 772-564-6224

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Board Workshop

ERP (ENTERPRISE RESOURCE
PLANNING) SYSTEM UPDATE

02-26-19

Overview

- What is an ERP?
- TERMS
- Selection Process
- Budget
- Challenges
- Project Timeline
- Benefits
- Questions?

What is an ERP?

- Data Processing system
 - Payroll
 - Human Resources
 - Finance
 - Accounts Payable
 - Accounts Receivable
 - Purchasing
 - Warehousing
 - Field Trips

TERMS

- Total Educational Resources Management System (TERMS)
 - Crosspoint Finance 2003
 - Crosspoint Payroll 2006
 - Mainframe purchased 4/2007 (almost 12 years old)
 - Hardware maintenance costs climbing
 - 30k in 2012
 - 44k in 2018
 - “Green screen” interface

TERMS

- “Green screen”

Panel: _____ H516. Job Base - Assignment Year: 2019

Employee: █ _____ St: _____

Job: _____

Comments: _____

Job: Start	Ptp	Hr-day	Pr	Hire	E	Mons	Day-W	Chks	Chlc	D	S	Ended--Code
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

Manager: _____

Yrs Senior Per St BEN UPA PTF Leave Dt

Started I/O Hr-Day U FTE Ended--Code

Total Pay Term: _____

14=Nte

=Nrcd 7=Bwd 8=Fwd 9=Npg 10=Del 11=View 12=Esc

Upd

→ 03/012

Panel: _____ F817. PO Items Year: 2019

Action: _____ PO: _____ Rf: _____

Vndr: _____

P-Card: _____

Date: _____ T: _____ S: _____ T/C: _____

Ship: _____

Buyr: _____ Bid: _____

Rqst: _____ Req: _____

Attn: _____

Item: _____

Acct: _____

Rcvd: _____

Paid: _____

Open: _____

Seq	Rf	Item	Description	Qty	Unit	Unit Price	Pct
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Inv: _____

1=Hlp 2=Nte 3=Exit 4=Prpt 5=Refr 6=Nrcd 7=Bwd 8=Fwd 9=Npg 11=View 12=Esc

Please type key element(s). Upd

Page 5 of 20 → 03/010

Selection Process

- On July 20th and July 21st of 2016, our Purchasing Department hosted a round of ERP Vendor Demonstrations with a scoring matrix. The department users impacted by an ERP replacement viewed the demonstrations, asked questions, and ranked the various responses.

Selection Committee Ranking and Score For Enterprise Resource Planning			
Ranking	Vendor	Average Rating	Notes
1	Tyler Technologies	3.38	Robust Funtionality but cost prohibitive
2	Focus School Software	3.35	Robust Functionality and well below proposed budget
3	Skyward	3.05	Less functionality and cost prohibitive
4	Sungard	2.24	No Responsive in terms of data migrations capacity

Selection Process

- 09/27/16 - Board Approval of selection of FOCUS

D. Approval of Selection of FOCUS School Software for Enterprise Resource Planning System - Mr. Morrison

Pursuant to Florida Administrative Rule 6A-1.012, copyrighted software is formal bid exempt; however, a staff committee comprised of multiple ERP user departments evaluated the presentations of four ERP providers and determined Focus School Software, Inc., to be the best fit. In addition to its highly robust functionality, Focus was also the lowest cost option and the final negotiated contract is expected to be well below the approved budget. FOCUS School Software will replace the District's current ERP System, TERMS. This system is used for Payroll, Human Resources, Employee Self Service, Fixed Assets, Budgeting, Purchasing, Accounts Payable, Accounts Receivable, Student Activity Accounts, and Warehouse. Superintendent recommends approval.

Selection Process

- After meetings to determine contract terms and a Board Workshop presentation, the contract was presented to the School Board and approved on December 13th, 2016.

M. Approval of the FOCUS School Software Agreement for the Enterprise Resource Planning System - Mr. Morrison

Pursuant to Action Agenda Item D, District School Board Business Meeting held 9/27/16, staff recommends approval of the final negotiated Focus School Software agreement for the Enterprise Resource Planning System. Focus was the lowest cost option. The final negotiated contract is below the approved budget of \$800,000 that was part of the 0.60 Voter Approved Millage. FOCUS School Software will replace the District's current ERP System, TERMS. This system is used for Payroll, Human Resources, Employee Self Service, Fixed Assets, Budgeting, Purchasing, Accounts Payable, Accounts Receivable, Student Activity Accounts, and Warehouse. Superintendent recommends approval.

Budget

- Project was allocated \$800,000.00. Final contract was signed for \$501,780.00.

Licensee	School District of Indian River Focus School Software ERP - Any computer(s), at the License Site listed below.
Product(s) & Designated Hardware	Payroll Human Resources Employee Self Services Fixed Assets Fleet Maintenance – As Phase 2 Budgeting Purchasing / Bids Accounts Payable Accounts Receivable Student Activity Accounts Warehouse
License Scope & Capacity	General Scope - Limited strictly to the processing of Licensee's data by Licensee's employees, contractors, and affiliates. Special Limitations – If any.
License Site	Other restrictions apply as listed in this Product Schedule. Site URL designated by LICENSEE.
Site	6500 57 th Street Vero Beach, FL 32967
License Type	Term License
License Term	The five (5) years beginning and ending on December 14, 2016, and the termination provisions of the Master Agreement. In the documents and/or applicable law requires that a contract be submitted to annual school board approval, License agrees that such approval may be withheld.
License Fee (Includes First Year Maintenance)	\$196,280.00 \$10.00 per student @ <u>19,628</u> students

Total Implementation Services			
Implementation Services	Rate	Units	Total
Services to ensure existing ERP functionality is incorporated into Focus ERP			
Project Management & Data/Gap Analysis	\$1,800.00	25	45,000.00
Training (Train the Trainer Model)	\$1,250.00	45	\$56,250.00
Data Conversion & Cleansing	\$1,800.00	40	\$72,000.00
Integrations (5 Integrations Included)	\$1,800.00	75	\$126,000.00
Off Site Project Management Support	\$1,250.00	5	\$6,250.00
Customization Programming	\$1,800.00	20	Waived
TOTAL			\$305,500.00

Focus School Software 475 Central Ave. Ste. 400 St. Petersburg, FL 33701 (P) 727-388-7004 (F) 727-213-6999
 Page 1 of 3 Action M - 12/13/2016



FOCUS School Software
\$501,780.00
Due upon signing off on the following four (4) milestones:
Milestone 1: Installation of all modules 25%
Milestone 2: Data Imported 25%
Milestone 3: Go Live: 25%
Milestone 4: Successful completion of 3 payroll cycles 25%
Unutilized Implementation Services can be used to supplement other Implementation Services if required.
Any Implementation Services not utilized will be refunded to the district.

Challenges

- 15 years of ERP data and clean up
- 2.5 people in I.S. managing project
- Maintaining current workload
- TERMS Unsupported – no updates, no tech support
- Data loads first
- Change
 - Learning a whole new system
 - New processes
 - Evaluation of existing processes

Timeline

- 01/05/17 – ERP Kickoff meeting
- 01/17/17 – ERP Weekly status calls begin
- 02/17 – Specialty Group Meetings begin
 - Meet with various departments to discuss and review Focus functionality. Begin creating Business Process Owner (BPO) documentation and submitting change requests based on needs.
- 03/17 – ERP background setup
 - Preferences and Table setup

Timeline (cont.)

- 04/17 – AP Check Run Procedures begins
- 05/17 – BPO and Workshops continue
 - Transportation, Payroll, General Ledger, etc...
- 06/17 – 08/17 – Data conversions and BPO reviews
- 10/17 – Begin Data “Test Fest” and Data Review
- 10/17 – 11/17 – Departmental Data Review

Timeline (cont.)

- 12/15/17 – SDIRC/FOCUS Executive Briefing
- 12/17 – 03/18 – Data Review and Data Conversion continue
 - New data loads and require staff validation
 - Additional change requests submitted
- 03/20/18 – SDIRC/FOCUS Executive Briefing
 - Go-Live date of January 2019 decided
 - New data conversion team established

Timeline (cont.)

- 03/18 – 04/18 – Additional changes sent to programming
- 05/18 – 06/18 – Finance training and User Acceptance Testing
 - Departments review programming changes
- 07/18 – 10/18 – SDIRC Finance imposed “Black Out”
 - Finance requests no FOCUS activity while they close out the school year and start the new school year
 - ERP team uses time to address other departmental needs (Warehouse, Purchasing, Fixed Assets, etc.)
- 09/18 – HR and Payroll Departmental training
 - To prepare for parallel Payroll and AP check runs

Timeline (cont.)

- 10/18 – Payroll and Accounts Payable Parallel Process
 - 2 successful payroll runs and review of exceptions and import scripts refined. 2 successful AP check runs and review of exceptions and refinement of processes.
- 11/18 – End user training
- 12/18 – Prepare for January Go-Live
- System goes live on January 1st

ERP End User Training

- 36 training sessions conducted in November
 - Purchasing
 - Human Resources
 - Budgeting
 - Payroll
 - Print Shop
 - Field Trips

ERP End User Training

ERP Training—11/5/2018—1

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
TODAY'S FOCUS	TODAY'S FOCUS	TODAY'S FOCUS	TODAY'S FOCUS
6:00	6:00	6:00	6:00
6:30	6:30	6:30	6:30
7:00	7:00	7:00	7:00
7:30	7:30	7:30	7:30
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3:00	3:00	3:00	3:00
3:30	3:30	3:30	3:30
4:00	4:00	4:00	4:00
4:30	4:30	4:30	4:30
5:00	5:00	5:00	5:00

Monday 11/5

Purchasing 8:00-10:00
 Payroll 10:00-12:00
 HR 1:00-3:00
 Budgeting 3:00-4:30

Tuesday 11/6

Budgeting 8:00-9:30
 HR 9:30-11:30
 Print Shop 1:00-2:30
 Field Trips 2:30-4:30

Wednesday 11/7

Payroll 8:00-10:00
 Purchasing 10:00-12:00
 HR 1:00-3:00
 Print Shop 3:00-4:30

Thursday

HR 8:00-10:00
 Field Trips 10:00-11:30
 Budgeting 1:00-3:00
 Purchasing 3:00-4:30

ERP Training—11/12/2018-11/16/2018

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
TODAY'S FOCUS	TODAY'S FOCUS	TODAY'S FOCUS	TODAY'S FOCUS	TODAY'S FOCUS
6:00	6:00	6:00	6:00	6:00
6:30	6:30	6:30	6:30	6:30
7:00	7:00	7:00	7:00	7:00
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4:00	4:00	4:00	4:00	4:00
4:30	4:30	4:30	4:30	4:30
5:00	5:00	5:00	5:00	5:00

Monday 11/12

Purchasing 8:00-10:00
 Budgeting 10:00-11:30
 HR 1:30-3:30

Tuesday 11/13

Purchasing 8:00-10:00
 Payroll 10:00-12:00
 Print Shop 1:00-2:30

Wednesday 11/14

Field Trips 8:00-10:00
 Budgeting 10:00-11:30
 HR 1:00-3:00
 Print Shop 3:00-4:30

Thursday 11/15

Payroll 8:00-10:00
 Print Shop 10:00-11:30
 Purchasing 1:00-3:00
 Budgeting 3:00-4:30

Friday 11/16

HR 8:00-10:00
 Field Trips 10:00-11:30
 Payroll 1:00-3:00

Benefits

- Current technology
 - Student Information System familiarity
 - Less end user training for new employees
- Faster report generation
 - Seamless data exports to Excel
- Supported – tech support & updates
- Disaster recovery
 - Cloud based solution
- User feedback

Questions?

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School District of Indian River County



Positive Climate And Discipline Code of Student Conduct

BOARD WORKSHOP MARCH 26, 2019

Positive Climate and Discipline Code of Student Conduct

Goal 2: Culture & Climate SAFE AND ORDERLY SCHOOL ENVIRONMENT

Staff and students thrive in positive learning and work environments where they feel safe, supported, and celebrated.





The Connection

Connecting you to the School District of Indian River County



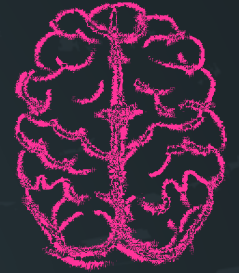
Getting the word out



SCHOOLMESSENGER®



Team Meetings and Workflow



Positive Climate and Discipline Advisory Team Timeline 2019-2020			
Date	Location	Time	Actions
January 15, 2019			<ul style="list-style-type: none"> • Invitations will be disseminated • Press Release and Invitation on Social Media of the Positive Climate and Discipline Code of Student Conduct Meetings and Work Sessions • Announcement will be sent out to stakeholders (i.e. School Advisory Committee, County Parent Teacher Associations, Administrators, Students, and Teachers Community Partners/Members) • Board Members invited to make suggestions for committee members
January 24, 2019	School District – TEC	5:00pm-7:00pm	<i>Initial</i> Positive Climate and Discipline Code of Student Conduct Team Work Session
February 5, 2019	School District – TEC	5:00pm-7:00pm	Positive Climate and Discipline Code of Student Conduct Team Work Session
February 21, 2019	School District – TEC	5:00pm-7:00pm	Positive Climate and Discipline Code of Student Conduct Team Work Session
March 7, 2019	School District – TEC	8:30am-10:30am	Superintendent Student Advisory Council - Positive Climate and Discipline Code of Student Conduct Workshop and Input Session
March 7, 2019	School District - TEC	5:00pm-7:00pm	<i>Final Overview</i> Positive Climate and Discipline Code of Student Conduct Team Work Session
March 26, 2019	School District Office – TEC	1:00pm	Board Workshop to: <ul style="list-style-type: none"> • Discuss the recommendations made to the Code of Student Conduct by the Committee Members (1st Draft of the Code of Student Conduct)
April 9, 2019	School District Office - TEC	6:00pm	Business Meeting: <ul style="list-style-type: none"> • Request Public Hearing Date for May 14, 2019
May 14, 2019	School District Office-TEC	6:00pm	Code of Student Conduct Public Hearing
May 31, 2019			Submit Code of Student Conduct to Print Shop

1.11.19



Positive Climate Code of Student Conduct



Sections	Page Numbers
Core Values School Expectations and Responsibilities Student Attendance	p. 6 p. 7- 9 p. 11-12
Student Dress Code TEAM	p. 13-14
Drugs and Alcohol Possession, Use and Distribution Bullying, Harassment, Cyberbullying Interscholastic and Extracurricular Activities	p. 14-15 p. 16-17 p. 17-18
Student Discipline	p. 21-28
Behavior Offenses and Violations/Levels of Intervention and Consequences	p. 29-33
Glossary Statutes and Policies	p. 37-50 p. 51



FOCUSED WORK SESSION EXAMPLE

PROTOCOL

1

Participants will complete a comprehensive review of each section of the Positive Climate and Discipline Code of Student Conduct

2

Participants will provide input for section revisions and recommendations

3

Participants will reference vetted resources to gain any needed clarification

4

Participants will reach consensus based on the recommendations of the TEAM

6

Participants will review complete final draft of Positive Climate and Discipline Code of Student Conduct

5

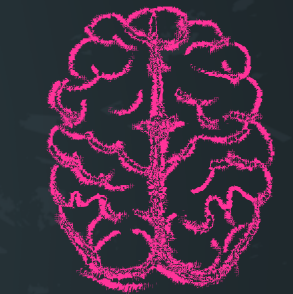
Participants will share recommendations with TEAM

*Sessions will be recorded via audio recording



Working Agreements

- Stay focused and be on time
- Limit side conversations
- Respectfully honor each other's input
- Maintain a spirit of collaboration
- Follow the structured conversation process



Materials



- 2018 – 2019 Positive Climate and Discipline Code of Student Conduct
- Positive Climate and Discipline Advisory Team Timeline
- Revisions to PCDC for 2018
- Student Dress Code
- Definitions: Criminal Gang Enforcement and Prevention, Criminal Gang Related Activity (Board Approved Update 9.25.18)
- PCDC Suggested Revisions Sheet for 2019-2020
- **Expanded Document outlining changes made to 2018-2019 PCDCSC**

TEAM Activity – Dress Code



- Participants will number off 1 - ?
- Participants will review changes in Dress Code Policy effective 2019-2020 school year
- Participants will identify +, -, and proposed changes (if any)
- Recorder will represent team consensus on chart paper
- Presenter will share with entire group
- Recorder in each group will highlight common themes shared.

Tobacco – Free Safe and Healthy Learning Environment



<http://www.fldoe.org/safe-schools/SESIR-DISCIPLINE-DATA/tobacco.shtml>

- 386.212 Smoking prohibited near school property...
- 569.101 Selling...or giving tobacco products to persons under 8 years of age...
- 569.11 Possession...and purchase of tobacco products by persons under 18 years of age...
- 877.112 Nicotine products and nicotine dispensing devices; prohibitions for minors..

Leslie
Spurlock,
Community
Health
Advocate

Suggested References



Florida State Statute

<http://www.leg.state.fl.us/statutes/>

School District of Indian River Board Policies

<https://www.boarddocs.com/fl/ircs/Board.nsf/vpublic?open>

TEAM SURVEY RESULTS

Questions	Strongly Agree	Agree	Neutral	Disagree
The review process of the PCDCSC was structured and organized	8	15	1	0
The facilitators allowed the opportunity for team members	11	13	0	0
The presenters were knowledgeable about the content covered	13	11	0	0
The session content and activities were engaging	8	13	3	0
The time allowed for team work was adequate	5	13	5	1

Summary of Suggested Changes 2019-2020

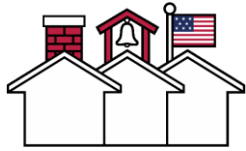
Positive Climate and Discipline Code of Student Conduct



School District of Indian River County



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School District of Indian River County

6500 57th Street • Vero Beach, Florida, 32967 • Telephone: 772-564-3000 • Fax: 772-569-0424

Mark J. Rendell, Ed.D.
Superintendent



Positive Climate and Discipline Code of Student Conduct Handbook 20189-201920

Red Font – New wording

Blue Font – Wording deleted

Green Font – wording was moved from one section to another

[Board Approved Update 9.25.18](#)

Committee Members that contributed to the Positive Climate & Discipline Code of Student Conduct

Community Committee Members

Dr. John Brown
Ms. Merchon Green
Mrs. Joanne Holmes
Mrs. Stacey Klim
Ms. Barbara Lipton
Mr. Lance Lunceford
Ms. Sandra Mandel
Ms. Maryann Ronan-Lawson
Dr. Mara Schiff - Facilitated with District Core Team
Mrs. Michelle Scott

Community Partners

Mrs. Robyn Vanover
Mr. Ross Partee

District Core Facilitators

Dr. Lillian Torres-Martinez
Ms. Heather Clark
Mrs. Rachel Moree
Mrs. Felice Heppern
Mr. Dariyall Brown
Mrs. LaVonne Walker

School and District Staff Members

Mrs. Diane Parentela
Ms. Rachel Serra

School and District Staff - Student Participants

Mrs. Keondra Eberhardt
Mr. Derek Weintraub
Mrs. Liz Cannon
Superintendent Student Advisory Council

Community Participation

Detective John Finnegan
Mrs. Brenda Green
Mr. Randy Heimler
Ms. Sharon Koler
Mrs. Katrena McMahan
Dr. Jaqueline Warrior
Ms. Jeanne Astremon
Ms. Kim Brady
Ms. Angela Feurtado
Ms. Nicki Genoni
Dr. Sharon Hayes
Ms. Sierra Holmes
Ms. Danielle Lee
Ms. Latoya Morgan
Mr. Rickavius Stinson
Mr. Eugene Wolf

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Introduction

Message from Superintendent

We are so very fortunate to live in a great community with great schools. I believe that the success of our schools is a result of the strong partnership with our families and our community. In fact, our school district logo illustrates this relationship. The three buildings in the logo represent home, school, and community, working together—for the success of all students. In recognition of this partnership, we engaged with the community to create a strategic plan to guide our work over the next five years.

Our district strategic plan is structured around five goals; Student Success, Culture & Climate, High Quality Workforce, Communication & Engagement, and Strategic Partnerships. The home, school, and community connection is prevalent in all the goals. To implement the strategies and accomplish the goals of the plan, we will need the support and involvement of the entire community.

As we move forward I want to remind everyone of our vision and mission statements:

Vision: Educate and inspire every student to be successful.

Mission: To serve all students with excellence.

There are some very important words in both of those statements: all and every. It is our responsibility to provide the best education possible to each individual student who attends our schools. This commitment to all students is evident throughout this plan. It is reflected clearly in the goal statements, objectives, strategies, and measures of success. We must never lose sight of the importance and value of each individual student.

The Positive Climate and Discipline Code of Student Conduct is the District policy that supports goal 2, culture and climate: promoting safe and orderly school environment where staff and students thrive in positive learning and work environments where they feel safe, supported, and celebrated. The objectives and strategies are:

- Every school fosters a caring and responsive culture to ensure a positive learning environment for staff and students.
- Every school provides a safe and secure learning environment.
- Every school recognizes and celebrates the accomplishments of students and staff.

Strategies

- Provide staff with training and support to build positive learning and work environments for meeting the needs of all students.
- Provide effective positive behavior support systems in each school.
- Administer all discipline systems in a fair and consistent manner.

All schools within the district will participate in Positive Behavior Intervention Support (PBIS) Framework training and will adopt evidence or research based programs and/or strategies that support their students' needs and promote a safe, positive school environment where students are recognized and feel supported.

