



# SCHOOL DISTRICT OF INDIAN RIVER COUNTY

David K. Moore, Ed.D.

Superintendent

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# THE CODE OF STUDENT CONDUCT HANDBOOK

## 2021 - 2022



## **The School Board of Indian River County, Florida**

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David K. Moore, Ed.D.

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**A special thank you to all members of the 2020-2021 Student Advisory Committee Members for their thoughtful feedback and suggestions.**



## **SUPERINTENDENT'S MESSAGE**

### **OUR COMMITMENT**

The School District of Indian River County is deeply committed to developing and maintaining safe, respectful, and orderly learning environments which support the ongoing health and well-being of all students and staff. To achieve this end, our district conducts a comprehensive, annual review of practices and procedures related to student conduct and discipline. Following this review, which includes a broad range of school community members, revisions to our School District of Indian River County Code of Student Conduct are made. Given the revisions that are made from year to year, it is important that all school community members review the Code of Student Conduct annually.

### **OUR FOCUS**

As our district collectively makes strides towards “excellence in schooling” for each and every student that we serve, our goal is to ensure that our Code of Student Conduct is aligned with evidence-based, equitable prevention and intervention practices that hold the greatest promise for increasing meaningful student engagement in learning. Research supports the unparalleled effectiveness of preventative and non-exclusionary interventions and approaches in shaping student behavior. The consistent implementation of these types of practices cultivate the needed mindsets, innovations, and school environments that enable 21<sup>st</sup> Century Learners to grow in ways that will equip them to be the successful, contributing citizens of tomorrow.

### **OUR PARTNERSHIPS**

Our district acknowledges that we have established high expectations and goals for our students in relation to behavior and academic performance. It is our belief that through the formation of accountable, collaborative partnerships among all members of our school community paired with a commitment to implementing evidence-based and equitable educational practices, that we will be able to not only meet, but exceed our district goals and aims for all of our students. As key partners in the education of our students, we invite all parents and guardians to join us in supporting the expectations and actions outlined in our 2021-2022 Code of Student Conduct. Through consistent communication, ongoing collaboration, and a commitment to continuous improvement, we will make significant strides towards establishing school environments that optimize learning and achievement outcomes for all students.



### Unified Mission: Transforming education to inspire and empower ALL students to maximize their full potential.

It is the School District of Indian River County’s responsibility to provide the best education possible to each individual student who attends our schools. Our commitment is reflected clearly in the goal statements, objectives, strategies, and measures of success outlined in the Code of Student Conduct. The Code is meant to serve as a transparent document that informs students, parents/guardians, and district staff regarding strategies to maximize student success.

The Code of Student Conduct supports our goal of creating a positive culture and climate. The Code helps to provide guidelines designed to maintain a safe and orderly school environment where staff and students thrive and feel safe, supported, and celebrated.

As part of the Code, every school:

- fosters a caring and responsive culture to ensure a positive learning environment for staff and students.
- provides a safe and secure learning environment.
- recognizes and celebrates the accomplishments of students and staff.
- facilitates staff training and support to build positive learning and work environments for meeting the needs of all students.
- provides effective positive behavior support systems.
- administers all discipline systems in a fair and consistent manner.

**NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY**

Any form of discrimination or harassment can be devastating to an individual's academic progress, social relationships, and/or personal sense of self-worth. As such, the School Board will not discriminate nor tolerate harassment in its educational programs or activities on the basis of race, (including anti-Semitism), ethnicity, color, national origin, sex (including sexual orientation, transgender status, or gender identity), disability (including HIV, AIDS, or sickle cell trait), pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information, which are classes protected by State and/or Federal law (collectively, "protected classes").

The Board also does not discriminate on the basis of protected classes in its employment policies and practices as they relate to students.

Equal educational opportunities shall be available to all students, without regard to the protected classes, age (unless age is a factor necessary to the normal operation or the achievement of any legitimate objective of the program/activity), place of residence within the boundaries of the District, or social or economic background, to learn through the curriculum offered in this District. Educational programs shall be designed to meet the varying needs of all students. (Board Policy 2260)



## Table of Contents

SECTION I	SCHOOL COMMUNITY RESPONSIBILITIES .....	6-7
SECTION II	STUDENT SUCCESS AND CORRECTIVE INTERVENTIONS ...	8-29
SECTION III	TRANSPORTATION .....	30-31
SECTION IV	STUDENT ATTENDANCE.....	32-33
SECTION V	STUDENT DRESS CODE .....	34-35
SECTION VI	STUDENT ACTIVITIES .....	36-38
SECTION VII	TECHNOLOGY USAGE .....	39-40
GLOSSARY	.....	41-48
FORMS	.....	49-54
RESOURCE	.....	55



**SECTION I**  
**SCHOOL COMMUNITY**  
**RESPONSIBILITIES**



## SCHOOL COMMUNITY RESPONSIBILITIES

Each member of the school community plays an important role in the creation of a safe, supportive, and positive school climate. All community members, including school staff and administration, parents/guardians, community organizations, and students, are responsible for promoting school environments that support teaching and learning.

Students are expected to follow the Code of Student Conduct standards, federal and state laws, and school board policies while on school grounds, at school-sponsored activities and events, and while being transported to and from school or school-related activities and events.

The responsibilities outlined below apply to all students regardless of instructional model (i.e., brick and mortar, transitional, and virtual).

RESPONSIBILITIES OF STUDENTS	RESPONSIBILITIES OF PARENTS/GUARDIANS
<ul style="list-style-type: none"> <li>Attend all classes on time and be prepared to learn.</li> <li>Maintain open communication with teachers through email, learning platform, and Focus.</li> <li>Submit coursework on-time as outlined in the pacing guide or as assigned by your teacher.</li> <li>Follow classroom rules and expectations and demonstrate good citizenship.</li> <li>Report threats and hazardous or dangerous situations to an adult in authority.</li> <li>Follow the rules of conduct/behavior, demonstrate respect for school property, and follow the Student Network and Internet Responsible Use and Safety Agreement.</li> <li>Treat others with dignity and respect.</li> <li>Do not discriminate, bully, or harass.</li> <li>Do not bring or possess illegal items and substances.</li> </ul> <p>All of the above pertain to online learning platforms.</p> <ul style="list-style-type: none"> <li>In addition, online students must participate actively in class through discussions, posts, and other assignments as directed by the teacher.</li> <li>Please reference <a href="#">School Board Policy 5780</a> – Student/Parent Rights for additional information.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage appropriate student behavior.</li> <li>Monitor your child’s progress through the Focus Parent Portal and support learning.</li> <li>Share concerns with school officials as they arise.</li> <li>Adhere to all school safety protocols.</li> <li>Provide current contact information.</li> <li>Notify the school of any custody changes or other legal matters that relate to school.</li> <li>Ensure your child attends school and notify the school of any absences.</li> <li>Participate in your child’s school activities, conferences, and problem-solving meetings as applicable.</li> <li>Maintain your child’s safety when attending any event as a spectator.</li> <li>Visit your child’s school and observe in a classroom and/or extra-curricular activities consistent with school processes and procedures.</li> <li>Remit payment for damage done to school district property by a student, including lost or damaged books and teaching materials. If property or damages are not restored, schools may require student loss of extracurricular activity privilege or participation in community service.</li> <li>Please reference <a href="#">School Board Policy 5780</a> – Student/Parent Rights for additional information.</li> </ul>
RESPONSIBILITIES OF SCHOOL STAFF AND ADMINISTRATION	
<ul style="list-style-type: none"> <li>Promote a positive, safe and supportive school climate.</li> <li>Provide interventions through a multi-tiered system of supports, and equitably implement corrective interventions.</li> <li>Recognize, encourage, and reinforce appropriate and positive conduct by all students.</li> <li>Communicate and respond to parents/guardians in a way that is accessible and easily understood.</li> <li>Participate in professional development (e.g., non-academic barriers, student engagement, culturally responsive classrooms, Restorative Practice approaches, etc.).</li> <li>Provide each student with due process.</li> </ul>	<ul style="list-style-type: none"> <li>Administer interventions and consequences consistently and equitably, regardless of national origin, race, sex, gender, ethnicity, religion, age, disability, and sexual orientation.</li> <li>Use exclusionary measures as a last resort, and in accordance with district policies.</li> <li>Provide students with makeup work when students are not in class.</li> <li>Provide supervision on school premises for a reasonable period (i.e., 30 minutes before and after school), and while attending or participating in a school-sponsored activity.</li> <li>Involve School Resource Officers when required.</li> <li>Orient students to class expectations, including all students in online learning platforms.</li> </ul>



**SECTION II**  
**STUDENT SUCCESS**  
**AND**  
**CORRECTIVE INTERVENTIONS**



## STUDENT SUCCESS AND CORRECTIVE INTERVENTIONS

### Examples of Student Success Behaviors

The behaviors and social emotional learning skills listed below help students to achieve academic success.

- Understand the school/class rules and follow them
- Listen and respond respectfully
- Arrive at school daily on time
- Arrive prepared for class each day
- Use materials/items for class that are approved
- Wear clothing as defined by the district dress code
- Use electronic devices in an appropriate manner as defined by the school district
- Attempt to resolve conflict (supported by staff if necessary)
- Develop good study habits
- Complete all homework assignments
- Engage in class activities
- Speak and act respectfully to all school personnel and peers
- Follow instructions given by staff
- Display respect for the property of others
- Demonstrate school and community pride
- Actively participate in the school community
- Report any activities that are in violation of the Code of Student Conduct to staff
- Do not falsely report activities that are in violation of the Code of Student Conduct or local laws
- Use positive and respectful language
- Respect the person and property of others
- Respect local law dealing with the possession, use or sale of substances including alcohol, medications and E-Cigarettes
- Respect the rules of acceptable use of technology when engaging in social media/texting or any other cyber-communication
- Accept and engage in any implemented consequences because of any type of violation of the Code of Student Conduct
- Be respectful of physical boundaries of others
- Show accountability for their actions
- Utilize social emotional skills for problem-solving and ask for assistance if needed
- Exercise self-control throughout the school day and when transitioning to and from school
- Report incidents that are unsafe and/or violate the Code of Student Conduct and/or compromise the safety of self/others
- Follow the school rules as well as the law
- Engage in cooperation with peers, staff and law enforcement to support maintenance of learning and safety
- Answer questions during investigations conducted by school staff or law enforcement agencies truthfully
- Maintain personal safety by choosing positive peer/staff interactions and using conflict resolution skills to resolve disputes
- Bring items to school that are acceptable
- Maintain the physical boundary preferences of peers and staff
- Promote safety of others by exercising self-control and being a good bystander
- Seek assistance from a trusted adult to solve problems and/or report incidents of concern
- Have respect for the safety of others
- Follow the law
- Cooperate with any investigations into behaviors/incidents that compromise the safety and violate the Code of Student Conduct



### MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

SDIRC uses Positive Behavior and Intervention Supports (PBIS) as the MTSS framework that promotes student positive behavior and success through instruction, supports, and interventions.

<p><b>PBIS</b> - All schools within the district utilize the PBIS framework and adopt evidence-based or research-informed programs and/or strategies that support their students’ needs and promote a safe, positive school environment where students are recognized and feel supported.</p>
<p><b>Tier 1- Core/Universal Interventions</b> for all students include strategies that are used to teach social, emotional, and behavioral competencies. These strategies maximize students’ abilities to problem-solve and help develop a sense of responsibility and confidence in one’s ability. They also serve to help prevent issues before they start.</p>
<p><b>Tier 2- Supplemental/Targeted Interventions</b> are provided for a subset of students for whom Tier 1 supports alone are insufficient. Tier 2 supports, and interventions are more intense, and may narrow the focus of instruction and intervention, extend the time allotted for intervention or otherwise make a meaningful change in the instructional day.</p>
<p><b>Tier 3-Intensive/ Individualized Interventions</b> are typically provided to a small percentage of students who require intensive levels of support. These supports and interventions are designed to help students overcome academic and non-academic barriers to learning.</p>

<b>Examples of District Approved Evidence-Based, Strategies to Support the MTSS Framework<sup>+</sup></b>	
CHAMPS	<b>Second Step</b>
Conscious Discipline	<b>Ripple Effects</b>
Sanford Harmony	<b>Restorative Practices</b>

All evidence based tiered District approved Strategies to Support the MTSS Framework must be approved by the District prior to implementation at the school level to ensure fidelity. For example, District approved training needs to have been received prior to implementing a restorative intervention.

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



## FOUNDATIONAL CORE BEHAVIORAL INSTRUCTION AND BASIC INTERVENTION

\*Examples are not inclusive of all interventions available for teachers to use.

