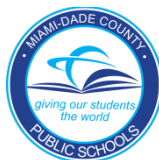


SECONDARY



CODE OF STUDENT CONDUCT

School Operations
School Board Policy 5500
~~2012-2013~~ 2013-2014



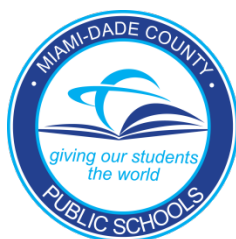
Final Reading
C-100
June 18, 2014

THE SCHOOL BOARD MIAMI-DADE COUNTY, FLORIDA

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Superintendent of Schools
Alberto M. Carvalho



Acknowledgment of Receipt and Review

Each parent/guardian of a student and each student enrolled in Miami-Dade County Public Schools must sign and return this page to the student's school to acknowledge that he/she has accessed the online version or obtained a copy of the Code of Student Conduct. In addition, this page serves as acknowledgement that you have reviewed the Code of Student Conduct with your child. Each school will maintain records of such signed statements.

The online version of the Code of Student Conduct in English, Spanish, and Haitian-Creole can be located in the Parent Portal or by accessing through the following website address:

<http://ehandbooks.dadeschools.net/policies/90/index.htm>

If you do not have internet access to obtain a copy of the Code of Student Conduct, please visit your child's school to obtain a copy.

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


Parent's/Guardian's Signature

Date

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

Student's Name

Date



**RETURN TO STUDENT'S SCHOOL
WITHIN FIVE (5) SCHOOL DAYS UPON
RECEIVING NOTIFICATION TO REVIEW
THE CODE OF STUDENT CONDUCT**




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CHAPTER I

INFORMATION FOR STUDENTS AND PARENTS/GUARDIANS

Introduction

The primary objective of Miami-Dade County Public Schools (M-DCPS) is to enhance each student's potential for learning and to foster positive interpersonal relationships. M-DCPS supports the concept that students who possess personal, academic, civic and occupational adequacies will become effective and productive citizens. Students must develop and accept the responsibilities and obligations of citizenship. This document helps students take control of their own learning and their ability to positively alter outcomes by employing appropriate personal choices and skills.

The Code of Student Conduct is the District's policy that creates a safe learning environment to ensure academic success. If this objective is to be accomplished, it is necessary that the school environment be a safe and supportive community. The "reculturing" of the school to a positive school climate supports academic achievement and promotes fairness, civility, acceptance of diversity, and mutual respect.

To enhance its effectiveness, this document addresses the role of the parents, the students, and school, but also core values and model student behavior, rights and responsibilities of students, Multi-tiered System of Supports (MTSS), and procedures for using corrective strategies, including suspension and expulsion. The District promotes the following beliefs:

- All students are valuable and can make worthy contributions to society.
- All students are responsible and accountable for their choices and decisions.
- In order to grow and thrive, individuals need caring relationships and a nurturing environment.
- Supportive family relationships are the foundation of the community.
- High expectations lead to higher performance that empower individuals and strengthen society.
- Continuous learning is a lifelong process that is essential to a productive and enriched life.

Students, parents/guardians, and school employees are encouraged to read the Code of Student Conduct and become familiar with its content. Related Board Policies may be found on the Miami-Dade Public Schools Website at <http://www.neola.com/miamidade-fl/>.

CORE VALUES AND EXAMPLES OF MODEL STUDENT BEHAVIOR

The Miami-Dade County Public Schools District is committed to helping all students in developing the values necessary to participate as caring, responsible citizens in our nation's democracy. Response to Intervention for Behavior (RtIB) is part of a Multi Tiered System of Supports (MTSS). RtIB/MTSS is a school-wide model that utilizes an evidenced-based, problem solving approach to improve the educational outcome for all students. RtIB/MTSS provides a continuum of tiered interventions with increasing levels of intensity and duration that aims to prevent inappropriate behavior by means of teaching and reinforcing appropriate behavior. The following core values were adopted by the School Board on July 26, 1995.

Citizenship	Helping to create a society based upon democratic values including rules of law, equality of opportunity, due process, reasoned argument, representative government, checks and balances, rights and responsibilities and democratic decision-making, e.g., <i>obeying classroom and school rules.</i>
Cooperation	Working together toward goals as basic as human survival in an increasingly interdependent world, e.g., <i>being a member of the team on the athletic field.</i>
Fairness	Treating people impartially, not playing favorites, being open-minded, and maintaining an objective attitude toward those whose actions and ideas are different from our own, e.g., <i>treating people the same, regardless of their ethnicity, race, religion, gender, or physical condition.</i>
Honesty	Dealing truthfully with people, being sincere, not deceiving them or stealing from them, not cheating or lying, e.g., <i>doing one's own work when taking a test or working on an individual assignment.</i>
Integrity	Dealing truthfully with people, being sincere, not deceiving them or stealing from them, not cheating or lying, e.g., <i>doing one's own work when taking a test or working on an individual assignment.</i>
Kindness	Being sympathetic, helpful, compassionate, benevolent, agreeable and gentle toward people and other living things, e.g., <i>helping a fellow student who has been injured.</i>
Pursuit of Excellence	Doing your best with the talents you have, striving toward a goal and not giving up, e.g., <i>putting forth one's best effort when taking an exam or doing homework.</i>
Respect	Showing regard for the worth and dignity of someone or something, being courteous and polite, and judging all people on their merits. Respect takes three major forms: respect for oneself, respect for other people, and respect for all forms of life and the environment, e.g., <i>practicing acceptable manners in the school cafeteria.</i>
Responsibility	Thinking before you act and being accountable for your actions, paying attention to others, and responding to their needs. Responsibility emphasizes our positive obligations to care for each other, e.g., <i>performing a community service project.</i>

SPOTsuccess Recognition

Our school district is proud to initiate **SPOTsuccess**, a program that supports civic, moral and ethical values, encourages a positive and supportive school climate, and empowers our school community to pursue excellence in all areas.

SPOTsuccess will allow all school staff members to recognize and reward exemplary student behavior. Model student recognitions will include

- ❖ Certificates of Achievement
- ❖ **SPOTsuccess** Stickers
- ❖ Letters to Parent
- ❖ Postings on the MDCPS Website Parent/Student Portal



***SPOTsuccess** Logo*

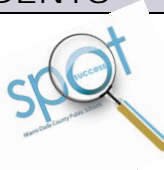


***SPOTsuccess** Sticker*



SPOTsuccess Certificate

Ways to Recognize Students for Model Behavior

ELEMENTARY STUDENTS	SECONDARY STUDENTS
 <ul style="list-style-type: none"> ▪ SPOTsuccess recognition ▪ Extra music and reading time ▪ Certificate/trophy/ribbon/plaque ▪ Time for music and dancing ▪ Music while doing school work ▪ Extra computer time/game ▪ Free time at the end of class ▪ Group activity ▪ Class Field Trip ▪ A reward (gift certificate, free admission to a school function) ▪ Outdoor class ▪ Recognition from a local newspaper, media or politician ▪ Recognition by the “Do the Right Thing” program sponsored by the Miami-Dade Police Department ▪ Outdoor reading ▪ Fun walk with the principal or teacher ▪ Note home to parents ▪ Appointed the class messenger ▪ Taking care of the class pet ▪ Eating with the teacher ▪ Selecting prizes from a treasure box ▪ Pencil toppers ▪ Stars, smiley faces or stickers ▪ Paperback books ▪ Extra recess ▪ Sports equipment ▪ Leading of class line to lunch or recess ▪ Recognition during morning announcements or on closed circuit television ▪ Selection as a model student of the month and display photograph in an appropriate location 	<ul style="list-style-type: none"> ▪ SPOTsuccess recognition ▪ Certificate/trophy/ribbon/plaque/medals ▪ Gift certificate to local merchants ▪ Free pass to sporting event or play ▪ Walk break for entire class ▪ Guest presenters in class ▪ Class field trip ▪ Praise for good behavior and work ▪ Note home to parents ▪ A call to parents ▪ Recognition by the “Do the Right Thing” program sponsored by the Miami-Dade Police Department ▪ Coupon for prizes and privileges or surprise gift bag with school supplies ▪ Outdoor Class ▪ Recognition from a local newspaper, media or politician ▪ Photo recognition bulletin board ▪ Outdoor reading ▪ Music while doing school work ▪ Extra computer time/game ▪ Sitting with friends ▪ Music concert at school ▪ Pep rally ▪ Paperback book ▪ Magazine subscription ▪ T-shirt/hat/sunglasses ▪ Sports equipment ▪ Prime parking spot ▪ Recognition during morning announcements or on closed circuit television ▪ Recognition in school newspaper ▪ Selection as a model student of the month and display photograph in an appropriate location

A Synopsis of Model Student Behavior – Level I

Level I Behavior affects the orderly operation of the classroom, school functions, extracurricular/co-curricular programs or approved transportation. The core principle of the multi-tiered RtIB/MTSS model is to provide general academic and behavior instruction and support to all students in all settings. The multi-tiered RtIB/MTSS model is a continuum of tiered interventions with increasing levels of intensity and duration that aims to prevent inappropriate behaviors by means of teaching and reinforcing appropriate behaviors. **Model student behavior** creates a safe learning environment and reduces disruption of the educational process.

MODEL STUDENT BEHAVIOR	SPOTSUCCESS STRATEGIES FOR MODEL STUDENTS
<p>Model students:</p> <ul style="list-style-type: none"> - understand and follow school rules; - attend school regularly; - request permission for authorization to leave class when needed; - attend all classes; - are prepared for class each day; - use and possess items that are suitable for an educational setting; - adhere to the school dress code; and <p>use approved electronic devices responsibly</p>	<p>Model students avoid:</p> <ul style="list-style-type: none"> - being in an unauthorized location; - cutting class; - arriving at school late; - failing to comply with class and school rules; - possessing items that are inappropriate for the educational setting; - using unauthorized electronic devices; and - violating the school dress code.
<p>Model students:</p> <ul style="list-style-type: none"> - follow class and school rules including riding and waiting for the school bus; - use conflict management skills to resolve problems peacefully; - use respectful and appropriate language; - show concern for others; and - conduct themselves in a cooperative, friendly and respectful manner to staff members and classmates. 	<p>Model students avoid:</p> <ul style="list-style-type: none"> - initiating or participating in a verbal confrontation with another student or staff member; - arriving late to class; - displaying affection inappropriately in public; - leaving school grounds without permission; - using profane or crude language; and - displaying or participating in disruptive behavior.

RELATED CORE VALUES FOR LEVEL I MODEL STUDENT BEHAVIORS



A Synopsis of Model Student Behavior - Level II

Level II behaviors are more serious than Level I because they significantly interfere with learning and/or the well-being of others. The core principle of the multi-tiered RtIb/MTSS model is to provide general academic and behavior instruction and support to all students in all settings. The multi-tiered RtIb/MTSS model is a continuum of tiered interventions with increasing levels of intensity and duration that aims to prevent inappropriate behaviors by means of teaching and reinforcing appropriate behaviors. **Model student behavior** creates a safe learning environment and reduces disruption of the educational process.

MODEL STUDENT BEHAVIOR	SPOTsuccess STRATEGIES FOR MODEL STUDENTS
Model students: <ul style="list-style-type: none"> - speak and act honestly and truthfully; - show respect to others in words, actions and deeds; - develop good study habits; - complete all homework assignments; - participate actively in class; and - show empathy for others. 	Model students avoid: <ul style="list-style-type: none"> - cheating or misrepresenting the true facts; - making false accusations; - exhibiting behavior that instigates and provokes a negative reaction from others or encourages others to engage in a negative physical or verbal altercation; and - talking about others and spreading rumors.
Model students: <ul style="list-style-type: none"> - speak and act respectfully to all school personnel; - obey all instructions given by persons in authority; - cooperate with administrators, teachers and staff members; - leave school only when given permission; - demonstrate behavior that is civil, respectful, polite and courteous; and - follow school rules. 	Model students avoid: <ul style="list-style-type: none"> - refusing to comply with school rules or directives from school staff members; - distributing inappropriate materials; - leaving school grounds without permission from a parent or school official; - joining clubs or organizations not approved by the Miami-Dade County School Board; - using profane or provocative language directed at others; - participating in prohibited sales on school grounds; and - possessing or using tobacco products.
Model students: <ul style="list-style-type: none"> - show respect for the property of others - demonstrate honesty; - report all acts of vandalism to the proper authorities; and - demonstrate school and community pride. 	Model students avoid: <ul style="list-style-type: none"> - taking or concealing the property of others without permission; - destroying or defacing public or private property; and - tarnishing the reputation of their school by damaging the property of others.
Model students: <ul style="list-style-type: none"> - obey instructions; - show respect to people in authority ; - care for the feelings of others; and - treat others with respect. 	Model students avoid: <ul style="list-style-type: none"> - participating in or encouraging a confrontation with a staff member; - becoming involved in a minor fighting incident; and - harassing others by name-calling, gossiping or using gestures that intimidate others.

RELATED CORE VALUES FOR LEVEL II MODEL STUDENT BEHAVIORS



A Synopsis of Model Student Behavior - Level III

LEVEL III behaviors are more serious than Level II because they endanger health and safety, damage property and/or cause serious disruptions to the learning environment. **Model student behavior** creates a safe learning environment and reduces disruption of the educational process.

MODEL STUDENT BEHAVIOR	SPOTSUCCESS STRATEGIES FOR MODEL STUDENTS
<p>Model students:</p> <ul style="list-style-type: none"> - show respect, kindness, friendliness toward others; - accept people based on their individual merits; - demonstrate school pride by being active participants in protecting and maintaining the school campus; and - report all acts of violence, harassment or threats to the proper authorities. 	<p>Model students avoid:</p> <ul style="list-style-type: none"> - physically hurting or threatening another person; - bullying others by using intimidation or teasing; and - initiating or being involved in campus disruptions at school-sponsored events.
<p>Model students:</p> <ul style="list-style-type: none"> - treat others with respect and compassion; - seek to resolve issues before they escalate; - participate only in clubs and organizations sanctioned by their school; - speak to others using positive and respectful language; and - report all acts of violence, harassment or threats to the proper authorities. 	<p>Model students avoid:</p> <ul style="list-style-type: none"> - harassing others by using language or gestures that are demeaning to a person's race, gender, religion etc.; - participating in hazing activities; and - using sexually suggestive comments or gestures to intimidate others.
<p>Model students:</p> <ul style="list-style-type: none"> - respect the rights and property of others; - respect the laws of society dealing with the possession, use or sale of alcohol and drugs; - maintain a healthy and safe lifestyle; and - make contributions of time and energy to enrich the school environment. 	<p>Model students avoid:</p> <ul style="list-style-type: none"> - entering a building or residence without permission from the owner; - removing property from a building or residence without permission from the owner; - possessing or selling alcohol; - displaying or possessing a fake weapon; and - endangering the health and safety of others.

RELATED CORE VALUES FOR LEVEL III MODEL STUDENT BEHAVIORS



A Synopsis of Model Student Behavior - Level IV

LEVEL IV behaviors are more serious acts of unacceptable behavior than Level III. They seriously endanger the health and well-being of others and/or damage property. These infractions are crimes requiring police involvement.

MODEL STUDENT BEHAVIOR	SPOTSUCCESS STRATEGIES FOR MODEL STUDENTS
<p>Model students:</p> <ul style="list-style-type: none"> - project a positive and cooperative attitude towards staff members and classmates; - are respectful, kind, friendly and get along well with others; - use conflict management skills to resolve disagreements; - are obedient; and - seek guidance from trusted adults for assistance and direction. 	<p>Model students avoid:</p> <ul style="list-style-type: none"> - volatile situations that could escalate into violent actions; - using violent physical actions or threats directed towards staff members; - breaking school rules; and - becoming involved with individuals who do not respect or follow the laws of the community.
<p>Model students:</p> <ul style="list-style-type: none"> - speak to others using respectful language; - participates only in organizations sanctioned by their school; - demonstrate behavior that is civil, respectful, polite and courteous; and - share materials that are educationally appropriate 	<p>Model students avoid:</p> <ul style="list-style-type: none"> - using language or actions that slander others because of their race, gender, color, religion, ethnicity, national origin, political beliefs, marital status, age, sexual orientation, language, pregnancy or disability and family background; - participating in any form of club initiation or activity that creates the risk of harm to others; and - giving, possessing or sharing obscene or lewd materials.
<p>Model students:</p> <ul style="list-style-type: none"> - speak and act honestly and truthfully; - follows all laws; - show respect for the property of others; - support law enforcement agencies and schools to promote the safety of all staff members and students; - use school resources to resolve or report issues of concern; and - associate only with people who do not use or sell weapons or controlled substances. 	<p>Model students avoid:</p> <ul style="list-style-type: none"> - taking the property of others without permission; - committing grand theft by taking property valued at \$300.00 or more from others; and possessing, using, distributing or selling any object, controlled substance or weapon that could inflict serious harm or place a person in fear of serious harm.

