



PERSONAL | PASSIONATE | PROGRESSIVE



CODE OF CONDUCT FOR STUDENTS

**Grades 6-12
2022-2023**



Mary Fischer
District 1 (Vice Chair)



Melisa W. Giovannelli
District 2



Chris N. Patricca
District 3



Debbie Jordan
District 4 (Chair)



Gwynetta S. Gittens
District 5



Betsy Vaughn
District 6



Cathleen O'Daniel Morgan
District 7

THE SCHOOL BOARD OF LEE COUNTY

Lee County Public Education Center
2855 Colonial Boulevard, Fort Myers, Florida 33966

Mary Fischer, District 1 (Vice Chair) | Melisa W. Giovannelli, District 2

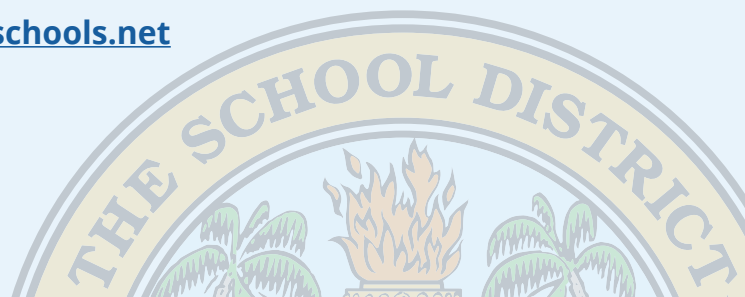
Chris N. Patricca, District 3 | Debbie Jordan, District 4 (Chair)

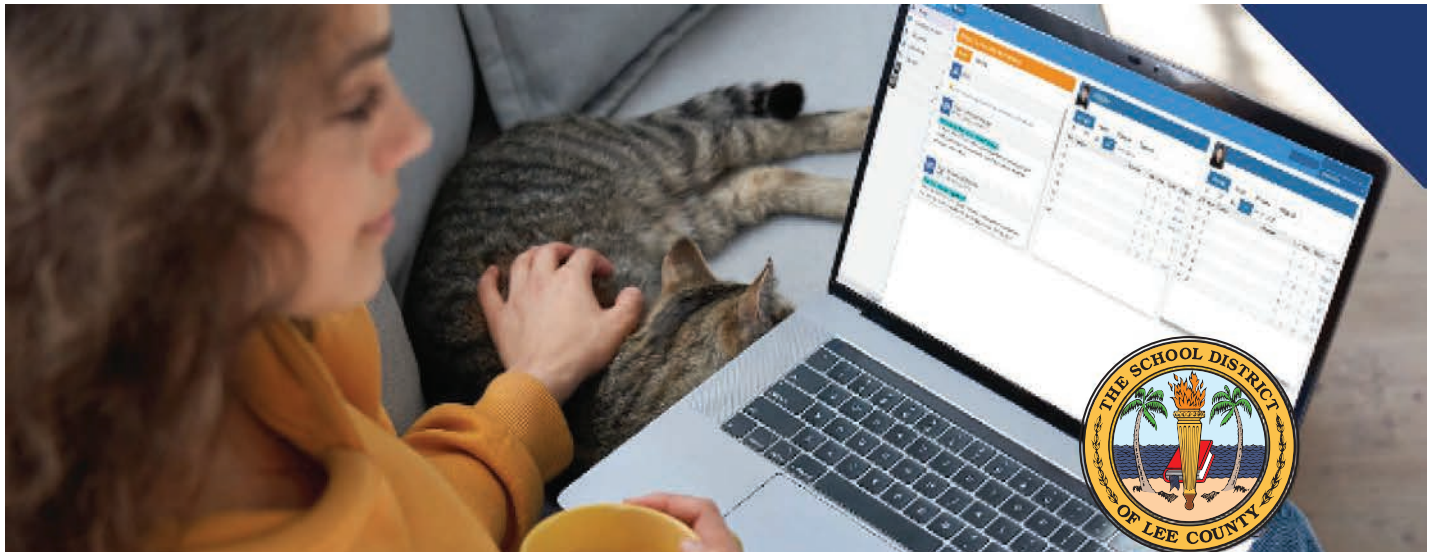
Gwynetta S. Gittens, District 5 | Betsy Vaughn, District 6

Cathleen O' Daniel Morgan, District 7



Dr. Christopher Bernier
Ed.D. Superintendent of Schools
www.leeschools.net





FOCUS Parent Portal

Child's Assignment Grades • Class Grade • Attendance • Referrals
Progress Monitoring Results • Report Cards • Interim Report Cards
Beginning of the Year Forms such as Student Emergency and Health Information

How to Register

- Visit **<http://focus.leeschools.net>**
- Click "Create a Focus Parent Portal Account"
- Scroll to the bottom and click "Create Account"
- Fill in required fields and hit submit

Reset Password

- If your email is already registered or forgot your password:
 - Visit **<http://focus.leeschools.net>**
 - Click "Reset your Focus Parent Portal password"

Once an Account is Created

Linking Student Accounts

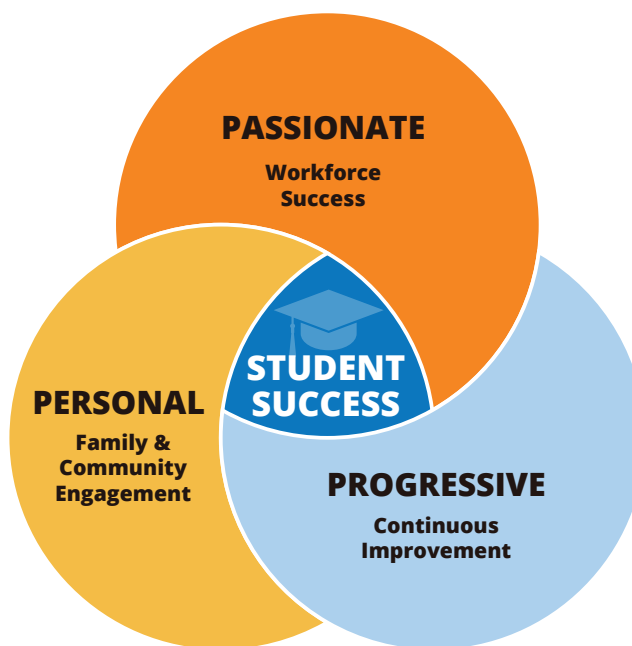
IMPORTANT

Gather **Student ID, Birth Date, and Portal Pin**
Portal PIN will be emailed to the email address on file at the beginning of 1st and 2nd semester or **contact your child's school.**

- Click "Link a child to your Focus Parent Portal account" or "I would like to ADD A CHILD who is already enrolled."
- Fill in required fields
- Click "Add Student"
- Repeat for each child
- Click "I am FINISHED adding students. Please take me to the Portal."

The School District of Lee County

PERSONAL | PASSIONATE | PROGRESSIVE



ENVISION 2030

► VISION

To be a **WORLD-CLASS SCHOOL SYSTEM**

► MISSION

To ensure each student achieves his/her **HIGHEST PERSONAL POTENTIAL**

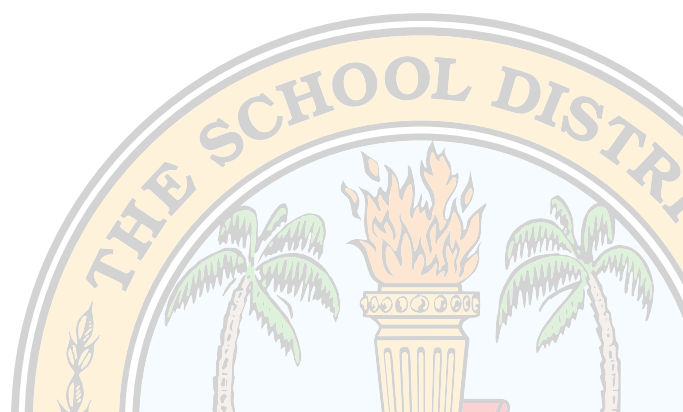
► VALUES

- **EXCELLENCE:** We are committed to continuously improving the learning and working environment in order to deliver a superior education.
- **INTEGRITY:** We are honest, fair, and open in all of our interactions.
- **HIGH EXPECTATIONS:** We establish challenging goals for our students and employees.
- **ACCOUNTABILITY:** We take responsibility for our actions and their results.
- **BELIEF IN STUDENTS:** We believe in individualized instruction designed to meet the academic, social, and emotional needs of each learner.
- **PROFESSIONALISM:** We demonstrate our passion for our profession by maintaining expertise in our field and holding ourselves to the highest possible standard of conduct.

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INTRODUCTION

The School District of Lee County is committed to being a world-class school system with a focus on improved student achievement so that all students meet or exceed rigorous standards. In order to meet this goal, the primary objective is to fully develop each student's potential for learning while cultivating positive interpersonal relationships. These skills build a foundation for students to obtain academic, personal and civic competencies necessary to become productive citizens. The School District of Lee County has developed the ***Code of Conduct for Students*** to clearly communicate the behavioral expectations and support students in making decisions that result in positive outcomes.

The ***Code of Conduct for Students*** is the District's policy that creates a safe learning environment to ensure academic success. To accomplish this objective, it is necessary that the school environment be a safe and supportive community. The culture should be one that embraces diversity, civility and academic achievement among all members of the school community to ensure that individuals feel valued, cared for and respected.

Everyone is encouraged to read and develop a thorough understanding of the *Code of Conduct for Students*. Direct any questions or inquires to your assistant principal or principal for clarification.



STATEMENT OF NON-DISCRIMINATION POLICY

The School Board of Lee County, Florida does not discriminate or tolerate discrimination on the basis of:

- Race (*including anti-Semitism*)
- Color
- Ethnicity
- National origin
- Sex
- Sexual orientation
- Gender identification
- Gender expression
- Disability (*physical or mental*)
- Pregnancy
- Marital status
- Age (*except as authorized by law*)
- Religion
- Military status
- Socioeconomic status
- Linguistic preference
- Genetic information
- Ancestry

or any other reason protected under applicable federal, state or local law in the provision of educational programs, activities or employment policies as required by:

- Title II
- Title VI
- Title VII Civil Rights Act of 1964
- Title IX of the United States Education Amendments of 1972
- (ADEA) Age Discrimination in Employment Act of 1967
- (IDEA) Individuals with Disabilities Act
- Section 504 of the Rehabilitation Act of 1973
- Florida Civil Rights Act of 1992
- Genetic Information Nondiscrimination Act of 2008
- (ADAAA) Americans with Disabilities Act of 1990 (ADA) and the Amendment Act of 2008
- Florida Educational Equity Act of 1984

The School Board also provides equal access of its facilities to youth groups, as required by the Boy Scouts of America Equal Access Act. Any sections of the District's collectively bargained, negotiated agreements dealing with hiring, promotion and tenure will contain a statement of nondiscrimination similar to that in the Board's statement above.

As required by Florida's Educational Equity Act, the Superintendent shall submit an annual equity report addressing the District's educational and employment practices. The School Board of Lee County, Florida, prohibits retaliation by any District personnel against a person for reporting, filing or being a witness in a discrimination charge (*including harassment*), complaint, investigation or lawsuit associated or in connection with this policy. Established grievance procedures and appropriate discrimination complaint forms are available from the Office of Civil Rights & Equity, Academic and Student Support Services or the Equity Coordinator at each school.

Complaints/inquiries regarding compliance with these regulations may be submitted in writing to:

For Student-Related Equity Issues

Director of Positive Prevention

The School District of Lee County
2855 Colonial Boulevard
Fort Myers, FL 33966
(239) 939-6858
TTD/TTY (239) 335-1512

For Employee-Related Equity Issues

Assistant School Board Attorney

The School District of Lee County
2855 Colonial Boulevard
Fort Myers, FL 33966
(239) 335-1447
TTD/TTY (239) 335-1512

CivilRightsEquity@leeschools.net



DISCRIMINATION GRIEVANCE POLICY

If a student feels he/she has been discriminated against, he/she may appeal a decision based upon any policy or procedure. First, the student is to discuss the matter with his/her teacher, site-based equity coordinator or school counselor. If the conflict still exists, the student should then discuss the matter with a School Administrator. If the conflict is not resolved the student may appeal to the Director of Positive Prevention at (239) 939-6858. After review at this level and if the student is not satisfied with the resolution, an appeal may be submitted in writing to the Executive Director of Student Services, 2855 Colonial Boulevard, Fort Myers, FL 33966, followed by the Superintendent of Lee County Schools, and finally the School Board of Lee County.

See School Board of Lee County policies [4.12](#) and [4.13](#).

If a student feels his/her concerns have not been satisfied at the local level, the student is free to contact the U.S. Department of Education.

Office for Civil Rights, Atlanta Office, Southern Division

61 Forsyth Street, S.W., Suite 3B70
Atlanta, GA 30303-8909

Telephone: (404) 974-9406

Facsimile: (404) 974-9471

Email: OCR.Atlanta@ed.gov



9 THINGS TO KNOW ABOUT **TITLE IX**

EDUCATION AMENDMENTS ACT OF 1972

1

Title IX is a civil rights law that prohibits sex-based discrimination in educational settings.

2

Title IX applies to all students, families, employees and community members, regardless of gender identity, who participate in school district-sponsored programs, activities and services.

3

Schools may not retaliate against someone for filing a complaint and must keep all parties involved in a complaint safe from other retaliatory harassment.

4

Schools are responsible for implementing remedial measures to address any founded instances of sexual harassment, including ensuring that no student is required to share campus spaces (classes, ball courts, etc.) with the perpetrator of harassment.

5

Schools can issue no-contact directives to prevent accused students from approaching or interacting with a complainant.

6

Schools must be proactive in ensuring that campuses are free from sex-based discrimination.

7

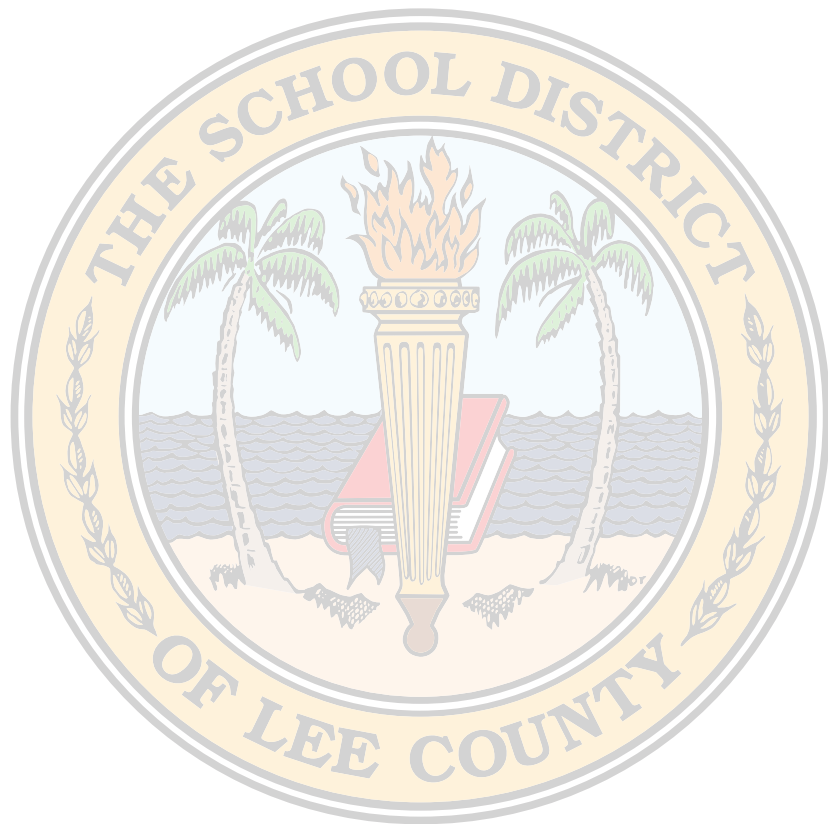
Schools must provide for equitable access to academic courses and extracurricular activities.

8

All schools receiving federal funding, including public K-12 schools, are subject to Title IX.

9

Schools must have an established procedure for handling complaints of sexual discrimination, harassment and violence.





RIGHTS **AND** RESPONSIBILITIES

[CLICK TO RETURN TO TABLE OF CONTENTS](#)

AUTHORITY OF SCHOOL PERSONNEL

The Code of Conduct for Students applies to all students enrolled in The School District of Lee County. Students enrolled in The School District of Lee County are subject to the law, rules, regulations and policies of the State of Florida and The School Board of Lee County, Florida, anytime:

- A student is on **School Board-owned property**
- A student is **attending school**
- A student is **presumed by law to be attending school**
- A student is **being transported to or from school or school-sponsored events** at public or school expense
- A student is attending or participating in a **school-sponsored activity**

All students are subject to the immediate control and direction of teachers, staff members or bus drivers to whom such responsibility has been assigned by the principal or the principal's designee (*Section 1003.31, Florida Statutes*).

The principal has the unequivocal authority to determine the appropriate charge(s) for the misconduct and the corresponding level of the offense based on the facts and circumstances of the incident(s), in accordance with the policies of The School Board of Lee County (*Section 1006.09, Florida Statutes*).

Teachers and other school staff members have authority for the control and discipline of students assigned to them on campus, as well as in other places where they may supervise students. Students are expected and required to follow the requests and directives of all teachers and school staff members, school volunteers and chaperones when on School Board-owned property or at other places where they are under the direct supervision of School Board personnel. Teachers shall make every reasonable effort to control classroom disruptions or misbehavior by students. However, if a disruption or misbehavior persists, or if the disruption is severe, the teacher shall direct the student to an appropriate administrator with a description of the incident on a referral form provided by the administration (*Section 1003.32, Florida Statutes*).

Students may be subject to discipline for violation of the code even if that conduct occurs on property not owned or controlled by the Board, similar to activities or incidents that occur on property owned or controlled by the Board, or conduct that, regardless of where it occurs, is directed at a Board official or employee or the property of such official or employee.

► **In relation to student safety, Florida statutes and State Board rules provide the following:**

- School personnel only need reasonable suspicion to search lockers or other storage areas. In addition, after coordination with the level administrator, any school principal may request that a law enforcement unit bring canines trained to detect the presence of illegal drugs or other contraband to their school campus. Any search performed by such canines will be designed to limit the disruption caused to instruction during the school day. Such canines may be used to search the

individual student vehicle or locker if the principal has a reasonable suspicion that the search will result in the discovery of evidence of a violation of law or the *Student Code of Conduct*. Canines may also be used to conduct random searches of student vehicles or lockers (1006.09, *Florida Statutes*).

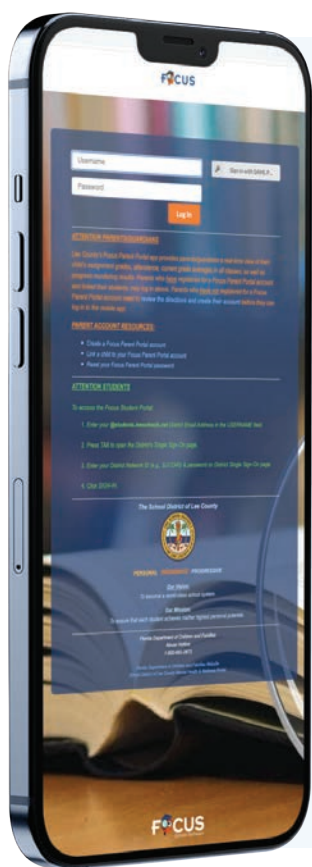
- Teachers are authorized to remove a student who is unruly, disruptive or abusive, as well as any student who repeatedly interferes with the teacher's ability to communicate with the class. These disruptions impact the ability of the student's classmates to learn. Students who do not respond to classroom behavioral interventions may be referred to school administration for interventions or corrective strategies. (1003.32, *Florida Statutes*).
- A principal, teacher, bus driver or other staff member shall not be civilly or criminally liable for any action carried out in conformity with School Board rules regarding the control, discipline, suspension and expulsion of students, except in the case of excessive force or cruel and unusual punishment (1006.11(2), *Florida Statutes*).
- Teachers and other instructional personnel are given the right to use reasonable force to protect themselves or others from injury and to press charges against a student if a crime has been committed on school property, on school-sponsored transportation or during school-sponsored activities (1003.32, *Florida Statutes*).
- National origin minority or limited-English-proficient students shall not be subjected to any disciplinary action because of their use of a language other than English (*State Board Rule 6A-6.0908*).

