



2024-2025

Student Code of Conduct

& Resource Guide

Superintendent of Schools

Van Ayres

School Board

Jessica Vaughn, Chair

Karen Perez, Vice Chair

Nadia T. Combs

Lynn L. Gray

Stacy A. Hahn, Ph.D.

Patricia “Patti” Rendon

Henry “Shake” Washington

Table of Contents

INTRODUCTION

Letter from the Superintendent	3
Letter from the School Board	4
HCPS Who are We?	5
Vision and Mission	5
Purpose for the Student Code of Conduct	5
Continuous Notification of Nondiscrimination	5
Language Assistance	6

STUDENTS' AND PARENT/GUARDIANS' RIGHTS AND RESPONSIBILITIES

Academics	8
Attendance	8
Behavior	9
Language Assistance	10
Programs and Associations	10
Religion and Patriotism	11
Student Services.....	11
Transportation	11
HCPS and School's Duties and Responsibilities	12

POLICIES AND PROCEDURES

Attendance	15
Bullying and Harassment	19
Child Abuse Reporting	19
Digital Citizenship	20
Discrimination/Harassment.....	21
Dress Code	22
Exceptional Student Education	23
HOPE Scholarship	24
Law Enforcement	24
McKinney-Vento Homeless Assistance	27
Medication	27
Records	29
Student Supports	30
Search and Seizure	32
Student Services and Mental Health	32

DISCIPLINE

Disciplinary Action Procedures	35
Discipline Consequences, Possible (but not limited to)	36
Reasons for Requesting a Change of Placement / Expulsion Hearing	37
Principal Procedures for Requesting a Student Change of Placement Hearing or Expulsion Hearing...	38
Appeals Process	39
Discipline of Students with Disabilities	39
Due Process	40
Discipline Matrix	40
Appendix	



Letter from the Superintendent

Dear Hillsborough County Public Schools,

Our Hillsborough County Public Schools Student Code of Conduct is reviewed and revised annually to reflect current Florida law and district policy. We invited a diverse group of parents/guardians, teachers, students, community members, and school administrators to look at our code of conduct and make recommendations. This document is a result of their work and commitment to our students' education and safety. We are certain that the yearly updates adjusted for the Student Code of Conduct will only improve the procedures currently in place.

The HCPS Student Code of Conduct is designed to foster relationships with students and the community that are critical to school climate, where staff and students are positively engaged in the learning process and respect the rights of all individuals

If you have questions about the Hillsborough County Public Schools Student Code of Conduct, please contact the General Director of Student Conduct and Support, Mike Rowan at (813) 558-1100. We look forward to our continued teamwork in creating a positive and safe environment for our students to learn.

Sincerely,

Van Ayres
Superintendent



Letter from the School Board

Dear Parents and Guardians,

It is my great pleasure to welcome you and your student to a brand, new school year. I invite you to work collaboratively with both your child's school and the district, as new and innovative programs are being introduced to address the needs of students to ensure that everything is in place for him or her to be successful.

The Student Code of Conduct is a tool that was developed to provide you with school district policies and procedures, inform you of the rights and responsibilities of our students and parents/guardians, and share with you the interventions and supports that are in place to support student achievement.

Please read this document carefully and review it with your child. Upon completion of this review, we are requesting that both you and your child sign the Student Code of Conduct Acknowledgement Form found at the end of this document and return it to your child's school.

Thank you for trusting Hillsborough County Public Schools with your child's education. Our school district, the 7th largest in the nation, is proud of our award-winning work in equity and diversity, the arts, STEM education and so much more. We have a large variety of programs and opportunities for our students to take advantage of that will enhance their educational experience. Our amazing teachers, in tandem with these programs and your involvement as parents and guardians, will ensure that we are Preparing Students for Life.

Karen Perez, Chair
Hillsborough County School Board

Hillsborough County Public Schools – Who Are We?

Hillsborough County Public Schools is proudly one of the most culturally diverse school districts in the United States. With approximately 200,000 students matriculating at 268 schools Hillsborough Public Schools is the 7th largest school district in the United States of America.

Hillsborough County Public Schools Vision

Preparing Students for Life

Hillsborough County Public Schools Mission Statement

To provide an education and the supports that enable each student to excel as a successful and responsible citizen.

Purpose

Resource Guide and the Student Code of Conduct:

This guide provides some pertinent information for all stakeholders involved in Hillsborough County Schools.

Hillsborough County Public Schools seeks to provide a safe and equitable learning opportunity for each of its students, regardless of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, gender identity, or social and family background. Each school must be free from disruption that would interfere with the teachers' right to teach and the students' right to learn. Hillsborough County Public Schools recognizes that students have certain constitutional rights to which they are entitled, which shall not be limited, except by law. Therefore, Hillsborough County Public Schools has established the following Student Code of Conduct that students must follow, and schools enforce uniformly. In addition, all schools in the district shall develop comprehensive discipline policies in accordance with the individual plans of School Advisory Councils.

Continuous Notification of Nondiscrimination

Pursuant to Title VI, Title IX, Section 504/Title II and other civil rights regulations, the School District of Hillsborough County does not discriminate nor tolerate harassment on the basis of race, color, ethnicity, national origin, religion, gender, gender identity, sexual orientation, age, disability, marital status, genetic information or pregnancy in its educational programs, services or activities, or in its hiring or employment practices; and it will take immediate action to eliminate such harassment, prevent its recurrence, and address its effects. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scouts of America Equal Access Act.

The following person has been designated to handle inquiries regarding the non-discrimination policies: Dr. Pansy Houghton, Executive Officer, Compliance, (813) 272-4000, pansy.houghton@hcps.net; 901 East Kennedy Boulevard, Tampa, FL 33602.

[Hillsborough County Public Schools Notices](#)

Ayuda con el idioma

تنبيه: إذا كنت لا تتحدث الإنجليزية، فإن خدمات المساعدة اللغوية متاحة لك مجانًا. اتصل بالرقم
813-273-7311

주목: 혹시 영어 소통이 힘들시면, 무료 언어 통역 서비스를 받으실 수 있습니다.

813-273-7311 로 전화 주세요. 감사합니다.

ATANSION: Si ou pa pale angle, nou gen sèvis tradiksyon gratis pou lang ki disponib gratis pou ou.
Rele **(813) 273-7311**.

ATENCIÓN: Si no habla inglés, tenemos servicio gratuito de traducción disponible.
Llame al **(813) 273-7311**.

ATTENTION: Si vous ne parlez pas anglais, il y a un service de traduction gratuit. Appelez-le **(813) 273-7311**.

ATTENTION: If you do not speak English, language assistance services, free of charge, are available to you.
Call **(813) 273-7311** for assistance.

ВНИМАНИЕ: Если вы не говорите по-английски, вам будут предоставлены бесплатные услуги переводчика. Позвоните по номеру: **(813) 273-7311**.

ATENÇÃO: Se voce não fala ingles, serviços de assistencia bilingue estão disponíveis gratuitamente.
Ligue para **(813) 273-7311**.

LƯU Ý: Nếu bạn không nói được tiếng Anh, bạn sẽ được hỗ trợ ngôn ngữ miễn phí. Xin vui lòng gọi
(813) 273-7311.

STUDENTS' AND PARENT/GUARDIANS' RIGHTS AND RESPONSIBILITIES

Academics	8
Attendance	8
Behavior	9
Language Assistance	10
Programs and Associations	10
Records	11
Access to Student Records	11
Religion and Patriotism	11
Student Services.....	11
Transportation	11

HCPS AND SCHOOL'S DUTIES AND RESPONSIBILITIES

Teacher Duties and Responsibilities	12
Administrator Duties and Responsibilities	13
Additional School-based Staff Duties and Responsibilities	13
District Staff Duties and Responsibilities	13

STUDENTS' AND PARENT/GUARDIANS' RIGHTS AND RESPONSIBILITIES

(HCPS Policy 5780)

It is the intent of the Student Code of Conduct to make students aware that individual rights involve associated responsibilities, and that individual rights must be viewed in relationship to the health, safety, and welfare of the entire school community. The principal shall assume administrative responsibility and instructional leadership under the supervision of the Superintendent, and in accordance with rules and regulations of the School Board for planning, management, and operation of the school to which the principal is assigned. The faculty and staff shall assist in the orderly operation of the school and assure the rights of students.

Academics

Students have the right and responsibility to:

- Review grades with their teachers
- Be informed by the school of their academic progress
- Have periodic reviews of their instructional achievement by the school staff
- Earn grades that fairly and objectively represent their academic progress
- Become informed of the grading criteria and any updates to grading rubrics
- Appeal grades through the established grievance procedure to the principal
- Attend school daily, be prepared for class and complete assignments to the best of their ability
- Perform all tasks required for the successful completion of the course
- Have equal educational opportunity with regard to academic programs and extracurricular activities
- Be informed of district curriculum course descriptions that will facilitate informed choices
- Receive instruction in courses of study under competent instructors and in an atmosphere free from bias and prejudice
- Receive access to instructional materials and resources for the subject(s) they are studying
- Pursue participation in academic programs and extracurricular activities of interest and that are commensurate with ability
- Actively pursue assistance from qualified school staff with course selection that is consistent with ability and program of study
- Cooperate fully and exert every effort to achieve mastery at the highest level possible
- Take care of instructional materials/resources issued to them and to pay for lost or damaged instructional materials

Attendance

Students have the right and responsibility to:

- Physically attend a public school within their attendance area
- Attend a Technical or Exceptional Student Center when they qualify and are accepted for enrollment
- Participate in a choice option – Magnet, School Choice, Charter, Hillsborough Virtual K-12 (HVK12), McKay, etc.
- Receive information concerning attendance policies at their school to include excused and unexcused absences and tardies; make up any work missed because of excused absences
- Request a transfer to another school outside their attendance areas when they experience severe hardships. All requests must be submitted to the Office of Student Planning and Placement (School Choice)
- Homebound instruction if confined to the home or hospital due to a medically diagnosed physical or psychiatric condition that is chronic, acute, catastrophic or results in a repeated intermittent illness (at least 15 days)
- Attend classes daily and on time unless circumstances beyond their control prohibit
- Request make-up work from their teachers after the absences have been adequately explained
- Attend school until the age of 16. Students ages 16-18 who desire to leave school prior to graduation may do so only upon completion and filing of an “Intent to Terminate Enrollment” form and completing an exit interview with their school

- Abide by School Board attendance policies
- Please refer to the Student Progression Plan for the definition of a full-time student.
- Tardiness to school or class will follow the individual school policy and procedures. If tardiness is determined to be excessive, then refer to Disobedience / Insubordination within the discipline matrix.

