

ELEMENTARY



# CODE OF STUDENT CONDUCT

School Operations  
School Board Policy 5500  
2012-2013



Final Reading  
**C-101**  
January 16, 2013

## THE SCHOOL BOARD MIAMI-DADE COUNTY, FLORIDA

---

~~Mr. Agustin J. Barrera, Chair~~  
Ms. Perla Tabares Hantman, Chair  
~~Ms. Perla Tabares Hantman, Vice Chair~~  
Dr. Martin S. Karp, Vice-Chair  
Dr. Dorothy Bendross-Mindingall  
Ms. Susie V. Castilo  
~~Mr. Renier Diaz de la Portilla~~  
~~Ms. Evelyn Langlieb Greer~~  
Dr. Lawrence S. Feldman  
~~Dr. Wilbert “Tee” Holloway~~  
~~Ms. Ana Rivas Logan~~  
~~Dr. Marta Pérez~~  
~~Dr. Solomon G. Stinson~~  
Ms. Raquel A. Regalado

### **Student Advisor**

~~Adam Wexelbaum~~  
Jude Bruno

### **Superintendent of Schools**

~~Rudolph F. Crew, Ed.D.~~  
Alberto M. Carvalho



# Acknowledgment of Receipt and Review Responsibility

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. ~~receipt of the Code of Student Conduct.~~ 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 ~~of the Code of Student Conduct~~ and that I have read and discussed it 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 ~~of the Code of Student Conduct~~ and that I have read and discussed it the Code of Student Conduct with my parent/guardian.

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
Date

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

## TABLE OF CONTENTS

CHAPTER I – INFORMATION FOR STUDENTS AND PARENTS/GUARDIANS	1
Introduction	2
Core Values and Examples of Model Student Behavior	3
<b>SPOTsuccess</b> Recognition	4
Ways to Recognize Students for Model Behavior –	5
A Synopsis of Model Student Behavior – Level I	6
A Synopsis of Model Student Behavior – Level II	7
A Synopsis of Model Student Behavior – Level III	8
A Synopsis of Model Student Behavior – Level IV	9
A Synopsis of Model Student Behavior – Level V	10
CHAPTER II – CODE OF STUDENT CONDUCT BEHAVIORS AND RANGE OF CORRECTIVE STRATEGIES	11
<i>Level I: Disruptive Behaviors and Plan I</i>	12
<i>Level II: Seriously Disruptive Behaviors and Plan II</i>	13
<i>Level III: Offensive/Harmful Behaviors and Plan III</i>	14
<i>Level IV: Dangerous or Violent Behaviors and Plan IV</i>	15
<i>Level V: Most Serious, Dangerous or Violent Behaviors and Plan V</i>	16
Safeguards: Protecting the Rights of Students and Parents/Guardians	17
CHAPTER III – STUDENT RIGHTS AND RESPONSIBILITIES	18
<b>Student Rights and Responsibilities</b>	19
<i>Right to Learn</i>	20
<i>Knowledge and Observation of Rules of Conduct</i>	20
<i>Respect for Persons and Property</i>	20
<i>Participation in School Programs and Activities</i>	21
<i>Counseling Services</i>	21
<i>Student Records</i>	22
<i>Attendance</i>	22
<i>Grades</i>	23
<i>Marriage, Pregnancy and Parenthood</i>	23
<i>Free Speech, Expression and Assembly</i>	24
<i>Publications</i>	24
<i>Search and Seizure</i>	25
<i>Complaint Procedures</i>	25
CHAPTER IV – VITAL ALERTS FOR STUDENTS AND PARENTS/ GUARDIANS AND FORMAL CORRECTIVE STRATEGIES RECOGNIZED IN THE CODE OF STUDENT CONDUCT	26
<b>Vital Alerts for Students and Parents/Guardians</b>	27
<i>Zero Tolerance Policy</i>	27
<i>Off-Campus Felony Offenses</i>	27
<i>Implication for Certain Sex Offenses</i>	28

## TABLE OF CONTENTS

<i>Wireless Communication Devices</i>	28
<i>Utilization of the Internet and Inappropriate Use of Computers</i>	29
<i>Corporal Punishment</i>	30
<i>Individuals with Disabilities in Education Act (IDEA); Students with a 504 Plan</i>	31
<i><b>Procedures for Implementing the 45-School Day Alternative Placement Rule for Students with Disabilities</b></i>	31
<i><b><u>Bullying and Harassment</u></b></i>	35
<i><b><u>Dress Code</u></b></i>	37
<i><b><u>Sexting</u></b></i>	38
<i><b><u>Use of Medications</u></b></i>	39
Formal Corrective Strategies Recognized in the Code of Student Conduct	40
<i>Temporary Removal from Class</i>	40
<i>Permanent Removal from Class</i>	40
<i>Indoor Suspension/Assignment to School Center for Special Instruction (SCSI)</i>	40
<i>Assignment to an Alternative Intervention Counseling Center</i>	41
<i>Peer Mediation</i>	41
<i>Other Alternatives</i>	41
<i>Denial of Bus Privileges</i>	41
<i>Denial of the Privilege of Participating in Social and/or Extracurricular Activities</i>	41
<i>Outdoor Suspension</i>	42
<i>Diversion Center</i>	42
<i>Assignment to <del>Opportunity School</del> <b>Alternative Education Program</b></i>	42
<i>Expulsion</i>	43
<i>Work Back Program in Lieu of Expulsion</i>	43
<i>Behaviors That May Result in Criminal Penalties</i>	44
 <b><u>CHAPTER V – MULTI-TIERRED SYSTEM OF SUPPORTS (MTSS)</u></b>	45
<b><u>BEHAVIOR INTERVENTION GUIDE</u></b>	46
<i><b><u>Tier I</u></b></i>	46
<i><b><u>Tier II</u></b></i>	48
<i><b><u>Tier III</u></b></i>	51
GLOSSARY	53
APPENDIX	72
<i>Best Practices and Suggestions for Rewarding Model Student Behavior</i>	73
<i><b><u>Parent Resource</u></b></i>	75
<i>Florida Sunshine State Standards Correlation to the Code of Student Conduct</i>	76

# **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 ~~not only~~ supports academic achievement and promotes fairness, civility, acceptance of diversity, and mutual respect.

To enhance its effectiveness, this document addresses ~~not only~~ 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 ~~School Board Rules Policies~~ may be found on the Miami-Dade Public Schools Website at <http://www.neola.com/miamidade-fl/> — <http://www2.dadeschools.net/schoolboard/rules/>. ~~Included within the School Board Rules is the District manual entitled *Procedures for Promoting and Maintaining a Safe Learning Environment*, which administrators utilize to implement the Code of Student Conduct.~~



## 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.

<b>Citizenship</b>	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., <b><i>obeying classroom and school rules.</i></b>
<b>Cooperation</b>	Working together toward goals as basic as human survival in an increasingly interdependent world, e.g., <b><i>being a member of the team on the athletic field.</i></b>
<b>Fairness</b>	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., <b><i>treating people the same, regardless of their ethnicity, race, religion, gender, or physical condition.</i></b>
<b>Honesty</b>	Dealing truthfully with people, being sincere, not deceiving them or stealing from them, not cheating or lying, e.g., <b><i>doing one's own work when taking a test or working on an individual assignment.</i></b>
<b>Integrity</b>	Dealing truthfully with people, being sincere, not deceiving them or stealing from them, not cheating or lying, e.g., <b><i>doing one's own work when taking a test or working on an individual assignment.</i></b>
<b>Kindness</b>	Being sympathetic, helpful, compassionate, benevolent, agreeable and gentle toward people and other living things, e.g., <b><i>helping a fellow student who has been injured.</i></b>
<b>Pursuit of Excellence</b>	Doing your best with the talents you have, striving toward a goal and not giving up, e.g., <b><i>putting forth one's best effort when taking an exam or doing homework.</i></b>
<b>Respect</b>	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., <b><i>practicing acceptable manners in the school cafeteria.</i></b>
<b>Responsibility</b>	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., <b><i>performing a community service project.</i></b>



## ***SPOT**success 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



***SPOT**success Logo*




***SPOT**success Sticker*



**SPOTsuccess Certificate**

## Ways to Recognize Students for Model Behavior

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

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

### RELATED CORE VALUES FOR LEVEL I MODEL STUDENT BEHAVIORS

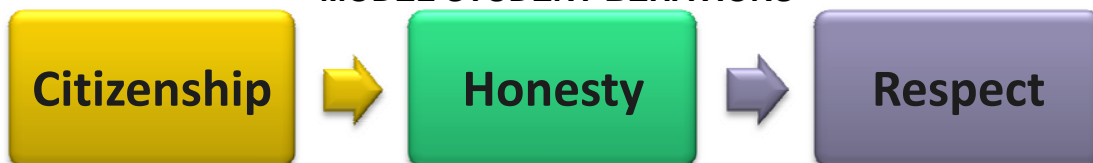


## A Synopsis of Model Student Behavior - Level II

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

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

### 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"> <li>- project a positive and cooperative attitude towards staff members and classmates;</li> <li>- are respectful, kind, friendly and get along well with others;</li> <li>- use conflict management skills to resolve disagreements;</li> <li>- are obedient; and</li> <li>- seek guidance from trusted adults for assistance and direction.</li> </ul>	<p>Model students avoid:</p> <ul style="list-style-type: none"> <li>- volatile situations that could escalate into violent actions;</li> <li>- using violent physical actions or threats directed towards staff members;</li> <li>- breaking school rules; and</li> <li>- becoming involved with individuals who do not respect or follow the laws of the community.</li> </ul>
<p>Model students:</p> <ul style="list-style-type: none"> <li>- speak to others using respectful language;</li> <li>- participates only in organizations sanctioned by their school;</li> <li>- demonstrate behavior that is civil, respectful, polite and courteous; and</li> <li>- share materials that are educationally appropriate</li> </ul>	<p>Model students avoid:</p> <ul style="list-style-type: none"> <li>- 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;</li> <li>- participating in any form of club initiation or activity that creates the risk of harm to others; and</li> <li>- giving, possessing or sharing obscene or lewd materials.</li> </ul>
<p>Model students:</p> <ul style="list-style-type: none"> <li>- speak and act honestly and truthfully;</li> <li>- follows all laws;</li> <li>- show respect for the property of others;</li> <li>- support law enforcement agencies and schools to promote the safety of all staff members and students;</li> <li>- use school resources to resolve or report issues of concern; and</li> <li>- associate only with people who do not use or sell weapons or controlled substances.</li> </ul>	<p>Model students avoid:</p> <ul style="list-style-type: none"> <li>- taking the property of others without permission;</li> <li>- 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.</li> </ul>

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

### 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

LEVEL I Behaviors are acts that disrupt the orderly operation of the classroom, school function, extracurricular activities or approved transportation.

