



THE CODE OF STUDENT CONDUCT

2024-2025 SCHOOL YEAR



THE SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

301 Fourth St. SW
Largo, FL 33770
(727) 588-6000

Laura Hine, Chairperson
Carol J. Cook, Vice-Chairperson
Lisa N. Cane
Caprice Edmond
Eileen M. Long
Stephanie Meyer
Dawn M. Peters
Kevin K. Hendrick, Superintendent

Pinellas County Schools is an equal opportunity institution for education and employment. It is the policy of the School Board of Pinellas County that each student regardless of race, color, creed or religion, sex, marital status, national origin, age, disability, or sexual orientation has the right to an opportunity for an education.

Stephanie Woodford, Deputy Superintendent
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Transportation (727) 587-2020



Vision:
100% Student Success

Mission:
"Educate and prepare each student for college, career and life."

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**SCHOOL BOARD OF
PINELLAS COUNTY, FLORIDA**
Chairperson
Laura Hine

Vice Chairperson
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Stephanie Meyer
Dawn M. Peters

Superintendent
Kevin K. Hendrick

Dear Students and Families,

Welcome to the 2024-2025 school year! I am excited to kick off a new year full of promise and opportunities. Pinellas County Schools is committed to ensuring students have safe and secure learning environments that foster high-quality and enjoyable student experiences.

We expect all schools to be places where students, families, staff and community members can belong, thrive and feel welcome. Schools must promote mutual respect for all students, families and staff to achieve this goal. It takes everyone to build healthy and safe school cultures.

The Code of Student Conduct has been updated and outlines expectations for student behavior. Please familiarize yourselves with the responsibilities and expectations. Together, we can create positive learning environments and experiences for all students.

Parent/Guardian Action: Please review the Code of Student Conduct with your child, sign the Parent and Student Acknowledgement Form and all other necessary forms online through the Focus Portal. You will find more information in the box below. You also have the option of filling out forms in the Code of Student Conduct booklet. If you sign forms in the booklet, please submit them to your child's school.

The Code of Student Conduct is available online at www.pcsb.org/code. Any updates made to the Code during the school year will also be available on the website. If you have questions about policies and procedures, please contact your child's principal.

We value your support and look forward to celebrating the achievements of our students and staff members in the coming year. Thank you for partnering with us to ensure safe learning environments where all students can achieve success.

Sincerely,

Kevin K. Hendrick
Superintendent

Try the Electronic Signature Option

Nine parent forms are available for electronic signature. If possible, please fill them out electronically instead of submitting hard copies to your child's school. You can access the forms by logging into Focus at focus.pcsb.org. The forms below are available for electronic signature:

- [Parent and Student Acknowledgement](#) (hard copy on Code of Student Conduct page 27)
- [Directory Information Opt-Out](#) (hard copy on page 17)
- [Network/Internet Acceptable Use Agreement](#) (hard copy on page 19)
- [School-Based Healthcare Services](#) (hard copy on page 23)
- [School and Classroom Library Material Student Access](#) (hard copy on page 21)
- [Media Release Form](#) (hard copy provided by your child's school)
- [Technology Equipment Acceptance and Responsibility](#) (hard copy provided by your child's school)
- [Residency Questionnaire](#) (hard copy provided by your child's school)
- [Student Clinic Card](#) (hard copy provided by your child's school)

Please note: The Parent and Student Acknowledgement and Directory Information Opt-Out forms apply only for the school year in which they are signed. The Network/Internet Acceptable Use Agreement and Media Release forms, once signed, are active the entire time your child is enrolled in Pinellas County Schools and do not need to be resubmitted each school year.

The School Board of Pinellas County, Florida, prohibits any and all forms of discrimination and harassment based on race, color, sex, religion, national origin, marital status, age, sexual orientation or disability in any of its programs, services or activities.

Education for a Changing World www.pcsb.org

Who
WE ARE

MISSION

EDUCATE AND PREPARE EACH STUDENT FOR COLLEGE, CAREER & LIFE

VISION

100% STUDENT SUCCESS

CORE VALUES

COMMITMENT TO CHILDREN, FAMILIES & COMMUNITY

RESPECTFUL & CARING RELATIONSHIPS

CULTURAL COMPETENCE

INTEGRITY

RESPONSIBILITY

CONNECTEDNESS



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SUMMARY OF **CHANGES**



SUMMARY OF CHANGES 2024-2025

Policies that are included in the Code of Student Conduct provide guidance and descriptions for the conduct of students, including misconduct requiring specific consequences. Changes are made to policy in order to provide further guidance and/or clarification to students, parents, teachers, and administrators regarding the education of students, appropriate behaviors, reporting of misbehavior, and consequences.

FOR THE 2024-2025 SCHOOL YEAR RECOMMENDED CHANGES WERE MADE FOR THE FOLLOWING POLICIES:

Policy 5500.07 – Discipline

- Section III. Cell Phones and Other Wireless Communication Devices
 - Updated the Terminology.
 - Defined the new terms.
 - Delineated the acceptable use and storage of cell phones and wireless devices for elementary, middle, and high school students.
 - Outlined qualifying exceptions to the grade level parameters.
 - Moved and added to the clearly identified unauthorized use of devices.
 - Reworded responsibility and liability and made it a standalone section of the policy.

Policy 5500.08 – Misconduct that Requires Specific Consequences

- Simplified the opening paragraph of Section II. Tobacco, Nicotine, and Vaping.
- Updated Section III. Illegal Drugs, Alcoholic Beverages, Harmful and other Substances to reflect the new legislation regarding over-the-counter medications.
- Clarified consequences may result in reassignment to Educational Alternative Services programs.
- Added a clarifying statement to Section V. Dangerous Objects that no student shall possess, handle, or transport dangerous objects on school board property or to school-sponsored activities.

Policy 5517.01 – Policy Against Bullying and Harassment

- Clarified that parents of victimized students are notified of actions being taken to protect the student.
- Clarified that parental notification will be provided as needed and in accordance with law for the referral for counseling related to bullying and harassment.



CODE OF
CIVILITY



CODE OF CIVILITY

The education of a child happens only through a partnership between the child, school faculty and staff, parent(s) or guardian(s), the community and district office employees. Partnership is an active state that includes sharing responsibilities, having meaningful communication and welcomed participation.

When people who are working together agree, the partnership runs smoothly. Two people will not always agree, and that can make partnership difficult. The partnership is most powerful when we agree on how to disagree. We must be civil in our discourse.

Civility is often described by its absence. We hear of harmful actions, such as road rage, physical confrontation, ethnic stereotypes and slurs. But civility is not just an absence of harm. It is the affirmation of what is best about each of us individually and collectively. It is more than saying "please" and "thank you." It is reflecting our respect for others in our behavior, regardless of whether we know or like them. It is not simply being politically correct and should not to be used to stifle criticism or comment. It is being truthful and kind and taking responsibility for our own actions, rather than blaming others.

As we communicate with each other, we need to remember that we are working together to benefit the children of this community.

Therefore, the Board requires that, as we communicate, students, PCS faculty and staff, parents, guardians and all other members of the community shall:

1. Always treat each other with courtesy and respect.

This means:

- We listen carefully and respectfully as others express opinions that may be different from ours.
- We share our opinions and concerns without loud or offensive language, gestures or profanity.

2. Treat each other with kindness.

This means:

- We treat each other as we would like to be treated.
- We do not threaten or cause physical or bodily harm to another.
- We do not threaten or cause damage to the property of another.
- We do not bully, belittle or tease one another, and we do not allow others to do so in our presence.
- We do not demean and are not abusive or obscene in any of our communications.

3. Take responsibility for our own actions.

This means:

- We share information honestly.
- We refrain from displays of temper.
- We do not disrupt or attempt to interfere with the operation of a classroom or any other work or public area of a school or school facility.

4. Cooperate with each other.

This means:

- We obey school rules for access and visitation.
- We respect the legitimate obligations and time constraints we each face.
- We notify each other when we have information that might help reach our common goal. This will include information about safety issues, academic progress, changes that might impact a student's work or events in the community that might impact the school.
- We respond when asked for assistance.
- We understand that we do not always get our way.

PROMOTING POSITIVE SCHOOL CLIMATE AND CULTURE

The main components of a school's climate include the student and adult relationships, teaching and learning, the physical environment, and safety. Having positive relationships is essential to creating a positive school climate. Therefore, school leaders and teachers work to incorporate empathic practices to foster a climate that allows students to learn and carry out their best behavior in the school community.

A positive school climate includes:

- positive relationships among all stakeholders (students, parents/families, all school personnel and community partners);
- engaging, culturally relevant academic and extracurricular activities for students that meet behavioral, developmental, and academic needs;
- effective two-way communication between schools, parents and communities;
- training and resources to resolve conflicts peacefully and respectfully, with suspensions used only as a disciplinary measure of last resort;
- support for students who are experiencing an emotional crisis, trauma or serious challenges in their homes and communities;
- clean and well-maintained environments that support school pride and the importance of life-long learning; and learning environments where students and staff feel physically and emotionally safe.

RESTORATIVE PRACTICES

PCS has implemented a continuum of restorative practices based on the needs and responsibilities of community members. At Tier 1 and 2, restorative practices/approaches focus on building relationships, a sense of school community and rebuilding and repairing relationships for students who have committed a non-violent behavioral offense in violation of the Code. At Tier 3, approaches focus on restorative interventions for students involved in high-risk behavior, including, but not limited to, alcohol, drugs or theft.

The restorative circle is a versatile community-building technique that can be used in both cases. Circles can be used proactively to develop relationships and build community and reactive capacities. They can also be used to respond to wrongdoing, conflicts and problems. Circles help the students and adults understand interpersonal relationships, maintain respectful attitudes, and find solutions to conflicts. Circles provide an opportunity to speak and listen in a safe atmosphere. They allow adults and students to be heard and offer their perspectives. Circles can also be used to celebrate students, begin and end the day, and are especially useful for putting difficult topics on the table.

All interventions should balance the student's needs, those affected by the behavior, and the overall school community's needs. When using restorative strategies/practices to structure learning opportunities and help them make more constructive choices, teachers and administrators should consider the following factors:

- Student's age, developmental level and grade
- Student's prior behavior patterns and responses to interventions
- Student's willingness to acknowledge their behavior
- Student's willingness to make restitution
- Impact of the incident on the overall school community
- Student's intent and the severity of harm caused
- Parent/family's type of involvement

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORT (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is a nationally recognized approach to supporting positive academic and behavioral outcomes for all students. In Pinellas County Schools (PCS), PBIS is the behavioral component of the Multi-Tiered System of Supports (MTSS).

Extensive research shows that PBIS utilizes a positive approach to discipline. PBIS helps both teachers and administrators explore and adopt positive and preventative approaches that improve their ability to reduce disruptions which lead to office referrals, in-school suspensions and out-of-school suspensions that decrease students' instructional time. PBIS ultimately affects the school's very culture to shift attention to positive behavior and successful learning systems for students, teachers and administrators.

PBIS is not a specific intervention or curriculum. By focusing on data collection and analyses, PBIS provides a framework of proactive, evidence-based prevention and intervention behavioral strategies that help schools define, teach and support appropriate student behaviors in positive school culture. Data is used to provide insight to the problem-solving process.

In PCS, PBIS is not fully implemented until it is culturally responsive.¹ Culturally Responsive PBIS systems (CR-PBIS) are uniquely designed to fit the cultural backgrounds of the individuals they serve. This approach sometimes requires educators to change how they think about, support and address student behavior. CR-PBIS systems are characterized by:²

- Student-centered focus
- Strengths-based perspective
- Authentic and meaningful collaboration
- Integration of staff, student, family and community perspectives
- Self-reflection as a regular part of professional practice

Additionally, schools that have effectively implemented PBIS implement the following processes:³

- Define and teach a common set of three to five positive behavioral/social expectations throughout the school.
- Acknowledge and reinforce the behavioral/social expectations.
- Establish and use consistent, equitable consequences that are aligned to the function of the student's behavior.
- Collect and record when, where, why and to whom disciplinary interventions are given to make informed decisions about resources and assistance.
- Develop and utilize multi-tiered support: Tier 1 interventions for all students, Tier 2 prevention for students at risk, and Tier 3 interventions focused on students and families who are the most chronically and intensely at risk of negative behavior and in need of greater supports.

Visit the following sites for more parent, educator and school administrator supports, including training opportunities and related guides: Florida Positive Behavioral Interventions & Support Project A Multi-Tiered System of Supports or Center on PBIS.



1 Levenson, M., Smith, K., McIntosh, K., Rose, J., & Pinkelman, S., (November 2016)

2 Culturally-Responsive PBIS - Florida PBIS Project. <http://flpbis.cbcs.usf.edu/foundations/CR-PBIS.html>

3 Positive Behavioral Interventions and Supports - VTSS RIC <https://vtss-ric.vcu.edu/all-educators/positive-behavioral-interventions-and-supports/>

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based schooling model that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. “Need-driven” decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of ALL students to achieve and exceed proficiency. Within the MTSS framework, the learning rate over time and performance level are used to inform instructional decisions. The problem-solving/response to intervention (PS/Rtl) component of MTSS is required in the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Improvement Act (IDEA 2004). Problem-solving and measuring the response to intervention through progress monitoring ensure the quality and validity of classroom instruction. In an effective Multi-Tiered System of Supports: Learning is accelerated to close gaps and prevent new ones.

In an effective Multi-Tiered System of Supports:

- Fewer students are at risk over time.
- Decisions about who needs additional support can be made rapidly.
- Rates of intervention success are high.
- Goals are defined in terms of improved achievement.

Center on Multi-Tiered Systems of Support <https://mtss4success.org/>

For more information on the problem-solving process and multi-level prevention system, which includes a continuum (Tiers 1, 2, and 3) of integrated academic, social, emotional, and behavioral instructional and intervention supports that are evidence-based and culturally and linguistically responsive, please visit the MTSS Center and Florida’s MTSS. PCS MTSS Handbook, MTSS Center (link above) and Florida’s MTSS



FORMS AND NOTIFICATIONS



ANNUAL NOTICE ABOUT YOUR RIGHTS CONCERNING STUDENT RECORDS

Dear Parent and Student:

The Family Educational Rights and Privacy Act (FERPA) (20 USC § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the US Department of Education.

1. You have a right to look at your school records. To look at your records you should give the principal a written request listing the records that you want to see. The principal must allow you to see the records within 30 days from receiving your request.
2. You have a right to request changes in your school records if you believe the records are inaccurate, misleading, or that they violate your privacy rights. If you want to change your records you should tell the principal in writing what you want changed and why you think it ought to be changed. If the principal agrees with you, your records will be changed. If the principal disagrees with you, you may request a hearing. More information regarding this process can be found in Policy 8330, located on the District's website.
3. Your consent is required before others may see your school records; however the law authorizes some people to see your records without your consent. One example is a school official with a legitimate educational interest in the record. A school official includes a person employed by the School Board as an administrator, attorney, supervisor, instructor, or support staff member; adult school volunteer; and a person or company with whom the School Board has contracted to perform a special task (such as an attorney, school resource officer, auditor, medical consultant, or therapist). A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. You have a right to file a complaint with the U.S. Department of Education if you believe the school has violated any of your rights with respect to school records. If you have a complaint, send it in writing to:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-4605

Some of the information in your school records is not confidential and may be released without your consent. This information is known as "directory information."

If you do not want directory information released, you must tell the principal in writing what types of directory information you do not want released. That written notice to the principal must be received no later than September 1 of each year or within 20 days of receiving this annual notice. You may use the form on page 17 to do this (Part 1).

Military recruiters and institutions of higher education are entitled under federal law to a list of names, addresses, and telephone numbers of high school students unless you object to such release. If you notify your principal in writing at any time that you do not wish your child's name, address, and telephone number released without your written consent, we will honor that request. You may use the form on page 17 to do this (Part 2).

Both parents have a right to see the school records of their child unless there is a certified copy of a court order on file at the school that specifically denies the right to access to school records.

Copies of school records are available for a minimal copying charge. If you have any questions about these rights, please contact your school office.

NOTICE OF RIGHT TO NOT PARTICIPATE IN PLEDGE OF ALLEGIANCE.

The Pledge of Allegiance to the American Flag shall be rendered daily. Those students not wishing to participate should maintain a respectful silence, refraining from any act that would interfere with such observance. See School Board Policy 8810.

ANNUAL NOTICE OF SCHOOL BOARD POLICY REQUIRED BY THE PROTECTION OF PUPIL RIGHTS AMENDMENT

The Protection of Pupil Rights Amendment (PPRA) requires the Pinellas County School District to notify you concerning the following School Board policy. The policy requires the district to obtain consent or allow you to opt your child out of participating in surveys.

Policy 2416 Student Survey Administration

The purpose of this policy is to comply with the Federal law for the collection and reporting of certain information by means of student surveys. The information that will be collected relates to student attitudes and behaviors on topics such as school safety, substance use and the prevalence of risky attitudes or behaviors, particularly with respect to alcohol and drug abuse. In addition, these surveys also collect information on general health practices and human sexuality. Such information is collected anonymously, and no personally identifiable information is obtained from or reported on any individual student. The District cooperates with other agencies such as the Florida Department of Health in conducting these surveys.

All student surveys must be approved by the Department of Assessment, Accountability, and Research.

Parents will be notified of upcoming surveys that reveal information concerning one (1) or more of the following items:

- A. political affiliations or beliefs of the student or the student's parent;
- B. mental and psychological problems of the student or the student's family;
- C. sexual behavior or attitudes;
- D. illegal, anti-social, self-incriminating, or demeaning behavior;
- E. critical appraisals of other individuals with whom respondents have close family relationships;
- F. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- G. religious practices, affiliations, or beliefs of the student or student's parent;
- H. income (other than that required by law to determine eligibility for participation in a program or before receiving financial assistance under such program).

Participation Voluntary

No student shall be required to participate in such a survey if the student or the student's parent, if the student is less than eighteen (18) years of age, objects to participation.

Right to Inspect

A student or the student's parent, if the student is less than eighteen (18) years of age, has the right to inspect any such survey instrument before the survey is administered or distributed to students if a request is made within a reasonable period of time. Parents also have the right to be advised of arrangements that will be made to protect student privacy.

Student survey instruments and teacher directions for administering the survey will be available at each participating school within a reasonable period of time prior to the survey administration.

Parents have the right to inspect, upon request, any instructional material used as part of the educational curriculum of the student or used in a research or experimentation program in which the student is engaged. The parent will have access to the instructional material within a reasonable period of time after the request is received by the building principal.

Notification of Parents

Parents will be notified of this policy annually at the beginning of the school year and within a reasonable period of time if any substantive change is made to this policy. Such notice shall include the specific or approximate dates during the school year when any such survey will be administered.

F.S. 1000.21(5), 1001.32(2), 1001.41, 1001.42, 1001.43, 1002.22

20 U.S.C. 1232g

Statement on the Collection, Use or Release of Social Security Numbers of Students and/or Parents***

Please Read the Information below.

The School Board of Pinellas County is authorized to collect, use or release social security numbers (SSN) of students and/or parents*** for the following purposes, which are noted as either required or authorized by law to be collected. The collection of social security numbers is either specifically authorized by law or imperative for the performance of the District's duties and responsibilities as prescribed by law [Fla. Stat. §119.071 (5) (a) 2 & 3].

- 1. Student registration and student identification numbers.** [Required to request by Fla. Stat. §1008.386 and Fla. Stat. § 119.071 (5) (a) 6.1008.386 notes as an exception: "However, a student is not required to provide their social security number as a condition for enrollment or graduation."]
- 2. Registration in an adult education program** [Required by Fla. Admin. Code 6A-10.0381, if available and/or student identifier, as required by Fla. Stat. § 119.071 (5) (a) 6.]
- 3. Tracking of adult students enrolled in a postsecondary program.** [Required by Fla. Admin. Code 6A-1.0955(3) (e), and by Fla. Stat. §119.071 (5) (a) 6J]
- 4. Criminal history. Level 1 and level 2 background checks / Identifiers for processing fingerprints by Department of Law Enforcement/ Registration information regarding sexual predators and sexual offenders authorized by Fla. Stat. § 943.04351, if SSN is available.** [Required by Fla. Admin. Code 11 C-6.003 and Fla. Stat. § 119.071 (5) (a)2 6]
- 5. Reports on students required to be submitted to Florida DOE** [Authorized by Fla. Stat. § 119.071 (5) (a) 2& 6]
- 6. Tort claims and tort notices of claim against the School Board** [Required by Fla. Stat. § 768.28 (6), and Fla. Stat. § 119.071 (5) (a) 6]
- 7. Use of motor vehicle information from the Department of Motor Vehicles for the District to carry out its functions and to verify the accuracy of information submitted by agent or employee to District, including to prevent fraud, in connection with insurance investigations, and to verify a commercial driver's license.** [Authorized by federal law 18 U.S.C. 2721 et seq. and Fla. Stat. §119.071(5) (a) 6]
- 8. Information received from DOE to locate missing Florida School Children.** {Required by Fla. Admin. Code 6A-6.083 and Fla. Stat. §119.071 (5) (a) 6]
- 9. National School Lunch Act application verification process /Eligibility for Free and Reduced Price Meals and Free Milk in Schools.** [Required of the adult, if the person has a number, by federal law 42 U.S.C. 1751 et seq. and federal regulations 7 C.F.R. 245.2 and .3 and Fla. Stat. § 119.071 (5)(a)6]
- 10. Reports from Department of Motor Vehicles of each student whose driver's license is suspended for excessive unexcused absences and reports to Department of non-enrollment or non-attendance upon the part of a student who is required to attend some school.** [Required by Fla. Stat. §322.091 (5) and §1003.27 and Fla. Stat. § 119.071 (5)(a)6]
- 11. Written verification from employer for vocational education, student follow up.** [Required by Fla. Admin. Code 6A-10.0341 and Fla. Stat. § 119.071 (5) (a) 6]
- 12. Child abuse report to DCF, of student victim and subjects of report.** [Required by Fla. Admin. Code 65C-29.002 and Fla. Stat. § 119.071(5) (a) 6]
- 13. Identification of blood donors** [Authorized by 42 U.S.C. 405 (c) (2) (D) (i)]
- 14. The disclosure of the social security number is expressly required by federal or state law or a court order.** [Required by Fla. Stat. §119.071(5) (a) 6.]
- 15. Collection and/ or disclosure are imperative or necessary for the performance of the District's duties and responsibilities as prescribed by law, including but not limited for password identification to the District's network.** [Authorized by Fla. Stat. §119.071 (5) (a) 6 and required by Fla. Stat. § 119.071 (5) (a) 2]
- 16. The individual expressly consents in writing to the disclosure of their social security number.** [Authorized by Fla. Stat. §119.071 (5) (a) 6]
- 17. The disclosure of the social security number is made to prevent and combat terrorism to comply with the USA Patriot Act of 2001, Pub. L. No. 107-56, or Presidential Executive Order 13224.** [Required by Fla. Stat. § 119.071 (5) (a) 6]
- 18. The disclosure of the social security number is made to a commercial entity for the permissible uses set forth in the federal Driver's Privacy Protection Act of 1994,18 U.S.C. Sec. 2721 et seq.; the Fair Credit Reporting Act, 15 U.S.C. Sec. 1681 et seq.; or the Financial Services Modernization Act of 1999, 15 U.S.C. Sec. 6801 et seq., provided that the authorized commercial entity complies with the requirements of this paragraph 5 in Fla. Stat. § 119.071.** [Authorized by Fla. Stat. §119.071 (5)(a)6J]
- 19. Income for Medicaid eligibility, determine the amount of medical assistance payments, process Medicaid billing, and provide program follow-up** [Required by federal regulation 42 C.F.R. § 435.910, unless student applicant for Medicaid refuses to obtain a social security number, based on well-established religious objections]

*** Note, this statement states the reasons for collecting, using or releasing the social security numbers only of students and/or parents. Separate statements set forth the reasons for collecting, using or releasing the social security numbers of employees and volunteers.

PINELLAS COUNTY SCHOOLS
DIRECTORY INFORMATION OPT-OUT LETTER

Dear Parent or Guardian:

Part 1: The following information in your child's school records is not confidential and may be released without your consent. This information is known as directory information. **Complete and return this form to your child's principal if you do not want directory information released concerning your child.** Please select the directory information below that you do not want released.

DIRECTORY INFORMATION

- Student's name
- Photograph (e.g., yearbook)
- Major field of study
- Grade level
- Enrollment status
- Dates of attendance
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors and awards received
- The most recent educational agency or institution attended
- Subsequent educational agency or institution attended
- Academic work used for publication or display

Part 2: High School only: Additionally, military recruiters and institutions of higher education are entitled under federal law to a list of names, addresses, PCS-issued email addresses, and telephone numbers of **high school students** unless you object to such release.

- I do not want my child's information released to military recruiters
- I do not want my child's information released to institutions of higher education

Part 3: Please complete information below.

Print Child's Name _____ Grade _____

School _____ Birth Date _____

Parent Signature/Date _____

**PLEASE RETURN TO YOUR CHILD'S PRINCIPAL.
WE WILL PROCESS YOUR REQUEST WITHIN A REASONABLE AMOUNT OF TIME AFTER RECEIVING IT.
REQUEST IS ONLY VALID FOR THE CURRENT SCHOOL YEAR.**

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PINELLAS COUNTY SCHOOLS
NETWORK/INTERNET ACCEPTABLE USE AGREEMENT

Pinellas County Schools use computers to support learning and to enhance instruction. Computer networks in the schools allow students and staff to interact with many computers. The Internet, a network of networks, allows people to interact with hundreds of thousands of networks and computers. Internet access is now available to designated students in Pinellas County Schools. This resource offers vast, diverse, and unique resources to students that will allow them to communicate with people from around the world, visit electronic libraries, perform research on a variety of subjects, and participate in special projects with students from all points on the globe. The goal in providing this service is to promote educational excellence in schools by facilitating resource sharing, innovation, and communication. This technology will benefit all students as they prepare for work in a global marketplace.

The student is expected to follow all guidelines stated below, as well as those given orally by the staff, and to demonstrate ethical behavior that is of the highest order in using the network facilities at the school.

1. Acceptable Use

The purpose of the Internet is to facilitate communications in support of research and education by providing access to unique resources and the opportunity for collaborative work. The use of the student's account must be in support of and consistent with the educational objectives of Pinellas County Schools. Use of other organizations' networks or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. Use for commercial activities is generally not acceptable. Use for product advertisement is also prohibited. It is prohibited to download or install unauthorized applications or alter the basic configuration of the computer. It is also prohibited to execute any unauthorized applications from a third-party device (hard drives, USB drives, etc.).

2. Privileges

The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The districtwide network system administrator is the supervisor of distributive and user support systems. In addition, the principal will appoint a staff member to act as the school's network system administrator. Students may not allow others to use their account name or their password. Violation of this rule could jeopardize access to the Internet and students who violate this rule will immediately lose all network and computer access. The school's network system administrators will deem what is inappropriate use and their decision is final. Also, the school's network system administrators may close or restrict an account at any time as required. The administration and staff of the district or the school may also request the districtwide network system administrator or the school's network system administrator to deny, revoke, or suspend specific user access.

3. Network Etiquette

Students are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to the following:

- a. Do not reveal personal address, phone numbers, or other personal information of yourself or classmates.
- b. Be polite. Do not get abusive in messages to others.
- c. Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language.
- d. Do not engage in activities that are prohibited under state or federal law.
- e. Do not assume that electronic mail is private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
- f. Do not use the network in such a way that would disrupt the use of the network by other users.
- g. All communications and information accessible via the network should be assumed to be private property.

