

CODE OF CONDUCT FOR STUDENTS

Grades Pre-K - 12
2023-2024



Samuel Fisher
District 1 (Vice Chair)



Melisa W. Giovannelli
District 2



Chris N. Patricca
District 3



Debbie Jordan
District 4



Armor Persons
District 5 (Chair)



Jada Langford Fleming
District 6



Cathleen O'Daniel Morgan
District 7

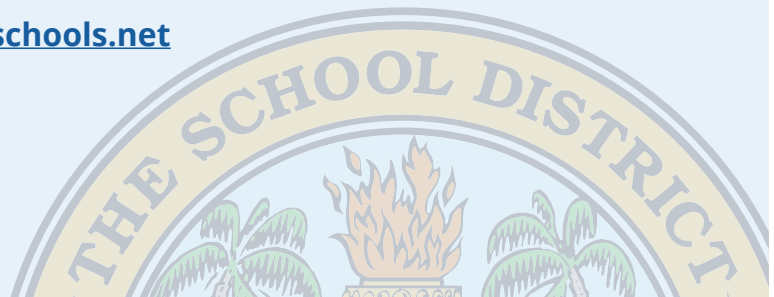
THE SCHOOL BOARD OF LEE COUNTY

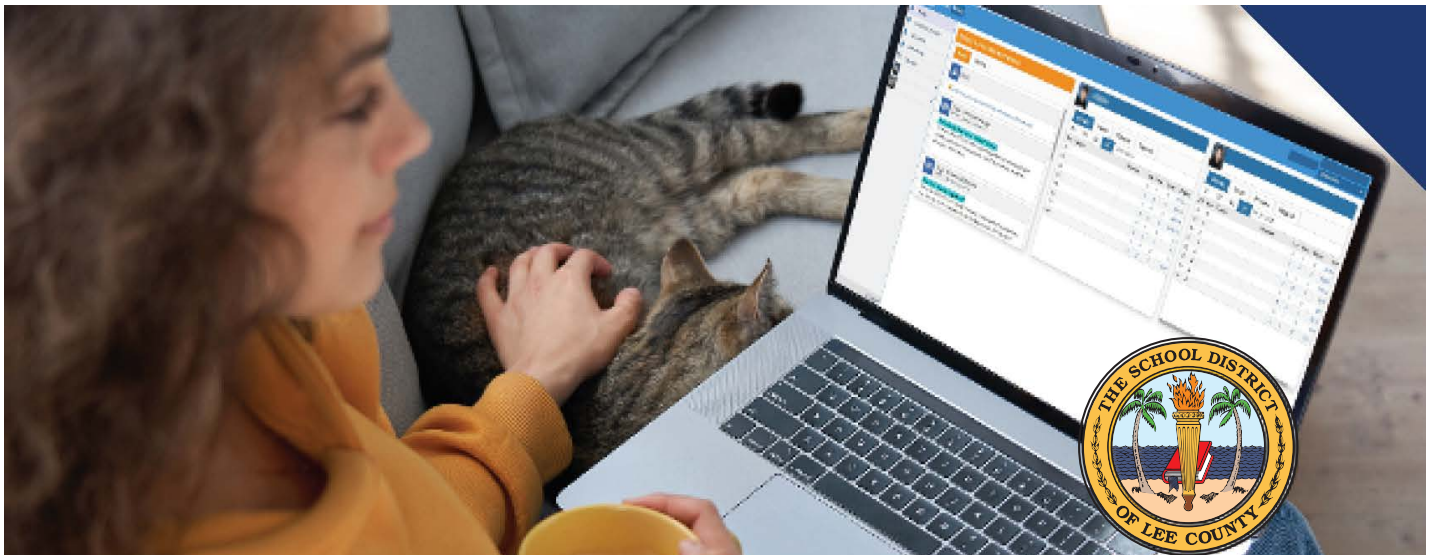
Lee County Public Education Center
2855 Colonial Boulevard, Fort Myers, Florida 33966

Samuel Fischer, District 1 (*Vice Chair*) | Melisa W. Giovannelli, District 2
Chris N. Patricca, District 3 | Debbie Jordan, District 4
Armor Persons, District 5 (*Chair*) | Jada Langford Fleming, District 6
Cathleen O' Daniel Morgan, District 7



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





FOCUS Parent Portal

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

How to Register

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

Reset Password

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

Once an Account is Created

Linking Student Accounts

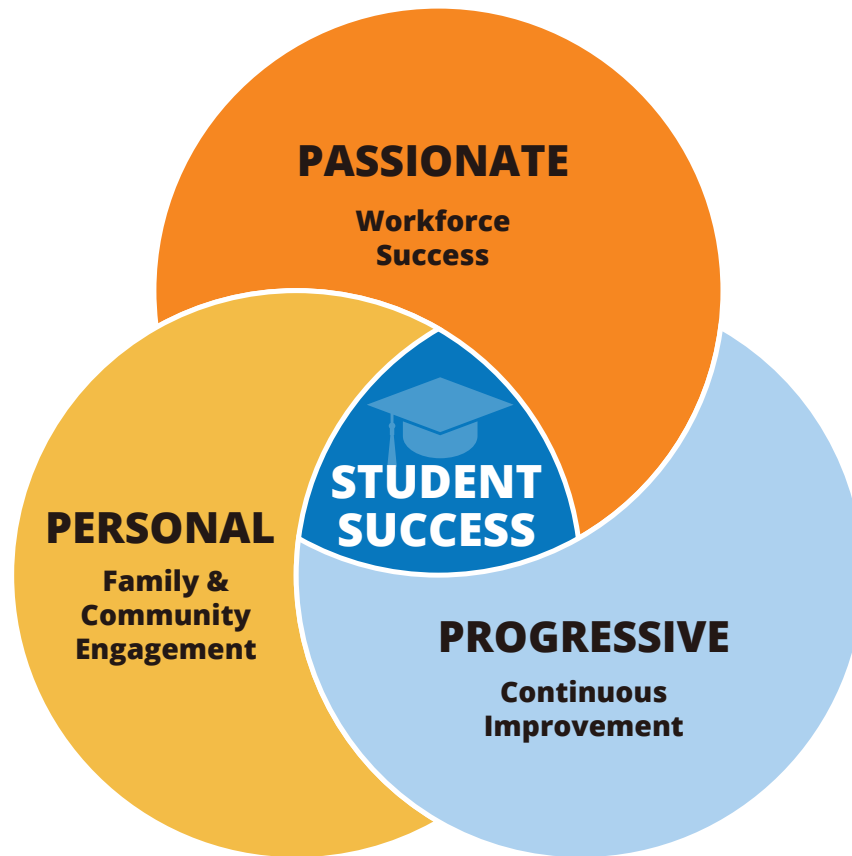
IMPORTANT

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

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

The School District of Lee County

PERSONAL | PASSIONATE | PROGRESSIVE



ENVISION 2030

► VISION

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

► MISSION

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

► VALUES

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

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*Policies are presented in the Code of Conduct for Students for notice purposes only. The School Board has the right to review and make modifications to School Board policies throughout the school year, while the code of conduct is printed annually. This notice shows the policy as it was adopted at the time of this publication of the student code of conduct. Please refer to the policy on the LeeSchools.net website for the most updated version of this policy.



**Scan the QR Code to review
the full Code of Conduct Book,
or visit our website at
www.LeeSchools.net**

Introduction

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

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

Statement of Non-Discrimination Policy

The School Board of Lee County, Florida does not discriminate or tolerate discrimination on the basis of: race (including anti-Semitism), color, ethnicity, national origin, sex, sexual orientation, gender identification, gender expression, disability (physical or mental), pregnancy, marital status, age (except as authorized by law), religion, military status, socioeconomic status, linguistic preference, genetic information, ancestry or any other reason protected under applicable federal, state or local law in the provision of educational programs, activities or employment policies as required by: Title II, Title VI, Title VII Civil Rights Act of 1964, Title IX of the United States Education Amendments of 1972, (ADEA) Age Discrimination in Employment Act of 1967, (IDEA) Individuals with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, Florida Civil Rights Act of 1992, Genetic Information Nondiscrimination Act of 2008, (ADAAA) Americans with Disabilities Act of 1990 (ADA) and the Amendment Act of 2008, Florida Educational Equity Act of 1984. The School Board also provides equal access of its facilities to youth groups, as required by the Boy Scouts of America Equal Access Act. Any sections of the District's collectively bargained, negotiated agreements dealing with hiring, promotion and tenure will contain a statement of nondiscrimination similar to that in the Board's statement above.

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

For Student-Related Equity Issues

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

For Employee-Related Equity Issues

Assistant School Board Attorney
The School District of Lee County
2855 Colonial Boulevard
Fort Myers, FL 33966
(239) 335-1447
TTD/TTY (239) 335-1512
CivilRightsEquity@leeschools.net

Discrimination Grievance Policy

If a student feels he/she has been discriminated against, he/she may appeal a decision based upon any policy or procedure. First, the student is to discuss the matter with his/her teacher, site-based equity coordinator or school counselor. If the conflict still exists, the student should then discuss the matter with a School Administrator.