NOTIFICATION OF PARENTAL RIGHTS

► Federal and state law provides parents/guardians the following rights:

- The right to inspect their children's instructional materials, including teachers' manuals, films, tapes or other supplementary material used in connection with any survey or evaluation as part of any applicable program (20 *United States Code 1232h*).
- The right to give prior written consent anytime their non-emancipated minor child is asked to submit to a survey, analysis or evaluation that reveals information concerning the following areas:
 - Political affiliations
 - Mental and/or psychological problems potentially embarrassing to the students or their families
 - Sex behavior and attitudes
 - Illegal, antisocial, self-incriminating and/or demeaning behavior
 - Critical appraisals of other individuals with whom respondents have close family relationships
 - Legally recognized privileged or family relationships, such as those of lawyers, physicians and ministers

- Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program (*20 United States Code 1232h*)
- Religious practices, affiliations or beliefs of the student or student's parent or guardian
- On behalf of their children, to obtain an exemption from the teaching of disease, its symptoms, development and treatment (*including the use of instructional aids and materials concerning such subjects and/or the viewing of pictures or motion pictures that teach about disease*). An exemption may be claimed if the above matter conflicts with the religious beliefs of the students, and/or their parent/guardian, and/or conflicts with the teachings of the child's religious institution. Schools shall provide written notice to parents in advance of said activities and shall advise parents of their rights to claim an exemption. Children for whom exemptions are requested shall be given an alternate assignment and shall not be penalized (*Sections 1003.46 and 1003.42, Florida Statutes*).
- On behalf of their children, to obtain an exemption from reproductive health and/or HIV/AIDS instructional activities. Schools shall provide written notice to parents in advance of said activities and shall advise parents of their right to claim an exemption. Children for whom exemptions are requested shall be given an alternate assignment and shall not be penalized (*Section 1003.42, Florida Statutes*).



The Parent Bill of Rights:

https://www.leeschools.net/parent_portal/parents_bill_of

Parental Rights in Education information and additional resources for parents can be accessed through the School District of Lee County Parent Portal at:

https://www.leeschools.net/parent_portal

Parents are asked to complete the following forms that are made available in the FOCUS Parent Portal at the beginning of each school year.

- Code of Conduct Acknowledgement
- Emergency Contact
- Chromebook
- Directory Release of Information
- Medical

Upon request, your child's school will provide an exemption form to complete to exercise these rights in accordance with law.

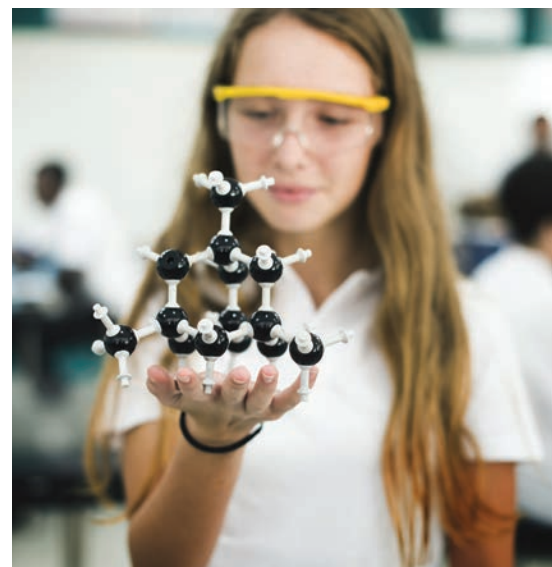
STUDENT RIGHTS

Students attending The School District of Lee County have the right to a free and appropriate education, including the right to equal educational opportunities in accordance with the District's non-discrimination policy. It is the intent of this section to allow students maximum freedom under law, commensurate with the school's responsibility for student health, safety and welfare.

► **Students have the right to learn**

Students have the right to:

- Attend school and benefit from quality educational opportunities
- Have equal access to any extracurricular activity
- Receive an appropriate education, including instruction using texts and materials at a level which allows an opportunity for success
- Study all subjects under qualified instructors in an atmosphere free from bias and prejudice
- Know in advance how grades in a class will be determined
- Receive academic, career or personal counseling
- Participate in all school-sponsored extracurricular activities, sports or field trips in accordance with the District's non-discrimination policy
- Participate in challenging, creative academic programs at all levels in elementary, middle and senior high schools
- Receive an academic grade that reflects their achievement
- Be notified when they are performing unsatisfactorily



► **Students have the right to knowledge and observation of the Code of Student Conduct**

Students have the right to:

- A clear explanation of the Code of Student Conduct and the consequences of their misconduct
- Access to the Code of Conduct, to include a paper copy upon request

► **Students have the right to respect and to be respected**

Students have the right to:

- Be treated with courtesy and respect
- An environment where public or private property rights are respected
- An environment free from bullying or harassment
- Use school properties, facilities and materials
- Expect safe conditions at school, at bus stops, on the school bus and during school-sponsored activities
- Hear, examine and express divergent points of view
- Peacefully assemble on school grounds or in school buildings
- Enjoy reasonable degrees of privacy regarding their personal possessions unless the principal or designee has reasonable suspicion that they are in possession of or concealing materials prohibited by law
- Expect privacy and confidentiality of educational records in accordance with the Family Educational Rights and Privacy Act (*FERPA*)
- 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 in accordance with the district's non-discrimination policy
- Express themselves by speaking, writing, wearing or displaying symbols of ethnic, cultural or political values
- Form and express their own opinions on controversial issues without jeopardizing relations with their teachers or the school

These rights are not absolute and will be limited when necessary to prevent the disruption of the orderly operation of the school, and/or to prevent harm or damage to other persons and/property.

STUDENT RESPONSIBILITIES

It is important that students learn that with every right comes responsibility and they should conduct themselves appropriately on and off campus. Students have the responsibility to make meaningful and positive contributions to the entire school community. Within every school, the principal and staff have the responsibility and authority for maintaining an orderly educational process. Within every school, all students are responsible for maintaining a level of behavior that is consistent with supporting the learning environment.

The School District of Lee County holds positive expectations for our students, staff and families. To achieve positive expectations, students are responsible for achieving their academic and behavioral goals. When students plan their time, study on a regular basis, take notes in class, come to school with the necessary materials and are on time and ready to learn they have set the conditions for successful goal attainment. Students who honor their commitments to others and themselves fulfill their responsibility as a positive member of the school community. We strive to be ready, reliable, responsible, respectful role models.

Ready	<ul style="list-style-type: none"> Fully prepared and engaged to learn each day Involved in school academics, after school activities and community service Confident to overcome challenges and conflicts Optimistic about school and future opportunities Has a growth mindset Embraces new learning opportunities - e.g. attends school and all classes regularly and participates in learning
Reliable	<ul style="list-style-type: none"> Able to self-regulate emotions and interpersonal relationships Self-motivated to tackle challenging curriculum and new opportunities Organized to learn and complete schoolwork efficiently Independent to learn and make good decisions Skilled at stress management - e.g. doing the right thing even when no one is watching
Responsible	<ul style="list-style-type: none"> Makes constructive choices Acts in an ethical manner Safe in all actions and situations Helpful to others Accountable for actions and results - e.g. performing a community service project
Respectful	<ul style="list-style-type: none"> Caring of others by cooperating with others, honoring diversity, communicating with consideration of others Able to work interdependently with others - e.g. treating people the same regardless of their race (including anti-Semitism), color, ethnicity, national origin, sex, sexual orientation, gender identification, gender expression, disability (physical or mental), pregnancy, marital status, age, religion, military status, socioeconomic status, linguistic preference, genetic information, ancestry, or any other reason protected under applicable federal state or local law
Role Model	<ul style="list-style-type: none"> Demonstrates empathy Exhibits integrity Values and collaborates with others Provides leadership - e.g. putting forth one's best effort to accomplish teamwork

Related Student Responsibilities for Level I Model Student Behaviors



► A Synopsis of Model Student Behavior – Level I

Level I Behavior affects the orderly operation of the classroom, school functions, extracurricular/co-curricular programs or approved transportation. The core principle of the Multi-Tiered System of Supports (MTSS) model is to provide general academic and behavioral instruction and support to all students in all settings. MTSS is a continuum of tiered interventions with increasing levels of intensity and duration that aims to prevent inappropriate behaviors by means of teaching and reinforcing appropriate behaviors.

Model student behavior creates a safe learning environment and reduces disruption of the educational process.

MODEL STUDENT BEHAVIOR

Model students:

- Understand and follow school rules and expectations
- Attend school regularly
- Request permission for authorization to leave class when needed
- Attend all classes
- Are prepared for class each day
- Adhere to the school dress code
- Show respect to others in words, actions and deeds
- Develop good study habits
- Complete all homework assignments
- Participate actively in class
- Show empathy and concern for others
- Use conflict management skills to resolve problems peacefully
- Leave school only when given permission
- Demonstrate school and community pride

STRATEGIES FOR MODEL STUDENTS

Model students avoid:

- Being in an unauthorized location
- Skipping class
- Arriving at school or class late
- Failing to comply with class and school expectations
- Violating school dress code
- Initiating or participating in a verbal confrontation with another student
- Using profane or crude language
- Participating in an activity that involves minor contact of a nonconfrontational nature
- Displaying affection inappropriately in public
- Leaving school grounds without permission
- Using profane or provocative language directed at others
- Participating in prohibited sales on school grounds
- Taking or concealing the property of others without permission

Related Student Responsibilities for Level II Model Student Behaviors



► A Synopsis of Model Student Behavior – Level II

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

Model student behavior creates a safe learning environment and reduces disruption of the educational process.

MODEL STUDENT BEHAVIOR

Model students:

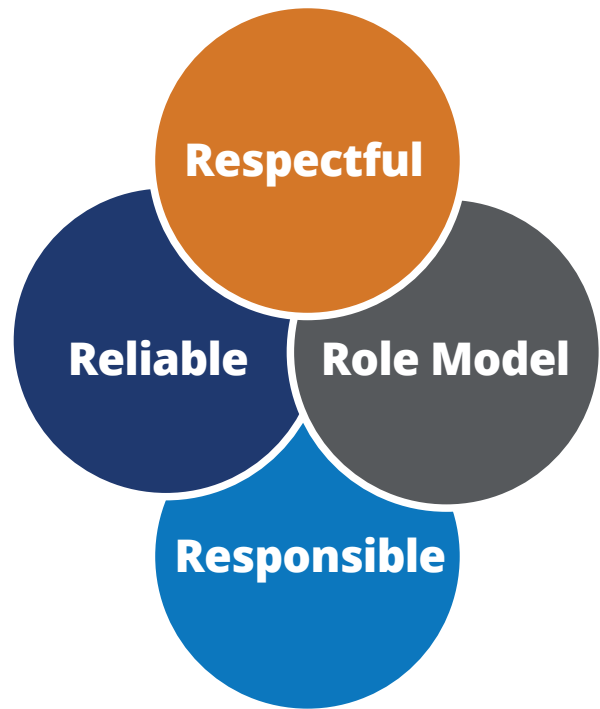
- Show respect, kindness and friendliness towards others
- Accept people based on their individual merits
- Project a positive and cooperative attitude toward staff and peers
- Seek guidance from trusted adults for assistance and direction
- Use conflict management skills to resolve disagreements
- Demonstrate school pride by being active participants in protecting and maintaining the school campus
- Speak to others using respectful language
- Seek to resolve issues before they escalate
- Use approved electronic devices responsibly
- Share materials that are educationally appropriate
- Speak and act honestly and truthfully
- Use school resources to resolve or report issues of concern
- Fulfill responsibility of imposed corrective strategies

STRATEGIES FOR MODEL STUDENTS

Model students avoid:

- Cheating or misrepresenting the true facts
- Bullying others by using intimidation or teasing
- Using social media to intimidate others
- Harassing others by using language or gestures that are demeaning to a person's race, gender, religion, ethnicity, national origin, political beliefs, marital status, age, sexual orientation, language, pregnancy or disability, and/or family background
- Possessing or using tobacco products
- Destroying or defacing public or private property
- Using unauthorized electronic devices
- Exhibiting behavior that instigates and/or provokes a negative reaction from others or encourages others to engage in a negative physical or verbal altercation
- Talking about others and spreading rumors
- Distributing inappropriate materials
- Possessing or using alcohol

Related Student Responsibilities for Level III Model Student Behaviors



► A Synopsis of Model Student Behavior – Level III

Level III behaviors are more serious acts that disrupt the orderly operation of the classroom, school function and/or extracurricular activities.

Model student behavior creates a safe learning environment and reduces disruption of the educational process.

MODEL STUDENT BEHAVIOR

Model students:

- Accept responsibility for their own actions
- Show pride in their school and community
- Use adaptive skills for solving problems
- Always maintain their self-control
- Seek assistance from trusted adults to solve problems or report incidents of concerns
- Report any acts of aggression or violence between students or students and staff members to a staff member or law enforcement officer
- Have respect for life, property and the safety of others
- Cooperate with school officials to create a positive learning environment
- Report all acts of violence, harassment or threats to the proper authorities
- Demonstrate behavior that is civil, respectful, polite and courteous
- Speak and act honestly and truthfully
- Show respect for the property of others
- Support law enforcement agencies and schools to promote the safety of all staff members and students

STRATEGIES FOR MODEL STUDENTS

Model students avoid:

- Engaging in sexual acts
- Becoming involved with individuals who do not respect or follow the laws of the community
- Interrupting the school's learning environment
- Interfering with the orderly learning environment
- Making a threat to the safety to others
- Withholding information needed to solve a crime
- Possessing or using drugs
- Committing any act that would result in the destruction of property
- Making false accusations and/or information
- Fighting with other students or staff members
- Threatening another person
- Initiating or being involved in campus disruptions at school-sponsored events
- Participating in hazing activities
- Using sexually suggestive comments or gestures to intimidate others
- Endangering the health and safety of others
- Taking or concealing the property of others without permission

Related Student Responsibilities for Level IV Model Student Behaviors



► A Synopsis of Model Student Behavior – Level IV

Level IV behaviors are increasingly more serious acts of unacceptable behavior than Level III. They seriously endanger the health and well-being of others and/or damage property. For these infractions it is expected the school give notification to law enforcement.

Model student behavior creates a safe learning environment and reduces disruption of the educational process.

MODEL STUDENT BEHAVIOR

Model students:

- Demonstrate pride in their school and community
- Participate in programs to support law enforcement efforts to ensure safety for all in school and the community
- Are law-abiding citizens
- Cooperate with school officials to create a positive learning environment
- Demonstrate respect for property and safety of others
- Participate in investigations conducted by school staff or law enforcement agencies demonstrate pride in their school and community

STRATEGIES FOR MODEL STUDENTS

Model students avoid:

- Striking other students or staff members
- Sale or distribution of drugs
- Volatile situations that could escalate into violent actions
- Using violent physical actions or threats directed towards staff members and/or students
- Becoming involved with individuals who do not respect or follow the laws of the community
- Unlawful entry and removal of property
- Taking the property of others with force
- Unlawfully entering a location
- Violating all state or federal laws in which result in arrest within the school or community

Related Student Responsibilities for Level V Model Student Behaviors



► A Synopsis of Model Student Behavior – Level V

Level V behaviors are the most serious acts of misconduct and violent actions that threaten life. For these infractions law enforcement must be notified.

Model student behavior creates a safe learning environment and reduces disruption of the educational process.

MODEL STUDENT BEHAVIOR

Model students:

- Respect life
- Are law-abiding citizens
- Associate with other law-abiding students
- Accept responsibility for their own actions
- Demonstrate respect for the property of others
- Respect the liberty of others

STRATEGIES FOR MODEL STUDENTS

Model students avoid:

- Taking another person's life
- Volatile situations that could escalate into violent actions
- Holding people against their will
- Forcing others into sexual acts
- Using violent physical actions that cause severe injury
- Becoming involved with individuals who do not respect or follow the laws of the community or school campus
- Setting a fire
- Bringing or using weapons





INTERVENTIONS **AND** CORRECTIVE ACTIONS

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WAYS TO RECOGNIZE STUDENTS FOR MODEL BEHAVIOR

The School District of Lee County is committed to helping all students in developing the values necessary to participate as caring, responsible citizens in our nation's democracy. Multi-Tiered System of Supports (MTSS) is a school-wide model that utilizes an evidenced-based, problem solving approach to improve the educational outcome for all students. MTSS provides a continuum of tiered interventions with increasing levels of intensity and duration that aims to teach/reinforce appropriate behavior and improve academic performance.

► Examples of Recognition for Secondary Students:

- Certificate/trophy/ribbon/plaque/medals
- Gift certificate to a local merchant
- Free pass to sporting event or play
- Guest presenters in class
- Class field trip
- Praise for good behavior and work
- Positive note home
- A call to parents
- Uniform pass
- Homework pass
- Recognition by the "Do the Right Thing" program
- Coupon for prizes and privileges
- Surprise gift bag with school supplies
- Conducting class in a different location on campus
- Recognition from a local newspaper, media or politician
- Outdoor reading
- Music while doing schoolwork
- Extra computer/game time
- Sitting with friends
- Books
- Sports equipment
- Prime parking spot
- Recognition during morning announcements
- Recognition in school newspaper
- Selection as a model student of the month and display photograph in an appropriate location
- Special lunch
- Attendance awards
- Multicultural celebrations



POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT (PBIS)

Positive Behavior Interventions and Support (PBIS) is a proactive approach to promote positive behavior resulting in improved academic outcomes, school safety and overall satisfaction of the school experience for students, families and staff. The focus of PBIS is prevention and intervention. In other words, PBIS is a process of teaching, reinforcing and recognizing the behaviors that lead to student success instead of simply punishing misbehavior.

At its heart, PBIS focuses on evidence-based practices that provide a common language and focus for behavioral expectations; instruction and communication toward them; recognition when they are met; and interventions/corrective actions when they are not met. The supports are provided within the Multi-Tiered System of Supports (MTSS) model that focuses on universal supports for all (*Tier 1*), supplemental supports for some (*Tier 2*) and intensive supports for the few that need them (*Tier 3*).

PBIS is recognized by The School District of Lee County as a necessary and vital component of a complete behavior support and discipline system. All schools are required to adopt and implement PBIS or a similar positive behavior support system. Currently, seventy-four (74) Lee County schools are trained by, and active with the Florida PBIS Project, with twenty-nine (29) attaining Model School status. Schools supplement positive behavior support systems with social skills instruction, Restorative Practices, and other programs that increase the ability of staff and students to handle conflict, develop social skills, and create positive school cultures. Each school has a dedicated team that continually reviews school attendance, behavior and course performance data to problem solve and determine needed adjustments/new supports. The School District of Lee County continues to support the implementation of positive behavior systems and strategies through training and technical assistance.

The outcomes are significant. Research studies on PBIS conclude it leads to better student behavior including reduced numbers of referrals, suspensions, and bullying incidents. Students learn positive behavior expectations and strategies that will serve them throughout their lives at home, work and in the community.

Information regarding PBIS schools can be found on the SDLC website at:

<https://www.leeschools.net/cms/one.aspx?portalId=676305&pageId=1307032>

Additional information can be found at the Florida PBIS website at: <https://flpbis.cbcs.usf.edu/>



When I make positive behavior choices, I will be successful.

If I do not make positive behavior choices, I will receive interventions to

HELP ME LEARN TO MAKE BETTER CHOICES.

RESTORATIVE PRACTICES

Restorative Practices are not just about discipline. They support the development of a positive classroom culture, build community and strengthen the connections within the group, as well as between learners and the teacher. This translates into increased opportunities for high quality instruction and greater student engagement. Multiple studies across the United States confirm the positive effects of Restorative Practices on graduation rates, social competencies, academic achievement while also reducing behaviors or activities that negatively impact student success. Outcomes of implementing Restorative Practices include reduced student suspensions and improved school climate, two vital factors that influence student achievement.

The following three strategies are the pillars of the Restorative Practices framework, and currently being implemented in our Lee County schools.

▶ **AFFECTIVE COMMUNICATION**

- Expression of feelings in response to an action, provides feedback and information to support repairing any harm that may have been done.
- Questions facilitate reflection on how behavior impacts others, how situation can be repaired/responsibility taken and what victim may need to be able to move forward.

▶ **PROACTIVE & RESTORATIVE CIRCLES**

- Experience that allows students to share thoughts, feelings and ideas as a vehicle to build trust, community and shared values systems/behavioral expectations. Allows peers to engage in group problem solving, allows for conversations focusing on repairing harm and restoring relationships.

▶ **RESTORATIVE CONFERENCES**

- Structured interaction utilizing restorative communication and focusing on taking responsibility, identifying harm, repairing relationships and building empathy.



If you change the way you look at things, the things you look at change.