TIER 1 - Teachers should implement the following behavioral instruction with all student.
<p><b>Teach Rules/Expectations:</b> A structured system that can be delivered through verbal, written, or pictorial presentation that teaches student rules and expectations prior to giving a directive or requesting completion of a task.</p> <ul style="list-style-type: none"> <li>• Verbal: verbally review rules and expectations before assigning work</li> <li>• Written: provide student with a copy of written rules and expectations before giving a task</li> <li>• Pictorial: use of pictures or visual representation to teach expectations and rules</li> </ul>
<p><b>Remind Prior to Transitions:</b> Giving a student a warning or alert before changing from one activity, location, or setting to another.</p> <ul style="list-style-type: none"> <li>• Teacher offers a 5-minute verbal reminder to student that they will be transitioning from the i-Ready workstation to an independent reading station.</li> <li>• Teacher sets a 5-minute timer that alerts class to put their belongings away and line-up to transition to the cafeteria for lunch.</li> </ul>
<p><b>Preferential Seating:</b> Allowing for a specific seating arrangement for a student to address specific needs.</p> <ul style="list-style-type: none"> <li>• Student is seated near the teacher to minimize distractions and to allow for frequent redirection back to task.</li> <li>• Student is seated at the front of the class, close to the white board to help accommodate a visual impairment.</li> </ul>
<p><b>Parent-Teacher Communication:</b> A meeting, conversation, or form of communication between teacher and parent that allows for information regarding the student's academic, behavioral, and/or social emotional progress.</p> <ul style="list-style-type: none"> <li>• Communication can occur verbally by phone, a face to face meeting, written correspondence, or by email.</li> </ul>
<p><b>Personal Connection with Student:</b> A set time and method in which teacher or staff member meets with student to provide special or undivided positive attention.</p> <ul style="list-style-type: none"> <li>• A teacher meets with a student before school to check-in about their well-being.</li> </ul>
<p><b>Provide Personal Guidance/Extend Instruction:</b> Student is offered additional, more specific directions or clarification of instructions to increase understanding and comprehension.</p> <ul style="list-style-type: none"> <li>• Teacher provides student with verbal, written, or visual aid to guide student through instructions on a task or assignment.</li> </ul>
<p><b>Increase Task Related Recognition:</b> Teacher provides the student specific praise or recognition for engaging in on-task behavior.</p> <ul style="list-style-type: none"> <li>• Teacher offers student verbal praise when student is observed following directions and working on a given assignment or task.</li> </ul>
<p><b>Visual Schedule:</b> Student is offered schedule of daily events (pictorial, written, or both) to increase awareness of daily routines and promote more positive transitions.</p> <ul style="list-style-type: none"> <li>• A teacher provides a student with auditory processing deficits a pictorial schedule of daily routine to assist in increasing awareness and preparedness.</li> </ul>
<p><b>Environmental Changes:</b> Modifications of aspects of the environment are made to accommodate specific needs of a student.</p> <ul style="list-style-type: none"> <li>• Teacher may dim the lights or decrease the volume of the classroom public announcement system for a student with light or sound sensitivity to decrease overstimulation.</li> </ul>
<p><b>Preferred Activities as Reinforcement:</b> Student is allowed access to a task or activity that they enjoy as a reward for engaging in appropriate behavior or complying with a directive.</p> <ul style="list-style-type: none"> <li>• Teacher allows a student 5 minutes of free time to draw after a student has complied with a directive or completed a non-preferred task. Clear limits must be set and reviewed with student.</li> </ul>
<p><b>Personally Greet Student:</b> Student is offered a personal greeting to increase desired attention.</p> <ul style="list-style-type: none"> <li>• Teacher greets student each morning by making eye contact, smiling at, and verbally welcoming the student to class.</li> </ul>



<b>TIER 2 - In addition to Tier 1 supports, teachers should implement supplemental/targeted instruction, supports, and interventions with some students who need additional support</b>
<p><b>Teach/Model/Practice Communication and Social Skills:</b> A student is offered the opportunity to observe appropriate communication and social interactions and given the opportunity to practice or role play with the teacher and/or peer.</p> <ul style="list-style-type: none"> <li>Teacher models appropriate tone and volume when asking for a snack after student interrupts class by yelling out that they are hungry and want something to eat.</li> </ul>
<p><b>Teach and Encourage Use of Coping Skills:</b> Student is offered specific instruction on ways to manage frustration, agitation, and stress and is prompted to use these strategies when student shows signs of escalation.</p> <ul style="list-style-type: none"> <li>Teacher teaches deep breathing techniques to a student that demonstrates meltdowns when academic demands are placed on the student. These techniques are practiced daily and teacher prompts student to use them when student begins to show signs of anxiety or defensiveness.</li> </ul>
<p><b>Teach and Encourage Positive Self Talk:</b> Student is taught to talk to themselves either aloud or silently, replacing negative thoughts with positive thoughts to calm feelings of anxiety, frustration, or self-doubt.</p> <ul style="list-style-type: none"> <li>Teacher teaches positive self-talk techniques to a student that has difficulty self-regulating when presented a non-preferred task. These techniques are practiced daily and teacher prompts student to use them when student begins to show signs of anxiety or self-doubt.</li> </ul>
<p><b>Use Personal Interests as Motivation:</b> Student is taught to associate a specific task or demand with something of interest. Student is given a preference inventory to determine likes and motivators.</p> <ul style="list-style-type: none"> <li>Teacher uses a preference inventory to determine what motivates a student and incorporates the interest in a writing prompt for an essay assignment.</li> </ul>
<p><b>Teach Positive Alternative Behavior:</b> Student is taught positive replacement behaviors to use as an alternative to negative, inappropriate behaviors.</p> <ul style="list-style-type: none"> <li>Teacher provides instruction and prompts when a student becomes upset, lashes out at peers, to replace the blame with “I” statements. An example would be, “I feel hurt when people laugh at my mistakes.” This technique is practiced daily and teacher prompts this as needed.</li> </ul>
<p><b>Teach Anger Management:</b> Student is offered specific instruction on ways to manage frustration, agitation, and anger and is prompted to use these strategies when student shows signs of escalation.</p> <ul style="list-style-type: none"> <li>Teacher prompts a student to take a break in an assigned safe space (respite or time out) when the student demonstrates escalated behavior. This strategy is practiced daily and teacher prompts student to use the strategy as needed.</li> </ul>
<p><b>Teach Behavioral Self Control:</b> Student with poor impulse control is taught specific strategies to use during unstructured times to decrease impulsive behavior.</p> <ul style="list-style-type: none"> <li>When teacher observes a student engaging in off task or inappropriate behaviors, teacher asks student three specific questions: <ul style="list-style-type: none"> <li>What are you doing? What should you be doing? What are you going to do now? Offer praise when back on track.</li> </ul> </li> </ul>
<p><b>Encourage Positive Peer Connections:</b> Student is provided opportunities to interact regularly with positive peer role models that demonstrate compliance with classroom expectations.</p> <ul style="list-style-type: none"> <li>Teacher seats a student who shows the need for increased appropriate social skills with a student who consistently uses appropriate and positive social interactions with peers.</li> </ul>
<p><b>Teach Self-Monitoring Progress:</b> Student is taught strategies to self-monitor undesired behaviors to increase desired behavior.</p> <ul style="list-style-type: none"> <li>Teacher supplies a student who often is off task a monitoring form to complete during assigned independent work. A timer is set for every five minutes and student is expected to check ‘yes or no’ to whether they are paying attention. The goal is to teach the student to become familiar with their pattern of behaviors and self-correct as needed.</li> </ul>
<p><b>Develop Written Behavior Contract:</b> A discussion between the teacher and student occurs to determine expectations that the teacher has of the student and positive consequences for when the student meets expectations and consequences for when student chooses to engage in undesired behavior. A plan is developed and both teacher and student sign contract and review regularly.</p>

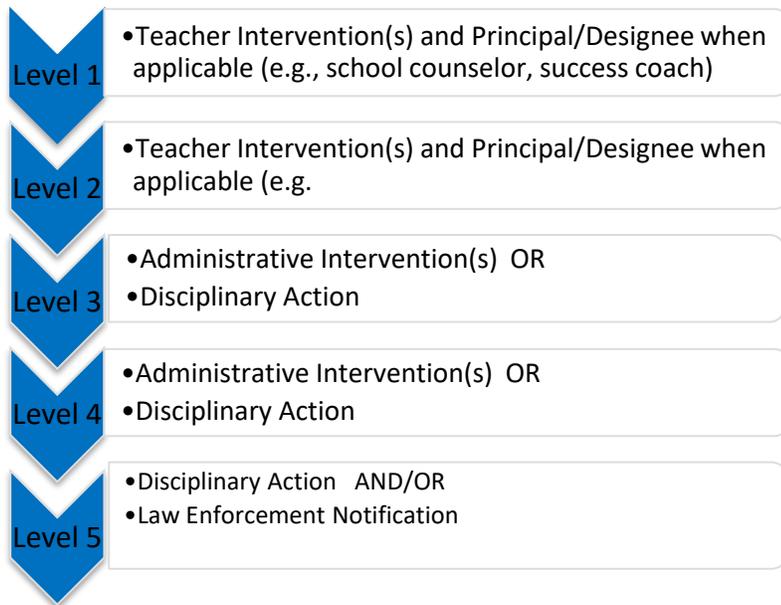


<b>Tier 3</b> - In addition to Tier 1 and 2 supports, teachers should implement the following interventions with individual students who need additional support
<b>Choice-making:</b> Student will be allowed to have some degree of control over decisions made during school activities. <ul style="list-style-type: none"> <li>The teacher allows the student to either choose to read a book or work in small group during a lesson.</li> </ul>
<b>Participation in Extra Curricular Activities:</b> Teacher takes a verbal inventory of the student’s interests and guides the student to a relevant, preferred extracurricular activity.
<b>Student Follow-Up:</b> Throughout the student’s day, a check-in time is established to ensure that the student is engaged and fully understands the structure of the activity at the time of check-in.
<b>Schedule Adjustment:</b> Adjust the schedule, routine and/or class of the student.
<b>Peer Tutor/Model Opportunity:</b> Allow student to serve as a peer tutor/model to foster engagement and socialization.
<b>Provide A Quiet Space/Time:</b> Designate a time and/or space for student to regulate and calm down. <ul style="list-style-type: none"> <li>Students may become frustrated with demands and require a safe quiet space to deescalate.</li> </ul>
<b>Chart and Review Daily Student Success:</b> Create a document that lists daily success in the area of need. As positive behaviors are seen and/or work is completed, the teacher will check-off on the list.

### CORRECTIVE ACTION STRATEGIES AND INTERVENTIONS

Corrective interventions are designed to promote student learning and modify off-task behavior. When deciding upon levels of interventions, teachers and administrators will consider developmental factors, student exceptionalities, and cultural sensitivities. Other considerations include patterns of established behavior and the intent and severity of the offense. School teams will adhere to policies and procedures communicated in state statutes and board policies.

- Teachers address each behavior in Levels 1 and 2 with a minimum of two (2) separate interventions.
- Administrators are responsible for ensuring appropriate interventions are delivered in Levels 3-5.
- Students may face expulsion and legal consequences for behaviors described in Level 4 and 5.



**\*Corrective action strategies and interventions described in this section apply to all students regardless of instructional model (i.e., brick and mortar, transitional, virtual) as appropriate.**



**INTERVENTIONS LEVEL 1**

<p><b>LEVEL 1</b> behaviors are any acts that disrupt the routine and order at school (in or out of the classroom), during extracurricular activities, or while waiting for or riding school-provided transportation.</p>	<p>Teachers are primarily responsible for implementing a minimum of two (2) <b>Level 1</b> corrective interventions; however, administrators are available for consultation and will address behaviors that are referred by transportation staff.</p>
<p style="text-align: center;"><b>Behaviors</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Disruptive Behavior</li> <li><input type="checkbox"/> Dress Code Violation</li> <li><input type="checkbox"/> Habitual Tardiness</li> <li><input type="checkbox"/> Inappropriate Language</li> <li><input type="checkbox"/> Inappropriate Display of Affection</li> <li><input type="checkbox"/> Lying/Misrepresentation/Forgery</li> <li><input type="checkbox"/> Noncompliance/Defiance</li> <li><input type="checkbox"/> Repeated Profane/Crude Language (not directed at someone)</li> <li><input type="checkbox"/> Skipping Class</li> <li><input type="checkbox"/> Unauthorized Items</li> <li><input type="checkbox"/> Unauthorized Technology Use, including Wireless Devices</li> <li><input type="checkbox"/> Unsafe Act without Intent to Harm</li> <li><input type="checkbox"/> Eating or Drinking on Bus</li> <li><input type="checkbox"/> Failing to Sit in the Seat Assigned by transportation professional and/or Attendant</li> <li><input type="checkbox"/> Repeated Rude Behavior towards Bus driver or Attendant</li> </ul>	<p style="text-align: center;"><b>Corrective Interventions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reinforcement of Appropriate Behaviors</li> <li><input type="checkbox"/> Classroom Incentives</li> <li><input type="checkbox"/> Informal and/or Preventative Mentoring</li> <li><input type="checkbox"/> Reflective Assignment</li> <li><input type="checkbox"/> Remind Prior to Transitions</li> <li><input type="checkbox"/> Role Playing Practices</li> <li><input type="checkbox"/> Teach Rules and Expectations, and Model Behavior</li> <li><input type="checkbox"/> Social Skill Teaching</li> <li><input type="checkbox"/> Student Teacher Conference</li> <li><input type="checkbox"/> Check and Connect</li> <li><input type="checkbox"/> Check In – Check Out</li> <li><input type="checkbox"/> Confiscation of Item</li> <li><input type="checkbox"/> Conflict Resolution</li> <li><input type="checkbox"/> In-class time-out/Thinking space+</li> <li><input type="checkbox"/> Parent/guardian contact</li> <li><input type="checkbox"/> Preferential Seating</li> <li><input type="checkbox"/> Reteach safety strategies</li> <li><input type="checkbox"/> Safety Strategies/Plan Social Emotional Learning Programs like Ripple Effects+</li> <li><input type="checkbox"/> Restorative Practices+</li> <li><input type="checkbox"/> Social Stories to Teach Appropriate Behavior</li> <li><input type="checkbox"/> Loss or Suspension of Privileges</li> <li><input type="checkbox"/> Temporarily mute students in virtual environments who are using profane/crude language</li> </ul>
<p><b>Notes</b></p>	
<ul style="list-style-type: none"> <li>➤ Teachers must implement at least two (2) interventions from the list above per behavior before continuation to Level 2.</li> <li>➤ +Intervention may not be available at all schools as staff must have been adequately trained prior to implementing.</li> <li>➤ Refer to the appendix and glossary for unfamiliar terms.</li> <li>➤ Parent outreach via phone must be attempted in good faith to discuss student concerns.</li> <li>➤ All contacts and corrective interventions must be documented in the student information system (Focus).</li> </ul>	



