



Code of Student Conduct



Administrative Guide


CODE OF STUDENT CONDUCT



CHARTER SCHOOL
COMPLIANCE & SUPPORT



ELEMENTARY & SECONDARY (K-12)



Office of District Operations
School Board Policy 5500



ADMINISTRATIVE GUIDE Code of Student Conduct

THE SCHOOL BOARD MIAMI-DADE COUNTY, FLORIDA

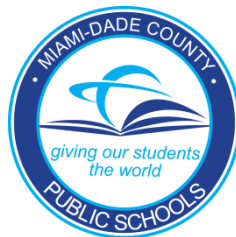
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ACKNOWLEDGEMENT OF RECEIPT AND REVIEW

Each parent/guardian of a student and each student enrolled in Miami-Dade County Public Schools must sign and return this page to the student's school to acknowledge that he/she has accessed the online version or obtained a copy of the *Code of Student Conduct*. In addition, this page serves as acknowledgement that you have reviewed the *Code of Student Conduct* with your child. Each school will maintain records of such signed statements.

The online version of the *Code of Student Conduct* in English, Spanish, and Haitian-Creole can be located in the Parent Portal or by accessing through the following website address:



codeofconduct.dadeschools.net

If you do not have internet access to obtain a copy of the *Code of Student Conduct*, please visit your child's school to obtain a copy.

I acknowledge receipt of the notification regarding accessing or obtaining a copy of the *Code of Student Conduct* through the Parent Portal or via the internet web address and that I have read and discussed the *Code of Student Conduct* with my child.

Parent's/Guardian's Signature

Date

I acknowledge receipt of the notification regarding accessing or obtaining a copy of the *Code of Student Conduct* through the Parent Portal or via the internet web address and that I have read and discussed the *Code of Student Conduct* with my parent/guardian.

Student's Signature

Date

PLEASE PRINT

| | |
|-----------------------|--|
| Student's Name | |
| School Name: | |
| Student I.D. | |


RETURN TO THE STUDENT'S SCHOOL WITHIN (5) SCHOOL DAYS UPON RECEIVING NOTIFICATION TO REVIEW THE *CODE OF STUDENT CONDUCT*.



Chapter I

Information for Students and Parents/Guardians ELEMENTARY & SECONDARY





Scope of Authority

This *Code of Student Conduct* governs the conduct and discipline of all students attending Miami-Dade County Public Schools. It is expected that students obey District rules while on school grounds, while being transported to or from school at public expense, while on the school premises for instruction, and for authorized participation in a school-sponsored activity. During such times, all students are subject to the immediate control and direction of teachers, staff members, and/or bus drivers to whom the principal has assigned such responsibility.

This *Code of Student Conduct* also applies to students who, away from School Board-owned property, commit felonies or are charged with committing delinquent acts that would be felonies if committed by an adult, or whose off-campus conduct creates a substantial disruption to the school environment.

Off-campus conduct and conduct outside of school time that violates the District's *Code of Student Conduct* may also be the basis for discipline up to expulsion if it is accomplished through electronic means and either interferes with or limits another person's ability to participate in or benefit from the District's program or substantially disrupts the educational process or orderly operation of a school. Off-campus conduct that poses a threat or danger to the safety of other students, staff, School Board members, any other members of the District Community, or school property may also constitute behavior that has a substantial adverse impact on the educational environment requiring disciplinary action up to and including expulsion.

Students should be advised that violations of the *Code of Student Conduct* may also be violations of Florida law. Thus, students may be subject to school/district-level disciplinary actions and discipline imposed by local law enforcement authorities. School Resource Officers (SRO) and other law enforcement authorities can conduct investigations independent of those conducted by school personnel for the same incident. Furthermore, the sanctions imposed by the District for misconduct are separate and distinct from the consequences that may be imposed following the arrest and prosecution of a student for a violation of law originating from the same incident. Please keep in mind that the failure of one entity to act does not prevent the other from taking appropriate actions consistent with this *Code of Student Conduct* or with Florida law.





School Environmental Safety Incident Reporting

School Environmental Safety Incident Reporting (SESIR) grew out of the public’s concern that children be safe in the school environment. In 1995-96, in response to this concern, the SESIR system was initiated to enable schools to track incidents and analyze patterns of violent, criminal, or disruptive activity. The intent is for there to be complete and objective data from which to design interventions to improve the learning environment. SESIR operates at the school, district, and state levels. School-level data are sent to the District in a standardized format, and in turn, the District sends data to the Florida Department of Education, which is compiled into an annual report. This report presents the frequency of the SESIR incidents by district and for the entire state. Additionally, the disciplinary actions associated with the incidents are reported.



The School Environmental Safety Incident Reporting System collects data on 26 specific types of crime, violence, and disruptive behaviors that occur on school grounds, on school transportation, and at off-campus, school-sponsored events, during any 24-hour period, 365 days per year. Incidents are reported by schools to the districts which, in turn, provide the data to the Florida Department of Education. *Code of Student Conduct* violations that must be reported using this system are marked below as “SESIR Incidents.”



Off-Campus Conduct

Off-campus conduct and conduct outside of school time that violates the district's *Code of Student Conduct* may be the basis for discipline up to expulsion if it is accomplished through electronic means and either interferes with or limits another person's ability to participate in or benefit from the District's program or substantially disrupts the educational process or orderly operation of a school. Off-campus conduct that poses a threat or danger to the safety of other students, staff, School Board members, any other members of the District Community, or school property may also constitute behavior that has a substantial adverse impact on the educational environment requiring disciplinary action up to and including expulsion.



Off-Campus Felonious Offenses

Pursuant to F.S. 985.04 and to minimize off-campus acts that might have an adverse impact on the school environment, the District will send notifications to schools of students who have been taken into custody for and/or are formally charged with an off-campus felony or delinquent act that would be a felony if committed by an adult.

The principal may take administrative action, up to and including suspension proceedings, against those students who are formally charged if, after an administrative hearing with notice provided to the parent/guardian of the student, it is shown that the incident has an adverse impact on the educational program, discipline, or welfare of the school. Expulsion proceedings may also be initiated if a court determines that the student did commit the felony or delinquent act which would have been a felony if committed by an adult.

Students and parents/guardians should be aware that felony offenses can have a serious impact on a student's future, including the following:

- criminal penalties;
- loss of scholarship eligibility;
- loss of voting privileges;
- loss of employment opportunities; and/or
- loss of driving privileges.



Elementary Level – Core Values



Model Students Practice Core Values

Core Values

Miami-Dade County Public Schools is dedicated to instilling essential values in students to foster their participation as responsible citizens in the nation's democracy. Adopted by the School Board on July 26, 1995, these values form the basis of behavioral expectations, promoting a safe learning environment. Recognizing positive student behavior is crucial for cultivating a positive school climate and empowering the school community to strive for excellence. Building a connected, caring, and supportive school culture enhances student safety, engagement, and overall learning experience.

Citizenship (ELEMENTARY)

Helping to create a society based upon democratic values including rules of law, equality of opportunity, due process, reasoned argument, representative government, checks and balances, rights and responsibilities and democratic decision-making.

Model Students Show Citizenship by:

- Following rules and laws in school and the community.
- Helping classmates or and people in your neighborhood that need assistance.
- Telling a teacher or adult if you see something that is not safe.
- Solving arguments in a peaceful and friendly way.
- Participating in projects that help the community.

Cooperation (ELEMENTARY)

Working together toward goals as basic as human survival in an increasingly interdependent world.

Model Students Show Cooperation by:

- Joining in group activities and projects.
- Sharing your ideas and listening to what others say.
- Listening carefully to others and responding nicely.
- Giving helpful advice instead of just pointing out mistakes.
- Recognizing and appreciating what your classmates are good at and what they achieve.

Fairness (ELEMENTARY)

Treating people impartially, not playing favorites, being open-minded, and maintaining an objective attitude toward those whose actions and ideas are different from our own.

Model Students Show Fairness by:

- Accepting and appreciating people who are different from them.
- Being kind, and not judging others or believing unfair things about them.
- Solving problems fairly by handling disagreements with an open mind and they don't pick sides.



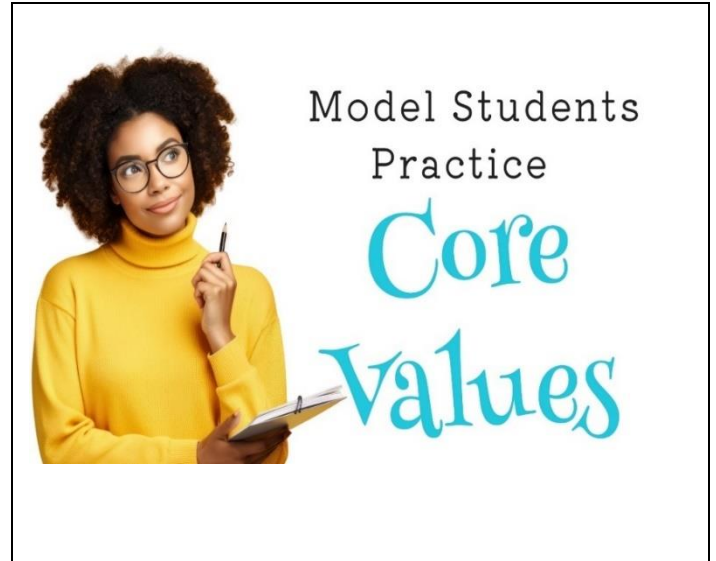
Elementary Level – Core Values

Honesty (ELEMENTARY)

Dealing truthfully with people, being sincere, not deceiving them or stealing from them, not cheating, or lying.

Model Students Show Honesty by:

- Telling the truth by giving correct information and not stretching the truth.
- Being truthful in class talks, presentations, and written assignments.
- Giving credit by saying where they got their information from and not copying other's work.
- Doing their own work and finishing their work by themselves without cheating.



Model Students
Practice

Core
Values

Kindness (ELEMENTARY)

Being sympathetic, helpful, compassionate, benevolent, agreeable, and gentle toward people and other living things.

Model Students Show Kindness by:

- Being understanding and caring about others who are having a hard time.
- Helping others without expecting a reward.
- Welcoming or including new students or those who may feel left out.
- Celebrating and cheering for their friends' and classmates' achievements.

Integrity (ELEMENTARY)

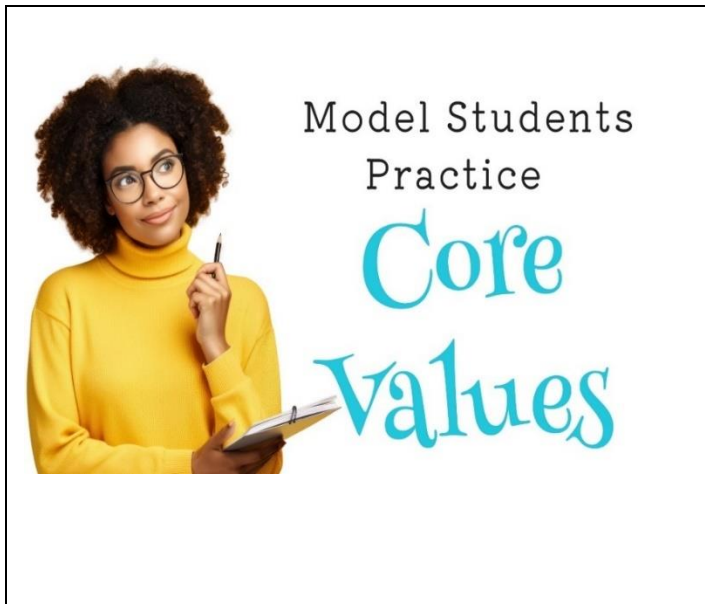
Standing up for your beliefs about what is right and what is wrong and resisting social pressure to do wrong.

Model Students Show Integrity by:

- Doing the right thing even when no one is watching.
- Telling the truth all the time.
- Choosing to do what they know is right.
- Keeping promises and following through on what they say they will do.
- Admitting their mistakes and taking responsibility.
- Staying honest and not taking part in anything dishonest.
- Demonstrating reliability being consistent and can be counted on.



Elementary Level – Core Values



Pursuit of Excellence (ELEMENTARY)

Doing your best with the talents you have, striving toward a goal and not giving up.

Model Students Show Pursuit of Excellence by:

- Putting in consistent effort and demonstrating a strong work ethic in all tasks.
- Actively engaging in class discussions, activities, and projects.
- Continuously working to improve weaknesses and build on strengths.
- Meeting deadlines consistently and submitting work on time.
- Arriving to school on time and prepared.

Respect (ELEMENTARY)

Showing regard for the worth and dignity of someone or something, being courteous and polite, and judging all people on their merits. Respect takes three major forms: respect for oneself, respect for other people, and respect for all forms of life and the environment.

Model Students Show Respect by:

- Using respectful and polite language.
- Listening attentively when others are speaking without interrupting.
- Collaborating with and valuing peers' contributions.
- Taking care of school property and personal belongings.
- Including and accepting students from different backgrounds, cultures, and abilities.
- Following classroom and school rules

Responsibility (ELEMENTARY)

Thinking before you act and being accountable for your actions, paying attention to others, and responding to their needs. Responsibility emphasizes our positive obligations to care for each other.

Model Students Show Responsibility by:

- Completing assignments on time and submitting them with care.
- Studying and preparing for exams and assessments with diligence.
- Prioritizing tasks to meet deadlines and avoid last minute rushes.
- Attending classes regularly and being punctual.
- Notifying teachers and classmates in advance if there is a need to be absent.
- Taking care of personal belongings and property of others.
- Adhering to school rules, policies, and the Code of Student Conduct.
- Respecting guidelines set by teachers and administrators.



Secondary Level – Core Values



Model Students
Practice
**Core
Values**

Core Values

Miami-Dade County Public Schools is dedicated to instilling essential values in students to foster their participation as responsible citizens in the nation's democracy. Adopted by the School Board on July 26, 1995, these values form the basis of behavioral expectations, promoting a safe learning environment. Recognizing positive student behavior is crucial for cultivating a positive school climate and empowering the school community to strive for excellence. Building a connected, caring, and supportive school culture enhances student safety, engagement, and overall learning experience.

Citizenship (SECONDARY)

Helping to create a society based upon democratic values including rules of law, equality of opportunity, due process, reasoned argument, representative government, checks and balances, rights and responsibilities and democratic decision-making.

Model Students Show Citizenship by:

- Following rules and laws in school and the community.
- Assisting classmates or community members that may need support.
- Reporting any safety concerns or hazards.
- Resolving conflicts peacefully and constructively.
- Participating in community service projects.

Cooperation (SECONDARY)

Working together toward goals as basic as human survival in an increasingly interdependent world.

Model Students Show Cooperation by:

- Actively participating in group activities and projects.
- Contributing ideas and listening to the perspectives of others.
- Listening attentively to others and responding appropriately.
- Providing constructive feedback rather than criticism.
- Valuing the strengths and achievements of others.

Fairness (SECONDARY)

Treating people impartially, not playing favorites, being open-minded, and maintaining an objective attitude toward those whose actions and ideas are different from our own.

Model Students Show Fairness by:

- Embracing diversity and appreciating differences in culture, background, and opinions.
- Avoiding stereotypes and judgmental attitudes.
- Approaching conflicts with an open mind and without taking sides.



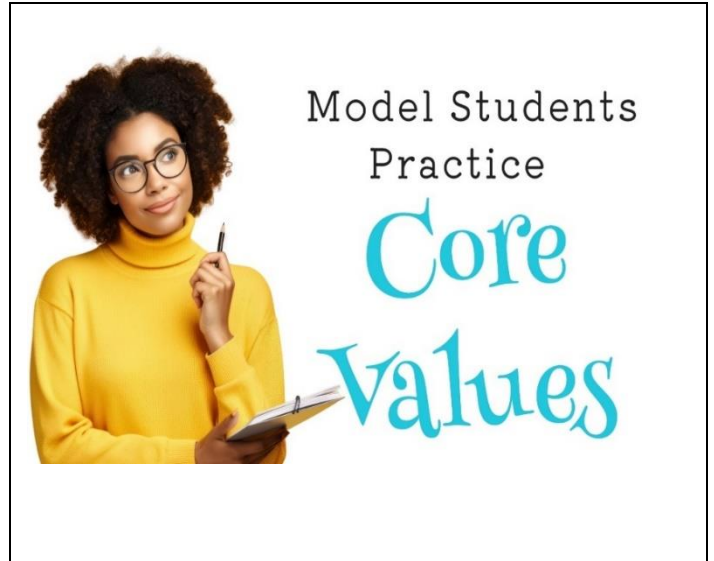
Secondary Level – Core Values

Honesty (SECONDARY)

Dealing truthfully with people, being sincere, not deceiving them or stealing from them, not cheating, or lying.

Model Students Show Honesty by:

- Providing accurate information and not exaggerating or distorting facts.
- Being truthful in class discussions, presentations, and written assignments.
- Avoiding plagiarism by giving credit to original sources and citing references.
- Completing assignments with one's own effort and not resorting to cheating.



Kindness (SECONDARY)

Being sympathetic, helpful, compassionate, benevolent, agreeable, and gentle toward people and other living things.

Model Students Show Kindness by:

- Showing empathy and understanding toward others who are facing challenges or difficulties.
- Offering a helping hand to those in need without expecting anything in return.
- Welcoming or including new students or those who may feel isolated.
- Recognizing and celebrating the achievements of peers.

Integrity (SECONDARY)

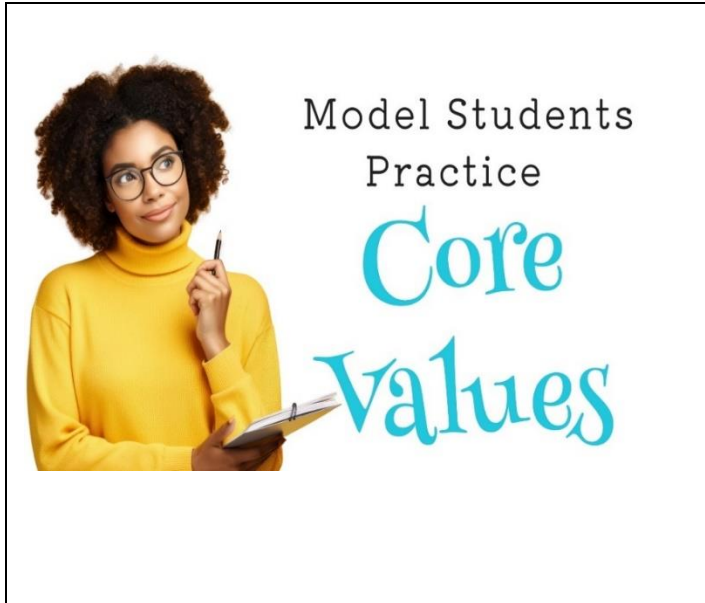
Standing up for your beliefs about what is right and what is wrong and resisting social pressure to do wrong.

Model Students Show Integrity by:

- Doing the right thing even when no one is watching.
- Telling the truth in all situations.
- Choosing actions that align with a strong sense of right and wrong.
- Keeping promises and following through on commitments.
- Acknowledging mistakes and taking responsibility for one's actions.
- Avoiding participation in dishonest or unethical activities.
- Demonstrating reliability and consistency in actions and behaviors.



Secondary Level – Core Values



Pursuit of Excellence (SECONDARY)

Doing your best with the talents you have, striving toward a goal and not giving up.

Model Students Show Pursuit of Excellence by:

- Putting in consistent effort and demonstrating a strong work ethic in all tasks.
- Actively engaging in class discussions, activities, and projects.
- Continuously working to improve weaknesses and build on strengths.
- Meeting deadlines consistently and submitting work on time.
- Arriving to school on time and prepared.

Respect (SECONDARY)

Showing regard for the worth and dignity of someone or something, being courteous and polite, and judging all people on their merits. Respect takes three major forms: respect for oneself, respect for other people, and respect for all forms of life and the environment.

Model Students Show Respect by:

- Using respectful and polite language
- Listening attentively when others are speaking without interrupting.
- Collaborating with and valuing peers' contributions.
- Taking care of school property and personal belongings.
- Including and accepting students from different backgrounds, cultures, and abilities.
- Following classroom and school rules.

Responsibility (SECONDARY)

Thinking before you act and being accountable for your actions, paying attention to others, and responding to their needs. Responsibility emphasizes our positive obligations to care for each other.

Model Students Show Responsibility by:

- Completing assignments on time and submitting them with care.
- Studying and preparing for exams and assessments with diligence.
- Prioritizing tasks to meet deadlines and avoid last minute rushes.
- Attending classes regularly and being punctual.
- Notifying teachers and classmates in advance if there is a need to be absent.
- Taking care of personal belongings and property of others.
- Adhering to school rules, policies, and the Code of Student Conduct.
- Respecting guidelines set by teachers and administrators.



Attendance

(ELEMENTARY & SECONDARY)

A



Parents and students are responsible for attendance which shall be required of all students during the days and hours that school is in session.

Parents and students should review School Board Policy 5200, *Attendance*.

Reasonable excuses for time missed at school include:

- Personal illness of the student.
- Court appearance of the student.
- Absence due to a medical appointment.

1. An approved school activity.
2. Attendance at a center under the Department of Children and Families supervision.
3. Significant community events with prior permission of the Principal.
4. Observance of a religious holiday or service when it is mandated for all members of a faith that such a holiday or service should be observed.
5. Death in the immediate family.

- School-sponsored event or educational enrichment activity that approved in advance by the Principal.
- Outdoor suspension.
- Appointments for a therapy service.
- Other individual student absences beyond the control of the parent or student, as determined and approved by the Principal.

Absences not included in the excused absences listed above shall be unexcused. Unexcused absences do not require that the teacher provide make-up work for the student.

A student accumulating ten (10) or more class unexcused absences in an annual course or five (5) or more class unexcused absences in a designated semester course may have quarterly, semester and final grade(s) withheld.



Bullying and Harassment

(ELEMENTARY & SECONDARY)



Miami Dade County Public Schools is committed to providing a safe learning environment for all students and is dedicated to eradicating bullying and harassment by providing awareness and prevention education. Bullying, harassment, and intimidation by students, school board employees, visitors, or volunteers is prohibited and will not be tolerated.

During the investigation of any bullying and/or harassment allegation, the principal/designee or appropriate area/district administrator should take appropriate actions to protect the complainant, alleged victim, other students, or employees consistent with the requirements of applicable Board Policies, regulations, and statutes.

Bullying and Harassment Defined

Bullying includes cyberbullying and means systematically and chronically inflicting physical hurt or psychological distress on one or more students or school 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 an individual's school performance or participation that includes a noted power differential. It is further defined as a pattern of unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture by an adult or student. (School Board Policy 5517.01)

Bullying may involve, but is not limited to:

1. Teasing
2. Social exclusion
3. Threats
4. Intimidation
5. Stalking
6. Physical violence
7. Theft
8. Sexual, religious, or racial harassment
9. Public or private humiliation
10. Destruction of Property
11. Cyberstalking
12. Cyberbullying
13. Hazing



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

1. places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property,
2. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
3. has the effect of substantially disrupting the orderly operation of a school, including any course of conduct that is directed at a specific person that causes substantial emotional distress in such person and serves no legitimate purpose.



Bullying and Harassment also encompass:

1. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. A report of bullying or harassment that is not made in good faith is considered retaliation.
2. Perpetuation of conduct listed in the definition of bullying, including cyberbullying, and harassment by an individual or group with intent to demean, dehumanize, embarrass or cause emotional or physical harm to a student or school employee by:
 - a. incitement or coercion;
 - b. accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, computer network, electronic or wireless devices, within the scope of the district school system, on or off school grounds to bully or harass that jeopardizes student or school employee safety or disrupts the learning environment within the scope of the district school system; or
 - c. acting in a manner that has an effect substantially similar to the effect of bullying or harassment.

Discrimination/Harassment (Civil Rights) means discrimination or harassment directed at someone because of their actual or perceived age, citizenship status, color, disability, ethnic or national origin, gender, gender identity, linguistic preference, marital status, political beliefs, pregnancy, race, religion, retaliation, sex (including sexual harassment), sexual orientation, social and family background, or any other basis prohibited by law. (School Board Policy 5517.)



ADMINISTRATIVE GUIDE Code of Student Conduct

Cyberstalking as defined in ss. 784.048(1)(d) and 815.03, F.S., means to: (a) engage in a course of conduct to communicate, or to cause to be communicated, directly or indirectly, words, images, or language by or through the use of electronic mail or electronic communication, directed at or pertaining to a specific person; or (b) to access, or attempt to access, the online accounts or Internet-connected home electronic systems of another person without that person’s permission, causing substantial emotional distress to that person and serving no legitimate purpose.

Cyberbullying means bullying through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying provided above. 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.

“Hazing” includes, but is not limited to:

- a. Pressuring, coercing, or forcing a student into:
 - 1. Violating state or federal law;
 - 2. Consuming any food, liquor, drug, or other substance; or
 - 3. Participating in physical activity that could adversely affect the health or safety of the student.
- b. Any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.

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.



How to Report Bullying & Harassment

If you have information regarding bullying/harassment and would like to report this information anonymously, you may do so by:

1. Completing and submitting the Bullying and Harassment Anonymous Reporting Form located on the student and parent portal and app;
2. Filing the “Miami-Dade County Public Schools – Bullying and Harassment Anonymous Reporting Form” located at the following internet web address: <http://forms.dadeschools.net/webpdf/7229.pdf>; or
3. Calling 305-995-CARE (2273).

Information and/or resources on bullying and harassment can also be found on the Student Crisis Management Services website located at <http://studentservices.dadeschools.net/#!/fullWidth/3709>.

Discrimination/Harassment (Civil Rights), including Sexual Harassment, may require law enforcement consultation and must be reported to the Charter School’s Office of Civil Rights Compliance. For Discrimination/Harassment (Civil Rights), including Sexual Harassment, involving charter school students, contact the individual charter school’s Civil Rights Compliance Officer.



Corporal Punishment

(ELEMENTARY & SECONDARY)

C

According to School Board Policy 5630, *Corporal Punishment and Use of Reasonable Force*, the use of corporal punishment is prohibited in Miami-Dade County Public Schools. This prohibition extends to parents/guardians on school grounds.

Fighting and Self-Defense

(ELEMENTARY & SECONDARY)

F

Fighting is prohibited on all Board property, school transportation, and/or at school activities. Fighting is defined by the Florida Department of Education as two or more people mutually participating in the use of force or physical violence that requires either physical intervention or results in injury requiring first aid or medical attention. If the fight causes a major disruption on campus or results in serious injuries, it may result in a recommendation for expulsion.

If a student is unable to leave the area of a pending attack, a student may use self-defense. Self-defense is an action taken that is necessary to protect oneself or others from serious bodily harm. Self-defense may include asking an adult for help, restraining, or blocking the attacker, shielding oneself or others from being hit, or pushing to get away from the attacker. However, retaliating by striking or hitting (i.e. punching, slapping, kicking) a person back, instead of choosing to leave once you or the victim are able to get away, may be considered as fighting. Pursuant to Section 1006.13, Florida Statutes “in a disciplinary action, there is a rebuttable presumption that the actions of a student who intervened, using only the amount of force necessary, to stop a violent act against a student, staff, or volunteer were necessary to restore or maintain the safety of others.”

Implications of Certain Sex Offenses

(ELEMENTARY & SECONDARY)

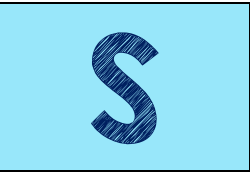
I

Minors convicted or adjudicated delinquent for certain sex offenses may be required to register with the State of Florida as a sexual predator or sex offender and will suffer the restrictions and embarrassment of this requirement as defined in Sections 943.0435, 943.04354, 943.0515, 985.481, 985.4815, and 775.21 F.S.



Sex Discrimination

(ELEMENTARY & SECONDARY)



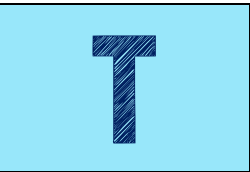
Sex Discrimination is handled in compliance with Title IX of the Education Amendments Act of 1972 and its implementing regulations. Upon receiving a report of sex discrimination involving a student, employee, or applicant, school or work site administrators must contact their Charter School’s Office of Civil Rights Compliance (CRC).

Reports of incidents sexual in nature must also be reported to law enforcement. Where child abuse or neglect is suspected, District staff must also contact the Florida Department of Children and Families’ Abuse Hotline in accordance with School Board Policy 8462, *Student Abuse, Abandonment, and Neglect*.

A finding of sex discrimination under the *Code of Student Conduct* may require the express authorization of the District’s Title IX Coordinator or designee.

Threats of Violence

(ELEMENTARY & SECONDARY)



Threats of Violence



Students are prohibited from making direct or indirect **threats** of violence against individuals or groups, any school/district property, including school-sponsored transportation, or any school/district-sponsored activity or function. Even threats made in jest or in exaggeration must be treated as serious threats. Any threat of violence must be reported immediately to a teacher or school administrator. **A threat to use a dangerous instrument or weapon on school grounds, on school sponsored transportation, or at any school sponsored activity, is prohibited.** All threats of violence (oral, written, electronic, or symbolic) will be reported to law enforcement and investigated by school officials.

A student, regardless of age, found to have made a threat of violence shall be referred to the school’s School Based Threat Management Team and is subject to referral for mental health service and appropriate disciplinary consequences, up to and including assignment to Alternative Educational





ADMINISTRATIVE GUIDE Code of Student Conduct

Setting, **suspension**, expulsion, arrest, and/or prosecution. When students use social media to threaten other students or school employees in a way that has a direct effect on school property, law enforcement may be requested to conduct a “home visit” and/or law enforcement may be involved which could result in criminal prosecution. School Based Threat Management Teams must also consult with law enforcement when a student exhibits a pattern of behavior, based upon previous acts or the severity of an act, that would pose a threat to school safety.

It is unlawful for any person to threaten to throw, project, place, or discharge any destructive device with intent to do bodily harm to any person or with intent to do damage to any property of any person, and any person convicted thereof commits a felony of the second degree pursuant to F.S. 790.162.

It is unlawful for any person to make a false report, with intent to deceive, mislead, or otherwise misinform any person, concerning the placing or planting of any bomb, dynamite, other deadly explosive, or weapon of mass destruction pursuant to F.S. 790.166, or concerning the use of firearms in a violent manner against a person or persons, and any person convicted thereof commits a felony of the second degree pursuant to F.S. 790.163.

Any person who writes or composes and also sends or procures the sending of any letter, inscribed communication, or electronic communication, whether such letter or communication be signed or anonymous, to any person, containing a threat to kill or to do bodily injury to the person to whom such letter or communication is sent, or a threat to kill or do bodily injury to any member of the family of the person to whom such letter or communication is sent, or any person who makes, posts, or transmits a threat in a writing or other record, including an electronic record, to conduct a mass shooting or an act of terrorism, in any manner that would allow another person to view the threat, commits a felony of the second degree pursuant to F.S. 836.10.

Florida Statutes Section 1006.13 requires expulsion for students found to have committed certain infractions including bringing weapons to school and making threats or false reports against school or persons specified in Section 784.081, Florida Statutes, including elected officials, employees of a school district, or any sports.



Threats of Violence





| | |
|---------------------------------------------------------------------------------------------------------------------------------------------|---|
| <h1 style="margin: 0;">Unauthorized Location</h1> <p style="margin: 0; color: #00AEEF; font-weight: bold;">(ELEMENTARY & SECONDARY)</p> | U |
|---------------------------------------------------------------------------------------------------------------------------------------------|---|

A student will be subject to discipline if the student willfully enters an area of campus not on the student’s assigned schedule, other than a common resource area, without permission. These areas include but are not limited to athletic facilities, classrooms, offices, and restrooms/changing facilities to which the student is not assigned. A student violates this section if the student willfully enters a restroom or changing facility designated for the opposite sex on the District’s premises and refuses to depart when asked to do so by any instructional personnel, administrative personnel, or a safe-school officer. (F.S. 553.865(9)(a)).

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------|---|
| <h1 style="margin: 0;">Under the Influence</h1> <p style="margin: 0; color: #00AEEF; font-weight: bold;">(ELEMENTARY & SECONDARY)</p> | U |
|-------------------------------------------------------------------------------------------------------------------------------------------|---|

A student will be subject to discipline if the student is under the influence during school or any school-sponsored activity. “Under the influence” means the impairment of one’s normal faculties, such as walking, talking, etc., as may be evidenced by, but not limited to bloodshot eyes, slurred speech, odor of alcohol/elicited substance, stumbling, imbalance, drowsiness, or flushed face.

Special Note: These observations may be made by a lay (non-expert) witness. An administrator may conclude that a student is under the influence of alcohol, or an illicit substance, based on the totality of the circumstances. An administrator should first rule out that the student is having a reaction to food or authorized prescription medication or experiencing a medical condition.

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------|---|
| <h1 style="margin: 0;">Use of Medication</h1> <p style="margin: 0; color: #00AEEF; font-weight: bold;">(ELEMENTARY & SECONDARY)</p> | U |
|-----------------------------------------------------------------------------------------------------------------------------------------|---|

Medication shall not be carried on a student's person in the school except as provided in School Board Policy 5330, *Use of Medications*, and/or as approved by the principal. Furthermore, no student is allowed to provide or sell any type of over-the-counter medication to another student.



Weapons and Simulated Weapons

(ELEMENTARY & SECONDARY)



Possession of a firearm or weapon as defined in Florida Statutes, Chapter 790 by any student while the student is on school property or in attendance at a school function is grounds for disciplinary action as set forth in this *Code of Student Conduct* and may also result in criminal prosecution.

If a student brings a firearm or weapon and/or makes a threat or false report, the school must refer the student to the school's School Based Threat Management Team and mental health services identified by the school district pursuant to F.S. 1012.584(4). If more than one student is involved in making a threat or false report, Region Offices must review to ensure consistency of discipline as appropriate.

In accordance with F.S. 1006.07, a student may be subject to disciplinary action if simulating a firearm or weapon while playing substantially disrupts student learning, causes bodily harm to another person, or places another person in reasonable fear of bodily harm. The severity of consequences imposed upon a student, including referral to the criminal justice or juvenile justice system, must be proportionate to the severity of the infraction and consistent with this *Code of Student Conduct* for similar infractions. If a student is disciplined for such conduct, the principal or designee must call the student's parent. Disciplinary action resulting from a student's clothing or accessories shall be determined in accordance with F.S. 1006.07(2)(d) and Policy 5511, *Dress Code and School Uniforms*.



Wireless Communication Devices

(ELEMENTARY & SECONDARY)



Wireless communication devices are any handheld devices used or capable of being used in a handheld manner that are designed or intended to receive or transmit text or character-based messages, access or store data, or connect to the Internet or any communications service. These include two-way communication devices, such as cellular phones, tablets, laptops, smartwatches, smart glasses, portable gaming consoles, e-readers, personal hotspots and similar wireless or Internet of Things (IoT) devices. Possessing a wireless communication device is not a violation of the *Code of Student Conduct*. However, a student shall not disrupt the educational process or interfere with the safety-to-life issues of students by using a wireless communication device inappropriately.

When using electronic devices for the purposes of learning consistent with the educational objectives of the District during the instructional day, students must comply with School Board Policy 7540.03, *Student Responsible Use of Technology, Social Media, and District Network Systems & Internet Safety*.

The following rules must be followed regarding the possession, use, and display of wireless communication devices:

- Students may only display and use wireless communication devices (i.e., texting, email, telephone etc.) before or after the instructional day, unless permitted by a teacher and/or authorized school personnel. This includes during class, in the library, during lunch breaks, during class changes and during any other structured activity.

Special Note: The District strongly discourages the use of headphones and earbuds during class transitions/changes and during lunchtime due to safety reasons.

- Students must ensure that the telephone and hotspot capabilities of their devices are turned off during the instructional day (i.e., ringer off, silent mode, etc.)
- When permitted to use wireless communication devices during the instructional day, students must follow the guidelines set forth by the Bring Your Own Device initiative outlined in School Board Policy 7540.03, *Student Responsible Use of Technology, Social Media, and District Network Systems & Internet Safety*, and associated procedures.
- The school is not responsible if a student's wireless communication or any electronic device is lost or stolen.



Chapter II

Behaviors and Corrective Strategies ELEMENTARY & SECONDARY





Safeguards: Protecting the Rights of Students and Parent/Guardians (ELEMENTARY & SECONDARY)

S

All corrective strategies used by school-site administrators must be in compliance with School Board rules and policies. Inherent in these rules and policies is the philosophy of fairness and consideration for actions that are in the best interest of students.

When confronted with an act that may require the imposition of corrective strategies by the school, the student and all other appropriate persons should be given the opportunity to explain the circumstances of the incident.

Students shall not be subjected to any corrective strategies for using a language other than English or because of a disability.

School administrators should communicate with parents/guardians when corrective strategies must be taken against a student.

Parents/guardians and students who disagree with certain strategies and decisions made at the school level have the right to the following formal due process procedures, as set forth in School Board Policy 5610, *Suspension and Expulsion of Students*:

- an informal school-level hearing;
- appeal of school-level decisions to the regional center office; and
- for alternative education assignments in excess of ten (10) days and expulsions, an appeal conference with a representative from the Office of School Leadership and Performance/Alternative Education, and a hearing before an impartial hearing officer.



Level I: Discipline Response Code

At-A-Glance

| Behavior | Corrective Strategies |
|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Confrontation with Another Student (18) | 1. Parent/Guardian Contact * (C6) |
| <input type="checkbox"/> Cutting Class (15) | 2. Student Conference* (C7) |
| <input type="checkbox"/> Disruptive Behavior (14) | 3. Student, Parent/Guardian/Staff Conference (CT) |
| <input type="checkbox"/> Failure to Comply with Class and/or School Rules (19) | 4. Behavior Plan (BP) |
| <input type="checkbox"/> Inappropriate Public Display of Affection (1B) | 5. Student Contract (P2) |
| <input type="checkbox"/> Misrepresentation (1D) | 6. Participation in Counseling Session Related to Infraction (HI) |
| <input type="checkbox"/> Possession of Items or Materials that are Inappropriate for an Educational Setting (1A) | 7. Refer to Outside Agency/Provider (CI) |
| <input type="checkbox"/> Repeated Use of Profane or Crude Language not Directed at a Person or Group of People (1C) | 8. Peer Mediation (PM) |
| <input type="checkbox"/> Unauthorized Location (17) | 9. Reprimand (R9) |
| <input type="checkbox"/> Unauthorized Use of Wireless Communication Device (13) | 10. Detention or Other Board-Approved In-School Program (D2) |
| <input type="checkbox"/> Violation of Dress Code (16) | 11. Proactive Approach to Discipline (PAD) (District-Approved Schools) (RJ) |
| | 12. Student Court School-Based Program (District-Approved Schools) (TC) |
| | 13. Confiscation of Wireless Communication Devices (CE) |
| | 14. Revocation of the Right to Participate in Social and/or Extracurricular Activities (RR) |
| | 15. Loss of Bus Privileges Up to 10 Days (D1) |
| | 16. Replacement or Payment of any Damaged Property (RA) |
| | 17. School Center for Special Instruction (SCSI) or Other Alternative Education Setting (AES) at the School (1-5 days) (SU) |
| | *Mandatory Corrective Strategies |



Level I: Discipline Response Code

LEVEL I behavior offenses are acts that disrupt the orderly operation of the classroom, school function, extracurricular activities, or approved transportation.

| LEVEL I: BEHAVIOR OFFENSES | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Confrontation with Another Student Non-SESIR Incident</p> <hr/> <div style="background-color: #003366; color: white; padding: 5px; display: flex; justify-content: space-between; align-items: center;"> SCM Code 18 </div> | <p>Communicating inappropriately with another student in a confrontational manner that would be considered disrespectful (e.g., yelling, cursing, refusing to disengage, etc.).</p> <div style="border: 2px solid orange; padding: 10px; margin: 10px 0; display: flex; align-items: center;"> NON-SESIR Incident </div> <div style="background-color: #003366; color: white; padding: 5px;">CORRECTIVE ACTIONS: Level I</div> <p>Select Level I Corrective Strategies to administer for this COSC incident.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mandatory Corrective Strategies <ul style="list-style-type: none"> <input type="radio"/> Parent/Guardian Contact (C6) <input type="radio"/> Student Conference (C7) <input type="checkbox"/> NOT ELIGIBLE for Out-of-School (Outdoor) Suspension <div style="background-color: #003366; color: white; padding: 5px;">REPORTING REQUIREMENTS:</div> <p><input type="checkbox"/> Utilize a SCM Referral Form and ENTER the incident into the Student Case Management System in DSIS.</p> |
| <p>Cutting Class Non-SESIR Incident</p> <hr/> <div style="background-color: #003366; color: white; padding: 5px; display: flex; justify-content: space-between; align-items: center;"> SCM Code 15 </div> | <p>Cutting class, also known as skipping class, refers to the act of deliberately and intentionally not attending a scheduled class or leaving a class before it officially ends without proper authorization.</p> <div style="border: 2px solid orange; padding: 10px; margin: 10px 0; display: flex; align-items: center;"> NON-SESIR Incident </div> <div style="background-color: #003366; color: white; padding: 5px;">CORRECTIVE ACTIONS: Level I</div> <p>Select Level I Corrective Strategies to administer for this COSC incident.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mandatory Corrective Strategies <ul style="list-style-type: none"> <input type="radio"/> Parent/Guardian Contact (C6) <input type="radio"/> Student Conference (C7) <input type="checkbox"/> NOT ELIGIBLE for Out-of-School (Outdoor) Suspension <div style="background-color: #003366; color: white; padding: 5px;">REPORTING REQUIREMENTS:</div> <p><input type="checkbox"/> Utilize a SCM Referral Form and ENTER the incident into the Student Case Management System in DSIS.</p> |



LEVEL I: BEHAVIOR OFFENSES

Disruptive Behavior Non-SESIR Incident

SCM Code **14**

Behavior that disturbs the learning and/or safety of others in the class, at any school/district property (including school-sponsored transportation), any school/district-sponsored activity or function, and at the bus stop.