Parents/Guardians have the right and responsibility to:

- Notify school personnel about their child's absence from school on the day of the absence
- Submit required documents to the Exceptional Student Education Hospitalized/Homebound program office if a student needs hospitalized/homebound instructional services.
- Notify school personnel if the family is moving out of town or out of the school's attendance boundary
- Be aware of the Student Academic Calendar and coordinate trips, vacations, and personal business to support attendance on school days
- Parents/guardians must provide school personnel with accurate telephone contact numbers (home, cell, and work for parents or legal guardians) and ensure the number(s) are correct if there is a change during the school year. This information must be specified on the Emergency Contact Card provided by the school at the beginning of the school year and updated as changes occur.
- Be informed by their child's school of student absence through Parent Link, phone call or email.

Reporting your Student's Absence

It is the responsibility of the student's parent or guardian to explain a student's absence to the designated office in person, in writing or by telephone. Parents/guardians are expected to notify the school the day of the absence. Schools may require additional documentation upon a student's return.

Absence Defined

Elementary students in attendance for "meaningful instruction" during any part of the school day are counted present for the day.

Secondary Students' attendance shall be recorded for each period. To be considered present in any period, a student must be present for at least one-half of that period.

Behavior

Students have the right and responsibility to:

- Understand and adhere to this Student Code of Conduct and of each school
- Speak with their parents/guardians to understand and abide by these policies and procedures by recognizing that unacceptable behavior shall be subject to disciplinary action
- Be respected as an individual and treated courteously, fairly, and respectfully by other students and school staff
- Treat teachers, staff, other students, themselves and property with respect
- Take part in all school activities on an equal basis regardless of race, religion, religious practices, sexual orientation, gender, national origin, ethnic group, political affiliation, age, or disability, pending eligibility
- Participate in, or refrain from, activities involving loyalty oaths, saying a pledge, singing an anthem, saluting a flag, or taking part in a patriotic ceremony
- Not interrupt the educational rights of others
- Not interfere with the rights of other students to express or refrain from expressing patriotism; remove any headress when the national anthem is played, except when such headress is worn for religious purposes; stand at attention, when possible
- Contribute to a positive, safe classroom and school culture that is respectful and conducive to learning
- Follow district, school, classroom, and bus rules and procedures
- Have proper notice of a behavioral infraction, an opportunity to be heard, and a fair hearing (if required)
- Privacy and shall be free from unreasonable search, as well as seizure of personal property. These rights shall prevail unless there is reason to believe that it is necessary to set them aside to protect the safety, health, and property of the school, students, and staff

- Privacy of their personal possessions unless there is reason on the part of the principal, or his or her designee, to believe that the student is concealing a weapon, illegal drugs, or other material that is inappropriate or dangerous to himself or herself, others, property, or in violation of existing HCPS policy that would bring rise to a search
- Be given prior notification of any searches except in case of emergency or exigent circumstances
- Request the presence of their parent/guardian or a responsible adult/advocate during any criminal investigation
- Not carry, possess or conceal any material that is prohibited by law and accept the consequences for their actions in cases where unlawful materials are found in their possession or in their lockers

Language Assistance

Students have the right and responsibility to:

- A competent interpreter to assist him/her if the student has difficulty speaking/understanding English

Programs and Associations

Students have the right and responsibility to:

- Access a relevant curriculum that is responsive to their immediate and future needs
- Voice their opinions in the development of their curriculum
- Pursue their education under competent instruction; and participate in instructional and extracurricular activities, pending eligibility
- Join school organizations and lawfully assemble in such a manner so as not to disrupt the orderly process of the school's program
- Lawfully assemble
- Organize associations within the school for social, athletic and other proper and lawful purposes, providing that no such group denies membership to any student because of race, sex, religion, sexual orientation, or for any reasons other than those related to the purpose of the organization
- Exercise the right to assembly so that the assembly does not disrupt the school program nor the orderly conduct of the school
- Know and observe qualifications for membership in student activities and to refrain from activities that interfere with school discipline
- Conduct themselves in a manner that is representative of the school and the organization of which they are members

Students have the right and responsibility to:

- Be protected by legal provisions prohibiting the release of personal information to other than legally authorized persons without the consent of the parent, guardian, or student

Parents, guardians or eligible students over the age of 18 have the right and responsibility to:

- Inspect, review, and challenge the information contained in the records appeal any disagreement of records to the principal
- Provide the school with any information that could be useful in making appropriate educational decisions
- Authorize release of information to those individuals or agencies who are working for the benefit of the student
- Follow school board policies for release of student information through the school
- Make an appointment with the school when they wish to review a record
- Request in writing to inspect and review all education records. The request will be granted within a reasonable period of time, not to exceed 30 days. This inspection and review of records shall be held in the presence of an official of the school system
- A response to reasonable requests for explanations and interpretations of the records
- Obtain copies of the education records of a student. The schedule of fees for copies is on file with each principal. No fee for copying may be charged to any parent/guardians if it would effectively prevent that parent/guardian from exercising his or her right to inspect and review the records
- Request in writing an informal conference with the principal for the purpose of amending any record believed to contain information that is inaccurate, misleading or violating the privacy or the rights of the student

Religion & Patriotism

Students have the right and responsibility to:

- Study, examine, discuss, criticize or support religious ideas and institutions for their literary and historic qualities when presented objectively as part of a program of education.
- Release time from school to observe religious holidays, which is an excused absence with written parental permission.
- Practice their religion.
- Not endanger the physical health or safety of themselves or others or disrupt the educational process.
- Develop tolerance and respect for the beliefs of others.
- Inform school officials through their parents/guardians about any religious practices or beliefs that may conflict with school rules or regulations.
- Show love for their country and allegiance to its flag; recite and display their feeling of patriotism.
- Participate in, or refrain from, activities involving loyalty oaths, saying a pledge, singing an anthem, saluting a flag, or taking part in a patriotic ceremony.
- Refrain from reciting the Pledge of Allegiance upon written request by their parent/guardian and to remain seated/stand quietly while the pledge is recited by others.
- Decide for themselves whether or not they wish to take part in any religious activity.
- Not interrupt the educational rights of others
- Not interfere with the rights of other students to express or refrain from expressing patriotism; remove any headress when the national anthem is played, except when such headress is worn for religious purposes; stand at attention, when possible.
- See Appendix for HCPS School Board Policy

Student Services

Students have the right and responsibility to:

- Consult with Student Services Personnel (School Social Worker, School Counselor, School Psychologist) for support with mental health, personal and social development, educational planning, and/post-secondary opportunities
- Be informed of available supports and services provided by the school-based student services team and have knowledge of how to access student services team members
- Be informed of available community-based mental health/counseling services and how to obtain referrals for these services from the student services team

Transportation

Students have the right and responsibility to:

- School bus transportation, if they live two (2) miles or more from school
- Transportation that may be provided for elementary students who live within two miles of the school if hazardous conditions as outlined by [Florida Statute 1006.23](#) exist
- Transportation as determined by a student's Individual Education Plan (IEP)
- The school bus and bus stop (including magnet transfer ramps) are an extension of the school day and classroom behavior is expected while on the school bus.
- Stand off the roadway while at bus stops
- Wait for the bus driver to signal them across the roadway
- Walk 10-12 feet in front of the bus while attempting to board the bus
- Keep valuables at home, as the school district nor the bus driver can be held responsible for personal property brought on school buses
- Follow safety procedures and wear seatbelts when available
- Ride only the designated bus, and enter and exit the bus safely at designated stop
- Not carry onto the bus any glass items, balloons, weapons, skateboards, live animals, plants or sharp instruments.
- Personal belongings must be held on a student's lap

- Remain seated in seat assigned to them by the driver
- Sit all the way down and back, facing forward, with arms and head inside the bus at all times
- Keep aisles clear
- Obey rules and be courteous
- Refrain from using profanity, causing disruption, fighting, or destroying property
- Be silent at all railroad crossings and when requested by driver
- Not throw objects on the bus or out the windows
- Not eat, drink, or smoke on the bus
- Use the bus stop assigned based on the address of record
- Cooperate with safety patrol officers
- Obey the rules established by the bus driver, the bus attendant and the IEP team
- Respect the rights of the other student passengers and adults on the bus
- Be at the bus stop 10 minutes prior to the designated pick-up time
- Inform the bus driver or attendant of any personal needs
- Communicate to parents/guardians or school administration any concerns related to transportation services
- Wear bicycle helmets as required by law
- Securely lock the bike while at school

The school cannot be responsible for lost or stolen bicycles. The school safety patrol contributes to the safety of children on the school grounds, buses and at bus stops. Responsible students are chosen to be members of the patrol. Their role is one of assistance and direction in areas where dangers or hazards exist.

