



# SCHOOL DISTRICT OF INDIAN RIVER COUNTY

David K. Moore, Ed.D.  
Superintendent

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# THE CODE OF STUDENT CONDUCT HANDBOOK

## 2024 - 2025



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

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**A special thank you to all members of the 2023-2024 Student Advisory Committee  
Members for their thoughtful feedback and suggestions.**



## **SUPERINTENDENT'S MESSAGE**

### **OUR COMMITMENT**

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

### **OUR FOCUS**

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

### **OUR PARTNERSHIPS**

Our district acknowledges that we have established high expectations and goals for our students in relation to behavior and academic performance. It is our belief that through the formation of accountable, collaborative partnerships among all members of our school community paired with a commitment to implementing evidence-based and equitable educational practices, that we will be able to not only meet, but exceed our district goals and aims for all of our students. As key partners in the education of our students, we invite all parents and guardians to join us in supporting the expectations and actions outlined in our 2024-2025 Code of Student Conduct. Through consistent communication, ongoing collaboration, and a commitment to continuous improvement, we will make significant strides towards establishing school environments that optimize learning and achievement outcomes for all students.



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

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

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

As part of the Code, every school:

fosters a caring and responsive culture to ensure a positive learning environment for staff and students.

provides a safe and secure learning environment.

recognizes and celebrates the accomplishments of students and staff.

facilitates staff training and support to build positive learning and work environments for meeting the needs of all students.

provides effective positive behavior support systems.

administers all discipline systems in a fair and consistent manner.

**NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY**

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

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

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



## Table of Contents

<b>SECTION I.....</b>	<b>6</b>
<b>SCHOOL COMMUNITY RESPONSIBILITIES.....</b>	<b>7</b>
<b>SECTION II.....</b>	<b>8</b>
<b>STUDENT SUCCESS AND CORRECTIVE INTERVENTIONS .....</b>	<b>9</b>
<b>SECTION III.....</b>	<b>25</b>
<b>STUDENT SAFETY &amp; HEALTH .....</b>	<b>26</b>
<b>SECTION IV.....</b>	<b>37</b>
<b>TRANSPORTATION .....</b>	<b>38</b>
<b>SECTION V.....</b>	<b>39</b>
<b>STUDENT ATTENDANCE .....</b>	<b>40</b>
<b>SECTION VI.....</b>	<b>41</b>
<b>STUDENT DRESS CODE.....</b>	<b>42</b>
<b>SECTION VII.....</b>	<b>43</b>
<b>STUDENT ACTIVITIES .....</b>	<b>44</b>
<b>SECTION VIII.....</b>	<b>45</b>
<b>TECHNOLOGY USAGE.....</b>	<b>46</b>
<b>GLOSSARY .....</b>	<b>49</b>
<b>APPENDIX .....</b>	<b>57</b>
<b>RESOURCE.....</b>	<b>64</b>



**SECTION I**

**SCHOOL COMMUNITY**

**RESPONSIBILITIES**



## SCHOOL COMMUNITY RESPONSIBILITIES

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

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

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

RESPONSIBILITIES OF STUDENTS
<ul style="list-style-type: none"> <li>Attend all classes on time and be prepared to learn.</li> <li>Maintain open communication with teachers through email, learning platform, and Focus.</li> <li>Submit coursework on-time as outlined in the pacing guide or as assigned by your teacher.</li> <li>Follow classroom rules and expectations and demonstrate good citizenship.</li> <li>Report threats and hazardous or dangerous situations to an adult in authority.</li> <li>Follow the rules of conduct/behavior, demonstrate respect for school property, and follow the Student Network and Internet Responsible Use and Safety Agreement.</li> <li>Treat others with dignity and respect.</li> <li>Do not discriminate, bully, or harass.</li> <li>Do not bring or possess illegal items and substances.</li> <li>All of the above pertain to online learning platforms.</li> <li>In addition, online students must participate actively in class through discussions, posts, and other assignments as directed by the teacher.</li> <li>Please reference <a href="#">School Board Policy 5780</a> – Student/Parent Rights for additional information.</li> </ul>

RESPONSIBILITIES OF PARENTS/GUARDIANS
<ul style="list-style-type: none"> <li>Encourage appropriate student behavior.</li> <li>Monitor your child’s progress through the Focus Parent Portal and support learning.</li> <li>Share concerns with school officials as they arise.</li> <li>Adhere to all school safety protocols.</li> <li>Provide current contact information.</li> <li>Notify the school of any custody changes or other legal matters that relate to school.</li> <li>Ensure your child attends school and notify the school of any absences.</li> <li>Participate in your child’s school activities, conferences, and problem-solving meetings as applicable.</li> <li>Maintain your child’s safety when attending any event as a spectator.</li> <li>Visit your child’s school and observe in a classroom and/or extra-curricular activities consistent with school processes and procedures.</li> <li>Remit payment for damage done to school district property by a student, including lost or damaged books and teaching materials. If property or damages are not restored, schools may require student loss of extracurricular activity privilege or participation in <a href="#">community service</a>.</li> <li>Please reference <a href="#">School Board Policy 5780</a> – Student/Parent Rights for additional information.</li> </ul>

RESPONSIBILITIES OF SCHOOL STAFF AND ADMINISTRATION	
<ul style="list-style-type: none"> <li>Promote a positive, safe, and supportive school climate.</li> <li>Provide interventions through a multi-tiered system of supports, and equitably implement corrective interventions.</li> <li>Recognize, encourage, and reinforce appropriate and positive conduct by all students.</li> <li>Communicate and respond to parents/guardians in a way that is accessible and easily understood.</li> <li>Participate in professional development (e.g., non-academic barriers, student engagement, etc.).</li> <li>Provide each student with <a href="#">due process</a>.</li> </ul>	<ul style="list-style-type: none"> <li>Administer interventions and consequences consistently and equitably, regardless of national origin, race, sex, gender, ethnicity, religion, age, disability, and sexual orientation.</li> <li>Use <a href="#">exclusionary measures</a> as a last resort, and in accordance with district policies.</li> <li>Provide students with makeup work when students are not in class.</li> <li>Provide supervision on school premises for a reasonable period (i.e., 30 minutes before and after school), and while attending or participating in a school-sponsored activity.</li> <li>Involve <a href="#">School Resource Officers</a> when required.</li> <li>Orient students to class expectations, including all students in online learning platforms.</li> </ul>



**SECTION II**

**STUDENT SUCCESS AND  
CORRECTIVE INTERVENTIONS**





## STUDENT SUCCESS AND CORRECTIVE INTERVENTIONS

### Examples of Student Success Behaviors

The behaviors and student success skills listed below help students to achieve academic success.

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



## MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

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

**PBIS** - All schools within the district utilize the PBIS framework and adopt evidence-based or research-informed programs and/or strategies that support their students' needs and promote a safe, positive school environment where students are recognized and feel supported.

**Tier 1- Core/Universal Interventions** for all students include strategies that are used to teach socially acceptable behavior. These strategies maximize students' abilities to problem-solve and help develop a sense of responsibility and confidence in one's ability. They also serve to help prevent issues before they start.

**Tier 2- Supplemental/Targeted Interventions** are provided for a subset of students for whom Tier 1 supports alone are insufficient. Tier 2 supports, and interventions are more intense, and may narrow the focus of instruction and intervention, extend the time allotted for intervention or otherwise make a meaningful change in the instructional day.

**Tier 3-Intensive/ Individualized Interventions** are typically provided to a small percentage of students who require intensive levels of support. These supports and interventions are designed to help students overcome academic and non-academic barriers to learning.



## FOUNDATIONAL CORE BEHAVIORAL INSTRUCTION AND BASIC INTERVENTION

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

### TIER 1 - Teachers should implement the following behavioral instruction with all students.

**Teach Rules/Expectations:** A structured system that can be delivered through verbal, written, or pictorial presentation that teaches student rules and expectations prior to giving a directive or requesting completion of a task.

- Verbal: verbally review rules and expectations before assigning task
- Written: provide student with a copy of written rules and expectations before giving a task
- Pictorial: use of pictures or visual representation to teach expectations and rules

**Remind Prior to Transitions:** Giving a student a warning or alert before changing from one activity, location, or setting to another.

- Teacher offers a 5-minute verbal reminder to student that they will be transitioning from the i-Ready workstation to an independent reading station.
- Teacher sets a 5-minute timer that alerts class to put their belongings away and line-up to transition to the cafeteria for lunch.

**Preferential Seating:** Allowing for a specific seating arrangement for a student to address specific needs.

- Student is seated near the teacher to minimize distractions and to allow for frequent redirection back to task.
- Student is seated at the front of the class, close to the white board to help accommodate a visual impairment.

**Parent-Teacher Communication:** A meeting, conversation, or form of communication between teacher and parent that allows for information regarding the student's academic and/or behavioral progress.

- Communication can occur verbally by phone, a face-to-face meeting, written correspondence, or by email.

**Personal Connection with Student:** A set time and method in which teacher or staff member meets with student to provide special or undivided positive attention.

- A teacher meets with a student before school to check-in about their well-being.

**Provide Personal Guidance/Extend Instruction:** Student is offered additional, more specific directions or clarification of instructions to increase understanding and comprehension.

- Teacher provides student with verbal, written, or visual aid to guide student through instructions on a task or assignment.

**Increase Task Related Recognition:** Teacher provides the student specific praise or recognition for engaging in on-task behavior.

- Teacher offers student verbal praise when student is observed following directions and working on a given assignment or task.

**Visual Schedule:** Student is offered schedule of daily events (pictorial, written, or both) to increase awareness of daily routines and promote more positive transitions.

- A teacher provides a student with auditory processing deficits a pictorial schedule of daily routine to assist in increasing awareness and preparedness.

**Environmental Changes:** Modifications of aspects of the environment are made to accommodate specific needs of a student.

- Teacher may dim the lights or decrease the volume of the classroom public announcement system for a student with light or sound sensitivity to decrease overstimulation.

**Preferred Activities as Reinforcement:** Student is allowed access to a task or activity that they enjoy as a reward for engaging in appropriate behavior or complying with a directive.

- Teacher allows a student 5 minutes of free time to draw after a student has complied with a directive or completed a non-preferred task. Clear limits must be set and reviewed with student.

**Personally Greet Student:** Student is offered a personal greeting to increase desired attention.

- Teacher greets student each morning by making eye contact, smiling at, and verbally welcoming the student to class.



**TIER 2 - In addition to Tier 1 supports, teachers should implement supplemental/targeted instruction, supports, and interventions with some students who need additional support.**

**Teach/Model/Practice Communication and Social Skills:** A student is offered the opportunity to observe appropriate communication and social interactions and given the opportunity to practice or role play with the teacher and/or peer.

- Teacher models appropriate tone and volume when asking for a snack after student interrupts class by yelling out that they are hungry and want something to eat.

**Teach and Encourage Use of Coping Skills:** Student is offered specific instruction on ways to manage frustration, agitation, and stress and is prompted to use these strategies when student shows signs of escalation.

- Teacher teaches deep breathing techniques to a student that demonstrates meltdowns when academic demands are placed on the student. These techniques are practiced daily and teacher prompts student to use them when student begins to show signs of anxiety or defensiveness.

**Teach and Encourage Positive Self Talk:** Student is taught to talk to themselves either aloud or silently, replacing negative thoughts with positive thoughts to calm feelings of anxiety, frustration, or self-doubt.

- Teacher teaches positive self-talk techniques to a student that has difficulty self-regulating when presented a non-preferred task. These techniques are practiced daily and teacher prompts student to use them when student begins to show signs of anxiety or self-doubt.

**Use Personal Interests as Motivation:** Student is taught to associate a specific task or demand with something of interest. Student is given a preference inventory to determine likes and motivators.

- Teacher uses a preference inventory to determine what motivates a student and incorporates the interest in a writing prompt for an essay assignment.

**Teach Positive Alternative Behavior:** Student is taught positive replacement behaviors to use as an alternative to negative, [inappropriate behaviors](#).

- Teacher provides instruction and prompts when a student becomes upset, lashes out at peers, to replace the blame with "I" statements. An example would be, "I feel hurt when people laugh at my mistakes." This technique is practiced daily and teacher prompts this as needed.

**Teach Anger Management:** Student is offered specific instruction on ways to manage frustration, agitation, and anger and is prompted to use these strategies when student shows signs of escalation.

- Teacher prompts a student to take a break in an assigned safe space (respite or time out) when the student demonstrates escalated behavior. This strategy is practiced daily and teacher prompts student to use the strategy as needed.

**Teach Behavioral Self Control:** Student with poor impulse control is taught specific strategies to use during unstructured times to decrease impulsive behavior.

- When teacher observes a student engaging in off task or inappropriate behaviors, teacher asks student three specific questions:
  - What are you doing? What should you be doing? What are you going to do now? Offer praise when back on track.

**Encourage Positive Peer Connections:** Student is provided opportunities to interact regularly with positive peer role models that demonstrate compliance with classroom expectations.

- Teacher seats a student who shows the need for increased appropriate social skills with a student who consistently uses appropriate and positive social interactions with peers.

**Teach Self-Monitoring Progress:** Student is taught strategies to self-monitor undesired behaviors to increase desired behavior.

- Teacher supplies a student who often is off task a monitoring form to complete during assigned independent work. A timer is set for every five minutes, and student is expected to check 'yes or no' to whether they are paying attention. The goal is to teach the student to become familiar with their pattern of behaviors and self-correct as needed.

**Develop Written Behavior Contract:** A discussion between the teacher and student occurs to determine expectations that the teacher has of the student and positive consequences for when the student meets expectations and consequences for when student chooses to engage in undesired behavior. A plan is developed and both teacher and student sign contract and review regularly.



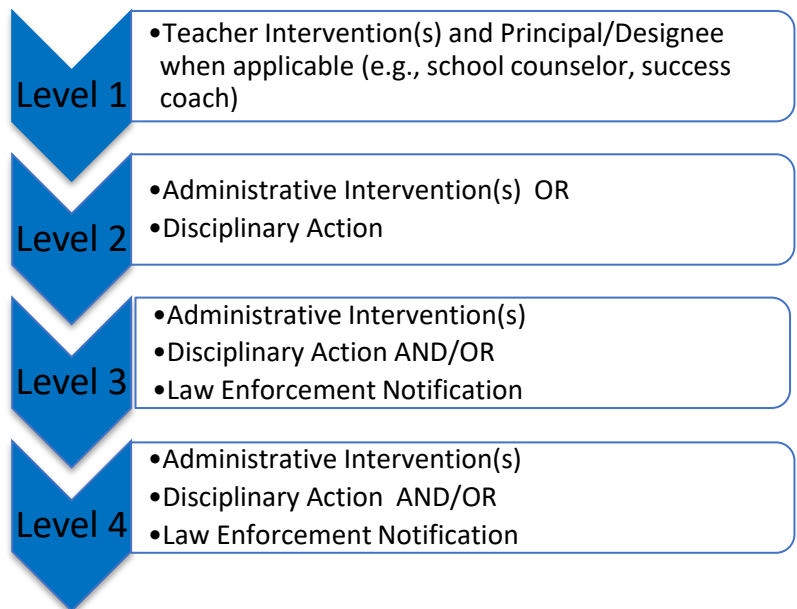
**Tier 3** - In addition to Tier 1 and 2 supports, teachers should implement interventions, such as the following, with individual students who need additional support.