4. Services

- a. Pinellas County Schools will not be responsible for any charges related to fee for service access to on-line resources services incurred by account holders without prior written approval being received from the district.
- b. Pinellas County Schools makes no warranties of any kind, either expressed or implied, for the service it is providing. Pinellas County Schools will not be responsible for any damages suffered. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its own negligence or errors or omissions including any and all viruses. Use of any information obtained via the Internet is at the student's own risk. Pinellas County Schools specifically denies any responsibility for the accuracy or quality of information obtained through its services.

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5. Security

Security on any computer system is a high priority, especially when the system involves many users. If the student can identify a security problem, the student must notify the school's network system administrator or the Pinellas County Schools districtwide network system administrator and should not demonstrate the problem to other users. Attempts to logon to the Internet as a network system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

6. Vandalism

Vandalism will result in cancellation of Internet privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet, or any of the above listed agencies or other networks that are connected to Pinellas County Schools. This includes, but is not limited to the uploading or creation of computer viruses.

STUDENT

I understand and will abide by the Network and Internet Use Agreement. I further understand that any violation of the regulations stated is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked and school disciplinary and appropriate legal action may be taken.

Student Name _____ School _____
(please print)

Student Signature _____ Date _____

PARENT OR GUARDIAN

As the parent or guardian of this student, I have read the Network and Internet Use Agreement. I understand that my child's access is designed for educational purposes. I recognize it is impossible for Pinellas County Schools to restrict access to all controversial or offensive materials and I will not hold them responsible for materials acquired on the network. Further, I accept full responsibility for the supervision, if any, when my child's use is not in a school setting. I have read and understand the information in this agreement and hereby give my permission for my child to use the Internet pursuant to the terms of this agreement.

Parent or Guardian's Name (please print) _____

Parent or Guardian's Signature _____ Date _____

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PINELLAS COUNTY SCHOOLS
School And Classroom Library Material Student Access Form

To the parents of: _____

School: _____ Date: _____

The purpose of this form is for families to communicate their preference regarding a student's access to school and classroom library materials.

To view current school and classroom library materials that students have access to, please visit Library Media Materials Search.

Please select one of the following:

_____ I allow my student access to school and classroom library materials.

_____ I wish to limit my student's access to school and classroom library materials. ***For this option, please contact your student's school. Limitations will not be put in place until they have been communicated directly to the school.***

For additional information about our district school and classroom library selection process, please see Library Media Materials Selection Guidelines.

For additional information about our objection process, please see Policy 2510 – Instructional Materials, Including Textbooks.

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PINELLAS COUNTY SCHOOLS
CONSENT FOR SCHOOL-BASED HEALTHCARE SERVICES

Per State statute, parental consent is required for the following healthcare services listed below. If you agree to allow your student to receive all or any of these services below if/when they are needed, please check the appropriate boxes in each section. Please complete one form for each student.

Emergency services will be provided to all students according to the standards found in the Florida Emergency Guidelines for Schools <https://www.floridahealth.gov/programs-and-services/childrens-health/school-health/reports-information.html>.

As required by law, a new consent form is needed every school year.

Student Name: _____ Grade Level: _____

Healthcare Services: Please check the appropriate box below to indicate your consent for school-based healthcare services.

- I consent to ALL school-based healthcare services as listed below.
- I consent to ONLY the services I check below:

Illness Assessment

- Nursing assessment: ear/throat check, heart and lung assessment, blood pressure monitoring
- Head lice check
- Scabies check

Health Screenings (Parent/guardian will be provided a copy of all results)

- Vision screening (for grades KG, 1, 3, 6 and as requested by teacher).
- Hearing screening (for grades KG, 1, 3, 6 and as requested by teacher).
- Height/Weight/BMI screening (for grades 1, 3, and 6).
- Scoliosis screening (for grade 6 only).

Parent/Guardian signature: _____ Date: _____

Parent/Guardian print name: _____ Phone: _____

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NOTIFICATION OF AVAILABILITY OF THE SCHOOL PUBLIC ACCOUNTABILITY REPORT 2023-2024

The annual school report for 2023-2024, including the average amount of money expended per student in each school, is available at your child's school and the on district website at the following link, <http://pcsb.org/Page/2949>. Please contact your school to obtain a copy or visit the website if you would like to review the report.

FLORIDA STATUTE ALLOWING BLOOD DONATION BY 17 YEAR OLD STUDENT

Following is the Florida law which allows minors, 17 years old, to donate blood without parental consent. Parents who object must notify the school in writing.

Florida Statute 743.06. Removal of disabilities of minors; donation of blood without parental consent. –

Any minor who has reached the age of 17 years may give consent to the donation, without compensation therefor, of her or his blood and to the penetration of tissue which is necessary to accomplish such donation. Such consent shall not be subject to disaffirmance because of minority, unless the parent or parents of such minor specifically object, in writing, to the donation or penetration of the skin.

NOTIFICATION OF RESPONSIBILITY PARENTS OR GUARDIANS FOR STUDENTS WHO ARE TRANSPORTED AT PUBLIC EXPENSE

Pursuant to Florida State Board of Education Rule, the District is hereby notifying parents and guardians that they are responsible to:

1. Ensure the safe travel of their students during the portions of each trip to and from school and home when the students are not under the custody and control of the District, including during each trip to and from home and the assigned bus stop when the District provides bus transportation;
2. Ensure that students ride only in their assigned school buses and get off only at assigned bus stops, except when the District has approved alternative buses or arrangements;
3. Ensure students are aware of and follow the District's adopted Code of Student Conduct while the students are at school bus stops and to provide necessary supervision during times when the bus is not present; and
4. Ensure that, when the physical disability of the student renders the student unable to get on and off the bus without assistance, the parent or guardian provides the necessary assistance to help the student get on and off at the bus stop, as required by District policy or the student's individual educational plan.

PARENT AND STUDENT ACKNOWLEDGEMENT

This CODE has been written so students and family members know what behavior is expected and prohibited at school or at school activities. It is helpful if parents are aware of school rules so they can help support them from home. Failure to return this acknowledgement will not relieve a student or the parent(s) from the responsibility for knowledge of the contents of the Code of Student Conduct.

I have read:

- Summary of Changes
- The Annual Notice About Your Rights Concerning Student Records Including Releasing Information to Military Recruiters and Institutes of Higher Education (page 14) Directory Information Opt-Out form (page 17)
- The Annual Notice of School Board Policy Required by The Protection of Pupil Rights Amendment (page 15)
- The Notification of Availability of the School Public Accountability Report (2023-2024)
- Florida Statute Allowing Blood Donation by 17 Year Olds
- Social Security Notification
- Pledge of Allegiance Notice
- Extracurricular Activities Notification
- Consent for Healthcare Services Form

I have reviewed the *2024-2025 Code of Student Conduct*.

Additionally, it is acceptable to display my child's good work.

Parent/Guardian's Signature

Date

Student's Signature

Date

(PRINT) Student's Name and Grade

**PLEASE DETACH AND HAVE YOUR CHILD RETURN THIS PAGE TO
SCHOOL AFTER SIGNING THE ACKNOWLEDGEMENT
- or -
YOU MAY SIGN AND SUBMIT THIS FORM ELECTRONICALLY**

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**PCS PARENT COMMUNICATION &
ENGAGEMENT
EXPECTATIONS**

Pinellas County Schools Parent Communication and Engagement Expectations

PCS is committed to partnering with families to support student learning at home, school and in the community. We acknowledge that students, parents and school staff all have a role in making schools safe and must cooperate to achieve this goal. When school staff and parents work together as partners, they create important opportunities for children to develop social, emotional and academic competencies. As role models, parents and school staff should exhibit the behaviors they would like to see students emulate to be successful in school and in society. Parents are encouraged to talk with their child's teacher(s) and other school staff about issues that may affect student behavior. School staff should keep parents informed of their child's behavior and enlist parents as partners in addressing concerns. Meetings between parents and school staff are encouraged to solve problems, prevent behavior problems, and support behavior change and skill development. Parents who want to discuss behavioral supports and interventions for their child should contact their child's teacher, school administrator or parent educator.

Critical attributes of effective, ongoing, two-way communication include:

- Consistent focus of student achievement and well-being
- Courteous and respectful interactions between all stakeholders at all times
- Open minded exchange of ideas and information between student, family and staff related to achievement, organization and/or behavior

Expectations for two-way communication:

- Phone and email communication will be used for extended discussion related to student performance and/or well-being.
 - All parents/guardians will provide the school with a current telephone contact number and/or email address.
 - All schools will provide parents/guardians with contact information for each teacher, school counselor and administrator, including their email address and phone extension, if available.
 - School staff and parents/guardians will respond to phone messages and emails promptly.
- The student planner is an essential tool for establishing efficient and effective organizational habits in our students. In addition to the expectation that the planner will be used for recording student learning goals, assignments and special events, each school will define clear expectations for the use of student planners, including:
 - How and when the planner can be used for families to communicate with the teacher(s).
 - Responsibilities and expectations of the student, the parent/guardian and the teacher, as it relates to the student planner.
 - An effort will be made to conduct at least one conference annually for each student. The preferred format is a student-led conference. When a family member is not able to attend the student-led conference, the student will select an adult who cares about them to substitute for their parent/guardian.
 - Other possible formats include a phone conference or another type of technology.

Expectations for communication from the school

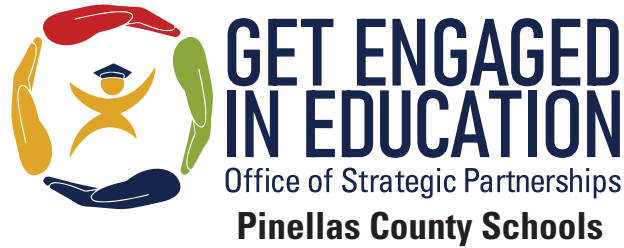
- Schools staff will:
 - Greet visitors to the school in a positive and professional manner.
 - Maintain a clean and tidy front office, demonstrating a focus on students and families
 - Provide appropriate, regular, and predictable, high-value School Messenger calls to the whole school or subgroup as appropriate.
 - Provide a high-quality up-to-date website that includes:
 - School name, and logo
 - School mission statement
 - School administrator info
 - Office hours, school hours, dress code and attendance reporting
 - Telephone, address, fax, and email contact information
 - Links for:
 - School brochures
 - www.pcsb.org
 - Parent involvement opportunities (SAC, PTSA, PTA, PTO, Volunteering, etc.)
 - Calendar of events
 - PCS recognizes the need to develop and expand methods of communication to encompass greater utilization of technology to reach families in the communities in which they reside.

- Teachers will:
 - Communicate with parents/guardians in a timely manner.
 - Create meaningful opportunities for family engagement.
 - Demonstrate respect and courtesy for everyone in the community – students, parents and all other staff.
 - Inform parents what their child should know by the end of the school year.
 - Keep parents/family informed of student’s academic progress and behavior status.
 - Maintain up-to-date and accurate records of student grades and attendance in Focus
 - Make time for a parent when they want to come to the school for a conference.
 - Provide tools and resources for parents/families to support their child at home.
- School administrators will
 - Define, teach, model, reinforce and support appropriate student behaviors to create positive school environments.
 - Distribute the Code of Student Conduct to students, parents and all school personnel.
 - Ensure an equitable, just discipline system and prevent minor behavioral incidents from becoming major challenges.
 - Expand and support the adoption and implementation of alternatives to suspension
 - Foster positive relationships with parents to insure open communication.
 - Make time for a parent when they want to come to the school for a conference.
 - Implement the Code of Student Conduct in an equitable, fair and consistent manner.
 - Maintain accurate school records (achievement and discipline data).
 - Practice an awareness and sensitivity to students’ cultural differences.
 - Provide a calendar in August to inform parents of School Advisory Council (SAC) and PTSA/PTA meetings for the year.
 - Review discipline referrals and ensure that appropriate interventions and/or corrective strategies/consequences are developed and implemented in accordance with the Code of Student Conduct.
- District administrators will:
 - Assist parents/guardians who are unable to resolve issues at the school-level.
 - Define family engagement and create a systemic process to engage parents/guardians at all levels.
 - Establish District procedures, including data review, to monitor school-wide and classroom practices to ensure equitable academic and behavioral outcomes for all students.
 - Expand and support the adoption and implementation of alternatives to suspension and expulsion across the District.
 - Review and revise the Code of Student Conduct annually.
 - Review recommendations for expulsions to the Superintendent or designee.
 - Utilize individual disaggregated school discipline data to target and allocate professional development and supports for school administrators and staff

Parents’ Bill of Rights can be located in policy 5500.015 on pages 44-45. Parent can use this link www.pcsb.org/parentalrights to access additional information regarding this policy.

Parents Responsibilities can be located in policy 5500.01 on page 46.

Students Rights and Responsibilities can be located in policies 5500.02 & 5550.03 on pages 47-48.



Pinellas County Schools will educate, empower and support families to enable them to effectively reinforce learning and the healthy development of their children.

Mission: The Office of Strategic Partnerships/Family and Community Relations establishes partnerships and builds relationships between families, communities, schools and the district to support 100% student success.

Ways to Be Engaged in Your Child's Education

- Make education a priority in your home.
- Discuss the importance of education with your child.
- Have your child attend school every day – on time. If they are not in school, they will miss information and instruction.
- Talk with your child daily about their school day, homework and activities.
- Assist with homework when needed and check to see if it is complete.
- Attend your child's performances and other school events.
- Celebrate your child's efforts and accomplishments.
- Communicate regularly with your child's teachers.
- Let the teacher know the best way and time to communicate with you – email, phone, agenda, Focus, etc.
- Find out the best way and time to communicate with your child's teacher.
- Attend Parent/Teacher conferences and Open Houses.
- Address issues early.
- Ask your child's teacher how you can support them. Maybe you can provide supplies, help organize items, contact other parents, etc. It could be as easy as cutting out shapes or alphabetizing.
- Volunteer: Help at a school function, a book fair or picture day; coach a sport; support a program or event; mentor or tutor a student; become a guest speaker, or chaperone a field trip, etc.
- Become a member of the school's PTA/PTO or SAC (School Advisory Council) to support your child's school and to let your voice be heard on important issues.
- Visit the PCS Family Engagement webpage: www.pcsb.org/FamilyEngagement.
- Download the Pinellas County Schools Family Engagement App on an iPhone or Android device.
- Listen to your child. You will learn as much from them as they learn from you!

Get Involved with our Future

Volunteer opportunities include mentoring, tutoring, being part of the Speakers Bureau, joining the PTA/PTSA, volunteering for the School Advisory Council, Business & Community Partnerships, family engagement and more! The Office of Strategic Partnerships, Family & Community Relations mission fosters relationships between the district, schools and the community to assemble resources to support student success in our schools.

Contact us at (727) 588-6405

We are located on the first floor of the Largo Administration Building: 301 Fourth St. SW., Largo, FL 33779-2942



THE CODE OF STUDENT **CONDUCT**

2024-2025 SCHOOL YEAR





SECTION I

**FIELD TRIPS AND OTHER
DISTRICT
SPONSORED
TRIPS**

Below the title, there are three horizontal, rounded rectangular bars in a lighter shade of green, stacked vertically.

REGULAR FIELD TRIPS

Field trips are those school-related events for which school staff arranges transportation and ensures an appropriate number of chaperones as stated within this policy. All trips shall be subject to prudent safety precautions and conducted according to the rules established by the District and the school. Every effort should be made to schedule field trips without interrupting other school functions.

APPROVAL REQUIREMENTS

- A. Day trips to sites listed on the School Board-approved field trip list must be approved by the principal at least two (2) weeks prior to the activity.
- B. Trips to sites not listed on the above-mentioned list, or any trip lasting more than one (1) day even if on the list, require that the "Application For Field Trip Not On the approved List" form and a "Field Trip Information Sheet" with a detailed itinerary be approved by the principal and the Area Superintendent at least four (4) weeks before the trip. The approval for trips must be secured before the teacher makes plans with students or parents. Overnight trips should be scheduled on weekends or non-school days if possible.
- C. Trips of more than one (1) day must be approved by the subject supervisor before submission to the Area Superintendent.
- D. All necessary approvals must be secured before any trip-related fundraising occurs.
- E. Florida High School Activities Association (FHSAA) and Florida School Music Association (FSMA) events are governed by the rules and regulations of those organizations. For FHSAA athletic competitions and FSMA evaluation festivals the field trip forms referred to above are not required.

GENERAL GUIDELINES FOR FIELD TRIPS

- A. All field trips must be conducted under the supervision of a certificated Board employee.
- B. A chaperone who is not a Board employee must be registered in the online Volunteer System as an approved volunteer before the field trip. As part of the volunteer registration process, a background check will be completed. The background check process requires a two (2) week prior notification. A student may not be a chaperone.
- C. All students participating in school-sponsored field trips shall be counted as present (computer code 2) for attendance purposes.
- D. No student may be excluded from a field trip because of an inability to pay the cost of admission or other related expense.
- E. All monies collected in connection with a field trip must be processed by prescribed internal auditing procedures and Board policy.
- F. If a special invitation is extended to a group, the letter of invitation should be attached to the required form(s) for field trip approval. Letters of invitation from travel agencies are not acceptable.
- G. Chaperone ratio shall be one (1) for every ten (10) students unless the field trip is such that the principal or Area Superintendent require more chaperones.
- H. Field trips should be made by bus whenever possible. If using a commercial carrier, only companies on the Authorized Carriers List published by risk management shall be used.
- I. Amusement rides are not approved on a school day during school hours except as approved by the Superintendent or designee.
- J. No student drivers are allowed for out-of-county trips except as authorized by the school administrator, and with parental consent and release of liability.
- K. No drivers under eighteen (18) years of age are permitted when transportation is provided or arranged by the School District with the following exception: Students who have a valid Florida license and are at least seventeen (17) years of age may transport other students to school events on a case-by-case basis with the prior approval of the school administrator. The parents or guardians of students being transported in this manner must be notified that a student will be driving and must give written permission.
- L. No recreational trips to beaches or other bodies of water are permitted.
- M. Personnel attending field trips must log out at the school and submit Temporary Duty Elsewhere form if payment of substitute teachers is involved.
- N. No children may attend a field trip unless they are part of the group for whom the trip was arranged unless approval is given in advance, in writing, by the principal. Any costs incurred will be paid by the parent/guardian. This inclusion is discouraged.

- O. Refer to risk management’s “Field Trips, Sporting Trips, and School Activities Guide” which includes guidelines regarding use of private vehicles.
- P. If an overnight trip includes boys and girls, there must be sufficient male and female chaperones.
- Q. Students are responsible for making up any class work missed during a field trip.
- R. A list of all participating students and chaperones shall be on file with the principal.
- S. Detailed itinerary for trips of more than one (1) day must include time leaving, all stops for meals, all activities, returning time, lodging addresses and phone numbers. The principal, Area Superintendent, each parent, and each student is to receive a copy of the itinerary.
- T. The District “Field Trip Permission” form signed by the parent or guardian must be on file before a student may participate in a field trip.
- U. Insurance documentation for all drivers must be on file before the trip, as required by the risk management department. This includes name of driver, name of insurance company, and/or copy of driver’s current insurance card.
- V. The school shall verify insurance coverage for students when required by Policy 2431.
- W. Personnel designated by the principal to assist students in the administration of prescribed medications when on field trips shall be trained by the school nurse

BAND, ORCHESTRA AND VOCAL GROUPS

Band, orchestra, and vocal trips are subject to regular field trip guidelines as outlined in this policy. The field trip forms referred to above are not required for FSMA evaluation festivals.

TOURS AND INSTRUCTIONAL TRAVEL STUDY PROGRAMS

- A. Authorized tours are those activities sponsored by the schools which have both educational and recreational value to the students. Student participation in tours must be during a time when school is not in regular session.
- B. All school-sponsored tours shall be approved by the building principal and the Superintendent, or designee, at least two (2) months in advance of the tour. The request shall include objectives, itinerary, plans, budget, and method of financing.
- C. A faculty sponsor shall accompany a school tour group and assume responsibility for the proper conduct of all students on tour. The appropriate number of adult supervisors shall be determined by the Superintendent or designee. Tours shall be conducted according to Board policies.
- D. The faculty sponsor shall file a complete evaluation report with the building principal within one (1) week following a tour, and this report shall indicate how the educational objectives of the tour were accomplished as well as any unusual occurrences.
- E. School-sponsored tours shall not be financed with school system funds. The method of soliciting funds for tours shall be approved by the principal, in accordance with Board policies and procedures.
- F. Each student shall obtain a written consent form duly executed by the parent or guardian, which shall be submitted to the principal prior to participating in the tour.
- G. Board employees shall not receive compensation from travel agencies or private organizations involved with the tour, with the exception that free passage and other related expenses may be granted for supervisory duties.
- H. Travel study programs are those class and student organization activities planned cooperatively by students and faculty and shall be viewed as school-sponsored activities. Student participation shall be voluntary. Students who do not participate shall not be adversely affected in terms of their course requirements, grades, or eligibility to participate in other activities of the class or group.
- I. Travel agencies or other private organizations promoting travel study trips shall not be permitted access to the school to promote or enroll students for privately sponsored travel study programs and trips.

ACTIVITIES (NON-ATHLETIC)

- A. An activity is a school related event for which the school does not arrange transportation, e.g. award banquets, distributive education transportation to work sites, Student Rights and Responsibilities meetings. This statement does not apply to FHSAA competitive athletic events.
- B. All school functions and related activities must be approved by the principal. The principal is responsible for insuring adequate supervision at the activity. School staff will be present, but the one (1) to ten (10) ratio of chaperones to students will not be provided.
- C. For an activity, the field trip forms referred to above are not required.

HIGH SCHOOL ATHLETIC PROVISIONS

- A. Admission fees for all athletic activities shall be as prescribed by the athletic conference in which the school holds memberships.
- B. At all interscholastic athletic events, faculty members of participating schools shall be provided free admission.
- C. All interscholastic practice activities shall be conducted after school. Practice sessions shall not interfere with or take the place of the regular class schedule of the athletes.
- D. Transportation will be provided for students as determined by the principal with approval of the Director of Pre K-12 Extra-Curricular Student Activities. If school officials arrange transportation, provisions stated above in this policy shall apply. If the school does not provide transportation it shall be the responsibility of the student athletes to provide their own transportation.
- E. Athletic competitions are subject to regular field trip guidelines as outlined in this policy. The field trip forms referred to above are not required for FHSAA athletic competitions. In lieu of the "Field Trip Permission" form, the High School Activities Participation Form signed by the parent or guardian must be on file before a student may participate in FHSAA athletic competitions.

OUT-OF-STATE ATHLETIC TEAM/CHEERLEADING SQUAD TRAVEL

The following shall apply to athletic teams and cheerleading squads traveling out-of-state or to national competitions:

- A. Students who are members of, or who are attached to, the team or squad shall not miss more than one (1) school day.
- B. Neither the principal's discretionary budget nor the centralized athletics' budget may be used to fund the out-of-state travel.
- C. Only varsity athletic teams and varsity cheerleading squads may travel out-of-state.
- D. All cheerleading squads qualifying for national competition will be allowed to compete on a national level in competition approved by the Director of Pre K-12 Extra-Curricular Student Activities and will be exempt from item "A" above.

F.S. 1001.43

ATHLETIC ACTIVITIES NOTIFICATION STUDENT ELIGIBILITY STANDARDS AND DISCIPLINARY ACTIONS

PINELLAS COUNTY SCHOOL BOARD POLICY IN BRIEF

- Home Educated students must be assigned through the district office.
- Students administratively transferred to another regular school for disciplinary reasons shall be ineligible for athletic participation for a period of the remaining school year.
- Students returning to any regular school from a successful reassignment/expulsion shall be eligible upon return to the regular school provided the student meets all FHSAA eligibility requirements.
- Students ejected from an athletic contest for unsportsmanlike conduct are subject to a fine to be paid by the student/parent/guardian to their school. The fine may range from fifty (\$50) to two hundred fifty (\$250), determined by the FHSAA, for gross unsportsmanlike conduct. An athlete who is ejected or disqualified for unsportsmanlike conduct will not participate in or represent the school in any future athletic contests until all fines assessed have been paid to the school.

ELIGIBILITY CRITERIA

- Academic Eligibility:
 - An incoming 9th grade student must have been regularly promoted to be eligible during the first semester.
 - Eligibility is based on an unweighted cumulative GPA in all courses taken since first entering the 9th grade.
 - Eligibility status is determined at the end of each semester (18 weeks) to determine if a student is eligible or ineligible. This means a student who maintains a cumulative 2.0 grade point average is eligible for an entire semester (18 weeks). If a student does not maintain a cumulative 2.0 grade point average, the student is ineligible for an entire semester (18 weeks). This applies to 11th and 12th grade students. **PLEASE CONTACT YOUR SCHOOL'S ASSISTANT PRINCIPAL FOR ACTIVITIES OR YOUR SCHOOL'S ATHLETIC COORDINATOR IF YOU HAVE QUESTIONS.**
- A student who reaches the age of 19 prior to September 1st shall become permanently ineligible for high school athletics. In addition, a middle school student who reaches the age of 15 prior to September 1st is permanently ineligible for middle school athletics.
- Students have four consecutive years of high school eligibility from the date they first enter the 9th grade. Beginning with students entering grade 9 in 2017-2018, and thereafter, a student who reaches 19 prior to September 1st, and who has not exceeded their four year limit of eligibility, may participate in interscholastic athletics during that school year.
- Physical Evaluation: The annual physical evaluation must be administered either by a licensed physician, a licensed osteopathic physician, a licensed chiropractic physician, a licensed physician assistant, or a certified advanced registered nurse practitioner. A physical evaluation is valid for one year (365 calendar days) from its date. For example, if a physical is on May 1 it is valid through the following April 30.

In addition, the following rules apply:

- E. A student not currently suspended from interscholastic or intrascholastic extracurricular activities, or suspended or expelled from school, pursuant to a district school board's suspension or expulsion powers provided in law, including ss. 1006.07, 1006.08, and 1006.09, F.S., is eligible to participate in interscholastic and intrascholastic extracurricular activities.
- F. A student may not participate in a sport if the student participated in that same sport at another school during that school year, unless the student meets the criteria in s. 1006.15(3)(h), F.S.; 9.3.2.1 FHSAA.
- G. A student's eligibility to participate in any interscholastic or intrascholastic extracurricular activity may not be affected by any alleged recruiting violation until final disposition of the allegation pursuant to s. 1006.20(2)(b), F.S.



SECTION II

**GUIDING
PRINCIPLES**



Code of Student Conduct (Policy 5500)

The primary goal of the District is to ensure that each student achieves at the highest possible level. Education is to be provided in a manner that does not discriminate or cause harassment on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, disability, sexual orientation, or social and family background. In order for this to be accomplished every school staff member will strive to create a positive, safe environment that encourages and supports student success. Underlying causes for misbehavior will be explored, and when possible, positive redirection will occur and acceptable alternative behaviors will be taught. Such redirection may involve a collaborative effort of parents, school, and community.