Core Values

Core Values...	We believe:
Accountability	<p>in holding all individuals within the organization accountable for their decisions and actions.</p> <ul style="list-style-type: none"> ▪ We show accountability by being prepared for work and class, following school guidelines, studying, and submitting assignments on time.
Cooperation	<p>family and community involvement are essential to student success.</p> <ul style="list-style-type: none"> ▪ We understand that working together we can achieve much more.
Diversity	<p>diversity adds value to the organization.</p> <ul style="list-style-type: none"> ▪ We treat everyone fairly, being open-minded to attitudes, ideas, cultures, and customs that may be different from our own, regardless of ethnicity, race, religion, gender, or disability.
Honesty & Integrity	<p>honesty and Integrity are the basis of every relationship.</p> <ul style="list-style-type: none"> ▪ We demonstrate honesty and integrity by telling the truth, and doing what is right, even if no one is watching.
Innovation	<p>in effective and efficient management of all resources.</p> <ul style="list-style-type: none"> ▪ We propose to use technology and other advances to promote efficiency as we advance student achievement.
Perseverance	<p>in the power of the human spirit and the continuous improvement process.</p> <ul style="list-style-type: none"> ▪ We learn from our mistakes and seek to better ourselves.
Respect	<p>in a safe, healthy, and supportive learning and working environment.</p> <ul style="list-style-type: none"> ▪ We seek to establish environments where we value the worth and dignity of everyone, including ourselves, others, and the environment.
Responsibility	<p>it is our responsibility to empower every child to learn.</p> <ul style="list-style-type: none"> ▪ We demonstrate responsibility by owning our behaviors, and when necessary, repairing harm.
Service to others	<p>students are the focus of all decisions and actions.</p> <ul style="list-style-type: none"> ▪ We seek to create a culture where students' needs, data, and input drive all decisions.

School Expectations and Responsibilities

School Community Expectations and Responsibilities

Each member of the school community plays an important role in the creation of a safe, supportive, and positive school climate. To accomplish this, we must work together, supporting and respecting one another's roles. All community members, including school staff and administration, parents/guardians, community organizations, and students, are responsible for promoting engaging school environments that support teaching and learning. Staff and students thrive in a positive learning and work environment where they feel safe, supported and celebrated.

What can Community-Based Organizations do to support and promote safe and orderly school environment?

Community members such as law enforcement, mental health service providers, and youth activity service providers play a crucial role in the establishment of a safe, supportive, and positive school climate. This is accomplished through mutual support and respect. All community-based organizations share the following objectives:

1. Assist schools in creating positive, safe, supportive, healthy, and engaging learning environments.
2. Serve as a resource for students, families, and school staff.
3. Collaborate with school and district staff to share ideas and strategies that promote positive, healthy, and enriching school environments.

Responsibilities of School Staff and Administration

1. Know rules and regulations, discipline policies, intervention strategies, programs, and sources of community support available to our students.
2. Promote a positive, safe, and supportive school climate, where all students can grow academically, socially, and emotionally.
3. Utilize a positive system of supports and interventions to keep students in school and engaged in the learning process. ([see Multi-Tiered System of Support- MTSS - page 10](#))
4. Recognize, encourage, and reward appropriate and positive conduct by all students.
5. Participate in professional development promoting student engagement and support, positive classroom management, and a positive school climate.
6. Make every effort to communicate and respond to parents/guardians in a way that is accessible and easily understood.
7. Implement consequences that align with disciplinary actions, in a graduated and progressive manner, increasing in intensity as behaviors increase in severity and frequency, or when a pattern of behavior has been established.
8. Administer interventions and consequences consistently and equitably, regardless of national origin, race, gender, ethnicity, religion, age, disability, and sexual orientation.
9. Eliminate disproportionality in discipline referrals, as well as in-school and out-of-school suspensions.
10. Provide each student with due process prior to intervention, or to consequences being administered, as a result of an infraction.
11. Use exclusionary disciplinary measures as a last resort, and in accordance with district policies.
12. Provide students and parents/guardians with makeup work when students are suspended from school.
13. Ensure that students are under the supervision of school staff while on school premises during "reasonable time" before and after school, and while attending or participating in a school-sponsored activity. "Reasonable time" is defined as 30 minutes before and after school, and 30 minutes before and after a school activity is scheduled or occurs.
14. Involve School Resource Officers only when a serious infraction occurs that endangers the safety and welfare of oneself or others.
15. Principals shall implement school district policies prohibiting bullying and harassment throughout the year and integrate the policies with the school's curriculum, bullying prevention and intervention program, discipline policies and other violence prevention efforts. A list of programs authorized by the school district that provide instruction to students, parents, teachers, school administrators, counseling staff and

school volunteers on identifying, preventing and responding to bullying or harassment, including instruction on recognizing behaviors that lead to bullying and harassment and taking appropriate preventive action based on those observations is in Appendix A of this handbook.

Rights and Responsibilities for Parents

Parent Rights – You have the right to ...	Parent Responsibilities – You have the responsibility to ...
be treated with courtesy and respect.	encourage your child(ren) to show courtesy and respect for self and others.
discipline that is progressive and applied fairly.	understand, and make certain your children follow, the Positive Climate and Discipline Code of Student Conduct.
seek: access additional resources to support your child.	support your child’s school in accessing and implementing interventions to improve conduct, such as counseling, after-school programs, and mental health services.
access <u>FOCUS</u> to monitor your child’s progress.	use FOCUS and connect with teachers to monitor your child’s progress and support learning.
address concerns with school officials.	share concerns with school officials as they arise.
visit your child’s school.	report to the office and sign in using the electronic visitor management system.
be kept abreast of all matters concerning your child.	ensure that the school has your current home, work, and cellular telephone numbers, updated home address, e-mail address, and emergency contact information.
participate in your child’s school activities, conferences, and problem-solving meetings.	make efforts to participate in your child’s school activities, conferences, and problem-solving meetings.
Both parents have the right to access student records and information, and be provided information about what is happening at school regardless of marital status, unless a certified court document stating otherwise is delivered to the school's Principal.	notify the school of any custody changes or other legal matters that relate to school.
expect your child to be safe and properly supervised during extracurricular school activities. Schools may provide law enforcement, crowd control, and proper supervision during extracurricular school activities.	maintain your child’s safety when attending any event as a spectator.
fair market value when paying damages.	Remit payment for damage done to school district property by a student, including lost or damaged books and teaching materials. If property or damages are not restored, schools may require: <ul style="list-style-type: none"> a. Student loss of extracurricular activity privileges b. Participation in community service

Student behavior that contributes to Positive-Safe Learning Environment and Student Success

The School District of Indian River County is committed to helping students benefit from positive, supportive and safe school environments. To meet these goals, students, attending Indian River County public schools will demonstrate behavior that has a positive impact on school climate.

Rights and Responsibilities for Students

Student Rights – You have the right to ...	Student Responsibilities – You have the responsibility to ...
attend school every day.	attend school on time every day, have necessary materials, and be prepared to learn.
learn in an orderly environment.	follow classroom rules and expectations, demonstrate good citizenship by reporting threats, and hazardous or dangerous situations, to an adult in authority.
be informed of the rules of conduct/behavior.	follow the rules of conduct/behavior, demonstrate respect for school property, and follow the Student Network and Internet Responsible Use and Safety Agreement.
<u>access FOCUS</u>	<u>Use FOCUS to obtain assignments and view grades</u>
be treated with dignity and respect.	treat others, including adults and peers, with dignity and respect, understanding and recognizing that your conduct affects other students and school staff.
reasonable and fair treatment.	treat others reasonably and fairly. You have the responsibility to make every effort to restore relationships negatively affected by poor conduct by participating in activities, interventions, and appropriate programs recommended by school staff
freedom of expression.	express yourself in a way that honors the school community.
freedom from harassment and discrimination.	contribute to a safe, positive school climate by refraining from discriminating against, bullying or harassing other students or school staff.
peaceably assemble without being disturbed in the exercise of their constitutionally guaranteed rights to assemble peaceably and to express ideas and opinions, privately or publicly, provided that such exercise does not infringe on the rights of others and does not interfere with the operation of schools. (Additional information may also be referenced in Florida State Statutes 1001.43; 1006.145 and School Board Policy 5520.	maintain an atmosphere of peace.
freedom from unreasonable search and seizure.	refrain from bringing illegal items and substances onto school campuses.
Due Process.	be honest and accept responsibility.
Pledge of Allegiance: Upon written request from a parent a student may be excused from participating in reciting the Pledge of Allegiance, including standing and placing hand over their heart. (Additional information may also be referenced in Florida State Statute 1003.44 and School Board Policy 5780)	To submit a written request to the school principal

Prevention and Intervention Practices (Multi-Tiered System of Support – MTSS)

An approach to prevention and intervention has been established to support our students. Interventions and strategies are provided to students through a Multi-Tiered System of Supports (MTSS) framework. Through MTSS, schools apply strategies to maximize student learning and behavioral outcomes. The interventions and supports provided match the level of support to student needs. PBIS refers to Positive Behavioral Interventions and Support, which encompasses “a range of research-based strategies used to increase quality of life and decrease problem behavior by teaching new skills and making changes in a person's environment” (APBS, 2014).

Positive behavioral interventions and support combines:

- valued outcomes,
- behavioral and biomedical science,
- validated procedures, and
- systems change

to enhance quality of life and reduce problem behaviors.

Our schools will take action steps to:

- Create processes that support positive school climates by using evidence-based strategies through our MTSS framework.
- Use school and student data to plan and implement the tiered strategies and interventions. Educators, administrators, and support staff may work with community-based organizations to provide support services as needed.

Multi-Tiered System of Support - MTSS

Multi-Tiered System of Support	Examples include but are not limited to ...
<p>Tier 1- Universal Supports for all students include strategies that are used to teach social, emotional, and behavioral competencies. These strategies maximize students’ abilities to problem-solve, and help develop a sense of responsibility and confidence in one’s ability.</p>	<p>PBIS Tier 1 School-wide and Classroom (Positive Behavior Intervention and Support)</p> <ul style="list-style-type: none"> • CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) • Conscious Discipline • Skills Streaming • Restorative Practices • Sanford Harmony
<p>Tier 2- Targeted Interventions and supports build on the lessons provided at Tier 1 and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the core curriculum.</p>	<p>PBIS Tier 1 plus Tier 2</p> <ul style="list-style-type: none"> • Social Skills Groups • Check-In and Check-Out Support Plan • Check and Connect • Social/Emotional Counseling Groups • Mentoring • Parent Groups • Restorative Practices
<p>Tier 3- Supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualized and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student’s behavior.</p>	<p>PBIS Tier 1, Tier 2 and Tier 3</p> <ul style="list-style-type: none"> • Behavioral Contract • Behavior Intervention Plan • Functional Behavioral Assessment • Collaboration with and Referrals to Community • Resources and Agencies • Restorative Practices

Additional information may also be referenced in Florida State Statutes 1002.3105; 1003.41; 1003.4156; 1003.4203; 1003.428; 1003.4282; 1007.271; 1008.25 and School Board Policy 5410.

Student Attendance

What You Should Know About Attendance

School attendance is one of the strongest predictors of student success and is required of all students between the ages of six (6)--or turning 6 before February 1st-- and 16, unless otherwise exempted by law.

Good attendance provides students with opportunities to learn in the classroom and develop into strong students and citizens. Even just two absences a month can add up to far too much time lost in the classroom. Missing 10% or more of school days is considered chronic absenteeism. Below are percentages reflecting the impact of attendance.

96-100% is considered Good Attendance; 91-95% is considered At Risk of Underachievement; 90% is considered Seriously At Risk of Underachievement; 85% indicates Severe Concerns with Underachievement.

Regular school attendance is crucial to student success in school. Absenteeism has a negative impact on students' educational progress and sense of responsibility. Educators shall encourage regular attendance of students, maintain accurate attendance records, and follow reporting procedures.

Provisions shall be made for promoting school attendance by addressing personal problems, educating parents, and enforcing compulsory attendance laws and related child welfare legislation. Additionally:

- Absences must be reported to the school by the parent or adult student (over 18 years old) within two days (48 hours) electronically, in writing or by phone. Failure to report and explain the absence(s) shall result in unexcused absence(s). Final authority for determining acceptability of the reason for the absence(s) shall rest with the principal.
- Teachers shall record absentees each period of the school day and report absences--excused and unexcused--as required by the school.
- Parents will be contacted when a student has three (3) unexcused or unexplained absences, to prevent patterns of nonattendance.
- When a student has at least five (5) unexcused or unexplained absences within a calendar month, or ten (10) unexcused or unexplained absences within a ninety (90) calendar day period, the following will occur:

The teacher shall report to the Principal that the child may be exhibiting a pattern of nonattendance, if applicable.

The Principal will refer the case to the **MTSS/Individual Problem Solving Team** to determine if early patterns of truancy are developing. If the **MTSS/Individual Problem Solving Team** finds that a pattern of nonattendance is developing, a meeting with the parent must be scheduled to identify potential remedies. If the problem is not resolved, the **MTSS/Individual Problem Solving Team** will implement interventions.

Habitual Truancy

When a student has a total of fifteen (15) unexcused absences within ninety (90) calendar days, with or without

knowledge and consent of parents/guardians, she/he will be considered habitually truant. Parents will be notified of the excessive absences and the intent to notify the **Department of Highway Safety and Motor Vehicles**, if appropriate. When students are truant, they may be subject to having a truancy petition filed. Please note that this may happen under state statute if the student has:

- 1) At least five (5) unexcused or unexplained absences within a calendar month
- 2) Ten (10) unexcused or unexplained absences within a ninety (90) calendar day period
- 3) More than fifteen (15) unexcused absences within a ninety (90) calendar day period

Tardiness

Tardiness is defined as an arrival to school or class after the designated time, or after the tardy signal has sounded. When tardiness become excessive --four (4) or more times per nine-week grading period-- the parent/guardian will be notified by classroom teachers. Progressive interventions will be initiated by the MTSS Individual Problem Solving Team.

Early Departure

An early departure is any unexcused departure prior to the end of the class or school day. Parents are encouraged to keep students in school for the entire school day with minimum interruptions or requests for early dismissal. Early dismissals interfere with classroom instruction. Dismissal within the final 30 minutes of the school day is prohibited unless the Principal determines that it is an emergency, or the student has a medical, dental, or court appointment that cannot be rescheduled.

Excused Absences

The following factors are deemed to be reasonable excuses for students' school absences:

- Personal illness: medical evidence may be required by the principal or designee for absences exceeding five (5) consecutive days
- Court appearance
- Medical appointment
- Approved school activity
- Insurmountable problems (Prior permission by principal or designee is required except in the case of an emergency)
- Attendance at a center under the supervision of Children and Families Services
- Significant community events with prior permission of the principal or designee
- Religious instruction or religious holiday
- Death of a family member
- Out-of-school suspension
- Confinement at a detention center
- All other reasonable excuses with prior approval of the principal or designee

Students shall not be given excused absences to remain out of school for working, unless the job is an integral part of the student's instructional program.

Absences not included in the above list shall be documented as unexcused.

Makeup School Work for Absences

For any absence, excluding those students considered to be habitually -truantey, the student shall have two (2) days to make up work for each day missed. Principals may grant time extensions to the student for extenuating circumstances. Type of assignments will be at teacher's discretion.

Discipline

No student shall be suspended for unexcused tardiness, lateness, absences, or truancy.

Any student who fails to attend any regularly scheduled class and has no excuse should be referred to the appropriate administrator. Disciplinary action shall include parental/guardian notification.

If a student violates attendance standards or other rules of the school, appropriate discipline will be applied, but grades will be determined by the student's academic performance.

Additional Attendance Processes

- Parents have the right to challenge attendance records by providing documentation that may change the status of an absence. Challenges must be made within the grading period in which the absence occurred. After the documentation is submitted and reviewed, final decision rests with the principal.
- Any student who, due to a specifically identifiable physical or mental impairment, exceeds or may exceed the district's limit on excused absences, is referred for eligibility evaluation under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.

Additional information may also be references in Florida State Statutes 1002.20; 1003.02; 1003.21; 1003.23; 1003.24; 1003.26; 1003.27 and School Board Policy 5200.

Student Dress Code

****New language approved on June 26, 2018 will not be in effect until the 2019-2020 school year.
New language is identified below with an asterisk, underlined, and italicized.***

Dress code standards foster a safe, healthy, and positive climate that promotes constructive discipline, maintains order, and supports the teaching and learning process. ** Every school shall publish its dress code on their school's website.*

Elementary school students wear a unified dress code. Each school will provide a description of their unified dress code.

Dress and Grooming Expectations for All Students:

- Pants are to be worn at above the waisthip bone, with no visible undergarments, and present no safety hazards.
- Dress, ~~and~~ grooming practices, and personal hygiene will not interfere with school work, create disorder, disrupt the educational program, or prevent the student from achieving educational objectives.
- Hair and clothing must not block vision or restrict movement.
- ~~—Dress practices must not be indecent, vulgar, or disruptive to an orderly learning environment, and must not cause or result in discrimination against, bullying, or harassing of other students or school staff.—~~
- Clothing *and accessories will contain no *words or graphics, except for authorized school approved clubs and activities (this is not intended to exclude clothing name brands (2 x 2 inches) inappropriate words or phrases sayings, themes, or advertisements such as alcohol, tobacco, drugs, or gang-related symbols.
- Clothing will fit appropriately and include no oversized, or undersized, or tight garments.
- Apparel will contain no sheer, net, mesh, or sleepwear items (i.e. leggings, jeggings and pajamas). Shirts will cover the person from the shoulders to the waist at all times, with no revealed midriff or cleavage.
- Shorts, skorts, *dresses and skirts are to extend beyond mid finger-length or mid-thigh, whichever measurement is longer.
- Apparel will not contain hoods, headphones, ear buds, hair picks, combs, do rags, stocking caps, bandanas, scarves, towels, and other headgear. Hoods will not be worn on school property, buses or school related activities.
- Hats and sunglasses may *only be worn for P.E. activities, recess, or other specific circumstances when authorized by the Principal.
- Jewelry, accessories, or extended fingernails that could be deemed unsafe are not permitted. Dog-type collars, chains, and spikes are not allowed.
- Trench coats/*Capes and blankets are not allowed prohibited.
- ~~—Dress practices must not be indecent, vulgar, or disruptive to an orderly learning environment, and must not cause or result in discrimination against, bullying or harassing of other students or~~

~~school staff.~~

- Certain courses may require a specific dress code.

*District officials do have the flexibility to relax certain dress code requirements to ensure student safety and comfort. For example, if our community is experiencing extremely cold weather, the code may be relaxed to allow heavy coats, denim jeans, and other cold weather apparel that may not meet standard school dress code requirements.

Note: The Principal has the final authority to determine when personal appearance does not meet expectations. ΛUnless otherwise approved for instructional purposes.

State statute authorizes the school board to establish dress code requirements. All elementary schools will adhere to a unified dress code established by the school board and superintendent. For middle and high schools, the school board requires the School Advisory Council (SAC) to decide whether a unified or restrictive dress code is necessary for the safety and welfare of the student body and school personnel. When the SAC determines that a unified or restrictive dress code is necessary, the proposition shall be submitted to a vote of the families of students at such school, pursuant to a procedure established by the superintendent. If the proposition is approved by persons eligible to vote, and passes with a written vote of at least fifty percent + 1 (majority vote) in favor of the proposition, then the requirement for a unified or restrictive dress code shall be established and enforced at that school. **Additional information may also be referenced in Florida State Statute 1001.43(1)(b) and School Board Policy 5511.**

Drugs and Alcohol Possession, Use, and Distribution

The misuse of drugs is a serious problem with legal, physical, and social implications for the entire school community. "Drugs" shall mean:

- A. all dangerous controlled substances as so designated and prohibited by Florida statute
- B. all chemicals which release toxic vapors
- C. all alcoholic beverages
- D. any prescription or patent drug, except those for which permission to use in school has been granted pursuant to school board policy
- E. anabolic steroids
- F. any substance that is a "look-alike" of any of the above

Possession, concealment, or distribution of any drug or drug-related paraphernalia as the term is defined by law, or the misuse of a product containing a substance that can provide an intoxicating or mood-altering effect, is prohibited on school grounds, on school vehicles, and at any school-sponsored event. Further, it is established that a drug-free zone exists within 1000 feet of any facility used by the district for educational purposes.

Progressive interventions and consequences for drug and alcohol behavior actions are listed in the Levels of Interventions and Consequences sections of this handbook.

Over-the-Counter (OTC) Medication

"Medication" shall include all medicines including those prescribed by a physician and any non-prescribed (over-the-counter) drugs, preparations, and/or remedies, herbal products, cough drops, medicated throat lozenges and vitamin supplements.

Students are **not** allowed to have medication in their possession on school property, on the school bus, or while attending any school-sponsored activity except for emergency medication such as: asthma inhalers, epinephrine auto-injectors, diabetic testing/treatment supplies, pancreatic enzymes prescribed for the student, prescribed by a physician. In order to carry emergency medication, the following criteria must be met:

A Medication Permission Slip has been completed and signed by the student's parent/legal guardian. Parental

Authorization for Students to Carry and Self Administer and a **Physician's Authorization for Medication** must be completed. **Acetaminophen (Tylenol)** may be given to Middle and High School students without a physician's order providing the following criteria are met:

- The Tylenol must be in an unopened bottle of 325mg or 500mg strength and brought in by the parent/guardian. Unit dose packages of acetaminophen are acceptable in lieu of bottled medication.
- An OTC Medication Authorization Form must be filled out and signed by the parent/guardian.
- A Medication Permission Slip must be filled out and signed by the parent/guardian.