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

### CORRECTIVE ACTION STRATEGIES AND INTERVENTIONS

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

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



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



**INTERVENTIONS LEVEL 1**

<p><b>LEVEL 1</b> behaviors are any acts that disrupt the routine and order at school (in or out of the classroom), during extracurricular activities, or while waiting for or riding school-provided transportation.</p>	<p>Teachers are primarily responsible for implementing a minimum of two (2) <b>Level 1</b> corrective interventions; however, administrators are available for consultation and will address behaviors that are referred by transportation staff.</p>
<p style="text-align: center;"><b>Behaviors</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Disruptive Behavior</a></li> <li><input type="checkbox"/> <a href="#">Dress Code Violation</a></li> <li><input type="checkbox"/> <a href="#">Tardy</a></li> <li><input type="checkbox"/> <a href="#">Inappropriate Display of Affection</a></li> <li><input type="checkbox"/> <a href="#">Inappropriate Language/Gestures</a></li> <li><input type="checkbox"/> <a href="#">Lying/Misrepresentation/Forgery(minor)</a></li> <li><input type="checkbox"/> <a href="#">Noncompliance/Defiance</a></li> <li><input type="checkbox"/> <a href="#">Skipping Class</a></li> <li><input type="checkbox"/> <a href="#">Unauthorized Items</a></li> <li><input type="checkbox"/> <a href="#">Unsafe Act without Intent to Harm</a></li> <li><input type="checkbox"/> Eating or Drinking on Bus</li> <li><input type="checkbox"/> Failing to Sit in the Seat Assigned by transportation professional and/or Attendant</li> <li><input type="checkbox"/> Repeated Rude Behavior towards Bus driver or Attendant</li> </ul>	<p style="text-align: center;"><b>Corrective Interventions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Check-In/Check-Out</a></li> <li><input type="checkbox"/> Classroom Incentives</li> <li><input type="checkbox"/> Confiscation of Non-threatening Item</li> <li><input type="checkbox"/> In-Class Time-Out/Thinking Space+</li> <li><input type="checkbox"/> Informal and/or Preventative Mentoring</li> <li><input type="checkbox"/> Life Skills Learning Programs</li> <li><input type="checkbox"/> Loss or Suspension of Privileges</li> <li><input type="checkbox"/> Model Expected Behaviors</li> <li><input type="checkbox"/> Parent/Guardian Contact</li> <li><input type="checkbox"/> Preferential Seating</li> <li><input type="checkbox"/> Proximity Control</li> <li><input type="checkbox"/> Redirection</li> <li><input type="checkbox"/> Reflective Assignment</li> <li><input type="checkbox"/> Reinforcement of Appropriate Behaviors</li> <li><input type="checkbox"/> Remind Prior to Transitions</li> <li><input type="checkbox"/> Reteach Rules and Behavior Expectations</li> <li><input type="checkbox"/> Role Playing Practices</li> <li><input type="checkbox"/> Safety Strategies/Plan</li> <li><input type="checkbox"/> Social Skill Teaching</li> <li><input type="checkbox"/> Student Teacher Conference</li> <li><input type="checkbox"/> Teach Rules and Expectations, and Model Behavior</li> <li><input type="checkbox"/> Teacher Facilitated Detention</li> <li><input type="checkbox"/> Temporarily Mute Students in Virtual Environments Who Are Using Profane/Crude Language</li> <li><input type="checkbox"/> Verbal and/or Written Apology</li> <li><input type="checkbox"/> Verbal Warning</li> </ul>
<b>Notes</b>	
<ul style="list-style-type: none"> <li>➤ Teachers must implement at least two (2) interventions from the list above per behavior before continuation to Level 2.</li> <li>➤ Refer to the glossary for unfamiliar terms. A direct link to these terms is provided when clicking the underlined word or phrase.</li> <li>➤ +Intervention may not be available at all schools as staff must have been adequately trained prior to implementing.</li> <li>➤ Parent outreach via phone must be attempted in good faith to discuss student concerns.</li> <li>➤ All contacts and corrective interventions must be documented in the student information system (Focus).</li> </ul>	



**INTERVENTIONS LEVEL 2**

<p><b>LEVEL 2</b> behaviors are more serious and may be repeated events that impact the learning environment and/or well-being of self or others.</p>	<p>Administrators or designees are responsible for implementing <b>Level 2</b> corrective interventions, <b>in addition to Level 1</b> interventions.</p>
<p style="text-align: center;"><b>Behaviors</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Cheating/Plagiarism</a>(including <a href="#">AI</a>)</li> <li><input type="checkbox"/> Disrespectful Actions and/or Language</li> <li><input type="checkbox"/> Failure to Follow Rules/Directions</li> <li><input type="checkbox"/> Habitual Tardiness</li> <li><input type="checkbox"/> <a href="#">Inappropriate Physical Contact/Scuffling</a></li> <li><input type="checkbox"/> Inappropriate Use of <a href="#">Artificial Intelligence</a></li> <li><input type="checkbox"/> <a href="#">Lying/Misrepresentation/Forgery</a></li> <li><input type="checkbox"/> <a href="#">Open Defiance/Insubordination</a></li> <li><input type="checkbox"/> Minor Cell Phone or other Wireless Communication Device (WCD) Misuse (See Cell Phone Guidelines on pg. 20)</li> <li><input type="checkbox"/> Repeated or Escalated Dress Code Violation</li> <li><input type="checkbox"/> Repeated <a href="#">Disruption</a></li> <li><input type="checkbox"/> Repeated <a href="#">Inappropriate Language/Gestures</a></li> <li><input type="checkbox"/> Repeated <a href="#">Teasing &amp; Taunting</a></li> <li><input type="checkbox"/> Skipping Class</li> <li><input type="checkbox"/> Disrupting, Distracting, or Disobeying a Transportation Professional and/or Attendant</li> <li><input type="checkbox"/> Getting Out of Seat While the Bus is in Motion</li> </ul>	<p style="text-align: center;"><b>Corrective Interventions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Anti-bullying Intervention Strategies</li> <li><input type="checkbox"/> <a href="#">ASPIRE (Alternative School-based Program to Inspire Renewed Excellence)</a></li> <li><input type="checkbox"/> <a href="#">Check and Connect</a></li> <li><input type="checkbox"/> <a href="#">Check-In/Check-Out</a></li> <li><input type="checkbox"/> Conflict Resolution</li> <li><input type="checkbox"/> Detention (before or after school)</li> <li><input type="checkbox"/> Life Skills Learning Programs</li> <li><input type="checkbox"/> Mental Health Referral</li> <li><input type="checkbox"/> Mentoring</li> <li><input type="checkbox"/> Parent/Guardian Conference</li> <li><input type="checkbox"/> Peer Mediation</li> <li><input type="checkbox"/> <a href="#">Respite Pass</a></li> <li><input type="checkbox"/> Restitution (replacing an item, repairing harm)</li> <li><input type="checkbox"/> School Counselor Referral</li> <li><input type="checkbox"/> <a href="#">Student Centered Problem-Solving</a> and <a href="#">Student Success Plan</a></li> <li><input type="checkbox"/> Temporary Loss of Extracurricular Participatory Privileges</li> <li><input type="checkbox"/> Temporary Supervised Out-of-Class Time Out</li> <li><input type="checkbox"/> Verbal or Written Warning on Bus</li> </ul>
<b>Notes</b>	
<ul style="list-style-type: none"> <li>➤ Parent/guardian notification is required for all Level 2 behaviors and interventions.</li> <li>➤ Virtual consultation with school counselors, temporary camera/microphone-off period (as agreed upon in respite agreement) are examples of respite pass use for students in online learning environments.</li> <li>➤ Refer to the glossary for unfamiliar terms. A direct link to these terms is provided when clicking the underlined word or phrase.</li> <li>➤ Parent outreach via phone must be attempted in good faith to discuss student concerns.</li> <li>➤ All contacts and corrective interventions must be documented in the student information system (Focus).</li> </ul>	



**INTERVENTIONS LEVEL 3**

<p><b>LEVEL 3</b> reflect a need for more intensive intervention responses given the severity of impact in the school environment, to property damage, or to engagement of self/others.</p>	<p>Administrators or designees are responsible for implementing <b>Level 3</b> corrective interventions, in addition to Level 1 and 2 interventions.</p>
<p style="text-align: center;"><b>Behaviors</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Abusive Language/Profanity/Gestures</a></li> <li><input type="checkbox"/> <a href="#">Alcohol Possession/Use*</a></li> <li><input type="checkbox"/> <a href="#">Bullying</a> (including <a href="#">cyberbullying</a>)*<sup>b</sup></li> <li><input type="checkbox"/> <a href="#">Contraband</a></li> <li><input type="checkbox"/> <a href="#">Drug Possession/Use (excluding alcohol)*</a></li> <li><input type="checkbox"/> <a href="#">Failure to Serve</a> Consequence</li> <li><input type="checkbox"/> <a href="#">False Accusations Against Classmate(s) or Staff Member(s)</a></li> <li><input type="checkbox"/> <a href="#">Fighting/Scuffling</a> (minor/district)</li> <li><input type="checkbox"/> <a href="#">Forgery</a></li> <li><input type="checkbox"/> <a href="#">Gambling</a></li> <li><input type="checkbox"/> <a href="#">Harassment*</a></li> <li><input type="checkbox"/> Major Cell Phone or other Wireless Communication Device (WCD) Violation (See Cell Phone Guidelines on pg. 20)</li> <li><input type="checkbox"/> Major <a href="#">Violation of Student Network and Internet Responsible Use and Safety Policy</a></li> <li><input type="checkbox"/> <a href="#">Parking/Driving Offense</a></li> <li><input type="checkbox"/> <a href="#">Possession of Over-the-Counter/Prescription Medication</a></li> <li><input type="checkbox"/> Repeated Failure to Follow Rules/Directions</li> <li><input type="checkbox"/> Repeated Inappropriate Use of <a href="#">Artificial Intelligence</a></li> <li><input type="checkbox"/> <a href="#">Sexual Harassment/Sexual Cyberharassment*</a></li> <li><input type="checkbox"/> <a href="#">Theft</a> (&lt;\$750)</li> <li><input type="checkbox"/> <a href="#">Tobacco/E-Cigarettes/Vaping</a><sup>b*</sup>(See pg. 21 for additional information)</li> <li><input type="checkbox"/> <a href="#">Trespassing*</a></li> <li><input type="checkbox"/> <a href="#">Use/Possession of Combustibles</a></li> <li><input type="checkbox"/> <a href="#">Vandalism/Property Damage &lt; \$999</a></li> <li><input type="checkbox"/> Violation of Safety Plan (Bullying)</li> <li><input type="checkbox"/> <a href="#">Weapons Possession</a> (district)</li> <li><input type="checkbox"/> Placing Head, Arms, or Legs Outside the Window of the Bus While Parked or in Motion</li> </ul>	<p style="text-align: center;"><b>Corrective Interventions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Alternative to Out of School Suspension (A2OSS) Program</a></li> <li><input type="checkbox"/> Anti-bullying Intervention Strategies</li> <li><input type="checkbox"/> <a href="#">ASPIRE (Alternative School-based Program to Inspire Renewed Excellence)</a></li> <li><input type="checkbox"/> <a href="#">Check and Connect</a></li> <li><input type="checkbox"/> <a href="#">Check-In/Check-Out</a></li> <li><input type="checkbox"/> Class or Schedule Change</li> <li><input type="checkbox"/> <a href="#">Civil Citation</a> if Applicable for Infraction-Issued by <a href="#">Law Enforcement</a></li> <li><input type="checkbox"/> Confiscation of item</li> <li><input type="checkbox"/> Conflict Resolution</li> <li><input type="checkbox"/> Crisis Assessment and Intervention (As Appropriate)</li> <li><input type="checkbox"/> Extended Detention+ (ex. Saturday School)</li> <li><input type="checkbox"/> Individual Student Safety/Supervision Plan</li> <li><input type="checkbox"/> Law Enforcement Consultation</li> <li><input type="checkbox"/> Life Skills Learning Programs</li> <li><input type="checkbox"/> Mental Health Referral</li> <li><input type="checkbox"/> Out of School suspension</li> <li><input type="checkbox"/> Parent Contact</li> <li><input type="checkbox"/> <a href="#">Report to Law Enforcement</a></li> <li><input type="checkbox"/> School Counselor Referral</li> <li><input type="checkbox"/> <a href="#">Student-Centered Problem Solving</a> and <a href="#">Student Success Plan</a></li> <li><input type="checkbox"/> Work Detail (with parent approval)</li> <li><input type="checkbox"/> <a href="#">Bus Suspension</a></li> </ul>
<p><b>Notes</b></p>	
<p><b>For all Out of School Suspensions (OSS) Principals must ensure a student re-entry plan is created.</b></p> <ul style="list-style-type: none"> <li>➤ Parent/guardian notification is required for all Level 3 behaviors and interventions.</li> <li>➤ Administrators must lead investigations, make referrals to individual problem-solving teams and for mental health services (as appropriate and in accordance with s. <a href="#">1012.584(4)</a>, F.S.), and ensure coordination and fidelity of interventions.</li> <li>➤ <sup>b</sup>Given the significant risk for nicotine addiction among e-cigarette users, interventions for vaping/e cigarette/nicotine <b>must include</b> an evidence-based/research-informed intervention designed to address their behavior violation.</li> <li>➤ All contacts and corrective interventions must be documented in the student information system (Focus).</li> <li>➤ <b>*SESIR Incidents</b> (<a href="#">FLDOE: SESIR Codes and Definitions</a>)             <ul style="list-style-type: none"> <li>○ School administrators must adhere to <a href="#">School Board Policy 5500</a> per <a href="#">s. 1006.13(2)</a>, F.S., regarding law enforcement reports and consultation.</li> </ul> </li> </ul>	
<p><b><sup>b</sup>Bullying will not be tolerated in the School District of Indian River County. All substantiated cases of bullying will result in an automatic Out-of-School Suspension (OSS).</b></p>	





**INTERVENTIONS LEVEL 4**

<p><b>Level 4</b> behaviors are most significant and represent gross misconduct for which the most significant <b>interventions of last resort</b> are reserved, including out-of-school suspension and <u>expulsion</u>.</p>	<p>Administrators or designees are responsible for implementing <b>Level 4</b> corrective interventions, <b>in addition to Levels 1 – 3</b> interventions.</p>
<p style="text-align: center;"><b>Behaviors</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Aggravated Battery</a>*</li> <li><input type="checkbox"/> <a href="#">Alcohol Distribution/Purchase/Sale</a>*</li> <li><input type="checkbox"/> <a href="#">Arson</a>*</li> <li><input type="checkbox"/> <a href="#">Burglary</a>*</li> <li><input type="checkbox"/> Criminal Mischief (<a href="#">Vandalism</a>) &gt;\$1000*</li> <li><input type="checkbox"/> <a href="#">Disruption on Campus or Bus --- Major</a>*</li> <li><input type="checkbox"/> <a href="#">Drug Distribution/Purchase/Sale</a> (excluding alcohol)*</li> <li><input type="checkbox"/> <a href="#">Fighting</a>*</li> <li><input type="checkbox"/> <a href="#">Gang-related Activity</a></li> <li><input type="checkbox"/> Grand <a href="#">Theft</a> (≥ \$750)*</li> <li><input type="checkbox"/> <a href="#">Hazing</a>*</li> <li><input type="checkbox"/> <a href="#">Homicide</a>*</li> <li><input type="checkbox"/> <a href="#">Kidnapping</a>*</li> <li><input type="checkbox"/> <a href="#">Off-campus Felony Arrest with Petition Filed by State Attorney</a></li> <li><input type="checkbox"/> <a href="#">Other Major</a>*</li> <li><input type="checkbox"/> <a href="#">Production, Possession and/or Distribution of Obscene/ Inappropriate Materials</a></li> <li><input type="checkbox"/> <a href="#">Robbery</a>*</li> <li><input type="checkbox"/> <a href="#">Sexual Assault</a>* or <a href="#">Sexual Battery</a>*/<a href="#">Violence</a></li> <li><input type="checkbox"/> <a href="#">Sexual Offense/Misconduct (other)</a>* Including <a href="#">Sexting</a></li> <li><input type="checkbox"/> <a href="#">Simple Battery</a>*</li> <li><input type="checkbox"/> Repeated Level 3 Behaviors</li> <li><input type="checkbox"/> <a href="#">Teen Dating Violence or Abuse</a></li> <li><input type="checkbox"/> <a href="#">Threat/Intimidation</a>* (<a href="#">must investigate</a>)</li> <li><input type="checkbox"/> <a href="#">Violation of Stipulated Order That Was Provided in Place of Expulsion</a></li> <li><input type="checkbox"/> <a href="#">Weapons Possession</a>*</li> <li><input type="checkbox"/> Throwing objects inside the bus or out of the window of the bus, which may or may not cause injury to persons or physical damage</li> <li><input type="checkbox"/> Unsafe behavior on a school bus which could lead to harm</li> </ul>	<p style="text-align: center;"><b>Corrective Interventions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Alternative to Out of School Suspension (A2OSS) Program</a></li> <li><input type="checkbox"/> Anti-bullying Interventions Strategies</li> <li><input type="checkbox"/> <a href="#">ASPIRE (Alternative School-based Program to Inspire Renewed Excellence)</a></li> <li><input type="checkbox"/> Conflict Resolution</li> <li><input type="checkbox"/> Individual Student Safety/Supervision Plan</li> <li><input type="checkbox"/> <a href="#">Law Enforcement</a> Consultation</li> <li><input type="checkbox"/> Life Skills Learning Programs</li> <li><input type="checkbox"/> Loss or Suspension of Privileges</li> <li><input type="checkbox"/> Mental Health Referral</li> <li><input type="checkbox"/> Out of School Suspension</li> <li><input type="checkbox"/> Referral to Substance Abuse Council</li> <li><input type="checkbox"/> Report to Law Enforcement</li> <li><input type="checkbox"/> <a href="#">Suspension Expulsion Review Team (SERT)</a> Referral for Consideration for Alternative School-based Program and/or Expulsion</li> <li><input type="checkbox"/> <a href="#">Bus Suspension</a></li> </ul>
<b>Notes</b>	
<p style="text-align: center;"><b>For all Out of School Suspensions (OSS) Principals must ensure a student re-entry plan is created.</b></p> <ul style="list-style-type: none"> <li>➤ The school must refer the student to mental health services identified by the school district if a student brings a firearm or weapon and/or makes a substantive threat or false report.</li> <li>➤ Parent/guardian consultation is required for all Level 4 behaviors and interventions.</li> <li>➤ Administrators must lead investigations, make referrals to individual problem-solving teams and for mental health services (as appropriate and in accordance with s. <a href="#">1012.584(4)</a>, F.S.), and ensure coordination and fidelity of interventions.</li> <li>➤ All contacts and corrective interventions must be documented in the student information system (Focus).</li> <li>➤ *<a href="#">SESIR Incidents (FLDOE: SESIR Codes and Definitions)</a> <ul style="list-style-type: none"> <li>○ <b>School administrators must adhere to <a href="#">School Board Policy 5500</a> per s. <a href="#">1006.13(2)</a>, F.S., regarding law enforcement reports and consultation.</b></li> </ul> </li> </ul>	



### Procedures for Disciplinary Action

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

### Procedures for Referral Process

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

Step 1:	The student must be told by the principal or designee of the reason(s) for the referral.
Step 2:	A thorough discipline investigation must be completed and documented. The student must be given the opportunity to present his/her side of the matter either verbally or in writing and must have the opportunity to present witnesses to the incident. The student and witness statements should be kept on file as documentary evidence.
Step 3:	The principal/designee shall make a determination as to whether the evidence supports the offense. If so, the principal/designee determines the appropriate corrective intervention according to the Code of Student Conduct. The student and parent(s)/guardian(s) shall be informed of the discipline response. (Corrective Interventions)
Step 4:	FOR SUSPENSIONS: The principal/designee shall report each suspension in writing to the student’s parent/guardian. This report shall be mailed or delivery initiated within 24 hours of the start of the suspension or on the next regular workday. Reasonable efforts shall be made to contact the parent/guardian prior to the start of the suspension. If the parent/guardian cannot be reached prior to the start of the suspension, the principal or his designee may determine that the suspension will start without the prior contact with the parent/guardian with continued reasonable efforts to contact the parent/guardian being made.
Step 5:	After the discipline investigation is complete, the parent/guardian may request a copy of all documentary evidence upon which the proposed corrective intervention is based; however, if available and used as evidence for disciplinary purposes, video evidence may only be reviewed, a copy will not be provided.
Step 6:	The student and parent/guardian have a right to request a conference with the principal or designee upon request of the parent/guardian to appeal the corrective intervention imposed. All such requests must be made within three (3) school days of the first notification of a discipline referral. The principal shall have the discretion to adjust the corrective intervention.
Step 7: 504/ESE (pg. 9)	A manifestation determination review should be held each time any student with disabilities has been suspended from the classroom or transportation for ten (10) days cumulative during a school year. The purpose is to determine if the placement is appropriate and if any changes need to be made in order to more effectively support the student’s behavioral growth.
Step 8:	The principal must ensure a re-entry plan is created and implemented upon the student’s return.
Step 9: (ESE students only)	If the parent/guardian feel that procedural safeguards were not provided, they may appeal by contacting the Deputy Superintendent. The Deputy Superintendent shall discuss the matter with the parent/guardian, and if appropriate, schedule a meeting between the principal, the Deputy Superintendent, and the parent/guardian to further discuss the matter. This shall not be interpreted as permitting the Deputy Superintendent to substitute their judgment for the decision the principal made.
Note: All documentation must be maintained for a minimum of 3 years for major discipline offences and 5 years for expulsions.	