NON-SESIR Incident

CORRECTIVE ACTIONS: Level I

Select **Level I Corrective Strategies** to administer for this COSC incident.

- Mandatory Corrective Strategies**
 - Parent/Guardian Contact (C6)**
 - Student Conference (C7)**
- NOT ELIGIBLE for Out-of-School (Outdoor) Suspension**

REPORTING REQUIREMENTS:

- Utilize a SCM Referral Form and ENTER the incident into the Student Case Management System in DSIS.

Failure to Comply with Class and/or School Rules Non-SESIR Incident

SCM Code **19**

The intentional or unintentional refusal or neglect to not follow the rules of the class and/or the school.



NON-SESIR Incident

CORRECTIVE ACTIONS: Level I

Select **Level I Corrective Strategies** to administer for this COSC incident.

- Mandatory Corrective Strategies**
 - Parent/Guardian Contact (C6)**
 - Student Conference (C7)**
- NOT ELIGIBLE for Out-of-School (Outdoor) Suspension**

REPORTING REQUIREMENTS:

- Utilize a SCM Referral Form and ENTER the incident into the Student Case Management System in DSIS.



LEVEL I: BEHAVIOR OFFENSES

Inappropriate Public Display of Affection
Non-SESIR Incident

SCM Code **1B**

Engaging in unsuitable, intimate, sexually suggestive behavior (like kissing and touching), with the other person's consent, in places where others are likely to be present, such as hallways, stairwells, classrooms, school buses, etc. Engaging in this type of behavior in hidden places is also inappropriate, and, depending on the circumstances, may constitute a more serious infraction. See Sexual Offenses (Level 3).



NON-SESIR Incident

CORRECTIVE ACTIONS: Level I

Select **Level I Corrective Strategies** to administer for this COSC incident.

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**
- NOT ELIGIBLE for Out-of-School (Outdoor) Suspension**

REPORTING REQUIREMENTS:

- Utilize a SCM Referral Form and ENTER the incident into the Student Case Management System in DSIS.

Misrepresentation
Non-SESIR Incident

SCM Code **1D**

An untrue statement or action that is made to deceive or mislead.



NON-SESIR Incident

CORRECTIVE ACTIONS: Level I

Select **Level I Corrective Strategies** to administer for this COSC incident.

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**
- NOT ELIGIBLE for Out-of-School (Outdoor) Suspension**

REPORTING REQUIREMENTS:

- Utilize a SCM Referral Form and ENTER the incident into the Student Case Management System in DSIS.



LEVEL I: BEHAVIOR OFFENSES

Possession of Items or Materials That Are Inappropriate for An Educational Setting
Non-SESIR Incident

SCM Code 1A

Possession of items or materials that do not support or disrupt the learning environment and may cause a distraction to others.



NON-SESIR Incident

CORRECTIVE ACTIONS: Level I

Select **Level I Corrective Strategies** to administer for this COSC incident.

- Mandatory Corrective Strategies**
 - Parent/Guardian Contact (C6)**
 - Student Conference (C7)**
- NOT ELIGIBLE for Out-of-School (Outdoor) Suspension**

REPORTING REQUIREMENTS:

- Utilize a SCM Referral Form and ENTER the incident into the Student Case Management System in DSIS.

Repeated Use of Profane or Crude Language Not Directed at a Person or Group of People
Non-SESIR Incident

SCM Code 1C

Using profane or crude language means saying words or expressions that are considered vulgar, disrespectful, indecent offensive, or socially inappropriate and not suitable for a school environment. It can also be considered swearing or cursing.



NON-SESIR Incident

CORRECTIVE ACTIONS: Level I

Select **Level I Corrective Strategies** to administer for this COSC incident.

- Mandatory Corrective Strategies**
 - Parent/Guardian Contact (C6)**
 - Student Conference (C7)**
- NOT ELIGIBLE for Out-of-School (Outdoor) Suspension**

REPORTING REQUIREMENTS:

- Utilize a SCM Referral Form and ENTER the incident into the Student Case Management System in DSIS.



LEVEL I: BEHAVIOR OFFENSES

Unauthorized Location
Non-SESIR Incident

Willfully entering an area of the campus that is not on a student’s assigned schedule, other than a common resource area, without permission. These areas include but are not limited to athletic facilities, classrooms, offices, and restrooms/changing facilities to which the student is not assigned. A student violates this section if the student willfully enters a restroom or changing facility designated for the opposite sex on the District’s premises and refuses to depart when asked to do so by any instructional personnel, administrative personnel, or a safe-school officer. (F.S. 553.865(9)(a)).

SCM Code

17



NON-SESIR Incident

CORRECTIVE ACTIONS: Level I

Select **Level I Corrective Strategies** to administer for this COSC incident.

- Mandatory Corrective Strategies**
 - Parent/Guardian Contact (C6)**
 - Student Conference (C7)**
- NOT ELIGIBLE for Out-of-School (Outdoor) Suspension**

REPORTING REQUIREMENTS:

- Utilize a SCM Referral Form and ENTER the incident into the Student Case Management System in DSIS.



LEVEL I: BEHAVIOR OFFENSES

Unauthorized Use of Wireless Communication Device
Non-SESIR Incident

Using a wireless communication device inappropriately or without authorization. See School Board Policy 7540.03, *Student Responsible Use of Technology, Social Media, and District Network Systems & Internet Safety*.

Note: Other inappropriate uses of wireless communication devices that interfere with safety-to-life issues or that result in other major disruptions may be addressed by utilizing another behavior defined in Levels II–V of the Code of Student Conduct.

SCM Code 13

NON-SESIR Incident

CORRECTIVE ACTIONS: Level I

- Select **Level I Corrective Strategies** to administer for this COSC incident.
- Mandatory Corrective Strategies**
 - Parent/Guardian Contact (C6)**
 - Student Conference (C7)**
 - NOT ELIGIBLE for Out-of-School (Outdoor) Suspension**

REPORTING REQUIREMENTS:

- Utilize a SCM Referral Form and ENTER the incident into the Student Case Management System in DSIS.



LEVEL I: BEHAVIOR OFFENSES

Violation of Dress Code
Non-SESIR Incident

SCM Code **16**

Students, while on school grounds during the regular school day, must refrain from wearing clothing that (a) exposes underwear or body parts in an indecent or vulgar manner, or (b) disrupts the orderly learning environment. Any student who violates School Board Policy 5511, *Dress Code and School Uniforms*, is subject to the following disciplinary actions:

First (1) Offense: a student shall be given a verbal warning, and the school principal shall call the student’s parent or guardian.

Second (2) Offense: the student is ineligible to participate in any extracurricular activity for a period of time not to exceed 5 days and the school principal shall meet with the student’s parent or guardian.

Third (3) or Subsequent Offense(s): the student is ineligible to participate in any extracurricular activity for a period not to exceed 30 days, and the school principal shall call the student’s parent or guardian and advise them about their child’s ineligibility to participate in extracurricular activities.

 **NON-SESIR Incident**

- CORRECTIVE ACTIONS: Level I**
- Select **Level I Corrective Strategies** to administer for this COSC incident.
- Mandatory Corrective Strategies**
 - Parent/Guardian Contact (C6)**
 - Student Conference (C7)**
 - NOT ELIGIBLE for Out-of-School (Outdoor) Suspension**

- REPORTING REQUIREMENTS:**
- Utilize a SCM Referral Form and ENTER the incident into the Student Case Management System in DSIS.



LEVEL I: CORRECTIVE STRATEGIES

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. Parent/Guardian Contact* 2. Student Conference* 3. Student, Parents/Guardians/Staff Conference 4. Behavior Plan 5. Student Contract 6. Participation in a Counseling Session Related to Infraction 7. Refer to Outside Agency/Provider 8. Peer Mediation 9. Reprimand | <ol style="list-style-type: none"> 10. Detention or Other Board-Approved In-School Program 11. Proactive Approach to Discipline (PAD) (District-Approved Schools) 12. Student Court (District-Approved Schools) 13. Confiscation of Wireless Communication Devices 14. Revocation of the Right to Participate in Social and/or Extracurricular Activities 15. Loss of Bus Privileges Up to 10 Days 16. Replacement or Payment of Any Damaged Property 17. School Center for Special Instruction (SCSI) or Other Alternative Education Setting (AES) at the School (1-5 days) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

*Mandatory Corrective Strategies

LEVEL I: CORRECTIVE STRATEGIES SCM CODES

| | |
|-----------|-------------------------------------------------------------|
| C6 | Parent/Guardian Contact |
| C7 | Student Conference* |
| CT | Student, Parents/Guardians/Staff Conference |
| BP | Behavior Plan |
| P2 | Student Contract |
| HI | Participation in a Counseling Session Related to Infraction |
| CI | Refer to Outside Agency/Provider |
| PM | Peer Mediation |
| R9 | Reprimand |

| | |
|-----------|--------------------------------------------------------------------------------------------------------------------|
| D2 | Detention or Other Board-Approved In-School Program |
| RJ | Proactive Approach to Discipline (PAD) (District-Approved Schools) |
| TC | Student Court (District-Approved Schools) |
| CE | Confiscation of Wireless Communication Devices |
| RR | Revocation of the Right to Participate in Social and/or Extracurricular Activities |
| D1 | Loss of Bus Privileges Up to 10 Days |
| RA | Replacement or Payment of Any Damaged Property |
| SU | School Center for Special Instruction (SCSI) or Other Alternative Education Setting (AES) at the School (1-5 days) |



Level II: Discipline Response Code

At-A-Glance

| Behavior | Corrective Strategies |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <input type="checkbox"/> Cheating (26) <input type="checkbox"/> Confrontation with a Staff Member (2A) <input type="checkbox"/> Creating, Recruiting or Joining Clubs or Groups NOT Approved by the School Board (24) <input type="checkbox"/> Defiance of School Personnel (20) <input type="checkbox"/> Distribution of Items or Materials That Are Inappropriate for an Educational Setting (2B) <input type="checkbox"/> Failure to Comply with Previously Correctional Strategies (2C) <input type="checkbox"/> Harassment (Non-Civil Rights) SESIR (HAR) <input type="checkbox"/> Instigative Behavior (2P) <input type="checkbox"/> Larceny/Petit Theft (Under \$750) (2J) <input type="checkbox"/> Leaving School Grounds Without Permission (2G) <input type="checkbox"/> Libel (2I) <input type="checkbox"/> Physical Altercation (2E) <input type="checkbox"/> Possession, Use, Distribution, Sale or Purchase of Alcoholic Beverages SESIR (ALC) <input type="checkbox"/> Possession, Use, Distribution, Sale or Purchase of Tobacco Products or Smoking/Vaping Devices SESIR (TBC) <input type="checkbox"/> Prohibited Sales on School Grounds (Other than Controlled Substances) (2L) <input type="checkbox"/> Slander (2M) <input type="checkbox"/> Use of Profane or Provocative Language Directed at Someone (2K) <input type="checkbox"/> Vandalism Less than \$1,000 (2N) | <ol style="list-style-type: none"> 1. Parent/Guardian Contact * (C6) 2. Student Conference* (C7) 3. Any Corrective Strategies from Level I 4. Participation in Counseling Session Related to Infraction (HI) 5. Refer to Outside Agency/Provider (C1) 6. School-Based Program that Focuses on Modifying the Student's Inappropriate Behavior or Promotes Positive Behavior (MB) 7. Refer to Tobacco/Vaping Cessation Program (??) 8. Proactive Approach to Discipline (PAD) (District-Approved Schools) (RJ) 9. Student Court School-Based Program (District-Approved Schools) (7C) 10. Assignment to an Alternative Educational Setting at the Student's Currently Assigned School (RB) <p>*Mandatory Corrective Strategies</p> |



Level II: Discipline Response Code

LEVEL II behavior offenses are more serious than Level I because they significantly interfere with learning and/or the well-being of others.

LEVEL II: BEHAVIOR OFFENSES

Cheating
Non-SESIR Incident

SCM Code **26**

Cheating: Level II-Behavior

Using answers from an unauthorized person, unauthorized sources, or artificial intelligence (AI) tools to receive credit for schoolwork. Some examples include:

- Looking at someone else's paper
- Copying from your notebook when you are supposed to use only your memory.
- Copying someone else's homework because you did not complete yours
- Using AI tools to generate answers or complete assignments without proper citation or permission from the teacher.

Example: The teacher accused him of cheating when she found answers to the test written on his desk.

Plagiarism:

Plagiarism is a form of cheating that occurs when you present another person's words or ideas as your own without giving the originator credit for the information. This includes using AI tools to generate content without proper citation. Some common examples of plagiarism are:

- Copying information from a book, AI tool, or website without using quotation marks and without including a bibliography at the end of the assignment listing the sources used.
- Paraphrasing information from another source without giving credit to the original author.

All information in academic assignments that is not common knowledge must be cited and documented. An example of common knowledge is "Miami is a city in Florida."

Example: She plagiarized the information in her report by not giving credit to the author for his ideas.

 **NON-SESIR Incident**

CORRECTIVE ACTIONS: Level II

Select **Level II Corrective Strategies to administer for this COSC incident**, administrators can also utilize corrective strategies from the previous Level I..

- Mandatory Corrective Strategies**
 - Parent/Guardian Contact (C6)**
 - Student Conference (C7)**
- NOT ELIGIBLE for Out-of-School (Outdoor) Suspension**

REPORTING REQUIREMENTS:

- Utilize a SCM Referral Form and ENTER the incident into the Student Case Management System in DSIS.



LEVEL II: BEHAVIOR OFFENSES

Confrontation with a Staff Member (Inappropriately)
Non-SESIR Incident

SCM Code 2A

Communicating inappropriately with a staff member in a confrontational manner that would be considered disrespectful (e.g., yelling, cursing, refusing to disengage, etc.).

 **NON-SESIR Incident**

CORRECTIVE ACTIONS: Level II

Select **Level II Corrective Strategies** to administer for this COSC incident, administrators can also utilize corrective strategies from the previous Level I..

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

NOT ELIGIBLE for Out-of-School (Outdoor) Suspension

REPORTING REQUIREMENTS:

Utilize a SCM Referral Form and ENTER the incident into the Student Case Management System in DSIS.

Creating, Recruiting For, or Joining Clubs or Groups NOT Approved by the School District
Non-SESIR Incident

SCM Code 2H

Clubs and groups are subject to approval and oversight to ensure they align with the school's policies, values, and safety standards. Creating, recruiting for, or joining clubs that haven't received approval may be considered a violation of school rules. Such unauthorized groups might lack the necessary supervision, adherence to safety guidelines, or alignment with the educational objectives set by the school.

 **NON-SESIR Incident**

CORRECTIVE ACTIONS: Level II

Select **Level II Corrective Strategies** to administer for this COSC incident, administrators can also utilize corrective strategies from the previous Level I..

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

NOT ELIGIBLE for Out-of-School (Outdoor) Suspension

REPORTING REQUIREMENTS:

Utilize a SCM Referral Form and ENTER the incident into the Student Case Management System in DSIS.




LEVEL II: BEHAVIOR OFFENSES

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| <p>Defiance of School Personnel Non-SESIR Incident</p> <div style="background-color: #003366; color: white; padding: 5px; display: flex; justify-content: space-between; align-items: center;"> SCM Code 20 </div> | <p>Defiance of school personnel refers to the intentional and deliberate refusal to comply with the instructions, rules, or authority of individuals employed by a school, contractors, volunteers, or school officials. Defiance can also include openly disregarding directives, challenging the authority of teachers or school administrators, and engaging in disruptive or insubordinate conduct.</p> <div style="border: 2px solid #f4a460; padding: 10px; margin: 10px 0;"> NON-SESIR Incident </div> <div style="background-color: #003366; color: white; padding: 5px; margin-bottom: 5px;">CORRECTIVE ACTIONS: Level II</div> <p>Select Level II Corrective Strategies to administer for this COSC incident, administrators can also utilize corrective strategies from the previous Level I..</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mandatory Corrective Strategies <ul style="list-style-type: none"> <input type="radio"/> Parent/Guardian Contact (C6) <input type="radio"/> Student Conference (C7) <input type="checkbox"/> NOT ELIGIBLE for Out-of-School (Outdoor) Suspension <div style="background-color: #003366; color: white; padding: 5px; margin-bottom: 5px;">REPORTING REQUIREMENTS:</div> <p><input type="checkbox"/> Utilize a SCM Referral Form and ENTER the incident into the Student Case Management System in DSIS.</p> |
| <p>Distribution of Items or Materials That Are Inappropriate for an Educational Setting Non-SESIR Incident</p> <div style="background-color: #003366; color: white; padding: 5px; display: flex; justify-content: space-between; align-items: center;"> SCM Code 2B </div> | <p>Giving out, sharing, dispensing materials not appropriate to the educational setting to others in a manner that results in substantial disruption.</p> <div style="border: 2px solid #f4a460; padding: 10px; margin: 10px 0;"> NON-SESIR Incident </div> <div style="background-color: #003366; color: white; padding: 5px; margin-bottom: 5px;">CORRECTIVE ACTIONS: Level II</div> <p>Select Level II Corrective Strategies to administer for this COSC incident, administrators can also utilize corrective strategies from the previous Level I..</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mandatory Corrective Strategies <ul style="list-style-type: none"> <input type="radio"/> Parent/Guardian Contact (C6) <input type="radio"/> Student Conference (C7) <input type="checkbox"/> NOT ELIGIBLE for Out-of-School (Outdoor) Suspension <div style="background-color: #003366; color: white; padding: 5px; margin-bottom: 5px;">REPORTING REQUIREMENTS:</div> <p><input type="checkbox"/> Utilize a SCM Referral Form and ENTER the incident into the Student Case Management System in DSIS.</p> |



LEVEL II: BEHAVIOR OFFENSES

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| <p>Failure to Comply with Previously Prescribed Correctional Strategies</p> <p style="background-color: yellow;">Non-SESIR Incident</p> <div style="border: 1px solid #003366; padding: 5px; margin-top: 10px;"> <p>SCM Code 2C</p> </div> | <p>Being assigned a Correctional Strategy based on a violation of the Code of Student Conduct and failing to comply or follow-through with the assigned strategy.</p> <div style="border: 2px solid orange; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"> NON-SESIR Incident</p> </div> <div style="background-color: #003366; color: white; padding: 5px; margin-bottom: 5px;">CORRECTIVE ACTIONS: Level II</div> <p>Select Level II Corrective Strategies to administer for this COSC incident, administrators can also utilize corrective strategies from the previous Level I..</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mandatory Corrective Strategies <ul style="list-style-type: none"> <input type="radio"/> Parent/Guardian Contact (C6) <input type="radio"/> Student Conference (C7) <input type="checkbox"/> NOT ELIGIBLE for Out-of-School (Outdoor) Suspension <div style="background-color: #003366; color: white; padding: 5px; margin-bottom: 5px;">REPORTING REQUIREMENTS:</div> <ul style="list-style-type: none"> <input type="checkbox"/> Utilize a SCM Referral Form and ENTER the incident into the Student Case Management System in DSIS. |
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LEVEL II: BEHAVIOR OFFENSES

Harassment ((Non-Civil Rights) SESIR Incident

SESIR Code HAR

Conduct directed at a person that causes him/her to feel intimidated or verbally, mentally, or emotionally abused, or that causes him/her substantial emotional distress, in addition to any threatening, insulting or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct that:

- 1) Places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property;
- 2) Has the effect of substantially interfering with a student’s educational performance, opportunities, or benefits; or
- 3) Has the effect of substantially disrupting the orderly operation of a school, including any course of conduct directed at a specific person that causes substantial emotional distress in such person and serves no legitimate purpose.

Note: Repeated Harassment is Bullying.

SESIR Incident (Harassment) SESIR CODE: HAR

SESIR LINK: [Harassment](#)

CORRECTIVE ACTIONS: Level II

Select **Level II Corrective Strategies** to administer for this COSC/SESIR incident, administrators can also utilize corrective strategies from the previous Level I.

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

- NOT ELIGIBLE for Out-of-School (Outdoor) Suspension**

| SCM CODE | SPECIAL NOTE |
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| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

REPORTING REQUIREMENTS: SESIR INCIDENT

1. Utilize a SCM Referral Form to capture the details of the incident.
2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
3. Once a SESIR # is generated, handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.

To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.



LEVEL II: BEHAVIOR OFFENSES

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| <p>Instigative Behavior Non-SESIR Incident</p> <p>SCM Code 2P</p> | <p>Instigative behavior refers to actions or conduct that intentionally provokes, encourages, or initiates a negative or conflictual situation. Individuals engaging in instigative behavior may aim to create tension, disputes, or disturbances among others. This behavior often involves manipulating circumstances, making provocative statements, or deliberately fostering disagreement among people.</p> <div style="border: 1px solid orange; padding: 5px; margin: 10px 0;"> NON-SESIR Incident </div> <div style="background-color: #003366; color: white; padding: 2px;">CORRECTIVE ACTIONS: Level II</div> <p>Select Level II Corrective Strategies to administer for this COSC incident, administrators can also utilize corrective strategies from the previous Level I..</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mandatory Corrective Strategies <ul style="list-style-type: none"> ○ Parent/Guardian Contact (C6) ○ Student Conference (C7) <input type="checkbox"/> NOT ELIGIBLE for Out-of-School (Outdoor) Suspension <div style="background-color: #003366; color: white; padding: 2px;">REPORTING REQUIREMENTS:</div> <ul style="list-style-type: none"> <input type="checkbox"/> Utilize a SCM Referral Form and ENTER the incident into the Student Case Management System in DSIS. |
| <p>Larceny/Petit Theft (under \$750) Non-SESIR Incident</p> <p>SCM Code 2J</p> | <p>The unauthorized taking, carrying, riding away with, or concealing the property of another person, including motor vehicles, without threat, violence, or bodily harm.</p> <div style="border: 1px solid orange; padding: 5px; margin: 10px 0;"> NON-SESIR Incident </div> <div style="background-color: #003366; color: white; padding: 2px;">CORRECTIVE ACTIONS: Level II</div> <p>Select Level II Corrective Strategies to administer for this COSC incident, administrators can also utilize corrective strategies from the previous Level I..</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mandatory Corrective Strategies <ul style="list-style-type: none"> ○ Parent/Guardian Contact (C6) ○ Student Conference (C7) <input type="checkbox"/> NOT ELIGIBLE for Out-of-School (Outdoor) Suspension <div style="background-color: #003366; color: white; padding: 2px;">REPORTING REQUIREMENTS:</div> <ul style="list-style-type: none"> <input type="checkbox"/> Utilize a SCM Referral Form and ENTER the incident into the Student Case Management System in DSIS. |



LEVEL II: BEHAVIOR OFFENSES

Leaving School without Permission
Non-SESIR Incident

SCM Code **2G**

The act of a student departing from the designated school premises, school sponsored transportation, or school-sponsored event without obtaining proper authorization from school authorities.

 **NON-SESIR Incident**

CORRECTIVE ACTIONS: Level II
 Select **Level II Corrective Strategies** to administer for this COSC incident, administrators can also utilize corrective strategies from the previous Level I..

- Mandatory Corrective Strategies**
 - Parent/Guardian Contact (C6)**
 - Student Conference (C7)**
- NOT ELIGIBLE for Out-of-School (Outdoor) Suspension**

REPORTING REQUIREMENTS:

- Utilize a SCM Referral Form and ENTER the incident into the Student Case Management System in DSIS.

Libel (Non-Employee)
Non-SESIR Incident

SCM Code **2I**

Special Note: This a 2i not the number 21.

Libel is a form of written or printed (e.g. picture, sign, or any other form of print) defamatory communication that harms the reputation of an individual, group, business, or other entity. It involves the publication or transmission of false statements or information that can damage the subject's character, reputation, or standing in the community.

 **NON-SESIR Incident**

CORRECTIVE ACTIONS: Level II
 Select **Level II Corrective Strategies** to administer for this COSC incident, administrators can also utilize corrective strategies from the previous Level I..

- Mandatory Corrective Strategies**
 - Parent/Guardian Contact (C6)**
 - Student Conference (C7)**
- NOT ELIGIBLE for Out-of-School (Outdoor) Suspension**

REPORTING REQUIREMENTS:

- Utilize a SCM Referral Form and ENTER the incident into the Student Case Management System in DSIS.



LEVEL II: BEHAVIOR OFFENSES

Physical Altercation
Non-SESIR Incident

SCM Code **2E**

Physical contact, including but not limited to pushing and shoving, between two or more individuals mutually engaged, which stops without physical intervention and does not lead to the participants or others being injured. This does not apply to instances of self-defense, which will be determined on a case-by-case basis.

NON-SESIR Incident

CORRECTIVE ACTIONS: Level II

Select **Level II Corrective Strategies** to administer for this COSC incident, administrators can also utilize corrective strategies from the previous Level I..

- Mandatory Corrective Strategies**
 - Parent/Guardian Contact (C6)**
 - Student Conference (C7)**
- NOT ELIGIBLE for Out-of-School (Outdoor) Suspension**

REPORTING REQUIREMENTS:

- Utilize a SCM Referral Form and ENTER the incident into the Student Case Management System in DSIS.




LEVEL II: BEHAVIOR OFFENSES

Possession, Use, Distribution, Sale or Purchase of Alcoholic Beverages
SESIR Incident

SESIR Code **ALC**

Possession, sale, purchase, distribution, or use of alcoholic beverages. Use means the person is caught in the act of using, admits using, or is discovered to have used in the course of an investigation.

Alcohol is a mind-altering or mood-altering beverage, including but not limited to beer, wine, wine coolers, vodka coolers, liquors, etc. Possession, sale, purchase, use, or distribution of alcohol will result in corrective actions at school and may lead to arrest and criminal penalties.

 **SESIR Incident (Alcohol) SESIR CODE: ALC**

SESIR LINK: [Alcohol](#)

CORRECTIVE ACTIONS: Level II

Select **Level II Corrective Strategies** to administer for this COSC/SESIR incident, administrators can also utilize corrective strategies from the previous Level I.

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**
- NOT ELIGIBLE for Out-of-School (Outdoor) Suspension**

| SCM CODE | SPECIAL NOTE |
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| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

REPORTING REQUIREMENTS: SESIR INCIDENT

1. Utilize a SCM Referral Form to capture the details of the incident.
2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
3. Once a SESIR # is generated, handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.

To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.



LEVEL II: BEHAVIOR OFFENSES

Possession, Use, Distribution, Sale, or Purchase Tobacco Products or Smoking/Vaping Devices
SESIR Incident

The possession, use, distribution, sale, or purchase of tobacco or nicotine products on school grounds, at school-sponsored events, or on school transportation by any person under the age of 21.

All uses of tobacco, including cigars, cigarettes, pipe tobacco, chewing tobacco, snuff, nicotine dispensing devices, electronic cigarettes, vaping smoking devices, any other matter or substances containing tobacco or nicotine, including any product designed or manufactured to imitate any of these products regardless of whether it contains tobacco or nicotine, and the possession of papers used to roll cigarettes.

SESIR Code TBC


SESIR Incident (Tobacco) – SESIR CODE: TBC

SESIR LINK: [Tobacco](#)

CORRECTIVE ACTIONS: Level II

Select **Level II Corrective Strategies** to administer for this COSC/SESIR incident, administrators can also utilize corrective strategies from the previous Level I.

- Mandatory Corrective Strategies**
 - Parent/Guardian Contact (C6)**
 - Student Conference (C7)**
- NOT ELIGIBLE for Out-of-School (Outdoor) Suspension**



| SCM CODE | SPECIAL NOTE |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

REPORTING REQUIREMENTS: SESIR INCIDENT

4. Utilize a SCM Referral Form to capture the details of the incident.
5. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
6. Once a SESIR # is generated, handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.

To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.



| LEVEL II: BEHAVIOR OFFENSES | |
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| <p>Prohibited Sales on School Grounds (Other Than Controlled Substances) Non-SESIR Incident</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>SCM Code 2L</p> </div> | <p>Prohibited sales on school grounds (other than illegal items, substances, or activities) refers to the act of selling items or engaging in entrepreneurial transactions within the school premises. This includes a range of activities, including the sale of goods, services, unauthorized fundraising, or any exchange of items for money, without proper authorization.</p> <div style="border: 1px solid orange; padding: 5px; margin: 10px 0;"> <p style="text-align: center;"> NON-SESIR Incident</p> </div> <div style="background-color: #003366; color: white; padding: 2px;">CORRECTIVE ACTIONS: Level II</div> <p>Select Level II Corrective Strategies to administer for this COSC incident, administrators can also utilize corrective strategies from the previous Level I.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mandatory Corrective Strategies <ul style="list-style-type: none"> ○ Parent/Guardian Contact (C6) ○ Student Conference (C7) <input type="checkbox"/> NOT ELIGIBLE for Out-of-School (Outdoor) Suspension <div style="background-color: #003366; color: white; padding: 2px;">REPORTING REQUIREMENTS:</div> <p><input type="checkbox"/> Utilize a SCM Referral Form and ENTER the incident into the Student Case Management System in DSIS.</p> |
| <p>Slander Non-SESIR Incident</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>SCM Code 2M</p> </div> | <p>Slander is a form of oral defamatory communication that harms the reputation of an individual, group, business, or other entity. It involves the transmission of false statements or information that can damage the subject's character, reputation, or standing in the community.</p> <div style="border: 1px solid orange; padding: 5px; margin: 10px 0;"> <p style="text-align: center;"> NON-SESIR Incident</p> </div> <div style="background-color: #003366; color: white; padding: 2px;">CORRECTIVE ACTIONS: Level II</div> <p>Select Level II Corrective Strategies to administer for this COSC incident, administrators can also utilize corrective strategies from the previous Level I.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mandatory Corrective Strategies <ul style="list-style-type: none"> ○ Parent/Guardian Contact (C6) ○ Student Conference (C7) <input type="checkbox"/> NOT ELIGIBLE for Out-of-School (Outdoor) Suspension <div style="background-color: #003366; color: white; padding: 2px;">REPORTING REQUIREMENTS:</div> <p><input type="checkbox"/> Utilize a SCM Referral Form and ENTER the incident into the Student Case Management System in DSIS.</p> |



LEVEL II: BEHAVIOR OFFENSES

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| <p>Use of Profane or Provocative Language Directed at Someone Non-SESIR Incident</p> <div style="border: 1px solid #003366; padding: 5px; margin-top: 10px;"> <p>SCM Code 2K</p> </div> | <p>Using profane or crude language means saying words or expressions that are considered vulgar, disrespectful, indecent offensive, or socially inappropriate that are directed at a person or group of people. It can also be considered swearing or cursing.</p> <div style="border: 1px solid #FFA500; padding: 5px; margin-top: 10px; text-align: center;"> NON-SESIR Incident </div> <div style="background-color: #003366; color: white; padding: 5px; margin-top: 10px;"> <p>CORRECTIVE ACTIONS: Level II</p> <p>Select Level II Corrective Strategies to administer for this COSC incident, administrators can also utilize corrective strategies from the previous Level I.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mandatory Corrective Strategies <ul style="list-style-type: none"> ○ Parent/Guardian Contact (C6) ○ Student Conference (C7) <input type="checkbox"/> NOT ELIGIBLE for Out-of-School (Outdoor) Suspension </div> <div style="background-color: #003366; color: white; padding: 5px; margin-top: 10px;"> <p>REPORTING REQUIREMENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilize a SCM Referral Form and ENTER the incident into the Student Case Management System in DSIS. </div> |
| <p>Vandalism Less Than \$1,000 Non-SESIR Incident</p> <div style="border: 1px solid #003366; padding: 5px; margin-top: 10px;"> <p>SCM Code 2N</p> </div> | <p>The intentional destruction, damage, or defacement of public or private/personal property without consent of the owner or the person having custody or control of it resulting in damages under \$1,000.</p> <div style="border: 1px solid #FFA500; padding: 5px; margin-top: 10px; text-align: center;"> NON-SESIR Incident </div> <div style="background-color: #003366; color: white; padding: 5px; margin-top: 10px;"> <p>CORRECTIVE ACTIONS: Level II</p> <p>Select Level II Corrective Strategies to administer for this COSC incident, administrators can also utilize corrective strategies from the previous Level I.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mandatory Corrective Strategies <ul style="list-style-type: none"> ○ Parent/Guardian Contact (C6) ○ Student Conference (C7) <input type="checkbox"/> NOT ELIGIBLE for Out-of-School (Outdoor) Suspension </div> <div style="background-color: #003366; color: white; padding: 5px; margin-top: 10px;"> <p>REPORTING REQUIREMENTS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilize a SCM Referral Form and ENTER the incident into the Student Case Management System in DSIS. </div> |



LEVEL II: CORRECTIVE STRATEGIES

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| <ol style="list-style-type: none"> 1. Parent/Guardian Contact* 2. Student Conference* 3. Any Corrective Strategies from Level I 4. Participation in a Counseling Session Related to Infraction 5. Refer to Outside Agency/Provider 6. School-Based Program That Focuses on Modifying the Student's Inappropriate Behavior or Promotes Positive Behavior | <ol style="list-style-type: none"> 7. Refer to Tobacco/Vaping Cessation Program 8. Proactive Approach to Discipline (PAD) (District-Approved Schools) 9. Student Court (District-Approved Schools) 10. Assignment to an Alternative Educational Setting at the Student's Currently Assigned School |
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- *Mandatory Corrective Strategies**

LEVEL II: CORRECTIVE STRATEGIES SCM CODES

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| C6 | Parent/Guardian Contact |
| C7 | Student Conference* |
| HI | Participation in a Counseling Session Related to Infraction |
| C1 | Refer to Outside Agency/Provider |
| MB | School-Based Program That Focuses on Modifying the Student's Inappropriate Behavior or Promotes Positive Behavior |

- | | |
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| AB | Refer to Tobacco/Vaping Cessation Program |
| AE | Proactive Approach to Discipline (PAD) (District-Approved Schools) |
| TC | Student Court (District-Approved Schools) |
| RB | Assignment to an Alternative Educational Setting at the Student's Currently Assigned School |



Level III: Discipline Response Code

At-A-Glance

| Behavior | Corrective Strategies |
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| <input type="checkbox"/> Breaking and Entering/Burglary SESIR (BRK) | <ol style="list-style-type: none"> 1. Parent/Guardian Contact * (C6) 2. Student Conference* (C7) 3. Any Corrective Strategies from Level I and Level II 4. Assignment to an Alternative Educational Setting (1-10 Days) (NO LONGER USED) 5. Permanent Removal from Class and Reassignment to Different Class (Placement Review Committee Decision Required) (RM) 6. Suspension (RO) 7. Recommendation for an Administrative Assignment or Expulsion (E5) <p>*Mandatory Corrective Strategies</p> |
| <input type="checkbox"/> Bullying (Repeated Harassment) SESIR (BUL) | |
| <input type="checkbox"/> Criminal Mischief (Felony Vandalism) (Over \$1000) SESIR (VAN) | |
| <input type="checkbox"/> Disruption on Campus or Any School/District property, Including School-Sponsored Transportation or Any School/District-Sponsored Activity or Function (Major) SESIR (DOC) | |
| <input type="checkbox"/> False Activation of a Fire Alarm System SESIR (DOC) | |
| <input type="checkbox"/> Fighting SESIR (FIT) | |
| <input type="checkbox"/> Forgery (Written Misrepresentation) SESIR (OMC) | |
| <input type="checkbox"/> Gambling SESIR (OMC) | |
| <input type="checkbox"/> Discrimination/Harassment (Civil Rights) SESIR (HAR) | |
| <input type="checkbox"/> Hazing (Misdemeanor) SESIR (HAZ) | |
| <input type="checkbox"/> Improper Activation of a Fire Extinguisher SESIR (DOC) OR (OMC) | |
| <input type="checkbox"/> Other Dangerous Objects SCM (3Z) | |
| <input type="checkbox"/> Other Major Incidents SESIR (OMC) | |
| <input type="checkbox"/> Simulating a Weapon or Firearm While Playing SESIR (DOC) OR (OMC) OR (PHA) OR (TRE) | |
| <input type="checkbox"/> Possession or Use of Unauthorized Over-the-Counter Medications, Drug Paraphernalia, Controlled Substances and/or Anything That Alters Mood or Is Used for Mood Altering SESIR (DRU) | |
| <input type="checkbox"/> Sexting (Category 1) SESIR (OMC) | |
| <input type="checkbox"/> Sexual Harassment SESIR (SXA) | |
| <input type="checkbox"/> Sexual Offenses (Other) SESIR (SXO) | |
| <input type="checkbox"/> Technology and Computer Related Offenses (Category 1) SCM (39) | |
| <input type="checkbox"/> Threat/Intimidation Against any Student or Individual who is not an Official Employee or Employee under F.S. 784.081 SESIR (TRE) | |
| <input type="checkbox"/> Trespassing SESIR (TRS) | |



Level III: Discipline Response Code


LEVEL III behavior offenses are more serious than Level II because they endanger health and safety, damage property, and/or cause serious disruptions to the learning environment.

LEVEL III: OFFENSES

Breaking and Entering/Burglary
SESIR Incident

| | |
|-------------------|-----|
| SESIR CODE | BRK |
|-------------------|-----|

Unlawful entry into or remaining in a dwelling, structure, or conveyance with the intent to commit a crime therein.



Reported to Law Enforcement

SESIR Incident (Burglary) SESIR CODE: **BRK**

SESIR LINK: [Breaking and Entering/Burglary](#)

CORRECTIVE ACTIONS: Level III

Select **Level III Corrective Strategies to administer for this COSC/SESIR incident**, administrators can also utilize corrective strategies from previous **Level I, and II.**

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

REPORTING REQUIREMENTS: SESIR INCIDENT

1. Utilize a SCM Referral Form to capture the details of the incident.
2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
3. Once a SESIR # is generated, **handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.**

To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.



ADMINISTRATIVE GUIDE Code of Student Conduct

Bullying (Repeated Harassment)

SESIR Incident

SESIR CODE

BUL

Systematically and chronically inflicting physical hurt or psychological distress on one or more students or school employees. Bullying includes instances of cyberbullying, as defined in Section 1006.147 (3)(b), F.S. Bullying may include, but is not limited to, repetitive instances of teasing, social exclusion, threats, intimidation, stalking, physical humiliation, or destruction of property. See also School Board Policy 5517.01, *Bullying and Harassment*.