## LEVEL I

## Disruptive Behaviors

- 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)



## Special Notes

- #1 See Sexual Offenses (Other), Level IV, for obscene or lewd material.
- #2 See Vital Alerts for the policy and prescribed corrective strategies p. 37
- Administrators must contact Miami-Dade Schools Police for any criminal conduct regardless of whether Schools Police Automated Reporting (SPAR) is indicated.
  - If the victim of a crime requests a police report, the principal or designee must report the incident to the Miami-Dade Schools Police.

## RANGE OF CORRECTIVE STRATEGIES

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.

## PLAN I

- 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) 45-52 for additional corrective strategies on the RtIB/MTSS.
- Refer to page 37 for the prescribed corrective strategies for the violation of the dress code.

## Special Notes

- #3 Good faith attempt must be made immediately to contact parent/guardian by telephone.
- #4 ~~Send~~ Written notice must be sent to the parent/guardian within 24 hours via U.S. mail.
- #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.

*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"> <li>• Cheating/<del>Misrepresentation</del></li> <li>• Confrontation with a staff member</li> <li>• Defiance of school personnel</li> <li>• Distribution of items or materials that are inappropriate for an educational setting(<u>See Special Notes #1</u>)</li> <li>• Failure to comply with previously prescribed corrective strategies</li> <li>• False accusation</li> <li>• Fighting (minor)</li> <li>• Harassment (non-sexual or isolated)</li> <li>• Instigative behavior</li> <li>• Leaving school grounds without permission</li> <li>• Joining clubs or groups not approved by the School Board</li> <li>• Libel</li> <li>• Petty theft (under \$300.00)</li> <li>• Use of profane or provocative language directed at someone</li> <li>• Prohibited sales on school grounds (other than controlled substances)</li> <li>• Possession and/or use of tobacco products</li> <li>• Slander</li> <li>• Vandalism (minor)</li> </ul>	<p>The principal or designee <b>must</b> select at least one of the following strategies from <b>PLAN II</b>. The use of appropriate strategies from previous PLAN may be used <u>in conjunction with</u> this PLAN. <del>Principals may authorize the use of PLAN III for repeated, serious or habitual Level II infractions.</del></p> <h2 style="text-align: center;">PLAN II</h2> <ul style="list-style-type: none"> <li>• Parent/guardian contact (<u>See Special Notes #2</u>)</li> <li>• School-based program that focuses on modifying the student's inappropriate behavior or promotes positive behavior</li> <li>• <u>Corrective Strategies from Level I</u></li> <li>• Suspension from school for one to five days <u>with region approval for serious, or habitual infractions</u> (<u>See Special Notes #3</u>)</li> <li>• <u>Participation in counseling session related to the infraction Refer to outside agency/provider</u> (<u>See Special Notes #4</u>)</li> <li>• Diversion Center</li> <li>• <u>Refer to page(s) 45-52 for additional corrective strategies on the RtIB/MTSS.</u></li> </ul>
<h3 style="text-align: center;">Special Notes</h3> <p><b>#1</b> 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><b>#2</b> Good faith attempt must be made immediately to contact parent/guardian by telephone.</p> <p><b>#3</b> <del>Send</del> Written notice <u>must be sent</u> to <u>the</u> parent/guardian within 24 hours via U.S. mail.</p> <p><b>#4</b> <u>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.</u></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 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> <h3>Offensive/Harmful Behaviors</h3> <ul style="list-style-type: none"> <li>• Assault/Threat against a non-staff member</li> <li>• Breaking and Entering/Burglary</li> <li>• Bullying (repeated harassment) (<u>See Special Notes #1</u>)</li> <li>• Disruption on campus/Disorderly conduct</li> <li>• Fighting (serious)</li> <li>• Harassment (Civil Rights)(<u>See Special Notes #2</u>)</li> <li>• Hazing (misdemeanor)</li> <li>• Possession or use of alcohol, <u>unauthorized over-the-counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering</u> (<u>See Special Note #3</u>)</li> <li>• Possession of simulated weapons</li> <li>• <u>Sexting (1) (see page 38)</u></li> <li>• Sexual harassment (<u>See Special Notes #2</u>)</li> <li>• Trespassing</li> <li>• Vandalism (major)</li> </ul>	<p>The principal or designee <b>must</b> select at least one of the following strategies from <b>PLAN III</b>. 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 <b>PLAN IV</b> for repeated, serious or habitual <b>Level III</b> infractions.</p> <h2 style="text-align: center;">PLAN III</h2> <ul style="list-style-type: none"> <li>• Parent/guardian contact (<u>See Special Notes #4</u>)</li> <li>• Suspension from school for one to ten days (<u>See Special Notes #5</u>)</li> <li>• <u>Corrective Strategies from Level I &amp; II</u></li> <li>• Permanent removal from class (placement review committee decision required)</li> <li>• Diversion Center</li> <li>• Recommendation for alternative educational setting</li> <li>• Recommendation for expulsion</li> <li>• <u>Participation in counseling session related to the infraction</u></li> <li>• <u>Refer to outside agency/provider</u> (<u>See Special Notes #6</u>)</li> </ul>
<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. <u>Miami-Dade Schools Police will determine if the incident will result in an information report or will lead to other police action(s).</u></p> <p><b>#1</b> Bullying infractions do not require a SPAR</p> <p><b>#2</b> 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><b>#3</b> <u>See Vital Alerts for the Policy p.39.</u></p>	<h3 style="text-align: center;">Special Notes</h3> <p><b>#4</b> Good faith attempt must be made immediately to contact parent/guardian by telephone.</p> <p><b>#5</b> <del>Send</del> Written notice <u>must be sent</u> to <u>the</u> parent/guardian within 24 hours via U.S. mail.</p> <p><b>#6</b> <u>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.</u></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"> <li>• Battery against a <u>non-staff</u> member</li> <li>• Grand theft (over \$300.00)</li> <li>• Hate crime</li> <li>• Hazing (felony)</li> <li>• Motor vehicle theft</li> <li>• Other major crimes/incidents</li> <li>• <u>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</u></li> <li>• Sale and/or distribution of alcohol, <u>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)</u></li> <li>• <u>Sexting (2) (See pages 38-39)</u></li> <li>• Sex offenses (other) (including possession and/or distribution of obscene or lewd materials)</li> </ul>	<p>The principal or designee <b>must</b> use the following strategies from <b>PLAN IV</b>. 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"> <li>• Parent/guardian contact (<u>See Special Notes #2</u>)</li> <li>• Suspension from school for one to ten days (<u>See Special Notes #3</u>)</li> <li>• <u>Participation in counseling session related to the infraction</u></li> <li>• <u>Refer to outside agency/provider (See Special Notes #4)</u></li> <li>• Recommendation for alternative educational setting</li> <li>• Recommendation for expulsion.</li> </ul>
<h3 style="text-align: center;">Special Notes</h3> <p>➤ All Level III, IV, and V infractions, <u>unless otherwise noted</u>, require Schools Police Automated Reporting (SPAR). Administrators must contact Miami-Dade Schools Police. <u>Miami-Dade Schools Police will determine if the incident will result in an information report or will lead to other police action(s).</u></p> <p><u>#1 See Vital Alerts for the Policy p. 44.</u></p>	<h3 style="text-align: center;">Special Notes</h3> <p><u>#2</u> Good faith attempt must be made immediately to contact parent/guardian by telephone.</p> <p><u>#3</u> <del>Send</del> Written notice <u>must be sent</u> to <u>the</u> parent/guardian within 24 hours via U.S. mail.</p> <p><u>#4</u> <u>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.</u></p>
<p style="text-align: center;"><b>Refer to the Glossary for an explanation of unfamiliar words used in the Code of Student Conduct.</b></p>	

## 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"> <li>• Aggravated assault</li> <li>• Aggravated battery against a non-staff member</li> <li>• Armed robbery</li> <li>• Arson</li> <li>• Assault/Threat against M-DCPS employees or persons conducting official business</li> <li>• Battery or Aggravated battery against M-DCPS employees or persons conducting official business <u>(See Special Notes <sup>1</sup>)</u></li> <li>• Homicide</li> <li>• Kidnapping/Abduction</li> <li>• Making a false report/threat against the school <u>(See Special Notes <sup>1</sup>)</u></li> <li>• <u>Sexting (3) Offense (See page 39)</u></li> <li>• Sexual battery</li> <li>• Possession, use, sale, or distribution of firearms, explosives, destructive devices, and other weapons. <u>See Special Notes <sup>1</sup>)</u></li> </ul>	<p>The principal or designee <b><u>must</u></b> use the following strategies from <b>PLAN V</b>. 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"> <li>• Parent/guardian contact <u>(See Special Notes <sup>#1</sup>)</u></li> <li>• Suspension from school for ten days <u>(See Special Notes <sup>#2</sup>)</u></li> <li>• <u>Participation in counseling session related to the infraction</u></li> <li>• <u>Refer to outside agency/provider (See Special Notes <sup>#3</sup>)</u></li> <li>• Recommendation for expulsion</li> </ul>
<h3 style="text-align: center;">Special Notes</h3> <ul style="list-style-type: none"> <li>➤ All Level III, IV, and V infractions, <b><u>unless otherwise noted</u></b>, require Schools Police Automated Reporting (SPAR). Administrators must contact Miami-Dade Schools Police. <u>Miami-Dade Schools Police will determine if the incident will result in an information report or will lead to other police action(s).</u></li> <li>➤ The possession of firearms or other weapons on school property may result in criminal penalties in addition to expulsion.</li> <li>➤ This level of infraction may result in an expulsion requiring School Board action.</li> </ul> <p><sup>1</sup> Mandatory one year expulsion.</p>	<h3 style="text-align: center;">Special Notes</h3> <p><sup>#1</sup> Good faith attempt must be made immediately to contact parent/guardian by telephone.</p> <p><sup>#2</sup> <del>Send</del> Written notice <u>must be sent</u> to <u>the</u> parent/guardian within 24 hours via U.S. mail.</p> <p><sup>#3</sup> <u>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.</u></p> <p><del>• This level of infraction may result in an expulsion requiring School Board action.</del></p>
<p style="text-align: center;"><b>Refer to the Glossary for an explanation of unfamiliar words used in the Code of Student Conduct.</b></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.