**INTERVENTIONS LEVEL 2**

<p><b>LEVEL 2</b> behaviors are more serious than Level 1 as they impact the learning environment and/or well-being of self or others.</p>		<p>Teachers are primarily responsible for implementing a minimum of two (2) <b>Level 2</b> corrective interventions; however, administrators are available for consultation and will address behaviors that are referred by transportation staff.</p>	
<p style="text-align: center;"><b>Behaviors</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cheating/plagiarism</li> <li><input type="checkbox"/> Abusive language/Profanity/Gestures Profanity to Staff</li> <li><input type="checkbox"/> Disruption</li> <li><input type="checkbox"/> Inappropriate Physical Contact/Scuffling</li> <li><input type="checkbox"/> Open Defiance/Insubordination</li> <li><input type="checkbox"/> Teasing &amp; Taunting</li> <li><input type="checkbox"/> Violation of Behavior Agreement</li> <li><input type="checkbox"/> Violation of Student Network and Internet Responsible Use and Safety Policy</li> <li><input type="checkbox"/> Disrupting, distracting, or disobeying a transportation professional and/or attendant.</li> <li><input type="checkbox"/> Getting out of seat while the bus is in motion.</li> </ul>		<p style="text-align: center;"><b>Corrective Interventions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Restorative Practices+</li> <li><input type="checkbox"/> Anti-bullying Intervention Strategies</li> <li><input type="checkbox"/> Check and Connect</li> <li><input type="checkbox"/> Check-In/Check-Out</li> <li><input type="checkbox"/> Detention (before or after schools)</li> <li><input type="checkbox"/> In-class time-out/thinking space</li> <li><input type="checkbox"/> Student-Centered Problem Solving and Student Success Plan.</li> <li><input type="checkbox"/> Parent/Guardian Conference</li> <li><input type="checkbox"/> Peer Mediation</li> <li><input type="checkbox"/> Mental Health Referral</li> <li><input type="checkbox"/> Respite Pass</li> <li><input type="checkbox"/> Restitution (replacing an item, repairing harm)</li> <li><input type="checkbox"/> School Counselor Referral</li> <li><input type="checkbox"/> Success Coach Consultation</li> <li><input type="checkbox"/> Social Emotional Learning Programs like Ripple Effects+</li> <li><input type="checkbox"/> ASPIRE (Alternative School-based Program to Inspire Renewed Excellence)</li> <li><input type="checkbox"/> Verbal or Written warning on bus</li> </ul>	
<p><b>Notes</b></p>			
<ul style="list-style-type: none"> <li>➤ Teachers must implement at least two (2) interventions from the list above per behavior before continuation to Level 3.</li> <li>➤ +Intervention may not be available at all schools as staff must have been adequately trained prior to implementing.</li> <li>➤ Virtual consultation with school counselors, temporary camera/microphone-off period (as agreed upon in respite agreement) are examples of respite pass use for students in online learning environments.</li> <li>➤ Refer to the appendix and glossary for unfamiliar terms.</li> <li>➤ Parent outreach via phone must be attempted in good faith to discuss student concerns</li> <li>➤ All contacts and corrective interventions must be documented in the student information system (Focus).</li> </ul>			



### INTERVENTIONS LEVEL 3

<p><b>LEVEL 3</b> behaviors are significant enough that they may interfere seriously with the learning environment, cause property damage, and/or result in the endangerment of students or staff.</p>	<p>Administrators or designees are responsible for implementing <b>Level 3</b> corrective interventions.</p>
<p style="text-align: center;"><b>Behaviors</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contraband</li> <li><input type="checkbox"/> Failure to Serve Consequence</li> <li><input type="checkbox"/> False Accusations Against Classmate(s)</li> <li><input type="checkbox"/> False Accusations Against Staff Member(s)</li> <li><input type="checkbox"/> Fighting (minor/district)</li> <li><input type="checkbox"/> Forgery</li> <li><input type="checkbox"/> Gambling</li> <li><input type="checkbox"/> Harassment*</li> <li><input type="checkbox"/> Parking/Driving Offense</li> <li><input type="checkbox"/> Possession of Over the Counter/Prescription Medication</li> <li><input type="checkbox"/> Theft (&lt;\$750)*</li> <li><input type="checkbox"/> Tobacco/E-Cigarettes/Vaping<sup>b*</sup></li> <li><input type="checkbox"/> Use/Possession of Combustibles</li> <li><input type="checkbox"/> Vandalism/Property Damage &lt; \$100</li> <li><input type="checkbox"/> Placing head, arms, or legs outside the window of the bus while parked or in motion</li> </ul>	<p style="text-align: center;"><b>Corrective Interventions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parent Contact</li> <li><input type="checkbox"/> Restorative Practices+</li> <li><input type="checkbox"/> Check and Connect</li> <li><input type="checkbox"/> Check In-Check Out</li> <li><input type="checkbox"/> Student-Centered Problem Solving and Student Success Plan.</li> <li><input type="checkbox"/> School Counselor Consultation</li> <li><input type="checkbox"/> Success Coach Consultation</li> <li><input type="checkbox"/> Social Emotional Learning Programs like Ripple Effects+</li> <li><input type="checkbox"/> Parent Shadowing</li> <li><input type="checkbox"/> Work Detail (with parent approval)</li> <li><input type="checkbox"/> Saturday school<sup>+</sup></li> <li><input type="checkbox"/> Class or schedule change</li> <li><input type="checkbox"/> Out of school suspension</li> <li><input type="checkbox"/> Mental Health Referral</li> <li><input type="checkbox"/> Civil Citation if applicable for infraction- issued by Law Enforcement</li> <li><input type="checkbox"/> Crisis assessment and intervention (as appropriate)</li> <li><input type="checkbox"/> ASPIRE (Alternative School-based Program to Inspire Renewed Excellence)</li> <li><input type="checkbox"/> Alternative to Out of School Suspension (ALTOSS) Program<sup>a</sup></li> <li><input type="checkbox"/> Law Enforcement Consultation</li> <li><input type="checkbox"/> Bus suspension</li> <li><input type="checkbox"/> Student re-entry or success plan</li> <li><input type="checkbox"/> Individual Student Safety/Supervision Plan</li> </ul>
<p><b>Notes</b></p>	
<p style="text-align: center;"><b>For all Out of School Suspensions (OSS) Principals must ensure a student re-entry plan is created.</b></p> <ul style="list-style-type: none"> <li>➤ Parent/guardian notification is required for all Level 3 behaviors and interventions.</li> <li>➤ +Intervention may not be available at all schools as staff must have been adequately trained prior to implementing.</li> <li>➤ Administrators must lead investigations, make referrals to individual problem-solving teams and for mental health services (as appropriate and in accordance with s. 1012.584(4), F.S.), and ensure coordination and fidelity of interventions.</li> <li>➤ <sup>a</sup>The ALTOSS Program <b>may not be a first-round intervention</b> for Level 3 behavior unless approved by the Director of Student Services</li> <li>➤ <sup>b</sup>Given the significant risk for nicotine addiction among e-cigarette users, interventions for vaping/e cigarette/nicotine <b>must include</b> an evidence-based/research-informed intervention designed to address their behavior violation (e.g., Ripple Effects).</li> <li>➤ Administrators must contact the Deputy Superintendent if they believe a student would benefit from a Level 4 or 5 intervention</li> <li>➤ All contacts and corrective interventions must be documented in the student information system (Focus).</li> <li>➤ <b>*SESIR Incidents</b> <ul style="list-style-type: none"> <li>○ School administrators must adhere to school board policy 5500 per s. 1006.13(2), F.S., regarding law enforcement reports and consultation.</li> </ul> </li> </ul>	



**INTERVENTIONS LEVEL 4**

<p><b>Level 4</b> behaviors are repeated events or reflect a need for more intensive intervention responses given the severity of impact in the school environment, to property damage, or to engagement of self/others.</p>	<p>Administrators or designees are responsible for implementing <b>Level 4</b> corrective interventions.</p>
<p style="text-align: center;"><b>Behaviors</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Alcohol possession*, sale*, purchase*, or use* of alcoholic beverages.*</li> <li><input type="checkbox"/> Arson*</li> <li><input type="checkbox"/> Burglary*</li> <li><input type="checkbox"/> Bullying (including cyberbullying)*</li> <li><input type="checkbox"/> Disruption on Campus or Bus – Major*</li> <li><input type="checkbox"/> Drugs (Excluding Alcohol) possession* or use* of any drug, narcotic, controlled substance, or any substance when used for chemical intoxication, sale* or purchase* (including paraphernalia), of any drug, narcotic, controlled substance or substance represented to be a drug, narcotic, or controlled substance.</li> <li><input type="checkbox"/> Fighting*</li> <li><input type="checkbox"/> Gang-related Activity*</li> <li><input type="checkbox"/> Hazing*</li> <li><input type="checkbox"/> Larceny/Theft* (≥ \$750)*</li> <li><input type="checkbox"/> Physical Attack (battery)*</li> <li><input type="checkbox"/> Production, Possession and/or Distribution of Obscene/ Inappropriate Materials</li> <li><input type="checkbox"/> Sexual Assault*</li> <li><input type="checkbox"/> Sexual Harassment/Sexual Cyberharassment*</li> <li><input type="checkbox"/> Sexual Offense/Misconduct (other)* Including sexting and possession and/or distribution of obscene or lewd materials</li> <li><input type="checkbox"/> Teen Dating Violence or Abuse</li> <li><input type="checkbox"/> Threat/Intimidation* (Must investigate)</li> <li><input type="checkbox"/> Trespassing*</li> <li><input type="checkbox"/> Under the Influence of alcohol or drugs</li> <li><input type="checkbox"/> Vandalism/Property Damage (\$100 - \$999)</li> <li><input type="checkbox"/> Violation of Stipulated Order In lieu of Expulsion</li> <li><input type="checkbox"/> Throwing objects inside the bus or out of the window of the bus, which may or may not cause injury to persons or physical damage</li> <li><input type="checkbox"/> Unsafe behavior on a school bus which could lead to harm</li> </ul>	<p style="text-align: center;"><b>Corrective Interventions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Restorative Practices+</li> <li><input type="checkbox"/> Social Emotional Learning Programs like Ripple Effects+</li> <li><input type="checkbox"/> ASPIRE (Alternative School-based Program to Inspire Renewed Excellence)</li> <li><input type="checkbox"/> Mental Health Referral</li> <li><input type="checkbox"/> Alternative to Out of School Suspension (ALTOSS) Program</li> <li><input type="checkbox"/> Bus Suspension</li> <li><input type="checkbox"/> Law Enforcement Consultation</li> <li><input type="checkbox"/> Individual Student Safety/Supervision Plan</li> <li><input type="checkbox"/> Restricted activity</li> <li><input type="checkbox"/> Out of School Suspension</li> <li><input type="checkbox"/> Suspension Expulsion Review Team (SERT) referral for consideration for alternative school-based program and/or expulsion</li> </ul>
<b>Notes</b>	
<p style="text-align: center;"><b>For all Out of School Suspensions (OSS) Principals must ensure a student re-entry plan is created.</b></p> <ul style="list-style-type: none"> <li>➤ The school must refer the student to mental health services identified by the school district if a student brings a firearm or weapon and/or makes a substantive threat or false report.</li> <li>➤ +Intervention may not be available at all schools as staff must have been adequately trained prior to implementing.</li> <li>➤ Parent/guardian consultation is required for all Level 4 behaviors and interventions.</li> <li>➤ Administrators must lead investigations, make referrals to individual problem-solving teams and for mental health services (as appropriate and in accordance with s. 1012.584(4), F.S.), and ensure coordination and fidelity of interventions.</li> <li>➤ Administrators must contact the Deputy Superintendent if they believe a student would benefit from a Level 4 or 5 intervention.</li> <li>➤ All contacts and corrective interventions must be documented in the student information system (Focus).</li> <li>➤ <b>*SESIR Incidents</b> <ul style="list-style-type: none"> <li>○ <b>School administrators must adhere to school board policy 5500 per s. 1006.13(2), F.S., regarding law enforcement reports and consultation.</b></li> </ul> </li> </ul>	



**INTERVENTIONS LEVEL 5**

<p><b>Level 5</b> behaviors are the most significant and represent gross misconduct for which the most significant <b>interventions of last resort</b> are reserved, including out-of-school suspension and expulsion.</p>		<p>Administrators or designees are responsible for implementing <b>Level 5</b> corrective interventions.</p>	
<p style="text-align: center;"><b>Behaviors</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Battery Aggravated*</li> <li><input type="checkbox"/> Homicide*</li> <li><input type="checkbox"/> Kidnapping*</li> <li><input type="checkbox"/> Off-Campus Felony Arrest with Petition Filed by State Attorney</li> <li><input type="checkbox"/> Robbery*</li> <li><input type="checkbox"/> Sexual Battery*/Violence</li> <li><input type="checkbox"/> Violation of Student Network and Internet Responsible Use and Safety Policy</li> <li><input type="checkbox"/> Violation of Stipulated Order In lieu of Expulsion</li> <li><input type="checkbox"/> Weapons possession*</li> </ul>		<p style="text-align: center;"><b>Corrective Interventions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Law Enforcement Consultation</li> <li><input type="checkbox"/> Individual Student Safety/Supervision Plan</li> <li><input type="checkbox"/> Suspension Expulsion Review Team (SERT) referral for consideration for alternative school placement and/or expulsion</li> </ul>	
<p><b>Notes</b></p>			
<p><b>For all Out of School Suspensions (OSS) Principals must ensure a student re-entry plan is created.</b></p> <ul style="list-style-type: none"> <li>➤ The school must refer the student to mental health services identified by the school district if a student brings a firearm or weapon and/or makes a substantive threat or false report.</li> <li>➤ +Intervention may not be available at all schools as staff must have been adequately trained prior to implementing.</li> <li>➤ Parent/guardian consultation is required for all Level 5 behaviors and interventions.</li> <li>➤ Administrators must lead investigations, make referrals to individual problem-solving teams and for mental health services (as appropriate and in accordance with s. 1012.584(4), F.S.), and ensure coordination and fidelity of interventions.</li> <li>➤ Administrators must contact the Deputy Superintendent if they believe a student would benefit from a Level 5 intervention.</li> <li>➤ All contacts and corrective interventions must be documented in the student information system (Focus).</li> <li>➤ <b>*SESIR Incidents</b> <ul style="list-style-type: none"> <li>○ <b>School administrators must adhere to school board policy 5500 per s. 1006.13(2), F.S., regarding law enforcement reports and consultation.</b></li> </ul> </li> </ul>			



### Procedures for Disciplinary Action

In order to protect student rights, certain procedures are followed with regard to disciplinary actions. These procedures are developed as suggested or required by law or regulation. School/classroom management strategies not covered by these specific procedures are encouraged.