Law Enforcement Consultation Not Required OR



Reported to Law Enforcement when Bullying involves protected categories or is Hate-Crime related



Consult with the Charter School's Office of Civil Rights Compliance when bullying involves protected categories or is Hate-Crime related



SESIR Incident (Bullying) SESIR CODE: BUL

SESIR LINK: [Bullying](#)

CORRECTIVE ACTIONS: Level III

Select **Level III Corrective Strategies** to administer for this **COSC/SESIR incident**, administrators can also utilize corrective strategies from previous **Level I, and II**.

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

| SCM Code | Student Service Code Description |
|-----------|------------------------------------------|
| HN | Hope Scholarship Notification (Required) |

REPORTING REQUIREMENTS: SESIR INCIDENT

1. Utilize a SCM Referral Form to capture the details of the incident.
2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
3. Once a SESIR # is generated, handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.

To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.




LEVEL III: OFFENSES

Criminal Mischief (Felony Vandalism) (Over \$1000)
SESIR Incident

| | |
|-------------------|-----|
| SESIR CODE | VAN |
|-------------------|-----|

Criminal Mischief (Felony Vandalism - \$1,000 threshold): Willfully and maliciously injuring or damaging by any means any real or personal property belonging to another, including, but not limited to, the placement of graffiti thereon or other acts of vandalism thereto.

| | |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
|  | <p>Reported to Law Enforcement</p> <p>SESIR Incident (Criminal Mischief) SESIR CODE: VAN</p> |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|

SESIR LINK: [Criminal Mischief](#)

CORRECTIVE ACTIONS: Level III

Select **Level III Corrective Strategies** to administer for this **COSC/SESIR incident**, administrators can also utilize corrective strategies from previous **Level I, and II.**

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

REPORTING REQUIREMENTS: SESIR INCIDENT

1. Utilize a SCM Referral Form to capture the details of the incident.
2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
3. Once a SESIR # is generated, **handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.**

To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.



LEVEL III: OFFENSES

Disruption on Campus or Any School/District property, Including School-Sponsored Transportation or Any School/District-Sponsored Activity or Function (Major)

SESIR Incident

| | |
|------------|------------|
| SESIR CODE | DOC |
|------------|------------|

Disruptive behavior that poses a serious threat to the learning environment, health, safety, or welfare of others.

Note: Do not use this code for students defying authority, disobeying, or showing disrespect to others, using inappropriate language or gestures, or classroom disruption.



Reported to Law Enforcement

SESIR Incident (Disruption on Campus) **SESIR CODE:**
DOC

SESIR LINK: [Disruption on Campus-Major](#)

CORRECTIVE ACTIONS: Level III

Select **Level III Corrective Strategies to administer for this COSC/SESIR incident**, administrators can also utilize corrective strategies from previous **Level I, and II.**

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

REPORTING REQUIREMENTS: SESIR INCIDENT

1. Utilize a SCM Referral Form to capture the details of the incident.
2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
3. Once a SESIR # is generated, handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.

To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.



LEVEL III: OFFENSES

False Activation of a Fire Alarm System

SESIR Incident

| | |
|------------|------------|
| SESIR CODE | DOC |
|------------|------------|

Any action that causes people to believe that there is a fire or threat of a fire when there is not.



Reported to Law Enforcement

SESIR Incident (**Disruption on Campus**) SESIR CODE:
DOC

SESIR LINK: [Disruption on Campus-Major](#)

CORRECTIVE ACTIONS: Level III

Select **Level III Corrective Strategies** to administer for this COSC/SESIR incident, administrators can also utilize corrective strategies from previous Level I, and II.

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

REPORTING REQUIREMENTS: SESIR INCIDENT

1. Utilize a SCM Referral Form to capture the details of the incident.
2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
3. Once a SESIR # is generated, handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.

To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.



LEVEL III: OFFENSES

Fighting

SESIR Incident

**SESIR
CODE**

FIT

When two or more persons mutually participate in the use of force or physical violence that either:

- 1) Requires physical intervention; or
- 2) Results in injury requiring first aid or medical attention.

This does not apply to instances of self-defense, which will be determined on a case-by-case basis.



Reported to Law Enforcement

SESIR Incident (Fighting) SESIR CODE: FIT

SESIR LINK: [Fighting](#)

CORRECTIVE ACTIONS: Level III

Select **Level III Corrective Strategies to administer for this COSC/SESIR incident**, administrators can also utilize corrective strategies from previous **Level I, and II.**

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

| SCM Code | Student Service Code Description |
|-----------|---------------------------------------------------|
| HN | Hope Scholarship Notification (Required) |

REPORTING REQUIREMENTS: SESIR INCIDENT

1. Utilize a SCM Referral Form to capture the details of the incident.
2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
3. Once a SESIR # is generated, **handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.**

To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.



LEVEL III: OFFENSES

Forgery (Written Misrepresentation)
SESIR Incident

| | |
|------------|-----|
| SESIR CODE | OMC |
|------------|-----|

Making, altering, or signing a document with the intent to defraud or signing another person's signature without the person's consent.



Reported to Law Enforcement

SESIR Incident (Other Major) SESIR CODE: **OMC**

SESIR LINK: [Other Major](#)

CORRECTIVE ACTIONS: Level III

Select **Level III Corrective Strategies to administer for this COSC/SESIR incident**, administrators can also utilize corrective strategies from previous **Level I, and II**.

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

REPORTING REQUIREMENTS: SESIR INCIDENT

1. Utilize a SCM Referral Form to capture the details of the incident.
2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
3. Once a SESIR # is generated, **handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.**

To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.



LEVEL III: OFFENSES

Gambling

SESIR Incident

| | |
|------------|-----|
| SESIR CODE | OMC |
|------------|-----|

Participating in games of chance for money and/or other things of value.



Reported to Law Enforcement

SESIR Incident (Other Major) SESIR CODE: **OMC**

SESIR LINK: [Other Major](#)

CORRECTIVE ACTIONS: Level III

Select **Level III Corrective Strategies to administer for this COSC/SESIR incident**, administrators can also utilize corrective strategies from previous **Level I, and II.**

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

REPORTING REQUIREMENTS: SESIR INCIDENT

1. Utilize a SCM Referral Form to capture the details of the incident.
2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
3. Once a SESIR # is generated, handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.

To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.



Discrimination/Harassment (Civil Rights)

SESIR Incident

| | |
|-------------------|------------|
| SESIR CODE | HAR |
|-------------------|------------|

Discrimination/Harassment (Civil Rights) means discrimination or harassment directed at someone because of their actual or perceived age, citizenship status, color, disability, ethnic or national origin, gender, gender identity, linguistic preference, marital status, political beliefs, pregnancy, race, religion, retaliation, sex (including sexual harassment), sexual orientation, social and family background, or any other basis prohibited by law.

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <p>Reported to Law Enforcement</p> <p>Consult with your Charter School's Office of Civil Rights Compliance</p> <p>SESIR Incident (<u>Harassment</u>) SESIR CODE: HAR</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

SESIR LINK: [Harassment](#)

CORRECTIVE ACTIONS: Level III

Select **Level III Corrective Strategies to administer for this COSC/SESIR incident**, administrators can also utilize corrective strategies from previous **Level I, and II.**

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

| SCM Code | Student Service Code Description |
|-----------------|---------------------------------------------------|
| HN | Hope Scholarship Notification (Required) |

REPORTING REQUIREMENTS: SESIR INCIDENT

1. Utilize a SCM Referral Form to capture the details of the incident.
 2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
 3. Once a SESIR # is generated, **handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.**
- To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.



LEVEL III: OFFENSES

Discrimination/Harassment (Civil Rights)
(CONTINUED)
SESIR Incident

**SESIR
CODE**

HAR

CHARTER SCHOOL'S OFFICE OF CIVIL RIGHTS COMPLIANCE REQUIREMENTS:

ALERT: Before creating a SESIR incident in the SPAR application in CICS immediately contact the Charter School's Office of Civil Rights for this incident.

Required Action by School-Site Administrator Upon Charter School's Office of Civil Rights Compliance Initial Guidance

YES

**CRC
Confirmed
Eligibility for
Title IX
Investigation**

If CRC is investigating this incident because it meets the Title IX criteria the school-site administrator will do the following:

1. Create a SCM Incident in the Student Case Management System in DSIS.
2. Referral Code "3Q" is to be entered, and only service codes that are not disciplinary may be entered into the 3Q SCM (i.e. parent/guardian contact; student conference, etc...) The Charter School's Office of Civil Rights will provide guidance on next steps.
3. DO NOT create a SESIR incident in the SPAR application in the District's CICS database.

NO DISCIPLINE can be administered to the alleged student offender, until the Charter School's Office of Civil Rights completes its investigation and provides the school-site administrator with its findings and next steps.

NO

**CRC
Confirmed
NOT Eligible
for Title IX
Investigation**

The Charter School's Office of Civil Rights Compliance Office has determined that this SESIR incident does not meet the criteria for a Title IX investigation.

1. School-site administrator can proceed to create a SESIR incident in the District's SPAR application in the CICS database.



LEVEL III: OFFENSES

Hazing (Misdemeanor)

SESIR Incident

**SESIR
CODE**

HAZ

Any action or situation that endangers the mental or physical health or safety of a student at a school with any of grades 6 through 12 for purposes of initiation or admission into or affiliation with any school-sanctioned organization.

A misdemeanor occurs when a student intentionally or recklessly commits, solicits a person to commit, or is actively involved in the planning of any act of hazing upon another person who is a member or former member of or an applicant to any type of student organization and the hazing creates a substantial risk of physical injury or death to such other person.



Reported to Law Enforcement

SESIR Incident (**Hazing**) SESIR CODE: **HAZ**

SESIR LINK: [Hazing](#)

CORRECTIVE ACTIONS: Level III

Select **Level III Corrective Strategies** to administer for this COSC/SESIR incident, administrators can also utilize corrective strategies from previous **Level I, and II.**

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

| SCM Code | Student Service Code Description |
|-----------|---------------------------------------------------|
| HN | Hope Scholarship Notification (Required) |

REPORTING REQUIREMENTS: SESIR INCIDENT

1. Utilize a SCM Referral Form to capture the details of the incident.
2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
3. Once a SESIR # is generated, **handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.**

To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.



LEVEL III: OFFENSES

Improper Activation of a Fire Extinguisher SESIR Incident

SESIR Code **DOC**

OR

SESIR Code **OMC**

To intentionally remove and/or activate a fire extinguisher when there is no actual fire.



Reported to Law Enforcement

SESIR Incident (**Other Major** OR **Disruption on Campus**)

SESIR CODE: **OMC** OR **DOC**

SESIR LINK: [Disruption on Campus-Major](#)

SESIR LINK: [Other Major](#)

CORRECTIVE ACTIONS: Level III

Select **Level III Corrective Strategies** to administer for this COSC/SESIR incident, administrators can also utilize corrective strategies from previous **Level I, and II.**

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

REPORTING REQUIREMENTS: SESIR INCIDENT

1. Utilize a SCM Referral Form to capture the details of the incident.
2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
3. Once a SESIR # is generated, **handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.**

To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.



LEVEL III: OFFENSES

Other Dangerous Objects

NON-SESIR Incident

SCM CODE

3Z

Having, selling, buying, or controlling any instrument or object, other than a firearm or weapon as defined under a Level V (Weapons Possession offense), which could be used to harm another person, or to scare any person.

This offense may include, but is not limited to, BB guns or pellet guns, air soft guns, paintball guns and replicas of any gun or weapon, water/gel bead guns, chains, pipes, ice picks, other pointed instruments, nun chucks, Chinese stars, pepper spray (under 2 oz.), other items used for self-defense (i.e. Ku baton), bullets, firearm clips, or firearm cartridges. This offense also includes lighting fireworks or firecrackers.



NON-SESIR Incident

Reported to Law Enforcement

CORRECTIVE ACTIONS: Level III

Select **Level III Corrective Strategies** to administer for this COSC/SESIR incident, administrators can also utilize corrective strategies from previous **Level I, and II.**

- Mandatory Corrective Strategies**
 - Parent/Guardian Contact (C6)**
 - Student Conference (C7)**

REPORTING REQUIREMENTS: Non-SESIR Incident

- Utilize a SCM Referral Form and ENTER the incident into the Student Case Management System in DSIS.



LEVEL III: OFFENSES

Other Major Incidents

SESIR Incident

| | |
|------------|-----|
| SESIR CODE | OMC |
|------------|-----|

Any serious, harmful incident resulting in the need for law enforcement consultation not previously classified (major incidents that do not fit within the other definitions). This includes any drug or weapon found unattended and not linked to any individual.



Reported to Law Enforcement

SESIR Incident (Other Major) SESIR CODE: OMC

SESIR LINK: [Other Major](#)

CORRECTIVE ACTIONS: Level III

Select **Level III Corrective Strategies to administer for this COSC/SESIR incident**, administrators can also utilize corrective strategies from previous **Level I, and II.**

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

REPORTING REQUIREMENTS: SESIR INCIDENT

1. Utilize a SCM Referral Form to capture the details of the incident.
2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
3. Once a SESIR # is generated, handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.

To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.



LEVEL III: OFFENSES

Simulating a Weapon or Firearm While Playing SESIR Incident

SESIR Code **DOC**

OR

SESIR Code **OMC**

OR

SESIR Code **PHA**

OR

SESIR Code **TRE**

Simulating a firearm or weapon while playing in a manner that either substantially disrupts student learning, causes bodily harm to another person, or places another person in reasonable fear of bodily harm.

Example: Toy guns can be considered simulated weapons.



NON-SESIR Incident

SESIR Incident (Other Major OR Simple Battery OR Threat/Intimidation OR Disruption on Campus)

SESIR CODE: **OMC** OR **PHA** OR **TRE** OR **DOC**

SESIR LINK: [Disruption on Campus-Major](#) (DOC)

SESIR LINK: [Other Major](#) (OMC)

SESIR LINK: [Simple Battery](#) (PHA)

SESIR LINK: [Threat/Intimidation](#) (TRE)

CORRECTIVE ACTIONS: Level III

Select **Level III Corrective Strategies** to administer for this COSC/SESIR incident, administrators can also utilize corrective strategies from previous Level I, and II.

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

REPORTING REQUIREMENTS: SESIR INCIDENT

1. Utilize a SCM Referral Form to capture the details of the incident.
2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
3. Once a SESIR # is generated, handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.

To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.



ADMINISTRATIVE GUIDE Code of Student Conduct

Possession or Use of Unauthorized Over-the-Counter Medications, Drug Paraphernalia, Controlled Substances, and/or Anything that Alters Mood or Is Used for Mood-altering.
SESIR Incident

| | |
|-------------------|-----|
| SESIR CODE | DRU |
|-------------------|-----|

Possession or use of any unauthorized over-the-counter medication, drug, narcotic, controlled substance, or any substance when used for chemical intoxication and/or mood altering. Use means the person is caught in the act of using, admits using, or is discovered to have used in the course of an investigation.

Possession, sale, purchase, use, or distribution of controlled substances will result in corrective actions at school and may lead to arrest and criminal penalties.

This includes the possession or use of any medication prescribed by a medical provider and any non-prescribed (over-the-counter) drugs, preparations, and/or remedies that have not been authorized by the student's physician and/or parent/guardian and that have not been approved by the principal as outlined in School Board Policy 5330, *Use of Medications*, with the exception of medication regulated by the United States Food and Drug Administration for over-the-counter use to treat headaches.

Reported to Law Enforcement

SESIR Incident (Drug Use/Possession) SESIR CODE: DRU

SESIR LINK: [Drug Use \(DRU\)](#)

CORRECTIVE ACTIONS: Level III

Select **Level III Corrective Strategies to administer for this COSC/SESIR incident**, administrators can also utilize corrective strategies from previous **Level I, and II.**

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

REPORTING REQUIREMENTS: SESIR INCIDENT

1. Utilize a SCM Referral Form to capture the details of the incident.
2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
3. Once a SESIR # is generated, handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.

To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.



LEVEL III: OFFENSES

Sexting (Category 1)

SESIR Incident

SESIR
CODE

OMC

Forwarding sexually explicit, nude, or partially nude photographs/images through cellular telephones and other electronic media. Sexting is prohibited and will not be tolerated. The School Board Policy 5136.02, *Sexting*, will be enforced. Sexting (Category 1) is a personal, one-to-one student-to-student exposure/transmission which is not coerced and not intended for redistribution.



**Consult with your Charter School's Office of Civil Rights Compliance
Reported to Law Enforcement**



SESIR Incident (Other Major) SESIR CODE: OMC

SESIR LINK: [Other Major \(OMC\)](#)

CORRECTIVE ACTIONS: Level III

Select **Level III Corrective Strategies to administer for this COSC/SESIR incident**, administrators can also utilize corrective strategies from previous **Level I, and II.**

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

REPORTING REQUIREMENTS: SESIR INCIDENT

4. Utilize a SCM Referral Form to capture the details of the incident.
5. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
6. Once a SESIR # is generated, **handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.**

To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.



ADMINISTRATIVE GUIDE Code of Student Conduct

Sexual Harassment

SESIR Incident

**SESIR
CODE**

SXA

Florida Administrative Code Rule 6A-1.0017 defines sexual harassment as unwelcome conduct of a sexual nature, such as sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Harassing conduct can include verbal or nonverbal actions, including graphic and written statements, and may include statements made through computers, cellphones, and other devices connected to the Internet.



**Consult with the of Civil Rights Compliance
Reported to Law Enforcement**

**SESIR Incident (Sexual Harassment) SESIR CODE:
SXA**

SESIR LINK: [Sexual Harassment \(SXA\)](#)

CORRECTIVE ACTIONS: Level III

Select **Level III Corrective Strategies to administer for this COSC/SESIR incident**, administrators can also utilize corrective strategies from previous **Level I, and II.**

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

| SCM Code | Student Service Code Description |
|-----------|-------------------------------------------------|
| HN | Hope Scholarship Notification (Required) |

REPORTING REQUIREMENTS: SESIR INCIDENT

1. Utilize a SCM Referral Form to capture the details of the incident.
2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
3. Once a SESIR # is generated, **handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.**

To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.



LEVEL III: OFFENSES

**Sexual Harassment
(CONTINUED)
SESIR Incident**

**SESIR
CODE**

SXA

CHARTER SCHOOL'S OFFICE OF CIVIL RIGHTS COMPLIANCE REQUIREMENTS:

ALERT: Before creating a SESIR incident in the SPAR application in CICS immediately contact your Charter School's Office of Civil Rights Compliance for this incident.

Required Action by School-Site Administrator Upon the Charter School's Office of Civil Rights Compliance Initial Guidance

YES

**CRC
Confirmed
Eligibility for
Title IX
Investigation**

If the Charter School's CRC is investigating this incident because it meets the Title IX criteria the school-site administrator will do the following:

4. Create a SCM Incident in the Student Case Management System in DSIS.
5. Referral Code "3Q" is to be entered, and only service codes that are not disciplinary may be entered into the 3Q SCM (i.e. parent/guardian contact; student conference, etc...) The Charter School's Office of Civil Rights will provide guidance on next steps.
6. DO NOT create a SESIR incident in the SPAR application in the District's CICS database.

NO DISCIPLINE can be administered to the alleged student offender, until the Charter School's Office of Civil Rights completes its investigation and provides the school-site administrator with its findings and next steps.

NO

**CRC
Confirmed
NOT Eligible
for Title IX
Investigation**

The Charter School's Office of Civil Rights Compliance Office has determined that this SESIR incident does not meet the criteria for a Title IX investigation.

2. School-site administrator can proceed to create a SESIR incident in the District's SPAR application in the CICS database.



Sexual Offenses (Other)
SESIR Incident

SESIR CODE **SXO**

Other sexual contact, including intercourse, without force or threat of force, including subjecting an individual to lewd sexual gestures, sexual activity, or exposing private body parts in a lewd manner. A variety of actions can be characterized as sexual offenses at school.



Consult with the Charter School's Office of Civil Rights Compliance Reported to Law Enforcement



SESIR Incident (Sexual Offenses (Other)) SESIR CODE: SXO



SESIR LINK: [Sexual Offense \(Other\) \(SXO\)](#)

CORRECTIVE ACTIONS: Level III

Select **Level III Corrective Strategies to administer for this COSC/SESIR incident**, administrators can also utilize corrective strategies from previous **Level I, and II.**

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

| SCM Code | Student Service Code Description |
|-----------|-------------------------------------------------|
| HN | Hope Scholarship Notification (Required) |

REPORTING REQUIREMENTS: SESIR INCIDENT

1. Utilize a SCM Referral Form to capture the details of the incident.
2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
3. Once a SESIR # is generated, handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.

To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.



LEVEL III: OFFENSES

Sexual Offense (Other)
(CONTINUED)
SESIR Incident

**SESIR
CODE**

SXO

CHARTER SCHOOL'S OFFICE OF CIVIL RIGHTS COMPLIANCE REQUIREMENTS:

ALERT: Before creating a SESIR incident in the SPAR application in CICS immediately contact the Office of Civil Rights Compliance at **305-995-1580** for this incident.

Required Action by School-Site Administrator Upon the Charter School's Office of Civil Rights Compliance Initial Guidance

YES

**CRC
Confirmed
Eligibility for
Title IX
Investigation**

If CRC is investigating this incident because it meets the Title IX criteria the school-site administrator will do the following:

7. Create a SCM Incident in the Student Case Management System in DSIS.
8. Referral Code "3Q" is to be entered, and only service codes that are not disciplinary may be entered into the 3Q SCM (i.e. parent/guardian contact; student conference, etc...) The Charter School's Office of Civil Rights will provide guidance on next steps.
9. DO NOT create a SESIR incident in the SPAR application in the District's CICS database.

NO DISCIPLINE can be administered to the alleged student offender, until the Charter School's Office of Civil Rights completes its investigation and provides the school-site administrator with its findings and next steps.

NO

**CRC
Confirmed
NOT Eligible
for Title IX
Investigation**

Charter School's Office of Civil Rights Compliance Office has determined that this SESIR incident does not meet the criteria for a Title IX investigation.

3. School-site administrator can proceed to create a SESIR incident in the District's SPAR application in the CICS database.



LEVEL III: OFFENSES

Technology and Computer-Related Offenses (Category 1)

Non-SESIR Incident

SCM CODE

39

Students must comply with School Board Policy 7540.03, *Student Responsible Use of Technology, Social Media, and District Network Systems & Internet Safety* and the M-DCPS Network Security Standards whenever using or accessing District-provisioned accounts, resources and/or electronic devices (even when off-site). These provisions are applicable whether the student is using a District- issued or personal device. Technology and computer-related offenses include but are not limited to accessing or facilitating the access of a computer, electronic device, or networked resource or another user's account without authorization.

Level III technology and computer-related offenses (**Category 1**) include:

- 1) sharing a password with anyone else or engage in activities that would reveal anyone's password;
- 2) allowing others to access a computer that the user is logged onto;
- 3) signing in, or attempting to sign in, as another person; or
- 4) bypassing or attempting to bypass Internet content filters to access blocked content.



Reported to Law Enforcement



NON-SESIR Incident

CORRECTIVE ACTIONS: Level III

Select **Level III Corrective Strategies** to administer for this COSC/SESIR incident, administrators can also utilize corrective strategies from previous Level I, and II.

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

REPORTING REQUIREMENTS: Non-SESIR Incident

- Utilize a SCM Referral Form and ENTER the incident into the Student Case Management System in DSIS.



LEVEL III: OFFENSES

Threat/Intimidation Against Any Student or Individual Who Is Not an Official Employee or Employee Under Florida State Statute 784.081 (Non-Employee(s))
SESIR Incident
(Non-Zero Tolerance)

| | |
|-------------------|------------|
| SESIR CODE | TRE |
|-------------------|------------|

An incident where there was no physical contact between the offender and victim, but the victim reasonably believed that physical harm could have occurred based on verbal or nonverbal communication by the offender.

This includes nonverbal threats (e.g., brandishing a weapon) and verbal threats of physical harm which are made in person, electronically or through any other means, as well as sending, posting, or transmitting, or procuring the sending, posting, or transmission of, a writing or other record, including an electronic record, in any manner in which it may be viewed by another person, when in such writing or record the person makes a threat to kill or to do bodily harm to another person.

Reported to Law Enforcement

SESIR Incident (Threat/Intimidation) SESIR CODE: TRE
School Must Refer to School Based Threat Management Team and refer and mental health services identified by the District.

SESIR LINK: [Threat/Intimidation](#) (TRE)

CORRECTIVE ACTIONS: Level III

Select **Level III Corrective Strategies** to administer for this COSC/SESIR incident, administrators can also utilize corrective strategies from previous Level I, and II.

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

| SCM Code | Student Service Code Description |
|-----------------|-------------------------------------------------|
| HN | Hope Scholarship Notification (Required) |

REPORTING REQUIREMENTS: SESIR INCIDENT

1. Utilize a SCM Referral Form to capture the details of the incident.
2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
3. Once a SESIR # is generated, handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.

To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.



LEVEL III: OFFENSES

Trespassing
SESIR Incident

| | |
|-------------------|------------|
| SESIR CODE | TRS |
|-------------------|------------|

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.

Note: Only incidents involving a student currently under suspension or expulsion, or incidents where any offender (student or non-student) was previously issued an official trespass warning by school officials, or where any offender was arrested for trespass, are required to be reported in SESIR. Trespass incidents that did not have a prior official warning, did not result in arrest, or did not involve students under suspension or expulsion are not required to be reported in SESIR.

Reported to Law Enforcement

SESIR Incident (Trespassing) SESIR CODE: TRS

SESIR LINK: [Trespassing \(TRS\)](#)

CORRECTIVE ACTIONS: Level III

Select **Level III Corrective Strategies to administer for this COSC/SESIR incident**, administrators can also utilize corrective strategies from previous **Level I, and II.**

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

REPORTING REQUIREMENTS: SESIR INCIDENT

1. Utilize a SCM Referral Form to capture the details of the incident.
2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
3. Once a SESIR # is generated, handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.

To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.



LEVEL III: CORRECTIVE STRATEGIES

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. Parent/Guardian Contact* 2. Student Conference* 3. Any Corrective Strategies from Level I and Level II 4. Assignment to an Alternative Educational Setting (1-10 Days) | <ol style="list-style-type: none"> 5. Permanent Removal from Class and Reassignment to Different Class (Placement Review Committee Decision Required) 6. Suspension 7. Recommendation for an Administrative Assignment or Expulsion |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
- *Mandatory Corrective Strategies**

LEVEL III: CORRECTIVE STRATEGIES SCM CODES

- | | |
|-----------|--------------------------------------------------------------------------------------------------------------------|
| C6 | Parent/Guardian Contact |
| C7 | Student Conference* Assignment to an Alternative Educational Setting (1-10 Days) (NO LONGER USED) |

- | | |
|-----------|-----------------------------------------------------------------------------------------------------------------|
| RM | Permanent Removal from Class and Reassignment to Different Class (Placement Review Committee Decision Required) |
| RO | Suspension (Out-of-School) |
| E5 | Recommendation for an Administrative Assignment or Expulsion |



Level IV: Discipline Response Code

At-A-Glance

| Behavior | Corrective Strategies |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Grand Theft (Over \$750) SESIR (STL) <input type="checkbox"/> Hazing (Felony) SESIR (HAZ) <input type="checkbox"/> Motor Vehicle Theft SESIR (STL) <input type="checkbox"/> Robbery SESIR (ROB) <input type="checkbox"/> Sale, Distribution, Purchase, or Intent to Sell or Distribute Unauthorized Over-the-Counter Medications, Drug Paraphernalia, Controlled Substances and/or Anything that Alters Mood or is Used for Mood-Altering, or Substance Represented to Be a Drug, Narcotic, or Controlled Substance SESIR (DRD) <input type="checkbox"/> Sexting (Category 2) SESIR (OMC) <input type="checkbox"/> Sexual Assault SESIR (SXA) <input type="checkbox"/> Simple Battery Against a Non-Staff Member SESIR (PHA) <input type="checkbox"/> Technology and Computer-Related Offenses (Category 2) SESIR (DOC) OR (OMC) OR (SXO) <input type="checkbox"/> Threat/Intimidation Against Specified Officials or Employees as defined in F.S. 784.081 (Non-Zero Tolerance) SESIR (TRE) | <ol style="list-style-type: none"> 1. Parent/Guardian Contact * (C6) 2. Student Conference* (C7) 3. Any Corrective Strategies from Level I, Level II, and Level III 4. Recommendation for an Administrative Assignment or Expulsion (E5) <p>*Mandatory Corrective Strategies</p> |



Level IV: Discipline Response Code

LEVEL IV behaviors are more serious acts of unacceptable behavior than Level III. They seriously endanger the health and well-being of others and/or damage property.

LEVEL IV: BEHAVIOR OFFENSES



Grand Theft (over \$750)

SESIR Incident

| | |
|------------|-----|
| SESIR Code | STL |
|------------|-----|

The unauthorized taking of the property of another person or organization, including motor vehicles, valued at \$750 or more, without threat, violence, or bodily harm. Incidents that fall below the \$750 threshold are not reportable in SESIR (refer to Larceny/Petit Theft (Level II)).

Note: Thefts of property of any value that involve a use of force, violence, assault, or putting the victim in fear must be reported as Robbery.

| | |
|-----------------------------------------------------------------------------------|-----------------------------------------------------|
|  | Reported to Law Enforcement |
|  | SESIR Incident (Grand Theft) SESIR CODE: STL |

SESIR LINK: [Grand Theft \(STL\)](#)

CORRECTIVE ACTIONS:

Select **Level IV Corrective Strategies to administer for this COSC/SESIR incident**, administrators can also utilize corrective strategies from previous Level I, II, III.

- Mandatory Corrective Strategies**
 - Parent/Guardian Contact (C6)**
 - Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

REPORTING REQUIREMENTS:

1. Utilize a SCM Referral Form to capture the details of the incident.
2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
3. Once a SESIR # is generated, **handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.**

To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.



LEVEL IV: BEHAVIOR OFFENSES

Hazing (Felony)
SESIR Incident

| | |
|-------------------|-----|
| SESIR Code | HAZ |
|-------------------|-----|

Any action or situation that endangers the mental or physical health or safety of a student at a school with any of grades 6 through 12 for purposes of initiation or admission into or affiliation with any school-sanctioned organization. A felony occurs when a student intentionally or recklessly commits, solicits a person to commit, or is actively involved in the planning of any act of hazing upon another student who is a member of, former member of, or an applicant to any type of student organization, and the hazing results in permanent injury, serious bodily injury, or death of such other person.

Reported to Law Enforcement

SESIR Incident (Hazing) SESIR CODE: HAZ

SESIR LINK: [Hazing \(HAZ\)](#)

CORRECTIVE ACTIONS:

Select **Level IV Corrective Strategies to administer for this COSC/SESIR incident**, administrators can also utilize corrective strategies from previous Level I, II, III.

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

| SCM Code | Student Service Code Description |
|----------|-------------------------------------------------|
| HN | Hope Scholarship Notification (Required) |

REPORTING REQUIREMENTS:

1. Utilize a SCM Referral Form to capture the details of the incident.
2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
3. Once a SESIR # is generated, **handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.**

To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.



LEVEL IV: BEHAVIOR OFFENSES

Motor Vehicle Theft
SESIR Incident

SESIR Code **STL**

Taking a motor-powered vehicle without permission.

 **Reported to Law Enforcement**

 **SESIR Incident (Grand Theft) SESIR CODE: STL**

SESIR LINK: [Grand Theft \(STL\)](#)

CORRECTIVE ACTIONS:

Select **Level IV Corrective Strategies to administer for this COSC/SESIR incident**, administrators can also utilize corrective strategies from previous Level I, II, III.

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

REPORTING REQUIREMENTS:

1. Utilize a SCM Referral Form to capture the details of the incident.
2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
3. Once a SESIR # is generated, handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.

To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.





LEVEL IV: BEHAVIOR OFFENSES

Robbery SESIR Incident

SESIR Code **ROB**

The taking or attempted taking of money or other property from the person or custody of another, with the intent to permanently or temporarily deprive the person or owner of money or other property, under the confrontational circumstances of force, or threat of force or violence, and/or by putting the victim in fear, without the use of a weapon.

 **Reported to Law Enforcement**

 **SESIR Incident (Robbery) SESIR CODE: ROB**

SESIR LINK: [Robbery \(ROB\)](#)

CORRECTIVE ACTIONS:

Select **Level IV Corrective Strategies to administer for this COSC/SESIR incident**, administrators can also utilize corrective strategies from previous Level I, II, III.

- Mandatory Corrective Strategies**
 - Parent/Guardian Contact (C6)**
 - Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

| SCM Code | Student Service Code Description |
|-----------|-------------------------------------------------|
| HN | Hope Scholarship Notification (Required) |

REPORTING REQUIREMENTS:

1. Utilize a SCM Referral Form to capture the details of the incident.
2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
3. Once a SESIR # is generated, **handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.**

To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.



LEVEL IV: BEHAVIOR OFFENSES

Sale, Distribution, Purchase, or Intent to Sell or Distribute Unauthorized Over-the-Counter Medications, Drug Paraphernalia, Controlled Substances and/or Anything That Alters Mood or is Used for Mood-Altering, or Substance Represented to Be a Drug, Narcotic, or Controlled Substance
SESIR Incident

SESIR Code DRD

Sell, manufacture, cultivate, purchase, or deliver, or possess with intent to sell, manufacture, or deliver unauthorized over-the-counter medications, drug paraphernalia, controlled substances, or anything that alters mood or is used for mood-altering purposes, or substance represented to be a drug, narcotic or controlled substance.

Reported to Law Enforcement

SESIR Incident (Drug Sale/Distribution) SESIR CODE: DRD

SESIR LINK: [Drug Sale \(DRD\)](#)

CORRECTIVE ACTIONS: Level IV

Select **Level IV Corrective Strategies** to administer for this COSC/SESIR incident, administrators can also utilize corrective strategies from previous Level I, II, III.

- Mandatory Corrective Strategies**
 - Parent/Guardian Contact (C6)**
 - Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

REPORTING REQUIREMENTS:

1. Utilize a SCM Referral Form to capture the details of the incident.
 2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
 3. Once a SESIR # is generated, handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.
- To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.



LEVEL IV: BEHAVIOR OFFENSES

**Sexting
(Category 2)**
SESIR Incident

SESIR Code **OMC**

Forwarding sexually explicit, nude, or partially nude photographs/images through cellular telephones and other electronic media. Sexting is prohibited and will not be tolerated. The School Board Policy 5136.02 addresses Sexting and will be enforced. Sexting (Category 2) is transmission or re-transmission of a sext to an expanded group of recipients.

Note: A second or multiple offense of a Sexting (Category 1) act also constitutes a Sexting (Category 2) offense. The Sexting (Category 2) offense is a Level IV violation of the Code of Student Conduct. The principal/designee must conduct a mandatory parent/guardian conference and apply at least one of the additional disciplinary strategies from Level IV.

Consult with your Charter School's Office of Civil Rights Compliance

Reported to Law Enforcement

SESIR Incident (Other Major) SESIR CODE: OMC

SESIR LINK: [Other Major](#) (OMC)

CORRECTIVE ACTIONS: Level IV

Select **Level IV Corrective Strategies** to administer for this COSC/SESIR incident, administrators can also utilize corrective strategies from previous Level I, II, III.

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

REPORTING REQUIREMENTS:

1. Utilize a SCM Referral Form to capture the details of the incident.
2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
3. Once a SESIR # is generated, handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.

To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.






ADMINISTRATIVE GUIDE Code of Student Conduct

**Sexual Assault
SESIR Incident**

SESIR Code **SXA**

An incident that includes fondling, indecent liberties, child molestation, or a threat of sexual battery. Both male and female students can be victims of sexual assault. A threat of sexual battery must include all of the following elements: (1) intent; (2) fear; and (3) capability.

If you suspect child abuse or neglect, immediately call the Department of Children and Families (DCF) Abuse Hotline as outlined in School Board Policy 8462, *Student Abuse, Abandonment and Neglect*.




Consult with your Charter School's Office of Civil Rights Compliance Reported to Law Enforcement
SESIR Incident (Sexual Assault) SESIR CODE: SXA

SESIR LINK: [Sexual Assault \(SXA\)](#)

CORRECTIVE ACTIONS: Level IV

Select **Level IV Corrective Strategies** to administer for this **COSC/SESIR incident**, administrators can also utilize corrective strategies from previous Level I, II, III.

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

| SCM Code | Student Service Code Description |
|----------|--------------------------------------------------------------------------------|
| HN | Hope Scholarship Notification (Required) |

REPORTING REQUIREMENTS:

1. Utilize a SCM Referral Form to capture the details of the incident.
 2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
 3. Once a SESIR # is generated, **handwrite** the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.
- To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.



LEVEL IV: BEHAVIOR OFFENSES

**Sexual Assault
(CONTINUED)
SESIR Incident**

| | |
|-----------------------|------|
| SESIR CODE | SX A |
|-----------------------|------|

CHARTER SCHOOL'S OFFICE OF CIVIL RIGHTS COMPLIANCE REQUIREMENTS:

ALERT: Before creating a SESIR incident in the SPAR application in CICS immediately contact your Charter School's Office of Civil Rights Compliance for this incident.

Required Action by School-Site Administrator Upon the Charter School's Office of Civil Rights Compliance Initial Guidance


| | |
|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="font-size: 24pt; color: #800080; font-weight: bold;">YES</p> <p>CRC Confirmed Eligibility for Title IX Investigation</p> | <p>If CRC is investigating this incident because it meets the Title IX criteria the school-site administrator will do the following:</p> <ol style="list-style-type: none"> 1. Create a SCM Incident in the Student Case Management System in DSIS. 2. Referral Code "3Q" is to be entered, and only service codes that are not disciplinary may be entered into the 3Q SCM (i.e. parent/guardian contact; student conference, etc...) The Charter School's Office of Civil Rights will provide guidance on next steps. 3. DO NOT create a SESIR incident in the SPAR application in the District's CICS database. <p style="color: #800080; font-weight: bold;">NO DISCIPLINE can be administered to the alleged student offender, until the Charter School's Office of Civil Rights completes its investigation and provides the school-site administrator with its findings and next steps.</p> |
| <p style="font-size: 24pt; color: #800080; font-weight: bold;">NO</p> <p>CRC Confirmed NOT Eligible for Title IX Investigation</p> | <p>Charter School's Office of Civil Rights Compliance Office has determined that this SESIR incident does not meet the criteria for a Title IX investigation.</p> <ol style="list-style-type: none"> 4. School-site administrator can proceed to create a SESIR incident in the District's SPAR application in the CICS database. |




LEVEL IV: BEHAVIOR OFFENSES

Simple Battery Against Non-Staff Member
SESIR Incident

An actual and intentional touching or striking of another person against his or her will, or the intentional causing of bodily harm to an individual.

 **Reported to Law Enforcement**

 **SESIR Incident (Simple Battery) SESIR CODE: PHA**

SESIR Code **PHA**

SESIR LINK: [Simple Battery \(PHA\)](#)

CORRECTIVE ACTIONS: Level IV

Select **Level IV Corrective Strategies** to administer for this COSC/SESIR incident, administrators can also utilize corrective strategies from previous Level I, II, III.

- Mandatory Corrective Strategies**
 - Parent/Guardian Contact (C6)**
 - Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

| SCM Code | Student Service Code Description |
|-----------|-------------------------------------------------|
| HN | Hope Scholarship Notification (Required) |

REPORTING REQUIREMENTS:

1. Utilize a SCM Referral Form to capture the details of the incident.
2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
3. Once a SESIR # is generated, handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.

To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.



Technology and Computer-Related Offenses (Category 2)

SESIR Incident

SESIR Code **DOC**

OR

SESIR Code **OMC**


OR

SESIR Code **SXO**

Students are encouraged to use computers, networks, and online telecommunication such as the Internet and electronic mail (e-mail). While exercising the right to use available technology, students must be aware of their responsibility as users. Students must comply with School Board Policy 7540.03, *Student Responsible Use of Technology, Social Media, and District Network Systems, & Internet Safety*, and the M-DCPS Network Security Standards whenever using or accessing District-provisioned accounts, resources and/or electronic devices (even when off-site). These provisions are applicable whether the student is using a District-issued or personal device.