RELATED CORE VALUES FOR LEVEL IV MODEL STUDENT BEHAVIORS



A Synopsis of Model Student Behavior - Level V

LEVEL V behaviors are the most serious acts of misconduct and violent actions that threaten life. These infractions are crimes requiring police involvement.

MODEL STUDENT BEHAVIOR	SPOTSUCCESS STRATEGIES FOR MODEL STUDENTS
<p>Model students:</p> <ul style="list-style-type: none"> - accept responsibility for their own actions; - respect life; - show pride in their school and community; - use adaptive skills for solving problems; - maintain their self control at all times; - seek assistance from a trusted adult to solve problems or report incidents of concern; and - report any acts of aggression or violence between students or students and staff members to a staff member or law enforcement officer. 	<p>Model students avoid:</p> <ul style="list-style-type: none"> - fighting with other students or staff members; - hitting other students or staff members; - speaking disrespectfully to students or staff members; - engaging in or forcing others to participate in sexual acts; - holding people against their will; - threatening to take another person's life; - using weapons; - interrupting the school's learning environment; and - withholding information needed to solve a crime.
<p>Model students:</p> <ul style="list-style-type: none"> - have respect for life, property and the safety of others; - participate in programs to support law enforcement efforts to ensure safety for all in school and the community; - are law abiding citizens; - cooperate with school officials to create a positive learning environment; - participate in investigations conducted by school staff or law enforcement agencies; and - demonstrate pride in their school and community. 	<p>Model students avoid:</p> <ul style="list-style-type: none"> - setting a fire; - interfering with the orderly learning environment; - making a threat to the safety of others; - providing false information; - withholding information needed to solve a crime; and - committing any act that would result in the destruction of property.

RELATED CORE VALUES FOR LEVEL V MODEL STUDENT BEHAVIORS




CHAPTER II

CODE OF STUDENT CONDUCT

BEHAVIORS AND RANGE OF CORRECTIVE STRATEGIES

BEHAVIORS AND RANGE OF CORRECTIVE STRATEGIES – LEVEL I

BEHAVIORS	RANGE OF CORRECTIVE STRATEGIES
<p>LEVEL I Behaviors are acts that disrupt the orderly operation of the classroom, school function, extracurricular activities or approved transportation.</p> <p style="text-align: center;">LEVEL I</p> <p>Disruptive Behaviors</p> <ul style="list-style-type: none"> • Unauthorized location • Confrontation with another student • Cutting class • Misrepresentation • Disruptive behavior (including behavior on the school bus and at the school bus stop) • Failure to comply with class and/or school rules • Possession of items or materials that are inappropriate for an educational setting (See Special Notes ^{#1}) • Inappropriate public display of affection • Repeated use of profane or crude language (general, not directed at someone) • Unauthorized use of electronic devices • Violation of dress code (See Special Notes ^{#2}) 	<p>The principal or designee must select at least one of the following strategies from PLAN I. Principals may authorize use of PLAN II for repeated, serious or habitual Level I infractions.</p> <p style="text-align: center;">PLAN I</p> <ul style="list-style-type: none"> • Parent/guardian contact (See Special Notes ^{#3}) • Reprimand • Student, parents/guardians/staff conference • Peer mediation • Revocation of the right to participate in social and/or extracurricular activities • Confiscation of wireless communication devices • Detention or other Board-approved in-school program • Temporary assignment from class where the infraction occurred • Student contract • School Center for Special Instruction (SCSI) (See Special Notes ^{#4}) • Replacement or payment for any damaged property (if appropriate) • Temporary loss of bus privileges (if appropriate) • Participation in an informal counseling session related to the infraction • Refer to outside agency/provider (See Special Notes ^{#5}) • Behavior Plan • Refer to page(s) 49-55 for additional corrective strategies on the RtIB/MTSS. • Refer to page 40 for the prescribed corrective strategies for the violation of the dress code.
<p style="text-align: center;">Special Notes</p> <p>#1 See Sexual Offenses (Other), Level IV, for obscene or lewd material.</p> <p>#2 See Vital Alerts for the policy and prescribed corrective strategies p. 40.</p> <p>➤ Administrators must contact Miami-Dade Schools Police for any criminal conduct regardless of whether Schools Police Automated Reporting (SPAR) is indicated.</p> <p>➤ If the victim of a crime requests a police report, the principal or designee must report the incident to the Miami-Dade Schools Police</p>	<p style="text-align: center;">Special Notes</p> <p>#3 Good faith attempt must be made immediately to contact parent/guardian by telephone.</p> <p>#4 Written notice must be sent to the parent/guardian within 24 hours via U.S. mail.</p> <p>#5 When referring parent(s)/guardian(s) to outside agencies/ providers for services, schools must adhere to Board Policies 1213.01, 3213.01, and 4213.01 – Request for Outside Providers.</p>
Refer to the Glossary for an explanation of unfamiliar words used in the Code of Student Conduct.	

BEHAVIORS AND RANGE OF CORRECTIVE STRATEGIES – LEVEL II

BEHAVIORS	RANGE OF CORRECTIVE STRATEGIES
<p>Level II Behaviors are more serious than Level I because they significantly interfere with learning and/or the well-being of others.</p> <h2 style="text-align: center;">LEVEL II</h2> <p>Seriously Disruptive Behaviors</p> <ul style="list-style-type: none"> • Cheating • Confrontation with a staff member • Defiance of school personnel • Distribution of items or materials that are inappropriate for an educational setting(See Special Notes ^{#1}) • Failure to comply with previously prescribed corrective strategies • False accusation • Fighting (minor) • Harassment (non-sexual or isolated) • Instigative behavior • Leaving school grounds without permission • Joining clubs or groups not approved by the School Board • Libel • Petty theft (under \$300.00) • Use of profane or provocative language directed at someone • Prohibited sales on school grounds (other than controlled substances) • Possession <u>of</u> and/or use of tobacco products or <u>smoking devices</u>. (See Glossary) • Slander • Vandalism (minor) 	<p>The principal or designee must select at least one of the following strategies from PLAN II. The use of appropriate strategies from previous PLAN may be used <u>in conjunction with</u> this PLAN.</p> <h2 style="text-align: center;">PLAN II</h2> <ul style="list-style-type: none"> • Parent/guardian contact (See Special Notes ^{#2}) • School-based program that focuses on modifying the student's inappropriate behavior or promotes positive behavior • Corrective Strategies from Level I • Suspension from school for one to five days with region approval for serious, or habitual infractions (See Special Notes ^{#3}) • Participation in counseling session related to the infraction • Refer to outside agency/provider (See Special Notes ^{#4}) • Diversion Center • Refer to page(s) 49-55 for additional corrective strategies on the RtIB/MTSS.
<h3 style="text-align: center;">Special Notes</h3> <p>#1 See Sexual Offenses (Other), Level IV, for obscene or lewd material.</p> <p>➤ Administrators must contact Miami-Dade Schools Police for any criminal conduct regardless of whether Schools Police Automated Reporting (SPAR) is indicated.</p> <p>➤ If the victim of a crime requests a police report, the principal or designee must report the incident to the Miami-Dade Schools Police.</p>	<h3 style="text-align: center;">Special Notes</h3> <p>#2 Good faith attempt must be made immediately to contact parent/guardian by telephone.</p> <p>#3 Written notice must be sent to the parent/guardian Within 24 hours via U.S. mail.</p> <p>#4 When referring parent(s)/guardian(s) to outside agencies/ providers for services, schools must adhere to Board Policies 1213.01, 3213.01, and 4213.01 – Request for Outside Providers.</p>
<p style="text-align: center;">Refer to the Glossary for an explanation of unfamiliar words used in the Code of Student Conduct.</p>	

BEHAVIORS AND RANGE OF CORRECTIVE STRATEGIES – LEVEL III

BEHAVIORS	RANGE OF CORRECTIVE STRATEGIES
<p>LEVEL III Behaviors are more serious than Level II because they endanger health and safety, damage property, and/or cause serious disruptions to the learning environment.</p> <h2 style="text-align: center;">LEVEL III</h2> <p>Offensive/Harmful Behaviors</p> <ul style="list-style-type: none"> • Assault/Threat against a non-staff member • Breaking and Entering/Burglary • Bullying (repeated harassment) (See Special Notes ^{#1}) • Disruption on campus/Disorderly conduct • Fighting (serious) • Harassment (Civil Rights)(See Special Notes ^{#2}) • Hazing (misdemeanor) • Possession or use of alcohol, unauthorized over-the-counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering (See Special Note ^{#3}) • Possession of simulated weapons • Sexting (1) (see page 40) • Sexual harassment (See Special Notes ^{#2}) • Trespassing • Vandalism (major) 	<p>The principal or designee must select at least one of the following strategies from PLAN III. The use of appropriate strategies from previous PLANS may also be used <u>in conjunction with</u> this PLAN. Principals may authorize the use of PLAN IV for repeated, serious or habitual Level III infractions.</p> <h2 style="text-align: center;">PLAN III</h2> <ul style="list-style-type: none"> • Parent/guardian contact (See Special Notes ^{#4}) • Suspension from school for one to ten days (See Special Notes ^{#5}) • Corrective Strategies from Level I & II • Permanent removal from class (placement review committee decision required) • Diversion Center • Recommendation for alternative educational setting • Recommendation for expulsion • Participation in counseling session related to the infraction • Refer to outside agency/provider (See Special Notes ^{#6})
<h3 style="text-align: center;">Special Notes</h3> <p>➤ All Level III, IV, and V infractions, unless otherwise noted, require Schools Police Automated Reporting (SPAR). Administrators must contact Miami-Dade Schools Police. Miami-Dade Schools Police will determine if the incident will result in an information report or will lead to other police action(s).</p> <p>^{#1} Bullying infractions do not require a SPAR</p> <p>^{#2} Harassment Civil Rights and Sexual Harassment do not require a SPAR, but must be reported to the Miami-Dade County Public Schools Office of Civil Rights Compliance at 305-995-1580.</p> <p>^{#3} See Vital Alerts for the Policy p.41-42.</p>	<h3 style="text-align: center;">Special Notes</h3> <p>^{#4} Good faith attempt must be made immediately to contact parent/guardian by telephone.</p> <p>^{#5} Written notice must be sent to the parent/guardian within 24 hours via U.S. mail.</p> <p>^{#6} When referring parent(s)/guardian(s) to outside agencies/ providers for services, schools must adhere to Board Policies 1213.01, 3213.01, and 4213.01 – Request for Outside Providers.</p>

Refer to the Glossary for an explanation of unfamiliar words used in the Code of Student Conduct.

BEHAVIORS AND RANGE OF CORRECTIVE STRATEGIES – LEVEL IV

BEHAVIORS	RANGE OF CORRECTIVE STRATEGIES
<p>LEVEL IV Behaviors are more serious acts of unacceptable behavior than Level III. They seriously endanger the health and well-being of others and/or damage property.</p> <h3 style="text-align: center;">LEVEL IV</h3> <p>Dangerous or Violent Behaviors</p> <ul style="list-style-type: none"> • Battery against a <u>non-staff</u> member • Grand theft (over \$300.00) • Hate crime • Hazing (felony) • Motor vehicle theft • Other major crimes/incidents • Intent to sell and/or distribute alcohol, unauthorized over-the-counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering • Sale and/or distribution of alcohol, unauthorized over-the-counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering (See Special Notes ^{#1}) • Sexting (2) (See pages 41) • Sex offenses (other) (including possession and/or distribution of obscene or lewd materials) 	<p>The principal or designee <u>must</u> use the following strategies from PLAN IV. The use of appropriate strategies from previous PLANS may also be used <u>in conjunction with</u> this PLAN.</p> <h3 style="text-align: center;">PLAN IV</h3> <ul style="list-style-type: none"> • Parent/guardian contact (See Special Notes ^{#2}) • Suspension from school for one to ten days (See Special Notes ^{#3}) • Participation in counseling session related to the infraction • Refer to outside agency/provider (See Special Notes ^{#4}) • Recommendation for alternative educational setting • Recommendation for expulsion.
<h3 style="text-align: center;">Special Notes</h3> <p>➤ All Level III, IV, and V infractions, unless otherwise noted, require Schools Police Automated Reporting (SPAR). Administrators must contact Miami-Dade Schools Police. Miami-Dade Schools Police will determine if the incident will result in an information report or will lead to other police action(s).</p> <p>^{#1} See Vital Alerts for the Policy p.41-42.</p>	<h3 style="text-align: center;">Special Notes</h3> <p>^{#2} Good faith attempt must be made immediately to contact parent/guardian by telephone.</p> <p>^{#3} Written notice must be sent to the parent/guardian within 24 hours via U.S. mail.</p> <p>^{#4} When referring parent(s)/guardian(s) to outside agencies/ providers for services, schools must adhere to Board Policies 1213.01, 3213.01, and 4213.01 – Request for Outside Providers.</p>

Refer to the Glossary for an explanation of unfamiliar words used in the Code of Student Conduct.

BEHAVIORS AND RANGE OF CORRECTIVE STRATEGIES – LEVEL V

BEHAVIORS	RANGE OF CORRECTIVE STRATEGIES
<p>LEVEL V Behaviors are the most serious acts of misconduct and violent actions that threaten life.</p> <h3 style="text-align: center;">LEVEL V</h3> <p>Most Serious, Dangerous or Violent Behaviors</p> <ul style="list-style-type: none"> • Aggravated assault • Aggravated battery against a non-staff member • Armed robbery • Arson • Assault/Threat against M-DCPS employees or persons conducting official business • Battery or Aggravated battery against M-DCPS employees or persons conducting official business(See Special Notes ^{#1}) • Homicide • Kidnapping/Abduction • Making a false report/threat against the school(See Special Notes ^{#1}) • Sexting (3) Offense (See page 41) • Sexual battery • Possession, use, sale, or distribution of firearms, explosives, destructive devices, and other weapons. See Special Notes ^{#1}) 	<p>The principal or designee <u>must</u> use the following strategies from PLAN V. The use of appropriate strategies from previous PLANS may also be used <u>in conjunction with</u> this PLAN.</p> <h3 style="text-align: center;">PLAN V</h3> <ul style="list-style-type: none"> • Parent/guardian contact (See Special Notes ^{#2}) • Suspension from school for ten days (See Special Notes ^{#3}) • Participation in counseling session related to the infraction • Refer to outside agency/provider (See Special Notes ^{#4}) • Recommendation for expulsion
<h3 style="text-align: center;">Special Notes</h3> <ul style="list-style-type: none"> ➤ All Level III, IV, and V infractions, unless otherwise noted, require Schools Police Automated Reporting (SPAR). Administrators must contact Miami-Dade Schools Police. Miami-Dade Schools Police will determine if the incident will result in an information report or will lead to other police action(s). ➤ The possession of firearms or other weapons on school property may result in criminal penalties in addition to expulsion. ➤ This level of infraction may result in an expulsion requiring School Board action. <p>^{#1} Mandatory one year expulsion.</p>	<h3 style="text-align: center;">Special Notes</h3> <p>^{#2} Good faith attempt must be made immediately to contact parent/guardian by telephone.</p> <p>^{#3} Written notice must be sent to the parent/guardian within 24 hours via U.S. mail.</p> <p>^{#4} When referring parent(s)/guardian(s) to outside agencies/ providers for services, schools must adhere to Board Policies 1213.01, 3213.01, and 4213.01 – Request for Outside Providers.</p>
<p style="text-align: center;">Refer to the Glossary for an explanation of unfamiliar words used in the Code of Student Conduct.</p>	

SAFEGUARDS: PROTECTING THE RIGHTS OF STUDENTS AND PARENTS/GUARDIANS

All corrective strategies used by school-site administrators must be in compliance with School Board rules and policies. Inherent in these rules and policies is the philosophy of fairness and consideration for actions that are in the best interest of students.

When confronted with an act that may require the imposition of corrective strategies by the school, the student and all other appropriate persons should be given the opportunity to explain the circumstances of the incident.

Students shall not be subjected to any corrective strategies for using a language other than English or because of a disability.

School administrators should communicate with parents/guardians when corrective strategies must be taken against a student.

Parents/guardians and students who disagree with certain strategies and decisions made at the school level have the right to the following formal complaint procedures:

- a school-level hearing;
- appeal of school-level decisions to the regional center office; and
- for alternative education assignments and expulsions, a hearing before an impartial hearing officer.

“Parents who know their children’s teachers
and help with the homework
and teach their kids right from wrong - -
these parents can make all the difference.”

Former President Bill Clinton
State of the Union Address

CHAPTER III

STUDENT RIGHTS AND RESPONSIBILITIES

STUDENT RIGHTS AND RESPONSIBILITIES

It is the intent of this chapter to allow students maximum freedom under law, commensurate with the school's responsibility for student health, safety, and welfare. The rights and responsibilities presented in this section reflect the need for providing students with greater opportunities to serve themselves and society.