HCPS AND SCHOOL'S DUTIES AND RESPONSIBILITIES

Teacher Duties and Responsibilities

- Designs and implements appropriate instruction of content area(s)/course(s) assigned in accordance with state standards, district curriculum, and students' needs.
- Creates a positive educational climate for students to learn in an atmosphere of respect and rapport.
- Set expectations, teach, model and reinforce positive behavior.
- Creates and delivers relevant and rigorous lessons that maximize student engagement and achievement.
- Utilizes a variety of teaching practices and methodologies that reflect diverse educational, cultural, and linguistic backgrounds to meet the individual needs of students.
- Observes and evaluates student performance and mastery of standards, monitors student assessment data, and maintains student grades and attendance.
- Manages student behavior in the classroom by utilizing effective classroom management strategies and invoking appropriate disciplinary procedures.
- Use professional judgment and appropriate de-escalation strategies to prevent minor incidents from escalating.
- Communicates with parents and school/district personnel regarding student progress and encourages parental involvement.
- Takes all responsible precautions to provide for the health and safety of students and to protect equipment, materials, and facilities.
- Appropriately maintains and secures confidential records, inquiries, and data.
- Maintains appropriate certifications and professional development hours as required
- Provide students with meaningful feedback on their behavioral and academic progress.
- Provide corrective feedback and reteach appropriate behaviors when a student demonstrates misconduct.

Administrator Duties and Responsibilities

- Distribute information about the Student Code of Conduct to students, parents and school personnel and ensure a hardcopy is available for anyone who cannot access the electronic version.
- Maintain a safe and orderly school by using prevention and intervention strategies.

- Monitor, support and sustain the effective implementation and maintenance of a positive school culture and learning environment.
- Define, teach, model, reinforce and support appropriate student behaviors to maintain a positive school environment.
- Provide students with positive and constructive feedback on their behavioral and academic progress.
- Implement the Student Code Conduct in a fair, equitable and consistent manner.
- Expand the adoption and implementation of alternatives to suspension at the school.
- Communicate policies, expectations and concerns to parents and students, when necessary.
- Respond or acknowledge complaints or concerns from students and parents within 72 hours as circumstances permit.
- Review and analyze discipline data identifying trends, including types of incidents, incident location, who is writing referrals, etc.... Then creating the next steps to address areas of concern.
- Provide parents with information relating to state academic standards, report card requirements, attendance requirements, and school district policies for promotion or retention, including high school graduation requirements.
- Keep parents informed about school-related issues, as appropriate, and ensure communication is sent home.
- Use professional judgment and de-escalation strategies to prevent minor incidents from escalating.
- Identify appropriate professional learning and resources needed to implement positive behavior interventions and support.
- Establish and implement a plan to review the Student Code of Conduct with students. The plan should be shared with stakeholders.
- Provide parents with comprehensive information about their choices and opportunities for involvement in their child's education.
- Provide a framework for building and strengthening partnerships among parents, teachers, school administrators, district administrators, and other personnel.

Additional School-based Staff Duties and Responsibilities

- Maintain a safe and orderly school environment by modeling and supporting appropriate student behaviors.
- Provide students with positive and constructive feedback on their behavioral progress.
- Provide appropriate corrective feedback and re-teach appropriate behaviors when a student demonstrates misconduct.
- Monitor, support and sustain the effective implementation and maintenance of a positive school culture and learning.
- Use professional judgment and de-escalation strategies to prevent minor incidents from escalating.

District Staff Duties and Responsibilities

- Create and implement policies and procedures that encourage safe and orderly schools for all students, school staff and principals.
- Protect the legal rights of school staff, principals, students and parents.
- Provide appropriate professional learning and resources to implement a positive school culture and behavior interventions.
- Utilize individual school discipline data to identify and allocate professional learning services for school administrators and staff.
- Assist parents who are unable to resolve issues at the school-level.
- Expand the adoption and implementation of alternatives to suspension across the district.

Policies and Procedures

Attendance

○ District's Beliefs About Attendance	15
○ Compulsory School Attendance	15
○ Parent and Student Responsibility	15
○ School District Responsibility	16
○ Absences Defined	17
○ Tardy	18
○ Late Arrival (Sign In)	18
○ Early Dismissal (Sign Outs).....	18
○ Make Up Work	18
○ Florida Drivers Licenses	18
○ Truancy	19

Bully and Harassment	19
-----------------------------------	-----------

Child Abuse Reporting	19
------------------------------------	-----------

Digital Citizenship	20
----------------------------------	-----------

○ Bring Your Own Device (BYOD) Program/Personal Digital Devices	20
○ Electronic Devices Safety, Services, and Acceptable Use	20
○ Social Media Disruption	20
○ Wireless Communication and Other Electronic Devices	21
○ Technology guidelines during Assessments	21

Discrimination / Harassment	21
--	-----------

○ Reporting Discrimination and Harassment	22
---	----

Dress Code	22
-------------------------	-----------

Exceptional Student Education (ESE)	23
--	-----------

HOPE Scholarship	23
-------------------------------	-----------

Law Enforcement	24
------------------------------	-----------

○ Arrest by Law Enforcement	24
○ Civil Citation	24
○ FortifyFL	25
○ Investigation and Interviews	26

McKinney-Vento Homeless Assistance	26
---	-----------

Medication	27
-------------------------	-----------

Records	28
----------------------	-----------

○ Access To Records	29
---------------------------	----

Student Supports	29
-------------------------------	-----------

○ Multi-Tiered System of Support (MTSS)	29
○ Positive Behavioral Interventions and Supports (PBIS)	30
○ Relationship-Based Practices (Restorative Practices)	30
○ Resiliency, Character, & Life Skills Education and MTSS	30
○ Tier 1 Behavior Plan	31

Search and Seizure	31
---------------------------------	-----------

Student Services and Mental Health	32
---	-----------

○ Behavioral Threat Assessment – Threat Management	32
--	----

Attendance (HCPS Policies [5200](#) and [5230](#))

District's Beliefs About Attendance

- Regular student attendance is essential to positive academic outcomes and helps develop and promote a positive school culture. Hillsborough County Public Schools is dedicated to supporting regular student attendance and reducing chronic absenteeism - missing 10% of enrolled days for any reason (excused absence, unexcused absence, or out-of-school suspension) – in a typical school year this about 18 days.
- To foster strong student attendance, each school develops an annual attendance improvement plan. These plans aim to improve student attendance and work to remove the barriers to regular student attendance.

The information below outlines valuable information about attendance for students and their families.

Compulsory School Attendance

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

Parent and Student Responsibility for Regular School Attendance

- Ensure the attendance of a child of compulsory school attendance age, as required by law
- Notify school personnel of their child's absence prior to the end of the school day of the absence, if possible, and provide notification within 72 hours of the child's return to school. Unless a valid reason, listed above, is the justification for the absence, the absence will be unexcused.
- If requested, provide documentation of illness from a physician or public health unit. The principal may request documentation after six incidents of absence within a nine week period.
- Notify school personnel of any changes in address, parent/guardian phone numbers or email, emergency contact phone number or email, within 72 hours of the change.

- Be aware of the school district calendar and coordinate trips, vacations and personal business to support attendance on school days.
- Notify the school if a student is expected to miss at least 15 consecutive school days due to illness, medical condition, or social/emotional reasons, or may miss excessive days intermittently throughout the school year for the same reasons.

School District's Responsibility for Addressing Student Non-Attendance

- Each principal must make the necessary provisions to ensure that all school attendance reports are accurate and timely and must provide the necessary training opportunities for staff to accurately report attendance. Principals are required to maintain an attendance record which shows the absence or attendance of each child enrolled for each school day of the year.
- When a student accumulates five (5) absences during a grading period, whether excused or unexcused, school personnel shall attempt to make contact the parent/guardian by telephone or electronic communication to discuss barriers to regular school attendance and shall document such contact.
- A referral will be made to the school's Problem-Solving Leadership Team for a student who has had at least five unexcused absences, within a calendar month, or 15 unexcused absences, within a 90-calendar day period.
- If the parent/guardian of a child who has been identified as exhibiting a pattern of non-attendance enrolls the child in a home education program, the Superintendent or their designee shall refer the parent to a home education review committee composed of the district contact person for home education and at least two home educators selected by the parent from a district list of all home educators who have conducted a home education program for at least three years and have indicated a willingness to serve on the committee.
- If a child subject to compulsory school attendance will not comply with attempts to enforce school attendance, the Superintendent may file a truancy petition pursuant with state law. The superintendent may also refer the case to the case staffing committee which may file a child-in-need-of-services petition. The superintendent may also take such steps as are necessary to bring criminal prosecution against the parent.
- Pursuant to Florida Statute, the district is required to report to the Florida Department of Highway Safety and Motor Vehicles (DHSMV) the names, dates of birth, sex and social security numbers of minor students who accumulate fifteen (15) unexcused absences in a period of 90 calendar days.
 - These students may not be issued a driver's license or learner's driver's permit and further, the DHSMV will suspend any previously issued driver's license or learner's driver's permit.
 - To have a driver's license reinstated, the student must attend school regularly for thirty (30) days with no unexcused absences and pay the appropriate reinstatement fee.
 - The minor, or the parent or guardian of the minor, may request a hardship waiver of the suspension if they request the waiver within 15 days of receiving the notice of intent to suspend.
 - The principal must conduct the hardship waiver hearing within 30 days of receiving the request.
 - The principal may grant the waiver if it is demonstrated that a driver's license is required for the student or the student's family's employment or medical care.
 - If the waiver is granted, the principal or designee shall notify the DHSMV.