Level IV technology and computer-related offenses include, but are not limited to:

- 1) accessing or using another person’s account;
- 2) modifying and/or distributing student data and/or records (including grades) or Personally Identifiable Information (PII) without authorization;
- 3) engaging in the disruption or denial of service to a computer, electronic device, or networked resource;
- 4) destroying or damaging, either virtually or physically, a computer, electronic device, or networked resource, including any stored data;
- 5) introducing viruses, malware or other illegal/inappropriate software, including unauthorized network monitoring or hacking tools;
- 6) engaging in surveillance of an individual, including through the use of a computer’s camera or microphone or unauthorized remote desktop or keystroke logging software;
- 7) using a computer, electronic device, or networked resource to access or transmit materials containing profanity, lewd, pornographic, or inappropriate content (including racially/ethnically insensitive or offensive language); or
- 8) utilizing a computer, electronic device, or network resource to send threats or engage in illegal activities.

 **Reported to Law Enforcement**

SESIR Incident (Other Major OR Sexual Offenses (Other) OR Disruption on Campus)

SESIR CODE: OMC OR SXO OR DOC

SESIR Link: [Disruption on Campus-Major](#) (DOC)

SESIR Link: [Other Major](#) (OMC)

SESIR Link: [Sexual Offenses](#) (Other) (SXO)

CORRECTIVE ACTIONS: Level IV

Select **Level IV Corrective Strategies** to administer for this COSC/SESIR incident, administrators can also utilize corrective strategies from previous Level I, II, III.

- Mandatory Corrective Strategies**
 - Parent/Guardian Contact (C6)**



LEVEL IV: BEHAVIOR OFFENSES

Technology and Computer-Related Offenses (Category 2)
(CONTINUED)
SESIR Incident

SESIR Code **DOC**

OR

SESIR Code **OMC**

OR

SESIR Code **SXO**

o **Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

REPORTING REQUIREMENTS:

1. Utilize a SCM Referral Form to capture the details of the incident.
 2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
 3. Once a SESIR # is generated, handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.
- To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.




Threat/Intimidation Against Specified Officials or Employees as defined is F.S. 784.081
SESIR Incident

(Non-Zero Tolerance)


SESIR Code **TRE**

An incident where there was no physical contact between the offender and victim, but the victim reasonably believed that physical harm could have occurred based on verbal or nonverbal communication by the offender.

This includes nonverbal threats (e.g., brandishing a weapon) and verbal threats of physical harm which are made in person, electronically or through any other means, as well as sending, posting, or transmitting, or procuring the sending, posting, or transmission of, a writing or other record, including an electronic record, in any manner in which it may be viewed by another person, when in such writing or record the person makes a threat to kill or to do bodily harm to another person.

 **Reported to Law Enforcement**

SESIR Incident (Threat/Intimidation) SESIR CODE: TRE

 **School Must Refer student to the School Based Threat Management Team and refer student to mental health services identified by the District.**

SESIR LINK: [Threat Intimidation \(TRE\)](#)

CORRECTIVE ACTIONS: Level IV

Select **Level IV Corrective Strategies to administer for this COSC/SESIR incident**, administrators can also utilize corrective strategies from previous Level I, II, III.

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

REPORTING REQUIREMENTS:

1. Utilize a SCM Referral Form to capture the details of the incident.
 2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
 3. Once a SESIR # is generated, handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.
- To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.



| LEVEL IV: CORRECTIVE STRATEGIES | |
|-----------------------------------------|---------------------------------------------------------------------------|
| 1. Parent/Guardian Contact* | 3. Any Corrective Strategies from Level I, Level II, and Level III |
| 2. Student Conference* | 4. Recommendation for an Administrative Assignment or Expulsion |
| *Mandatory Corrective Strategies | |

LEVEL IV: CORRECTIVE STRATEGIES SCM CODES

| | |
|-----------|--------------------------------|
| C6 | Parent/Guardian Contact |
| C7 | Student Conference* |

| | |
|-----------|---------------------------------------------------------------------|
| E5 | Recommendation for an Administrative Assignment or Expulsion |
|-----------|---------------------------------------------------------------------|



Level V: Discipline Response Code

At-A-Glance

| Behavior | Corrective Strategies |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Aggravated Assault or Assault - Zero Tolerance Against Specified Officials or Employees as defined is F.S. 784.081 SESIR (TRE) | <ol style="list-style-type: none"> 1. Parent/Guardian Contact * (C6) 2. Student Conference* (C7) 3. Any Corrective Strategies from Level I, Level II, Level III, and Level IV 4. Recommendation for an Administrative Assignment or Expulsion (E5) <p style="margin-top: 20px;">*Mandatory Corrective Strategies</p> |
| <input type="checkbox"/> Aggravated Battery Against a Non-Staff Member SESIR (BAT) | |
| <input type="checkbox"/> Aggravated Battery or Simple Battery - Zero Tolerance Against Specified Officials or Employees as defined is F.S. 784.081 SESIR (BAT) OR (PHA) | |
| <input type="checkbox"/> Robbery (With Weapon) SESIR (ROB) | |
| <input type="checkbox"/> Arson SESIR (ARS) | |
| <input type="checkbox"/> False Accusation SCM (5A) | |
| <input type="checkbox"/> Homicide SESIR (HOM) | |
| <input type="checkbox"/> Kidnapping/Abduction SESIR (KID) | |
| <input type="checkbox"/> Possession, Use, Sale or Distribution of Firearms, Explosives, Destructive Devices, and Other Weapons – Zero Tolerance SESIR (WPO) | |
| <input type="checkbox"/> Sexting (Category 3) SESIR (OMC) | |
| <input type="checkbox"/> Sexual Battery SESIR (SXB) | |
| <input type="checkbox"/> Technology and Computer Related Offense (Category 3) SESIR (DOC) OR (OMC) OR (SXO) | |
| <input type="checkbox"/> Threat/False Report – Zero Tolerance Against Any School/District Property, Including School-Sponsored Transportation, or Any School/District-Sponsored Activity or Function SESIR (DOC) OR (TRE) | |



Level V: Discipline Response Code

LEVEL V behaviors are the most serious acts of misconduct and violent actions that threaten life.



LEVEL V: BEHAVIOR OFFENSES


Aggravated Assault or Assault - Zero Tolerance Against Specified Officials or Employees as defined is F.S. 784.081
SESIR Incident


(Zero-Tolerance/ Employee or School Official)


SESIR Code **TRE**


Assault: An intentional, unlawful threat by word or act to do violence to the person of another, coupled with an apparent ability to do so, and doing some act which creates a well-founded fear in such other person that such violence is imminent.
Aggravated Assault: An assault with the use of a weapon or with the intent to commit another felony.

Note: Assault, aggravated assault, battery, and/or aggravated battery committed against a staff member require a mandatory recommendation for expulsion.

 **Reported to Law Enforcement**

 **SESIR Incident (Threat/Intimidation) SESIR CODE: TRE**

 **School Must Refer student to the School Based Threat Management Team and refer student to mental health services identified by the District.**

 **Zero Tolerance – Mandatory Expulsion for 1 year**

SESIR LINK: [Threat/Intimidation \(TRE\)](#)

CORRECTIVE ACTIONS: Level V

Select **Level V Corrective Strategies** to administer for this COSC/SESIR incident, administrators can also utilize corrective strategies from previous **Level I, II, III, and IV.**

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

| SCM Code | Student Service Code Description |
|----------|---------------------------------------------------|
| HN | Hope Scholarship Notification (Required) |

REPORTING REQUIREMENTS: SESIR INCIDENT

1. Utilize a SCM Referral Form to capture the details of the incident.
2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
3. Once a SESIR # is generated, **handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.**

To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.



LEVEL V: BEHAVIOR OFFENSES

Aggravated Battery Against a Non-Staff Member


SESIR Incident

SESIR Code

BAT

Battery: An actual and intentional touching or striking of another person against his or her will, or the intentional causing of bodily harm to an individual.

Aggravated Battery: A battery where the attacker intentionally or knowingly caused more serious injury (death or injuries with substantial risk of death, extreme physical pain, protracted and obvious disfigurement, and protracted loss or impairment of the function of a bodily member, organ, or mental faculty); used a deadly weapon; or knew or should have known the victim was pregnant.

 **Reported to Law Enforcement**

SESIR Incident (Aggravated Battery) SESIR CODE: BAT

SESIR LINK: [Aggravated Battery](#) (BAT)

CORRECTIVE ACTIONS: Level V

Select **Level V Corrective Strategies** to administer for this COSC/SESIR incident, administrators can also utilize corrective strategies from previous **Level I, II, III, and IV.**

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

| SCM Code | Student Service Code Description |
|-----------|-------------------------------------------------|
| HN | Hope Scholarship Notification (Required) |

REPORTING REQUIREMENTS: SESIR INCIDENT

1. Utilize a SCM Referral Form to capture the details of the incident.
2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
3. Once a SESIR # is generated, handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.

To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.



Aggravated Battery or Simple Battery Against Specified Officials or Employees

SESIR Incident

(Zero-Tolerance)

SESIR Code **BAT**

OR

SESIR Code **PHA**

Battery: An actual and intentional touching, striking of another person against his or her will or the intentional causing of bodily harm to an individual.

Aggravated Battery: A battery where the attacker intentionally or knowingly causes more serious injury (death or injuries with substantial risk of death, extreme physical pain, protracted and obvious disfigurement, and protracted loss or impairment of the function of a bodily member, organ, or mental faculty); uses a deadly weapon; or knew or should have known the victim was pregnant.

Note: Assault, aggravated assault, battery, and/or aggravated battery committed against a staff member require a mandatory recommendation for expulsion.

 **Reported to Law Enforcement**

SESIR Incident (Aggravated Battery) SESIR CODE: (BAT)

SESIR Incident (Simple Battery) SESIR CODE: (PHA)

 **Zero Tolerance – Mandatory Expulsion for 1 year**

SESIR LINK: [Aggravated Battery \(BAT\)](#)
SESIR LINK: [Simple Battery \(PHA\)](#)

CORRECTIVE ACTIONS: Level V

Select **Level V Corrective Strategies** to administer for this **COSC/SESIR incident**, administrators can also utilize corrective strategies from previous **Level I, II, III, and IV.**

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

REPORTING REQUIREMENTS: SESIR INCIDENT

1. Utilize a SCM Referral Form to capture the details of the incident.
2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
3. Once a SESIR # is generated, handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.

To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.



LEVEL V: BEHAVIOR OFFENSES

Robbery (With Weapon)
SESIR Incident

(Zero Tolerance)

SESIR Code **ROB**

The taking of money or property from another while having a weapon through the use of force, violence, assault, or putting in fear.

 **Reported to Law Enforcement**

SESIR Incident (Robbery) SESIR CODE: ROB

 **Zero Tolerance – Mandatory Expulsion for 1 year**

SESIR LINK: [Robbery \(ROB\)](#)

CORRECTIVE ACTIONS: Level V

Select **Level V Corrective Strategies** to administer for this **COSC/SESIR incident**, administrators can also utilize corrective strategies from previous **Level I, II, III, and IV.**

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

| SCM Code | Student Service Code Description |
|-----------|-------------------------------------------------|
| HN | Hope Scholarship Notification (Required) |

REPORTING REQUIREMENTS: SESIR INCIDENT

1. Utilize a SCM Referral Form to capture the details of the incident.
2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
3. Once a SESIR # is generated, handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.

To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.



LEVEL V: BEHAVIOR OFFENSES

Arson

SESIR Incident

SESIR Code

ARS

Intentionally setting a fire on school property. To intentionally damage or cause to be damaged, by fire or explosion, any dwelling, structure, or conveyance, whether occupied or not, or its contents. This includes intentionally setting a fire on school property,

Note: Fires that are not intentional, that are caused by accident, or do not cause damage are not required to be reported in SESIR.

 **Reported to Law Enforcement**

SESIR Incident (Arson) SESIR CODE: ARS

SESIR LINK: [Arson](#) (ARS)

CORRECTIVE ACTIONS: Level V

Select **Level V Corrective Strategies** to administer for this **COSC/SESIR incident**, administrators can also utilize corrective strategies from previous **Level I, II, III, and IV.**

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

REPORTING REQUIREMENTS: SESIR INCIDENT

1. Utilize a SCM Referral Form to capture the details of the incident.
2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
3. Once a SESIR # is generated, handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.

To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.



LEVEL V: BEHAVIOR OFFENSES

False Accusation
Non SESIR Incident

SCM Code **5A**

Intentionally making untrue and serious statements about a teacher, staff member, or any member of school staff in a manner that jeopardizes their professional reputation, employment, or professional certification. (F.S. 1006.09(1)(c)).


Reported to Law Enforcement

CORRECTIVE ACTIONS: Level V

Select **Level V Corrective Strategies** to administer for this **COSC/SESIR incident**, administrators can also utilize corrective strategies from previous **Level I, II, III, and IV**.

- Mandatory Corrective Strategies**
 - Parent/Guardian Contact (C6)**
 - Student Conference (C7)**

REPORTING REQUIREMENTS:

- Utilize a SCM Referral Form and ENTER the incident into the Student Case Management System in DSIS.



LEVEL V: BEHAVIOR OFFENSES

Homicide

SESIR Incident

SESIR
Code

HOM

The unjustified killing of one human being by another (murder, manslaughter).



Reported to Law Enforcement

SESIR Incident (**Homicide**) SESIR CODE: **HOM**

SESIR LINK: [Homicide](#) (HOM)

CORRECTIVE ACTIONS: Level V

Select **Level V Corrective Strategies** to administer for this COSC/SESIR incident, administrators can also utilize corrective strategies from previous **Level I, II, III, and IV.**

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

REPORTING REQUIREMENTS: SESIR INCIDENT

7. Utilize a SCM Referral Form to capture the details of the incident.
8. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
9. Once a SESIR # is generated, handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.

To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.




LEVEL V: BEHAVIOR OFFENSES

Kidnapping/ Abduction SESIR Incident

SESIR Code **KID**

Forcibly, secretly, or by threat, confining, abducting, or imprisoning another person against his/her will and without lawful authority.

 **Reported to Law Enforcement**
SESIR Incident (Kidnapping) SESIR CODE: KID

SESIR Link: [Kidnapping \(KID\)](#)

CORRECTIVE ACTIONS: Level V

Select **Level V Corrective Strategies** to administer for this **COSC/SESIR incident**, administrators can also utilize corrective strategies from previous **Level I, II, III, and IV.**

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

| SCM Code | Student Service Code Description |
|-----------|-------------------------------------------------|
| HN | Hope Scholarship Notification (Required) |

| SCM CODE | SPECIAL NOTE |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

REPORTING REQUIREMENTS: SESIR INCIDENT

1. Utilize a SCM Referral Form to capture the details of the incident.
2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
3. Once a SESIR # is generated, handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.

To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.



ADMINISTRATIVE GUIDE Code of Student Conduct

Possession, Use, Sale, or Distribution of Firearms, Explosives, Destructive Devices, and Other Weapons





SESIR Incident

(Zero Tolerance)

| | |
|-------------------|-----|
| SESIR Code | WPO |
|-------------------|-----|

Possession, use, sale, or distribution of firearms and other instruments that can cause or inflict serious harm on another person or that can place a person in reasonable fear of serious harm.

Zero-Tolerance weapons that require a mandatory recommendation for expulsion are any firearms or instrument or object as defined in F.S. 790.001, including, but not limited to, dirks, knives, metallic knuckles, slungshots, billies, tear gas guns, chemical weapons or devices, or other deadly weapons (including, but not limited to tasers) except a common pocketknife, plastic knife, or blunt-bladed table knife.

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     | <p>Reported to Law Enforcement</p> <p>SESIR Incident (<u>Weapons Possession</u>) SESIR CODE: WPO</p> <p style="color: #800080; font-weight: bold;">Zero Tolerance – Mandatory Expulsion for 1 year</p> <p>School Must Refer to School Based Threat Management Team and refer mental health services identified by the District.</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | | | |
|------------------------------------|------------------------------------------|------------------------------------|------------------------------------|
| SESIR LINK: | Weapons Possession (WPO) | | |
| Weapon Description | Weapon Related | Weapon Description | Weapon, Discharged |

CORRECTIVE ACTIONS: Level V

Select **Level V Corrective Strategies** to administer for this COSC/SESIR incident, administrators can also utilize corrective strategies from previous **Level I, II, III, and IV.**

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

REPORTING REQUIREMENTS: SESIR INCIDENT

1. Utilize a SCM Referral Form to capture the details of the incident.
2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
3. Once a SESIR # is generated, handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.

To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.




**Sexting
(Category 3)
SESIR Incident**

SESIR Code **OMC**

Forwarding sexually explicit, nude, or partially nude photographs/images through cellular telephones and other electronic media. Sexting is prohibited and will not be tolerated. School Board Policy 5136.02 addresses Sexting and will be enforced pursuant the Code of Student Conduct. Sexting (Category 3) is broad exposure/distribution of a sext without consent and/or transmittal with the intent to victimize another individual.

Note: A Sexting (Category 3) offense is also the repeated commission of sexting categories 1, 2 and/or 3 offenses. A Sexting (Category 3) offense is a Level V violation of the Code of Student Conduct because it involves extreme behaviors that seriously endanger the health and well-being of others and/or damages property or character. The principal/designee must conduct a parent/guardian conference and apply at least one of the additional disciplinary strategies from Level V.


Consult with your Charter School's Office of Civil Rights Compliance
Reported to Law Enforcement

SESIR Incident (Other Major) SESIR CODE: OMC

SESIR LINK: [Other Major \(OMC\)](#)

CORRECTIVE ACTIONS: Level V

Select **Level V Corrective Strategies to administer for this COSC/SESIR incident**, administrators can also utilize corrective strategies from previous **Level I, II, III, and IV.**

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |

REPORTING REQUIREMENTS: SESIR INCIDENT

1. Utilize a SCM Referral Form to capture the details of the incident.
2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
3. Once a SESIR # is generated, handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.



LEVEL V: BEHAVIOR OFFENSES




| | |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide. |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



**Sexual Battery
SESIR Incident**

SESIR Code **SXB**

Forced or attempted oral, anal, or vaginal penetration by using a sexual organ or an object simulating a sexual organ, or the anal or vaginal penetration of another by any body part or object.

 **Consult with your Charter School's Office of Civil Rights Compliance**
 **Reported to Law Enforcement**
 **SESIR Incident (Sexual Battery) SESIR CODE: SXB**

SESIR LINK: [Sexual Battery \(SXB\)](#)

CORRECTIVE ACTIONS: Level V

Select **Level V Corrective Strategies** to administer for this COSC/SESIR incident, administrators can also utilize corrective strategies from previous **Level I, II, III, and IV.**

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

| SCM Code | Student Service Code Description |
|-----------|------------------------------------------|
| HN | Hope Scholarship Notification (Required) |

REPORTING REQUIREMENTS: SESIR INCIDENT

1. Utilize a SCM Referral Form to capture the details of the incident.
2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
3. Once a SESIR # is generated, handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.

To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.

CHARTER SCHOOL'S OFFICE OF CIVIL RIGHTS COMPLIANCE REQUIREMENTS:

ALERT: Before creating a SESIR incident in the SPAR application in CICS immediately contact your Charter School's Office of Civil Rights Compliance for this incident.

Required Action by School-Site Administrator Upon Charter School's Office of Civil Rights Compliance Initial Guidance



LEVEL V: BEHAVIOR OFFENSES

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| <p>Sexual Battery (CONTINUED) SESIR Incident</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; display: flex; align-items: center;"> <div style="background-color: #003366; color: white; padding: 2px 5px; font-weight: bold;">SESIR Code</div> <div style="padding: 2px 5px; font-size: 2em; font-weight: bold; margin-left: 10px;">SXB</div> </div> | <p style="font-size: 2em; color: #003366; font-weight: bold;">YES</p> <p>CRC Confirmed Eligibility for Title IX Investigation</p> | <p>If CRC is investigating this incident because it meets the Title IX criteria the school-site administrator will do the following:</p> <ol style="list-style-type: none"> 4. Create a SCM Incident in the Student Case Management System in DSIS. 5. Referral Code “3Q” is to be entered, and only service codes that are not disciplinary may be entered into the 3Q SCM (i.e. parent/guardian contact; student conference, etc...) The Charter School’s Office of Civil Rights will provide guidance on next steps. 6. DO NOT create a SESIR incident in the SPAR application in the District’s CICS database. <p><u>NO DISCIPLINE</u> can be administered to the alleged student offender, until the Charter School’s Office of Civil Rights completes its investigation and provides the school-site administrator with its findings and next steps.</p> |
| | <p style="font-size: 2em; color: #003366; font-weight: bold;">NO</p> <p>CRC Confirmed NOT Eligible for Title IX Investigation</p> | <p>Charter School’s Office of Civil Rights Compliance Office has determined that this SESIR incident does not meet the criteria for a Title IX investigation.</p> <ol style="list-style-type: none"> 5. School-site administrator can proceed to create a SESIR incident in the District’s SPAR application in the CICS database. |



ADMINISTRATIVE GUIDE Code of Student Conduct

| <p>Technology and Computer Offense (Category 3)</p> <p>SESIR Incident</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>SESIR Code OMC</p> </div> <p style="text-align: center; color: #e91e63; font-weight: bold;">OR</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>SESIR Code SXO</p> </div> <p style="text-align: center; color: #e91e63; font-weight: bold;">OR</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>SESIR Code DOC</p> </div> | <p>Students are encouraged to use computers, networks, and online telecommunication such as the Internet and electronic mail (e-mail). While exercising the right to use available technology, students must be aware of their responsibility as users. Students must comply with School Board Policy 7540.03, <i>Student Responsible Use of Technology, Social Media, and District Network Systems, & Internet Safety</i>, and the M-DCPS Network Security Standards whenever using or accessing District-provisioned accounts, resources and/or electronic devices (even when off-site). These provisions are applicable whether the student is using a District-issued or personal device.</p> <p>Level V Technology and Computer-Related Offenses (Category 3) include, but are not limited to:</p> <ol style="list-style-type: none"> 1) using a computer, electronic device, or networked resource to create, access, transmit, or distribute material containing profanity, lewd, pornographic, or obscene content, including but not limited to a “deepfake” (School Board Policy 7540, <i>Computer Technology and Networks</i>) (Special Note: Consult with your Charter School’s Office of Civil Rights Compliance when these offenses affect other students and/or staff); 2) accessing, modifying and/or distributing student data and/or records (including grades) or Personally Identifiable Information (PII), including but not limited to social security number(s), etc. for financial gain; or 3) destroying, damaging, or interrupting, either virtually or physically, any District information system. <div style="border: 2px solid #e91e63; padding: 10px; margin-top: 10px;"> <div style="display: flex; align-items: center;"> <p>Reported to Law Enforcement</p> </div> <div style="display: flex; align-items: center; margin-top: 5px;"> <p>Consult with your Charter School’s Office of Civil Rights Compliance (See Special Note Above)</p> </div> <div style="display: flex; align-items: center; margin-top: 5px;"> <p>SESIR Incident (<u>Other Major</u> OR <u>Sexual Offenses (Other)</u> OR <u>Disruption on Campus</u>) SESIR CODE: OMC SXO DOC</p> </div> </div> <p>SESIR LINK: Disruption on Campus-Major (DOC) SESIR LINK: Other Major (OMC) SESIR LINK: Sexual Offenses (Other) (SXO)</p> <div style="background-color: #002060; color: white; padding: 5px; font-weight: bold;"> CORRECTIVE ACTIONS: Level V </div> <p>Select Level V Corrective Strategies to administer for this COSC/SESIR incident, administrators can also utilize corrective strategies from previous Level I, II, III, and IV.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mandatory Corrective Strategies <ul style="list-style-type: none"> ○ Parent/Guardian Contact (C6) ○ Student Conference (C7) <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #e91e63; color: white;"> <th style="width: 20%; padding: 5px;">SCM CODE</th> <th style="padding: 5px;">SPECIAL NOTE</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; font-size: 2em; font-weight: bold; color: #002060; padding: 10px;">ND</td> <td style="padding: 10px;">This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but</td> </tr> </tbody> </table> | SCM CODE | SPECIAL NOTE | ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but |
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| SCM CODE | SPECIAL NOTE | | | | |
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but | | | | |



LEVEL V: BEHAVIOR OFFENSES

Technology and Computer-Related Offenses (Category 3)
(CONTINUED)
SESIR Incident

SESIR Code **DOC**

OR

SESIR Code **OMC**

OR

SESIR Code **SXO**

| | |
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| | will not be receiving any disciplinary action because of their age, capacity, or disability. |
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REPORTING REQUIREMENTS: SESIR INCIDENT

1. Utilize a SCM Referral Form to capture the details of the incident.
 2. This is a SESIR Incident you will need to enter the details of the incident into the SPAR application into CICS.
 3. Once a SESIR # is generated, handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.
- To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.



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Threat/False Report – Zero Tolerance Against Any School/District Property, Including School-Sponsored Transportation, or Any School/District-Sponsored Activity or Function
SESIR Incident

(Zero Tolerance)

SESIR Code **TRE**

OR

SESIR Code **DOC**

Threatening to throw, project, place, or discharge any destructive device with intent to do bodily harm to any person or with intent to do damage to any property of any person and/or a false report, with intent to deceive, mislead, or otherwise misinform any person, concerning the placing or planting of any bomb, dynamite, other deadly explosive, or weapon of mass destruction as defined in F.S. 790.166, or concerning the use of firearms in a violent manner against a person or persons.

This includes sending, posting, or transmitting, or procuring the sending, posting, or transmission of, a writing or other record, including an electronic record, in any manner in which it may be viewed by another person, when in such writing or record the person makes a threat to conduct a mass shooting or an act of terrorism (F.S. 836.10.)

Threatening to inflict bodily injury through the discharge of a firearm or through the use of a weapon as defined in F.S. 790.001, against any school/district property, including school-sponsored transportation, or any school/district-sponsored activity or function. This includes nonverbal threats and verbal threats of physical harm which are made in person, electronically, or through any other means.

Sections 790.162 and 790.163, F.S. (Weapons and Firearms), further define the making of a false threat or report.

 **Reported to Law Enforcement**
SESIR Incident (Threat/Intimidation OR Disruption on Campus) **SESIR CODE: TRE OR DOC**

 **Zero Tolerance – Mandatory Expulsion for 1 year**

 **School Must Refer to School Based Threat Management Team and refer and mental health services identified by the District.**

SESIR LINK: [Disruption on Campus-Major \(DOC\)](#)

SESIR LINK: [Threat/Intimidation \(TRE\)](#)

CORRECTIVE ACTIONS: Level V

Select **Level V Corrective Strategies** to administer for this **COSC/SESIR incident**, administrators can also utilize corrective strategies from previous **Level I, II, III, and IV.**

- Mandatory Corrective Strategies**
 - **Parent/Guardian Contact (C6)**
 - **Student Conference (C7)**

| SCM CODE | SPECIAL NOTE |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ND | This corrective action/disciplinary code is utilized for students who were involved in a SESIR Incident that needs to be reported to the FDOE but will not be receiving any disciplinary action because of their age, capacity, or disability. |



LEVEL V: BEHAVIOR OFFENSES

Threat/False Report – Zero Tolerance Against Any School/District Property, Including School-Sponsored Transportation, or Any School/District-Sponsored Activity or Function
(CONTINUED)
SESIR Incident

(Zero Tolerance)

| | |
|------------|-----|
| SESIR Code | DOC |
|------------|-----|

OR

| | |
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| SESIR Code | TRE |
|------------|-----|

REPORTING REQUIREMENTS: SESIR INCIDENT

1. Utilize a SCM Referral Form to capture the details of the incident.
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3. Once a SESIR # is generated, handwrite the SESIR # on the top of the hardcopy of the SCM Referral Form and cross out the pre-printed SCM #.

To enter the corrective actions (discipline/corrective strategies) access the Student Case Management System in DSIS and follow the procedures outlined in this guide.



| LEVEL V: CORRECTIVE STRATEGIES | |
|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. Parent/Guardian Contact* 2. Student Conference* | <ol style="list-style-type: none"> 3. Any Corrective Strategies from Level I, Level II, Level III, and Level IV 4. Recommendation for an Administrative Assignment or Expulsion |
| *Mandatory Corrective Strategies | |

LEVEL V: CORRECTIVE STRATEGIES SCM CODES

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|-----------------------------------|
| C6 Parent/Guardian Contact |
| C7 Student Conference* |

| |
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| E5 Recommendation for an Administrative Assignment or Expulsion |
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LEVEL I: CORRECTIVE STRATEGIES

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| <ol style="list-style-type: none">1. Parent/Guardian Contact* (C6)2. Student Conference* (C7)3. Student, Parents/Guardians/Staff Conference (CT)4. Behavior Plan (BP)5. Student Contract (P2)6. Participation in a Counseling Session Related to Infraction (HI)7. Refer to Outside Agency/Provider (CI)8. Peer Mediation (PM)9. Reprimand (R9)10. Detention or Other Board-Approved In-School Program (D2) | <ol style="list-style-type: none">11. Proactive Approach to Discipline (PAD) (District-Approved Schools) (RJ)12. Student Court (District-Approved Schools) (TC)13. Confiscation of Wireless Communication Devices (CE)14. Revocation of the Right to Participate in Social and/or Extracurricular Activities (RR)15. Loss of Bus Privileges Up to 10 Days (D1)16. Replacement or Payment of Any Damaged Property (RA)17. School Center for Special Instruction (SCSI) or Other Alternative Education Setting (AES) at the School (15 days) (SU) *Mandatory Corrective Strategies |
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LEVEL II: CORRECTIVE STRATEGIES

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| <ol style="list-style-type: none">1. Parent/Guardian Contact* (C6)2. Student Conference* (C7)3. Any Corrective Strategies from Level I4. Participation in a Counseling Session Related to Infraction (HI)5. Refer to Outside Agency/Provider (C1)6. School-Based Program That Focuses on Modifying the Student's Inappropriate Behavior or Promotes Positive Behavior (MB) | <ol style="list-style-type: none">7. Refer to Tobacco/Vaping Cessation Program (AB)8. Proactive Approach to Discipline (PAD) (District-Approved Schools) (AE)9. Student Court (District-Approved Schools) (TC)10. Assignment to an Alternative Educational Setting at the Student's Currently Assigned School (RB) <p style="text-align: right;">*Mandatory Corrective Strategies</p> |
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LEVEL III: CORRECTIVE STRATEGIES

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| <ol style="list-style-type: none">1. Parent/Guardian Contact* (C6)2. Student Conference* (C7)3. Any Corrective Strategies from Level I and Level II4. Assignment to an Alternative Educational Setting (1-10 Days) (NO LONGER USED) | <ol style="list-style-type: none">5. Permanent Removal from Class and Reassignment to Different Class (Placement Review Committee Decision Required) (RM)6. Suspension (RO)7. Recommendation for an Administrative Assignment or Expulsion (E5) <p style="text-align: right;">*Mandatory Corrective Strategies</p> |
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LEVEL IV: CORRECTIVE STRATEGIES

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| <ol style="list-style-type: none">1. Parent/Guardian Contact* (C6)2. Student Conference* (C7)3. Any Corrective Strategies from Level I, Level II, and Level III | <ol style="list-style-type: none">4. Recommendation for an Administrative Assignment or Expulsion (E5) <p style="text-align: right;">*Mandatory Corrective Strategies</p> |
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LEVEL V: CORRECTIVE STRATEGIES

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none">1. Parent/Guardian Contact* (C6)2. Student Conference* (C7)3. Any Corrective Strategies from Level I, Level II, Level III, and Level IV | <ol style="list-style-type: none">4. Recommendation for an Administrative Assignment or Expulsion (E5) <p style="text-align: right;">*Mandatory Corrective Strategies</p> |
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Assignment to an Alternative Educational Setting

ELEMENTARY & SECONDARY



An Alternative Educational Setting (AES) is a corrective intervention used to address a student’s needs and give the student time away from the classroom or regularly assigned school setting to learn targeted behavior management skills in a smaller school setting. A student may be assigned to the following AESs suitable to the Level of Behavior. When the principal utilizes an AES, the student shall be afforded the same due process procedures that are applicable to suspension, including written notice within 24 hours by U.S. mail. Schools must consider the student’s capacity to understand his or her behavior and the inappropriateness of his or her actions. Schools may take age, development, and disability into account when determining appropriate discipline. Pursuant to School Board Policy 2410.01, *Mental Health Services*, principals shall make a reasonable attempt to notify a parent of a student before the student is removed from school, school transportation, or a school-sponsored activity to be taken to a receiving facility for an involuntary examination pursuant to F.S. 394.463.

A teacher has the authority to refer a disruptive student to the principal’s office to maintain effective discipline in the classroom and may recommend an appropriate consequence consistent with the COSC. After determining that the student has violated the COSC, the principal shall respond either by employing the teacher’s recommended consequence, or by imposing a more serious disciplinary action, if the student’s overall behavioral history warrants it.

TEMPORARY REMOVAL FROM CLASS

Disruptive students removed from class and assigned elsewhere within the student’s regularly assigned school. Students removed from class will be provided with assignments that are relevant to the material being taught in the class from which the student was removed.

OTHER ALTERNATIVES

Other alternatives, include after-school detention, Saturday School, or other programs available within the student’s regularly assigned school.

In the case of a student with a disability, assignment must be appropriate in light of the student’s Individual Educational Plan (IEP) or Section 504 Plan. Removal from a particular class should not effectuate a denial of IEP or Limited English Proficient (LEP) services.

PROACTIVE APPROACH TO DISCIPLINE (PAD) (at District Approved Schools)

Proactive Approach to Discipline (PAD) is a theory of justice that emphasizes repairing the harm caused by crime and conflict. It places decisions in the hands of those who have been most affected by a wrongdoing, and gives equal concern to the victim, the offender, and the surrounding community. PAD focuses on the infraction and conflict, and utilize various techniques such as peace-making circles, which



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are designed to repair the harm, heal broken relationships, and address the underlying reasons for the offense.

STUDENT COURT SCHOOL-BASED PROGRAM (at District Approved Schools)

Student Court is a tribunal for students who have been trained to hear actual cases of school level offenses committed by their peers. Student Court School-Based Program model is for students who violate Level I, Level II and select Level III behaviors of the *Code of Student Conduct*. It provides participating schools with an alternative resource for decreasing the number of in-school and out-of-school suspensions.

ASSIGNMENT TO SCHOOL CENTER FOR SPECIAL INSTRUCTION (SCSI)

The principal may assign the student to the School Center for Special Instruction (SCSI), which is an alternative setting within the student's regularly assigned school. The SCSI should be designed to provide tutorial and guidance services.

When misconduct in a specific class result in an assignment to SCSI, the student may only be removed from the class where the misconduct occurred. Continued or general misconduct can result in removal from all classes if deemed appropriate by the principal.

PERMANENT REMOVAL FROM CLASS

A teacher may remove a student whose behavior the teacher determines interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn. This includes disobedient, violent, abusive, uncontrollable, or disruptive students. The principal shall be notified immediately upon the student's removal.

Each school must establish a Placement Review Committee to determine appropriate placement of the student when the teacher has withheld consent for return to the teacher's class. The parent/guardian of the student must be informed of the Placement Review Committee and be provided the opportunity to communicate with the committee on behalf of the student. The committee may either: (1) place the student in another class within the student's regularly assigned school, or (2) return the student to the teacher's class if the placement is the best or only available alternative.

OUT OF SCHOOL SUSPENSION (1- 10 DAYS) (ONLY Levels III-V)

A principal may remove a student from the student's regularly assigned school for one (1) to ten (10) days for behaviors that constitute a threat to school safety, endanger health and safety, damage property, and/or cause serious disruptions to the learning environment. Principals take this action when they have exhausted informal corrective strategies, or when they have at least considered those alternatives and rejected them as inappropriate in a given situation.

A student removed from his or her regular school program has the right to request and obtain make-up assignments for the time he or she was reassigned. It is the responsibility of the student to request make-up work for assignments missed due to a reassignment from the student's regular school program. In the



ADMINISTRATIVE GUIDE **Code of Student Conduct**

case of a student with a disability, assignment must be appropriate in light of the student's Individual Educational Plan (IEP) or Section 504 Plan. Removal from a particular class should not effectuate a denial of IEP or Limited English Proficient (LEP) services.

A student removed from his or her regular school program is entitled to be notified of the reason for the reassignment and an opportunity to be heard by the principal/designee. Parents/Guardians must be provided written notice within 24 hours by U.S. mail.

AES PLACEMENT (MORE THAN 10 DAYS)

A principal may request a District-approved administrative assignment to an AES for more than ten (10) days for Level III-V behaviors that constitute a threat to school safety, seriously endanger health and well-being of others, damage property, and/or cause serious disruptions to the learning environment. This action is taken only when less severe strategies are deemed inappropriate. If the nature of the student's behavior warrants, the Superintendent's designee will approve the request and assign the student to one of the alternative educational settings.

In the case of a student with a disability, assignment must be appropriate considering the student's Individual Educational Plan (IEP) or Section 504 Plan. Removal from a particular class should not effectuate a denial of IEP or Limited English Proficient (LEP) services. Suspensions and Expulsions for more than ten (10) consecutive days and/or a pattern of suspensions and expulsions that exceed ten (10) days in a school year may be considered "changes in placement" for students with disabilities who have a Section 504 Plan or who are enrolled in Exceptional Student Education (ESE) placement under the Individuals with Disabilities Education Act (IDEA). When the student is removed from his/her educational placement for more than ten (10) days, a manifestation determination must be conducted to review the Social Emotional - Behavior Intervention Plan (SE-BIP) and consider whether other strategies, interventions, or assessments are appropriate and the student must be provided appropriate educational services in order to provide a Free Appropriate Public Education (FAPE). Discipline guidelines for IDEA students with disabilities are specified in the District's *Exceptional Student Education Policies and Procedures (SP&P)*, Board Policy 2260, *Nondiscrimination and Access to Equal Educational Opportunity*, and discipline guidelines for Section 504 students with disabilities as outlined in Board Policy 2260.01, *Section 504 Procedures for Students with Disabilities*.

A student removed from his or her regular school program is entitled to be notified of the reason for the reassignment and an opportunity to be heard by the principal/designee and the parents/guardians must be sent written notice within 24 hours by U.S. mail. Furthermore, the student assigned to an AES for more than 10 days is entitled to a hearing.



Denial of Bus Privileges

ELEMENTARY & SECONDARY

B



Student misconduct while riding a school bus and/or bus stop is a serious threat to the safety of everyone on the bus as well as other motorists, pedestrians, and members of the community. Students are expected to adhere to the Code of Student Conduct while on school sponsored transportation and bus stops, as well as to the bus rules noted in this section. All rules that apply to school grounds and activities also apply when riding the school bus or at the bus stop. Parents are responsible for their child's behavior on the school bus to and from school as well as their behavior at the bus stop.

School bus drivers must report to the school principal (or his/her designee) any student who persists in disorderly conduct, and any student who engages in violent, abusive, or uncontrollable behavior which:

- endangers the safety of the students, driver, and/or bus aide riding on the bus.
 - endangers the safe operation of the bus.
-
- Students may ride only in their assigned bus and get off only at their assigned bus stop.
 - Students must stand off the roadway while waiting for the bus to arrive.
 - Students must cross the road **only in front of the bus** and only when all traffic has been completely stopped. Students must NEVER cross the road from behind the bus.
 - Seating charts for students assigned to school buses (in K-8) will be produced using the *Bus Planner* school bus routing system. School bus drivers and aides shall inform students of their seat assignment using these seating charts.
 - Students must enter and leave the bus at schools and at student stops in an orderly fashion. This requires students to proceed on and off the bus without delay.