Students must realize that every right implies a responsibility, and should conduct themselves appropriately on and off campus. Within every school, the principal and staff have the responsibility and authority for maintaining an orderly educational process. Students are citizens of the greater Miami-Dade Community and represent Miami-Dade Schools at all times.



Philosophical Basis:

All students, in accordance with their age, grade level, and maturity, have the right to be involved in their education. Course selection and participation in school activities are an integral part of learning. Students' opinions concerning course materials, content, and relevance are important and deserve analysis and consideration by educators.

Rights:	Responsibilities:
<ul style="list-style-type: none">• Students have the right of access to clear curriculum descriptions that will help them make more informed choices.• Students have the right to participate in challenging, creative, academic programs at all levels in elementary, middle, and senior high schools.• Students have the right to study all subjects under qualified instructors in an atmosphere free from bias and prejudice.• Secondary students have the right to representation on committees that participate in textbook selection and curriculum planning from individual school councils to district level.• Students have the right of equal access to any extracurricular activity.• Students with disabilities may be entitled to special services.	<ul style="list-style-type: none">• Students have the responsibility to seek clarification, if necessary, from informed persons in the school.• Students have the responsibility to strive for academic growth by participating to their utmost ability.• Students have the responsibility to contribute to the development of a positive climate in the school that is conducive to wholesome learning and living.• Students have the responsibility to respect the rights of others who have differing viewpoints, and become informed and knowledgeable about controversial issues.• Students have the responsibility to involve themselves in committees and enrich their classes through participation in implementation and evaluation.• Students have the responsibility to request participation in any extracurricular activity.

Knowledge and Observation of Rules of Conduct

Philosophical Basis:

The most effective learning takes place in an atmosphere where students, parents/guardians, and school staff are fully aware of the grounds for corrective strategies and the procedures to be followed for violations of the Code of Student Conduct.

Rights:	Responsibilities:
<ul style="list-style-type: none">Students have the right to a clear explanation of the Code of Student Conduct in understandable language. They have the right to know the consequences of their misconduct.	<ul style="list-style-type: none">Students have the responsibility to become familiar with the Code of Student Conduct and to observe all school and classroom rules.

Respect for Persons and Property

Philosophical Basis:

Students have an obligation to assume responsibility for their own actions regarding respect for other persons and their property. The school must provide a climate that fosters respect for persons and property.

Rights:	Responsibilities:
<ul style="list-style-type: none">Students have the right to be treated with courtesy and respect.Students have the right to an environment where public or private property rights are respected.Students have the right to expect safe conditions at school, at bus stops, on the school bus and during school-sponsored activities.Students have the right to an educational setting that is safe, secure and free from harassment and bullying of any kind.	<ul style="list-style-type: none">Students have the responsibility to show respect and courtesy to fellow students, all School Board personnel, parents/guardians and school visitors.Students have the responsibility for neither taking nor damaging the property of fellow students, school personnel or the school.Students have the responsibility to respect the privacy and property of persons living in areas surrounding schools and bus stops. Additionally, students have the responsibility to contribute to a safe learning environment by reporting criminal acts and potentially harmful or dangerous situations including bullying or harassment, to an adult.Students have the responsibility not to bully or harass other students.

Participation in School Programs and Activities

Philosophical Basis:

Students learn from one another. Positive association with others may contribute to the overall goals of education. Schools have the responsibility to promote appropriate formal and informal school programs and activities among students.

Rights:	Responsibilities:
<ul style="list-style-type: none"> Students have the right to organize and participate in associations and extracurricular activities within the school that are organized for any proper and lawful purposes. Group membership cannot be denied any student because of gender, gender identity or expression, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy or disability. Students have the right to have an elected representative student council appropriate to the school's level, and to take an active part in student activities designed to help make rules that affect their lives in school. 	<ul style="list-style-type: none"> Students have the responsibility to seek prior and proper consent from administrators and other designated school personnel before organizing student associations and for meeting approved criteria for membership in clubs and organizations. Student council officers and representatives have the responsibility to be aware of school needs and concerns of the student body and to work toward meeting those needs. Students have the responsibility to participate regularly in their respective organizations, to conduct themselves in an appropriate manner, and to operate according to School Board policies and individual school requirements.

Counseling Services

Philosophical Basis:

Personal concerns can seriously threaten and inhibit the educational development of students. Schools have the responsibility to make relevant and objective information available to students, to provide a comprehensive Student Services program, and to recommend students to agencies equipped with the facilities and resources necessary to offer additional, direct assistance.

Rights:	Responsibilities:
<ul style="list-style-type: none"> Students have the right to appropriate counseling that addresses their personal and educational needs within a reasonable period of time. Students have the right of access to counselors who can assist by allocating the time, attention, and assistance without interruptions or cancellation of appointments. Students have the right to be accurately informed, in a language they can understand, of all support programs available. Students have the right to request a change of counselor. 	<ul style="list-style-type: none"> Students have the responsibility to schedule appointments in advance unless their problem or concern is an emergency. Students have the responsibility to keep scheduled appointments in a timely manner and to respect the rights of others in accessing the counselor's services. Students have the responsibility to use these services for their educational, career, and personal development. Students have the responsibility to work cooperatively with the administration in seeking this change.

Student Records

Philosophical Basis:

Student records to provide information that can be used to develop the best possible educational program for each student. A student's record contains information useful for advisement, counseling, individual instructional program design, recommendations for advanced study, job placement and other information needed for making appropriate educational decisions. Care must be exercised by the school staff to assure that student records are treated confidentially and that the information is relevant, accurate, and appropriate.

Rights:	Responsibilities:
<ul style="list-style-type: none"> • Parents/guardians have the right to read your student records. • They also have the right to object to information in your student records and must give written permission for anyone to read your records. This permission is called a release • Parent(s)/guardian(s) also may request an informal hearing to challenge the content of your educational record(s), if inaccurate, misleading, or otherwise in violation of the privacy and other rights of the student. Contact the school principal regarding hearing procedures. • Parent(s)/guardian(s) and eligible students have the right to restrict the release of directory information. • Students have the right to be protected by legal provisions that prohibit the release of personally identifiable information to unauthorized persons without the consent of the parents/guardians or eligible student. • Your personally identifiable information may not be released to unauthorized persons without the consent of your parents/guardians or eligible student. • These rights automatically transfer to students as soon as they become 18 years of age (eligible students). 	<ul style="list-style-type: none"> • Parents/guardians and eligible students have the responsibility to provide the school with any information that may be useful in making appropriate educational decisions. Parents/guardians and eligible students have the responsibility to meet their financial obligations as it relates to school fees or notify administration if they are not able to meet their financial obligations. • Parents/guardians and eligible students have the responsibility to release information to those persons or agencies who are working actively and constructively for the benefit of the student. • Parents/guardians and eligible students have the responsibility to notify the school of any change of address, telephone numbers, and other pertinent personal data.

Attendance

Philosophical Basis:

School administrators have an obligation under state law to enforce compulsory school attendance laws. Students have an obligation to avail themselves of the opportunity for public school education, an education that should help the students develop the skills and knowledge necessary to function in a modern, democratic society.

Rights:	Responsibilities:
<ul style="list-style-type: none"> Students have the right to information on rules, policies and procedures that clearly define excused absences, unexcused absences, and tardies. Students have the right not to be penalized in any way for excused absences. Participation in a school-sponsored activity shall be considered an excused absence. Students have the right to make up classwork within three days of returning to school in the case of an excused absence or absence because of suspension. 	<ul style="list-style-type: none"> Students have the responsibility to take advantage of their educational opportunity by attending all classes daily and on time, unless circumstances beyond their control prevent them from doing so. Students have the responsibility to provide the school an adequate explanation for an absence with appropriate documentation. Students have the responsibility to request the make-up assignments from their teachers for excused absences upon their return to school and to complete this work within three days.

Grades

Philosophical Basis:

Grades, are an indicator of the students' knowledge or skill at any particular time, although they are not necessarily an accurate gauge as to whether learning has taken place. However, since much emphasis is placed upon grades, students' academic grades should reflect the teacher's most objective assessment of students' academic achievement. Academic grades should not be used as a threat in order to maintain classroom decorum.

Rights:	Responsibilities:
<ul style="list-style-type: none"> Students have the right to be informed of the teacher's grading criteria, which is consistent with district guidelines, at the beginning of each grading period. Students have the right to receive an academic grade that reflects their achievement. Students have the right to be notified when they are performing unsatisfactorily. Students have the right to receive a conduct and effort grade in each class consistent with their overall behavior and effort. Students have the right to achieve academic success based upon their own initiative and ability without interference from others. 	<ul style="list-style-type: none"> Students have the responsibility to ask teachers in advance of a graded assignment for an explanation of any grading criteria or practice they may question or that needs clarification. Students have the responsibility to maintain reasonable standards of academic performance commensurate with their ability. Students have the responsibility to make every effort to improve their performance upon receipt or notification of unsatisfactory performance. Students have the responsibility to conduct themselves in each class in ways that are conducive to the learning process. Students have the responsibility to earn grades based upon their performance while guarding against cheating by other students.

Marriage, Pregnancy and Parenthood

Philosophical Basis:

Students who are married, parents/guardians, or expectant parents/guardians do not lose their right to free public education. It is, therefore, the responsibility of the public schools to encourage their continued education through the implementation of positive policies and the development of appropriate educational programs.

Rights:	Responsibilities:
<ul style="list-style-type: none">• Students who are married, parents or expectant parents have the right to remain in the regular school program, including appropriate extracurricular activities, or to attend one of the specialized programs designed to meet their particular needs.• Students have the right, upon request, to be referred to an appropriate agency for special counseling regarding marriage, pregnancy, and parenthood.	<ul style="list-style-type: none">• Students have the responsibility to request professional medical advice regarding continued school attendance.• Students have the responsibility to request special counseling regarding marriage, pregnancy, and parenthood.

Free Speech, Expression and Assembly

Philosophical Basis:

One of the basic purposes of education is to prepare students for responsible self-expression in a democratic society. Citizens in our democracy are permitted self-expression under the First and Fourteenth Amendments of the United States Constitution. Full opportunity should be provided for students to inquire, to question, and to exchange ideas. They should be encouraged to participate in discussions in which many points of view, including those that are controversial, are freely expressed.

Rights:	Responsibilities:
<ul style="list-style-type: none"> • The Pledge of Allegiance is a statement of American ideals, and students shall be protected in their right to affirm their identity with these ideals. However, students who, do not wish to participate in the pledge may, upon written request of their parent/guardian, refrain from participation but may not be disruptive. • Students have the right to refrain from any activity that violates the precepts of their religion. • Students have the right to express themselves by speaking, writing, wearing, or displaying symbols of ethnic, cultural, or political values. • Students have the right to petition and survey student opinion in accordance with procedures established by the principal. • Students have the right to form and express their own opinions on controversial issues without jeopardizing relations with their teachers or the school. • Students have the right to assemble peacefully on school grounds or in school buildings. Exercise of this right shall be denied only when it substantially and directly endangers physical health or safety, damages property, or seriously and immediately disrupts the activities of others. 	<ul style="list-style-type: none"> • Students have the responsibility to act in a manner that preserves the dignity of the occasion. • Students have the responsibility to respect the religious beliefs of others. • Students have the responsibility to accept the rights of others to have differing viewpoints and to express themselves on those issues with which they disagree, in a manner that does not infringe upon the rights of others or interfere with the orderly educational process of the school. This should be done in a manner that is not obscene, libelous, or in violation of the school dress code. • Students initiating a petition or survey have the responsibility to ensure its reasonableness and accuracy. • Students have the responsibility to become informed and knowledgeable about controversial issues and to express their opinion respectfully and without disrupting the educational environment or violating school rules. • Students have the responsibility to plan, seek approval of, and conduct activities that are consistent with the educational objectives of the school.

Student Government

Philosophical Basis:

The respect afforded a student government is a result of its active and constructive involvement in the daily operation of the school. In order to be effective, student government and its concomitant responsibilities suggest that representatives be given an opportunity to participate in those decisions that affect the learning climate of the school. To enhance the deliberating process, Board Policies and individual school policies should be available to students in a specific location. Respected student governments are forums for expression, discussion, and action regarding important issues. All members of the school community share the responsibility for shaping student governments into positive instruments of student involvement.

Rights:	Responsibilities:
<ul style="list-style-type: none"> Students have the right, under the direction of a faculty advisor, to form and operate a student government within their respective schools. Students have the right to recommend and/or confirm members of the faculty to serve as sponsors for their school's student government organization. Students have the right to seek office in student government or any organization, regardless of gender, gender identity and expression race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy or disability. Student government officers and representatives have the right to attend official student government meetings during school hours. 	<ul style="list-style-type: none"> Student government officers and representatives have the responsibility to be alert to the needs of the school and concerns of the student body, and to work toward addressing them. Students have the responsibility to secure the prior consent of any faculty member recommended. Students have the responsibility to conduct election campaigns in a positive, mature manner, with respect shown for their opponents. Students have the responsibility to participate in meetings regularly and to conduct themselves in an appropriate manner, to demonstrate positive leadership in school government, and to operate within School Board rules and school regulations.

Publications

Philosophical Basis:

The primary liberties in students' lives have to do with the process of inquiry and learning, of acquiring and imparting knowledge, and of exchanging ideas. This process requires that students have the right to express opinions, to take stands, and to support causes publicly or privately. One of the important roles of the school is to provide effective avenues through which students may express themselves on a wide range of subjects. Official school publications, such as school newspapers, should reflect the policy and judgment of the student editors and should include viewpoints representative of the entire school community.

Rights:	Responsibilities:
<ul style="list-style-type: none"> • Students have the right to possess, post and distribute any forms of literature that are not inherently substantially disruptive to the school program including, but not limited to, newspapers, magazines, leaflets and pamphlets. • Students have the right to be free from censorship of their publications except within the framework of guidelines previously agreed upon by current students and administrators. 	<ul style="list-style-type: none"> • Students have the responsibility to use only those bulletin boards or wall area designated for use by students and student organizations, to seek approval for distribution of materials, and to accept responsibility for the effect that the posting, publication, or distribution of this literature might have on the normal activities of the school. • Students have the responsibility to refrain from publishing libelous and obscene materials, to seek full information on the topics they write about, and to observe the normal rules for responsible journalism.
<p><i>Principals may restrict distribution of materials that are primarily commercial in nature or disruptive to the orderly operation of the school.</i></p>	

Search and Seizure

Philosophical Basis:

Students possess the right of privacy of person as well as freedom from unreasonable search and seizure of property guaranteed by the Fourth Amendment of the United States Constitution. That individual's right, however, is balanced by the school's responsibility to protect the health, safety, and welfare of all its students.

Rights:	Responsibilities:
<ul style="list-style-type: none"> Students have the right to privacy regarding their personal possessions unless the principal has a reasonable suspicion that they are in possession of or concealing materials prohibited by law in their lockers, on their person, vehicles, book bags, purses, devices, etc. Except in emergency situations, students have the right to prior notification of any general search of lockers. Students have the right to use authorized locks on school-owned lockers. Students have the right to notice that they may be subject to random search for weapons by metal detectors while on school grounds or at school functions at any time. (See Special Note ¹) 	<ul style="list-style-type: none"> Students have the responsibility not to carry or conceal any material prohibited by law or by the Code of Student Conduct. Students are responsible for the contents of their lockers, on their person, vehicles, book bags, purses, devices, etc... Students have the responsibility to adhere to policies governing the use of school lockers.

SPECIAL NOTES

¹ School authorities may search a student's person or property, including vehicles, with or without the student's consent whenever they reasonably suspect that there has been a violation of law, Board policy, or school rules. This authority applies to all situations in which the student is under the jurisdiction of the Board. **Signs that advise students and visitors that they are subject to search for weapons by metal detectors will be posted in prominent locations at each secondary school and adult vocational site.**

Complaint Procedures

Philosophical Basis:

When students wish to express dissatisfaction about a situation in the school, they can submit a formal complaint. Schools are responsible for providing mechanisms for the expression and resolution of these complaints.

Rights:	Responsibilities:
<ul style="list-style-type: none"> Students have the right to a standard procedure for the resolution of formal complaints through a process that includes appropriate lines of communication, a time line, and a method of appeal. Students have the right to expect that discrimination and formal complaints will be resolved in an expeditious, orderly, and equitable manner. Formal complaint procedures with the office of Civil Rights Compliance apply to those situations in that students believe themselves to be victims of discrimination based on gender, gender identity and expression, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy or disability. Formal complaint procedures are also available for situations in which students believe themselves to be victims of harassment, including sexual harassment. *(See Special Note ¹) Parents/guardians may request a hearing before an impartial hearing officer when a student has been assigned to an alternative placement or expelled. 	<ul style="list-style-type: none"> Students have the responsibility to discuss their complaints informally with the persons involved prior to invoking the formal complaint procedures, unless they feel they are unable to resolve the grievance at the school level. Students have the responsibility to state the formal complaint clearly, to follow established procedures for resolving a formal complaint, and to accept the decision that is rendered and to file a timely appeal.