### Procedures for Referral Process

A student accused of misconduct, shall be afforded the following procedures. In emergency situations, these procedures may be modified so long as reasonable efforts are made to provide substantially similar opportunities for the procedural safeguards.

Step 1:	The student must be told by the principal or designee of the reason(s) for the referral.
Step 2:	The student must be given the opportunity to present his/her side of the matter either verbally or in writing and must have the opportunity to present witnesses to the incident.
Step 3:	The principal/designee shall make a determination as to whether the evidence supports the offense. If so, the principal/designee determines the appropriate discipline response according to the Code of Student Conduct. The student and parent(s)/guardian(s) shall be informed of the disciplinary response.
Step 4:	FOR SUSPENSIONS: Contact the Deputy Superintendent and submit necessary forms for approval to proceed with a suspension. The principal/designee shall report each suspension in writing to the student's parent/guardian and to the Deputy Superintendent or designee. This report shall be mailed, or delivery initiated within 24 hours of the start of the suspension or on the next regular workday. Reasonable efforts shall be made to contact the parent/guardian prior to the start of the suspension. If the parent/guardian cannot be reached prior to the start of the suspension, the principal or his designee may determine that the suspension will start without the prior contact with the parent/guardian with continued reasonable efforts to contact the parent/guardian being made.
Step 5:	After the discipline investigation is complete, the parent/guardian may request a copy of all documentary evidence upon which the proposed disciplinary consequence is based; however, if available and used as evidence for disciplinary purposes, video evidence may only be reviewed, a copy will not be provided.
Step 6:	The student and parent/guardian have a right to request a conference with the principal or designee upon request of the parent/guardian to appeal the discipline imposed. All such requests must be made within three (3) school days of the first notification of a discipline referral. The principal shall have the discretion to adjust the discipline response.
Step 7:	A meeting should be held each time any student with disabilities has been suspended from the classroom or transportation for ten (10) days cumulative during a school year. The purpose is to determine if the placement is appropriate and if any changes need to be made in order to more effectively deal with the student's behavior concern.
Step 8:	The principal must ensure a re-entry plan is created and implemented upon the student's return.
Step 9:	If the parent/guardian feel that procedural safeguards were not provided, they may appeal by contacting the Deputy Superintendent. The Deputy Superintendent shall discuss the matter with the parent/guardian, and if appropriate, schedule a meeting between the principal, the Deputy Superintendent, and the parent/guardian to further discuss the matter. This shall not be interpreted as permitting the Deputy Superintendent to substitute their judgment for the decision the principal made.
Note: All documentation must be maintained for a minimum of 3 years for major discipline offences and 5 years for expulsions.	



## EXCLUSIONARY INTERVENTIONS

### Time-Out, Emergency Removal, Suspensions, and Alternative Placement

The school board recognizes that exclusion from a school's educational program, whether by emergency removal, suspension, or expulsion, is the most severe sanction that can be imposed on a student in this school district and is one that cannot be imposed without due process.

**Removal, suspension, expulsion, or exclusion from a school program, or school is considered an intervention of last resort, and must not occur as a first level of intervention unless the student behavior represents a such a severe infraction as it is considered an action of zero tolerance by the school board or the school team.**

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

### EMERGENCY REMOVAL

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



**INTENSIVE INTERVENTIONS**



\*ASPIRE = Alternative to In-School Suspension

\*ALTOSS = Alternative to Out of School Suspension

**ALTERNATIVE SCHOOL-BASED PROGRAM TO INSPIRE RENEWED EXCELLENCE (ASPIRE) PROGRAM**

Florida law ([Section 1003.01, Florida Statutes](#)) defines “in-school suspension” as the temporary removal of a student from the student’s regular school program and placement in an alternative program under the supervision of SDIRC personnel, for a period not to exceed 10 days.

The ASPIRE (Alternative School-based Program to Inspire Renewed Excellence) Program is a short-term, on-site intervention classroom initiative designed to address the unique needs of students who have committed a school level behavioral offense. The classroom components help students develop more effective coping skills, social emotional learning competencies, and pro-social behaviors, while remaining on track with academics in the classroom. Restorative Practices are included as appropriate in the ASPIRE program and used in congruence with the classroom components. ASPIRE is designed as an enhancement to the Code of Student Conduct. Only administrators, with official referral documentation, may place a student in ASPIRE. These placements are on a period by period basis or for an amount of days not to exceed 10 days for any single placement. The goal of this program is to allow schools and administrators to effectively deal with Code violations that do not require a student be removed from the school setting.

**ALTERNATIVE TO OUT OF SCHOOL SUSPENSION (ALTOSS) PROGRAM**

- The ALTOSS program is a partnership between SDIRC and Tykes & Teens, a 501c3 nonprofit agency recognized locally for their expertise in the delivery of trauma-informed care and mental health services for children, teens, and families. The program is designed to reduce recidivism (i.e., repeat of serious behaviors that adversely impact the educational environment) related to behavioral infractions.
- Students will be assigned to the ALTOSS Program following a serious behavioral violation. Principals must seek deputy superintendent approval for out of school suspension for any student whose parent does not wish for their child to participate.
- Students have opportunities to complete schoolwork, engage in community service activities, and participate in evidence-based therapeutic and restorative interventions designed to help increase student insight regarding their behavior, repair harm when applicable and possible, and plan for re-entry to school.
- Student meals (breakfast and lunch) are provided by SDIRC.
- SDIRC bus transportation is available using designated depot stops
- Principals must ensure a problem-solving team has created an appropriate tiered intervention plan that includes additional interventions in the areas of identified needs for any student demonstrating a pattern of problematic behavior. All plans must be documented in the student information system (FOCUS).

**OUT OF SCHOOL SUSPENSION**

- Suspension of students from school programs is a last resort.
- To be utilized only in the most extenuating circumstances after other corrective interventions have been employed and with District notification.
- During suspension, the student shall not be allowed to attend regular classes or school-sponsored activities for a prescribed number of days not to exceed ten (10) days.
- The Principal must refer the student during the period of the suspension to the appropriate **Problem-Solving Team and a student success plan must be created upon re-entry.**



- Parent/guardians will be notified of suspension immediately by phone and will receive formal written notification within twenty-four (24) hours of student notification of suspension.
- All out-of-school suspensions shall not commence prior to the beginning of the next school day following the infraction, unless the parents/guardians have been notified. Except in emergencies or disruptive conditions which require immediate suspension, or in the case of a serious breach of conduct that is defined as:
  - violence against persons or property;
  - any other act that causes a major disruption.

**EXPULSION**

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



**DUE PROCESS RIGHTS**

- In accordance with school board policy 5610, prior to a suspension:
- Student will receive oral and written notice of the infraction(s) and an explanation of the evidence.
  - Student will have an opportunity to explain their side of the story at an informal hearing.
  - An appeal may be addressed to the Superintendent, whose decision will be final.
  - In cases of extremely disruptive or dangerous behavior, persons or groups involved may be immediately suspended and removed from the school campus without the necessity of a prior hearing.
  - Each student will be afforded an informal hearing prior to the third day suspension as applicable.
  - Students may be suspended from any or all co-curricular or extracurricular activities. The length of suspension shall be in accordance with corrective intervention practices.
- Note:** Our school district will honor suspensions, expulsions and alternative placements from other districts. Students will have to complete the suspension or expulsion term prior to attending a school in our district.

**DUE PROCESS FOR STUDENTS SUBJECT TO EXPULSION**

- A student and their parent or guardian will be given written notice of the principal’s recommendation and the reasons for the recommendation, and an opportunity to meet with a representative of the Superintendent to respond to the infractions(s).
- The student and/or their parent or guardian shall also be provided with a description of the student’s rights and of the hearing procedures. The Board shall act on any recommendation for expulsion.
- Principals recommending students for expulsion shall provide the Superintendent with an adequate history of the student's actions and alternative measures taken relevant to the recommendation.
- When the Superintendent makes a recommendation for expulsion to the school board, written notice will be given to the student and parent/guardian, setting forth the infractions(s) and advising the student and parent/guardian of their right to due process.



- Suspensions will be extended beyond ten (10) in the event the Board is not available to convene.
- In the case of a student receiving Exceptional Student Education services, please refer to the district's Special Programs and Placement Plan for Exceptional Student Education.

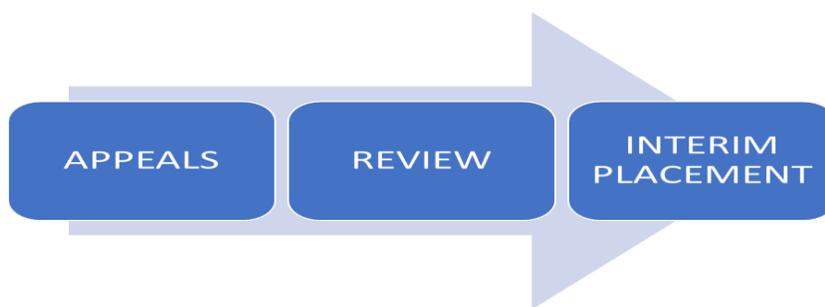


### SUSPENSION EXPULSION REVIEW TEAM (SERT)

Following a principal request for student alternative placement or expulsion due to an alleged serious breach of conduct, the Superintendent shall refer the case to the SERT. The SERT is comprised of a multi-disciplinary team of professionals from the division of Exceptional Student Education and Student Services and school-based administrators. After reviewing all available information, SERT recommends to the Superintendent one of the following:

1. A return to school with conditions listed in the stipulated order
2. Referral to behavioral or mental health services
3. Placement at the alternative school program with conditions listed in the stipulated order
4. Recommendation for an expulsion hearing and parent/guardian notification of the right to appear at the expulsion hearing (F.S. 1012.584(4) and Senate Bill 7030)

### PROCEDURAL PROCESS & PLACEMENT



#### PROCEDURES FOR APPEAL OF ALTERNATIVE EDUCATION PLACEMENTS

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

#### EXPULSION APPEALS

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

#### MANIFESTATION DETERMINATION REVIEW

<p>A Manifestation Determination Review (MDR) is required to be conducted to examine the relationship between a student’s behavior and their disability/disabilities within 10 days of a decision to change a student’s placement due to a violation of the Code of Student Conduct Handbook if the student:</p>
<ul style="list-style-type: none"> <li>• Is receiving Exceptional Student Education services.</li> <li>• Has been determined eligible for 504 protections under the American’s with Disabilities Act.</li> <li>• Is suspected of having a disability (by means of prior teacher documentation, prior parent request for an evaluation, or are currently in the evaluation process for a suspected disability).</li> </ul>
<p>A Manifestation Determination Review should be held in accordance using the following guidelines:</p>
<ul style="list-style-type: none"> <li>• Manifestation Determination Reviews should take place in a timely manner [within three (3) school days] of the decision to change a student’s placement.</li> <li>• If it is determined at the Manifestation Determination Review that the exhibited behavior (or pattern of behaviors), is indeed a manifestation of the student’s disability/disabilities (or prior suspected disability), the student may not be removed from the educational setting, and is to return to their home school immediately.</li> <li>• Regardless of the outcome of the Manifestation Determination Review, a referral should be made to the appropriate school-level problem-solving team.</li> </ul>



## INTERIM ALTERNATIVE EDUCATIONAL PLACEMENT

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

- The student has been found to possess a weapon or illegal drugs in school.
- The student is a danger to self or others as determined by an independent hearing officer. The IEP team or Section 504 team may, however, choose to go directly to a court to obtain authority for an IAEP without involving a hearing officer.
- The Individual Education Plan (IEP) team or the Section 504 team may place a student in a forty-five (45) calendar day Interim Alternative Educational Placement (IAEP) if the student is found to have violated the Code of Student Conduct by carrying a weapon to school or to a school function, or by possessing, using, distributing, or soliciting illegal drugs at school or at a school function.

## INFORMATION REGARDING SERIOUS INCIDENTS AND LAW ENFORCEMENT

### PROCEDURES FOR FELONY SUSPENSIONS

A principal may initiate suspension proceedings against any student who is formally charged by a prosecuting attorney with a felony, or with a delinquent act which would be a felony if committed by an adult, for an incident which allegedly occurred on property other than that owned by the school district. If the incident is shown to have an adverse impact on the educational program, discipline, or welfare of the school, the student may be suspended or placed at an alternative program. The principal will hold an administrative hearing to make the determination. Teachers will be notified by the principal or another administrator if they have a student in their class who has been charged with a felony. **Additional information may also be referenced in Florida State Statutes 1001.54; 1003.31; 1003.32; 1006.07; 1006.09(2) and School Board policies 5500; 5520; 5540; 5600; 5605; 5610; 5610.01; 5610.02 and 5611.**

### EXPULSION AND THREATS TO SAFETY

The School Board (policy 5500) (F.S.1006.13 {5}) has zero tolerance for conduct that poses a threat to school safety. **Additional information may also be referenced in Florida State Statutes 1006.07; 1006.09 and School Board Policy 5605 Florida State Statute 790.162, 790.163 and Senate Bill 7030.** Florida law requires that students found to have committed one of the following offenses:

- bringing a firearm or weapon, as defined in F.S. Chapter 790, to school, to any school function, or onto any school-sponsored transportation, or possessing a firearm at school; or
- making a threat or false report, as defined by F.S. 790.162 and 790.163, involving school or school personnel's property, school transportation, or a school-sponsored activity.

shall be recommended for expulsion, with or without continuing educational services, from the student's regular school for a period of not less than one (1) full year, and shall be referred to mental health services identified by the District and, the criminal justice/juvenile justice system.