ADMINISTRATIVE GUIDE **Code of Student Conduct**

BUS SAFETY RULES AND RESPONSIBILITIES OF TRANSPORTED STUDENTS

Students riding on school buses are required to observe the *Code of Student Conduct*, school bus safety rules, and the following policies of the M-DCPS Transportation Department:

- Students are to board the bus without haste and without loitering, and without crowding, pushing, or shoving.
- Students, upon boarding the bus, must go directly to their assigned seat and sit down as quickly as possible.
- Students shall not change or trade seats.
- Students must remain seated in their assigned seat for the entire duration of the trip.
- School buses operated by M-DCPS are equipped with lap belts.
 - While School bus drivers can not compel a student to use the lap belt, all students **MUST** fasten their lap belt and keep them fastened for the entire trip to and from school.
 - Students who do not comply with the safety rule shall be referred to the school principal.
- Students must pay attention to the school bus driver (and school bus aide, if assigned) and follow their instructions. The driver and aide are responsible for the safety of the students entrusted in their care.
- Students must remain quiet enough so as not to distract the driver's attention from the road, especially when the bus is crossing a railroad track.
- Students must always refrain from shouting, yelling, and other boisterous activities; from engaging in unnecessary conversation with the driver; and from any activity that worries or distracts the driver, and which may put the student's own safety and the safety of others at risk.
- Students may play music devices when riding on buses **ONLY** when wearing ear buds or headphones.
- Students may not eat, drink, smoke, or vape when on the school bus.
- Students must **NEVER** extend hands, arms, heads, or any other parts of the body out of the windows of the bus.
- Students must refrain from littering, including throwing or scattering wastepaper, wrappers, bottles or other items on the bus floor or out of the windows of the bus.
- Students must not purposely mark, deface, damage, or destroy any part of the bus, the equipment on it, or the area surrounding the bus stop location.

Possible corrective action(s) may include the following depending on the severity of the offense:

- Verbal or written reprimand from the school principal/ designee.
- Parent Conference.
- Up to ten (10) days suspension from being transported to and from school.
- Up to ten (10) days loss of bus privileges for extracurricular activities.
- Assignment to AES
- Recommendation for expulsion if the behavior on the bus constitutes a Level III-V.

Corrective actions will be determined by the school principal/designee with input from the M-DCPS Department of Transportation based on the offense and after all necessary documentation has been submitted by the bus driver or M-DCPS transportation center.



Suspension of Bus Privileges for Students With Disabilities

ELEMENTARY & SECONDARY

B

In the case of a student with a disability, suspension of bus privileges must be appropriate considering the student's Individual Educational Plan (IEP) or Section 504 Plan. A manifestation determination must be conducted for more than ten (10) days of bus suspension for any student who receives transportation as a related service on his or her IEP or Section 504 Plan.

Denial of Participating in Social and/or Extracurricular Activities

ELEMENTARY & SECONDARY

D

Students may be denied the privilege of participating in social and/or extracurricular activities if they have been disruptive in school or at social and/or extracurricular activities. They may also be denied this privilege if they have been convicted or found to have committed a felony or a delinquent act that would have been a felony if committed by an adult, regardless of whether adjudication is withheld, and a determination has been made that the incident has an adverse impact on the educational program, discipline, or welfare in the school. In addition, for senior high school students, any arrest will result in an immediate minimum 10-day prohibition from participation in interscholastic competitions or performance, including practices.

All senior high school students, in order to participate in interscholastic athletics and/or extracurricular activities, commencing with the successful completion of the eighth grade as defined by School Board Policy 5410 - Student Progression Plan, must meet all academic and conduct eligibility requirements contained in School Board Policy 5845, *Student Activities*, School Board Policy 5500, *Student Conduct and Discipline*, and those of the Florida High School Athletic Association (FHSAA) and the Greater Miami Athletic Conference (GMAC) Bylaws.

A student's eligibility to participate in any interscholastic athletics and/or extracurricular activity may not be affected by any alleged recruiting violation until final disposition of the allegation pursuant to Section 1006.20 F.S.



Expulsion

ELEMENTARY & SECONDARY



A principal may recommend to the Superintendent expulsion or administrative assignment of a student to an AES at an alternative school in accordance with School Board Policy 5610, *Suspension and Expulsion of Students* and this *Code of Student Conduct*. Principals may take this action when they have exhausted less severe administrative corrective strategies, or when they have considered those alternatives and rejected them as inappropriate in the given situation. Upon a recommendation for expulsion or administrative assignment, the student is suspended by the principal and/or administratively assigned to an AES by the Office of School Leadership and Performance/Alternative Education. Offenses requiring a mandatory recommendation for expulsion are located in the section below on Zero Tolerance.

Only the School Board can approve an expulsion. The maximum period of time for an expulsion may not exceed the remainder of the term or school year in which the incident that gave rise to the expulsion occurred, the summer session, plus one additional school year of attendance. An expelled student is entitled to due process as set forth in Policy 5610, including a formal hearing. Expulsions may be imposed with or without continuing educational services and shall be reported accordingly. Expulsion shall include the exclusion of the student from any traditional school, specialized center, or adult program for the number of school days remaining in the school year in which the incident that gives rise to the expulsion takes place and one (1) additional school.

Manifestation Determination

ELEMENTARY & SECONDARY



A Manifestation Determination meeting is held any time a change of placement is being considered for a student with a disability, such as, when the student has been referred to an Alternative Educational Setting (AES) or School Center for Special Instruction (SCSI). A Manifestation Determination is a process by which the relationship between the student's disability and the specific behavior that may result in disciplinary action is examined. Schools must consider the student's capacity to understand his or her behavior and the inappropriateness of his or her actions. Schools may take age, development, and disability into account when determining appropriate discipline.

When the student is removed from his/her educational placement for more than ten (10) days, a Manifestation Determination must be conducted. School personnel may remove a student to an Interim Alternative Educational Setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the child's disability, in cases where a child:



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- A. carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a state or local educational agency.
- B. knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a state or local educational agency; or
- C. has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a state or local educational agency.
 - Possession of marijuana for personal consumption is exempt from this special circumstance.
 - Serious bodily injury applies only when there is:
 - a substantial risk of death, or extreme physical pain,
 - protracted and obvious disfigurement, or
 - protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

When a student commits one of the special circumstances listed above, the school site where the violation occurred shall contact the parent/guardian and provide the parent/guardian with the Notice of Procedural Safeguards for Students with Disabilities.

Mental Health Services

ELEMENTARY & SECONDARY



If a school’s School Based Threat Management Team determines that a student may pose a threat of violence or physical harm to himself or herself or others or significantly disruptive behaviors, a referral may be made to counseling or behavioral health programs. School Based Threat Management Teams must consult with law enforcement when a student exhibits a pattern of behavior, based upon previous acts or the severity of an act, that may pose a threat to school safety.

If an immediate mental health or substance abuse crisis is suspected, school personnel will engage behavioral health crisis resources to provide de-escalation strategies, emergency intervention and assessment, make recommendations, and refer the student for appropriate services.

A reasonable attempt will be made to notify the student’s parent or legal guardian; however, nothing will preclude school district personnel from acting immediately to address imminent threat and/or danger.



Peer Mediation

ELEMENTARY & SECONDARY



The principal may establish a peer mediation program designed to resolve problems addressed in the *Code of Student Conduct*. The establishment and use of this program is solely within the principal's discretion.

Zero Tolerance

ELEMENTARY & SECONDARY



Zero-tolerance policies must require students found to have committed one of the following offenses to be expelled, with or without continuing educational services, from the student's regular school for a period of not less than 1 full year, and to be referred to the criminal justice or juvenile justice system.

- a) **Bringing a firearm or weapon**, as defined in chapter 790, to school, to any school function, or onto any school-sponsored transportation or possessing a firearm at school.
- b) **Making a threat or false report**, as defined by ss. 790.162 and 790.163, respectively, involving school or school personnel's property, school transportation, or a school-sponsored activity.
- c) **Making written or electronic threats to conduct a mass shooting or an act of terrorism**, as defined by F.S. 836.10, involving posting, or transmitting, or procuring the sending, posting, or transmission of, a writing or other record, including an electronic record, in any manner in which it may be viewed by another person, when in such writing or record the person makes a threat to conduct a mass shooting or an act of terrorism.
- d) **Making a threat to inflict bodily injury through the discharge of a firearm or through the use of a weapon** as defined in F.S. 790.001, against any school/district property, including school-sponsored transportation, or any school/district-sponsored activity or function.

The School Board may assign a student to a disciplinary program for the purpose of continuing educational services during the period of expulsion. The District may consider the 1-year expulsion requirement on a case-by-case basis and request the School Board to modify the requirement by assigning the student to a disciplinary program or second chance school if the request for modification is in writing and it is determined to be in the best interest of the student and the District. If a student committing a Zero-Tolerance offense is a student who has a disability, the School Board will comply with



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applicable statutes and State Board of Education rules.

If a student brings a firearm or weapon and/or makes a threat or false report (electronic or otherwise), the school must refer the student to the school's School Based Threat Management Team and provide mental health services identified by the District.

Assault or Battery on Specified Officials or Employees

Subject to all applicable laws and regulations, any student found to have committed any offense in s. 784.081(1), (2), or (3) shall be expelled or placed in an alternative school setting or other program, as appropriate. Upon being charged with the offense, the student shall be removed from the classroom immediately and placed in an alternative school setting pending disposition.

Other Serious Crimes

The District must take precautions to provide protection at school for victims of students who commit:

- homicide;
- assault, battery, and culpable negligence;
- relating to kidnapping, false imprisonment, luring or enticing a child, and custody offenses;
- sexual battery;
- lewdness and indecent exposure; or
- child abuse.





Chapter III

Student Rights and Responsibilities





Student Rights and Responsibilities (Elementary Level)

It is the intent of this chapter to allow students maximum freedom under law, commensurate with the school's responsibility for student health, safety, and welfare. The rights and responsibilities presented in this section reflect the need for providing students with greater opportunities to serve themselves and society.

Students must realize that every right implies a responsibility and should conduct themselves appropriately on and off campus. Within every school, the principal and staff have the responsibility and authority for maintaining an orderly educational process. Students are citizens of the greater Miami-Dade Community and represent Miami-Dade Schools at all times.

Attendance (Elementary Level)

Philosophical Basis:

School administrators have an obligation under state law to enforce compulsory school attendance laws. Students have an obligation to attend school to develop skills and knowledge necessary to function in a modern, democratic society. Parents and students should review School Board Policy 5200, *Attendance*.

| Rights: | Responsibilities: |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <input type="checkbox"/> Students have the right to information on rules and policies for excused absences, unexcused absences and tardies. <input type="checkbox"/> Students have the right to make-up homework assignments after an excused absence. | <ul style="list-style-type: none"> <input type="checkbox"/> Students have the responsibility to attend classes daily. <input type="checkbox"/> Students have the responsibility to provide the school with reasons for absences. <input type="checkbox"/> Students have the responsibility to request missed work from your teacher and complete the work within a reasonable amount of time. |



Complaint Procedures (Elementary Level)

Philosophical Basis:

A complaint results from situations where students feel that they have been treated unfairly. Schools are responsible for providing a way for students to express and process their complaints.

| Rights: | Responsibilities: |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <input type="checkbox"/> Students have the right to speak to a person in authority if you feel you have received unfair treatment. You also have the right to request a formal complaint hearing at either the school level or the Region. <input type="checkbox"/> Students have the right to have all complaints resolved in a fair, orderly and timely manner. <input type="checkbox"/> Students have the right to report concerns of discrimination/harassment (Civil Rights), including sexual harassment. Parents and students may utilize the formal complaint procedures governing discrimination/harassment concerns based on protected categories as delineated in School Board Policy 5517 through the Charter School’s Office of Civil Rights Compliance. *(See Special Note 1) <input type="checkbox"/> Parents/guardians may request a hearing before an impartial hearing officer in some instances when a student has been assigned to an alternative placement or expelled. | <ul style="list-style-type: none"> <input type="checkbox"/> Students have the responsibility to talk about what you feel is unfair with people who are involved with the situation before requesting a formal hearing. <input type="checkbox"/> Students have the responsibility to state the formal complaint clearly, to follow established procedures for resolving a formal complaint, and to accept the decision that is rendered and to timely file any appeal of that decision. |

SPECIAL NOTE

¹ Discrimination/Harassment (Civil Rights), including Sexual Harassment, may require law enforcement consultation and must be reported to the Charter School’s Office of Civil Rights Compliance at 305-995-1580. For Discrimination/Harassment (Civil Rights), including Sexual Harassment, involving charter school students, contact the individual charter school’s Civil Rights Compliance Officer.

A student who is the victim of discrimination/harassment prohibited by Title IX, including sexual harassment, should refer to Board Policies 5517, 5517.02, and the District’s associated procedural manual to request supportive measures and/or an investigation. Additional information and resources can be accessed by visiting <http://hrdadeschools.net/civilrights> . If you suspect child abuse or neglect, immediately call the Department of Children and Families (DCF) Abuse Hotline as outlined in School Board Policy 8462, *Student Abuse, Abandonment and Neglect*.



Counseling Services (Elementary Level)

Philosophical Basis:

Personal concerns can seriously threaten and inhibit the educational development of students. Schools have the responsibility to make relevant and objective information available to students, to provide a comprehensive Student Services program, and to recommend students to agencies equipped with the facilities and resources necessary to offer additional, direct assistance.

| Rights: | Responsibilities: |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <input type="checkbox"/> Students have a right to get help from a school counselor. The counselor will be able to refer you to outside resources if you or your parents need additional assistance. | <ul style="list-style-type: none"> <input type="checkbox"/> Students have the responsibility to make an appointment to talk to your counselor about your problems. |

Free Speech, Expression and Assembly (Elementary Level)

Philosophical Basis:

One of the basic purposes of education is to prepare students for responsible self-expression in a democratic society. Citizens in our democracy are permitted self-expression under the First and Fourteenth Amendments of the United States Constitution. Full opportunity should be provided for students to inquire, to question, and to exchange ideas. They should be encouraged to participate in discussions in which many points of view, including those that are controversial, are freely expressed.

| Rights: | Responsibilities: |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <input type="checkbox"/> Students have the right to recite the Pledge of Allegiance. You also have the right not to recite the Pledge of Allegiance if the Pledge goes against personal beliefs. <input type="checkbox"/> Students have the right to refuse to join in any activity that goes against your religious beliefs. <input type="checkbox"/> Students have the right to wear badges or other symbols that display personal beliefs as long as the school's dress code is followed, and you are not causing a severe disruption in school. <input type="checkbox"/> Students have the right to say, draw or write personal opinions. Exercise of this right shall be denied or limited only when it | <ul style="list-style-type: none"> <input type="checkbox"/> Students have the responsibility to behave while a school program or activity is occurring. <input type="checkbox"/> Students have the responsibility to respect the political and religious beliefs of others. <input type="checkbox"/> Students have the responsibility to respect the rights of other students who disagree with your way of thinking or behaving. <input type="checkbox"/> Students have the responsibility to support your opinions with facts and evidence. <input type="checkbox"/> Students have the responsibility to get permission to gather peacefully on school property. |



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| Rights: | Responsibilities: |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| <p>substantially disrupts the educational process or orderly operation of a school or poses a threat or danger to the safety of other students, staff, School Board members, any other members of the District Community, or school property.</p> <p><input type="checkbox"/> Students have the right to gather peacefully on school property. Exercise of this right shall be denied or limited only when it substantially disrupts the educational process or orderly operation of a school or poses a threat or danger to the safety of other students, staff, School Board members, any other members of the District Community, or school property.</p> | |

Grades (Elementary Level)

Philosophical Basis:

Grades reflect the student’s academic progress based on the state academic standards for the grade level/course in which the student is enrolled at any particular time. Since much emphasis is placed upon grades, students’ academic grades should reflect the teacher’s most objective assessment of students’ academic achievement. Academic grades should not be based upon the student’s effort and/or conduct nor be used as a threat in order to maintain classroom decorum.

| Rights: | Responsibilities: |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><input type="checkbox"/> Students have the right to know how your teacher determined your grade.</p> <p><input type="checkbox"/> Students have the right to be given a fair grade.</p> <p><input type="checkbox"/> Students have the right to be notified when you are performing unsatisfactorily.</p> <p><input type="checkbox"/> Students have the right to fair and accurate conduct and effort grades.</p> | <p><input type="checkbox"/> Students have the responsibility to ask your teachers what you must do to get certain grades.</p> <p><input type="checkbox"/> Students have the responsibility to work to the best of your ability.</p> <p><input type="checkbox"/> Students have the responsibility to improve your grade when you get an unsatisfactory notice.</p> <p><input type="checkbox"/> Students have the responsibility to exhibit good behavior and effort in class.</p> |



ADMINISTRATIVE GUIDE Code of Student Conduct



Knowledge and Observation of Rules of Conduct (Elementary Level)

Philosophical Basis:

The most effective learning takes place in an atmosphere where students, parents/guardians, and school staff are fully aware of the grounds for corrective strategies and the procedures to be followed for violations of the Code of Student Conduct.

| Rights: | Responsibilities: |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Students have the right to a clear explanation of the <i>Code of Student Conduct</i> in understandable language. You have the right to know the consequences of your misconduct. | <input type="checkbox"/> Students have the responsibility to become familiar with the <i>Code of Student Conduct</i> and to observe all school and classroom rules. |

Marriage, Pregnancy and Parenthood (Elementary Level)

Philosophical Basis:

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

| Rights: | Responsibilities: |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Students who are married, parents/guardians of expectant students have the right to remain in the regular school program, including appropriate extracurricular activities, or to attend one of the specialized programs designed to meet their particular needs. | <input type="checkbox"/> Students have the responsibility to request professional medical advice regarding continued school attendance. |
| <input type="checkbox"/> Students have the right , upon request, to be referred to an appropriate agency for special counseling regarding marriage, pregnancy, and parenthood/ guardianship. | <input type="checkbox"/> Students have the responsibility to request special counseling regarding marriage, pregnancy, and parenthood. |
| <input type="checkbox"/> Students have the right to report concerns of discrimination/harassment based on marital status or pregnancy. Parents and students may utilize the formal complaint | |



| Rights: | Responsibilities: |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <p>procedures governing discrimination/harassment concerns based on protected categories as delineated in School Board Policy 5517, <i>Prohibition on Discrimination and Harassment Against Students Based on Protected Categories</i> through the Charter School’s Office of Civil Rights Compliance.</p> | |

Participation in School Programs and Activities (Elementary Level)

Philosophical Basis:

Students learn from one another and benefit from forming and participating in school programs and student government organizations. Schools have the responsibility to offer opportunities to all students to participate in student government or school programs.

| Rights: | Responsibilities: |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <input type="checkbox"/> Students have a right to form or join any approved school activity and not be excluded based on a protected category as delineated in School Board Policy 5517, <i>Prohibition on Discrimination and Harassment Against Students Based on Protected Categories</i>. <input type="checkbox"/> Students have the right to participate in groups such as student council that help make rules affecting school life. | <ul style="list-style-type: none"> <input type="checkbox"/> Students have the responsibility to get permission from your principal to form school clubs or schedule activities. <input type="checkbox"/> Students have the responsibility to attend club or activity meetings and participate in an appropriate manner. |

Publications (Elementary Level)

Philosophical Basis:

The primary liberties in students’ lives have to do with the process of inquiry and learning, of acquiring and imparting knowledge, and of exchanging ideas. This process requires that students have the right to express opinions, to take stands, and to support causes publicly or privately. One of the important roles of the school is to provide effective avenues through which students may express themselves on a wide range of subjects. Official school publications, such as school newspapers, should reflect the policy and judgment of the student editors and should include viewpoints representative of the entire school community.



ADMINISTRATIVE GUIDE Code of Student Conduct

| Rights: | Responsibilities: |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <input type="checkbox"/> Students have the right to issue publications in accordance with School Board Policy 5722, <i>School Sponsored Student Publications, Productions, and Performances</i>. <input type="checkbox"/> Students have the right to possess and distribute literature as long as the material does not substantially disrupt the daily activities of the school. <input type="checkbox"/> Students have the right to be free from anyone telling you what you can and cannot read or write. | <ul style="list-style-type: none"> <input type="checkbox"/> Students have the responsibility to obey the principal as to how, when and where materials may be distributed. <input type="checkbox"/> Students have the responsibility to use only those walls or bulletin boards set aside to post student club information. <input type="checkbox"/> Students have the responsibility to read or possess print materials that are not indecent or harmful to others. |
| <p>Principals may restrict distribution of materials that are primarily commercial in nature or disruptive to the orderly operation of the school.</p> | |

Respect for Persons and Property (Elementary Level)

Philosophical Basis:

The most effective learning takes place in a school where students, parents and teachers respect others and protect the personal property of all members of the school community.

| Rights: | Responsibilities: |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <input type="checkbox"/> Students have a right to be treated with courtesy and respect. <input type="checkbox"/> Students have the right to a safe school environment, at bus stops, on the school bus and during school sponsored activities. <input type="checkbox"/> Students have the right to a school that is free of bullying or harassment. | <ul style="list-style-type: none"> <input type="checkbox"/> Students have the responsibility to show respect and courtesy to fellow students, all School Board personnel and school visitors. <input type="checkbox"/> Students have the responsibility to respect the private and personal property of others. Additionally, you have the responsibility to contribute to a safe learning environment by reporting harmful or dangerous situations to an adult. <input type="checkbox"/> Students have the responsibility not to bully or harass other students. |



Right to Learn (Elementary Level)

Philosophical Basis:

Under the law you are given many freedoms, such as the right to learn. With these freedoms, however, come **responsibilities**. Your school has the responsibility to protect your health, safety, and welfare. You have the **responsibility** to use your freedoms wisely.

| Rights: | Responsibilities: |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <input type="checkbox"/> Students have the right to be taught the basic skills. <input type="checkbox"/> Students have the right to study all subjects in a classroom setting, in a language you can understand, with good, fair teachers. These teachers will let you state your opinion freely. <input type="checkbox"/> Students have the right to learn about many new and different ideas with which you may or may not agree. | <ul style="list-style-type: none"> <input type="checkbox"/> Students have the responsibility to work hard so that you can master the basic skills. <input type="checkbox"/> Students have the responsibility to help create a school climate that is fair and helpful. <input type="checkbox"/> Students have the responsibility to respect the rights and beliefs of other students and teachers. |

Search and Seizure (Elementary Level)

Philosophical Basis:

Students possess a right of privacy as well as freedom from unreasonable search and seizure of person or property guaranteed by the Fourth Amendment of the United States Constitution. That individual's right, however, is balanced by the school's responsibility to protect the health, safety, and welfare of all its students.

| Rights: | Responsibilities: |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <input type="checkbox"/> Students may have a legitimate expectation of privacy; however, a student's person and/or property, including, but not limited to, backpacks and vehicles, may be searched by school authorities if there is a reasonable suspicion that a search will turn up evidence that the student has violated or are violating law, school board policy or school rules exists. Any search of a student's personal belongings, including a purse, backpack, or bookbag, must be conducted discreetly to maintain the privacy | <ul style="list-style-type: none"> <input type="checkbox"/> Students have the responsibility not to hide or carry dangerous objects that are against the law or can disturb or frighten your classmates. <input type="checkbox"/> Students have the responsibility to keep only approved materials and objects on your person or in your desk or backpack. |



ADMINISTRATIVE GUIDE Code of Student Conduct

| Rights: | Responsibilities: |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| <p>of the student's personal items within such belongings.</p> <ul style="list-style-type: none"> <input type="checkbox"/> To deter individuals from bringing weapons to school, curtail the threat of violence, and foster a safe learning environment, searches using metal detectors or specially trained animals may be conducted. In accordance with School Board Policy 5771, <i>Search and Seizure</i>. <input type="checkbox"/> Storage places provided by the school, including desks and/or lockers and the contents within them, remain under the control of the School Board and may be the subject of a search, upon reasonable suspicion, for prohibited or illegally possessed substances or objects, with or without a student's consent. The principal must post a visible notice in the school that such a search may be conducted. | |
| <p>SPECIAL NOTES</p> <p>School authorities may search a student's person or property, including vehicles, with or without the student's consent whenever they reasonably suspect that there has been a violation of law, Board policy, or school rules. This authority applies to all situations in which the student is under the jurisdiction of the Board.</p> | |

Student Records (Elementary Level)

Philosophical Basis:

Student records provide information that can be used to develop the best educational program for each student. Care must be exercised by school staff to assure that student records are treated confidentially, and that the information is relevant, accurate and appropriate.

| Rights: | Responsibilities: |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <input type="checkbox"/> Parents/guardians have the right to read your student records pursuant to School Board Policy 8330, <i>Student Information, Records, and Privacy Rights</i>. <input type="checkbox"/> Parents/guardians and eligible students also have the right to object to information in student records and must give written | <ul style="list-style-type: none"> <input type="checkbox"/> Students' parents/guardians have the responsibility to provide the school with any information that is useful in planning your education. <input type="checkbox"/> Students' parents/guardians have the responsibility to update your address and phone numbers when changed. |



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| Rights: | Responsibilities: |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| <p>permission for anyone to read student records. This permission is called a release.</p> <ul style="list-style-type: none"><input type="checkbox"/> Parent(s)/guardian(s) also may request an informal hearing to challenge the content of the student’s educational record(s), on basis that the record is inaccurate or misleading. Contact the school principal regarding hearing procedures.<input type="checkbox"/> Parent(s)/guardian(s) and eligible students have the right to restrict the release of directory information.<input type="checkbox"/> Students’ personally identifiable information may not be released to unauthorized persons without the consent of a student’s parents/guardians. | |



Student Rights and Responsibilities

(Secondary Level)

It is the intent of this chapter to allow students maximum freedom under law, commensurate with the school’s responsibility for student health, safety, and welfare. The rights and responsibilities presented in this section reflect the need for providing students with greater opportunities to serve themselves and society.

Students must realize that every right implies a responsibility and should conduct themselves appropriately on and off campus. Within every school, the principal and staff have the responsibility and authority for maintaining an orderly educational process. Students are citizens of the greater Miami-Dade Community and represent Miami-Dade Schools at all times.

Student Rights
and
Responsibilities



Attendance (Secondary Level)

Philosophical Basis:

School administrators have an obligation under state law to enforce compulsory school attendance laws. Students have an obligation to avail themselves of the opportunity for public school education, an education that should help the students develop the skills and knowledge necessary to function in a modern, democratic society. Parents and students should review School Board Policy 5200, *Attendance*.

| Rights: | Responsibilities: |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <input type="checkbox"/> Students have the right to information on rules, policies and procedures that clearly define excused absences, unexcused absences, and tardies. <input type="checkbox"/> Students have the right not to be penalized in any way for excused absences. Participation in a school-sponsored activity shall be considered an excused absence. <input type="checkbox"/> Students have the right to make up classwork within three days of returning to school in the case of an excused absence or absence because of assignment to an AES or suspension. | <ul style="list-style-type: none"> <input type="checkbox"/> Students have the responsibility to take advantage of their educational opportunity by attending all classes daily and on time, unless circumstances beyond their control prevent them from doing so. <input type="checkbox"/> Students have the responsibility to provide the school an adequate explanation for an absence with appropriate documentation. <input type="checkbox"/> Students have the responsibility to request the make-up assignments from their teachers for excused absences upon their return to school and to complete this work within three days. |



Complaint Procedures (Secondary Level)

Philosophical Basis:

When students wish to express dissatisfaction about a situation in their school, they can submit a formal complaint. Schools are responsible for providing mechanisms for the submission and resolution of these complaints.

| Rights: | Responsibilities: |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <input type="checkbox"/> Students have the right to a standard procedure for the resolution of formal complaints through a process that includes appropriate lines of communication, a timeline, and a method of appeal. <input type="checkbox"/> Students have the right to expect that discrimination and formal complaints will be resolved in an expeditious, orderly, and equitable manner. <input type="checkbox"/> Students have the right to report concerns of discrimination/harassment (Civil Rights), including sexual harassment. Parents and students may utilize the formal complaint procedures governing discrimination/harassment concerns based on protected categories as delineated in School Board Policy 5517 through the Charter School's Office of Civil Rights Compliance. *(See Special Note 1) <input type="checkbox"/> Parents/guardians may request a hearing before an impartial hearing officer in some instances when a student has been assigned to an alternative placement or expelled. | <ul style="list-style-type: none"> <input type="checkbox"/> Students have the responsibility to discuss their complaints informally with the persons involved prior to invoking the formal complaint procedures, unless they feel they are unable to resolve the grievance at the school level. <input type="checkbox"/> Students have the responsibility to state the formal complaint clearly, to follow established procedures for resolving a formal complaint, and to accept the decision that is rendered and to timely file any appeal of that decision. |

SPECIAL NOTE

¹ Discrimination/Harassment (Civil Rights), including Sexual Harassment, may require law enforcement consultation and must be reported to the Charter School's Office of Civil Rights Compliance. For Discrimination/Harassment (Civil Rights), including Sexual Harassment, involving charter school students, contact the individual charter school's Civil Rights Compliance Officer.

A student who is the victim of discrimination/harassment prohibited by Title IX, including sexual harassment, should refer to Board Policies 5517, 5517.02, and the District's associated procedural manual to request supportive measures and/or an investigation. Additional information and resources can be accessed by visiting <http://hrdadeschools.net/civilrights> . If you suspect child



ADMINISTRATIVE GUIDE Code of Student Conduct

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Rights: | Responsibilities: |
| abuse or neglect, immediately call the Department of Children and Families (DCF) Abuse Hotline as outlined in School Board Policy 8462, <i>Student Abuse, Abandonment and Neglect</i> . | |

Counseling Services (Secondary Level)

Philosophical Basis:

Personal concerns can seriously threaten and inhibit the educational development of students. Schools have the responsibility to make relevant and objective information available to students, to provide a comprehensive Student Services program, and to recommend students to agencies equipped with the facilities and resources necessary to offer additional, direct assistance.

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Rights: | Responsibilities: |
| <ul style="list-style-type: none"> <input type="checkbox"/> Students have the right to appropriate counseling that addresses their personal and educational needs within a reasonable period of time. <input type="checkbox"/> Students have the right of access to counselors who can assist by allocating the time, attention, and assistance without interruptions or cancellation of appointments. <input type="checkbox"/> Students have the right to be accurately informed, in a language they can understand, of all support programs available. <input type="checkbox"/> Students have the right to request a change of counselor if another counselor is available. <input type="checkbox"/> Students have a right to get help from a school counselor. The counselor will be able to refer the student to outside resources if the student or student's parent(s) need additional assistance. | <ul style="list-style-type: none"> <input type="checkbox"/> Students have the responsibility to schedule appointments in advance unless their problem or concern is an emergency. <input type="checkbox"/> Students have the responsibility to keep scheduled appointments in a timely manner and to respect the rights of others in accessing the counselor's services. <input type="checkbox"/> Students have the responsibility to use these services for their educational, career, and personal development. <input type="checkbox"/> Students have the responsibility to work cooperatively with the administration in seeking this change. |



Free Speech, Expression and Assembly (Secondary Level)

Philosophical Basis:

One of the basic purposes of education is to prepare students for responsible self-expression in a democratic society. Citizens in our democracy are permitted self-expression under the First and Fourteenth Amendments of the United States Constitution. Full opportunity should be provided for students to inquire, to question, and to exchange ideas. They should be encouraged to participate in discussions in which many points of view, including those that are controversial, are freely expressed.

| Rights: | Responsibilities: |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><input type="checkbox"/> The Pledge of Allegiance is a statement of American ideals, and students shall be protected in their right to affirm their identity with these ideals. However, students who do not wish to participate in the pledge may, upon written request of their parent/guardian, refrain from participation but may not be disruptive.<input type="checkbox"/> Students have the right to refrain from any activity that violates the precepts of their religion.<input type="checkbox"/> Students have the right to express themselves by speaking, writing, wearing, or displaying symbols of ethnic, cultural, or political values. Exercise of this right shall be denied or limited only when it substantially disrupts the educational process or orderly operation of a school or poses a threat or danger to the safety of other students, staff, School Board members, any other members of the District Community, or school property.<input type="checkbox"/> Students have the right to petition and survey student opinion in accordance with procedures established by the principal.<input type="checkbox"/> Students have the right to form and express their own opinions on controversial issues without jeopardizing relations with their teachers or the school. | <ul style="list-style-type: none"><input type="checkbox"/> Students have the responsibility to act in a manner that preserves the dignity of the occasion.<input type="checkbox"/> Students have the responsibility to respect the political and religious beliefs of others.<input type="checkbox"/> Students have the responsibility to accept the rights of others to have differing viewpoints and to express themselves on those issues with which they disagree, in a manner that does not infringe upon the rights of others or interfere with the orderly educational process of the school. This should be done in a manner that is not obscene, libelous, or in violation of the school dress code.<input type="checkbox"/> Students initiating a petition or survey have the responsibility to ensure its reasonableness and accuracy.<input type="checkbox"/> Students have the responsibility to become informed and knowledgeable about controversial issues and to express their opinion respectfully and without disrupting the educational environment or violating school rules.<input type="checkbox"/> Students have the responsibility to plan, seek approval of, and conduct activities that are consistent with the educational objectives of the school. |



ADMINISTRATIVE GUIDE Code of Student Conduct

| Rights: | Responsibilities: |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| <ul style="list-style-type: none"> <input type="checkbox"/> Students have the right to assemble peacefully on school grounds or in school buildings. Exercise of this right shall be denied or limited only when it substantially disrupts the educational process or orderly operation of a school or poses a threat or danger to the safety of other students, staff, School Board members, any other members of the District Community, or school property. | |

Grades (Secondary Level)

Philosophical Basis:

Grades reflect the student's academic progress based on the state academic standards for the grade level/course in which the student is enrolled at any particular time. Since much emphasis is placed upon grades, students' academic grades should reflect the teacher's most objective assessment of students' academic achievement. Academic grades should not be based upon the student's effort and/or conduct nor be used as a threat in order to maintain classroom decorum.

| Rights: | Responsibilities: |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <input type="checkbox"/> Students have the right to be informed of the teacher's grading criteria, which is consistent with district guidelines, at the beginning of each grading period. <input type="checkbox"/> Students have the right to receive an academic grade that reflects their achievement. <input type="checkbox"/> Students have the right to be notified when they are performing unsatisfactorily. <input type="checkbox"/> Students have the right to receive a conduct and effort grade in each class consistent with their overall behavior and effort. <input type="checkbox"/> Students have the right to achieve academic success based upon their own initiative and ability without interference from others. | <ul style="list-style-type: none"> <input type="checkbox"/> Students have the responsibility to ask teachers in advance of a graded assignment for an explanation of any grading criteria or practice they may question or that needs clarification. <input type="checkbox"/> Students have the responsibility to maintain reasonable standards of academic performance commensurate with their ability. <input type="checkbox"/> Students have the responsibility to make every effort to improve their performance upon receipt or notification of unsatisfactory performance. <input type="checkbox"/> Students have the responsibility to conduct themselves in each class in ways that are conducive to the learning process. <input type="checkbox"/> Students have the responsibility to earn grades based upon their performance while guarding against cheating by other students. |



Knowledge and Observation of Rules of Conduct (Secondary Level)

Philosophical Basis:

The most effective learning takes place in an atmosphere where students, parents/guardians, and school staff are fully aware of the grounds for corrective strategies and the procedures to be followed for violations of the Code of Student Conduct.

| Rights: | Responsibilities: |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <input type="checkbox"/> Students have the right to a clear explanation of the <i>Code of Student Conduct</i> in understandable language. They have the right to know the consequences of their misconduct. | <ul style="list-style-type: none"> <input type="checkbox"/> Students have the responsibility to become familiar with the <i>Code of Student Conduct</i> and to observe all school and classroom rules. |

Marriage, Pregnancy and Parenthood

Philosophical Basis:

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

| Rights: | Responsibilities: |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <input type="checkbox"/> Students who are married, parents or expectant parents have the right to remain in the regular school program, including appropriate extracurricular activities, or to attend one of the specialized programs designed to meet their particular needs. <input type="checkbox"/> Students have the right, upon request, to be referred to an appropriate agency for special counseling regarding marriage, pregnancy, and parenthood. <input type="checkbox"/> Students have the right to report concerns of discrimination/harassment based on marital status or pregnancy. Parents and students may utilize the formal complaint procedures governing discrimination/harassment concerns based on protected categories as delineated in | <ul style="list-style-type: none"> <input type="checkbox"/> Students have the responsibility to request professional medical advice regarding continued school attendance. <input type="checkbox"/> Students have the responsibility to request special counseling regarding marriage, pregnancy, and parenthood. |



| Rights: | Responsibilities: |
|------------------------------------------------------------------------------------------|-------------------|
| School Board Policy 5517 through the Charter School's Office of Civil Rights Compliance. | |

Participation in School Programs and Activities

(Secondary Level)

Philosophical Basis:

Students learn from one another. Positive association with others may contribute to the overall goals of education. Schools have the responsibility to promote appropriate formal and informal school programs and activities among students.

| Rights: | Responsibilities: |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <input type="checkbox"/> Students have the right to organize and participate in associations and extracurricular activities within the school that are organized for any proper and lawful purposes. Group membership cannot be denied any student based on a protected category as delineated in School Board Policy 5517, <i>Prohibition on Discrimination and Harassment Against Students Based on Protected Categories</i>. <input type="checkbox"/> Students have the right to have an elected representative student council appropriate to the school's level, and to take an active part in student activities designed to help make rules that affect their lives in school. | <ul style="list-style-type: none"> <input type="checkbox"/> Students have the responsibility to seek prior and proper consent from administrators and other designated school personnel before organizing student associations and for meeting approved criteria for membership in clubs and organizations. <input type="checkbox"/> Student council officers and representatives have the responsibility to be aware of school needs and concerns of the student body and to work toward meeting those needs. <input type="checkbox"/> Students have the responsibility to participate regularly in their respective organizations, to conduct themselves in an appropriate manner, and to operate according to School Board policies and individual school requirements. |

Publications (Secondary Level)

Philosophical Basis:

The primary liberties in students' lives have to do with the process of inquiry and learning, of acquiring and imparting knowledge, and of exchanging ideas. This process requires that students have the right to express opinions, to take stands, and to support causes publicly or privately. One of the important roles of the school is to provide effective avenues through which students may express themselves on a wide range of subjects. Official school publications, such as school newspapers, should reflect the policy and judgment of the student editors and should include viewpoints representative of the entire school community.