~~NOWHERE IS IT STATED OR IMPLIED IN THE CODE OF STUDENT CONDUCT THAT THE SCHOOL SHOULD RELINQUISH AUTHORITY AND RESPONSIBILITY.~~



## Right to Learn

Under the law you are given many freedoms, such as the **RIGHT TO LEARN**. With these freedoms, however, come **responsibilities**. Your school has the **responsibility** to protect your health, safety, and welfare. You have the **responsibility** to use your freedoms wisely.

My Rights:	My Responsibilities:
<ul style="list-style-type: none"> <li>You have the <b>right</b> to be taught the basic skills.</li> <li>You have the <b>right</b> to study all subjects in a classroom setting, in a language you can understand, with good, fair teachers. These teachers will let you state your opinion freely.</li> <li>You have the <b>right</b> to learn about many new and different ideas with which you may or may not agree.</li> </ul>	<ul style="list-style-type: none"> <li>You have the <b>responsibility</b> to work hard so that you can master the basic skills.</li> <li>You have the <b>responsibility</b> to help create a school climate that is <b>fair</b> and helpful.</li> <li>You have the <b>responsibility</b> to respect the rights and beliefs of other students and teachers.</li> </ul>

## Knowledge and Observation of Rules of Conduct

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.

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

## Respect for Persons and Property

The most effective learning takes place in a school where students, parents and teachers respect others and protect the personal property of all members of the school community.

My Rights:	My Responsibilities:
<ul style="list-style-type: none"> <li>You have a <b>right</b> to be treated with courtesy and respect.</li> <li>You have the <b>right</b> to a safe school environment, at bus stops, on the school bus and during school sponsored activities.</li> <li>You have the <b>right</b> to a school that is free of bullying or harassment.</li> </ul>	<ul style="list-style-type: none"> <li>You have the <b>responsibility</b> to show respect and courtesy to fellow students, all School Board personnel and school visitors.</li> <li>You have the <b>responsibility</b> to respect the private and personal property of others. Additionally, you have the responsibility to contribute to a safe learning environment by reporting harmful or dangerous situations to an adult.</li> <li>You have the <b>responsibility</b> not to bully or harass other students.</li> </ul>

## Participation in School Programs, Student Government, and Activities

Students learn from one another and benefit from forming and participating in school programs and student government organizations. Schools have the responsibility to offer opportunities to all students to participate in student government or school programs.

<b>My Rights:</b>	<b>My Responsibilities:</b>
<ul style="list-style-type: none"><li>You have a <b>right</b> to form or join any approved school activity and not be excluded on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy or disability.</li><li>You have the <b>right</b> to participate in groups such as student council that help make rules affecting school life.</li></ul>	<ul style="list-style-type: none"><li>You have the <b>responsibility</b> to get permission from your principal to form school clubs or schedule activities.</li><li>You have the <b>responsibility</b> to attend club or activity meetings and participate in an appropriate manner.</li></ul>

## Counseling Services

All personal concerns of students can impact school achievement. Each school has a comprehensive Student Services program to recommend resources to assist students and families.

<b>My Rights:</b>	<b>My Responsibilities:</b>
<ul style="list-style-type: none"><li>You have a <b>right</b> to get help from a school counselor. The counselor will be able to refer you to outside resources if you or your parents need additional assistance.</li></ul>	<ul style="list-style-type: none"><li>You have the <b>responsibility</b> to make an appointment to talk to your counselor about your problems.</li></ul>

## Student Records

Student records ~~are intended to~~ provide information that can be used to develop the best educational program for each student. Care must be exercised by school staff to assure that student records are treated confidentially and that the information is relevant, accurate and appropriate.

My Rights:	My Responsibilities:
<ul style="list-style-type: none"> <li>• <del>Your</del> <b>P</b>arents/guardians have the <b>right</b> 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</li> <li>• <u>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.</u></li> <li>• <u>Parent(s)/guardian(s) and eligible students have the right to restrict the release of directory information.</u></li> <li>• <u>Your personally identifiable information may not be released to unauthorized persons without the consent of your parents/guardians.</u></li> </ul>	<ul style="list-style-type: none"> <li>• Your parents/guardians have the responsibility to provide the school with any information that is useful in planning your education.</li> <li>• Your parents/guardians have the <b>responsibility</b> to update your address and phone numbers when changed.</li> </ul>

## Attendance

School administrators have an obligation under state law to enforce compulsory school attendance laws. Students have an obligation to attend school to develop skills and knowledge necessary to function in a modern, democratic society.

My Rights:	My Responsibilities:
<ul style="list-style-type: none"> <li>• You have the <b>right</b> to information on rules and policies for excused absences, unexcused absences and tardies.</li> <li>• You have the <b>right</b> to make-up homework assignments after an excused absence.</li> </ul>	<ul style="list-style-type: none"> <li>• You have the <b>responsibility</b> to attend classes daily.</li> <li>• You have the <b>responsibility</b> to provide the school with reasons for absences.</li> <li>• You have the <b>responsibility</b> to request missed work from your teacher and complete the work within a reasonable amount of time.</li> </ul>

## Grades

Grades are just one indication of a student's knowledge or skill at any particular time. Academic grades should reflect a teacher's most objective assessment of a student's academic achievement. These academic grades should not be used as a threat to maintain classroom discipline.

My Rights:	My Responsibilities:
<ul style="list-style-type: none"> <li>You have the <b>right</b> to know how your teacher determined your grade.</li> <li>You have the <b>right</b> to be given a fair grade.</li> <li>You have the <b>right</b> to be notified when you are performing unsatisfactorily.</li> <li>You have the <b>right</b> to fair and accurate conduct and effort grades.</li> </ul>	<ul style="list-style-type: none"> <li>You have the <b>responsibility</b> to ask your teachers what you must do to get certain grades.</li> <li>You have the <b>responsibility</b> to work to the best of your ability.</li> <li>You have the <b>responsibility</b> to improve your grade when you get an unsatisfactory notice.</li> <li>You have the <b>responsibility</b> to exhibit good behavior and effort in class.</li> </ul>

## Marriage, Pregnancy and Parenthood

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.

My Rights:	My Responsibilities:
<ul style="list-style-type: none"> <li>Students who are married, parents/guardians of expectant students have the <b>right</b> 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.</li> <li>Students have the <b>right</b>, upon request, to be referred to an appropriate agency for special counseling regarding marriage, pregnancy, and parenthood/guardianship.</li> </ul>	<ul style="list-style-type: none"> <li>Students who are married, parents/guardians, or expectant parents/guardians have the <b>responsibility</b> to maintain an acceptable record of scholarship, effort, and conduct.</li> <li>Students have the <b>responsibility</b> to request special counseling regarding marriage, pregnancy, and parenthood/guardianship.</li> <li>Students have the <b>responsibility</b> to request professional medical advice regarding continued school attendance.</li> </ul>

## Free Speech, Expression and Assembly

You may express your opinion in any way that is fair. You also have a right to disagree with your classmates' and teachers' opinions. When you disagree, you must respect the rights of others. Give your classmates the same respect you would want to receive from them.

My Rights:	My Responsibilities:
<ul style="list-style-type: none"> <li>You have the <b>right</b> to recite the Pledge of Allegiance. You also have the right not to recite the Pledge of Allegiance if the Pledge goes against personal beliefs.</li> <li>You have the <b>right</b> to refuse to join in any activity that goes against your religious or personal beliefs.</li> <li>You have the <b>right</b> to wear badges or other symbols that display personal beliefs as long as the school's dress code is followed.</li> <li>You have the <b>right</b> to say, draw or write personal opinions.</li> <li>You have the <b>right</b> to gather peacefully on school property.</li> </ul>	<ul style="list-style-type: none"> <li>You have the <b>responsibility</b> to behave while a school program or activity is occurring.</li> <li>You have the <b>responsibility</b> to respect the beliefs of others.</li> <li>You have the <b>responsibility</b> to respect the rights of other students who disagree with your way of thinking or behaving.</li> <li>You have the <b>responsibility</b> to support your opinions with facts and evidence.</li> <li>You have the <b>responsibility</b> to get permission to gather peacefully on school property.</li> </ul>

## Publications

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 and yearbooks, should reflect the policy and judgment of the student editors and should include viewpoints representative of the entire school community.

My Rights:	My Responsibilities:
<ul style="list-style-type: none"> <li>You have the <b>right</b> to possess and distribute literature as long as the material does not substantially disrupt the daily activities of the school.</li> <li>You have the <b>right</b> to be free from anyone telling you what you can and cannot read or write.</li> </ul>	<ul style="list-style-type: none"> <li>You have the <b>responsibility</b> to the principal how, when and where materials may be distributed..</li> <li>You have the <b>responsibility</b> to use only those walls or bulletin boards set aside to post student club information.</li> <li>You have the <b>responsibility</b> to read or possess print materials that are not indecent or harmful to others.</li> </ul>

**Principals may restrict distribution of materials literature they consider that are primarily commercial in nature or disruptive to the orderly operation of the school.**



## Search and Seizure

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"> <li>You have the <b>right</b> to privacy. Your personal belongings can be searched only if the principal has a reasonable suspicion that you possess concealed materials that are against the law.</li> </ul>	<ul style="list-style-type: none"> <li>You have the <b>responsibility</b> not to hide or carry dangerous objects that are against the law or can disturb or frighten your classmates.</li> <li>You have the <b>responsibility</b> to keep only approved materials and objects on your person or in your desk or backpack.</li> </ul>

### SPECIAL NOTES

~~School personnel and/or members of the Miami-Dade Schools Police Department have the right to search lockers if there are reasonable grounds for suspecting that the contents include weapons, stolen goods, contraband\*, illegal controlled substances or mood modifiers.~~ 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

A complaint results from situations where students feel that they have been treated unfairly. Schools are responsible for providing a way for students to express and process their complaints.