Any other non-prescription medication must have a doctor's order/prescription for use and a completed and signed Medication Permission Slip. It also must be received in its original container, unopened, and be labeled with the student's name. The only over-the-counter medications to be stored are those medically prescribed for specific students. Those medications will be kept in the locked medication cabinet in the health room. For more detailed information please refer to the Medication Procedures Parent's Handbook 2018-19. **Additional information may also be referenced in Florida State Statutes 893; 1006.062 and School Board Policies 5310, 5330 and 5530.**

Tobacco-Free Safe and Healthy Learning Environment

Tobacco is the leading cause of preventable death in Florida. Most tobacco use begins before the age of eighteen. It is important that schools provide a safe and healthy learning environment, free from exposure to known carcinogens, and one in which adults are role models for healthy behavior. As school district personnel and school visitors serve as role models to students, comprehensive school policies are a necessary strategy to prevent youth initiation, as well as to reduce tobacco use.

All uses of tobacco products in any form including the use of electronic "vapor/-vaping" ([juul/juuling](#)) or other substitute forms of cigarettes, clove cigarettes, or other smoking devices are prohibited in all school board-owned properties, facilities, and at any school board-sponsored event, 24 hours a day/365 days a year, for students, district personnel, and visitors.

Students are prohibited from possessing or using tobacco products during school-sponsored events whether on or off district property. If a tobacco citation is issued by a School Resource Officer (SRO), it is mandatory that the student pay a civil penalty and attend a school-approved anti-tobacco program. The anti-tobacco program is ten weeks in duration and is offered at the Substance Awareness Center of IRC. **Failure to complete this program or to pay the civil penalty will result in the suspension of the student's driver's license or withholding of license.** Additionally, students possessing or using tobacco products are subject to progressive disciplinary and accountability measures. **Additional information may also be referenced in Florida State Statute 381.84; 386.202; 386.204; 386.206; 386.209; 386.212 and School Board Policy 5512.**

Weapons

Students are prohibited from possessing, storing, making, or using a weapon, including a concealed weapon, in a school safety zone and in any setting, that is: under the control and supervision of the district for school activities, including property leased, owned, or contracted by the district, a school-sponsored event, or in a district vehicle.

Students are required to immediately report knowledge of weapons and threats of violence by students and staff to the building principal. Failure to report such knowledge may subject the student to immediate suspension and potential expulsion from school.

[How to report a potentially dangerous situation? Students and Staff members in our schools can contact an administrator or the School Resource Officer \(SRO\). Also following the 'See Something, Say Something' campaign, anyone can provide information through the Indian River County Sheriff's Office tip line by calling \(772\) 978-6116, or via email at \[tips@ircsheriff.org\]\(mailto:tips@ircsheriff.org\). We also have a web-based reporting app that has been provided by the Florida Department of Education. The App, *FortifyFL*, can be downloaded from the App Store or iTunes Store.](#)

Any student who violates this policy will be reported to the student's parents or guardians and to the criminal justice or juvenile delinquency system. The student may also be subject to disciplinary action, up to and including expulsion.

Exceptions include items pre-approved by the building principal as part of a class or individual presentation, or as theatrical props used under adult supervision. **This exception does not apply to working firearms or to any ammunition. Additional information may also be referenced in Florida State Statutes 790.001; 790.06; 790.115; 790.251; 1001.43(1)(a); 1006.07 and School Board Policy 5772.**

Gun Free Schools

The ***Gun Free Schools Act of 1994*** establishes that any student who is determined to have brought a firearm, as defined in *18 U.S.C. s.921*, to school, to any school function, or onto any school-sponsored transportation will be expelled, with or without continuing educational services, from the student's regular school for a period of no less than one full year, and will be referred to mental health services identified by the school district and the criminal justice or juvenile justice system. **Additional information may also be referenced in Florida State Statute 1012.584 (4) and Senate Bill 7026.**

Student Groups

Student groups will be recognized as authorized school organizations only if they are approved by the school administration, sponsored by school-approved personnel, composed of members of the current student body, conduct the majority of their meetings at school, and have established aims, which are educational in nature. [For a list of authorized school organizations see school website or check with the front office of your child's school.](#)

Membership or participation in the organization or operation of any fraternity, sorority, or other secret group as described by law is prohibited. In particular, any type of gang or gang-related activity as identified by law enforcement is prohibited on district property or in the guise of school-sponsored activities. **Additional information may also be referenced in Florida State Statute 874.03(3) and School Board policy 5840.**

Bullying, Harassment, Cyberbullying, Sexual Cyberbullying, Sexual Harassment/Sexual Cyberharassment, Hazing, Dating Violence and Abuse, Bias Behavior, and Gang-Related Activities

The school district is committed to providing an educational setting that is safe, secure, and free from harassment and bullying for all our students and school employees. Unlawful bullying and harassment, cyberbullying, sexual cyberbullying, hazing, dating violence and abuse, bias behavior, unlawful discriminatory harassment of "protected classes" and gang-related activities of any type will not be permitted.

Schools shall appropriately **identify, report, investigate, and respond to situations** of bullying, harassment, cyberbullying, sexual cyberbullying, hazing, dating violence and abuse, bias behavior, and gang-related activities of any type. This applies whether incidents occur on school grounds, at school-sponsored events, through school computer networks, off school grounds, or in any way have an impact on school safety and positive school climate. To ensure a bully-free school environment schools shall practice the following: (1) identify where and when bullying occurs; (2) train all school personnel to recognize bullying; (3) increase adult supervision at campus "hot spots"; (4) create an anti-bullying task force charged with educating students and staff; and (5) integrate anti-bullying materials into curriculum for discussion and role-play.

Violent Crimes and Victimization

Violent crimes and victimization committed on campus, during any school-sponsored event, or connected to a district school in any way will be reported to law enforcement. Offenders are subject to arrest and criminal prosecution.

Getting Help: Reporting

Procedures

Our schools are steadfast in providing educational settings that are safe, secure, and free from bullying, cyberbullying, sexual cyberbullying, harassment, hazing, dating violence and abuse, gang-related activities, and bias behavior for all students and school employees. **The school Principal is the person responsible for receiving all complaints.** Any student or parent/guardian who experiences any of the above acts should immediately report the

situation to the school Principal. **If an act occurs during non-school hours, it should be reported to a law enforcement agency.**

Note: Written and oral reports are considered official reports. Reports can be made anonymously. After a formal investigation is completed, interventions and consequences will be applied as needed.

A victim of the above acts, or anyone who witnesses an act and has credible information, may utilize the Stop, Walk, Talk **reporting** procedures. For example:

Stop: Tell the offender to stop, or you can say to yourself, “, I won’t allow this person to make fun of me, tease me, or bully me.”

Walk: Walk away calmly. Don’t fight back; if possible, find a friend to walk away with you. Try not to show anger or fear. (Students who bully like to see they can upset you.)

Talk: Tell a trusted adult, your teacher, school counselor, or an administrator if you are being bullied at school. **Telling is not tattling.** Write down--or ask someone to write down for you-- what happened, where and when it happened, and who bullied you. Remember that you can always tell your parents or guardians.

➤ Report the incident:

- To an adult
- In writing
- In the anonymous “Comments” box(es) located in your school’s main office, health room, guidance office, student support specialist office, and media center.

If bullying occurs after school hours, report it to your local law enforcement agency or notify your SRO when returning to school.

➤ If you witness bullying (**you are a bystander**), you should:

- Refuse to join in
- Never fight a bully
- Get others to help you speak out against the bully
- Distract the bully
- Report all bullying to school staff
- Utilize the universal web-based reporting system on your school and/or School District of Indian River County website: www.indianriverschools.org
- Utilize comment reporting boxes that are placed in your school’s main office, health room, guidance office, student support specialist office, and media center
- Utilize reporting forms located next to the comment boxes or downloaded from the SDIRC website
- Contact local law enforcement if an act occurs after school hours

Additional information may also be referenced in Florida State Statute 1006.147 and School Board Policy 5517.01.

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. 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 programs is a privilege. All middle schools and high schools are members of the Florida High School Athletic Association (FHSAA)

and are governed by its rules and regulations. All district students (including transfer students) shall satisfy the eligibility requirements established by the 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 Positive Climate and Discipline Code of Student Conduct for a period not to exceed the remainder of the school year in which the offense or violation took place. All procedures relating to disciplinary actions, as outlined in Section 5 and Section 6 of this handbook, must be followed prior to prohibiting a student from participating. Exclusion/removal should be used as a last resort; restorative practices and transition meetings to support students in interscholastic/extracurricular activities after a suspension may be used as an alternative.

*Additional rules and information may be found in school handbooks and policies.

In addition, student athletes are further subject to the Florida High School Athletic Association (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 intrascholastic extracurricular activities, or suspended or expelled from school, pursuant to district school board suspension or expulsion powers, is eligible to participate in interscholastic and intrascholastic extracurricular activities.
- Additional information may be found on the Florida High School Athletic (FHASS) website and in Florida State Statute 1006.20 and School Board Policy 2431.

Additional information may also be referenced in Florida State Statutes 1002.20; 1006.195; 1006.20 and School Board Policies 2341; 2431.01 and 5610.05.

Student Use of Wireless Communication Devices

Student possession of a wireless communication device (WCD) is a privilege. To promote positive behavior and protection of students, all WCD users are expected to follow procedures and to sign a Network and Internet Responsible Use and Safety Agreement. The student is solely responsible for any equipment that he/she brings to school. The principal has the authority to allow or discontinue WCD use; therefore, all procedures are subject to principal approval. While on school district property, students must adhere to the following procedures:

- A. Students may use WCDs while riding to and from school, or to and from school-sponsored activities on a bus or other school board-provided vehicle, at the discretion of the bus driver and administrator, teacher, sponsor, advisor, or coach. Distracting behavior that creates an unsafe environment will not be permitted.
- B. When a student arrives at school, the WCD should be set to 'silent' or 'vibrate' and remain in that mode throughout the school day.
- C. With principal permission, the student may use their WCD before school, during lunch, and after school as long as they do not create a distraction, disruption, or otherwise interfere with the educational environment or school functions.
- D. The WCD may be used in class **only** for educational purposes, with the principal's and teacher's expressed permission.
- E. The student must connect to the district Wi-Fi to access the Internet during classroom instruction even if they have their own data plan in compliance with CIPA (Children's Internet Protection Act).

- F. Students must disable or deactivate any personal hotspots or other Internet sharing capability while on school grounds.
- G. During class, WCDs should not be visible when not being used as part of classroom instruction.
- H. Students may not use WCDs, personal data plans, or other networks to access or view Internet websites that are otherwise blocked for students by the district's web filter.
- I.. Students may not download or stream any audio or video files without teacher permission.
- J. Students may not participate in cyberbullying, sexual cyberbullying sending hate e-mail/ posts/ texts, or making false, harassing, or obscene e-mail/ posts/ texts ("sexting").
- K. Students may not take pictures or videos of anyone on campus, or post or send any pictures or videos without a teacher's/administrator's permission.
- L. Students may not participate in hacking, cracking, vandalizing, introducing viruses, worms, Trojan horses, or time bombs, and may not use Peer-to-Peer (P2P) computing or networking.
- M. Students may not use another person's password or account, change or steal another person's work or files, or use another's personal electronic device.
- N. Students may not use proxies, HTTPS, or special ports. Students may not change browser settings or in any other way try to get through Internet filters.
- O. Students may not post any personal information about themselves or anyone else online.
- P. Students will not have the ability to access network folders or print from personal devices.
- Q. Students must charge devices before coming to school; devices are not to be charged at school without permission from school staff.
- R. During after-school activities, WCDs may only be used with the permission of the principal and administrator, teacher, sponsor, advisor, or coach.
- S. The district is not responsible for the security, repair, troubleshooting, technical support, loss, misplacement, theft, or damage of any personal WCD.

Note: Schools may implement site-specific procedures beyond those listed above. You may also reference Florida State Statute 1006.07(f) and School Board Policy 5136 for additional information if needed.

Student Network and Internet Responsible Use and Safety

Parents/guardians of minors are responsible for setting and conveying the standards that their children should follow when using the Internet. All Internet users (and parents/guardians of minors) are required to sign a written agreement annually, or at the time of enrollment, to abide by the terms and conditions of this policy and its accompanying procedures.

Advances in telecommunications and other related technologies have fundamentally altered the ways in which information is accessed, communicated, and transferred in society. Such changes are driving the need for educators to adapt their means and methods of instruction, and the way they approach student learning, to harness and utilize the vast, diverse, and unique resources available on the Internet. The school district is pleased to provide Internet services to its students. The district's Internet system has a limited educational purpose. The district's Internet system has not

been established as a public access service or a public forum. The district has the right to place restrictions on its use to ensure accordance with its limited educational purpose. Student use of the district's computers, network, and Internet services ("Network") will be governed by this policy, related administrative guidelines, and the Positive Climate and Discipline Code of Student Conduct. The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Network.

Users have no expectation of privacy in any communication sent or received by e-mail, during use of the Internet or Network access, use of electronic resources, in materials stored on any school board-provided electronic device, in materials stored using any board electronic device, or in materials stored on any personal electronic device that is connected to the board network.

The district encourages students to utilize the Internet in order to promote educational excellence in our schools by providing opportunities to develop the resource sharing, innovation, and communication skills and tools that are essential to both life and work. The instructional use of the Internet will be guided by Selection of Instructional Materials and Equipment board policy.

The Internet is a global information and communication network that provides an incredible opportunity to bring previously unimaginable education and information resources to our students. The Internet connects computers and users in the district with computers and users worldwide. Through the Internet, students and staff can access up-to-date, highly relevant information that will enhance their learning and education. Further, the Internet provides

students and staff with the opportunity to communicate with other people throughout the world. Access to such an incredible quantity of information and resources brings with it, however, certain unique challenges.

First and foremost, the district may not be able to technologically limit access to services through the district's Internet connection to only those that have been authorized for the purpose of instruction, study, and research related to the curriculum. Because it serves as a gateway to any publicly available file server in the world, access to the Internet will open classrooms and students to electronic information resources which have not been screened by educators for use by students of various ages.

The district has implemented technology protection, utilizing software and hardware measures which monitor, block, and filter Internet access to visual displays that are obscene, use child pornography, or are harmful to minors. Nevertheless, parents/guardians are advised that a determined user may be able to gain access to services on the Internet that the school board has not authorized for educational purposes. In fact, it is impossible to guarantee that students will not gain access through the Internet to information and communications that they and their parents/guardians may find inappropriate, offensive, objectionable, or controversial. Parents/guardians assume risks by consenting to allow their child to participate in the use of the Internet.

Pursuant to federal law, students shall receive education about the following:

- A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications,
- B. the dangers inherent with the online disclosure of personally identifiable information,
- C. the consequences of unauthorized access ("hacking"), cyberbullying, and other unlawful or inappropriate activities by students online and
- D. unauthorized disclosure, use, and dissemination of personal information regarding minors.

Site Administrators/Principals are responsible for providing training so that Internet users under their supervision are knowledgeable about Student Technology Responsible Use and Safety policy and its accompanying procedures. The board expects that staff members will provide guidance and instruction to students in the appropriate use of the Internet, and will monitor students' online activities while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions, or use of specific monitoring tools to review browser history and network, server, and computer logs.

Students and staff members are responsible for good behavior on the district's computers and the Internet just as they are in classrooms, school hallways, and other school premises and school-sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The board does not sanction any use of the Internet that is not authorized by or conducted strictly in compliance with this policy and its accompanying procedures.

Students shall not access social media for personal use from the district's network, but shall be permitted to access social media for educational use in accordance with their teacher's approved plan for such use.

The use of these technology resources is a privilege. Users who disregard this policy and its accompanying procedures may have their use privileges suspended or revoked, and disciplinary action taken against them. Users granted access to the Internet through the district's computers assume personal responsibility and liability, both civil and criminal, for use of the Internet not authorized by this board policy and its accompanying procedures. **Additional information may also be referenced in Florida State Statutes 1001.43 and 1001.51 and School Board Policy 7540.03 and 2520.**

Student Discipline

Overview

The goal of progressive discipline is to promote positive school climates and opportunities for students, ~~to develop relationships, resulting in better decisions and choices.~~ District and school policies set expectations for behavior and consequences that will help students make better choices, improve social-emotional behavior, increase engagement and self-efficacy, and support achievements.

Students are responsible for their behavior and are held accountable when they behave inappropriately.

Students shall only be removed from the educational environment as a last resort, after guaranteed due process (definition in glossary). They are expected to follow the Positive Climate and Discipline Code of Student Conduct standards, federal and state laws, and school board policies while:

- On school grounds
- At school-sponsored activities and events
- Being transported to and from school or school-related activities and events

Note: Off-campus felonies impacting school environment may also be considered when applying discipline procedures. Additional information may also be referenced in Florida State Statutes 1006.07; 1006.13 and School Board Policy 5505.

Progressive disciplinary actions will be administered based on policies and procedures clearly communicated to staff, students, parents, and guardians. When deciding upon levels of interventions and consequences, administrators will consider developmental factors, student exceptionalities, and cultural sensitivities. Other considerations include:

- Previous conduct
- Probability of a recurring violation
- Intent and severity of the offense
- Patterns of established behavior

Criminal and violent offenses could result in increased interventions and consequences. Accountability measures are intended to keep students safe and engaged in the educational process.

Discipline Procedures Relating to Disciplinary Actions

Time-Out, Emergency Removal, Suspensions, and Alternative Placement as a Consequence for Behavioral Infractions

The school board recognizes that exclusion from a school's educational program, whether by emergency removal,

suspension, or expulsion, is the most severe sanction that can be imposed on a student in this school district, and is one that cannot be imposed without due process. No student is to be removed, suspended, expelled, or excluded from an activity, program, or school unless the student behavior represents a severe infraction as specified in the Levels of Interventions and Consequences sections of this handbook.

Time-out : There are two types of time-out: “exclusionary” and “non-exclusionary”. The purpose of timeout is to provide intervention opportunities and earn access back into the classroom setting. The maximum period for time-out is 50% of the instructional day or less. **If a student is removed from the instructional day for more than 50% of the time of their scheduled time in school, then it is considered either an in-school or out-of-school suspension.**

Exclusionary Time-out

An exclusionary time-out is in place when a student is removed from a reinforcing environment for a pre-specified period of time.

Time-Out Room: student is removed to a room/area created specifically for time-out purposes and is under a school board staff member supervision.

Time-Out within the same Classroom: time-out in a separate area within the classroom, and under teacher and/or a school board staff member supervision.

Non-Exclusionary Time-Out

A non-exclusionary time-out is in a place where the student is allowed to remain within the classroom/setting but is not permitted to engage in any reinforcing activities for a pre-specified period of time; this form of time-out removes reinforcers from the individual. (see Glossary for types of non-exclusionary time-out)

Progressive non-exclusionary and/or exclusionary time-out process

First offense – between 5% - 20% of the class session or instructional day* Second offense – up to 25% of the class session or instructional day* Third offense – up to 50% of the class session or instructional day*
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*Progressive time-out measures can be used within the classroom setting (i.e., non-exclusionary) or outside of the classroom setting (i.e., exclusionary).

During these time-out occurrences, if defiance and/or disruption continue to occur, then additional strategies and/or interventions may be warranted, as indicated in the Levels of Intervention and Consequences.

Emergency Removal

The exclusion of a student who poses a continuing danger to school district property or persons, or whose behavior presents an ongoing threat of disruption to the educational process.

Suspension (In School and Out of School Suspension)

The student shall not be allowed to attend regular classes or school-sponsored activities for a prescribed number of days not to exceed ten (10). The Principal may refer the student during the period of the suspension to, ~~a center for special~~ services that pertains to the offense or return the student to the parent/guardian. ~~Prior to suspending a student, except in emergencies, the Principal shall make an effort to employ parental assistance or alternative methods of dealing with the student, and document such efforts.~~

Prompt notice of a suspension will be given by telephone to the student's parent/guardian, if possible. Formal written notification will be sent to the student's parent/guardian within twenty-four (24) hours of the time the student is informed of the suspension.

All out-of-school suspensions shall not commence prior to the beginning of the next school day following the infraction, unless the parents/guardians have been notified. ~~E~~ Except in emergencies or disruptive conditions which require immediate suspension, or in the case of a serious breach of conduct that is defined as:

- willful disobedience
- open defiance of a member of the school staff
- violence against persons or property
- any other act which substantially disrupts the orderly conduct of the school

In School Suspension

The student shall not be allowed to attend regular classes or school sponsored activities not to exceed ten school days.

In-school suspension will only be offered at the discretion of the Principal, as a means for keeping a student in school rather than suspending the student to a potentially, unsupervised out-of-school situation. The student is not only removed from the classroom and assigned to a designated work area, s/he may also be denied participation in any school activity for the length of the in-school suspension. The teacher(s) is to assign work related to a course of study for which the student will receive full credit upon completion of the assigned work.

Bus Suspension

Students may lose bus-riding privileges for the length of time deemed appropriate for the violation and remediation of the behavior not to exceed 10 days without advanced approval from the Superintendent. The Principal is the only person with authority to suspend a student.

Expulsion

Expulsion is the removal of the right and obligation of a student to attend a public school for a period and under conditions set by the school board, not to exceed the remainder of the term or school year and one (1) additional year of attendance.