## **EXCLUSIONARY INTERVENTIONS**

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

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

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

*Note: Off-campus felonies impacting school environment may be considered when applying corrective interventions. Additional information may be referenced in Florida State Statutes [1006.07](#); [1006.13](#) and [School Board Policy 5500](#).*

### **EMERGENCY REMOVAL**

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



**INTENSIVE INTERVENTIONS**



\*ASPIRE = Alternative to In-School Suspension

\*A2OSS = Alternative to Out of School Suspension

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

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

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

**ALTERNATIVE TO OUT OF SCHOOL SUSPENSION (A2OSS) PROGRAM**

- The [A2OSS](#) program is a short-term intervention program that may be utilized as a Corrective Intervention at Levels 3 or 4.
- The program is designed to reduce the repetition of serious behaviors that adversely impact the educational environment related to behavioral infractions.
- Students will be assigned to the A2OSS Program following a serious behavioral violation.
- Students have opportunities to complete schoolwork, engage in [community service](#) activities, and participate in evidence-based therapeutic and conflict resolution interventions designed to help increase student insight regarding their behavior, repair harm when applicable and possible, and plan for re-entry to school.
- Student meals (breakfast and lunch) are provided by SDIRC.
- SDIRC bus transportation is available using designated depot stops.
- Principals must ensure a problem-solving team has created an appropriate tiered intervention plan that includes additional interventions in the areas of identified needs for any student demonstrating a pattern of problematic behavior. All plans must be documented in the student information system (FOCUS).



## OUT OF SCHOOL SUSPENSION

- Suspension of students from school programs is a last resort.
- To be utilized only in the most extenuating circumstances after other corrective interventions have been employed and with District notification.
- During suspension, the student shall not be allowed to attend regular classes or school-sponsored activities for a prescribed number of days not to exceed ten (10) days.
- The [Principal](#) must refer the student during the period of the suspension to the appropriate **Problem-Solving Team** and a [student success plan](#) **must be created upon re-entry**.
- Parent/guardians will be notified of suspension immediately by phone and will receive formal written notification within twenty-four (24) hours of student notification of suspension.
- All out-of-school suspensions shall not commence prior to the beginning of the next school day following the infraction unless the parents/guardians have been notified. Except in emergencies or disruptive conditions which require immediate suspension, or in the case of a serious breach of conduct that is defined as:
  - violence against persons or property;
  - any [other](#) act that causes a major disruption.

## SUSPENSION EXPULSION REVIEW TEAM (SERT) REFERRAL




The SERT is comprised of a multi-disciplinary group of professionals, including district and school administrator representatives. This team reviews each case referred by school administration to identify each student's needed level of support and corrective interventions as related to the types of infractions and patterns of behavior observed. In addition to reviewing the behaviors for which a student is referred, the SERT conducts a thorough review of each case, including information such as the student's levels of educational performance, relevant educational and social history, response to interventions and supports provided, and specialized needs. Students are referred to SERT when being considered for alternative placement and/or expulsion due to severe behavioral infractions.

Alternative School-based Program (IR PREP) is a disciplinary program designed for students who are disruptive in the regular school environment and/or have severe behavioral infraction(s).

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

- **An office discipline referral while at A2OSS or IR PREP may result in an alternative placement or expulsion.**



-  DUE PROCESS RIGHTS
-  DUE PROCESS SUBJECT TO EXPULSION
-  SUSPENSION EXPULSION REVIEW TEAM (SERT)

## DUE PROCESS RIGHTS

In accordance with School Board Policy [5610](#), prior to a suspension:

- Student will receive oral and written notice of the infraction(s) and an explanation of the evidence.
- Student will have an opportunity to explain their side of the story at an informal hearing.
- An appeal may be addressed to the [Superintendent](#), whose decision will be final.
- In cases of extremely disruptive or dangerous behavior, persons or groups involved may be immediately suspended and removed from the school campus without the necessity of a prior hearing.
- Each student will be afforded an informal hearing prior to the third day of suspension as applicable.
- Students may be suspended from any or all co-curricular or extracurricular activities. The length of suspension shall be in accordance with corrective intervention practices.

**Note:** Our school district will honor suspensions, [expulsions](#) and alternative placements from other districts. Students will have to complete the suspension or expulsion term prior to attending a school in our district.

## DUE PROCESS FOR STUDENTS SUBJECT TO EXPULSION

- A student and their parent or guardian will be given written notice of the principal’s recommendation and the reasons for the recommendation, and an opportunity to meet with a representative of the Superintendent to respond to the infraction(s).
- The student and/or their parent or guardian shall also be provided with a description of the student’s rights and of the hearing procedures. The Board shall act on any recommendation for expulsion.
- Principals recommending students for expulsion shall provide the Superintendent with an adequate history of the student's actions and alternative measures taken relevant to the recommendation.
- When the Superintendent makes a recommendation for expulsion to the school board, written notice will be given to the student and parent/guardian, setting forth the infraction(s) and advising the student and parent/guardian of their right to [due process](#).
- Suspensions will be extended beyond ten (10) in the event the Board is not available to convene.
- In the case of a student receiving Exceptional Student Education services, please refer to the district’s Special Programs and Placement Plan for Exceptional Student Education.

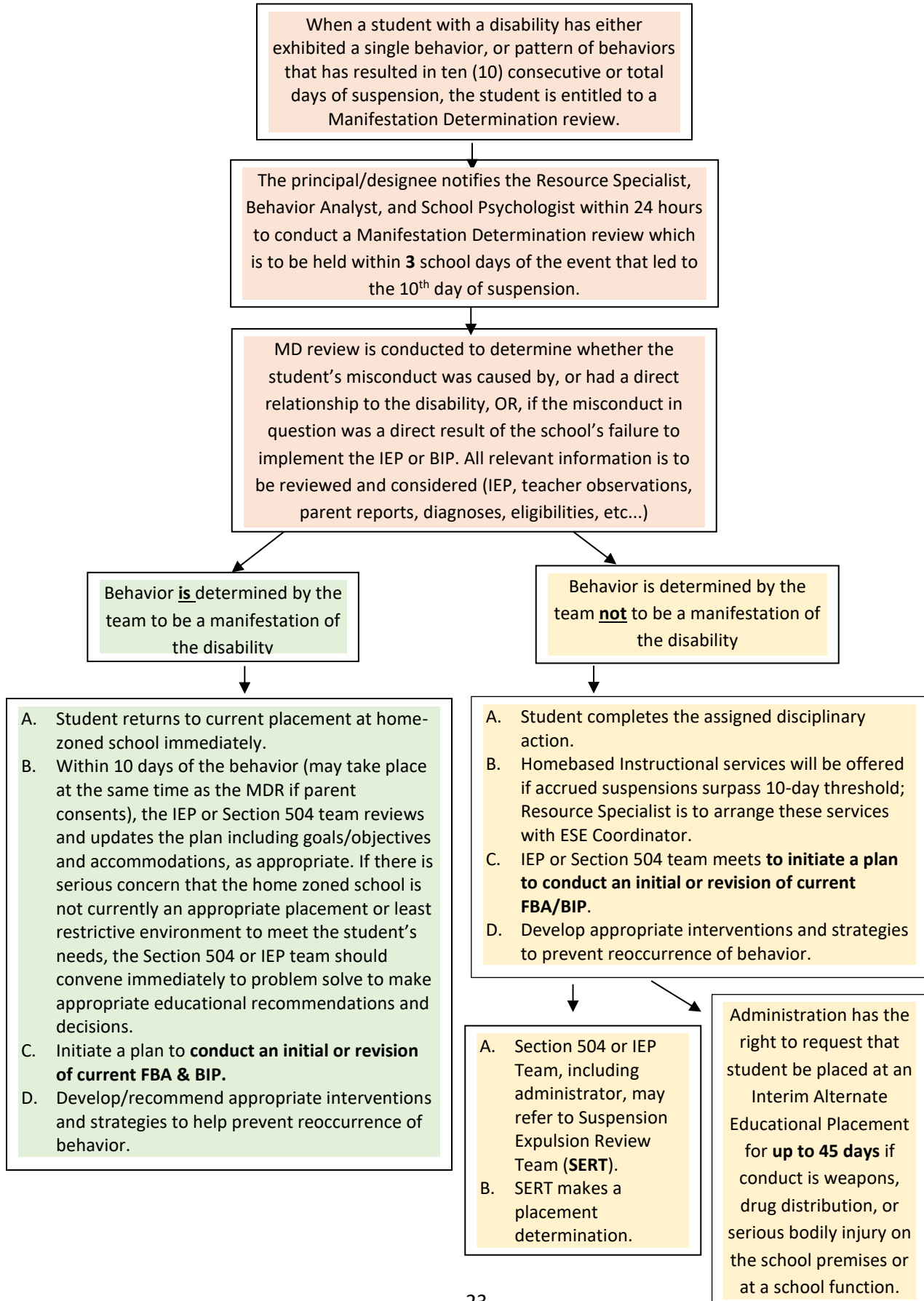
## SUSPENSION EXPULSION REVIEW TEAM (SERT)

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

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



**MANIFESTATION DETERMINATION REVIEWS AND DISCIPLINE OF STUDENTS WITH DISABILITIES**



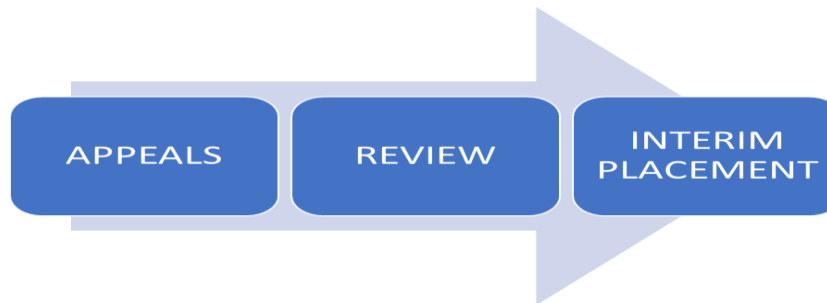


**INTERIM ALTERNATIVE EDUCATIONAL PLACEMENT**

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

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

**PROCEDURAL PROCESS & PLACEMENT**



**PROCEDURES FOR APPEAL OF ALTERNATIVE EDUCATION PLACEMENTS**

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

**EXPULSION APPEALS**

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

**INFORMATION REGARDING SERIOUS INCIDENTS AND LAW ENFORCEMENT**

**PROCEDURES FOR FELONY SUSPENSIONS**

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

**SEARCH AND SEIZURES**

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





# **SECTION III**

## **STUDENT SAFETY & HEALTH**



## EXPULSION AND THREATS TO SAFETY

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

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

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

It is important to note that students may face consequences from the state including arrest for making threats, even if the threat was made as a joke (see F.S. [790.163](#), and [F.S. 790.166](#)).

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

## VIOLENT CRIMES AND VICTIMIZATION

**There is zero tolerance for violent crimes, victimization, and bullying.** Violent crimes and victimization committed on campus, during any school-sponsored event, or connected to a district school in any way will be reported to [law enforcement](#). Offenders are subject to arrest and criminal prosecution.

## WEAPONS

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

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

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

## GUN FREE SCHOOLS ACT OF 1994

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



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

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

Students shall not, at school, on school property or at school-sponsored activities, display or transmit (in any medium, including clothing, jewelry, posters, stickers, flyers or buttons) writings, images or symbols that are reasonably expected to be divisive, demeaning, or offensive to any person or group or disruptive to the learning environment; including, but not limited to writings, images or symbols associated with hate groups; that are obscene, slanderous, or libelous; that are associated with intimidation, violence or violent groups; which advocate racial, ethnic or religious prejudice (i.e., items that promote intolerance or confrontation, including the confederate flag or swastika) or that denigrate others on the basis of race, color, religion, creed, national origin, gender, sexual orientation, or disability. Images and symbols covered by this policy are permissible in library or approved learning materials, or in a classroom setting (e.g., a history class’ discussion of the Civil War or World War II) as part of a learning assignment supervised by a teacher. [School Board Policy 5517](#) (Anti-Harassment) and [School Board Policy 5517.01\(Bullying and Harassment\)](#)

Schools shall appropriately identify, report, investigate, and respond to situations of bullying, harassment, cyberbullying, sexual cyberbullying, hazing, dating violence and abuse, bias behavior, and gang-related activities of any type. This applies whether incidents occur on school grounds, at school-sponsored events, through school computer networks, cell phones, off school grounds, or in any way have an impact on school safety and [positive school climate](#). To ensure a bully-free school environment schools shall practice the following: (1) identify where and when bullying occurs; (2) train all school personnel to recognize bullying; (3) increase adult supervision at campus “hot spots,” including unsupervised areas.

### BULLYING, CYBERBULLYING, HARRASSMENT

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

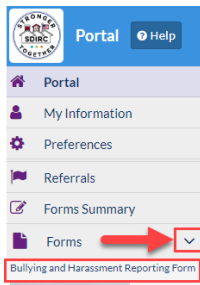
- A. during any education program or activity conducted by the District;
- B. during any school-related or school-sponsored program or activity or on a District school bus, or at a District school bus stop;
- C. through the use of data or computer software that is accessed through a cell phone, computer,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

#### Getting Help: Reporting Procedures

Students and parents/guardians can **submit a Bullying/Harassment report in Focus (see screenshot below)**. At each school, the principal or principal’s administrative designee is responsible for receiving all reports of potential bullying and/or harassment. If a verbal report of bullying/harassment is received, the receiving administrator should document the report using the “Bullying/Harassment Report Form” in Focus. ***The investigation of any reported incident of bullying/harassment must be conducted by a trained administrator or administrator designee.***



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



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

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

**Additional information may also be referenced in [Florida State Statute 1006.147](#) and [School Board Policy 5517.01 \(Bullying and Harassment\)](#) and [School Board Policy 5517 \(Anti-Harassment\)](#).**

## INVESTIGATIONS INVOLVING STUDENTS

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

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

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

### Title IX Coordinator(s)

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

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



**BULLYING GUIDELINES** (School Board Policy 5517.01)

**Bullying of any kind will not be tolerated in the School District of Indian River County. All reports of bullying will be taken seriously and thoroughly investigated in a timely manner.**

The School District of Indian River County (SDIRC) is committed to maintaining safe and supportive learning environments, which are free from bullying and harassment. The district has an established policy (i.e., [School Board Policy 5517.01](#)) which protects students and staff from bullying and harassment within our educational environments. It is the expectation that all members of our school communities contribute to an atmosphere which demonstrates respect for the rights and welfare of others.