WAYNE DYER

THE SCHOOL DISTRICT OF LEE COUNTY TIERED BEHAVIOR APPROACH

INTERVENTIONS MAY INCLUDE *(BUT ARE NOT LIMITED TO)* THE EXAMPLES BELOW

TIER 3 ►

Behavior contract
Formalized behavior intervention plan
Wrap-around support
(through community resources, agencies, parent groups)
Restorative practices/responsive Circles
Functional behavioral assessment
Counseling sessions
(one-on-one or small group)
Communication notebook
Increase positive feedback
Check in/check out
Parent check-ins
Reward system
Mentoring
Tutoring

3

2

◄ TIER 2

Lunch groups targeting skill reinforcement
Structured breaks/use of break card
Social skills small group
(i.e., for anger management, conflict resolution, peer mediation)
Counseling sessions in small group
Differentiated behavior plan
Increase parent communication
Student self-monitoring
Use of social stories to re-teach
Behavior contract
Learning labs
Mentoring
Tutoring
Restorative practices
Check in/check out
Reward system
Peer buddy

TIER 1 ▼

Universal - All Students

Restorative practices
Sanford Harmony
Second Step
CHAMPS
Clear school-wide expectations and routines
Positive behavior supports
Developing social-emotional capacity

Classroom Examples

Classroom behavior support plan
Personal greetings
Classroom expectations
Positive reinforcement
Differentiation
Kagan Cooperative Learning
Use of student problem-solving activities
Seat change
In-class time-out
Time-out in another classroom setting
Parent-teacher conference
Morning meetings
Engaged and relevant learning
Modeling behavior
Student leadership opportunities
Involving student in problem-solving

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) BEHAVIOR INTERVENTION GUIDE

The Multi-Tiered System of Supports (MTSS) behavior intervention guide is intended as a resource for all educators to assist in integrating academic and behavior supports and services into a fluid and seamless system of multi-tiered service delivery for all students in the school setting. 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 1. However, not all students respond to the same curricula and teaching strategies. As a result, some students with identified needs will receive supplemental or targeted instruction and intervention at Tier 2. Finally, at Tier 3, a few students with the most intensive needs will receive the most intensive and individualized behavioral and/or academic supports.

► TIER 1 – CORE/UNIVERSAL SUPPORTS

Teach rules/expectations: Establish a structured system for teaching a student rules and expectations prior to a task/request. These systems may be verbal, written or pictorial.

- **Verbal:** Scheduling five minutes prior to an assignment to review rules and expectations.
- **Written:** Provide the student with 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 writing, repeats rules/expectations prior to transition.

- Teacher and student have an agreement specifying that before each class change the student verbally reviews the rules and expectations.

Preferential seating: Change the seating arrangement for a student in order to address 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 students each morning in order to find out how homework was the evening before.

Provide additional guidance/extend instruction: Provide the student with more specific and/or modified instructions, prior to the assignment, in order 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 a task-related behavior, the teacher will provide reinforcement (*verbal, nonverbal, tangible*) for a student who 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, rearranging 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*) and determine for how long the student will be allowed to engage in the preferred activity.

Greet each 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 questions such as: "How are you today?"; "What did you do yesterday after school?"; or "How is your family?"

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, 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 or non-tangible reward must be effective for the student in question and delivered on a consistent basis. Note: A tangible reinforcer should not be used after an inappropriate behavior. This would reinforce unwanted behaviors.

- Tangible: food, stickers, manipulatives, etc.
- Non-tangible: verbal praise, public posting of class work, etc.

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 consistently demonstrate the replacement behavior.

Use of positive referrals: Make positive references to the student for engaging in appropriate behavior.

Use classroom incentives for whole class or group accomplishments: Reward student success by allowing the entire class to benefit.

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 or school-wide responsibilities for student recognition: Allow student to participate in related responsibilities (*i.e. student ambassador.*) to recognize and reinforce positive behavior.

► TIER 2 – SUPPLEMENTAL/TARGETED

Teach/model communication/social skills: Teach students appropriate methods of communication. Students who do not possess effective communication/social skills will often display disruptive and inappropriate behavior.

- A student experiencing difficulty in mathematics may attempt to avoid such work by acting out in the classroom. The concept is to teach students appropriate ways of expressing frustrations. The teacher develops a script with the student that addresses 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 in order to find out if extra instruction is needed, 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. This may be a water or bathroom break. As part of the script, students agree to resume appropriate work after their needs have been met.
- In order to ensure optimal effectiveness, the teacher would provide the script in written form to the student. These could happen individually or in a group and can also be taught in the natural environment.

Task analysis: Break down tasks into smaller steps to ensure mastery of each step. The teacher and student work through each step to ensure the student is able to master the larger skill/task.

- A student who has difficulty compiling a paragraph may perform better when the task is broken down into small steps.
- **Example:** First, teach the student 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. 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 use of a visual prompt*).

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 time to share feelings privately with teacher/peer mentor or engaging in a preferred activity (*i.e. computer, art, etc.*). Suggestions for appropriate coping skills can be written and provided to student as a reminder.

Teach positive self-talk: Students who do not have confidence in their ability to be successful in various academic and/or social situations may become increasingly disengaged or 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 reminded to use the skills as frustrations increase.
- 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 problem-solving 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, the student is more likely to stay engaged for a longer period of time.

- Students who have difficulty staying on task during independent reading assignments will likely become more motivated to complete the assignment if the topic is of their 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 who taps a 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 frustrated. There are several existing methods to teach anger management and problem-solving skills. The problem-solving team is a resource to determine appropriate interventions.

Teach behavioral self-control: 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:	Student responds:
"What are you doing?"	"I am..."
"What do you need to be doing?"	"I need to..."
"What are you going to do now?"	"I have to..."
"Let me know when you finish."	"I did..."

Social stories/graphic novels 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. Social stories are used as a teaching method when a student is in a calm and receptive state.
- 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 psychologists, behavior specialists, learning resource specialists and teachers of social communication programs are potential resources for assisting in developing social stories.

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 agreement is written in contract form and signed by both teacher and student.
- For example, the teacher and student formally agree that for each reading test grade above a "C," the student will receive 10 additional minutes of computer lab time.



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 using eye contact, proximity, tangible incentives, etc. to redirect an off-task student.

- For example, checking in with a student at a predetermined time interval and/or providing redirection when needed.

Spend individual time with student: When a student displays appropriate/desired behavior, reinforcement can be provided by arranging a specific time for the teacher and student to spend together. It is necessary to be specific when designing this intervention.

- For example, when the student demonstrates appropriate behavior during morning classroom activities, he/she will be allowed to eat lunch with the teacher.

Determining acceptable and incompatible behaviors: The concept behind incompatible behaviors is that a student cannot engage in two "competing" behaviors at the same time. Identify an incompatible behavior for the problem behavior and reinforce acceptable behavior.

- For example, if you know students are likely to hit others during transition, one strategy is to keep their hands in their pockets, because hands in pockets is incompatible with hitting.

Student self-monitoring of progress: Allow students to monitor their own progress.

- The student can manage a progress report and/or behavior contract to track individual improvement.
- It is important for the teacher to maintain a copy of the report or contract.

Acknowledge use of replacement behaviors: Recognize students for engaging in established replacement behaviors.

- For example, provide the students with verbal praise each time they raise their hand to get the teacher's attention instead of calling out loud for attention.

Develop a written behavior contract: The use of a behavior contract with points, check marks, signatures or some other indication for positive behavior can be a powerful self-reinforcement tool. Allow the student to manage the contract and track progress.

► **TIER 3 – INTENSIVE/INDIVIDUAL**

Choice-making: Allow student to have some degree of control over 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 preferred incentives (*e.g. tangibles, recognition, access to activity, etc.*).

Participation in extracurricular activities: Identify and encourage student to become involved in extracurricular activities such as sports, art club, music club, etc. The activity should match the individual student's interests and skills.

Student follow-up: Establish 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 requires further instruction, the teacher will provide it.

Schedule adjustment: Adjust the daily schedule.

- 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.

Peer mentor/tutor opportunity: Allow student to serve as a peer mentor/tutor. This can be effective even when the student has not mastered a given skill area.

- A process should be in place for selecting, training and monitoring peer mentors.
- This is often used for behavior; an older student with behaviors may be an excellent mentor in a primary classroom. This opportunity may help reinforce appropriate classroom skills for both students.

Provide quiet time space: Provide a specific time and/or space for quiet, “cool-down” or focus purposes.

- If a student becomes easily frustrated during a certain academic task, then a quiet area of the classroom can be established as a space for that student to go if necessary.
- When possible, have the student be part of the selection of this space.

Identify appropriate settings for behavior(s): Help students identify areas where inappropriate behaviors can be appropriate if demonstrated in a suitable setting.

- For example, 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 display their talent*).

Chart and review daily student successes: Create a simple chart listing the replacement behavior(s) and spaces for check marks of student success. The chart can be provided to the student and the teacher will acknowledge the desired behavior(s) at the end of each day/period.

Recognize small steps of the desired behavior: When a replacement behavior is complex or involves several steps, it may be necessary to identify the steps. Once behaviors have been broken down into steps and taught to the student, reinforce the student for demonstrating mastery of each step of the behavior.

Recognize attempts to engage desired behavior: When a student is attempting to engage in a desired behavior but not fully successful, the teacher would want to reinforce student’s attempts, intent and engagement. This may be reinforced through verbal praise or acknowledgement of approximation.

The District supports the use of fair and appropriate implementation of student discipline policies and procedures that are grounded in evidenced-based research.

The District will continue its practice in the areas of restorative practices and alternatives to suspension. It is expected that schools regularly review disciplinary data with respect to trends and patterns resulting in disparities.

UNIVERSAL SUPPORTS

Proactive Student Engagement Strategies... (may include but are not limited to)	...to prevent student disengagement such as
Social skills group (lunch or after school); social skills lessons; write a social story or review an available social story; Circles	<ul style="list-style-type: none"> • Inappropriate social behaviors • Cheating • Property destruction • Dress code violation • Horseplay • Peer conflict • Petty theft • Skipping • Tardiness • Visiting an unauthorized area • Bullying • Disruptive behavior • Improper electronic device use • False accusations • Fighting • Forgery • Harassment • Insubordination • Use of profanity • Safety violation • Use of threats/intimidation • Trespassing • Vandalism
Role-playing (to teach replacement behavior)	
Limit activities (but not exclude), i.e. offer a select number of activities	
De-escalation with a familiar adult (taking a walk or time in a quiet space while supervised, create an Intervention Center)	
In-house service opportunity (work in the cafe, teach/mentor younger students, peer buddy)	
Assign a success mentor (Check & Connect); check in/check out; relationship/trust building adult to student; practice culturally relevant and responsive teaching; mediation opportunities	
Point sheets; self-monitoring checklists; Think Sheets	
Peer mediations	
Reflection counseling with behavior "coach"	
"Caught you being good" (random awards) and positive referrals	
Attendance incentives	
Student participation in visual supports (task completion puzzle, break card)	
Environmental restoration	
Home visits or phone calls made by both teacher and administrator for positive referrals	
Provide opportunities to verbalize or write three positive things (about your teacher, classmate, yourself)	
Mini-skill reviews (i.e. exit ticket, video clip)	
Reflect on how the behavior impacts others and yourself (narrative, picture); write yourself a positive letter; draw a picture of yourself engaging in appropriate school behavior and meeting expectations; write an apology letter	
Small group session	
Pre-teaching the appropriate response to emotional/behavioral situations (ex: Second Step mini-lessons)	
School-wide and classroom expectations	
Classroom behavior support plan/structure in place (i.e. Zones of Regulation - Zones check in & behavior mapping)	
Restorative practices	





DISCIPLINE

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SCHOOL VIOLENCE

ZERO-TOLERANCE POLICY WITH SCHOOL-RELATED VIOLENT CRIMES AND FOR THE GUN-FREE SCHOOL ACT

To comply with the State Board of Education Rule for Zero Tolerance for school-related violent crimes and for the Gun-Free School Act, families and students must understand that certain criminal acts, violent acts and disruptive behavior occurring on School Board property, on school-sponsored transportation or during school-sponsored activities must be reported to local law enforcement. These acts include but are not limited to homicide, sexual battery, armed robbery, aggravated battery, battery on a teacher or other school personnel, kidnapping or abduction, arson, possession, use or sale of any firearm, razor blade, box cutter, knife or explosive device, willful property damage, bomb threats, conspiring or inciting a riot, trespassing on school property, possession or sale of illegal drugs or alcohol and sexual harassment. The School District's definition of weapons is broader than the definition for weapons listed in Chapter 790 Florida Statutes. The use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful. Information about alcohol and other drug counseling and rehabilitation programs is available through the student services office. When a student is convicted or pleads no contest to certain violent crimes, the offender must be separated from the victim and siblings of the victim, upon notification from the Department of Juvenile Justice.

- Any student committing violent criminal acts will be subject to the most severe consequences including suspension/expulsion.
- Any student found possessing, selling or using a firearm shall be subject to expulsion from the regular program for a period of not less than one (1) year.
- Any student charged with aggravated assault, battery or aggravated battery against a School Board employee in violation of Florida statute shall be subject to alternative reassignment or expulsion, as appropriate (Section 784.081, Florida Statutes). Upon being charged, the student shall be removed from the classroom immediately and placed in an alternative school setting pending disposition.
- The aforementioned provisions adopt the State Board of Education Rule for Zero Tolerance for School-Related Crimes and for the Gun-Free Schools Act. Board [Policy 4.08](#) addresses Zero Tolerance for school-related crimes.

Florida's Policy of Zero Tolerance for Crime and Victimization requires that upon notification by the Department of Juvenile Justice the District assures offender is prohibited from attending the school or riding on a school bus whenever the victim or sibling of the victim is attending the same school or riding on the same school bus (Section 1006.13, Florida Statutes).

Any student who is determined to have brought a firearm, as defined in 18 U.S.C. s.921, to school, any school function or on school-sponsored transportation will be expelled, with or without continuing educational services, from the student's regular school for a period of not less than one (1) year and referred for criminal prosecution (Section 1006.13, Florida Statutes).

Illegal use, possession or sale of controlled substances by any student while on school property or in attendance at a school function is grounds for disciplinary action and may also result in criminal penalties. A controlled substance is defined in Chapter 893 of the Florida Statutes.

THREATS OF VIOLENCE

School Board [Policy 4.09](#)

A. Purpose

The purpose of School Board [Policy 4.09](#) is to outline the School Board's position with regard to the making of threats, suggestions or predictions of violence against any person, group or District-owned facility.

B. Process and content

(1) Threats of violence

a. Zero Tolerance

Students, staff, parents/guardians or any other person shall not make any verbal, written or electronically communicated (*e-mail*) threat, suggestion or prediction of violence against any person or group of persons or to any District-owned facility. This shall result in immediate disciplinary action and referral to the appropriate law enforcement agency.

b. District response

1. The Superintendent may recommend expulsion of a student to the School Board.
2. The Superintendent may recommend termination of an employee to the School Board.
3. Any threat, suggestion or prediction of violence made by a parent/guardian or other person shall be referred to the appropriate law enforcement agency.
4. The school principal may prohibit or place limitations on the parent/guardian or visitor's ability to enter the school campus in accordance with Board [Policy 2.02](#).

c. Reporting threats

Students shall report any and all threats of violence to a faculty member, guidance counselor, assistant principal or principal, or by calling the **Student Crime Stoppers Hotline (1-800-780-TIPS)**. Staff members shall report any and all threats of violence to the principal, department head or superintendent.

d. Responsibility for damages

The District shall seek recovery from the student, staff member, parent/guardian or other person responsible for any costs and/or damages incurred by the District as a result of a threat.

- (2) The School Board is committed to safe and orderly education environments and authorizes the Superintendent and District staff to respond rapidly to any threats, suggestions or predictions of violence that occur on any District-owned property.

STUDENT SEARCH AND SEIZURE

School Board Policy 4.03

- ▶ **School personnel may search** students reasonably suspected of being in possession of contraband or other prohibited items while on School Board-owned property or wherever students are under the official supervision of School Board employees, such as on field trips, at extracurricular activities or while being transported to and from such places either by school bus, by approved drivers or by other means of conveyance.
- ▶ **School personnel may conduct** a search of a student, a student's possessions, a student's locker or any other storage area on school property without a warrant when school personnel have reasonable suspicion that illegal, prohibited, harmful items or substances or stolen property may be concealed on a student's person or in a storage area (*Section 1006.09(9), Florida Statutes*).
- ▶ **A locker/storage area search notice** is posted in each public K-12 school, in a place readily seen by students, stating that a student's locker or other storage area is subject to search, upon reasonable suspicion, for prohibited or illegally possessed substances or objects. This does not prohibit the use of metal detectors or specially trained animals in the course of a search for illegally possessed substances or objects (*Section 1006.09(9), Florida Statutes*).
- ▶ **School personnel are encouraged** to attempt to obtain consent from a student to search for illegal, prohibited, harmful items or substances or stolen property, but may proceed with a search without a student's consent, upon reasonable suspicion of a prohibited or illegally possessed substance or object.
- ▶ **School personnel have the authority** to search a student's backpack, purse or wallet, upon reasonable suspicion, if the student refuses to reveal the contents inside.

OFF-CAMPUS FELONY ACTS

A student who has been formally charged, by the proper prosecuting attorney, with a felony or with a delinquent act which would be a felony if committed by an adult on other than school property, or a student who has been adjudicated guilty of a felony on other than school property may be subject to suspension or expulsion from school, if that incident is shown, in a school-based hearing, to have an adverse impact on the educational program, discipline or welfare of the school in which the student is enrolled. If a student is adjudicated guilty of a felony or a delinquent act which would have been a felony if committed by an adult, then the student may be permanently reassigned to alternative placement (*Section 1006.09, Florida Statutes*).

If the student is adjudicated guilty of a felony or a delinquent act which would have been a felony if committed by an adult, regardless of whether adjudication is withheld, the student's participation in interscholastic extracurricular activities will cease for the remainder of that school year.

COOPERATION WITH LAW ENFORCEMENT

The School District of Lee County and its staff will cooperate fully with law enforcement personnel on District property. When a student commits a criminal offense on district property or at a school sponsored function, school administration shall recommend to law enforcement the student be issued a civil citation or similar prearrest diversion program as an alternative to an arrest. The District will make every effort to contact the parent and/or guardian during the course of an investigation if it is determined a member of law enforcement must speak to a student.

REFERRAL PROCESS

In any situation where a violation of the Code of Conduct for Students (*or school's discipline plan*) is alleged, the principal or designee shall hear the student's explanation and carry out an investigation before imposing any corrective action. Only the principal or the designee has the authority to suspend a student from class or school. The principal has the authority to reduce the number of days assigned for a suspension pending the outcome of a meeting with the parent(s) or guardian of the student.

- Students accused of a violation of the **Code of Conduct for Students** (*or school's discipline plan*) which, in the opinion of the principal/designee, warrants corrective action including an out-of-school suspension or expulsion, shall be afforded the fundamental right of procedural due process. The degree of formality associated with a suspension conference or hearing depends upon the nature of the offense and the severity of the sanctions that may be imposed as a result.
- The principal or the principal's designee can suspend a student for a period of time not to exceed ten (10) school days at any one time. The principal's designated representative shall:
 - Provide opportunity for the student to explain what occurred.
 - Make a good-faith effort to immediately inform the student's parent/guardian by telephone of the student's out-of-school suspension and the reasons for the suspension.
 - Notify the parent/guardian of the out-of-school suspension and the reasons for the suspension in writing within 24 hours by U.S. mail.
 - Provide opportunities for students to make up work missed during the period of suspension in a timely manner.
 - For students with an IEP or 504 Plan, refer to the Code of Conduct section titled Manifestation Determination Review if the suspension exceeds ten (10) cumulative days for the school year.
- If it becomes necessary to consider a student for suspension from school attendance for a period of eight (8), nine (9) or ten (10) school days, the principal or designated representative shall:
 - Make a good-faith effort to notify the student and the student's parent/guardian of the consideration for suspension immediately and in writing.

- Provide an opportunity for the student to explain what occurred.
- Make certain that students being considered for suspension are provided an administrative review, affording both sides ample opportunity to present their case. The decision to suspend shall be subsequent to the administrative review and only on the basis of substantive evidence supporting the charges against the student.
- Immediately notify the student and the parent/guardian of the suspension in writing.
- For students with an IEP or 504 Plan, refer to the Code of Conduct section titled Manifestation Determination Review if the suspension exceeds ten (10) cumulative days for the school year.
- Emergency situations: In the event a student's behavior poses a clear and present danger to the safety and welfare of the students and employees or creates an immediate disruption to the orderly operation of the school, the principal may suspend the student immediately. The principal/designee will afford the student procedural due process once the safety of students and employees has been assured and order has been restored to campus. A Threat Assessment may be performed in accordance with Board [Policy 2.16](#).

The School District of Lee County ensures that the policies and procedures for the discipline of a student with an identified disability are in compliance with Federal, State and District guidelines.

MANIFESTATION DETERMINATION REVIEW (MDR)

A Manifestation Determination Review (MDR) should be convened if a pattern of behavior is established that constitutes a change in placement (*e.g. suspensions which exceed 10 cumulative days in a school year, or a pattern of removal for same or similar behaviors*), or a request for a change of placement for disciplinary reasons (*expulsion*) is considered for a special education student (34 CFR 300.530(e) & 300.536), or a Section 504 Student (34 CFR 1004.35(a)). The MDR, which includes qualified persons and the parent/guardian, has the purpose of determining if the student's discipline infraction which resulted in the recommendation for change of placement was a manifestation of the student's disability. When conducting an MDR, two (2) questions must be answered:

1. Was the conduct in question (*i.e., discipline infraction*) caused by or did it have a direct and substantial relationship to the child's disability?
2. Was the conduct in question the direct result of a failure to implement the IEP or 504 Plan?
 - If the answer to either of these questions is yes, the discipline infraction is considered to be a manifestation of the student's disability and further disciplinary action will not occur. However, if the answer to both questions is no, the student may be disciplined in the same manner as a student without a disability would be.
 - If the answer to question two above is no due to a pattern of removal for same or similar behavior throughout the year that the team has not addressed in the IEP/504 Plan, this removal is considered a change of placement and no further disciplinary action shall occur.