If the conflict is not resolved, the student may appeal to the Director of Positive Prevention at (239) 939-6858.

After review at this level and if the student is not satisfied with the resolution, an appeal may be submitted in writing to the Executive Director of Student Services, 2855 Colonial Boulevard, Fort Myers, FL 33966, followed by the Superintendent of Lee County Schools, and finally the School Board of Lee County.

See School Board of Lee County Policy 2260.

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

Office for Civil Rights, Atlanta Office, Southern Division

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

Telephone: (404) 974-9406

Facsimile: (404) 974-9471

Email: OCR.Atlanta@ed.gov

9 Things to Know About Title IX

Scan the QR Code to learn more about Title IX.



Or visit our website at www.LeeSchools.net

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



RIGHTS AND RESPONSIBILITIES

Scan the QR code for additional details on "Rights and Responsibilities," or visit our website at www.LeeSchools.net.

Authority of School Personnel

The Code of Conduct for Students applies to all students enrolled in The School District of Lee County. Students enrolled in **The School District of Lee County are subject to the law, rules, regulations, and policies of the State of Florida and The School Board of Lee County, Florida, anytime a student is:** on School Board-owned property, attending school, presumed by law to be attending school, being transported to or from school or school-sponsored events at public or school expenses, and/or attending or participating in a school-sponsored activity.

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

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

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

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

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

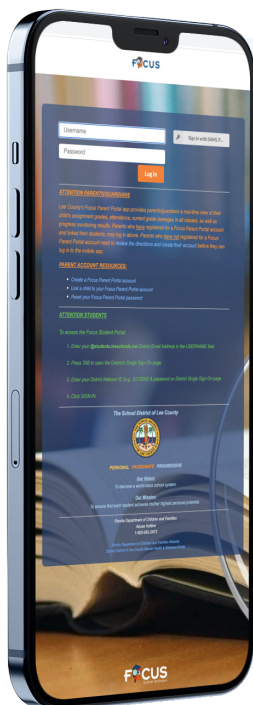
- School personnel only need reasonable suspicion to search lockers or other storage areas. In addition, after coordination with the level administrator, any school principal may request that a law enforcement unit bring canines trained to detect the presence of illegal drugs or other contraband to their school campus. Any search performed by such canines will be designed to limit the disruption caused to instruction during the school day. Such canines may be used to search the individual student vehicle or locker if the principal has a reasonable suspicion that the search will result in the discovery of evidence of a violation of law or the Student Code of Conduct. Canines may also be used to conduct random searches of student vehicles or lockers (1006.09, Florida Statutes).
- Teachers are authorized to remove a student who is unruly, disruptive, or abusive, as well as any student who repeatedly interferes with the teacher's ability to communicate with the class. These disruptions impact the ability of the student's classmates to learn. Students who do not respond to classroom behavioral interventions may be referred to school administration for interventions or corrective strategies (1003.32, Florida Statutes).
- A principal, teacher, bus driver, or other staff member shall not be civilly or criminally liable for any action carried out in conformity with School Board rules regarding the control, discipline, suspension, and expulsion of students, except in the case of excessive force or cruel and unusual punishment (1006.11(2), Florida Statutes).
- Teachers and other instructional personnel are given the right to use reasonable force to protect themselves or others from injury and to press charges against a student if a crime has been committed on school property, on school-sponsored transportation, or during school-sponsored activities (1003.32, Florida Statutes).
- National-origin minority or limited-English-proficient students shall not be subjected to any disciplinary action because of their use of a language other than English (State Board Rule 6A-6.0908).

Notification of Parental Rights

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

- The right to inspect their children's instructional materials, including teachers' manuals, films, tapes or other supplementary material used in connection with any survey or evaluation as part of any applicable program (20 United States Code 1232h).
- The right to give prior written consent anytime their non-emancipated minor child is asked to submit to a survey, analysis, or evaluation that reveals information concerning the following areas:
 - Political affiliations
 - Mental and/or psychological problems potentially embarrassing to the students or their families
 - Sex behavior and attitudes
 - Illegal, antisocial, self-incriminating, and/or demeaning behavior
 - Critical appraisals of other individuals with whom respondents have close family relationships
 - Legally recognized privileged or family relationships, such as those of lawyers, physicians, and ministers
 - Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program (20 United States Code 1232h)
 - Religious practices, affiliations, or beliefs of the student or student's parent or guardian
- On behalf of their children, to obtain an exemption from the teaching of disease, its symptoms, development, and treatment (including the use of instructional aids and materials concerning such subjects and/or the viewing of pictures or motion pictures that teach about disease). An exemption may be claimed if the above matter conflicts with the religious beliefs of the students, and/or their parent/guardian, and/or conflicts with the teachings of the child's religious institution. Schools shall provide written notice to parents in advance of said activities and shall advise parents of their rights to claim an exemption. Children for whom exemptions are requested shall be given an alternate assignment and shall not be penalized (Sections 1003.46 and 1003.42, Florida Statutes).
- On behalf of their children, to obtain an exemption from reproductive health and/or HIV/AIDS instructional activities. Schools shall provide written notice to parents in advance of said activities and shall advise parents of their right to claim an exemption. Children for whom exemptions are requested shall be given an alternate assignment and shall not be penalized (Section 1003.42, Florida Statutes).

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



Parental Rights in Education information and additional resources for parents can be accessed through the School District of Lee County Parent Portal at: https://www.leeschools.net/parent_portal

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

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

Access The Parent Bill of Rights by scanning the QR code or visit: www.leeschools.net/parent_portal/parents_bill_of_rights



Student Rights

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

▶ **Students have the right to learn**

Students have the right to:

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

▶ **Students have the right to knowledge and observation of the Code of Conduct for Students**

Students have the right to:

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

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

Students have the right to:

- Be treated with courtesy and respect
- An environment where public or private property rights are respected
- An environment free from bullying or harassment
- Use school properties, facilities, and materials
- Expect safe conditions at school, at bus stops, on the school bus, and during school-sponsored activities
- Hear, examine, and express divergent points of view
- Peacefully assemble on school grounds or in school buildings
- Enjoy reasonable degrees of privacy regarding their personal possessions unless the principal or designee has reasonable suspicion that they are in possession of or concealing materials prohibited by law
- Expect privacy and confidentiality of educational records in accordance with the Family Educational Rights and Privacy Act (FERPA)
- Organize and participate in associations and extracurricular activities within the school that are organized for proper and lawful purposes. Group membership cannot be denied to any student in accordance with the district's non-discrimination policy
- Express themselves by speaking, writing, wearing, or displaying symbols of ethnic, cultural, or political values
- Form and express their own opinions on controversial issues without jeopardizing relations with their teachers or the school

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

The School Board of Lee County has clearly defined standards of performance for ethical conduct to preserve the trust in elected officials and appointed officers, in accordance with School Board Policy 0125.

The Family Educational Rights and Privacy Act (FERPA) Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older (eligible students) certain rights with respect to your student's education records.

Scan the QR Code to review the Family Educational Rights and Privacy Act (FERPA), or visit www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html



Student Responsibilities

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

The School District of Lee County holds positive expectations for our students, staff and families.

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

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



INTERVENTIONS AND CORRECTIVE ACTIONS

Scan the QR code for additional details on "Interventions and Corrective Actions," or visit our website at www.LeeSchools.net.

Positive Behavior Interventions and Support (PBIS)

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

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

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

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

Information Regarding PBIS schools



Scan the QR Code to review information regarding PBIS schools.

Additional Information



Scan the QR Code for the Florida PBIS website or visit flpbis.cbcs.usf.edu/

Or visit our website at www.LeeSchools.net

Restorative Practices

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

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

▶ Affective Communication

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

▶ Proactive & Restorative Circles

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

▶ Restorative Conferences

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

Multi-Tiered System of Supports (MTSS) Behavior Intervention Guide

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

Sample Interventions



Scan the QR Code to review samples of interventions students may receive.

Universal Supports Model



Scan the QR Code to review the Universal Supports Model.

Or visit our website at www.Leeschools.net



DISCIPLINE

Scan the QR code for additional details on "Discipline,"
or visit our website at www.LeeSchools.net.

School Violence

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

- Any student committing violent criminal acts will be subject to the most severe consequences, including suspension/expulsion.
- Any student found possessing, selling, or using a firearm shall be subject to expulsion from the regular program for a period of not less than one (1) year.
- Any student charged with aggravated assault, battery, or aggravated battery against a School Board employee in violation of Florida statute shall be subject to alternative reassignment or expulsion, as appropriate (Section 784.081, Florida Statutes). Upon being charged, the student shall be removed from the classroom immediately and placed in an alternative school setting pending disposition.
- The aforementioned provisions adopt the State Board of Education Rule for Zero Tolerance for School-Related Crimes and for the Gun-Free Schools Act. **School Board Policy 5500** addresses Zero Tolerance for school-related crimes.

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

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

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

Threats of Violence

School Board Policy 5500

A. Purpose

The purpose of **School Board Policy 5500** is to outline the School Board's position with regard to the making of threats, suggestions, or predictions of violence against any person, group, or District-owned facility.