Threat or False Report

Any student who is determined to have made a threat or false report, involving school or school personnel's property, school transportation, or school-sponsored activity will be expelled. Expulsion will be with or without continuing educational services, from the students' regular school for a period of not less than 1 full year. When appropriate, and the student will be referred for criminal prosecution and mental health services identified by school district for evaluation or treatment. ~~when appropriate.~~

Additional information may be referenced in Florida State Statute 790.162, 790.163 and Senate Bill 7026

Due Process Rights

Prior to a suspension, student will receive oral and written notice of the infraction(s) and an explanation of the evidence against the student. The Principal will hold an informal hearing to give the student an opportunity to explain their side of the story. An appeal may be addressed to the Superintendent, whose decision will be final.

If the student denies the infractions(s), the student will be given an explanation of the evidence, an opportunity to present their version of the case, and notification of the action taken by the Principal. In cases of extremely disruptive or dangerous behavior, persons or groups involved may be immediately suspended and removed from the school campus without the necessity of a prior hearing. In such instances, each student shall be afforded an informal hearing before the Principal prior to the end of the third day of suspension.

Students may be suspended from any or all co-curricular or extracurricular activities. The length of suspension shall be in accordance with progressive discipline practices.

Our school district will honor disciplinary consequences of suspension and expulsion from other districts. A student who has been suspended or expelled from another district will have to complete the suspension or expulsion term

prior to attending a school in our district.

Due Process for Students Subject to Expulsion

A student and their parent or guardian will be given written notice of the principal's recommendation and the reasons therefore, and an opportunity to meet with a representative of the superintendent to respond to the infractions(s). The student and/or their parent or guardian shall also be provided with a description of the student's rights and of the hearing procedures. The board shall act on any recommendation for expulsion.

A principal may recommend the expulsion of a student to the Superintendent. The principal shall provide the Superintendent with an adequate history of the student's actions and alternative measures taken relevant to the recommendation. When the Superintendent makes a recommendation for expulsion to the school board, written notice will be given to the student and parent/guardian, setting forth the infractions(s) and advising the student and parent/guardian of their right to due process.

When school board action on a recommendation for the expulsion of a student is pending, the Superintendent may extend the suspension assigned by the principal beyond ten (10) school days, if such suspension expires before the next regular or special meeting of the school board (school board meetings are held twice a month during the regular school year). In the case of a student receiving exceptional education services, please refer to the Special Programs and Placement Plan for Exceptional Student Education.

Placement in Alternative Education & Expulsion Recommendation Process

Suspension Expulsion Review Team (SERT)

When a student commits a serious breach of conduct, a principal may request that the student be considered for alternative education placement or for expulsion. The Superintendent shall refer the case to the SERT, which is comprised of Student Services professionals and school-based administrators. After reviewing all available information, SERT may recommend to the Superintendent one of the following:

- (1) A return to school with conditions listed in the stipulated order
- (2) Referral to mental health services
- (3) Placement at the alternative school program with conditions listed in the stipulated order
- (4) Recommendation for an expulsion hearing and parent/guardian notification of the right to appear at the expulsion hearing

Additional information may be referenced in Florida State Statute 1012.584(4) and Senate Bill 7026

Procedures for Appeal of Alternative Education Placements

The Superintendent has final discretion to accept the recommendation of SERT or to make a different recommendation, based on review of all available information.

Expulsion Appeals

Parents may appeal an expulsion recommendation in writing. The school board will hold a meeting to consider the written evidence presented at the hearing, as well as arguments of the principal, student, and parents/guardians. The board may then decide to uphold the expulsion or to authorize alternative discipline.

A student and parents/guardians must be given written notice of the intention to expel and the reasons therefore, and an opportunity to appear with a representative before the school board's hearing officer to answer the infraction(s). The student and parents/guardians will also be provided with a description of the student's rights and the hearing procedure. The school board shall act on any recommended expulsion by the hearing officer.

Procedures for Felony Suspensions

A principal may initiate suspension proceedings against any student who is formally charged by a prosecuting attorney with a felony, or with a delinquent act which would be a felony if committed by an adult, for an incident which allegedly occurred on property other than that owned by the school district. If the incident is shown to have an

adverse impact on the educational program, discipline, or welfare of the school, the student may be suspended or placed at an alternative program. The principal will hold an administrative hearing to make the determination. Teachers will be notified by the principal or another administrator if they have a student in their class who has been charged with a felony. For additional information regarding this procedure, please contact the Director of Student Services. **Additional information may also be referenced in Florida State Statutes 1001.54; 1003.31; 1003.32; 1006.07; 1006.09(2) and School Board policies 5500; 5520; 5540; 5600; 5605; 5610; 5610.01; 5610.02 and 5611.**

Discipline Process for Students with Disabilities

When the behavior of a student eligible under the Individuals with Disabilities Education Act (IDEA) or Section 504 is such to justify serious disciplinary action, three (3) possible courses of action may be available depending upon the nature and severity of the behavioral problem:

- In-school or out-of-school suspension for a cumulative total of ten (10) days in any one (1) school year
- Interim Alternative Education Placement (IAEP) for possession of a weapon or illegal drugs at school or engaging in serious bodily injury
- Expulsion from school

Manifestation Determination Review

A Manifestation Determination Review (MDR) is required and conducted to examine the relationship between a student's behavior and their disability/disabilities. Students who are a) receiving Exceptional Student Education services b) have been determined eligible for 504 protections under the American's with Disabilities Act or c) are suspected of having a disability (by means of prior teacher documentation, prior parent request for an evaluation, or are currently in the evaluation process for a suspected disability), are eligible to have a manifestation determination conducted.

A manifestation determination must occur within 10 days of any decision to change the student's placement due to a violation of the Positive Climate and Discipline Code of Student Conduct Handbook.

A. When Must We Conduct a Manifestation Determination Review?

The MDR is to take place if/when a student has either exhibited a single behavior, or pattern of behaviors that has resulted in ten (10) consecutive or cumulative days of suspension, including any student who has exhibited a zero-tolerance behavior.

B. The education agency (school district), parent(s), and relevant members of the IEP team are involved in conducting the review and must consider the following information:

- Was the conduct caused by, or directly related to the student's disability/disabilities?
- Was the conduct a result of the educational agency's failure to implement the student's Individual Education Plan (IEP) and/or Behavior Intervention Plan?
- Was all relevant information in the student's file, including the IEP, teacher observations or reports reviewed by the MDR Team?
- Was all relevant information provided by the parent reviewed by the MDR Team?

C. The MDR should take place in a timely manner (within three (3) school days). When it is determined at the manifestation determination review that the exhibited behavior (or pattern of behaviors), is indeed a manifestation of the student's disability/disabilities (or prior suspected disability), the student may not be disciplined, and is to return to their home school immediately.

Additionally, if the behavior is a manifestation of the student's disability/disabilities, or that a pattern of behavior exists the IEP team must convene within ten (10) days of suspension to:

1. Conduct a functional behavior assessment (FBA), unless an appropriate FBA addressing the student's current needs has already been completed;
 2. Implement a Behavior Intervention Plan (BIP). If a BIP has already been developed, review and modify it, as necessary, to address the behavior;
 3. Return the student to the placement from which the student was removed, unless the IEP Team disagrees to a change in placement as part of the modification of the behavior intervention plan.
 4. If/when there is serious concern that the home school is not currently an appropriate placement or the least restrictive environment in which the student's needs can be best met, the IEP team should convene immediately to problem solve to make appropriate educational recommendations and decisions.
- D. When the behavior is found NOT to be a manifestation of the student's disability/disabilities, the student completes the assigned disciplinary action, and the IEP team must meet to:
1. Initiate a plan to conduct an FBA, and develop a BIP if deemed necessary.
 2. Provide behavior intervention services and modifications designed to address the behavior to help prevent future reoccurrence.
- E. A student with disability/disabilities should not be removed from his/her current educational placement for more than an accumulation of ten (10) days in any (1) school year. If a student, who has demonstrated a pattern of behaviors, should receive more than ten (10) consecutive or cumulative school days during a school year, this would constitute a change in placement, and instructional home-based services must be provided to the student.

Additionally, any suspension beyond the accumulated ten (10) days in one school year results in the need for a MDR meeting at each occurrence.

Individual schools are responsible for monitoring the days of ISS and OSS for their students who are a) receiving Exceptional Student Education services b) have been determined eligible for 504 protections under the American's with Disabilities Act or c) are suspected of having a disability (by means of prior teacher documentation, prior parent request for an evaluation, or are currently in the evaluation process for a suspected disability) to ensure these students do not accrue more than 10 consecutive or cumulative days of suspension without a Manifestation Determination being conducted.

F. Best practice dictates that, prior to the 10 days of suspension and a Manifestation Determination:

1. The IEP or 504 team is to convene when a student has accumulated, or is in the process of accumulating five days of suspension. A suspension includes an Out-of-School Suspension (OSS) or an in-school suspension (ISS) if the ISS or OSS persists for 50% or more of the student's school day.
2. When a student has reached 5 days of suspension, the parent and student will be invited to participate in an IEP or 504 case review to problem solve and develop interventions in effort to decrease undesired behavior within the school setting and build skills that will increase success for the student. Interventions are to be implemented with fidelity and progress monitored on a regular basis.

In-School/Out-of-School Suspension

The principal may assign in-school or out-of-school suspensions for a student eligible under the IDEA or Section 504 for short-term periods not to exceed a cumulative ten (10) days during a school year. Such short-term suspensions

from a program are not considered a change in educational placement and the procedural safeguards associated with a change of placement are not required. However, the Principal, in collaboration with a resource specialist and a student support specialist, should stay alert to the possible need to convene the Individual Education Plan (IEP) team or the Section 504 team to review the appropriateness of the student's current IEP or Section 504 Accommodation Plan and its implementation, and to determine whether the behavior and its frequency/intensity creates the need for a Behavioral Assessment and Behavioral Intervention Plan.

If the principal suspends a student eligible under the IDEA or Section 504 and suspects that further disciplinary action may be necessary during the school year, it is essential that the Individual Education Plan (IEP) team or the Section 504 team convene within ten (10) days of the suspension to complete a Functional Behavior Assessment (FBA). In addition, a Behavior Intervention Plan (BIP) may need to be developed by the IEP team or Section 504 team and made a part of the student's IEP. If the FBA and BIP cannot be completed prior to the student's suspension, they must be completed within the ten (10) days at the beginning of the suspension.

Interim Alternative Educational Placement

A student eligible under the IDEA or Section 504 may be placed in an interim alternative educational setting under one of the following conditions:

- A. An Interim Alternate Educational Placement (IAEP), has been made a part of the student's IEP or Section 504 Accommodation Plan, and its use is limited to ten (10) days or less in any school year.
- B. The student has been found to possess a weapon or illegal drugs in school.
- C. The student is a danger to self or others as determined by an independent hearing officer. The IEP team or Section 504 team may, however, choose to go directly to a court to obtain authority for an IAEP without involving a hearing officer.

The Individual Education Plan (IEP) team or the Section 504 team may place a student in a forty-five (45) calendar day Interim Alternative Educational Placement (IAEP) if the student is found to have violated the Positive Climate and Discipline Code of Conduct by carrying a weapon to school or to a school function, or by possessing, using, distributing, or soliciting illegal drugs at school or at a school function.

The student's IEP team or Section 504 team is to convene as soon as possible and no later than ten (10) days after the placement begins, to determine whether or not the drug or weapons violation is related to the student's disability. If the IEP team or Section 504 team determines that the behavior is causally related to the disability, it should review the Behavioral Intervention Plan (BIP) and make any modifications necessary to deal more effectively with the inappropriate behavior and prevent its reoccurrence. If there is no BIP, one should be developed, or a behavioral assessment performed.

If the IEP team or Section 504 team finds no causal relationship between the student's disability and the weapon or drugs violation, the school may continue the forty-five (45) calendar day interim alternative educational placement and proceed with expulsion.

Expulsion

If the principal decides that a request for consideration for recommendation of an expulsion hearing should occur, the parents are to be notified on the date the principal makes the request accompanied by a notice of parent rights, which delineates all of the rights and procedural safeguards to which the parents and students have access to in connection with an expulsion. Within ten (10) school days following the decision to request consideration for a recommendation for an expulsion hearing, the student's IEP team or Section 504 team shall convene to conduct a Manifestation Determination for students identified with disabilities under IDEA and/or Section 504. **Additional information may also be referenced in Florida State Statutes 1006.07; 1006.09 and School Board Policy 5605 as well as in the Exceptional Student Standard Operational Procedure Manual.**

Search and Seizures

Principals may conduct a warrantless search of a student's possessions, locker, vehicle, or any other storage area on

school property, if there is reason to believe that contraband is present. School officials, in coordination with law enforcement, may use canine 'sniffers' for searches on campus without prior student notification. When alcohol or drug use is reasonably suspected, students may be required by staff to submit to a Breathalyzer or drug test. If a student refuses to submit to a drug or alcohol test following reasonable suspicion by staff, the student will be subject to discipline for open defiance/insubordination/gross disrespect.

School administrators/designees have the legal right to search any vehicle brought onto a school campus if it is suspected that the vehicle contains contraband. **Additional information may also be referenced in Florida State Statutes 901.21; 933.04; 1006.09(9) and School Board Policy 5771.**

Investigations Involving Students

School employees have a duty to cooperate with law enforcement agencies and the Department of Children and Family Services, and comply with investigations relating to child abuse, abandonment, neglect, or an alleged unlawful sexual offense involving a child. The Principal may also assist authorities in their investigations of other violations of law in which students are alleged to be involved.

Before student(s) are questioned as a witness to, or a suspect in, an alleged violation of law, the Principal shall attempt to contact the parent prior to questioning and remain in the room during the questioning, unless compelling reasons for exclusion are provided by the law enforcement agency. **Additional information may also be referenced in Florida State Statute 1006.061 and School Board Policy 5540.**

Non-Discrimination Grievance Procedures

Students may participate in appropriate programs and activities without regard to race, color, religion, national origin, sex, disability, marital status, or age, except as otherwise provided by state law.

All written grievances may be properly directed to the principal of the school alleged to be in violation of Title IX of the Florida Education Equity Act. **Additional information may also be referenced in Florida State Statute 1000.05 and School Board Policy 2260.**

Behavior-Offenses/Violations and Levels of Interventions and Consequences

Type of Behavior-Offenses/Violations and Levels of Interventions and Consequences are outlined by levels. Levels are intended to reflect the severity, intensity, patterns of the behavior and the effectiveness of interventions or consequences, that can be used to address the behavior. Each level describes the goal and the purpose for the level. Level Scale:

- Level 1 behaviors will can be addressed by classroom teacher.
- Level 2 behaviors will can be addressed by teachers and teacher may consult with other staff members including a school administrator, it will require a Classroom Incident Report (CIR)
- Level 3 behaviors will need to be referred to a school administrator and may or may not require an Office Discipline Referral (ODR)
- Level 4 behaviors will need to be referred to a school administrator and require an Office Discipline Referral (ODR)
- Level 5 behaviors will need to be referred to a school administrator and require an Office Discipline Referral (ODR)

State School Environment Safety Incident Reports (SESIR) are made for the incidents/offenses with an * as required by Florida State Department of Education. The † symbol next to interventional/consequences indicates that service may only be available at some schools.

*SESIR Incidents are expected to include consultation with Law Enforcement **SESIR Incidents and are expected to may or may not include consultation with Law Enforcement

LEVEL 1- Behavior-Offenses/Violations Classroom Incident Report (CIR)	
The goal of these interventions and consequences is for teachers to engage students through a support system designed to safeguard a positive learning environment, and to create conditions that prevent or decrease inappropriate and disruptive behavior. <u>Teacher interventions within the classroom.</u>	
<ul style="list-style-type: none"> • Bus Safety Violations • Cellular Phone usage • Cheating, Plagiarism • Cyberbullying • Disruption • Dress Code Violation • False Accusations Against Classmate(s) • False Accusations Against Staff Member(s) • Inappropriate Language – not directed towards a person • Inappropriate Physical Contact/Scuffling • Inappropriate Display of Affection 	<ul style="list-style-type: none"> • Lying/Misrepresentation/Forgery • Noncompliance/Defiance • Possession of Over the Counter/Prescription Medication • Production, Possession and/or Distribution of Obscene/Inappropriate Materials • Theft • Skipping Class (cannot be given a suspension) • Tardy (cannot be given a suspension) • Teasing & Taunting • Unauthorized Area • Unsafe Act without intent to harm • Unauthorized Classroom items
Level 1- Interventions and Consequences	
Behavior Agreement Confiscation of item Detention before or after school In-class time-out/ Thinking space† Informal and/or preventative school- based mentoring Informal and/or preventative school- based/teacher-based strategies Loss or suspension of privileges Mentoring Parent outreach Reinforcement of appropriate behaviors Restitution (replacing an item, repairing harm) Restorative Practices† Seat Change Self-Monitoring Strategies Social Emotional Regulations Strategies Teacher conference with student Time-out Warning Written reflection about incident	

LEVEL 2 - Behavior-Offenses/Violation

Classroom Incident Report (CIR)

These interventions and consequences are implemented to promote appropriate conduct. The goal is to correct negative behavior by providing the necessary support system to encourage students to recognize, utilize, and maintain appropriate responses. Teacher interventions with communication to administration.

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| <ul style="list-style-type: none"> • Abusive language/Profanity/Gestures • Bus Safety Violations • Cheating, Plagiarism • Cyberbullying • Disruption • Dress Code Violation • False Accusations Against Classmate(s) • False Accusations Against Staff Member(s) • Fighting (<u>Elementary Students K-2</u>) • Gambling • Gang-related Activity (Elementary Students) • Inappropriate Physical Contact/Scuffling • Inappropriate Display of Affection • Lying/Misrepresentation/Forgery • Open Defiance/Insubordination • Parking/Driving Offense • Physical Aggression Toward Staff without intent to harm (Elementary Students <u>K-2</u>) | <ul style="list-style-type: none"> • Possession of Over-the-Counter/Prescription Medication • Production, Possession and/or Distribution of Obscene/Inappropriate Materials • Profanity to Staff (<u>Elementary Students</u>) • Theft • Skipping (cannot be given a suspension) • Tardy (cannot be given a suspension) • Teasing & Taunting • Unauthorized classroom items (2ND offense) • Unauthorized Area • Unsafe Act without intent to harm • Use/Possession of Combustibles • Violation of Behavior Agreement • Violation of Student Network and Internet Responsible Use and Safety Policy |
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Level 2 Interventions and Consequences

- Anti-Bullying Intervention Strategies
- Behavior Agreement
- Conference with parent or guardian
- Confiscation of item
- Detention
- Informal and/or preventative school- based/teacher-based strategies
- Loss or suspension of privileges
- Parent contract
- Parent/ guardian involvement
- Peer mediation
- Phone call/letter to parent or guardian
- Restitution
- Restorative Practices†
- School-based or outside facilitated conflict resolution
- Self-Monitoring Strategies
- Short-term in-school counseling
- Social Emotional Regulations Strategies
- Supervised time-out (outside of classroom)
- Teacher and/or administrator conference with student and/or parent
- Temporary removal from class
- Time-out

LEVEL 3 Behavior-Offenses/Violation
Office Discipline Referral (ODR)

These interventions and consequences are implemented to correct behaviors that may interfere with the learning environment. The goal is to adequately address behavioral infractions while helping students recognize, and learn from, their own inappropriate reactions. Teachers may will refer to administration.

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| <ul style="list-style-type: none"> • Abusive language/Profanity/Gestures • Aiding and Abetting • Alcohol Possession* (Elementary Students) • Arson • Assault • Breaking and Entering/Burglary* • Bus Safety Violations • Bullying • Cheating, Plagiarism • Continuation of Level 1 & 2 Behaviors • Contraband • Cyberbullying • Disruption • Dress Code Violation • Drugs (Excluding Alcohol) ** (Elementary Students) <ul style="list-style-type: none"> -possession -consumption -paraphernalia • Failure to Serve Consequence • False Accusations Against Classmate(s) • False Accusations Against Staff Member(s) • False Fire Alarm • Fighting • Gambling • Gang-related Activity* • Harassment* • Hazing* • Inappropriate Physical Contact/Scuffling • Inappropriate Display of Affection • Larceny/Theft *(under \$300) • Lying/Misrepresentation/Forgery | <ul style="list-style-type: none"> • Noncompliance/Defiance • Parking/Driving Offense • Physical Aggression Toward Staff (Elementary Students) • Physical Attack* • Possession of Over-the-Counter/Prescription Medication • Production, Possession, and/or Distribution of Obscene/Inappropriate Materials • Profanity to Staff • "Sexting" • Sexual Offense/Misconduct (other)* • Sexual Cyberharrassment • Misconduct (other)* • Skipping Class (cannot be given a suspension) • Tardy (cannot be given a suspension) • Teasing & Taunting • Teen Dating Violence or Abuse • Tobacco/E-Cigarettes 17 Years and Younger*+ • Tobacco/E-Cigarettes 18 Years or Older+ • Trespassing* • Under the influence* • Unsafe Act/Unauthorized Area • Use/Possession of Combustibles • Vandalism/Property Damage less than \$1000 • Vandalism/Property Damage (\$1000 or more)* • Violation of Student Network and Internet Responsible Use and Safety Policy • Violation of Behavior Agreement • Weapons/Handcuffs Possession • Wireless Communication Devices (WCDs) Misuse |
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Level 3 Interventions and Consequences

~~Tobacco Offense: Referral to Substance Awareness Center or Drug Abuse and Treatment Association shall be considered as an intervention for this offense.~~
~~1st Offense: Level 1 and 2 Type Consequence & Interventions~~
~~2nd Offense: Level 2 and 3 Type Consequence & Interventions~~
~~3rd Offense: Level 3 and 4 Type Consequence & Intervention~~
~~Alcohol & Drugs Offense: Referral to Substance Awareness Center or Drug Abuse and Treatment Association shall be required as an intervention for this offense.~~
~~**SESIR incidents and are expected to include consultation with Law Enforcement~~
~~**SESIR incidents and are expected to may or may not include consultation with Law Enforcement~~
~~† Only if available at the school~~

- Anti-Bullying Intervention Strategies
- Referral to outside agency
- Bus Suspension 1-5 days
- Restitution
- Check and Connect†
- Restorative Practices †
- Check In-Check Out
- School-based or outside facilitated conflict resolution
- Law Enforcement Consultation
- Social Emotional Regulation Strategies
- Civil Citation if applicable for infraction-issued by Law Enforcement
- Time-Out
- Self-Monitoring Strategies
- Class or schedule change
- Community Service

In-class time-out/ Thinking space†

Informal and/or preventative school-based mentoring

In-school intervention

Parent/Guardian notification required

In-school suspension

Parent Shadowing _____

Learning lab†

Referral to MTSS Individual Problem Solving Team

Loss or suspension of privileges

Out of School Suspension 1-2 days

Office Discipline Referral

LEVEL 4 Behavior-Offenses/Violation
Office Discipline Referral (ODR)

These interventions and consequences are a necessary response to serious behavioral infractions, when the severity is significant enough to warrant an intensive response. The goal is to promote a safe school environment while decreasing potentially destructive and dangerous behavior. Teachers must refer to administration.