It is the objective and policy of the School Board to recognize, preserve, and protect the individual rights of all students; and, at the same time, to encourage and enforce the exercise of these rights within the framework of an orderly and efficient school program. Within this framework, it is the duty of the Board, the administrative staff, and the faculty of each school to prevent and to prohibit student conduct that becomes dangerous, disruptive, or destructive, and therefore endangers the proper maintenance and function of the school program. It is expected that all disciplinary measures will be conducted in a manner that is respectful to the student and preserves that student's dignity wherever possible. Staff members model core value behaviors (Commitment to Children, Families, and the Community, Respectful and Caring Relationships, Cultural Competence, Trustworthiness, Responsibility, and Connectedness) that set an example for students who are expected to learn and practice those behaviors. It is the expectation that each student will behave in a manner that does not threaten, interfere with, or deprive other students of their right to an education and will accept responsibility for their behavior. An effective school environment must be safe and free from disruption.

In order to assist with the maintenance of such philosophy and to eliminate disparate rates of discipline, each school will implement a Positive Behavior Intervention and Supports plan (PBIS) that provides interventions matched to student need and describes consequences to be applied in an appropriate and consistent manner. The Positive Behavior and Intervention Supports plan (PBIS) should also include restorative, preventive practices/measures designed to build skills and capacity in students as well as improve interactions between students and adults. The schools will monitor progress frequently and make data-driven decisions about the effectiveness of general and remedial interventions and early identification/intervention with behavioral problems. Changes will be made as necessary or appropriate. The District will continue to provide relevant professional development with the expectations.

The Board further recognizes that students are protected and have certain rights extended to citizens under the United States Constitution and its amendments; and that these rights cannot be abridged except in accordance with the due process of law. Therefore, in order to clarify the guidelines of student behavior in the schools and establish procedures to be followed, the Code of Student Conduct has been adopted by the Board. The Code shall be mandatory and applied in a manner that is consistent with this philosophy of discipline. Individual schools may adopt additional regulations governing actions not covered by the Code, but such additional regulations may neither substitute for nor negate any Code provisions unless approved through the Board waiver process. It is essential that all students, their parents, teachers, and administrators understand and abide by the Code of Student Conduct.

Definition of Parent

"Parent" or "Parents" is either or both parents of a student, any guardian of the student, any person in a parental relationship to a student, or any person exercising supervisory authority over a student in place of the parent.



SECTION III

**RIGHTS AND
RESPONSIBILITES**



Parents' Bill of Rights (Policy 5500.015):

Federal and State laws afford parents certain rights relating to the education of their children in public schools. This policy describes some of those rights, promotes parental involvement, and is adopted in compliance with the Florida Parents' Bill of Rights. For purposes of the law and this policy, the term "parent" means a person who has legal custody of a minor child as either the natural or adoptive parent, or as the legal guardian.

The School Board and District have developed policies, procedures, and practices to support strong, continuing family and community involvement in all aspects of school programs and activities. The resources described in the specific topic areas below represent the information most applicable to the topic areas discussed, but are not intended to be an exhaustive list of all resources that address these topics.

- A. Pursuant to s. 1002.23, F.S. (the Family and School Partnership for Student Achievement Act), the District maintains plans for parental participation in schools to improve parent and teacher cooperation in such areas as homework, school attendance, and discipline. Such plans are located in the Code of Student Conduct, including in the "PCS Parent Communication & Engagement Expectations" and the "Get Engaged in Education" sections. Schools may create additional site-specific plans, and parents may inquire with their schools about these. The Code of Student Conduct may be found on the District's website (www.pcsb.org) under the "About Us" or "Families" tab.
- B. Pursuant to s. 1002.20(19)(b), F.S., the District maintains procedures for a parent to learn about their minor child's course of study, including the source of any supplemental education materials. School Board Policy 2520 ("Instructional Materials, Including Textbooks") contains these procedures, and the School Board Policy Manual can be found on the District's website (www.pcsb.org) under the "About Us" or "School Board" tab. In addition, the District's website discusses several curricular topics under the "Site Shortcuts" tab by navigating to "Curriculum." Parents may also learn about this topic through the District's single sign-on student information system accessible to parents by reviewing their child's courses and the materials posted by the teacher and/or school. Parents will also receive a syllabus or course of study from teachers or the school near the beginning of each semester. Ultimately, questions about specific materials may be directed to the child's teacher and/or the school Principal.
- C. Pursuant to s. 1006.28(2)(a)2., F.S., the District maintains procedures for a parent to object to instructional materials and other materials used in the classroom. Such objections may be based on beliefs regarding morality, sex, and religion or the belief that such materials are harmful. For purposes of this policy, the term "instructional materials" has the same meaning as in s. 1006.29(2), F.S. School Board Policy 2520 ("Instructional Materials, Including Textbooks") contains these procedures. In addition, the District's website discusses several curricular topics under the "Site Shortcuts" tab by navigating to "Curriculum" and more information about this topic may be found there.
- D. The District honors parents' rights, pursuant to s. 1002.20(3)(d), F.S., to withdraw their minor child from any portion of the District's comprehensive health education required under s. 1003.42(2)(n), F.S., that relates to sex education or instruction in acquired immune deficiency syndrome education or any instruction regarding sexuality if the parent provides a written objection to their minor child's participation. Parents may make such election by contacting their child's school Principal, and will be notified in advance of such course content so that they may make such an election. Further, the District's website discusses several curricular topics under the "Site Shortcuts" tab by navigating to "Curriculum" and more information about this topic may be found there.
- E. The District adheres to s. 1006.195(1)(a), F.S., and communicates information regarding clubs and activities offered at schools. This communication is accomplished through the Code of Student Conduct and information shared at the school level through school websites and/or other school-specific communications to parents. (f) Parents may learn more about parental rights and responsibilities under general law, specifically including the following laws and rights, by reviewing the District and school websites. If the websites do not provide the information sought, parents may contact their child's school Principal for more information. The Principal may refer the parent to another District employee based upon the subject matter. If the parent does not receive the information from the Principal or any person identified by the Principal, then the parents should contact the Area Superintendent/Chief with supervision over the school. The listing of schools and their applicable Area Superintendents/Chief can be found here: <https://www.pcsb.org/Page/6037>.
 - 1. Pursuant to s. 1002.20(3)(d), F.S., parents have the right to opt their minor child out of any portion of the District's comprehensive health education required under s. 1003.42(2)(n), F.S., that relates to sex education instruction in acquired immune deficiency syndrome education or any instruction regarding sexuality. The District's website discusses several curricular topics under the "Site Shortcuts" tab by navigating to "Curriculum" and more information about this topic may be found there.
 - 2. The District shares information with parents about school choice options, including open enrollment, pursuant to s. 1002.20(6), F.S., through direct parent contact, local media, and its website, www.pcsb.org, by navigating to the "Families" tab and then to "Enrollment."

3. Pursuant to s. 1002.20(3)(b), F.S., parents have the right to exempt their minor child from immunizations required by law for public school attendance. Parents with questions or a desire to explore an exemption should contact their child's school nurse first, and then the school Principal if the nurse does not provide the information.
4. Pursuant to s. 1008.22, F.S., parents have the right to review statewide, standardized assessment results. Individual student's assessment results may be viewed in the District's single sign-on student information system by parents using their log-in information. School-level and District-level assessment results may be viewed on the Florida Department of Education's website (www.fldoe.org) under the "Accountability" tab.
5. Pursuant to s. 1003.57, F.S., parents have the right to seek eligibility for gifted programs and other exception student education programs. Questions regarding such eligibility may be directed to the school Principal.
6. Pursuant to s. 1006.28(2)(a)1., F.S., parents have the right to inspect school district instructional materials, and the District maintains a list on its website as required by law. Parents may access this list on the District's website under the "Site Shortcuts" tab by navigating to "Curriculum." From there, parents should navigate to "Curriculum Review and Adoption of Instructional Materials" to find the list.
7. Pursuant to s. 1008.25, F.S., parents have the right to access information relating to the District's policies for promotion or retention, including high school graduation requirements. This information can be accessed by reviewing School Board policies 5410 through 5465.
8. Pursuant to s. 1002.20(14), F.S., parents have the right to receive a school report card and be informed of their minor child's attendance requirements. Current and summative grades and attendance can be found in the District's single sign-on student information system accessible to parents.
9. Pursuant to s. 1002.23, F.S., parents have the right to access information relating to the state public education system, state standards, report card requirements, attendance requirements, and instructional materials requirements. School Board Policy 2520 ("Instructional Materials, Including Textbooks") discusses instructional materials. In addition, the District's website discusses several curricular topics under the "Site Shortcuts" tab by navigating to "Curriculum." Parents may also learn about these topics through the District's single sign-on student information system accessible to parents by reviewing their child's courses and the materials posted by the teacher and/or school, and by reviewing grade and attendance information. Ultimately, questions about these issues may be directed to the child's teacher and/or the school Principal.
10. Pursuant to s. 1002.23(4), F.S., parents have the right to participate in parent-teacher associations and organizations that are sanctioned by a School Board or the Department of Education. Information regarding these opportunities, including school advisory councils, can be viewed on each school's website.
11. Pursuant to s. 1002.222(1)(a), F.S., neither the School Board nor the District engages in any District-level collection of data or information regarding the political affiliation, voting history, religious affiliation, or biometric information of a student.

Notwithstanding any statutory or legal authority to the contrary, any employee of the district may be subject to disciplinary action if the employee encourages, coerces, or attempts to encourage or coerce, a minor child to withhold information from the minor child's parent.

This policy does not authorize a parent of a minor child to engage in conduct that is unlawful or to abuse or neglect their minor child in violation of general law. See, e.g., School Board Policy 8462 ("Student Abuse and Neglect"). Parental rights do not prohibit or impede child welfare activities, or any other statutory or legal duties or rights, when performed by a court of competent jurisdiction, law enforcement officers, or employees of a government agency.

School staff and parents must work together in order to maximize a student's success at school. The district commits to working with and supporting families and the district needs parents to work with and support the district.

Parental Responsibilities (Policy 5500.01):

- F. Get to know the people at their child's school by going to teacher conferences and school-parent activities like PTA meetings and the School Advisory Council (SAC) meetings.
- G. Provide accurate and complete contact information annually, including and not limited to completion of the clinic card. Promptly notify their child's school of any change in telephone numbers, including home phone, cell phone, work phone, emergency contact number, or home address.
- H. Read, become familiar with, and support the rules within the Code of Student Conduct and talk to their child about them.
- I. Support Pinellas County Schools by being a role model for their child, talking with their child about school and expected behavior, and communicating the value of education through words and action.
- J. Teach their child to adhere to the dress code, as school is a place to work and learn.
- K. Make sure their child arrives at school on time every day. Parents should be aware that if they live within two (2) miles of their child's school and the district has established safe walk pathways in that area, School District transportation would not be provided.
- L. Drop-off their child at school no more than thirty (30) minutes before the start of the school day or pick their child up no more than thirty (30) minutes after the school day unless the parent has made special arrangements with a teacher, administrator, or a before/after school care program. Supervision will not be provided beyond that time. This also includes school activities outside the regular school day such as clubs, dances, carnivals, practices, and games. Parents are responsible for their student's conduct and safety at all times prior to the arrival of the school bus in the morning and after the departure of the school bus at the end of the day.
- M. Make sure their child attends school regularly. If their child is absent, contact the school within forty-eight (48) hours to tell them the reason for that absence. Some schools require notes.
- N. Tell the school principal if there is a change in residence or custody of the student, even if the parent thinks the student is still in the school's attendance zone. Parents may be requested to provide verification of the student's address if school personnel believe a change in address has occurred. The parent must tell the principal within five (5) days of the change and contact Student Assignment to request a non-zone school.
- O. Encourage their student's academic and social-emotional growth by supporting learning at home and participation in extracurricular activities inclusive of creative arts, music and athletics.

- P. Work with school staff members to solve any academic or behavior concerns. Inform school officials about any concerns in a respectful and timely manner. The parent should also let the school know if something has happened at home that could affect how their child does in school.
- Q. Be respectful and courteous to staff, other parents, families and students while on school premises and during school activities. Inappropriate behavior may result in restricted access to the school, school grounds and school activities. The parent or guardian will be notified in writing if this occurs.
- R. Present a photo ID and sign in at the office before entering campus.
- S. Identification must be shown to the office staff when someone takes an elementary or middle school student from school during the day. Identification may be required at high schools.

When parents are divorced or separated, both parents have full rights to participate in the child's school activities and know what is happening at school unless there is a court order limiting that access. If such an order exists then the principal must have a certified copy.

Absent prior permission from the parent, no student shall be permitted to leave school prior to dismissal at the request of or in the company of anyone other than an authorized school employee; a law enforcement officer; child protective investigator, or other official acting in the exercise of their lawful authority; or the parents of the student. Prior parental permission must be evidenced on the Student Clinic Card and Release Form or on a separate written instrument signed by the parent.

In the event that the school receives conflicting direction from divorced or separated parents (including parents who were never married) concerning a student, the school may rely on the direction of the parent identified by the following criteria, which are listed in order of priority:

- First, the parent who is designated in a parenting plan or other Florida court order as having either educational decision-making authority or sole parental responsibility over the student; or
- Second, if both parents are designated as educational decision-makers with shared parental responsibility, the parent who resides at the address specified in the parenting plan or other Florida court order as the address to be used for school assignment purposes; or
- Third, if no such parenting plan or order exists or no such address is specified, the parent who resides at the address used by the district for student assignment purposes, whether or not the student is attending their zoned school; or
- Fourth, if the address on file with the district is not valid or otherwise relevant, the school may rely upon the direction of the parent who enrolled the student.

- T. Give the school written permission if they want a stepparent who is not the legal guardian of the child to have information about the child or sign forms related to the child. Permission must be submitted to the school every year.
- U. Be prepared to pay for any damage done to School Board property by their child. If payment is not made and the amount is substantial, the principal will send the matter to the Superintendent.
- V. Pay for lost or damaged books or other teaching materials. Failure to pay may mean that no other books or materials will be given to their child, their child will not be able to participate in extra-curricular activities, or their child will be required to pay the debt through community service at the school. The principal will make those decisions.
- W. Adhere to school developed, on-site traffic plans for vehicles when bringing students to school or picking them up after school, and encourage their children if they are walkers and bicyclists to follow safety rules and use pedestrian-safety features where available.

Student Rights (Policy 5500.02)

In General

To District students, a student has a right to an education, regardless of their race, color, creed, religion, sex, marital status, heritage, age, disability, or sexual orientation. Some of a student's basic rights include the right to:

- A. Learn
- B. Disagree
- C. Petition
- D. Freedom of expression
- E. Publish
- F. Assembly
- G. Privacy

A student's exercise of these rights must conform to the Code of Student Conduct. Things a student cannot do include:

- A. violate the rights of others;
- B. disrupt the classroom;
- C. disrupt the operation of the school;
- D. bring drugs, weapons, or contraband to school.

First Amendment Freedom of Expression

The United States Supreme Court ruled in 1969 that public school students do not leave their constitutional right to freedom of expression at the schoolhouse gate. A student has a right to freedom of expression; however, when a student exercises that right, the student must do so in a responsible manner that does not cause a disruption of the school or a school activity. A principal may impose reasonable time, place and manner restrictions on your exercise of First Amendment freedom of expression when there is evidence of imminent disruption of the school.

Searches and Seizures

A student's locker, vehicle, purse, backpack, and other personal possessions can be searched if there is a reasonable suspicion that any of them contain drugs, weapons, contraband or other items not permitted on campus. Trained sniff-screening dogs are allowed in the schools to prevent drugs and weapons at school. The routine checks by the dogs are not considered a search by law. They are safety preventions to give students a safe and healthy school in which to learn.

Sororities, Fraternities & Secret Societies

These organizations are not allowed in schools. A student cannot participate or join in any type of initiation to such organizations.

Investigations at School

A. Criminal

Law enforcement may have the lawful authority to question and arrest students on school property. If a student is a suspect in a criminal investigation by the police that may result in a student's arrest or criminal charges, an administrator will make an effort to contact the student's parent before the police begin questioning the student unless law enforcement confirms that prior notification of a parent would jeopardize public safety. If a parent cannot be located, the police may go ahead with questioning. If the student's parent is contacted, the police may allow the student's parent to be present during the student's questioning.

A school representative will ordinarily, when reasonably available, be present, in the absence of a parent, during suspect interrogation of students on campus by outside law enforcement concerning a non-school related offense. The law enforcement officer, parent, or student may direct that the school representative not be present. The school representative shall not be expected or required to advocate on behalf of the student, and neither the representative nor the School Board is responsible for the manner or outcome of the interrogation. The parties recognize that police interrogation is a law enforcement function. Chapter 39, F.S., prescribes different procedures in the case of child protective investigations, which shall be followed whenever applicable.

B. Administrative

If a student is suspected of violating the Code of Student Conduct, school officials can question the student without first contacting the student's parent. The student does not have a right to have their parent present or a right to an attorney when the student is questioned.

C. Victim or Witness

If a student is a victim or a witness, the police or administrative investigators are allowed to question the student without first contacting their parent. If the investigation involves child abuse, the official conducting the investigation will decide who can be present during the student's interview.

D. Removal of Student from School Property

If a student is a witness, the police cannot remove the student from school property without a subpoena or first obtaining the consent of the student's parent. If the student is subject to arrest, with or without a warrant, the officer can remove the student without their parents' consent or the consent of school officials. The administrator will try to notify the student's parent as soon as possible unless law enforcement confirms parent notification would jeopardize public safety.

If a student needs to be taken into protective custody, the police can remove the student. Anytime a student is taken from school by a police officer, the police officer must sign a Release Order, giving the original to the Area Superintendent, a copy to be filed with the school, and a copy for your parents unless law enforcement confirms parent notification would jeopardize the student's safety.

Student Responsibilities (Policy 5500.03)

To be successful and to help maintain an orderly learning environment, the student should:

- A. attend school each day;
- B. arrive on time;
- C. be prepared with proper materials and supplies;
- D. keep a planner/agenda;
- E. complete all assignments including homework to the best of their ability and on time;
- F. dress appropriately;
- G. be tolerant of and respectful to self and others;
- H. see teachers about makeup work and complete it in a timely manner;
- I. contact the principal, assistant principal, guidance counselor, teacher, or peer tutor regarding conflicts or concerns;
- J. set goals for success;
- K. get enough sleep;
- L. set responsible working hours outside of school.
- M. upon request, will properly identify him/herself to staff.

A student must participate in school crisis plan activities, practices and emergency drills, such as lock-down and fire drills. (Failure to meet these requirements may lead to disciplinary action.)

If a school uses I.D. cards, students will follow school guidelines related to the card.

A student living alone or away from home is subject to the same policies as all other students.



SECTION IV

ATTENDANCE



ATTENDANCE

Student Attendance (Policy 5500.05)

(Elementary School, Middle School, High School, Dual Enrollment)

Philosophical Basis and Purpose:

The classroom experience is of unique value and cannot be duplicated by make-up work. The purpose of this attendance policy is to foster responsibility and reliability on the part of district students to attend all classes. Students will acknowledge greater emphasis on attendance at school because credit in their classes will be contingent upon their presence.

Definitions

I. Compulsory School Attendance

- A. All children who have attained the age of six years or who will have attained the age of six years by February 1 of any school year, or who are older than six years of age but who have not yet attained the age of 16 years, except as hereinafter provided, are required to attend school regularly during the entire school term. (F.S. §1003.21)(1)(a))
- B. A student who attains the age of 16 years during the school year is not subject to compulsory school attendance and may withdraw from school only if the student files a formal declaration of intent to terminate school enrollment with the School Board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the child and parent. A student who attains the age of 18 years during the school year is not subject to the legal sanctions for compulsory school attendance. (F.S. §1003.21 (2) (c)) An exit interview must be conducted by school personnel to determine the reasons for the student's decision to terminate school enrollment and actions taken to keep the student in school. (F.S. §1003.21(2) (c))
- C. Students under 16 years of age may not be withdrawn from school for any reason unless expelled through Board action or covered by an exemption allowed by Florida Statute. (F.S. §1002.20 (2)(b))
- D. Compulsory school attendance requirements may be met by attendance in a home education program. A "home education program" means the sequentially progressive instruction of a student directed by his or her parent in order to satisfy the attendance requirements of Florida law. (F.S. §1002.01(1))
- E. For students enrolled in Department of Juvenile Justice Programs, the compulsory school attendance requirement is governed by state law and regulations and includes a longer term. (F.S. §§1003.01(11), 1003.52)

II. Absences

A. Absence Defined

A student who is not present in class at least one half of the class period shall be counted absent from that class. To be counted present for the school day, a student must be in attendance for at least one half of the class periods during the school day.

B. Excused Absences

Students must be in school unless the absence has been permitted or excused for one of the reasons listed in paragraph V below.

C. Unexcused Absences

Any absence which does not meet the criteria of an excused absence is an unexcused absence. The following are examples of unexcused absences:

1. out-of-school suspensions
2. family vacations
3. Students without a completed Certificate of Immunization indicating compliance with the current required schedule of immunizations will not be allowed to attend classes until this document is provided or a waiver is obtained. Absences due to non-compliance with immunization requirements shall be considered unexcused. However, students transferring into Pinellas County, including foster care students, or homeless students, a temporary 30-day waiver of both health examination documents and certificates of immunization will be granted. (F.S. 1003.22(1) (5) (e))

III. Tardies

A student is tardy when the student is not in his or her assigned seat or station when the bell rings.

A. Excused Tardy

A tardy is excused only if the student is late for one of the reasons described in section V.

B. Unexcused Tardy

A tardy is not excused unless it is caused by reasons set forth in section V. Examples of unexcused tardies include:

1. oversleeping
2. missing the school bus
3. shopping trips
4. pleasure trips
5. car problems (ex: flat tire, no gas, car won't start, student getting a parking decal)
6. heavy traffic
7. returned for forgotten items

Habitual tardiness is unacceptable and unfair to other students because instruction is interrupted every time a late student arrives. Individual schools may develop school-based consequences for tardy students.

IV. Early Sign Out

Once students arrive on campus, they may not leave without permission from an administrator. Students who must leave school during school hours must have their parent request this release by phone or in person to the office in order to obtain pre-approval. Schools will establish procedures for early release that ensure a secure campus for dismissal.

Students' academic performance may be negatively impacted by early sign out. Signing out early repeatedly may count toward a pattern of non-attendance (see section VII, below) that may indicate early signs of truancy. Repeated early sign outs will be addressed on a case-by-case basis to determine if there is a pattern of non-attendance.

A. Excused Early Sign Out

The same criteria used to determine an excused absence and an excused tardy will be used to determine whether an early sign out is excused.

B. An Unexcused Early Sign Out Includes:

The same criteria used to determine an unexcused absence and an unexcused tardy will be used to determine whether an early sign out is unexcused.

Numerous incidents of early release are unacceptable and unfair to the other students whose instruction is interrupted each time a student leaves early.

V. Reasons Why An Absence, A Tardy Or An Early Sign Out Will Be Excused

An absence, a tardy or early sign out will be excused if caused by one of the following reasons:

- A. The student is ill or injured.
- B. There is a major illness in the student's immediate family (this means parents, brothers, sisters, grandparents, or others living in the home).
- C. There is a death in the immediate family.
- D. The student attends religious instruction or there is a religious holiday in the student's own faith.
- E. The student is required by summons, subpoena or court order to appear in court. A copy of the subpoena or court order must be given to the principal.
- F. Special event. Examples of special events include important public functions, conferences, state/national competitions, as well as exceptional cases of family need. The student must get permission from the principal at least five days prior to the absence.
- G. The student has a scheduled medical or dental appointment. It is recommended, when possible, to schedule appointments outside of school hours, so students do not miss instruction.
- H. Students having, or suspected of having, a communicable disease or infestation which can be transmitted are to be excluded from school and are not allowed to return to school until they no longer present a health hazard (F.S. 1003.22). Examples of communicable diseases and infestations include, but are not limited to, fleas, head lice, ringworm, impetigo and scabies. Students are allowed a maximum of three (3) excused days for each infestation of head lice unless extended by principal. Students on field trips and students who attend alternative to suspension programs are not considered absent.

VI. Make-Up Work For Absences (Excused, Unexcused Or Suspension).

Make-up work for full credit and without a grade penalty is allowed for all absences. It is the student's responsibility to obtain the missed work. The number of days allowed to make up the work shall be equal to the number of days the student was absent. In cases where the grading period ends before make-up work can be completed due to absences, an "I" may be recorded for the grading period grade. The "I" can be converted to a letter grade once the number of make-up days allowable in policy have been granted for the completion of make-up work.

In accordance with F.S. 1003.01, if a student is supplied with make-up work during a suspension, the student is expected to complete the work during the suspension period and submit it upon their return to school.

VII. Responsibility Of Parents And Students To Attend School

Parents and students must do the following in connection with school attendance:

- A. Ensure the attendance of a child of compulsory school attendance age, as required by law. (F.S. 1003.24)
- B. Notify school personnel of their child's absence prior to the end of the school day of the absence, if possible and provide written notification within 48 hours of the child's return to school. Otherwise, the absence will be unexcused.
- C. If requested, provide documentation of illness from a physician or public health unit within 48 hours. The maximum number of days that a student may be absent without acceptable documentation justifying the absence is five (5) consecutive days.
- D. Notify the school of any change of address, phone numbers and emergency contact numbers.
- E. Obtain application from currently assigned school if a student is eligible for homebound instruction.
- F. Notify school personnel if the family is moving out of town or out of the school's attendance boundary.
- G. Be aware of school district calendar and coordinate trips, vacations and personal business to support attendance on school days.
- H. Notify the school and request a copy of the Hospital/Homebound referral packet if a student is expected to miss at least 15 consecutive school days due to illness, medical condition, or social/emotional reasons, or may miss excessive days intermittently throughout the school year for the same reasons.

VIII. Responsibility Of School District Regarding Student Attendance

A. Patterns Of Non-Attendance

Non-attendance for instructional activities is established by an accumulation of tardies, early sign outs, or absences (excused and unexcused) from school. A pattern of non-attendance may indicate early signs of truancy.

1. Each principal must make the necessary provisions to ensure that all school attendance reports are accurate and timely and must provide the necessary training opportunities for staff to accurately report attendance (F.S.1003.23 (1)). Principals are required to maintain an attendance record which shows the absence or attendance of each child enrolled for each school day of the year. (F.S.1003.23 (2))
2. When a student accumulates five (5) absences during a grading period, other than out-of-school suspensions, whether excused or unexcused, school personnel shall make a good faith effort to contact the parent by telephone to discuss the reasons for the absences and shall document such contact.
3. A letter shall be sent to the parent or guardian and a referral will be made to the school's Child Study Team for a student who has had at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month, or 10 unexcused absences, or absences for which the reasons are unknown, within a 90 calendar day period.
4. If the parent or guardian of a child who has been identified as exhibiting a pattern of non-attendance enrolls the child in a home education program, the Superintendent shall refer the parent to a home education review committee composed of the district contact person for home education and at least two home educators selected by the parent from a district list of all home educators who have conducted a home education program for at least three years and have indicated a willingness to serve on the committee.
5. If a child subject to compulsory school attendance will not comply with attempts to enforce school attendance, the Superintendent may file a truancy petition pursuant to the procedures set forth in Section §984.12, Florida Statutes. The superintendent may also refer the case to the case staffing committee which may file a child-in-need-of-services petition. The superintendent may also take such steps as are necessary to bring criminal prosecution against the parent. (F.S. §1003.26)
6. Pursuant to Florida Statute §322.091 and §1003.27, the district is required to report to the Florida Department of Highway Safety and Motor Vehicles (DHSMV) the names, dates of birth, sex and social security numbers of minor students who accumulate fifteen (15) unexcused absences in a period of 90 calendar days. These students may not be issued a driver's license or learner's driver's permit and further, the DHSMV will suspend any previously issued driver's license or learner's driver's permit. In order to have a driver's license reinstated, the student must attend school regularly for thirty (30) days with no unexcused absences and pay the appropriate reinstatement fee.