Rights:	Responsibilities:
<ul style="list-style-type: none"> <li>You have the <b>right</b> to speak to a person in authority if you feel you have received unfair treatment. You also have the right to request a formal complaint hearing at either the school level or the Region. *</li> <li>You have the <b>right</b> to have all complaints resolved in a fair, orderly and timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>You have the <b>responsibility</b> to talk about what you feel is unfair with people who are involved with the situation before requesting a formal hearing.</li> <li>You have the <b>responsibility</b> to state your problems clearly, follow procedures and accept the decision that is made.</li> </ul>

### SPECIAL NOTE

**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

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.

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:

- bringing or possessing a firearm or weapon to school, any school sponsored activity, or on school-sponsored transportation;
- making a threat or false report, 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
- ~~aggravated battery on non-school personnel;~~
- ~~assault or battery on a teacher or other school personnel;~~
- ~~kidnapping or abduction;~~
- ~~arson;~~
- ~~possession, use, or sale of any firearm; and~~
- ~~possession, use, or sale of any explosive device on school property, on school-sponsored transportation, or during school-sponsored activities.~~

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 ~~utilization of~~ administrative corrective strategies

### ALERT: OFF-CAMPUS FELONY OFFENSES

To minimize off-campus acts that might have an adverse impact on the school environment, the District office will send ~~to schools~~ notifications to schools of for those 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 ~~has the jurisdiction to impose~~ may take administrative action against those students who are formally charged if, after an administrative hearing with notice provided to

<b>VITAL ALERTS FOR STUDENTS AND PARENTS/GUARDIANS</b>	
<b>ALERT: (CONT.) OFF-CAMPUS FELONY OFFENSES</b>	<p>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. <del>This policy can be found in Procedures for Promoting and Maintaining a Safe Learning Environment Guideline #12.</del></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"> <li>• criminal penalties;</li> <li>• loss of scholarship eligibility;</li> <li>• loss of voting privileges;</li> <li>• loss of employment opportunities; and/or</li> <li>• loss of driving privileges.</li> </ul>
<b>ALERT: IMPLICATION FOR CERTAIN SEX OFFENSES</b>	<p>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.</p>
<b>ALERT: WIRELESS COMMUNICATION DEVICES</b>	<p>Wireless communication devices include two-way communication devices, <u>such as</u> cellular phones, mobile phones, MP3 players, electronic games, beepers, pagers, portable computers <u>including but not limited to laptops, personal digital assistances (PDA), tablets, eReaders, iPads,</u> personal organizers and similar wireless devices. Possessing a wireless communication device is not a violation of the Code of Student Conduct. However, a student <del>should</del> <u>shall</u> not disrupt the educational process or interfere with the safety-to-life issues of students by using a wireless communication device <u>inappropriately</u>.</p> <p><u>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.</u></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"> <li>• Students may <u>only</u> possess, display and use wireless communication devices <u>(i.e. texting, email, telephone etc.)</u> before or after the instructional day.</li> <li>• <u>Students must ensure that the telephone capabilities of their devices are turned off during the instructional day (i.e. ringer off, silent mode, etc.)</u></li> <li>• Students shall avoid classroom disruptions, by not displaying, using, or activating <u>the data access portion of their</u> wireless communication devices during the instructional day <u>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.</u> This includes during class, in the</li> </ul>

## VITAL ALERTS FOR STUDENTS AND PARENTS/GUARDIANS

<b>ALERT: (CONT) WIRELESS COMMUNICATION DEVICES</b>	<p>library, during lunch breaks, during class changes and during any other structured activity.</p> <ul style="list-style-type: none"> <li>• <del>Students must ensure that devices are turned off during the instructional day.</del></li> <li>• <del>Students shall not use wireless communication devices while being transported on a school bus.</del></li> </ul> <p><del>Students must conceal wireless communication devices in a backpack, pocket, purse or other container during the instructional day</del> <u>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.</u></p> <ul style="list-style-type: none"> <li>• <u>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.</u></li> <li>• The school is not responsible if a student's wireless communication <u>or any electronic</u> device is lost or stolen.</li> </ul> <p>The <del>sole</del> possession of a cellular telephone is not <del>by itself</del> 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 <u>capabilities</u> 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>
<b>ALERT: UTILIZATION OF THE INTERNET AND INAPPROPRIATE USE OF COMPUTERS</b>	<p>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. <del>Advancement of technology</del> <u>Technology advancement</u> has <del>enabled</del> <u>provided</u> many students with the access and <u>the</u> opportunity to commit offenses that violate the Code of Student Conduct.</p> <p><u>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.</u></p> <p>The following are examples of improper uses of technology and are violations of the Code of Student Conduct:</p>

“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

<b>ALERT: UTILIZATION OF THE INTERNET AND INAPPROPRIATE USE OF COMPUTERS (cont.)</b>	<ul style="list-style-type: none"> <li>Using the network to send or receive obscene or lewd material;</li> <li>Using the network to make threats against anyone or the school;</li> <li>Sending electronic mail that threatens to do bodily harm to another student that might be considered assault or cyberbullying;</li> <li>Downloading pirated software (is comparable to stealing);</li> <li>Willfully and knowingly obtaining an unauthorized access to or “hacking” into the school’s computer system (constitutes vandalism);</li> <li>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).</li> </ul> <p>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. <del>Refer to School Board Rule 6Gx13-6A-1.112 for further explanation.</del></p>
<b>ALERT: CORPORAL PUNISHMENT</b>	<p>The use of corporal punishment is prohibited in Miami-Dade County Public Schools. This prohibition extends to parents/guardians on school grounds.</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

<b>VITAL ALERTS FOR STUDENTS AND PARENTS/GUARDIANS</b>	
<b>ALERT: INDIVIDUALS WITH DISABILITIES IN EDUCATION ACT (IDEA); STUDENTS WITH A 504 PLAN</b>	<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 rules <u>Policies</u>.</p> <p>Suspensions and expulsions for more than ten (10) consecutive days and/or repeated <u>a pattern of</u> 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 <u>to consider whether other strategies, interventions, or assessments are appropriate and</u> 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 <del>Special Programs and Procedures for Exceptional Students</del> document and discipline guidelines for Section 504 students with disabilities are outlined in the District’s <del>Section 504 Procedures for Students with Disabilities</del> document. <u>Exceptional Student Education Policies and Procedures (SP&amp;P) and discipline guidelines for Section 504 students with disabilities as outlined in Board Policy 2260.01 – Section 504 Procedures for Students with Disabilities</u>.</p>
<b>ALERT: PROCEDURES FOR IMPLEMENTING THE 45-SCHOOL DAY ALTERNATIVE PLACEMENT RULE FOR STUDENTS WITH DISABILITIES</b>	<p><del>The Individuals with Disabilities in Education Act (2004), at 20 USC 1415 (k)(1)(G)(i)-(iii), identifies three specific instances of conduct that may trigger immediate 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 student's disability.</del></p> <p><del>School personnel may remove a student to an IAES for not more than 45 school days without regard to whether his or her behavior is determined to be a manifestation of the student's disability, in cases where a student</del></p> <ul style="list-style-type: none"> <li><del>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;</del></li> <li><del>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</del></li> <li><del>iii. inflicts serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a state or local educational agency.</del></li> </ul> <p><b><u>Procedures:</u></b> _____</p>



## VITAL ALERTS FOR STUDENTS AND PARENTS/GUARDIANS

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

~~When a student commits one of the special circumstances listed above, the following steps must be taken:~~

- ~~1. The school where the incident occurred ("sending school") must immediately place an E5 in the Student Case Management System (SCMS), send a FM6562 to [altd@dadeschools.net](mailto:altd@dadeschools.net), and follow up to ensure that a School Police Automated Report (SPAR) is entered in the SCMS as quickly as is possible.~~
- ~~2. The sending school must give three forms to the parent/guardian:~~
  - ~~• An Informed Notice of Proposal or Refusal to Change Evaluation, Identification, Educational Placement or Free Appropriate Education (FM 4877);~~
  - ~~• A Notice of 10 Day Suspension—Consideration for Expulsion (FM 1582); and~~
  - ~~• Summary of Procedural Safeguards for parents/guardians of Students with Disabilities (FM6335).~~
- ~~3. The sending school must immediately notify School Operations/Alternative Education (SO/AE), who will assign the student to the IAES placement within two (2) school days. There is no stay put placement at the sending school at that time, regardless of whether the parent/guardian files a request for a Due Process hearing.~~
- ~~4. The Special Education Department Chairperson or Program Specialist shall contact the receiving school ("IAES") and forward a copy of the student's existing Individual Educational Plan (IEP) to be reviewed and implemented upon the student's arrival at the IAES.~~
- ~~5. The IAES shall implement the student's current IEP, including all related services.~~
- ~~6. Within ten (10) days of the incident and transfer of the student to the IAES, an IEP meeting must be convened to determine if the student's behavior was a manifestation of his or her disability. The sending school must be represented at the IEP meeting.~~
- ~~7. If the behavior **IS NOT** determined to be a manifestation of the student's disability, the IAES must continue to implement the IEP provided by the sending school.~~
- ~~8. If the behavior **IS** determined to be a manifestation of the student's disability, a Functional Assessment of Behavior (FAB) and Behavior Intervention Plan (BIP) must be prepared as soon as possible, and the student's IEP must be rewritten to incorporate behavioral goals.~~
- ~~9. Additionally, if the behavior **IS** determined to be a manifestation of the student's disability, the IAES is responsible for maintaining a record of the~~



## VITAL ALERTS FOR STUDENTS AND PARENTS/GUARDIANS

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

~~number of days the student is enrolled. Ten (10) days prior to the end of the 45-day placement\*, the IAES shall contact the sending school and Region Office in order to schedule an IEP meeting. The IEP meeting will be held at the IAES with representatives from the home and/or sending school.~~

~~10. The IEP team must decide the next appropriate placement for the student from the following options:~~

- ~~a. Remain at the IAES;~~
- ~~b. Return to the sending school;~~
- ~~c. Attend another regular school; or~~
- ~~d. Receive a more restrictive placement.~~

~~\* If the student is arrested and sent to the Juvenile Assessment Center (JAC), the time spent at the JAC is not included in the 45-day timeline for the IAES. The student should go immediately to the 45-day placement upon dismissal from the JAC.~~

- 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](mailto: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

## VITAL ALERTS FOR STUDENTS AND PARENTS/GUARDIANS

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

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, as well as 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 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.