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| <ul style="list-style-type: none"> • Alcohol Possession (First Offense)* • Arson* • Assault • Battery/FS 1006.13(5)* • Bullying** • Cheating, Plagiarism • Continuation of Levels 1, 2 or 3 Behaviors • Cyberbullying** • Disruption on Campus – Major* • Drugs (Excluding Alcohol) * <ul style="list-style-type: none"> -possession* -consumption* -distribution* -possession and intent to distribute -sales* -paraphernalia** • False Accusations Against Staff Member(s) • Fighting • Gambling • Gang-related Activity* • Harassment** • Hazing* • Larceny/Theft *(under \$ 300)* | <ul style="list-style-type: none"> • Lying/Misrepresentation/Forgery • Other Major Incident* • Physical Aggression Toward Staff • Physical Attack • Production, Possession and/or Distribution of Obscene/ Inappropriate Materials • Profanity to Staff • “Sexting” • Sexual Harassment**/Sexual Cyberharassment • Sexual Offense/Misconduct (other)* • Teen Dating Violence or Abuse • Threat/Intimidation*(Must investigate) • Trespassing* • Under the influence* • Unsafe Act/Unauthorized Area • Use/Possession of Combustibles • Vandalism/Property Damage less than \$1000 • Violation of Student Network and Internet Responsible Use and Safety Policy • Violation of Behavior Agreement • Violation of Stipulated Order In lieu of Expulsion • Weapons/Handcuffs Possession* • Weapons possession* • Wireless Communication Devices (WCDs) Misuse |
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Level 4 Interventions and Consequences

~~Alcohol & Drugs Offense: Referral to Substance Awareness Center or Drug Abuse and Treatment Association shall be required as an intervention for this offense.~~

~~*SESIR Incidents and are expected to include consultation with Law Enforcement~~

~~**SESIR Incidents and are expected to may or may not include consultation with Law Enforcement~~

~~† Only if available at the school~~

- Anti-Bullying Intervention Strategies
- Behavior Contract
- Law Enforcement Consultation
- Civil Citation if applicable for infraction-issued by Law Enforcement
- Loss of parking privileges
- Loss or suspension of privileges
- ~~Office Discipline Referral~~
- Office discipline referral required
- Parent/guardian notification required
- Parent Shadowing
- Referral to MTSS Individual Problem Solving Team

- Referral to outside agency
- Restitution
- Restorative Practices†
- Restricted activity
- School-based or outside facilitated conflict resolution
- Self-Monitoring Strategies
- SERT referral for consideration for alternative school- based program
- Social Emotional Regulations Strategies
- Student re-entry or success plan
- Student re-entry or success plan (when student returns from any suspension)
- Short-term Suspension (1–5 days except for attendance or tardiness-related offenses)
- Temporary removal from class
- Time-out

LEVEL 5 Behavior-Offenses/Violation
Office Discipline Referral (ODR)

These interventions and consequences will be applied when the severity of behavior is significant enough to potentially endanger the safety and welfare of self and others, and when progressive discipline practices have proven ineffective. Teachers must refer to administration.

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| <ul style="list-style-type: none"> • Alcohol Possession* • Arson* • Assault Aggravated* • Aggravated: Felony Battery* • Breaking and Entering/Burglary* • Bullying** • Cheating, Plagiarism • Continuation of Levels 1, 2, 3, or 4 behaviors • Cyberbullying** • Disruption on Campus – Major* • Drugs (Excluding Alcohol)* <ul style="list-style-type: none"> -possession* -consumption* -distribution* -possession and intent to distribute* -sales* -paraphernalia** • Failure to Serve Consequences • False Accusations Against Staff Member(s) • Gang-related Activity* • Harassment * • Hazing* • Homicide* • Kidnapping* | <ul style="list-style-type: none"> • Larceny/Theft *(over \$300) • Off-Campus Felony Arrest with Petition Filed by State Attorney • Other Major Incident* • Physical Attack* • Robbery* • “Sexting”** • Sexual Assault* • Sexual Battery*/Violence • Sexual Harassment**/Sexual Cyberharrassment • Sexual Offense/Misconduct (other)* • Teen Dating Violence or Abuse • Threat/Intimidation*(Must investigate) • Trespassing* • Under the influence* • Use/Possession of Combustibles • Vandalism/Property Damage less than \$1000 • Vandalism/Property Damage (\$1000 or more)* • Violation of Student Network and Internet Responsible Use and Safety Policy • Violation of Stipulated Order In lieu of Expulsion • Weapons/Handcuffs Possession* • Weapons possession* • Wireless Communication Devices (WCDs) misuse |
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Level 5 Interventions and Consequences

~~Alcohol & Drugs Offense: Referral to Substance Awareness Center or Drug Abuse and Treatment Association shall be required as an intervention for this offense.~~
~~LE Law Enforcement~~
~~*SESIR Incidents and are expected to include consultation with Law Enforcement~~
~~**SESIR Incidents and are expected to include consultation with Law Enforcement~~
~~† Only if available at the school~~

- Anti-Bullying Intervention Strategies
- Law Enforcement Consultation when applicable
- Civil Citation if applicable for infraction-issued by Law Enforcement
- Long-term Suspension (6-10 days)
- Office Discipline Referral
- Office discipline referral required
- Parent/guardian notification required
- Parent Shadowing

- Referral to MTSS Individual Problem Solving Team
- Referral to outside agency
- Restitution
- Restorative Practices†
- Self-Monitoring Strategies
- SERT referral for consideration of alternative placement or expulsion hearing
- Short-term suspension (1-5 days except for attendance or tardiness-related offenses)
- Social Emotional Regulations Strategies
- Student re-entry or success plan (when student returns from any suspension)
- Time-out

Bus Safety Rules

Riding the school bus is a privilege. Student conduct directly affects the school bus climate; therefore, students must follow bus safety and courtesy rules. Safety and security measures on the school bus include video recordings of students and the driver while on board. Parents are responsible for the supervision and safety of students until boarding, and after departing, the bus.

A signed note ~~written notice~~ including a phone number from parent/guardian is required to be turned in to the front office twenty-four (24) hours in advance ~~for to allow a~~ students to be permitted to ride a different bus. ~~The Principal and Director of Transportation must approve the request.~~ School officials will verify note, authorize and return to student to present to bus driver as approval to ride a different bus.

<p>1. At the Bus Stop</p> <ul style="list-style-type: none"> • Wait in an orderly manner • Stay a safe distance from the roadway: at least ten (10) feet • Arrive at your bus stop five (5) minutes early • Be cautious of traffic 	<p>2. When the Bus Arrives</p> <ul style="list-style-type: none"> • Make sure bus has to come to a complete stop and flashing lights are on prior to approaching the bus • Board in an orderly manner; allowing younger children to board first • When crossing the street to board the bus, always cross in front of the bus. • Go directly to assigned seat
<p>3. On the Bus</p> <ul style="list-style-type: none"> • Keep all body parts inside the bus • Keep bus neat and clean • Be polite and speak with an ‘indoor voice’ • Do not eat or drink • Use appropriate language • Stay in seat until arriving at your stop • Be respectful of the rights and safety of the driver and passengers • Wear seatbelts • The use of earbuds/headphones are required when playing audio on electronic devices to prevent driver distraction 	<p>4. Exiting the Bus</p> <ul style="list-style-type: none"> • Exit in an orderly manner • Follow school bus exit procedures • Check all directions for oncoming traffic • Avoid danger zones • Cross the street only in front of the bus • Exit at designated stop only; unless otherwise approved
<p>Students will not:</p>	
<ul style="list-style-type: none"> • Intentionally delay the bus route schedule • Show disrespect and/or non-compliance towards bus driver or bus assistant • Refuse to sit in assigned seat • Use profanity/vulgar or sexually explicit language • Use of electronic devices to take or send pictures, images, or videos • Play audio without earbuds/headphones • Engage in fighting, rough-housing, making loud noises, and/or distracting or disruptive behavior • Throw objects inside or out of the bus window • Vandalize school bus • Engage in public displays of affection and/or sexual behavior • Board bus with banned items including live animals, glass containers, skateboards, rollerblades, laser pointers, and objects that could be used to inflict bodily injury • Board bus with balloons, bouquets, or large musical instruments (instrument must fit on their lap) • Engage in bullying and/or harassment of peers or any conduct that endangers the safety and welfare of others • Be in possession of zero tolerance items such as weapons, drugs or alcohol 	

Progressive Disciplinary Action for Behaviors and Safety Infractions

Transportation professionals (drivers and attendants) are required to implement interventions to encourage improved behavior and compliance with bus safety rules prior to submitting a discipline referral. Once a student has been provided with one (1) documented intervention and misbehavior continues to occur, a discipline referral will be submitted to Principal so an appropriate school level intervention/consequence can be implemented using the progressive discipline plan outlined below. Interventions, include but are not limited to redirections, seat change, conference with students, and allowing opportunity for apology/restitution.

Minor Bus Behavior Violations

- Eating or drinking on bus.
- Failing to sit in the seat assigned by bus operator and/or attendant.
- Back talking/exhibiting rude behavior towards bus operator, attendant or others.

Minor Infraction Consequences

First Offense	Verbal/Written reprimand from the Principal
Second Offense	Parent Contact/Phone Conference
Third Offense	1 –day suspension from school bus transportation

Repeated Offenses:

Repeated minor unacceptable behaviors will be considered willful disobedience and/or open defiance of authority, resulting in bus behavior agreement, suspension from the bus for the remainder of nine weeks and/or out of school suspension and/or possible recommendation of expulsion from the school bus.

Mid-Range Bus Behavior Violations

- Disrupting, distracting, or disobeying a bus operator and/or attendant.
- Getting out of seat while the bus is in motion.
- Horse-playing, loud talking, playing music loudly, use of profanity, inappropriate remarks/gestures/acts inside the bus or out of the bus window at other student's pedestrians, or motorists.

Mid-Range Infraction Consequences

First Offense	Verbal or Written reprimand from the Principal combined with Parent Contact/Phone Conference
Second Offense	1 to 5-days bus suspension from school bus transportation
Repeated Offenses	Repeated mid-range unacceptable behaviors will be considered willful disobedience and/or open defiance of authority, resulting in bus behavior agreement, suspension from the bus for the remainder of semester and/or out of school suspension and/or possible recommendation for expulsion from the school bus.

Major Bus Behavior Violations

- Placing head, arms, or legs outside the window of the bus while parked or in motion
- Threats against the bus operator, bus attendant, or passengers on the bus
- Fighting on bus
- Possession and/or use of Weapon/Drugs/Alcohol (Any Zero Tolerance Item) on bus
- Throwing objects inside the bus or out of the window of the bus, which may or may not cause injury to

persons or physical damage

- Vandalism of seats or other bus equipment
- Opening a school bus emergency exit door while the bus is in motion
- Opening a school bus emergency door and/or exiting the bus when the bus is stopped, unless directed by the school bus operator in an emergency or during an evacuation drill.
- Boarding or attempting to board a bus route other than the student's assigned bus route or attempting to leave the school bus at stop other than the student's assigned bus stop without permission of the school Principal and/or Director of Transportation

Major Infraction Consequences

First Offense	1 day to 5 days of suspension from school bus transportation and/or school unless the First Offense is a major behavioral infraction such as drugs, weapons, or serious bodily harm. In the case of a major behavioral infraction, 10 days of suspension may be administered, as deemed appropriate from school bus transportation and/or school.
Second Offense	Up to 10-days of suspension from school bus transportation and/or school, bus behavior agreement, and Transition Meeting w/ Director of Transportation.
Repeated Offenses	Repeated major unacceptable behaviors will be considered willful disobedience and/or open defiance of authority, resulting in suspension from the bus for the remainder school year and/or out of school suspension and/or possible recommendation of expulsion from the school bus.

*For ESE students, suspension and expulsions shall follow applicable laws, School Board policies, and provisions of the Individual Education Plan (IEP). Likewise, for students with Section 504 of the Rehabilitation Act of 1973, suspension, expulsion, and other disciplinary measures shall follow applicable laws, School Board policies, and provisions of the Section 504 Accommodation Plan. **Additional information may also be referenced in Florida State Statutes 1006.07; 1006.10 and School Board Policy 5610.04.**

GLOSSARY

Abusive language/Profanity/Gestures	Gestures, verbal, and nonverbal messages including swearing, name calling, or use of words in an inappropriate way.
Alcohol Possession*	(Possession, sale, use, or purchase of alcoholic beverages) Use should be reported only if the person is caught in the act of using or is discovered to have used these substances during the investigation. <ul style="list-style-type: none"> • Possession • Consumption • Possession/Intent to Distribute • Distribution
Anabolic steroid	A synthetic steroid that resembles testosterone in promoting the growth of muscle.
Arson*	(Intentionally setting a fire on/with school property) To damage any dwelling, structure, or conveyance, or its contents, whether occupied or not, by fire or explosion.
Assault	An intentional unlawful threat by word or act to do violence to a person, coupled with apparent ability to do so, which creates a well-founded fear that such violence is imminent.
Battery/FS 1006.13(5)*	The physical use of force or violence by an individual against another. The attack must be serious enough to warrant consulting law enforcement and result in serious bodily injury. (Report an incident as battery, rather than a fight, only when the force or violence is carried out against a person who does not fight back.) Increased criminal penalties may be imposed on anyone who commits a battery on a school employee or volunteer.
Behavior Agreement	An agreement that outlines expectations, rewards, consequences related to student conduct.
Behavior Intervention Plan (BIP)	A method that takes the observations made in a Functional Behavioral Assessment and turns them into a concrete plan of action for managing a student's behavior.
Bias Behavior	Behavior that intentionally or unintentionally directs any harmful or hurtful word or action toward an individual or group based upon actual or perceived identity characteristics including: race, religion, national origin, sexual orientation, ethnicity, culture, social economic status, gender identity, and cognitive, physical, or developmental ability.
Bus Safety Violations	Failure to comply with rules set forth to ensure safe travel on a school bus.
Breaking and Entering/Burglary* (Illegal entry into a facility)	The unlawful entry with force or unauthorized presence in a building, other structure, or conveyance with evidence of the intent to damage or remove property or to harm a person(s).

Bullying**	<p>Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation. It may involve but is not limited to: teasing, social exclusion, threat, intimidation, stalking, physical violence, theft, sexual, religious, or racial harassment, public humiliation, or destruction of property.</p> <p>Bullying is not:</p> <ul style="list-style-type: none"> • An altercation between equals • Good-natured playful teasing among equals or peers • Isolated incidents • Annoying different people at different times
Bus Suspension	<p>Students may lose bus-riding privileges for the length of time deemed appropriate for the violation and remediation of the behavior not to exceed 10 days without advanced approval from the Superintendent. The Principal is the only person with authority to suspend a student.</p>
CHAMPS (Conversation, Help, Activity, Movement, Participation, Success)	<p>The overall goal of the CHAMPS classroom management system is to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand.</p>
Cheating, Plagiarism	<p>The inappropriate and deliberate distribution or use of information, notes, materials, or work of another person in the completion of an academic exam, test, or assignment without specific teacher permission and proper crediting of the source (plagiarism).</p>
Check in/Check Out	<p>The program consists of students daily checking in with an adult at the start of school to retrieve a goal sheet and encouragement, teachers provide feedback on the sheet throughout the day, students check out at the end of the day with an adult, and the student takes the sheet home to be signed, returning it the following morning at check in.</p>
Civil Citation	<p>A diversion program that provides services to youth in lieu of arrest; operates under s. 985.12, F.S., to include an assessment and intervention services to meet identified needs; and monitors data. Issued by Law Enforcement.</p>
Community Service	<p>school based or volunteer work for any non-profit organization, public or private, as a form of restitution</p>
Conscious Discipline	<p>A leading method in integrating classroom management and social-emotional learning. It utilizes everyday events rather than an external curriculum, and addresses the adult's emotional intelligence as well as the child's. Teaches responses to daily conflict that afford opportunities to teach critical life skills.</p>

Continuation of Mid-Range Infractions	Three or more mid-range infractions that need to be addressed. Any behavioral infraction that merits repeated ODR(s) where interventions have been implemented and the behavior has not changed.
Contraband	The processing or use of items which are prohibited at school or school-sponsored events.
Cyberbullying**	Bullying through the use of technology or any electronic communication, including 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. This includes electronic mail, Internet communications, instant messages, and facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or impersonates another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution, by electronic means, of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.
Detention	being kept in school after hours.
Disproportionately	Having or showing a difference that is not fair, reasonable, or expected; too large or too small in relation to something.
Disruption	Behavior causing an interruption in a class or activity on school grounds before school or at dismissal, during lunch times, or school bus transportation. Includes but is not limited to: sustained loud talking; yelling; taunting or teasing; screaming; social media posting; noise with materials; inappropriate physical contact or scuffling; and/or sustained out-of-seat behavior.
Disruption on Campus – Major* (Significantly disrupts campus activities, school-sponsored events, or school bus transportation)	Disruptive behavior that poses a serious threat to the learning environment or to the health, safety, and welfare of others. This includes bomb threats [F.S. 1006.07(2)(m)] , inciting a riot, and initiating a false fire alarm.
Dress Code Violation	<p>Student wears clothing, or practices grooming habits, that do not fit within the dress code guidelines required by the district.</p> <p>First Offense: Verbal warning and notification of parent/guardian.</p> <p>Second Offense: Student is ineligible to participate in any extracurricular activity for a period of time out to exceed five (5) days, and holding of a parent conference.</p> <p>Third and Subsequent Offenses: In-school suspension not to exceed three (3) days, student cannot participate in any extracurricular activity for a period not to exceed thirty (3) days, and Principal shall call</p>

	parent/guardian and send a written letter of in-school suspension and ineligibility to participate in extracurricular activities.
Drugs (excluding alcohol)*	*Illegal distribution of drugs; sale or possession of drugs and paraphernalia; the manufacture, cultivation, or distribution of any drug, narcotic, controlled substance, or substance represented as a drug.
Due Process	The legal requirement that the state must respect all of the legal rights that are owed to a person. Due Process balances the power of law of the land and protects the individual person.
<u>E-Cigarette</u>	<u>means any electronic device composed of a mouthpiece, heating element, battery and electronic circuits that provides a vapor of liquid nicotine and/or other substances to the user that he or she inhales in simulation of smoking. This term shall include such devices whether they are manufactured as e-cigarettes, e-cigars, e-pipes or under any other product name.</u>
Electronic Communication	Has the meaning provided in s. 934.02 and includes, but is not limited to, photographs, video, telephone communications, text messages, facsimile, electronic mail messages as defined in s. 668.602, and instant message real-time communications with other individuals through the Internet or other means.
Emergency Removal	The exclusion of a student who poses a continuing danger to school district property or persons, or whose behavior presents an ongoing threat of disruption to the educational process.
Exclusionary Disciplinary Measures	Describes any type of school disciplinary action that removes or excludes a student from his or her usual educational setting. Two of the most common exclusionary discipline practices at schools are suspension and expulsion.
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 by the school board, not to exceed the remainder of the term or school year and one (1) additional year of attendance.
Failure to Serve	A student who fails to adhere to/report for a consequence for an infraction.
False Accusations Against Classmate(s)	The act of intentionally publicizing--verbal or written--untrue, injurious allegations against another classmate or knowingly bringing false charges against a classmate. If accusations against a classmate are found to be false, the student lodging the false accusation may receive the same punishment as would have been received by the wrongly accused individual. The Principal may adjust the consequence after considering the circumstances of misdirected staff time and damage to the wrongly accused individual.
False Accusations Against Staff Member(s)	The act of intentionally publicizing--verbal or written--untrue, injurious allegations against a staff member or knowingly bringing false charges against a staff member. If accusations against a staff member are found to be false, the student lodging the false accusation may receive the same

	punishment as would have been received by the wrongly accused individual. The Principal may adjust the consequence after considering the circumstances of misdirected staff time and damage to the wrongly accused staff member.
False Fire Alarm (district)	Activating a fire alarm system or equipment (such as fire extinguishers, hoses, or sprinklers) when there is no fire or legitimate emergency.
Fighting (district)	Participating in an altercation involving physical violence in which individuals may or may not sustain minor personal injury.
Fighting*	Two or more persons mutually participating in the use of force or physical violence that requires physical restraint or results in injury.
FOCUS	School District Informational platform.
Functional Behavior Assessment (FBA)	A process that identifies specific target behavior, the purpose of the behavior, and what factors maintain behavior interfering with the student's educational progress.
Gambling	Any participation in games or activities of chance for money or items of value. *May refer to other Major SESIR.
Gang (Criminal Gang)	Florida Statute 874.03 Defines "Criminal gang" as "a formal or informal ongoing organization, association, or group that has as one of its primary activities the commission of criminal or delinquent acts, and that consists of three or more persons who have a common name or common identifying signs, colors, or symbols, including, but not limited to, terrorist organizations and hate groups".