The minor, or the parent or guardian of the minor, may request a hardship waiver of the suspension if they request the waiver within 15 days of receiving the notice of intent to suspend. The principal must conduct the hardship waiver hearing within 30 days of receiving the request. The principal may grant the waiver if it is demonstrated that a driver's license is required for the student or the student's family's employment or medical care. If the waiver is granted, the principal or designee shall notify the DHSMV.

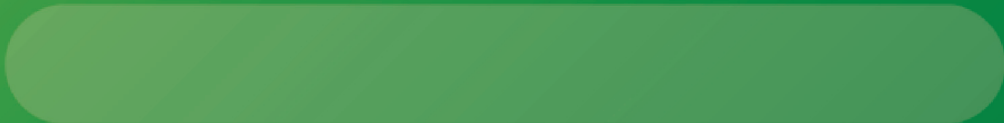
High School Grading and Attendance:

Guidelines for high school grading and attendance can be found in Policy 5440 Credit Defined and Policy 5420.03 Final Exam Requirement.



SECTION V

DRESS CODE



Dress Code (Policy 5500.04)

In General

The dress and grooming of Pinellas County Public Schools' students shall contribute to the health and safety of the individual, promote a positive educational environment, and not disrupt the educational activities and processes of the school. These standards of dress and grooming apply to all students in the public schools of Pinellas County, unless a specific exemption is granted by the principal. Apparel that disrupts educational activities and processes of the school will result in the removal of the student from the regular school environment until acceptable apparel can be secured for the student. The administration will be the final judge about whether a student's clothing is appropriate for school or whether it will create an environmental climate that is distracting to learning. Principals, faculty, and staff members will enforce the dress code. Failure to comply with the dress code will be handled similarly to other disciplinary infractions. Non-compliance may result in consequences including but not limited to detention, in-school suspension and loss of eligibility to participate in extracurricular activities.

Pursuant to F.S. 1006.07, wearing clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the learning environment will have the following specific consequences. In addition to these consequences, the violation shall be corrected before the student is allowed back in the regular school environment:

- A. For a first offense, a student shall be given a verbal warning and the school principal (or designee) shall call the student's parent or guardian.
- B. For a 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 principal (or designee) shall meet with the student's parent or guardian.
- C. For a third or subsequent offense, a student shall receive an in-school suspension pursuant to F.S. 1(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 principal (or designee) 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.

Individual schools may have additional dress and grooming requirements, if recommended by administrators, faculty, and staff, and if approved by a majority of School Advisory Council (SAC) members. Notice of amended requirements must be provided to all parents in a timely manner through at least one (1) written or verbal communication and published in a document, such as the school handbook or student planner.

Requirements for student dress in all schools are listed below:

- A. All clothing must be appropriately sized, securely fastened and cover midriff, back, sides, and all undergarments at all times. For example, suspenders should be over the shoulders, pants secured at the waist, belts buckled, no underwear as outerwear, no underwear exposed.
- B. Clothing must cover the body from one armpit across to the other armpit and down to mid-thigh. All tops must have sleeves and cover the entire shoulder.
- C. Rips, holes, or tears in clothing must be below mid-thigh.
- D. See-through, revealing, or mesh garments must not be worn without appropriate coverage underneath that meets the minimum requirements of this dress code.
- E. Gang paraphernalia, garments and/or jewelry, tattoos, or other insignias, which display or suggest sexual, vulgar, drug, alcohol, or tobacco-related wording/graphics or may tend to provoke violence or disruption in school shall not be worn.
- F. Clothing must not state, imply, or depict hate speech or imagery targeting groups based on race, ethnicity, gender, sexual orientation, religious affiliation, or any other characteristics protected by federal or state law or Board policy.
- G. Any articles of clothing or jewelry that may cause injury including, but not limited to, items with spikes, or sharp objects, wallet chains, and heavy link chains are not allowed.
- H. Students must wear shoes that are safe and appropriate for the learning environment. Inappropriate footwear includes, but is not limited to, roller skates, skate shoes, and bedroom slippers.
- I. Form fitting leotard/spandex type clothing is not allowed unless proper outer garments cover to mid-thigh length or longer.
- J. Clothing and footwear traditionally designed as sleepwear shall not be worn.
- K. Head gear, including but not limited to, caps, hats, bandanas, sweatbands and/or sunglasses shall not be worn indoors on campus unless permitted by the principal for religious or medical reasons. Students may wear sunglasses, hats, or other sun-protective wear while outdoors during school hours, however these articles must not violate this dress code.
- L. Individual schools are expected to use the state and district dress and grooming guidelines as minimum standards; any adjustments may be made upon approval of the School Advisory Council (SAC). The principal at each school reserves the right to determine what appropriate dress is for the school as detailed in these minimum standards.
- M. If the school has a mandatory school uniform policy, the student must adhere to those requirements.



SECTION VI

**DISCIPLINE:
INTERVENTIONS &
CONSEQUENCES**



MISCONDUCT THAT MAY RESULT IN DISCIPLINARY ACTION (POLICY 5500.07)

I. In General

A student is expected to behave at school, during a school-sponsored activity, during school-sponsored transportation, and at bus stops, and may be disciplined if they do anything (or attempt to do anything) that violates a school rule including

- A. hurt, harass or threaten others;
- B. damage property;
- C. disrupt class or school;
- D. or violate a criminal law.

In all instances, school discipline should be reasonable, timely, fair, age-appropriate, and should match the severity of the student's misbehavior. Any disciplinary or prosecutorial action taken against a student who violates this policy must be based on particular circumstances of the student's misconduct.

Off-campus student misconduct can result in discipline in certain circumstances, including where the misconduct has a connection to school related activities or incidents or if the misconduct is directed at a Board official or employee or their property.

Recognizing that students may need additional support in the form of mental health services, Pinellas County Schools will ensure referrals for services are made in alignment with state and federal guidelines. Such referrals are not to be punitive or as a form of disciplinary action; however, may be made in conjunction with a disciplinary incident.

Students who commit violent or disruptive behaviors that may pose a threat to the safety of school staff, whether at school, during a school-sponsored activity, during school-sponsored transportation or at a bus stop, shall be assigned to an alternative education program or referred to mental health services identified by the school district, following the conclusion of school-based threat management, district threat management or both. Pursuant to s. 1006.07(7) F.S., referral to mental health services shall be in consultation with the School-Based Threat Management Team, District Threat Management Team, and/or both. Criminal penalties may also be imposed as determined by law enforcement agencies.

Any student or family who is interested in learning more about mental health services available in their school can speak to any student services staff member at the school. These staff can also help with referrals to community agencies. For more information on services available in the community, families can call 211 or visit their website at: <https://211tbc.myresourcedirectory.com>.

Petty acts of misconduct and misdemeanors including, but not limited to, minor fights or disturbances, should ordinarily not be referred to law enforcement and should not ordinarily result in student arrest. Petty acts of misconduct are those that a principal reasonably believes do not pose a threat to the safety of students, staff, volunteers, or other persons, or a threat of harm to Board property and includes minor fights or disturbances. Also see the Interagency Agreement between Pinellas County School Board and law enforcement regarding petty acts of misconduct.

II. Specific Acts/Offenses

Listed below are some acts of misconduct. These acts are not the only acts that may result in discipline (including suspension, reassignment or expulsion). They are only examples. Other acts that are not listed below may result in discipline (including suspension, reassignment or expulsion) if a student should have known that the act might hurt, harass, or threaten others, damage property, disrupt class or school, or violate a criminal law. Consequences may range from a warning through an expulsion.

Some, but not all, of the acts that may result in discipline are:

- A. arson;
- B. blackmail;
- C. bullying and cyberbullying
- D. cheating (teacher shall also record a "zero" for each act of cheating);
- E. chemical spray, pepper, mace; possession of;
- F. computers or electronic devices, improper use of;
- G. cyberstalking;
- H. defiance;
- I. disruptive demonstration, participation in;
- J. drug paraphernalia as defined by Florida Law, possession of;
- K. extortion;
- L. failure to give correct name;
- M. false alarm, making of (this includes pulling a fire alarm);
- N. falsifying or altering records (for example, computer records or attendance notes);
- O. fighting;
- P. gambling;
- Q. gang participation or display of gang-like behavior;
- R. hazardous material, possession of;
- S. hazing;
- T. hitting someone;
- U. interference with school personnel;

- V. interference with the movement of another student;
- W. leaving school grounds without permission;
- X. physical force, use of against someone;
- Y. profanity;
- Z. recordings of fighting or acts of bullying, assault, or battery, whether staged or real; posting or disseminating or posting to the internet;
- AA. repeated misconduct;
- BB. school rule, violation of a; (e.g. dress code violation);
- CC. sexting;
- DD. sexual activity at school, at a school activity, or on a school bus;
- EE. sexual or other harassment;
- FF. stealing;
- GG. threatening to hurt someone;
- HH. tobacco, or other tobacco substitutes, possession of;
- II. toy or replica gun or knife, possession of;
- JJ. trespassing;
- KK. vandalism;
- LL. verbal abuse of another;
- MM. other serious misconduct which will lead to disciplinary consequences include but are not limited to the aforementioned infractions.

III. Cell Phones And Other Wireless Communication Devices

Parents are advised that the best way to get in touch with their child during the school day is by calling the child’s school office.

Pinellas County Schools recognizes the ever-increasing importance of technology in students’ lives and the beneficial role it can play for student education and communication when used responsibly. The possession and use of such devices should not interfere with academic instruction, student safety or a positive school climate.

A. Definitions

As used herein, the terms below are defined as follows:

“Wireless communication devices” are devices that have the ability to receive and/or transmit any communication without a cable connection, which may include, but is are not limited to, cell phones headphones, earbuds, and tablets. This definition also includes any current or emerging wireless handheld technologies or portable information technology systems developed for similar purposes.

“Off position” means powered completely off, and is not simply set on a vibrate, silent, standby, hibernation or airplane mode.

“Silent mode” means no audible alerts or vibrations.

“Instructional school day” is the time of day within the bell times approved by the School Board for that school.

B. Authorized Possession and Use of Cell Phones and Other Wireless Communication Devices

All students may possess a wireless communication device at school, during a school-sponsored activity, and during school-sponsored transportation. However, students may not use a wireless communications device during instructional time, except when expressly directed by a teacher solely for educational purposes. A teacher shall designate an area for wireless communications devices during instructional time, in accordance with s. 1006.07, F.S.

All students must store wireless communication devices, headphones and earbuds in a designated area, except when otherwise directed by a teacher. For purposes of this policy, the designated area is a non-visible secure location, such as the student’s locker, backpack, purse, or pocket.

Further, use of wireless communication devices, headphones and earbuds must be stored in accordance with the following rules by grade level.

1. Elementary School Students

Elementary school students must keep wireless communication devices in the off position throughout the instructional school day, and while participating in a school-sponsored activity on or off campus. Students are permitted to use their wireless communication devices after the end of the instructional school day, if needed to communicate with parents regarding the coordination of transportation.

Headphones and earbuds are not allowed during the instructional school day or while participating in a school-sponsored activity on or off campus, unless otherwise directed by a teacher. When allowed, headphones and earbuds are restricted to minimal volume, only to be heard by its user. Due to school safety concerns, one ear must remain free of the accessory at all times during authorized use.

2. Middle School Students

Middle school students must keep wireless communication devices in the off position throughout the instructional school day and while participating in a school-sponsored activity on or off campus. Students are permitted to use their wireless communication devices before and after the instructional school day.

Headphones and earbuds are not allowed during the instructional school day or while participating in a school-sponsored activity on or off campus, unless otherwise directed by a teacher. When allowed, all headphones and earbuds are restricted to minimal volume, only to be heard by its user. Due to school safety concerns, one ear must remain free of the accessory at all times during authorized use.

3. High School Students

High school students must keep wireless communication devices in the silent mode or off position during instructional time within all class periods. In addition, students are permitted to use their wireless communication devices before and after the instructional school day, during lunch, and when transitioning between classes.

All headphones and earbuds are restricted to use before and after the instructional school day and during lunch. When allowed, all headphones and earbuds are restricted to minimal volume, only to be heard by its user. Due to school safety concerns, one ear must remain free of the accessory at all times during authorized use.

C. Other Acceptable Use of Cell Phones and Other Wireless Communication Devices

Wireless communication devices are permissible in the following circumstances:

1. Smartwatches: The district recognizes that some parents will provide their student with smartwatches for safety reasons, emergency communication purposes, or location tracking. All of the rules applicable to wireless communication devices apply to smartwatches; however, students may wear smartwatches only in silent mode during the instructional day so there will not be disruption to the classroom. Smartwatches may not be worn during district and state assessments.

The Unauthorized Use of Cell Phones and Other Wireless Communication Devices section applies to the misuse of smartwatches

2. IEP, 504, or Health Care/Medical Plan: Students may use wireless communication devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care/Medical Plan with supportive documentation from the student's physician.
3. Health, Safety or Emergency: Students may use wireless communication devices in the event of a health, safety or emergency situation.
4. Teacher directed use of a wireless communication device solely for educational purposes.

D. Unauthorized Use of Cell Phones and Other Wireless Communication Devices

A student's possession, display or use of wireless communication devices on school property contrary to the provisions of this policy shall be viewed as the unauthorized use of wireless communication devices when such possession, display or use of such devices results in conduct that includes, but is not limited to:

1. Interference with or disruption of the instructional or educational environment within the classrooms or the school.
2. Use which violates academic integrity, as the reproduction of images of tests, communication of test or examination contents or answers, to provide access to unauthorized school information, or assistance to students in any aspect of their instructional program in a manner that violates school board policy or the Student Code of Conduct.
3. Use during district and state assessments, students may not have any electronic or recording devices, including but not limited to, smartphones, tablets, personal computers, tablets, cell phones, or electronic games, in their pockets, at their desk or anywhere they can reach them, before, during, or after the testing session. Possession of any electronic device that reproduces, transmits, records, or calculates (except for the State approved calculator), will result in the student's test being invalidated.
4. Use in locker rooms, restrooms, swimming areas, and any other location where there is a reasonable expectation of privacy.
5. Wireless communication devices may not be utilized to take photographs, videos or audio recordings while at school, during a school-sponsored activity, or during school-sponsored transportation without prior consent..
6. Use to commit a crime, under federal or state law including but not limited to cyberbullying, sexual harassment or threats.
7. Use in a manner that is profane, indecent, obscene, threatening, discriminatory, bullying or harassing language, pictures or gestures.

E. Responsibility/Liability for Cell Phones and Other Wireless Communications Devices

Any student who chooses to bring a wireless communication device to school shall do so at their own risk and shall be personally responsible for the security of their wireless communication device(s). School Board staff are not responsible for preventing theft, loss, damage, or vandalism to wireless devices brought onto school property, or left on school-sponsored transportation, including any wireless communication device(s) confiscated due to inappropriate use.

What is School Environmental Safety Incident Reporting (SESIR)?

- SESIR collects data on 26 incidents of crime, violence, and disruptive behaviors.
- This collection is limited to incidents that occur on school grounds, on school transportation, and at off-campus, school-sponsored events.
- Incidents can occur 24 hours a day, 365 days per year.
- Incidents are reported by schools via their district's data system which uploads the data to the Florida Department of Education.
- SESIR incidents must be reported to law enforcement per State Board Rule 6A-1.0017.
- Reporting to law enforcement may not always result in law enforcement action being taken.



SESIR CODES

Level 1

Aggravated Battery*
 Arson
 Homicide
 Kidnapping*
 Sexual Battery

Level 2

Burglary
 Drug Sale/Distribution*
 Physical Attack Simple Battery*
 Robbery*
 Sexual Assault*
 Weapons Possession*

Level 3

Disruption On Campus
 Drug Use/Possession
 Hazing
 Fighting
 Larceny/Grand Theft*
 Sexual Harassment*
 Sexual Offenses (Other)
 Threat/Intimidation*
 Trespassing*
 Vandalism Criminal Mischief*
 Other Major Offenses

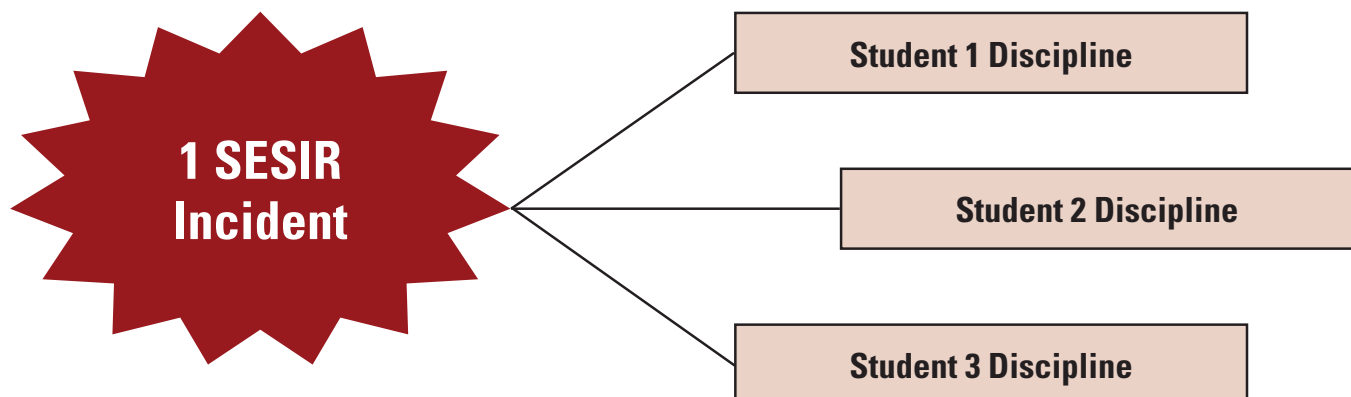
Level 4

Alcohol*
 Bullying*
 Tobacco*
 Harassment*

* Denotes definition change

SESIR Reporting

- SESIR incidents are per incident. Report only ONE incident even when there are multiple students involved in the same incident.
- Discipline actions are per student.



DISCIPLINE: INTERVENTIONS AND CONSEQUENCES

DEFINITIONS OF TERMS/ADMINISTRATIVE CODING

Some but not all definitions of terms and/or student conduct which are considered to be violations of the Code of Student Conduct are described in this section. The use of words, such as battery and arson, are not meant to be considered equivalent to or to carry the same standards and consequences as the same words, which are defined in the criminal context in the Florida Statutes. The School Board retains the flexibility and right to attach definitions found in Board Rule to such words without attaching any criminal standards set by the courts or legislature. When a student has committed an infraction, the misbehavior is to be classified according to the definition which best describes it.

The notation * next to the three-letter violation code listed below represents the School Environmental Safety Incident Reporting (SESIR) definitions and guidelines required by the Department of Education. Some but not all offenses are SESIR related. SESIR collects data on 26 incidents of crime, violence, and disruptive behaviors. This collection is limited to incidents that occur on school grounds, on school transportation, and at off-campus, school-sponsored events. Incidents can occur 24 hours a day, 365 days per year. Incidents are reported by schools via their district's data system which uploads the data to the Florida Department of Education. SESIR incidents are per incident. Report only ONE incident even when there are multiple students involved in the same incident. Discipline actions are per student.

The number next to the violation represents the administrative coding of the offense which is entered into the student database.

Aggravated Battery * (BAT) – SESIR Level I / 03S – A battery where the attacker intentionally or knowingly causes more serious injury as defined in paragraph (8)(g) of this rule, such as: great bodily harm, permanent disability, or permanent disfigurement; uses a deadly weapon; or, where the attacker knew or should have known the victim was pregnant.

Alcohol * (ALC) – SESIR Level IV / 01 – Possession, sale, purchase, distribution, or use of alcoholic beverages. Use means the person is caught in the act of using, admits using or is discovered to have used in the course of an investigation. Alcohol incidents cannot be Drug-related.

Arson * (ARS) – SESIR – Level 1 / 26 – To intentionally damage or cause to be damaged, by fire or explosion, any dwelling, structure, or conveyance, whether occupied or not, or its contents. Fires that are not intentional, that are caused by accident, or do not cause damage are not required to be reported in SESIR.

Bullying * (BUL) – SESIR - Level IV / 38 – Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. Bullying includes instances of cyberbullying, as defined in Section 1006.147(3)(b), F.S. Bullying may include, but is not limited to, repetitive instances of teasing, social exclusion, threats, intimidation, stalking, physical violence, theft, harassment, public or private humiliation, or destruction of property. If the physical harm or psychological distress is not the result of systemic or chronic behavior, evaluate for Harassment.

Burglary * (BRK) – SESIR – Level II / 27 – Unlawful entry into or remaining in a dwelling, structure, or conveyance with the intent to commit a crime therein.

Bus Misconduct / 14 – The act of engaging in conduct or behavior, which interferes with the orderly, safe, and timely transportation of students.

Cellular/Electronic/Communication Device / 37 – The act of utilizing any personal communication/electronic device such as, but not limited to alarm devices, pagers/beepers, cellular phones/ not use this code for students defying authority, disobeying or showing disrespect to others, using inappropriate language or gestures, minor fights or classroom disruptions.)

Cheating / 15 – The act of inappropriately and deliberately distributing or using information, notes, materials, or work of another person in the completion of an academic exam, test, or assignment. Not telling the truth.

Criminal Mischief (Felony Vandalism) * (VAN) >\$1K – SESIR – Level III / 17S – Willfully and maliciously injuring or damaging by any means any real or personal property belonging to another, including, but not limited to, the placement of graffiti thereon or other acts of vandalism thereto. Incidents that fall below the \$1,000 threshold are not reportable in SESIR, but instead should be reported as locally defined incidents according to district policies.

Dangerous Implement / 13 – The act of possessing or using devices which are designed to inflict or could inflict pain or injury to another individual. The act of possessing any item, although not specifically designed to do harm to another person, which is used to cause or attempt to cause injury or is used to put someone in reasonable fear of injury, or the item is considered disruptive on a school campus.

Defiance of Authority/Willful Disobedience / Insubordination/ 07 – A flagrant or hostile act challenging the authority of a school staff member, bus driver, or any other adult in authority. The act of deliberately refusing or failing to follow a direction or an order from a school staff member, bus driver, or any other adult in authority.

Disruption Classroom / 16 – The act of behaving inappropriately which disrupts the learning environment, which inhibits the instructor's ability to teach, or interferes with other students' opportunity to learn.

Disruption on Campus – Major * (DOC) – SESIR – Level III / 16S – Disruptive behavior that poses a serious threat to the learning environment, health, safety, or welfare of others. Examples of major disruptions include bomb threats, inciting a riot, or initiating a false fire alarm.

Dress Code / 39 – The act of failing to comply with the established dress code policy. Wearing or displaying any clothing, jewelry, accessories, makeup, tattoo, or any other appearance or apparel which may be considered gang related in any manner which is associated with being a member of or participating in a gang or gang related activity.

Drug Sale/Distribution * (DRD) – SESIR - Level II / 04D – The manufacture, cultivation, purchase, sale, or distribution of any drug, narcotic, controlled substance or substance represented to be a drug, narcotic, or controlled substance.

Drug Use/Possession Excluding Alcohol * (DRU) – SESIR – Level III / 04S – 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 using or is discovered to have used in the course of an investigation.

Excessive Tardies to Class/School / 21 – The act of arriving late to a class or to school on a repeated basis.

Extortion/Blackmail / 48 – The willful or malicious threat of harm, injury, or violence to the person, property, or reputation of another with the intent to obtain money, information, services, or items of material worth. This offense may include, but is not limited to, threatening to accuse another of a minor offense or crime in order to obtain lunch money.

False and/or Misleading Information (FMI) / 45 – The act of Intentionally providing false or misleading information to or withholding valid information (knowingly not being truthful). The behavior does not disrupt the school campus.

Fighting/Major * (FIT) – SESIR – Level III / 05S – When two or more persons mutually participate in use of force or physical violence that requires either physical intervention or results in injury requiring first aid or medical attention. Lower-level fights, including pushing, shoving, or altercations that stop on verbal command are not required to be reported in SESIR.

Fighting/Minor (FIT) / 05 – The act of two or more persons mutually participating in use of force or physical violence that may or may not result in injury. This may include pushing, shoving, or altercations that stop upon verbal command.

Forgery – Non-Criminal / 25 – The act of making a false or misleading written communication to a school staff member with either the intent to deceive or under circumstances which would reasonably be calculated to deceive the staff member, or producing, possessing, or distributing any false document, item, or record represented to be an authentic school document, item, or record.

Gambling / 47 – Any unlawful participation in games (or activities) of chance for money and/or other things of value.

Grand Theft * (\$750 threshold) (STL) – SESIR – Level III – The unauthorized taking of the property of another person or organization, including motor vehicles, valued at \$750 or more, without threat, violence, or bodily harm. Incidents that fall below the \$750 threshold are not reportable in SESIR, but instead should be reported as locally-defined incidents according to district policies. Thefts of property of any value that involve a use of force, violence, assault, or putting the victim in fear must be reported as Robbery.

Harassment * (HAR) – SESIR - Level IV / 40 – (One-time, insulting behaviors) Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that 1) places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property, 2) has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or 3) has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose. Instances of Harassment that are chronic or repeated in nature should be evaluated for Bullying or Bullying-related.

Hazing * (HAZ) – SESIR – Level III / 41 – Any action or situation that endangers the mental or physical health or safety of a student at a school with any of grades 6 through 12 for purposes of initiation or admission into or affiliation with any school-sanctioned organization. "Hazing" includes but is not limited to: (a) pressuring, coercing, or forcing a student to participate in illegal or dangerous behavior, or (b) any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.

Homicide (HOM) – SESIR - Level I / 28 – The unjustified killing of one human being by another.

Horseplay (HRP) / 44 – The act of engaging in rowdy, rough behavior that interferes with the safe or purposeful order of the school (this includes uncontrolled play or pranks)

Inciting a Disturbance (IAD) / 46 – The act of encouragement or contribution of any fight, disruption, and/or any violation of the Code of Conduct, that is reasonably foreseeable to negatively impact a student's ability to learn, a teacher's ability to teach or negatively impact the school community. Encouragement/contribution includes, but is not limited to using recording, displaying, posting an incident via an electronic device/social media, or through handwritten or verbal communication to incite a disturbance.

Kidnapping (KID) – SESIR – Level I / 29 – Forcibly, secretly, or by threat, confining, abducting, or imprisoning another person against their will and without lawful authority.

Leaving Campus without permission / 06 – The act of leaving school grounds without proper administrative authorization.

Missed Detention / 18 – The act of not attending a teacher or administratively assigned detention.

Missed Saturday School / 20 – The act of not attending administratively assigned Saturday School.

Not Cooperating / 22 – The act of failing to follow the directions of a teacher, administrator, staff, or volunteer in the school setting. Behavior that violates this rule would be considered minor and would not rise to the level of defiance of authority or insubordination and would not necessarily require a referral to an administrator unless the behavior becomes chronic.