If the Board decides to expel the student, or if suspension beyond ten (10) days is approved, the District remains obligated to ensure the student with an IEP continues to receive educational services that enable the student to continue to participate in the general curriculum, even in another setting, and to progress toward meeting the goals set out in the student's IEP. The student shall additionally receive, as appropriate, a functional behavioral assessment and a behavior intervention plan designed to address the misconduct so that it is less likely to reoccur. Students for whom a parent challenges an MDR decision through a due process proceeding shall remain in the disciplinary placement determined by the District pending the determination of the hearing or the disciplinary period, whichever comes first.

The District is not obligated to continue to provide educational services to students with a 504 plan for which the above questions were answered no, and therefore a manifestation is unfounded, unless such opportunity is provided to students without disabilities.

45-DAY INTERIM ALTERNATIVE EDUCATIONAL SETTING (*IAES*)

A student with an IEP may be unilaterally placed in an Interim Alternative Educational Setting (*IAES*) for up to 45 school days, without regard to whether the conduct was a manifestation of the student's disability, if one of the following three (3) discipline infractions is committed at school, on school premises or at a school function:

1. Possesses a weapon or carries a weapon to school, school premises or a school function.
2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a "controlled substance".
3. Inflicts serious bodily injury upon another person.

For purposes of this section only, "weapon" is defined as a device, instrument, material or substance, animate or inanimate, that is used for or is readily capable of causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length. Students with weapons that do not meet this definition may not be placed in a 45-day *IAES*, absent parental consent, but shall still be subject to the District's discipline procedures regarding weapons offenses, which includes recommendation for expulsion. Within ten (10) school days of the decision to place a student in an *IAES*, the District must hold an IEP conference to review and/or revise the student's Functional Assessment of Behavior and Behavior Intervention Plan, or develop one if none existed previously, to address the student's behavior and determine the appropriate placement.

The following procedures apply to 45-day *IAES* placements:

1. The designee of sending school will prepare and give written notice of intent to implement an *IAES* placement on the day the decision is made to change the placement. The placement change will take effect ten (10) calendar days after delivery of such notice, unless the parties agree to an earlier effective date.

2. Parents must be given notice of their procedural rights, including the right to request a due process hearing. Parents making such a request must be given technical assistance, if needed.
3. If the student's parent/guardian requests a due process hearing to challenge the *IAES* placement, the student remains in the *IAES* pending the decision of the hearing officer or the expiration of the disciplinary placement term, whichever occurs first.
4. The student must continue to receive educational services "as to enable the child to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP (20 USC 1415(k)(1)(D)(i)).
5. Home instruction is only considered an alternative placement when the IEP team determines such.

► School authorities reporting a crime involving a student with a disability

Section 300.535 of the Individuals with Disabilities Education Improvement Act of 2004 (*IDEIA*) requires that an agency (e.g. school) reporting a crime committed by a child with a disability must ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the agency reports the crime. An agency reporting a crime under this section may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (*FERPA*). When the school authorities report the crime to law enforcement, the parent/guardian will be contacted and asked to give written permission for the transmission of the special education and disciplinary records.

LEVELS OF MISCONDUCT

There are five (5) levels of misconduct. The levels are determined by the seriousness of the act.

LEVEL I – Level I infractions are the least serious incidents. Addressing Level I infractions may include several possible interventions and corrective actions as listed on the following chart. It is important these infractions be promptly and properly addressed.

LEVEL II – Level II infractions are serious and have additional corrective strategies, as well as appropriate interventions.

SUSPENSION – Suspension is a disciplinary sanction that temporarily removes a student from school or class(es) for a prescribed period of time not to exceed ten (10) school days. **The principal or the principal's designee shall make a good-faith effort to involve parents with alternative consequences for misconduct prior to suspending a student except in emergencies, disruptive conditions or incidents involving serious misconduct.**

1. **In-school suspension (ISS)** is the assignment of a student to a specific location on the school campus. Students are assisted in regaining control of their conduct while continuing with assigned schoolwork during the time they are not attending regular classes.

- 2. Out-of-school suspension (OSS)** is the temporary removal of a student from all classes of instruction on public school grounds and all other school-sponsored activities, except as authorized by the principal or designee. The principal or designee determines the length of the out-of-school suspension, for a period not to exceed 10 (ten) school days. The parent is responsible for the supervision of the student and supporting the student's completion of specific homework assignments. *If, during that time of an out-of-school suspension, the suspended student returns to campus or attends a school-related activity without the permission of the principal or designee, that student may be subject to arrest and prosecution for trespassing.*
- 3. Suspension of bus-riding privileges** may result when a student violates the **Code of Conduct for Students** on the bus. The consequences for violation of these rules is not limited to removal of bus-riding privileges, since other sanctions up to and including school suspension or expulsion may be imposed when warranted.

School attendance is required during a bus suspension.

- For a student with an IEP or 504 Plan, a bus suspension is equivalent to an out-of-school suspension.
- Under McKinney-Vento, students who are homeless have a right to transportation. Consult with the District's Homeless Liaison for more information.

LEVEL III – Level III infractions are more serious and require a thorough investigation into the infraction. Timely disciplinary consequences and interventions must be implemented.

Level IV – Level IV infractions are increasingly more serious and require a thorough investigation into the infraction and require timely disciplinary consequences. Interventions may or may not be appropriate, depending on the infraction and circumstances of the event. The options available for consequences may range from suspension to alternative reassignment.

Level V – Level V infractions are the most serious and, following a thorough investigation into the infraction, require timely disciplinary consequences. Interventions may or may not be appropriate, depending on the infraction and circumstances of the event. The options available for consequences may range from suspension to alternative reassignment to expulsion from The School District of Lee County as recommended by the principal. Involvement of law enforcement is required.

In accordance with School Environment Safety Incident Report (*SESIR*), if a victim of **arson, battery, kidnapping or sexual battery, or the sibling of a homicide victim**, remains at the school, the principal may recommend that the student not return to school upon completion of out-of-school suspension or readmission from expulsion.

Principals may consult with the Executive Director of Student Services or their designee for cases that do not meet the "Do Not Return" criteria.

In some cases of Level II - IV infractions, a school-based administrative review will be conducted to determine what interventions, corrective actions and/or consequences are appropriate for the incident.

Parents and student will be invited to participate in the administrative review and be given the opportunity to present information regarding the incident.

EXPULSION – Expulsion is the removal of the right and obligation of a student to attend a public school for a period of time and under conditions set forth by the School Board not to exceed the current school year plus one (1) additional year (*Section 1006.09, Florida Statutes*). Expulsion is an extreme measure for use only after alternative measures to remedy improper behavior have failed or the student's infractions are extremely severe. **If a student is recommended for expulsion he/she may request, in writing, a due process hearing before an impartial hearing officer to challenge the recommendation as set forth in School Board Policy.**

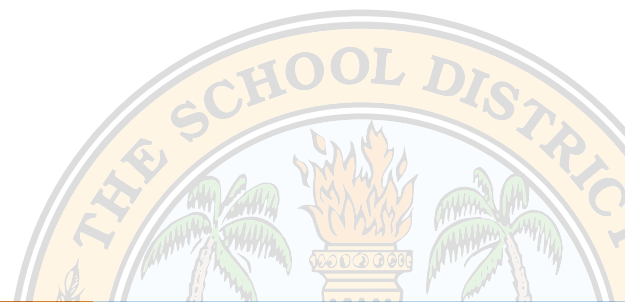
1. Early readmission criteria:

a. A student who has been expelled for a drug-related offense may be considered for early readmission only when the student submits a letter to the Superintendent requesting a hearing, provides three (3) letters of reference and shows proof of successful completion of a state-licensed drug abuse program, including random drug testing for each month of the remaining period of expulsion. Results of each monthly testing will be sent to the Superintendent's designee for review. If the student fails to provide proof of the test at the end of any month or if the test shows a positive result for the presence of a controlled substance, the remaining period of the original expulsion will be reinstated.

b. A student who has been expelled for reasons other than a drug-related offense may be considered for early readmission only when the student submits a letter to the Superintendent requesting a hearing, provides three (3) letters of reference and shows proof of completion of successful counseling by a licensed therapist.

Note: In order to meet the deadline for early readmission to take place, the written request to the Superintendent must be received by the Student Services Department at least 30 days prior to the beginning of the school year or 30 days prior to the Winter Break.

2. Expulsion from the regular school program for off-campus acts may occur when a student has been formally charged with a felony or adjudicated guilty of a felony, or of a delinquent act which would be a felony if committed by an adult off school property.
3. If a student has been expelled the student must be out of school for at least 180 calendar days subsequent to the order of expulsion before the School Board will consider a recommendation for early readmission.
4. If approved for early readmission, a student may only reenter school at the beginning of a school year or at the beginning of a semester.





OFFENSES AND DISCIPLINARY ACTION

There are 45 offenses, definitions and options for disciplinary action listed in the ***Code of Conduct for Students***. The first 26 offenses are School Environmental Safety Incident Reporting (SESIR) codes and will be reported to the Florida Department of Education. Zero Tolerance offenses shall be reported to local law enforcement agencies.

Students committing an act during the time they are attending school, or during non-school hours that causes a substantial disruption to the educational process (*i.e. riding the school bus, at a school-sponsored activity or during the time they are on School Board premises*), shall be subject to the laws and regulations of the State Board of Education, the rules and policies of the School Board and the Code of Conduct for Students and shall be under the control and direction of the principal or designee. Principals have the authority with their staff and community, as permitted by School Board policy, to establish additional standards at individual schools. The principal has the unequivocal right to determine the appropriate charge(s) for the misconduct and the corresponding level of the offense based on the facts and circumstances of the incident(s).

It is beyond the scope of this conduct book to identify all potentially relevant state laws, rules or regulations, and School Board policies that may apply to a specific disciplinary case. Any discrepancies between the Code of Conduct for Students and school handbooks will be resolved in favor of the corrective actions outlined in the Code of Conduct for Students.

The Code of Conduct for Students designates disciplinary corrective action in levels. The following tables lists possible interventions and corrective actions for each level. When interpreting student behavior for SESIR reporting, consideration should be given to both developmental age-appropriate behavior and to those students with an Individual Educational Plan (IEP) or a 504 Plan.

LEVEL I BEHAVIORS

► Behaviors

Level I behaviors are acts that disrupt the orderly operation of the classroom, school function and extracurricular activities or approved transportation. Level I behaviors are the least-serious incidents.

Level I

- Dress Code Violation
- Horseplay
- Peer Conflict
- Petty Theft
- Use of Profanity
- Skipping
- Tardiness
- Visiting an Unauthorized Area
- Other Rule Violations

► Range of corrective strategies

Addressing Level I behaviors may include several possible interventions and corrective actions as listed below. Parental contact will be attempted for all offenses.

Plan 1

- Adjustment of student's program/change of schedule
- After school detention
- Assign peer or adult mentor
- Behavior contract/plan
- Community service
- Community service-learning projects
- Confiscation
- Days held in abeyance
- Extracurricular suspension
- Intervention room
- Lunch detention
- Parent/guardian contact
- Participation in counseling session related to incident
- Require daily/weekly progress reports
- Restitution
- Restorative practices
 - Effective communication
 - Circles (*preventive/relationship building and responsive/restorative*)
 - Formal mediation
 - Conferencing
 - Letter of apology
 - Peer mediation
 - Reflective assignment
 - Restorative agreement/plan
 - Restorative conferencing
 - Walk-about conference
- Review rules/expectations
- Schedule adjustment
- Student, parent/guardian/staff conference
- Temporary loss of bus privileges
- Verbal warning
- Wardrobe change
- Work detail

LEVEL II BEHAVIORS

► Behaviors

Level II behaviors are serious behaviors and require more formal interventions and corrective actions.

Level II

- Bullying
- Cheating
- Disruptive Behavior
- Horseplay
- Misuse of Electronics/Telecommunications devices
- Harassment
- Insubordination
- No-show for Discipline
- Peer Conflict
- Petty Theft
- Use of Profanity
- Use of Tobacco/Nicotine
- Other Rule Violations

► A student who repeatedly commits Level II offenses may be recommended for placement at the Success Academy, upon administrative review, and referral to the Success Academy Review Committee (SARC). All recommendations for placement at the Success Academy must be approved by SARC.

► Range of corrective strategies

Addressing Level II behaviors may include several possible interventions and corrective actions as listed below. Parental contact will be attempted for all offenses.

Plan 2

- Adjustment of student's program/change of schedule
- Alternative-to-suspension program
- Assign peer or adult mentor
- Behavior contract/plan
- Community service
- Community service-learning projects
- Days held in abeyance
- Internal school suspension
- Intervention room
- Loss of privileges
- Nicotine prevention course
- Out-of-school suspension
- Participation in counseling session related to incident
- Prevention Center (students assigned will be required to attend classes at the Prevention Center for 20 school days.)
- Required daily/weekly progress reports
- Restitution
- Restorative practices
 - Effective communication
 - Circles (*preventive/relationship building and responsive/restorative*)
 - Formal mediation
 - Conferencing
 - Letter of apology
 - Peer mediation
 - Reflective assignment
 - Restorative agreement/plan
 - Restorative conferencing
 - Walk-about conference
- Reverse suspension
- SARC review
- Saturday school
- Student, parent/guardian/staff conference
- Suspension/Revocation of network/internet access
- Temporary loss of bus privileges
- Work detail

LEVEL III BEHAVIORS

► Behaviors

Level III behaviors are more serious acts that disrupt the orderly operation of the classroom, school function and/or extracurricular activities or approved transportation.

Level III

- Alcohol
- Bullying
- Disruption on Campus
- Drug Use/Possession
- Electronic Telecommunication Device
- False Accusation
- Fighting
- Forgery/Misuse
- Gang Related
- Harassment
- Hazing
- Larceny/Theft
- Safety Violation
- Sexual Harassment
- Sexual Offenses
- Threat/Intimidation
- Vandalism
- Other Major

► * Recommendation for placement at the Success Academy must be approved by the Executive Director of Student Services or their designee

► Range of corrective strategies

Addressing Level III behaviors may include several possible interventions and corrective actions as listed below. Parental contact will be attempted for all offenses.

Plan 3

- Adjustment of student's program/change of schedule
- Alternative-to-suspension program
- Assign peer or adult mentor
- Behavior contract/plan
- Extra-curricular suspension
- Internal school suspension
- Intervention room
- Loss of privileges
- Out-of-school suspension
- Participation in counseling session related to incident
- Prevention Center* (students assigned will be required to attend classes at the Prevention Center for 20 school days.)
- Reentry plan
- Required daily/weekly progress reports
- Restitution
- Restorative practices
 - Effective communication
 - Circles (*preventive/relationship building and responsive/restorative*)
 - Formal mediation
 - Conferencing
 - Letter of apology
 - Peer mediation
 - Restorative agreement/plan
 - Restorative conferencing
 - Walk-about conference
- Reverse suspension
- S.A.F.E. program
- SARC review
- Saturday school
- Student, parent/guardian/staff conference
- Temporary loss of bus privilege

LEVEL IV BEHAVIORS

► Behaviors

Level IV behaviors are increasingly more serious acts that disrupt the orderly operation of the classroom, school function and/or extracurricular activities or approved transportation.

Level IV

- Burglary
- Drug Sale/Distribution
- Off-campus Felony
- Physical Attack
- Robbery
- Sexual Assault
- Trespassing

► * Recommendation for placement at the Success Academy must be approved by the Executive Director of Student Services or their designee

► Range of corrective strategies

Addressing Level IV behaviors may include several possible interventions and corrective actions as listed in Plan 4. Parental contact will be attempted for all offenses.

Plan 4

- Alternative to suspension
- Out-of-school suspension - school based hearing must be held for any considerations of suspension between 8 to 10 days
- Students who commit a Level IV offense may be recommended for placement at the Success Academy*. The period of stay at the Success Academy may be up to 90 school days for Level V offenses. Successful completion of the Success Academy will be determined by the academy principal and receiving school.
- Restitution

LEVEL V BEHAVIORS

► Behaviors

Level V behaviors are the most serious acts that disrupt the orderly operation of the classroom, school function and/or extracurricular activities or approved transportation.

Level V

- Arson
- Battery
- Homicide
- Kidnapping
- Sexual Battery
- Weapons Possession

► * Recommendation for placement at the Success Academy must be approved by the Executive Director of Student Services or their designee

► Range of corrective strategies

Addressing Level V behaviors have limited corrective actions due to the severity of the behavior and the requirement to involve law enforcement. Parental contact will be attempted for all offenses.

Plan 5

- Mandatory school-based hearing
- Out-of-school suspension
- Students who commit a Level V offense may be recommended for placement at the Success Academy*. The period of stay at the Success Academy may be up to 180 school days for Level V offenses. Successful completion of the Success Academy will be determined by the academy principal and receiving school
- Expulsion

DISCIPLINE QUICK REFERENCE GUIDE

Middle and High School Discipline Matrix

The Discipline Matrix specifically identifies prohibited student conduct and lists the range of corrective actions which may be imposed for each infraction. When assigning corrective actions for misconduct, the principal or designee shall give consideration to factors such as the nature of the misconduct, the student's past disciplinary record and the severity of the problem as it pertains to the specific situation. The suggested corrective actions are a guide.

Infractions are rated from ****, for the least severe School Environmental Safety Incident Report (SESIR) infractions, to *****, for the most severe, per the Florida Department of Education (FLDOE).

Any updates to the FLDOE SESIR Codes and Definitions supersede those listed below:
<http://www.fl DOE.org/safe-schools/sesir-discipline-data>

- 1. Alcohol (ALC)****** – Possession, sale, purchase or use of alcoholic beverages. Use means the person is caught in the act of using, admits to using or is discovered to have used in the course of an investigation. Alcohol incidents cannot be Drug-related.

Infraction	Middle and high school
First and Repeated	Level III (Plan 3) <i>Executive Director of Student Services/Designee and the school principal will determine corrective action including but not limited to alternative placement at the Prevention Center or the Success Academy.</i>

- 2. Arson (ARS)*** - To intentionally damage, or cause to be damaged, by fire or explosion, any dwelling, structure or conveyance, whether occupied or not, or its contents. *Must be reported to law enforcement.* Fires that are not intentional, that are caused by accident, or do not cause damage are not required to be reported in SESIR.

Infraction	Middle and high school
First	Level V (Plan 5)

- 3. Aggravated Battery (BAT)*** – (intentional great bodily harm) A battery where the attacker intentionally or knowingly causes more serious injury, such as: great bodily harm, permanent disability, or permanent disfigurement; uses a deadly weapon; or, where the attacker knew or should have known the victim was pregnant. *Must be reported to law enforcement.*

Infraction	Middle and high school
First	Level V (<i>Plan 5</i>)

- 4. Burglary (BRK)**** – (illegal entry into a facility) Unlawful entry into or remaining in a dwelling structure or conveyance with the intent to commit a crime therein.

Infraction	Middle and high school
First	Level IV (<i>Plan 4</i>)

- 5. Bullying (BUL)****** – (intimidating behaviors that are repeated, intentional, and involve a power imbalance) Includes cyberbullying and means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees that is severe or pervasive enough to create an intimidating, hostile, or offensive environment; or unreasonably interfere with the individual's school performance or participation. It is further defined as unwanted and repeated written, verbal or physical behavior, including any threatening, insulting, or dehumanizing gesture; or to cause discomfort or humiliation; and may involve, but is not limited to: teasing, stalking, destruction of property, intimidation, public or private humiliation, sexual, religious or racial harassment, threat, theft, social exclusion, physical violence or cyberbullying.

Infraction	Middle and high school
First	Level II (<i>Plan 2 Interventions/ATS/OSS</i>)
Repeated	Level III (<i>Plan 3 Interventions/ATS/OSS</i>) or Level III w/ SARC Review

- 6. Disruption on Campus (DOC)***** – (major disruption of all or a significant portion of campus activities, school-sponsored events, and school bus transportation) Disruptive behavior that poses a serious threat to the learning environment or the health, safety or welfare of others. Examples of major disruptions include bomb threats, inciting a riot or initiating a false fire alarm. For disruptive behavior in classroom environment or related functions, see **#28 Disruptive Behavior**. *Threat or false report requires referral to Mental Health Team.*

Infraction	Middle and high school
First	Level III (<i>Plan 3</i>)

- 7. Drug Sale/Distribution (DRD)**** – (illegal drug possession or use) The use or possession of any drug, narcotic, controlled substance, or any substance when used for chemical intoxication. Use, possession or being under the influence of any drug also includes any substance represented to be a drug used for the purpose of altering brain function including but not limited to synthetic marijuana, synthetic cathinone (bath salts) and prescription drugs not prescribed to the student. For alcohol see **#1 ALC**. For over-the-counter drugs, see **#45 Other Rule Violations**.