Absences Defined

Elementary students in attendance for “meaningful instruction” during any part of the school day are counted present for the day.

Secondary Students’ attendance shall be recorded for each period. To be considered present in any period, a student must be present for at least one-half of that period.

- Excused Absence – the below definitions constitute an excused absence.
 - Student illness or health related appointment (e.g., mental, physical, and behavioral health). A note from a health care provider may be required.
 - A student who has demonstrated a pattern of absences (six excused absences in a nine-week period) may be required to present medical verification to the principal.
 - Court appearance of the student.
 - An approved school activity.
 - Absences will be recorded as School Business but will not be considered a school/period absence (e.g., Music MPA, Co-curricular club, athletic activity, SGA pep rally, HOSA).
 - Attendance at a center under Children and Families Services supervision.
 - Accident resulting in injury to the student.
 - Significant community events with prior permission of the principal.
 - When more than one school is involved, the Area Superintendent will determine the status of the absence.
 - Observance of an established religious holiday.
 - Death of a close relative.
 - Close relatives shall be defined as the father, mother, brother, sister, husband, wife, son, daughter (or in-law), stepfather, stepmother, stepbrother, stepsister, half-sister, half-brother, stepchild, uncle, aunt, niece, nephew, grandparents, grandchild, or members of his/her own household.
 - Other absences as approved by the principal.
 - Emergencies (Natural disasters, sudden loss of housing, legal emergency).
 - Any other justifiable reasons.
 - A written request from the parent/guardian, when possible, must be submitted to the principal at least three days before the absence date. The parents will be notified of the decision.
- Military Connected Students-HCPS is committed to assist students from military families and will continue efforts to facilitate the development and implement policies that directly impact children of military personnel. To ease the burden of our students who have parents that may be deployed or on leave, schools will allow up to a total of five days of excused absences.
- The absences are to be pre-approved by the school principal.
- Students shall have a reasonable amount of time to complete make-up work.
- Absences will be marked as School Business

Furthermore, attendance recordkeeping programs have been modified to ensure that students may not be disqualified from Perfect Attendance recognitions/awards at the school or district level. Deployment related absences will not negatively impact a school’s percentage of attendance.

- Unexcused Absence - the below definition constitutes an unexcused absence
 - Any absence not listed above is considered an unexcused absence.
- Students *will not* receive exclusionary discipline (ISS or OSS) due to absence from school or class.

Tardy

- Tardiness to school or class will follow the individual schools' practices and procedures.
 - Tardy to school - A student is considered tardy to school when they arrive after the beginning of the school day, defined by each school.
 - Tardy to class - A student is considered tardy to class if they arrive to the classroom after the tardy bell for that class rings.
 - Excused Tardy - A student's tardiness shall be excused when the reason given is acceptable to the principal or designee.
 - Examples of acceptable reasons for tardiness are the same as the examples of acceptable reasons for excused absences.
 - Unexcused Tardy – any tardy not included above.

Late Arrival (Sign-In)

- Any student arriving at school after school has begun (the tardy bell has rung) must report to the school office to sign-in and receive a pass to class. To be considered an excused tardy, reference the excused tardy definition above.
- For primary and middle school students to receive an excused sign-in, a parent/guardian must accompany the student to the Main Office and give an excusable reason (excused tardy list above); high school students do not need to be accompanied by a parent/guardian but may be required to provide documentation of the reason for the tardiness.
- Students with excessive sign-ins (more than six in a nine week's period) may be required to meet with school personnel to discuss barriers and solutions to arriving at school on time.

Students *will not* receive exclusionary discipline (ISS or OSS) due to tardiness to school or class.

Early Dismissal (Sign Out)

- Once students arrive on campus, no student shall be permitted to leave school prior to dismissal at the request of or in the company of anyone other than a parent with legal rights to have access to the student, an individual listed on the emergency contact card, or a law enforcement officer or officer of the Court with express legal authority to obtain custody of the student, unless the permission of the enrolling parent/guardian is first secured.
- Students with excessive sign-outs (more than six in a nine week's period) may be required to meet with school personnel to discuss barriers and solutions to arriving at school on time.

Make-up Work

- Elementary Students - A student who has been absent and whose absence is excused is permitted to make up the work missed after returning to school. Parents/guardians should contact the school and request make-up work 24 hours in advance, when possible, or within three days of returning to school, and all make-up work must be submitted by the deadlines set by the teacher(s).
- Secondary Students - A student who has been absent and whose absence is excused is permitted to make up the work missed after returning to school. Parents/guardians or students must arrange with their teachers any request for make-up work 24 hours in advance, when possible, or within three days of returning to school, and all make-up work must be submitted by the deadlines set by the teacher(s).

Florida Driver's License Law for Students ([HCPS Policy5200](#))

Students aged 14 until their 18th birthday must be in compliance with school attendance, or they will be ineligible to obtain or maintain their driver license. If not in compliance with school attendance, a student's driving privilege can be suspended until proof of attendance in school for 30 consecutive days has been provided. ([section 322.091, Florida Statutes](#)) It is the responsibility of HCPS to identify and report to the Department of Highway Safety and Motor Vehicles all minors aged 14 to 18 who accumulate 15 unexcused absences in a period of 90 calendar days. Students with a dropout code also must be reported. Students cannot get or keep their driver's privilege or license unless they are in school, have successfully completed school, earned their GED certificate, or have a hardship waiver. A student who has had their license suspended

due to unexcused absences can apply for reinstatement once they have attended school for 30 consecutive school days without an unexcused absence and have completed the necessary paperwork provided by school administration. Reinstatement is delayed a day for each excused absence during that 30-day period.

Truancy

A student who has 15 or more unexcused absences in a rolling 90-calendar day period is considered truant per Florida statute.

Bullying and Harassment HCPS Policy 5517.01

Bullying is defined as any written or verbal expression, or physical or electronic act or gesture, or a pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental, or emotional harm to any student, or would be reasonably assumed to cause harm. Bullying is prohibited against any student for any reason, including but not limited to, any such behavior that is directed toward a student on the basis of academic performance, or against whom federal and state laws prohibit discrimination.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, or purposely excluding someone from a group. Cyberbullying is a specific form of bullying using technology to hurt, harm or humiliate another individual or group.

Anonymous Bullying Hotline - Bully and Harassment Prevention and Reporting

The School Board is committed to providing an educational setting that is safe, secure, and free from harassment and bullying for all its students and school employees. The district will not tolerate unlawful bullying and harassment of any type. The district in consultation with district students, parents/guardians, teachers, administrators, school staff, school volunteers, community representatives, and local law enforcement agencies have developed a district policy as part of a comprehensive plan intended to prevent bullying and harassment. A reporting system has been created to appropriately identify, report, investigate, and respond to situations of bullying and harassment. Online Form to Report a Bully. The district has also created this website as a resource and tool to help cultivate a learning environment where everyone involved can thrive and achieve excellence in education.

HCPS Bullying Hotline Link can be found at:

HCPS website at <https://www.hillsboroughschools.org/bullyprevention>

Anonymous Bullying Form https://forms.office.com/Pages/ResponsePage.aspx?id=-f2oEP_CDU6cGR_iwYgWSIfHKK0R9cNEu-CHNB5dB91UOV02S0RJN00wVzVHSjVMRjJJWDRPWTFKOSQIQCN0PWcu

Child Abuse Reporting (HCPS Policy 8462)

All employees and agents of the District School Board are authorized and mandated by Florida Statute 1006.061 to report all actual or suspected cases of child abuse, abandonment, or neglect to the Department of Children and Families, Child Abuse Hotline (1-800-962-2873), and to provide them with the necessary information to pursue such reports. Any person, official, or institution participating in good faith in any act authorized or required by statute or reporting in good faith any instance of child abuse, shall be immune from any civil or criminal liability that might otherwise result by reason of such action.

Digital Citizenship

In providing a safe, secure, technologically rich learning environment, Hillsborough County Public Schools expect students to demonstrate appropriate and responsible behavior regarding technology. Digital citizenship, as this is defined, extends from cyberbullying to information literacy. It provides a guide for navigating the web intelligently and making appropriate decisions when online. The information below is meant to educate parents/guardians and students in the various aspects of digital citizenship. If you have any doubt about whether a contemplated activity is acceptable, consult your teacher or administrator.

Bring Your Own Device (BYOD) Program/Personal Digital Devices

The Bring Your Own Device Program details the procedures for complying with the district's Access to Technology Resources from Personal Communication Devices ([Policy 7542](#)). The procedures specify, in connecting to the guest public network, students must comply with the district's Student Network and Internet Acceptable Use ([Policy 7540.03](#)); the district's guest network is filtered in accordance with the Children's Internet Protection Act. The procedures also expand on responsibilities and limited rights students have when accessing the network.

Electronic Devices Safety, Services, and Acceptable Use

Hillsborough County Public Schools is committed to developing a technologically relevant and engaging learning environment for all students by providing them with the opportunity to develop collaboration, innovation, communication skills, and tools that are essential to both life and work in the 21st Century.