Gang-Related Activity*	<p>An incident is gang-related if gang affiliation/association caused the incident or was a contributing factor to action that happened during the incident. For example, an incident of vandalism or robbery might be part of an initiation into a gang or a fight might be caused by group rivalry. Report an incident as gang-related only if evidence exists that gang affiliation/association contributed to that incident. Factors to be considered when determining whether the incident is gang-related include, but are not limited to the following: A gang is a somewhat organized group of some duration, sometimes characterized by turf concerns, symbols, special dress or colors. The group is recognized as having one of its primary activities, the commission of one or more criminal acts and a gang by its members and others. One or more of those involved in the incident admits to gang affiliation/association or admits that gang affiliation/association was a contributing factor to the incident. One or more involved were wearing clothing, tattoos, or a style of dress "known" to be associated with gangs. Students/witnesses to the incident alleged that the incident or one or more of those involved in the incident was gang-related or affiliated/associated with a gang. The determination of whether or not the incident was gang-related should be based on a reasonable interpretation of the totality of the circumstances.</p> <p>Gang Symbol: A visual way gang members identify their affiliation. This can take many forms including slogans, gang graffiti, hand signs, gang initials code words and numbers, bandanas, and any other marking or images that represents gang affiliation.</p>
Criminal Gang Enforcement and Prevention	Criminal Gang Enforcement and Prevention as per Florida Statute 874.03. Definition as used in this chapter: As used in this subsection, "primary activities" means that a criminal gang spends a substantial amount of time engaged in such activity, although such activity need not be the only, or even the most important, activity in which the criminal gang engages.
Criminal gang-related activity	An activity committed with the intent to benefit, promote, or further the interests of a criminal gang, or for the purposes of increasing a person's own standing or position within a criminal gang; an activity in which the participants are identified as criminal gang members or criminal gang associates acting individually or collectively to further any criminal purpose of a criminal gang; An activity that is identified as a criminal gang activity by a documented reliable informant; or An activity that is identified as criminal gang activity by an informant of previously untested reliability and such identification is corroborated by independent information.
<u>Habitual Truant</u>	<u>A habitual truant refers to a child of compulsory school age who is absent without a legitimate excuse.</u>

<p>Harassment**</p>	<p>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:</p> <ol style="list-style-type: none"> 1. Places a student or school employee in reasonable fear of harm to person or damage to property 2. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits 3. Has the effect of substantially disrupting the orderly operation of a school <p>Harassment also encompasses:</p> <ol style="list-style-type: none"> 1. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment (reporting an act of bullying or harassment that is not made in good faith is considered retaliation) 2. Perpetuation of conduct listed in the definition of bullying 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: <ol style="list-style-type: none"> a) Incitement or coercion b) 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 c) Acting in a manner that has an effect substantially similar to the effect of bullying or harassment
<p>Hazing*</p>	<p>Any action or situation that endangers the mental or physical health or safety of a student for purposes including initiation or admission into, or affiliation with, any organization operating under the sanction of a school. This includes coercing or forcing a student into violating state or federal law, any brutality of a physical nature such as whipping, beating, branding, or exposure to the elements, as well as forced consumption of any food, liquor, drug, or other substance. 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. Permission, consent, or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions of hazing.</p>
<p>Health Assistant</p>	<p>Nurse, or nursing assistant, working in the school health room on campus.</p>
<p>Homicide*</p>	<p>The unjustified killing of one human being by another, including acts referred to as 'murder' or 'manslaughter.'</p>

Inappropriate Behavior	Any behavior not defined elsewhere in the Positive Climate and Discipline Code of Student Conduct.
Inappropriate Physical Contact/Scuffling	Non-serious, but inappropriate physical contact, such as pushing.
Inappropriate Display of Affection	Engaging in an inappropriate display of affection while in school.
Independent Hearing Officer	an official appointed by a government agency to investigate or administrative hearing so that the agency can exercise its statutory powers
Individuals with Disabilities Act (IDEA)	Is the federal law that supports special education and related service programming for children and youth with disabilities
Individual Education Plan (IEP)	A plan detailing how the student learns, how the student best demonstrates that learning, and what teachers and service providers will do to help the student learn more effectively. Developing an IEP requires assessing students in all areas related to known disabilities while simultaneously considering ability to access the general curriculum, considering how the disability affects the student's learning, forming goals and objectives that correspond to the needs of the student, and choosing a placement in the least restrictive environment possible for the student.
Individualized Education Program (IEP) Team	A multi-disciplinary group of individuals, including the student's parent/guardian, who is responsible for developing, reviewing, and revising an Individualized Education Program and corresponding Individual Education Plan for a student who has been identified with a disability according to State Board of Education criteria.
Kidnapping*	Forcibly, or by threat: confining, abducting, or imprisoning another person against their will and without lawful authority.
Larceny/Theft*	Taking of property from a person, building, or vehicle. The unauthorized taking, carrying, riding away, or concealing the property of another person--including motor vehicles--without threat, violence, or bodily harm. Student is in possession of, has passed onto someone else, or is responsible for removing someone else's property. (The item must be \$300 or more to report in SESIR.)
Larceny/Theft	The item is under \$300.
Learning Lab	Is a resource room for ESE students to obtain additional assistance on classwork and study skills.
Lying/Misrepresentation/Forgery	Student delivers message that is untrue or deliberately violates rules, or has signed a person's name without permission.
Manifestation Determination Review	If a student with a disability engages in behavior or breaks a rule as defined in the Positive Climate and Discipline Code of Student Conduct Handbook that applies to nondisabled children and the school proposes a change of placement, the school must hold a hearing to determine if the student's behavior was caused by the disability.

Multi-Tiered System of Supports (MTSS) Individual Problem Solving Team:	A multi-disciplinary team that engages in the problem-solving process related to individual student needs, in order to identify the nature and intensity of supports required by a student, and to accelerate student progress related to the academic and behavioral domains of schooling.
Noncompliance/Defiance	Refusal to follow directions, talking back, or socially rude interactions (hall violations, gum chewing, throwing objects) without intent to harm.
Non-Exclusionary Time-Out Types:	<ul style="list-style-type: none"> • Planned Ignoring: a time-out where social attention is removed. • Contingent Observation: the child is removed from engaging in activities while they observe others in the environment participating in reinforcing activities. • Withdrawing a Specific Reinforcer: removing a positive reinforcer (e.g. a toy) from a child for engaging in an undesired behavior.
Off-Campus Felony Arrest with Petition Filed by State Attorney	The arrest of a student for the alleged commission of a felony or a delinquent act which would be classified as a felony if committed by an adult at a time and place where students are not subject to control of the school. (If the incident is shown to have an adverse impact on the educational program, discipline, or welfare of the school, the student may be suspended and placed in an alternative program).
Open Defiance/Insubordination	The open or flagrant challenge of any adult in authority.
Other Major* (major incidents that do not fit within the other definitions)	Any serious, harmful incident resulting in the need for law enforcement intervention not previously classified. Examples: student producing or knowingly using counterfeit money, participating in gambling activities, possessing child pornography, or possessing drug paraphernalia.
Parent	For the purpose of this Code, parent(s) includes legal guardian(s).
Parent Shadowing	Is when a parent spends the day at school attending classes with their child.
Parking/Driving Offense	Failing to follow established rules and regulations concerning the privilege of driving and parking vehicles on a school campus.
Physical Attack*	Actual and intentional striking of another person against their will, or intentional causing of bodily harm to an individual.
Physical Aggression Toward Staff (Elementary Students)	Inappropriate physical contact toward staff such as hitting, biting, and pushing.
Positive School Climate (PSC)	A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviors and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a safe environment and a culture of mutual respect.

Possession of Over-the-Counter/ Prescription Medication	Possession of over-the-counter or prescription medications without following health room medication procedures.
Principal	<u>P</u> incipal means principal or designee; <u>p</u> incipal means principal only.
Procedural Safeguards	It represents guarantees for parents and their child with disabilities, as well as offer both school and parents a variety of options for resolving any disagreements. It's an integral part of IDEA's requirements.
Production and/or Distribution of Obscene/ Inappropriate Materials	The production or distribution of written language, electronic messages, pictures, and objects that are considered to be offensive, socially unacceptable, or not suitable for an educational setting.
Profanity to Staff	Using any profane, vulgar, or unnecessary crude utterance or gesture, whether directed toward a staff member, member of transportation staff, teacher, administrator, or volunteer.
Protected Classes	United States federal anti-discrimination law, a protected class is a group of people with a common characteristic who are legally protected from discrimination on the basis of that characteristic.
Proxies	The proxy pattern is a software design pattern. A proxy, in its most general form, is a class functioning as an interface to something else.
Restorative Justice	A theory of justice that emphasizes repairing, rather than punishing, the harm caused or revealed by misconduct through: <ul style="list-style-type: none"> • Identifying the misconduct and attempting to repair the damage • Including all people impacted by a conflict in the process of responding to the conflict Creating a process that promotes healing, reconciliation, and the rebuilding of relationships, in order to foster mutual responsibility and constructive responses to wrongdoing.
Restorative practices	A framework for a broad range of restorative justice approaches designed to proactively build a school community based on cooperation, mutual understanding, trust, and respect. Responses to conflict include all persons involved, in order to find solutions that restore relationships and repair the harm done to the school community.
Robbery* (using force to take something from another)	The taking or attempt to take anything of value that is owned by another person or organization, under confrontational circumstances of force, or threat of force or violence, or by causing the victim fear.
School Climate	The learning environment and relationships found within a school and school community.
School Community	Includes students, teachers, administrators, counselors, social workers, and other school staff, as well as families and the surrounding neighborhoods and communities.

School Environmental Safety Incident Reporting (SESIR)	A system developed by the Florida Department of Education to enable school districts to correctly code data used to report incidents that are against the law or represent serious breaches of student conduct.
School Norms or Values	A list of the ways students, teachers, administrators, and all members of the school community should treat one another, developed with the participation of all stakeholder groups.
School Resource Officers (SROs)/Law Enforcement (LE)	All safety officers permanently assigned to work in a school or set of schools. In some localities, they are sworn or certified law enforcement officers employed by city/county/sheriff's departments, whereas in other localities they make up an independent school police department and are employed directly by the school district.
Section 504 Plan	A facet of the Rehabilitation Act of 1973, that guarantees certain rights to people with disabilities. Schools comply with Section 504 through the following process: identifying students with disabilities, evaluating those students, and if the student is eligible, creating a written accommodation plan, often called a "504 Plan."
"Sexting"***	The transmission of nude images or acts of sex or sexual conduct by electronic means, through the use of cell phones, PDAs, and other portable devices of any type, or through computers or other electronic and machine devices. It is a violation of this Code for students to participate in "sexting" in any manner (either by posing, transmitting, receiving, or assisting with any aspect of the activity) while on campus, participating in any school or school-sponsored activity, or while being transported under the authority of the district.
Sexual Assault*	An incident that includes threat of: rape, fondling, indecent liberties, child molestation, or sodomy. Both male and female students can be victims of sexual assault. The threat must include all the following elements: intent, fear, and capability.
Sexual Battery*/Violence (attempted or actual)	Any sexual act directed against another person, forcibly or against the person's will, or when the victim is not capable of giving consent because of youth or mental incapacity or any other sexual violence behavior as described in 5517.02.

Sexual Harassment**/Sexual Cyberharassment (undesired sexual behavior)	Unwanted verbal or physical behavior with sexual connotations by an adult or student that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment, while causing discomfort, humiliation, or unreasonably interfering with school performance or participation. An incident when one person demands a sexual favor from another under the threat of physical harm or adverse consequence. 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.
Sexual Offense/Misconduct (other)*	Other sexual contact including intercourse-- without force or threat of force--subjecting an individual to lewd sexual gestures, comments, sexual activity, or exposure to private body parts in a lewd manner.
Skipping (cannot be given a suspension)	The act of not reporting to class or school without receiving prior approval, or without following the established procedures for checking out of school.
Stakeholder/Community	Any person/group with a vested interest in the educational outcomes at public schools, with such interests including but not limited to: the life success and potential of students and their families, the quality of working conditions for those who are employed at--or rendering services to--public schools, and the credibility and reputation of those who are charged with the responsibility of producing educational outcomes, paid or unpaid.
Student Code of Conduct	A Student Code of Conduct, or Discipline Code, is a policy adopted by a school or district to help create a safe and positive school environment for all students, staff, and other members of the school community. The Code sets forth the expected behaviors for students and a process for how teachers, support staff, and administrators should respond to behavior. Codes often include a description of school-wide preventive practices, students' and parents' rights and responsibilities, a list of behaviors that are prohibited, and descriptions of the positive interventions (such as counseling, mediation, and restorative circles) and exclusionary responses (such as suspension and expulsion) that staff can use to respond to those behaviors.
Superintendent	Superintendent means superintendent or designee; superintendent means superintendent only.
Tardy (cannot be given a suspension)	Arrival to class after the designated starting time or after the tardy signal has sounded.
Teasing & Taunting	Children are commonly teased about such matters as their appearance, weight, behavior, abilities, and clothing. The most common kind of teasing is verbal bullying or taunting. This behavior is intended to distract, irritate, or annoy the recipient. Because it is hurtful, it is different from playful joking and is generally accompanied by some degree of social rejection.
Teen Dating Violence or Abuse	A pattern of emotional, verbal, sexual, or physical abuse used by one person in a current or past dating relationship to exert power and control over another when one or both

	partners are teenaged. Abuse may include insults, coercion, social sabotage, sexual harassment, stalking, threats, and acts of physical or sexual abuse. The abusive partner uses this pattern of violent and coercive behavior to gain power and maintain control over the dating partner. This may also include abuse, harassment, and stalking via electronic devices such as cell phones and computers, and harassment through a third party, and may be physical, mental, or both.
Threat/Intimidation* (Must investigate) (instilling fear in others)	A threat to cause physical harm to another person with or without the use of a weapon that includes all of the following elements: (1) Intent – an intention that the threat is heard or seen by the person who is the object of the threat; (2) Fear – a reasonable fear or apprehension by the person who is the object of the threat that the threat could be carried out; and (3) Capability – the ability of the offender to actually carry out the threat directly or by a weapon or other instrument that can easily be obtained.
Threatening Behavior (Must investigate)	The act of declaring the student’s intent by word or act to do violence.
Threatening Behavior to Staff (Must Investigate)	The act of declaring intent by word or act to commit violence against a staff member, teacher, administrator, or volunteer, or to their property.
Title IX	No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.
Tobacco/E-Cigarettes 17 Years and Younger** (cigarettes or other forms of tobacco)	The possession, use, distribution, or sale of tobacco products on school grounds, at school- sponsored events, or on school transportation. <ul style="list-style-type: none"> • First Offense • Second Offense • Third and subsequent offense(s)
Tobacco/E-Cigarettes 18 Years or Older (cigarettes or other forms of tobacco)	The possession, use, distribution, or sale of tobacco products on school grounds, at school- sponsored events, or on school transportation. <ul style="list-style-type: none"> • First Offense • Second Offense • Third and subsequent offense(s)
Trespassing* (illegal entry onto campus)	To enter or remain on school grounds/campus, school transportation, or at a school-sponsored event off campus without authorization or invitation, and with no lawful purpose for entry.
Under the influence*	Observed or suspected of having mental or physical faculties so impaired as to reduce the ability to think or act with ordinary care due to the intake of alcohol, excessive medication, or intoxicating drugs or other substances.
Unauthorized Classroom Items	Any item that student brings to class and is using or attempting to use that interferes with the learning environment.
Unsafe Act/Unauthorized Area	A physical act which compromises the health/safety of an individual, interfering with the orderly operation of school or school activities. This includes pushing, shoving, hitting, kicking, and slapping. This also includes the act of inciting, advising, encouraging, or being an accomplice to a violation of the Positive Climate and Discipline Code of Student Conduct.

Use/Possession of Combustibles	Student is in possession of/use of substances and objects readily capable of causing bodily harm or property damage (matches, lighters, firecrackers, gasoline, and lighter fluid).
Vandalism/Property Damage (\$1000 or more)* (destruction, damage, or defacement of school or personal property)	The intentional destruction, damage, or defacement of public or private property without consent of the owner or the person having custody or control of it. (The amount of damage must be \$1000 or more to report in SESIR, including time and labor.)
Vandalism/Property Damage less than \$1000	The intentional destruction, damage, or defacement of public or private property without consent of the owner or the person having custody or control of it.
Violation of Student Network and Internet Responsible Use and Safety Policy	The inappropriate use of computers, resources, electronic networks, or calculators that violates the Acceptable Use Policy for Network Access (File: EHAA); hacking into or accessing/breaking into restricted accounts or networks; modifying or destroying files without permission; illegally copying software; entering, accessing, viewing, distributing, or printing inappropriate/unauthorized files, programs, pornographic sites, or sites advocating hate or violence.
Violation of Behavior Agreement	Violation of an individualized behavior contract intended to improve a student's behavior.
Violation of Stipulated Order In lieu of Expulsion	A student who receives a stipulated order in lieu of an expulsion proceeding is expected to adhere to the order. Failure to comply with the order may result in a recommendation for expulsion.
Weapons possession* (possession of firearms and other instruments that can cause harm)	Possession of any instrument or object that can inflict serious harm on another person or cause reasonable fear of serious harm. Possession of a pocket knife or eating utensil is not included unless there is intent to harm. Weapons include: firearms, guns of any type, including air and gas-powered guns-- whether loaded or unloaded--knives (excludes plastic knives and blunt-bladed table knives), razors, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives. F.S. 1006.07(2)(l)
Weapons/Handcuffs Possession (district)	The act of possessing, storing, distributing, selling, or purchasing any object that can inflict serious harm on another person or cause reasonable fear of serious harm. This includes fixed blade knives (household), folding knives, switch blade knives, common pocket knives, razor blades, box cutters, sharp cutting instruments, ice picks, chains, pipes, 'nun chucks,' brass knuckles, Chinese stars, BB or pellet guns, propellants, paintball guns, "look alike" weapons, or any object or substance directly represented to be, or falsely represented to be, a weapon of mass destruction (such as an anthrax hoax).
Wireless Communication Devices (WCDs) Misuse	The inappropriate use of WCDs that violates the Student Network and Internet Responsible Use and Safety guidelines, hacking into--or accessing or breaking into--restricted accounts or networks, modifying or destroying files without permission, illegally copying software, and entering, accessing, viewing, distributing, or printing

	inappropriate/unauthorized files, programs, pornographic sites, or sites advocating hate or violence.
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Statutes and Policies:

The Positive Climate and Discipline Code of Student Conduct was created pursuant to the following Florida state statutes, Indian River County School Board policies, and United States Code:

STATE STATUTES	BOARD POLICIES AND PROCEDURES	UNITED STATES CODE
<p>F.S.322.091: Driver’s Licenses F.S.790.001(13): Concealed Weapons F.S.847.0141: ‘Sexting’ F.S.874.03(3): Criminal Gang Members F.S.893: Drug Abuse Prevention/Control F.S.984.12: Truancy F.S.984.151: Unexcused Absences F.S. 985.04(4): Children and Families in Need of Services F.S.1001.43(1)(b): Enforcement of Dress Code F.S.1001.54(1)(c): Removal of Disruptive Students F.S.1002.20(3)(b): Immunizations F.S.1003.01(8): Habitual Truancy F.S.1003.21(2)(c): School Attendance F.S.1003.24: Attendance Policy F.S.1003.26, F.S.1003.26(1)(b), and F.S.1003.26(1)(c): Enforcement of School Attendance F.S.1003.27(2)(b): Court Procedure and Penalties F.S.1003.31: Students Subject to Control of School F.S. 1003.3101 Additional educational choice options F.S.1003.32: Authority of Teacher; Responsibility for Control of Students; District School Board and Principal Duties F.S. 1003.44 Patriotic programs F.S.1006.062: Administration of Medication F.S.1006.07: Student Discipline and Safety F.S.1006.07(2)(d)(1): Dress Code Policy F.S.1006.07(2)(f): Wireless Communications F.S.1006.09(2): Suspension Proceedings F.S.1006.11: Standards for Use of Reasonable Force F.S.1006.11(2): Enactment of Reasonable Force F.S.1006.147: Bullying and Harassment F.S.1006.147b: Cyberbullying F.S.1006.148: Dating Violence and Abuse F.S.1006.195 District school board, charter authority and responsibility to establish student eligibility regarding participation in interscholastic and intrascholastic extracurricular activities.</p> <p>.....</p> <p>Senate Bill 7026</p>	<p>2260.02: Nondiscrimination Grievance Procedure 2430: District-Sponsored Clubs and Activities 2430.01: Special Programs by Community Volunteers 2431: Interscholastic Athletics 2451: Alternative School Plans/Programs 5111.01: Homeless Students 5112: Entrance Requirements 5136: Wireless Communication Devices 5200: Attendance 5223: Absences for Religious Instruction 5225: Absences for Religious Holidays 5230: Late Arrival and Early Dismissal 5310: Health Services 5320: Immunization 5330: Use of Medications 5410: Student Progression 5500: Student Conduct 5511: Dress and Grooming 5512: Tobacco-Free Environment 5513: Care of School Property 5516: Student Hazing 5517: Anti-Harassment 5517.01: Bullying and Harassment 5517.02: Anti-Harassment Complaint Procedure 5517.03: Dating Violence and Abuse 5520: Disorder and Demonstration 5530: Drug Prevention 5540: The Schools and Investigations Involving Students 5600: Student Discipline 5605: Suspension/Expulsion of Disabled Students 5610: Removal, Suspension, and Expulsion of Students 5610.01: Emergency Removal of Students 5610.02: In School Discipline, Administrative Procedures 5610.04: Suspension of Bus Riding/Transportation Privileges 5610.05: Prohibition from Extra-Curricular Activities 5611: Due Process Rights 5630: Corporal Punishment and Use of Reasonable Force and Restraint 5771: Search and Seizure 5772: Weapons 5780: Student/Parent Rights 5840: Student Groups 7540: Computer Technology and Networks 7540.03: Student Network and Internet Responsible Use and Safety 8330: Student Records 8405: School Safety 8462: Student Abuse and Neglect 8600: Transportation Health Services Manual 2016-17</p>	<p>18 U.S.C. s.921: Firearms (Definition)</p>

Appendix A

The School District of Indian River County is required to provide a list of programs authorized by the school district that provide instruction to students, parents, teachers, school administrators, counseling staff and school volunteers on identifying, preventing and responding to bullying or harassment, including instruction on recognizing behaviors that lead to bullying and harassment and taking appropriate preventive action based on those observations.