## VITAL ALERTS FOR STUDENTS AND PARENTS/GUARDIANS

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

#### 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 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>

## VITAL ALERTS FOR STUDENTS AND PARENTS/GUARDIANS

<p><b><u>ALERT: (CONT.) DISTRICT POLICY AGAINST BULLYING AND HARASSMENT</u></b></p>	<ol style="list-style-type: none"> <li>2. <u>Calling 305-995-CARE (2273)</u></li> <li>3. <u>Texting anonymously to 274637 (CRIMES) and type in the words: Be safe and then you report.</u></li> <li>4. <u>Submitting an online report by visiting <a href="http://besafe.dadeschools.net">http://besafe.dadeschools.net</a> .</u></li> </ol> <p><u>Information and/or resources on bullying and harassment can be found on the Mental Health and Crisis Management Services website located at <a href="http://mhcms.dadeschools.net/bullying.asp">http://mhcms.dadeschools.net/bullying.asp</a> .</u></p>
<p><b><u>ALERT: DISTRICT DRESS CODE POLICY</u></b></p>	<p><u>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.</u></p> <p><u>Any student who violates this dress code policy is subject to the following disciplinary actions:</u></p> <p><b><u>First (1) Offense:</u></b> <u>a student shall be given a verbal warning and the school principal shall call the student's parent or guardian.</u></p> <p><b><u>Second (2) Offense:</u></b> <u>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.</u></p> <p><b><u>Third (3) or subsequent offense(s):</u></b> <u>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.</u></p>

## VITAL ALERTS FOR STUDENTS AND PARENTS/GUARDIANS

### **ALERT: SEXTING**

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.

The levels of sexting offenses are:

#### Sexting (1)

- A personal, 1-to-1 student-to-student exposure/transmission which is not coerced and not intended for redistribution.

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:

- 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

#### Sexting (2)

- Transmission or re-transmission of a sext to an expanded group of recipients.

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:

- 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

#### Sexting (3)

- Broad exposure/distribution of a sext without consent and/or transmittal with the intent to victimize another individual.

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:

## VITAL ALERTS FOR STUDENTS AND PARENTS/GUARDIANS

<p><b><u>ALERT: (CONT.) SEXTING</u></b></p>	<ul style="list-style-type: none"> <li>• <u>Participation in counseling session(s)</u></li> <li>• <u>Suspension from school for one to ten days</u></li> <li>• <u>Recommendation for an alternative educational setting</u></li> <li>• <u>Recommendation for expulsion</u></li> </ul> <p><u>All sexting cases require a Student Services Referral (R7).</u></p> <p><u>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.</u></p>
<p><b><u>ALERT: USE OF MEDICATION</u></b></p>	<p><u>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.</u></p> <p><u>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 and to health-care procedures which require special training, such as catheterization.</u></p> <p><u>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.</u></p> <p><u>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.</u></p>

<b>FORMAL CORRECTIVE STRATEGIES RECOGNIZED IN THE CODE OF STUDENT CONDUCT</b>	
<b>TEMPORARY REMOVAL FROM CLASS</b>	<p>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.</p>
<b>PERMANENT REMOVAL FROM CLASS</b>	<p>A teacher may remove <del>from class</del> 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. <del>In such cases</del> <b>The</b> 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, <del>along with</del> <b>and</b> one member <b><u>selected by the principal</u></b> from the school's staff <del>selected by the principal</del>. 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>
<b>INDOOR SUSPENSION/ ASSIGNMENT TO SCHOOL CENTER FOR SPECIAL INSTRUCTION (SCSI)</b>	<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>



<b>FORMAL CORRECTIVE STRATEGIES RECOGNIZED IN THE CODE OF STUDENT CONDUCT</b>	
<b>ASSIGNMENT TO AN ALTERNATIVE INTERVENTION COUNSELING CENTER</b>	As an alternative to suspension from school, the principal may elect to 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 <del>rests</del> <u>is within</u> with the principal's <u>discretion</u> .
<b>PEER MEDIATION</b>	The principal may elect to establish a peer mediation program designed to resolve problems addressed in the Code of Student Conduct. The establishment and use of this program <del>rests</del> <u>is solely</u> with <u>in</u> the principal's <u>discretion</u> .
<b>OTHER ALTERNATIVES</b>	Other alternatives, including after-school detention, Saturday School, or other programs available at the school, may be utilized.  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 <del>via</del> or by U.S. mail.
<b>DENIAL OF BUS PRIVILEGES</b>	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.
<b>DENIAL OF THE PRIVILEGE OF PARTICIPATING IN SOCIAL AND/OR EXTRACURRICULAR ACTIVITIES</b>	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.

#### TIPS FOR PARENTS

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

<b>FORMAL CORRECTIVE STRATEGIES RECOGNIZED IN THE CODE OF STUDENT CONDUCT</b>	
<b>OUTDOOR SUSPENSION</b>	<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><b>Outdoor suspension is appropriate under the following conditions:</b></p> <ul style="list-style-type: none"> <li>• The student's presence in school presents a physical danger to the student or others;</li> <li>• A "cooling off" period is needed to relieve tensions and relieve pressure; and/or</li> <li>• The student and/or parent/guardian refuse an alternative to suspension.</li> </ul> <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 <u>work for assignments missed due to a suspension</u>.</p> <p>A suspended student is entitled to be notified of the reason for suspension and an opportunity to be heard <u>by the principal/designee</u>. Parents/Guardians must be provided <u>written</u> notice within 24 hours by U.S. mail.</p>
<b>DIVERSION CENTER</b>	<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>
<b>ASSIGNMENT TO OPPORTUNITY SCHOOL <u>ALTERNATIVE EDUCATION PROGRAM</u></b>	<p>A principal may request an administrative placement in an <u>Opportunity Alternative</u> 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 <u>opportunity alternative</u> 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.

<b>FORMAL CORRECTIVE STRATEGIES RECOGNIZED IN THE CODE OF STUDENT CONDUCT</b>	
<b>EXPULSION</b>	<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><del>When student who is currently enrolled in an exceptional student education program or who has a Section 504 Plan commits a disruptive act of sufficient severity that warrants a recommendation for expulsion, the student must be referred immediately to the Regional Center Assistant Superintendent and the Regional Center Exceptional Student Placement Committee.</del></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 <u>formal</u> hearing.</p>
<b>WORK BACK PROGRAM IN LIEU OF EXPULSION</b>	<p><del>The School Board has authorized the Superintendent to modify the expulsion process and allow staff the authority to develop <u>In lieu of expulsion</u>, a Work Back Program in Lieu of Expulsion, consistent with existing guidelines; <u>may be available</u> for all students who are presently being recommended to the Board for expulsion, except in those <u>certain</u> cases for that procedures do not allow for <u>in which</u> a Work Back Program <u>is not allowed</u>. Students recommended for expulsion as a result of Level V infractions will be ineligible for the Work Back Program in Lieu of Expulsion.</del></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; ~~and~~
- 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 – Elementary*

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 – Elementary*

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 – Elementary

- 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: Implement classroom academic interventions for remediation to reduce the need to avoid different 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:

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

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.

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**

Code of Student Conduct – Elementary

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 Department (~~School Board Rule 6Gx13-4A-1.21~~) (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 <b>administrators</b> have a <b>are</b> responsibility <b>responsible</b> to <b>make for making</b> 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 <b>alcohol</b> 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 <b>arson</b> and expelled because she <b>intentionally</b> 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 <b>assaulted</b> 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 <b>aggravated assault</b>.</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 <b>battered</b> 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>

GLOSSARY		
	Aggravated Battery:	<p>Injuring a person seriously by using your body and/or a weapon.</p> <p><u>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.</u></p> <p><u>Example: Using a deadly weapon to injure</u> <del>Injuring someone who is which results in the person being</del> physically disabled to the point where he/she cannot fight back—<del>might constitute</del>s <b>aggravated battery</b>.</p> <p><del>Administrators distinguish Battery from Fighting by reporting an incident as Battery only when the force or violence is carried out against a person who is not fighting back or is merely attempting to shield his/her body from attack.</del></p>
6.	Behavior:	<p>The way people act or react or the way they conduct themselves.</p> <p><u>Example: There is certain <b>behavior</b> that is acceptable at school and certain <b>behavior</b> that is unacceptable at school. This Code of Student Conduct will help you distinguish between them.</u></p>
7.	Bullying/ Harassment:	<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><u>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.</u></p> <p><u>Example: <del>Students should report bullying to an adult whom they trust so that it can be addressed.</del> When the girl repeatedly made fun of another student for being poor, the girl was guilty of bullying.</u></p>

GLOSSARY		
8.	Burglary/ <u>Breaking and Entering</u> (also referred to as <del>Breaking And Entering</del> ):	<p><del>Entry into a building with force, or presence in a building without permission, while intending to commit a separate bad act such as vandalism, theft, or battery.</del></p> <p><u>Illegally breaking and entering a building to commit a crime.</u></p> <p><del>Entering a building, structure, or dwelling with the intent to commit an offense therein, without license or invitation to enter, unless the structure is open to the public, or remaining in a building, structure, or dwelling after permission has been withdrawn, surreptitiously with the intent to commit an offense.</del></p> <p><del><u>Example:</u> The students committed <b>burglary</b> by crawling through the unlocked window to steal the school's camera.</del></p> <p><u>Example: The students committed burglary when they crawled through the window to steal a camera.</u></p>
9.	Cheating:	<p><del>Using another person's answers to receive credit for schoolwork.</del></p> <p><u>Using unauthorized answers or sources to receive credit for schoolwork.</u> 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:</u> The teacher accused him of <b>cheating</b> when she found answers to the test written on his desk.</p> <p><b>Plagiarism</b> is a form of cheating when you present another person's 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:</u> She <b>plagiarized</b> the information in her report by not giving credit to the author for his ideas.</p>
10.	Complaint:	<p>A verbal or written disagreement or concern about something that is alleged to be unfair.</p> <p><u>Example:</u> The student voiced a <b>complaint</b> to her assistant principal about the amount of homework her teacher assigned daily.</p>
	Complaint Procedure:	<p>A series of steps taken to try to resolve a complaint.</p> <p><u>Example:</u> The parent-teacher conference was held as required by the <b>complaint procedure</b> process.</p>
11.	Confrontation:	<p>An argument or squabble.</p> <p><u>Example:</u> The student <u>went up to the custodian and caused a confrontation by yelling at him</u> <del>was disrespectful for causing a confrontation</del> with the custodian when <u>the custodian asked him</u> <del>not to walk on the wet floor.</del></p>