It is important to note that students may face consequences from the state including arrest for making threats, even if the threat was made as a joke (see F.S. 790.163, and F.S. 790.166). Please review this video to learn more about what happens when a fake threat is made:

<https://www.indianriverschools.org/cms/one.aspx?portalId=1549525&pageId=22678481>

SDIRC uses the Comprehensive School Threat Assessment Guidelines (CSTAG) to investigate and classify threats and develop associated intervention plans, as directed by the Florida Department of Education, and in accordance with F.S. 1001.212, F.S. 1006.1493, Chapters 2019-22, Laws of Florida.



**SEARCH AND SEIZURES**

Per school board policy 5771, school authorities are charged with the responsibility of safeguarding the safety and well-being of the students in their care. In the discharge of that responsibility, school authorities may search the person or property, including vehicles, of a student, with or without the student’s consent, whenever they reasonably suspect that the search is required to discover evidence of a violation of law or of school rules. **Additional information may also be referenced in Florida State Statutes 901.21; 933.04; 1006.09(9) and School Board Policy 5771.**

**INVESTIGATIONS INVOLVING STUDENTS**

School employees have a duty to cooperate with law enforcement agencies and the Department of Children and Family Services, and comply with investigations relating to child abuse, abandonment, neglect, or an alleged unlawful sexual offense involving a child. The Principal may also assist authorities in their investigations of other violations of law in which students are alleged to be involved. **Additional information may also be referenced in Florida State Statute 1006.061 and School Board Policy 5540.**

**WEAPONS**

Students are prohibited from possessing, storing, making, or using a weapon, including a concealed weapon, in a school safety zone and in any setting, that is: under the control and supervision of the district for school activities, including property leased, owned, or contracted by the district, a school-sponsored event, or in a district vehicle. Students are required to immediately report knowledge of weapons and threats of violence. Failure to report such knowledge may subject the student to immediate suspension and potential expulsion from school.

The Indian River County Sheriff’s Office tip line is (772) 978-6116, or email at [tips@ircsheriff.org](mailto:tips@ircsheriff.org). The district also has a web-based reporting app that has been provided by the Florida Department of Education. The App, *FortifyFL*, can be downloaded from the App Store or iTunes Store.

Any student who violates this policy will be reported to the student’s parents or guardians and to the criminal justice or juvenile delinquency system. **Additional information may also be referenced in Florida State Statutes 790.001; 790.06; 790.115; 790.251; 1001.43(1)(a); 1006.07 and School Board Policy 5772.**

**GUN FREE SCHOOLS ACT OF 1994**

Any student who is determined to have brought a firearm, as defined in *18 U.S.C. s.921*, to school, to any school function, or onto any school-sponsored transportation will be recommended for expulsion, with or without continuing educational services, from the student’s regular school for a period of no less than one full year, and will be referred to mental health services identified by the school district and the criminal justice or juvenile justice system. **Additional information may also be referenced in Florida State Statute 1012.584 (4), Senate Bill 7030**

**BULLYING, HARASSMENT, CYBERBULLYING, SEXUAL CYBERBULLYING, HAZING, DATING VIOLENCE AND ABUSE, BIAS BEHAVIOR, AND GANG-RELATED ACTIVITIES**

The school district is committed to providing an educational setting that is safe, secure, and free from offensive conduct, harassment and bullying for all of our students and school employees. Unlawful bullying and harassment, cyberbullying, sexual cyberbullying, hazing, dating violence and abuse, bias behavior, unlawful discriminatory harassment of “protected classes” and gang-related activities of any type will not be permitted. Students shall not racially harass or intimidate others by name calling, using derogatory slurs, wearing or possession of items depicting or implying hatred or prejudice.

Students shall not, at school, on school property or at school-sponsored activities, display or transmit (in any medium, including clothing, jewelry, posters, stickers, flyers or buttons) writings, images or symbols that are reasonably expected to be divisive, demeaning, or offensive to any person or group or disruptive to the learning environment; including, but not limited to writings, images or symbols associated with hate groups; that are obscene, slanderous, or libelous; that are associated with intimidation, violence or violent groups; which advocate racial, ethnic or religious prejudice (i.e., items that promote intolerance or confrontation, including the confederate flag or swastika) or that denigrate others on the basis of race, color, religion, creed, national origin, gender, sexual orientation, or disability. Images and symbols covered by this policy are permissible in library or approved learning materials, or in



a classroom setting (e.g., a history class' discussion of the Civil War or World War II) as part of a learning assignment supervised by a teacher. [School Board Policy 5517](#)

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

### BULLYING, CYBERBULLYING, HARRASSMENT

Board Policy 5517.01 protects students and staff from bullying and harassment within our educational environments. Any conduct that constitutes bullying and harassment is prohibited, and includes the following educational environments and/or means for engaging in such actions:

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

#### Getting Help: Reporting Procedures

At each school, the principal or principal's administrative designee is responsible for receiving all reports of potential bullying and/or harassment. If a verbal report of bullying/harassment is received, the receiving administrator should document the report using the "Bullying/Harassment Report Form." ***The investigation of any reported incident of bullying/harassment must be conducted by a trained administrator or administrator designee.***

**Note:** All reports received (written, verbal, anonymous) are investigated promptly. Reports of bullying incidents can be submitted confidentially through drop boxes located in the health room, school counselor's office, media center, or main office of schools.

#### Prevention & Intervention Supports for Bullying and/or Harassment

The prevention and intervention supports used to address issues of bullying and/or harassment are integrated within the existing MTSS framework. With specific regard to the prevention of bullying/harassment, the district has adopted a framework of Positive Behavior Interventions and Supports (PBIS) at all traditional public schools within the district. PBIS incorporates the provision of direct instruction in the development of social emotional competencies and provides opportunities to practice and receive feedback related to social emotional learning skills. Additionally, PBIS clearly outlines schoolwide expectations for behavior, as well as approaches for acknowledging prosocial behaviors. Within each of these school-based PBIS frameworks, schools have incorporated various evidence-based programs and strategies to support social emotional learning and positive behavior, as well as to specifically address bullying concerns. The district also requires annual training for all staff members in Bullying Recognition and Response.

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



**TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 AND SEX DISCRIMINATION**

In accordance with Title IX of the Education Amendments of 1972, and Board Policy 2266, SDIRC is committed to protecting its students, employees, and applicants for admission from sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. SDIRC believes that all students and employees are entitled to a safe, equitable, and harassment-free school experience. Substantiated allegations of discrimination will not be tolerated and shall be just cause for disciplinary action. Any student who alleges sex discrimination by another student may use the school’s student grievance procedure or may complain directly to the Title IX Coordinator

**Title IX Coordinator(s)**

Dr. Paula Lewis  
 Director of Student Services  
 772-564-3000  
 6500 57<sup>th</sup> Street  
 Vero Beach, FL 32967

Dr. Edwina Suit  
 Director of Human Resources  
 772-564-3000  
 6500 57<sup>th</sup> Street  
 Vero Beach, FL 32967

**VIOLENT CRIMES AND VICTIMIZATION**

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

**TOBACCO, NICOTINE, AND E-CIGARETTE FREE SAFE AND HEALTHY LEARNING ENVIRONMENT**

Students are prohibited from possessing or using tobacco and nicotine products, including e-cigarettes (vapes), during school-sponsored events whether on or off district property. If a tobacco/nicotine citation is issued by a School Resource Officer (SRO), it is mandatory that the student pay a civil penalty and attend a school-approved anti-tobacco program that is evidence based. **Failure to complete this program or to pay the civil penalty will result in the suspension of the student’s driver’s license or withholding of license.** Additionally, students possessing or using tobacco products are subject to corrective interventions and accountability measures. **Additional information may be referenced in FL State Statute 381.84; 386.202; 386.204; 386.206; 386.209; 386.212 and School Board Policy 5512.**



### DRUGS AND ALCOHOL POSSESSION, USE, AND DISTRIBUTION

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

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

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

### OVER THE COUNTER (OTC) MEDICATION

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

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

A Medication Permission Slip has been completed and signed by the student's parent/legal guardian. **Parental Authorization for Students to Carry and Self-Administer** and a **Physician's Authorization for Medication** must be completed. **Acetaminophen (Tylenol)** may be given to Middle and High School students without a physician's order providing the following criteria are met:

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

Any other non-prescription medication must have a doctor's order/prescription for use and a completed and signed Medication Permission Slip. It also must be received in its original container, unopened, and be labeled with the student's name. The only over-the-counter medications to be stored are those medically prescribed for specific students. Those medications will be kept in the locked medication cabinet in the health room. For more detailed information please refer to the Medication Procedures Parent's Handbook 2020-21. **Additional information may also be referenced in Florida State Statutes 893; 1006.062 and School Board Policies 5310, 5330 and 5530.**

### SDIRC COMMITMENT TO MENTAL HEALTH AND WELLNESS

Student Services staff are available to assist with the provision of direct and indirect supports for students. SDIRC employs a variety of student support personnel and has partnerships with community agencies to help promote student success, both in and out of the classroom. For students who require an assessment to determine if they are in danger of harming themselves or someone else, a mental health professional will conduct an evaluation and you will be notified. To learn more about mental health services available in SDIRC, contact your school counselor or:

- Visit our website: [https://www.indianriverschools.org/departments/mental\\_health\\_services](https://www.indianriverschools.org/departments/mental_health_services)
- Call 772-564-6199 or email [mentalhealth@indianriverschools.org](mailto:mentalhealth@indianriverschools.org)



# SECTION III

## Transportation



## TRANSPORTATION

Riding the school bus is a privilege. Student behavior directly affects the school bus climate. Students must respect the authority of transportation professionals by adhering to the bus rules of Be Responsible, Be Respectful, and Be Safe. Safety and security measures on the school bus include video recordings of students and the driver while on board. Incidents occurring at bus stop locations witnessed by transportation professionals will be reported immediately to school administration for further investigation. Kindergarten and 1<sup>st</sup> grade students must be accompanied by a parent/guardian/older sibling while at bus stop location to provide supervision prior to AM pickup and upon return to the stop location in the PM.

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

### SUCCESSFUL STUDENT BEHAVIORS FOR TRANSPORTATION

#### Examples of Successful Student Behaviors During Transportation

Wait in an orderly manner

- Stay a safe distance from the roadway: at least ten (10) feet
- Arrive at bus stop five (5) minutes before assigned pickup time
- Remain alert and aware of surroundings. Check all directions to be sure all traffic has come to a complete stop
- Make sure bus has come to a complete stop and flashing lights are on prior to approaching the bus
- Board in a safe and orderly manner, allowing younger children to board first
- When crossing the street to board or exit the bus, always cross **in front** of the bus.
- Go directly and quickly to assigned seat
- Keep all body parts inside the bus
- Keep hands and feet to yourself at all times
- Keep bus neat and clean
- Speak in a low volume and use respectful words
- Do not eat or drink
- Use appropriate language
- Stay in seat until arriving at destination
- Be respectful of the safety of the driver and passengers
- Wear seatbelts
- Use earbuds/headphones when playing audio on electronic devices to prevent driver distraction
- Respecting the privacy of others by refraining from taking pictures or videos on the bus
- Exit in an orderly manner
- Follow school bus exit procedures
- Check all directions for oncoming traffic
- Avoid danger zones
- Exit at designated stop only; unless otherwise approved

\*Additional information is available in the Transportation Handbook.



# SECTION IV

# STUDENT ATTENDANCE



## STUDENT ATTENDANCE

### TARDINESS

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

### EARLY DEPARTURE

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

STUDENT	
Rights	Responsibilities
<ul style="list-style-type: none"> <li>To receive information on rules policies and procedures about attendance</li> <li>To not be penalized for excused absences</li> <li>To receive a minimum of two days to make-up classwork for each day missed (does not include habitually truant students)</li> </ul>	<ul style="list-style-type: none"> <li>Attend classes</li> <li>Arrive on time</li> <li>Provide assigned school with reason for absence</li> <li>Virtual students must submit assignments according to the course pacing guide and are expected to work in their courses regularly each week as directed.</li> </ul>
PARENT	
Rights	Responsibilities
<ul style="list-style-type: none"> <li>Parents and students have the right to receive information on rules, policies, and procedures about attendance</li> <li>Be contacted by principal or designee when there are any attendance concerns</li> <li>Parents can view and monitor attendance on FOCUS</li> </ul>	<ul style="list-style-type: none"> <li>Absences must be reported to the school by the parent or adult student within two (2) days (48 hours) electronically, in writing, or by phone</li> <li>Coordinate vacation days with school calendar</li> <li>Speak with school principal regarding attendance concerns and questions</li> </ul>
STAFF	
<p><b><i>Teachers shall record and report all absences each period and contact attempts in the student information system (Focus) and to the principal or principal's designee</i></b></p>	<p style="text-align: center;"><b>Interventions</b></p> <ul style="list-style-type: none"> <li>Parents will be contacted when a student has three (3) unexcused or unexplained absences</li> <li>When a student has at least five (5) unexcused or unexplained absences within a calendar month, or ten (10) unexcused or unexplained absences within a ninety (90) calendar day period a referral to the appropriate problem-solving team</li> <li>Team may determine that a student is Habitually Truant and should consider F.S. 984.151</li> </ul>

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

<ul style="list-style-type: none"> <li>Insurmountable problems *</li> <li>Death of a family member</li> <li>Attendance at a center under the supervision of Children and Family Services</li> <li>Court appearance</li> <li>Approved school activity</li> <li>Religious instruction or holiday</li> </ul>	<ul style="list-style-type: none"> <li>Medical appointments and/or personal illness (medical evidence may be required after 5 consecutive days of absence)</li> <li>Appointments for a therapy service provided by a licensed health care practitioner or behavior analyst certified pursuant to FL Law for the treatment of autism spectrum disorder</li> <li>Out-of-school suspension</li> <li>Confinement at a detention center</li> <li>All other reasonable excuses</li> </ul>
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\*Prior permission is required by the principal or designee except in cases of emergencies. Absences not listed above

Additional Attendance Information is available in the Attendance Handbook. Florida Statutes: F.S. 1003.01, F.S. 984.151, 1002.20, 1003.02, 1003.21, 1003.23, 1003.24, 1003.26, 1003.27  
 School Board Policy: 5200