Students, parents/legal guardians, teachers, school administrators, counseling staff, and school volunteers shall be given instruction at a minimum on an annual basis on the district's Policy and Regulations against bullying and harassment. The instruction shall include evidence-based methods of preventing bullying and harassment, as well as how to effectively identify and respond to bullying or harassment in schools.

Character Counts

CHARACTER COUNTS! Is a framework, not a scope and sequence program nor a curriculum. It provides practical strategies and tools to braid CC! strategies with other programs such as PBIS to foster **positive climate change** to produce exceptional results in the academic, social, emotional and character development domains by infusing **six core ethical** and performance values and traits into the DNA of your organization.

Character Education

Comprehensive character education addresses many tough issues in education while developing a positive school climate. It can be effective in any school setting, as our National Schools of Character demonstrate. Educators from this diverse array of schools have transformed their school cultures, reduced discipline referrals, increased academic achievement for all learners, developed global citizens, and improved job satisfaction and retention among teachers.

Common Sense K-12 Digital Citizenship

Our comprehensive Curriculum is designed to empower students to think critically, behave safely, and participate responsibly in our digital world. From lesson plans, videos, student interactives, and assessments, to professional learning and family outreach materials, our turnkey Curriculum provides schools with everything they need to take a whole-community approach to digital citizenship.

Creating a Safe and Respectful Environment in Our Nation's Classrooms (for teachers)

This training toolkit is made up of two modules to address bullying in classrooms. Specifically, it is designed to assist teachers in cultivating meaningful relationships with students while creating a positive climate in the classroom

Creating a Safe and Respectful Environment on Our Nation's School Busses (for bus drivers) This training toolkit is made up of two modules to address bullying on school buses. Specifically, it is designed to assist school bus drivers in cultivating meaningful relationships with students while creating a positive climate on the bus.

LifeSkills Training

The Botvin LifeSkills Training is a substance abuse and violence prevention program based on more than 35 years of rigorous scientific research. LifeSkills Training is comprehensive and developmentally designed to promote positive youth development. In addition to helping kids resist drug, alcohol, and tobacco use, the LifeSkills Training program also effectively supports the reduction of violence and other high-risk behaviors.

Monique Burr Foundations for Children, Inc.'s Child Safety Matters

Child Safety Matters is a comprehensive, developmentally appropriate, effective prevention and research based program. This practical and affordable program helps protect students from bullying, cyberbullying, digital abuse, and all types of child abuse.

PBS/PBIS (Positive Behavior Support)/Positive Behavioral Interventions & Supports

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all youth by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional. PBIS refers to Positive Behavioral interventions and Support, which encompasses “ a range of research-based strategies used to increase quality of life and decrease problem behavior by teaching new skills and making changes in a person’s environment”. Positive behavioral interventions and support combines: valued outcomes, behavioral and biomedical science, validated procedures, and systems change to enhance quality of life and reduce problem behaviors. (www.flpbis.org)

Project Wisdom

Project Wisdom is one of the oldest and most respected character education programs in the nation. Our program is currently licensed in over 17,000 schools nationwide. There are **three key components** to this nationally-recognized, proven-effective program that comprise our approach to character education. Each component supports the other.

For the Campus

Project Wisdom Online Library of Broadcast Messages The centerpiece of the program is a series of thought-provoking inspirational messages that are narrated over your PA or in-house television system. In just one minute a day, you can reach every student and every staff member with a few words of wisdom that will uplift and promote a more positive and effective school climate. Series 1 comes with one year of online access to 200+ proven-effective broadcast messages, enough for an entire school year. You and your staff will also have access to messages batched by weekly or monthly themes, weekly journal pages, quotation booklets, parent resources, white papers, and more.

For the Classroom

You and your entire staff will have access for one year to our highly-rated and easy-to-implement online collection of lesson plans. These materials help students build character and develop social-emotional competencies while addressing important and relevant issues such as bullying, cheating and academic achievement. Each plan contains thought-provoking discussion generators and follow-up activities for each grade level (elementary) or core academic area (secondary). [Free Materials](#)

For Educators

Professional Support and *Just For You* messages. Every registered user will be sent by email during the school year the following Professional Support: 1) a weekly [Just For You](#) message. These concise, thought-provoking messages are written to foster professionalism, promote ethical and caring leadership, boost morale, and improve classroom management. 2) Easy-to-implement, high-quality character education materials. 3) Best practices and uplifting stories shared by educators just for educators ([Teacher's Story](#)).

Second Step

Set a foundation for social and academic success by teaching the *Second Step* program. Then build on those

fundamentals with the Bullying Prevention Unit for grades K–5, with training for all school staff and lessons for students.

Teen Dating Violence Curricula /Florida Coalition Against Domestic Violence (FCADV)

The three resource curricula address *all* the components that must be covered as a part of students' comprehensive health education according to Florida Statute 1003.42. The statutory requirements addressed in the curricula include: the definition of dating violence and abuse, warning signs of dating violence and abusive behavior, characteristics of healthy relationships, measures to prevent and stop dating violence and abuse and community resources available to victims of dating violence and abuse. In addition, each session addresses up to 15 FDOE health education benchmarks. The three curricula are to be implemented in age groupings: seventh and eighth grades, ninth and tenth grades and eleventh and twelfth grades. All three curricula have eight 45-minute sessions. However, the curricula may be used in a three, five or eight session format.

Appendix B Reporting Procedures from School Board Policy 5517

Reports and Complaints of Harassing Conduct

Students and all other members of the School District community, as well as third parties, are encouraged to promptly report incidents of **unlawful harassing** conduct to a teacher, administrator, supervisor, or other School District employee or official so that the Board may address the conduct before it becomes severe, pervasive, or persistent. Any teacher, administrator, supervisor, or other District employee or official who receives such a complaint shall file it with the District's Anti-Harassment Compliance Officer within two (2) business days.

Members of the School District community, which includes students, or third parties who believe they have been unlawfully harassed by another member of the School District community or a third party are entitled to utilize the Board's complaint process that is set forth in this policy. Initiating a complaint, whether formally or informally, will not adversely affect the complaining individual's employment or participation in educational or extra-curricular programs unless the complaining individual makes the complaint maliciously or with knowledge that it is false. While there are no time limits for initiating complaints of harassment under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

If, during an investigation of reported act of harassment in accordance with Policy [5517.01](#) the Principal believes that the reported misconduct may have created a hostile learning environment and may have constituted unlawful discriminatory harassment based on sex, race, color, national origin, religion, or disability, the Principal will report the act of harassment to one of the Compliance Officers who shall investigate the allegation in accordance with this policy. While the Compliance Officer investigates the allegation, the Principal shall suspend the student Policy [5517.01](#) investigation to await the Compliance Officer's written report. The Compliance Officer shall keep the Principal informed of the status of the Policy [5517](#) investigation and provide the student with a copy of the resulting written report.

Anti-Harassment Compliance Officers

The following individuals serve as "Anti-Harassment Compliance Officers" for the District. They are hereinafter referred to as the "Compliance Officers". Dr. Edwina Suit, Executive Director for Human Resources, edwina.suit@indianriverschools.org, (772-564-5932) and Dr. Torres-Martinez, Executive Director for Student Services and Exceptional Student Education, lillian.torresmartinez@indianriverschools.org, (772-564-5946).

A Compliance Officer will be available during regular school/work hours to discuss concerns related to unlawful harassment, to assist students, other members of the School District community, and third parties who seek support or advice when informing another individual about "unwelcome" conduct, or to intercede

informally on behalf of the student.

Any Board employee who directly observes unlawful harassment of a student is obligated, in accordance with this policy, to report such observations to one of the Compliance Officers within two (2) business days. Thereafter, the Compliance Officer or designee must contact the student, if age eighteen (18) or older, or the student's parents if under the age of eighteen (18), within two (2) business days to advise s/he/them of the Board's intent to investigate the alleged misconduct, including the obligation of the compliance officer or designee to conduct an investigation following all the procedures outlined for a formal complaint.

The Compliance Officers are assigned to accept complaints of unlawful harassment directly from any member of the School District community or a visitor to the District, or to receive complaints that are initially filed with a school building administrator. Upon receipt of a complaint either directly or through a school building administrator, a Compliance Officer will begin either an informal or formal process (depending on the request of the member of the School District community alleging harassment or the nature of the alleged harassment), or the Compliance Officer will designate a specific individual to conduct such a process. In the case of a formal complaint, the Compliance Officer will prepare, after consultation with the board attorney, recommendations for the Superintendent or will oversee the preparation of such recommendations by a designee. All members of the School District community must report incidents of harassment that are reported to them to the Compliance Officer within two (2) calendar days of learning of the incident.

Investigation and Complaint Procedure

Any student who believes that s/he has been subjected to unlawful harassment may seek resolution of their complaint through either the informal or formal procedures as described below. While there are no time limits for initiating a complaint of harassment, individuals should make every effort to file an informal or formal complaint as soon as possible after the harassing conduct occurs. Further, a process for investigating claims of harassment and a process for rendering a decision regarding whether the claim of legally prohibited harassment was substantiated are set forth below.

Due to the sensitivity surrounding complaints of unlawful harassment, time lines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. Once the formal complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) calendar days of the complaint being received).

The informal and formal procedures set forth below are not intended to interfere with the rights of a student to pursue a complaint of unlawful harassment with the United States Department of Education, Office for Civil Rights, the Florida Civil Rights Commission, or the Equal Employment Opportunity Commission.

Informal Complaint Procedure

The goal of the informal complaint procedure is to stop inappropriate behavior and to investigate and facilitate resolution through an informal means, if possible. The informal complaint procedure is provided as a less formal option for a student who believes s/he has been unlawfully harassed. This informal procedure is not required as a precursor to the filing of a formal complaint.

An informal complaint process to provide members of the School District community or third parties who believes they are being unlawfully harassed with a range of options designed to bring about a resolution of their concerns is set forth in this policy.

Students, other members of the School District community or third parties who believe that they have been unlawfully harassed may initiate their complaint through this informal complaint process, but are not required to do so. The informal process is only available in those circumstances where the parties (alleged target of harassment and alleged harasser(s)) agree to participate in the informal process.

Students, other members of the School District community or third parties who believe that they have been unlawfully harassed may proceed immediately to the formal complaint process and individuals who seek resolution through the informal procedure may request that the informal process be terminated at any time to move to the formal complaint process. However, all complaints of harassment involving a District employee or any other adult member of the School District community against a student will be formally investigated.

As an initial course of action, if a student feels that s/he is being unlawfully harassed and s/he is able and feels safe doing so, the individual should tell or otherwise inform the harasser that the conduct is unwelcome and must stop. The complaining individual should address the allegedly harassing conduct as soon after it occurs as possible. The Compliance Officers is available to support and counsel individuals when taking this initial step or to intervene on behalf of the individual if requested to do so. An individual who is uncomfortable or unwilling to inform the harasser of their complaint is not prohibited from otherwise filing an informal or a formal complaint. In addition, with regard to certain types of unlawful harassment, such as sexual harassment, the Compliance Officer may advise against the use of the informal complaint process.

A student who believes s/he has been unlawfully harassed may make an informal complaint, either orally or in writing: (1) to a teacher, other employee, or building administrator in the school the student attends (2) to the Superintendent or other District-level employee; and/or (3) directly to one of the Compliance Officers.

All informal complaints must be reported to the Compliance Officers who will either facilitate an informal resolution as described below on their own, or appoint another individual to facilitate an informal resolution.

The School District's informal complaint procedure is designed to provide students, other members of the School District community and third parties who believe they are being unlawfully harassed by a student with a range of options designed to bring about a resolution of their concerns. Depending upon the nature of the complaint and the wishes of the student claiming unlawful harassment, informal resolution may involve, but not be limited to, one or more of the following:

- A. Advising the student about how to communicate the unwelcome nature of the behavior to the alleged harasser.
- B. Distributing a copy of the anti-harassment policy as a reminder to the individuals in the school building or office where the individual whose behavior is being questioned works or attends.
- C. If both parties agree, the Compliance may arrange and facilitate a meeting between the student calming harassment and the individual accused of harassment to work out a mutual resolution.

While there are no set time limits within which an informal complaint must be resolved, the Compliance Officers or designee will exercise their authority to attempt to resolve all informal complaints within fifteen (15) days of receiving the informal complaint. Parties who are dissatisfied with the results of the informal complaint process may proceed to file a formal complaint. And, as stated above, parties may request that the informal process be terminated at any time to move to the formal complaint process.

All materials generated as part of the informal complaint process will be retained by the Compliance Officers or designee in accordance with the Board's records retention policy. (See Policy [8310](#) and Policy [8320](#))

Formal Complaint Procedure

If a complaint is not resolved through the informal complaint process, if one of the parties has requested that the informal complaint process be terminated to move to the formal complaint process, or if the

student elects to file a formal complaint initially, the formal complaint process as described below shall be implemented.

This formal complaint process is not intended to interfere with the rights of a student, other member of the School District community, or third party to pursue a complaint of unlawful harassment with the United States Department of Education, Office for Civil Rights, the Florida Civil Rights Commission, or the Equal Employment Opportunity Commission.

A student who believes s/he has been subjected to offensive conduct/harassment hereinafter referred to as the "complainant", may file a formal complaint, either orally or in writing with a teacher, principal, or other District employee at the student's school, the Compliance Officer, Superintendent, or other District employee who works at another school or at the district level.

Due to the sensitivity surrounding complaints of unlawful harassment, time lines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. If a complainant informs a teacher, principal, or other District employee at the student's school, the Compliance Officer, Superintendent, or other District employee, either orally or in writing, about any complaint of harassment, that employee must report such information to the Compliance Officer or designee within two (2) business days.

Throughout the course of the process as described herein, the Compliance Officer should keep the parties informed of the status of the investigation and the decision-making process.

All formal complaints must include the following information to the extent it is available: the identity of the individual believed to have engaged in, or engaging in, offensive conduct/harassment; a detailed description of the facts upon which the complaint is based; and a list of potential witnesses and, the resolution sought by the complainant.

If the complainant is unwilling or unable to provide a written statement including the information set forth above, the Compliance Officer shall ask for such details in an oral interview. Thereafter the Compliance Officer will prepare a written summary of the oral interview, and the complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a formal complaint, the Compliance Officer will consider whether any action should be taken in the investigatory phase to protect the complainant from further harassment or retaliation including but not limited to a change of class schedule, for the complainant or the alleged harasser, or possibly a change of school for either or both of the parties. In making such a determination, the Compliance Officer should consult the complainant to assess their agreement to any action deemed appropriate. If the complainant is unwilling to consent to any change that is deemed appropriate by the Compliance Officer, the Compliance Officer may still take whatever actions s/he deem appropriate in consultation with the Superintendent and/or Board Attorney.

Within two (2) business days of receiving a formal complaint, the Compliance Officer will inform the individual alleged to have engaged in the harassing conduct, hereinafter referred to as the "respondent", that a complaint has been received. The respondent will be informed about the nature of the allegations and a copy of these administrative procedures and the Board's anti-harassment policy shall be provided to the respondent at that time. The respondent must also be informed of the opportunity to submit a written response to the complaint within five (5) business days.

Within five (5) business days of receiving the complaint, the Compliance Officer or a designee will initiate a formal investigation to determine whether the complainant has been subject to offensive

conduct/harassment. A principal will not conduct an investigation unless directed to do so by the Compliance Officer.

Although certain cases may require additional time, the Compliance Officer or a designee will attempt to complete an investigation into the allegations of harassment within fifteen (15) calendar days of receiving the formal complaint. The investigation will include:

- A. interviews with the complainant;
- B. interviews with the respondent;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
- D. consideration of any documentation or other evidence presented by the complainant, respondent, or any other witness which is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation the Compliance Officer or the designee shall prepare and deliver a written report to the Superintendent, which summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful harassment as provided in Board policy and State and Federal law as to whether the complainant has been subject to unlawful harassment. In determining if discrimination occurred, a preponderance of evidence standard will be used. The Compliance Officer's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. The Compliance Officer may consult with the Board Attorney before finalizing the report to the Superintendent.

Absent extenuating circumstances, within ten (10) business days of receiving the report of the Compliance Officer or the designee, the Superintendent must either issue a final decision regarding whether or not the complaint of harassment has been substantiated or request further investigation. A copy of the Superintendent's final decision will be delivered to both the complainant and the respondent.

If the Superintendent requests additional investigation, the Superintendent must specify the additional information that is to be gathered, and such additional investigation must be completed within ten (10) business days. At the conclusion of the additional investigation, the Superintendent must issue a final written decision as described above. The decision of the Superintendent shall be final.

The Board reserves the right to investigate and resolve a complaint or report of unlawful harassment regardless of whether the member of the School District community or third party alleging the unlawful harassment pursues the complaint. The Board also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board or its designee.

Privacy/Confidentiality

The School District will employ all reasonable efforts to protect the rights 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 under the terms of this policy and related administrative procedures shall be maintained as confidential to the extent permitted by law. Confidentiality cannot be guaranteed however. All complainants proceeding through the formal investigation process will be advised that their identities may be disclosed to the respondent.

During the course of a formal investigation, the Compliance Officer or his/her designee will instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that s/he learns or that s/he provides during the course of the investigation.

All public records created as a part of an investigation of a complaint of harassment will be maintained by the Compliance Officer in accordance with the Board's records retention policy. Any records which are considered student records in accordance with the *Family Educational Rights and Privacy Act* will be maintained in a manner consistent with the provisions of the Federal law.

Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against unlawful harassment while observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable State law and the terms of the relevant collective bargaining agreement(s). When imposing discipline, the Superintendent shall consider the totality of the circumstances involved in the matter, including the ages and maturity levels of those involved. In those cases, where unlawful harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies, consistent with the terms of the relevant collective bargaining agreement(s). Where the Board becomes aware that a prior remedial action has been taken against a member of the School District community, all subsequent sanctions imposed by the Board and/or Superintendent shall be reasonably calculated to end such conduct, prevent its reoccurrence, and remedy its effects.

Retaliation

Any act of retaliation against a person who has made a report or filed a complaint alleging unlawful harassment, or who has participated as a witness in a harassment investigation is prohibited.

Allegations Constituting Criminal Conduct: Child Abuse/Sexual Misconduct

State law requires any teacher or school employee who knows or suspects that a child with a disability under the age of twenty-one (21) or that a child under the age of eighteen (18) is a victim of child abuse or neglect to immediately report that knowledge or suspicion to the Department of Children and Family Services. If, during the course of a harassment investigation, the Compliance Officer or a designee has reason to believe or suspect that the alleged conduct reasonably indicates abuse or neglect of the complainant, a report of such knowledge must be made in accordance with State law and Board policy. If the Compliance Officer or a designee has reason to believe that the complainant has been the victim of criminal conduct as defined under Florida law, such knowledge should be reported to local law enforcement.

Any reports made to the local child protection service or to local law enforcement shall not terminate the Compliance Officer's or a designee's obligation and responsibility to continue to investigate a complaint of harassment. While the Compliance Officers or a designee may work cooperatively with outside agencies to conduct concurrent investigations, in no event shall the harassment investigation be inhibited by the involvement of outside agencies without good cause after consultation with the Superintendent.