Infraction	Middle and high school
First	Level IV (<i>Plan 4</i>)

- 8. Drug Use/Possession Excluding Alcohol (DRU)***** – (illegal drug possession or use) The use or possession of any drug, narcotic, controlled substance, or any substance used for chemical intoxication. Use, possession or being under the influence of any drug also includes any substance represented to be a drug used for the purpose of altering brain function including but not limited to synthetic marijuana, synthetic cathinone (bath salts) and prescription drugs not prescribed to the student. For alcohol see **#1 ALC**. For over-the-counter drugs, see **#45 Other Rule Violations**.

Infraction	Middle and high school
First and Repeated	Level III (<i>Plan 3</i>) <i>Executive Director of Student Services/Designee and the school principal will determine corrective action including but not limited to alternative placement at the Prevention Center or the Success Academy.</i>

- 9. Fighting (FIT)***** – (mutual combat, mutual altercation) When two or more persons mutually participate in use of force or physical violence that requires either physical interventions or results in injury requiring first aid or medical attention. Lower-level fights, including pushing, shoving, or altercations that stop on verbal command are excluded; see **#38 Peer Conflict**.

Infraction	Middle and high school
First	Level III (<i>Plan 3 Interventions/ATS/OSS</i>)
Repeated	Level IV (<i>Plan 4</i>)

- 10. Harassment (HAR)****** - (one-time, insulting behaviors) Any threatening, insulting or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct that 1) places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property, 2) has the effect of substantially interfering with a student's educational performance, opportunities or benefits, or 3) has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose.

Infraction	Middle and high school
First	Level II (<i>Plan 2 Interventions/ATS/OSS</i>)
Repeated	Level III (<i>Plan 3 Interventions/ATS/OSS</i>) or Level III w/ SARC review

11. Hazing (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. “Hazing” includes, but is not limited to: (1) pressuring, coercing or forcing a student to participate in illegal or dangerous behavior, or (2) any brutality of a physical nature such as whipping, beating, branding or exposure to the elements.

Infraction	Middle and high school
First	Level III (<i>Plan 3 Interventions/ATS/OSS</i>)

12. Homicide (HOM)* – (murder, manslaughter) Unjustified killing of one human being by another. *Must be reported to law enforcement.*

Infraction	Middle and high school
First	Level V (<i>Plan 5</i>)

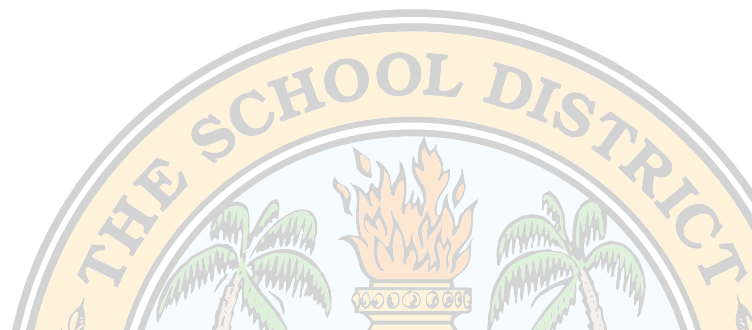
13. Kidnapping (KID)* – (abduction of an individual) Forcibly, or by threat, confining, abducting or imprisoning another person against his/her will and without lawful authority. *Must be reported to law enforcement.*

Infraction	Middle and high school
First	Level V (<i>Plan 5</i>)

14. Other Major (OMC)*** – (major incidents that do not fit within the other definitions) Any serious, harmful incident resulting in the need for law enforcement consultation not previously classified. This includes, but is not limited to, any drug or weapon found unintended and not linked to any individual; such incidents must be coded with appropriate related element (such as Drug-related or Weapon-related) and incident involvement must be reported as unknown; students producing or knowingly using counterfeit money, participating in gambling activities, possessing child pornography or possessing drug paraphernalia.

Infraction	Middle and high school
First	Level III (<i>Plan 3 Interventions/ATS/OSS</i>) or Level III w/SARC review
Repeated	Level IV (<i>Plan 4</i>)

*For First Offense Major Level IV, consult with Executive Director of Student Services/Designee.



15. Physical Attack (PHA)** – An actual and intentional striking of another person against his/her will, or the intentional causing of bodily harm to an individual.

Infraction	Middle and high school
First	Level IV (<i>Plan 4 Interventions/ATS/OSS</i>)
Repeated	Level IV (<i>Plan 4 Interventions/ATS/OSS</i>) or Level II w/ SARC review

16. Robbery (ROB)** – (using force to take something from another) The taking or attempted taking of anything of value that is owned by another person or organization, under confrontational circumstances of force or threat of force or violence and/or by putting the victim in fear.

Infraction	Middle and high school
First	Level IV (<i>Plan 4</i>)

17. Larceny/Theft (STL)*** – (taking of property from a person, building, or a vehicle) The unauthorized taking, carrying, riding away or concealing the property of another person, including motor vehicles, without threat, violence or bodily harm, when the stolen property totals \$750 or more. For stolen property less than \$750, see **#39 Petty Theft**.

Infraction	Middle and high school
First	Level III (<i>Plan 3</i>)

18. Sexual Assault (SXA)** – An incident that includes fondling, indecent liberties, child molestation or threatened rape. Both male and female students can be victims of sexual assault. The threat must include all of the following elements: (1) intent – an intention that the threat is heard or seen by the person who is the object of the threat; (2) fear – a reasonable fear or apprehension by the person who is the object of the threat that the threat could be carried out; and (3) capability – the ability of the offender to actually carry out the threat directly. *Must be reported to law enforcement. School-based Equity Coordinator should be notified to provide Title IX information.*

Infraction	Middle and high school
First	Level IV (<i>Plan 4</i>)

19. Sexual Battery (SXB)* – (attempted or actual) 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 foreign object. Both males and females can be victims of sexual battery. *Must be reported to law enforcement. School-based Equity Coordinator should be notified to provide Title IX information.*

Infraction	Middle and high school
First	Level V (<i>Plan 5</i>)

20. Sexual Harassment (SXH)*** – (undesired sexual behavior) Unwanted verbal or physical behavior with sexual connotations by an adult or student that is severe or pervasive enough to create an intimidating, hostile or offensive educational environment, cause discomfort or humiliation, or unreasonably interfere with the individual’s school performance or participation. Or, an incident when one person demands a sexual favor from another under the threat of physical harm or adverse consequence. *Must be reported to law enforcement. School-based Equity Coordinator should be notified to provide Title IX information.*

Infraction	Middle and high school
First	Level III (<i>Plan 3 Interventions/ATS/OSS</i>) or Level III w/SARC review
Repeated	Level IV (<i>Plan 4</i>)

21. Sexual Offenses (SXO)*** – (lewdness, indecent exposure) Other sexual contact, including intercourse, without force or threat of force, subjecting an individual to lewd sexual gestures, sexual activity, or exposing private body parts in a lewd manner. *Must be reported to law enforcement. School-based Equity Coordinator should be notified to provide Title IX information.*

Infraction	Middle and high school
First	Level III (<i>Plan 3</i>)

22. Tobacco – Nicotine (TBC)**** – ((cigarettes or other forms of tobacco/nicotine) The possession, use, distribution or sale of tobacco or nicotine products (including electronic nicotine delivery systems) on school grounds, at school-sponsored events or on school transportation by any person under the age of 21. Tobacco incidents cannot be Drug-related.

Infraction	Middle and high school
First	Level II (<i>Plan 2 Interventions/ATS</i>)
Repeated	Level II (<i>Plan 2 Interventions/ATS/OSS</i>) w/SARC review

Successful completion of a Nicotine Prevention course is required for a second offense.

23. Threat/Intimidation (TRE)*** – (instilling fear in others) An incident where there was no physical contact between the offender and victim, but the victim felt that physical harm could have occurred based on verbal or nonverbal communication by the offender. This includes nonverbal threats and verbal threats of physical harm which are made in person, electronically or through any other means. Threat includes all of the following elements: (1) intent – an intention that the threat is heard or seen by the person who is the object of the threat; (2) fear – a reasonable fear or apprehension by the person who is the object of the threat that the threat could be carried out; and (3) capability – the ability of the offender to actually carry out the threat directly or by a weapon or other instrument that can easily be obtained.

23. Threat/Intimidation (TRE)***, CONTINUED

Infraction	Middle and high school
First	Level III (<i>Plan 3 Interventions/ATS</i>)
Repeated	Level III (<i>Plan 3 Interventions/ATS/OSS</i>) or Level III w/SARC review
*First major toward staff member	Level IV (<i>Plan 4</i>)
*First major student-to-student	Level IV (<i>Plan 4</i>)
*First major school-wide threat	Level V (<i>Plan 5</i>)
*Consult with Executive Director of Student Services/Designee	

24. Trespassing (TRS)** – (illegal entry onto campus) To enter or remaining 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.

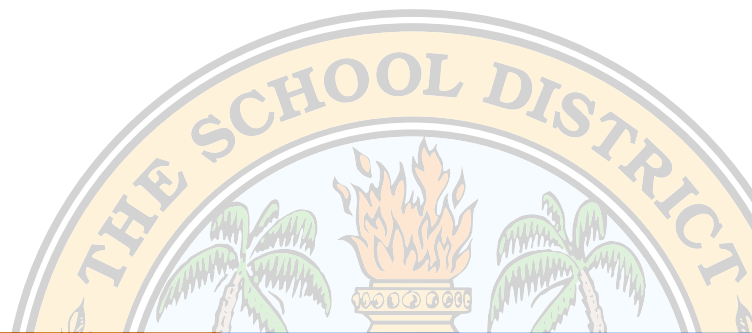
Infraction	Middle and high school
First	Level IV (<i>Plan 4</i>)

25. Vandalism (VAN)*** – (destruction, damage, or defacement of school or personal property) The intentional destruction, damage or defacement of public/personal or private property without consent of the owner or the person having custody or control of it, when the resulting damage amounts to \$1,000 or more. For damage amounts less than \$1,000, see **#45 Other Rule Violations**.

Infraction	Middle and high school
First	Level III (<i>Plan 3 Interventions/ATS/OSS</i>)
Repeated	Level III (<i>Plan 3</i>) w/SARC review

26. Weapons Possession (WPO)** – (possession of firearms and other instruments which can cause harm) Possession of a firearm or any instrument or object as defined by Section 790.001, F.S., or district code of conduct that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm. For additional information refer to weapons in the glossary. *Must be reported to law enforcement. Possession of a firearm or weapon requires a referral to Mental Health Team.*

Infraction	Middle and high school
First	Level V (<i>Plan 5</i>)



27. Cheating (CHT) – Inappropriate and deliberate distribution or use of an electronic device, information, notes, materials or work of another person in the completion of an academic exam, test or assignment in an online or traditional course, to include plagiarism.

Infraction	Middle and high school
First	Level II (<i>Plan 2 Interventions/ATS</i>)
Repeated	Level II (<i>Plan 2 Interventions/ATS/OSS</i>) or Level II w/ SARC review
*For First Offense Major, consult with Executive Director of Student Services or designee.	

28. Disruptive Behavior (DIS) – Participating in and/or encouraging any activity that substantially disrupts the classroom environment or its related functions.

Infraction	Middle and high school
First and Repeated - Minor	Level II (<i>Plan 2 Interventions/ATS/OSS</i>)
First - Major	Level II (<i>Plan 2 Intervention/ATS/OSS</i>)
Repeated - Major	Level II (<i>Plan 2 Interventions/ATS/OSS</i>) or Level II w/ SARC Review
*Repeated and chronic disruptive behaviors that significantly impact the educational environment may be referred to SARC for consideration of alternative placement at the Success Academy upon administrative review.	

29. Dress Code Violation (DCV) – Failure to comply with dress code requirement(s). For schools with a uniform policy, refer to the school's student handbook for additional dress code information regarding specific school standards.

Infraction	Middle and high school
First	Level I - <i>Verbal warning and parent contacted</i>
Second	Level I - <i>Loss of eligibility for participation in extracurricular activities (maximum of five days), or ATS action and parent contacted</i>
Third - Repeated	Level II - <i>Loss of eligibility for participation in extracurricular activities (maximum of 30 days). ISS not to exceed three days. Verbal and written parent contact regarding consequences. (Section 1006.07, Florida Statutes)</i>

30. Use of Electronics/Telecommunications Devices (ETD) - Display or use of a personal electronic or telecommunication device during school hours. Students may possess cell phones and other personal electronic devices while on school grounds during regular school hours. However, they must be turned off at all times unless utilized for an approved activity. **Possession of all personal electronic devices, including cell phones, is at the student's own risk and the school assumes no responsibility, legal or otherwise, with regard to these items.** Middle school usage is restricted to approved activities. Devices must be turned off and put away at all other times.

30. Use of Electronics/Telecommunications Devices (ETD), *CONTINUED*

High school usage is only allowed during non-instructional time or for an approved activity. Display of weapons or inappropriate messages, pictures or images on one's cellular phone or electronic device that cause a disruption to the safe operation of the school:

Infraction	Middle and high school
First	Level IV (Plan 4) *Consult with law enforcement

Display or use of cellular phone or other telecommunication devices or electronic equipment unless for an approved activity including, but not limited to, MP3 players, radios, CD players, headsets or PSPs during regular school hours:

Infraction	Middle and high school
First	Level II (Plan 2 Interventions/ATS)
Repeated	Level II (Plan 2 Interventions/ATS/OSS)

Unauthorized use of an electronic device or camera to record school-related events or activities on campus:

Infraction	Middle and high school
First	Level III (Plan 3)

Unauthorized taping , photographing, or posting on social media of a disruption on campus (fighting, peer conflicts, etc.) that can be used to degrade, threaten, intimidate or dehumanize the student involved:

Infraction	Middle and high school
First	Level III (Plan 3)

Sexting or display of pornographic or inappropriate messages, pictures or images on one's cellular phone:

Infraction	Middle and high school
First	Level IV (Plan 4) *Consult with law enforcement

31. False Accusation (FAL) – Making false accusation(s) against a staff member or other student that may jeopardize employment, education, professional certification or reputation including, but not limited to, accusations created and/or transmitted from any computer or any electronic device during school hours or the use of FortifyFL to make false accusations.

Infraction	Middle and high school
First and repeated	Level III (Plan 3 Interventions/ATS/OSS)
First major (toward a staff member)	Level III (Plan 3 Interventions/ATS/OSS) or Level II w/ SARC review

32. Forgery/Misuse (FOR) – Making a false or misleading communication to a school staff member with either the intent to deceive or under circumstances which would reasonably be calculated to deceive the staff member.

Infraction	Middle and high school
First	Level III (<i>Plan 3 Interventions/ATS/OSS</i>)
Repeated	Level III (<i>Plan 3 Interventions/ATS/OSS</i>) or Level w/ SARC review

33. Gang-Related Activity (GRA) – Engaging in any verbal, written or physical act which is associated with becoming a member of a gang, being a member of a gang or participating in gang-identified rituals or behaviors.

Infraction	Middle and high school
First	Level III (<i>Plan 3 Interventions/ATS/OSS</i>)
Repeated	Level III w/SARC review

34. Horseplay (HRS) – Participating in and/or encouraging an activity that involves minor physical contact of a nonconfrontational nature.

Infraction	Middle and high school
First	Level I (<i>Plan 1 Interventions/ATS</i>)
Repeated	Level II (<i>Plan 2 Intervention/ATS/OSS</i>)

35. Insubordination/Disrespect (INS) – Refusal or failure to follow a direction or an order from a school staff member, bus driver or any adult in authority, and/or the use of words or acts which demean, degrade, antagonize or humiliate a person or group of persons.

Infraction	Middle and high school
First - minor	Level II (<i>Plan 2 Interventions/ATS/OSS</i>)
Repeated - minor	Level II (<i>Plan 2 Interventions/ATS/OSS</i>) Or Level II w/ SARC review
First - major	Level II (<i>Plan 2 Interventions/ATS/OSS</i>) Or Level II w/SARC
First gross insubordination to staff member	Level II w/ SARC review

*Gross insubordination to staff that significantly impacts the educational environment may be referred to SARC for consideration of alternative placement at the Success Academy upon administrative review.

*Consult with Executive Director of Student Services/Designee for Level III consideration.

36. No-Show for Discipline (NSD) – Failure to serve a disciplinary consequence including but not limited to after-school detention, lunch detention, Saturday school, work detail or other alternatives to suspension.

Infraction	Middle and high school
First	Level II (<i>Plan 2 Interventions/ATS</i>)

37. Off-Campus Felony (FEL) - A student who has been formally charged, by the proper prosecuting attorney, with a felony or with a delinquent act which would be a felony if committed by an adult on other than school property, or a student who has been adjudicated guilty of a felony on other than school property, may be recommended for alternative reassignment or expulsion by the Principal if it is determined that the student's presence at school will have an adverse impact on the education environment.

Infraction	Middle and high school
First	Level IV (<i>Plan 4</i>)

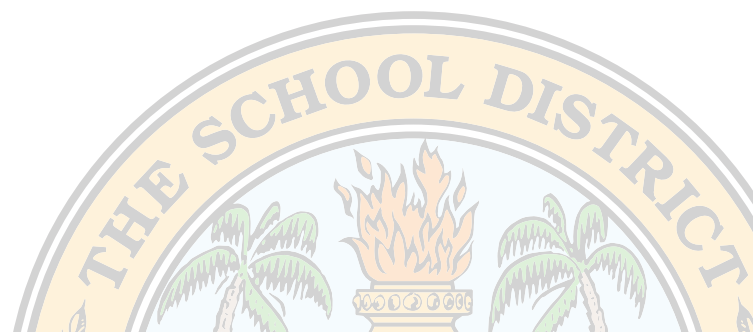
*Felony offenses for alternative placement:

- Drugs/Drug Sale/Drug Distribution
- Weapons
- Sexual offense
- Aggravated battery

*Principals may consult with Executive Director of Student Services/Designee for Felony Offenses not listed.

38. Peer Conflict (PRC) – Mutual participation in an altercation, either verbal or physical, including but not limited to pushing, shoving and other forms of minor confrontations that do not require medical attention. When a staff member intervenes, participants in the altercation comply and stop. For more severe physical altercations see **#9 Fighting**.

Infraction	Middle and high school
First	Level I (<i>Plan 1 Interventions/ATS</i>)
Repeated	Level II (<i>Plan 2 Interventions/ATS/OSS</i>)



39. Petty Theft (PTF) – Unauthorized taking, carrying or concealing property of another person without threat, violence or bodily harm, and the stolen property totals less than \$750. For greater than \$750 see **#17 Larceny/Theft**.

Infraction

First under \$100

Repeated or over \$100, less than \$500

Repeated or over \$500, less than \$750

Middle and high school

Level I (*Plan 1 Interventions*)

Level II (*Plan 2 Interventions/ATS/OSS*)

Level II (*Plan 2 Interventions/ATS/OSS*)
or Level 2 w/ SARC review

40. Profanity (PRO) – Use of profanity and/or vulgar, abusive or inappropriate language, clothing or gestures.

Infraction

Middle and high school

General use in conversation

First and repeated Level I (*Plan 1 Interventions*)

Student directed to student

First and repeated Level II (*Plan 2 Interventions/ATS*)

Student directed to adult

First Level III (*Plan 3 Interventions/ATS/OSS*)

Repeated Level III (*Plan 3 Interventions/ATS/OSS*) or Level III w/ SARC

Racial/ethnic/gender slurs

First Level III (*Plan 3 Interventions/ATS/OSS*)

Repeated Level III (*Plan 3 Interventions/ATS/OSS*) or Level III w/ SARC review

41. Safety Violation (SFE) – Engaging in an act that endangers the safety of others.

Infraction

Middle and high school

Weapon (not defined by state statute)

First Level IV (*Plan 4*)

Use of common object to inflict harm on others

First Level IV (*Plan 4 Interventions/ATS/OSS*)

Repeated Level IV (*Plan 4 Interventions/ATS/OSS*) w/ SARC review

Throwing an inappropriate object

First Level III (*Plan 3 Interventions/ATS/OSS*)

Repeated Level III (*Plan 3 Interventions/ATS/OSS*) or Level III w/SARC review

41. Safety Violation (SFE), *CONTINUED*

Other actions that endanger the safety or welfare of others

First Level III (*Plan 3 Interventions/ATS/OSS*)

Repeated Level III (*Plan 3 Interventions/ATS/OSS*) or Level III w/ SARC review

Leaving campus without permission

First and repeated Level III (*Plan 3 Interventions/ATS*)

42. Skipping Class (SKP) – Not reporting to or leaving an assigned class, activity or area without receiving proper approval and/or following the established procedures for checking out of a class.