SPECIAL NOTE

¹ **Harassment (Civil Rights) and Sexual Harassment do not require a SPAR, but must be reported to the Civil Rights Compliance Office at 305-995-1580.**

CHAPTER IV

VITAL ALERTS FOR STUDENTS AND
PARENTS/GUARDIANS
AND
FORMAL CORRECTIVE STRATEGIES RECOGNIZED IN
THE CODE OF STUDENT CONDUCT

VITAL ALERTS FOR STUDENTS AND PARENTS/GUARDIANS	
ALERT: ZERO TOLERANCE POLICY	<p>The School Board enforces the Florida Department of Education Zero Tolerance Policy on school violence, crime, and the use of weapons. As an approach to reducing school violence, the intent of the policy is to provide a safe school climate that is drug-free and protects student health, safety, and civil rights.</p> <p>This policy requires the school district to impose the most severe consequences provided for in the Code of Student Conduct in dealing with students who engage in violent criminal acts, such as:</p> <ul style="list-style-type: none"> • bringing or possessing a firearm or weapon to school, any school sponsored activity, or on school-sponsored transportation; • making a threat or false report, respectively, involving school or school personnel's property, school transportation, or school-sponsored activity; • homicide; • assault, battery, and culpable negligence; • relating to kidnapping, false imprisonment, luring or enticing a child, and custody offenses; • sexual battery; • lewdness and indecent exposure; • child abuse; • robbery; • robbery by sudden snatching; • carjacking; and • home-invasion robbery <p>The State of Florida Juvenile Justice Reform Act of 1965 requires the School District to link juvenile violent incidents to the action taken by the student's school and the District. The District is required to collect data about violent incidents involving students during each school year and transmit a report to the state. Certain infractions in the Code of Student Conduct may result in criminal penalties as well as administrative corrective strategies</p>
ALERT: OFF-CAMPUS FELONY OFFENSES	<p>To minimize off-campus acts that might have an adverse impact on the school environment, the District office will send notifications to schools of students who have been taken into custody for and/or are formally charged with an off-campus felony or delinquent act that would be a felony if committed by an adult. The principal may take administrative action against those students who are formally charged if, after an administrative hearing with notice provided to the parent/guardian of the student, it is shown that the incident has an adverse impact on the educational program, discipline, or welfare of the school.</p> <p>Students and parents/guardians should be aware that felony offenses can have a serious impact on an individual's future, including the following:</p> <ul style="list-style-type: none"> • criminal penalties; • loss of scholarship eligibility; • loss of voting privileges; • loss of employment opportunities; and/or • loss of driving privileges.'

VITAL ALERTS FOR STUDENTS AND PARENTS/GUARDIANS	
ALERT: IMPLICATION FOR CERTAIN SEX OFFENSES	Minors convicted or adjudicated delinquent for certain sex offenses may be required to register with the State of Florida as a sexual predator or sex offender and will suffer the restrictions and embarrassment of this requirement as defined in Florida Statutes 943.0435, 943.04354, 943.0515, 985.481, 985.4815, and 775.21.
ALERT: WIRELESS COMMUNICATION DEVICES	<p>Wireless communication devices include two-way communication devices, such as cellular phones, mobile phones, MP3 players, electronic games, beepers, pagers, portable computers including but not limited to laptops, personal digital assistances (PDA), tablets, eReaders, iPads, personal organizers and similar wireless devices. Possessing a wireless communication device is not a violation of the Code of Student Conduct. However, a student shall not disrupt the educational process or interfere with the safety-to-life issues of students by using a wireless communication device inappropriately.</p> <p>When using electronic devices for the purposes of learning consistent with the educational objectives of the District during the instructional day, students must comply with Board Policy 7540.03, Student Network and Internet Acceptable Use and Safety.</p> <p>The following rules must be followed regarding the possession, use, and display of wireless communication devices:</p> <ul style="list-style-type: none"> • Students may only possess, display and use wireless communication devices (i.e. texting, email, telephone etc.) before or after the instructional day. • Students must ensure that the telephone capabilities of their devices are turned off during the instructional day (i.e. ringer off, silent mode, etc.) • Students shall avoid classroom disruptions, by not displaying, using, or activating the data access portion of their wireless communication devices during the instructional day unless instructed to do so by the teacher and/or authorized school personnel under the Bring Your Own Device initiative outlined in Board Policy 7540.03. This includes during class, in the library, during lunch breaks, during class changes and during any other structured activity. <p>Unless using its data access capabilities for instructional purposes as directed by their teacher and/or authorized school personnel as outlined in Board Policy 7540.03.</p> <ul style="list-style-type: none"> • Students may not use the broadband capabilities (3G, 4G, etc...) of personal devices for data access during school hours – students may only access data utilizing the school's wireless network during this time. • The school is not responsible if a student's wireless communication or any electronic device is lost or stolen. <p>The possession of a cellular telephone is not a violation of the Code of Student Conduct. However, the possession of a cellular telephone that disrupts the educational process, the use of the cellular telephone capabilities during school hours, use of a cellular phone to commit a crime, and the possession or use of a cellular telephone that disrupts or interferes with the safety-to-life issue for students being transported on a Miami-Dade County Public Schools bus, are infractions of the Code of Student Conduct.</p>

VITAL ALERTS FOR STUDENTS AND PARENTS/GUARDIANS

ALERT: UTILIZATION OF THE INTERNET AND INAPPROPRIATE USE OF COMPUTERS

Over the past few years, computers have become common household devices and popular in our schools and media centers. Students are encouraged to use computers, networks, and online telecommunication such as the Internet and electronic mail (e-mail). While exercising the right to use available technology, students must be aware of their responsibility as users. Technology advancement has provided students with access and the opportunity to commit offenses that violate the Code of Student Conduct.

When using electronic devices for the purposes of learning consistent with the educational objectives of the District during the instructional day, students must comply with Board Policy 7540.03.

The following are examples of improper uses of technology and are violations of the Code of Student Conduct:

- Using the network to send or receive obscene or lewd material;
- Using the network to make threats against anyone or the school;
- Sending electronic mail that threatens to do bodily harm to another student that might be considered assault or cyberbullying;
- Downloading pirated software (comparable to stealing);
- Willfully and knowingly obtaining unauthorized access to or “hacking” into the school’s computer system (constitutes vandalism);
- Using, without authorization, school property, a school computer or other electronic device, and damaging a school’s computer system or causing the computer to “crash” (constitutes a “computer-related” crime leading to criminal charges).

These are only a few examples of violations committed through electronic means. The school administration will evaluate and determine the appropriate level infraction under the Code of Student Conduct.

“Family involvement in education is crucial if we want our children to succeed in school and throughout life.”

Sharon P. Robinson

Assistant Secretary

Office of Educational Research and Improvement

VITAL ALERTS FOR STUDENTS AND PARENTS/GUARDIANS	
ALERT: CORPORAL PUNISHMENT	The use of corporal punishment is prohibited in Miami-Dade County Public Schools. This prohibition extends to parents/guardians on school grounds.
ALERT: INDIVIDUALS WITH DISABILITIES IN EDUCATION ACT (IDEA); STUDENTS WITH A 504 PLAN	<p>Behavior modification interventions that are used to address actions committed by students who meet the guidelines established by the Individuals with Disabilities in Education Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1973 must adhere to federal law, Florida Statutes, Florida Board of Education Rules, and Miami-Dade County School Board Policies.</p> <p>Suspensions and expulsions for more than ten (10) consecutive days and/or a pattern of suspensions and expulsions that exceed ten (10) days in a school year may be considered “changes in placement” for students with disabilities who have a Section 504 Plan or who are enrolled in exceptional education placement under IDEA. When the student is removed from his/her educational placement for more than ten (10) days, a manifestation determination must be conducted to consider whether other strategies, interventions, or assessments are appropriate and the student must be provided appropriate educational services in order to provide a free appropriate education.</p> <p>Discipline guidelines for IDEA students with disabilities are specified in the District’s <i>Exceptional Student Education Policies and Procedures (SP&P)</i> and discipline guidelines for Section 504 students with disabilities as outlined in <i>Board Policy 2260.01 – Section 504 Procedures for Students with Disabilities</i>.</p>

“The American family is the rock
 on which a solid education can be built.
 I have seen examples all over this nation
 where two-parent families,
 single parents, stepparents, grandparents, aunts,
 and uncles are providing strong family support
 for their children to learn.
 If families teach the love of learning,
 it can make all the
 difference in the world to their children.”

Richard W. Riley
 U.S. Secretary of Education

VITAL ALERTS FOR STUDENTS AND PARENTS/GUARDIANS

ALERT: PROCEDURES FOR IMPLEMENTING THE 45-SCHOOL DAY ALTERNATIVE PLACEMENT RULE FOR STUDENTS WITH DISABILITIES

- The IDEA identifies three specific types of conduct that may trigger unilateral placement of a student with a disability in an Interim Alternative Educational Setting (IAES), without regard to whether the behavior is determined to be a manifestation of the child's disability.
- A student may be removed to an IAES for not more than 45 school days regardless of whether the behavior is determined to be a manifestation of the student's disability, where the student:
 - i. carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a state or local educational agency;
 - ii. knowingly possesses or uses illegal drugs*, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a state or local educational agency; or
 - iii. inflicts serious bodily injury** on another person while at school, on school premises, or at a school sponsored activity.

When a student commits one of the special circumstances listed above, the school where the violation occurred must provide to the parent (1) FM 4877, Informed Notice of Proposal or Refusal to Change Evaluation, Identification, Educational Placement or Free Appropriate Education, and (2) FM 1582, Notice of 10 – Day Suspension – Consideration for Expulsion. Copies of these documents must be retained for future meetings.

The school where the incident occurred must immediately place an E5 in the Student Case Management System (SCMS), send FM6562 Rev. (11-05), Expulsion Request to alted@dadeschools.net, and follow up to ensure that the SPAR is in the SCMS as quickly as possible. The student will be assigned to the alternative placement as soon as is possible. Upon placement by School Operations/ Alternative Education (SO/AE), the Special Education (SPED) Department Chairperson or Program Specialist shall contact the assigned school and forward a copy of the student's existing Individual Educational Plan (IEP). The assigned alternative school shall implement the student's current IEP, including all related services upon the student's arrival.

Note: If the student is arrested and sent to the Juvenile Detention Center (JDC), the time at the JDC is not included in the 45 school day timeline at the alternative placement. The student should go immediately to the 45 school day placement upon dismissal from the JDC.

Within 10 days of the incident, an IEP meeting must be convened by Alternative Education to determine if the behavior is a manifestation of the student's disability. Personnel from the sending school must attend the IEP meeting and bring the cumulative folder, a draft IEP from the SPED EMS system, the Functional Assessment of Behavior (FAB), and Behavior Intervention Plan (BIP).

When the behavior is found to be a manifestation of the student's disability, the receiving alternative education school is responsible for maintaining a record of the number of days the student is enrolled. Ten days prior to the end of the mandatory 45 **school** day placement, the alternative school shall notify the sending school

VITAL ALERTS FOR STUDENTS AND PARENTS/GUARDIANS

ALERT: (CONT.) PROCEDURES FOR IMPLEMENTING THE 45- SCHOOL DAY ALTERNATIVE PLACEMENT RULE FOR STUDENTS WITH DISABILITIES

and corresponding SPED Center to schedule an IEP meeting. The IEP meeting will be held at the alternative school with representatives from the home and/or sending school. The IEP team shall decide the next appropriate placement for the student. The following placements shall be considered:

- Remain in the Alternative Education Setting
- Return to sending school
- Placement at another school
- Other more restrictive options

SPECIAL NOTE:

* Possession of marijuana for personal consumption is exempt from this special circumstance.

** Serious Bodily injury applies only when there is:

- ✓ a substantial risk of death;
- ✓ extreme physical pain;
- ✓ protracted and obvious disfigurement; or
- ✓ protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

TIPS FOR PARENTS

Ask about the school's homework policy.

- What kinds of assignments will be given?
- How long are children expected to take to complete them?
- How does the teacher want you to be involved?
 - Look over completed assignments.
 - Monitor television viewing.

VITAL ALERTS FOR STUDENTS AND PARENTS/GUARDIANS

ALERT: DISTRICT POLICY AGAINST BULLYING AND HARASSMENT

Miami Dade County Public Schools (M-DCPS) is committed to providing a safe learning environment for all students and is dedicated to eradicating bullying and harassment by providing awareness and prevention education. Bullying, harassment, and intimidation by students, school board employees, visitors, or volunteers is prohibited and will not be tolerated.

During the investigation of any bullying and/or harassment allegation, the principal/designee or appropriate area/district administrator should take appropriate actions to protect the complainant, alleged victim, other students or employees consistent with the requirements of applicable Board Policies, regulations, and statutes.

Bullying and Harassment Defined

Bullying means systematically and chronically, inflicting physical hurt or psychological distress on one or more students or school employees. It is further defined as a pattern of unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, dehumanizing gesture by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliations; or unreasonably interfere with the individual's school performance or participation that includes a noted power differential.

Bullying may involve, but is not limited to:

1. Teasing
2. Social exclusion
3. Threats
4. Intimidation
5. Stalking
6. Physical violence
7. Theft
8. Sexual, religious, or racial harassment
9. Public humiliation
10. Destruction of Property
11. Cyberstalking
12. Cyberbullying

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 school employee who:

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. substantially interferes with a student's educational performance, opportunities, or benefits, or
3. substantially disrupts the orderly operation of a school.

Bullying and Harassment also includes:

1. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered

VITAL ALERTS FOR STUDENTS AND PARENTS/GUARDIANS

ALERT: (CONT.) DISTRICT POLICY AGAINST BULLYING AND HARASSMENT

retaliation.

2. Perpetuation of conduct listed in the definition of bullying and 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:
 - a. Incitement or coercion
 - b. Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, computer network, electronic or wireless devices on or off school grounds to bully or harass that jeopardizes student or school employee safety or disrupts the learning environment within the scope of the district school system.
 - c. Acting in a manner that has an effect substantially similar to the effect of bullying or harassment.

Cyberstalking means to engage 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.

Cyberbullying is defined as the willful and repeated harassment and intimidation of an individual through the use of electronic mail or electronic communication with the intent to coerce, intimidate, harass, or cause substantial emotional distress to a person.

The physical location or time of access of a computer – related incident cannot be raised as a defense in any disciplinary action initiated under state law.

HOW TO REPORT BULLYING/HARASSMENT ANONYMOUSLY

If you have information regarding bullying/harassment and would like to report this information anonymously, you may do so by:

1. Filing the “Miami-Dade County Public Schools – Bullying and Harassment Anonymous Reporting Form located at the following internet web address: <http://forms.dadeschools.net/webpdf/7229.pdf>
2. Calling 305-995-CARE (2273)
3. Texting anonymously to 274637 (CRIMES) and type in the words: Be safe and then you report.
4. Submitting an online report by visiting <http://besafe.dadeschools.net>.

Information and/or resources on bullying and harassment can be found on the Mental Health and Crisis Management Services website located at <http://mhcms.dadeschools.net/bullying.asp>.