Other Major (OMC) – SESIR – Level III / 19S – (major incidents that do not fit within the other definitions) Any serious, harmful incident resulting in the need for law enforcement consultation not previously classified. This includes any drug or weapon found unattended and not linked to any individual; such incidents must be coded with the appropriate Related element (such as Drug-related or Weapon-related) and incident involvement must be reported as unknown. Examples include student producing or knowingly using counterfeit money, participating in gambling activities, possessing child pornography, or possessing drug paraphernalia.

Other Offenses / 19 – Any minor incident that does not fit within the other definitions.

Physical Conflict (Adult) (Elementary Age) / 03 – A student who engages in unacceptable behavior or conduct which is disruptive to the educational process and results in physical conflict, including pushing, pulling, shoving, or striking an adult.

Behaviors that result in physical conflict may be the result of difficulties with sensory processing, reaction to perceived or minor provocation, or retaliatory or defensive actions due to interpersonal/group dynamics. Said behavior does not constitute a fight, physical attack, aggravated battery, or other serious breach of conduct.

Physical Conflict (Student) (Elementary Age) / 02 – A student who engages in unacceptable behavior or conduct which is disruptive to the educational process and results in physical conflict, including pushing, pulling, shoving, or striking another student. Behaviors that result in physical conflict may be the result of difficulties with sensory processing, reaction to perceived or minor provocation, or retaliatory or defensive actions due to interpersonal/group dynamics. Said behavior does not constitute a fight, physical attack, aggravated battery, or other serious breach of conduct.

Profanity/Obscene/Abusive Language / 08 – The act of using any profane, vulgar, or unnecessary crude utterance or gesture, whether directed toward a classmate, staff member, teacher, administrator, and volunteer, or merely done overtly.

Repeated Misconduct / 09 – Student misconduct that tends to seriously disrupt the school, school function, or extracurricular program or activity. Behavior that is chronic or continual even after the implementation of interventions and consequences.

Robbery * (ROB) – SESIR -Level II / 31 – The taking or attempted taking of money or other property from the person or custody of another with the intent to permanently or temporarily deprive the person or owner of money or other property, under the confrontational circumstances of force, or threat of force or violence, and/or by putting the victim in fear. A key difference in Grand Theft and Robbery is that Robbery involves violence, a threat of violence or assault, and putting the victim in fear.

Sexual Assault (SXA) - Level II / 43 – An incident that includes fondling, indecent liberties, child molestation, or threatened rape. Both males and females can be victims of sexual assault.

Sexual Battery * (Rape) (SXB) – SESIR – Level I / 32 – Forced or attempted oral, anal, or vaginal penetration by using a sexual organ or an object simulating a sexual organ, or the anal or vaginal penetration of another by any body part or foreign object. Both males and females can be victims of sexual battery.

Sexual Harassment * (SXH) – SESIR – Level III / 33 – Unwelcome conduct of a sexual nature, such as sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Harassing conduct can include verbal or nonverbal actions, including graphic and written statements, and may include statements made through computers, cellphones, and other devices connected to the Internet. The conduct can be carried out by school employees, other students, and non-employee third parties.

Sexual Offenses * (Other) (SXO) – SESIR – Level III / 34 – Other sexual contact, including intercourse, without force or threat of force. Subjecting an individual to lewd sexual gestures, sexual activity, or exposing private body parts in a lewd manner. (Law enforcement must be notified to investigate.)

Simple Battery * (PHA) – SESIR - Level II / 42 – An actual and intentional touching or striking of another person against their will, or the intentional causing of bodily harm to an individual

Skipping Class /Skipping School / 10 – The act of not reporting to class or school without receiving proper prior approval and/or following the established procedures for checking out of school.

Stealing/Theft <\$750 / 12 – The act of unauthorized taking, carrying, riding away, or concealing the property of another person, including motor vehicles, without threat, violence or bodily harm.

Threat/Intimidation * (TRE) – SESIR – Level III / 35 – An incident where there was no physical contact between the offender and victim, but the victim reasonably believed that physical harm could have occurred based on verbal or nonverbal communication by the offender. This includes nonverbal threats and verbal threats of physical harm which are made in person, electronically or through any other means.

Tobacco * (TBC) – SESIR – Level IV / 11 – The possession, sale, purchase, distribution, or use of tobacco or nicotine products on school grounds, at school-sponsored events, or on school transportation by any person under the age of 21. Tobacco incidents cannot be Drug-related.

Trespassing * (TRS) – SESIR – Level III / 36 – 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. Only incidents involving a student currently under suspension or expulsion, or incidents where any offender (student or non-student) was previously issued an official trespass warning by school officials, or where any offender was arrested for trespass are required to be reported in SESIR. Trespass incidents that did not have a prior official warning, did not result in arrest, or did not involve students under suspension or expulsion should be reported as locally defined incidents according to district policies.

Unauthorized Location / 23 – The act of being present in buildings, rooms, hallways, restrooms/changing facilities or other areas of a school campus restricted to students.

Vandalism (VAN) <\$1K / 17 – The act of intentional destruction, damage, or defacement of public or private property without consent of the owner or the person having custody or control of it.

Weapons Possession* (WPO) – SESIR – Level II / 13S – Possession of a firearm or any instrument or object as defined by Section 790.001, F.S., that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm.

RELATED ELEMENT DEFINITIONS

Bullying-related: An incident is bullying related if the incident includes systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees.

Drug-related: An incident is drug related if there is evidence that those involved in the incident were under the influence of drugs at the time of the incident; if they admit to using or being under the influence of drugs; if drugs were in the possession of individuals involved in the incident, based on testing or investigation done by a law enforcement officer as a result of the incident; or if the incident is somehow related to possession, use or sale of drugs. Schools are not required to test for drug use.

Hazing-related: An incident is hazing-related if the incident includes any action or situation that endangers the mental or physical health or safety of a student at a school with any grades from 6-12 for the purposes of initiation or admission into or affiliation with any school-sanctioned organization.

Injury-related: All SESIR incidents that result in serious bodily injury are required to be reported as Injury-related. Less serious bodily injury means incidents which require immediate first aid or subsequent medical attention. More serious injuries include death or injuries with substantial risk of death, extreme physical pain, protracted and obvious disfigurement, and protracted loss or impairment of the function of a bodily member, organ, or mental faculty. Incidents where injury occurred, but first aid or medical attention is not needed, are not required to be reported in SESIR as Injury-related.

Vaping-related: All SESIR incidents that involve the use of non-combustible vaping products, including electronic cigarettes, vapes and vape pens, or any electronic nicotine delivery system (ENDS) are required to be reported as Vaping-related, if the liquid used contains nicotine or a controlled substance. Schools are not required to test for nicotine or drugs in vaping devices. Incidents involving use or possession of vaping products that do not contain nicotine or controlled substances are not required to be reported in SESIR.

Weapon-related: All SESIR incidents are required to be reported as Weapon-related where anyone involved possessed or used a firearm or weapon or if the incident was related to possession, use or sale of firearm or weapons, as defined in Section 790.001, F.S.

WHAT IS THE DISCIPLINE CHART?

The Discipline Chart on the following pages is a tool for administrators to assign interventions and/or consequences for student misconduct.

This chart does not apply to classroom management as assigned by the teacher.

The chart is designed to offer consistency across the district so that students are disciplined fairly from school to school when their behavior requires punishment beyond the classroom.

The chart outlines the violations in the same way as the Code of Student Conduct but in a grid format. Each incident type contains interventions or consequences for each violation. Two types of action, either mandatory (must) or potential (possible), can be taken by administration depending upon circumstances.

It is important to note that school administrators have the discretion to deviate from these guidelines by assessing an appropriate consequence other than stated in the chart if he or she determines that there are mitigating or aggravating circumstances.

Repeated instances of the same behavior may result in more severe consequences.

Administration will make every effort to contact parents/guardians regarding all disciplinary matters. Parent contact can be used as an intervention, a consequence, or as a result of a disciplinary issue.

In matters relating to the disciplining of students with disabilities, the Board and the District shall abide by Federal and State laws regarding suspensions and expulsion.

Should you require further explanation of the discipline chart, please call your school administrator.

2024-25 Discipline Chart

The District School Board of Pinellas County engages in the practice of progressive discipline.

Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports and consequences to address inappropriate student behavior and build upon strategies that promote positive behavior. When inappropriate behavior occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to a focus that is both corrective and supportive.

Progressive discipline is designed to create the expectation that the degree of discipline will be in proportion to the severity of the behavior leading to discipline and that the previous disciplinary history of the student and all other relevant factors will be taken into account.

P = Potential Action M = Mandatory Action

*** Secondary Only

| | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------|----------------|------------------------------|---------------------|----------------|---------------------------|-----------|------------------|---------------------|------------------------|----------------------|----------------|----------------------------------|-----------------|-------------------|-------------------------------------|-------------------------------------|-----------------------------|----------------------|------------------------------------|---------------------------|----------------|-------------------------|------------------------------|-----------------------------|--------------------------|----------------------------------|
| Warning/ Verbal Reprimand | Parent Contact | Referral to School Counselor | Behavioral Contract | Peer mediation | Parent/Student Conference | Detention | Parent shadowing | Student work detail | Youth Motivator/Mentor | In-School Suspension | Bus suspension | Recommendation for bus expulsion | Saturday School | Threat assessment | Alternate Bell Schedule (Secondary) | Out-of-School Suspension (1-3 days) | Restorative Alternatives(s) | Suspension Extension | Administrative Transfer/ Placement | Disciplinary Reassignment | Smoking Clinic | FACE IT (Alcohol/Drugs) | Recommendation for expulsion | Reported to Law Enforcement | Report as SESIR Incident | Confiscation of items or devices |
|---------------------------|----------------|------------------------------|---------------------|----------------|---------------------------|-----------|------------------|---------------------|------------------------|----------------------|----------------|----------------------------------|-----------------|-------------------|-------------------------------------|-------------------------------------|-----------------------------|----------------------|------------------------------------|---------------------------|----------------|-------------------------|------------------------------|-----------------------------|--------------------------|----------------------------------|

| Level One | Warning/ Verbal Reprimand | Parent Contact | Referral to School Counselor | Behavioral Contract | Peer mediation | Parent/Student Conference | Detention | Parent shadowing | Student work detail | Youth Motivator/Mentor | In-School Suspension | Bus suspension | Recommendation for bus expulsion | Saturday School | Threat assessment | Alternate Bell Schedule (Secondary) | Out-of-School Suspension (1-3 days) | Restorative Alternatives(s) | Suspension Extension | Administrative Transfer/ Placement | Disciplinary Reassignment | Smoking Clinic | FACE IT (Alcohol/Drugs) | Recommendation for expulsion | Reported to Law Enforcement | Report as SESIR Incident | Confiscation of items or devices |
|--|---------------------------|----------------|------------------------------|---------------------|----------------|---------------------------|-----------|------------------|---------------------|------------------------|----------------------|----------------|----------------------------------|-----------------|-------------------|-------------------------------------|-------------------------------------|-----------------------------|----------------------|------------------------------------|---------------------------|----------------|-------------------------|------------------------------|-----------------------------|--------------------------|----------------------------------|
| Aggravated Battery – SESIR / 03S | | M | | | | | | | | | P | | | | | P | P | | P | P | P | | | P | M | M | |
| Alcohol – SESIR / 01 | | M | | | | | | | | | P | | | | | P | P | | | P | P | | P | P | M | M | M |
| Arson – SESIR / 26 | | M | | | | | | | | | P | | P | | | P | P | | P | P | P | | | P | M | M | |
| Burglary – SESIR / 27 | | M | | | | | | | | | P | | | | | P | P | | P | P | P | | | P | M | M | |
| Bullying – SESIR / 38 | | M | | P | P | P | P | P | P | P | P | | | P | P | P | P | P | P | P | P | | | P | M | M | |
| Campus/Other Major Crime – SESIR / 19S | | M | | | | | | | | | P | | P | P | | P | P | P | P | P | P | | | P | M | M | |
| Dangerous Implement/Object / 13 | | M | | | | | | | | | P | | | | | P | P | | P | P | P | | | P | P | P | M |
| Disruption – Campus (Major) / 16S | | M | | | | | | | | | | | P | P | | P | P | P | | P | P | | | P | M | M | |
| Drug Use/Possession – SESIR / 04S | | M | | | | | | | | | P | | | | | P | P | | P | P | P | | P | P | M | M | M |
| Drug Sale/Distribution – SESIR / 04D | | M | | | | | | | | | P | | | | | P | P | | P | P | P | | P | P | M | M | M |
| Fighting (Major) – SESIR / 05S | | M | | | | | | | | | P | | | P | P | P | P | P | P | P | P | | | P | M | M | |
| Harassment – SESIR / 40 | P | M | P | P | P | P | P | P | P | P | P | | P | P | P | P | P | P | P | P | P | | | P | M | M | |
| Homicide – SESIR / 28 | | M | | | | | | | | | P | | | | | | P | | | | | | | M | M | M | |
| Hazing – SESIR / 41 | | M | | P | P | P | P | P | P | P | P | | P | P | P | P | P | P | P | P | P | | | P | M | M | |
| Kidnapping – SESIR / 29 | | M | | | | | | | | | P | | | | | | P | | | | | | | M | M | M | |
| Simple Battery – SESIR / 42 | | M | P | P | | P | P | | | | P | | | P | P | P | | P | P | P | P | | | P | M | M | |
| Robbery – SESIR / 31 | | M | | | | | | | | | P | | | | | P | P | | P | P | P | | | P | M | M | |
| Sexual Assault – SESIR / 43 | | M | P | P | | P | P | | | | P | | | P | P | P | | P | P | P | P | | | P | M | M | |
| Sexual Battery – SESIR / 32 | | M | | | | | | | | | P | | | | | P | P | | P | P | P | | | M | M | M | |
| Sexual Harassment – SESIR / 33 | | M | | | | | | | | | P | | P | P | | P | P | P | P | P | P | | | P | M | M | |
| Sexual/Lewd Behavior – SESIR / 34 | | M | | | | | | | | | P | | | | | P | P | P | P | P | P | | | P | M | M | |
| Grand Theft/Stealing or accessory to theft of property worth more than \$750 – SESIR / 12S | | M | | | | | | | | | P | | P | | | P | P | | P | P | P | | | P | M | M | |
| Threat/Intimidation – SESIR / 35 | | M | | | | | | | | | P | | P | P | P | P | P | P | P | P | P | | | P | M | M | |
| Tobacco – SESIR / 11 | | M | | | | | | | | | P | | | | | P | P | | | | | P | P | | M | M | M |
| Trespassing – SESIR / 36 | | M | | | | | | | | | | | | | | | P | | P | P | P | | | M | M | M | |
| Criminal Mischief (Felony Vandalism) > \$1000 – SESIR / 17S | | M | | | | | | | | | P | | P | | | P | P | | P | P | P | | | P | M | M | |
| Weapons – SESIR / 13S | | M | | | | | | | | | | | | | | | P | | P | P | P | | | M | M | M | |

Notes:

1. Repeated instances of the same behavior may result in more severe consequences.
2. **Unless required by law, school principals have the discretion to deviate from these guidelines by assessing an appropriate consequence other than that stated in the Discipline Chart if he or she determines that there are mitigating or aggravating circumstances.**
3. SRO and/or Schools Police are also available to discuss potential criminality of situations should the need arise.
4. Administration will make every effort to contact parents/guardians regarding all disciplinary matters. Parent Contact can be used as an intervention, a consequence, or as a result of a disciplinary issue.
5. In matters relating to the disciplining of students with disabilities, the Board and the District shall abide by Federal and State laws regarding suspensions and expulsion.
6. PCS recognizes discipline from other school districts.

| | Warning/ Verbal Reprimand | Parent Contact | Referral to School Counselor | Behavioral Contract | Peer mediation | Parent/Student Conference | Detention | Parent shadowing | Student work detail | Youth Motivator/Mentor | In-School Suspension | Bus suspension | Recommendation for bus expulsion | Saturday School | Threat assessment | Alternate Bell Schedule | Out-of-School Suspension (1-3 days) | No 2 Bullying Program (Gr. 3 - 12) | Suspension Extension | Administrative Transfer/ Placement | Disciplinary Reassignment | Smoking Clinic | FACE IT (Alcohol/Drugs) | Recommendation for expulsion | Reported to Law Enforcement | Report as SESIR Incident | Confiscation of items or devices |
|--|---------------------------|----------------|------------------------------|---------------------|----------------|---------------------------|-----------|------------------|---------------------|------------------------|----------------------|----------------|----------------------------------|-----------------|-------------------|-------------------------|-------------------------------------|------------------------------------|----------------------|------------------------------------|---------------------------|----------------|-------------------------|------------------------------|-----------------------------|--------------------------|----------------------------------|
| Level Two | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cheating/Academic Dishonesty / 15 | P | M | P | P | | P | P | P | P | P | P | | | P | | | | P | | | | | | | | | |
| Defiance of Authority/Willful Disobedience/ Insubordination / 07 | P | M | P | P | P | P | P | P | P | P | P | | | P | P | P | P | P | | | | | | | | | |
| Extortion/Blackmail / 48 | | M | | | | | | | | | P | | | | | P | P | | P | P | P | | | P | P | M | |
| Fighting, physical confrontation without injury; also instigating or encouraging a fight (Minor) / 05 | P | M | P | P | P | P | P | P | P | P | P | | | P | P | P | P | P | | | | | | | P | | |
| Gambling / 47 | | M | | | | | | | | | P | | | P | P | P | P | | P | P | P | | | P | P | M | P |
| Vandalism – Defacing and/or destroying school or personal property resulting in damages of less than \$1000 / 17 | P | M | P | P | | P | P | P | P | P | P | | | P | | P | P | P | | P | P | | | | P | | |
| Obscene/Profane gestures/language; distribution of objects, literature or materials that are inappropriate for an educational setting / 08 | P | M | P | P | | P | P | P | P | P | P | | | P | | P | P | P | | | | | | | | | |
| Leaving campus without permission / 06 | P | M | P | P | | P | P | P | P | P | P | | | P | | P | P | P | | | | | | | | | |
| Forgery – (Non-Criminal) / 25 | P | M | P | P | | P | P | P | P | P | P | | | P | | P | P | P | | P | P | | | | | | |
| Chemical spray, pepper spray, mace; possession of / 13 | P | M | P | P | P | P | P | P | P | P | P | | | P | P | P | P | P | | P | P | | | | P | | M |
| Repeated Misconduct / 09 | | M | | | | P | P | P | P | P | P | | | P | P | P | P | | P | P | P | | | P | | | |
| Stealing or accessory to theft of property worth less than \$750 / 12 | P | M | P | P | P | P | P | | P | P | P | | | P | P | P | P | P | | P | P | | | | | | |
| Unauthorized Location / 23 | P | M | P | P | | P | | P | P | P | | | | P | P | P | P | P | | P | P | | | | | | |
| False and/or Misleading Information (FMI) / 45 | P | M | P | P | P | | P | | P | P | P | | | P | P | P | P | P | | P | P | | | | | | |
| Inciting a Disturbance (IAD) / 46 | P | M | P | P | P | P | P | | P | P | P | | | P | P | P | P | P | | P | P | | | | | | |
| Other Offenses (Minor) / 19 | P | M | P | P | P | P | P | P | P | P | P | | | P | P | P | P | P | | | | | | | | | |
| Level Three | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bus Misconduct / 14 | P | M | P | P | P | P | P | | P | P | P | P | P | P | | P | | P | | | | | | | | | |
| Disruption – Classroom/Campus (Minor) / 16 | P | M | P | P | P | P | P | P | P | P | P | | | P | | P | P | P | | | | | | | | | |
| Dress Code / 39 | P | M | P | P | | P | P | | P | P | P | | | P | | | | P | | | | | | | | | |
| Excessive Tardies / 21 | P | M | P | P | | P | P | P | P | P | P | | | P | | | | P | | | | | | | | | |
| Missed Detention / 18 | P | M | P | P | | P | P | | P | | P | | | P | | | | P | | | | | | | | | |
| Not cooperating / 22 | P | M | P | P | P | P | P | P | P | P | P | | | P | | P | P | P | | | | | | | | | |
| Physical Conflict (Adult) (Elementary Age) / 03 | P | M | P | P | | P | P | P | P | P | | | | | | | | P | | | | | | | | | |
| Physical Conflict (Student) (Elementary Age) / 02 | P | M | P | P | | P | P | P | P | P | | | | | | | | P | | | | | | | | | |
| Saturday School / 20 | P | M | P | P | | P | P | | P | | P | | | P | | | | P | | | | | | | | | |
| Skipping class/school / 10 | P | M | P | P | | P | P | P | P | P | P | | | P | | | | P | | | | | | | | | |
| Cell Phone/Electronic Devices / 37 | P | M | P | P | | P | P | P | P | P | P | | | P | | P | | P | | | | | | | | | P |
| Horseplaying (HRP) / 44 | P | M | P | P | P | P | P | P | P | P | P | | | P | | P | P | P | | | | | | | | | |

Discipline Codes

- 01 – Alcohol (ALC) – SESIR
- 02 – Physical Conflict (Student) (Elementary Age)
- 03 – Physical Conflict (Adult) (Elementary Age)
- 03S – Aggravated Battery (BAT) – SESIR
- 04S – Drug Use/Possession Excluding Alcohol (DRU) – SESIR
- 04D – Drug Sale/Distribution (DRD) – SESIR
- 05 – Fighting/Minor (FIT)
- 05S – Fighting/Major (FIT) – SESIR
- 06 - Leaving Campus without Permission
- 07 – Defiance of Authority/Willful Disobedience/Insubordination
- 08 – Profanity/Obscene/Abusive Language
- 09 – Repeated Misconduct
- 10 – Skipping Class/Skipping School
- 11 – Tobacco (TBC) – SESIR
- 12 – Stealing/Theft <\$750
- 12S – Grand Theft >\$750 (STL) – SESIR
- 13 – Dangerous Implement/Object
- 13S – Weapons (WPO) – SESIR
- 14 – Bus Misconduct
- 15 – Cheating/Academic Dishonesty
- 16 – Disruption – Classroom/Campus (Minor)
- 16S – Disruption – Campus (DOC) (Major)
- 17 – Vandalism <1K
- 17S – Criminal Mischief (Felony Vandalism) >\$1K (VAN) – SESIR
- 18 – Missed Detention
- 19 – Other Minor
- 19S – Campus/Other Major Crime (OMC) – SESIR
- 20 – Saturday School
- 21 – Excessive Tardies
- 22 – Not Cooperating
- 23 – Unauthorized Location
- 25 - Forgery – Non-Criminal
- 26 – Arson (ARS) – SESIR
- 27 – Burglary (BRK) – SESIR
- 28 – Homicide (HOM) – SESIR
- 29 – Kidnapping (KID) – SESIR
- 31 – Robbery (ROB) – SESIR
- 32 – Sexual Battery – SESIR
- 33 – Sexual Harassment (SXB) (Rape) – SESIR
- 34 – Sexual Offenses (SXO) (other) – SESIR
- 35 – Threat/Intimidation (TRE) – SESIR
- 36 – Trespassing (TRS) – SESIR
- 37 – Cell Phone/Electronic Devices
- 38 – Bullying (BUL) – SESIR
- 39 – Dress Code
- 40 – Harassment (HAR) – SESIR
- 41 – Hazing (HAZ) – SESIR
- 42 – Simple Battery (PHA) – SESIR
- 43 – Sexual Assault (SXA) – SESIR
- 44 – Horseplay (HRP)
- 45 – False and/or Misleading Information (FMI)
- 46 – Inciting a Disturbance (IAD)
- 47 – Gambling
- 48 – Extortion/Blackmail

MISCONDUCT THAT REQUIRES SPECIFIC CONSEQUENCES (POLICY 5500.08)

I. In General

The district promotes a safe and supportive learning environment in schools, to protect students and staff from conduct that poses a serious threat to school safety. District staff is encouraged to use alternatives to expulsion or referral to law enforcement agencies unless otherwise required by law. School-based principals shall provide consistent school-based discipline, where appropriate and authorized by policy.

There are some acts that result in a specific consequence if a student is found to have done them. If the acts are considered a serious threat to school safety, or are violent misdemeanor or felony criminal offenses, they will be reported to law enforcement. Further, a threat management team consisting of personnel required by s. 1006.07(7) F.S. will review the incident. The School-Based Threat Management Team, District Threat Management Team, or both will consult with law enforcement when a student exhibits a pattern of behavior, based upon previous acts or the severity of an act, that would pose a threat to school safety. More information is contained within Policy 8405.

Petty acts of misconduct should ordinarily not be referred to law enforcement and should not ordinarily result in student arrest. Petty acts of misconduct are those that a principal reasonably believes do not pose a threat to the safety of students, staff, volunteers, or other persons, or a threat of harm to Board property and includes minor fights or disturbances.

Students who commit violent or disruptive behaviors that may pose a threat to the safety of school staff, whether at school, during a school-sponsored activity, during school-sponsored transportation, or at a bus stop, shall be assigned to an educational alternative services program or referred to mental health services identified by the school district. Pursuant to s. 1006.07(7) F.S., referral to mental health services shall be in consultation with the School-Based Threat Management Team, District Threat Management Team, or both. Criminal penalties may also be imposed as determined by law enforcement agencies.

Any student or family interested in learning more about the mental health services available in their school can speak to any student services staff member at the school. These staff can also help with referrals to community agencies. For more information on services available in the community, families can call 211 or visit their website at <https://211tbc.myresourcedirectory.com/>.

Specific acts are required to be reported under the school environmental safety incident reporting (SESIR), pursuant to s. 1006.07(9), F.S..

A. Alcohol (ALC) - Level IV

(possession, use, or sale) Possession, sale, purchase, distribution, or use of alcoholic beverages. 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. Alcohol incidents cannot be Drug-related.

B. Aggravated Battery (BAT) - Level I

(intentional great bodily harm) A battery where the attacker intentionally or knowingly causes more serious injury as defined in Rule 6A-1.0017(8)(g), such as: great bodily harm, permanent disability, or permanent disfigurement; uses a deadly weapon; or, where the attacker knew or should have known the victim was pregnant.

C. Arson (ARS)- Level I

(intentionally setting a fire on school property) To intentionally damage or cause to be damaged, by fire or explosion, any dwelling, structure, or conveyance, whether occupied or not, or its contents. Fires that are not intentional, that are caused by accident, or do not cause damage are not required to be reported in SESIR.

D. Bullying (BUL) - Level IV

(intimidating behaviors that are repeated, intentional, and involve a power imbalance) Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. Bullying includes instances of cyberbullying, as defined in s. 1006.147(3)(b), F.S. Bullying may include, but is not limited to, repetitive instances of teasing, social exclusion, threats, intimidation, stalking, physical violence, theft, harassment, public or private humiliation, or destruction of property. If the physical harm or psychological distress is not the result of systematic or chronic behavior, evaluate for Harassment.

E. Burglary (BRK) - Level II

(illegal entry into a facility) Unlawful entry into or remaining in a dwelling, structure, or conveyance with the intent to commit a crime therein

F. Criminal Mischief (VAN) - Level III

(destruction, damage, or defacement of school or personal property) (\$1,000 threshold) Willfully and maliciously injuring or damaging by any means any real or personal property belonging to another, including, but not limited to, the placement of graffiti thereon or other acts of vandalism thereto. Incidents that fall below the \$1,000 threshold are not reportable in SESIR, but instead should be reported as locally-defined incidents according to district policies.

G. Disruption on Campus-Major (DOC) - Level III

(major disruption of all or a significant portion of campus activities, school-sponsored events, and school bus transportation) Disruptive behavior that poses a serious threat to the learning environment, health, safety, or welfare of others. Examples of major disruptions include bomb threats, inciting a riot, or initiating a false fire alarm.