<b>Actions Based on Investigation Outcomes for Elementary (Grades K – 5)</b>			
	<b>1<sup>st</sup> Offense</b>	<b>2<sup>nd</sup> Offense</b>	<b>3<sup>rd</sup> Offense</b>
<b>Substantiated Bullying</b>	<ul style="list-style-type: none"> <li>An office discipline referral submitted.</li> <li>A mandatory parent conference will take place with an administrator and a school counselor.</li> <li>A referral to the school counselor per parental permission.</li> <li>Students involved will participate in peer mediation opportunity.</li> <li><b>A school team will design a safety plan with interventions (with parental involvement).</b></li> <li>The student will be assigned 3 - 5 days of out of school suspension.</li> </ul>	<ul style="list-style-type: none"> <li>An office discipline referral submitted.</li> <li>A mandatory parent conference will take place with an administrator and a school counselor.</li> <li>A referral to the school counselor per parental permission.</li> <li>Students involved will participate in peer mediation opportunity.</li> <li><b>The safety plan will be reviewed and revised as needed (with parental involvement).</b></li> <li>The student will be assigned 5 - 7 days of out of school suspension.</li> </ul>	<ul style="list-style-type: none"> <li>An office discipline referral submitted.</li> <li>A mandatory parent conference will take place with an administrator and a school counselor.</li> <li>The student will be assigned an automatic 10 days of out of school suspension and possible school reassignment.</li> </ul>
<b>Unsubstantiated Bullying</b>	<ul style="list-style-type: none"> <li>If the allegations are unfounded, then no further disciplinary action will occur.</li> <li>If the incident involved inappropriate or unacceptable behavior other than bullying, an office discipline referral should be submitted and an appropriate corrective intervention assigned based on the behavior.</li> </ul>		

<b>Actions Based on Investigation Outcomes for Secondary (Grades 6 – 12)</b>	
<b>Substantiated Bullying</b>	<ul style="list-style-type: none"> <li>An office discipline referral submitted.</li> <li>A mandatory parent conference will take place with an administrator and a school counselor.</li> <li>A referral to the school counselor per parental permission.</li> <li><b>A school team will design a safety plan with interventions (with parental involvement).</b></li> <li>The student will be assigned an automatic 10 days of out of school suspension and possible Suspension Expulsion Review Team (SERT) referral for consideration of an alternative school-based program or expulsion.</li> </ul>
<b>Unsubstantiated Bullying</b>	<ul style="list-style-type: none"> <li>If the allegations are unfounded, then no further disciplinary action will occur.</li> <li>If the incident involved inappropriate or unacceptable behavior other than bullying, an office discipline referral should be submitted and an appropriate corrective intervention assigned based on the behavior.</li> </ul>

**A plan must be in place to protect the victim during and after the investigation. If the offender and victim need to be separated, the offender should be the one moved, unless a move is requested by the parents of the victim.**

\* The building principal will refer any matter to [law enforcement](#) if the violation involves illegal activity.



## DEFINITIONS OF BULLYING AND CYBERBULLYING

**Bullying** means systematically and chronically inflicting physical hurt or psychological distress on one (1) or more students or employees. Bullying includes instances of cyberbullying, as defined in Section [1006.147\(3\)\(b\), F.S.](#) Bullying is defined as any unwanted and repeated written, verbal, or physical behavior that may include, but is not limited to, repetitive instances of teasing, social exclusion, threats, intimidation, stalking, physical violence, theft, harassment, public or private humiliation, or destruction of property.

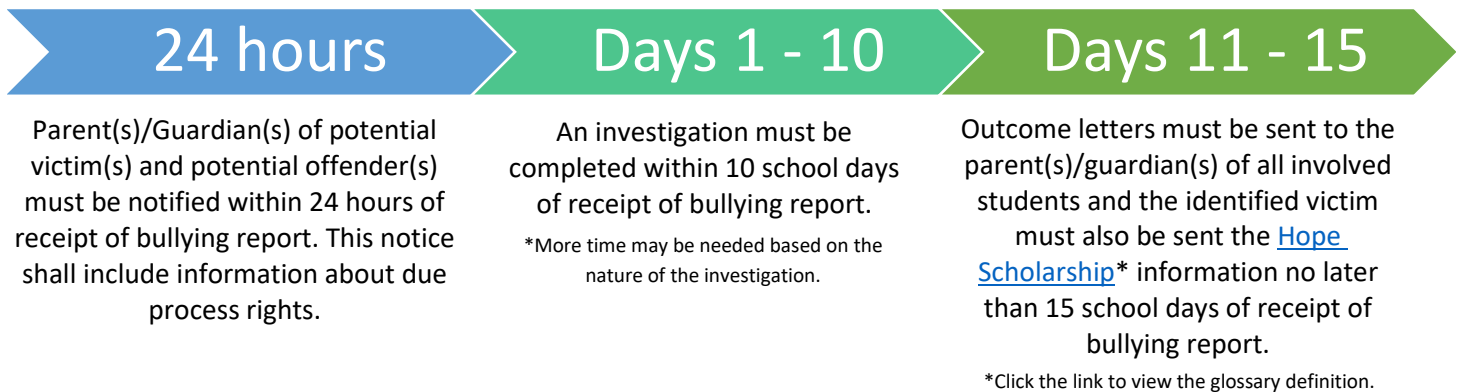
**Cyberbullying** means bullying through the use of technology (e.g., cell phones) or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo optical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one (1) person or the posting of material on an electronic medium (e.g., cell phones) that may be accessed by one (1) or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

**Substantiated** means that the outcomes of the investigation provide clear evidence to prove that bullying or cyberbullying did occur.

### BULLYING MUST INCLUDE 3 ELEMENTS. IT MUST BE:

- 1) REPEATED;
- 2) INTENTIONAL; AND
- 3) INVOLVE A POWER IMBALANCE.

**BULLYING INVESTIGATION TIMELINE** \*The investigation timeline is guided by School Board Policy 5517.01.



### PARENT/GUARDIAN NOTIFICATION

[\\*School Board Policy 5517.01](#)

Parent(s)/guardian(s) will be contacted by the school principal within twenty-four (24) hours of receipt of an incident report. Notification may be by telephone, e-mail, personal conference, or first-class mail. The notice will advise individuals of their respective due process rights, including the right to appeal any resulting determination.

If the incident involves a crime, the principal shall inform the parent/guardian of the identified victim(s) by telephone or first-class mail about the Unsafe Schools Choice Option.

### DUE PROCESS RIGHTS

[\\*School Board Policy 5610](#)

The principal will hold an informal hearing to give the student an opportunity to explain their side of the story. An appeal may be made to the Superintendent, whose decision will be final.



## DRUGS AND ALCOHOL POSSESSION, USE, AND DISTRIBUTION

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

- all dangerous controlled substances as so designated and prohibited by Florida statute;
- all chemicals which release toxic vapors;
- all alcoholic beverages;
- any prescription or patent drug, except those for which permission to use in school has been granted pursuant to School Board Policy ([School Board Policy 5330](#));
- [anabolic steroids](#); and
- any substance that is a “look-alike.”

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

## OVER THE COUNTER (OTC) MEDICATION

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

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

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

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

Any other non-prescription medication must have a doctor’s order/prescription for use and a completed and signed Medication Permission Slip. It also must be received in its original container, unopened, and be labeled with the student’s name. The only over-the-counter medications to be stored are those medically prescribed for specific students. Those medications will be kept in the locked medication cabinet in the health room. For more detailed information please refer to the Medication Procedures Parent’s Handbook 2020-21. **Additional information may also be referenced in Florida State Statutes [893](#); [1006.062](#) and School Board Policies [5310](#), [5330](#), [5530.01](#), and [5330.03](#).**

## SDIRC COMMITMENT TO MENTAL HEALTH AND WELLNESS

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

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



**VAPING GUIDELINES**

**ADDITIONAL INFORMATION ON VAPING AND TOBACCO/NICOTINE**

The possession, use, distribution or sale of tobacco or nicotine products are prohibited by any person under the age of 21. \*Tobacco incidents cannot be reported as Drug-related. As a SESIR violation, the incident will be recorded as Civil Citation or Other SESIR defined. This does not require a Civil Citation to be issued.

Examples

- A student under 21 possessing and/or smoking cigarettes, cigars, etc.
- A student under 21 possessing and/or using a nicotine dispensing device or electronic nicotine delivery system (ENDS) such as electronic cigarettes, vape pens, hookah pens, etc.
- A student using smokeless tobacco or nicotine products.

Offense	Corrective Interventions for Vaping Nicotine/Tobacco
1 <sup>st</sup> Offense	<ul style="list-style-type: none"> <li>• Assign to ASPIRE for 2 - 5 days (secondary)</li> <li>• Parent/Guardian Contact</li> <li>• Referral to <a href="#">Law Enforcement</a> (School Resource Officer)<sup>c</sup></li> <li>• First Session: FL Tobacco Prevention Program<sup>v</sup></li> </ul>
2 <sup>nd</sup> Offense	<ul style="list-style-type: none"> <li>• Assign to A2OSS for 3 days; if Parent Denies Permission, Assign to OSS for 3 days (secondary)</li> <li>• Assign to Temporary Supervised Out-of-Class Time Out for 1 day (elementary)</li> <li>• Parent and Student Conference</li> <li>• Referral to School Counselor (elementary)</li> <li>• Second Session: FL Tobacco Prevention Program<sup>v</sup></li> <li>• Referral to DATA Counselor (secondary)<sup>d</sup></li> <li>• Referral to Law Enforcement (School Resource Officer)<sup>c</sup></li> </ul>
3 <sup>rd</sup> Offense	<ul style="list-style-type: none"> <li>• Referral to Substance Abuse Council Program<sup>s</sup></li> <li>• Assign to Temporary Supervised Out-of-Class Time Out for 2 days (elementary)</li> <li>• Assign to Out-of-School Suspension for 3 – 5 days (secondary)</li> <li>• Parent and Student Conference</li> <li>• Referral to Law Enforcement (School Resource Officer)<sup>c</sup></li> </ul>

Any violation beyond a 3<sup>rd</sup> offense will result in an automatic referral to the Suspension Expulsion Review Team (SERT) for consideration of an alternative school-based program.

**Notes**

- <sup>c</sup>A referral may include a fine, community service, or educational programming.
- <sup>v</sup>Students must complete the FL Tobacco Prevention Program, a 3-hour course sponsored by the Florida Department of Health, Bureau of Tobacco Free Florida, within seven (7) days of enrollment. Upon successful fulfillment of the course requirements, a Certificate of Completion will be sent to the student and the administrator/registrar. **Students not completing the course within seven (7) days of registration will be withdrawn, and the student will be assigned Out of School Suspension at the discretion of the administrator, not to exceed five (5) days.**
- <sup>d</sup>Drug Abuse Treatment Association, Inc. (DATA) provides school-based programs by utilizing Project SUCCESS (Schools Using Coordinated Community Efforts to Strengthen Students), an evidence-based, school-based intervention focused on preventing and reducing substance abuse among high-risk middle-school and high-school aged youth. Parents/guardians must provide permission for the student to participate. **If the parent denies permission, the student will be assigned Out of School Suspension at the discretion of the administrator, not to exceed five (5) days.**
- <sup>s</sup>The Substance Abuse Council provides individual or small group sessions. The evidence-based program, Botvin LifeSkills Training, is a developmentally appropriate substance abuse prevention program to support the development of personal self-management skills, social skills, and drug resistance skills.
- **\*SESIR Incidents ([FLDOE: SESIR Codes and Definitions](#))**
  - **School administrators must adhere to [School Board Policy 5500](#) per [s. 1006.13\(2\), F.S.](#), regarding law enforcement reports and consultation.**
- **Additional information may be referenced in FL State Statute [381.84](#); [386.202](#); [386.204](#); [386.206](#); [386.209](#); [386.212](#) and [School Board Policy 5512](#).**
- **ESE services must be provided for ASPIRE and A2OSS.**

NOTE: ASPIRE is an Alternative to In School Suspension program and A2OSS is an Alternative to Out-of-School Suspension program. Both programs are only available at the secondary level.





**VAPING GUIDELINES FOR DRUGS/THC**

**ADDITIONAL INFORMATION ON VAPING AND DRUG USE**

The possession, use, distribution or sale of any drug, narcotic, or controlled substance or look-alike substances are prohibited by any person (excluding special circumstances for medical use. See [School Board Policy 5330.03](#)).

\*These incidents are reported as Drug-related and may include types of cannabis, including, but not limited to, marijuana and hemp, and derivatives including but not limited to THC and CBD products. As a SESIR violation, the incident will be recorded as Civil Citation or Other SESIR defined.

Examples

- A student possessing and/or vaping THC, CBD, marijuana, etc.
- A student possessing and/or using a THC, CBD, marijuana, etc. dispensing device or electronic nicotine delivery system(ENDS) such as electronic cigarettes, vape pens, hookah pens, etc.
- A student using marijuana cigarettes or similar product

Offense	Corrective Interventions for Vaping THC/Drugs
1 <sup>st</sup> Offense	<ul style="list-style-type: none"> <li>• Assign Out of School Suspension for 3 – 6 days                             <ul style="list-style-type: none"> <li>○ If a student has been assigned multiple OSS days previously, consider submission to SERT.</li> </ul> </li> <li>• Report to <a href="#">Law Enforcement</a> <ul style="list-style-type: none"> <li>○ Issue Civil Citation or Similar Prearrest Diversion <sup>a</sup></li> <li>○ May include a fine, community service, or educational programming</li> <li>○ Referral to Substance Abuse Council Program <sup>5</sup></li> </ul> </li> </ul>
2 <sup>nd</sup> Offense and thereafter	<ul style="list-style-type: none"> <li>• Assign Out of School Suspension for 7 - 10 days</li> <li>• Report to Law Enforcement                             <ul style="list-style-type: none"> <li>○ Issue Civil Citation or Similar Prearrest Diversion <sup>a</sup></li> </ul> </li> <li>• Submit <a href="#">Suspension Expulsion Review Team (SERT)</a> Referral for Consideration for Alternative School-based Program or Expulsion</li> </ul>

**Notes**

- <sup>a</sup>Florida law (Section 985.12, Florida Statutes) authorizes civil citation and similar prearrest diversion programs for non-serious misdemeanors for youth with no criminal history. This is a pre-arrest diversion program that serves as an alternative to arrest. **If a student or the parent/guardian declines to participate or does not successfully complete the diversion program, law enforcement will determine if arrest is appropriate or allow the student to continue in the program. If arrested, the student will proceed through the normal juvenile court process.**
- <sup>5</sup>The Substance Abuse Council provides individual or small group sessions. The evidence-based program, Botvin LifeSkills Training, is a developmentally appropriate substance abuse prevention program to support the development of personal self-management skills, social skills, and drug resistance skills.
- [Florida State Statutes 322.056](#) requires the suspension of the student’s driver license for 6 months if under 18 years of age and found guilty of a drug offense. If a student is not eligible for a driver license (under-age), the department will withhold the issuance of a driver license for a period of 6 months after their eligibility.
- \***SESIR Incidents** ([FLDOE: SESIR Codes and Definitions](#))
  - **School administrators must adhere to [School Board Policy 5500](#) per [s. 1006.13\(2\), F.S.](#), regarding law enforcement reports and consultation.**
- **Additional information may be referenced in FL State Statute [381.84](#); [386.202](#); [386.204](#); [386.206](#); [386.209](#); [386.212](#) and [School Board Policy 5512](#).**



**PRIVATE SPACES GUIDELINES**

The School District of Indian River County (SDIRC) is committed to maintaining safe, private space environments for restrooms and changing facilities (e.g., locker room, changing room, etc.). Students are provided restrooms and/or changing facilities for their exclusive use that align to their biological sex (male or female). Unisex restrooms and/or changing facilities are designated for single occupants only.

Individuals may only enter a restroom or changing facility designated for the opposite sex under specific circumstances. For students requiring a restroom or changing facility that is not designated for their biological sex, access to a private, accommodative, sex-neutral location shall be provided. This includes, but is not limited to, a unisex restroom, a unisex changing facility, or another private location that meets such needs. To meet the requirements of House Bill 1521, Section 553.865, Florida Statutes, also known as the *Safety in Private Spaces Act*, possible exceptions, and disciplinary procedures for not adhering to this rule are outlined below.

Exceptions for Entering Restroom or Changing Facility Designated for the Opposite Sex	
<ul style="list-style-type: none"> <li>• To assist or chaperone a person under the age of 12, an elderly person, or a person with a learning or developmental disability</li> <li>• For <a href="#">law enforcement</a> or government regulatory purposes</li> <li>• To provide assistance in an emergency where the health or safety of a person is at risk (e.g., medical)</li> <li>• For custodial, maintenance, or inspection purposes (must not be in use at the time)</li> <li>• If the designated restroom/changing facility is out of order or under repair and no person of the opposite sex is in the working and available restroom and/or changing facility</li> </ul>	

For the purpose of this section, the following definitions apply:

Definitions	
female	a person belonging, at birth, to the biological sex which has the specific reproductive role of producing eggs
male	a person belonging, at birth, to the biological sex which has the specific reproductive role of producing sperm
sex	the classification of a person as either female or male based on the organization of the body of such person for a specific reproductive role, as indicated by the person's sex chromosomes, naturally occurring sex hormones, and internal and external genitalia present at birth
restroom	a room that includes one or more water closets. This term does not include a unisex restroom
unisex restroom	a room that includes one or more water closets and that is intended for a single occupant or a family, is enclosed by floor-to-ceiling walls, and is accessed by a full door with a secure lock that prevents another individual from entering while the room is in use
changing facility	a room in which two or more persons may be in a state of undress in the presence of others, including, but not limited to, a dressing room, fitting room, locker room, changing room, or shower room
unisex changing facility	a room intended for a single occupant or a family in which one or more persons may be in a state of undress, including, but not limited to, a dressing room, fitting room, locker room, changing room, or shower room that is enclosed by floor-to-ceiling walls and accessed by a full door with a secure lock that prevents another individual from entering while the changing facility is in use

(HB 1521, F.S. 553.865(9)(a-e))

**If a student willfully enters a restroom or changing facility of the opposite sex for any purpose other than the exceptions listed above and refuses to depart when asked to do so by a teacher, administrator, or school safety officer, a student is exhibiting a Level 2 Behavior, Open Defiance/Insubordination.**

Disciplinary Procedures	
<ul style="list-style-type: none"> <li>• An office discipline referral submitted.</li> <li>• Parent contact required.</li> <li>• The student will be assigned detention, ASPIRE (secondary), or Temporary Supervised Out-of-Class Time Out (elementary) or other intervention as outlined in the Code of Student Conduct under Interventions Level 2.</li> </ul>	



## COMPLAINTS REGARDING DISCRIMINATION OR INACCESSABILITY FOR STUDENTS AND PARENTS

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

Director of Human Resources 6500 57 <sup>th</sup> Street Vero Beach, FL 32967 772-564-3000	Director of Student Services 6500 57 <sup>th</sup> Street Vero Beach, FL 32967 772-564-3000
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The names, titles, and contact information of these individuals will be published annually on the School District's website.