VITAL ALERTS FOR STUDENTS AND PARENTS/GUARDIANS

ALERT: DISTRICT DRESS CODE POLICY	<p>Students, while on school grounds during the regular school day, must refrain from wearing clothing that (a) exposes underwear or body parts in an indecent or vulgar manner, or (b) disrupts the orderly learning environment.</p> <p>Any student who violates this dress code policy is subject to the following disciplinary actions:</p> <p>First (1) Offense: a student shall be given a verbal warning and the school principal shall call the student's parent or guardian.</p> <p>Second (2) 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 shall meet with the student's parent or guardian.</p> <p>Third (3) or subsequent offense(s): a student shall receive an in-school suspension 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 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.</p>
ALERT: SEXTING	<p>Board Policy 5136.02, prohibits "sexting" which is the act of sending or forwarding sexually explicit, nude, or partially nude photographs/images through cellular telephones and other electronic media.</p> <p>Sexting is prohibited and will not be tolerated. The policy 5136.02, Sexting addresses sexting, and will be enforced pursuant the Code of Student Conduct.</p> <p>The levels of sexting offenses are:</p> <p>Sexting (1)</p> <ul style="list-style-type: none"> • A personal, 1-to-1 student-to-student exposure/transmission which is not coerced and not intended for redistribution. <p>As an example, a student may voluntarily send a provocative sext that includes a nude photograph/image to his/her boyfriend or girlfriend. The Sexting 1 offense is a Level III violation in the Code of Student Conduct. The principal/designee must conduct a parent/guardian conference and apply at least one of the following disciplinary strategies:</p> <ul style="list-style-type: none"> • Participation in counseling session(s) • Suspension from school for one to ten days • Permanent removal from class (placement review committee decision required) • Diversion Center • Recommendation for placement in an alternative educational setting • Recommendation for expulsion

VITAL ALERTS FOR STUDENTS AND PARENTS/GUARDIANS

<p>ALERT: (CONT.) SEXTING</p>	<p>Sexting (2)</p> <ul style="list-style-type: none"> • Transmission or re-transmission of a sext to an expanded group of recipients. <p>As an example, a student who has received a sext proceeds to re-transmit the message to a few other students. A second or multiple offense of a Sexting 1 act also constitutes a Sexting 2 offense. The Sexting 2 offense is a Level IV violation of the Code of Student Conduct. The principal/designee must conduct a mandatory parent/guardian conference and use the following disciplinary strategies:</p> <ul style="list-style-type: none"> • Participation in counseling session(s) related to the infraction • Suspension from school for one to ten days • Recommendation for alternative educational setting • Recommendation for expulsion <p>Sexting (3)</p> <ul style="list-style-type: none"> • Broad exposure/distribution of a sext without consent and/or transmittal with the intent to victimize another individual. <p>As an example, a student who has received a sexting message posts the photograph/image on a social networking website in order to subject the individual photographed to ridicule, derision, scorn, etc. A Sexting 3 offense is also the repeated commission of sexting Level 1, 2 and/or 3 offenses. A Sexting 3 offense is a Level V violation of the Code of Student Conduct because it involves extreme behaviors that seriously endanger the health and well-being of others and/or damages property or character. The principal/designee must conduct a parent/guardian conference and use the following disciplinary strategies:</p> <ul style="list-style-type: none"> • Participation in counseling session(s) • Suspension from school for one to ten days • Recommendation for an alternative educational setting • Recommendation for expulsion <p>All sexting cases require a Student Services Referral (R7).</p> <p>A first sexting offense committed by a minor is a non-criminal violation punishable by up to eight (8) hours of community service or subject to a \$60 fine, and/or required training or instructional classes on the dangers of sexting. A second offense is a misdemeanor and the third is a felony with a possible maximum five (5) year prison sentence.</p>
<p>ALERT: USE OF MEDICATION</p>	<p>According to the board policy 5330-Use of Medications, the School Board shall not be responsible for the diagnosis and treatment of student illness. The administration of prescribed medication and/or medically-prescribed treatments to a student during school hours will be permitted only when failure to do so would jeopardize the health of the student, the student would not be able to attend school if the medication or treatment were not made available during school hours, or the child is disabled and requires medication to benefit from his/her educational program.</p> <p>Medication shall include all medicines including those prescribed by a medical provider and any nonprescribed (over-the-counter) drugs, preparations, and/or remedies. "Treatment" refers to the manner in which a medication is administered</p>

VITAL ALERTS FOR STUDENTS AND PARENTS/GUARDIANS

ALERT: USE OF MEDICATION (continued)

and to health-care procedures which require special training, such as catheterization.

Written medication authorization (Form 2702) signed by the child's medical provider and parent shall be provided before any prescribed medication or treatment may be administered to any student during school hours. Parents may administer medication or treatment. The child's medical provider and the parent must also authorize in writing any self-medication by the student such as epi-pens and inhalers.

Medication shall not be carried on a student's person in the school except as approved by the principal. Furthermore, no student is allowed to provide or sell any type of over-the-counter medication to another student.

FORMAL CORRECTIVE STRATEGIES RECOGNIZED IN THE CODE OF STUDENT CONDUCT	
TEMPORARY REMOVAL FROM CLASS	If a student is disruptive in class, the teacher may request assistance from a school administrator to have the student temporarily assigned elsewhere. The principal may utilize various Board-approved programs to address the student's behavior. The principal should consider the teacher's recommendations.
PERMANENT REMOVAL FROM CLASS	<p>A teacher may remove a student whose behavior the teacher determines interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn. This includes disobedient, violent, abusive, uncontrollable, or disruptive students. The principal shall be notified immediately and the teacher shall be entitled to receive, prior to or upon return of the student to class, a copy of the Student Case Management Form (SCM) describing corrective strategies taken.</p> <p>Each school must establish a Placement Review Committee to determine appropriate placement of the student when the teacher has withheld consent for return to the teacher's class. The committee consists of at least two teachers, one selected by the faculty, one selected by the teacher who has removed the student, and one member selected by the principal from the school's staff. The teacher who requested the removal may not serve on the committee. The parent/guardian of the student must be informed of the Placement Review Committee and be provided the opportunity to communicate with the committee on behalf of the student. The committee must render a decision within 5 days after the removal of the student from the classroom and may either: (1) place the student in another class, or (2) return the student to the teacher's class. The teacher may appeal the committee's decision to the Superintendent.</p> <p>In the case of a student with a disability, the Individual Educational Plan (IEP) committee may need to determine appropriate placement. Removal from a particular class should not effectuate a denial of IEP or Limited English Proficient (LEP) services.</p>
INDOOR SUSPENSION/ ASSIGNMENT TO SCHOOL CENTER FOR SPECIAL INSTRUCTION (SCSI)	<p>As an alternative to outdoor suspension from school, the principal may elect to use any supervised Board-approved alternative. One such option is to assign the student to the School Center for Special Instruction (SCSI). The center should be designed to provide tutorial and guidance services. Parents/guardians may request this action as an alternative to outdoor suspension, but the final decision rests with the principal.</p> <p>When misconduct in a class results in an assignment to SCSI, the student should be removed from only the class where the misconduct occurred. Continued misconduct can result in removal from all classes if deemed appropriate by the principal.</p>
ASSIGNMENT TO AN ALTERNATIVE INTERVENTION COUNSELING CENTER	As an alternative to suspension from school, the principal may assign a student to the Alternative Intervention Counseling Center. The Alternative Intervention Counseling Center Program is an alternative to suspension that provides individual/group counseling services for students with substance-related and/or other self-defeating behavior. Parents/guardians may request this action as an alternative to outdoor suspension, but the final decision is within the principal's discretion.

FORMAL CORRECTIVE STRATEGIES RECOGNIZED IN THE CODE OF STUDENT CONDUCT	
PEER MEDIATION	The principal may establish a peer mediation program designed to resolve problems addressed in the Code of Student Conduct. The establishment and use of this program is solely within the principal's discretion.
OTHER ALTERNATIVES	<p>Other alternatives, including after-school detention, Saturday School, or other programs available at the school, may be utilized.</p> <p>When the principal utilizes an alternative to suspension, the student shall be afforded the same due process procedures that are applicable to outdoor suspension, including written notice within 24 hours or by U.S. mail.</p>
DENIAL OF BUS PRIVILEGES	Students can be denied the privilege of riding a school bus for persistent or serious violations of the Code of Student Conduct that occur on the bus or at the bus stop. The revocation of a student's bus privilege may or may not impact the student's educational participation. Such action may be taken by the school principal, who subsequently informs the student and parent/guardian of the denial of bus privileges and requests a parent/guardian conference. Such privileges may be restored by the principal following a conference with the parent/guardian and student when there is good reason to believe that the conduct in question will not recur.
DENIAL OF THE PRIVILEGE OF PARTICIPATING IN SOCIAL AND/OR EXTRACURRICULAR ACTIVITIES	Students may be denied the privilege of participating in social and/or extracurricular activities if they have been disruptive in school or at social and/or extracurricular activities. They may also be denied this privilege if they have been convicted, or found to have committed a felony or a delinquent act that would have been a felony if committed by an adult, and a determination has been made that the incident has an adverse impact on the educational program, discipline or welfare in the school. In addition, for senior high school students, any arrest will result in an immediate minimum 10 day prohibition from participation in interscholastic competitions or performance, including practices.

TIPS FOR PARENTS

- Read with you children.
 - Talk to your children and teenagers—and listen to them, too.
 - Set high expectations for your children.
- U.S. Department of Education

FORMAL CORRECTIVE STRATEGIES RECOGNIZED IN THE CODE OF STUDENT CONDUCT	
OUTDOOR SUSPENSION	<p>A principal may suspend a student from school for one (1) to ten (10) days for persistent disobedience and/or serious misconduct. Principals take this action when they have exhausted informal corrective strategies, or when they have at least considered those alternatives and rejected them as inappropriate in a given situation.</p> <p>Outdoor suspension is appropriate under the following conditions:</p> <ul style="list-style-type: none"> • The student's presence in school presents a physical danger to the student or others; • A "cooling off" period is needed to relieve tensions and relieve pressure; and/or • The student and/or parent/guardian refuse an alternative to suspension. <p>A suspended student has the right to request and obtain make-up assignments for the time he or she was suspended from school. It is the responsibility of the student to request make-up work for assignments missed due to a suspension.</p> <p>A suspended student is entitled to be notified of the reason for suspension and an opportunity to be heard by the principal/designee. Parents/Guardians must be provided written notice within 24 hours by U.S. mail.</p>
DIVERSION CENTER	<p>Diversion centers are private centers approved by the School Board to provide educational services to students who have been assigned to outdoor suspension. These centers help to reduce crime by providing an alternative instructional setting for suspended students. Attendance at the centers is optional.</p>
ASSIGNMENT TO ALTERNATIVE EDUCATION PROGRAM	<p>A principal may request an administrative placement in an Alternative School Program. This action is taken only when less severe strategies are deemed inappropriate. If the nature of the student's behavior warrants, the Superintendent's designee will approve the request and assign the student to one of the alternative schools. This assignment will remain in effect until the appropriate administrator determines that the student is ready to return to the regular school program.</p>

TIPS FOR PARENTS

Research shows:

That when families get involved, their children:

- Get better grades and test scores.
- Graduate from high school at higher rates.
- Are more likely to go on to higher education.
- Are better behaved and have more positive attitudes.

U.S. Department of Education

FORMAL CORRECTIVE STRATEGIES RECOGNIZED IN THE CODE OF STUDENT CONDUCT	
EXPULSION	<p>A principal may request that the Superintendent recommend to the School Board that a student be expelled. Principals may take this action when they have exhausted less severe administrative corrective strategies, or when they have considered those alternatives and rejected them as inappropriate in the given situation.</p> <p>Only the School Board can approve an expulsion. The maximum period of time for an expulsion may not exceed the remainder of the term or school year, the summer session, plus one additional school year of attendance. An expelled student is entitled to due process, including a formal hearing.</p>
WORK BACK PROGRAM IN LIEU OF EXPULSION	<p>In lieu of expulsion, a Work Back Program consistent with existing guidelines, may be available for students who are presently being recommended to the Board for expulsion, except in certain cases for in which a Work Back Program is not allowed.</p>

TIPS FOR PARENTS

Show your child you think education and homework are important.

- Set a regular time for homework.
 - Pick a place.
- Remove distractions.
 - Provide supplies.
 - Be a role model.
 - Show interest.

BEHAVIORS THAT MAY RESULT IN CRIMINAL PENALTIES

The following behaviors are grounds for corrective strategies by the school and may also result in criminal penalties:

- Illegal use, possession, or sale of controlled substances while on school grounds or attending a school function;
- Use of a wireless communication device in the commission of a crime;
- Possession of a firearm or weapon while on school grounds, school bus or at a school function;
- Violence against any district School Board personnel;
- Disruptive behavior on a school bus, or at a bus stop, or other violation of the School Board's transportation policy;
- Violation of the School Board's sexual harassment policy;
- Making a threat or false report involving destructive devices or explosives directed against a school, school personnel property, school transportation, or school-sponsored activity; and
- Sexting

Notice of the potential for criminal charges for these offenses is required by Florida Statute 1006.07; however, students and parents/guardians should be aware that any criminal offense could result in criminal prosecution and penalties.



CHAPTER V

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

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

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

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

TIER I

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

- **Verbal:** scheduling five minutes prior to an assignment to review rules and expectations
- **Written:** provide the student with written rules and expectations for a given task
- **Pictorial:** teacher can use picture cards to nonverbally teach/remind students of various rules/expectations

Student Repeats Rules/Expectations Prior to Transition: Establish a system in which a student verbally, or in written form, repeats rules/expectations prior to transition.

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

Preferential Seating: Change the seating arrangement for a student in order to address his/her specific needs. Possible examples may include:

- The student sits in close proximity to the teacher for hearing, vision, and or attention concerns.
- The student is moved away from negative peer influences and near more positive peer influences.

Parent-Teacher Communication System: Establish a set time and method for communication between parent and teacher regarding the student's behavior and progress.

- Methods for communication might include phone contact, face to face meeting, e-mail or note/letter correspondence.

Personal Connection with Student: Establish set times and methods for providing special attention for a student.

- A teacher makes it a point to check in with a student each morning in order to find out how his/her homework was the evening before.

Code of Student Conduct – Secondary

Provide Additional Guidance/Extend Instruction: Provide the student with more specific and or modified instructions, prior to the assignment, in order to assist in general comprehension.

- The teacher may provide additional/individual verbal instructions, written instructions, pictorial instructions, visual guides, completed model of task, etc.

Increase Frequency of Task Related Recognition: Provide specific and consistent recognition and reinforcement for a student's on-task behavior.

- In lieu of simply expecting that a student engage in task related behavior, the teacher will provide reinforcement (verbal, nonverbal, tangible) for a student that is properly engaged in the classroom task.

Visual Schedule: Use for students in need of a structured organizational system, either pictorial or written.

- The schedule is designed to assist the student as he/she progresses through the activities and tasks of the day (i.e. morning bell rings- first class, reading-second class, art, etc.).
- It can also be used to break down a specific task (i.e., open notebook – go to math section- put paper on teacher's desk).

Environmental changes: Make various changes in the environment to accommodate the sensory needs of a student.

- Some examples of this are changing the lighting, re-arranging furniture, or adjusting sound sources.

Use Preferred Activities as Reinforcement: Provide access to a preferred activity (i.e. computer time, art, listening to music, etc.) when a student engages in appropriate behavior.

- The teacher must clearly identify what the preferred activity is, make sure that the identified activity is truly rewarding for the student, establish the circumstances under which the preferred activity will be awarded (i.e. after appropriate behavior has been demonstrated three times), and for how long student will be allowed to engage in the preferred activity.

Personally Greet the Student upon Arrival to Class: Establish a system for spending a personal moment with the student before class, especially with students who may thrive on attention.

- The teacher may want to ask: "How are you today?", "What did you do yesterday after school?", and "How is your family?," etc.

Increase Frequency of Positive Reinforcement: If reinforcement does not occur on a frequent basis, negative/problem behaviors may start to reoccur or increase as a result. When this happens simply increase the frequency of when incentives are delivered.

- A student, who is receiving access to the computer lab for the last half hour of the school day in exchange for demonstrating use of problem solving skills, continues to display episodes of inappropriate behavior. The teacher can increase the frequency of positive reinforcement by allowing two or three opportunities scattered throughout the day to access the computer.

Use of Tangible/Non-tangible Rewards: Use tangible and/or non-tangible reinforcers immediately to reward a student for engaging in positive behavior or good performance. The selected tangible/non-tangible reward must be effective for the student in question and delivered on a consistent basis.

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

Code of Student Conduct – Secondary

Ignore Undesirable Behavior(s): Instead of, or in addition to, reinforcing positive behavior(s), the teacher can ignore undesirable behavior(s). Any time the student engages in an undesirable behavior, the teacher systematically and consistently ignores the student until the behavior ceases.

Establish Logical Consequences for Students: Inform students that engaging in certain problem behaviors will result in specific consequences.

- Out of seat behavior will result in student not earning points on behavior contract. Consequences must be specifically identified to the student and they must be consistently implemented.

Encourage Effort to Display Appropriate Behavior: Provide reinforcement for a student who is trying to display the appropriate replacement behavior, even if he/she is not quite there yet. This practice will encourage the student to “keep up the good work” and eventually demonstrate the replacement behavior

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

Use Classroom Incentives for Individual Student Accomplishments: Reward an individual student's success by allowing the entire class to benefit.

- Throw a pizza party for the class if the individual student has a good week on his/her behavior contract.

Call Home to Share News of Student Effort/Success: Establish a system for calling the student's parents daily/weekly in order to update them on their child's success and progress.

Use School-Wide Vehicles for Recognition: Recognize student success and/or progress during school announcements, award programs, lunch, assemblies, etc.

Assign Classroom Responsibilities for Student Recognition: Allow student to participate in classroom related responsibilities (i.e. line leader, clean-up after projects, message delivery person, teacher helper, etc.) in exchange for positive behavior.

TIER II

Teach/Model Communication /Social Skills: Teach a student appropriate methods of communication. Students who do not possess effective communication/social skills will often vent their school related frustrations in disruptive and inappropriate ways.