- H. Drug Sale/Distribution Excluding Alcohol (DRD) - Level II**
(illegal sale or distribution of drugs) The manufacture, cultivation, purchase, sale, or distribution of any drug, narcotic, controlled substance or substance represented to be a drug, narcotic, or controlled substance.
- I. Drug Use/Possession Excluding Alcohol (DRU) - Level III**
(illegal drug possession or use) The use or possession of any drug, narcotic, controlled substance, or any substance when used for chemical intoxication. Use means the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation.
- J. Fighting (FIT) - Level III**
(mutual combat, mutual altercation) When two or more persons mutually participate in use of force or physical violence that requires either physical intervention or results in injury requiring first aid or medical attention. Lower-level fights, including pushing, shoving, or altercations that stop on verbal command are not required to be reported in SESIR.
- K. Grand Theft (STL) - Level III**
(taking of property from a person, building, or a vehicle) (\$750 threshold) The unauthorized taking of the property of another person or organization, including motor vehicles, valued at \$750 or more, without threat, violence, or bodily harm. Incidents that fall below the \$750 threshold are not reportable in SESIR, but instead should be reported as locally-defined incidents according to district policies. Thefts of property of any value that involve a use of force, violence, assault, or putting the victim in fear must be reported as Robbery.
- L. Harassment (HAR) - Level IV**
(one-time, insulting behaviors) Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property, has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose. Instances of Harassment that are chronic or repeated in nature should be evaluated for Bullying or Bullying-related.
- M. Hazing (HAZ) - Level III**
Any action or situation that endangers the mental or physical health or safety of a student at a school with any of grades 6 through 12 for purposes of initiation or admission into or affiliation with any school-sanctioned organization. "Hazing" includes, but is not limited to: (a) pressuring, coercing, or forcing a student to participate in illegal or dangerous behavior, or (b) any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.
- N. Homicide (HOM) - Level I**
(murder, manslaughter) The unjustified killing of one human being by another.
- O. Kidnapping (KID) - Level I**
(abduction of an individual) Forcibly, secretly, or by threat, confining, abducting, or imprisoning another person against their will and without lawful authority.
- P. Other Major (OMC) - Level III**
(major incidents that do not fit within the other definitions) Any serious, harmful incident resulting in the need for law enforcement consultation not previously classified. This includes any drug or weapon found unattended and not linked to any individual; such incidents must be coded with the appropriate Related element (such as Drug-related or Weapon-related) and incident involvement must be reported as unknown.
- Q. Robbery (ROB) - Level II**
(using force to take something from another) The taking or attempted taking of money or other property from the person or custody of another with the intent to permanently or temporarily deprive the person or owner of the money or other property under the confrontational circumstances of force, or threat of force or violence, and/or by putting the victim in fear. A key difference in Grand Theft and Robbery is that Robbery involves violence, a threat of violence or assault, and putting the victim in fear.
- R. Sexual Assault (SXA) - Level II**
An incident that includes fondling, indecent liberties, child molestation, or threatened rape. Both males and females can be victims of sexual assault.
- S. Sexual Battery (Rape) (SXB) - Level I**
(attempted or actual) Forced or attempted oral, anal, or vaginal penetration by using a sexual organ or an object simulating a sexual organ, or the anal or vaginal penetration of another by any body part or foreign object. Both males and females can be victims of sexual battery.
- T. Sexual Harassment (SXH) - Level III**
(undesired sexual behavior) Unwelcome conduct of a sexual nature, such as sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Harassing conduct can include verbal or nonverbal actions, including graphic and written statements, and may include statements made through computers, cellphones, and other devices connected to the Internet. The conduct can be carried out by school employees, other students, and non-employee third parties.

U. Sexual Offenses (Other) (SXO) - Level III

(lewdness, indecent exposure) Other sexual contact, including intercourse, without force or threat of force. Subjecting an individual to lewd sexual gestures, sexual activity, or exposing private body parts in a lewd manner. (Law enforcement must be notified to investigate.)

V. Simple Battery (PHA) - Level II

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.

W. Threat/Intimidation (TRE) - Level III

(instilling fear in others) An incident where there was no physical contact between the offender and victim, but the victim reasonably believed that physical harm could have occurred based on verbal or nonverbal communication by the offender. This includes nonverbal threats and verbal threats of physical harm which are made in person, electronically or through any other means.

X. Tobacco (TBC) - Level IV

(cigarettes or other forms of tobacco/nicotine) The possession, sale, purchase, distribution, or use of tobacco or nicotine products on school grounds, at school-sponsored events, or on school transportation by any person under the age of 21. Tobacco incidents cannot be Drug-related.

Y. Trespassing (TRS) - Level III

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

Z. Weapons Possession (WPO) - Level II

(possession of firearms and other instruments which can cause harm) Possession of a firearm or any instrument or object as defined by s. 790.001(6) and (13), F.S., that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm.

The following acts require specific consequences:

II. Tobacco, Nicotine and Vaping

Use of tobacco, nicotine and vaping products, as well as tobacco-related devices at school, during a school-sponsored activity, or during school-sponsored transportation is a violation of the Code of Student Conduct.

A. Definitions

For purposes of this policy, *use of tobacco, nicotine and vaping products* shall mean all uses of tobacco, including cigars, cigarettes, pipe tobacco, chewing tobacco, snuff, or any other matter or substances that contain tobacco, nicotine or vaping substance as well as any uses of electronic cigarette/cigar, vaping devices or any other product designed to imitate any of the products mentioned herein regardless of whether it contains tobacco, nicotine or vaping substance.

Use of tobacco, nicotine and vaping products shall not include use of nicotine patches or nicotine gum for their intended purposes, so long as Florida law does not prohibit the student, based upon the student’s age, from possessing nicotine patches or nicotine gum.

B. Consequences for Violation

If a student is found to be using any form of tobacco, nicotine or vaping product, including use of any lit or unlit product or device, at school, at any school-sponsored activity, during school-sponsored transportation, or at a bus stop, the student will receive educational interventions, opportunities for diversion programs, along with progressive consequences for each offense.

The student must complete all components of the programs outlined in each offense level below in order to satisfactorily meet the requirements described. However, any therapeutic or educational interventions described herein can be made available to students and families, as needed, at any time during this process.

1. Elementary School Students

First Offense: The student shall be issued a one-day in-school suspension (ISS) and be referred to the student services team.

Second Offense: The student shall be issued a two-day in-school suspension (ISS), or after consultation with the area

superintendent/chief, a one-day out-of-school suspension with a reintegration process conducted by school staff and, with consent of a parent, complete an online intervention program.

Third Offense: After consultation with the area superintendent/chief, the student shall be issued a one- or two-day out-of-school suspension (OSS) with a reintegration process conducted by school staff. The student will also be assigned an afterschool tobacco/vaping cessation class. Parents must register their student for the class and are encouraged to attend with the student.

2. Middle School and High School Students

First Offense: The student shall be issued school-based consequences (i.e. in-school suspension (ISS), work detail, detention) and complete an online intervention program to be signed off or acknowledged by a parent when completed.

Second Offense: The student shall be issued a one-day out-of-school suspension (OSS) with a reintegration process conducted by school staff. The student will also be assigned to an after-school tobacco/vaping cessation class. Parents must register the student for the class and are encouraged to attend with the student.

Third Offense: The student shall be issued a two-day out-of-school suspension (OSS) with a reintegration process conducted by school staff. The student will also be assigned to complete a mandatory FACE IT (Families Acting Collaboratively to Educate and Involve Teens) program or another district educational program with the parent.

Failure to abide by the progressive steps, as outlined above, or continual offenses may result in additional consequences. Consequences may range from suspension or reassignment to additional tobacco/vaping cessation curriculum and/or possible referral to an outside agency for therapeutic intervention.

III. Illegal Drugs, Alcoholic Beverages, Harmful, and Other Substances

A. Definitions

As used in this policy, *illegal drugs* include:

1. Any drug that is illegal under Florida law such as marijuana, cocaine, and heroin as well as prescription drugs for which a student does not have a valid prescription, and
2. Any illegal or legal substances that may be used as an intoxicant, hallucinogen, mind-altering agent, or may be used for any other unsafe purpose. Examples include, but are not limited to, inhalants, bath salts, and spice cannabinoid (JWH-028). This includes over-the-counter medications not outlined in Florida law for students to carry and/or self-administer, or for any misuse of allowable self-care medication, and
3. Any prescription drug that is not used as prescribed or that is in the possession of someone whose name is not on the prescription. This means that a student may not give their prescription medication to anyone else, and
4. Controlled substances found in the possession of a minor that are only available for purchase by individuals of certain legal ages of majority, and
5. Any substance that a student possesses, sells or distributes that they represent to be an illegal drug (i.e. fake drug).

B. Possession or Use of Illegal Drugs or Alcohol

1. Possession or Use

A student may not possess or use illegal drugs or alcoholic beverages or be under the influence of them on school property, at any school-sponsored activity (including a field trip), on school-sponsored transportation, or at a bus stop.

2. Possession Based Upon Knowledge

If a student arrives at school or at a school-sponsored activity in a car that contains illegal drugs or alcoholic beverages, and the principal believes there is evidence that the student knew about the illegal drugs or alcoholic beverages, then the student will be considered as being in possession of the illegal drugs or alcoholic beverages.

If a student is at a school-sponsored activity where there are illegal drugs or alcoholic beverages in a specific area, then the student may be considered in the possession of the illegal drugs or alcoholic beverages, if the principal believes the evidence shows that the student knew about the illegal drugs or alcoholic beverages. If the student is at school or a school-sponsored activity and becomes aware that another student has an illegal substance, the student is expected to alert school staff or a chaperone immediately.

C. Purchase, Sale and Distribution

A student may not sell, purchase, or distribute illegal drugs or alcoholic beverages. The term “distribute” includes a student bringing an illegal drug or alcoholic beverage to a school, school-sponsored activity, or on school-sponsored transportation, to be used or consumed with other students. Additionally, a student may not be involved in negotiating the sale or purchase of illegal drugs or alcoholic beverages at school, at a school-sponsored activity, or on school-sponsored transportation, even if the sale/purchase does not actually take place. The consequence for purchase, sale or distribution of illegal drugs or alcoholic beverages is reassignment.

D. Consequences for Violation

1. Elementary School Students

If a student in elementary school violates this policy, after consultation with the area superintendent/chief, the principal will discipline the student as described herein. In-school or out-of-school suspensions for these offenses will not exceed three days. If the student’s parent agrees that the student will complete a district-approved drug or alcohol educational program, the student’s suspension may be reduced. The program coordinator must provide proof that the student successfully completed the educational program within the allocated period of time.

2. Middle School and High School Students

If a student in middle school or high school violates this policy, and was not selling, purchasing, distributing, or intending to sell or distribute illegal substances and was not charged with a felony during the incident, the student will be assigned progressive consequences for each offense as described herein.

First Offense: The student shall be issued a one- or two-day OSS with a reintegration process conducted by school staff. The student will be assigned to complete a mandatory FACE IT (Families Acting Collaboratively to Educate and Involve Teens) program facilitated by certified instructional, student services and contracted services personnel. The program coordinator shall monitor and verify that the student completed the program.

Second Offense: The student shall be issued a three-day OSS with a reintegration process conducted by school staff. The student will complete a mandatory district-approved community partnership program. Parents must register the student for the class and are encouraged to attend with the student. The district substance abuse case manager shall monitor and verify that the student completed the program.

Students who continue to violate this policy and/or fail to take advantage of and successfully complete the district-approved drug/alcohol programs, may be reassigned to an educational alternative services program, after consultation with the area superintendent/chief.

E. Waiver of the Discipline

Any student who is subject to discipline or expulsion for unlawful possession or use of any substance controlled under F.S. Chapter 893 may be entitled to a waiver of the discipline or expulsion as described herein.

If the student divulges information leading to the arrest and conviction of the person who supplied such controlled substance, or if the student voluntarily discloses their unlawful possession of such controlled substance prior to their arrest. Any information divulged which leads to such arrest and conviction is not admissible in evidence in a subsequent criminal trial against the student divulging such information.

IV. Firearm (Gun), Weapon, Threat or False Report

In accordance with F.S. 1006.13, students found to have committed one of the following offenses will be expelled, with or without continuing educational services, from the student’s regular school for a period of not less than one full year, and referred to the criminal justice or juvenile justice system. Criminal penalties may be imposed as determined by law enforcement agencies. Additionally, the school-based threat management process, district threat management team process, or both will be conducted.

A. Firearm/Gun

Any student who brings a gun to school, to any school-sponsored activity, or on any school-sponsored transportation, or any student who possesses or exhibits a gun at school, at any school-sponsored activity, or on any school-sponsored transportation, shall be suspended for no more than three consecutive days for one offense and recommended for expulsion. Guns shall mean firearms as defined by F.S. 790 and include any object which will or is designed to expel a projectile by the action of an explosive.

B. Weapons

Any student who brings a weapon to school, to any school-sponsored activity, or on any school-sponsored transportation, or any student who possesses or exhibits a weapon at school, at any school-sponsored activity, or on any school-sponsored transportation, shall be suspended for no more than three consecutive days for one offense and recommended for expulsion. Weapons are defined by F.S. 790 as any dirk, knife, metallic knuckles, slingshot, billie, tear gas gun, chemical weapon or device, or other deadly weapon, other than a common pocketknife (foldable knife with a blade of four inches or less, and is considered a dangerous object), plastic knives, or blunt bladed table knives.

C. Threat or False Report

Any student who makes a threat or false report as defined by F.S. 790.162, 790.163, and 836.10, involving school or school personnel's property, school-sponsored transportation, or a school-sponsored activity, will be suspended for no more than three consecutive days for one offense and recommended for expulsion. Threats may include but are not limited to: bomb threats, threats to use firearms in a violent manner, threats to kill or do bodily injury, and/or threats to conduct a mass shooting or an act of terrorism. In addition, if a student makes a statement or posts statements on social media alluding to the student bringing a firearm or other weapon to school, to any school-sponsored activity, or on school-sponsored transportation even if the student does not actually bring the firearm or weapon, the student will be presumed to cause a disruptive environment which will lead to disciplinary action. Criminal penalties may be imposed as determined by law enforcement agencies.

D. Possession by Knowledge

If a student is at any school-sponsored activity where there is a gun or weapon, they may be considered to be in possession of the gun or weapon, if the principal believes the evidence shows that the student knew about the gun or weapon and chose to remain in the specific area where the gun or weapon is located. The student is expected to alert school staff or a chaperone immediately.

If a secondary student arrives at school or any school-sponsored activity in a car that contains a gun or weapon, and the principal believes there is evidence that the student knew about the gun or weapon, then they will be considered to be in possession of the gun or weapon.

E. Exception

The principal may give a student written permission to possess a gun or weapon while on campus or at a school-sponsored activity when the gun or weapon is part of the curriculum of the school. An example of this is when a gun or rifle may be part of JROTC drill and firing ranges.

V. Dangerous Objects:

A student shall not possess, handle, or transport dangerous objects at any school, to any school-sponsored activity, or on any school-sponsored transportation. Dangerous objects include, but are not limited to, common pocketknives with a blade of four inches or less, ice picks, razor blades, box cutters, air guns, bb guns, pellet guns, electric weapons such as a taser, or spring guns of any sort (whether operable or inoperable). For the purposes of this policy, a dangerous object does not include instruments used during school for school projects, such as scissors or cutting instruments during an art class.

Any student who brings a dangerous object to school, to any school-sponsored activity, or on any school-sponsored transportation, or any student who possesses a dangerous object at school, at any school-sponsored activity, or on any school-sponsored transportation, with use or threatened use in an offensive or defensive manner, will be suspended either in-school or out of school for no more than three consecutive days and recommended for reassignment or expulsion, and the school-based threat management process, district threat management process, or both will be conducted.

Any student who brings or possesses a dangerous object at school, at any school-sponsored activity, or on any school-sponsored transportation, without the use or threatened use in an offensive or defensive manner, is guilty of a serious breach of conduct and that student may be suspended either in-school or out of school for no more than three consecutive days for one offense and recommended for reassignment, and the school-based threat management process, district threat management process, or both will be conducted.

VI. Computer Crimes

Computer crimes consist of the act of accessing or causing to be accessed any school or district computer, computer system, computer network or electronic device (referred to herein as computer system) with knowledge that such access is not authorized or the manner of use exceeds authorization and includes the purposeful introduction of any virus or computer or the manner of use exceeds authorization and includes the purposeful introduction of any virus or computer contaminant into the computer system. Any computer crime that threatens to harm or destroys, injures or damages Board computer systems is a violation of the Code of Student Conduct and will result in suspension, reassignment or recommendation for expulsion. Criminal penalties may also be imposed as determined by law enforcement agencies.

VII. Felony Charges and Convictions for Off-Campus Conduct (Policy 5500.08)

A. Notice of Felony Charges and Hearing

If a student commits a crime off campus and a prosecuting attorney formally charges the student with a felony or with a delinquent act that would be a felony if the student were an adult, the student may be suspended either in-school or out-of-school for no more than three consecutive days for one offense and recommended for reassignment or expulsion. Before suspending the student, the principal will call the parent to notify them that the principal has received notice that the student has been charged with a felony by the prosecuting attorney, and to inform the parent that a certified letter containing this information will be sent to the parent via U.S. mail. That written notice will tell the student's parent of the specific charges against the student and advise them that they have the right to a hearing. Upon receipt of the letter, the parent must call the principal to schedule the hearing date. Pursuant to s. 1006.09(2) F.S., if the hearing demonstrates that the incident would have an adverse impact on the educational program, discipline, or welfare in the school in which the student is enrolled, the principal may suspend the charged student.

B. Hearing Procedures

The hearing must take place within three school days but no sooner than two (2) school days from the postmark date or the delivery date of the certified notice to the student's parent. At the hearing the principal will listen to witnesses called by the principal, and the student also may present witnesses. The student may speak on their own behalf, but they do not have to do so. If the student does not speak on their own behalf, they cannot be threatened with punishment or later be punished for not speaking.

The hearing will not be conducted like a court proceeding. There will be no rules of evidence nor will there be a court reporter to provide a transcript of the hearing. After the hearing, the principal will let the student and their parent know, in writing, if the student is being suspended for no more than three days. The decision to suspend the student cannot occur without conclusive evidence that the prosecuting attorney has formally filed a felony charge against the student. The principal must also determine that the student's presence at school, after being formally charged for the incident, will have an adverse impact on the school.

C. Types of Charges That May Justify Suspension

The types of charges that may justify suspension under this provision are:

1. any felony involving violence
2. rape or sexual battery
3. lewd and lascivious act on a student under sixteen (16) years of age
4. concealed weapon
5. armed robbery
6. sale of illegal drugs
7. possession of a bomb
8. any felony involving the use of a firearm
9. battery on school system employee or official
10. aggravated battery

There may be other charges that will justify suspension under this provision, if the principal determines that the student's presence at school after being charged will have an adverse impact on the school.

D. Extension of Three-Day Suspension

If the principal suspends a student for three days, the superintendent may extend the student's suspension until the outcome of the criminal charges filed against the student is complete. During the student's suspension, pending the outcome of the criminal charges, the student will be assigned to an educational alternative services program.

E. Expulsion Upon Finding of Guilt

If the court determines that a student is guilty, the Board may expel the student. During the student's expulsion, the student may still attend the educational alternative services program to which they have been assigned.

Disciplinary Actions (Policy 5500.10)

The use of corporal punishment is prohibited. However, school personnel may use reasonable force to maintain a safe and orderly learning environment. Any use of reasonable force shall be in accordance with School Board policy and State Board of Education rules. The prohibition against the use of corporal punishment also extends to parents or guardians on school grounds. The following types of discipline may be used, as well as those found in the school discipline plan at each school.

Detention

A student can receive a detention either before school or after school. The school will give the student's parent twenty-four (24) hours' notice before they serve the detention. For elementary and middle school students, the administrator must contact the student's parent and have a conversation with the student's parent before the student serves the detention. For high school students, the administrator must make an effort to contact the student's parent by telephone or email. If the administrator is unable to contact the student's parent by telephone or receive a response via email, the student will still be required to serve the detention. The administrator must document that an attempt to contact the student's parent was made. The student's parent is responsible for the student's transportation when they have detention.

In-School Suspension

A student can be assigned and sent to designated rooms or programs (examples: IC, ABC) in their school during the school day. A student will receive full credit for class work completed while in the assigned room or program and their absence will be coded as Intervention (INT).

Student Work Assignments

If the student's parent and a school administrator agree, the administrator can assign the student to a work detail at the school for up to ten (10) hours for each offense. The principal will decide who will supervise the student's work.

Saturday School

A student can be sent to Saturday School if an administrator has contacted the student's parent and had a conversation with them at least twenty-four (24) hours in advance.

Removal from Class

A teacher may require that a student be removed from class if it has been documented that their behavior has seriously disrupted the teaching or learning in the classroom. If a student is removed from a class the principal may place the student in another appropriate classroom, in-school suspension, an alternative education program, or the principal may recommend the student for suspension or expulsion.

A student cannot be returned to that teacher's classroom unless the teacher consents or a school-based placement review committee has determined that doing so is the best or only available alternative. A decision on whether to return a student to the classroom must be made by the teacher or the committee within (5) days of the removal.

Parent Shadows Student

With reasonable notice, and if the principal and the parent agree, the parent will attend classes with a student for a day or specific period of time.

Out-of-School Suspension

A student can be suspended either in-school or out-of-school for no more than three (3) consecutive days for one offense without permission from the Area Superintendent/Chief including reassignments and expulsions. If a student is suspended they cannot be on school grounds or attend any school activities. The administrator may consider the following before deciding to suspend a student:

- A. has the student been sent to the administrator at least once before?
- B. has the student's parent been told that their behavior is a problem and that they may be suspended?
- C. has the student been referred to their guidance counselor?
- D. has the student been given a work assignment before?
- E. has the student been referred to an outside agency for assistance?

There are circumstances under which the administration will suspend a student on the first offense.

Transfer

A student may be transferred to another school, including an alternative school (such as Pinellas Secondary, TELESCHOOL, adult school, etc.). The principal must recommend the student's transfer in writing to the Area Superintendent/Chief for the student's area and provide the student's parent with a copy of the recommendation. The student's parent may appeal a transfer to the Area Superintendent/Chief within five (5) days of being notified of the transfer recommendation. The Area Superintendent/Chief will review the situation and decide whether the student will be transferred. The student or parent cannot appeal the Area Superintendent's/Chief's decision.

Disciplinary Reassignment

If the principal, after completing an investigation, determines that a student has done something wrong that requires removal from the school, including but not limited to violent or disruptive behavior, the principal will make a recommendation to the Area Superintendent/Chief. If the Area Superintendent/Chief supports the recommendation for reassignment then the student will be suspended for no more than three (3) days and then sent to an alternative school. Recognizing that students may need additional support in the form of mental health services, Pinellas County Schools will ensure referrals for services are made in alignment with state and federal guidelines.

Q. How long does a student have to attend the alternative program?

A. For one (1), two (2), or three (3) semesters. If a student does not behave or does not complete their work at the alternative school, the student may have to stay there even longer. Students may be offered the opportunity to enter into an early workback agreement if there are extenuating circumstances.

Q. What if a student gets reassigned a second time?

A. If the student is a general education student, they will be reassigned for one (1), two (2), or three (3) semesters. Most second reassignments will be to TELESCHOOL. If a student is an ESE student they may be returned to an appropriate alternative school.

Q. Can a student go back and visit their regular school or other schools while they are reassigned to an alternative school?

A. No. A student cannot go back to their school, or visit any other school, or be on any property leased or owned by the Board. A student cannot attend any school activity (sports events, graduation, performances, banquets, etc.), even as a spectator without permission from the Area Superintendent/Chief.

Q. What if a student is reassigned to attend an alternative school for the last semester of their senior year?

A. If a student is reassigned to attend an alternative school during the last semester of school before they graduate, the following rule applies:

The student's parent may appeal to a District Review Committee to ask for permission to participate in the student's regular school's graduation ceremony. The Committee will consider the following factors:

1. the nature of the offense
2. the student's discipline history
3. the student's performance, attendance, and discipline record in the alternative program
4. other factors it considers to be mitigating or aggravating

Q. When will the District Review Committee meet?

A. No later than ten (10) days before the last day of school.

Q. Who sits on the District Review Committee?

A. The District Review Committee shall consist of the Area Superintendents/Chiefs and Directors of Operations and the President of the County Council of PTAs or a designee. Area Superintendents/Chiefs and Directors shall not vote on an appeal involving a school from their area. The PTA representative shall also not hear an appeal from a school with which they are associated.

Q. Can a student appeal the decision of the District Review Committee to anyone?

A. No.

Q. What if a student is reassigned after the District Review Committee has met?

A. Then the principal will decide whether the student can attend graduation and end of the school year activities considering the same factors considered by the District Review Committee. The student cannot appeal the principal's decision.

- Q. Can a student appeal their reassignment to an alternative school?
- A. No, a student can only appeal the out-of-school suspension. If the suspension is removed, the reassignment will not occur.
- Q. How does a student appeal a suspension linked to a reassignment?
- A. Within five (5) school days of being suspended, the student or their parent writes a letter to the principal explaining why the student thinks they should not be suspended. The student's parents may prefer to have the appeal with the principal by telephone. The principal will write to the student's parents within five (5) school days to tell them whether the student's suspension is being upheld.

If the principal upholds a student's suspension, the student or their parents may write a letter to the Area Superintendent/Chief appealing the suspension within five (5) school days of receiving the principal's decision. The Area Superintendent/Chief will review the facts of the case and determine whether the student was given due process. The Area Superintendent/Chief will not reinvestigate the incident. The student cannot appeal the Area Superintendent's/Chief's decision.

- Q. What does a student do about class work during the out-of-school suspension before they begin to attend the alternative school?
- A. Your withdrawal grade will be established at the time of reassignment from the regular school. The alternative school staff will assign all work after that time.
- Q. What if a student is reassigned at the end of the semester during high school—how does that affect their classes?
- A. If a student's suspension begins fifteen (15) days or less before the end of the semester, then the regular school staff will supply the student's regular class work, and they will also supply review and testing material and arrange for the student to take their exams. In addition, if there are less than thirty (30) school days left in a semester then the period of reassignment will include the remainder of the current semester in addition to the designated semesters of reassignment.
- Q. Can reassignment affect a student's curriculum?
- A. Students in honors, advanced placement or magnet courses who are expelled or re-assigned to an alternative school must be aware that their curriculum will be impacted. While every attempt is made to match schedules, it is rarely possible to replicate every class. Students taking these classes must be aware that, when engaging in serious violations of the Code of Student Conduct, they are jeopardizing their academic plan and the completion of some classes may be delayed.

Expulsion

An expulsion means that a student cannot attend any District school except as allowed by the Board. If a student is serving an expulsion during the last semester of their senior year, the student is not allowed to participate in their home school graduation ceremony. If a student commits an offense that is considered exceedingly serious, (a student causes critical human injury, extensive property damage, or excessive school disruption) the Board may decide not to allow the student to attend any school, including TELESCHOOL. In this instance referrals to community resources will be made.