# SECTION V

## STUDENT DRESS CODE



## STUDENT DRESS CODE

**Florida State Statute 1001.43(1)(b) and School Board Policy 5511**

STUDENT	
Rights	Responsibilities
<ul style="list-style-type: none"> <li>To have access to the school dress code via the school website</li> </ul>	<ul style="list-style-type: none"> <li>Follow the dress code (including in virtual learning environments).</li> </ul>

### DRESS AND GROOMING EXPECTATIONS FOR ALL STUDENTS:

<ul style="list-style-type: none"> <li>Pants are to be worn at the waist, with no visible undergarments, and present no safety hazards.</li> </ul>
<ul style="list-style-type: none"> <li>Dress, grooming practices, and personal hygiene will not interfere with schoolwork, create disorder, disrupt the educational program, or prevent the student from achieving educational objectives.</li> </ul>
<ul style="list-style-type: none"> <li>Hair and clothing must not block vision or restrict movement.</li> </ul>
<ul style="list-style-type: none"> <li>Dress practices must not be indecent, vulgar, or disruptive to an orderly learning environment, and must not cause or result in discrimination against, bullying, or harassing of other students or school staff.</li> </ul>
<ul style="list-style-type: none"> <li>Clothing and accessories will contain no inappropriate words, phrases, themes, or advertisements (e.g., alcohol, tobacco/vaping, drugs, gang-related symbols, guns, knives, or violence promoting symbols (for clarification of symbols see page 23)).</li> </ul>
<ul style="list-style-type: none"> <li>Clothing will fit appropriately and include no oversized or undersized garments.</li> </ul>
<ul style="list-style-type: none"> <li>Apparel will contain no sheer, net, mesh, or sleepwear items. Shirts will cover the person from the shoulders to the waist at all times, with no revealed abdomen or chest.</li> </ul>
<ul style="list-style-type: none"> <li>Shorts, skorts, dresses and skirts are to extend beyond mid finger-length or mid-thigh.</li> </ul>
<ul style="list-style-type: none"> <li>Apparel will not contain headphones<sup>^</sup>, ear buds<sup>^</sup>, stocking caps, bandanas, towels, and other headgear. Hoods will not be worn on school property, buses or school related activities.</li> </ul>
<ul style="list-style-type: none"> <li>Hats and sunglasses may only be worn for P.E. activities, recess, or other specific circumstances when authorized by the Principal.</li> </ul>
<ul style="list-style-type: none"> <li>Jewelry, accessories, or extended fingernails that could be deemed unsafe are not permitted.</li> </ul>
<ul style="list-style-type: none"> <li>Dog-type collars, chains, and spikes are not allowed.</li> </ul>
<ul style="list-style-type: none"> <li>Trench coats/capes and blankets are not allowed.</li> </ul>
<ul style="list-style-type: none"> <li>Certain courses may require a specific dress code.</li> </ul>

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

**Note: The Principal has the final authority to determine when personal appearance does not meet expectations.**

<sup>^</sup>Unless otherwise approved for instructional purposes.

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



# SECTION VI

## STUDENT ACTIVITIES



## STUDENT ACTIVITIES

### STUDENT GROUPS

Student groups will be recognized as authorized school organizations only if they are approved by the school administration, sponsored by school-approved personnel, composed of members of the current student body, conduct the majority of their meetings at school, and have established goals. For a list of authorized school organizations see school website or check with the front office of your child’s school.

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

### INTERSCHOLASTIC AND EXTRACURRICULAR ACTIVITIES

All middle schools and high schools are members of the Florida High School Athletic Association (FHSAA) and are governed by its rules and regulations. All district students (including transfer students) shall satisfy the eligibility requirements established by the FHSAA, Florida law, and school board policy.

The school board authorizes the superintendent, principals, and assistant principals to prohibit a student from participating in extracurricular activities for offenses or violations of the Code of Student Conduct for a period not to exceed the remainder of the school year in which the offense or violation took place. Procedures relating to corrective intervention outlined in the Code of Student Conduct must be followed prior to prohibiting a student from participating. Exclusion/removal should be used as a last resort; Restorative Practices and transition meetings to support students in interscholastic/extracurricular activities after a suspension may be used as an alternative.

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

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

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Eligibility requirements may not be affected by any alleged recruiting violation until final disposition of the allegation is completed.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• A student may not participate in a sport if the student participated in the same sport at another school during that school year, unless the student meets participation criteria.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• A student not currently suspended from interscholastic extracurricular activities, or suspended or expelled from school, pursuant to district school board suspension or expulsion powers, is eligible to participate in interscholastic and interscholastic extracurricular activities.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Additional information may be found on the Florida High School Athletic (FHASS) website and in Florida State Statute 1006.20 and School Board Policy 2431.</li> </ul>   |

### NON-DISCRIMINATION GRIEVANCE PROCEDURES

Students may participate in appropriate programs and activities without regard to race, color, religion, national origin, sex, disability, marital status, or age, except as otherwise provided by state law. All written grievances may be properly directed to the principal of the school alleged to be in violation of Title IX of the Florida Education Equity Act. **Additional information may also be referenced in Florida State Statute 1000.05 and School Board Policy 2260**



## **COMPLAINTS REGARDING DISCRIMINATION OR INACCESSABILITY FOR STUDENTS AND PARENTS**

Contact the District Compliance Officers (also known as Civil Rights Coordinators) (hereinafter referred to as the COs):

Director of Human Resources  
6500 57<sup>th</sup> Street  
Vero Beach, FL 32967  
772-564-3000

Director of Student Services  
6500 57<sup>th</sup> Street  
Vero Beach, FL 32967  
772-564-3000

The names, titles, and contact information of these individuals will be published annually on the School District's website.

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

The COs are responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination or denial of equal access. The COs shall also verify that proper notice of nondiscrimination for Title II of the American with Disabilities Act (as amended), Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973 (as amended), the Age Discrimination Act of 1975, the Florida Civil Rights Act of 1992, the Florida Educational Equity Act, and/or their implementing regulations is provided to students, their parents, staff members, and the general public. A copy of each of the acts and regulations on which this notice is based may be found in the CO's office.



# SECTION VII

# TECHNOLOGY USAGE



### TECHNOLOGY USAGE

**Florida State Statutes 1001.43 and 1001.51 and School Board Policy 7540.03 and 2520**

All wireless communication devices (WCD) users must follow procedures and sign a Network and Internet Responsible Use and Safety Agreement. Students are solely responsible for any equipment they bring to school. The district is not responsible for device security, repair, troubleshooting, technical support, loss, misplacement, theft, or damage.

- WCDs are permitted only at the discretion of the administrator, teacher, bus driver, sponsor, advisor, or coach.
- WCDs should be set to 'silent' or 'vibrate' and remain in that mode throughout the school day.
- WCDs must be connected to district Wi-Fi to access the Internet during classroom instruction even if they have their own data plan in compliance with CIPA (Children's Internet Protection Act).

Prohibited
1. Personal hotspots and Internet sharing while on school grounds.
2. Visible WCDs in class, unless being used as part of classroom instruction or charging devices without permission.
3. Personal data plans, or other networks to access or view Internet websites that are otherwise blocked.
4. Downloading or streaming any audio or video files without teacher permission.
5. Taking, posting, and/or sending pictures or videos of anyone on campus without staff permission.
6. Hacking, cracking, vandalizing, introducing viruses, worms, Trojan horses, or time bombs, and using Peer-to-Peer (P2P) computing or networking.
7. Use of another person's password, account, or device; changing/stealing another person's work or files.
8. Proxies, virtual private networks, etc., meant to circumvent the SDIRC network, filters, and firewalls.
9. Sharing/posting of any personal information about themselves or anyone else online.
10. Accessing network folders or printing from personal devices.

### STUDENT NETWORK AND INTERNET RESPONSIBLE USE AND SAFETY

The district has the right to place restrictions on Internet use to ensure accordance with its limited educational purpose. Student use of district computers, network, and Internet services ("Network") will be governed by this policy, related administrative guidelines, and this handbook. The district will follow due process when there is a suspicion of inappropriate use of the Network.

- Users have no expectation of privacy in any communication sent or received electronically, during use of the Internet or Network access, use of electronic resources, in materials stored on any school board-provided electronic device or personal electronic device that is connected to the board network.
- The district may not be able to technologically limit access to services through the district's Internet connection to only those that have been authorized for instruction, study, and research related to the curriculum; access to the Internet will open classrooms and students to electronic information resources which have not been screened by educators for use by students.
- The district utilizes software and hardware to monitor, block, and filter Internet access to illegal and inappropriate content; however, the district cannot guarantee that inappropriate, offensive, objectionable, or controversial information will not be accessed. Parents/guardians assume risks by consenting to allow their child to participate in the use of the Internet. Students shall not access social media for personal use from the district's network.
- Pursuant to federal law, students shall receive education about safety/security while using e-mail, chat rooms, social media, and other forms of electronic communications, including the dangers inherent with the online disclosure of personally identifiable information, the consequences of unauthorized access ("hacking"), cyberbullying, and other unlawful or inappropriate activities by students online, and unauthorized disclosure, use, and dissemination of personal information regarding minors.
- Staff members will provide guidance and instruction to students and monitor their online activities while at school. Users granted access to the Internet through the district's computers assume personal responsibility and liability, both civil and criminal, for use of the Internet not authorized by this board policy and its accompanying procedures.



# GLOSSARY



## Glossary

<b>Abusive Language/Profanity/Gestures</b>	Gestures, verbal, and nonverbal messages including swearing, name calling, or use of words in an inappropriate way.
<b>Alcohol Possession and use</b>	(Possession, sale, use, or purchase of alcoholic beverages) Use should be reported only if the person is caught in the act of using, admits to use, or is discovered to have used these substances during the investigation. <ul style="list-style-type: none"> <li>• <b>Possession</b></li> <li>• <b>Consumption</b></li> <li>• <b>Possession/Intent to Distribute</b></li> <li>• <b>Distribution</b></li> </ul> 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.
<b>Alternative to Out-of-School Suspension (ALTOSS) Program</b>	Up to a 10-day program designed to prevent suspension and reduce recidivism for students who engage in behavior infractions or violations.
<b>Anabolic Steroid</b>	A synthetic steroid that resembles testosterone in promoting the growth of muscle.
<b>Arson</b>	(Intentionally setting a fire on/with school property) To damage any dwelling, structure, or conveyance, or its contents, whether occupied or not, by fire or explosion.
<b>Assault</b>	An intentional unlawful threat by word or act to do violence to a person, coupled with apparent ability to do so, which creates a well-founded fear that such violence is imminent.
<b>Battery Aggravated/FS 1006.13(5)</b>	A battery where the attacker intentionally and knowingly causes 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. The physical use of force or violence by an individual against another. The attack must be serious enough to warrant consulting law enforcement and result in serious bodily injury. (Report an incident as battery, rather than a fight, only when the force or violence is carried out against a person who does not fight back.) <b>Increased criminal penalties may be imposed on anyone who commits a battery on a school employee or volunteer.</b>
<b>Behavior Agreement</b>	An agreement that outlines expectations, rewards, consequences related to student conduct.
<b>Bias Behavior</b>	Behavior that intentionally or unintentionally directs any harmful or hurtful word or action toward an individual or group based upon actual or perceived identity characteristics including: race, religion, national origin, sexual orientation, ethnicity, culture, social economic status, gender identity, and cognitive, physical, or developmental ability.
<b>Breaking and Entering/Burglary</b> (Illegal entry into a facility)	The unlawful entry into or remaining in a building, other structure, or conveyance with the intent to damage or remove property, harm a person(s), or commit a crime therein.
<b>Bullying</b>	Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation. It may involve but is not limited to: teasing, social exclusion, threat, intimidation, stalking, physical violence, theft, sexual, religious, or racial harassment, public humiliation, or destruction of property. Bullying includes instances of cyberbullying. <p><b>Bullying is not:</b></p> <ul style="list-style-type: none"> <li>• An altercation between equals</li> <li>• Good-natured playful teasing among equals or peers</li> <li>• Isolated incidents</li> <li>• Annoying different people at different times</li> </ul>
<b>Bus Suspension</b>	Students may lose bus-riding privileges for the length of time deemed appropriate for the violation and remediation of the behavior not to exceed 10 days without advanced approval from the Superintendent. The Principal is the only person with authority to suspend a student.
<b>CHAMPS</b>	A classroom management system that encourages students to be motivated, engaged, and responsible. CHAMPS stands for Conversation, Help, Activity, Movement, Participation, and Success.
<b>Cheating, Plagiarism</b>	The inappropriate and deliberate distribution or use of information, notes, materials, or work of another person in the completion of an academic exam, test, or assignment without specific teacher permission and proper crediting of the source (plagiarism).
<b>Check and Connect</b>	A structured mentor program that uses both monitoring (i.e., check) and relationship building (i.e., connect) to promote student engagement.