- A student experiencing difficulty in mathematics may attempt to avoid such work by acting out in the classroom. The concept is to teach the student appropriate ways of expressing their frustrations. The teacher develops a script with the student that addresses his/her specific needs.
- The following is an example of such a script: when the student is having academic difficulty and feeling frustrated, he/she will signal the teacher either verbally or with a predetermined nonverbal sign (i.e., hand raise). The teacher will subsequently respond to the student in order to find out if he/she needs extra instruction, assistance with assignment or a break from work. Extra instruction and assignment assistance can be delivered by the teacher or by an appointed peer tutor. The break may be as simple as a five minute water or bathroom break. As part of the script, the student agrees to resume appropriate work after his/her needs have been met.

Code of Student Conduct – Secondary

- In order to ensure optimal effectiveness, the teacher should provide the script in written form to the student and possibly attach it to his/her desk.

Task Analysis: Break down and make concrete the difficult tasks to ensure more success. The teacher can teach a student how to break down a task into more simplistic parts.

- A student who has difficulty compiling a three sentence paragraph may perform better when the task is broken down into small steps. First, teach him/her to identify and write down the theme of the paragraph, then create three categories (introduction, main idea, and conclusion), next brainstorm what ideas should go under each category, and finally the student can compile the paragraph based on the information gathered during previous steps.

Practice Communication and Social Skills: After teaching appropriate communication and/or social skills techniques, the teacher may provide specific opportunities for the student to demonstrate such skills in the classroom.

- The teacher may need to establish a verbal or nonverbal prompt with the student (i.e., “now is a good time to use your skills” or tap the student on the shoulder).

Teach Coping Skills: Teach appropriate ways to cope/deal with frustration, anger, embarrassment, etc, when students do not have a repertoire of appropriate strategies to deal with adverse situations.

- The teacher can teach the student methods such as asking for a time out or break, relaxation/breathing exercises, taking five minutes to vent feelings privately with teacher/peer, or engaging in an enjoyable activity (i.e. computer, art, etc.). Suggestions for appropriate coping skills can be written and attached to the student’s desk as a reminder.

Teach Positive Self Talk: Students who do not believe they are capable in various academic and/or social situations may become increasingly unmotivated to work, withdrawn, or even disruptive in order to avoid uncomfortable scenarios.

- The teacher and or school counselor can teach the student a repertoire of positive statements such as “I am capable of doing my work”, “I can make friends in my class”, or “If I study my spelling words every day, I will get a good grade on my spelling test”.
- The student is taught to repeat such statements as frustrations increase in adverse situations.
- The teacher/counselor may need to provide verbal/nonverbal prompts in order for the student to initiate in the self talk procedures (i.e. “what do you need to tell yourself?” or hand signal).

Remediation in Specific Academic Areas: Students with academic deficits may engage in problem behavior as a way to avoid difficult tasks. Implementing classroom academic interventions for remediation should reduce the need to avoid such tasks. In order to select appropriate academic interventions, refer to the School Support Team (if applicable)

Use of Personal Interests for Motivation: Incorporate student interests into a given task or activity. The concept is that if a student finds a task/activity enjoyable or interesting, he/she is more likely to stay engaged for a longer period of time.

- A student who has difficulty staying on task during independent reading assignments will likely become more motivated to complete the assignment if the topic is of his/her choosing. (i.e., if the student likes fishing, the reading assignment can be related).

Teach Alternative Behavior for Sensory Feedback: A student who engages in a certain behavior for the sole purpose of sensory feedback may be able to learn an alternate (less distracting) behavior to serve the same purpose

- A student that taps his/her pencil on the desk repetitively can squeeze a stress ball instead.

Teach Anger Management/Problem Solving Skills: Students who experience difficulty controlling emotions and/or lack sufficient problem solving skills are likely to engage in inappropriate/disruptive behavior when “pushed to the emotional limit” and/or frustrated. There are several existing methods to teach anger management and problem solving skills, and the school counselor and/or school psychologist are excellent resources for such methods.

Teach Behavioral Self-Control (BSC): Students who are impulsive and/or lack self-control on a consistent basis will likely benefit from a highly structured plan that addresses self-evaluation, self-management, self-instruction, and self reinforcement.

- When a student is engaged in inappropriate/problem behavior, the following teacher prompts and student responses should take place:

Teacher asks:	Student responds:
“What are you doing?”	“I am...”
“What do you need to be doing?”	“I need to...”
“What are you going to do now?”	“I have to...”
“Let me know when you finish.”	“I did...”

Social Stories/Comic Book Conversations: This intervention is appropriate for students in need of understanding the social context of various social situations (i.e. standing in line or taking turns)

- A social story or comic book conversation is written specifically for the student and the situation (i.e. Johnny waits for his turn) and must be visually provided for the student.
- The purpose is to lesson the stress of certain social situations for students who may be lacking in social skills and awareness.
- School counselors, school psychologist and autism support teachers are excellent resources for creating social stories.

Encourage Positive Peer Connections: Provide opportunities for student to be in contact with positive peer role models.

- The student can be seated in close proximity and or placed in work groups with peer role models. Such positive peer connections should be reinforced by the teacher and or any other adult involved with the student.

Contract for Grades: Establish a written contract for grades with a student.

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

Daily/Weekly Progress Reports: Arrange a system for documenting the student’s behavioral progress on a daily/weekly basis.

- The teacher may write a brief note at the end of the day/week to describe the student’s overall behavior.
- The teacher develops specific behavior objectives and a form that can be checked-off daily/weekly to show that behavior objectives are met.

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Monitoring/Redirection: Establish a system for monitoring a student during tasks.

- Checking a student at 10 minute intervals and or providing redirection when needed i.e., eye contact, proximity, tangible incentives, etc.

Spend Individual Time with Student: When a student engages in appropriate behavior, he/she can be rewarded by arranging a specific time for teacher and student to spend time together. It is necessary to be specific when designing this intervention.

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

Reward Competing Behaviors: The concept behind competing behaviors is that a student can not engage in two “competing” behaviors at the same time. Identify a competing behavior for the problem behavior (i.e. reading aloud and making inappropriate noises) and reward the student each time he/she engages in the competing behavior.

Student Self-Monitoring of Progress: Allow the student to monitor his/her own progress.

- The student can have possession of a progress report and /or behavior contract so that he/she can track their own improvement.

Acknowledge Use of Replacement Behaviors: Reward students for engaging in established replacement behaviors.

- Provide the student with verbal praise each time he/she raises his/her hand to get teacher attention instead of calling out loud for teacher attention.

Develop a Written Behavior Contract: Use of a behavior contract with points, check offs, signatures, or some other indication for positive behavior can be a powerful self-reinforcement tool. Allow the student to take possession of the contracts and track his/her own progress.

TIER III

Choice Making: Allow student to have some degree of control over their school activities.

- The teacher allows the student to chose sequence of activities (e.g., reading activity first and writing activity second), mode of presentation (i.e. oral, written, demonstration, etc.) learning materials (e.g., pencil/paper, manipulative, computer use, etc.), and or incentives (e.g., tangibles, public attention, access to activity, etc.).

Participation in Extra Curricular Activities: Identify and encourage student to become involved in extra curricular activities such as sports, art club, music club, etc. The activity should match the individual student’s interests and skills.

Student Follow-Up: This involves establishing a system for a “check-in” time during an assignment to ensure that the student fully understands a specific task or request.

- The teacher and student may have an agreement specifying that 10 minutes after the start of a given assignment/test or request the teacher will verbally confirm the student understands. If the student is in need of further instruction, the teacher will provide it.

Schedule Adjustment: Adjust the daily schedule and/or change the teacher.

- It is possible that a student tends to focus best in the early morning yet all academic classes are scheduled after lunch. In such a case, it would be advantageous for the student's schedule to be adjusted so that academic classes would take place during the morning hours.
- There may be a personality/work style "mismatch" between teacher and student. Changing a student's teacher can make a significant difference.

Peer Mentor/Tutor Opportunity: Allow student to serve as a peer mentor/tutor. This can be effective even when the student him/herself is experiencing difficulties in a given skill area.

- The student can mentor/tutor someone in a lower grade or work group. This can be excellent for improving self-concept, and reinforcing skills in area of difficulty for the student.

Provide Quiet Time Space: Provide a specific time and/or space for quiet or "cool down" purposes.

- If a student becomes easily frustrated during certain academic tasks, then a quiet area of the classroom can be established as a personal space for that student to go if necessary.

Identify Appropriate Settings for Behavior(s): Suggests that inappropriate behaviors can be appropriate if demonstrated in a suitable setting.

- If a student is constantly singing out loud during class time and causing a disruption, identify or create more appropriate settings for such behavior (i.e., music class, join the chorus, or provide a specific time during class for the student's to show off their "talent").

Chart and Review Daily Student Successes: Create a simple chart listing the replacement behavior(s) and spaces for check-offs of compliance. The chart can be posted on the student's desk and the teacher will check-off every time the behavior(s) are demonstrated at the end of each day, teacher and student can review the chart.

Recognize Small Steps Approximating the Desired Behavior: When a replacement behavior is complex or involves several steps, it may be necessary to reinforce the student for demonstrating smaller approximations or steps of the replacement behavior. Once behaviors have been broken down into steps and taught to the student, reinforce the student for each approximation of the behavior.

GLOSSARY

All students and parents/guardians must understand that, in addition to taking corrective strategies at the school level, certain criminal and/or disruptive behavior must, by Board Rule, be reported to appropriate police authorities and to the Miami-Dade Schools Police (School Board Policy 3210).

GLOSSARY		
1.	Administrators:	<p>Adults in school with executive authority to manage the day-to-day business. They include the principal and assistant principal, among others.</p> <p><u>Example: School administrators are responsible for making schools run smoothly.</u></p>
2.	Alcohol:	<p>Mind-altering or mood-altering beverages, including but not limited to beer, wine, wine coolers, vodka coolers, liquors, etc. Possession, use, sale, or distribution of alcohol or controlled substances will result in corrective actions at school and may lead to arrest and criminal penalties.</p> <p><u>Example: Consumption of excessive alcohol can cause death.</u></p>
3.	Arson:	<p>Willfully, or while committing any felony, causing damage to a building, structure, or dwelling by fire or explosion.</p> <p><u>Example: The girl was arrested for arson and expelled because she intentionally started a fire in the restroom.</u></p>
4.	Assault/Threat:	<p>An intentional, unlawful threat by word or act to do violence to another, coupled with the apparent ability to do so, and doing some act, which creates a well-founded fear in the other person that such violence is imminent.</p> <p><u>Example: The students assaulted another girl by sending her notes saying that they would beat her up right after class.</u></p>
	Aggravated Assault:	<p>An assault with the use of a weapon or with the intent to commit another felony.</p> <p><u>Example: Using a weapon to attempt harming someone is aggravated assault.</u></p>
5.	Battery:	<p>Actually and intentionally touching or striking another against his or her will, or intentionally causing bodily harm to another.</p> <p><i>Under Florida law, battery that causes great bodily harm, permanent disfigurement, or permanent disability is called “felony battery.” Under the law, battery, felony battery, and aggravated battery are distinguishable.</i></p> <p><u>Example: The student battered the teacher by pushing her against the wall.</u></p> <p><i>*Assault and/or battery committed against a staff member require a mandatory recommendation for expulsion.</i></p> <p><i>Administrators distinguish battery from fighting by reporting an incident as battery only when force or violence is carried out against a person who is not fighting back or is merely attempting to shield his or her body from attack.</i></p>
	Aggravated	Injuring a person seriously by using your body and/or a weapon.

GLOSSARY		
	Battery:	<p>Intentionally or knowingly causing great bodily harm, permanent disfigurement, or permanent disability to another, or committing battery against another with the use of a deadly weapon.</p> <p><u>Example: Using a deadly weapon to injure someone which results in the person being physically disabled to the point where he/she cannot fight back constitutes aggravated battery.</u></p>
6.	Behavior:	<p>The way people act or react or the way they conduct themselves.</p> <p><u>Example: There is certain behavior that is acceptable at school and certain behavior that is unacceptable at school. This Code of Student Conduct will help you distinguish between them.</u></p>
7.	Bullying	<p>Repeatedly using hostile, intimidating, domineering, or threatening behavior with the intent or purpose of physically or mentally hurting another individual. Bullying occurs within an interpersonal relationship characterized by an imbalance of power (physical or psychological). Unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing acts, by an adult or student that are severe or pervasive enough to create an intimidating, hostile or offensive educational environment.</p> <p>Systematically and chronically, inflicting physical hurt or psychological distress on one or more students or school employees. It is further defined as a pattern of unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, dehumanizing gesture by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation that includes a noted power differential. See Board Policy 5517.01 – Bullying and Harassment.</p> <p><u>Example: When the girl repeatedly made fun of another student for being poor, the girl was guilty of bullying.</u></p>
8.	Burglary/Breaking and Entering:	<p>Illegally breaking and entering a building to commit a crime.</p> <p><u>Example: The students committed burglary when they crawled through the window to steal a camera.</u></p>
9.	Cheating:	<p>Using unauthorized answers or sources to receive credit for schoolwork. Some examples are looking at someone else's paper, copying from your notebook when you are supposed to use only your memory, or copying someone else's homework because you did not complete yours.</p> <p><u>Example: The teacher accused him of cheating when she found answers to the test written on his desk.</u></p> <p>Plagiarism is a form of cheating when you present another person's</p>

GLOSSARY		
		<p>words or ideas as your own without giving the originator credit for the information. Some common examples of plagiarism are copying information from a book without using quotation marks and without including a bibliography at the end of the assignment listing the sources used. All information in academic assignments that is not common knowledge must be cited and documented. An example of common knowledge is: Miami is a city in Florida.</p> <p><u>Example: She plagiarized the information in her report by not giving credit to the author for his ideas.</u></p>
10.	Complaint:	<p>A verbal or written disagreement or concern about something that is alleged to be unfair.</p> <p><u>Example: The student voiced a complaint to her assistant principal about the amount of homework her teacher assigned daily.</u></p>
	Complaint Procedure:	<p>A series of steps taken to try to resolve a complaint.</p> <p><u>Example: The parent-teacher conference was held as required by the complaint procedure process.</u></p>
11.	Confrontation:	<p>An argument or squabble.</p> <p><u>Example: The student went up to the custodian and caused a confrontation by yelling at him when the custodian asked him not to walk on the wet floor.</u></p>
12.	Controlled Substances (Drugs):	<p>Mind-altering or mood-altering drugs, including but not limited to marijuana, cocaine, heroin, various pills, etc. Possession, use, sale, and/or distribution of controlled substances will result in corrective strategies at school and may lead to arrest and criminal penalties.</p> <p><u>Example: Use of controlled substances can be deadly.</u></p> <p><i>* Chapter 893, Florida Statutes (Drug Abuse Prevention and Control) provides a more extensive list of controlled substances.</i></p>
13.	Corporal Punishment:	<p>The use of physical punishment by a parent or teacher on a student. The use of corporal punishment is prohibited in Miami-Dade County Public Schools. This prohibition extends to parents/guardians on school grounds.</p> <p><u>Example: Slapping or spanking a student is corporal punishment that is not allowed in school.</u></p>
14.	Corrective Strategies/ Disciplinary Actions	<p>Methods or steps used to help students learn how to follow school rules and to protect the safety of everyone at school.</p> <p><u>Example: The teacher used corrective strategies to improve his school behavior.</u></p>
15.	Counselor:	<p>A school employee whose job responsibilities include providing advice to students.</p>

GLOSSARY		
		<u>Example: Trust counselors are trained to talk with students about their problems.</u>
16.	Cutting Class:	<p>Not going to class when you are supposed to be in class.</p> <p><u>Example: The girls who tried to sign in to school after first period were caught and assigned detention for cutting class.</u></p>
17.	Cyberbullying	<p>The willful and repeated harassment and intimidation of an individual through the use of electronic mail or electronic communication with the intent to coerce, intimidate, harass, or cause substantial emotional distress to a person.</p> <p><u>Example: Cyberbullying can cause students to get in trouble at school even if they use their home computer.</u></p>
18.	Defiance:	<p>Refusing to follow the directions of authority figures within the school, such as administrators, teachers, office workers, custodians, volunteer parents/guardians, cafeteria workers, and others.</p> <p><u>Example: He received detention for defying the cafeteria manager by refusing to pick up his lunch tray when she told him to do so.</u></p>
19.	Destructive Device:	<p>Any bomb, grenade, mine, rocket, missile, pipe bomb, or similar device containing an explosive, incendiary, or poison gas and includes any frangible container filled with an explosive, incendiary, explosive gas, or expanding gas, which is designed or so constructed as to explode by such filler and is capable of causing bodily harm or property damage; any combination of parts either designed or intended for use in converting any device into a destructive device and from which a destructive device may be readily assembled; any device declared a destructive device by the Bureau of Alcohol, Tobacco, and Firearms; any type of weapon which will, is designed to, or may readily be converted to expel a projectile by the action of any explosive and which has a barrel with a bore of one-half inch or more in diameter; and ammunition for such destructive devices, but not including shotgun shells or any other ammunition designed for use in a firearm other than a destructive device.</p> <p><u>Example: Students shall be expelled for bringing to school destructive devices that can explode and hurt others.</u></p>
20.	Detention:	<p>A corrective strategy in which a student must spend time at school, either before or after the regular school day or on a Saturday.</p> <p><u>Example: The student served detention for one week after school for purposely breaking a window.</u></p>
21.	Disciplinary Actions (also Referred to as	Methods or steps used to help students learn how to follow school rules and to protect the safety of everyone at school.