B. Process and content

(1) Threats of violence

a. Zero Tolerance

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

b. District response

1. The Superintendent may recommend the expulsion of a student to the School Board.
2. The Superintendent may recommend the termination of an employee to the School Board.
3. Any threat, suggestion, or prediction of violence made by a parent/guardian or other person shall be referred to the appropriate law enforcement agency.
4. The school principal may prohibit or place limitations on the parent/guardian, or visitor's ability to enter the school campus in accordance with **School Board Policy 9150**.

c. Reporting threats

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

d. Responsibility for damages

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

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

Student Search and Seizure

School Board Policy 5771

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

Off Campus-Felony Acts

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

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

Cooperation with Law Enforcement

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

Referral Process

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

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

- Make certain that students being considered for suspension are provided an administrative review, affording both sides ample opportunity to present their case. The decision to suspend shall be after to the administrative review and only on the basis of substantive evidence supporting the charges against the student.
- Immediately notify the student and the parent/guardian of the suspension in writing.
- For students with an IEP or 504 Plan, refer to the Code of Conduct section titled Manifestation Determination Review if the suspension exceeds ten (10) cumulative days for the school year.
- Emergency situations: In the event a student's behavior poses a clear and present danger to the safety and welfare of the students and employees or creates an immediate disruption to the orderly operation of the school, the principal may suspend the student immediately. The principal/designee will afford the student procedural due process once the safety of students and employees has been assured and order has been restored to campus. A Threat Assessment may be performed in accordance with **School Board Policy 8405**.

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

Manifestation Determination Review (MDR)

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

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

If the Board decides to expel the student, or if suspension beyond ten (10) days is approved, the District remains obligated to ensure the student with an IEP continues to receive educational services that enable the student to continue to participate in the general curriculum, even in another setting, and to progress toward meeting the goals set out in the student's IEP. The student shall additionally receive, as appropriate, a functional behavioral assessment and a behavior intervention plan designed to address the misconduct so that it is less likely to reoccur. Students for whom a parent challenges an MDR decision through a due process proceeding shall remain in the disciplinary placement determined by the District pending the determination of the hearing or the disciplinary period, whichever comes first. The District is not obligated to continue to provide educational services to students with a 504 plan for which the above questions were answered no, and therefore a manifestation is unfounded, unless such opportunity is provided to students without disabilities.

45-Day Interim Alternative Educational Setting (IAES)

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

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

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

The following procedures apply to 45-day IAES placements:

1. The designee of sending school will prepare and give written notice of intent to implement an IAES placement on the day the decision is made to change the placement. The placement change will take effect ten (10) calendar days after delivery of such notice unless the parties agree to an earlier effective date.
2. Parents must be given notice of their procedural rights, including the right to request a due process hearing. Parents making such a request must be given technical assistance, if needed.
3. If the student’s parent/guardian requests a due process hearing to challenge the IAES placement, the student remains in the IAES pending the decision of the hearing officer or the expiration of the disciplinary placement term, whichever occurs first.
4. The student must continue to receive educational services “as to enable the child to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the child’s IEP (20 USC 1415(k)(1)(D)(i)).
5. Home instruction is only considered an alternative placement when the IEP team determines such.

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

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

Levels of Misconduct

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

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

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

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

1. **In-school suspension (ISS)** is the assignment of a student to a specific location on the school campus. Students are assisted in regaining control of their conduct while continuing with assigned schoolwork during the time they are not attending regular classes.
2. **Out-of-school suspension (OSS)** is the temporary removal of a student from all classes of instruction on public school grounds and all other school-sponsored activities, except as authorized by the principal or designee. The principal or designee determines the length of the out-of-school suspension, for a period not to exceed ten (10) school days. The parent is responsible for the supervision of the student and supporting the student’s completion of specific homework assignments. ***If, during that time of an out-of-school suspension, the suspended student returns to campus or attends a school-related activity without the permission of the principal or designee, that student may be subject to arrest and prosecution for trespassing.***

3. Suspension of bus-riding privileges may result when a student violates the *Code of Conduct for Students* on the bus. The consequences for violation of these rules is not limited to removal of bus-riding privileges, since other sanctions up to and including school suspension or expulsion may be imposed when warranted. School attendance is required during a bus suspension.

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

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

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

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

In accordance with School Environment Safety Incident Report (SESIR), if a victim of **arson, battery, kidnapping, or sexual battery, or the sibling of a homicide victim**, remains at the school, the principal may recommend that the student not return to school upon completion of out-of-school suspension or readmission from expulsion. Principals may consult with the Executive Director of Student Services or their designee for cases that do not meet the "Do Not Return" criteria.

In some cases of Level II - IV infractions, a school-based administrative review will be conducted to determine what interventions, corrective actions, and/or consequences are appropriate for the incident. The parents and student will be invited to participate in the administrative review and be given the opportunity to present information regarding the incident.

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

1. Early readmission criteria:
 - a. A student who has been expelled for a drug-related offense may be considered for early readmission only when the student submits a letter to the Superintendent requesting a hearing, provides three (3) letters of reference, and shows proof of successful completion of a state-licensed drug abuse program, including random drug testing for each month of the remaining period of expulsion. The results of each monthly test will be sent to the Superintendent's designee for review. If the student fails to provide proof of the test at the end of any month or if the test shows a positive result for the presence of a controlled substance, the remaining period of the original expulsion will be reinstated.
 - b. A student who has been expelled for reasons other than a drug-related offense may be considered for early readmission only when the student submits a letter to the Superintendent requesting a hearing, provides three (3) letters of reference, and shows proof of completion of successful counseling by a licensed therapist. *Note: In order to meet the deadline for early readmission to take place, the written request to the Superintendent must be received by the Student Services Department at least 30 days prior to the beginning of the school year or 30 days prior to the Winter Break.*
2. Expulsion from the regular school program for off-campus acts may occur when a student has been formally charged with a felony, adjudicated guilty of a felony, or charge with a delinquent act which would be a felony if committed by an adult off school property.
3. If a student has been expelled the student must be out of school for at least 180 calendar days subsequent to the order of expulsion before the School Board will consider a recommendation for early readmission.
4. If approved for early readmission, a student may only reenter school at the beginning of a school year or at the beginning of a semester.

Offenses and Disciplinary Action

There are 45 offenses, definitions, and options for disciplinary action listed in the Code of Conduct for Students.

The 26 offenses defined by the School Environmental Safety Incident Reporting (SESIR) codes will be reported to the Florida Department of Education. Zero Tolerance offenses shall be reported to local law enforcement agencies.

Students committing an act during the time they are attending school, or during non-school hours that causes a substantial disruption to the educational process (i.e., riding the school bus, at a school-sponsored activity or during the time they are on School Board premises), shall be subject to the laws and regulations of the State Board of Education, the rules and policies of the School Board and the Code of Conduct for Students shall be under the control and direction of the principal or designee.

Principals have the authority with their staff and community, as permitted by School Board policy, to establish additional standards at individual schools. The principal has the unequivocal right to determine the appropriate charge(s) for the misconduct and the corresponding level of the offense based on the facts and circumstances of the incident(s).

It is beyond the scope of this conduct book to identify all potentially relevant state laws, rules, or regulations, and School Board policies that may apply to a specific disciplinary case.

Any discrepancies between the Code of Conduct for Students and school handbooks will be resolved in favor of the corrective actions outlined in the Code of Conduct for Students.

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

The District supports the use of fair and appropriate implementation of student discipline policies and procedures that are grounded in evidenced-based research. The District will continue its practice in the areas of restorative practices and alternatives to suspension. It is expected that schools regularly review disciplinary data with respect to trends and patterns resulting in disparities.



Scan the QR Code to review the Offenses and Disciplinary Action for Elementary and Secondary Offenses, or visit our website at www.LeeSchools.com.