GLOSSARY		
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 <b>controlled substances</b> 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><u>The use of physical punishment by a parent or teacher on a student.</u></p> <p>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/ <u>Disciplinary Actions</u> (also referred to as 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 <b>corrective strategies</b> helped to improve his school behavior.</u> <del>him practice better school behavior before he received a suspension.</del></p>
15.	Counselor:	<p>A school employee whose job responsibilities include providing advice to students.</p> <p><u>Example: Trust <b>counselors</b> are trained to talk with students about their problems.</u></p>
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 <b>cutting class</b>.</u></p>
<u>17.</u>	<u>Cyberbullying</u>	<p><u>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.</u></p> <p><u>Example: Cyberbullying can cause students to get in trouble at school even if they use their home computer.</u></p>
<del>17.</del> 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 <b>defying</b> the cafeteria manager by refusing to pick up his lunch tray when she told him to do so.</u></p>

GLOSSARY		
<del>18.</del> <u>19.</u>	Destructive Device:	<p>Any bomb, grenade, mine, rocket, missile, pipebomb, 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:</u> Students shall be expelled for bringing <u>to school destructive devices</u> <del>to school</del> <u>that can explode and hurt others.</u></p>
<del>19.</del> <u>20.</u>	Detention:	<p>A corrective strategy <del>wherein</del> <u>in which</u> a student must spend time at school, either before or after the regular school day or on a Saturday.</p> <p><u>Example:</u> The student served <b>detention</b> for one week after school for <u>purposely</u> breaking a window.</p>
<del>20.</del> <u>21.</u>	Disciplinary Actions (also Referred to as Corrective Strategies):	<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:</u> <del>The student consequences for disciplinary actions according</del> <u>Disciplinary actions are taken against students as consequences for violating</u> <del>to the Code of Student Conduct</del> <u>and are designed to assist students in improving their behavior.</u></p>
<del>21.</del> <u>22.</u>	Disruption:	<p>Behavior that disturbs the learning and/or safety of others in class, on the school bus and at the bus stop.</p> <p><u>Example:</u> The math class could not focus on preparing for FCAT because the girls' constant chatting was <b>disruptive</b>.</p>
	Disruption on Campus/ <b>Disorderly Conduct</b> (also referred to as Disorderly conduct):	<p>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.</p> <p><u>Example:</u> Initiating or participating in a brawl at a school event is a <b>disruption on campus</b> that can lead to serious disciplinary consequences.</p>
<del>22.</del> <u>23.</u>	Distribution:	<p>Giving out, sharing, dispensing to others.</p> <p><u>Example:</u> She was expelled for <b>distributing</b> <del>distribution</del> <u>of</u> pills to other students.</p>

GLOSSARY		
23. <u>24.</u>	Drugs:	<p><u>Any substance or chemical that alters mood or is used for mood altering.</u> <del>Mind-altering or mood-altering beverages or substances,</del> including but not limited to alcohol, marijuana, cocaine, heroin, pills, <u>over-the-counter medications that are unauthorized or abused,</u> etc. Possession, use, sale, or distribution of controlled substances that results in corrective actions at school may lead to arrest and criminal penalties.</p> <p><u>Example: The misuse of <b>drugs</b> are sometimes can be deadly, especially for young people.</u></p>
24. <u>25.</u>	Due Process:	<p>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.</p> <p><u>Example: <b>Due process</b> is required by School Board Policy <b>when the right to attend school is taken away.</b></u></p>
25. <u>26.</u>	Electronic Devices:	<p>Any <u>wireless communications/electronic</u> device that is powered by electricity or a battery, which is not required by the curriculum and includes items such as; <del>but not limited to</del> compact disc players, MP3 players, headphones, cellular phones, PDAs, <u>electronic readers, tablets, laptops, and cameras and any similar device.</u></p> <p><u>Example: Unauthorized use of <b>electronic devices</b> can disrupt the learning process and is not allowed in class.</u></p>
26. <u>27.</u>	Enforce:	<p>To compel observance of a law or rule.</p> <p><u>Example: All schools must <b>enforce</b> Florida's laws, as well as the and Miami-Dade County School Board's Policies rules.</u></p>
27. <u>28.</u>	Expulsion:	<p><del>A corrective action that means that you are no longer allowed to attend your current school.</del> <u>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.</u></p> <p><u>Example: The student was <b>expelled from school</b> for <del>carrying</del> <u>possessing a knife gun at school.</u></u></p>
28. <u>29.</u>	False Accusation:	<p>An untrue and serious statement about a teacher, staff member, or any other person. False accusations are serious when they can hurt the professional reputation of others or otherwise get <u>a person</u> in trouble that they do not deserve.</p> <p><u>Example: The principal spoke with the student's father <del>made because he made a false accusation about the</del> <u>that the</u> teacher being <del>had been</del> <u>arrested.</u></u></p>

GLOSSARY		
<del>29.</del> <u>30.</u>	False Fire Alarm:	Any action that causes people to believe that there is a fire or threat of a fire when there is not.  <u>Example:</u> The boys received a suspension for reporting a <b>false fire alarm</b> , even though they meant it as a joke.
<del>30.</del> <u>31.</u>	False Report/ Bomb Threat:	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.  <u>Example:</u> Students who make an <del>illegal false bomb threat report</del> could be expelled and <del>arrested.</del> <del>receive serious criminal penalties.</del>  <del>Chapter Sections</del> 790.162 and 790.163, <del>Florida Statutes F.S.</del> (Weapons and Firearms), further define the making of a false threat or report.  <u>Making a false report requires mandatory expulsion not less than one year and may lead to arrest and criminal penalties.</u>
<del>31.</del> <u>32.</u>	Felony:	A serious crime, often punishable by imprisonment exceeding one year.  <u>Example:</u> Many of the infractions in the Code of Student Conduct are also <b>felonies</b> under criminal law and are punishable as such.
<del>32.</del> <u>33.</u>	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)
	Fighting (Minor):	Occurs when two or more students engage in physical force against each other and <ul style="list-style-type: none"> <li>they stop when an authority figure gives them a verbal command to stop,</li> </ul> <p style="text-align: center;"><b><u>AND</u></b></p> <ul style="list-style-type: none"> <li>there are no injuries that require medical attention as a result of the fight.</li> </ul> <u>Example:</u> The students began to <b>fight</b> <del>engage in a minor fighting incident</del> , but they <b>stopped</b> <del>calmed down</del> when the teacher told them to stop <b>and no one was hurt.</b>
	Fighting (Serious):	Occurs when two or more students engage in physical force or violence against each other and <ul style="list-style-type: none"> <li>they become so enraged that they do not stop when given a verbal command to do so,</li> </ul> <p style="text-align: center;"><b><u>OR</u></b></p> <ul style="list-style-type: none"> <li>physical restraint is required,</li> </ul>

GLOSSARY		
		<p><b><u>AND/OR</u></b></p> <ul style="list-style-type: none"> <li>someone is injured to an extent that requires immediate first aid or medical attention.</li> </ul> <p>Serious fighting must be reported to school police.</p> <p><u>Example: Any Students involved in serious fighting incident that causes injury or requires medical attention would result in a suspension 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 <u>and punish</u> all other incidents involving mutual participation as <b>Fighting (Serious)</b> without regard to who was the original aggressor.</p>
<del>33.</del> <u>34.</u>	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: <del>Students shall be expelled</del> Students who bring guns to school will be expelled for bringing firearms to school.</u></p>
<del>34.</del> <u>35.</u>	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> <p><u>Example: The student was not permitted to go on the field trip because she <b>forged</b> her mother's name on the permission slip.</u></p>
<del>35.</del> <u>36.</u>	Freedom:	<p>The power to make your own decisions.</p> <p><u>Example: <b>Freedom</b> is usually accompanied by responsibility.</u></p>
<del>36.</del> <u>37.</u>	Gambling:	<p>Participating in games of chance for money and/or other things of value.</p> <p><u>Example: Throwing dice for money is <b>gambling</b>.</u></p>
<del>37.</del> <u>38.</u>	Gender:	<p>Male or female (boy or girl).</p> <p><u>Example: A person's <b>gender</b> should not be used to predict his/her success in a class.</u></p>
<del>38.</del> <u>39.</u>	Grievance:	<p>A formal complaint.</p> <p><u>Example: The student's parents/guardians filed a <b>grievance</b> when she was suspended for having make-up in her backpack.</u></p>

GLOSSARY		
39. 40.	Harassment:	<p>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.</p> <p><u>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:</u></p> <p><u>1. Places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property.</u></p> <p><u>2. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits</u></p> <p><u>3. Has the effect of substantially disrupting the orderly operation of a school</u></p> <p><u>Example:</u> What some people think is “just joking around” might constitute <b>harassment</b> if the person at whom it is directed is distressed by it.</p> <p>Repeated harassment is <b>bullying</b>.</p>
	Harassment (Civil Rights):	<p>Harassment directed at someone because of his or her gender, gender identity, race, color, religion, ethnicity, national origin, political beliefs, marital status, age, sexual orientation, social and family background, language, pregnancy, or disability.</p> <p><u>Example:</u> <del>Telling someone that he is stupid because</del> <b>Using racial slurs towards someone who</b> <del>he is from a different country is</del> <b>harassment based on a characteristic concerning his civil rights.</b></p>
	Harassment (Sexual):	Refer to “Sexual Harassment” in this glossary for a specific definition.
40. 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:</u> The students committed a <b>hate crime</b> when they beat up a student <b>up</b> because of his/her <b>religion</b>. <del>religious beliefs.</del></p>
41.	Hazing:	<p><del>Pressuring or coercing another student into violating laws.</del></p> <ul style="list-style-type: none"> <li><del>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.</del></li> </ul> <p><del>OR</del></p>