GLOSSARY		
	Corrective Strategies):	<u>Example: Disciplinary actions are taken against students as consequences for violating the Code of Student Conduct and are designed to assist students in improving their behavior.</u>
22.	Disruption:	Behavior that disturbs the learning and/or safety of others in class, on the school bus and at the bus stop. <u>Example: The math class could not focus on preparing for FCAT because the girls' constant chatting was disruptive.</u>
	Disruption on Campus/ Disorderly Conduct:	Behavior that seriously interferes with an orderly learning environment or poses a threat to the safety of others, including but not limited to making a false fire alarm. <u>Example: Initiating or participating in a brawl at a school event is a disruption on campus that can lead to serious disciplinary consequences.</u>
23.	Distribution:	Giving out, sharing, dispensing to others. <u>Example: She was expelled for distribution of pills to other students.</u>
24.	Drugs:	Any substance or chemical that alters mood or is used for mood altering, including but not limited to alcohol, marijuana, cocaine, heroin, pills, over-the-counter medications that are unauthorized or abused, etc. Possession, use, sale, or distribution of controlled substances that results in corrective actions at school may lead to arrest and criminal penalties. <u>Example: The misuse of drugs can be deadly, especially for young people.</u>
25.	Due Process:	A series of steps taken to protect one's rights under the law. For example, students who are expelled have the right to know about the charge made against them, the right to explain their side of the story, and the right to appeal the decision of an administrator. <u>Example: Due process is required by Board Policy when the right to attend school is taken away.</u>
26.	Electronic Devices:	Any wireless communications/electronic device that is powered by electricity or a battery, which is not required by the curriculum and includes items such as; compact disc players, MP3 players, headphones, cellular phones, PDAs, electronic readers, tablets, laptops, cameras and any similar device. <u>Example: Unauthorized use of electronic devices can disrupt the learning process and is not allowed in class.</u>
27.	Enforce:	To compel observance of a law or rule. <u>Example: All schools must enforce Florida's laws, and Miami-Dade</u>

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		<u>County School Board's Policies.</u>
28.	Expulsion:	<p>The most serious disciplinary action that can be taken and defined as the exclusion of a student from a traditional school for the number of school days remaining in the school year in which the incident that gives rise to expulsion takes place and one (1) additional school year.</p> <p><u>Example: The student was expelled from school for possessing a gun at school.</u></p>
29.	False Accusation:	<p>An untrue and serious statement about a teacher, staff member, or any other person. False accusations are serious when they hurt the professional reputation of others or otherwise get a person in trouble that they do not deserve.</p> <p><u>Example: The student's father made a false accusation that the teacher had been arrested.</u></p>
30.	False Fire Alarm:	<p>Any action that causes people to believe that there is a fire or threat of a fire when there is not.</p> <p><u>Example: The boys received a suspension for reporting a false fire alarm, even though they meant it as a joke.</u></p>
31.	False Report/ Bomb Threat:	<p>Any action that causes people to believe that the school is under a serious threat, including but not limited to explosives and weapons of mass destruction.</p> <p><u>Example: Students who make false bomb threat report could be expelled and arrested.</u></p> <p><i>Sections 790.162 and 790.163, F.S. (Weapons and Firearms), further define the making of a false threat or report.</i></p> <p><i>Making a false report requires mandatory expulsion not less than one year and may lead to arrest and criminal penalties.</i></p>
32.	Felony:	<p>A serious crime, often punishable by imprisonment exceeding one year.</p> <p><u>Example: Many of the infractions in the Code of Student Conduct are also felonies under criminal law and are punishable as such.</u></p>
33.	Fighting:	Two or more students trying to physically hurt each other. Fighting often begins with a disagreement between students that can be solved without fighting. (See Fighting Minor and Fighting Serious)
		Occurs when two or more students engage in physical force against each other and

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		<ul style="list-style-type: none"> they stop when an authority figure gives them a verbal command to stop, <p><u>AND</u></p> <ul style="list-style-type: none"> there are no injuries that require medical attention as a result of the fight. <p><u>Example: The students began to fight, but they stopped when the teacher told them to stop and no one was hurt.</u></p>
	Fighting (Serious):	<p>Occurs when two or more students engage in physical force or violence against each other and</p> <ul style="list-style-type: none"> they become so enraged that they do not stop when given a verbal command to do so, <p><u>OR</u></p> <ul style="list-style-type: none"> physical restraint is required, <p><u>AND/OR</u></p> <ul style="list-style-type: none"> someone is injured to an extent that requires immediate first aid or medical attention. <p>Serious fighting must be reported to school police.</p> <p><u>Example: Students involved in serious fighting that causes injury or requires medical attention will be suspended.</u></p> <p>If the principal or designee determines that one student or a group of students attacked someone who did not fight back, the aggressors should receive punishment for battery, aggravated battery, and/or bullying, depending on the facts, and will likely be arrested. Otherwise, administrators will report and punish all other incidents involving mutual participation as Fighting (Serious) without regard to who was the original aggressor.</p>
34.	Firearms:	<p>Any weapon (including a starter gun) which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any such firearm muffler or firearm silencer; any destructive device; or any machine gun.</p> <p><u>Example: Students who bring guns to school will be expelled for bringing firearms to school.</u></p>
35.	Forgery (Written Misrepresentation):	<p>Making, altering, or signing a document with the intent to defraud or signing another person's signature without the person's consent.</p>

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		<u>Example: The student was not permitted to go on the field trip because she forged her mother's name on the permission slip.</u>
36.	Freedom:	The power to make your own decisions. <u>Example: Freedom is usually accompanied by responsibility.</u>
37.	Gambling:	Participating in games of chance for money and/or other things of value. <u>Example: Throwing dice for money is gambling.</u>
38.	Gender:	Male or female (boy or girl). <u>Example: A person's gender should not be used to predict his/her success in a class.</u>
39.	Grievance:	A formal complaint. <u>Example: The student's parents/guardians filed a grievance when she was suspended for having make-up in her backpack.</u>
40.	Harassment:	Conduct directed at a person that causes him/her to feel intimidated or verbally, mentally, or emotionally abused, or that causes him/her substantial emotional distress. Any threatening, insulting or dehumanizing gesture, use of data or computer software, written, verbal or physical conduct directed against a student or school employee 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 3. Has the effect of substantially disrupting the orderly operation of a school <u>Example: What some people think is "just joking around" might constitute harassment if the person at whom it is directed is distressed by it.</u> Repeated harassment is bullying .
	Harassment (Civil Rights):	Harassment directed at someone because of his or her gender, gender identity, race, color, religion, ethnicity, national origin, political

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		<p>beliefs, marital status, age, sexual orientation, social and family background, language, pregnancy, or disability.</p> <p><u>Example: Using racial slurs towards someone who is from a different country is harassment based on a characteristic concerning his civil rights.</u></p>
	Harassment (Sexual):	Refer to “Sexual Harassment” in this glossary for a specific definition.
41.	Hate Crime:	<p>A crime committed against someone that is motivated by hatred of his/her personal characteristics or perceived characteristics, such as religion, color, sexual orientation, ethnicity, ancestry, and/or national origin. Hate crimes are similar to harassment (civil rights), but they involve other serious crimes committed against someone. See “Other Major Crimes/Incidents.”</p> <p><u>Example: The students committed a hate crime when they beat a student up because of his/her religion.</u></p>
42.	Hazing:	<ul style="list-style-type: none"> Pressuring or coercing another student into violating laws. Any brutality of a physical nature, such as whipping, beating, branding, exposure to the elements, forced consumption of any food, liquor, drug, or other substance, or other forced physical activity that could adversely affect the physical health or safety of the student. <p><u>OR</u></p> <ul style="list-style-type: none"> Any activity that would subject another student to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct that could result in extreme embarrassment, or other forced activity that could adversely affect the mental health or dignity of the student. <p>Any act of hazing that causes risk of serious bodily injury or death is a misdemeanor.</p> <p>Any act of hazing that results in serious bodily injury or death is a felony.</p> <p><u>Example: Requiring new students to stay awake for two nights in order to join a club is prohibiting hazing.</u></p>
43.	Hearing:	<p>A formal proceeding where different sides of a story are presented to a person who makes a decision about what happened and what to do.</p> <p><u>Example: My parent and I asked for a hearing with the principal when I was suspended for having lip gloss in my backpack.</u></p>
44.	Homicide:	The killing of one person by another.

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		<u>Example: The student was arrested for homicide after when he beat his classmate to death.</u>
45.	Inappropriate Items:	Items unsuitable for school because they tend to disrupt the learning environment. <u>Example: Magazines that feature violent video games are inappropriate items for school.</u>
46.	Inappropriate Public Display of Affection:	Engaging in unsuitable, intimate, sexually-suggestive behavior (like kissing and touching), in agreement with someone else, in places where others are likely to be present, such as hallways, stairwells, classrooms, school buses, etc. <u>Example: Kissing in the hallway and stairwells is an example of an inappropriate public display of affection.</u> Engaging in this type of behavior in hidden places is also inappropriate, and depending on the circumstances, may constitute a more serious infraction. See Sexual Offenses (Other) in this glossary.
47.	Infraction:	The breaking of a school policy; a violation; an infringement. <u>Example: Every infraction in the Code of Student Conduct has a range of corrective responses.</u>
48.	Instigative Behavior:	Behavior that incites or urges others to do something wrong. <u>Example: The student instigated his classmates to riot by daring them to create a disturbance in the school.</u>
49.	Intimidate:	To make another person afraid. <u>Example: The boy tried to intimidate another student by threatening to report him to the principal.</u>
50.	Kidnapping/ Abduction	Taking and holding people against their will. <u>Example: After the abduction the kidnapper asked for a \$10,000 ransom to release the prisoner.</u>
51.	Joining Clubs or Groups Not Approved by the School Board:	Students must receive prior consent from administrators before organizing school clubs or groups. <u>Example: A group of students was reprimanded for joining a gang which was a group not approved by the School Board.</u>
52.	Lewd:	Vulgar, indecent, improper, or naughty <u>and</u> of a sexual nature. <u>Example: The student called her friend a lewd and derogatory word for a body part.</u>

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53.	Libel:	<p>A writing (including computer-typed), picture, sign, or any other form of print that is false and capable of injuring another person's reputation through publication and/or distribution.</p> <p><u>Example: Passing around an untrue note about someone might constitute libel, and if so, is actionable in civil court.</u></p>
54.	Misrepresentation:	<p>An untrue statement or action that is made to deceive or mislead.</p> <p><u>Example: The girl misrepresented the truth when she told the teacher that she had completed her homework when she had not.</u></p>
<u>55.</u>	<u>Nicotine Dispensing Devices:</u>	<p><u>Any product that can be used to deliver nicotine to an individual by inhaling vaporized nicotine from the product, including, but not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe, or other similar device or product and any replacement nicotine cartridge for the device or product.</u></p> <p><u>Example: The student was caught using an electronic cigarette which is a nicotine dispensing device.</u></p>
55. <u>56.</u>	Obscene Material:	<p>Material that is indecent, lewd, and improper for school.</p> <p><u>Example: Adult magazines with pictures of nude people are obscene materials, that are not allowed at school.</u></p>
56. <u>57.</u>	Other Major Crimes/ Incidents:	<p>Major incidents not otherwise defined in this glossary. Serious or harmful incidents resulting in the need for law enforcement intervention. Students may be disciplined for off-campus felony offenses in certain circumstances. Commission of crimes that results in corrective actions at school may lead to arrest and criminal penalties. (e.g., gambling, if incident requires police involvement)</p> <p><u>Example: Knowingly using counterfeit money in the school cafeteria is an example of an other major crime/incident.</u></p>
57. <u>58.</u>	Person Conducting Official Business:	<p>Any person who is on M-DCPS property or at an M-DCPS sponsored event to work, to assist students or employees, or to perform any function associated with education in Miami-Dade County.</p> <p><u>Example: The student was expelled for assaulting a psychologist who was at the school conducting official business.</u></p>
58. <u>59.</u>	Possession:	<p>Having control or ownership.</p> <p>Example: The drugs in his possession were confiscated before his</p>

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		arrest.
59. <u>60.</u>	Property:	Something that belongs to someone else or a group of people. <u>Example: My pens, pencils, and paper are my property.</u>
60. <u>61.</u>	Profane:	Vulgar, crude, indecent. <u>Example: Cuss words are considered profanity.</u>
61. <u>62.</u>	Provocative:	Disrespectful conduct or words that tend to cause anger, rage, or humiliation in the person at whom they are directed. <u>Example: The student's words "I hate you" were provocative and upset the teacher.</u>
62. <u>63.</u>	Reprimand:	An explanation of how a behavior is inappropriate and a warning of the future consequence for doing it again. <u>Example: The assistant principal reprimanded the student for using profane language and explained to the student how his behavior violated the Code of Student Conduct and advised him of future corrective action if the incident occurred again.</u>
63. <u>64.</u>	Responsibility:	An expectation, duty, or obligation to behave in a certain way. <u>Example: As a student, I have a responsibility to respect the property of others.</u>
64. <u>65.</u>	Review:	Reconsider. To check-over or rethink a decision. <u>Example: I hope our teacher will review the failing test grades she gave us last week.</u>
65. <u>66.</u>	Right:	A privilege; a fair and just claim. <u>Example: All students have the right to a free and appropriate public education.</u>
66. <u>67.</u>	Robbery:	The taking of money or property from another through use of force, violence, assault, or putting in fear. <u>Example: The gang surrounded the boy in a circle and robbed him of his electronic game.</u>
	Aggravated Robbery:	The taking of money or property from another through force or fear and causing serious injury during the robbery. <u>Example: The man was arrested for aggravated robbery when the woman had a heart attack after he robbed her.</u>
	Armed Robbery:	The taking of money or property from another through use of force, violence, assault, or putting in fear and while having a weapon. <u>Example: The armed robber told the cashier that he would use the gun in his pocket unless she gave him all of the money.</u>

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67. <u>68.</u>	Sale:	<p>Distribution or sharing for money or profit in return.</p> <p><u>Example: She was expelled for selling drugs to other students.</u></p>
68. <u>69.</u>	School Board Personnel/ School Staff:	<p>Any employee who works in a school or for the School Board of Miami-Dade County, such as teachers, administrators, counselors, office staff, cafeteria workers, custodians, etc.</p> <p><u>Example: School Board personnel dedicate their careers to the education and well being of all students.</u></p> <ul style="list-style-type: none"> <i>Violence against school board personnel is grounds for mandatory expulsion and may result in criminal penalties.</i>
69. <u>70.</u>	Sexting	<p>Sexting - sending or forwarding through cellular telephones and other electronic media sexually explicit, nude or partially nude photographs/images. (See page 40-41)</p> <p>Sexting may involve:</p> <ul style="list-style-type: none"> Transmission to one or more students Partially nude or fully nude photographs/images Possession, without transmittal, of partially nude or fully nude photographs/images Substantial interference with the academic environment and student performance Interference with a person's personal and social demeanor <p><u>Example: Taking a picture of someone's private parts with or without consent and sending through a cellular phone to share with others is sexting.</u></p>
70. <u>71.</u>	Sexual Battery:	<p>Using force or the threat of force to touch, feel, or hurt someone in sexual way against his or her will, or to use force to attempt to do so.</p> <p><u>Example: Touching another person's private body parts without his/her consent is sexual battery.</u></p> <ul style="list-style-type: none"> <i>Also refer to Sexual Offenses (Other) for other sexual acts.</i>
71. <u>72.</u>	Sexual Harassment:	<p>Displaying unwanted and repeated conduct of a sexual nature that substantially interferes with a student's academic performance and/or creates an intimidating, hostile, or offensive school environment, or causes discomfort or humiliation for that student.</p> <p><u>Example: The student was suspended for sexual harassment because he repeatedly talked about a female student's private parts.</u></p>