- Q. Can a student go back and visit their traditional school or other schools while they are expelled?
- A. No. A student cannot go back to their school, or visit any other school, or be on any property leased or owned by the Board. A student cannot attend any school activity (sports events, graduation, performances, banquets, etc.).
- Q. May a student attend other schools or programs that are not run by the District during the expulsion?
- A. Yes, a student can attend local Juvenile Services Programs, PACE, Urban League, or other such programs, but acceptance is entirely up to that program's staff. Other public schools and most private schools will not allow a student to enroll during the expulsion period.
- Q. Can a student return to a traditional school upon completion of expulsion?
- A. Yes, a student may enroll in a traditional school upon successful completion of expulsion.



SECTION VII

TRANSPORTATION



TRANSPORTATION

CONDUCT ON SCHOOL BUSES (POLICY 5500.09)

In General

By riding a school bus the student consents to being videotaped and audio recorded while riding the bus.

Parents are responsible for providing the necessary assistance, protection and overall safety of their student while going to and from the bus stop.

Parents are responsible for their child's behavior at the bus stop prior to the arrival of the bus in the morning and after the departure of the bus at the end of the day. However, if a student is at the bus stop and violates the school rules, the school can still discipline the student for their behavior.

Students should arrive at the stop 5 to 10 minutes prior to the scheduled pick up time and stand off the roadway in a safe location where they are outdoors and visible to the driver. Students should remain at the stop up to 30 minutes after the scheduled pick up time in case the bus is running late. Parents may also sign up to receive notification about their student's bus route at www.busbulletin.com.

The district seeks to ensure the safety of all students who ride district buses and staff who operate them. Unauthorized individuals including, but not limited to: parents, students, and siblings may not board a school bus or attempt to conference with a bus driver or authorized rider, while en route to or from school. Individuals who do not adhere to this expectation may face criminal prosecution for trespassing, in addition to other charges which may be brought pursuant to local and State law.

Any concerns related to transportation should be communicated to the school or the Transportation Department.

If a student causes any damage to the bus or another vehicle, the student's parent shall be responsible to pay for the damage.

Students must follow all safety procedures when loading/unloading from the bus:

- A. Be ready to board the bus
- B. Cross in front of the bus (10 to 12 ft)
- C. Do not cross street until stop arms are fully deployed and all traffic has stopped
- D. Magnet/fundamental/career academy students may be assigned to an arterial stop. All arterial stops are assigned a corner designation. Students are required to be at this designated corner location. Parents are responsible for insuring their student arrives and departs from any arterial stop safely.

Things a Student Cannot Bring on a Bus

- A. glass containers of any kind,
- B. sharp objects,
- C. balls,
- D. bats,
- E. roller skates and skateboards (unless secured in a proper carrying case or backpack),
- F. cutting instruments of any kind with the exception of those required for school purposes that do not violate the Code of Student Conduct or Board Policy (these exceptions must be secured in a backpack at all times.),
- G. any large or bulky item that interferes with proper seating of students (examples: large musical instruments or athletic equipment) (Items must fit on the student's lap),
- H. any animal (dead or alive),
- I. batons, drum sticks, tennis rackets (unless in proper carrying case),
- J. or any other item prohibited elsewhere in the Code of Student Conduct,

Rules While on the Bus

The bus driver is in charge and the student must obey the driver's instructions at all times. The student must provide the bus driver their correct name when asked. The bus driver and school will keep a seating chart. The student can be disciplined if they do not follow all district and school rules and the following special rules:

- A. sit in the student's assigned seat and use the seat belt if available,
- B. stay seated at all times while the bus is in motion,
- C. do not put any part of a student's body outside the bus windows,
- D. do not distract the driver with loud conversation or noises,
- E. do not eat or drink on the bus,
- F. maintain absolute silence at all times when the overhead dome lights are on for railroad crossings,
- G. do not throw any items inside or outside of the bus or bus windows,
- H. do not mark, cut or damage bus seats or the bus itself,
- I. do not display signs from the bus,
- J. do not use obscene language or gestures,
- K. no pushing/kicking/hitting/spitting,
- L. no bullying, and
- M. emergency door is only to be used when there is an emergency. If there is an emergency, the student must follow the driver's instructions.

Discipline if a Student Does Not Follow the Rules

The School Board believes that all students, as well as the bus driver, should be able to ride safely on school buses. Therefore if a student misbehaves, they may be removed from the bus.

If a student commits minor infractions, the school bus driver has the authority to address their behavior. Minor infractions include but are not limited to:

- A. chewing gum,
- B. eating on the bus,
- C. general use of profanity, or
- D. being too loud and disruptive.

If a student causes repeated problems on the bus by doing something the bus driver considers a more serious rule violation, the bus driver will report the student to the school office. The bus driver will give the school a written referral about what the student did.

Major infractions include but are not limited to:

- A. sitting inappropriately;
- B. throwing paper or items in or out of the bus;
- C. spitting, rough housing, fighting, pushing, kicking, hitting;
- D. inappropriate touching;
- E. not using assigned bus stop;
- F. moving while bus is in motion;
- G. noisy at railroad crossings;
- H. unsafe street crossing;
- I. possession of tobacco products, drugs or alcohol;
- J. spraying scents or perfumes while in the bus;
- K. weapons of any type; or
- L. profanity directed to an adult.

Consequences

School administrators can take any of the following disciplinary steps against a student for misbehaving at a bus stop or on a bus, and will notify the student's parents, on an approved form, when they take any of these steps:

- A. Warn the student that their behavior is not allowed and if repeated, may result in further discipline as well as suspension of bus riding privileges.
 - B. Discipline the student the same as if they had misbehaved at school.
 - C. Suspend the student from riding the bus. Parents are responsible for transporting their student to and from schools during the suspension from the school bus.
 - D. Expel the student from riding a school bus if previous discipline has not worked or if they commit a serious offense. The process by which a student is expelled from riding the bus is the same as the process for being expelled from school. The principal makes a recommendation to the Superintendent, who then recommends it to the Board. If fewer than thirty (30) school days remain in the semester when the Board considers the issue, then the expulsion will include the remainder of the current semester as well as the designated semesters of expulsion.
- Even if a student transfers to a new school, they will be held responsible for any previous incidents of bus misconduct from their previous school.



SECTION VIII

**APPEALS &
GRIEVANCE
PROCESS**

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APPEALS (POLICY 5500.09)

Appeal of Bus Suspension

A student's parent may appeal a bus suspension by calling the school principal or assistant principal. The parent must come to the school and have a conference with a school administrator and a representative from the transportation department as part of the appeal. The student may be permitted to ride a bus pending the outcome of their bus suspension appeal as long as they behave. If expulsion has been recommended, a student cannot ride a bus until the Board rules on their expulsion.

If a student engages in violent or very unsafe behavior while riding the bus, the school shall additionally suspend their bus riding privileges until the school can hold a conference with the student's parent. The school will then determine whether to take additional disciplinary steps, including bus expulsion, and whether to impose further rules for the student's return to bus riding.

Appeal of Disciplinary Reassignments/Expulsions (Policy 5500.10)

- Q. Can a student appeal their reassignment to an alternative school?
- A. No, a student can only appeal the out-of-school suspension. If the suspension is removed, the reassignment will not occur.
- Q. How does a student appeal a suspension linked to a reassignment/expulsion?
- A. Within five (5) school days of being suspended, the student or their parent writes a letter to the principal explaining why the student thinks they should not be suspended. The student's parents may prefer to have the appeal with the principal by telephone. The principal will write to the student's parents within five (5) school days to tell them whether the student's suspension is being upheld.

If the principal upholds a student's suspension, the student or their parents may write a letter to the Area Superintendent/Chief appealing the suspension within five (5) school days of receiving the principal's decision. The Area Superintendent/Chief will review the facts of the case and determine whether the student was given due process. The Area Superintendent/Chief will not reinvestigate the incident. The student cannot appeal the Area Superintendent's/Chief's decision.

Appeal of Out of School Suspension (Policy 5500.12)

In General

The appeal process for a suspension begins at the school level with the school principal. Below are questions and answers to assist with the process.

- Q. How can a student appeal a suspension?
 - A. If the student's parents want to appeal the suspension, they should notify the principal in writing within five (5) school days of the out-of-school suspension. When the principal receives the notice from the student's parents that they wish to appeal, they will offer to arrange a conference with the student's parents. The student's parents may prefer to discuss their appeal with the principal by telephone. If the student's parents do not notify the principal in writing before the end of the student's suspension that they want to appeal, the suspension is final.
 - Q. What happens at the conference?
 - A. The student's parents (and the student if they are present) will discuss with the principal what has occurred. The principal will go over the incident that led to the suspension and review the evidence supporting the suspension. The principal also will review the process that was followed leading up to the decision to suspend the student. This will include a review of how the student was told about the accusations and the evidence against the student and how the student was allowed an opportunity to tell their side of the story.
- If the student or their parents believe that the school did not follow all of the requirements for suspending the student, the student must tell the principal exactly what was not done that the student believes should have been done. For example, if the assistant principal did not give the student something in writing that told the student what they were accused of doing, the student must tell the principal that at this conference or the student cannot later complain about not being advised in writing of the accusations against the student.
- If the principal agrees with the student's parents that one (1) or more requirements for suspending the student were overlooked, the principal can then comply with those requirements at the conference or can start the suspension process from the beginning and go through it again.
- If there are witnesses who had not been interviewed prior to the suspension, whom the student thinks may have information about the incident, then the student should inform the principal of the names of those witnesses at this conference. The principal may decide to interview those witnesses before making their final decision or the principal may believe that they have enough information already to make a final decision.
- Q. When will the principal decide the appeal?
 - A. The principal will provide the student and their parents a written decision within five (5) school days of the conference.

- Q. Is the student suspended during the appeal?
- A. The student will continue to serve the suspension until a final decision is made after all appeals.
- Q. What if the suspension was not appropriate?
- A. Any record of the suspension will be taken out of the student's records and the student will be given the opportunity to make up all schoolwork that they missed, without penalty.
- Q. Can the student appeal the principal's decision?
- A. The student may appeal the principal's decision to the Area Superintendent/Chief or a person designated by the Area Superintendent/Chief. To appeal to the Area Superintendent/Chief the student must notify them in writing within five (5) school days of the date of the principal's final decision.

- Q. What will be reviewed on this appeal?
- A. This appeal only concerns whether or not the proper procedures were followed in making the final decision to suspend the student. There will be no further investigation or interviews with witnesses about the incident, although the facts of the case will be reviewed.

If the proper procedures were not followed, then the suspension will be sent back to the principal to follow the proper procedures and decide on whether or not to suspend the student. If, after following the proper procedures, the principal decides that the student should not be suspended, any record of the suspension will be taken out of the student's records and they will be given the opportunity to make up all schoolwork that they missed, without penalty.

GRIEVANCE PROCEDURES (POLICY 5500.13)

In General

If parents or students have a problem with a teacher or an administrator, or disagrees with their decision on some matter other than suspensions or expulsions, they are encouraged to attempt to solve the problem or disagreement directly with the teacher or administrator. Decisions involving suspensions or expulsions are governed by the discipline procedures in the Code of Student Conduct. This policy does not apply to complaints of discrimination or harassment on the basis of the student's age, sex, race, color, national origin, ethnicity, religion, disability, sexual orientation, marital status, or other characteristics protected by federal or state law or Board policy. Such complaints are governed by Policy 5517.

What a Student Needs to Do Q&A

- Q. What should the student do first when a problem arises?
- A. The student should first talk courteously to the teacher or administrator to attempt to solve the problem. This should be done outside of regular class time.
- Q. What if the student is not satisfied after talking to the teacher or administrator?
- A. If the student does not believe the problem has been solved after talking with the teacher or assistant principal, the student should describe the problem in writing and give it to the principal within five (5) school days of when the problem occurred. Complaints related to discrimination or harassment must be submitted within sixty (60) days of the problem occurring.
- Q. What will the principal do?
- A. The principal will investigate the student's problem and give the student a written decision on how they will resolve the problem. That written decision will be provided to the student within five (5) school days from the day the student gave the written description of the problem to the principal.
- Q. Can the student appeal the principal's decision?
- A. If a student is not satisfied with the way that the principal has resolved the problem, the student may request in writing that the Area Superintendent's/Chief's office or their designee, review the decision of the principal and make a final decision in the matter. The Area Superintendent's/Chief's office will give the student the final decision within five (5) school days from the date that the office received the student's written request to review the matter. There is no appeal from the final decision of the Area Superintendent's/Chief's office.
- Q. What if the student's problem was originally with the principal?
- A. If the student's problem originally was with the principal and the student does not believe the problem was solved after talking with the principal; the student should describe the problem in writing and give it to the Area Superintendent's/Chief's office within five (5) school days of when the problem occurred. Complaints related to discrimination or harassment must be submitted within sixty (60) days of the problem occurring. The matter will be reviewed by the Area Superintendent's/Chief's office and they will provide the student with a final written decision within five (5) school days from the date that the student gave them the written description of the problem. There is no appeal from the final decision of the Area Superintendent's/Chief's office.



SECTION IX

FREQUENTLY ASKED QUESTIONS



Discipline for Students with Disabilities Q&A (Policy 5500.11)

Students with disabilities are expected to comply with the Code of Student Conduct and school rules just like any other student. If a student violates the Code of Student Conduct or school rules, they are generally subject to discipline just like any other student. However, there are some special rules dealing with suspensions and expulsions. Common questions regarding suspensions and expulsions of students with disabilities are answered below.

- Q. How are in-school suspensions handled?
- A. If a student with a disability receives an in-school suspension, the student's Individual Educational Plan (IEP) will continue to be in force. An in-school suspension is not considered a change in placement.
- Q. Can a student with a disability receive an out-of-school suspension (defined as a removal from all schools without IEP services)?
- A. Yes, however, a student with a disability who has been found eligible for an IEP or a student who is in the process via parental consent of being evaluated for consideration of ESE eligibility may not be suspended out of school without services for more than ten (10) cumulative days in a school year because students with disabilities are entitled to IEP services after the 10th day of removal without services. If the parent of a student with a disability is asked to remove the student from school before the end of the school day for disciplinary reasons, that removal must be counted and recorded as an out of school suspension.
- Q. Can a principal use other forms of in-school discipline on a student with a disability?
- A. A principal may use any other form of in-school discipline when dealing with a student with a disability who has violated the Code of Student Conduct or a school rule. These can include detentions, in-school suspension, tobacco education, or Saturday school. The student must be provided with their IEP services by certified personnel in those settings.
- Q. What happens when a student with a disability reaches three (3) days of out-of-school suspension, or displays a pattern of behavior that impedes their learning or the learning of others?
- A. School personnel who are familiar with the student and their IEP will meet with the parents as the IEP team and try to find out why the student is misbehaving. The team will also determine if the student's disability is causing the misconduct and whether there needs to be any changes to the IEP.
- Q. Can a student with a disability receive a disciplinary reassignment to an alternative school?
- A. A student with a disability may be reassigned to an alternative school because of the student's misconduct so long as the student's IEP can be implemented at the alternative school. Before reassignment to the alternative school, a team consisting of the parents and school personnel familiar with the student must meet and develop the Functional Behavioral Assessment/Positive Behavior Intervention and Supports (PBIS) and the plan on how to deal with the student's misconduct. A Manifestation Determination Review meeting must be scheduled within 10 school days of the student being advised of a possible change of placement to determine if the behavior is a manifestation of their disability, if the behavior constitutes a pattern of behaviors or if the behavior is the result of the school not implementing the IEP. Such a reassignment to an alternative program may or may not be a change in placement. If it is a change in placement, then all of the procedural safeguards for students with disabilities will be followed as required under the Individuals with Disabilities Education Act (IDEA), the Federal law providing for the education of students with disabilities.
- Q. May a student with a disability be expelled?
- A. Yes, so long as the IEP services are provided. Because students with disabilities are entitled to receive the educational services provided for in their IEP during any expulsion, they must receive a disciplinary reassignment to an alternative school or other placement where their IEP can be implemented, rather than receiving a true expulsion without any services.
- Q. May a student with a disability be suspended from the bus?
- A. Students with disabilities may be suspended from the bus according to the guidelines described in this document. During the suspension from the bus, it is the student's responsibility to obtain transportation to school. If the student is unable to obtain transportation during the suspension from the bus, the bus suspension days will be considered out-of-school suspension days. Principals may use other forms of discipline instead of suspension from the bus.
- Q. What happens when a student with a disability reaches five (5) bus suspension days during the year?
- A. The IEP team consisting of the parents and educators familiar with the student will meet and develop a plan to correct the misbehavior on the bus. That plan will be known as the Bus Intervention Plan. The IEP team may consider a reevaluation to review data including but not limited to a Functional Behavior Assessment to develop a Positive Behavior Intervention Plan and will also consider any changes to supports and services needed in the IEP.
- Q. What happens when a student with a disability reaches ten (10) bus suspension days during the year?
- A. The IEP team will meet to review the Bus Intervention Plan and develop or review the Functional Behavioral Assessment/Positive Behavior Intervention Plan. A Manifestation Determination Review meeting must also be convened if the bus suspensions are counted as out of school suspensions. The purpose of the Manifestation Determination Review is to determine if the behavior is related to the student's disability, a pattern of behavior or due to the school not implementing the IEP. The IEP team will also determine whether any changes are needed in the IEP.
- Q. What if transportation is a related service identified in the IEP?
- A. If transportation is a related service identified in the student's IEP, and expulsion from the bus is recommended, then transportation alternatives will be provided for the student.
- Q. What about misconduct involving drugs and weapons?
- A. School personnel can place a student with a disability in an interim alternative educational setting, such as an alternative school for forty-five (45) calendar days if the student violates certain school rules regarding drugs, weapons, or serious bodily injury regardless of whether the misconduct was caused by the student's disability. The student will continue to receive the IEP services during this time.

How A Student May Be Suspended Or Expelled From School (Policy 5500.12)

In General

A student has a right to attend school and have an opportunity to learn. A student can lose that right to attend school if they violate the Code of Student Conduct or a school rule. A student loses the right to attend school by being suspended or expelled. During the period of suspension or expulsion, a student may not enter upon District property or attend any District or school sponsored activity or event without the permission of an administrator.

Suspension Q&A

Q. Who can suspend a student?

A. The principal or someone designated by the principal (such as an assistant principal) can suspend a student.

Q. How long can a student be suspended?

A. A student can be suspended from school for one (1) school day or up to three (3) school days per incident.

Q. What happens before a suspension?

A. The principal or assistant principal becomes aware that a student has broken a rule in the Code of Student Conduct or a school rule. They will investigate by talking to students, teachers, or others who may know something about what happened. Even if the student is one of the students who broke the rule, the principal or assistant principal may talk to the student as part of the investigation. After talking to people who were involved or witnesses, the principal or assistant principal will determine who they think broke a rule.

Q. What if the principal or assistant principal determines that a student broke a rule?

A. As soon as possible the principal or assistant principal will talk to the student. The administrator will tell the student that they have broken a rule in the Code of Student Conduct or a school rule. The student also will be given something in writing, like a discipline referral, that tells the student the same thing. A student will then be told why the administrator thinks that they have broken the rule. After this happens, the student should know what they are accused of doing and what evidence there is that supports the accusations.

Q. What happens next?

A. The student will now have an opportunity to tell the principal or assistant principal their side of the story. The student can ask that they talk to someone they think may know something about what happened. The student can give the principal or assistant principal a written statement to read. After listening to the student and reading anything that they have given them, the principal or assistant principal may talk to the people the student told them about and anybody else that they need to contact.

After that, the principal or assistant principal will decide if the student has broken a rule in the Code of Student Conduct or a school rule. If they decide that the student has broken a rule, they will then decide if the student should be suspended from school and how long the student will be suspended. The student will be told about this decision.

Q. Will the student's parents know?

A. The principal or assistant principal will try to telephone the student's parents and let them know about the suspension. If they cannot reach the student's parents by telephone, then they will write down how many times they tried and what happened. The student's parents will be mailed a letter titled Written Notice of Suspension within twenty-four (24) hours of the decision. The student will be given a copy of that letter. If the student or their parents claim that they did not receive the letter, it will not change the suspension. The student will be given another copy of the letter if they request one.

Q. How can a student appeal a suspension?

A. If the student's parents want to appeal the suspension, they should notify the principal in writing within five (5) school days of the out of school suspension. When the principal receives the notice from the student's parents that they wish to appeal, they will offer to arrange a conference with the student's parents. The student's parents may prefer to discuss their appeal with the principal by telephone. If the student's parents do not notify the principal in writing before the end of the student's suspension that they want to appeal, the suspension is final.

Q. What happens at the conference?

A. The student's parents (and the student if they are present) will discuss with the principal what has occurred. The principal will go over the incident that led to the suspension and review the evidence supporting the suspension. The principal also will review the process that was followed leading up to the decision to suspend the student. This will include a review of how the student was told about the accusations and the evidence against the student and how the student was allowed an opportunity to tell their side of the story.

If the student or their parents believe that the school did not follow all of the requirements for suspending the student, the student must tell the principal exactly what was not

done that the student believes should have been done. For example, if the assistant principal did not give the student something in writing that told the student what they were accused of doing, the student must tell the principal that at this conference or the student cannot later complain about not being advised in writing of the accusations against the student.

If the principal agrees with the student's parents that one (1) or more requirements for suspending the student were overlooked, the principal can then comply with those requirements at the conference or can start the suspension process from the beginning and go through it again.

If there are witnesses who had not been interviewed prior to the suspension, whom the student thinks may have information about the incident, then the student should inform the principal of the names of those witnesses at this conference. The principal may decide to interview those witnesses before making their final decision or the principal may believe that they have enough information already to make a final decision.

- Q. When will the principal decide the appeal?
- A. The principal will provide the student and their parents a written decision within five (5) school days of the conference.
- Q. Is the student suspended during the appeal?
- A. The student will continue to serve the suspension until a final decision is made after all appeals.

Expulsion Q&A (Policy 5500.12)

- Q. Who can expel a student?
- A. Only the Board can expel a student based upon a recommendation by the Superintendent. The Superintendent will make a recommendation for expulsion only after receiving a recommendation from the principal. The principal will make such a recommendation for expulsion only after having suspended the student for no more than three (3) school days. The principal's recommendation will contain a detailed explanation of the incident and the student's record of attendance, academics, and discipline.
- Q. Will a student's parents be notified?
- A. The student and their parents will be notified in writing if the Superintendent recommends that the Board expel a student. The allegations against the student will be explained. The student will also be told that they can request a hearing.
- Q. What if the student's parents want to request a hearing?
- A. The parents should submit a written request for a hearing to the School Board Attorney's office. After the parents request a hearing, the Superintendent will assign the student to an appropriate school program other than their regular school.

- Q. What if the suspension was not appropriate?
- A. Any record of the suspension will be taken out of the student's records and the student will be given the opportunity to make up all schoolwork that they missed, without penalty.
- Q. Can the student appeal the principal's decision?
- A. The student may appeal the principal's decision to the Area Superintendent/Chief or a person designated by the Area Superintendent/Chief. To appeal to the Area Superintendent/Chief, the student must notify them in writing within five (5) school days of the date of the principal's final decision.
- Q. What will be reviewed on this appeal?
- A. This appeal only concerns whether or not the proper procedures were followed in making the final decision to suspend the student. There will be no further investigation or interviews with witnesses about the incident, although the facts of the case will be reviewed.

If the proper procedures were not followed, then the suspension will be sent back to the principal to follow the proper procedures and decide on whether or not to suspend the student. If, after following the proper procedures, the principal decides that the student should not be suspended, any record of the suspension will be taken out of the student's records and they will be given the opportunity to make up all schoolwork that they missed, without penalty.

- Q. What if the student's parents do not request a hearing?
- A. If the parents do not ask for a hearing, the charges are considered to be true. The student and their parents may come to the Board meeting to talk about the length of the expulsion.
- Q. Who conducts the hearing?
- A. A local attorney who is a volunteer will preside over the hearing. The attorney is an impartial hearing officer who is not an employee of the School District.
- Q. When will the hearing take place?
- A. The Superintendent's attorney will schedule the hearing and notify the student and their parents in writing of the date, time, and place of the hearing. The student will receive this notification at least two (2) weeks before the hearing takes place.
- Q. Can a student have an attorney at the hearing?
- A. The student is entitled to have an attorney or other representative provide them with legal representation. Any fees for such representation will be the student's parents' responsibility.

- Q. What happens at the hearing?
- A. The Superintendent's attorney will present witnesses and documents to support the allegations to the impartial hearing officer. The parents or attorney will have an opportunity to cross-examine the witnesses and to present witnesses and evidence on the student's behalf.
- Q. Will there be a record of the hearing?
- A. The Board will provide a certified court reporter for the hearing. The court reporter will take down everything that is said at the hearing. If the student's parent wants a full or partial transcript of the hearing, they can pay the court reporter to provide one for them. The court reporter may require payment in advance.
- Q. What happens after the hearing?
- A. The impartial hearing officer will make a decision based upon the evidence presented at the hearing. They will decide what the facts are and make a recommendation in writing to the Board. A copy of that recommendation will be provided to the student, their parents, and the Superintendent's attorney.
- Q. Who makes the final decision?
- A. The Board will make the final decision on whether or not the student should be expelled and if so, for how long. The student, their parents, and their attorney will have an opportunity to appear before the Board in private to discuss the recommendation of the impartial hearing officer. The parents may request to meet in public to discuss the recommendation with the Board.
- Q. How long can the Board expel a student?
- A. A student can be expelled for the remainder of the current school year and one (1) additional school year. Usually the length of the expulsion is specified in the number of semesters. If there are fewer than thirty (30) school days left in the current semester when the student's suspension begins, the student's will stay out the rest of that semester plus the designated semesters of expulsion. A student who is serving an expulsion during last semester of their senior year may not participate in the graduation ceremony.
- Q. Can a student appeal the Board's decision to expel?
- A. A student can appeal the Board's decision to the District Court of Appeal in Tampa. The student must do so within thirty (30) days of the date of the Board's order expelling the student.



APPENDIX



Policy 3213.01 – COMMUNICATIONS WITH PARENTS AND STUDENTS VIA ELECTRONIC MEDIA

1. The School Board encourages positive and professional communication by staff with parents and students by means which best protect the interests of all concerned. Communications via personal electronic media such as Facebook, Twitter, cell phone messaging, and other personal electronic means regarding school matters have the potential to create both public records and education records, or to contain personally identifiable student information. The School Board is ultimately responsible for the maintenance and proper disposal of such records and for the protection of such confidential information, and is dependent upon its employees to meet this responsibility.
2. The School Board has provided staff with the means to communicate electronically with parents and students concerning school matters. These means currently include Canvas, Microsoft Office 365, PCS Portal, and district email (Outlook), and are sufficient for the purposes intended. For staff to communicate on school matters with parents and students by personal electronic means when sufficient School Board means are available exposes the School Board to a possible violation of its legal obligations. Such communication could cause the appearance of inappropriate association with students. Accordingly, staff shall utilize School Board resources in all electronic communications with parents and students regarding school matters provided, however, private electronic media, such as a cellphone, may be used when District resources are not available, when such use is in the best interest of all concerned.
3. Staff communications with parents and students via private electronic media concerning non-school-related matters are governed in part by, and may lead to discipline under, Board Policies 1140, 3140, and 4140.
4. Volunteers shall abide by Policy 1213.01, and shall utilize School Board resources in all electronic communications with parents and students regarding school matters; provided, however, private electronic media, such as a cellphone, may be used when District resources are not available, when such use is in the best interest of all concerned.