**Additional information may also be referenced in Florida State Statutes [1002.20](#); [1006.195](#); [1006.20](#) and School Board Policies; [2341](#), [2431.01](#) and [5610.05](#).**

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

## PROCEDURES FOR RESOLVING STUDENT WELFARE COMPLAINTS

The School District of Indian River County is committed to honoring the rights of parents/legal guardians and promoting their involvement in the District. The School District recognizes the fundamental rights of parents/legal guardians to direct the upbringing, education, and care of their minor children including the rights of parents in need of additional assistance with certain disputes that are not timely resolved by a school as outlined in HB 1557. The School District has adopted the following procedures for resolving specified parental concerns.

### SDIRC School-Level Procedures for Specific Parent Concerns [1001.42\(8\)\(c\)](#)

**Step 1:** The parent or legal guardian must submit a written complaint to the Principal identifying their concern(s) about a specific issue listed on page 2 of this document.

**Step 2:** The principal or principal's designee will review the parent's or legal guardian's written complaint and make a good faith effort to resolve the matter within seven (7) calendar days after notification by the parent or legal guardian. Note: The Principal must consult with the District Student Services Director before sending a statement of reason(s) to the parent or legal guardian.

**Step 3:** The Principal should meet with the parent or legal guardian to provide a response. The Principal must share the result of the outcome of the meeting with the District Student Services Director regarding the parent's or legal guardian's concern.

**Step 4:** If the dispute is unresolved the parent must submit the complaint form found at [this link](#) to the district. The district has 30 days after the parent's or legal guardian has notified the District Student Services Director, the Director must either resolve the concern or provide the parent or legal guardian a statement of the reasons for not resolving the concern.

### SDIRC District-Level Dispute Resolution Process for Unresolved Concerns [1001.42\(8\)\(c\)](#)

**Step 1:** The parent must submit a dispute mediation request form to the District's Director of Student Services. This form can be found on the district website on the [STUDENTS & FAMILIES webpage](#).

**Step 2:** The Director of Student Services will review the submitted evidence and contact the School Principal for further information regarding the complaint and the school's response.



**Step 3:** The District Student Services Director will review the complaint and school response and propose a resolution to the School Principal.

**Step 4:** The District Student Services Director will set up a meeting with the parent and the School Principal or designee to review the proposed resolution within 30 days. If the dispute is not resolved, the Student Services Director will provide the parent or guardian with a written statement about why the dispute was not resolved.

**Step 5:** If the dispute is not resolved with the District's intervention, the parent will submit a Special Magistrate request with the form found at on the [FLDOE website](#).

### *Types of Specific Complaints* ([s. 1001.42\(8\)\(c\)1.6., F.S.](#))

- A. The required notice regarding a change in the student's services or monitoring related to the student's mental, emotional, or physical health or well-being and the school's ability to provide a safe and supportive learning environment for the student; also, the requirement for School District personnel to encourage a student to discuss with their parent or legal guardian issues related to his/her well-being. (Policy [1213](#), Student Supervision and Welfare)
- B. The requirement that School District personnel may not discourage or prohibit parental or legal guardian notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being. (Policy [1213](#), Student Supervision and Welfare)
- C. The prohibition of classroom instruction by school personnel or third parties on sexual orientation or gender identity in kindergarten through third grade, or in other grades in a manner that is not age-appropriate or developmentally appropriate, in accordance with State standards. (Policy [2215](#), Program of Instruction, and Policy [2417](#), Comprehensive Health Education)
- D. The requirement that student support services training adhere to student services guidelines, standards, and frameworks established by the Florida Department of Education.
- E. The requirement that, at the beginning of each school year, the District notify parents or legal guardians of each healthcare service offered at their child's school and of the option to withhold consent or decline any specific service. (Policy [2410](#), School Health Services)
- F. The requirement that the District provide a copy of a well-being questionnaire or health screening form to the parent or legal guardian and obtain the permission of the parent or legal guardian before administering the questionnaire or health screening form to a student in kindergarten through grade 3. (Policy [2416](#), Student Privacy and Parental Access to Information)

Additional information can be found on the FLDOE website at <https://www.fldoe.org/schools/k-12-public-schools/special-magis.stml>

District Contact: Director of Student Services – (772) 564.3033

Charter School Contact: Charter School Liaison – (772) 564.3033



# **SECTION IV**

# **TRANSPORTATION**



## TRANSPORTATION

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

### SUCCESSFUL STUDENT BEHAVIORS FOR TRANSPORTATION

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

\*Additional information is available in the Parent Handbook for School Bus [Transportation \(click here to view on the SDIRC website located under "Handbooks"\)](#).

\* Students that don't adhere to the bus rules could lose their bus privileges.



# **SECTION V**

# **STUDENT ATTENDANCE**



## STUDENT ATTENDANCE

### TARDINESS

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

### EARLY DEPARTURE

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

### STUDENT

Rights	Responsibilities
<ul style="list-style-type: none"> <li>To receive information on rules policies and procedures about attendance</li> <li>To not be penalized for excused absences</li> <li>To receive a minimum of two days to make-up classwork for each day missed (does not include <a href="#">habitually truant</a> students)</li> </ul>	<ul style="list-style-type: none"> <li>Attend classes</li> <li>Arrive on time</li> <li>Provide assigned school with reason for absence</li> <li>Virtual students must submit assignments according to the course pacing guide and are expected to work in their courses regularly each week as directed.</li> </ul>

### PARENT

Rights	Responsibilities
<ul style="list-style-type: none"> <li>Parents and students have the right to receive information on rules, policies, and procedures about attendance</li> <li>Be contacted by principal or designee when there are any attendance concerns</li> <li>Parents can view and monitor attendance on FOCUS</li> </ul>	<ul style="list-style-type: none"> <li>Absences must be reported to the school by the parent or adult student within two (2) days (48 hours) electronically, in writing, or by phone</li> <li>Coordinate vacation days with school calendar</li> <li>Speak with school principal regarding attendance concerns and questions</li> </ul>

### STAFF

	Interventions
<p><b><i>Teachers shall record and report all absences each period and contact attempts in the student information system (Focus) and to the principal or principal's designee</i></b></p>	<ul style="list-style-type: none"> <li>Parents will be contacted when a student has three (3) unexcused or unexplained absences</li> <li>When a student has at least five (5) unexcused or unexplained absences within a calendar month, or ten (10) unexcused or unexplained absences within a ninety (90) calendar day period a referral to the appropriate problem-solving team</li> <li>Team may determine that a student is Habitually Truant and should consider <a href="#">F.S. 984.151</a></li> </ul>

**EXCUSED ABSENCES** The following factors are deemed to be excusable with appropriate documentation (e.g., note from doctor/healthcare provider; note from court/legal; note from therapy provider, etc.):

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

*\*Each secondary school will have student attendance requirements and an incentive plan for participation in Extracurricular Activities.*

Additional Attendance Information is available in the Attendance Handbook. Florida Statute: [1003.01](#), [984.151](#), [1002.20](#), [1003.02](#), [1003.21](#), [1003.23](#), [1003.24](#), [1003.26](#), [1003.27](#)  
 School Board Policy:5200





# **SECTION VI**

## **STUDENT DRESS CODE**



## STUDENT DRESS CODE

Florida State Statutes: F.S. [1001.43\(1\)\(b\)](#), F.S. [1006.07\(2\)\(d\)](#) and [School Board Policy 5511](#)

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

### DRESS AND GROOMING EXPECTATIONS FOR ALL STUDENTS:

● Pants are to be worn at the waist, with no visible undergarments, and present no safety hazards.
● Dress, grooming practices, and personal hygiene will not interfere with schoolwork, create disorder, disrupt the educational program, or prevent the student from achieving educational objectives.
● Hair and clothing must not block vision or restrict movement.
● Dress practices must not be indecent, vulgar, or disruptive to an orderly learning environment, and must not cause or result in discrimination against, <a href="#">bullying</a> , or <a href="#">harassing</a> of other students or school staff.
● Clothing and accessories will contain no inappropriate words, phrases, themes, or advertisements (e.g., alcohol, <a href="#">tobacco/vaping</a> , drugs, <a href="#">gang-related</a> symbols, guns, knives, or violence promoting symbols (for clarification of symbols see page 23).
● Clothing will fit appropriately and include no oversized or undersized garments.
● Apparel will contain no sheer, net, mesh, or sleepwear items. Shirts will cover the person from the shoulders to the waist at all times, with no revealed abdomen or chest.
● Shorts, skorts, dresses and skirts are to extend beyond mid finger-length or mid-thigh.
● Apparel will not contain headphones <sup>^</sup> , ear buds <sup>^</sup> , stocking caps, bandanas, towels, and other headgear. Hoods will not be worn on school property, buses or school related activities.
● Hats and sunglasses may only be worn for P.E. activities, recess, or other specific circumstances when authorized by the Principal.
● Jewelry, accessories, or extended fingernails that could be deemed unsafe are not permitted.
● Dog-type collars, chains, and spikes are not allowed.
● Trench coats/capes and blankets are not allowed.
● Certain courses may require a specific dress code.
● Student identification cards must be worn on their person and visible during the instructional day and while utilizing SDIRC transportation to and from school.

Per [F.S. 1006.07\(2\)\(d\)](#), Each district school board shall adopt a dress code policy that prohibits a student, while on the grounds of a public school during the regular school day, from wearing clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the orderly learning environment. Any student who violates the dress code in this manner is subject to the following disciplinary actions:

**\*First Offense:** A student shall be given a verbal warning and the parent or guardian will be contacted.

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

**\*Third or Subsequent Offense:** A student shall receive an in-school suspension pursuant to s. [1003.01\(5\)](#) for a period not to exceed 3 days. The student is ineligible to participate in any extracurricular activity for a period not to exceed 30 days, and the school administrator shall call the student’s parent or guardian and send the parent or guardian a written letter regarding the student’s in-school suspension and ineligibility to participate in extracurricular activities.

\*For each offense above, parent contact should be made to bring a change of clothes. A student may not return to class until dressed in appropriate attire.

District officials do have the flexibility to relax certain dress code requirements to ensure student safety and comfort. For example, if our community is experiencing extremely cold weather, the code may be relaxed to allow heavy coats, denim jeans, and other cold weather apparel that may not meet standard school dress code requirements. **Note: The Principal has the final authority to determine when personal appearance does not meet expectations.** <sup>^</sup> Unless otherwise approved for instructional purposes.

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



# **SECTION VII**

# **STUDENT ACTIVITIES**



## STUDENT ACTIVITIES

### STUDENT GROUPS

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

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

### INTERSCHOLASTIC AND EXTRACURRICULAR ACTIVITIES

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

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

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

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

- Eligibility requirements may not be affected by any alleged recruiting violation until final disposition of the allegation is completed.
- A student may not participate in a sport if the student participated in the same sport at another school during that school year, unless the student meets participation criteria.
- A student not currently suspended from interscholastic extracurricular activities, or suspended or expelled from school, pursuant to district school board suspension or [expulsion](#) powers, is eligible to participate in interscholastic and interscholastic extracurricular activities.
- Additional information may be found on the Florida High School Athletic (FHSAA) website and in Florida State Statute [1006.20](#) and School Board Policy [2431](#).

### NON-DISCRIMINATION GRIEVANCE PROCEDURES

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



# **SECTION VIII**

# **TECHNOLOGY USAGE**



## TECHNOLOGY USAGE AND WIRELESS COMMUNICATION DEVICES (e.g., Cell Phones)

Florida State Statutes [1001.43](#) and [1001.51](#) and School Board Policy [5136](#), [5136.01](#), and [7540.03](#)

Wireless communication devices (WCD) include but are not limited to, **cell phones**, headphones/earbuds, smart watches, and tablets. **Student possession of a wireless communication device (WCD) is a privilege. This privilege may be forfeited by any student who fails to abide by the terms of this policy, or otherwise abuses this privilege.**

Students shall have no expectation of confidentiality with respect to their use of WCDs on school premises/property (Policy 5136). School officials may conduct a search if they reasonably suspect that the WCD contains evidence of a violation of the law or other school rules. Any search will be conducted in accordance with [Policy 5771 – Search and Seizure](#).

The following rules and procedures **must be followed** regarding the possession, use, and display of WCDs:

- ✓ When a student arrives at school, the WCD should be set to 'silent' or 'vibrate' and remain in that mode throughout the school day.
- ✓ WCDs are not permitted to be visible or used during instructional time and/or during a class scheduled period.
- ✓ WCDs must be connected to district Wi-Fi to access the Internet even if they have their own data plan in compliance with CIPA (Children's Internet Protection Act).

The following use of a WCD is **prohibited** and may result in disciplinary actions:

- × Use of another person's password, account, or device; changing/stealing another person's work or files
- × Engaging in non-educational-related communications and/or usage during instructional time
- × Capturing, recording, or transmitting (sending or posting) the words or sounds, audio, images, pictures and/or video of any **staff member, student, or other person** in the school or while attending a school-related activity without expressed prior notice and explicit written and/or verbal consent of said party
- × Capturing and/or recording fights or similar events and/or subsequent posting of said recordings/images to social media and similar outlets
- × Distracting use/behavior that creates an unsafe environment
- × Taking pictures, recording video or any similar activity in rest rooms or locker rooms
- × Participating in cyberbullying, sexual cyberbullying, sending obscene e-mail/ posts/ texts ("sexting"), hate e-mail/ posts/texts, or making false or harassing e-mail/posts/texts; NOTE: This is applicable to both students and staff members
- × Capturing, recording and/or transmitting test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty or using a WCD to receive such information
- × Personal hotspots and Internet sharing while on school grounds
- × Hacking, cracking, vandalizing, or introducing viruses of any type
- × Downloading or streaming any audio or video files without teacher permission
- × Sharing/posting of any personal information about themselves or anyone else online
- × Proxies, virtual private networks, etc., meant to circumvent the SDIRC network, filters, and firewalls
- × Using WCDs in any manner that otherwise violates the Student Code of Conduct

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



**CELL PHONE GUIDELINES** ([School Board Policy 5136](#))

Cell phones and other wireless communication devices such as smart watches have become a major distraction in the classroom resulting in time off task and loss of instruction. As a result, the School District of Indian River County is implementing cell phone guidelines.

**Grades K - 8:** Cell phones must be placed on silent mode and out of sight from the start of the school day until the end of the school day. If a cell phone is visible or a student is seen using a cell phone during the school day, this will be considered a violation of the cell phone guidelines.

**Grades 9 – 12:** Cell phones must be placed on silent during school hours. Upon entering the classroom, cell phones must be out of sight. If a cell phone is visible or a student is seen using a cell phone during class, this will be considered a violation of the cell phone guidelines.

**Grades 6 – 12:** Cell phones may be used for unique activities to enhance instruction. This will require the teacher to receive prior written approval from the principal (e.g., Biotech, HOSA).

<b>VIOLATIONS OF THESE GUIDELINES MAY RESULT IN CONFISCATION OF THE WIRELESS COMMUNICATION DEVICE OR ELECTRONIC DEVICE.</b>	
<b>Minor Cell Phone Misuse</b>	
1 <sup>st</sup> Offense	<ul style="list-style-type: none"> <li>• The student will be instructed to put the phone away.</li> <li>• An office discipline referral submitted.</li> <li>• The student will be assigned ASPIRE or Temporary Supervised Out-of-Class Time Out (elementary) or other intervention as outlined in the Code of Student Conduct.</li> <li>• Parent contact is required.</li> </ul>
2 <sup>nd</sup> Offense	<ul style="list-style-type: none"> <li>• The student will be instructed to put the phone away.</li> <li>• An office discipline referral submitted.</li> <li>• A mandatory parent conference with administrator will take place.</li> <li>• A cell phone agreement will be signed (see Appendix).</li> <li>• The student will be assigned ASPIRE, A2OSS, or other intervention as outlined in the Code of Student Conduct.</li> </ul>
3 <sup>rd</sup> Offense	<ul style="list-style-type: none"> <li>• Phone taken to the office and will only be returned to a parent.</li> <li>• An office discipline referral submitted.</li> <li>• A mandatory parent conference with administrator will take place.</li> <li>• The student will be assigned A2OSS or Out of School Suspension.</li> <li>• The student will also be assigned a Temporary Loss of Extracurricular Privileges.</li> </ul>
Any violation beyond a 3 <sup>rd</sup> offense will result in an automatic referral to the Suspension Expulsion Review Team (SERT) for consideration of an alternative school-based program.	