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		<u>making her feel uncomfortable.</u>
72. <u>73.</u>	Sexual Offenses (Other):	<p>Sexual contact in a lewd manner. A variety of actions can be characterized as sexual offenses at school.</p> <p><u>Examples: include, but are not limited to:</u></p> <ul style="list-style-type: none"> • Possessing and/or distributing obscene or lewd materials at school; • Exposing or touching private body parts in a lewd manner; • Touching someone else's body in a lewd manner; • Voyeurism (e.g., secretly looking at or photographing someone in the restroom or locker room without his/her knowledge); • Consensual sexual activity on school grounds between students who are 16-years-old or older; • Any type of sexual contact with a student who is under age 16 years old. <p><i>*Under Florida law, students who are under 16 years of age cannot legally consent to sex.</i></p>
73. <u>74.</u>	Slander:	<p>Speaking false words that are capable of hurting another person's reputation, community standing, office, trade, business, or means of livelihood.</p> <p><u>Example: Starting an untrue rumor about someone might constitute slander.</u></p>
74. <u>75.</u>	Smoking:	<p>Holding a lighted cigarette (cigar, etc.), drawing in and exhaling the smoke of tobacco, or use of any tobacco product.</p> <p><u>Example: Smoking cigarettes is unhealthy.</u></p>
75. <u>76.</u>	SPAR:	<p>School Police Automated Reporting system for recording infractions that are reported to school police.</p> <p><u>Example: Administrators must create a SPAR for battery, a serious infraction of the Code of Student Conduct.</u></p>
76. <u>77.</u>	Stealing/Theft:	<p>Knowingly obtaining or using the property of another with the intent to temporarily or permanently deprive the owner of its use or benefit.</p> <p><u>Example: He stole the library book when he slipped it into his backpack and left the library without checking it out.</u></p>
77. <u>78.</u>	Student Government:	<p>A group of students chosen by other students to represent the entire student body.</p> <p><u>Example: Every year, the Student Government Association presents their yearly plan of activities to the school administration.</u></p>
78.	Suspension:	A corrective response to serious behavior where the student is not

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79. <u>80.</u>		permitted to attend <u>the regular school program for a specific number of days.</u> <u>Example: Serious behavioral infractions at school will result in suspension from school.</u>
79. <u>80.</u>	Symbol:	Something that stands for something else. <u>Example: Each star in the American flag is a symbol for one of the states in our country.</u>
80. <u>81.</u>	Theft:	Knowingly obtaining or using the property of another with the intent to temporarily or permanently deprive the owner of its use or benefit. <u>Example: He committed theft when he slipped the library book into his backpack and left the library without checking it out.</u>
	Petty theft:	Knowingly obtaining or using the property of another under \$300.00 in value with the intent to temporarily or permanently deprive the owner of its use or benefit. <u>Example: The principal called school police to report the petty theft of a student's purse.</u>
	Motor Vehicle Theft:	Taking a motor powered vehicle without permission. <u>Example: The student drove the teacher's car from the parking lot without permission and then was arrested for motor vehicle theft.</u>
	<u>Grand Theft:</u>	Stealing something over \$300.00 in value. <u>Example: He was charged with grand theft when he stole the school's computer.</u>
81. <u>82.</u>	Threat/Assault:	An intentional, unlawful threat by word or act to do violence to another, coupled with the apparent ability to do so, and doing some act, which creates a well-founded fear in the other person that such violence is imminent. <u>Example: The student was suspended for making a threat to kill the teacher, causing her to fear for her life.</u>
82. <u>83.</u>	Tobacco and Smoking Product <u>Devices</u> :	<ul style="list-style-type: none"> Any product made from tobacco, including but not limited to cigarettes, cigars, and chewing tobacco, <u>All uses of tobacco, including cigars, cigarettes, pipe tobacco, chewing tobacco, snuff, nicotine dispensing devices, electronic cigarettes or smoking devices, any other matter or substances containing tobacco or nicotine, including any product designed or manufactured to imitate any of these products regardless of whether it contains tobacco or nicotine, and the possession of papers used to roll cigarettes.</u> <u>Example: Tobacco products are unhealthy.</u>

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83. <u>84.</u>	Trespassing:	<p>Entering and/or remaining upon a school campus, school transportation, or at school-sponsored events off campus or other School Board property without authorization or invitation to enter or remain, including students who are suspended or expelled.</p> <p><u>Example: The student was trespassing when he entered the school after being warned by the principal that the school was closed.</u></p>
83. <u>85.</u>	Unauthorized Medication:	<p>Any medication prescribed by a medical provider and any non prescribed (over-the-counter) drugs, preparations, and/or remedies that have not been authorized by the student's physician and/or parent/guardian and that have not been approved by the principal as outlined in Board policy 5330, Use of Medications.</p> <p><u>Example: The student was swallowing two aspirins, an unauthorized medication, given to her by her best friend in the school cafeteria during lunch.</u></p>
84. <u>86.</u>	Vandalism:	<p>The intentional destruction, damage, or defacement of public or private property without consent of the owner or the person having custody or control of it.</p> <p>Major: resulting in damages over \$1,000.00.</p> <p>Minor: resulting in damages under \$1,000.00.</p> <p><u>Example: The student committed vandalism when he spray painted graffiti on the school.</u></p>
85. <u>87.</u>	Violation/Infraction:	<p>The breaking of a school policy; an infringement.</p> <p><u>Example: For every behavior violation there is a recommended corrective strategy.</u></p>
86. <u>88.</u>	Violence:	<p>Physical force used to injure, damage, or destroy.</p> <p><u>Example: Acts of violence include serious fighting, using a weapon to hurt someone, and throwing objects hard enough to injure a person or damage property.</u></p>
87. <u>89.</u>	Weapons:	<p>Any instrument that can be used to inflict serious harm on another person or that places another person in fear of serious harm. <u>Examples include but are not limited to</u> all types of firearms (weapons used to shoot with, such as guns), dart-guns, stun guns, dirks (daggers), knives*, metallic knuckles, clubs, tear gas guns, chemical weapons or devices, bombs, aerosols, and other destructive devices (any item that can explode or cause destruction, such as grenades, mines, rockets, or missiles) and any other object used to inflict harm. <u>This definition does not include simulated weapons.</u></p>

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		<p>*Although common pocket knives are not classified as weapons under the Florida criminal code, M-DCPS students are prohibited from carrying pocket knives on school property. School Operations/Alternative Education will determine the appropriate disciplinary action to apply based on the item that is confiscated and how it is used.</p> <p><u>Example: Everyday objects such as pens, pencils, thumbtacks, and rubber bands can be weapons if they are used to seriously harm or attempt to seriously harm someone.</u></p> <p><i>* Section 790.001, F.S. (Weapons and Firearms), provides a further definition of weapons.</i></p>
	Simulated Weapons:	<p>Any instrument that looks like a weapon but is not a weapon.</p> <p><u>Example: Toy guns are simulated weapons.</u></p>
	Weapons Possession, Use, Sale, or Distribution:	<p>Having, using, selling, or distributing any instrument or object that can inflict serious harm or place a person in reasonable fear of serious harm. See “weapons” above.</p> <p><i>*Under Florida’s Zero Tolerance law, no person, unless part of one’s law enforcement responsibilities, shall bring upon school property or have in his or her possession, while on school property, any firearms, weapons or other destructive devices as defined in Section 790.001. F.S. this prohibition shall include any firearm or weapon securely encased in a vehicle or other private conveyance on a campus. Possession, use, sale, or distribution of firearms that results in disciplinary action at school may lead to arrest and criminal penalties.</i></p> <p>Possession, use, sale, and/or distribution of weapons that results in disciplinary action at school may lead to arrest and criminal penalties.</p> <p><u>Example: Weapons are not allowed in school in order to provide a safe environment for all students.</u></p>
88. <u>90.</u>	Witness:	<p>A person who saw something happen.</p> <p><u>Example: Example: I witnessed a fight between two students at school.</u></p>
89. <u>91.</u>	Zero Tolerance:	<p>A principle that violence will not be tolerated at school, during school activities, on school property, or on school-sponsored transportation.</p> <p><u>Example: The zero tolerance policy will help keep our schools a safe place for students.</u></p>

APPENDIX

Best Practices and Suggestions for Rewarding Model Student Behavior

The District believes in the dignity, worth, and potential of each and every student, and provides opportunities to enable all students to make the dream of education a reality. To encourage and recognize positive model student behavior, students will be rewarded and recognized for striving to do their best, and for respecting other students and teachers.

Studies have revealed that model student behavior improves when students

- know what is expected of them at school;
- believe they have the academic and social skills to achieve;
- are recognized and ~~given~~ praised for doing good work or behaving appropriately;
- feel that there is someone at school who seems to care about them as people; and
- believe there is someone at school who encourages their development.

Studies also indicate the importance of parental support

- Student achievement related to parent support is not limited to the early years, but is significant at all ages and grade levels.
- Children of involved parents achieve more regardless of socioeconomic status, ethnic/racial background, or the parents' educational level.
- Children of involved parents exhibit more positive attitudes and behavior.
- Children of involved parents have fewer instances of alcohol use, violence, and antisocial behavior.
- Children of involved parents have higher grades, test scores and better attendance, and are more likely to graduate from high school and have greater enrollment in post-secondary education.

Research offers some suggestions for schools to clearly communicate expectations for model student behavior

- The school must provide a well-written set of model student behavior expectations for the school.
- The set of expectations is short (generally from 5 to 7 items).
- Students should be involved in the development, refinement, and communication of the expectations of model student behavior.
- The model student behavior expectations are statements of how to achieve model behavior, rather than what not to do.
- Model student behavior expectations are posted prominently throughout the school.
- Model student behavior expectations are emphasized in each classroom (e.g. explicitly taught, reminded, and encouraged).
- Students should be encouraged to remember and repeat statements of model student behavior.

Adapted from G. Roy Mayer (2000) California State University, Los Angeles

“Always bear in mind
that your own resolution to succeed
is more important than any other one thing.”

Abraham Lincoln, Former President

The Importance of Developing Time Management Skills

Time management is an important skill for students of all ages. From studying for school to being an adult and working at a job, time management skills are essential to becoming productive. It has been proven that those who manage their time well, whether in school, work, or exercise, develop good study habits and responsible behavior. Effectively prioritizing tasks is the key to achieving goals.

Time management training provides the theory and practice needed to make the best use of time. In order to apply time management principles effectively individuals first have to

- accept time management as a personal responsibility;
- have a strong and motivating vision of what an ideal life would be like if students were in better control of their time;
- have clear and specific goals relating to achievement;
- devise a schedule and follow it in order to make this happen, and stick to the plan; and
- realize that students (and probably other people) will have to change their way of doing things.

When students manage time wisely to achieve their goals, they will feel fulfilled, productive and in control of their lives. Students will be happier, calmer and more effective. If students can achieve this state, they will truly be managing their time to make a difference



"Time is the coin of your life. It is the only coin you have,
and only you can determine how it will be spent.
Be careful lest you let other people spend it for you."

Carl Sandburg (1878-1967)

Time Management Tips for High School Students

It's 10 P.M.—Do You Know Where Your Homework Is?

Does it seem like there's never enough time in the day to get everything done? Feel like you're always running late? Here are some tips for taking control of your time and organizing your life.

1. Make a "To Do" List Every Day.

Put things that are most important at the top and do them first. If it's easier, use a planner to track all of your tasks. And don't forget to reward yourself for your accomplishments.

2. Use Spare Minutes Wisely.

Get some reading done on the bus ride home from school, for example, and you'll kill two birds with one stone.

3. It's Okay to Say "No."

If your boss asks you to work on a Thursday night and you have a final exam the next morning, realize that it's okay to say no. Keep your short- and long-term priorities in mind.

4. Find the Right Time.

You'll work more efficiently if you figure out when you do your best work. For example, if your brain handles math better in the afternoon, don't wait to do it until late at night.

5. Review Your Notes Every Day.

You'll reinforce what you've learned, so you need less time to study. You'll also be ready if your teacher calls on you or gives a pop quiz.

6. Get a Good Night's Sleep.

Running on empty makes the day seem longer and your tasks seem more difficult.

7. Communicate Your Schedule to Others.

If phone calls are proving to be a distraction, tell your friends that you take social calls from 7-8 p.m. It may sound silly, but it helps.

8. Become a Taskmaster.

Figure out how much free time you have each week. Give yourself a time budget and plan your activities accordingly.

9. Don't Waste Time Agonizing.

Have you ever wasted an entire evening by worrying about something that you're supposed to be doing? Was it worth it? Instead of agonizing and procrastinating, just do it.

10. Keep Things in Perspective.

Setting goals that are unrealistic sets you up for failure. While it's good to set high goals for yourself, be sure not to overdo it. Set goals that are difficult yet reachable.

Consider these tips, but personalize your habits so that they suit you. If you set priorities that fit your lifestyle, you'll have a better chance of achieving your goals.

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Personal Time Management Tool

Time Flies When You're...

How do you spend your time? Fill in this worksheet with what you do in a normal school week. Use the results to figure out where you might have some extra time. See how you can improve your schedule.

How many hours a day do you:	Daily Total	Frequency	Weekly Total
Sleep (yes, include naps)?	<input style="width: 40px;" type="text"/>	x <input style="width: 40px;" type="text" value="7"/> =	<input style="width: 40px;" type="text"/>
Spend in school?	<input style="width: 40px;" type="text"/>	x <input style="width: 40px;" type="text" value="5"/> =	<input style="width: 40px;" type="text"/>
Study or do homework?	<input style="width: 40px;" type="text"/>	x <input style="width: 40px;" type="text" value="7"/> =	<input style="width: 40px;" type="text"/>
Watch TV?	<input style="width: 40px;" type="text"/>	x <input style="width: 40px;" type="text" value="7"/> =	<input style="width: 40px;" type="text"/>
Spend online or on the computer?	<input style="width: 40px;" type="text"/>	x <input style="width: 40px;" type="text" value="7"/> =	<input style="width: 40px;" type="text"/>
Talk on the phone (or text message)?	<input style="width: 40px;" type="text"/>	x <input style="width: 40px;" type="text" value="7"/> =	<input style="width: 40px;" type="text"/>
Work at a job?	<input style="width: 40px;" type="text"/>	x <input style="width: 40px;" type="text" value="7"/> =	<input style="width: 40px;" type="text"/>
Commute to and from work and/or school?	<input style="width: 40px;" type="text"/>	x <input style="width: 40px;" type="text" value="7"/> =	<input style="width: 40px;" type="text"/>
Participate in extracurriculars (e.g., sports)?	<input style="width: 40px;" type="text"/>	x <input style="width: 40px;" type="text" value="7"/> =	<input style="width: 40px;" type="text"/>
Prepare and eat meals?	<input style="width: 40px;" type="text"/>	x <input style="width: 40px;" type="text" value="7"/> =	<input style="width: 40px;" type="text"/>
<input style="width: 100px;" type="text"/>	<input style="width: 40px;" type="text"/>	x <input style="width: 40px;" type="text" value="7"/> =	<input style="width: 40px;" type="text"/>
<input style="width: 100px;" type="text"/>	<input style="width: 40px;" type="text"/>	x <input style="width: 40px;" type="text" value="7"/> =	<input style="width: 40px;" type="text"/>
<input style="width: 100px;" type="text"/>	<input style="width: 40px;" type="text"/>	x <input style="width: 40px;" type="text" value="7"/> =	<input style="width: 40px;" type="text"/>
TOTAL HOURS			<input style="width: 40px;" type="text"/>

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Parent Resources

For information regarding resources in the community to assist your child, please call or visit the following:

	<p>Miami-Dade County Public Schools Parent Portal http://www.dadeschools.net/parents.asp</p>
	<p>Miami-Dade County Public Schools' Office of Parental Involvement The Parent Academy 1450 NE 2nd Avenue, Suite 226 Miami, Florida 33132 305-995-2680 http://theparentacademy.dadeschools.net/</p>
	<p>The Children's Trust 3150 Southwest 3rd Avenue Miami, FL 33129 (305) 571-5700 http://www.thechildrenstrust.org/</p>
	<p>Switchboard of Miami A Community Resource Directory maintained by the Switchboard of Miami - To speak to a Helpline counselor Call 2-1-1 or 305-358-4357 Online Help Pages http://www.switchboardmiami.org/</p> <div data-bbox="1198 1449 1421 1554">  </div>
	<p>Florida KidCare 1-888-540-5437 TTY: 1-877-316-8748 Through Florida KidCare, the state of Florida offers health insurance for children from birth through age 18, even if one or both parents are working. http://www.floridakidcare.org/</p>

Anti-Discrimination Policy

Federal and State Laws

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964 as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender.

Age Discrimination in Employment Act of 1967 (ADEA) as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay Act of 1963 as amended - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA) - Prohibits discrimination against employees or applicants because of genetic information.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

In Addition:

School Board Policies 1362, 3362, 4362, and 5517 - Prohibit harassment and/or discrimination against students, employees, or applicants on the basis of sex, race, color, ethnic or national origin, religion, marital status, disability, genetic information, age, political beliefs, sexual orientation, gender, gender identification, social and family background, linguistic preference, pregnancy, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited.

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