The Student Network and Internet Acceptable Use ([Policy 7540.03](#)), Access to Technology Resources from Personal Communication Devices ([Policy 7542](#)), and Bring Your Own Device Program governs safe and appropriate access to technology in the district.

The Student Network and Internet Acceptable Use ([Policy 7540.03](#)) must be complied with when connecting to the district's network. This policy outlines the limited educational purpose of the Internet as an educational tool, measures taken in protecting children from exposure to harmful content, the limitations of content filtering, and outlines a code of conduct for appropriate network usage.

Similarly, the Access to Technology Resources from Personal Communication Devices ([Policy 7542](#)) allows students to connect a Personal Communication Device (PCD) to the district's guest network. This policy outlines the responsibilities and limited rights that students have when connecting to the district network. When personal devices are used on school board property, users lose any expectation of privacy in the content of their files on the device during investigations related to inappropriate use of the device. Moreover, the owner of a PCD bears all responsibility and assumes all risk for loss, damage or misuse of said property while it is on board property.

Social Media Disruption (SMD):

- This section was added to assist schools in addressing the increasing volume of disruptions and behavioral offenses related to the use of social media.
- SMD is defined as the intentional use of digital devices, such as cell phones, computers, tablets etc., to send, post, or share negative/harmful content that creates an adverse impact on a school's learning environment. Negative/harmful content can in turn cause discomfort or humiliation, or unreasonably interfere with the school's ability to maintain routine safety and order on campus.
- SMD includes the transmission of negative/harmful content regardless of who was the initial recorder. who the initial recorder was, i.e. if a student is sent the information and then in turn sends out the same information, they too are held accountable.
- SMD includes the intentional posting or sharing of messaging that is insensitive, inappropriate, harmful, and/or slanderous to individuals and/or to groups.

- SMD is not dependent upon the subject(s) awareness of being recorded. Negative/harmful content includes, but is not limited to:
 - School fights
 - Bathroom incidents
 - Vaping/smoking
 - Hazing
 - Intentionally creating a disturbance
 - Destruction of property
 - Sexual conduct

Wireless Communication and Other Electronic Devices ([HCPS Policy 5136](#))

During school hours and while on the bus, cellular and Wi-Fi based devices, including, but not limited to phones, watches, tablets and other electronic devices, are to be used under the supervision of district staff for educational purposes only. Students must comply with the directives of school/district staff regarding where, when, and how electronic devices can be used.

Prohibitions: Recording, photographing, transmitting, or posting images/videos of students or staff without permission is prohibited. Devices are not allowed in restrooms and locker rooms.

Technology guidelines during Assessments

Follow district and state rules and procedures regarding testing. Students must not disturb or speak to any other student, look at anyone else's test or provide assistance with another student's test. Students must not have access to the use of a device such as cell phone, headphones, smartwatch, Bluetooth devices, or any other device that could record, or transmit, even during breaks. Students must not discuss specific test items after the test. This includes any type of electronic communication, such as texting, emailing, or posting to social media sites.

Discrimination/Harassment ([HCPS Policy 5517](#))

Discrimination is unfair treatment of individuals based on characteristics protected by law, such as sex, race, religion, and disability. This is a civil rights violation.

Harassment is unwelcome conduct that may include verbal abuse, graphic or written statements, physical assault, or other conduct that may be threatening, harmful, or humiliating. Harassing conduct has the purpose or effect of unreasonably interfering with an individual's educational performance or creating an intimidating, hostile, or offensive education environment. Harassment does not include verbal expressions or written material that is relevant and appropriately related to course subject matter or curriculum.

Sexual harassment is a form of sex discrimination that violates Title IX of the Education Amendments of 1972 and HCPS Policy 5517. The district prohibits any form of sexual harassment including sexual violence.

It shall be a violation of district policy for any student, teacher, administrator, or other school district personnel to discriminate against or harass a student or adult based on race, color, ethnicity, national origin, religion, gender, sexual orientation, age, disability, marital status, genetic information or pregnancy. It shall also be a violation of district policy for any teacher, administrator, or other school district personnel to tolerate discrimination or harassment by a student, teacher, administrator, or other school district personnel, or by any third parties who are participating in, observing, or otherwise engaged in activities, including sporting events and other extracurricular activities, under the auspices of the school district.

Reporting Discrimination and Harassment

The district has the responsibility to respond promptly and effectively to all reports of discrimination, harassment or sexual harassment/inappropriate sexual behavior. If you feel you have been a victim of, or witness to, any form of discrimination or harassment, report it immediately. Doing something harmful to someone who files a report is not tolerated. The following actions are encouraged in reporting this behavior.

- Students are always encouraged to report the complaint directly to a teacher, Student Services staff member, school administrator, parent/guardian, trusted adult, or the District's Compliance Office.
- All school employees and other members of the school community, parents/guardians, volunteers, and visitors are encouraged to report all acts of discrimination/harassment.
- Written and oral reports are acceptable. Reports may be made anonymously, but formal disciplinary action may not be based solely on an anonymous report.
- Harassment/Discrimination reports may be submitted online at [Discrimination, Harassment, Sexual Harassment, Sexual Misconduct or Disability Complaint \(office.com\)](#).

Note: Complaints against the principal should be filed with the region superintendent. Complaints against the superintendent should be filed with the Board Chair.

Dress Code (HCPS Policy 5511)

The dress and grooming of students shall be that which contributes to the health and safety of the individual and which is non-disruptive of the educational activities and processes of a school. The definition of appropriate dress shall vary with the age of the student, the program of instruction, and the heating/cooling system of the building.

Students have the right to dress as they choose as long as their dress meets the approved dress and grooming regulations, does not disrupt school activities, is not obscene or defamatory, and does not endanger the physical health or safety of themselves or others.

Students have the responsibility to become familiar with and adhere to approved dress and grooming regulations of their particular school as contained in the individual school's handbook and/or Board regulations.

- In accordance with [F.S. 1006.07](#) 2(d)1. An explanation of the responsibilities of each student with regard to appropriate dress, respect for self and others, and the role that appropriate dress and respect for self and others has on an orderly learning environment. Each district school board shall adopt a dress code policy that prohibits a student, while on the grounds of a public school during the regular school day, from wearing clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the orderly learning environment.
- In accordance with [F.S. 1006.07](#) 2(d)2. Schools will follow the state mandated consequences.

Kindergarten – Fifth Grades

- Shoes shall be worn and securely fastened to the feet and have a low heel height. Footwear must be suitable for outdoor physical education classes and unsafe shoes such as “skate tennis shoes” are not allowed.
- Clothing that exposes the entire shoulder, tube tops, spaghetti straps, or similar type clothing, may be worn only with a blouse or shirt. Clothing exposing the torso or the midriff, either front, back, or sides, shall not be worn. Underwear shall not be visible. Clothing shall not expose the mid-chest area. Mini-skirts, mini-dresses and short shorts are not permitted. Hemlines shall be no shorter than fingertip length. All pants and shorts shall be secured at the waist.
- Head coverings shall not be worn in the building unless required for religious observance or health-related reasons.
- Garments and/or jewelry that display or suggest sexual, vulgar, drug, gang, weapons, or alcohol-related wording or graphics, or that provoke violence or disruption in the school, shall not be worn.
- Wallet chains shall not be worn.

Sixth – Twelfth Grades

- Shoes shall be worn and securely fastened to the feet. Footwear must be suitable for outdoor physical education classes. Skate tennis shoes and bedroom slippers are unacceptable and not allowed.
- Clothing that exposes the entire shoulder, tube tops, spaghetti straps, or similar type of clothing may only be worn with a blouse or shirt. Clothing exposing the torso or the midriff, either front, back, or sides shall not be worn. Underwear shall not be visible. Clothing shall not expose the mid-chest area. Clothing not properly fastened or with tears that are indecent shall not be worn. Clothing traditionally designed as undergarments or sleepwear shall not be worn as outer garments. All pants and shorts shall be secured at the waist. Boys' shirts shall have sleeves. Mini-skirts, mini-dresses, and short shorts shall not be permitted. Hemlines shall be no shorter than fingertip length.
- Head coverings shall not be worn in the building unless required for religious observance or health-related reasons.
- Garments and/or jewelry that display or suggest sexual, vulgar, drug, gang, weapons, or alcohol-related wording or graphics, or that provoke or may tend to provoke violence or disruption in the school, shall not be worn.
- Wallet chains shall not be worn.

Exceptional Student Education (ESE)

The Exceptional Student Education (ESE) Department provides support and services to students with disabilities who are eligible for special education services, ages birth through 21. A continuum of services is provided in a variety of settings, which include general education classrooms, resource rooms, special classes, specialized day schools, and hospitalized/homebound services. Services for many students with disabilities can be provided at their neighborhood school. Eligible students are provided support and/or services per their Individual Education Plan (IEP) which is based on each child's unique needs. Supplemental services are provided in collaboration with discretionary projects such as Florida Diagnostic and Learning Resources System, Florida Inclusion Network, and the Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET).

The ESE Department ensures that parents have the opportunity to be a partner in the educational decisions made regarding their child, and that they are afforded the procedural safeguards to which they are entitled. The ESE Department collaborates with the parents of students with disabilities in addressing any issues or concerns they may have. Collaboration between school staff members, families and students is the key to success for our students with disabilities. In Exceptional Student Education (ESE), we want to empower families by providing information and support to promote academic and social success at school. We understand the importance of communication and hope that the steps outlined in Who Should I Call First will help you identify your student's support network and who to contact first to get answers to your questions in an efficient and timely manner.