LEVEL V BEHAVIORS

▶ Behaviors

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

Level V

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

▶ Range of corrective strategies

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

Plan 5

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

LEVEL IV BEHAVIORS

▶ Behaviors

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

Level IV

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

▶ **Secondary Level:**

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

▶ Range of corrective strategies

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

Plan 4

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

LEVEL III BEHAVIORS

▶ Behaviors

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

Level III

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

▶ **Secondary Level:**

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

▶ Range of corrective strategies

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

Plan 3

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

LEVEL II BEHAVIORS

▶ Behaviors	▶ Range of corrective strategies
<p>Level II behaviors are increasingly more serious acts that disrupt the orderly operation of the classroom, school function and/or extracurricular activities or approved transportation.</p> <p>Level II</p> <ul style="list-style-type: none"> ● Burglary ● Drug Sale/Distribution ● Off-campus Felony ● Physical Attack ● Robbery ● Sexual Assault ● Trespassing <p>▶ Secondary Level: *Recommendation for placement at the Success Academy must be approved by the Executive Director of Student Services or their designee</p>	<p>Addressing Level II behaviors may include several possible interventions and corrective actions as listed in Plan 2. Parental contact will be attempted for all offenses.</p> <p>Plan 2</p> <ul style="list-style-type: none"> ● Alternative to suspension ● Out-of-school suspension - school based hearing must be held for any considerations of suspension between 8 to 10 days ● Students who commit a Level II offense may be recommended for placement at the Success Academy.* Successful completion of the Success Academy will be determined by the Success Academy principal and receiving school. ● Restitution

LEVEL I BEHAVIORS

▶ Behaviors	▶ Range of corrective strategies
<p>Level I behaviors are the most serious acts that disrupt the orderly operation of the classroom, school function and/or extracurricular activities or approved transportation.</p> <p>Level I</p> <ul style="list-style-type: none"> ● Arson ● Battery ● Homicide ● Kidnapping ● Sexual Battery ● Weapons Possession <p>▶ Secondary Level: *Recommendation for placement at the Success Academy must be approved by the Executive Director of Student Services or their designee</p>	<p>Addressing Level I behaviors have limited corrective actions due to the severity of the behavior and the requirement to involve law enforcement. Parental contact will be attempted for all offenses.</p> <p>Plan I</p> <ul style="list-style-type: none"> ● Mandatory school-based hearing ● Out-of-school suspension ● Students who commit a Level I offense may be recommended for placement at the Success Academy.* Successful completion of the Success Academy will be determined by the Success Academy principal and receiving school. ● Expulsion

Elementary Quick Discipline Reference Guide

The Student Code of Conduct specifically identifies prohibited student conduct and lists the range of corrective actions which may be imposed for each infraction. When assigning corrective actions for misconduct, the principal or designee shall consider factors such as the nature of the misconduct, the student's past disciplinary record, and the severity of the problem as it pertains to the specific situation.

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



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

- 1. Aggravated Battery (BAT)*** – (intentional great bodily harm) A battery where the attacker intentionally or knowingly causes more serious injury as defined in paragraph (8)(g) of this rule, such as great bodily harm, permanent disability, or permanent disfigurement; uses a deadly weapon; or, where the attacker knew or should have known the victim was pregnant. *Must be reported to law enforcement.*

Infraction	School-Level Response
First and Repeated	Level I (Plan 1)

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

Infraction	School-Level Response
First and Repeated	Level III (Plan 3)

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

Infraction	School-Level Response
First and Repeated	Level I (Plan 1)

- 4. Bullying (BUL)****** – (intimidating behaviors that are repeated, intentional, and involve a power imbalance) Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. Bullying includes instances of cyberbullying, as defined in Section 1006.147(3)(b), F.S. Bullying may include but is not limited to, repetitive instances of teasing, social exclusion, threats, intimidation, stalking, physical violence, theft, harassment, public and private humiliation, or destruction of property.

Infraction	School-Level Response
First	Level IV (Plan 4)
Repeated	Level III (Plan 3)

5. Burglary (BRK)** – (illegal entry into a facility) Unlawful entry into or remaining in a dwelling structure or conveyance with the intent to commit a crime therein. *Must be reported to law enforcement.*

Infraction	School-Level Response
First and Repeated	Level II (Plan 2)

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

Infraction	School-Level Response
First and Repeated	Level IV (Plan 4)

7. Criminal Mischief (Felony Vandalism) (VAN)*** – (destruction, damage, or defacement of school or personal property) Willfully and maliciously injuring or damaging by any means real or personal property belonging to another, including, but not limited to, the placement of graffiti thereon or other acts of vandalism thereto, when the resulting damage amounts to \$1,000 or more. **For damage amounts less than \$1,000, see #27 Other Rule Violations.** *Must be reported to law enforcement.*

Infraction	School-Level Response
First	Level III (Plan 3)
Repeated	Level III (Plan 3)

8. Disruption on Campus (DOC)*** – (major disruption of all or a significant portion of campus activities, school-sponsored events, and school bus transportation) Disruptive behavior that poses a serious threat to the learning environment or the health, safety, or welfare of others. Examples of major disruptions include bomb threats, inciting a riot or initiating a false fire alarm. For disruptive behavior in a classroom environment or related functions, see #9 Disruptive Behavior. *Threat or false report requires referral to Mental Health Team. Must be reported to law enforcement.*

Infraction	School-Level Response
First and Repeated	Level III (Plan 3)

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

Infraction	School-Level Response
Minor (<i>First and Repeated</i>)	Level V (Plan 5)
Major (<i>First and Repeated</i>)	Level IV (Plan 4)

For a first major offense, with additional considerations, consult with the Executive Director of Student Services/Designee.

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

Infraction	School-Level Response
First	Level V - Verbal warning and parent contacted
Second	Level V - Loss of eligibility for participation in extracurricular activities (maximum of five days), or ATS action and parent contacted
Third and Beyond	Level IV - Loss of eligibility for participation in extracurricular activities (maximum of 30 days). ISS is not to exceed three days. Verbal and written parent contact regarding consequences. (Section 1006.07, Florida Statutes)

11. Drug Sale/Distribution (DRD)** – (illegal sale or distribution of drugs) The manufacture, cultivation, purchase, sale or distribution of any drug, narcotic, controlled substance, or substance represented to be a drug, narcotic or controlled substance, including but not limited to a student giving prescription drugs prescribed for someone else to another person. For alcohol, see #2 ALC. For over-the-counter drugs, see #27 Other Rule Violations. *Must be reported to law enforcement.*

Infraction	School-Level Response
First and Repeated	Level II (Plan 2)

12. Drug Use/Possession Excluding Alcohol (DRU)*** – (illegal drug possession or use) The use or possession of any drug, narcotic, controlled substance, or any substance used for chemical intoxication. Use, possession or being under the influence of any drug also includes any substance represented to be a drug used for the purpose of altering brain function, including but not limited to synthetic marijuana, synthetic cathinone (bath salts), and prescription drugs not prescribed to the student. For alcohol, see #2 ALC. For over-the-counter drugs, see #27 Other Rule Violations. *Must be reported to law enforcement.*

Infraction	School-Level Response
First and Repeated	Level III (Plan 3)

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

Infraction	School-Level Response
First and Repeated	Level III (Plan 3)

For a first offense with additional considerations, consult with the Executive Director of Student Services/Designee.

14. Fighting (FIT)*** – (mutual combat, mutual altercation) When two or more persons mutually participate in the use of force or physical violence that requires either physical interventions or results in injury requiring first aid or medical attention. Lower-level fights, including pushing, shoving, or altercations that stop on verbal command are excluded; see #28 Peer Conflict. *Must be reported to law enforcement.*

Infraction	School-Level Response
First and Repeated	Level III (Plan 3)

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

Infraction	School-Level Response
First and Repeated	Level III (Plan 3)

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

Infraction	School-Level Response
First and Repeated	Level III (Plan 3)

17. Grand Theft (STL)*** – (taking of property from a person, building, or a vehicle) The unauthorized taking of the property of another person or organization, including motor vehicles, valued at \$750 or more, without threat, violence, or bodily harm. Incidents that fall below the \$750 threshold are not reportable in SESIR but instead should be reported as locally defined incidents according to district policies. Thefts of property of any value that involves the use of force, violence, assault, or putting the victim in fear must be reported as #31 Robbery. For stolen property less than \$750, see #29 Petty Theft. *Must be reported to law enforcement.*

Infraction	School-Level Response
First and Repeated	Level III (Plan 3)

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

Infraction	School-Level Response
First	Level IV (Plan 4)
Repeated	Level III (Plan 3)

19. Hazing (HAZ)*** – Any action or situation that endangers the mental or physical health or safety of a student at a school with any of grades 6 through 12 for purposes of initiation or admission into or affiliation with any school-sanctioned organization. Hazing includes, but is not limited to, 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. *Must be reported to law enforcement.*

Infraction	School-Level Response
First and Repeated	Level III (Plan 3)

For a first offense with additional considerations, consult with the Executive Director of Student Services/Designee.

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

Infraction	School-Level Response
First and Repeated	Level I (Plan 1)

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

Infraction	School-Level Response
First	Level V (Plan 5)
Repeated	Level IV (Plan 4)

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

Infraction	School-Level Response
Minor (<i>First and Repeated</i>)	Level V (Plan 5)
Major (<i>First and Repeated</i>)	Level IV (Plan 4)

Consult with the Executive Director of Student Services/Designee for Level III (Plan 3) consideration.

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

Infraction	School-Level Response
First and Repeated	Level I (Plan 1)

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

Infraction First and Repeated	School-Level Response Level IV (Plan 4)
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25. Off-Campus Felony (FEL) – A student who has been formally charged, by the proper prosecuting attorney, with a felony or with a delinquent act which would be a felony if committed by an adult on other than school property, or a student who has been adjudicated guilty of a felony on other than school property, may be recommended for alternative reassignment or expulsion by the Principal if it is determined the student's presence at school will have an adverse impact on the education environment.

Infraction First and Repeated	School-Level Response Level II (Plan 2) *Felony offenses for alternative placement: Drugs/Drug Sale/Drug Distribution, Weapons, Sexual offense, Aggravated battery
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Principals may consult with the Executive Director of Student Services/Designee for felony offenses not listed.