ADMINISTRATIVE GUIDE Code of Student Conduct

| Rights: | Responsibilities: |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <input type="checkbox"/> Students have the right to issue publications in accordance with School Board Policy 5722, <i>School Sponsored Student Publications, Productions, and Performances</i>. <input type="checkbox"/> Students have the right to possess, post and distribute any forms of literature that are not substantially disruptive to the school program including, but not limited to, newspapers, magazines, leaflets, pamphlets, social media posts. <input type="checkbox"/> Students have the right to be free from censorship of their publications except within the framework of guidelines previously agreed upon by current students and administrators. | <ul style="list-style-type: none"> <input type="checkbox"/> Students have the responsibility to obey the principal as to how, when and where materials may be distributed. <input type="checkbox"/> Students have the responsibility to use only those bulletin boards or wall area designated for use by students and student organizations, to seek approval for distribution of materials, and to accept responsibility for the effect that the posting, publication, or distribution of this literature might have on the normal activities of the school. <input type="checkbox"/> Students have the responsibility to refrain from publishing libelous and obscene materials, to seek full information on the topics they write about, and to observe the normal rules for responsible journalism. |
| <p>Principals may restrict distribution of materials that are primarily commercial in nature or disruptive to the orderly operation of the school.</p> | |

Respect for Persons and Property (Secondary Level)

Philosophical Basis:

Students have an obligation to assume responsibility for their own actions regarding respect for other persons and their property. The school must provide a climate that fosters respect for persons and property.

| Rights: | Responsibilities: |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <input type="checkbox"/> Students have the right to be treated with courtesy and respect. <input type="checkbox"/> Students have the right to an environment where public or private property rights are respected. <input type="checkbox"/> Students have the right to expect safe conditions at school, at bus stops, on the school bus and during school-sponsored activities. <input type="checkbox"/> Students have the right to an educational setting that is safe, secure and free from harassment and bullying of any kind. | <ul style="list-style-type: none"> <input type="checkbox"/> Students have the responsibility to show respect and courtesy to fellow students, all School Board personnel, parents/guardians, and school visitors. <input type="checkbox"/> Students have the responsibility for neither taking nor damaging the property of fellow students, school personnel or the school. <input type="checkbox"/> Students have the responsibility to respect the privacy and property of persons living in areas surrounding schools and bus stops. Additionally, students have the responsibility to contribute to a safe learning environment by reporting criminal acts and potentially harmful |



ADMINISTRATIVE GUIDE Code of Student Conduct

| Rights: | Responsibilities: |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>or dangerous situations including bullying or harassment, to an adult.</p> <p><input type="checkbox"/> Students have the responsibility not to bully or harass other students.</p> |

Right to Learn (Secondary Level)

Philosophical Basis:

All students, in accordance with their age, grade level, and maturity, have the right to be involved in their education. Course selection and participation in school activities are an integral part of learning. Students' opinions concerning course materials, content, and relevance are important and deserve analysis and consideration by educators.

| Rights: | Responsibilities: |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><input type="checkbox"/> Students have the right of access to clear curriculum descriptions that will help them make more informed choices.</p> <p><input type="checkbox"/> Students have the right to participate in challenging, creative, academic programs at all levels in elementary, middle, and senior high schools.</p> <p><input type="checkbox"/> Students have the right to study all subjects under qualified instructors in an atmosphere free from bias and prejudice.</p> <p><input type="checkbox"/> Secondary students have the right to representation on committees that participate in textbook selection and curriculum planning from individual school councils to district level.</p> <p><input type="checkbox"/> Students have the right of equal access to any extracurricular activity.</p> <p><input type="checkbox"/> Students with disabilities may be entitled to special services.</p> | <p><input type="checkbox"/> Students have the responsibility to seek clarification, if necessary, from informed persons in the school.</p> <p><input type="checkbox"/> Students have the responsibility to strive for academic growth by participating to their utmost ability.</p> <p><input type="checkbox"/> Students have the responsibility to contribute to the development of a positive climate in the school that is conducive to wholesome learning and living.</p> <p><input type="checkbox"/> Students have the responsibility to respect the rights of others who have differing viewpoints and become informed and knowledgeable about controversial issues.</p> <p><input type="checkbox"/> Students have the responsibility to involve themselves in committees and enrich their classes through participation in implementation and evaluation.</p> <p><input type="checkbox"/> Students have the responsibility to request participation in any extracurricular activity.</p> |



Search and Seizure (Secondary Level)

Philosophical Basis:

Students possess the right of privacy as well as freedom from unreasonable search and seizure of person or property guaranteed by the Fourth Amendment of the United States Constitution. That right, however, is balanced by the school's responsibility to protect the health, safety, and welfare of all its students.

| Rights: | Responsibilities: |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><input type="checkbox"/> Students may have a legitimate expectation of privacy; however, a student's person and/or property, including, but not limited to back packs, purses, devices, and vehicles, may be searched if there is a reasonable suspicion that a search will turn up evidence that the student has violated or is violating law, School Board policy, or school rules. Any search of a student's personal belongings, including a purse, backpack, or bookbag, must be conducted discreetly to maintain the privacy of the student's personal items within such belongings.<input type="checkbox"/> To deter individuals from bringing weapons to school, curtail the threat of violence, and foster a safe learning environment, searches using metal detectors or specially trained animals may be conducted. See School Board Policy 5771, <i>Search and Seizure</i>.<input type="checkbox"/> Storage places provided by the school, including desks and/or lockers and the contents within them, remain under the control of the School Board and may be the subject of a search, upon reasonable suspicion, for prohibited or illegally possessed substances or objects, with or without a student's consent. The principal must post a visible notice in the school that such a search may be conducted.<input type="checkbox"/> Except in emergency situations, students have the right to prior notification of any general search of lockers. | <ul style="list-style-type: none"><input type="checkbox"/> Students have the responsibility not to carry or conceal any material prohibited by law or by the <i>Code of Student Conduct</i>.<input type="checkbox"/> Students are responsible for the contents of their lockers, on their person, vehicles, book bags, purses, devices, etc.<input type="checkbox"/> Students have the responsibility to adhere to policies governing the use of school lockers. |



ADMINISTRATIVE GUIDE Code of Student Conduct

| Rights: | Responsibilities: |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| <ul style="list-style-type: none"> <input type="checkbox"/> Students have the right to use authorized locks on school-owned lockers. <input type="checkbox"/> Students have the right to notice that they may be subject to random search for weapons by metal detectors while on school grounds or at school functions at any time. (See Special Note ¹) | |
| SPECIAL NOTES | |
| <p>¹ School authorities may search a student's person or property, including vehicles, with or without the student's consent, whenever they reasonably suspect that there has been a violation of law, School Board Policy, or school rules. This authority applies to all situations in which the student is under the jurisdiction of the Board.</p> <p>Signs that advise students and visitors that they are subject to search for weapons by metal detectors will be posted in prominent locations at each secondary school and adult vocational site.</p> | |

Student Records (Secondary Level)

Philosophical Basis:

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

| Rights: | Responsibilities: |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <input type="checkbox"/> Parents/guardians and eligible students have the right to review student records pursuant to School Board Policy 8330, <i>Student Information, Records, and Privacy Rights</i>. <input type="checkbox"/> Parents/guardians and eligible students also have the right to object to information in student records and must give written permission for anyone to read student records. This permission is called a release. <input type="checkbox"/> Parents/guardians and eligible students may request an informal hearing to challenge the | <ul style="list-style-type: none"> <input type="checkbox"/> Parents/guardians and eligible students have the responsibility to provide the school with any information that may be useful in making appropriate educational decisions. Parents/guardians and eligible students have the responsibility to meet their financial obligations as it relates to school fees or notify administration if they are not able to meet their financial obligations. <input type="checkbox"/> Parents/guardians and eligible students have the responsibility to release information to those persons or agencies who are |



ADMINISTRATIVE GUIDE Code of Student Conduct

| Rights: | Responsibilities: |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>content of the student’s educational record(s), on the basis that the record is inaccurate or misleading. Contact the school principal regarding hearing procedures.</p> <ul style="list-style-type: none"><input type="checkbox"/> Parents/guardians and eligible students have the right to be protected by legal provisions that prohibit the release of personally identifiable information to unauthorized persons without consent.<input type="checkbox"/> The District may release the name(s) and address(es) of students in grades ten through twelve (10-12) to a recruiting officer for any branch of the United States Armed Forces or an institution of higher education who requests such information, the eligible student or the student’s parent/guardian submits a written request not to release such information.<input type="checkbox"/> These rights automatically transfer to students as soon as they become 18 years of age (eligible students). | <p>working actively and constructively for the benefit of the student.</p> <ul style="list-style-type: none"><input type="checkbox"/> Parents/guardians and eligible students have the responsibility to notify the school of any change of address, telephone numbers, and other pertinent personal data. |



Chapter IV

Student Resources





FORTIFYFL



The graphic features the Florida Department of Education logo at the top left. In the center is a red square with a white megaphone icon. Below this, the text reads "FORTIFYFL SUSPICIOUS ACTIVITY REPORTING APP". Two smartphones are shown: the left one displays a text input field for a tip, and the right one shows a form with fields for Name, Email Address, and Phone Number, along with "Previous" and "Submit Tip" buttons. At the bottom, the text "#FORTIFYFL GETFORTIFYFL.COM" is displayed.

Florida Statute 943.082 states that if, following an investigation, it is determined that a person knowingly submitted a false tip through FortifyFL, the Internet protocol (IP) address of the device on which the tip was submitted will be provided to law enforcement agencies for further investigation, and the reporting party may be subject to criminal penalties under s. 837.05. In all other circumstances, unless the reporting party has chosen to disclose his or her identity, the report will remain anonymous.



NAVIGATING MENTAL WELLNESS – HELP IS ALL AROUND YOU

Navigating Mental Wellness

HELP IS ALL AROUND YOU!

School Resources:

STUDENTS: Talk to a teacher, school counselor or mental health professional who can guide you to and/or assist with needed support.

PARENTS: Contact your child's school or the department assistance line at (305) 995-7100.

Community Resources:

District and school staff work with students, parents/guardians and families to provide outside mental health agency support.

For Additional Assistance:

National Suicide Prevention Lifeline
Call/Text: 9-8-8
24-hour crisis support

**M-DCPS
MENTAL HEALTH
SERVICES**

FIND US ON SOCIAL MEDIA:

@MDCPS_MHS
#MDCPSMentalHealth

mentalhealthservices.dadeschools.net



ADMINISTRATIVE GUIDE **Code of Student Conduct**

Anti-Discrimination Policy

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, and national origin, including actual or perceived shared ancestry or ethnic characteristics, or citizenship or residency in a country with a dominant religion or distinct religious identity.

Title VII of the Civil Rights Act of 1964 as amended - prohibits discrimination in employment on the basis of race, color, religion, sex, and national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex. M-DCPS does not discriminate on the basis of sex in any education program or activity that it operates as required by Title IX. M-DCPS also does not discriminate on the basis of sex in admissions or employment.

Age Discrimination Act of 1975 - prohibits discrimination based on age in programs or activities.

Age Discrimination in Employment Act of 1967 (ADEA) as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40 years old.

The Equal Pay Act of 1963 as amended - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against qualified students with disabilities.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations, and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, color, sex, gender, national origin, religion, marital status, or disability in public education.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, pregnancy, national origin, age, handicap, or marital status.

Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA) - prohibits discrimination against employees or applicants because of genetic information.

Boy Scouts of America Equal Access Act of 2002 – No public school shall deny equal access to or a fair opportunity for groups to meet on school premises or in school facilities before or after school hours, or discriminate against any group officially affiliated with Boy Scouts of America or any other youth or community group listed in Title 36 as a patriotic society.

Veterans are provided re-employment rights in accordance with 38 U.S.C. § 4312 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

In Addition:

School Board Policies 1362, 3362, 4362, and 5517 - Prohibit harassment and discrimination against students, employees, or applicants on the basis of age, citizenship status, color, disability, ethnic or national origin, FMLA, gender, gender identity, genetic information, linguistic preference, marital status, political beliefs, pregnancy, race, religion, sexual harassment, sexual orientation, social and family background, and any other legally prohibited basis. Retaliation for engaging in a protected civil rights activity is also prohibited.

For additional information about Title IX or any other discrimination/harassment concerns, contact the U.S. Department of Education Office for Civil Rights or:

Office of Civil Rights Compliance (CRC)
District Director/Title IX Coordinator
155 N.E. 15th Street, Suite P104E
Miami, Florida 33132
Phone: (305) 995-1580 TDD: (305) 995-2400
Email: crc@dadeschools.net Website: <https://hrdadeschools.net/civilrights>

Revised 06/2024



Chapter V

Administrative Guidance for School-Site Administrators

School-Site Administrative Guide

CODE OF STUDENT CONDUCT





Code of Student Conduct Administrative Guide Overview

This guide is designed to assist school leaders in investigating student misconduct allegations as outlined by the M-DCPS Code of Student Conduct. Please consider the following key points while using this guide:



- **Intended Audience:** This guide is intended solely for school leaders responsible for applying the Code of Student Conduct during investigations of alleged student misconduct. It is not for distribution to students, parents, staff, or the community, but may be provided to such persons upon request.
- **Digital Use Recommended:** Hyperlinks are embedded for easy access to information when using this document electronically. Printing this document is not recommended.
- **Coordination with Law Enforcement:** For incidents that may involve both criminal behavior and violations of the Code of Student Conduct, remember that law enforcement officers are responsible for investigating criminal misconduct, while school leaders investigate student misconduct. School leaders should conduct their own independent investigations, including collecting statements, conducting interviews, and gathering evidence, before determining the outcome of a student misconduct case. Coordination with law enforcement is crucial to avoid hindering any criminal investigation. If law enforcement requests a pause in the school's investigation, school leaders should comply and resume once cleared.
- **Student Statements:** Carefully review all student statements, regardless of what was shared during interviews. Students may include additional details in their written statements or omit critical information that needs to be documented.
- I. **Reporting Infractions:** Avoid overreporting discipline infractions. Each student discipline incident should be documented using only one referral code.
- **Code of Student Conduct Compliance:** Once a student's infraction is identified according to the Code of Student Conduct, locate the corresponding section in this guide. Review the notes and required actions for each infraction, including any mandatory corrective actions that must be implemented.








Administrative Assignments / Expulsions / Reciprocal Assignments

The Division of Educational Opportunity and Access within the Office of School Leadership and Performance manages and processes recommendations for administrative assignments, expulsions, and reciprocal placements. This section of the guide provides school-site administrators with instructions on how to submit recommendations for any of these corrective actions.

| | | |
|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
|  | DIVISION OF EDUCATIONAL OPPORTUNITY AND ACCESS <small>• 1450 N.E. 2 Avenue, Room 850, Miami, FL 33132 305 · 995 · 7582</small> |  https://deoamdcps.org/ |
| Ms. Lori Clinch, Staffing Specialist lclinch@dadeschools.net North and Central Regions | Dr. Ursula Williams, Staffing Specialist uwilliams@dadeschools.net South Region | |





| REGIONAL LOCATIONS | | SITES |
|-------------------------------------------------------------------------------------|---------|----------------------------------------------------------------------------------------|
|  | North | Jan Mann Educational Center 16101 NW 44 Court, Miami Gardens, FL 33054 |
|  | Central | New Opportunity Educational Center 6300 NW 27 Avenue, Miami, FL 33147 |
|  | South | Miami MacArthur Educational Center 13990 SW 264 Street, Homestead, FL 33032 |


| PLACEMENT OPTIONS | | |
|----------------------------|--------------------------------------------------------|-------------------------------------|
| Type of Placement | Code of Student Conduct Violation Level | Duration of Placement |
| Administrative Assignment | | 1 Grading Period |
| 45-Day Placement | Levels III - V | 45-Day Duration |
| Administrative Assignment | Level III | 2 Grading Periods |
| Administrative Assignment | Level IV | 3 Grading Periods |
| Administrative Assignment | Level V | 4 Grading Periods |
| Off-Campus Felonious Act | Felonious Act that has an Adverse Impact on the School | Until Case Disposition by the Judge |
| Zero-Tolerance (Expulsion) | | 1 year |



ADMINISTRATIVE GUIDE Code of Student Conduct

REQUIRED FORMS

| TYPE OF ASSIGNMENT | | FORMS |
|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Administrative Assignments Code of Student Conduct Level III, IV, V | <input type="checkbox"/> FM 7603 -Notice of Administrative Assignment to Alternative Educational Setting/Consideration of Administrative Assignment Expulsion <input type="checkbox"/> FM 6562 -Request for Expulsion/Alternative Educational Placement |
|  | Expulsion (Zero-Tolerance) | <input type="checkbox"/> FM 7603 -Notice of Administrative Assignment to Alternative Educational Setting/Consideration of Administrative Assignment Expulsion <input type="checkbox"/> FM 6562 -Request for Expulsion/Alternative Educational Placement |
|  | Administrative Assignment and Reciprocal Assignment | <input type="checkbox"/> FM 6561 -Administrative Assignment Request to an Alternative Education Program |
|  | Off-Campus Felonious Acts | <input type="checkbox"/> FM7605 -Notice of Administrative Assignment for the Commission of an Off-Campus Felonious Act <input type="checkbox"/> FM 6564 -Conference on Off-Campus Felonious Act |

| CONSIDERATION: | Why is so much emphasis placed on FM-6562? |
|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>FM-6562 – Request for Expulsion/Alternative Educational Placement is initially the only documentation that the DEOA and the Office of General Counsel receive and review regarding a particular incident being referred for consideration of an expulsion or alternative educational placement.</p> <p><input type="checkbox"/> The description of the incident needs to be very detailed and as objective as possible.</p> |

IMPORTANT WEEKLY BRIEFINGS


| WB 40372 | WB 40905 | WB 41172 | WB 45275 |
|----------------------------------|----------------|-----------------------------|----------------------------------------------------|
| Alternative Education Procedures | Zero-Tolerance | Voluntary Placement Request | Updated Alternative Education Placement Procedures |



Zero-Tolerance Incidents & Recommendation for Expulsion

[Florida Statute 1006.13](#) - Policy of Zero-Tolerance for Crime and Victimization

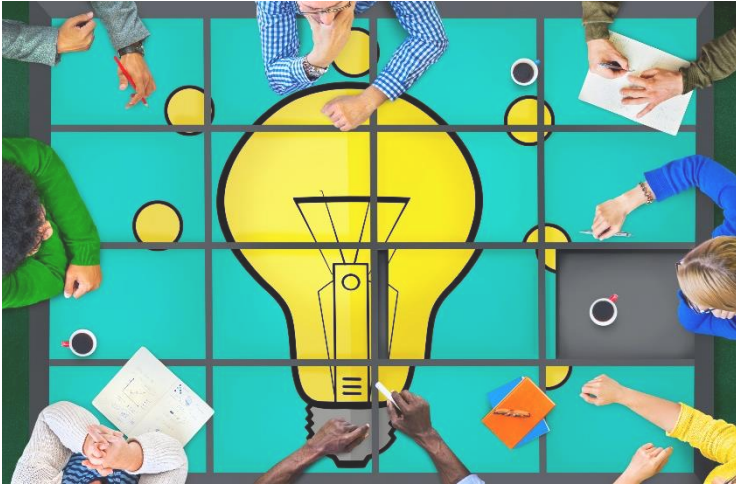
- If a student commits one of the following, they must be expelled:
 - **Bringing a firearm** or **weapon** to **school**, any **school function**, or onto any **school-sponsored-transportation** or **possessing a firearm** at school.

| CONSIDERATION: | Is it a “weapon?” |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>The Zero-Tolerance policy references weapon as defined by F. S. 790.001 which contains definitions for “weapon” or “firearm.”</p> <p>Some examples of items that do not meet the definition for weapon in accordance with F.S. 790.001 may be a pocketknife, pepper spray less than 2 oz., and any other object that does not meet the statutory definition.</p> <p>Special Note: It is important that accurate pictures and descriptions are provided to the Division of Educational Access & Opportunity (DEOA) and the Office of the General Counsel so a proper determination on a referred case can be made.</p> |

- Making a threat** or **false report** involving school or school personnel’s property, school transportation, or a school-sponsored activity.
 - The definitions of “threat” and “false report” are in [F.S. 790.162](#) and [F.S. 790.163](#).
 - Zero-tolerance cases are handled case-by-case to ensure they comply with statutory requirements.

Threat Management

- The threat management process is a systematic, fact-based method designed to identify, using threat management protocols, whether behaviors or communications constitute a concern for violence or harm to another person.



Zero-Tolerance Modifications to F.S. 1006.13(3)(b)

- Superintendents may consider the one-year expulsion requirement on a case-by-case basis and request the School Board of Miami-Dade County to modify it.
- The request must be in writing and determined to be in the student's best interest and the school system.

District Disciplinary Committee

- The District has created a committee comprised of various District administrators who are tasked with reviewing zero-tolerance cases to determine modification considerations before the School Board of Miami-Dade County is presented with the case and recommended actions.

| Eligibility to Refer Zero-Tolerance Cases to the District Disciplinary Committee to Consider Expulsion Modifications | |
|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elementary Students Grades (K-5) | All elementary level Zero-Tolerance cases are automatically referred to the District Disciplinary Committee. |
| Secondary Students Grades (6-12) | Secondary level Zero-Tolerance cases are referred to the District Disciplinary Committee by the school-site administrator for modification considerations. |

Preparation for District Disciplinary Committee Meeting
School-site administrators should have the following information in preparation for the District Disciplinary Committee Meeting

| | | |
|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| Description of the incident and additional incident details not captured on the submitted paperwork | Student's Discipline History | Student's Grades |
| Overall picture of the student's character | Any information regarding the parent/guardian's sentiments/reactions regarding the incident | School-site administrator's sentiment surrounding the placement |



Discipline Procedures for Students with Disabilities and 504 Plans

A Manifestation Determination meeting is held any time a change of placement is being considered for a student with a disability, such as, when the student has been referred to an Alternative Educational Setting (AES) or School Center for Special Instruction (SCSI). A Manifestation Determination is a process by which the relationship between the student's disability and the specific behavior that may result in disciplinary action is examined. Schools must consider the student's capacity to understand his or her behavior and the inappropriateness of his or her actions. Schools may take age, development, and disability into account when determining appropriate discipline. When the student is removed from his/her educational placement for more than ten (10) days, a Manifestation Determination must be conducted prior to the 10th day of removal.

Manifestation Determination Procedures

1. The MD-IEP meeting event on the Exceptional Student Education-Electronic Management System (ESE-EMS) is created. All relevant team members must be in attendance and include, at a minimum, a school psychologist, LEA, and school-based IEP team. **If the student has been recommended for Alternative Education Assignment or expulsion, a representative from Division of Educational Opportunity and Access (DEOA) should be included to determine placement.**
 - a. **Only one** MD-IEP Meeting is required per infraction.
2. All procedures for preparing and conducting an Individual Education Plan (IEP)/Section 504 Plan meeting (e.g., creating, completing and distributing Notice of Meeting to parents and team members) on ESE-EMS must be followed. Parents must receive a 10-Day notice unless the parent waives the right to reasonable notice.
3. The MD decision must be made on a case-by-case (individual incident) basis, considering the circumstances and facts and not based on the disability category.
4. The team must review all relevant information in the student's file, including any information supplied by the parents, any teacher observations and the student's current IEP.
5. The MD decision is a team decision and relies on the team as a whole.
6. The school psychologist must be present at all manifestation determination meetings and the student's most recent evaluation must be reviewed.
7. After the initial 10-day removal/ exclusion a MD meeting must be convened on ESE-EMS after each subsequent assignment. Failure to follow the procedures to conduct an MD-IEP may result



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in non-compliance of IDEA guidelines.

- a. For example, if the student is assigned to an SCSI for 1 day after the initial 10-day assignment and Initial MD meeting, another MD meeting must be convened. The MD meeting must be created and completed on ESE-EMS for each assignment of a SWD to SCSI, suspension, or any exclusion from the traditional classroom setting, including bus suspensions.
8. Manifestation Determination meetings should also be documented through the Student Case Management Referrals (SCMs) and are entered in the District Student Information System (DSIS) screen (Case Management) using the MD code.

Procedures if a Manifestation is Determined

If the behavior is a manifestation of the student's disability, the team must consider additional interventions and other resources, and review and modify the existing Behavior Intervention Plan (BIP). If the student does not have a BIP, the team must begin the FBA process. The student must immediately be returned to the current placement unless the parent and district agree to a change in placement through a voluntary assignment. The BIP must be completed upon return to the current placement.

Procedures if Manifestation is Not Determined

If the behavior was found **not** to be a manifestation of the disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner and for the same duration.

Procedures for Implementing the 45 School Day Placement Rule for Students with Disabilities

School personnel may remove a student to an Interim Alternative Educational Setting (IAES) for not more than forty-five (45) school days **without regard to whether the behavior is determined to be a manifestation of the child's disability, in cases where a child:**

- D. carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a state or local educational agency.
- E. knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a state or local educational agency; or
- F. has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a state or local educational agency.
 - Possession of marijuana for personal consumption is exempt from this special circumstance.



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- Serious bodily injury applies only when there is:
 - a substantial risk of death, or extreme physical pain,
 - protracted and obvious disfigurement, or
 - protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

The school requesting placement at an interim alternative education site (IAES) under a 45 Day School Placement will send the Division of Educational Opportunity and Access (DEOA) a request via electronic mail to altd@dadeschools.net . **The principal will copy the Office of Educational Services and Exceptional Student Education (ESE) at ESE@dadeschools.net . DEOA will review the case file to determine if the incident meets the criteria for a 45 Day Placement and consult with the Office of Educational Services & Exceptional Student Education (ESE) if necessary.**

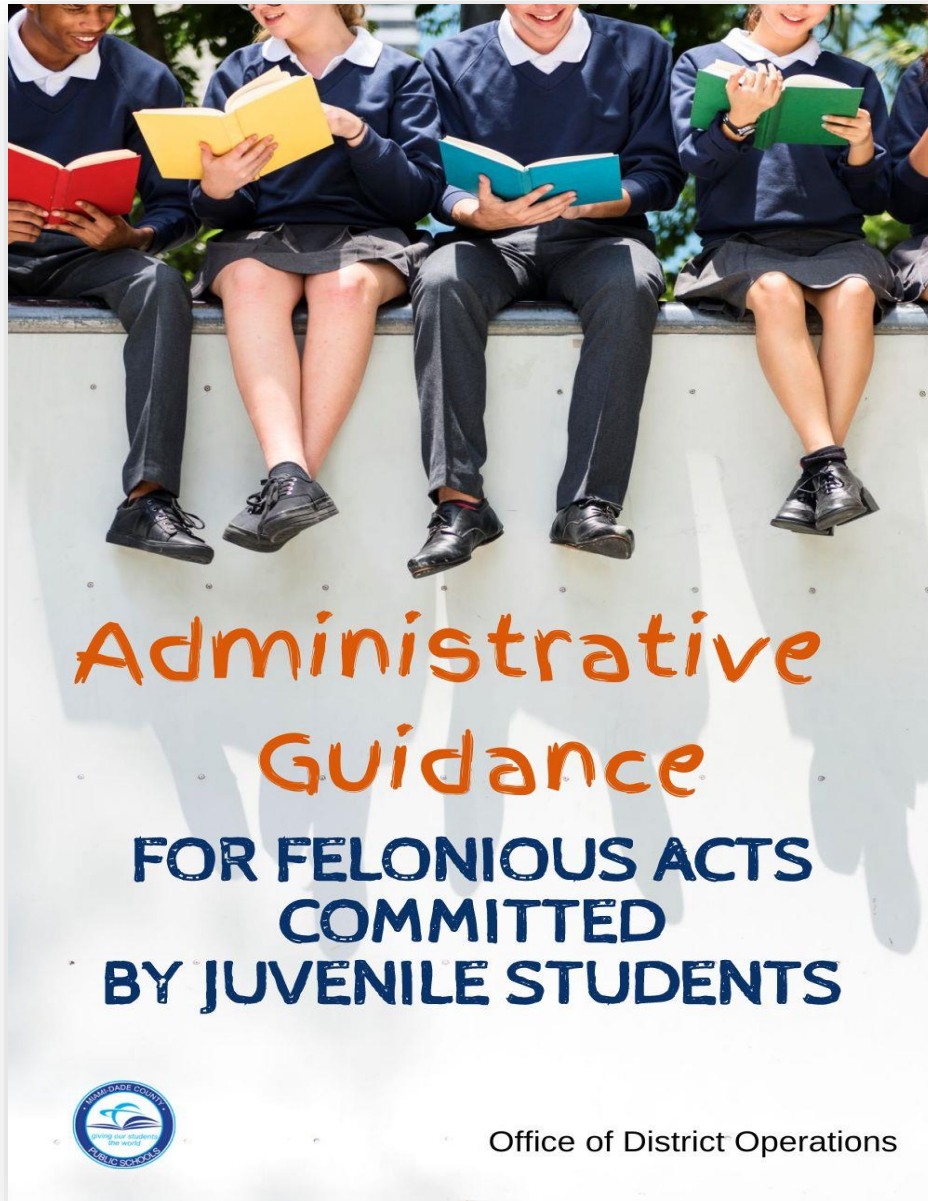
If the determination is made that the incident meets the criteria for a 45 Day Placement, the school site where the violation occurred should contact the parent/guardian and take the following actions:

1. Provide the parent/guardian with the Notice of Procedural Safeguards for Students with Disabilities and follow procedures provided by the DEOA.

The assigned alternative education site shall implement the student’s IEP/Section 504 Plan, including all related services upon enrollment.



Off-Campus Felonious Acts Committed by Juvenile Students





I. PROCEDURES FOR OFF-CAMPUS FELONY ARREST

- a. Pursuant to [Florida Statute Section 985.101](#) and interagency agreement, upon taking a juvenile into custody for a felony or crime of violence, the arresting authority, via the Juvenile Assessment Center (JAC) pursuant to Interagency Agreement, shall immediately notify the Miami-Dade County Public Schools (M-DCPS) Superintendent or designee – in M-DCPS' case, Office of District Operations.
- b. Within 48 hours of receipt of this information, Office of District Operations will send a *Specific Violent Felony Arrest Notification* via electronic mail to appropriate school personnel, including the principal of the student's school, and to the appropriate regional center and district personnel. For active students, the notification is sent to the principal of the school in which the student is enrolled. For inactive students and students enrolled in the Juvenile Justice Center School, the notice is sent to the principal of the last school in which the student was enrolled.
- c. The principal must immediately notify the student's immediate classroom teachers and any other school personnel whose duties include direct supervision of the student. **This information should be shared by whatever means necessary to ensure the confidentiality of the information.**
- d. Pursuant to [Florida Statute Section 985.101\(1\)\(b\)](#), this information may not be placed in the student's permanent record and shall be removed from all school records no later than nine (9) months after the date of the arrest. Therefore, the school site should maintain this information in a temporary file, stored in a confidential location, and follow the guidelines for the destruction of temporary information established in [School Board Policy 8330 – Student Records](#).

II. PROCEDURES FOR ON-CAMPUS FELONY ARREST

- a. If the offense for which the student was arrested occurred on school grounds, on school-sponsored transportation, or during a school sponsored activity, the school should take the applicable corrective action at the time of incident in accordance with the M-DCPS Code of Student Conduct (COSC).

III. PROCEDURES FOR STUDENTS FORMALLY CHARGED BY THE STATE ATTORNEY'S OFFICE (SAO)

- a. Pursuant to [Florida Statute Section 985.04](#) and an interagency agreement, the Miami-Dade State Attorney's Office (SAO) shall notify the M-DCPS Superintendent when a juvenile has been formally charged with a felony or a delinquent act which would be a felony if committed by an adult.
- b. Within 48 hours of receipt of this information from the SAO, Office of District Operations will send a confidential notification of a *Student Formally Charged by the State Attorney's Office* via electronic mail to the principal of the student's school, the director of transportation, and the



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appropriate regional center and district personnel. For active students, the notification is sent to the school principal in which the student is enrolled. For inactive students and students enrolled in the Juvenile Justice Center School, the notice is sent to the principal of the last school in which the student was enrolled.

- c. The principal must immediately notify the student's classroom teachers and any other school personnel whose duties include direct supervision of the student. The Director of Transportation must notify the student's assigned bus driver. **This information should be shared by whatever means necessary to ensure the confidentiality of the information.**
- d. Additionally, this information may not be placed in the student's permanent record. Therefore, the school-site should maintain this information in a temporary file, stored in a confidential location and follow the guidelines for the destruction of temporary information established in [School Board Policy 8330 – Student Records](#).
- e. Upon notification, the principal is authorized to begin disciplinary actions which are consistent with [Florida Statute Section 1006.09 \(1\)-\(5\)](#), [School Board Policy 5500 - Student Conduct and Discipline](#), and [School Board Policy 5610 - Suspension and Expulsion of Students](#).

IV. PROCEDURES FOR FELONY SUSPENSION/ REMOVAL/ ALTERNATIVE EDUCATIONAL PLACEMENT

a. Statutory Authority

[Section 1006.09\(2\)](#), Florida Statutes, allows the principal to suspend a student enrolled at the school who has been formally charged with a felony or a delinquent act that would be a felony if committed by an adult, by a prosecuting attorney if it is shown, in an administrative hearing conducted in accordance with State Board of Education rules, that the incident has an adverse impact on the educational program, discipline, or welfare in the school in which the student is enrolled. The hearing is an informal hearing at the school level conducted by the principal in accordance with F.A.C. 6A-1.0956. The principal must provide notice to the parent/guardian in writing of the specific charges against the student and of the right to a hearing before disciplinary action being instituted. Following the hearing, the principal, within five (5) school days, shall provide the student and parent or guardian with a decision, in writing, as to whether suspension will be made. If the incident for which the student was formally charged is found to have an adverse impact on the educational program, discipline, or welfare in the school at which the student is enrolled, the principal may suspend the student pending court adjudication or the dismissal of the charge by a court of competent jurisdiction.

b. Procedures for Administrative Hearing

1. Upon receiving notification that a student has been formally charged with a felony, the principal shall immediately notify the parent/guardian of the student, via the Notice of Administrative Assignment For The Commission Of An Off Campus Felonious Act. The notification must specify the charges against the student and his/her right to a hearing prior to disciplinary action. A



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reasonable effort should be made to communicate with parents in their primary language. Parental notice shall stipulate a hearing date and advise the parent of the conditions under which a waiver of suspension may be granted.

1. The hearing shall be conducted by the principal or designee and may be attended by the student, the parent/guardian, the student's representative or counsel, and any witnesses requested by the student or the principal. The student may speak in his/her defense, present any evidence indicating his/her eligibility for a waiver of disciplinary action and may be questioned on his/her testimony. In conducting the hearing, the principal or designee shall not be bound by rules of evidence or any other courtroom procedure, and no transcript of testimony shall be required.
2. After convening the hearing, the principal should consider the conditions prescribed by Florida Statute under which a waiver may be granted and may request such a waiver when he or she determines such action to be in the best interest of the school and the student.
4. If the principal determines that the felonious act for which the student was formally charged has an adverse impact on the educational program, discipline, or welfare in the school, the principal must submit a completed *Conference on Off-Campus Felonious Act* FM-6564 to the Division of Educational Opportunity and Access and Opportunity (DEOA) for the approval of an administrative assignment to opportunity school in lieu of an expulsion. Upon approval from the DEOA, the student will be provided an alternative education assignment during the term of suspension from the traditional school program.
5. If the court of competent jurisdiction ultimately determines that the student did commit the felony or delinquent act which would have been a felony if committed by an adult, the School Board shall have the authority to expel the student, provided that the expulsion shall not affect the delivery of educational services to the student in any residential, non-residential, alternative, daytime, or evening program outside the regular school setting.
6. The steps for Administrative Hearing to begin Alternative Educational placement are required for general education students, students with disabilities, students with a 504-accommodation plan, and gifted students.

V. PROCEDURES FOR SUSPENSION/REMOVAL/ALTERNATIVE EDUCATIONAL PLACEMENT FOR STUDENTS ELIGIBLE FOR SERVICES UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

- a. Any recommendation for the alternative educational placement of a student with a disability must be made in accordance with federal and state mandates, and School Board Policies regarding students with disabilities.

Exceptional Student Education (ESE) Students.



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- b. In addition to the steps for an Administrative Hearing to facilitate an Alternative Educational placement for students with disabilities, the principal **must** convene an Individualized Education Plan (IEP)/Manifestation Determination meeting chaired by an Exceptional Student Education (ESE)SPED Center Placement Specialist with a representative from the Division of Educational Opportunity and Access in attendance.
- c. After convening the parent conference (as scheduled on *FM-7605 – Notice of Administrative Assignment For The Commission Of An Off Campus Felonious Act*, complete FM-6564 - *Conference on Off Campus Felonious Act*) and submit to the Division of Educational Opportunity and Access for processing.

VI. PROCEDURES FOR SUSPENSION/REMOVAL/ALTERNATIVE EDUCATIONAL PLACEMENT FOR STUDENTS ELIGIBLE FOR SERVICES UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973 (SECTION 504) AND AMERICANS WITH DISABILITIES ACT (ADA)

- d. Any recommendation for the alternative educational placement of a student with a Section 504 accommodation plan must be made in accordance with federal and state mandates and applicable School Board Policies.
- e. In addition to the steps for an Administrative Hearing to facilitate an Alternative Educational placement for students with disabilities, the principal must convene a Section 504 Accommodation Plan/Manifestation Determination meeting chaired by an ESE center placement specialist with a representative from the Division of Educational Opportunity and Access in attendance.
- f. After convening the parent conference (as scheduled on *FM-7605 – Notice Of Administrative Assignment For The Commission Of An Off Campus Felonious Act*, complete FM-6564 - *Conference on Off-Campus Felonious Act*) and submit to the Division of Educational Opportunity and Access for processing.

VII. COURTS: PROCEDURES FOR CASE DISPOSITION

- a. Within forty-eight (48) hours of the finding in a case involving a student charged as set forth in this guideline, the court shall notify the Superintendent of Schools of the name and address of any student found to have committed a delinquent act who has an adjudication of the delinquent act withheld, or the name and address of any student found guilty of a felony. The notification shall include the specific act the student was found to have committed or for which adjudication was withheld or the specific felony for which the student was found guilty.



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- b. Subsequent to receiving this information, the Superintendent or designee will notify the appropriate school personnel, including the principal at the student's school. The principal must immediately forward this information to the student's classroom teacher. Anyone who receives this information and releases it to, or shares it with, any unauthorized person will be subject to administrative penalties.
- c. If the court determines that the student did commit the felony or delinquent act which would have been a felony if committed by an adult, the School Board shall have the authority to expel the student, if expulsion shall not affect the delivery of educational services to the student in any residential, nonresidential, alternative, daytime, or evening program outside of the regular school setting. Any student who is subject to discipline or expulsion for unlawful possession or use of any substance controlled under Chapter 893, of the Florida Statutes may be entitled to a waiver of the discipline or expulsion under the conditions listed in Florida Statutes, Section 1006.09 (2)(a), (b).
- d. Based upon the outcome of the judicial action, a letter will be sent to the parent/guardian by the DEOA advising that the student is being returned to school or recommended for an alternative education placement, depending on the nature of the formal charge(s).



Teacher’s Bill of Rights

According to [F.S. 1003.32](#), subject to law and to the rules of the district school board, each teacher or other member of the staff of any school shall have such authority for the control and discipline of students as may be assigned to him or her by the principal or the principal’s designated representative and shall keep good order in the classroom and in other places in which he or she is assigned to be in charge of students.

This section of the administrative guide provides school administrators with an understanding of F.S. [1003.32](#), focusing on the roles, rights, and responsibilities of teachers regarding student discipline and removal. It is divided into three main sections: Teacher’s Rights and Responsibilities, Teacher Recommendations of Student Discipline, and Teacher Recommendations of Student Removal. Additionally, it outlines the principal’s duties when handling teacher referrals.

Teacher’s Rights and Responsibilities

Authority and Classroom Control

- Teachers have the right to exercise control and discipline over students as delegated by the principal or their designated representative.
- They are responsible for maintaining an orderly classroom environment that promotes learning and ensures the safety of all students.
- Behavior Management Authority

Teachers are empowered to:

- Establish Classroom Rules:** Set expectations for student behavior and designate an area for students to store wireless communication devices during instructional time.
- Implement Consequences:** Design and enforce consequences for breaking classroom rules to modify inappropriate behavior.
- Remove Students from Class:** Remove disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive students from the classroom for behavior management intervention.
- Seek Assistance and Report:** Request assistance from school or district personnel when necessary, and report crimes or threats to ensure the safety of the school community.
- Use Reasonable Force:** Use reasonable force, if needed, to protect themselves or others from injury, following the standards set by the State Board of Education.



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- Receive Information and Training:** Request training on classroom management, violence prevention, and conflict resolution to enhance their professional skills.

Professional Development Requirements

- Teachers must seek professional development when data indicates they need to improve their classroom management skills.
- Teachers removing 25% or more of their class enrollment are required to complete additional professional development to address classroom management strategies.

Teacher's Recommendations for Student Discipline

Referral to Principal

- When a teacher sends a student to the principal's office due to behavioral issues, the teacher can recommend specific disciplinary actions based on the school's Code of Student Conduct ([F.S. 1006.07](#)).
- The teacher will recommend corrective strategies/disciplinary actions by noting them on the narrative section of the Student Case Management Referral Form.

Principal's Response to Referrals

Upon receiving a disciplinary referral:

- The **principal must determine** whether the student has violated the Code of Student Conduct.

SPECIAL NOTE: Per [F.S. 1006.07](#) **ONLY the PRINCIPAL** of the school **CAN & MUST** determine if a student violated the Code of Student Conduct, determine corrective strategies/disciplinary action if needed, and share with the teacher his/her actions. This task cannot be delegated to an assistant principal or a dean of discipline.

- The principal can either:
 - Implement the teacher's recommended corrective strategy/disciplinary action, or**
 - Impose a more serious corrective strategy/disciplinary action** if the student's behavior history justifies it.
- If the principal decides on a different corrective strategy/disciplinary action than what the teacher recommended, they must:
 - Consult with the teacher** before making a final decision.
 - Provide the teacher with **written documentation** explaining the reasons for the deviation from the recommended action.