HOPE Scholarship

[Section 1002.40](#), Florida Statutes, was established during the 2018-2019 legislative session and provides the parent/guardian of a public-school student who was subjected to an incident of bullying or violence (a complete list of incidents is found in section 1002.40(3), F.S.), an opportunity to transfer to another public school, or request a scholarship for the student to enroll in and attend a participating private school. The law states in part, "Upon receipt of a report of an incident, the school principal, or his or her designee, shall provide a copy of the report to the parent/guardian and investigate the incident to determine if the incident must be reported as required by s. 1006.09(6). Within 24 hours after receipt of the report, the principal or his or her designee shall provide a copy of the report to the parent/guardian of the alleged offender and to the superintendent. Upon conclusion of the investigation or within 15 days after the incident was reported, whichever occurs first, the school district shall notify the parent/guardian of the program and offer the parent/guardian an opportunity to enroll his or her student in another public school that has capacity or to request and receive a scholarship to attend an eligible private school, subject to available funding." Any student who receives a

HOPE Scholarship can call the Choice Information Line: 813-272-4692 to exercise their options. Please go to the FLDOE website for more detailed information.

<https://www.fldoe.org/schools/school-choice/k-12-scholarship-programs/hope/>

Law Enforcement

Arrest by Law Enforcement

Ordinarily, it should not be necessary for law enforcement officers to arrest or take custody of students during school hours at school for crimes committed outside of school hours. No law enforcement officer shall arrest or take custody of any student in school during school hours unless upon lawful request by the principal or unless the officer has “probable cause” to arrest for a violent felony, has an arrest warrant for a violent felony, or juvenile commitment order from a judge for an immediate appearance. In cases where the student is to be taken into custody, the law enforcement officer shall first contact the principal and advise him/her of such fact. The student shall first be summoned to the office by the principal. The services of a school law enforcement officer in making an arrest, if available, should be requested by the arresting officer. In emergency situations, where the commission of a crime or offense involving felony or breach of the peace in school has been witnessed by a law enforcement officer, or if the law enforcement officer is in “hot pursuit” of the student for such crime, the officer has the legal right to take direct and unhindered action in schools. The principal must be notified of the action as soon as possible.

Civil Citations

Recent changes in Hillsborough County law enforcement regarding the issuance of Civil Citations for juveniles will result in positive and supportive outcomes for many of our students. The use of Civil Citations allows for the implementation of least restrictive interventions, while avoiding strictly punitive consequences for misdemeanor offenses. This is a very encouraging step in addressing student offenses and guiding our students along the path to successful decision-making. Below is an outline of the process for your reference.

- [Florida Statute 985.12](#) encourages the use of Civil Citations or similar prearrest diversion programs in lieu of arrests. The use of such initiatives promotes public safety and contributes to an overall reduction in the crime rate and recidivism in the state.
- Announced May 3rd, 2021, all Hillsborough County law enforcement officers, including the Sheriff’s Office and 5 police departments will now be required to issue a Civil Citation for all juveniles committing first-time misdemeanors.
- Criteria for issuing Civil Citations are as follows:
 - The offender must be under 18 years of age.
 - Only first-time misdemeanor offenders may be issued a civil citation.
 - Issuing Civil Citations will be mandatory for all misdemeanors meeting the above criteria.
 - Law Enforcement Officers (LEO) must have supervisor approval for offenders under the age of 13.
 - LEOs must have supervisor approval if a Civil Citation is not being issued.
- Civil Citation procedural steps:
 - LEOs issue a Civil Citation after confirming with the Juvenile Assessment Center that the youth has no history of offenses in the Juvenile Justice Information System.
 - Prior to issuing a Civil Citation for family violence (e.g. battery, domestic violence), the LEO contacts a local shelter to inquire about availability for shelter placement.
 - When issuing a Civil Citation, the LEO will provide parents/guardians with a Juvenile Arrest Avoidance Program (JAAP) flyer and/or instruct them to contact the Juvenile Diversion Program (JDP) within 3 days.
 - The LEO will forward the electronic Criminal Report Affidavit to the JDP within 24 hours.

- Upon receipt of the Criminal Report Affidavit, the JDP contacts the offender's family to complete registration for the JAAP. (Note: Families may contact the JAAP themselves, following LEO recommendations.)
 - Parent/guardian permission is no longer required for youth to enroll in the program; however, parents/guardians are expected to support the youth's participation.
 - The JDP will schedule Arbitration for the youth, which consists of an interview and an Evidenced-Based Risk Assessment.
 - Case Arbitration occurs in the JDP office. Sanctioning occurs immediately and is based upon the offense, the interview responses, and the outcome of the risk assessment. The youth's case may be referred to Teen Court for sanctioning.
 - Sanctioning is thereby determined within days of the offense, as opposed to the potential weeks and months required for scheduling court appearances for arrests.
 - Once sanctioning is completed and the youth is enrolled in the JAAP, the case is monitored. (See attached flyer for the JAAP for details of the Program.)
 - Upon successful completion of the JAAP, there is no criminal record for the youth. If the program is not completed, the case is referred to the State Attorney's Office for prosecution consideration.
- Benefits of Civil Citations:
 - Issuing is at the time of the offense. Evaluation, sanctioning, and JAAP enrollment all occur within days of the offense.
 - Sanctioning is immediate and directly related to the offense as compared to the lengthy time required for processing arrests through court appearances.
 - JAAP participation includes the provision for interventions and social/mental health services for students and families. Additionally, a variety of consequences and diversion strategies are employed and tailored to the offenses, including but not limited to community service, restorative justice, and restitution.
 - There is no criminal record for a Civil Citation once the JAAP is completed.
 - Of the 400 juvenile arrests in Hillsborough County in 2020, only 41% were issued a Civil Citation. The mandatory use of Civil Citations for first-time misdemeanor offenses will significantly reduce the number of juvenile arrests.

[FortifyFL](#)

FortifyFL is an anonymous suspicious activity reporting tool that allows you to instantly relay information to appropriate law enforcement agencies and school officials. It is available on the HCPS student portal and may be downloaded to any portable device through the FLDOE website.

The included materials will familiarize parents and students on how to download and access this anonymous reporting app, and how to make a tip. The FortifyFL link can also be found on all HCPS District devices, our HCPS home page and on posters and circulars at each school site. The FortifyFL app is for reporting school-based threats.

HCPS takes all reports of threats at or on our school sites very seriously. Making false threats on the FortifyFL platform will result in severe consequences up to and including arrest, restitution and expulsion. Parents should discuss this issue with their student and make themselves familiar with the FortifyFL materials posted below. These materials explain the function of the anonymous reporting app. False threats, even if intended as a joke, can result in life-altering consequences and are in violation of [Florida State Statute 836.10](#).

Investigations and Interviews

Investigations and Interviews in Schools by School Administrators:

School administrators have the right and duty to conduct student interviews relative to Student Code of Conduct violations or to determine if crimes have been committed during school hours on school property, or during a school sanctioned activity. In these situations, a school principal may interview the student without the parents/guardians being present and without giving the student constitutional warnings, regardless of the source of information. This applies to all breaches of school discipline, health and safety of the student or student body, or presence in the school building or grounds of illegal matter. If a student is a suspect or is accused of a crime not involving the foregoing or if interview of a particular student is law enforcement instigated, the interview of such student by a principal may be deemed "state action," the student may be deemed "in custody," a parent/guardian shall be notified, and constitutional warnings shall first be given to the student before a statement is taken. In any event, the voluntary admission or confession of the student shall later have to be established in any criminal prosecution, juvenile court proceeding or school expulsion proceeding. With the exception of those crimes that must be reported to law enforcement, a school principal may exercise his/her discretion in determining whether to request assistance of law enforcement in investigating an allegation of a crime committed in his/her school building or on school grounds during school hours. If assistance is requested, it shall be directed to the law enforcement department of the municipality in which the school building is located.

By Law Enforcement at Request of School Authorities:

If a school principal requests assistance in handling an investigation related to his/her school building or students, a law enforcement officer may conduct a general investigation within the school building and interview students as possible witnesses in school during the school day. However, unless there is an emergency, the school shall first notify the parent/guardian or guardian of the student prior to the interview. The interview may proceed if the parent/guardian is unwilling to attend. The school principal or his/her designee may be present during the interview. However, if the principal or designee are not available, the law enforcement officer may proceed with the interview.

If a school principal requests law enforcement assistance in investigating a crime and if the investigation focuses on a particular student as a prime suspect (i.e., criminal prosecution is contemplated by law enforcement or the principal), the school principal shall first notify the student's parent or guardian of the intended interview. The school principal, designee, or parent/guardian shall normally be present during the interview.

A school official cannot, on behalf of a student, waive a student's rights to be advised of the nature of the crime or to be provided Miranda warnings/rights. If the parent or guardian and the student waive these rights, the interview may commence. The principal will keep a log of the steps followed by law enforcement.