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

Infraction First and Repeated	School-Level Response Level III (Plan 3)
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For a first offense with additional considerations, consult with the Executive Director of Student Services/Designee.

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

Sale or distribution of over-the-counter medication and/or supplements, including but not limited to Aspirin, vitamins, Tylenol, and/or possession of prescription medication.

Infraction First and Repeated	School-Level Response Level IV (Plan 4)
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Vandalism offenses that result in damage amounts totaling less than \$1,000.

Infraction First and Repeated	School-Level Response Level IV (Plan 4)
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Possession, use, distribution, or sale of tobacco (including e-cigarettes) by any person 21 or older.

Infraction First and Repeated	School-Level Response Level IV (Plan 4)
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Possession, use, storage, and/or sale of contraband to include but not limited to lighters, toys, games, laser pens/pointers, and/or ammunition during regular school hours or school-sponsored activities.

Infraction First and Repeated	School-Level Response Level V (Plan 5)
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Possession of pornographic material.

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

Infraction First and Repeated	School-Level Response Level III (Plan 3)
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For a first offense with additional considerations, consult with the Executive Director of Student Services/Designee.

27. Other Rule Violations (OTH) CONTINUED

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

Infraction	School-Level Response
First and Repeated	Level IV (Plan 4)

Participating in acts of public display of affection.

Infraction	School-Level Response
First and Repeated	Level V (Plan 5 Interventions)

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

Infraction	School-Level Response
First and Repeated	Level IV (Plan 4)

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

28. Peer Conflict (PRC) – Mutual participation in an altercation, either verbal or physical, including but not limited to pushing, shoving, and other forms of minor confrontations that do not require medical attention. When a staff member intervenes, participants in the altercation comply and stop. For more severe physical altercations see #14 Fighting.

Infraction	School-Level Response
Minor (<i>First</i>)	Level V (Plan 5)
Minor (<i>Repeated</i>)	Level IV (Plan 4)
Major (<i>First</i>)	Level III (Plan 3)
Major (<i>Repeated</i>)	Level III (Plan 3)

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

Infraction	School-Level Response
First under \$100	Level V (Plan 5)
Repeated or over \$100, less than \$500	Level IV (Plan 4)
Repeated or over \$500, less than \$750	Level IV (Plan 4)

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

General Use in Conversation:

Infraction	School-Level Response
First and Repeated	Level V (Plan 5)

Student Directed to Student:

Infraction	School-Level Response
First and Repeated	Level IV (Plan 4)

Student Directed to Adult:

Infraction	School-Level Response
First and Repeated	Level III (Plan 3)

Racial/Ethnic/Gender Slurs:

Infraction	School-Level Response
First and Repeated	Level III (Plan 3)

- 31. Robbery (ROB)**** – (using force to take something from another) The taking or attempted taking of, money or other property from the person or custody of another with the intent to permanently or temporarily deprive the person or owner of the money or other property under the confrontational circumstances of force, or threat of force or violence and/or by putting the victim in fear. *Must be reported to law enforcement.*

Infraction	School-Level Response
First and Repeated	Level II (Plan 2)

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

Weapon (not defined by state statute):

Infraction	School-Level Response
First and Repeated	Level II (Plan 2)

Use of common object to inflict harm on others:

Infraction	School-Level Response
First and Repeated	Level II (Plan 2)

Throwing an inappropriate object:

Infraction	School-Level Response
First and Repeated	Level III (Plan 3)

Other actions that endanger the safety or welfare of others:

Infraction	School-Level Response
First and Repeated	Level III (Plan 3)

Leaving campus without permission:

Infraction	School-Level Response
First and Repeated	Level III (Plan 3)

- 33. Sexual Assault (SXA)**** – An incident that includes fondling, indecent liberties, child molestation or threatened rape. Both male and female students can be victims of sexual assault. School-based Equity Coordinator must be notified to provide Title IX information. *Must be reported to law enforcement.*

Infraction	School-Level Response
First and Repeated	Level II (Plan 2)

- 34. Sexual Battery (SXB)*** – (attempted or actual) Forced or attempted oral, anal, or vaginal penetration by using a sexual organ or an object simulating a sexual organ or the anal or vaginal penetration of another by any body part or foreign object. Both males and females can be victims of sexual battery. School-based Equity Coordinator must be notified to provide Title IX information. *Must be reported to law enforcement.*

Infraction	School-Level Response
First and Repeated	Level I (Plan 1)

- 35. Sexual Harassment (SXH)***** – (undesired sexual behavior) Unwelcome conduct of a sexual nature, such as sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Harassing conduct can include verbal or nonverbal actions, including graphic and written statements, and may include statements made through computers, cellphones, and other devices connected to the Internet. School-based Equity Coordinator must be notified to provide Title IX information.

Infraction	School-Level Response
First and Repeated	Level III (Plan 3)

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

Infraction	School-Level Response
First and Repeated	Level III (Plan 3)

For a first offense with additional considerations, consult with the Executive Director of Student Services/Designee.

37. Simple Battery (PHA)** – An actual and intentional touching or striking of another person against his/her will, or the intentional causing of bodily harm to an individual. *Must be reported to law enforcement.*

Infraction	School-Level Response
Minor	Level III (Plan 3)
Major	Level II (Plan 2)

For a first offense with additional considerations, consult with the Executive Director of Student Services/Designee.

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

Infraction	School-Level Response
First and Repeated	Level V (Plan 5)

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

Note: Start every quarter with a clean slate.

Tardy to Class:

Infraction	School-Level Response
First and Repeated	Level V (Plan 5)

Tardy to School:

Infraction	School-Level Response
First and Repeated	Level V (Plan 5)

Failure to Sign In:

Infraction	School-Level Response
First and Repeated	Level V (Plan 5)

40. Threat/Intimidation (TRE)*** – (instilling fear in others) An incident where there was no physical contact between the offender and victim, but the victim felt reasonably believed that physical harm could have occurred based on verbal or nonverbal communication by the offender. This includes nonverbal threats and verbal threats of physical harm, which are made in person, electronically, or through any other means. *Must be reported to law enforcement.*

Infraction	School-Level Response
Minor (<i>First</i>)	Level III (Plan 3)
Minor (<i>Repeated</i>)	Level III (Plan 3)
Major (<i>Directed to Adult*</i>)	Level II (Plan 2)
Major (<i>Student to Student*</i>)	Level II (Plan 2)
Major (<i>School-Wide Threat*</i>)	Level I (Plan 1)

**Consult with the Executive Director of Student Services/Designee.*

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

Infraction	School-Level Response
First and repeated	Level IV (Plan 4)

**Successful completion of a Nicotine Prevention course may substitute for recommended action for the first offense.*

42. Trespassing (TRS)** – (illegal entry onto campus) To enter or remain on school grounds, school transportation, or at a school-sponsored event, without authorization or invitation and with no lawful purpose for entry. *Must be reported to law enforcement.*

Infraction	School-Level Response
First and Repeated	Level II (Plan 2)

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

Infraction	School-Level Response
First and Repeated	Level V (Plan 5)

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

Display of weapons or inappropriate messages, pictures, or images on one’s cellular phone or electronic device that cause a disruption to the safe operation of the school:

Infraction	School-Level Response
First and Repeated	Level II (Plan 2) *Consult with law enforcement

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

Infraction	School-Level Response
First and Repeated	Level IV (Plan 4)

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

Infraction	School-Level Response
First and Repeated	Level III (Plan 3)

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

Infraction	School-Level Response
First and Repeated	Level III (Plan 3)

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

Infraction	School-Level Response
First and Repeated	Level II (Plan 2) *Consult with law enforcement

45. Weapons Possession (WPO)** – (possession of firearms and other instruments which can cause harm) Possession of a firearm or any instrument or object as defined by Section 790.00, (6) and (13), F.S., that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm, including but not limited to billy clubs, chemical weapons or devices, dirks, electronic weapons (e.g. stun guns), explosive propellants, firearms, flare guns, handguns, zip guns, rifles, shotguns, knives (for pocketknives, kitchen knives, and razor blades see Safety Violation definition), metallic knuckles, projectile devices, slingshots, Chinese throwing stars, and tear gas. Possession of a firearm or weapon requires a referral to Mental Health Team. *Must be reported to law enforcement.*

Infraction	School-Level Response
First and repeated	Level I (Plan 1)

Consequences/Responses

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

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

X Must be reported to law enforcement.

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

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

Elementary Quick Discipline Reference Guide

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

Secondary Quick Discipline Reference Guide

The Student Code of Conduct specifically identifies prohibited student conduct and lists the range of corrective actions which may be imposed for each infraction. When assigning corrective actions for misconduct, the principal or designee shall consider factors such as the nature of the misconduct, the student's past disciplinary record, and the severity of the problem as it pertains to the specific situation.