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- If the principal determines that the student has **not violated the Code of Student Conduct**, no disciplinary action should be taken, and the principal must inform the teacher of this decision and what interventions, if any, will be provided to the student to address the behavior.

Teacher Recommendation for Student Removal

Temporary or Permanent Removal from the Classroom

- A teacher can remove a student from class if the student's behavior disrupts the learning environment or interferes with the teacher's ability to teach effectively. This includes when the behavior interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn.

Principal's Role in Student Placement

Upon receiving a student removal recommendation:

- The principal can place the student in an appropriate alternative setting, such as:
 - Another appropriate classroom,
 - In-school suspension,
 - Dropout prevention and academic intervention programs,
 - Or recommend out-of-school suspension or expulsion if necessary.

Returning the Student to the Classroom

- A student cannot return to the teacher's classroom without the teacher's consent unless the **placement review committee** decides that it is the best or only available alternative.
- The **placement review committee** is comprised of:
 1. Two teachers: one selected by the faculty and one selected by the teacher who removed the student.
 2. One staff member selected by the principal.
- The committee's decision must be made within five days of the student's removal. If the committee's decision conflicts with the teacher's wish to withhold consent, the teacher may appeal to the Superintendent through the applicable Region office.

Reporting and Compliance

- The principal must report each instance of a teacher withholding consent for a removed student to return to their classroom and the final resolution of each incident to the Superintendent and the School Board.
- The principal should ensure that teachers are aware of their rights and the procedures for reporting and addressing student discipline issues.





Principal's Checklist for Handling Student Discipline Referrals

1. **Review the Referral:** Assess if the referral aligns with the student code of conduct.
2. **Consult with the Teacher:** Discuss the teacher's recommendations and any deviations from the proposed action.
3. **Document Actions:** Provide written explanations if the principal's decision differs from the teacher's recommendation.
4. **Implement Disciplinary Actions:** Ensure the actions taken are appropriate and effective in addressing the student's behavior.
5. **Support and Communicate:** Maintain open communication with the teacher regarding the final decision and any interventions implemented.
6. **Establish a Placement Review Committee:** Ensure that the school has a functioning placement review committee to address disagreements related to student removal.
7. **Report and Monitor Compliance:** Track incidents and compliance with statutory requirements, and report regularly to the Superintendent.



Principal's Flowchart for Handling Student Discipline Referrals Received from Teachers With or Without Discipline Recommendations

| |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |
| Teacher Making a Student Case Management Referral for a Violation of the Code of Student Conduct & <u>Recommending Corrective Strategy/Disciplinary Action</u> |
| Who can handle the student referral? |
| Principal (ONLY) |
| Principal's Response to the Student Case Management Referral Containing the Teacher's Recommendation for Corrective Strategies/Disciplinary Action: |
| <input type="checkbox"/> Principal MUST determine whether the student has violated the Code of Student Conduct. |
| Principal can either: <ol style="list-style-type: none"> 1. Implement the teacher's recommended corrective strategy/disciplinary action <li style="text-align: center; color: #e67e9e; font-weight: bold;">OR 2. Impose a more serious disciplinary action if the student's behavior justifies it. |
| Principal Decides on a Different Corrective Strategy/Disciplinary Action than What the Teacher Recommended |
| <input type="checkbox"/> Consult with the teacher before making a final decision. <input type="checkbox"/> Provide the teacher with written documentation explaining the reasons for the deviation from the recommended action. |
| Principal Determines that the Student has NOT Violated the Code of Student Conduct |
| <input type="checkbox"/> If the principal determines that the student has not violated the student code of conduct, no disciplinary action should be taken, and the principal must inform the teacher of this decision. |

| |
|-------------------------------------------------------------------------------------------------------------------------------------------------|
|  |
| Teacher Making a Student Case Management Referral for a Violation of the Code of Student Conduct with NO Recommendation |
| Who can handle the student referral? |
| Principal, Assistant Principal, Dean of Discipline, or any other individual that the principal has designated. |
| Proceed to follow corrective actions as outlined in the Code of Student Conduct and or the Administrative Guide on the Code of Student Conduct. |



Principal’s Flowchart for Handling Student Discipline Referrals Received from Teachers Recommending for Student Removal



Teacher Making a Student Case Management Referral for a Violation of the Code of Student Conduct & **Recommending Student Removal**

Who can handle the student referral?

Principal (ONLY)

Upon Receiving a Student Removal Recommendation

The principal can initially place the student in an appropriate alternative setting, such as:

- Another classroom
- In-School Suspension
- Other Alternative Education Setting
- Out-of-School Suspension (Level III-V – Code of Student Conduct Behaviors)
- Recommendation for Administrative Assignment or Expulsion (Level III-V – Code of Student Conduct Behaviors)

Returning the Student to the Classroom

- A student cannot return to the teacher’s classroom without the teacher’s consent unless the **placement review committee** decides that it is the best or only available alternative.
- The **placement review committee** is comprised of:
 1. Two teachers: one selected by the faculty and one selected by the teacher who removed the student.
 2. One staff member selected by the principal.
- The committee’s decision must be made within five days of the student’s removal. If the committee’s decision conflicts with the teacher’s wish to withhold consent, the teacher may appeal to the district superintendent.

Reporting and Compliance

- The principal must report each instance of a teacher withholding consent for a removed student to return to their classroom and the final resolution of each incident to the district superintendent and district school board.
- The principal should ensure that teachers are aware of their rights and the procedures for reporting and addressing student discipline issues.



School Environmental Safety Incident Reporting (SESIR)



What is SESIR?

SESIR stands for School Environmental Safety Incident Reporting. It's a system used in Florida to track and report specific incidents that threaten the safety and security of students, staff, or school property. This reporting helps schools, districts, and the state monitor and address safety issues in the school environment.

The School Environmental Safety Incident Reporting System collects data on 26 incidents of crime, violence, and disruptive behaviors that occur on school grounds, on school transportation, and at off-campus, school-sponsored events, during any 24-hour period, 365 days per year. Incidents are reported by schools to the districts which, in turn, provide the data to the Florida Department of Education.

What SESIR Incidents Must Be Reported?

[Aggravated Battery](#)

[Alcohol](#)

[Arson](#)

[Bullying](#)

[Burglary](#)

[Disruption on Campus-Major](#)

[Drug Sale/Distribution](#)

[Drug Use/Possession](#)

[Fighting](#)

[Harassment](#)

[Hazing](#)

[Homicide](#)

[Kidnapping](#)

[Grand Theft \(\\$750\)](#)

[Other Major Incidents](#)

[Simple Battery](#)

[Robbery](#)

[Sexual Assault](#)

[Sexual Battery](#)

[Sexual Harassment](#)

[Sexual Offenses \(Other\)](#)

[Threat/Intimidation](#)

[Tobacco](#)

[Trespassing](#)

[Criminal Mischief \(\\$1000\)](#)

[Weapons Possession](#)

General Rule for Reporting a SESIR Incident

- Report the offense with the **MOST serious rank order** level (*Refer to Code of Student Conduct*).
- When considering in determining which of the **multiple simultaneous** incidents to report. Some considerations that go beyond the general rule:
 - Report the **incident that causes the most injury** or the **highest loss of property** or **monetary cost**.



OVERVIEW - SCHOOL ENVIRONMENTAL SAFETY INCIDENT REPORTING (SESIR)

The School Environmental Safety Incident Reporting (SESIR) System currently collects data on 26 incidents of crime, violence, and disruptive behaviors that occur on school grounds, on school transportation, and during off-campus school-sponsored events, during any 24-hour period, 365 days per year.

SESIR: 26 Incidents



SESIR collects data on **26 incidents** of crime, violence, and disruptive behaviors.

SESIR: Locations



SESIR collects data on **26 incidents** during any 24-hour period, 365 days per year.

SESIR: Time Period



SESIR collects data on **26 incidents** during any 24-hour period, 365 days per year.

SESIR: Data Reporting REPORTED MONTHLY



SESIR school-level data is sent to the DISTRICT (ITS) in a standardized format and in turn, the DISTRICT (ITS) sends data to the FDOE where it is compiled in an annual report.

SESIR: Victim(s) / Offender(S)



Whether or not the perpetrator or victim is known

Whether or not students are involved – the offender could be a teacher, a parent/guardian, other

SESIR: Reported to Law Enforcement



An official action was taken by a School Resource Officer (SRO) or a local Law Enforcement Officer such as:

- a case number was assigned,
- a report was filed,
- an affidavit was filed,
- a referral to a civil citation or similar prearrest diversion program,
- an investigation was conducted and found to be an incident reportable to SESIR,
- or an arrest was made

The presence of, notification of, or consultation with a Law Enforcement Officer or SRO, is not sufficient for an incident to be coded as "Reported to Law Enforcement."

SESIR: Incident / Offenders



SESIR focuses on the specific INCIDENT, not the offenders. SESIR is by Incident.

Discipline resulting from the SESIR incident is by student



What Are SESIR Related Elements?

For each SESIR incident, applicable "Related Elements" must also be reported to SESIR.

School districts must report a SESIR incidents to law enforcement if the incident includes one or more of the following related elements marked with a **red asterisk (*)**:

| | | |
|----------------------------------|-------------------------------------|------------------------------------------------------------------------------------------|
| *Alcohol-Related | *Gang-Related | *Injury-Related (Report to law enforcement ONLY for More Serious Injury) |
| Bullying-Related | *Hate Crime-Related | Vaping-Related |
| *Drug-Related | *Hazing-Related | *Weapon-Related |

Reported to Law Enforcement

As of December 21, 2022, the Florida Department of Education requires that SESIR incidents requiring to be "REPORTED TO LAW ENFORCEMENT" (i.e. School Resource Officer (SRO) or a local Law Enforcement Officer) must be categorized as one of the following:

| | | | |
|------------|-------------------------------------|-------------|-----------------------------------------------|
| ARR | Arrest | NL | No Law Enforcement Action |
| DIV | Diversion (Civil Citation) | OTHL | Other Law Enforcement Action (JSD Prevention) |
| BAK | Involuntary Examination (Baker Act) | NR | Not Reported to Law Enforcement |

All SESIR incidents except bullying, harassment, tobacco and sexual harassment, **MUST** be reported to law enforcement. In addition, all SESIR incidents that have a related element of alcohol, drug, gang, hate-crime, hazing, injury, or weapon **MUST** also be reported to law enforcement.



SESIR Incidents Ranking

Miami-Dade County Public Schools' Code of Student Conduct has behaviors ranging from Level I to Level V. The ranking of SESIR Incidents in the Districts' Code of Student Conduct begins with the Level I minor disruptive behaviors and Level V being the Most Serious and Violent Behaviors. The School Environmental Safety Incident Reporting ranks SESIR incidents in the reverse. Level I behaviors are the most serious and violent behavioral incidents and Level IV are the less serious behavioral incidents.

| M-DCPS - COSC LEVEL II FDOE - SESIR LEVEL IV | | M-DCPS - COSC LEVEL III FDOE - SESIR LEVEL III | | M-DCPS - COSC LEVEL IV FDOE - SESIR LEVEL II | | M-DCPS - COSC LEVEL V FDOE - SESIR LEVEL I | |
|---------------------------------------------------------------------|--|-----------------------------------------------------------------------|--|---------------------------------------------------------------------|--|-------------------------------------------------------------------|--|
| LESS SEVERE | | | | | | MOST SEVERE | |
| Alcohol | | Criminal Mischief | | Burglary | | Aggravated Battery | |
| Bullying Harassment | | Disruption on Campus-Major | | Drug Sale/ Distribution Excluding Alcohol | | Arson | |
| Tobacco | | Drug Use/ Possession Excluding Alcohol | | Robbery | | Homicide | |
| | | Fighting | | Sexual Assault | | Kidnapping | |
| | | Grand Theft | | Simple Battery | | Sexual Battery | |
| | | Hazing | | Weapons Possession | | | |
| | | Other Major | | | | | |
| | | Sexual Harassment | | | | | |
| | | Sexual Offenses (Other) | | | | | |
| | | Trespassing | | | | | |
| | | Threat/ Intimidation | | | | | |

SPECIAL NOTE: SESIR incidents with the law enforcement icon next to it, indicate the SESIR incidents that must have law enforcement consultation.




School Personnel – Incident Outcome

When a school staff member has committed or is alleged to have committed one of the following SESIR offenses at the school, an incident outcome needs to be reported. Below is a chart of the incident outcomes for school staff personnel.

SESIR offense categories include:

- Sexual Battery (including attempted)
- Sexual Assault (other than rape)
- Unsubstantiated Sexual Battery
- Unsubstantiated Sexual Assault




| CODE | INCIDENT OUTCOME |
|----------|--------------------------------------------------------------------|
| D | Duty reassignment prior to discipline or termination |
| N | School personnel not responsible |
| P | Determination pending |
| R | Resignation or retirement prior to final discipline or termination |
| W | School personnel responsible |
| Z | Not applicable |

| | |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | ALERT: Immediately contact Dr. Bridgette Tate-Wyche, Executive Director, at 305-995-4110 before creating a SESIR incident in the Districts' CICS – SPAR Application. |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



Hope Scholarship Notification – School District Obligations

The Hope Scholarship is for students in grades kindergarten through 12 who are enrolled in a Florida public school and have been subjected to an incident of:

| Hope Scholarship Qualifying SESIR Incidents | | | |
|------------------------------------------------------------------------------------|------------------------------------------------------------|----------------|-------------------------------------------------------------------------------------|
| Battery | Harassment | Hazing | Bullying |
| Kidnapping | Simple Battery | Robbery | Sexual Offenses |
| Sexual Harassment | Sexual Assault | Sexual Battery | Threat or Intimidation |
| Fighting | Unsubstantiated Incidents | | |
| Who Is Eligible? | | | |
| Any public-school student in Florida who was a victim of a qualifying incident at: | | | |
| <input checked="" type="checkbox"/> | A K-12 school | |  |
| <input checked="" type="checkbox"/> | A school-related or school-sponsored program or activity | |  |
| <input checked="" type="checkbox"/> | Was riding in a school bus or waiting at a school bus stop | |  |

The Hope Scholarship affords students who are victims of the above-mentioned the opportunity **to transfer to another public school** with capacity or to receive a scholarship to **enroll in an approved private school**.

Incidents reported may be investigated at the district level, however, there **does not have to be substantiation on the part of the district to offer a transfer** to another public school with capacity or the ability for the student to move to an eligible private school on scholarship.

Pursuant to section 1002.40(6), Florida Statutes, school district personnel in Florida have a responsibility to notify families of the Hope Scholarship Program. Incidents reported may be investigated at the district level, however, there does not have to be substantiation on the part of the district in order to offer a transfer to another public school with capacity or the ability for the student to move to an eligible private school on scholarship.

Additionally, Section 1006.09(6), Florida Statutes, requires that principals submit accurate School Environmental Safety Incident Reporting (SESIR) system and discipline data to the state using the Automated Student Information System. Each school principal must ensure that standardized forms prescribed by rule of the State Board of Education are used to report data concerning school safety and discipline to the department. The school principal must develop a plan to verify the accuracy of reported incidents. The Department of Education collects data from schools and districts on the number of Hope Scholarship Notification Forms given to families.

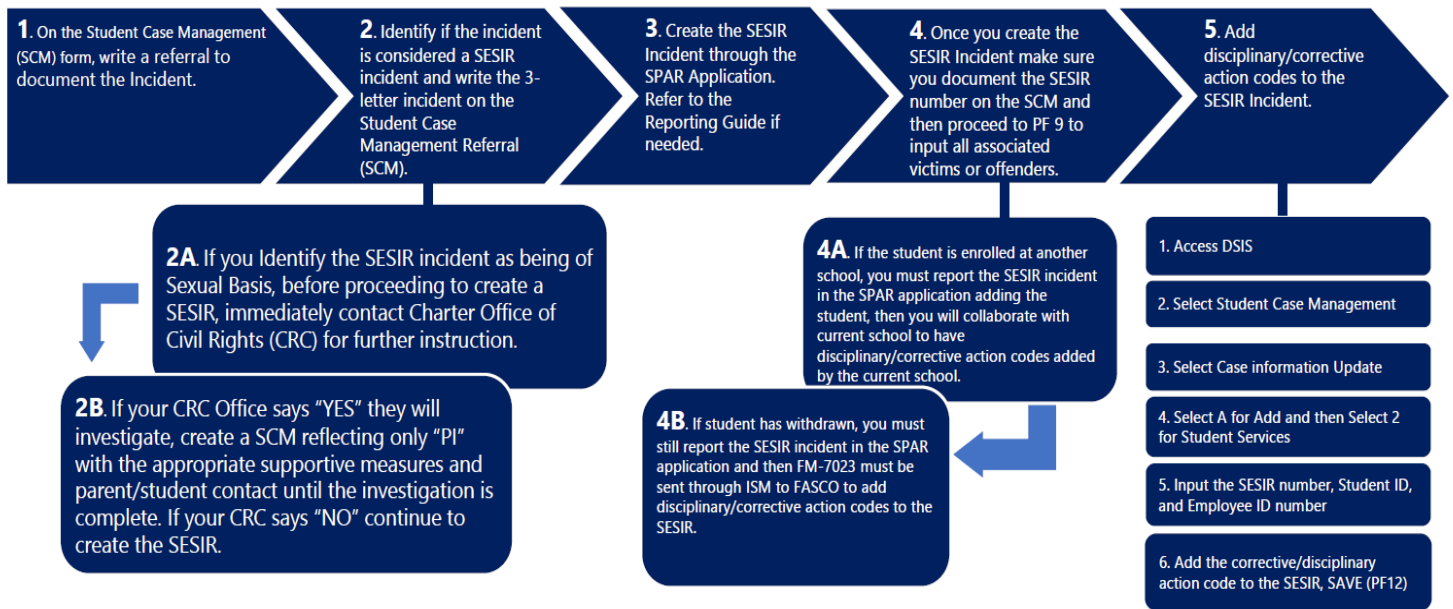
| SCM Code | Student Service Code Description |
|-----------|----------------------------------|
| HN | Hope Scholarship Notification |



SESIR Reporting for Charter Schools

What are the steps to follow to Report my SESIR Incident ?

- During the 2024-2025 school year, authorized personnel have been giving access to create a SESIR through the MDCPS “SPAR” Application. For the 2024-2025 school year please review the following procedures:





ADMINISTRATIVE GUIDE Code of Student Conduct

2024-2025 SESIR Event & Discipline Data Report Form

| 2024-2025 CHARTER SCHOOLS SESIR EVENT & DISCIPLINE DATA REPORT FORM | | | | | | | | | | | | | | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| SCHOOL LOC & Principal | SCHOOL NAME | REPORTING ADMINISTRATOR | ADMINISTRATOR ID # | INCIDENT DATE | TIME OF INCIDENT | | | | | | | | | | | | | | |
| 7007 | Sunshine Middle School | Sunshine Brown | 974654 | 10/1/24 | 1300 | | | | | | | | | | | | | | |
| STUDENT'S/EMPLOYEE'S NAME | | ID NUMBER | ESE/504? | GENDER | GRADE | | | | | | | | | | | | | | |
| Jane Doe | | 140653 | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | M <input type="checkbox"/> F <input checked="" type="checkbox"/> | 10 | | | | | | | | | | | | | | |
| Detailed Description/Verbiage of The Incident: | | | | | | | | | | | | | | | | | | | |
| INCIDENT LOCATION | | | | | | | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> (1) School Grounds <input type="checkbox"/> Bathroom/Restroom <input type="checkbox"/> Bus Ramp <input type="checkbox"/> Cafeteria <input checked="" type="checkbox"/> Classroom <input type="checkbox"/> Commons/Common Area <input type="checkbox"/> Gymnasium/P.E. <input type="checkbox"/> Hallway/Breezeway | | | <input type="checkbox"/> Library/Media Center <input type="checkbox"/> Office <input type="checkbox"/> Parking Lot <input type="checkbox"/> Playground <input type="checkbox"/> Other | | | | | | | | | | | | | | | | |
| INCIDENT SETTING | | | | | | | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> (P)Physical (Offense committed in person and/or in the presence of the targeted individual) <input type="checkbox"/> (R)Remote (Offense was committed remotely/electronically) | | | | | | | | | | | | | | | | | | | |
| Offender(s) | If Multiple Student(s)/Employee(s), List | | | Reported to Law Enforcement: | | | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> (S)Student(s) <input type="checkbox"/> (B)Both Student(s) & non-Student(s) <input type="checkbox"/> (N)Non-Student(s) <input type="checkbox"/> (O)Out of District Student <input type="checkbox"/> (P)School Personnel <input type="checkbox"/> (U)Unknown <input type="checkbox"/> (Z)N/A- Unsubstantiated | <table border="1"> <thead> <tr> <th>Student's/Employee's Name(s)</th> <th>Student's/Employee's ID(s)</th> </tr> </thead> <tbody> <tr><td>1. _____</td><td>1. _____</td></tr> <tr><td>2. _____</td><td>2. _____</td></tr> <tr><td>3. _____</td><td>3. _____</td></tr> <tr><td>4. _____</td><td>4. _____</td></tr> <tr><td>5. _____</td><td>5. _____</td></tr> <tr><td>6. _____</td><td>6. _____</td></tr> </tbody> </table> | | | Student's/Employee's Name(s) | Student's/Employee's ID(s) | 1. _____ | 1. _____ | 2. _____ | 2. _____ | 3. _____ | 3. _____ | 4. _____ | 4. _____ | 5. _____ | 5. _____ | 6. _____ | 6. _____ | <input type="checkbox"/> Arrest <input type="checkbox"/> Diversion (Civil Citation) <input type="checkbox"/> Involuntary Examination (Baker Act) <input checked="" type="checkbox"/> No Law Enforcement Action <input type="checkbox"/> Other Law Enforcement Action <input type="checkbox"/> Not Reported to Law Enforcement | |
| Student's/Employee's Name(s) | Student's/Employee's ID(s) | | | | | | | | | | | | | | | | | | |
| 1. _____ | 1. _____ | | | | | | | | | | | | | | | | | | |
| 2. _____ | 2. _____ | | | | | | | | | | | | | | | | | | |
| 3. _____ | 3. _____ | | | | | | | | | | | | | | | | | | |
| 4. _____ | 4. _____ | | | | | | | | | | | | | | | | | | |
| 5. _____ | 5. _____ | | | | | | | | | | | | | | | | | | |
| 6. _____ | 6. _____ | | | | | | | | | | | | | | | | | | |
| SESIR INCIDENTS | | | | | | | | | | | | | | | | | | | |
| Expected to Include Consultation with Law Enforcement *Select only 1 of the following: | | | | | | | | | | | | | | | | | | | |
| Level 1 (Most Severe) | Level 2 Continued | Level 3 Continued | Related Elements | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> (ARS) Arson <input type="checkbox"/> (BAT) Battery <input type="checkbox"/> (Aggravated Battery) <input type="checkbox"/> (HOM)Homicide <input type="checkbox"/> (KID)Kidnapping <input type="checkbox"/> (SXB)Sexual Battery | <input type="checkbox"/> (ROB)Robbery <input type="checkbox"/> (SXA)Sexual Assault <input type="checkbox"/> (WPO)Weapons Possession <input type="checkbox"/> (HAZ)Hazing <input type="checkbox"/> (DOC)Disruption on Campus Major <input type="checkbox"/> (DRU) Drug Possession <input type="checkbox"/> Marijuana <input type="checkbox"/> Opioids <input type="checkbox"/> Other <input type="checkbox"/> Non-Drug <input type="checkbox"/> (OMC)Other Major (Unlawful Activities) | <input type="checkbox"/> (TRE)Threat/Intimidation <input type="checkbox"/> (TRS)Trespassing <input type="checkbox"/> (SKO)Sexual Offenses <input type="checkbox"/> (SKH) Sexual Harassment <input type="checkbox"/> (FIT) Fighting Serious <input type="checkbox"/> (VAN) Criminal Mischief <input type="checkbox"/> Value \$1000 or more <input type="checkbox"/> (STL)Grand Theft <input type="checkbox"/> Value \$750 or more <input type="checkbox"/> Level 4 (Less Severe) <input type="checkbox"/> (ALC)Alcohol <input type="checkbox"/> (TBC) Tobacco <input type="checkbox"/> (BUL) Bullying <input type="checkbox"/> (UBL) Unsubstantiated Bullying <input type="checkbox"/> (HAR) Harassment <input type="checkbox"/> (UHR) Unsubstantiated Harassment | <input type="checkbox"/> Bullying Related <input type="checkbox"/> Weapon Related Basis: <input type="checkbox"/> Race <input type="checkbox"/> Sex <input type="checkbox"/> Disability <input type="checkbox"/> Religion <input type="checkbox"/> Sexual Orientation <input type="checkbox"/> Alcohol Related <input type="checkbox"/> Drug Related <input type="checkbox"/> Gang Related <input type="checkbox"/> Hate Crime Related <input type="checkbox"/> Hazing Related <input type="checkbox"/> Injury Related <input type="checkbox"/> More Serious <input type="checkbox"/> Less Serious <input type="checkbox"/> Non-Firearm <input type="checkbox"/> At least one Firearm <input type="checkbox"/> Two or More Firearms Weapon Description <input type="checkbox"/> (F)Firearm "OTHER" <input type="checkbox"/> (H)Handgun <input type="checkbox"/> (K)Knife <input type="checkbox"/> (O)Other Weapon <input type="checkbox"/> (S)Rifle/Shotgun <input type="checkbox"/> (U)Unknown <input type="checkbox"/> (M)Multiple Type of Firearms Weapon Discharged: (For F, H, S, or M Listed) Yes <input type="checkbox"/> No <input type="checkbox"/> | | | | | | | | | | | | | | | | |
| ACTION CODES FOR SESIR INCIDENTS | | | | | | | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> In-School Suspension <input type="checkbox"/> (O) Out-School Suspension <input type="checkbox"/> (H) Suspension Extended <input type="checkbox"/> Pending Hearing (OSS Only) <input type="checkbox"/> (E)Expulsion Without Services <input type="checkbox"/> Zero-Tolerance (Y) <input type="checkbox"/> (F) Expulsion With Services <input type="checkbox"/> Zero-Tolerance (Y) | <input type="checkbox"/> (P) Alternative Placement <input type="checkbox"/> (S) SESIR Defined <input type="checkbox"/> (U) Change in Placement <input type="checkbox"/> (Student with Disabilities) <input type="checkbox"/> (M) Mechanical Restraint <input type="checkbox"/> (R) Physical Restraint <input type="checkbox"/> (L) Seclusion <input type="checkbox"/> Non-Student/Discipline N/A <input type="checkbox"/> No Discipline-Unsubstantiated | **Specify the religion type if you selected religion as the basis of bullying relate <input type="checkbox"/> (A)Atheism/Agnosticism <input type="checkbox"/> (E)Eastern Orthodox <input type="checkbox"/> (I)Islamic (Muslim) <input type="checkbox"/> (Q)Other Christian <input type="checkbox"/> (W)Jehovah Witness <input type="checkbox"/> (J)Jewish <input type="checkbox"/> (P)Protestant <input type="checkbox"/> (X)Other Religion <input type="checkbox"/> (C)Catholic <input type="checkbox"/> (H)Hindu <input type="checkbox"/> (M)Mormon <input type="checkbox"/> (K)Sikh <input type="checkbox"/> (B)Buddhist <input type="checkbox"/> (G)Multiple Religions | | | | | | | | | | | | | | | | | |
| SCHOOL-RELATED ARREST(S) | | | | | | | | | | | | | | | | | | | |
| FOR ANY STUDENT OR EMPLOYEE ARREST DURING ANY SCHOOL ACTIVITIES ON OR OFF CAMPUS, SCHOOL TRANSPORTATION, AND SCHOOL GROUNDS DUE TO A REFERRAL BY ANY SCHOOL OFFICIAL, PLEASE COMPLETE THE FOLLOWING: | | | | | | | | | | | | | | | | | | | |
| NAME(S) OF ARRESTED PERSON(S) | | | | | | | | | | | | | | | | | | | |
| Law Enforcement Case Number: 2406999999 | | 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ | | | | | | | | | | | | | | | | | |
| VICTIM(S) | | | | | | | | | | | | | | | | | | | |
| Victim(s) name(s), Student or Employee Number(s). (Non-Students, ONLY list their name) | | | | Hope Scholarship <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | | | | | | | | | | | | | | | |
| Name | Student / Employee ID | If associated with (TRÉ) or bullying related, Identify the basis. | | | | | | | | | | | | | | | | | |
| Mary Jane | 9543011 | <input type="checkbox"/> Race | <input type="checkbox"/> Sex | <input type="checkbox"/> Disability | <input type="checkbox"/> Religion | | | | | | | | | | | | | | |
| | | <input type="checkbox"/> Race | <input type="checkbox"/> Sex | <input type="checkbox"/> Disability | <input type="checkbox"/> Religion | | | | | | | | | | | | | | |
| | | <input type="checkbox"/> Race | <input type="checkbox"/> Sex | <input type="checkbox"/> Disability | <input type="checkbox"/> Religion | | | | | | | | | | | | | | |
| | | <input type="checkbox"/> Race | <input type="checkbox"/> Sex | <input type="checkbox"/> Disability | <input type="checkbox"/> Religion | | | | | | | | | | | | | | |
| | | <input type="checkbox"/> Race | <input type="checkbox"/> Sex | <input type="checkbox"/> Disability | <input type="checkbox"/> Religion | | | | | | | | | | | | | | |

Revised 08/2024.



ADMINISTRATIVE GUIDE Code of Student Conduct

Step 1: Completing the SESIR Event Form

- Enter the LOC/Principal Name (4-digit Location Number), School Name, Reporting Administrator Name/ID#, Incident Date/Time (military hours)
- Student/Employee Name, ID# ESE/504 Status, Gender, Grade
- Detailed Description of Incident
- Check Incident Location where event happened (school grounds, bus, off-campus school event)
- Check Incident Setting (Physical or Remote)
- Identify Offender with checked box
- If multiple offenders add names and ID numbers
- Reported to Law Enforcement – check appropriate box

| 2024-2025 CHARTER SCHOOLS SESIR EVENT & DISCIPLINE DATA REPORT FORM | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| SCHOOL LOC & Principal | SCHOOL NAME | REPORTING ADMINISTRATOR | ADMINISTRATOR ID # | INCIDENT DATE | TIME OF INCIDENT |
| | | | | | |
| STUDENT'S/EMPLOYEE'S NAME | | ID NUMBER | ESE/504? | GENDER | GRADE |
| | | | <input type="checkbox"/> Yes <input type="checkbox"/> No | M <input type="checkbox"/> F <input type="checkbox"/> | |
| Detailed Description/Verbiage of The Incident: | | | | | |
| INCIDENT LOCATION | | | | | |
| <input type="checkbox"/> (1) School Grounds <input type="checkbox"/> Bathroom/Restroom <input type="checkbox"/> Bus Ramp <input type="checkbox"/> Cafeteria <input type="checkbox"/> Classroom <input type="checkbox"/> Commons/Common Area <input type="checkbox"/> Gymnasium/P.E. <input type="checkbox"/> Hallway/Breezeway | | <input type="checkbox"/> Library/Media Center <input type="checkbox"/> Office <input type="checkbox"/> Parking Lot <input type="checkbox"/> Playground <input type="checkbox"/> Other _____ | | <input type="checkbox"/> (2) School Sponsored Event/Off Campus <input type="checkbox"/> (3) School Sponsored Transportation Bus # _____ Bus Stop _____ | |
| INCIDENT SETTING | | | | | |
| <input type="checkbox"/> (P)Physical (Offense committed in person and/or in the presence of the targeted individual) <input type="checkbox"/> (R)Remote (Offense was committed remotely/electronically) | | | | | |
| Offender(s) | If Multiple Student(s)/Employee(s), List | | | Reported to Law Enforcement: | |
| <input type="checkbox"/> (S) Student(s) <input type="checkbox"/> (B) Both Student(s) & non-Student(s) <input type="checkbox"/> (N) Non-Student(s) <input type="checkbox"/> (D) Out of District Student <input type="checkbox"/> (P) School Personnel <input type="checkbox"/> (U) Unknown <input type="checkbox"/> (Z) N/A - Unsubstantiated | Student's/Employee's Name(s) | Student's/Employee's ID(s) | Check One <input type="checkbox"/> Arrest <input type="checkbox"/> Diversion (Civil Citation) <input type="checkbox"/> Involuntary Examination (Baker Act) <input type="checkbox"/> No Law Enforcement Action <input type="checkbox"/> Other Law Enforcement Action <input type="checkbox"/> Not Reported to Law Enforcement | | |
| | 1. _____ | 1. _____ | | | |
| | 2. _____ | 2. _____ | | | |
| | 3. _____ | 3. _____ | | | |
| | 4. _____ | 4. _____ | | | |
| | 5. _____ | 5. _____ | | | |
| | 6. _____ | 6. _____ | | | |



ADMINISTRATIVE GUIDE Code of Student Conduct

Step 2: Completing the SESIR Event Form

Check the appropriate SESIR Incident

| SESIR Level Comparison | | | | |
|--------------------------|----------|-----------|------------|-----------|
| FDOE SESIR | I | II | III | IV |
| M-DCPS COSC Level | V | IV | III | II |

- Check Related Element
- Check Action Codes For SESIR
- (Outdoor/Indoor/Expulsion Request)
- Specify Religion Type, if you select as basis of bullying relate.
- Law Enforcement Number: Add Case Number
- School Related Arrests-Add offenders name if arrested
- Victims: Add name(s) of victim and ID#/Employee#

| SESIR INCIDENTS | | | Related Elements | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------------------------------------|---------------------------------------------|--|--|--|--|--|--|-------------------------------|------------------------------|-------------------------------------|-----------------------------------|---------------------------------------------|--|--|--|-------------------------------|------------------------------|-------------------------------------|-----------------------------------|---------------------------------------------|--|--|--|-------------------------------|------------------------------|-------------------------------------|-----------------------------------|---------------------------------------------|--|--|--|-------------------------------|------------------------------|-------------------------------------|-----------------------------------|---------------------------------------------|--|--|--|-------------------------------|------------------------------|-------------------------------------|-----------------------------------|---------------------------------------------|--|---------------------------------------------------------------------------|--|--|
| Expected to Include Consultation with Law Enforcement *Select only 1 of the following: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level 1 (Most Severe) <input type="checkbox"/> (ARS) Arson <input type="checkbox"/> (BAT) Battery (Aggravated Battery) <input type="checkbox"/> (HOM) Homicide <input type="checkbox"/> (KID) Kidnapping <input type="checkbox"/> (SXB) Sexual Battery Level 2 <input type="checkbox"/> (BRK) Breaking & Entering/Burglary <input type="checkbox"/> (DND) Drug Sale/Distribution <input type="checkbox"/> Marijuana <input type="checkbox"/> Opioids <input type="checkbox"/> Other <input type="checkbox"/> Non-Drug <input type="checkbox"/> (PHA) Physical Attack (Simple Battery) | Level 2 Continued <input type="checkbox"/> (ROB) Robbery <input type="checkbox"/> (SXA) Sexual Assault <input type="checkbox"/> (WPO) Weapons Possession Level 3 <input type="checkbox"/> (HAZ) Hazing <input type="checkbox"/> (DCC) Disruption on Campus Major <input type="checkbox"/> (DRU) Drug Possession <input type="checkbox"/> Marijuana <input type="checkbox"/> Opioids <input type="checkbox"/> Other <input type="checkbox"/> Non-Drug <input type="checkbox"/> (OMC) Other Major (Unlawful Activities) | Level 3 Continued <input type="checkbox"/> (TRE) Threat/Intimidation <input type="checkbox"/> (TRS) Trespassing <input type="checkbox"/> (SNO) Sexual Offenses <input type="checkbox"/> (SMH) Sexual Harassment <input type="checkbox"/> (FIT) Fighting Serious <input type="checkbox"/> (VAN) Criminal Mischief <input type="checkbox"/> Value \$3000 or more <input type="checkbox"/> (STL) Grand Theft <input type="checkbox"/> Value \$250 or more Level 4 (Less Severe) <input type="checkbox"/> (ALC) Alcohol <input type="checkbox"/> (TBC) Tobacco <input type="checkbox"/> (BUI) Bullying <input type="checkbox"/> (UWI) Unsubstantiated Bullying <input type="checkbox"/> (HAR) Harassment <input type="checkbox"/> (UHR) Unsubstantiated Harassment | Related Elements <input type="checkbox"/> Bullying Related <input type="checkbox"/> Weapon Related Check One <input type="checkbox"/> Race <input type="checkbox"/> Sex <input type="checkbox"/> Disability <input type="checkbox"/> Religion <input type="checkbox"/> Sexual Orientation <input type="checkbox"/> Alcohol Related <input type="checkbox"/> Drug Related <input type="checkbox"/> Gang Related <input type="checkbox"/> Hate Crime Related <input type="checkbox"/> Hazing Related <input type="checkbox"/> Injury Related <input type="checkbox"/> More Serious <input type="checkbox"/> Less Serious Weapon Discharged: (For F, H, S, or M Listed) Yes <input type="checkbox"/> No <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ACTION CODES FOR SESIR INCIDENTS <input type="checkbox"/> In-School Suspension <input type="checkbox"/> (OS) Out-School Suspension <input type="checkbox"/> (HE) Suspension Extended <input type="checkbox"/> Pending Hearing (DSS Only) <input type="checkbox"/> (E) Expulsion Without Services <input type="checkbox"/> Zero-Tolerance (Y) <input type="checkbox"/> (F) Expulsion With Services <input type="checkbox"/> Zero-Tolerance (Y) <input type="checkbox"/> (P) Alternative Placement <input type="checkbox"/> (S) SESIR Defined <input type="checkbox"/> (U) Change in Placement <input type="checkbox"/> (Student with Disabilities) <input type="checkbox"/> (M) Mechanical Restraint <input type="checkbox"/> (R) Physical Restraint <input type="checkbox"/> (L) Seclusion <input type="checkbox"/> Non-Student/Discipline N/A <input type="checkbox"/> No Discipline-Unsubstantiated | | | **Specify the religion type if you selected religion as the basis of bullying relate <input type="checkbox"/> (A) Atheism/Agnosticism <input type="checkbox"/> (E) Eastern Orthodox <input type="checkbox"/> (I) Islamic (Muslim) <input type="checkbox"/> (O) Other Christian <input type="checkbox"/> (W) Jehovah Witness <input type="checkbox"/> (J) Jewish <input type="checkbox"/> (P) Protestant <input type="checkbox"/> (O) Other Religion <input type="checkbox"/> (C) Catholic <input type="checkbox"/> (H) Hindu <input type="checkbox"/> (M) Mormon <input type="checkbox"/> (K) Sikh <input type="checkbox"/> (B) Buddhist <input type="checkbox"/> (G) Multiple Religions | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SCHOOL-RELATED ARREST(S) FOR ANY STUDENT OR EMPLOYEE ARREST DURING ANY SCHOOL ACTIVITIES ON OR OFF CAMPUS, SCHOOL TRANSPORTATION, AND SCHOOL GROUNDS DUE TO A REFERRAL BY ANY SCHOOL OFFICIAL, PLEASE COMPLETE THE FOLLOWING: NAME(S) OF ARRESTED PERSON(S) | | | 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Law Enforcement Case Number: _____ | | | VICTIM(S) Victim(s) name(s), Student or Employee Number(s). (Non-Students, ONLY list their name) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Name</th> <th>Student / Employee ID</th> <th colspan="6">If associated with (TRE) or bullying related, identify the basis:</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td><input type="checkbox"/> Race</td> <td><input type="checkbox"/> Sex</td> <td><input type="checkbox"/> Disability</td> <td><input type="checkbox"/> Religion</td> <td><input type="checkbox"/> Sexual Orientation</td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td><input type="checkbox"/> Race</td> <td><input type="checkbox"/> Sex</td> <td><input type="checkbox"/> Disability</td> <td><input type="checkbox"/> Religion</td> <td><input type="checkbox"/> Sexual Orientation</td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td><input type="checkbox"/> Race</td> <td><input type="checkbox"/> Sex</td> <td><input type="checkbox"/> Disability</td> <td><input type="checkbox"/> Religion</td> <td><input type="checkbox"/> Sexual Orientation</td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td><input type="checkbox"/> Race</td> <td><input type="checkbox"/> Sex</td> <td><input type="checkbox"/> Disability</td> <td><input type="checkbox"/> Religion</td> <td><input type="checkbox"/> Sexual Orientation</td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td><input type="checkbox"/> Race</td> <td><input type="checkbox"/> Sex</td> <td><input type="checkbox"/> Disability</td> <td><input type="checkbox"/> Religion</td> <td><input type="checkbox"/> Sexual Orientation</td> <td> </td> </tr> </tbody> </table> | | | Name | Student / Employee ID | If associated with (TRE) or bullying related, identify the basis: | | | | | | | | <input type="checkbox"/> Race | <input type="checkbox"/> Sex | <input type="checkbox"/> Disability | <input type="checkbox"/> Religion | <input type="checkbox"/> Sexual Orientation | | | | <input type="checkbox"/> Race | <input type="checkbox"/> Sex | <input type="checkbox"/> Disability | <input type="checkbox"/> Religion | <input type="checkbox"/> Sexual Orientation | | | | <input type="checkbox"/> Race | <input type="checkbox"/> Sex | <input type="checkbox"/> Disability | <input type="checkbox"/> Religion | <input type="checkbox"/> Sexual Orientation | | | | <input type="checkbox"/> Race | <input type="checkbox"/> Sex | <input type="checkbox"/> Disability | <input type="checkbox"/> Religion | <input type="checkbox"/> Sexual Orientation | | | | <input type="checkbox"/> Race | <input type="checkbox"/> Sex | <input type="checkbox"/> Disability | <input type="checkbox"/> Religion | <input type="checkbox"/> Sexual Orientation | | Hope Scholarship <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Name | Student / Employee ID | If associated with (TRE) or bullying related, identify the basis: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <input type="checkbox"/> Race | <input type="checkbox"/> Sex | <input type="checkbox"/> Disability | <input type="checkbox"/> Religion | <input type="checkbox"/> Sexual Orientation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <input type="checkbox"/> Race | <input type="checkbox"/> Sex | <input type="checkbox"/> Disability | <input type="checkbox"/> Religion | <input type="checkbox"/> Sexual Orientation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <input type="checkbox"/> Race | <input type="checkbox"/> Sex | <input type="checkbox"/> Disability | <input type="checkbox"/> Religion | <input type="checkbox"/> Sexual Orientation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <input type="checkbox"/> Race | <input type="checkbox"/> Sex | <input type="checkbox"/> Disability | <input type="checkbox"/> Religion | <input type="checkbox"/> Sexual Orientation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <input type="checkbox"/> Race | <input type="checkbox"/> Sex | <input type="checkbox"/> Disability | <input type="checkbox"/> Religion | <input type="checkbox"/> Sexual Orientation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



ADMINISTRATIVE GUIDE Code of Student Conduct

Step 3: Writing the Narrative

You will write a detailed verbiage of the incident with only pertinent details.