\*ESE services must be provided for ASPIRE and A2OSS. NOTE: ASPIRE is an Alternative to In School Suspension program and A2OSS is an Alternative to Out-of-School Suspension program. Both programs are only available at the secondary level.

<b>Major Cell Phone or Other Wireless Communication Device Violations</b> (This is not a complete list of possible violations)	
The following violations are serious offenses and <b>will not be tolerated</b> in our schools or on school-provided transportation.	
Capturing and/or recording fights or similar events and/or posting recording and/or images	<ul style="list-style-type: none"> <li>• An office discipline referral will be submitted.</li> <li>• A mandatory parent conference will take place with an administrator and law enforcement.</li> <li>• The student will be assigned an automatic 10 days of out of school suspension and possible Suspension Expulsion Review Team (SERT) referral for consideration of an alternative school-based program or expulsion.</li> </ul>
Capturing, recording, or transmitting (sending or posting) images and/or video of any student or staff member without consent	
Cyberbullying (An investigation must be conducted)	

**Note: The building principal will refer the matter to law enforcement if the violation involves illegal activity.**



### STUDENT USE OF ARTIFICIAL INTELLIGENCE IN THE CLASSROOM

The following will serve as guidelines for the responsible and ethical use of [Artificial Intelligence](#) (AI) by students in the Indian River County K-12 public school system. The integration of AI in the classroom is intended to enhance learning experiences, foster creativity, and prepare students for the future. Expectations, responsibilities, and ethical considerations to ensure a positive and safe learning environment are outlined below. By adhering to these guidelines, students contribute to a positive and ethical learning environment that harnesses the benefits of AI for educational purposes.

GUIDELINES FOR RESPONSIBLE AND ETHICAL USE OF ARTIFICIAL INTELLIGENCE	
<b>Responsible Use</b>	<ul style="list-style-type: none"> <li>• Students are expected to use AI tools responsibly and for educational purposes only.</li> <li>• Engaging in activities that compromise the integrity of the learning environment, disrupt class, or violate school policies is strictly prohibited.</li> </ul>
<b>Respect for Privacy</b>	<ul style="list-style-type: none"> <li>• Respect the privacy and dignity of others.</li> <li>• Avoid using AI tools to gather, share, or disseminate personal information without consent.</li> <li>• Refrain from creating, sharing, or participating in any content that invades the privacy of individuals, including classmates and educators.</li> </ul>
<b>Academic Integrity</b>	<ul style="list-style-type: none"> <li>• Maintain academic honesty and integrity when using AI tools.</li> <li>• Understand and abide by school policies regarding plagiarism and academic misconduct.</li> <li>• Do not use AI to cheat, plagiarize, or produce work that is not your own.</li> </ul>
<b>Appropriate Content</b>	<ul style="list-style-type: none"> <li>• Be mindful of the content generated or shared using AI tools.</li> <li>• Avoid creating, sharing, or promoting content that is discriminatory, offensive, or harmful to others based on factors such as race, gender, ethnicity, religion, or disability.</li> </ul>
<b>Appropriate Use of Technology</b>	<ul style="list-style-type: none"> <li>• Use AI tools in accordance with teacher instructions and curriculum guidelines.</li> <li>• Avoid using AI tools for non-educational purposes, including but not limited to gaming, social media, or any activities that may distract from the learning objectives.</li> </ul>
<b>Supervision and Guidance</b>	<ul style="list-style-type: none"> <li>• Understand that the use of AI tools may require supervision and guidance from teachers or school staff.</li> <li>• Seek assistance when needed and follow instructions provided by educators to ensure the effective and appropriate use of AI in the learning process.</li> </ul>
<b>Reporting Misuse</b>	<ul style="list-style-type: none"> <li>• Report any misuse or inappropriate use of AI tools to teachers, administrators, or other school personnel.</li> <li>• Encourage a culture of responsibility and accountability among peers to maintain a safe and supportive learning environment.</li> </ul>
<b>Updates and Compliance</b>	<ul style="list-style-type: none"> <li>• Stay informed about updates, guidelines, and policies related to the use of AI in the classroom.</li> <li>• Comply with any changes made to ensure continued responsible and ethical use of AI tools.</li> </ul>

Consequences for Violations
<ul style="list-style-type: none"> <li>• Violations of these guidelines on the use of AI in the school system may result in disciplinary actions, including but not limited to warnings, loss of access to AI tools, parental notification, and other appropriate consequences as determined by school administrators.</li> </ul>



# **GLOSSARY**



**Glossary**

<b>Abusive Language/Profanity/Gestures</b>	Gestures, verbal, and nonverbal messages including swearing, name calling, or use of words in an inappropriate way.
<b>Alcohol Possession and Use</b> (Alcohol Distribution/Purchase/Sale)	(Possession, sale, use, or purchase of alcoholic beverages) Use should be reported only if the person is caught in the act of using, admits to use, or is discovered to have used these substances during the investigation. <ul style="list-style-type: none"> <li>• <b>Possession</b></li> <li>• <b>Consumption</b></li> <li>• <b>Possession/Intent to Distribute</b></li> <li>• <b>Distribution</b></li> </ul> Use means the person is caught in the act of using, admits to use, or is discovered to have used in the course of an investigation.
<b>Alternative School-based Program to Inspire Renewed Excellence (ASPIRE)</b>	A short-term, on-site intervention classroom. The goal of the program is to allow schools and administrators to effectively address Code of Student Conduct violations that do not require a student to be removed from the school setting.
<b>Alternative to Out-of-School Suspension (A2OSS) Program</b>	A short-term intervention program that may be utilized as a Corrective Intervention at Levels 3 or 4.
<b>Anabolic Steroid</b>	A synthetic steroid that resembles testosterone in promoting the growth of muscle.
<b>Arson</b>	(Intentionally setting a fire on/with school property) To damage any dwelling, structure, or conveyance, or its contents, whether occupied or not, by fire or explosion.
<b>Artificial Intelligence (AI)</b>	Computer systems that are taught to automate and perform tasks that typically require human intelligence. AI includes a variety of applications and tools, including “generative AI”, such as ChatGPT.
<b>Assault</b>	An intentional unlawful threat by word or act to do violence to a person, coupled with apparent ability to do so, which creates a well-founded fear that such violence is imminent.
<b>Battery Aggravated/FS 1006.13(5)</b>	A battery where the attacker intentionally and knowingly causes great bodily harm, permanent disability, or permanent disfigurement; uses a deadly weapon; or where the attacker knew or should have known the victim was pregnant. The physical use of force or violence by an individual against another. The attack must be serious enough to warrant consulting <a href="#">law enforcement</a> and result in serious bodily injury. (Report an incident as battery, rather than a fight, only when the force or violence is carried out against a person who does not fight back.) <b>Increased criminal penalties may be imposed on anyone who commits a battery on a school employee or volunteer.</b>
<b>Behavior Agreement</b>	An agreement that outlines expectations, rewards, consequences related to student conduct.
<b>Bias Behavior</b>	Behavior that intentionally or unintentionally directs any harmful or hurtful word or action toward an individual or group based upon actual or perceived identity characteristics including: race, religion, national origin, sexual orientation, ethnicity, culture, social economic status, gender identity, and cognitive, physical, or developmental ability.
<b>Breaking and Entering/Burglary</b> (Illegal entry into a facility)	The unlawful entry into or remaining in a building, other structure, or conveyance with the intent to damage or remove property, harm a person(s), or commit a crime therein.
<b>Bullying</b>	Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual’s school performance or participation. It may involve but is not limited to: <a href="#">teasing</a> , social exclusion, threat, intimidation, stalking, physical violence, theft, sexual, religious, or racial harassment, public humiliation, or destruction of property. Bullying includes instances of <a href="#">cyberbullying</a> . <b>Bullying must include 3 elements: it must be 1) repeated; 2) intentional; and 3) involve a power imbalance.</b> <b>Bullying is not:</b> <ul style="list-style-type: none"> <li>• An altercation between equals</li> <li>• Good-natured playful teasing among equals or peers</li> <li>• Isolated incidents</li> <li>• Annoying different people at different times</li> </ul>
<b>Bus Suspension</b>	Students may lose bus-riding privileges for the length of time deemed appropriate for the violation and remediation of the behavior not to exceed 10 days without advanced approval from the <a href="#">Superintendent</a> . The <a href="#">Principal</a> is the only person with authority to suspend a student.
<b>Cheating/ Plagiarism</b>	The inappropriate and deliberate distribution or use of information, notes, materials, Artificial Intelligence, or work of another person in the completion of an academic exam, test, or assignment without specific teacher permission and proper crediting of the source (plagiarism).
<b>Check and Connect</b>	A structured mentor program that uses both monitoring (i.e., check) and relationship building (i.e., connect) to promote student engagement.



<b>Check-in/Check-Out</b>	The program consists of students daily checking in with an adult at the start of school to retrieve a goal sheet and encouragement, teachers provide feedback on the sheet throughout the day, students check out at the end of the day with an adult, and the student takes the sheet home to be signed, returning it the following morning at check in.
<b>Civil Citation</b>	A diversion program that provides services to youth in lieu of arrest; operates under s. 985.12, F.S., to include an assessment and intervention services to meet identified needs; and monitors data. Issued by <a href="#">Law Enforcement</a> .
<b>Code of Student Conduct</b>	A Code of Student Conduct is a policy adopted by a school or district to help create a safe and positive school environment for all students, staff, and other members of the school community. The Code sets forth the expected behaviors for students and a process for how teachers, support staff, and administrators should respond to behavior. Codes often include a description of school-wide preventive practices, students' and parents' rights and responsibilities, a list of behaviors that are prohibited, and descriptions of the positive interventions (such as counseling, mediation, and conflict resolution) and exclusionary responses (such as suspension and expulsion) that staff can use to respond to those behaviors.
<b>Community Service</b>	School based or volunteer work for any non-profit organization, public or private, as a form of restitution.
<b>Contraband</b>	The processing or use of items which are prohibited at school or school-sponsored events.
<b>Cyberbullying</b>	Bullying through the use of technology (e.g., cell phones) or any electronic communication, including transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo electronic system, or photo optical system. This includes electronic mail, Internet communications, instant messages, and facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or impersonates another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution, by electronic means, of a communication to more than one person or the posting of material on an electronic medium (e.g., cell phones) that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.
<b>Detention</b>	Being kept in school after hours.
<b>Disruption</b>	Behavior causing an interruption in a class or activity on school grounds before school or at dismissal, during lunch times, or school bus transportation. Includes but is not limited to: sustained loud talking; yelling; <a href="#">taunting or teasing</a> ; screaming; social media posting; noise with materials; inappropriate physical contact or scuffling; and/or sustained out-of-seat behavior.
<b>Disruption on Campus – Major</b> (Significantly disrupts campus activities, school-sponsored events, or school bus transportation)	Disruptive behavior that poses a serious threat to the learning environment or to the health, safety, and welfare of others. This includes <b>bomb threats [F.S. 1006.07(2)(m)]</b> , inciting a riot, and initiating a false fire alarm.
<b>Dress Code Violation</b>	Student wears clothing, or practices grooming habits, that do not fit within the dress code guidelines required by the district. <b>The Principal has the final authority to determine when personal appearance does not meet expectations. Unless otherwise approved for instructional purposes.</b>
<b>Drugs (excluding alcohol)</b> (Drug Distribution/Sale Excluding Alcohol Drug Possession/Use Excluding Alcohol)	The manufacture, cultivation, sale, or distribution of any drug, narcotic, controlled substance, or substance represented to be a drug, narcotic, or controlled substance. The use or possession of any drug, narcotic, controlled substance, or any substance when used for chemical intoxication. Use means the person is caught in the act of using, admits to use, or is discovered to have used in the course of an investigation.
<b>Due Process</b>	The legal requirement that the state must respect all the legal rights that are owed to a person. Due Process balances the power of law of the land and protects the individual person.
<b>E-Cigarette</b>	Is any electronic device composed of a mouthpiece, heating element, battery and electronic circuits that provides a vapor of liquid nicotine and/or other substances to the user that he or she inhales in simulation of smoking. This term shall include such devices whether they are manufactured as e-cigarettes, e-cigars, e-pipes or under any other product name. <a href="#">(See also: Tobacco/E-Cigarettes 20 Years and Younger and/or 21 Years or Older)</a> .
<b>Electronic Communication</b>	Has the meaning provided in s. 934.02 and includes, but is not limited to, photographs, video, telephone communications, text messages, facsimile, electronic mail messages as defined in s. 668.602, and instant message real-time communications with other individuals through the Internet or other means.
<b>Emergency Removal</b>	The exclusion of a student who poses a continuing danger to school district property or persons, or whose behavior presents an ongoing threat of disruption to the educational process.
<b>Exclusionary Measures</b>	Describes any type of school action that removes or excludes a student from his or her usual educational setting. Two of the most common exclusionary practices at schools are suspension and expulsion.
<b>Expulsion</b>	The removal of the right and obligation of a student to attend a public school for a period of time and under conditions set by the school board, not to exceed the remainder of the term or school year and one (1) additional year of attendance.
<b>Failure to Serve</b>	A student who fails to adhere to/report for a consequence for an infraction.
<b>False Accusations Against Classmate(s) or Staff Member(s)</b>	The act of intentionally publicizing--verbal or written--untrue, injurious allegations against another classmate or staff member knowingly bringing false charges against a classmate/staff member. If accusations against the individual are found to be false, the student lodging the false accusation may



	<p>receive the same punishment as would have been received by the wrongly accused individual. The <a href="#">Principal</a> may adjust the consequence after considering the circumstances of misdirected staff time and damage to the wrongly accused individual.</p>
<b>Fighting (minor)</b>	<p>Participating in an altercation involving physical violence in which individuals may or may not sustain minor personal injury (e.g., pushing, shoving, or altercations that stop upon verbal command).</p>
<b>Fighting</b> ( <a href="#">School Environmental Safety Incident Reporting; SESIR</a> )	<p>Two or more persons mutually participating in the use of force or physical violence that requires physical intervention or results in injury requiring first aid or medical attention.</p>
<b>Gambling</b>	<p>Any participation in games or activities of chance for money or items of value.</p>
<b>Gang (criminal gang)</b>	<p>Florida Statute 874.03 Defines "Criminal gang" as "a formal or informal ongoing organization, association, or group that has as one of its primary activities the commission of criminal or delinquent acts, and that consists of three or more persons who have a common name or common identifying signs, colors, or symbols, including, but not limited to, terrorist organizations and hate groups".</p>
<b>Gang-Related Activity</b>	<p>An incident is gang-related if gang affiliation/association caused the incident or was a contributing factor to action that happened during the incident. For example, an incident of <a href="#">vandalism</a> or <a href="#">robbery</a> might be part of an initiation into a gang or a fight might be caused by group rivalry. Report an incident as gang-related only if evidence exists that gang affiliation/association contributed to that incident. Factors to be considered when determining whether the incident is gang-related include, but are not limited to the following: A gang is a somewhat organized group of some duration, sometimes characterized by turf concerns, symbols, special dress or colors. The group is recognized as having one of its primary activities, the commission of one or more criminal acts and a gang by its members and others. One or more of those involved in the incident admits to gang affiliation/association or admits that gang affiliation/association was a contributing factor to the incident. One or more involved were wearing clothing, tattoos, or a style of dress "known" to be associated with gangs. Students/witnesses to the incident alleged that the incident or one or more of those involved in the incident was gang-related or affiliated/associated with a gang. The determination of whether or not the incident was gang-related should be based on a reasonable interpretation of the totality of the circumstances.</p> <p><b>Gang Symbol:</b> A visual way gang members identify their affiliation. This can take many forms including slogans, gang graffiti, hand signs, gang initials code words and numbers, bandanas, and any other marking or images that represents gang affiliation.</p>
<b>Habitual Truancy</b>	<p>When a student has a total of fifteen (15) unexcused absences within ninety (90) calendar days, with or without knowledge and consent of parents/guardians, they will be considered habitually truant. Parents will be notified of the excessive absences and the intent to notify the Department of Highway Safety and Motor Vehicles, if appropriate. A truancy petition may be filed under F.S. 984.151. Please note that this may happen under state statute if the student has:</p> <ol style="list-style-type: none"> <li>1) at least five (5) unexcused or unexplained absences within a calendar month;</li> <li>2) ten (10) unexcused or unexplained absences within a ninety (90) calendar day period;</li> <li>3) more than fifteen (15) unexcused absences within a ninety (90) calendar day period.</li> </ol>
<b>Harassment</b>	<p>Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee that:</p> <ol style="list-style-type: none"> <li>1. Places a student or school employee in reasonable fear of harm to person or damage to property.</li> <li>2. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits.</li> <li>3. Has the effect of substantially disrupting the orderly operation of a school, including any course of conduct directed at a specific person that causes substantial emotional distress in such person and serves no legitimate purpose.</li> </ol> <p><b>Harassment</b> also encompasses:</p> <ol style="list-style-type: none"> <li>1. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment (reporting an act of bullying or harassment that is not made in good faith is considered retaliation).</li> <li>2. Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:             <ol style="list-style-type: none"> <li>a) incitement or coercion</li> <li>b) Accessing, or knowingly and willingly causing or providing access to data or computer software, through a computer, computer system, or computer network within the scope of the district school system</li> </ol> </li> </ol> <p>Acting in a manner that has an effect substantially similar to the effect of bullying or harassment.</p>
<b>Hazing</b>	<p>Any action or situation that endangers the mental or physical health or safety of a student for purposes including initiation or admission into, or affiliation with, any organization operating under the sanction of a school. This includes but is not limited to pressuring, coercing or forcing a student to participate in illegal or dangerous behavior, or any brutality of a physical nature such as whipping, beating, branding, or exposure to the elements, as well as forced consumption of any food, liquor,</p>