Policy 5517.01 – POLICY AGAINST BULLYING AND HARASSMENT

I. Statement Prohibiting Bullying and Harassment

It is the policy of the School Board that all of its students, employees, and volunteers learn and work in an environment that is safe, secure, and free from harassment and bullying of any kind. The Board will not tolerate bullying and harassment of any type. Conduct that constitutes bullying and harassment, as defined herein, is prohibited. This policy shall be interpreted and applied consistently with all applicable State and Federal laws and the Board's collective bargaining agreements. Conduct that constitutes bullying, harassment, or discrimination, as defined herein and in s. 1006.147 F.S., is prohibited.

II. Definition of Bullying and Definition of Harassment

"Bullying" includes cyberbullying and means systematically and chronically inflicting physical hurt or psychological distress on one (1) or more students or employees and may involve but is not limited to:

- A. teasing
- B. social exclusion
- C. threat
- D. intimidation
- E. stalking, including cyberstalking as defined herein
- F. physical violence
- G. theft
- H. sexual, religious, or racial harassment
- I. public or private humiliation
- J. destruction of property

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

- A. places a student or employee in reasonable fear of harm to their person or damage to their property;
- B. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits;
- C. has the effect of substantially disrupting the orderly operation of a school.

“Bullying” and **“Harassment”** also encompass:

- A. Retaliation against a student or employee by another student or 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.
- B. 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:
 1. incitement or coercion;
 2. 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;
 3. acting in a manner that has an effect substantially similar to the effect of bullying or harassment.

“Cyberbullying” means bullying through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photoelectronic 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 person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

“Cyberstalking” which is defined as engaging in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose. (see s. 784.048(1)(d) F.S.)

In addition, “bullying”, “cyberstalking”, and “harassment” (hereinafter referred to as “bullying” for the purpose of this policy) also encompass, but are not limited to, unwanted harm towards a student or employee in regard to their real or perceived: sex, race, color, religion, national origin, age, disability (physical, mental, or educational), marital status, socio-economic background, ancestry, ethnicity, gender, gender identity or expression, linguistic preference, political beliefs, sexual orientation, or social/family background, or being viewed as different in its education programs or admissions to education programs and, therefore, prohibits bullying of any student or employee by any Board member, Board employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored events, on school buses, at a school bus stop, and at training facilities or training programs sponsored by the district. For acts of harassment against Federally identified protected categories, and acts of harassment, including sexual harassment, which do not meet the definition of bullying, refer to Board Policy 1362, Policy 3362, Policy 4362, and Policy 5517.

III. Description of the Type of Behavior Expected from Each Student and Employee

The Board expects students to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities, and expects students and employees to conduct themselves appropriately with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

The Board believes that standards for student behavior must be set cooperatively through interaction among the students, parents/legal guardians, staff, and community members producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, including obeying and responding to those who hold lawful authority, as well as for district and community property on the part of students, staff, and community members. Since students learn by example, school principals, faculty, staff, and volunteers will demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate harassment or bullying.

The Board upholds that bullying of any student or employee is prohibited:

- A. during any education program or activity conducted by a district school;
- B. during any school-related or school-sponsored program or activity;
- C. on a school bus or at a school bus stop;
- D. through the use of data or computer software that is accessed through a computer, computer system, or computer

network within the scope of the district school system. “Within the scope of the district school system” means, regardless of ownership, any computer, computer system, or computer network that is physically located on school property or at a school-related or school-sponsored program or activity; or

- E. 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 a school district or school, if the bullying substantially interferes with or limits the victimized person’s ability to participate in or benefit from the services, activities, or opportunities offered by a school or substantially disrupts the education process or orderly operation of a school. This paragraph does not require a school or staff to monitor any non-school-related activity, function, or program.

Student rights shall be as outlined in this policy and in the Code of Student Conduct. To positively reinforce good conduct, self-discipline, good citizenship, and academic success, the Superintendent shall continue and, as needed, expand the district’s student recognition programs and publicly congratulate students exhibiting exemplary qualities in these areas.

IV. Consequences for a Student or Employee who Commits an Act of Bullying or Harassment

Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action. Consequences and appropriate remedial action for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct. Consequences and appropriate remedial action for an employee found to have committed an act of bullying or harassment may be disciplined in accordance with district policies, procedures, and agreements. Additionally, egregious acts of harassment by certified educators may result in a sanction against an educator’s state issued certificate. (See State Board of Education Rule F.A.C. 6B-1.006, The Principles of Professional Conduct of the Education Profession in Florida.) Consequences and appropriate remedial action for a visitor or volunteer, found to have committed an act of bullying or harassment shall be determined by the school principal after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

V. Consequences for a Student or Employee who is Found to have Wrongfully and Intentionally Accused Another of an Act of Bullying or Harassment

Consequences and appropriate remedial action for a student found to have wrongfully and intentionally accused another as a means of bullying or harassment range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct. Consequences and appropriate remedial action for an employee found to have wrongfully and intentionally accused another as a means of bullying or harassment may be disciplined in accordance with district policies, procedures, and agreements. Consequences and appropriate remedial action for a visitor or volunteer, found to have wrongfully and intentionally accused another as a means of bullying or harassment shall be determined by the school principal after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials. Accusations made in good faith, even though subsequently determined to be false, shall not be subject to discipline, consequences, or remedial action as called for by this section.

VI. Procedure for Receiving Reports of an Alleged Act of Bullying or Harassment, Including Provisions that Permit a Person to Anonymously Report Such an Act

At each school, the principal is responsible for receiving complaints alleging violations of this policy. All school-based employees are required to report alleged violations of this policy to the principal or the principal’s designee. Other employees are required to report alleged violations of this policy to their supervisor. All other members of the school community, including students, parents/legal guardians, volunteers, and visitors are encouraged to report any act that may be a violation of this policy anonymously or in-person to the principal or principal’s designee.

The principal of each school in the district shall establish and prominently publicize to students, staff, volunteers, and parents/legal guardians, how a report of bullying may be filed either in-person or anonymously and how this report will be acted upon. The person who was the victim of bullying, anyone who witnessed the act of bullying, and anyone who has credible information that an act of bullying has taken place may file a report of bullying. An employee, school volunteer, student, parent/legal guardian or other persons who promptly reports in good faith an act of bullying or harassment to the appropriate official and who makes this report in compliance with the procedures set forth in district policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter’s future employment, grades, learning or working environment, or work assignments.

Written and oral reports shall be considered official reports. Reports may be made anonymously at <https://saysomething.net/>, but formal disciplinary action may not be based solely on the basis of an anonymous report.

VII. Investigation of Whether a Reported Act of Bullying or Harassment is Within the Scope of the District School System and, if not, Referral of such an Act to the Appropriate Jurisdiction

A principal or designee will assign a designee(s) who is trained in investigative procedures to initiate an investigation of whether an act of bullying or harassment is within the scope of the school district.

The trained designee(s) will provide a report on results of investigation with recommendations for the principal to make a determination if an act of bullying or harassment falls within the scope of the district and will act according to the following protocols:

- A. If it is within the scope of the district, further investigation will commence in accordance with *Prompt Investigation of a Report of Bullying or Harassment and the Persons Responsible for the Investigation* below.
- B. If it is outside the scope of the district, and reasonably suspected to be a criminal act, refer to appropriate law enforcement, and inform parents/legal guardians of all students involved.
- C. If it is outside the scope of the district, and determined not a criminal act, inform parents/legal guardians of all students involved.

VIII. Prompt Investigation of a Report of Bullying or Harassment and the Persons Responsible for the Investigation

The investigation of a reported act of bullying or harassment is deemed to be a site-related activity and begins with a report of such an act.

At each school or site in the district, the procedures for investigating bullying and/or harassment include:

- A. The principal/site administrator or designee selects a designee(s), employed by the school district, trained in investigative procedures to initiate the investigation. The designee(s) may not be the accused perpetrator (person who harassed or bullied) or the victimized.
- B. Each individual (the person who was victimized, alleged perpetrator, and witnesses) will be interviewed separately and at no time will the alleged perpetrator and the person who was victimized be interviewed together.
- C. The investigator shall collect and evaluate the facts including, but not limited to:
 1. description of incident including nature of the behavior; context in which the alleged incident occurred, etc.;
 2. how often the conduct occurred;
 3. whether there were past incidents or past continuing patterns of behavior;
 4. the relationship between the parties involved;
 5. the characteristics of parties involved (i.e., grade, age, etc.);
 6. the identity of the perpetrator, including whether the perpetrator was in a position of power over the student allegedly subjected to bullying or harassment;
 7. the number of alleged persons who bullied/harassed;
 8. the age(s) of the alleged persons who bullied/harassed;
 9. where the act of bullying and/or harassment occurred; and
 10. whether the conduct adversely affected the education or educational environment of the student who was victimized, or the work environment of the employee who was victimized.
- D. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances and includes:
 1. recommended remedial steps necessary to stop the bullying and/or harassing behavior;
 2. a written final report from the investigation is documented in the district's reporting platform.

Where the person who was victimized is a student, the principal or designee shall promptly notify the parent/legal guardian of the student who was victimized of any actions being taken to protect the victimized. The frequency of notification will depend on the severity of the bullying incident.

Where the person who was victimized is not a student, the principal's or designee's report will be made to the supervisor of the employee who victimized and the same process described above will be followed if the alleged bullying or harassment was not alleged to occur at a school, but another district site.

The initial filing of incidents and completion of the investigative procedural steps shall be completed within ten (10) school days, unless circumstances require a longer period, in which case it shall be completed within a reasonable time.

IX. Determination of Disciplinary Sanctions or Consequences and Due Processes for a Person who Commits an Act of Bullying Under this Policy

Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances, followed by the determination of disciplinary sanctions appropriate to the perpetrator's position within the district.

Consequences and appropriate interventions for students who commit acts of bullying may range from positive behavioral interventions up to, but not limited to suspension, reassignment, or expulsion as outlined in the Code of Student Conduct.

Consequences and appropriate interventions for a school/district employee found to have committed an act of bullying will be instituted in accordance with Board policy. Additionally, egregious acts of bullying by certified educators may result in a sanction against an educator's State issued certificate (Rule F.A.C. 6B-1.006).

Consequences and appropriate intervention for a visitor or volunteer, found to have committed an act of bullying shall be determined by the school principal after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

These same actions will apply to persons, whether they be students, school employees, or visitors/volunteers/independent contractors, who are found to have made wrongful and intentional accusations of another as a means of bullying.

If a complaint of bullying or harassment is made by the alleged person who was victimized during or after the commencement of an investigation into employee or student misconduct, it shall not be a defense to the allegations of employee or student misconduct but may be considered as a mitigating factor under Board policy, if appropriate.

X. Providing Immediate Notification to the Parents/Legal Guardians of a Victimized Student of Bullying or Harassment and the Parents/Legal Guardians of the Student Perpetrator of an Act of Bullying or Harassment as well as Notification to all Local Agencies Where Criminal Charges may be Pursued Against the Perpetrator

The principal, or designee, shall report the occurrence of any incident of bullying as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident has been initiated. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

Once the investigation has been completed, appropriate local law enforcement agencies will be notified to determine whether to pursue criminal charges.

XI. Referral of the Victimized and Perpetrators of Bullying or Harassment for Counseling

The Superintendent shall establish a procedure to refer the victimized and the alleged perpetrator of bullying or harassment for counseling, including a protocol for intervening when bullying or harassment is suspected or when a bullying incident is reported. With parental notification as needed, the procedure shall include:

- A. a process by which the teacher or parent/legal guardian may request informal consultation with school staff (specialty staff, e.g., school counselor, school psychologist, etc.) to determine the severity of concern and appropriate steps to address the concern (the involved students' parents or legal guardian may be included);
- B. a referral process to provide professional assistance or services that includes:
 1. a process by which school personnel or parent/legal guardian may refer a student to the school intervention team (or equivalent school-based team with a problem-solving focus) for consideration of appropriate services; (Parent or legal guardian involvement is required at this point.)
 2. if a formal discipline report or formal complaint is made, the principal or designee must refer the student(s) to the school intervention team for determination of counseling support and interventions; (Parent or legal guardian involvement is required at this point.)
 3. referral of school personnel to the Employee Assistance Program;
- C. a school-based component to address intervention and assistance as determined appropriate by the intervention team that includes:
 1. counseling and support to address the needs of the victimized of bullying or harassment;
 2. interventions to address the behavior of the students who use bullying behaviors and harass others (e.g., empathy training, anger management);
 3. intervention which includes assistance and support provided to parents/legal guardians, if deemed necessary or appropriate.

XII. Providing Instruction to Students, Parents/Legal Guardians, Teachers, School Principals, Counseling Staff, and School Volunteers on Identifying, Preventing, and Responding to Bullying or Harassment

The Board seeks to ensure that schools sustain healthy, positive, and safe learning environments for all students. It is important to change the social climate of the school and the social norms with regards to bullying. This requires the efforts of everyone in the school environment – teachers, principals, counselors, school nurses, other non-teaching staff (such as bus drivers, custodians, cafeteria workers, and/or school librarians), parents/legal guardians, volunteers, and students.

Students, parents/legal guardians, teachers, school principals, counseling staff, and school volunteers shall be given instruction at a minimum on an annual basis on the district's policy and regulations against bullying and harassment. The instruction shall include evidence-based methods of preventing bullying and harassment, as well as how to effectively identify and respond to bullying in schools.

A. Training

The school district will conduct training for students, parents, teachers, regional/district staff, school principals, student support staff, counseling staff, bus drivers, School Resource Officers/Deputies, and school volunteers on identifying, preventing, and responding to bullying. At the beginning of each school year, the school principal and/or appropriate regional/district administrator shall provide notice of this policy, as well as the process for reporting incidents, investigation, and appeal to students, school staff, parents, or other persons responsible for the welfare of a student through appropriate references in the Code of Student Conduct, the school website, and/or through other reasonable means.

Approved Evidence-Based Programs and Curriculum that are authorized to provide intentional instruction to students, parents/legal guardians, teachers, school principals, counseling staff, and school volunteers on identifying, preventing, and responding to bullying or harassment, including instruction on recognizing behaviors that lead to bullying and harassment and taking appropriate preventative action based on those observations:

- Olweus Bullying Prevention Program (OBPP) Grades K-12
- Second Step Program (Bullying Prevention) Unit Grades K-5
- Monique Burr Foundations for Children, Inc.'s Child Safety Matters (Bullying Prevention) Grades K-5
- Creating a Safe and Respectful Environment in Our Nation's Classrooms (For teachers) Grades K-12
- Creating a Safe and Respectful Environment on Our Nation's School Buses (For bus drivers) Grades K-12

The below approved websites offer resources to be used in conjunction with the approved Evidence-Based Programs and Curriculum listed above.

- Common Sense Media
 - <https://www.commonsense.org/education>
- FL Department of Education Office of Safe Schools
 - <https://www.fldoe.org/safe-schools/bullying-prevention.stml>
- Office of the Attorney General of Florida - Safe Florida
 - <http://www.safeflorida.net/>
- U.S. Department of Health and Human - Services Stop Bullying
 - <http://www.stopbullying.gov/>
- Sandy Hook Promise
 - <https://www.sandyhookpromise.org/>

Decisions to include additional Evidence-Based Instructional Programs or Activities, not previously listed within the policy, will be made on a case-by-case basis to be determined by the Superintendent and/or appropriate school district staff.

XIII. Regularly Reporting to the Parents/Legal Guardians of the Victimized and the Actions Taken to Protect the Victimized

Parents/legal guardians will be notified of actions being taken to protect the child; the frequency of notification will depend on the seriousness of the bullying or harassment incident. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

XIV. Incident Reporting Requirements

The procedure for including incidents of bullying in the school's report of data concerning school safety and discipline data is required under s. 1006.09(6) F.S.. The report must include each incident of bullying and the resulting consequences, including discipline, interventions, and referrals. In a separate section, the report must include each reported incident of bullying or harassment that does not meet the criteria of a prohibited act under this policy with recommendations regarding said incident.

The school district will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data, which includes bullying/harassment in its codes.

Discipline, referral data, investigations, interventions, and actions of discipline shall be recorded on the specified data system as with other infractions from the Code of Student Conduct.

XV. Publication of the Policy, Including Publication in the Code of Student Conduct and in All Employee Handbooks

At the beginning of each school year, the Superintendent or designee shall, in writing, inform school staff, parents/legal guardians, or other persons responsible for the welfare of a student of the district's student safety and violence prevention policy. The Superintendent shall also make all contractors contracting with the district aware of this policy. This information shall be published in the Code of Student Conduct and all employee handbooks.

Each school principal shall develop an annual process for discussing the school district policy on bullying and harassment with students in a student assembly or other reasonable format. Reminders of the policy and bullying prevention messages such as posters and signs will be displayed around each school and on the district school buses.

Policy 5517.03 – TEEN DATING VIOLENCE AND ABUSE

1. The School Board strictly prohibits any act of teen dating violence and abuse committed by one student against another on school property, during a school-sponsored activity, or during school-sponsored transportation.
2. Teen Dating Violence and Abuse Defined: "Teen dating violence and abuse" is a pattern of emotional, verbal, sexual, or physical violence and/or abuse by one person in a current or past relationship of a romantic nature to exert power and control over another when one or both of the partners is a teenager. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive partner uses this pattern of violent and coercive behavior to gain power and maintain control over the dating partner. To be subject to this Policy, teen dating violence and abuse committed by one student against another must occur on school property, during a school-sponsored activity, or during school-sponsored transportation.
3. Reporting Acts of Teen Dating Violence and Abuse
 - A. Any student who is the victim of an act of teen dating violence and abuse, or has cause to believe that they are in immediate danger of becoming the victim of an act of teen dating violence and abuse, should report the matter to the Principal or to any member of the school staff.
 - B. Any Board employee who receives a report of an act of teen dating violence and abuse, who directly observes an act of teen dating violence and abuse perpetrated by one student against another, or who has a good faith reason to believe that a student is a victim of teen dating violence and abuse shall report such report, observations, or suspicions to the Principal or designee.
 - C. Any resident of the community or other member of the school community, including students, parents, volunteers, and visitors, who observes an act of teen dating violence and abuse perpetrated by one student against another as described above in paragraph (1), or who has a good faith reason to believe that a student is a victim of teen dating violence and abuse is encouraged to report the matter to the Principal or designee. These reports can be made in person or anonymously, in writing or online.
 - D. The principal of each middle and high school in the district shall establish and prominently publicize to students, staff, volunteers, and parents, how a report of dating violence and abuse may be filed either in person or anonymously and how this report will be acted upon. Formal disciplinary action may not be based solely on an anonymous report.
4. Investigating Reports of Teen Dating Violence and Abuse
 - A. Upon receiving a report of alleged teen dating violence and abuse, the Principal or designee shall conduct an investigation of the allegation promptly and the completion of the investigative procedural steps shall be completed within 10 school days. As part of the investigation, the Principal or designee shall contact the parent(s) the day the investigation begins of the alleged victim and/or the parent(s) of the alleged perpetrator, if they are under the age of eighteen, to inform them of the report.
 - B. The investigation of the report should include interviews of the alleged victim, the alleged perpetrator of the teen dating violence and abusive behavior, and any other person who may have witnessed the alleged act or who may reasonably be expected to have information relevant to the situation. All interviewed parties and witnesses will be provided an opportunity to present any evidence that they reasonably believe to be relevant to the situation. Each individual will be interviewed separately and at no time will the alleged perpetrator and victim be interviewed together.
 - C. The Board reserves the right to investigate a report of teen dating violence and abuse regardless of whether the student who is allegedly the victim of the teen dating violence and abuse wants to pursue the matter. If an investigation is pursued against the alleged victim's wishes, the Principal or designee will notify the victim and refer the victim to appropriate services for safety planning.
5. Consequences

- A. At the conclusion of the investigation the Principal or designee will determine whether or not the allegation of teen dating violence and abuse was substantiated. If the Principal or designee determines that a student has committed an act of teen dating violence and abuse, that violation of this policy shall result in disciplinary action in accordance with the Student Code of Conduct, which may include suspension, assignment to another school or program, or recommendation for expulsion. All disciplinary action shall be taken in accordance with State law and applicable Board policy. (See Policy 5500 and Policy 5600) When imposing discipline, the totality of the circumstances involved in the matter, including the ages and maturity levels of those involved, shall be considered.
 - B. Suspensions for acts of teen violence and abuse may be appealed in accordance with the procedures set forth in the Code of Student Conduct. (See Policy 5500)
 - C. Further, the Department of Children and Families shall be notified if the student who is found to have perpetrated the act of teen dating violence and abuse is eighteen years of age or older and the student who was the victim of the act of teen dating violence and abuse is a minor.
 - D. If the Principal or designee believes a crime has been committed, law enforcement will be immediately notified.
 - E. In those cases where teen dating violence and abuse is not substantiated, the Principal or designee may consider whether the alleged conduct nevertheless warrants disciplinary action in accordance with the Code of Student Conduct or other Board policies.
6. Support and Reasonable Accommodations
- A. If requested during or after the investigation, the Principal shall make reasonable accommodations for the student who is allegedly experiencing teen dating violence and abuse including, but not limited to the following:
 - 1. "Stay Away Contract," that is, a contract with the alleged perpetrator to stay away from the victim, including electronic contact, while on school grounds, on school transportation, and during school sponsored programs and events;
 - 2. Class schedule changes;
 - 3. Protection that will enable safe egress/regress from school, as well as movement within the school; and
 - 4. Referrals for outside support or counseling.
 - B. Students should provide the Principal with a copy of an order of protection that has been issued by the court. The Principal shall then contact the student whose behavior is to be regulated by that order of protection and initiate a Stay Away Contract that is consistent with the terms of that order and provides penalties for known violations of the contract. Further, the Principal shall notify law enforcement immediately if a restraining order has been violated.
 - C. Pinellas County Schools Police and/or the School Resource Officer shall respond immediately to a report of a violation of a criminal or civil restraining order.
7. Other Violations of the Teen Dating Violence and Abuse Policy: The Board will also take immediate steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:
- A. Retaliating against a person who has made a report or filed a complaint alleging teen dating violence and abuse, or who has participated as a witness in an investigation of such an allegation.
 - B. Filing a malicious or knowingly false report or complaint of teen dating violence and abuse.
 - C. Disregarding, failing to investigate adequately, or delaying investigation of allegations of teen dating violence and abuse, when responsibility for reporting and investigating allegations of teen dating violence and abuse comprises part of one's supervisory duties.
8. Privacy/Confidentiality: The School District will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under the terms of this policy and its related administrative procedures shall be maintained as confidential to the extent permitted by law.
9. Education and Training
- A. Training shall include a procedure for providing professional development to teachers, staff and school administrators in the area of proper identification, investigation, and intervention of teen dating violence and abuse incidents that fall within the scope of the school. It is important to change the social climate of the school and the social norms with regards to teen dating violence and abuse. This requires the efforts of everyone in the school environment – teachers, administrators, counselors, school nurses, and other non-teaching staff (such as bus drivers, custodians, cafeteria workers, and/or school librarians).
 - B. The District shall provide instruction to students in comprehensive health education including a teen dating violence and abuse component consistent with state statute and rules of the State Board of Education.
 - C. The comprehensive health components listed in Sec. 1003.42, F.S., include a health education curriculum for students in

grades 7 through 12 in the area of teen dating violence and abuse. This instruction shall include, but is not limited to, the definition of teen dating violence and abuse, the warning signs of teen dating violence and abuse, the characteristics of healthy relationships, measures to prevent and stop teen dating violence and abuse, and community resources available to victims and perpetrators of teen dating violence and abuse. The curriculum chosen must also have an emphasis on prevention-based education.

Policy 9701 – DISTRIBUTION OF MATERIALS AND LITERATURE TO STUDENTS

The Superintendent, or designee, may approve the announcement of non-school events and/or the distribution of materials and literature to students for organizations working in partnership with the School District. The events and/or materials must be consistent with the values of the School District (i.e., the District's vision, mission, strategic directions and core values).

The following policy applies to publications other than student and non-academic publications: non-school related literature from organizations or individuals must be approved by the Superintendent, or designee, and such publications shall be made accessible only as provided in the following procedures.

When an organization or individual wishes to make non-school events and publications accessible through the public schools, all advertisement and materials must be submitted to the Superintendent, or designee, for approval and shall be made accessible only as provided herein. All items will be reviewed for consistency with the values of the School District by the Superintendent, or designee, prior to advertisement through District communication platforms.

Review of and potential grounds for denial of approval to advertise non-school events or distribute non-school related publications shall include, but not be limited to, violation of School Board policy (i.e., advertising), obscenity and gross profanity and vulgarity which are incompatible with the normal activity associated with a public education institution as well as other forms of unprotected expression.

Guidelines for external organizations to advertise for events and/or distribute materials to students can be obtained from the Office of Strategic Partnerships.

Such advertisement of non-school events or distribution of materials shall be subject to the following restrictions:

- A. The announcement shall be for the sole purpose of making students and families aware of enrichment opportunities that support education beyond the classroom and/or leisure activities by organizations working in partnership with the District.
- B. The content of the advertisement or announcement shall be limited to providing information about the activity or series of related activities and the time, date and place of the event, as well as a contact person and telephone number.
- C. The advertisement or announcement shall include the name of the sponsoring organization and include the following disclaimer in at least twelve (12) point type in bold letters.

The school is neither endorsing nor sponsoring this event/materials nor approving or endorsing the views of the organization sponsoring the activity.

- D. Following Superintendent, or designee, approval, non-school related publications are distributed through District communication platforms.
- E. The school principal, or administrator designee, may make the decision of whether the publication should be distributed in paper form.



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IMPORTANT INFORMATION ABOUT SCHOOL CLOSINGS IN AN EMERGENCY

Residents in Florida know the dangers of inclement weather especially during the hurricane season. While very infrequent, there may be times when our schools may have to close to protect our students and be reopened as emergency shelters for the community. The superintendent in consultation with his staff and the Pinellas County Emergency Operations office makes decisions regarding the closing of public schools. Pinellas County Schools works closely with our local television and radio media outlets to inform the public when school closings occur. In addition, the district maintains its own public information telephone number that provides information on a daily basis regarding the status of schools being in session. The district website, www.pcsb.org, also provides updated information and a link to Emergency Shelter Information.

A recorded message will be provided each day regarding any changes in school openings or closings. The recording will be updated as additional information becomes available. Updates will be posted on the official PCS Facebook and Twitter accounts. Follow PCS on Facebook at www.facebook.com/mypinellasschools and Twitter at www.twitter.com/my_pcs for the latest information.

The following media outlets will also provide up-to-date information to the public in the event a school closing occurs or if the student day must be shortened due to emergency conditions:

Tampa Bay Times

WFLA-Ch. 8

BAY NEWS-Ch. 9

WTSP-Ch. 10

WTVT-Ch. 13

WPDS-Ch. 14 Pinellas County Schools

WFTS-Ch. 28

WUSF 89.7 radio

WFLA 970 radio

Should schools close during the day when students are already in attendance information will be provided through the district's automated phone notification system and local media outlets. The district emergency information telephone line (727-588-6424) will provide additional details regarding specific times for release of students or their transfer to another site if necessary during an emergency evacuation.

CAMPUS CRIME STOPPERS

Call 1-800-873-8477 or

Text TIP144 plus the tip info to C R I M E S (274637) or

online at www.crimestoppersofpinellas.org

Call toll free and remain anonymous



THE SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

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