Example: Student had a vape smoking device that contained tobacco. Student admitted the vape contained tobacco.

Unacceptable Narrative Examples:

- Student was caught vaping.
- Students were fighting.
- Student A threatened student B.

Reasoning why those Narratives are Unacceptable:

Student was caught vaping.

(The substance inside the vape was not identified. The student either must admit what the substance in the vape is or the device or box must be labeled with the substance).

Students were fighting.

(Only serious fights are reported to SESIR, the fight either had to have some type of physical intervention to remove the mutual combatants, an injury that requires first aid, or the fight does not stop on verbal command).

Student A threatened student B.

(The threat needs to be identified. For Example, Student A told Student B I'm going to beat you up when we get in class)

```

PD02-22-G72F          INCIDENT NARRATIVE          09/01/23 12.42.46

      SCHOOL YEAR: 2324          SESIR#: E50138

NARRATIVE:
STUDENT HAD A VAPE SMOKING DEVICE THAT CONTAINED TOBACCO. STUDENT ADMITTED
THE VAPE CONTAINED TOBACCO.

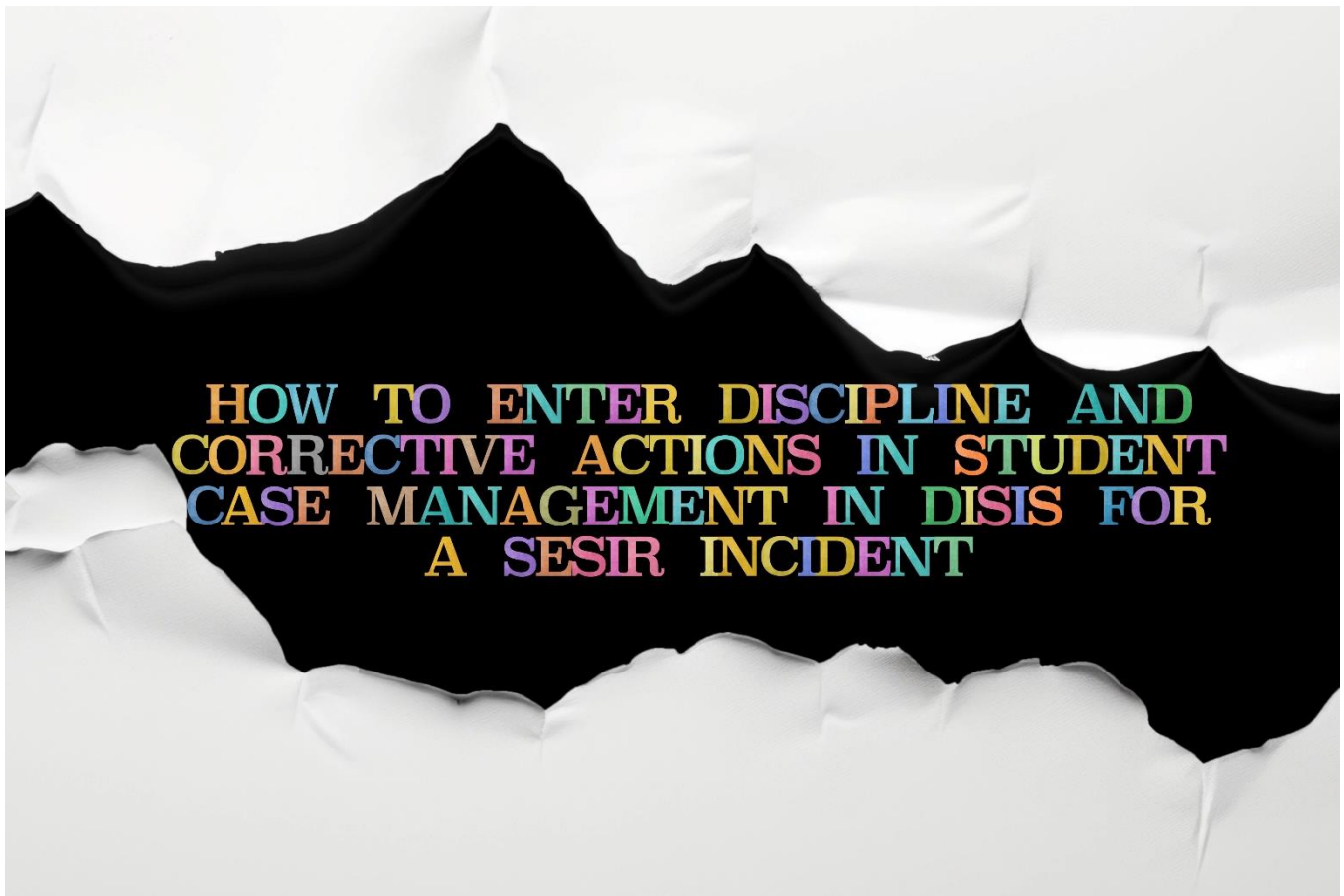
____
____
____
____
____
____
____
____
____
____

EXIT = CLEAR          SAVE = PF2          PREV PG = PF7          NEXT PG = PF8          RESET = PF24
HELP = PF1

MB 03C          LDDAG72F          08/002
  
```



Step-by-Step Guidance on How to Report How to Input Corrective/Discipline Action Codes for SESIR Incidents Populated in the Student Case Management System in DSIS





TECHNICAL ASSISTANCE IN INPUTTING CORRECTIVE/ DISCIPLINE ACTION CODES INTO A SESIR INCIDENT IN DSIS

```

(A) H3B2.ZWS - PASSPORT
-----
ISIS-11-H3BW

      M I A M I - D A D E   C O U N T Y   P U B L I C   S C H O O L S
I N T E G R A T E D   S T U D E N T   I N F O R M A T I O N   S Y S T E M
      S C H O O L N U M B E R   . .   9 7 1 9

      T H E   F O L L O W I N G   F U N C T I O N S   A R E   A V A I L A B L E   -

          1 .   S T U D E N T   D A T A   B A S E   S Y S T E M
          2 .   D A I L Y   A T T E N D A N C E
          3 .   S C H O O L   I N F O R M A T I O N
          4 .   C O U R S E   I N F O / M A S T E R S   S C H E D U L E
          5 .   O N L I N E   R E P O R T   R E Q U E S T   S Y S T E M
          6 .   D E C O - D . O . E . C O R R E C T I O N S   S Y S T E M

      E N T E R   S E L E C T I O N   N U M B E R   . .   1           O P E R A T O R   I N I T I A L S   . .   M Z

      S H A R E D   S C H O O L   A C T I V I T Y ,   K E Y   ' Y '   . .   -
      S U M M E R   S C H O O L   A C T I V I T Y ,   K E Y   ' Y '   . .   -
      F U T U R E   S C H O O L   A C T I V I T Y   K E Y   ' Y '   . .   -
      S E C O N D   S H I F T   A C T I V I T Y   K E Y   ' Y '   . .   -
      H E L P   W I T H   C O D E S = P A 2   K E Y

STEP 4(a)

```

```

(A) H3B2.ZWS - PASSPORT
-----
SI01-11-H3BW

      S T U D E N T   D A T A   B A S E   S Y S T E M
      A P P L I C A T I O N S   M E N U

      S C H O O L   N U M B E R   . .   9 7 1 9
      D E P A R T M E N T   O F   S P E C I A L   P R O G R A M S

          1 .   S T U D E N T   I N F O R M A T I O N   M E N U
          2 .   A C A D E M I C   I N F O R M A T I O N   M E N U
          3 .   S T U D E N T   T E S T I N G   M E N U
          A .   A T H L E T I C   I N F O R M A T I O N   M E N U

      E N T E R   S E L E C T I O N   N U M B E R           1

STEP 4(b)

```



TIP: To toggle from one screen to another click the Pause | Break key on the keyboard.





ADMINISTRATIVE GUIDE Code of Student Conduct

```

(A) H3B2.ZWS - PASSPORT
SI43-11-H3BW
      S T U D E N T   D A T A   B A S E   S Y S T E M
      S T U D E N T   I N F O R M A T I O N   M E N U

      SCHOOL NUMBER .. 9719
      DEPARTMENTOF SPECIALPROGRAMS

PF2  1.  LAST NAME SCAN                A.  STUDENT SERVICES/EXCEPTIONAL ED
      2.  NEW STUDENTWITHOUTID         SPECIALPROGRAMSINFORMATION
      3.  STUDENTINFORMATION           B.  SHARED/ SUMMER/ FUTURE
      ENTRIES/ WITHDRAWALS/ CHANGES   ENTRIES/ WITHDRAWALS/ CHANGES
      4.  CATEGORICALUPDATEMENU        C.  STUDENTPRINT REQUESTS
      ▶ 5.  STUDENTCASE MANAGEMENT      D.  ENTRIESAFTER NOSHOW
PF5  3.  COURSE TRANSFER/CREDI EVALUATION E.  SCAN-TRON APPLICATIONS
PF6  4.  STUDENTBUS INFORMATION         F.  FLORIDAID CHANGE SCREEN
      5.  TEMPORARYSTUDENTENTRIES
      6.  MAGNETRANDOMSELECTIONSMENU    T.  STUDENTTRANSFERMENU

      ENTER SELECTION NUMBER 5

STEP 4(c)

```

```

(A) H3B2.ZWS - PASSPORT
SM01-11-H3BW      STUDENTCASE MANAGEMENTSYSTEM

      APPLICATIONS MENU

      SCHOOLNUMBER 9719
      DEPARTMENTOF SPECIALPROGRAMS

      1.  CASE INFORMATIONUPDATE
      2.  CATEGORICALUPDATEOF CASE INFORMATION
      3.  DISPLAY STUDENTCASE INFORMATION ◀
      4.  DISPLAYSPAR INCIDENTS

      ENTER SELECTION ... 3

* ISIS STUDENTSERVICES= PF14
* HELP WITH CODES = PA2
* RETURN TO MENU = CLEAR KEY

STEP 4(d)

```



TIP: To toggle from one screen to another click the Pause | Break key on the keyboard.





ADMINISTRATIVE GUIDE Code of Student Conduct

```
(A) H3B2.ZWS - PASSPORT
-----
A499 - PRESS ENTER FOR NEXT PAGE
SM05-51-H3BW          STUDENT CASE MANAGEMENT INFORMATION
STUDENTID 9999999    NAME: DOE, JOHN MICHAEL          GRADE 12 HR ROD   PAGE
                      SEX: M      ETHNIC: W          SCHOOL 7231
LINE # -----7791-005   SCM# 123456B CONTINUED...-----
0012 > 05/28/03          SUSPENSION- INDOOR      > DAYS: 3
-----7791-004-----
0013      SCM# 5555555          PAR/ADUM CONT. BY INITIATOR-THIS/OTHERBEHAV.
0014 02/12/03 13:30 EXCESSIVEABSENCES- UNEXCUSED          LOC: 1 CNTX: 1
0015 02/12/03 13:30 CONFERENCE- STUDENT          BY: A ROBERTS
0016 02/12/03 13:30 CONFERENCE- PARENT          BY: A ROBERTS
0017 02/12/03 13:30 REFERRED TO STUDENT SERVICES          BY: A ROBERTS
0018 02/12/03 13:30 ACADEMICADVICE          BY: A ROBERTS
-----LOC# INC: 7791-003-----CURSCHOOL 7791 AT TIME OF INC
0019 > SPAR# G22222 STUDENT
0020 > 08/09/02 11:20 TRESPASSING          LOC: 1 CNTX: 1

* STUDENT HAS ISIS STUDENT SERVICES          * INFORMATION HAS BEEN ARCHIVED
> SOURCE: SPAR/ISIS SYSTEMS
* RETURN TO MENU = CLEAR KEY
% EMP/STU FROM DIFF LOCS P/N
PA2 = PRINT SCMS INFO

STEP 4(e)
```

```
(A) H3B2.ZWS - PASSPORT
-----
SM01-11-H3BW          STUDENT CASE MANAGEMENT SYSTEM

APPLICATIONS MENU

SCHOOL NUMBER 9719
DEPARTMENT OF SPECIAL PROGRAMS

1. CASE INFORMATION UPDATE ◀
2. CATEGORICAL UPDATE OF CASE INFORMATION
3. DISPLAY STUDENT CASE INFORMATION
4. DISPLAY SPAR INCIDENTS

ENTER SELECTION... 1

* ISIS STUDENT SERVICES = PF14
* HELP WITH CODES = PA2          * RETURN TO MENU = CLEAR KEY

STEP 5(a)
```



TIP: To toggle from one screen to another click the Pause | Break key on the keyboard.



- [Selection 1. Case Information Update](#) is the selection for adding or deleting entries into a SCM or SPAR.
- [Selection 3. Display Student Case Information](#) is the selection to view the student's Student Case Management history.



ADMINISTRATIVE GUIDE Code of Student Conduct

```
(A) H3B2.ZWS - PASSPORT
SM01-11-H3BW          CASE INFORMATIONUPDATE MENU
                        SCHOOLNUMBER 9719
                        DEPARTMENTOF SPECIALPROGRAMS
BY SELECTING ONE OF THE FOLLOWING OPTIONS, YOU WILL BE ABLE TO ADD, CHANGE OR
DELECTECASE INFORMATION .

                        A = ADD INFORMATION ◀
                        B = CHANGE INFORMATION
                        D = DELETE INFORMATION

OPTIONREQUESTED.... A

* HELP WITH CODES = PA2                                * RETURN TO MENU = CLEARKEY

STEP 5(b)
```

```
(A) H3B2.ZWS - PASSPORT
SM02-21-H3BW          ADD CASE INFORMATION
                        SCHOOLNUMBER 9719
                        DEPARTMENTOF SPECIALPROGRAMS
BY SELECTING ONE OF THE FOLLOWING OPTIONS, YOU WILL BE ABLE TO ADD STUDENT
REFERRALOR STUDENTSERVICE INFORMATION .

1. STUDENTREFERRALINFORMATION
2. STUDENT SERVICE INFORMATION ◀

ENTER SELECTION... 2
ACTIVITYSCHOOL... _____

* HELP WITH CODES = PA2                                * RETURN TO MENU = CLEARKEY

STEP 5(c)
```



TIP: To toggle from one screen to another click the Pause | Break key on the keyboard.



Selection 1. Case Information Update is the selection for adding or deleting entries into a SCM or SPAR.

Selection 3. Display Student Case Information is the selection to view the student's Student Case Management history.



EXAMPLE- INPUTTING CORRECTIVE/DISCIPLINE ACTIONS INTO THE SESIR INCIDENT IN THE STUDENT CASE MANAGEMENT SYTEM IN DSIS

A499 - PRESS ENTER FOR NEXT PAGE

SM05-51-Y6G8 STUDENT CASE MANAGEMENT INFORMATION

09/20/24 12.01.43

STUDENT ID 2222222

NAME: DOE, JOHN

GRADE 07 HR SHE PAGE 1

SEX: M

SCHOOL 5555

LINE # ----- 5555 - 019-----

0001 SCM# 180679B PAR/ADULT CONT. BY INITIATOR-THIS/OTHER BEHAV.

0002 09/20/24 15:15 POLICE INVOLVEMENT LOC: 1 CNTX: 1

0003 09/20/24 17:22 EXPULSION (RECOMMENDED) BY: M. HERNANDEZ

0004 09/20/24 17:22 CONFERENCE - STDT/PARENT/TEACH BY: M. HERNANDEZ

0005 09/20/24 17:22 LETTER TO PARENT BY: M. HERNANDEZ

0006 09/20/24 17:22 REPRIMAND BY: S. SMITH

-----LOC OF INC: 6031-018-----CUR SCHOOL 6031 AT TIME OF INC

0008 > SPAR# D00940 STUDENT WEAPON: NO WEAPON USED

0009 >09/20/22 15:20 NARCOTICS - USE DRUG: NO DRUGS LOC: 1 CNTX: 1

* INFORMATION HAS BEEN ARCHIVED

* STUDENT HAS ISIS STUDENT SERVICES

> SOURCE: SPAR/ISIS SYSTEMS

TYPE LINE NUMBER TO DELETE ____

* RETURN TO MENU = CLEAR KEY

OR SCM NUMBER TO DELETE 180679B

% EMP/STU FROM DIFF LOCS P/N

SM04-41-Y6G8

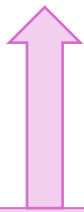
STUDENT SERVICES FORM INFORMATION

09/20/24 11.28.13

EMPLOYEE NO: 111111 NAME: M. HERNANDEZ

STUDENT ID: 2222222 NAME: DOE, JOHN

| SCM# OR SPAR# | SERVICE DATE | TIME | CODES |
|---------------|--------------|---------|-------|
| F00492 | 09 / 20 / 24 | 17 : 22 | C6 |
| | 09 / 20 / 24 | 17 : 22 | C7 |
| | 09 / 20 / 24 | 17 : 22 | L1 |
| | __ / __ / __ | __ : __ | __ |
| | __ / __ / __ | __ : __ | __ |
| | __ / __ / __ | __ : __ | __ |
| | __ / __ / __ | __ : __ | __ |



Enter SESIR # on the field titled SCM# or SPAR#

TIP:

Start with the 1st Employee listed in the SCM.

1. Enter Employee #
2. Enter Student ID#
3. Press Enter
4. Type the same date & time appearing in the Electronic SCM entry that is associated with the SESIR # – (i.e. Dates/Times, Codes One Employee at a time)
5. Press Enter when completed.
6. Repeat the process if there is another employee associated to this SCM



* HELP WITH CODES = PA2 DUP CHARACTER = '
 * HELP WITH SCM#/SPAR# (SCMS DISPLAY) = PF14 * RETURN TO MENU = CLEAR KEY

DELETING A TEMPORARY SCM ASSOCIATED WITH A SESIR AFTER RECONCILIATION HAS BEEN COMPLETED (3Q) – SEXUAL HARASSMENT CASES

SM01-11-Y6G8 STUDENT CASE MANAGEMENT SYSTEM 10/03/22 13.46.42

APPLICATIONS MENU

SCHOOL NUMBER 0000
SAMPLE K-8 PREPARATORY ACADEMY

1. CASE INFORMATION UPDATE
 2. CATEGORICAL UPDATE OF CASE INFORMATION
 3. DISPLAY STUDENT CASE INFORMATION
 4. DISPLAY SPAR INCIDENTS

ENTER SELECTION... **1**

STEP 1: SELECT #1 – CASE INFORMATION UPDATE

* ISIS STUDENT SERVICES = PF14 * RETURN TO MENU = CLEAR KEY
 * HELP WITH CODES = PA2

SM01-12-Y6G8 CASE INFORMATION UPDATE MENU 10/03/22 13.52.48

SCHOOL NUMBER 0000
SAMPLE K-8 PREPARATORY ACADEMY

BY SELECTING ONE OF THE FOLLOWING OPTIONS, YOU WILL BE ABLE TO ADD, CHANGE OR DELETE CASE INFORMATION.

A = ADD INFORMATION
 C = CHANGE INFORMATION
D = DELETE INFORMATION

OPTION REQUESTED..... **D**

STEP 2: TYPE "D" – DELETE INFORMATION AND PRESS "ENTER"

* HELP WITH CODES = PA2 * RETURN TO MENU = CLEAR KEY



MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) BEHAVIOR INTERVENTION GUIDE

Multi-Tiered System of Supports (MTSS) Behavior Intervention Guide

Multi-Tiered System of Supports (MTSS) represents an umbrella of academic and behavioral supports for improving learning outcomes for every student. The MTSS behavior intervention guide is intended as a resource for all educators to assist in integrating behavior supports and services into a fluid and seamless system of multi-tiered service delivery for all students. The MTSS model for instruction and intervention is based on the principle that academic and behavioral supports are first provided at a core or universal level to effectively address the needs of all students in a school (referred to as Tier I). However, not all students respond the same to behavioral teaching strategies. As a result, some students with identified behavioral needs will receive supplemental or targeted behavioral instruction and intervention at Tier II. Finally, at Tier III, a few students with the most severe behavioral needs will receive the most intensive and possibly individualized behavioral support.



TIER I

Teach Rules/Expectations: Establish a structured system for teaching a student rules and expectations prior to a task/request. Such a system may be verbal, written or pictorial.

- Verbal:** scheduling five minutes prior to an assignment to review rules and expectations
- Written:** provide the student with three (3) – five (5) positively stated written rules and expectations for a given task
- Pictorial:** teacher can use picture cards to nonverbally teach/remind students of various rules/expectations

Student Repeats Rules/Expectations Prior to Transition: Establish a system in which a student verbally, or in written form, repeats rules/expectations prior to transition.

- Teachers and student have an agreement specifying that before each class change the student verbally reviews the rules and expectations



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Preferential Seating: Change the seating arrangement for a student to address his/her specific needs. Possible examples may include:

- The student sits in close proximity to the teacher for hearing, vision, and or attention concerns.
- The student is moved away from negative peer influences and near more positive peer influences.

Parent-Teacher Communication System: Establish a set time and method for communication between parent and teacher regarding the student’s behavior and progress.

- Methods for communication might include phone contact, face to face meeting, e-mail, or note/letter correspondence.

Personal Connection with Student: Establish set times and methods for providing special attention for a student.

- A teacher makes it a point to check in with a student each morning to find out how his/her homework was the evening before.

Provide Additional Guidance/Extend Instruction: Provide the student with more specific and or modified instructions, prior to the assignment, to assist in general comprehension.

- The teacher may provide additional/individual verbal instructions, written instructions, pictorial instructions, visual guides, completed model of task, etc.

Increase Frequency of Task Related Recognition: Provide specific and consistent recognition and reinforcement for a student’s on-task behavior.

- In lieu of simply expecting that a student engages in task related behavior, the teacher will provide reinforcement (verbal, nonverbal, tangible) for a student that is properly engaged in the classroom task.

Visual Schedule: Use for students in need of a structured organizational system, either pictorial or written.

- The schedule is designed to assist the student as he/she progresses through the activities and tasks of the day (i.e., morning bell rings- first class, reading-second class, art, etc.).
- It can also be used to break down a specific task (i.e., open notebook – go to math section- put paper on teacher’s desk).

Environmental changes: Make various changes in the environment to accommodate the sensory needs of a student.

- Some examples of this are changing the lighting, re-arranging furniture, or adjusting sound sources.

Use Preferred Activities as Reinforcement: Provide access to a preferred activity (i.e., computer time, art, listening to music, etc.) when a student engages in appropriate behavior.

- The teacher must clearly identify what the preferred activity is, make sure that the identified activity is truly rewarding for the student, establish the circumstances under which the preferred activity will be awarded (i.e., after appropriate behavior has been demonstrated three times), and for how long student will be allowed to engage in the preferred activity.

Personally Greet the Student upon Arrival to Class: Establish a system for spending a personal moment with the student before class, especially with students who may thrive on attention.

- The teacher may want to ask: “How are you today?”, “What did you do yesterday after school?”, and “How is your family?,” etc.



ADMINISTRATIVE GUIDE Code of Student Conduct

Increase Frequency of Positive Reinforcement: If reinforcement does not occur on a frequent basis, negative/problem behaviors may start to reoccur or increase as a result. When this happens simply increase the frequency of when incentives are delivered.

- A student, who is receiving access to the computer lab for the last half hour of the school day in exchange for demonstrating use of problem-solving skills, continues to display episodes of inappropriate behavior. The teacher can increase the frequency of positive reinforcement by allowing two or three opportunities scattered throughout the day to access the computer.

Use of Tangible/Non-tangible Rewards: Use tangible and/or non-tangible reinforcers immediately to reward a student for engaging in positive behavior or good performance. The selected tangible/non-tangible reward must be effective for the student in question and delivered on a consistent basis.

- Tangible: food, stickers, toys, etc.
- Non-tangible: verbal praise, public posting of class work, etc.

Ignore Undesirable Behavior(s): Instead of, or in addition to, reinforcing positive behavior(s), the teacher can ignore undesirable behavior(s). Any time the student engages in an undesirable behavior, the teacher systematically and consistently ignores the student until the behavior ceases.

Establish Logical Consequences for Students: Inform students that engaging in certain problem behaviors will result in specific consequences.

- Out of seat behavior will result in student not earning points on behavior contract. Consequences must be specifically identified to the student, and they must be consistently implemented.

Encourage Effort to Display Appropriate Behavior: Provide reinforcement for a student who is trying to display the appropriate replacement behavior, even if he/she is not quite there yet. This practice will encourage the student to “keep up the good work” and eventually demonstrate the replacement behavior

Use of Positive Referrals: Make positive references to the student for engaging in appropriate behavior.

Use Classroom Incentives for Individual Student Accomplishments: Reward an individual student’s success by allowing the entire class to benefit.

- Throw a pizza party for the class if the individual student has a good week on his/her behavior contract.

Call Home to Share News of Student Effort/Success: Establish a system for calling the student’s parents daily/weekly in order to update them on their child’s success and progress.

Use School-Wide Vehicles for Recognition: Recognize student success and/or progress during school announcements, award programs, lunch, assemblies, etc.

Assign Classroom Responsibilities for Student Recognition: Allow student to participate in classroom related responsibilities (i.e., line leader, clean-up after projects, message delivery person, teacher helper, etc.) in exchange for positive behavior.



TIER II

Teach/Model Communication/Social Skills: Teach a student appropriate methods of communication. Students who do not possess effective communication/social skills will often vent their school related frustrations in disruptive and inappropriate ways.

- A student experiencing difficulty in mathematics may attempt to avoid such work by acting out in the classroom. The concept is to teach the student appropriate ways of expressing their frustrations. The teacher develops a script with the student that addresses his/her specific needs.
- The following is an example of such a script: when the student is having academic difficulty and feeling frustrated, he/she will signal the teacher either verbally or with a predetermined nonverbal sign (i.e., hand raise). The teacher will subsequently respond to the student to find out if he/she needs extra instruction, assistance with assignment or a break from work. Extra instruction and assignment assistance can be delivered by the teacher or by an appointed peer tutor. The break may be as simple as a five-minute water or bathroom break. As part of the script, the student agrees to resume appropriate work after his/her needs have been met.
- In order to ensure optimal effectiveness, the teacher should provide the script in written form to the student and possibly attach it to his/her desk.

Task Analysis: Break down and make concrete the difficult tasks to ensure more success. The teacher can teach a student how to break down a task into more simplistic parts.

- A student who has difficulty compiling a three-sentence paragraph may perform better when the task is broken down into small steps. First, teach him/her to identify and write down the theme of the paragraph, then create three categories (introduction, main idea, and conclusion), next brainstorm what ideas should go under each category, and finally the student can compile the paragraph based on the information gathered during previous steps.

Practice Communication and Social Skills: After teaching appropriate communication and/or social skills techniques, the teacher may provide specific opportunities for the student to demonstrate such skills in the classroom.

- The teacher may need to establish a verbal or nonverbal prompt with the student (i.e., “now is a good time to use your skills” or tap the student on the shoulder).

Teach Coping Skills: Teach appropriate ways to cope/deal with frustration, anger, embarrassment, etc., when students do not have a repertoire of appropriate strategies to deal with adverse situations.

- The teacher can teach the student methods such as asking for a time out or break, relaxation/breathing exercises, taking five minutes to vent feelings privately with teacher/peer, or engaging in an enjoyable activity (i.e, computer, art, etc.). Suggestions for appropriate coping skills can be written and attached to the student’s desk as a reminder.

Teach Positive Self Talk: Students who do not believe they are capable in various academic and/or social situations may become increasingly unmotivated to work, withdrawn, or even disruptive in order to avoid uncomfortable scenarios.

- The teacher and or school counselor can teach the student a repertoire of positive statements such as “I am capable of doing my work”, “I can make friends in my class”, or “If I study my spelling words every day, I will get a good grade on my spelling test”.
- The student is taught to repeat such statements as frustrations increase in adverse situations.



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- The teacher/counselor may need to provide verbal/nonverbal prompts in order for the student to initiate in the self-talk procedures (i.e., “what do you need to tell yourself?” or hand signal).

Remediation in Specific Academic Areas: Students with academic deficits may engage in problem behavior as a way to avoid difficult tasks. Implementing classroom academic interventions for remediation should reduce the need to avoid such tasks. In order to select appropriate academic interventions, refer to the School Support Team (if applicable)

Use of Personal Interests for Motivation: Incorporate student interests into a given task or activity. The concept is that if a student finds a task/activity enjoyable or interesting, he/she is more likely to stay engaged for a longer period of time.

- A student who has difficulty staying on task during independent reading assignments will likely become more motivated to complete the assignment if the topic is of his/her choosing. (i.e., if the student likes fishing, the reading assignment can be related).

Teach Alternative Behavior for Sensory Feedback: A student who engages in a certain behavior for the sole purpose of sensory feedback may be able to learn an alternate (less distracting) behavior to serve the same purpose.

- A student that taps his/her pencil on the desk repetitively can squeeze a stress ball instead.

Teach Anger Management/Problem Solving Skills: Students who experience difficulty controlling emotions and/or lack sufficient problem-solving skills are likely to engage in inappropriate/disruptive behavior when “pushed to the emotional limit” and/or frustrated. There are several existing methods to teach anger management and problem-solving skills, and the school counselor and/or school psychologist are excellent resources for such methods.

Teach Behavioral Self-Control (BSC): Students who are impulsive and/or lack self-control on a consistent basis will likely benefit from a highly structured plan that addresses self-evaluation, self-management, self-instruction, and self-reinforcement.

- When a student is engaged in inappropriate/problem behavior, the following teacher prompts and student responses should take place:

Teacher asks:

“What are you doing?”
“What do you need to be doing?”
“What are you going to do now?”
“Let me know when you finish.”

Student responds:

“I am...”
“I need to...”
“I have to...”
“I did...”

Social Stories/Comic Book Conversations: This intervention is appropriate for students in need of understanding the social context of various social situations (i.e., standing in line or taking turns)

- A social story or comic book conversation is written specifically for the student and the situation (i.e., Johnny waits for his turn) and must be visually provided for the student.
- The purpose is to lessen the stress of certain social situations for students who may be lacking in social skills and awareness.
- School counselors, school psychologist and autism support teachers are excellent resources for creating social stories.



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Encourage Positive Peer Connections: Provide opportunities for student to be in contact with positive peer role models.

- The student can be seated in close proximity and or placed in work groups with peer role models. Such positive peer connections should be reinforced by the teacher and or any other adult involved with the student.

Contract for Grades: Establish a written contract for grades with a student.

- The teacher and student formerly agree that for each reading test grade above a “C,” the student will receive 10 additional minutes of computer lab time. The agreement is written in contract form and signed by both teacher and student.

Daily/Weekly Progress Reports: Arrange a system for documenting the student’s behavioral progress on a daily/weekly basis.

- The teacher may write a brief note at the end of the day/week to describe the student’s overall behavior.
- The teacher develops specific behavior objectives and a form that can be checked-off daily/weekly to show that behavior objectives are met.

Monitoring/Redirection: Establish a system for monitoring a student during tasks.

- Checking a student at 10-minute intervals and or providing redirection when needed i.e., eye contact, proximity, tangible incentives, etc.

Spend Individual Time with Student: When a student engages in appropriate behavior, he/she can be rewarded by arranging a specific time for teacher and student to spend time together. It is necessary to be specific when designing this intervention.

- When the student demonstrates appropriate behavior during morning classroom activities, he/she will be allowed to eat lunch with the teacher.

Reward Competing Behaviors: The concept behind competing behaviors is that a student cannot engage in two “competing” behaviors at the same time. Identify a competing behavior for the problem behavior (i.e., reading aloud and making inappropriate noises) and reward the student each time he/she engages in the competing behavior.

Student Self-Monitoring of Progress: Allow the student to monitor his/her own progress.

- The student can have possession of a progress report and /or behavior contract so that he/she can track their own improvement.

Acknowledge Use of Replacement Behaviors: Reward students for engaging in established replacement behaviors.

- Provide the student with verbal praise each time he/she raises his/her hand to get teacher attention instead of calling out loud for teacher attention.

Develop a Written Behavior Contract: Use of a behavior contract with points, check offs, signatures, or some other indication for positive behavior can be a powerful self-reinforcement tool. Allow the student to take possession of the contracts and track his/her own progress.



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Group or Individual Counseling: Counseling as a proactive, scheduled intervention is used on an ongoing basis to reduce the likelihood of occurrences of challenging behaviors. The counselor and school team will identify the frequency and duration of this behavioral intervention.

TIER III

Choice Making: Allow student to have some degree of control over their school activities.

- The teacher allows the student to choose the sequence of activities (e.g., reading activity first and writing activity second), mode of presentation (i.e., oral, written, demonstration, etc.) learning materials (e.g., pencil/paper, manipulative, computer use, etc.), and or incentives (e.g., tangibles, public attention, access to activity, etc.).

Participation in Extra Curricular Activities: Identify and encourage student to become involved in extra-curricular activities such as sports, art club, music club, etc. The activity should match the individual student’s interests and skills.

Student Follow-Up: This involves establishing a system for a “check-in” time during an assignment to ensure that the student fully understands a specific task or request.

- The teacher and student may have an agreement specifying that 10 minutes after the start of a given assignment/test or request the teacher will verbally confirm the student understands. If the student is in need of further instruction, the teacher will provide it.

Schedule Adjustment: Adjust the daily schedule and/or change the teacher.

- It is possible that a student tends to focus best in the early morning yet all academic classes are scheduled after lunch. In such a case, it would be advantageous for the student’s schedule to be adjusted so that academic classes would take place during the morning hours.
- There may be a personality/work style “mismatch” between teacher and student. Changing a student’s teacher can make a significant difference.

Peer Mentor/Tutor Opportunity: Allow student to serve as a peer mentor/tutor. This can be effective even when the student him/herself is experiencing difficulties in a given skill area.

- The student can mentor/tutor someone in a lower grade or work group. This can be excellent for improving self-concept and reinforcing skills in area of difficulty for the student.

Provide Quiet Time Space: Provide a specific time and/or space for quiet or “cool down” purposes.

- If a student becomes easily frustrated during certain academic task, then a quiet area of the classroom can be established as a personal space for that student to go if necessary.

Identify Appropriate Settings for Behavior(s): Suggests that inappropriate behaviors can be appropriate if demonstrated in a suitable setting.

- If a student is constantly singing out loud during class time and causing a disruption, identify or create more appropriate settings for such behavior (i.e., music class, join the chorus, or provide a specific time during class for the students to show off their “talent”).

Chart and Review Daily Student Successes: Create a simple chart listing the replacement behavior(s) and spaces for checkoffs of compliance. The chart can be posted on the student’s desk and the teacher



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will check-off every time the behavior(s) are demonstrated at the end of each day, teacher and student can review the chart.

Recognize Small Steps Approximating the Desired Behavior: When a replacement behavior is complex or involves several steps, it may be necessary to reinforce the student for demonstrating smaller approximations or steps of the replacement behavior. Once behaviors have been broken down into steps and taught to the student, reinforce the student for each approximation of the behavior.

Group or Individual Counseling: Counseling as a proactive, scheduled intervention is used to reduce the likelihood of occurrences of challenging behaviors. The counselor and school team will identify the frequency and duration of this behavioral intervention.

Functional Behavioral Assessment (FBA) Process and Behavioral Implementation Plan (BIP): This process is completed when the student has demonstrated an inadequate response to Tier 1 and Tier 2 and consistently falls below the “whole class” standards, measures, and expectations. The FBA/BIP is required for Tier 3 behavioral interventions.

- The Structured Interview FBA (FM 6660) is a comprehensive and individualized, solution-oriented process for addressing behavior challenges. It assesses the relationship between the behavior and the variables surrounding its occurrence.
- The BIP (FM 6287) teaches the student to perform a replacement behavior that allows the student to get what they want/need in an appropriate manner within the educational environment.



Authorization For Prescribed Medication:

Under the provisions of Section 1006.062, Florida Statutes, any student who is required to take medication during the times they are attending school, including any occasion when the student is away from school property on official school business may be assisted by the school nurse or other designated school personnel when the following are met:

- A Written Authorization for Medication form from the healthcare practitioner detailing the necessity for the medication to be provided during the school day, including any occasion when the student is away from school property on official school business.
- A separate Authorization for Medication form must be completed for each medication to be administered during the school day.
- The Authorization for Medication form **MUST** include the method, dosage, and the scheduled time for the medication, as well as a consent from the parent or guardian for assisting students in administering the prescribed medication.
- The Authorization for Medication form only needs to be filed only once during the school year Any changes in the method, dosage, or schedule of the as directed by healthcare practitioner during the school year will require a **NEW** Authorization for Medication form.
- All medication must be received and stored in original container from pharmacy or over the counter packaging. Medication must be counted and documented on medication log when received or returned by the school principal or designee and the parent or guardian. When not in use, the medication shall be stored in its original container in a secure location.
- The first dose of any **NEW** medication **MUST** be given at home.
- Any discontinued medication must be picked up by the parent or guardian within one week of the stop date. Unclaimed medication will be properly disposed of.



Authorization Headache Medication:

- In accordance with Florida Statute, a student may possess and use a medication to relieve headaches while on school property or at a school-sponsored event without a physician's prescription provided the medication is regulated by the United States Food and Drug Administration for over-the-counter use to treat headaches.
- The parent or guardian must notify the principal if a student is in possession of medication to relieve headaches while on school property or at a school-sponsored event.

The student will not share the medication or allow it to be used by any other student(s). Doing so is a violation of the Student Code of Conduct which may subject the student to disciplinary action.