GLOSSARY		
		<ul style="list-style-type: none"> <li>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.</li> </ul> <p><u>Any act of hazing that causes risk of serious bodily injury or death is a misdemeanor.</u></p> <p><u>Any act of hazing that results in serious bodily injury or death is a felony.</u></p>
	Hazing (Felony):	<u>Any act of hazing that results in serious bodily injury or death.</u>
	Hazing (Misdemeanor):	<u>Any act of hazing that causes risk of serious bodily injury or death.</u>
42.	Hearing:	<p>A <u>formal</u> proceeding of relative formality 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/guardian and I asked for a <b>hearing</b> with the principal when I was suspended for having lip gloss in my backpack.</u></p>
43.	Homicide:	<p>The killing of one person by another.</p> <p><u>Example: The student was arrested for <b>homicide</b> after when he beat his his classmate to death. died after they fought.</u></p>
44.	Inappropriate Items:	<p>Items that are not suitable <u>unsuitable</u> for school because they tend to disrupt the learning environment.</p> <p><u>Example: Magazines that feature violent video games are <b>inappropriate items</b> for school.</u></p>
45.	Inappropriate Public Display of Affection:	<p>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.</p> <p><u>Example: Kissing in the hallway and stairwells is an example of an <b>inappropriate public display of affection</b>.</u></p> <p>Engaging in this type of behavior in hidden places is also inappropriate, and depending on the circumstances, may constitute a more serious infraction. See <b>Sexual Offenses (Other)</b> in this glossary.</p>
46.	Infraction:	<p>The breaking of a school <u>policy</u> rule; a violation; an infringement.</p> <p><u>Example: Every <b>infraction</b> in the <b>Code of Student Conduct</b> <del>Student Code of Conduct</del> has a range of corrective responses.</u></p>



GLOSSARY		
47.	Instigative Behavior:	Behavior that incites or urges others to do something wrong. <u>Example:</u> The student <b>instigated</b> his classmates <b>to riot</b> by daring them to <b>fight</b> <u>create a disturbance in the school.</u>
48.	Intimidate:	To make another person afraid. <u>Example:</u> <del>Intimidation can sometimes be considered harassment or bullying</del> The boy tried to <b>intimidate</b> another student by threatening to report him to the principal.
49.	Kidnapping/ <u>Abduction</u> (also known as Abduction):	Taking and holding people against their will. <u>Example:</u> After the abduction the <b>kidnapper</b> asked for a \$10,000 ransom to release the prisoner.
50.	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:</u> A group of students was reprimanded for <b>joining a gang which was club or a group not approved by the School Board.</b> , such as a fraternity or a gang.
51.	Lewd:	Vulgar, indecent, improper, or naughty <u>and</u> of a sexual nature. <u>Example:</u> The student called her friend a <b>lewd and</b> derogatory word for a body part. <del>that was considered lewd.</del>
52.	Libel:	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. <u>Example:</u> Passing around an untrue note about someone might constitute <b>libel</b> , and if so, is actionable in civil court.
53.	Misrepresentation:	An untrue statement or action that is made to deceive or mislead. <u>Example:</u> <del>The girl's parents were upset when she misrepresented the truth by saying she had completed her homework.</del> The girl <b>misrepresented the truth when she told the teacher that she had completed her homework when she had not.</b>
54.	Obscene Material:	Material that is indecent, lewd, and improper for school. <u>Example:</u> <del>Students should not bring Adult magazines with pictures of nude people are</del> <b>obscene materials</b> , <del>, like adult magazines, to school. that are not allowed at school</del>
55.	Other Major Crimes/ Incidents:	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) <u>Example:</u> Knowingly using counterfeit money in the school cafeteria is an example of an <b>other major crime/incident.</b>



GLOSSARY		
56.	Person Conducting Official Business:	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.  <u>Example: The student <del>Students</del> <del>was</del> shall be expelled for <del>assaulting battery/assault/threat or aggravated battery against any M-DCPS employee or a psychologist who was at the school</del> <b>person conducting official business</b>.</u>
57.	Possession:	Having control or ownership.  <u>Example: The drugs in his <b>possession</b> were confiscated before his arrest.</u>
58.	Property:	Something that belongs to someone else or a group of people.  <u>Example: My pens, pencils, and paper are my <b>property</b>.</u>
59.	Profane:	Vulgar, crude, indecent.  <u>Example: Cuss words are considered <b>profanity</b>.</u>
60.	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 <del>provocative</del> words "I hate you" <del>were</del> <b>provocative and</b> upset the teacher.</u>
61.	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 <b>reprimanded</b> 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>
62.	Responsibility:	An expectation, duty, or obligation to behave in a certain way.  <u>Example: As a student, I have a <b>responsibility</b> to respect the property of others.</u>
63.	Review:	Reconsider. To check-over or rethink a decision.  <u>Example: I hope our teacher will <b>review</b> the <del>failing</del> test <del>grades</del> she is <del>giving</del> <del>gave</del> our class <del>next</del> <del>us</del> last week.</u>
64.	Right:	A privilege; a fair and just claim.  <u>Example: All students have the <b>right</b> to <del>learn</del> a free and appropriate public education.</u>
65.	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 <b>robbed</b> him of his electronic game.</u>
	Aggravated	The taking of money or property from another through force or fear

GLOSSARY		
	Robbery:	and causing serious injury during the robbery. <u>Example:</u> The man was arrested for <b>aggravated robbery</b> when the <del>old lady</del> <u>woman</u> had a heart attack after he robbed her.
	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:</u> The <b>armed robber</b> told the cashier that he would use the gun in his pocket unless she gave him all of the money.
66.	Sale:	Distribution or sharing for money or profit in return. <u>Example:</u> She was expelled for <b>selling drugs</b> <del>school books</del> to other students.
67.	School Board Personnel/ <u>School Staff</u> (also referred to as school staff):	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. <u>Example:</u> <b>School Board personnel</b> dedicate their careers to the education and well being of all students.  <ul style="list-style-type: none"> <li>Violence against school board personnel is grounds for <u>mandatory expulsion</u> and may result in criminal penalties.</li> </ul>
<u>68.</u>	<u>Sexting</u>	<u>Sexting - sending or forwarding through cellular telephones and other electronic media sexually explicit, nude or partially nude photographs/images. (See page 38 )</u>  <u>Sexting may involve:</u> <ul style="list-style-type: none"> <li><u>Transmission to one or more students</u></li> <li><u>Partially nude or fully nude photographs/images</u></li> <li><u>Possession, without transmittal, of partially nude or fully nude photographs/images</u></li> <li><u>Substantial interference with the academic environment and student performance</u></li> <li><u>Interference with a person's personal and social demeanor</u></li> </ul> <u>Example:</u> Taking a picture of someone's private parts with or without consent and sending through a cellular phone to share with others is <b>sexting</b> .
<del>68.</del> <u>69.</u>	Sexual Battery:	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.  <u>Example:</u> Touching another person's private body parts without his/her consent is <b>sexual battery</b> .  <ul style="list-style-type: none"> <li>Also refer to <b>Sexual Offenses (Other)</b> for other sexual acts.</li> </ul>
<del>69.</del> <u>70.</u>	Sexual Harassment:	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.

GLOSSARY		
		<u><b>Example:</b> The student was suspended for <b>sexual harassment</b> because he repeatedly talked about a female student's private parts, making her feel uncomfortable.</u>
<del>70.</del> <u>71.</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><b>Examples:</b> include, but are not limited to:</u></p> <ul style="list-style-type: none"> <li>• Possessing and/or distributing obscene or lewd materials at school;</li> <li>• Exposing or touching private body parts in a lewd manner;</li> <li>• Touching someone else's body in a lewd manner;</li> <li>• Voyeurism (e.g., secretly looking at <b>or photographing</b> someone in the restroom or locker room without his/her knowledge);</li> <li>• Consensual sexual activity on school grounds between students who are 16-years-old or older;</li> <li>• Any type of sexual contact with a student who is under age 16 years old.</li> </ul> <p><i>*Under Florida law, students who are under 16 years of age cannot legally consent to sex.</i></p>
<del>71.</del> <u>72.</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><b>Example:</b> Starting an untrue rumor about someone might constitute <b>slander</b>, and be actionable in civil court.</u></p>
<del>72.</del> <u>73.</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><b>Example:</b> <b>Smoking</b> cigarettes is unhealthy.</u></p>
<del>73.</del> <u>74.</u>	SPAR:	<p>School Police Automated Reporting system for <b>recording</b> infractions that <del>will be</del> <b>are</b> reported to school police.</p> <p><u><b>Example:</b> Administrators must create a <b>SPAR</b> for battery, a serious infraction of the Code of Student Conduct.</u></p>
<del>74.</del> <u>75.</u>	Stealing/ <del>Theft</del> (also referred to as Theft):	<p><del>Taking something that does not belong to you, without permission, in order to keep it for yourself.</del> <u><b>Knowingly obtaining or using the property of another with the intent to temporarily or permanently deprive the owner of its use or benefit.</b></u></p> <p><u><b>Example:</b> He <b>stole</b> the library book when he slipped it into his backpack and left the library <b>without checking it out</b>.</u></p>
<del>75.</del> <u>76.</u>	Student Government:	<p>A group of students chosen by other students to represent the entire student body.</p> <p><u><b>Example:</b> Every year, the <del>The</del> <b>Student Government</b> Association <del>should</del> presents their yearly plan of activities to the school administration.</u></p>