<b>Check in/Check Out</b>	The program consists of students daily checking in with an adult at the start of school to retrieve a goal sheet and encouragement, teachers provide feedback on the sheet throughout the day, students check out at the end of the day with an adult, and the student takes the sheet home to be signed, returning it the following morning at check in.
<b>Civil Citation</b>	A diversion program that provides services to youth in lieu of arrest; operates under s. 985.12, F.S., to include an assessment and intervention services to meet identified needs; and monitors data. Issued by Law Enforcement.
<b>Code of Student Conduct</b>	A Code of Student Conduct, is a policy adopted by a school or district to help create a safe and positive school environment for all students, staff, and other members of the school community. The Code sets forth the expected behaviors for students and a process for how teachers, support staff, and administrators should respond to behavior. Codes often include a description of school-wide preventive practices, students' and parents' rights and responsibilities, a list of behaviors that are prohibited, and descriptions of the positive interventions (such as counseling, mediation, and restorative circles) and exclusionary responses (such as suspension and expulsion) that staff can use to respond to those behaviors.
<b>Community Service</b>	School based or volunteer work for any non-profit organization, public or private, as a form of restitution.
<b>Contraband</b>	The processing or use of items which are prohibited at school or school-sponsored events.
<b>Cyberbullying</b>	Bullying through the use of technology or any electronic communication, including transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo electronic system, or photo optical system. This includes electronic mail, Internet communications, instant messages, and facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or impersonates another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution, by electronic means, of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.
<b>Detention</b>	Being kept in school after hours.
<b>Disruption</b>	Behavior causing an interruption in a class or activity on school grounds before school or at dismissal, during lunch times, or school bus transportation. Includes but is not limited to: sustained loud talking; yelling; taunting or teasing; screaming; social media posting; noise with materials; inappropriate physical contact or scuffling; and/or sustained out-of-seat behavior.
<b>Disruption on Campus – Major</b> (Significantly disrupts campus activities, school-sponsored events, or school bus transportation)	Disruptive behavior that poses a serious threat to the learning environment or to the health, safety, and welfare of others. This includes <b>bomb threats [F.S. 1006.07(2)(m)]</b> , inciting a riot, and initiating a false fire alarm.
<b>Dress Code Violation</b>	Student wears clothing, or practices grooming habits, that do not fit within the dress code guidelines required by the district. <b>The Principal has the final authority to determine when personal appearance does not meet expectations. Unless otherwise approved for instructional purposes.</b>
<b>Drugs (excluding alcohol)</b> Drug Sale/Distribution Excluding Alcohol Drug Use/Possession Excluding Alcohol	The manufacture, cultivation, sale, or distribution of any drug, narcotic, controlled substance, or substance represented to be a drug, narcotic, or controlled substance. 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.
<b>Due Process</b>	The legal requirement that the state must respect all the legal rights that are owed to a person. Due Process balances the power of law of the land and protects the individual person.
<b>E-Cigarette</b>	Is any electronic device composed of a mouthpiece, heating element, battery and electronic circuits that provides a vapor of liquid nicotine and/or other substances to the user that he or she inhales in simulation of smoking. This term shall include such devices whether they are manufactured as e-cigarettes, e-cigars, e-pipes or under any other product name.
<b>Electronic Communication</b>	Has the meaning provided in s. 934.02 and includes, but is not limited to, photographs, video, telephone communications, text messages, facsimile, electronic mail messages as defined in s. 668.602, and instant message real-time communications with other individuals through the Internet or other means.
<b>Emergency Removal</b>	The exclusion of a student who poses a continuing danger to school district property or persons, or whose behavior presents an ongoing threat of disruption to the educational process.
<b>Exclusionary Measures</b>	Describes any type of school action that removes or excludes a student from his or her usual educational setting. Two of the most common exclusionary practices at schools are suspension and expulsion.



<b>Expulsion</b>	The removal of the right and obligation of a student to attend a public school for a period of time and under conditions set by the school board, not to exceed the remainder of the term or school year and one (1) additional year of attendance.
<b>Failure to Serve</b>	A student who fails to adhere to/report for a consequence for an infraction.
<b>False Accusations Against Classmate(s)</b>	The act of intentionally publicizing--verbal or written--untrue, injurious allegations against another classmate or knowingly bringing false charges against a classmate. If accusations against a classmate are found to be false, the student lodging the false accusation may receive the same punishment as would have been received by the wrongly accused individual. The Principal may adjust the consequence after considering the circumstances of misdirected staff time and damage to the wrongly accused individual.
<b>False Accusations Against Staff Member(s)</b>	The act of intentionally publicizing--verbal or written--untrue, injurious allegations against a staff member or knowingly bringing false charges against a staff member. If accusations against a staff member are found to be false, the student lodging the false accusation may receive the same punishment as would have been received by the wrongly accused individual. The Principal may adjust the consequence after considering the circumstances of misdirected staff time and damage to the wrongly accused staff member.
<b>Fighting (minor)</b>	Participating in an altercation involving physical violence in which individuals may or may not sustain minor personal injury (e.g., pushing, shoving, or altercations that stop upon verbal command).
<b>Fighting (School Environmental Safety Incident Reporting; SESIR)</b>	Two or more persons mutually participating in the use of force or physical violence that requires physical intervention or results in injury requiring first aid or medical attention.
<b>Gambling</b>	Any participation in games or activities of chance for money or items of value.
<b>Gang (Criminal Gang)</b>	Florida Statute 874.03 Defines "Criminal gang" as "a formal or informal ongoing organization, association, or group that has as one of its primary activities the commission of criminal or delinquent acts, and that consists of three or more persons who have a common name or common identifying signs, colors, or symbols, including, but not limited to, terrorist organizations and hate groups".
<b>Gang-Related Activity</b>	<p>An incident is gang-related if gang affiliation/association caused the incident or was a contributing factor to action that happened during the incident. For example, an incident of vandalism or robbery might be part of an initiation into a gang or a fight might be caused by group rivalry. Report an incident as gang-related only if evidence exists that gang affiliation/association contributed to that incident. Factors to be considered when determining whether the incident is gang-related include, but are not limited to the following: A gang is a somewhat organized group of some duration, sometimes characterized by turf concerns, symbols, special dress or colors. The group is recognized as having one of its primary activities, the commission of one or more criminal acts and a gang by its members and others. One or more of those involved in the incident admits to gang affiliation/association or admits that gang affiliation/association was a contributing factor to the incident. One or more involved were wearing clothing, tattoos, or a style of dress "known" to be associated with gangs. Students/witnesses to the incident alleged that the incident or one or more of those involved in the incident was gang-related or affiliated/associated with a gang. The determination of whether or not the incident was gang-related should be based on a reasonable interpretation of the totality of the circumstances.</p> <p><b>Gang Symbol:</b> A visual way gang members identify their affiliation. This can take many forms including slogans, gang graffiti, hand signs, gang initials code words and numbers, bandanas, and any other marking or images that represents gang affiliation.</p>
<b>Habitual Truancy</b>	<p>When a student has a total of fifteen (15) unexcused absences within ninety (90) calendar days, with or without knowledge and consent of parents/guardians, they will be considered habitually truant. Parents will be notified of the excessive absences and the intent to notify the Department of Highway Safety and Motor Vehicles, if appropriate. A truancy petition may be filed under F.S. 984.151. Please note that this may happen under state statute if the student has:</p> <ol style="list-style-type: none"> <li>1) at least five (5) unexcused or unexplained absences within a calendar month;</li> <li>2) ten (10) unexcused or unexplained absences within a ninety (90) calendar day period;</li> <li>3) more than fifteen (15) unexcused absences within a ninety (90) calendar day period.</li> </ol>
<b>Harassment</b>	<p>Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee that:</p> <ol style="list-style-type: none"> <li>1. Places a student or school employee in reasonable fear of harm to person or damage to property.</li> <li>2. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits.</li> <li>3. Has the effect of substantially disrupting the orderly operation of a school, including any course of conduct directed at a specific person that causes substantial emotional distress in such person and serves no legitimate purpose.</li> </ol> <p><b>Harassment</b> also encompasses:</p>



	<ol style="list-style-type: none"> <li>1. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment (reporting an act of bullying or harassment that is not made in good faith is considered retaliation).</li> <li>2. Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:                         <ol style="list-style-type: none"> <li>a) incitement or coercion</li> <li>b) Accessing, or knowingly and willingly causing or providing access to data or computer software, through a computer, computer system, or computer network within the scope of the district school system</li> </ol> </li> </ol> <p>Acting in a manner that has an effect substantially similar to the effect of bullying or harassment.</p>
<b>Hazing</b>	Any action or situation that endangers the mental or physical health or safety of a student for purposes including initiation or admission into, or affiliation with, any organization operating under the sanction of a school. This includes but is not limited to pressuring, coercing or forcing a student to participate in illegal or dangerous behavior, or any brutality of a physical nature such as whipping, beating, branding, or exposure to the elements, as well as forced consumption of any food, liquor, drug, or other substance. Hazing <b>does not</b> include customary athletic events or other similar contests or competitions, or any activity or conduct that furthers a legal and legitimate objective. Permission, consent, or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions of hazing.
<b>Homicide</b>	The unjustified killing of one human being by another, including acts referred to as ‘murder’ or ‘manslaughter.’
<b>In-class time-out/thinking space</b>	In-class time-out: A positive and supportive strategy used to help a student self-regulate so they can do their best learning. This strategy gives the child some space away from the scene of action where they can regroup while seeing and hearing what the class is doing.
<b>Inappropriate Behavior</b>	Any behavior not defined elsewhere in the Code of Student Conduct.
<b>Inappropriate Physical Contact/Scuffling</b>	Non-serious, but inappropriate physical contact, such as pushing.
<b>Inappropriate Display of Affection</b>	Engaging in intimate or sexually suggestive behavior (including but not limited to kissing and touching) with agreement from someone else while on school property.
<b>Individuals with Disabilities Act (IDEA)</b>	The federal law that supports special education and related service programming for children and youth with disabilities.
<b>Individual Education Plan (IEP)</b>	A plan detailing how the student learns, how the student best demonstrates that learning, and what teachers and service providers will do to help the student learn more effectively. Developing an IEP requires assessing students in all areas related to known disabilities while simultaneously considering ability to access the general curriculum, considering how the disability affects the student’s learning, forming goals and objectives that correspond to the needs of the student, and choosing a placement in the least restrictive environment possible for the student.
<b>Individualized Education Program (IEP) Team</b>	A multi-disciplinary group of individuals, including the student’s parent/guardian, who is responsible for developing, reviewing, and revising an Individualized Education Program and corresponding Individual Education Plan for a student who has been identified with a disability according to State Board of Education criteria.
<b>Kidnapping</b>	Forcibly, or by threat, confining, abducting, or imprisoning another person against their will and without lawful authority.
<b>Larceny/Theft</b>	The unauthorized taking, carrying, riding away, or concealing the property of another person--including motor vehicles--without threat, violence, or bodily harm. <b>(The item must be \$750 or more to report in SESIR.)</b>
<b>Lying/Misrepresentation/Forgery</b>	Student delivers message that is untrue or deliberately violates rules, or has signed a person’s name without permission.
<b>Manifestation Determination Review</b>	A process by which the relationship between the student’s disability and a specific behavior that may result in disciplinary action is examined. It must be made within 10 school days of any decision to change the placement of the student with a disability because of a violation of a Code of Student Conduct.
<b>Multi-Tiered System of Supports (MTSS) Individual Problem-Solving Team</b>	A multi-disciplinary team that engages in the problem-solving process related to individual student needs, to identify the specific nature of supports required by a student, and to accelerate student progress related to the academic, behavioral, and social emotional domains of schooling.
<b>Noncompliance/Defiance</b>	Refusal to follow directions, talking back, or socially rude interactions (hall violations, gum chewing, throwing objects) without intent to harm.
<b>Off-Campus Felony Arrest with Petition Filed by State Attorney</b>	The arrest of a student for the alleged commission of a felony or a delinquent act which would be classified as a felony if committed by an adult at a time and place where students are not subject to control of the school. (If the incident is shown to have an adverse impact on the educational program or welfare of the school, the student may be suspended and placed in an alternative program).



<b>Open Defiance/Insubordination</b>	The open or flagrant challenge of any adult in authority.
<b>Other Major</b> (major incidents that do not fit within the other definitions)	Any serious, harmful incident resulting in the need for law enforcement intervention not previously classified. Examples: student producing or knowingly using counterfeit money, possessing child pornography, or possessing drug paraphernalia.
<b>Parent</b>	For the purpose of this Code, parent(s) includes legal guardian(s).
<b>Parent Shadowing</b>	Is when a parent spends the day at school attending classes with their child.
<b>Parking/Driving Offense</b>	Failing to follow established rules and regulations concerning the privilege of driving and parking vehicles on a school campus.
<b>Physical Attack (Battery)</b>	Actual and intentional striking of another person against their will, or intentional causing of bodily harm to an individual.
<b>Positive Behavioral Interventions and Support (PBIS)</b>	A proactive approach that schools use to improve school safety and promote positive behavior. The focus of PBIS is prevention, not punishment.
<b>Positive School Climate (PSC)</b>	A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviors and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a safe environment and a culture of mutual respect.
<b>Possession of Over-the-Counter/Prescription Medication</b>	Possession of over-the-counter or prescription medications without following health room medication procedures.
<b>Principal</b>	Principal means principal or designee; principal means principal only.
<b>Procedural Safeguards</b>	It represents guarantees for parents and their child with disabilities, as well as offer both school and parents a variety of options for resolving any disagreements. It's an integral part of IDEA's requirements.
<b>Production and/or Distribution of Obscene/Inappropriate Materials</b>	The production or distribution of written language, electronic messages, pictures, and objects that are considered to be offensive, socially unacceptable, or not suitable for an educational setting.
<b>Profanity to Staff</b>	Using any profane, vulgar, or unnecessary crude utterance or gesture, whether directed toward a staff member, member of transportation staff, teacher, administrator, or volunteer.
<b>Protected Classes</b>	United States federal anti-discrimination law, a protected class is a group of people with a common characteristic who are legally protected from discrimination on the basis of that characteristic.
<b>Respite Pass</b>	A pass that a student may use to signal the need for a break, connection with a trusted adult, or other appropriate and agreed upon intervention designed to assist them with self-management and/or emotional-regulation as determined during a student centered problem-solving meeting, for example.
<b>Restorative Practices</b>	A framework for a broad range of Restorative approaches designed to proactively build a school community based on cooperation, mutual understanding, trust, and respect. Responses to conflict include all persons involved, to find solutions that restore relationships and repair harm done to individuals and the school community. Restorative Practices may involve an agreement and efforts to make things right. Training is required to implement Restorative Practices with fidelity.
<b>Ripple Effects</b>	An evidence-based, self-paced, online social emotional learning program available at all secondary schools and select elementary schools; recognized as a national dropout model prevention program.
<b>Robbery</b> (using force to take something from another)	The taking or attempt to take anything of value that is owned by another person or organization, under confrontational circumstances of force, or threat of force or violence, or by causing the victim fear.
<b>Sanford Harmony</b>	A social emotional learning program designed to promote effective relationship-building skills, problem-solving and responsible decision-making, self-regulation, self-awareness, and social awareness. It is an evidence-based program recognized by the Collaborative for Academic, Social, and Emotional Learning.
<b>School Climate</b>	The learning environment and relationships found within a school and school community.
<b>School Community</b>	Includes students, teachers, administrators, counselors, social workers, and other school staff, as well as families and the surrounding neighborhoods and communities.
<b>School Environmental Safety Incident Reporting (SESIR)</b>	A system developed by the Florida Department of Education to enable school districts to correctly code data used to report incidents that are against the law or represent serious breaches of student conduct.
<b>School Resource Officers (SROs)/Law Enforcement (LE)</b>	All safety officers assigned to work in a school or set of schools. In some localities, they are sworn or certified law enforcement officers employed by city/county/sheriff's departments, whereas in