By Law Enforcement without Request of School Authorities:

Ordinarily, it should not be necessary for law enforcement officers to interview student suspects in school during school hours for unrelated crimes committed outside of school hours or crimes committed in school during school hours, for which assistance has not been requested. If law enforcement deemed circumstances make it necessary to interview students at school, the law enforcement officer shall first contact the principal regarding the planned interview and inform him/her of the probable cause to investigate within the school and obtain his/ her approval. The administration shall contact the student's parent or guardian prior to the interview, when possible. The notification of parents or guardians may not apply in child abuse cases. **If criminal prosecution is contemplated by law enforcement or the principal, interviews shall not commence unless a parent/guardian or responsible adult/advocate is present.**

McKinney-Vento Homeless Assistance Act ([HCPS Policy 5111.01](#))

The McKinney-Vento Homeless Assistance Act is the primary federal legislation addressing the education of children and youth experiencing homelessness in U.S. public schools. Subtitle VII-B of the McKinney-Vento Homeless Assistance Act, reauthorized in 2015 by Title IX, Part A of the Every Student Succeeds Act ([42 U.S.C. § 11431](#)), guarantees educational rights and supports for students experiencing homelessness. The McKinney-Vento Homeless Assistance Act requires every Local Education Agencies (LEA) to appoint a local homeless liaison to ensure that homeless children and youth receive all protections and services necessary to succeed in school. The McKinney-Vento Homeless Assistance Act states that children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless. If, due to a loss of housing,

a child who lives in a shelter, motel, vehicle, or campground, on the street, in abandoned buildings, or doubled-up with relatives or friends, then he/she is eligible to receive services provided under the McKinney-Vento Act. Eligible students are granted the following rights:

- Immediate school enrollment and attend classes at either the school of origin or the attendance boundary zoned school while the school arranges for the transfer of school and immunization records and other required enrollment documents.
- Remain at their school of origin for the duration of the school year, if it is in the best interest of the student.
- Transportation to and from the “school of origin” school for the duration of the school year.
- Receive free breakfast and lunch immediately for the duration of the school year.
- Receive prompt resolutions of disputes regarding eligibility and school selection.

The District McKinney-Vento Homeless Education Liaison is responsible for ensuring compliance with state and federal regulations, as outlined by the McKinney-Vento Homeless Assistance Act and overseeing the development and execution of policies and programs for the Homeless Education and Literacy Program (H.E.L.P). The H.E.L.P Office seeks to ensure a successful educational experience for homeless children and youth in Hillsborough County by collaborating with parents, schools, and community stakeholders and providing training to increase understanding of the McKinney-Vento Homeless Assistance Act and services offered through the H.E.L.P Office. The H.E.L.P Office provides services aligned with the federal McKinney-Vento Homeless Assistance Act, specifically, increasing the identification of homeless children and youths and eliminating barriers to immediate school enrollment, improving daily attendance, increasing students’ overall academic success, and increasing students’ proficiency levels on all state assessments.

Medication

It is recognized that medications may be essential for some students while in school. The definition of medications includes any medicines, procedures or treatments provided to students. Only regulated prescribed, non-narcotic, non-cannabinoid and non-opioid medication approved by the Federal and State government and the Food and Drug Administration (FDA), prescribed for more than twice per day will be accepted for administering at school (per the State of Florida Statutes [laws] Chapter 4-3, Section 3). Over the counter or sample medications must be accompanied by orders from a licensed physician (Chapter 454) , advanced practice registered nurse (Chapter 464) , or physician assistant (Chapter 454). Students may not carry any medications at school-except the medications listed below. Possession of drugs of any kind may lead to serious disciplinary action. A designated school district employee will administer medications following policies.– All medications must be brought to school by the legal parent or guardian. Sunscreen and non-medicated Chapstick are permissible without a medical order.

When possible, all medications should be administered at home. If medication must be given at school, the following “Guidelines for Administration of Medication” (SB 87034) must be followed. [Florida Statute 1006.062](#) is the reference for medication guidelines.

1. A signed statement by the parent/guardian requesting the administration of medication must accompany all medication. The official authorization form (SB 87034) must be returned to school with the medication. New authorization forms are required every school year and/or when any changes with the medical orders occur.
2. Medication must be sent to school via a parent or guardian. It is not safe for children to deliver medicine to school. This policy prevents safety concerns of lost or stolen medicines, and prevents students from sharing medicines with other students, and students taking medicine without supervision.
3. Medication must be in the prescription container with the date, dosage, name of drug, time medication is to be administered, and the name of the student and physician, advanced registered nurse practitioner, or physician assistant clearly marked on the bottle or package. Medication must remain in the container in which it was originally dispensed. Most pharmacies will provide an extra empty labeled bottle for parents/guardians if requested when the prescription is filled, but the school must have the correct container.
4. Parents/guardians must arrange for a separate supply of medication for school. Medication will not be transported between home and school. Exceptions by Florida Statutes 1002.20(h)(i) are life-saving medications

such as inhalers, insulin, glucagon, and EpiPens, which require special parent/guardian forms, and an order from a physician, advanced registered nurse practitioner, or physician assistant.

5. When any medications are added or discontinued, a new authorization form is required.
6. When medications, dosages, or times are changed, both steps must be followed:
 - A written note from the parent/guardian requesting the changes must be sent to the school.
 - A new signed authorization form with the correct information must be completed.
7. A new label from the licensed pharmacist or licensed physician, advanced registered nurse practitioner, or physician assistant order/prescription indicating the change must be sent to the school. A fax is acceptable.
8. Medication will always be stored in a locked cabinet at the school. Exceptions by statutes are inhalers, diabetic medications and supplies, and EpiPens that students carry, which require special parent/guardian permission and an order from a physician, advanced registered nurse practitioner, or physician assistant.
9. Possession of drugs of any kind can lead to serious disciplinary action.
10. FDA-approved oral nonprescription (over the counter) or sample drugs will be dispensed only when accompanied by written orders from a physician, advanced registered nurse practitioner, or physician assistant. Medication is always to remain in the container in which it was purchased. Written parental/guardian authorization is needed for all prescriptions. Cough drops will be treated as an over-the-counter medication. Students may not carry over-the-counter medicines at school. Sunscreen and non-medicated Chapstick are permissible without a medication order.
11. Substances not to be given at school are all unregulated and/or non-FDA approved or not approved by both state and federal government products. Herbs, food supplements, home remedy treatments, dietary supplements, and/or folk remedies are a few examples of products not to be administered at school. Parents/guardians should consult the child's physician about a schedule for using these preparations outside of school hours.
12. *No prescription narcotics, opioids or cannabinoids* are to be dispensed at school. The side effects make it unsafe for students to attend school while medicated with narcotics. Parents/guardians should consult the child's health care provider about a schedule for using these preparations outside of school hours.
13. Liquid medication will be given in a calibrated measuring device. The parent/guardian must supply a calibrated measuring device.
14. Special arrangements must be made if a student is self-medicating or attending a school-sponsored field trip, extracurricular activity or after-school program.
15. When medication is discontinued or unfinished at the end of the school year, medication not taken home by the parent/guardian within three (3) days will be destroyed.
16. Planning and protocols for any medication or treatment which requires a one-time dosage for a specific intent are the responsibility of the Registered Nurse ONLY.
17. Parents/guardians of students attending after-school programs, fieldtrips, sports and activities will need to make arrangements with those programs when medicines, procedures or treatments are needed.

Records

Student records maintained by Hillsborough County Public Schools are updated and revised in accordance with the Family Educational Rights and Privacy Act (FERPA) [20 U.S.C.S.1232g](#) and Florida Statutes [1002.22](#) and [1002.221](#). In accordance with Section [1002.22\(2\)](#), Florida Statutes (FS), and [34 CFR 99.7](#), the district is to inform eligible students or parents or guardians of their rights pertaining to access to student records and confidentiality of student information as described below:

Student education records are records maintained by the school and in some cases other locations which directly relate to a student. Education records are maintained in accordance with policies of the School Board of Hillsborough County and contain identifying data (student and parent/guardian name, address, birth date, sex, race), academic record, standardized test results, attendance records, and health data. The record may also contain family background information, verified reports of serious or recurrent behavior patterns, record of extracurricular participation and participation in special programs, multidisciplinary evaluation team reports and anecdotal records of professional staff. The principal may maintain a separate disciplinary file for students involved in misconduct including, but not limited to, description of misconduct, suspension notice(s), and record of disciplinary action(s) taken. These records are updated annually and information no longer pertinent is removed as per [Florida Statute 257.36](#).

Parents/guardians and eligible students over the age of 18 may inspect and review that list upon oral or written request.

The Director of Student Placement is the custodian of student records. Records for K-12th grade are kept at the last school attended. The records for students who graduated or withdrew from high school more than one year ago are permanently maintained in the Student Records Department.

The principal shall decide whether to amend the education records within a reasonable period of time. If the principal refuses to amend the records, he or she shall inform the parent/guardian or eligible student of that refusal and advise the parent/guardian or eligible student of the right to file a grievance.

Parents/guardians or eligible students have the right to file a complaint with the U.S. Department of Education concerning an alleged failure by the district to comply with the requirements of FERPA. Whatever rights are vested in the parent/guardian shall pass to the student whenever the student has attained 18 years of age or is attending an institution of post-secondary education. Parents/guardians may have access to their dependent children's records regardless of age and may have the right to sign for the release of dependent children's records.

Access to Student Records

The following persons can access a student's records: parent or legal guardian, eligible students over the age of 18, school officials, a party with the written permission of the parent/guardian or eligible student, certain state and local officials who are part of the juvenile justice system, federal grand jury or other law enforcement agency or any agency issuing a valid subpoena or court document directing information to a particular party. The term "parents" includes legal guardians or other persons standing in loco parentis (such as grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child). The term "eligible student" refers to students who are 18 years of age or older, or who are enrolled in a postsecondary institution, regardless of age.

In addition, a court may order nondisclosure of a subpoena or information provided in response to a subpoena. In cases of separation or divorce, both natural parents have access to their child's educational records. If a court order restricts access to records, the residential parent shall provide the school with a certified copy of the order, including any modifications, which will then be placed within the student's cumulative file.