GLOSSARY		
<del>76.</del> <u>77.</u>	Suspension:	<p>A corrective response to serious behavior <del>to avoid</del> where the student is not permitted to attend school <del>from one to ten days</del> <u>the regular school program for a specific number of days.</u></p> <p><u>Example:</u> Serious behavioral infractions at school <u>will</u> result in <b>suspension from school.</b></p>
<del>77.</del> <u>78.</u>	Symbol:	<p>Something that stands for something else.</p> <p><u>Example:</u> <del>The</del> <u>Each star in the</u> American flag is <del>the</del> <u>a</u> <b>symbol</b> for <del>our country</del> <u>one of the states in our country</u>.</p>
<del>78.</del> <u>79.</u>	Theft:	<p><del>Taking something that does not belong to you, without permission, in order to keep it for yourself.</del> <u>Knowingly obtaining or using the property of another with the intent to temporarily or permanently deprive the owner of its use or benefit.</u></p> <p><u>Example:</u> He committed <b>theft</b> when he slipped the library book into his backpack and left the library <u>without checking it out.</u></p>
	Petty theft:	<p><del>Stealing something less than \$300.00 in value.</del> 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.</p> <p><u>Example:</u> The principal called school police to report <u>a</u> <b>the petty theft</b> of a student's purse.</p>
	Motor Vehicle Theft:	<p>Taking a <b>motor powered vehicle</b> without permission.</p> <p><u>Example:</u> The student drove the teacher's car from the parking lot <u>without permission</u> and then was arrested for <b>motor vehicle theft.</b></p>
	Grand Theft:	<p>Stealing something over \$300.00 in value.</p> <p><u>Example:</u> He was charged with <b>grand theft</b> when he stole the school's computer.</p>
<del>79.</del> <u>80.</u>	Threat/ <del>Assault</del> (also Referred to as <del>assault</del> ):	<p><del>An attempt or threat to harm someone in a way that makes him or her fearful because you have the apparent ability to do so.</del> <u>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></p> <p><u>Example:</u> The student was suspended for making a <b>threat</b> to <del>kill</del> <u>slap</u> the teacher, <u>causing her to fear for her life.</u></p>
<del>80.</del> <u>81.</u>	Tobacco Product:	<p>Any product made from tobacco, including but not limited to cigarettes, cigars, and chewing tobacco.</p> <p><u>Example:</u> <b>Tobacco products</b> are unhealthy.</p>

GLOSSARY		
81. 82.	Trespassing:	<p><del>To enter without permission or remain on school property after being asked to leave, including but not limited to the school grounds/campus, school transportation, or at school-sponsored events off campus.</del> <u>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.</u></p> <p><u>Example:</u> The student was <b>trespassing</b> when he entered the school after being warned by the principal that the school was closed.</p>
83.	<u>Unauthorized Medication:</u>	<p><u>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.</u></p> <p><u>Example:</u> The student was swallowing two aspirins, an <b>unauthorized medication</b>, given to her by her best friend in the school cafeteria during lunch.</p>
82. 84.	<p>Vandalism major:</p> <p>Vandalism minor:</p>	<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 <del>resulting in damages over \$1,000.00.</del></p> <p><u><b>Major:</b> resulting in damages over \$1,000.00.</u></p> <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 <del>resulting in damages under \$1,000.00.</del></p> <p><u><b>Minor:</b> resulting in damages under \$1,000.00.</u></p> <p><u>Example:</u> The student committed <b>vandalism</b> when he <del>intentionally destroyed the pencil sharpener</del> <u>spray painted graffiti on the school.</u></p>
83. 85.	Violation/ <u>Infraction</u> (also referred to as Infraction):	<p>The breaking of a school <del>rule</del> <u>policy</u>; an infringement.</p> <p><u>Example:</u> For every behavior <b>violation</b> there is a recommended corrective strategy.</p>
84 86.	Violence:	<p>Physical force used to injure, damage, or destroy.</p> <p><u>Example:</u> <del>We try to keep our schools free of violence</del> <u>Acts of <b>violence</b> include serious fighting, using a weapon to hurt someone, and throwing objects hard enough to injure a person or damage property.</u></p>

GLOSSARY		
85. <u>87.</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 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) <u>and any other object used to inflict harm.</u> This definition <del>excludes</del> <u>does not include</u> simulated weapons.</u></p> <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 <u>and how it is used.</u></p> <p><u>Example: Everyday objects can become weapons such as pens, pencils, thumbtacks, and rubberbands can be weapons</u> if they are used to seriously harm or attempt to seriously harm someone.</p> <p>*<del>Chapter</del> <u>Section</u> 790.001, <del>Florida Statutes</del> <u>F.S.</u> (Weapons and Firearms), provides a further definition of weapons.</p>
	Simulated Weapons:	<p>Any instrument that looks like a weapon but is not a weapon.</p> <p><u>Example: Toy guns are <b>simulated weapons</b>.</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 <b>Zero Tolerance</b> 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 Florida Statute <u>Section</u> 790.001. <u>F.S.</u> Pursuant to Florida State Statute <del>790.115(2)(a)3,</del> <u>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.</u></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: <b>Weapons</b> are <u>not allowed in school</u> <del>prohibited in order to</del> provide a safe environment for all students.</u></p>
86. <u>88.</u>	Witness:	<p>A person who saw something happen.</p> <p><u>Example: I <b>witnessed</b> a <del>car accident</del> <u>fight between two students at school.</u></u></p>

GLOSSARY		
<del>87.</del> <u>89.</u>	Zero Tolerance:	A principle that violence will not be tolerated at school, during school activities, on school property, or on school-sponsored transportation.  <u>Example:</u> The <b>zero tolerance</b> policy will help keep our schools a safe place for students.

# 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. ~~In fulfillment of these ideals, the vision of the Superintendent of Schools is to~~ To encourage and recognize positive model student behavior, ~~which means, our purpose is to~~ students will be rewardeded and recognizedd students for striving to do their best, and for giving respecting ~~to follow~~ 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~~ praisedd 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

**Positive Behavior Support (PBS)** is an approach for teaching children appropriate behavior and providing the support necessary to sustain that behavior. Four principles of PBS are

- communicate high academic and behavioral expectations to students;
- encourage positive relationships with adults;
- emphasize goal-setting, academic achievement and positive social development with a teaching emphasis (with accompanying low tolerance for mistakes and misbehavior); and
- reinforce positive behavior.

Teachers regularly send postcards to parents when students do something outstanding.

**The Kind Acts Foundation**, [www.KindActs.org](http://www.KindActs.org), offers PK-12 teachers an easy way to honor students formally for kind deeds. The foundation sends a personalized certificate detailing the child's kind act, along with a Kind Acts lapel pin, to any teacher making a request at the Kind Acts Foundation website. The teacher decides how to present the certificate and pin to the student. The Kind Acts Foundation is privately funded, so there is no cost. For more information about this foundation, contact

---

Dave Hall, Director

Kinds Acts, Foundation

801-583-2303

[DaveHall@KindActs.org](mailto:DaveHall@KindActs.org)

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

Abraham Lincoln, Former President

## Parent Resources

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

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

**Florida Sunshine State Standards Correlations to**  
**The Code of Student Conduct**

**Social Studies (Kindergarten – Grade 2)**

- |            |  |
|------------|--|
| SS.C.1.1.1 | Knows how various symbols are used to depict Americans' shared values, principles, and beliefs.  |
| SS.C.1.1.3 | Understands how and why rules are made and knows that a good rule or law solves a specific problem, is fair, and "does not go too far".        |
| SS.C.1.1.5 | Knows examples of authority and power without authority, and knows that people in positions of authority have limits on their authority.       |
| SS.C.2.1.2 | Knows that a responsibility is a duty to do something or not to do something.  |
| SS.C.2.1.3 | Knows the sources of responsibility, examples of situations involving responsibility, and some of the benefits of fulfilling responsibilities. |
| SS.C.2.1.4 | Knows that the right to privacy is a personal right guaranteed by the United States Constitution and knows when privacy is expected.           |

**Social Studies (Grades 3 -5)**

- |            |  |
|------------|--|
| SS.B.2.2.3 | Understands how human activity affects the physical environment.   |
| SS.C.2.2.2 | Understands why personal responsibility (e.g., taking advantage of the opportunity to be educated) and civic responsibility (e.g., obeying the law and respecting the rights of others) are important. |
| SS.C.2.2.4 | Knows examples of the extension of privileges and responsibilities of citizenship.   |

**Language Arts (Kindergarten – Grade 2)**

- |             |  |
|-------------|--|
| LA.A.2.1.4  | Knows strategies to use to discover whether information presented in a text is true, including asking others and checking another source.                    |
| LA.A.2.1.5  | Uses simple materials of the reference system to obtain information.   |
| LA.B.1.1.1  | Makes a plan for writing that includes a central idea and related ideas.   |
| L.A.C.1.1.1 | Listens for a variety of informational purposes, including curiosity, pleasure, getting directions, performing tasks, solving problems, and following rules. |
| LA.C.1.1.3  | Carries on a conversation with another person, seeking answers and further explanations of the other's ideas through questioning and answering.              |
| LA.C.1.1.4  | Retells specific details of information heard, including sequence of events.   |
| LA.C.3.1.1  | Speaks clearly and at a volume audible in large or small group settings.   |
| LA.C.3.1.2  | Asks questions to seek answers and further explanation of other people's ideas.  |
| LA.C.3.1.3  | Speaks effectively in conversations with others.   |
| LA.D.2.1.1  | Understands that word choice can shape ideas, feelings, and actions.   |
| LA.D.2.1.4  | Knows the various types of mass media (including billboards, newspapers, radio, and television).   |

**Language Arts (Grades 3 – 5)**

- |            |  |
|------------|--|
| LA.A.1.2.3 | Uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships. |
| LA.B.1.2.1 | Prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.   |
| LA.B.2.2.3 | Writes for a variety of occasions, audiences, and purposes.  |
| LA.C.1.2.1 | Listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, and informational speeches.  |
| LA.C.1.2.4 | Listens attentively to the speaker, including making eye contact and facing the speaker.   |
| LA.C.3.2.3 | Speaks for specific occasions, audiences, and purposes, including conversations, discussions, projects, and informational or imaginative presentations.  |
| LA.C.3.2.5 | Participates as a contributor and, occasionally, acts as a leader in a group discussion.   |

## 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 205.07 (Florida Statutes), which stipulate categorical preferences for employment.

Rev. (01-11)