	other localities they make up an independent school police department and are employed directly by the school district.
<b>Second Step</b>	A social emotional learning program that provides instruction in learning, social awareness, emotion and behavior management, communication and relationship skills, and problem-solving. It is an evidence-based program recognized by the Collaborative for Academic, Social, and Emotional Learning.
<b>Section 504 Plan</b>	A facet of the Rehabilitation Act of 1973, that guarantees certain rights to people with disabilities. Schools comply with Section 504 through the following process: identifying students with disabilities, evaluating those students, and if the student is eligible, creating a written accommodation plan, called a "504 Plan."
<b>Sexting</b>	The transmission of nude images or acts of sex or sexual conduct by electronic means, through the use of cell phones, PDAs, and other portable devices of any type, or through computers or other electronic and machine devices. It is a violation of this Code for students to participate in "sexting" in any manner (either by posing, transmitting, receiving, or assisting with any aspect of the activity) while on campus, participating in any school or school-sponsored activity, or while being transported under the authority of the district.
<b>Sexual Assault</b>	An incident that includes threat of rape, fondling, indecent liberties, child molestation, or sodomy. Both male and female students can be victims of sexual assault.
<b>Sexual Battery*/Violence (rape)</b>	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 male and female students can be victims of sexual battery.
<b>Sexual Harassment/Sexual Cyberharassment (undesired sexual behavior)</b>	Unwanted verbal, nonverbal, 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, humiliation or unreasonably interfere with school performance or participation. An incident when one person demands a sexual favor from another under the threat of physical harm or adverse consequence. Sexual cyberharassment means to publish a sexually explicit image of a person that contains or conveys the personal identification information of the depicted person to an Internet website without the depicted person's consent, for no legitimate purpose, with the intent of causing substantial emotional distress to the depicted person. Sexual cyberharassment may be a form of sexual harassment.
<b>Sexual Offense/Misconduct (other)</b>	Other sexual contact including intercourse-- without force or threat of force. Includes subjecting an individual to lewd sexual gestures, comments, sexual activity, or exposing private body parts in a lewd manner.
<b>Skipping (cannot be given a suspension)</b>	The act of not reporting to class or school without receiving prior approval, or without following the established procedures for checking out of school.
<b>Student Centered Problem-Solving</b>	A whole child approach to problem-solving that involves the student, parent/guardian, teacher and other appropriate staff to collaboratively problem solve, set goals, and identify appropriate interventions to address challenging behaviors to avoid at school. Teams will document developed goals and interventions in a student success plan or other appropriate and approved plan.
<b>Superintendent</b>	Superintendent means superintendent or designee; superintendent means superintendent only.
<b>Suspension Expulsion Review Team (SERT)</b>	Team comprised of professionals from the Division of Exceptional Student Education and Student Services and school-based administrators charged with reviewing referrals for alternative education placement or for expulsion.
<b>Tardy (cannot be given a suspension)</b>	Arrival to class after the designated starting time or after the tardy signal has sounded.
<b>Teasing &amp; Taunting</b>	Children are commonly teased about such matters as their appearance, weight, behavior, abilities, and clothing. The most common kind of teasing is verbal bullying or taunting. This behavior is intended to distract, irritate, or annoy the recipient. Because it is hurtful, it is different from playful joking and is generally accompanied by some degree of social rejection.
<b>Teen Dating Violence or Abuse</b>	A pattern of emotional, verbal, sexual, or physical abuse used by one person in a current or past dating relationship to exert power and control over another when one or both partners are teenaged. Abuse may include insults, coercion, social sabotage, sexual harassment, stalking, threats, and acts of physical or sexual abuse. The abusive partner uses this pattern of violent and coercive behavior to gain power and maintain control over the dating partner. 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.
<b>Threat/Intimidation*(Must investigate) (instilling fear in others)</b>	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 (e.g., brandishing a weapon) and verbal threats of physical harm which are made in person, electronically or through any other means.



<b>Tobacco/E-Cigarettes 20 Years and Younger</b> (cigarettes or other forms of tobacco)	The possession, use, distribution, or sale of tobacco or nicotine products on school grounds, at school-sponsored events, or on school transportation by any person under the age of 21.
<b>Tobacco/E-Cigarettes 21 Years or Older</b> (cigarettes or other forms of tobacco)	The possession, use, distribution, or sale of tobacco products on school grounds, at school-sponsored events, or on school transportation.
<b>Trespassing</b> (illegal entry onto campus)	To enter or remain on school grounds/campus, school transportation, or at a school-sponsored event off-campus without authorization or invitation, and with no lawful purpose for entry.
<b>Under the influence</b>	Observed or suspected of having mental or physical faculties so impaired as to reduce the ability to think or act with ordinary care due to the intake of alcohol, excessive medication, or intoxicating drugs or other substances.
<b>Unsafe Act</b>	A physical act which compromises the health/safety of an individual, interfering with the orderly operation of school or school activities. This includes pushing, shoving, hitting, kicking, and slapping. This also includes the act of inciting, advising, encouraging, or being an accomplice to a violation of the Code of Student Conduct.
<b>Use/Possession of Combustibles</b>	Student is in possession of/use of substances and objects readily capable of causing bodily harm or property damage (matches, lighters, firecrackers, gasoline, and lighter fluid).
<b>Use/possession of alcohol or drugs</b>	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.
<b>Vandalism/Property Damage (\$1000 or more)</b> (destruction, damage, or defacement of school or personal property)	The intentional destruction, damage, or defacement of public or private/personal property without consent of the owner or the person having custody or control of it. <b>(The amount of damage must be \$1000 or more to report in SESIR, including time and labor.)</b>
<b>Vandalism/Property Damage less than \$1000</b>	The intentional destruction, damage, or defacement of public or private/personal property without consent of the owner or the person having custody or control of it.
<b>Violation of Student Network and Internet Responsible Use and Safety Policy</b>	The inappropriate use of computers, resources, electronic networks, or calculators that violates the Acceptable Use Policy for Network Access (File: EHAA); hacking into or accessing/breaking into restricted accounts or networks; modifying or destroying files without permission; illegally copying software; entering, accessing, viewing, distributing, or printing inappropriate/unauthorized files, programs, pornographic sites, or sites advocating hate or violence.
<b>Violation of Behavior Agreement</b>	Violation of an individualized behavior contract intended to improve a student's behavior.
<b>Violation of Stipulated Order In lieu of Expulsion</b>	A student who receives a stipulated order in lieu of an expulsion proceeding is expected to adhere to the order. Failure to comply with the order may result in a recommendation for expulsion.
<b>Vaping</b>	The action or practice of inhaling and exhaling the vapor produced by an electronic cigarette or similar device.
<b>Weapons possession</b> (possession of firearms and other instruments that can cause harm)	Possession of a firearm or any instrument or object that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm. Possession of a pocketknife or eating utensil is not included unless there is intent to harm. Weapons include: firearms, guns of any type, including air and gas-powered guns-- whether loaded or unloaded--knives (excludes plastic knives and blunt-bladed table knives), razors, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives. <b>F.S. 1006.07(2)(l)</b>
<b>Weapons/Handcuffs Possession (district)</b>	The act of possessing, storing, distributing, selling, or purchasing any object that can inflict serious harm on another person or cause reasonable fear of serious harm. Includes fixed blade knives (household), folding knives, switch blade knives, common pocket knives, razor blades, box cutters, sharp cutting instruments, ice picks, chains, pipes, 'nun chucks,' brass knuckles, Chinese stars, BB or pellet guns, propellants, paintball guns, "look alike" weapons, or any object or substance directly represented to be, or falsely represented to be, a weapon of mass destruction (such as an anthrax hoax).
<b>Wireless Communication Devices (WCDs) Misuse</b>	The inappropriate use of WCDs that violates the Student Network and Internet Responsible Use and Safety guidelines, hacking into--or accessing or breaking into--restricted accounts or networks, modifying or destroying files without permission, illegally copying software, and entering, accessing, viewing, distributing, or printing inappropriate/unauthorized files, programs, pornographic sites, or sites advocating hate or violence.



# FORMS

**To Be Completed by Students and  
Parents**



### STUDENT/PARENT ACKNOWLEDGMENT FORM 2021-2022

Each parent/guardian of a student and each student enrolled in the School District of Indian River County must sign and return this page to the student’s school to acknowledge that they have accessed the online version or obtained a copy of the Code of Student Conduct. In addition, this page serves as acknowledgement that you have reviewed the Code of Student Conduct with your child. Each school will maintain records of such signed statements.

**Please sign and return to the student’s school within five (5) school days upon receiving notification to review the Code of Student Conduct Handbook. You can electronically sign the form in the FOCUS Portal by clicking the link below, signing into FOCUS and going to the FORMS Tab:**

<https://sdirc.focusschoolsoftware.com/focus>

(link will be activated on August 2, 2021)

Student ID#: \_\_\_\_\_

Student Name (Print) / School \_\_\_\_\_

Student DOB: \_\_\_\_\_

Parent/Guardian Cellular phone number: \_\_\_\_\_

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

Parent/Guardian Name (Print) / Date: \_\_\_\_\_

Parent/Guardian Signature / Date: \_\_\_\_\_

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

Student Signature / Date: \_\_\_\_\_

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

#### Statement of Academic Honesty

Cheating and plagiarism in any form as defined by this Code will be considered a critical breach of character and integrity, as well as a serious violation of the Code of Student Conduct. The School District of Indian River County defines cheating as:

The inappropriate and deliberate distribution or use of information, notes, materials, or work of another person in the completion of an academic exam, test, or assignment without specific teacher permission and proper crediting of the source (plagiarism). Refer to the Levels of Interventions and Consequences sections within this handbook for a listing of consequences relating to violations of academic honesty.

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

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

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

Sign and return to your child’s school.



### Media Release 2021-2022

**Please sign and return to the student’s school within five (5) school days upon receiving notification to review the Code of Student Conduct Handbook. You can electronically sign the form in the FOCUS Portal by clicking the link below, signing into FOCUS and going to the FORMS Tab:**

<https://sdirc.focusschoolsoftware.com/focus>

(link will be activated on August 2, 2021)

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

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

Additional information that may be released will include:

- Place of birth
- Major field of study and post-secondary institution
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received

Indicate preference by checking the box below:

I WILL allow my student’s information to be released for all purposes explained above.

I will ONLY allow my student’s information to be released on material that is produced or published by the school district.

I will NOT allow my student’s information to be released for any purposes explained above.

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

Student Name: \_\_\_\_\_

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

Sign and return to your child’s school.



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## STUDENT NETWORK AND INTERNET RESPONSIBLE USE AND SAFETY AGREEMENT

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

To access the School District of Indian River County's computers, network and Internet services ("Network") at school, students under the age of eighteen (18) must obtain parent permission and **must sign and return this form within 5 days of notification**. Students eighteen (18) and over may sign their own forms. Use of the Network/Internet is a privilege, not a right. The School District of Indian River County's Network/Internet connection is provided for educational purposes only. Unauthorized and inappropriate use will result in a cancellation of this privilege.

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

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

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

- Using another person's username and password.
- Accessing chat rooms, social media such as Facebook and Twitter, and other forms of direct electronic communications for non-educational purposes.
- Using electronic resources for financial gain, advertising, political activity, or personal business activity.
- Accessing, downloading, storing, viewing, sending, or displaying text, images, movies, or sounds that contain pornography, obscenity, or language that offends or tends to degrade others.
- Sending, or attempting to send, anonymous messages of any kind or pretending to be someone else while sending a message.
- Accessing, or attempting to access, the Network, or any devices attached to the Network, to engage in "hacking" or other unlawful activities.
- Using electronic resources for illegal or inappropriate activities.
- Violating copyright laws, and obtaining copies of or modifying files, data, or passwords belonging to others.
- Accessing confidential student or employee information without authorization, or through misuse of authorization, and communicating such information with unauthorized persons.
- Downloading files to district hard drives without prior authorization, attempting to view other computers or computer resources across the network, or disclosing personally identifiable information of minors via electronic resources, except as expressly authorized by the minor student's parent/guardian.



**Please sign and return to the student’s school within five (5) school days upon receiving notification to review the Code of Student Conduct Handbook. You can electronically sign the form in the FOCUS Portal by clicking the link below, signing into FOCUS and going to the FORMS Tab:**

<https://sdirc.focusschoolsoftware.com/focus>

(link will be activated on August 2, 2021)

Sign and return to your child’s school

### STUDENT NETWORK AND INTERNET RESPONSIBLE USE AND SAFETY AGREEMENT

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

Student User's Full Name (please print): \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent/Guardian's Name: \_\_\_\_\_

**Parent/Guardian**

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

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

Check below to agree:

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

Parent/Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Student**

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

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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



# FORTIFYFL

SUSPICIOUS ACTIVITY REPORTING APP

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FortifyFL is a suspicious activity reporting tool that allows you to instantly relay information to appropriate law enforcement agencies and school officials.



#FORTIFYFL  
GETFORTIFYFL.COM



FLORIDA DEPARTMENT OF EDUCATION  
fldoe.org

STRONGER TOGETHER  
SDIRC

School District of  
Indian River County



# School District of Indian River County

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