Infraction **Middle and high school**

First and repeated Level I (*Plan 1 Interventions/ATS*)

43. Tardiness (TAR) – Late arrival to a class or to school, or the failure to sign in upon arrival to school.

Infraction **Middle and high school**

Tardy to class (start every quarter with clean slate)

First and repeated Level I (*Plan 1 Interventions/ATS*)

Tardy to school

First and repeated Level I (*Plan 1 Interventions/ATS*)

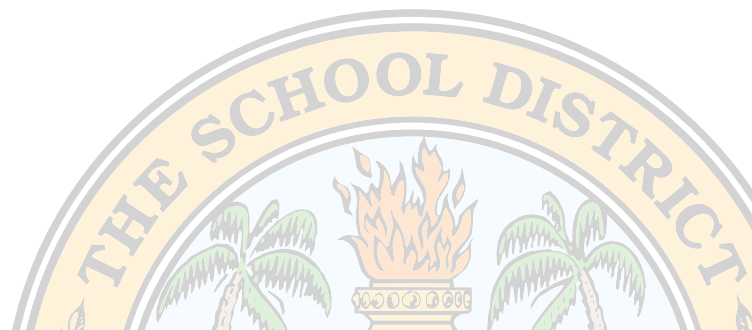
Failure to sign in

First and repeated Level I (*Plan 1 Interventions/ATS*)

44. Unauthorized Area (UNA) - Being present in buildings, rooms or other areas on a school campus the student is not assigned to at that time, or an area not designated for student access without authorization.

Infraction **Middle and high school**

First and repeated Level I (*Plan 1 Interventions/ATS*)



45. Other Rule Violations (OTH) – Other rule violations that do not fall into the above categories or other offenses as indicated below.

Infraction Middle and high school

Possession, use, sale or distribution of over-the-counter medication and/or supplements, including but not limited to aspirin, vitamins, Tylenol and/or personal prescription medication without intent to sell

First	Level II (Plan 2 Interventions/ATS/OSS)
Repeated	Level II (Plan 2 Interventions/ATS/OSS) or Level II w/ SARC review

Vandalism offenses that result in damage amounts totaling less than \$1,000

First	Level II (Plan 2 Interventions/ATS/OSS)
Repeated	Level II (Plan 2 Interventions/ATS/OSS) or Level II w/SARC review

Possession, use, distribution or sale of tobacco (including e-cigarettes) by any person 21 or older

First and repeated	Level II (Plan 2 Interventions/ATS/OSS)
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Possession, use, storage and/or sale of contraband to include but not limited to lighters, toys, games, laser pens/pointers and/or ammunition during regular school hours or school-sponsored activities

First and repeated	Level I (Plan 1 Interventions/ATS)
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Possession of pornographic material

First and repeated	Level III (Plan 3) *Consult Law Enforcement
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Manipulating computer hardware, software, data and/or the misuse of telecommunication services, including but not limited to the improper use of technology devices, posting of inappropriate information on the Internet and/or accessing inappropriate website during or after school hours that may interfere with the educational process

First	Level III (Plan 3 Interventions/ATS/OSS)
Repeated	Level III (Plan 3 Interventions/ATS/OSS) or Level III w/ SARC review
First - major	Level III w/ SARC review

Unapproved possession, posting or distribution of printed materials, petitions, electronic messages and/or graphic representations in school grounds or property

First	Level II (Plan 2 Interventions/ATS/OSS)
Repeated	Level II (Plan 2 Interventions/ATS/OSS) or Level II w/ SARC review

45. Other Rule Violations (OTH), CONTINUED

Participating in acts of public display of affection

- First Level I (Plan 1 Interventions)
- Repeated Level I (Plan 1 Interventions)

Involvement in any transportation (bus) or bus stop (when bus present) violation

- First Level II (Plan 2 Interventions/ATS/OSS)
- Repeated Level II (Plan 2 Interventions/ATS/OSS) or Level II w/ SARC review

*Review for major offenses on bus, see incidents 1-45. Principal/designee has the authority to cite other appropriate discipline infractions from the **Code of Conduct for Students** when dealing with transportation incidents.*



CONSEQUENCES/RESPONSES

KEY: + Violent incidents that must be reported in the data element "injury related"

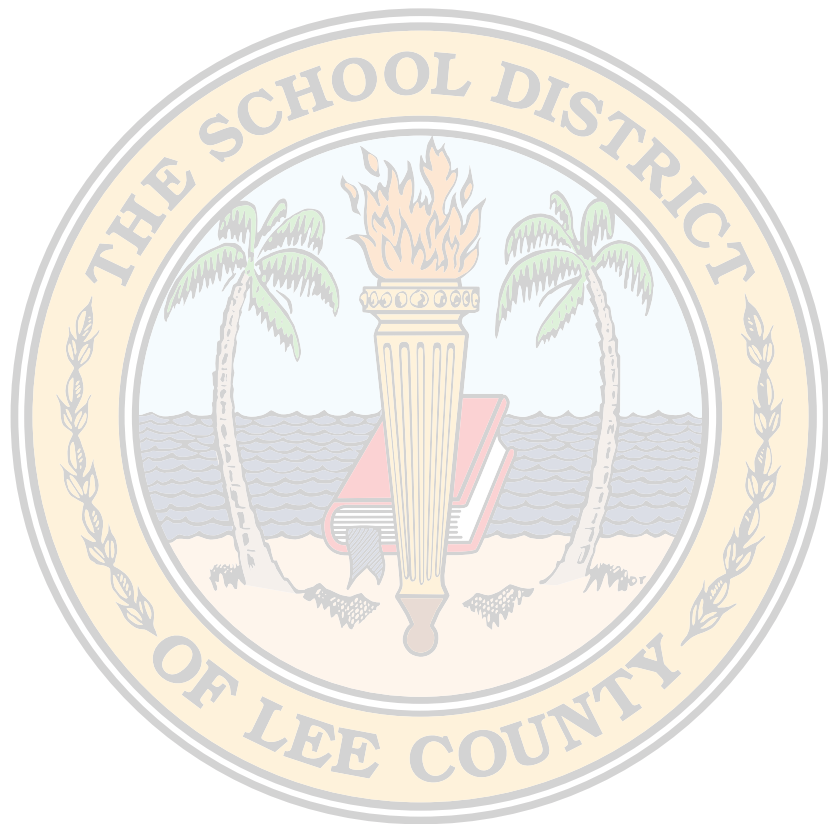
Violent incidents if they result in bodily harm that must be reported in the data element "injury-related"

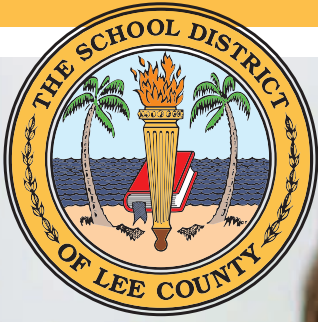
X Must be reported to law enforcement

Infractions are rated from **, for the least severe School Environmental Safety Incident Report (SESIR) infractions, to *, for the most severe, per the Florida Department of Education (FLDOE)**

Level of consequence						Major incident report	School will contact	
Infraction/Violation	1	2	3	4	5		Law Enforcement	SDLC
Alcohol (ALC)****			●			✓	Expected	
Arson (ARS)* #					●	✓	Required	✓
Battery (BAT)* + x					●	✓	Required	✓
Burglary (BRK)** #					●	✓	Expected	
Bullying (BUL)**** #		●	●			✓	Suggested	✓
Disruption on Campus (DOC)*** #			●			✓	Expected	
Drug Sale/Distribution (DRD)**				●		✓	Expected	
Drug Use/Possession (DRU)***			●			✓	Expected	
Fighting (FIT)*** #			●	●		✓	Suggested	
Harassment (HAR)**** #		●	●			✓	Suggested	✓
Hazing (HAZ)*** #			●			✓	Expected	
Homicide (HOM)* + x					●	✓	Required	✓
Kidnapping (KID)* + x					●	✓	Required	✓
Other Major (OMC)*** #			●	●		✓	Expected	
Physical Attack (PHA)** #				●		✓	Expected	
Robbery (ROB)** #				●		✓	Expected	
Larceny/Theft (STL)***			●			✓	Expected	
Sexual Assault (SXA)**				●		✓	Expected	✓
Sexual Battery (SXB)* + x					●	✓	Required	✓
Sexual Harassment (SXH)*** #			●	●		✓	Expected	✓
Sexual Offenses (SXO)***			●			✓	Expected	
Tobacco/Nicotine (TBC) *****		●				✓	Suggested	
Threat/Intimidation (TRE)***			●	●		✓	Expected	
Trespassing (TRS)**				●		✓	Expected	
Vandalism (VAN) ***			●			✓	Expected	
Weapons Possession (WPO)** x					●	✓	Required	✓
Cheating (CHT)		●					N/A	
Disruptive Behavior (DIS)		●					Administrative discretion	
Dress Code Violation (DCV)	●	●					N/A	
Electronics/Telecommunications Devices (ETD)								
• Display of weapon/inappropriate messages			●				Suggested	
• Display/use of device		●					N/A	
• Unauthorized use of device to record			●				N/A	
• Unauthorized taping/photographing of a disruption on campus			●				Suggested	
• Sexting/display of pornographic/inappropriate text/image			●				Suggested	

Level of consequence						Major incident report	School will contact	
Infraction/Violation	1	2	3	4	5		Law Enforcement	SDLC
False Accusation (FAL)			●				Administrative discretion	
Forgery (FOR)			●				N/A	
Gang-Related Activity (GRA)			●				Suggested	
Horseplay (HRS)	●	●					N/A	
Insubordination/Disrespect (INS)		●					Administrative discretion	
No-Show for Discipline (NSD)		●					Administrative discretion	
Off-Campus Felony (FEL)				●			N/A	
Peer Conflict (PRC)	●	●					Administrative discretion	
Petty Theft (PTF)	●						Administrative discretion	
Profanity (PRO)								
• General use	●						N/A	
• Student to student		●					N/A	
• Student to adult			●					
• Racial/ethnic/derogatory slurs			●				Administrative discretion	
Safety Violation (SFE)								
• Weapon (non-statutory)				●			Required	✓
• Use of object to inflict harm				●			Suggested	
• Throwing an inappropriate object			●				N/A	
• Other actions that endanger			●				Suggested	
• Leaving campus without permission			●				Administrative discretion	
Skippping Class (SKP)	●						N/A	
Tardiness (TAR)								
• Tardy to class	●						N/A	
• Tardy to school	●						N/A	
• Failure to sign in	●						N/A	
Unauthorized Area (UNA)	●						N/A	
Other Rule Violations (OTH)								
• Possession/distribution of over-the-counter medication		●					Suggested	
• Vandalism less than \$1,000		●					Suggested	
• Possession/distribution of tobacco/nicotine (21 or older)		●					Suggested	
• Possession/sale of contraband	●						Administrative discretion	
• Possession of pornographic material			●				Expected	
• Manipulating computer hardware, software or data or misuse of telecommunication services			●				Administrative discretion	
• Unapproved possession/distribution of printed materials, electronic messages or graphic representations		●					Administrative discretion	
• Participating in public displays of affection	●						N/A	
• Involvement in any transportation (bus) or bus stop violation		●					Administrative discretion	





ESSENTIAL INFORMATION

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ALCOHOL AND TOBACCO

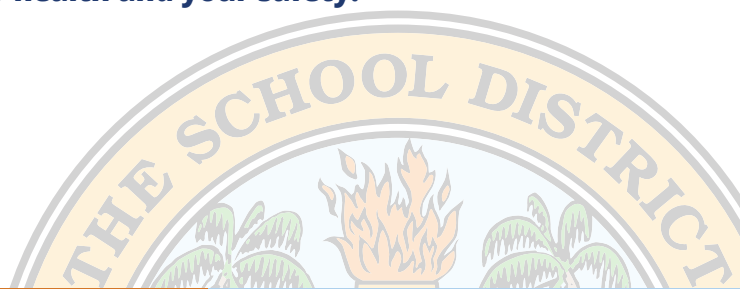
► Alcohol, tobacco and drug prevention tips for students

Young people are faced with many challenges. However, very few have the potential to affect your life in a more significant way than the decisions you make about alcohol and drugs. These choices will influence your health, your grades, your relationships, your job or career, maybe even your freedom. Here are some tips on how to protect yourself and reduce the risk of alcohol and drug problems.

Talk to your child about drugs:

- **Choose like-minded friends.** Pay attention to who you are hanging out with. Avoid peer pressure by hanging out with friends who also disagree with underage drinking and using drugs. Be a role model and set a positive example.
- **Make Connections With Your Parents or Other Adults.** As you grow up, having people you can rely on and talk to about life, its challenges, and your decisions about alcohol and drugs is very important. Someone else's life experiences can help put things in perspective.
- **Follow the Family Rules About Alcohol and Drugs.** Having the trust and respect of your parents is very important as you grow up and want to have more freedom. Don't let alcohol and drugs come between you and your parents.
- **Get Educated About Alcohol and Drugs.** Do not rely on the false information from your friends and social media. Talking with your parents about alcohol and drugs can be very helpful. It may seem like "everyone is doing it," but they are not. Do some research from a trusted source.
- **Plan Ahead.** When going to a party or out with friends, you need to plan ahead in order to protect yourself. Keep a bottled drink like a soda or iced tea with you to drink at parties. People will be less likely to pressure you to drink alcohol if you're already drinking something. If you end up in a dangerous situation, get out fast. Make up code words to text a parent or trusted adult. To them, your safety is always first priority.
- **Get Help.** If you or someone you know needs help, call SAMHSA's National Helpline's free, confidential, 24/7, 365 days a year treatment referral and information service in English and Spanish at 1-800-662-HELP (4357). Don't wait. You don't have to be alone.

**Learn how to enjoy life and the people in your life, without adding alcohol or drugs.
Take responsibility for your life, your health and your safety.**



► Alcohol, tobacco and drug prevention tips for parents

As a parent, you have a major impact on your child's decision not to use tobacco, alcohol, and drugs. It's important to have conversations with your child about drug and alcohol use. Choose times when you're unlikely to be interrupted — and set aside phones. It is not recommended to have a conversation, when you're angry with your child, when you aren't prepared to answer questions, or when your child is drunk or high.

Talk to your child about drugs:

- **Ask about their views.** Avoid lectures. Instead, listen to your child's opinions and questions about drugs. Assure your child that he or she can be honest with you.
- **Discuss reasons not to use drugs.** Avoid scare tactics. Emphasize how drug use can affect the things that are important to them — such as sports, driving, health and appearance.
- **Know the facts.** The human brain continues to develop until the age of 25. Alcohol and other drugs can impair good decision-making and cause long-term consequences to the brain.
- **Consider media messages.** Social media, television programs, movies, and songs can glamorize or make light of drug use. Talk about what your child sees and hears.
- **Discuss ways to resist peer pressure.** Brainstorm with your child about how to turn down offers of drugs. Since most kids will face peer pressure at some time, your child should have a plan for how to respond to it.

Other preventive strategies to consider:

- **Know their activities.** Pay attention to your child's whereabouts. Encourage him or her to get involved in adult-supervised activities.
- **Establish rules and consequences.** Explain your family rules and send a clear message that you disapprove underage alcohol and drug use. If your child breaks the rules, consistently enforce consequences.
- **Know their friends.** If your child's friends use drugs, he or she might feel pressure to experiment, too. Encourage positive friendships.
- **Keep track of prescription drugs.** Take an inventory of all prescription and over-the-counter medications in your home.
- **Provide support.** Offer praise and encouragement when your child succeeds. A strong bond between you and your child can help prevent your teen from using drugs.
- **Set a good example.** If you drink, do so in moderation. Use prescription drugs as directed. Don't use illicit drugs.

It's never too soon to start talking to your child about drug abuse.

The conversations you have today can help your teen make healthy choices in the future.

Adapted from The Mayo Clinic <https://www.mayoclinic.org/healthy-lifestyle/tween-and-teen-health/in-depth/teen-drug-abuse/art-20045921>



#EVERYDAYMATTERS

ATTEND TODAY. ACHIEVE TOMORROW.

ATTENDANCE

All students are required to attend school every day of the school year. Parents are responsible for their child's daily school attendance.

Students shall be counted in attendance if they are actually present at school at the time the attendance is taken or are away from school on a school day and engaged in an educational activity that constitutes a part of the school-approved instructional program for the student (*Section 1003.23, Florida Statutes*).

- All students are expected to be on time and present each day school is open during the school year.
- Students may not be absent from school without permission of the principal/designee.
 - The school principal or designee is the only person authorized to excuse a student's absence.
 - Any time a student is absent from school, the parent or guardian must communicate the reason for the absence to the school. A phone call or note from a parent/guardian is a request that a student's absence be excused.
 - When a student accumulates an excessive number of absences – five (5) days in a calendar month or ten (10) days within 90 calendar days – and additional absences occur which are caused by illness, a written statement from a physician verifying that the absence was caused by an illness may be required by the principal to be submitted by the parent/guardian (**School Board Policy 4.16**).
- Habitual tardiness is defined as six (6) or more tardies to school or to an individual class per quarter.

Poor attendance
can influence whether
children read proficiently
by the end of **3rd grade**
or be held back.

By **6th grade, chronic
absence** becomes a
leading indicator that a
student will drop out of
high school.

9th grade attendance is
a better **predictor of
school dropout**
than **8th grade**
test scores.

*Goss, C. L., & Andren, K. J. (2014). Dropout prevention. The Guilford Press.; National Dropout Prevention Center (2017).

BULLYING/HARASSMENT

Section 1006.147 of Florida Statute prohibits bullying or harassment of any student or employee of a public K-12 educational institution. The District will not tolerate bullying or harassment of any type. All students and employees have the right to feel respected, secure and safe while participating in school and school-related activities. School District policy and procedures are specified in **School Board Policy 4.14**. The policy requires that:

- All incidents of bullying or harassment be reported to the designated administrator.
- All allegations of bullying or harassment are investigated in a timely manner.
- Parents of both parties (*the alleged bully and the target*) are notified that the investigation is occurring.
- Parents are notified of the outcome of the investigation by the school.
- Interventions and disciplinary consequences will be provided to a student who has committed an act (*or acts*) of bullying.
- The student who is the target of the behavior receives appropriate interventions and follow up.

Bullying includes cyberbullying and means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal or physical behavior, including any threatening, insulting or dehumanizing gesture by a student or adult that is severe or pervasive enough to create an intimidating, hostile or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation. It may involve but is not limited to:

- | | | |
|---------------------------|--|--|
| • Teasing | • Social exclusion | • Sexual (including gender identity/expression, and sexual orientation) based harassment (investigated separately through Title IX). |
| • Threats | • Physical violence | |
| • Stalking | • Public or private humiliation | |
| • Destruction of property | • Cyberbullying | |
| • Theft | • Religious-, disability- or racially based harassment | |
| • Intimidation | | |

► There are 4 types of bullying:

1. Verbal

2. Physical

3. Emotional

4. Cyberbullying

Harassment is 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 or opportunities, or 3) has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose.

Bullying or harassment may or may not be related to race, color, national origin, ethnicity or disability. **Harassment** (including sexual harassment covered under Title IX) based on race, color, national origin, gender and/or disability is against the law. **Discrimination** based on race, color and/or national origin is against the law.

Examples of conduct which may constitute bullying or harassment include:

- Graffiti containing offensive language directed towards a person or persons
- Name-calling, jokes or rumors
- A threat directed at another because of one's race, color, gender, sexual orientation, ethnicity, national origin, disability, or personal attributes
- Notes or cartoons related to one's race, color, ethnicity, national origin, disability, or personal attributes
- Racial slurs, negative stereotypes, and hostile acts based on one's personal attributes
- A physical act of aggression or assault upon another because of, or in a manner reasonably related to, race, color, ethnicity, national origin, disability or personal attributes
- Other aggressive conduct such as theft or damage to property which is motivated by one's race, color, national origin, ethnicity or disability

Sexual harassment consists of unwanted verbal or physical behavior with sexual connotation that is severe or pervasive enough to create an intimidating, hostile or offensive educational environment, cause discomfort or humiliation or unreasonable interference with the individual's school performance or participation; unwelcome and repeated sexual advances; requests for sexual favors; and other inappropriate verbal, nonverbal, written, graphic, or physical conduct of a sexual nature. Examples of conduct which may constitute sexual harassment include:

- Touching oneself sexually or talking about one's sexual activities in front of others
- Coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts
- Sexually oriented comments, jokes or gestures
- Drawings of a sexual nature, notes or cartoons of such
- Unwelcome touching, patting, pinching or physical contact other than necessary when restraining of student(s) by school personnel to avoid physical harm to persons or property
- Offensive or graphic posters or book covers
- Unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status.

If any words or actions make you feel uncomfortable or fearful, you should report it to a teacher, school counselor, the assistant principal, the school equity coordinator or the principal. You may also make a written report. It should be given to the school equity coordinator, assistant principal or principal. Your right to privacy will be respected according to the guidelines of Title IX. **The School District will take action if anyone tries to intimidate you or harm you because you made such a report.**

► Bullying Prevention Tips for Students

Are you being bullied?

- **ALWAYS TELL A TRUSTED ADULT.**

Tell a parent, teacher, school counselor, or other trusted adult about what's happening. Share the details, and let them know how it made you feel. It is important to have adults involved to help stop the bullying.