	drug, or other substance. Hazing <b>does not</b> include customary athletic events or other similar contests or competitions, or any activity or conduct that furthers a legal and legitimate objective. Permission, consent, or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions of hazing.
<b>Homicide</b>	The unjustified killing of one human being by another, including acts referred to as ‘murder’ or ‘manslaughter.’
<b>Hope Scholarship</b>	The Hope Scholarship is for students in grades kindergarten through 12 who are enrolled in a Florida public school and have been bullied, harassed, assaulted, threatened and or other violent acts to transfer to another public school or enroll in an approved private school. For additional information about the Hope Scholarship, visit the Florida Department of Education website at The Hope Scholarship is for students in grades kindergarten through 12 who are enrolled in a Florida public school and have been bullied, harassed, assaulted, threatened and or other violent acts to transfer to another public school or enroll in an approved private school. For additional information about the Hope Scholarship, visit the Florida Department of Education website at <a href="https://www.fldoe.org/schools/school-choice/k-12-scholarship-programs/hope/">https://www.fldoe.org/schools/school-choice/k-12-scholarship-programs/hope/</a>
<b>In-Class Time-out/Thinking Space</b>	In-class time-out: A positive and supportive strategy used to help a student self-regulate so they can do their best learning. This strategy gives the child some space away from the scene of action where they can regroup while seeing and hearing what the class is doing.
<b>Inappropriate Behavior</b>	Any behavior not defined elsewhere in the Code of Student Conduct.
<b>Inappropriate Language/Gestures</b>	Language/gestures may include, but is not limited to, swears, curse words/gestures, variations of curse words, sexual comments, innuendos, or gestures, and cultural, racial, or stereotypical words/gestures.
<b>Inappropriate Physical Contact/Scuffling</b>	Non-serious, but inappropriate physical contact, such as pushing.
<b>Inappropriate Display of Affection</b>	Engaging in intimate or sexually suggestive behavior (including but not limited to kissing and touching) with agreement from someone else while on school property.
<b>Individuals with Disabilities Act (IDEA)</b>	The federal law that supports special education and related service programming for children and youth with disabilities.
<b>Individual Education Plan (IEP)</b>	A plan detailing how the student learns, how the student best demonstrates that learning, and what teachers and service providers will do to help the student learn more effectively. Developing an IEP requires assessing students in all areas related to known disabilities while simultaneously considering ability to access the general curriculum, considering how the disability affects the student’s learning, forming goals and objectives that correspond to the needs of the student, and choosing a placement in the <a href="#">least restrictive environment</a> possible for the student.
<b>Individualized Education Program (IEP) Team</b>	A multi-disciplinary group of individuals, including the student’s parent/guardian, who is responsible for developing, reviewing, and revising an Individualized Education Program and corresponding Individual Education Plan for a student who has been identified with a disability according to State Board of Education criteria.
<b>Kidnapping</b>	Forcibly, or by threat, confining, abducting, or imprisoning another person against their will and without lawful authority.
<b>Larceny/Theft</b>	The unauthorized taking, carrying, riding away, or concealing the property of another person--including motor vehicles--without threat, violence, or bodily harm. <b>(The item must be \$750 or more to report in <a href="#">SESIR</a>.)</b>
<b>Lying/Misrepresentation/Forgery</b>	Student delivers message that is untrue, deliberately violates rules, or has signed a person’s name without permission.
<b>Manifestation Determination Review</b>	A process by which the relationship between the student’s disability and a specific behavior that may result in disciplinary action is examined. It must be made within 10 school days of any decision to change the placement of the student with a disability because of a violation of a Code of Student Conduct.
<b>Multi-Tiered System of Supports (MTSS) Individual Problem-Solving Team</b>	A multi-disciplinary team that engages in the problem-solving process related to individual student needs, to identify the specific nature of supports required by a student, and to accelerate student progress related to the academic and behavioral domains of schooling.
<b>Noncompliance/Defiance</b>	Refusal to follow directions, talking back, or socially rude interactions (hall violations, gum chewing, throwing objects) without intent to harm.
<b>Off-Campus Felony Arrest with Petition Filed by State Attorney</b>	The arrest of a student for the alleged commission of a felony or a delinquent act which would be classified as a felony if committed by an adult at a time and place where students are not subject to control of the school. (If the incident is shown to have an adverse impact on the educational program or welfare of the school, the student may be suspended and placed in an alternative program).
<b>Open Defiance/Insubordination</b>	The open or flagrant challenge of any adult in authority.
<b>Other Major</b> (major incidents that do not fit within the other definitions)	Any serious, harmful incident resulting in the need for <a href="#">law enforcement</a> intervention not previously classified. Examples: student producing or knowingly using counterfeit money, possessing child pornography, or possessing drug paraphernalia.
<b>Parent</b>	For the purpose of this Code, parent(s) includes legal guardian(s). Parents can also walk their child to class and join their child for lunch.
<b>Parking/Driving Offense</b>	Failing to follow established rules and regulations concerning the privilege of driving and parking vehicles on a school campus.



<b>Positive Behavioral Interventions and Support (PBIS)</b>	A proactive approach that schools use to improve school safety and promote positive behavior. The focus of PBIS is prevention, not punishment.
<b>Possession of Over-the-Counter/Prescription Medication</b>	Possession of over-the-counter or prescription medications without following health room medication procedures.
<b>Principal</b>	Principal means principal or designee; principal means principal only.
<b>Procedural Safeguards</b>	It represents guarantees for parents and their child with disabilities, as well as offer both school and parents a variety of options for resolving any disagreements. It's an integral part of IDEA's requirements.
<b>Production and/or Distribution of Obscene/Inappropriate Materials</b>	The production or distribution of written language, electronic messages, pictures, and objects that are considered to be offensive, socially unacceptable, or not suitable for an educational setting.
<b>Profanity to Staff</b>	Using any profane, vulgar, or unnecessary crude utterance or gesture, whether directed toward a staff member, member of transportation staff, teacher, administrator, or volunteer.
<b>Protected Classes</b>	United States federal anti-discrimination law, a protected class is a group of people with a common characteristic who are legally protected from discrimination on the basis of that characteristic.
<b>Respite Pass</b>	A pass that a student may use to signal the need for a break, connection with a trusted adult, or other appropriate and agreed upon intervention designed to assist them with self-management and/or emotional-regulation as determined during a <a href="#">student centered problem-solving</a> meeting, for example.
<b>Robbery</b> (using force to take something from another)	The taking or attempt to take anything of value that is owned by another person or organization, under confrontational circumstances of force, or threat of force or violence, or by causing the victim fear.
<b>School Climate</b>	The learning environment and relationships found within a school and school community.
<b>School Community</b>	Includes students, teachers, administrators, counselors, social workers, and other school staff, as well as families and the surrounding neighborhoods and communities.
<b>School Environmental Safety Incident Reporting (SESIR)</b>	A system developed by the Florida Department of Education to enable school districts to correctly code data used to report incidents that are against the law or represent serious breaches of student conduct.
<b>School Resource Officers (SROs)/Law Enforcement (LE)</b>	All safety officers assigned to work in a school or set of schools. In some localities, they are sworn or certified law enforcement officers employed by city/county/sheriff's departments, whereas in other localities they make up an independent school police department and are employed directly by the school district.
<b>Section 504 Plan</b>	A facet of the Rehabilitation Act of 1973, that guarantees certain rights to people with <a href="#">disabilities</a> . Schools comply with Section 504 through the following process: identifying students with disabilities, evaluating those students, and if the student is eligible, creating a written accommodation plan, called a "504 Plan."
<b>Sexting</b>	The transmission of nude images or acts of sex or sexual conduct by electronic means, through the use of cell phones, PDAs, and other portable devices of any type, or through computers or other electronic and machine devices. It is a violation of this Code for students to participate in "sexting" in any manner (either by posing, transmitting, receiving, or assisting with any aspect of the activity) while on campus, participating in any school or school-sponsored activity, or while being transported under the authority of the district.
<b>Sexual Assault</b>	An incident that includes threat of rape, fondling, indecent liberties, child molestation, or sodomy. Both male and female students can be victims of sexual assault.
<b>Sexual Battery*/Violence (rape)</b>	Forced or attempted oral, anal, or vaginal penetration by using a sexual organ or an object simulating a sexual organ, or the anal or vaginal penetration of another by any body part or foreign object. Both male and female students can be victims of sexual battery.
<b>Sexual Harassment/Sexual Cyberharassment</b> (undesired sexual behavior)	Unwanted verbal, nonverbal, or physical behavior with sexual connotations by an adult or student that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment, cause discomfort, humiliation or unreasonably interfere with school performance or participation. An incident when one person demands a sexual favor from another under the threat of physical harm or adverse consequence. Sexual cyberharassment means to publish a sexually explicit image of a person that contains or conveys the personal identification information of the depicted person to an Internet website without the depicted person's consent, for no legitimate purpose, with the intent of causing substantial emotional distress to the depicted person. Sexual cyberharassment may be a form of sexual harassment.
<b>Sexual Offense/Misconduct (other)</b>	Other sexual contact including intercourse-- without force or threat of force. Includes subjecting an individual to lewd sexual gestures, comments, sexual activity, or exposing private body parts in a lewd manner.
<b>Simple Battery</b>	An actual and intentional touching or striking of another person against his or her will, or the intentional causing of bodily harm to an individual. (See FS 1006.13(5) as needed).
<b>Skiping (cannot be given a suspension)</b>	The act of not reporting to class or school withoutreceiving prior approval, or without following the established procedures for checking out of school.



<b>Student Centered Problem-Solving</b>	A whole child approach to problem-solving that involves the student, parent/guardian, teacher and other appropriate staff to collaboratively problem solve, set goals, and identify appropriate interventions to address challenging behaviors to avoid at school. Teams will document developed goals and interventions in a student success plan or other appropriate and approved plan.
<b>Student Re-Entry Plan</b>	Supports needed for a successful transition are identified that will be provided at home/choice school. Students are assigned staff member(s) to ensure implementation of supports for a minimum of one semester.
<b>Student Success Plan</b>	A plan designed in collaboration with the student, parent/guardian, teacher, or other appropriate staff that identifies specific individual supports to promote a student’s successful transition to their regularly assigned classroom(s)/school.
<b>Superintendent</b>	Superintendent means superintendent or designee; superintendent means superintendent only.
<b>Suspension Expulsion Review Team (SERT)</b>	Team comprised of professionals from the Division of Exceptional Student Education and Student Services and school-based administrators charged with reviewing referrals for alternative education placement or for expulsion.
<b>Tardy (cannot be given a suspension)</b>	Arrival to class after the designated starting time or after the tardy signal has sounded. Excessive tardiness is when a student has been tardy four or more times within a 9-week grading period.
<b>Teasing &amp; Taunting</b>	Children are commonly teased about such matters as their appearance, weight, behavior, abilities, and clothing. The most common kind of teasing is verbal bullying or taunting. This behavior is intended to distract, irritate, or annoy the recipient. Because it is hurtful, it is different from playful joking and is generally accompanied by some degree of social rejection.
<b>Teen Dating Violence or Abuse</b>	A pattern of emotional, verbal, sexual, or physical abuse used by one person in a current or past dating relationship to exert power and control over another when one or both partners are teenaged. Abuse may include insults, coercion, social sabotage, <a href="#">sexual harassment</a> , stalking, threats, and acts of physical or sexual abuse. The abusive partner uses this pattern of violent and coercive behavior to gain power and maintain control over the dating partner. May also include abuse, harassment, and stalking via electronic devices such as cell phones and computers, and harassment through a third party, and may be physical, mental, or both.
<b>Threat/Intimidation*(must investigate)</b> (instilling fear in others)	An incident where there was no physical contact between the offender and victim, but the victim felt that physical harm could have occurred based on verbal or nonverbal communication by the offender. This includes nonverbal threats (e.g., brandishing a weapon) and verbal threats of physical harm which are made in person, electronically or through any other means.
<b>Tobacco/E-Cigarettes 20 Years and Younger</b> (cigarettes or other forms of tobacco)	The possession, use, distribution, or sale of tobacco or nicotine products on school grounds, at school-sponsored events, or on school transportation by any person under the age of 21.
<b>Tobacco/E-Cigarettes 21 Years or Older</b> (cigarettes or other forms of tobacco)	The possession, use, distribution, or sale of tobacco products on school grounds, at school-sponsored events, or on school transportation.
<b>Trespassing</b> (illegal entry onto campus)	To enter or remain on school grounds/campus, school transportation, or at a school-sponsored event off-campus without authorization or invitation, and with no lawful purpose for entry.
<b>Unauthorized Items</b>	The possession or storage of items that may interfere with instruction, such as, but not limited to, toys, games, or electronic devices.
<b>Under the influence</b>	Observed or suspected of having mental or physical faculties so impaired as to reduce the ability to think or act with ordinary care due to the intake of alcohol, excessive medication, or intoxicating drugs or other substances.
<b>Unsafe Act</b>	A physical act which compromises the health/safety of an individual, interfering with the orderly operation of school or school activities. This includes pushing, shoving, hitting, kicking, and slapping. This also includes the act of inciting, advising, encouraging, or being an accomplice to a violation of the Code of Student Conduct.
<b>Unsafe Act without Intent to Harm</b>	Behaving or acting in a manner that has the potential to threaten the safety of self or others, such as using items for something other than their intended purpose, improper use of equipment, or engaging in horseplay.
<b>Use/Possession of Combustibles</b>	Student is in possession of/use of substances and objects readily capable of causing bodily harm or property damage (matches, lighters, firecrackers, gasoline, and lighter fluid).
<b>Use/Possession of Alcohol or Drugs</b>	Use means the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation.
<b>Vandalism/Property Damage (\$1000 or more)</b> (destruction, damage, or defacement of school or personal property)	The intentional destruction, damage, or defacement of public or private/personal property without consent of the owner or the person having custody or control of it. <b>(The amount of damage must be \$1000 or more to report in SESIR, including time and labor.)</b>
<b>Vandalism/Property Damage less than \$1000</b>	The intentional destruction, damage, or defacement of public or private/personal property without consent of the owner or the person having custody or control of it.
<b>Violation of Student Network and Internet Responsible Use and Safety Policy</b>	The inappropriate use of computers, resources, electronic networks, or calculators that violates the Acceptable Use Policy for Network Access (File: EHAA); hacking into or accessing/breaking into restricted accounts or networks; modifying or destroying files without permission; illegally copying software; entering, accessing, viewing, distributing, or printing inappropriate/unauthorized files, programs, pornographic sites, or sites advocating hate or violence.
<b>Violation of Behavior Agreement</b>	Violation of an individualized behavior contract intended to improve a student’s behavior.
<b>Violation of Stipulated Order That Was Provided in Place of Expulsion</b>	A student who receives a stipulated order instead of an expulsion proceeding is expected to adhere to the order. A stipulated order is an agreement between the student and school that behavioral supports



	will be provided by the school and adhered to by the student as a proactive intervention to deter expulsion. Failure to comply with the order may result in a recommendation for expulsion.
<b>Vaping</b>	The action or practice of inhaling and exhaling the vapor produced by an electronic cigarette or similar device.
<b>Weapons Possession</b> (possession of firearms and other instruments that can cause harm)	Possession of a firearm or any instrument or object that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm. Possession of a pocketknife or eating utensil is not included unless there is intent to harm. Weapons include: firearms, guns of any type, including air and gas-powered guns-- whether loaded or unloaded--knives (excludes plastic knives and blunt-bladed table knives), razors, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives. <a href="#">F.S. 1006.07(2)(l)</a>
<b>Weapons/Handcuffs Possession (district)</b>	The act of possessing, storing, distributing, selling, or purchasing any object that can inflict serious harm on another person or cause reasonable fear of serious harm. Includes fixed blade knives (household), folding knives, switch blade knives, common pocket knives, razor blades, box cutters, sharp cutting instruments, ice picks, chains, pipes, 'nun chucks,' brass knuckles, Chinese stars, BB or pellet guns, propellants, paintball guns, "look alike" weapons, or any object or substance directly represented to be, or falsely represented to be, a weapon of mass destruction (such as an anthrax hoax).
<b>Wireless Communication Devices (WCDs) Misuse</b>	The inappropriate use of WCDs that violates the Student Network and Internet Responsible Use and Safety guidelines, hacking into--or accessing or breaking into--restricted accounts or networks, modifying or destroying files without permission, illegally copying software, and entering, accessing, viewing, distributing, or printing inappropriate/unauthorized files, programs, pornographic sites, or sites advocating hate or violence.





# APPENDIX

Note: Appendices are subject to change if affected by district policy or state statute. If this occurs, date of change will be added to the affected document.



# School District of Indian River County

6500 57<sup>th</sup> Street • Vero Beach, Florida, 32967 • Telephone: 772-564-3000 • Fax: 772-564-3054

David K. Moore, Ed.D. - Superintendent

## FAQs about the Alternative to Out of School Suspension Program

### What is A2OSS?

A2OSS is an alternative to out-of-school suspension at the secondary level and stands for Alternative to Out-of-School Suspension Program. It is assigned as a Corrective Intervention categorized as a level 3 or 4 in the SDIRC Code of Student Conduct.