Mandatory Reporting of Misconduct by Certificated Employees

The Superintendent is required by State law and Board Policy [8141](#) to report alleged misconduct by certificated employees of the District that affects the health, safety, or welfare of a student. In accordance

with Board policy and State law, the Superintendent shall investigate each allegation of such conduct and, if confirmed, shall report such misconduct pursuant to Policy 8141.

Education and Training In support of this policy, the Board promotes preventative educational measures to create greater awareness of unlawful discriminatory practices. The Superintendent or designee shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District students and staff where appropriate. All training, as well as all information provided regarding this policy and harassment in general will be age and content appropriate.

Forms to Be Completed by Students and Parents

STUDENT NETWORK AND INTERNET RESPONSIBLE USE AND SAFETY AGREEMENT

PLEASE READ THE FOLLOWING CAREFULLY. THIS IS AN AGREEMENT THAT MUST BE SIGNED BEFORE A STUDENT WILL BE GIVEN A NETWORK ACCOUNT WITH ACCESS TO E-MAIL AND/OR THE INTERNET.

To access the School District of Indian River County's computers, network and Internet services ("Network") at school, students under the age of eighteen (18) must obtain parent permission and must sign and return this form. Students eighteen (18) and over may sign their own forms. Use of the Network/Internet is a privilege, not a right. The School District of Indian River County's Network/Internet connection is provided for educational purposes only. Unauthorized and inappropriate use will result in a cancellation of this privilege.

The SDIRC has implemented technology protection measures, which protect against (e.g. block/filter) Internet access to visual displays/depictions/materials that are obscene, constitute child pornography, or are harmful to minors. The SDIRC also monitors online activity of students in an effort to restrict access to child pornography and other material that is obscene, objectionable, inappropriate, or harmful to minors. Nevertheless, parents/guardians are advised that determined users may be able to gain access to information, communication and services on the Internet that the SDIRC has not authorized for educational purposes that they and their parents/guardians may find inappropriate, offensive, objectionable, or controversial. Parents/Guardians assume this risk by consenting to allow their students to participate in the use of the Internet. Students accessing the Internet through the school's computers assume personal responsibility and liability, both civil and criminal, for unauthorized or inappropriate use of the Internet.

The SDIRC has the right, at any time, to access, monitor, review, and inspect any directories, files, or messages residing on or sent using the district's computers and networks. Messages relating to, or in support of, illegal activities will be reported to the appropriate authorities.

Examples of prohibited activities while on the Network include, but are not limited to:

- Using another person's username and password.
- Accessing chat rooms, social media such as Facebook and Twitter, and other forms of direct electronic communications for non-educational purposes.
- Using electronic resources for financial gain, advertising, political activity, or personal business activity.
- Accessing, downloading, storing, viewing, sending, or displaying text, images, movies, or sounds that contain pornography, obscenity, or language that offends or tends to degrade others.
- Sending, or attempting to send, anonymous messages of any kind or pretending to be someone else while sending a message.
- Accessing, or attempting to access, the Network, or any devices attached to the Network, to engage in "hacking" or other unlawful activities.
- Using electronic resources for illegal or inappropriate activities.
- Violating copyright laws, and obtaining copies of or modifying files, data, or passwords belonging to others.
- Accessing confidential student or employee information without authorization, or through

- misuse of authorization, and communicating such information with unauthorized persons.
- Downloading files to district hard drives without prior authorization, attempting to view other computers or computer resources across the network, or disclosing personally identifiable information of minors via electronic resources, except as expressly authorized by the minor student's parent/guardian.

Please carefully review the forms on the following pages with your child, complete all required information, and return them to your child's school.

STUDENT NETWORK AND INTERNET RESPONSIBLE USE AND SAFETY AGREEMENT

Please complete the following information and return to your child's school:

Student User's Full Name (please print): _____

School: _____ Grade: _____

Parent/Guardian's Name: _____

Parent/Guardian

As the parent/guardian of this student, I have read the Student Network and Internet Responsible Use and Safety Policy, any guidelines referenced within, and have discussed them with my child. I understand that student access to the Network/Internet is designed for educational purposes and that the district has taken available precautions to restrict and/or control student access to material on the Internet that is obscene, objectionable, inappropriate and/or harmful to minors. However, I recognize that it is impossible for the district to restrict access to all objectionable and/or controversial materials that may be found on the Internet. I will not hold the district (or any of its employees, administrators, or officers) responsible for materials my child may acquire or come in contact with while on the Internet. Additionally, I accept responsibility for communicating to my child the guidelines concerning acceptable use of the Internet: setting and conveying standards for my child to follow when selecting, sharing, and exploring information and resources on the Internet. I further understand that individuals and families may be liable for violations.

To the extent that proprietary rights in the design of a website hosted on the district's servers would endow my child upon creation, I agree to assign those rights to the district.

Check below to agree:

____ I give permission for my child to use and access the Network/Internet at school and for the board to issue an e-mail account to my child.

Parent/Guardian's Signature: _____ Date: _____

Student

I have read and agree to abide by the Student Network and Internet Responsible Use and Safety Policy, and any guidelines referenced within. I understand that any violation of the terms and conditions set forth in the policy and guidelines is inappropriate and may constitute a criminal offense. As a user, I agree to communicate over the Internet and the Network in an appropriate manner, while honoring all relevant laws, restrictions, and guidelines.

Student's Signature: _____ Date: _____

Teachers and building principals are responsible for determining what constitutes unauthorized or inappropriate use. The principal may deny, revoke, or suspend access to the Network/Internet to individuals who violate the Student Network and Internet Responsible Use and Safety Policy and related guidelines, and take such other disciplinary action as is appropriate pursuant to the Positive Climate and Discipline Code of Student Conduct.

Sign and return to your child's school

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STUDENT /PARENT ACKNOWLEDGMENT FORM 20189-201920

The Positive Climate and Discipline Code of Student Conduct has been developed to help your child gain the greatest possible benefit from their school experiences. The Code defines the responsibilities and the rights of students attending Indian River County Public Schools, and clearly identifies the consequences for student actions which violate this Code.

The school is in need of your help and cooperation. Students, parents, and schools working together can maintain a safe and purposeful atmosphere in the schools where students can learn to their full potential.

Since parents/guardians share responsibility for the actions of their children, they should also become familiar with the rules and expectations described in this handbook.

Please read and discuss this important document with your child, then sign this form and return it to your child's school, where it will be kept on file.

ID#: _____

Student Name (Print) / School: _____

DOB: _____

Student Signature / Date: _____

Cellular phone number: _____

Parent/Guardian Name (Print) / Date: _____

Parent/Guardian Signature / Date: _____

Note: Failure to return this acknowledgment form will not release a student or the parents/guardians of the student from responsibility for knowledge of the contents of the Positive Climate and Discipline Code of Student Conduct and will not excuse noncompliance with the Positive Climate and Discipline Code of Student Conduct by the student.

Statement of Academic Honesty

The School District of Indian River County strongly believes that academic honesty must be practiced by all its students. In accordance with the school district's mission to serve all students with excellence, the district must take an unwavering stand on academic integrity. Cheating and plagiarism are wrong. Cheating and plagiarism in any form as defined by this Code will be considered a critical breach of character and integrity, as well as a serious violation of the Positive Climate and Discipline Code of Student Conduct. The School District of Indian River County defines cheating as:

The inappropriate and deliberate distribution or use of information, notes, materials, or work of another person in the completion of an academic exam, test, or assignment without specific teacher permission and proper crediting of the source (plagiarism).

Refer to the Levels of Interventions and Consequences sections within this handbook for a listing of consequences relating to violations of academic honesty.

In addition to the consequences applied by the teacher, a cheating or plagiarism violation will be referred to the administration and may result in the loss of eligibility or removal from an academic club, loss of academic honors and awards, and loss of eligibility to apply for or receive local academic scholarships. These decisions, any or all, would be decided by a committee of teachers appointed by the principal.

I have read and understand the SDIRC's policy concerning academic honesty.

Parent/Guardian Signature

Date

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**Media Release 2018~~9~~-
20~~19~~20**

As the parent/guardian of a student in the Indian River County School District, I hereby grant the School Board of Indian River County, Florida, and its officers and employees, permission to photograph and/or record my student while involved in any and all school activities.

I understand that my student's photograph, name (both verbally and in print), face, likeness, voice, and appearance contained in such media productions may be used for purposes including but not limited to public service announcements, professional development, school publicity, and other programs shown to the school community and the general public, and may appear in newspapers, on television, on district and public websites, in district publications (such as school yearbooks, school newspapers, and class pictures), and other communication tools inside and outside the district. Indicate preference by checking the box below:

- I WILL allow my student to be photographed and/or recorded for the purposes explained above.
- I will ONLY allow my student to be photographed for school and yearbook pictures.
- I will NOT allow my student to be photographed and/or recorded for the purposes explained above

NOTE: The Request to Withhold Information (for junior and seniors only) form which was previously included in the code is now available on the SDIRC website: www.indianriverschools.org, and in high school guidance offices.

Student Name: _____

Parent/Guardian Signature

Date

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Positive Climate and Discipline Code of Student Conduct Suggested Revisions for 2019-2020 School Year

Sections	Recommended Revisions
Title Page	Change picture and dates when approved
Page 2	Added names of committee participants
Pages 3-4	Table of Content will be updated once all revisions are made and approved
Page 7	Responsibilities of School Staff and Administration Added: see Multi-Tiered System of Supports (MTSS) – page 10 As reference for support and examples.
Page 9	Rights and Responsibilities for Students Added: access FOCUS As a resource for students to obtain their assignments and view grades
Page 10	Prevention and Intervention Practices Added: Multi-Tiered System of Support (MTSS) Title to table on page
Page 12	Makeup School Work for Absences Added: those students considered to be habitually truant Additional wording to clarify sentence
Page 13	Student Dress Code Replaced: hip bone with waist Added: and personal hygiene Deleted: words or graphics, except for authorized school approved clubs and activities (this is not intended to exclude clothing name brands (2x2 inches) Replaced: sayings with words or phrases Deleted: or tight Deleted: i.e. leggings, jeggings and pajamas Added: mid Deleted: whichever measurement is longer Replaced: Hoods with Hoods will not be worn on school property, buses or school related activities Added: and blankets Replaced: prohibited with not allowed Moved: Last item (Dress practices) to above Clothing and accessories
Page 15	Tobacco-Free Safe and Healthy Learning Environment Added: juul, juuling
Page 15	Weapons Added: How to report a potentially dangerous situation?
Page 16	Student Groups Added: For a list of authorized school organizations see school website or check with the front office of your child's school.

Page 16	Bullying, Harassment Added: Sexual Harassment/Sexual Cyberharassment to section title
Page 19	Student Use of wireless Communication Devices Added: without permission from school staff to item Q.
Page 21	Student Discipline Deleted: to develop relationships, resulting in better decisions and choices (repeated wording)
Page 22	Suspension Added: services that pertains to the offense Deleted: Prior to suspending a students, except... (repeated language)
Page 23	Threat or False Report Corrected: Run on sentence Added: Expulsion will be and when appropriate, the student will be (for clarification)
Page 29	Behavior-Offenses/Violations Added: it will require a Classroom Incident Report (CIR) Removed: Teacher interventions within the classroom
Page 30	Behavior-Offenses/Violations Added: Classroom incident Report (CIR) to heading Added: Elementary Students K-2 to the Fighting Behavior Added: K-2 to Physical Aggression toward staff without intent to harm
Pages 31-33	Behavior-Offenses/Violations Level 3-5 Added: Office Discipline Referral (ODR) to heading Delete: Remove box within Interventions and Consequences section
Page 34	Bus Safety Rules Replaced: written notice with signed note Added: from parent/guardian; to be turned in to the front office; be permitted to Deleted: The Principal and Director of Transportation must approve the request. Added: School officials will verify note, authorize and return to student to present to bus driver as approval to ride a different bus.
Page 40	Glossary Added: definitions for e-cigarette and habitual truant
Page 53	Appendix A Added: LikeSkills Program was added to list



Recommended Instructional Materials

GAP State Adopted Process



Agenda



- **Change in the Process**
- **Review of Timeline**
- **GAP Purchase Recommendations**

Change in the Adoption Review Process

- On January 31, Governor Ron DeSantis issued [Executive Order 19-32](#), outlining a path for Florida to improve its education system by eliminating Common Core and paving the way for Florida students to receive a world-class education to prepare them for jobs of the future.



Timeline and Process

Timeline

Year	Subject	Criteria available	Adoption process	contract
19-20	World Lang k-12 CTE 6-12	3/19	4/19-20	20-25
20-21	ELA K-12	4/20	4/21-21	21-26
21-22	Math K-12	11/20	4/21-22	22-27
22-23	Social Studies K-12	11/21	4/22-23	23-28
23-24	Science K-12	11/22	4/23-24	24-29

Action Steps

- 19/20 – World Lang & CTE
 - Recent purchase
 - Review Needs
 - Programs upgrades

- ELA & Math – GAP Purchase

Recommendations

ELA Elementary

- ELA currently has materials purchased for the 19-20 school year. At this time, only needs to purchase a one-year GAP for school year 20-21 during the adoption process.

1 Year GAP Publisher – McGraw Hill
Wonders -Text/ Consumable / Digital
(Bundle)

- **COST: \$ 151,950.71**

ELA Secondary

2 Year GAP

Publisher – HMH Collections
Texts/Consumable

(Reading/Writing/Digital (bundle))

Conducted use survey – most
teachers use digital (MS/HS)

- **COST: \$208,275.00**

Recommendations

Math Elementary

- 3 Year GAP Publisher – HMH GO Math – (5 Years old) Consumable/digital (bundle)

- **COST: \$196,179.00**

Math Secondary

- 3 Year – GAP MS -Big Ideas 6-8 Text/digital
- HS – Pearson – Alg 1 & Geom Text/digital
- HMH Alg. 2 Text *
- Adv Elec Cengage Text/digital
- Lib Arts – Alg. Nation Consumable/digital
- Small number of replacement texts 20 or less (district-wide) digital purchase all sites teachers/students -surveys use completed – high usage*

- **COST: \$252,330.54**

QUESTIONS



School District of Indian River
Curriculum & Instruction
Page 7 of 7



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Because learning changes everything.™

QUOTE PREPARED FOR:

Indian River Co School Dist
6500 57TH ST
VERO BEACH, FL 32967
ACCOUNT NUMBER: 268856

SUBSCRIPTION/DIGITAL CONTACT:

Tiffany McKenzie
tiffany.mckenzie@indianriverschools.org
(954) 638-1405

CONTACT:

Kelly Baysura
kelly.baysura@indianriverschools.org
(772) 564-3067

SALES REP INFORMATION:

Lisa Dunn
lisa.dunn@mheducation.com
9545608088

Section Summary	Value of All Materials	Free Materials	Product Subtotal
One year Wonders online plus print	\$144,276.39	\$0.00	\$144,276.39
PRODUCT TOTAL*	\$144,276.39	\$0.00	\$144,276.39
ESTIMATED S&H**			\$7,674.32
ESTIMATED TAX**			TBD
GRAND TOTAL*			\$151,950.71

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes are not included in the quote total. If applicable, actual tax charges will be applied at time of order.

Comments:

Shipping for this quote is to be delivered to one location. Shipping to multiple locations will result in additional shipping charges.

HMH / INDIAN RIVER COUNTY PUBLIC SCHOOLS
HMH CUSTOM ELA 6-12 PRICING PROPOSAL

Summary	Delivery	Print/Digital Material
HMH Collections 1year Print/ 1Year Digital w/ Close Reader Print- Grades 6-12**	FL Pricing	\$122,465.70
HMH Collections 2years Print/ 2Years Digital w/ Close Reader Print - Grades 6-12**	FL Pricing	\$208,275.00

****includes Gratis Teacher Digital Materials**

***Pricing totals are based on enrollment provided by Indian River County Public Schools at time of proposal offer as shown in Appendix 1. Change in enrollments and/or program mix will affect the price of the bundle total. Pricing is effective through July 31, 2019. Price based on combined purchase of all elements of proposal**

Pricing Detail

HMH 1yr

Florida Go Math! © 2015 Resource Package 1Year Print/ 1 Year Digital- Grades K-5 (combined price for all grades)

Program	Component	Pricing	Total Quantity	Total Price
2015 Florida Go Math! Florida Student Bundle Print w/ 1 year Digital Grade K-5 ISBN TBD	Print/Digital	\$14.70	6,539	\$96,123.30
Go Math GAP 1 Year Pricing Grades K-5 (Combined all grades)				\$96,123.30

Provided at Teacher counts shown in this proposal, additional Teacher Digital Resources available upon request from your account executive

Florida Go Math! © 2015 1Year Print - Grades K-5 (combined price for all grades)

Program	Component	Pricing	Total Quantity	Total Price
2015 Florida Go Math! Florida Student Edition Print Grade K-5 ISBN TBD	Print	\$19.95	6,539	\$130,453.05
Go Math GAP 1 Year Print Pricing Grades K-5 (Combined all grades)				\$130,453.05

Pricing Detail

HMH 3Yr

Florida Go Math! © 2015 Resource Package 3 Years Print/ 3 Years Digital- Grades K-5 (combined price for all grades)

Program	Component	Pricing	Total Quantity	Total Price
2015 Florida Go Math! Florida Student Bundle Print w/ 3 years Digital Grade K-5 ISBN TBD	Print/Digital	\$30.00	6,539	\$196,170.00
Go Math GAP 3 Years Pricing Grades K-5 (Combined all grades)				\$196,170.00

Provided at Teacher counts shown in this proposal, additional Teacher Digital Resources available upon request from your account executive

Florida Go Math! © 2015 3Years Print - Grades K-5 (combined price for all grades)

Program	Component	Pricing	Total Quantity	Total Price
2015 Florida Go Math! Florida Student Edition Print Grade K-5 ISBN TBD	Print	\$59.85	6,539	\$391,359.15
Go Math GAP 3 Years Print Pricing Grades K-5 (Combined all grades)				\$391,359.15

Print only

SECONDARY / INDIAN RIVER COUNTY PUBLIC SCHOOLS

1-Year Digital Pricing

Publisher	Title	Print/Digital Material
Big Ideas	Dynamic Florida Student Edition Online 1-Year	\$49,028.75
Pearson	Algebra 1 and Geometry Digital Courseware with 1-Year Digital Path access	\$54,671.54
HMH	Algebra 2 Exploration in Core Math Florida Online Student	\$0.00
Algebra Nation	Algebra 1 and Geometry workbook for Liberal Arts Math 1 and 2	\$8,940.00
Cengage	College Prep Algebra 1st Edition/Larson - CourseMate with eBook access Pre-Calculus: Pre-Calculus with Limits: A Graphing Approach Trigonometry 2014 9th Edition/Larson	\$7,492.40
		\$120,132.69

3-Year Digital Pricing

Publisher	Title	Print/Digital Material
Big Ideas	Dynamic Florida Student Edition Online 3-Year	\$95,424.00
Pearson	Algebra 1 and Geometry Digital Courseware with 3 -Year Digital Path access	\$92,137.54
HMH	Algebra 2 Exploration in Core Math Florida Online Student	\$0.00
Algebra Nation	Algebra 1 and Geometry workbook for Liberal Arts Math 1 and 2	\$36,135.00
Cengage	College Prep Algebra 1st Edition/Larson - CourseMate with eBook access Pre-Calculus: Pre-Calculus with Limits: A Graphing Approach Trigonometry 2014 9th Edition/Larson	\$28,634.00
		\$252,330.54

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School District of Indian River
Curriculum & Instruction

Curriculum and Instruction

Pam Dampier, Assistant Superintendent

Kelly Baysura

Executive Director of Elementary Education

Dr. Kathrine Pierandozzi

Executive Director of Secondary Education

English/Language Arts

Elementary

- ELA currently has materials purchased for the 19-20 school year. At this time, only needs to purchase a one-year GAP for school year 20-21 during the adoption process.

1 Year GAP Publisher – McGraw Hill
Wonders -Text/ Consumable / Digital (Bundle)

COST: \$ 151,950.71

Secondary

1 Year GAP Publisher – HMH
Collections Texts/Consumable
(Reading/Writing/Digital (bundle)
- Conducted use survey – most teachers use digital (MS/HS)

COST: \$122,465.70

2 Year GAP Publisher – HMH
Collections Texts/Consumable
(Reading/Writing/Digital (bundle)
- Conducted use survey – most teachers use digital (MS/HS)

COST: \$208,275.00

Math

Elementary

1 Year GAP Publisher – HMH GO Math – (5 Years old)
Consumable/digital (bundle)

COST: \$96,123.30

3 Year GAP Publisher – HMH GO Math – (5 Years old)
Consumable/digital (bundle)

COST: \$196,179.00

Secondary

1 Year – GAP MS -Big Ideas 6-8 Text/digital
HS – Pearson – Alg 1 & Geom Text/digital
HMH Alg. 2 Text *
Adv Elec Cengage Text/digital
Lib Arts – Alg. Nation Consumable/digital

- Small number of replacement texts (20 or less district-wide)
- digital purchase all sites teachers/students
- surveys use completed – high usage *

COST: \$120,132.69

3 Year – GAP MS -Big Ideas 6-8 Text/digital
HS – Pearson – Alg 1 & Geom Text/digital
HMH Alg. 2 Text *
Adv Elec Cengage Text/digital
Lib Arts – Alg. Nation Consumable/digital

- Small number of replacement texts (20 or less district-wide)
- digital purchase all sites teachers/students
- surveys use completed – high usage*

COST: \$252,330.54



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