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



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

- 1. Aggravated Battery (BAT)*** – (intentional great bodily harm) A battery where the attacker intentionally or knowingly causes more serious injury as defined in paragraph (8)(g) of this rule, such as great bodily harm, permanent disability, or permanent disfigurement; uses a deadly weapon; or, where the attacker knew or should have known the victim was pregnant. *Must be reported to law enforcement.*

Infraction	School-Level Response
First and Repeated	Level I (Plan 1)

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

Infraction	School-Level Response
First	Level III (Plan 3)
Repeated	Level III (Plan 3) w/ SARC review

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

Infraction	School-Level Response
First and Repeated	Level I (Plan 1)

- 4. Bullying (BUL)****** – (intimidating behaviors that are repeated, intentional, and involve a power imbalance) Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. Bullying includes instances of cyberbullying, as defined in Section 1006.147(3)(b), F.S. Bullying may include but is not limited to, repetitive instances of teasing, social exclusion, threats, intimidation, stalking, physical violence, theft, harassment, public and private humiliation, or destruction of property.

Infraction	School-Level Response
First	Level IV (Plan 4)
Repeated	Level III (Plan 3) w/ SARC Review

- 5. Burglary (BRK)**** – (illegal entry into a facility) Unlawful entry into or remaining in a dwelling structure or conveyance with the intent to commit a crime therein. *Must be reported to law enforcement.*

Infraction	School-Level Response
First and Repeated	Level II (Plan 2)

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

Infraction	School-Level Response
First	Level III (Plan 3)
Repeated	Level III (Plan 3) w/ SARC review

For a first offense with additional considerations, consult with the Executive Director of Student Services/Designee.

- 7. Criminal Mischief (Felony Vandalism) (VAN)***** – (destruction, damage, or defacement of school or personal property) Willfully and maliciously injuring or damaging by any means real or personal property belonging to another, including, but not limited to, the placement of graffiti thereon or other acts of vandalism thereto, when the resulting damage amounts to \$1,000 or more. **For damage amounts less than \$1,000, see #27 Other Rule Violations.** *Must be reported to law enforcement.*

Infraction	School-Level Response
First	Level III (Plan 3)
Repeated	Level III (Plan 3) w/ SARC review

- 8. Disruption on Campus (DOC)***** – (major disruption of all or a significant portion of campus activities, school-sponsored events, and school bus transportation) Disruptive behavior that poses a serious threat to the learning environment or the health, safety, or welfare of others. Examples of major disruptions include bomb threats, inciting a riot or initiating a false fire alarm. For disruptive behavior in a classroom environment or related functions, see #9 Disruptive Behavior. *Threat or false report requires referral to Mental Health Team. Must be reported to law enforcement.*

Infraction	School-Level Response
First and Repeated	Level III (Plan 3)
First and Repeated	Level III (Plan 3) w/ SARC Review

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

Infraction	School-Level Response
Minor (<i>First and Repeated</i>)	Level V (Plan 5)
Major (<i>First</i>)	Level IV (Plan 4)
Major (<i>Repeated</i>)	Level IV (Plan 4) w/ SARC Review

For a first major offense, with additional considerations, consult with the Executive Director of Student Services/Designee.

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

Infraction	School-Level Response
First	Level V - Verbal warning and parent contacted
Second	Level V - Loss of eligibility for participation in extracurricular activities (maximum of five days), or ATS action and parent contacted
Third and Beyond	Level IV - Loss of eligibility for participation in extracurricular activities (maximum of 30 days). ISS is not to exceed three days. Verbal and written parent contact regarding consequences. (Section 1006.07, Florida Statutes)

- 11. Drug Sale/Distribution (DRD)**** – (illegal sale or distribution of drugs) The manufacture, cultivation, purchase, sale or distribution of any drug, narcotic, controlled substance, or substance represented to be a drug, narcotic or controlled substance, including but not limited to a student giving prescription drugs prescribed for someone else to another person. For alcohol, see #2 ALC. For over-the-counter drugs, see #27 Other Rule Violations. *Must be reported to law enforcement.*

Infraction	School-Level Response
First and Repeated	Level II (Plan 2)

- 12. Drug Use/Possession Excluding Alcohol (DRU)***** – (illegal drug possession or use) The use or possession of any drug, narcotic, controlled substance, or any substance used for chemical intoxication. Use, possession or being under the influence of any drug also includes any substance represented to be a drug used for the purpose of altering brain function, including but not limited to synthetic marijuana, synthetic cathinone (bath salts), and prescription drugs not prescribed to the student. For alcohol, see #2 ALC. For over-the-counter drugs, see #27 Other Rule Violations. *Must be reported to law enforcement.*

Infraction	School-Level Response
First	Level III (Plan 3)
Repeated	Level III (Plan 3) w/ SARC Review

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

Infraction	School-Level Response
First	Level III (Plan 3)
First (<i>Against a Staff Member</i>)	Level III (Plan 3) w/ SARC Review
Repeated	Level III (Plan 3) w/ SARC Review

For a first offense with additional considerations, consult with the Executive Director of Student Services/Designee.

- 14. Fighting (FIT)***** – (mutual combat, mutual altercation) When two or more persons mutually participate in the use of force or physical violence that requires either physical interventions or results in an injury requiring first aid or medical attention. Lower-level fights, including pushing, shoving, or altercations that stop on verbal command are excluded; see #28 Peer Conflict. *Must be reported to law enforcement.*

Infraction	School-Level Response
First	Level III (Plan 3)
First (<i>with: pursuing, joining in an existing fight, or evidence of planning in an existing fight, or evidence of planning</i>)	Level II (Plan 2)
Repeated	Level II (Plan 2)

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

Infraction	School-Level Response
First	Level III (Plan 3)
Repeated	Level III (Plan 3) w/ SARC Review

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

Infraction	School-Level Response
First	Level III (Plan 3)
Repeated	Level III (Plan 3) w/ SARC Review

17. Grand Theft (STL)*** – (taking of property from a person, building, or a vehicle) The unauthorized taking of the property of another person or organization, including motor vehicles, valued at \$750 or more, without threat, violence, or bodily harm. Incidents that fall below the \$750 threshold are not reportable in SESIR but instead should be reported as locally defined incidents according to district policies. Thefts of property of any value that involves the use of force, violence, assault, or putting the victim in fear must be reported as #31 Robbery. For stolen property less than \$750, see #29 Petty Theft. *Must be reported to law enforcement.*

Infraction	School-Level Response
First	Level III (Plan 3)
Repeated	Level III (Plan 3) w/ SARC review

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

Infraction	School-Level Response
First	Level IV (Plan 4)
Repeated	Level III (Plan 3) w/ SARC review

19. Hazing (HAZ)*** – Any action or situation that endangers the mental or physical health or safety of a student at a school with any of grades 6 through 12 for purposes of initiation or admission into or affiliation with any school-sanctioned organization. Hazing includes, but is not limited to, 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. *Must be reported to law enforcement.*

Infraction	School-Level Response
First	Level III (Plan 3)
Repeated	Level III (Plan 3) w/ SARC review

For a first offense with additional considerations, consult with the Executive Director of Student Services/Designee.

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

Infraction	School-Level Response
First and Repeated	Level I (Plan 1)

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

Infraction	School-Level Response
First	Level V (Plan 5)
Repeated	Level IV (Plan 4)

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

Infraction	School-Level Response
Minor (<i>First and Repeated</i>)	Level V (Plan 5)
Major (<i>First</i>)	Level IV (Plan 4)
Major (<i>Repeated</i>)	Level IV (Plan 4) w/ SARC Review

Consult with the Executive Director of Student Services/Designee for Level III (Plan 3) consideration.

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

Infraction	School-Level Response
First and Repeated	Level I (Plan 1)

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

Infraction	School-Level Response
First and Repeated	Level IV (Plan 4)

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

Infraction	School-Level Response
First and Repeated	Level II (Plan 2) *Felony offenses for alternative placement: Drugs/Drug Sale/Drug Distribution, Weapons, Sexual offense, Aggravated battery

Principals may consult with the Executive Director of Student Services/Designee for felony offenses not listed.

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

Infraction	School-Level Response
First	Level III (Plan 3)
Repeated	Level III (Plan 3) w/ SARC review

For a first offense with additional considerations, consult with the Executive Director of Student Services/Designee.

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

Sale or distribution of over-the-counter medication and/or supplements, including but not limited to Aspirin, vitamins, Tylenol, and/or possession of prescription medication.

Infraction	School-Level Response
First	Level IV (Plan 4)
Repeated	Level IV (Plan 4) w/ SARC review

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

Infraction	School-Level Response
First	Level IV (Plan 4)
Repeated	Level IV (Plan 4) w/ SARC review

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

Infraction	School-Level Response
First and Repeated	Level IV (Plan 4)

27. Other Rule Violations (OTH) - CONTINUED

Possession, use, storage, and/or sale of contraband to include but not limited to lighters, toys, games, laser pens/pointers, and/or ammunition during regular school hours or school-sponsored activities.

Infraction	School-Level Response
First and Repeated	Level V (Plan 5)

Possession of pornographic material.

Infraction	School-Level Response
First and Repeated	Level III (Plan 3) *Consult Law Enforcement

Manipulating computer hardware, software, data, and/or the misuse of telecommunication services, including but not limited to the improper use of technology devices, posting of inappropriate information on the internet, and/or accessing inappropriate websites during or after school hours that may interfere with the educational process.