A2OSS is a short-term intervention classroom with a quiet, focused environment where students complete classwork and have an opportunity for reflection, restoration, and learning new strategies for responsible decision making. Participation in the A2OSS Program will ensure that your student continues their education without any interruption, and a suspension will not appear in their school record. A plan will be developed to support your student's successful reentry to their homeschool campus.

### Where is A2OSS?

A2OSS is located in the 800 wing of the VBHS Freshman Learning Center (1507 19<sup>th</sup> Street, Vero Beach, FL 32960). The building is located across from the Boys & Girls Club of IRC, which is at 1729 17<sup>th</sup> Avenue, 32960. Parking is located at the end of the FLC bus loop. Hours are 9:00 a.m. to 1:52 p.m.

### Who will teach my student at A2OSS?

A SDIRC-employed teacher (with certification in Exceptional Student Education) will provide instruction for your student. This teacher will also review your student's educational record with them to reinforce messaging from their school counselor regarding grades, credits, graduation, etc.

### Is transportation provided?

SDIRC offers four depot bus stops students may use for transportation to the program in the morning. Afternoon transportation is also available. Additionally, the [GoLine](#) is available with 14 fixed routes and multiple transfer stations. You may also select to transport your student. If your student needs to utilize SDIRC transportation, contact A2OSS at **(772)564-5928**.

### Is lunch provided?

Yes, school lunch is provided.

### How many times may my child be assigned to A2OSS?

Students may be assigned to A2OSS up to three times in one school year.

### What mental wellness services are available at A2OSS?

The student may speak with the mental wellness specialist while attending A2OSS if permission has been provided. Information obtained during these conversations will remain confidential and will not be disclosed without the consent of the student, unless when required to do so by law. The mental health specialist will make the student aware of these limits to confidentiality and will inform the student when sharing information with others. We will not share information with anyone else unless:

- we have obtained written permission from you and/or your student.
- there exists a danger of harm to your student or to someone else.
- your student discloses information about the abuse or neglect of any child or of an elderly or disabled adult.
- a civil, criminal, or disciplinary action arises from a complaint filed on behalf of your student in which case the disclosure and release of information will be limited to that action.

**If you have any questions about the program, please contact the A2OSS teacher, Ms. Leslie Wallace, at (772) 564-5928.**

Dr. Gene Posca  
District 1

• Jacqueline Rosario  
District 2

• Dr. Peggy Jones  
District 3

• Teri L. Barenborg  
District 4

• Brian M. Barefoot  
District 5



# A2OSS

## ALTERNATIVE 2 OUT-OF-SCHOOL SUSPENSION PROGRAM

A2OSS is a Corrective Intervention designed to reduce recidivism, the repeating of serious behaviors that adversely impact the educational environment.

### PROGRAM OVERVIEW

A2OSS is an alternative to out-of-school suspension at the secondary level and stands for Alternative 2 Out-of-School Suspension Program. It is a short-term intervention classroom that may be utilized as a Corrective Intervention at Levels 3 or 4.

### PROGRAM GOAL

To enable schools and administrators to effectively respond to Code of Student Conduct violations that are of a serious nature while providing student supports.

### PROGRAM INFORMATION

Time: 9:00 a.m. to 1:52 p.m.

Location: 800 Wing of the VBHS Freshman Learning Center

Contact for More Information: A2OSS Teacher, Ms. Leslie Wallace (772) 564-5928

\*Daily program capacity - 20 students

### A2OSS CLASSROOM

- Morning orientation to introduce/review rules & expectations
- A quiet and focused environment where students are expected to complete their class assignments
- Provision of ESE or 504 services according to individual education plans
- Opportunity for reflection, restoration, and learning new strategies for responsible decision making

## ROLES & RESPONSIBILITIES

### ADMINISTRATORS

- Submit an ODR for a minimum of 3 (three) days (Placement may not exceed 10 (ten) days and may not be assigned more than 3 times in any given school year).
- Ensure that all Intervention/Action fields are completed in the ODR, especially the dates of assignment - this creates the attendance roster.
- Assign the Attendance Code V to alert staff of the student's assignment.
- The administrator processing the referral will notify the parent to complete the required A2OSS form upon arrival on the first assigned day at A2OSS.
- **When a student is absent/doesn't complete the A2OSS assignment, the designated person must update the Focus referral under Intervention/Action to OSS due to A2OSS Non-attendance (OA) to correspond with the number of days attended or absent once the A2OSS assignment has been completed.**

### CLASSROOM TEACHER

- Review Focus dashboard to identify any students assigned to A2OSS
- Provide classwork to A2OSS teacher via Canvas, Focus, or email

### STUDENT

- Complete assigned work
- Discuss behavior and complete reflection
- Learn effective coping skills
- Follow A2OSS expectations
- Work with reentry team to develop a plan for moving forward successfully

### RE-ENTRY PROCEDURES

At least one individual (administrator, dean, or school school counselor) to meet with student to welcome their return to campus and complete the A2OSS Student Re-Entry Form in Focus.

**RESET. RETHINK. RESTORE. REENTRY.**



# BEST PRACTICES FOR ASPIRE

## ALTERNATIVE SCHOOL-BASED PROGRAM TO INSPIRE RENEWED EXCELLENCE



ASPIRE is a Corrective Intervention to hold students accountable for their behavior, while strengthening their ties to school and society.

### PROGRAM OVERVIEW

ASPIRE is an alternative to in-school suspension at the secondary level and stands for Alternative School-based Program to Inspire Renewed Excellence. It is a short-term, on-site intervention classroom that may be utilized as a Corrective Intervention at Levels 2 - 4.

### PROGRAM GOAL

To enable schools and administrators to effectively deal with Code of Student Conduct violations that do not require a student be removed from the school setting



### BEST PRACTICES

- Daily morning orientation to introduce and/or review rules & expectations
- Quiet and focused for academic learning
- Provision of ESE or 504 services according to individual education plans
- Structured, with an emphasis on reflection and learning strategies to make responsible choices
- Least Restrictive: Return students to regularly assigned classroom early if all requirements have been met before the end of the ASPIRE assignment

## ROLES & RESPONSIBILITIES

### ADMINISTRATORS

#### PROCEDURES (FULL DAY)\*

- Submit an ODR referral for a full-day placement (not to exceed 10 days)
- Assign the Attendance Code: W to alert staff of the student's assignment
- Ensure ESE and 504 considerations are met and services are provided
- Administrator or designee notifies parents

#### PROCEDURES (PARTIAL DAY)

- Administrator submits an ODR referral
- **DO NOT** assign an attendance code
- Indicate the assigned periods in the Intervention Record Notes field
- Ensure ESE and 504 considerations are met and services are provided
- Administrator or designee notifies parents

\*FULL DAY ASSIGNMENTS PROVIDE THE BEST OPPORTUNITY FOR STUDENT'S SUCCESS

### CLASSROOM TEACHER

- Review Focus dashboard to identify any students assigned to ASPIRE
- Provide classwork to ASPIRE teacher via Canvas, Focus, or email
- Coordinate with the ASPIRE teacher to ensure the provision of services for ESE or 504 students
- Absence from classroom will be recorded by the ASPIRE teacher

### ASPIRE TEACHER

- Create a safe and supportive corrective intervention space
- Assist students with academics, including one-on-one support
- Obtain assignments from classroom teacher
- Coordinate with the classroom teacher to ensure the provision of services for ESE or 504 students
- Provide alternative assignment(s)\* if classwork is not received prior to student's arrival, and follow up directly with the classroom teacher
- Record attendance (W) or absence (X) for full day students
- Report absences to the office
- Maintain record sheet of partial day students, and submit attendance in Focus at the end of each day
- Collaborate with full-day students to complete a reentry form that includes strategies that the student agrees to apply upon return to the regular classroom setting

### STUDENT

- Complete assigned work and/or alternative assignment(s)
- Discuss behavior and complete reflection
- Learn effective coping skills
- Collaborate with the ASPIRE teacher to identify and agree to positive behavioral strategies
- Develop a reentry plan with the support of the ASPIRE teacher

*Through ASPIRE we hope to inspire students to find hope and a belief in their own future success.*

**RESET. RETHINK. RESTORE. REENTRY.**



# Student Attendance Procedures 2024 - 2025



Regular attendance is when a student **attends more than 95%** of the academic school year; this may include up to **8 absences** in a 180-day school year.

Chronic absence is described as missing **10 percent of the school year** – or about 18 days – for any reason, excused or unexcused. That’s the point at which absenteeism begins to affect student performance.

Regular school attendance is a necessary part of a student’s education. Excessive absences impair a student’s educational progress, impacts whether the student passes or fails a grade, and may result in court proceedings and/or the loss of driving privileges. Students will be considered absent when they miss 50% of their school day.

**The Problem-Solving Team (MTSS) and School Administration will use the following chart below when reviewing student attendance concerns for the 2024 – 2025 school year.**

# of Absences	Action Taken	Suggested Person Responsible
1-2 UNEXCUSED ABSENCES in a month	Parent is notified of absence via phone, text message, Focus message, or email.	Automated system, teacher, attendance staff, or designee
3 UNEXCUSED ABSENCES in a month	Check student documentation and attendance screen; if no documentation, the designee shall send an email to the admin, secretary, and teacher reminding them that contact must be made and documented.	Teacher, attendance secretary, administrator
5 UNEXCUSED ABSENCES in a month	<ul style="list-style-type: none"> <li>- Attendance letter #1 and brochure sent home to parent/guardian via USPS mail.</li> <li>- Parent phone call by administration or designee.</li> </ul>	School designee
10 UNEXCUSED ABSENCES in a Quarter	<ul style="list-style-type: none"> <li>- Attendance letter #2 sent to parents.</li> <li>- Parent conference with MTSS/IPST and Attendance Agreement* put in place specific to student needs to improve attendance to 95%. (See “Forms” tab in Focus)</li> </ul> <p><i>*Once the agreement is in place, monitor student attendance weekly.</i></p>	School designee MTSS/IPST (for Attendance Agreement)
<i>*If Attendance Agreement is not upheld by student/parent in the first 15 school days</i>	<ul style="list-style-type: none"> <li>- <i>Attendance Intervention Meeting Request letter sent to parent/guardian.</i></li> <li>- <i>Parent Conference with school designee.</i></li> <li>- <i>Possible referral submitted to Student Services for Truancy Court</i></li> </ul>	School designee MTSS/IPST (for Attendance Agreement)
15 or more unexcused absences in a Quarter	<p>Attendance letter #3 is sent to parents on SDIRC letterhead. If the interventions and steps taken above by the school are not successful in substantially reducing the student’s absences, a Truancy Petition in Juvenile Delinquency Court must be filed for students under the age of 12. Contact the Department of Student Services.</p> <p><i>*Florida Statute 1003.26 defines “habitual truant” as a student who has 15 or more unexcused absences within the 90 calendar days with or without the knowledge or consent of the student’s parent or guardian, and who is subject to compulsory school attendance.</i></p>	School designee
<b>SECONDARY SCHOOLS:</b> 10 UNEXCUSED ABSENCES in any one core course per semester	<p>Teacher (of record) referral to Attendance Appeal Committee (Administrative) for review. Decisions may range from extended contracts to possible withholding of credit or placement on probation within the school setting.</p> <p><u><i>*Each secondary school will have student attendance requirements and an incentive plan for participation in Extracurricular Activities.</i></u></p>	School designee, administrator

**REMINDERS:**

- Schools must provide two days to make up classwork for each day missed. Principals may grant extensions to the makeup time for extenuating circumstances.
- Teachers will record attendance daily in FOCUS. Elementary attendance will be recorded once daily within the first fifteen minutes of the school day. Secondary attendance will be recorded in the first fifteen minutes of each class period.
- Following three unexcused absences, (does not need to be consecutive), the teacher is required to contact the parent of the absent student. Teachers must document the result of the parent/guardian contact in FOCUS.



### Procedures for the Transition of Students from Alternative Placement Back to their Home/Choice School

For all students who demonstrate readiness for return to their home/choice school, the Transition Review Team will conduct Transition Review Meetings to support effective and successful transitions of students. The purpose of these meetings is to review the information provided by the IR PREP team which supports the readiness of the student for re-entry into their home/choice school.

**Students will only transition back to their home school at the start of a new semester. This means if a student was assigned during the first semester, they will be eligible to return the following August. Students assigned during the second semester are eligible the following January.**

<b>Who:</b> Principal of IR PREP and IR PREP Team	<p><b>Step 1:</b> The IR PREP team gathers and reviews the following student information to ensure readiness for transition to the student’s home/choice school:</p> <p><b>Criteria for transition readiness-</b></p> <ol style="list-style-type: none"> <li>1. Completed a full semester</li> <li>2. Student attendance – 90%</li> <li>3. Academic progress – passing all courses with a C or above</li> <li>4. Student must be on track to graduate*</li> <li>5. Behavioral progress – Student must be on a level 4**</li> </ol>
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<b>Who:</b> Principal of IR PREP and IR PREP Team	<p><b>Step 2:</b> If the student meets the criteria for transition, the IR PREP team will schedule a Transition review Meeting with the SERT Facilitator, complete the SDIRC Transition Review Summary, and submit the completed SDIRC Transition Review Summary, with any relevant supporting materials, no later than three days prior to the scheduled meeting via email to the SERT Facilitator. The parent/guardian of student should be notified that the transition meeting is scheduled and IR PREP Principal will notify parent of results after determination has been made.</p>
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<b>Who: The Transition Review Team</b> (Principal of IR PREP, SERT Facilitator, and Principal of home/choice school)	<p><b>Step 3:</b> The Transition Review Team conducts a Transition Review Meeting to determine eligibility for the student’s transition to their home/choice school. The Principal of IR PREP will notify parent of outcome of transition meeting.</p>
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<b>Who:</b> Principal of the student’s home/choice school	<p><b>Step 4:</b> The Principal of the student’s home/choice school will begin the re-entry process. A mandatory re-entry meeting with parent(s)/guardian(s) must take place prior to the student entering a classroom. At the re-entry meeting, the Student Transition Agreement and Behavior Agreement will be completed, including the identification of how needed supports will be provided at the home/choice school. Identify a schedule change and/or activities that student can participate in to positively transition and experience success. The following individuals should attend the re- entry meeting:</p> <ul style="list-style-type: none"> <li>• Principal or designee</li> <li>• Student and Parent/Guardian</li> <li>• School Counselor</li> <li>• Success Coach</li> <li>• Teacher(s) from student’s core schedule</li> <li>• Anyone else who is deemed necessary (e.g., coach, club sponsor)</li> </ul>
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\*\*Level 4 Requirements: wear uniform; arrive to class on time; participate with proper behavior in class

\*If a student violates the Behavior Agreement with any offense that is subject to suspension within the 30 days of re-entry, the student will automatically be returned to IR PREP.

\*Each IR PREP student will be scheduled by IR PREP staff for assessments during testing windows if student has not yet passed, and it is a graduation requirement.

Dr. Gene Posca ● Jacqueline Rosario ● Dr. Peggy Jones ● Teri L. Barenborg ● Brian M. Barefoot  
 District 1 ● District 2 ● District 3 ● District 4 ● District 5



# School District of Indian River County

6500 57<sup>th</sup> Street • Vero Beach, Florida, 32967 • Telephone: 772-564-3000 • Fax: 772-564-3054

David K. Moore, Ed.D. - Superintendent

## Cell Phone Agreement

Dear SDIRC Parent/Guardian:

Your student, \_\_\_\_\_, has engaged in a behavior that violates School Board Policy 5136: Cell Phone Guidelines, which can be found on page 47 of the 2024-2025 SDIRC Code of Student Conduct Handbook. A tiered system is in place for minor and major cell phone use violations and grade-level specifics are outlined in the guidelines.

Incidents deemed "Minor Cell Phone Misuse" result in specific outcomes. Your student has received their 2<sup>nd</sup> offense, which results in the following:

- The student will be instructed to put the phone away.
- An office discipline referral is submitted.
- A mandatory parent conference with administrator will take place.
- A cell phone agreement will be signed.
- The student will be assigned ASPIRE, A2OSS, or other intervention as outlined in the Code of Student Conduct.

If you need further clarification, please review the 2024-2025 SDIRC Code of Student Conduct Handbook.

<https://www.indianriverschools.org/cms/one.aspx?portalId=1549525&pageId=27352506>

*Student and Parent/Guardian, please initial each of the following to indicate understanding:*

Student Initials	Parent/ Guardian Initials	If a 3 <sup>rd</sup> offense takes place, the following will ensue:
		An office discipline referral will be submitted.
		Phone taken to the office and will only be returned to a parent.
		A mandatory parent conference with administrator will take place.
		The student will be assigned A2OSS or an Out-of-School Suspension.
		The student will also be assigned a Temporary Loss of Extracurricular Activities.
		Any violation beyond a 3 <sup>rd</sup> offense will result in an automatic referral to the Suspension Expulsion Review Team (SERT) for consideration of an alternative school-based program.

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

Parent/Guardian Name \_\_\_\_\_

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

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

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

Date \_\_\_\_\_



# RESOURCE



## FORTIFYFL

SUSPICIOUS ACTIVITY REPORTING APP

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



#FORTIFYFL  
GETFORTIFYFL.COM



FLORIDA DEPARTMENT OF EDUCATION  
SDIRC  
STRONGER TOGETHER  
School District of Indian River County





# School District of Indian River County

6500 57th Street  
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