- Stay in a group, whenever possible. If you are with a group of kids, you are less likely to be bullied and you'll have others nearby to help if you are.
- If you feel safe, stand up to those who are bullying you. In a calm clear voice, tell them that you don't like what they are doing to you, what they are doing is wrong and that you want them to stop.
- Remember, it is not your fault. No one deserves to be bullied.
- Not responding is another strategy to use when being bullied. Ignore teasing, do not fight back, and just walk away. This is also important to remember when dealing with bullying online. Keep harmful messages from spreading by not responding, adding comments, or sending them onto friends. When you are bullied online show the text or picture to an adult.

Do you bully others?

- Stop and think about what you are doing and how it makes others feel. Put yourself in their shoes. Think about their feelings, and then don't do it!
- Hurting others and making them feel bad is never appropriate. Think about how you feel when you are hurt yourself.
- Talk to an adult. If you're not sure why you bully other kids or how to stop, then you need to talk about it. Parents, teachers, school counselors and other trusted adults can help you change your behavior so you can make friends and get along with others.
- Respect yourself and treat others with the same respect you want.

Did you witness bullying?

- Support those who are being bullied. Try to spend time with them, include them in activities, or just talk to them. It will show you care.
- If you feel safe, use your voice to stand up to the person doing the bullying. Try to get other kids to join you. It's not easy to stand up to kids who bully, but it works! When the bully sees that other kids do not think it's cool, then the bully is more likely to stop.
- **REPORT THE BULLYING TO AN ADULT.**
Many kids who are bullied are scared to talk about it because they are afraid that it will only get worse. Kids who bully are more likely to stop if they think they will be reported.

IF YOU ARE BEING BULLIED, DON'T BLAME YOURSELF!

Although it is common to feel that you have somehow "caused" the bullying, it is not your fault. **No one deserves to be bullied.** It has more to do with the person bullying you than it does with you.

► Behavior and Bullying Awareness Guidelines

CONFLICT	RUDE	MEAN	BULLYING
Occasional	Occasional	Once or twice	Is REPEATED
Not planned/in the heat of the moment	Spontaneous/often unintentional behavior	Intentional behavior	Is often planned and done on purpose
All parties are upset	Can upset and cause hurt feelings	Can hurt others deeply	Can cause serious, life-long emotional damage
All parties want to work it out	Often based in thoughtlessness or poor manners	Often based in anger; impulsive cruelty	The bully is trying to gain power or control over the target
All parties will accept responsibility	Rude person should accept responsibility	Behavior is often regretted	The bully often blames the target
An effort is made by all parties to solve the problem	Apology	Apology is often sufficient	The target wants the bully's behavior to stop
Can usually be resolved through mediation	Social skill-building could be beneficial	Needs to be addressed/ should not be ignored	Cannot be resolved through mediation, should be reported

Source: Adapted from Jennifer Astles, DASA Newsletter, January 2014, TST BOCES modified by The School District of Lee County Student Services

THE SCHOOL DISTRICT OF LEE COUNTY ALLEGED BULLYING INVESTIGATIVE PROCESS

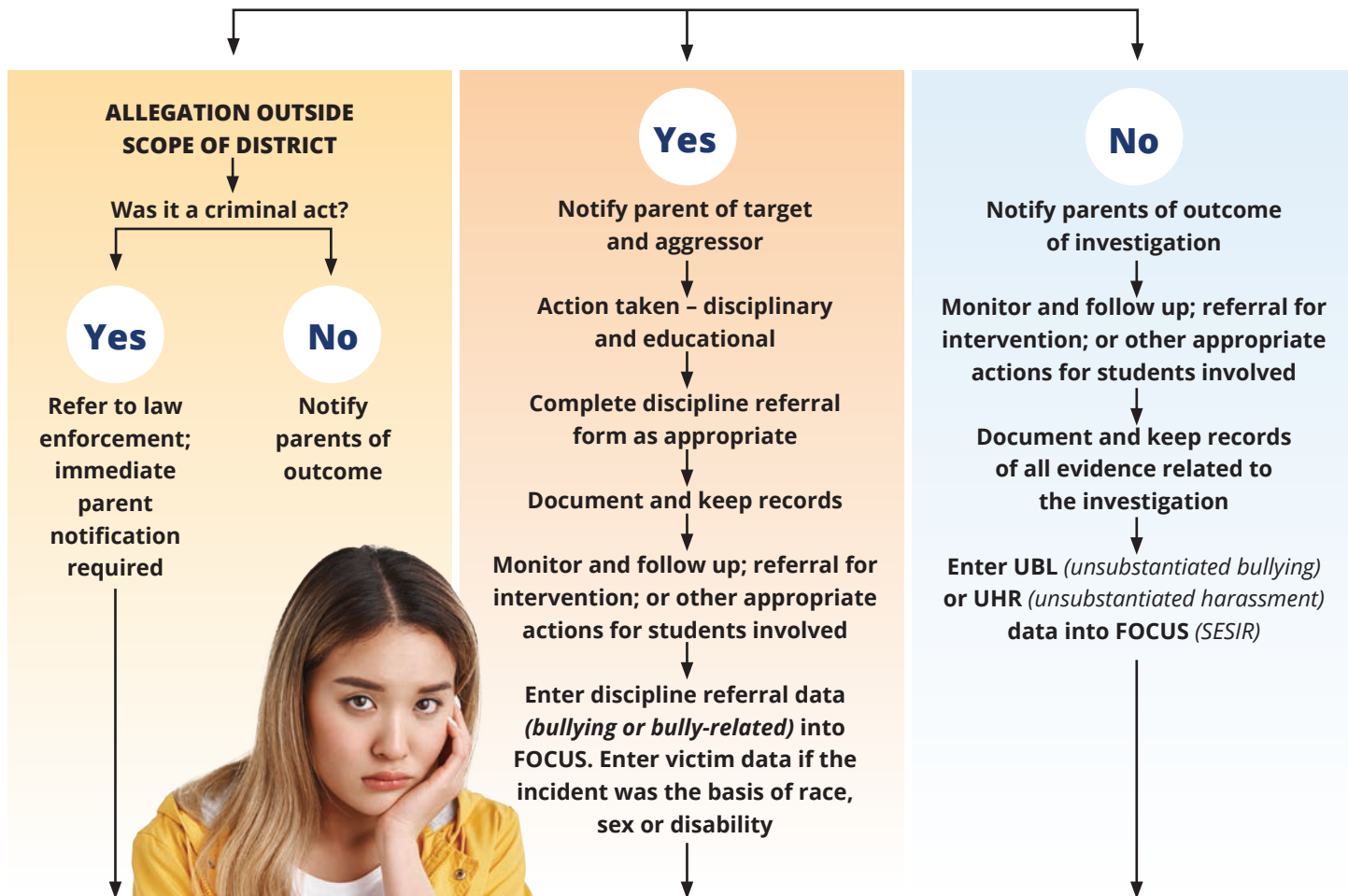
CONDUCT AN INVESTIGATION

Begin investigation within two school/working days

Complainant, accused and parents (*if applicable*) notified of formal written complaint and interviewed within two days

Document all interviews with parties and witnesses throughout the investigation using the Bully Complaint Report Form and Bully Witness Statement Form

Was there bullying?



Forward a copy of the Bully Complaint Report Form, investigation steps for alleged bullying between students, investigation form and discipline referral to the Executive Director of Student Services.



BICYCLE HELMETS & SAFETY

A bicycle rider or passengers under 16 years of age must wear a bicycle helmet that meets the standards of the American National Standards Institute (*Section 316.2065, Florida Statute*). Bicycle helmets must be worn by anyone under the age of 16 riding or a passenger on a bicycle on School Board-owned property. Bicycles must be operated in a safe manner according to the rules of the Florida Bicycle Traffic Law (*Section 316.2065, Florida Statute*). A bicyclist may not wear a headset, headphone or other listening device other than a hearing aid when riding (*Section 316.304, Florida Statute*).

BUS TRANSPORTATION

Riding the bus is a privilege. A student who violates these rules will be reported to the school principal/designee who has authority to suspend that student from bus transportation. A bus suspension does not mean that a student is suspended from attending school. Students serving a bus suspension are still required to attend school.

- Students who receive special transportation on their IEP or 504 Plan due to their disability is suspended from the bus, the missed days will also be treated as an out of school suspension. These days also count towards the 10 cumulative days in the school year, which, if exceeded, could result in a change of placement under the Individuals with Disabilities Education Act (*IDEA*).

- Under McKinney-Vento, students who are homeless have a right to transportation. Consult with the District's Homeless Liaison for more information.
- School bus drivers have the authority to monitor and control the behavior of students any time they are being transported to and from school or school functions (*Section 1006.10, Florida Statutes*).

► **These rules are in the interest of student safety and apply to all students when they are being transported on a school bus. These rules are posted in all The School District of Lee County buses:**

- The driver is in full charge of the bus, and students must obey the driver.
- Students shall keep assigned seats at all times with arms and heads inside the bus and lap belt fastened.
- Eating, drinking or chewing gum will not be allowed on the school bus.
- Anything that interferes with student safety will not be permitted.
- Use of personal electronic devices is allowed with personal earbuds/headphones only.
 - Students are not permitted to use an electronic device or camera to record activities on a school bus.
- Possession of all personal electronic devices on a District-operated bus, including cell phones, is at the student's own risk and the District and individual schools assume no responsibility, legal or otherwise, with regard to these items.
- Students who make false reports while riding a school bus will face disciplinary action.



COMPUTER/NETWORK USAGE

► Network Warning

The School District of Lee County, Florida considers the use of computer technology to be vital to the educational process. The District takes every precaution to ensure safe and responsible use of computer network and Internet resources. The District views information retrieval over the network and on local computer workstations in the same capacity as information retrieval from reference materials identified by schools. Specifically, the District supports those materials which will enhance research and inquiry abilities of the learner with directed guidance from faculty and staff. **Acceptable uses of network and other computing resources are activities which support learning and teaching in The School District of Lee County.**

With such wide access to computers, social media and people all over the world, there is also the availability of material that may not be considered to be of educational value in the context of the school setting. There may be some material, individual contacts or communications which are not suitable for school-aged children.

The School District of Lee County has taken precautions to manage access to inappropriate materials.

The School District will make every effort to provide appropriate supervision; however, it is impossible to control all materials on a global network (*Internet*). The school or District cannot prevent the possibility that some users may access material that is inconsistent with the educational mission, goals and policies of the school or District, since access to the Internet may be obtained from sites other than a school.

It is a general policy that the District's Intranet environment and Internet access resources are to be used in a responsible, efficient, ethical and legal manner. Failure to adhere to the general policy and guidelines will result in suspension or revocation of the user's privileges of access. Unacceptable uses of the network include but are not limited to:

- Violating the conditions of the Education Code dealing with students' rights to privacy
- Using profanity, obscenity or other language which is offensive to another user
- Reposting another individual's communications without the author's prior consent
- Copying commercial software in violation of copyright law or other copyright protected material
- Using the network for financial gain or for any commercial or illegal activity
- Using the network for product advertisement, political lobbying or to unlawfully promote religion
- The malicious attempt to harm or destroy data of another user or any other network, which is considered vandalism and is prohibited
- Improperly using telecommunication services or technology and/or posting inappropriate information on the web, during or after school hours that may interfere with the school environment.

RESPONSIBLE USE GUIDELINES FOR BRING YOUR OWN DEVICE (*BYOD*)

The School District of Lee County is committed to preparing all students and teachers to fully maximize the integration of technology resources into the academic program. The internet and computers on our network are used to support the educational objectives of The School District of Lee County. Use of these technologies is a privilege and is subject to a variety of terms and conditions as stated in School Board Policy [2.202](#). The District retains the right to change such terms and conditions at any time.

► **Communication**

The student will use language that is appropriate when submitting academic work, participating in online forums and working collaboratively. The student will be thoughtful and mindful about the language used when posting online or sending messages to someone else. The student will be mindful of how words are interpreted by others. The student will avoid using profanity or any language that is offensive to anyone.

► **Privacy**

Students understand that anything they do online or electronically is public information for everyone to see and is monitored. Students will avoid sharing personal information about themselves, family, school and others. This includes passwords, home addresses, phone numbers, ages and birth dates. The student understands that devices are subject to inspection if a violation of School Board Policy [2.202](#) is suspected.

► **Honesty and safety**

Students will avoid engaging in behavior that puts themselves or others at risk. Students will represent themselves honestly. This includes accessing the network using only the student's account. Students will seek help from an adult if they feel unsafe or bullied or witnesses unkind behavior. Students will only communicate with people they know. Students will follow safety guidelines posted by sites to which students subscribe.

► **Learning**

The student will have a positive attitude and be willing to explore different technologies. The student understands that there may be items online that are untrue or untrustworthy. The student agrees to document and properly cite all information acquired through online sources, including but not limited to, images, music and videos.

► **Respect for self and others**

The student will respond thoughtfully to the opinions, ideas and values of others. The student will refrain from recording, transmitting or posting photos or videos of any person(s) or school events. The student will avoid sending or sharing unkind or inappropriate emails or texts.

► **Respect for school and personal property**

The student will take care of all equipment on school campus. The student will report misuse or inappropriate content to a teacher or other adult. The student will use technology for school-related purposes only.

► **Technology Usage**

Students take full responsibility for their devices and will ensure that all devices are ready for a day of learning. Students are responsible for making sure they are charged and connected to the district Wi-Fi. Students know that devices may only be used in certain areas and at certain times. The BYOD Stop Light illustration helps students understand when and where device use is approved. Students will look to their school's Usage Area Poster to see if they need to turn their devices OFF, ASK FIRST or USE.

DRESS CODE AND DRESSING FOR SUCCESS

The purpose of the dress code is to encourage students to focus on the learning process without the distractions of unsuitable dress and grooming, as well as developing good habits that will lead to **"dressing for success"** in college and career. Students shall maintain a clean, orderly appearance at all times. The responsibility for the personal appearance of the student rests with the parent/guardian and the student. Personal appearance shall not disrupt the educational process. A student who is dressed appropriately is demonstrating a respect for self and others, as well as contributing to a safe and orderly learning environment. The following establishes the minimum acceptable standards for student dress to be interpreted and enforced by the principal or designee. Enforcement will focus on positive guidance without embarrassment to the student and should not disrupt the educational process. Principals have the authority with their staff and community, as permitted by School Board policy, to establish additional standards at individual schools.

For schools with a uniform policy, refer to the school's student handbook for additional dress code information regarding specific school standards.

- Apparel shall be adequate in both length and coverage to be considered appropriate for school.
- Pants shall be worn fastened and at the waist with no undergarments showing.
- Pants with holes, tears, etc. may not be worn if, in the principal's judgment, they may cause a disruption to the school environment.
- Shirts shall be appropriately fastened in accord with the design of the shirt. The length shall extend beyond the waist level.
- Clothing that exposes underwear or body parts in an indecent or vulgar manner is prohibited.
- Transparent or see-through tops, tops that bare midriff, strapless, low-cut clothing or tops and outfits that provide minimum coverage or are of a suggestive nature are prohibited; halters, backless dresses or tops, tube tops, tank tops, muscle shirts or any clothing which may be distracting are prohibited.

- Any articles of clothing or jewelry that could likely cause injury – such as chains, bracelets, rings and chokers with or without spikes or studs – are prohibited. Wallet chains of any length are prohibited.
- Students must wear shoes at all times that are safe and appropriate for the learning environment.
- Apparel, emblems, insignias, badges or symbols that promote the use of alcohol, drugs, tobacco or any other illegal activity are prohibited.
- Apparel or symbols which may be gang-related may not be displayed on a student's person or in the student's possession.
- Gang-related tattoos, or other tattoos that may cause a substantial disruption to the educational environment as determined by the principal, are prohibited.
- Adornments that, in the principal's judgment could cause injury, be a safety risk or cause a disruption to the school environment may not be worn. Examples of prohibited adornments include, but are not limited to, hoops or rings attached to the nose, eyebrow, cheeks or lips.
- The wearing on campus of hats, caps, headgear (*including hoodies*) or sunglasses except in conjunction with designated school-approved uniforms or at authorized athletic practices or activities is prohibited. There may be certain exceptions for medical conditions, religious observation and physical education classes held outside. The principal will determine these exceptions.
- Any method of public display (*including clothing, nail polish and other items that may be worn or carried*) of an organization affiliated with controversial, obscene or illegal activities on a person may not be worn if, in the principal's judgement, they may cause a substantial disruption to the school environment.
- Long/oversized coats, jackets or jerseys are prohibited.

DRIVER'S LICENSE/ LOSS OF DRIVING PRIVILEGE

- Per state statute (Section 322.091) driving privileges are contingent upon good attendance.
- Any student age 14 or older and accumulates 15 unexcused absences within a period of 90 calendar days are reported to the Department of Highway Safety and Motor Vehicles (DHSMV), per The Florida Legislature. Those students who fail to satisfy attendance requirements will be ineligible to obtain or maintain driving privileges (Section 322.091, Florida Statutes). For information on suspension of a driver's license due to excessive absences, see **Attendance Policy 4.16**.
- Reinstatement of driving privileges requires 30 consecutive days of attendance with no unexcused absences, per state statute (Section 322.091).
- Middle school students may not drive to school.
- Students enrolled in Success Academy or Prevention Center may not drive to school.

Standard Diploma Requirements

Academic Advisement – What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end-of-course (EOC) or a comparative score

Refer to Graduation Requirements for Florida's Statewide Assessments for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade.[†]

- Algebra 1
- Geometry
- Biology 1
- U.S. History

[†] Special note: Thirty percent not applicable if the student is not enrolled in the course but passed the EOC (through the credit acceleration program [CAP]).

What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- online course is not required

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 4 elective credits instead of 8
 - 2 credits in CTE courses, must result in program completion and industry certification
 - 2 credits in work-based learning programs or up to 2 elective credits, including financial literacy
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate or Practical Arts are not required
- online course is not required

24-Credit Standard Diploma

4 Credits ELA

- ELA 1, 2, 3, 4
- ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement

4 Credits Mathematics*

- one of which must be Algebra 1 and one of which must be Geometry
- Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)
- An identified computer science** credit may substitute for up to one mathematics credit (except for Algebra and Geometry)

3 Credits Science

- One of which must be Biology 1, two of which must be equally rigorous science courses
- Two of the three required course credits must have a laboratory component
- Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1)
- An identified computer science** course may substitute for up to one science credit (except for Biology 1)

3 Credits Social Studies

- 1 credit in World History
- 1 credit in U.S. History
- 0.5 credit in U.S. Government
- 0.5 credit in Economics

1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*

1 Credit Physical Education*

- To include the integration of health

8 Elective Credits

1 Online Course

- Students must meet the state assessment requirements
- Students must earn a 2.0 grade-point average (GPA) on a 4.0 scale for all cohort years

* Eligible courses are specified in the Florida Course Code Directory

** A computer science credit may not be used to substitute for both a mathematics and science credit.

Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements, a student must meet all of the following requirements:

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC*
- Earn 1 credit in Chemistry or Physics
- Pass the U.S. History EOC*
- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

*A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.

Merit Diploma Designation

- Meet the standard high school diploma requirements
- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

What are the additional graduation options for students with disabilities?

Two additional options are available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

What is the Credit Acceleration Program (CAP)?

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include:

- Algebra 1
- Geometry
- Biology 1
- U.S. History



State University System (SUS)

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2/5 GPA, and admission test scores meeting minimum college-ready test scores per the Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 Approved Electives

[State University System of Florida](#)

The Florida College System

The 28 colleges of the Florida College System serve nearly 800,000 students. Colleges offer affordable, stackable, workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. Many colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma, or successfully earned college credit.

[Florida College System](#)

Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

[Career and Technical Education Directors](#)

Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit the [Office of Student Financial Assistance](#) website.

MAKE-UP WORK

A student who is absent and the absence is determined to be an excused absence, as defined by School Board [Policy 4.16](#), is required to make up all course work missed. Make-up work for unexcused absences will be at the discretion of the school principal. It is the student's responsibility to obtain assignments from the appropriate teacher(s) upon returning to class immediately following an absence. For excused absences, the student will be given the number of days absent plus one additional day to make up all work missed for full credit.

MENTAL HEALTH INSTRUCTION FOR STUDENTS - REQUIRED

Three State Board of Education rules require Florida school districts to provide instruction in certain health education topics, beginning with the 2019-2020 school year. Students enrolled in grades 6 through 12 will receive instruction in mental and emotional health education and students in kindergarten through grade 12 will receive instruction on child trafficking prevention, substance use and abuse health education. Each lesson is developmentally appropriate by grade level and progresses from year-to-year as students move to the next grade level. All instruction is in alignment with Florida State Statute 1003.42 (2)(n) and State Board of Education Rules. For more information, please visit the district's [Mental Health and Wellness Portal](#).

PLEDGE OF ALLEGIANCE

Florida Statute requires the Pledge of Allegiance to the flag to be recited in each school in the state of Florida at the beginning of each day. Upon receipt of a written request by a parent, a student has the right not to participate in reciting the Pledge. This includes not standing and placing the right hand over the chest. (*Section 1003.44, Florida Statute*)

PUBLIC HEALTH AND SAFETY

In the interest of public health and safety, there may be a district addendum to the **Student Code of Conduct** based on recommendations from national or state organizations.