Infraction	School-Level Response
First	Level III (Plan 3)
Repeated	Level III (Plan 3) w/ SARC review

For a first offense with additional considerations, consult with the Executive Director of Student Services/Designee.

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

Infraction	School-Level Response
First and Repeated	Level IV (Plan 4)
Repeated	Level IV (Plan 4) w/ SARC review

Participating in acts of public display of affection.

Infraction	School-Level Response
First and Repeated	Level V (Plan 5 Interventions)

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

Infraction	School-Level Response
First	Level IV (Plan 4)
Repeated	Level IV (Plan 4) w/ SARC review

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

28. Peer Conflict (PRC) – Mutual participation in an altercation, either verbal or physical, including but not limited to pushing, shoving, and other forms of minor confrontations that do not require medical attention. When a staff member intervenes, participants in the altercation comply and stop. For more severe physical altercations see #14 Fighting.

Infraction	School-Level Response
Minor (<i>First</i>)	Level V (Plan 5)
Minor (<i>Repeated</i>)	Level IV (Plan 4)
Major (<i>First</i>)	Level III (Plan 3)
Major (<i>Repeated</i>)	Level III (Plan 3) w/SARC review

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

Infraction	School-Level Response
First under \$100	Level V (Plan 5)
Repeated or over \$100, less than \$500	Level IV (Plan 4)
Repeated or over \$500, less than \$750	Level IV (Plan 4) w/SARC

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

General Use in Conversation:

Infraction	School-Level Response
First and Repeated	Level V (Plan 5)

Student Directed to Student:

Infraction	School-Level Response
First and Repeated	Level IV (Plan 4)

Student Directed to Adult:

Infraction	School-Level Response
First	Level III (Plan 3)
Repeated	Level III (Plan 3) w/ SARC review

Racial/Ethnic/Gender Slurs:

Infraction	School-Level Response
First	Level III (Plan 3)
Repeated	Level III (Plan 3) w/ SARC review

For first offense with additional considerations, consult with the Executive Director of Student Services/Designee.

31. Robbery (ROB)** – (using force to take something from another) The taking or attempted taking of, money or other property from the person or custody of another with the intent to permanently or temporarily deprive the person or owner of the money or other property under the confrontational circumstances of force, or threat of force or violence and/or by putting the victim in fear. *Must be reported to law enforcement.*

Infraction	School-Level Response
First and Repeated	Level II (Plan 2)

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

Weapon (not defined by state statute):

Infraction	School-Level Response
First and Repeated	Level II (Plan 2)

Use of common object to inflict harm on others:

Infraction	School-Level Response
First and Repeated	Level II (Plan 2)

Throwing an inappropriate object:

Infraction	School-Level Response
First	Level III (Plan 3)
Repeated	Level III (Plan 3) w/ SARC review

Other actions that endanger the safety or welfare of others:

Infraction	School-Level Response
First	Level III (Plan 3)
Repeated	Level III (Plan 3) w/ SARC review

Leaving campus without permission:

Infraction	School-Level Response
First and Repeated	Level III (Plan 3)

33. Sexual Assault (SXA)** – An incident that includes fondling, indecent liberties, child molestation, or threatened rape. Both male and female students can be victims of sexual assault. School-based Equity Coordinator must be notified to provide Title IX information. *Must be reported to law enforcement.*

Infraction	School-Level Response
First and Repeated	Level II (Plan 2)

34. Sexual Battery (SXB)* – (attempted or actual) Forced or attempted oral, anal, or vaginal penetration by using a sexual organ, or an object simulating a sexual organ or the anal or vaginal penetration of another by any body part or foreign object. Both males and females can be victims of sexual battery. School-based Equity Coordinator must be notified to provide Title IX information. *Must be reported to law enforcement.*

Infraction	School-Level Response
First and Repeated	Level I (Plan 1)

35. Sexual Harassment (SXH)** – (undesired sexual behavior) Unwelcome conduct of a sexual nature, such as sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Harassing conduct can include verbal or nonverbal actions, including graphic and written statements, and may include statements made through computers, cellphones, and other devices connected to the Internet. School-based Equity Coordinator must be notified to provide Title IX information.

Infraction	School-Level Response
First	Level III (Plan 3) w/SARC review
Repeated	Level II (Plan 2)

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

Infraction	School-Level Response
First and Repeated	Level III (Plan 3)
First and Repeated	Level III (Plan 3) w/SARC review

For a first offense with additional considerations, consult with the Executive Director of Student Services/Designee.

37. Simple Battery (PHA)** – An actual and intentional touching or striking of another person against his/her will, or the intentional causing of bodily harm to an individual. *Must be reported to law enforcement.*

Infraction	School-Level Response
Minor	Level III (Plan 3)
Major	Level II (Plan 2) w/SARC review

For a first offense with additional considerations, consult with the Executive Director of Student Services/Designee.

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

Infraction	School-Level Response
First and Repeated	Level V (Plan 5)

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

Note: Start every quarter with a clean slate.

Tardy to Class:

Infraction	School-Level Response
First and Repeated	Level V (Plan 5)

Tardy to School:

Infraction	School-Level Response
First and Repeated	Level V (Plan 5)

Failure to Sign In:

Infraction	School-Level Response
First and Repeated	Level V (Plan 5)

40. Threat/Intimidation (TRE)*** – (instilling fear in others) An incident where there was no physical contact between the offender and victim, but the victim felt reasonably believed that physical harm could have occurred based on verbal or nonverbal communication by the offender. This includes nonverbal threats and verbal threats of physical harm, which are made in person, electronically, or through any other means. *Must be reported to law enforcement.*

Infraction	School-Level Response
Minor (<i>First</i>)	Level III (Plan 3)
Minor (<i>Repeated</i>)	Level III (Plan 3) w/SARC review
Major (<i>Directed to Adult*</i>)	Level II (Plan 2)
Major (<i>Student to Student*</i>)	Level II (Plan 2)
Major (<i>School-Wide Threat*</i>)	Level I (Plan 1)

**Consult with the Executive Director of Student Services/Designee.*

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

Infraction	School-Level Response
First and repeated*	Level IV (Plan 4) w/SARC review

**Successful completion of a Nicotine Prevention course may substitute for recommended action for the first offense.*

42. Trespassing (TRS)** – (illegal entry onto campus) To enter or remain on school grounds, school transportation, or at a school-sponsored event, without authorization or invitation and with no lawful purpose for entry. *Must be reported to law enforcement.*

Infraction	School-Level Response
First and Repeated	Level II (Plan 2)

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

Infraction	School-Level Response
First and Repeated	Level V (Plan 5)

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

Display of weapons or inappropriate messages, pictures, or images on one’s cellular phone or electronic device that cause a disruption to the safe operation of the school:

Infraction	School-Level Response
First and Repeated	Level II (Plan 2) *Consult with law enforcement

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

Infraction	School-Level Response
First and Repeated	Level IV (Plan 4)

44. Use of Electronics/Telecommunications Devices (ETD) - CONTINUED

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

Infraction	School-Level Response
First	Level III (Plan 3)
Repeated	Level III (Plan 3) w/SARC review

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

Infraction	School-Level Response
First and Repeated	Level III (Plan 3)

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

Infraction	School-Level Response
First and Repeated	Level II (Plan 2) *Consult with law enforcement

45. Weapons Possession (WPO)** – (possession of firearms and other instruments which can cause harm) Possession of a firearm or any instrument or object as defined by Section 790.00, (6) and (13), F.S., that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm, including but not limited to billy clubs, chemical weapons or devices, dirks, electronic weapons (e.g. stun guns), explosive propellants, firearms, flare guns, handguns, zip guns, rifles, shotguns, knives (for pocketknives, kitchen knives, and razor blades see Safety Violation definition), metallic knuckles, projectile devices, slingshots, Chinese throwing stars, and tear gas. Possession of a firearm or weapon requires a referral to Mental Health Team. *Must be reported to law enforcement.*

Infraction	School-Level Response
First and repeated	Level I (Plan 1)

CONSEQUENCES/RESPONSES

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

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

X Must be reported to law enforcement.

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

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

Secondary Quick Discipline Reference Guide

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



ESSENTIAL INFORMATION

Scan the QR code for additional details on "Essential Information," or visit our website at www.lee schools.net.

Alcohol and Tobacco

- ▶ Young people are faced with many challenges. However, very few have the potential to affect your life in a more significant way than the decisions you make about alcohol and drugs. These choices will influence your health, your grades, your relationships, your job, or career, maybe even your freedom.



Scan the QR code for tips on how to protect yourself and reduce the risk of alcohol and drug problems, or visit our website at www.LeeSchools.net.

Attendance

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

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

- All students are expected to be on time and present each day school is open during the school year.
- Students may not be absent from school without permission of the principal/designee.
 - The school principal or designee is the only person authorized to excuse a student's absence.
 - Any time a student is absent from school, the parent or guardian must communicate the reason for the absence to the school. A phone call or note from a parent/guardian is a request that a student's absence be excused.
 - When a student accumulates an excessive number of absences – five (5) days in a calendar month or ten (10) days within 90 calendar days – and additional absences occur which are caused by illness, a written statement from a physician verifying that the absence was caused by an illness may be required by the principal to be submitted by the parent/guardian
- **School Board Policy 5200.**
- Habitual tardiness is defined as six (6) or more tardies to school or to an individual class per quarter.