► Hotlines

- **Substance Abuse and Mental Health** Services Administration and National Helpline **1-800-662-4357**
- National **Suicide Prevention** Lifeline **1-800-273-8255**
- National **Human Trafficking** Hotline **1-888-373-7888**

SCHOLARSHIPS

There are a number of scholarships that are available to pre-K – 12 students for a variety of specific reasons.

- The Federal **McKinney-Vento** Homeless Assistance Act states that children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless. <http://www.fldoe.org/policy/federal-edu-programs/title-x-homeless-edu-program-hep.stml>
- **Florida Tax Credit Scholarship** expands educational opportunities for children of families that have limited financial resources and to enable children in this state to achieve a greater level of excellence in their education. <http://www.fldoe.org/schools/school-choice/k-12-scholarship-programs/ftc/>
- The **Family Empowerment Scholarship** (Educational Opportunities and Students with Unique Abilities) program provides an educational lifeline to students waiting for an opportunity to find the school that will best work for them and puts more parents in the driver's seat to determine the best educational environments for their children. <http://www.fldoe.org/schools/school-choice/k-12-scholarship-programs/fes/>
- The School District of Lee County is offering **Suncoast Grow Your Own Teacher Scholarships** to teaching academy seniors who plan to attend Florida Gulf Coast University (FGCU) or Florida South Western State College (FSW) and study Education. <https://www.leeschools.net/cms/One.aspx?portalId=676305&pageId=25971055>
- The School District of Lee County is offering **Grow Your Own Teacher Tier II** Scholarships to graduating seniors from the School District of Lee County's current teaching academies. <https://www.leeschools.net/cms/One.aspx?portalId=676305&pageId=1269410>
- **Take Stock In Children** was established in 1995 as a non-profit organization in Florida that provides a unique opportunity for low-income and at-risk students, many from minority families, to escape the cycle of poverty through education. We offer our students college scholarships, caring volunteer mentors, and hope for a better life. <https://leeschoolfoundation.org/take-stock-in-children/>
- The **Ben Carson Scholarship** program awards students who have embraced high levels of academic excellence and community service with \$1,000 college scholarships. <https://carsonscholars.org/>
- The **HOPE Scholarship** is for students in grades kindergarten through 12 who are enrolled in a Florida public school and have been bullied, harassed, assaulted, threatened and or other violent acts to transfer to another public school or enroll in an approved private school. <http://www.fldoe.org/schools/school-choice/k-12-scholarship-programs/hope/>
- **Internet Essentials** brings affordable, high-speed Internet to your home so you can have greater access to homework, job opportunities, healthcare and benefits, education resources and more. <https://www.internetessentials.com/>

TEEN DATING VIOLENCE AND ABUSE

It is the policy of The School District of Lee County that all students have an educational setting that is safe, secure and free from dating violence or abuse of any kind, as stated in School Board [Policy 4.10](#).

Consistent with its intent and requirements, The School District of Lee County prohibits dating violence by any student on school property, during any school-related or school-sponsored program or activity, or during school sponsored-transportation (*Section 1006.148, Florida Statutes*)

Teen dating violence or abuse is defined as a pattern of emotional, verbal, sexual or physical abuse used by one person in a current or past dating relationship to exert power and control over another when one or both of the partners is a teenager. Abuse may include insults, coercion, social sabotage, sexual harassment, stalking, threats and/or acts of physical or sexual abuse. The abusive partner uses this pattern of violent and coercive behavior to gain power and maintain control over the dating partner. This may also include abuse, harassment and stalking via electronic devices such as cell phones and computers, and harassment through a third party, and may be physical, mental or both.

Reports of alleged acts of teen dating violence or abuse should be made to the principal or principal's designee. All school employees are required to report alleged violations of this policy. If the reporter suspects that the alleged violation of this policy constitutes a crime, the reporter will immediately report the complaint to law enforcement. All members of the school community, including students, parents, guardians, volunteers and visitors are encouraged to report any act that may be a violation of this policy.

A prompt investigation of any allegation will take place by the principal or principal's designee. If the investigation concludes the allegation is founded, the perpetrator will incur consequences consistent with the District's [Code of Conduct for Students](#).

Instruction regarding dating violence and abuse will be provided for students in grades 7 through 12 as one of the comprehensive health components. This instruction shall have an emphasis on prevention-based education and include a teen dating violence and abuse component that includes but is not limited to the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence or abuse (*Section 1003.42, Florida Statute*).

GLOSSARY

ADMINISTRATIVE REVIEW – A total review of the student’s record with an administrator, other appropriate school personnel, student and the parent/legal guardian. The consequences for the infraction will be determined at, or immediately following, the review. Depending on the severity and/or frequency of Level III offenses, consequences may range from suspension to alternative reassignment to expulsion.

ACADEMIC REVIEW – A total review of the student’s academic record with the child study team, including the School Social Worker if there are attendance-related issues.

ALCOHOL (*possession, use or sale*) – Possession, sale, purchase or use of alcoholic beverages. Use should be reported only if the person is caught in the act of using, admits to using or is discovered to have used in the course of an investigation.

ARSON – Damaging, or attempting to damage, any real or personal property by fire or explosion, or setting a fire on/with school property. To damage, or cause to be damaged, by fire or explosion, any dwelling, structure or conveyance, whether occupied or not, or its contents.

BATTERY – Physical use of force or violence by an individual against another. The attack must be serious enough to warrant consulting law enforcement and result in more serious bodily injury. *(To distinguish from fighting, report an incident as battery only when the force or violence is carried out against a person who is not fighting back.)*

BOMB THREAT – Making a false report to any person, including school personnel, concerning the placement of any bomb, dynamite, explosive or arson-causing device.

BURGLARY – Unlawful entry with force, or unauthorized presence in a building or other structure, or conveyance with evidence of the intent to damage or remove property or harm a person(s).

BULLYING (*including cyberbullying*) – Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal or physical behavior, including any threatening, insulting or dehumanizing gesture, by a student or adult that is severe or pervasive enough to create an intimidating, hostile or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual’s school performance or participation. It may involve, but is not limited to, teasing; stalking; destruction of property; intimidation; public or private humiliation; sexual, religious, or racial harassment; threat; theft; social exclusion; physical violence; and/or cyberbullying.

BUS RULES/PROCEDURES VIOLATION – Engaging in conduct or behavior which interferes with the orderly, safe and timely transportation of students.

CHEATING – The inappropriate and deliberate distribution or use of information, notes, materials or work of another person in the completion of an academic exam, test or assignment in an online or traditional course to include plagiarism.

COMPUTER MISUSE – The inappropriate use of a computer, including but not limited to, breaking into restricted accounts or networks, modifying or destroying files without permission, illegally copying software and entering, distributing or printing unauthorized files.

CONTRABAND – Items which are prohibited at school including but not limited to bullets or cartridges, flammable liquids, combustible materials, matches, lighters, poisonous substances, skates and skateboards, inappropriate written material, etc.

DISRESPECT – The use of words or acts which demean, degrade, antagonize or humiliate a person or group of persons.

DISRUPTION ON CAMPUS – Disruptive behavior that poses a serious threat to the learning, environment, health, safety or welfare of others, including but not limited to making a bomb threat, inciting a riot, initiating a false fire alarm, etc. which affects all or a significant portion of campus activities, school-sponsored events or school transportation.

DISRUPTIVE BEHAVIOR – Participating in and/or encouraging any activity that substantially disrupts the classroom environment or its related functions.

DRESS CODE VIOLATION – Failure to comply with dress code requirement(s).

DRUG USE/POSSESSION (*illegal drug possession or use*) – The use or possession of any drug, narcotic, controlled substance or any substance when used for chemical intoxication. Use means the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation.

DRUG SALE/DISTRIBUTION – The manufacture, cultivation, sale or distribution of any drug, narcotic, controlled substance or substance represented to be a drug.

DRUG PARAPHERNALIA – Any equipment used for the purpose of preparing or taking drugs.

ELECTRONICS/TELECOMMUNICATION DEVICES – Unauthorized display or use of a personal electronic or telecommunication device during school hours.

FALSE ACCUSATION – Making false accusation(s) against a staff member or other student that may jeopardize employment, education, professional certification or reputation including, but not limited to, accusations created and/or transmitted from computers or any electronic device during school hours.

FALSE ALARM – The activation, without valid cause, of an alarm system, such as a fire alarm, or the intentional reporting of a false emergency, such as dialing 911 and making a false report.

FIGHTING – Two or more persons mutually participating in use of force or physical violence that requires physical restraint or results in injury that requires immediate first aid or subsequent medical attention.

FORGERY/MISUSE – Making a false or misleading communication to a school staff member with either the intent to deceive, or under circumstances which would reasonably be calculated to deceive, the staff member.

GAMBLING – Any participation in games or activities of chance for money or items of value.

GANG – A formal or informal ongoing organization, association or group that has as one of its primary activities the commission of criminal or delinquent acts, and that consists of three or more persons who have a common name or common identifying signs, colors or symbols, including but not limited to terrorist organizations and hate groups (*Section 874.03(1), Florida Statutes*).

GANG-RELATED ACTIVITY – Engaging in any verbal, written or physical act which is associated with becoming a member of a gang, being a member of a gang or participating in gang-identified rituals or behaviors.

HARASSMENT – 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 a person and serves no legitimate purpose.

HAZING – Any action or situation that endangers the mental or physical health or safety of a student at a school with any of grades 6 through 12 for purposes of initiation or admission into or affiliation with any school-sanctioned organization. “Hazing” includes but is not limited to: (a) pressuring, coercing or forcing a student to participate in illegal or dangerous behavior and/or (b) any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.

HOMICIDE – Unjustified killing of one human being by another. Must be reported to law enforcement.

HORSEPLAY – Engagement in physical activity with another student or students; non-confrontational in nature.

INAPPROPRIATE/OBSCENE ACT – The use of oral or written language, electronic messages, pictures, objects or gestures, or engaging in any physical act considered to be offensive, socially unacceptable or not suitable for an educational setting.

INSUBORDINATION – The refusal or failure to follow a direction or an order from a school staff member, bus driver or any other adult in authority.

KIDNAPPING – Forcibly, or by threat, confining, abducting or imprisoning another person against his/her will and without lawful authority. Must be reported to law enforcement.

LARCENY/THEFT – Unauthorized taking, carrying, riding away or concealing the property of another person, including motor vehicles, without threat, violence or bodily harm, when the stolen property totals \$750 or more.

OFF-CAMPUS FELONY OFFENSE – Having a formal charge, by the proper prosecuting attorney, of a felony or a delinquent act that would be a felony if committed by an adult on other than school property, or a student who has been adjudicated guilty of a felony on other than school property.

OPEN DEFIANCE – The flagrant or hostile challenge of the authority of a school staff member, bus driver or any adult in authority.

OTHER MAJOR OFFENSE – Any serious, harmful incident resulting in the need for law enforcement intervention not previously classified.

PEER CONFLICT – Mutual participation in an altercation, either verbal or physical, including but not limited to pushing, shoving and other forms of minor confrontations that do not require medical attention; when directed to stop by a staff member, participants in the altercation comply.

PETTY THEFT – Unauthorized taking, carrying or concealing property of another person without threat, violence or bodily harm, when the stolen property totals less than \$750.

PHYSICAL ATTACK – Refers to an actual and intentional striking of another person against his/her will, or the intentional causing of bodily harm to an individual

PROFANITY – Use of profanity and/or vulgar, abusive or inappropriate language or gestures.

ROBBERY – Taking or attempted taking of anything of value that is owned by another person or organization, under confrontational circumstances of force or threat of force or violence, and/or by putting the victim in fear.

SAFETY VIOLATION – Engaging in an act that endangers the safety of others, such as:

- Possession of a common pocketknife (*2.5" blade or less*), plastic utensils, blunt-bladed knife or other object not commonly used as a weapon
- Use of a common object to inflict harm on another
- Throwing inappropriate objects
- Other activities that endanger the safety of others
- Leaving campus without permission

SEXUAL BATTERY – Any sexual act directed against a person, forcibly or against the person's will, or not forcibly against the person's will where the victim is incapable of giving consent because of his or her youth or because of temporary or permanent incapacity; forced or attempted penetration by using any body part or object. Must be reported to law enforcement.

SEXUAL HARASSMENT – Unwanted verbal or physical behavior with sexual connotations that is severe or pervasive enough to create an intimidating, hostile or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; or, unwelcome and repeated sexual advances, requests for sexual favors and/or other inappropriate verbal, nonverbal, written, graphic or physical conduct of a sexual nature.

SEXUAL OFFENSE – Sexual misconduct or contact without force or threat of force, subjecting an individual to lewd sexual gestures or comments or sexual activity, or exposing private body parts in a lewd manner.

SKIPPING CLASS – Not reporting to or leaving an assigned class, activity or area without receiving proper approval and/or following the established procedures for checking out of a class.

TARDINESS – Late arrival to school or to a class.

THREAT/INTIMIDATION – The declaration by word or act to do bodily harm to other people or to their property, forcing other people to do something, preventing other people from doing something by coercion, bullying or making them afraid, threat to cause physical harm to other people with or without the use of a weapon that includes all of the following elements: (1) intent – an intention that the threat is heard or seen by the person or people who are the object of the threat, (2) fear – a reasonable fear or apprehension by the person or people who are the object of the threat that the threat could be carried out, and (3) capability – the ability of the offender to actually carry out the threat directly or by a weapon or other instrument that can easily be obtained.

TOBACCO – Possessing, using, selling, storing or distributing cigarettes, cigars, snuff, dip, pipe tobacco, chewing tobacco or other tobacco products on school grounds, at school-sponsored events or on school transportation.

TRESPASSING – The unauthorized entry onto School Board-owned property or into a school function or extracurricular activity, or remaining on School Board-owned property after being directed to leave that location by a school staff member law enforcement official, entering or remaining 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.

UNAPPROVED DISTRIBUTION – Unapproved posting or distribution of printed material, petitions, electronic messages or graphic representations on school grounds or property.

UNAUTHORIZED AREA – Being present in buildings, rooms or other areas on a school campus restricted to student access during all or part of a day or not assigned to for that period of time.

UNAUTHORIZED ASSEMBLY – Being present at unapproved student gatherings, meetings, demonstrations or protests which interfere with the orderly process of the school environment, or which interrupts a school function or an extracurricular activity.

VANDALISM – Defacing, damaging or destroying by any means the real or personal property belonging to the School Board or to another person; intentional destruction, damage or defacement of public or private property without consent of the owner or the person having custody or control of it, when resulting damage amounts to \$1,000 or more.

VAPING – A nicotine dispensing device or electronic nicotine delivery system (*ENDS*) such as electronic cigarettes, vape pens, hookah pens, etc.

WEAPONS – Possession of any instrument or object (*as defined by Section 790.001(13) Florida Statutes*) that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm, including but not limited to: billy clubs, chemical weapons or devices, dirks, electronic weapons (*e.g. stun gun*), explosive propellants, firearms, flare guns, handguns, zip guns, rifles, shotguns, knives (*for pocketknives, kitchen knives and razor blades see Safety Violation definition*), metallic knuckles, projectile devices, slingshots, Chinese throwing stars, and tear gas.



FORTIFYFL

SUSPICIOUS ACTIVITY REPORTING APP

QUICKLY AND EASILY SUBMIT A TIP

By accessing FortifyFL, students can provide a description of the threat, share pics and videos and optionally submit their contact information.

Anonymous or Non-Anonymous

You decide whether you want to include your name and contact information.

Convenient

Submitting a tip is quick and easy using our mobile app or website.

Include Photos and Video

You can also include photos or video with your tip report.

QUICKLY SEND TO AUTHORITIES

FortifyFL automatically routes your tip report to the appropriate law enforcement agencies and school officials.



Your School Officials

The tip report goes to your local school officials when submitted.

Local Law Enforcement

Your local police department or sheriff office receive copies of your tips automatically.

State-Level Officials

State-level officials also have access to your tips to make sure proper steps are taken.

FortifyFL is a suspicious activity reporting tool that allows you to instantly relay information to appropriate law enforcement agencies and school officials. FortifyFL was created and funded by the 2018 Florida Legislature as part of the Marjory Stoneman Douglas High School Public Safety Act.

#FORTIFYFL
GETFORTIFYFL.COM



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

THE SCHOOL DISTRICT OF LEE COUNTY

CHARACTER EDUCATION CALENDAR

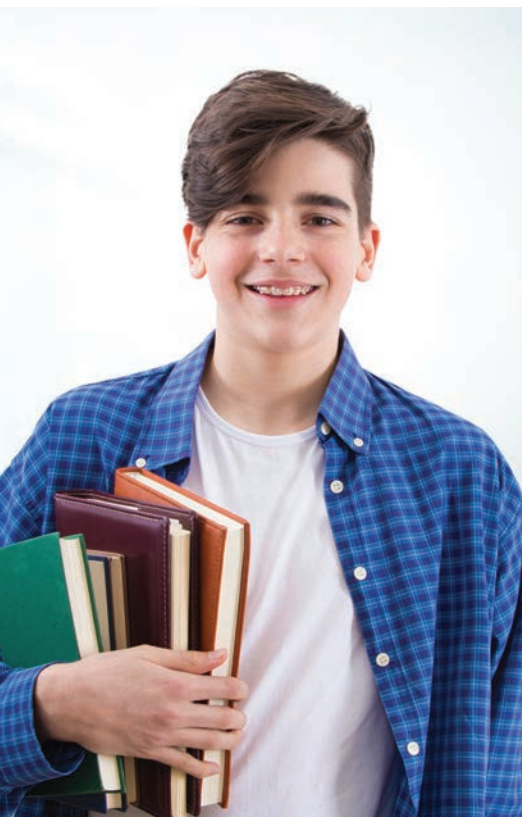
CHARACTER The **mental, ethical** and **moral** strengths and qualities distinctive to individuals, displayed through their thinking, feelings and behavior.

“The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education.”

- Dr. Martin Luther King, Jr.



AUGUST RESPONSIBILITY	SEPTEMBER ACCEPTANCE	OCTOBER RESPECT
<p><i>Accountability for your personal choices, obligations and duties</i></p> <p><i>“The price of greatness is responsibility.”</i> - Winston Churchill</p>	<p><i>Recognition of the diversity of others, their opinions, practices and culture with a favorable reception</i></p> <p><i>“Strength lies in differences, not in similarities.”</i> - Stephen Covey</p>	<p><i>Showing regard for the value of persons or things through courteous consideration and appreciation</i></p> <p><i>“There is no respect for others without humility in one’s self.”</i> - Henri Frederic Amiel</p>
NOVEMBER CITIZENSHIP/PATRIOTISM	DECEMBER KINDNESS	JANUARY COMMITMENT
<p><i>The quality of an individual’s response to membership in a community; respectful devotion or allegiance to one’s country</i></p> <p><i>“Ask not what your country can do for you. Ask what you can do for your country.”</i> - John F. Kennedy</p>	<p><i>Demonstrating concern for the well-being of others</i></p> <p><i>“Kindness is the language which the deaf can hear and the blind can see.”</i> - Mark Twain</p>	<p><i>Binding yourself to a course of action despite obstacles</i></p> <p><i>“Commitment is what transforms a promise into reality.”</i> - Abraham Lincoln</p>
FEBRUARY HONESTY	MARCH COURAGE	APRIL INTEGRITY
<p><i>Being truthful, trustworthy and free from deception</i></p> <p><i>“Honesty is the fastest way to prevent a mistake from turning into a failure.”</i> - James Altucher</p>	<p><i>The personal strength to face difficulties, obstacles and challenges; having the determination to do the right thing even when others do not</i></p> <p><i>“Courage is resistance to fear and mastery of fear, not absence of fear.”</i> - Mark Twain</p>	<p><i>Adhering steadfastly to a personal sense of honorable and ethical behavior</i></p> <p><i>“The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.”</i> - Dr. Martin Luther King, Jr.</p>
MAY PATIENCE	JUNE COOPERATION	JULY SELF-CONTROL
<p><i>The ability to wait calmly without complaining</i></p> <p><i>“Patience is the calm acceptance that things can happen in a different order than the one you have in mind.”</i> - David G. Allen</p>	<p><i>Working together for a common purpose</i></p> <p><i>“Alone we can do so little; together we can do so much.”</i> - Helen Keller</p>	<p><i>The ability to direct or regulate your actions, emotions and words</i></p> <p><i>“Self-control is knowing you can but deciding you won’t.”</i> - Author unknown</p>



SPECIAL THANKS to the students, staff
and community members who provided input for
**The School District of Lee County Code of
Conduct for Students 2022 – 2023**

— **INCLUDING** —

Student Advisory Committee | District Advisory Committee
Teachers Association of Lee County
Continuous Systemic Improvement Advisory Committee
Equity and Diversity Advisory Committee
The Administrators of the School District of Lee County
The Personnel of Student Services



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