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

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

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

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

Bullying/Harassment

Section 1006.147 of Florida Statute prohibits bullying or harassment of any student or employee of a public K-12 educational institution. The District will not tolerate bullying or harassment of any type. All students and employees have the right to feel respected, secure, and safe while participating in school and school-related activities. School District policy and procedures are specified in **School Board Policy 5517.01**.

The policy requires that:

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

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

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

► There are 4 types of bullying:

1. Verbal

2. Physical

3. Emotional

4. Cyberbullying

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

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

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

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

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

Bullying Prevention Tips for Students

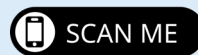
- **Are You Being Bullied?**
 - Always tell a trusted adult. Share the details about what is happening to a parent, teacher, or school counselor, and let them know how it made you feel. Ask them what to do to stop the bullying.
 - If you feel safe, tell the person who is bullying you to stop in a calm, clear voice.
 - Say nothing and walk away.
 - For cyberbullying, you should never respond in any way. Save a copy of the text or picture and show it to a trusted adult.
 - Stay in a group whenever possible so you are less likely to be bullied and will have others nearby to help if you are.
 - Do not blame yourself! No one deserves to be bullied.
- **Do You Bully Others?**
 - Stop and think about what you are doing and how it makes others feel.
 - Talk to an adult. Parents, teachers, school counselors and other trusted adults can help you get along with others better.
 - Respect yourself and treat others with the same respect you want.
- **Did You Witness Bullying?**
 - Support those who are being bullied by spending time with them, including them in activities, or by just talking to them.
 - Stand up to the person who is bullying, if you feel safe to do so.
 - Report the bullying to an adult. Kids are less likely to bully when they think it will be reported.

Bullying Prevention Tips



Scan to review the types of bullying and bullying prevention tips for students.

Bullying Investigative Process



Scan the QR code to review The School District of Lee County's Bullying Investigative Process.

Or visit our website at www.LeeSchools.net

Bicycle Helmets & Safety

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

Bus Transportation

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

- When students who receive special transportation on their IEP or 504 Plan due to their disability are suspended from the bus, the missed days will also be treated as an out of school suspension. These days also count towards the 10 cumulative days in the school year, which, if exceeded, could result in a change of placement under the Individuals with Disabilities Education Act (IDEA).
- Under McKinney-Vento, students who are homeless have a right to transportation. Consult with the District's Homeless Liaison for more information.
- School bus drivers have the authority to monitor and control the behavior of students any time they are being transported to and from school or school functions (Section 1006.10, Florida Statutes).

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

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

Computer/Network Usage

► **Network Warning**

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

Acceptable uses of network and other computing resources are activities that support learning and teaching in The School District of Lee County. With such wide access to computers, social media, and people all over the world, there is also the availability of material that may not be considered to be of educational value in the context of the school setting. There may be some material, individual contacts, or communications which are not suitable for school-aged children.

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

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

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

Dress Code and Dressing for Success

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

- Apparel shall be adequate in both length and coverage to be considered appropriate for school.
- Pants shall be worn fastened and at the waist with no undergarments showing.
- Pants with holes, tears, etc. may not be worn if, in the principal's judgment, they may cause a disruption to the school environment.
- Shirts shall be appropriately fastened in accord with the design of the shirt. The length shall extend beyond the waist level.
- Clothing that exposes underwear or body parts in an indecent or vulgar manner is prohibited.
- Transparent or see-through tops, tops that bare midriff, strapless, low-cut clothing, or tops and outfits that provide minimum coverage, or are of a suggestive nature are prohibited; halters, backless dresses or tops, tube tops, tank tops, muscle shirts, or any clothing which may be distracting are prohibited.
- Any articles of clothing or jewelry that could likely cause injury such as chains, bracelets, rings, and chokers with or without spikes or studs are prohibited. Wallet chains of any length are prohibited.
- Students must wear shoes at all times that are safe and appropriate for the learning environment.
- Apparel, emblems, insignias, badges, or symbols that promote the use of alcohol, drugs, tobacco, or any other illegal activity are prohibited.
- Apparel or symbols which may be gang-related may not be displayed on a student's person or in the student's possession.
- Gang-related tattoos, or other tattoos that may cause a substantial disruption to the educational environment as determined by the principal, are prohibited.
- Adornments that, in the principal's judgment could cause injury, be a safety risk, or cause a disruption to the school environment may not be worn. Examples of prohibited adornments include, but are not limited to, hoops or rings attached to the nose, eyebrow, cheeks, or lips.
- The wearing on campus of hats, caps, headgear (including hoodies), or sunglasses except in conjunction with designated school-approved uniforms, or at authorized athletic practices or activities is prohibited. There may be certain exceptions for medical conditions, religious observation, and physical education classes held outside. The principal will determine these exceptions.
- Any method of public display (including clothing, nail polish, and other items that may be worn or carried) of an organization affiliated with controversial, obscene, or illegal activities on a person may not be worn if, in the principal's judgement, they may cause a substantial disruption to the school environment.
- Long/oversized coats, jackets, or jerseys are prohibited.

Driver's License/Loss of Driving Privilege

- Per state statute (Section 322.091) driving privileges are contingent upon good attendance.
- Any student age 14 or older who accumulates 15 unexcused absences within a period of 90 calendar days are reported to the Department of Highway Safety and Motor Vehicles (DHSMV), per The Florida Legislature. Those students who fail to satisfy attendance requirements will be ineligible to obtain or maintain driving privileges (Section 322.091, Florida Statutes). For information on the suspension of a driver's license due to excessive absences, see **Attendance Policy 5200**.
- Reinstatement of driving privileges requires 30 consecutive days of attendance with no unexcused absences, per state statute (Section 322.091).
- Middle school students may not drive to school.
- Students enrolled in Success Academy or Prevention Center may not drive to school.

Make-up Work

A student who is absent and the absence is determined to be an excused absence, as defined by **School Board Policy 5200**, is required to make up all missed coursework. Make-up work for unexcused absences will be at the discretion of the school principal. It is the student's responsibility to obtain assignments from the appropriate teacher(s) upon returning to class immediately following an absence. For excused absences, the student will be given the number of days absent plus one additional day to make up all work missed for full credit.

Mental Health Instruction for Students

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



For more information, scan the QR code or visit the District's Mental Health and Wellness Portal: https://www.leeschools.net/student_support/mental_health_and_wellness_portal

Pledge of Allegiance

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

Public Health and Safety

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

► Hotlines

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

Scholarships

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



Scan the QR code to review The School District of Lee County's Scholarships, or visit our website at https://www.leeschools.net/our_district/departments/academic_services/school_counseling_and_mental_health_services/college_and_career_readiness/scholarships

Teen Dating Violence and Abuse

It is the policy of The School District of Lee County that all students have an educational setting that is safe, secure, and free from dating violence or abuse of any kind, as stated in **School Board Policy 5517.03**.

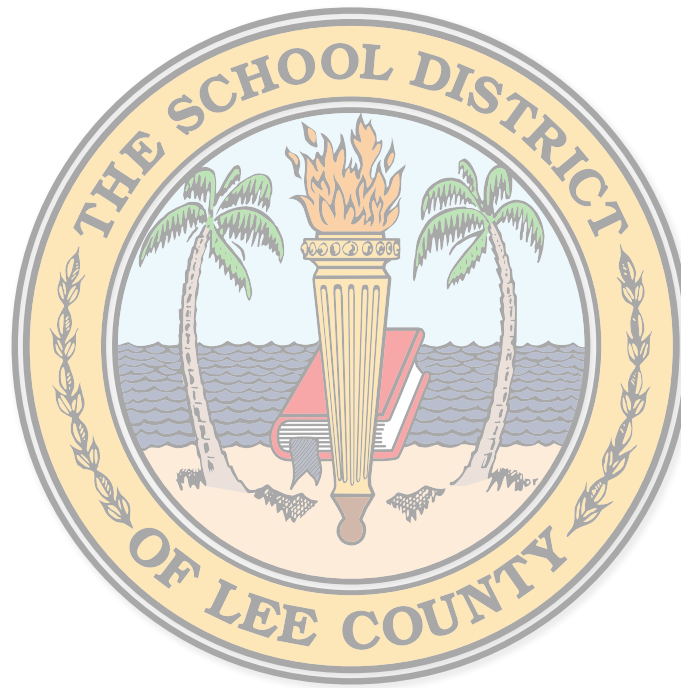
Consistent with its intent and requirements, The School District of Lee County prohibits dating violence by any student on school property, during any school-related or school-sponsored program or activity, or during school sponsored-transportation (Section 1006.148, Florida Statutes).

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

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

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

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



SPECIAL THANKS to the students, staff,
and community members who provided input for
**The School District of Lee County Code of
Conduct for Students 2023 – 2024**

— **INCLUDING** —

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

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