A release of information without parent/guardian or student (over the age of 18) consent can be made to school officials with a legitimate educational interest. A school official is considered to have a legitimate educational interest if the school official needs to review a student record in order to fulfill his or her professional responsibility. A school official is a person employed by the district, such as an administrator, supervisor, teacher or support staff (including health and medical staff and law enforcement personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a certain task (such as an attorney, auditor, medical consultant, or therapist); or a parent/guardian or student on an official committee, such as disciplinary or grievance committee; or another school official performing his or her professional responsibility.

Student Supports

Multi-Tiered System of Supports (MTSS) ([HCPS Board Policy 5411](#))

In HCPS, the MTSS Department assists schools in the development and implementation of a multi-tiered framework. Rooted in a four-step problem-solving structure, an MTSS framework ensures ALL students have an opportunity to receive high quality academic instruction and develop resiliency, character, & life skills.

An MTSS framework is about organizing what schools do for students and their families; it is not about organizing students; therefore, an MTSS framework includes all students and all aspects of school: academic instruction, student attendance, student behavior, and student mental health.

By utilizing the problem-solving structure essential to an MTSS framework, school and district teams can effectively and accurately identify the unique needs of each student and provide the appropriate evidence-based or research-informed programs and/or strategies.

One of the six critical components of an effective MTSS framework, described by the [Florida Problem Solving/Response to Intervention Project](#), is a three-tiered model of support. The three tiers of support are layered on one another and increase in intensity from universal (every student), to supplemental (some students), to intensive (few students) based on student need.

The tiers of support are meant to be dynamic, or allow for movement, based on a review of the student's response to instruction and intervention(s). All students are part of an MTSS framework, starting with strong universal core instruction (**Tier 1- Preventions**). Occasionally, students' response to core instruction may demonstrate a need for supplemental support to help the student close gaps and be successful with grade level standards (**Tier 2 – Grade-level Intervention**), in addition to core instruction. Finally, some students may need support to access grade level standards or to fill gaps from prior years of learning (**Tier 3 – Foundational Skill Intervention**) which is provided in addition to supplemental and core instruction.

Positive Behavioral Interventions and Supports (PBIS)

In accordance with High Reliability Schools Level 1, some schools within Hillsborough County Public Schools have opted to implement the Positive Behavioral Interventions and Supports (PBIS) framework as a proactive approach to managing student behavior. Schools that have received formal training through the Florida PBIS Project in collaboration with the University of South Florida receive additional support from the district for implementing and monitoring PBIS structures and practices. For more information about PBIS please visit: [Florida PBIS Project \(usf.edu\)](https://www.usf.edu/pbis/)

Relationship-Based Practices (Restorative Practices)

Relationship-Based Practices (RBP) are an essential component of our school district's approach to community building and discipline. These practices focus first on the prevention through skill development, positive relationship building, and community and school connectedness. These practices include the use of resiliency curriculum, community building circles, affective statements, and teaching of behavioral expectations. Once a foundation has been built, if harm does occur then Responsive RPBs focus on repairing harm, fostering accountability, and restoring relationships rather than solely administering punishment or discipline. By prioritizing open communication and empathy, Relationship-Based Practices create a supportive environment that encourages students to reflect on their actions and understand their impact on others.

Relationship-Based Practices are most effective when implemented within a multi-tiered system of support (MTSS) such as Positive Behavior Interventions and Supports (PBIS) framework; RPBs complement the tiered support system by providing tools for addressing both minor and major behavioral issues. At Tier 1, RPBs help establish a positive school climate; at Tier 2, they offer targeted interventions for students at risk of behavioral challenges; and at Tier 3, they provide intensive support for those with significant behavioral needs. When Relationship-Based Practices are implemented within a PBIS framework, they not only address behavior reactively but also work proactively to create a positive, inclusive, and supportive school environment.

Resiliency, Character, & Life Skills Education and MTSS - [Florida Statute 1003.42](#)

While cultivating resiliency, character and life skills such as empathy, decision making, and conflict resolution, begin at home before students enter our schools, it must be purposefully nurtured and supplemented through safe, supportive and inclusive school and classroom environments. Beginning in Pre-K and continuing through high school graduation, collaboration between school personnel, family/guardian members, and community resources must create a network of support for fostering resiliency, character and life skills competencies in young people. Research shows that the skills associated with greater resiliency can be grown and practiced. In 2023 the Florida Department of Education developed state education standards and resources to equip students with skills to support building resiliency, character, and life skills in the classroom. These K-12 standards include Character, Personal Responsibility, Mentorship, Citizenship, Critical Thinking and Problem Solving. Florida Statute 1003.42 Required Instruction Planning and Reporting section 4 Resiliency Education: Civic, Character, and Life Skills Education specifically states that strategies to develop healthy characteristics that reinforce positive core values and foster resiliency must be taught in grades K-12. Explicit instruction of these skills allows students to practice and model these skills inside the classroom, during after school programs, and at home. Teachers, parents/guardians, and caregivers all play a role in helping students develop these skills to navigate stress, conflict, adversity, and uncertainty so that when students are faced with challenges, they are prepared.

A Multi-Tiered System of Supports (MTSS) is an educational framework designed to ensure successful educational outcomes for ALL students. When districts and schools are organized as an MTSS, educators use a databased problem-solving process to inform multiple tiers of standards-aligned instruction and intervention designed to increase the academic, behavioral, emotional, and life skills of students. Using MTSS enables schools to proactively provide universal (Tier 1) supports and preventive interventions for all students and to customize interventions that address academic, social, emotional, and behavioral challenges for students at-risk (Tier 2 interventions, which could include targeted small group and/or one-on-one resiliency, character, & life skills education) and students with more intensive needs (Tier 3 interventions).

Resiliency, character, & life skills education through the MTSS framework helps all stakeholders support the needs of the whole child. Systemic resiliency, character, & life skills education supports strengthening the MTSS framework and continues to cultivate an environment where students and adults can thrive.

Tier 1 Behavior Plan

As part of our commitment to the High Reliability Schools Level 1 framework, each school is required to establish and implement a Tier 1 behavior plan annually. This plan must be developed using data analysis and team collaboration to ensure effectiveness. The Tier 1 behavior plan will outline school-wide behavior expectations, common area procedures, and strategies for reinforcing positive student behaviors. To support this process, a district-provided template is available for schools to use in the development and ongoing monitoring of their campus-specific behavior plans.

Search and Seizure ([HCPS Policy 5771](#))

School authorities are charged with the responsibility of **safeguarding the safety and well-being of the students** in their care. In the discharge of that responsibility, school authorities may search the person or property, including vehicles, of a student with or without the student's consent whenever they reasonably suspect that the search is required to discover evidence of a violation of law or of school rules. School authorities are permitted to conduct a random search of any student's locker and its contents at any time given that proper notice has been posted as indicated in [HCPS Policy 5771](#). Students have the right to:

- privacy and shall be free from unreasonable search, as well as seizure of personal property. These rights shall prevail unless there is reason to believe that it is necessary to set them aside to protect the safety, health, and property of the school, students, and staff.
- privacy of their personal possessions unless there is reason on the part of the principal or his or her designee to believe that the student is concealing a weapon, illegal drugs, or other material that is inappropriate or dangerous to himself or herself, others, property, or in violation of existing HCPS policy that would bring rise to a search.
- be given prior notification of any searches except in case of emergency or exigent circumstances.

Students have the responsibility to:

- Not carry, possess, or conceal any material that is prohibited by law; to accept the consequences for their actions in cases where unlawful materials are found in their possession or in their lockers.

School based searches should be done by administrators only. The exception is when a weapon is involved.

Student Services and Mental Health Supports

Cultivating the Development of the Whole Child

As solutions-oriented, servant leaders, the Department of Student Services provides prescriptive, ongoing support that is designed to meet the evolving needs of students. By building open communication pathways and growing supportive, meaningful relationships with students and families, services provided consider the needs of the “whole child”.

Student Services include Health Services, Mental Health, Psychological Services, School Counseling, and Social Work Services. Services are provided to meet students’ academic, physical, and social-emotional needs; and involve connecting students and families to the vast array of community agencies and resources available to further support students and families.

For more information and departmental links, please visit, [Student Services / Overview \(hillsboroughschools.org\)](https://hillsboroughschools.org)

Behavioral Threat Assessments-Threat Management

In support of maintaining school safety, staff will investigate reports of, or evidence regarding, a student’s concerning behavior on or off school grounds that could pose a threat to the safety or welfare of others.

Threat Management

In accordance with [State Rule 6A-1.0019](#), beginning January 1, 2024, threat management and assessment of concerning behaviors or communications must be conducted in accordance with the Florida Model. This model gives guidance and rules for the establishment of threat management teams and for the completion of threat assessments. Each school must have a School Based Threat Management Team (SBTMT) comprised of four (4) members, at a minimum, including persons with expertise in counseling, instruction, school administration, and law enforcement. Each SBTMT must use the Florida Model to assess the behavior of students who may pose a threat of harm to themselves or others and to coordinate intervention and services for such students. These interventions must include, when appropriate, referrals to mental health services identified by the school district pursuant to section [1012.584\(4\), Florida Statutes](#). Mental health services may include school-based counseling, or coordination with community-based mental health providers to meet the therapeutic needs of the student.

In assessing the potential level of concern of a student’s behavior, school staff may conduct a threat assessment following district and state policy. Families may be invited to assist school staff in completing the assessment. However, family refusal to assist staff in completing the assessment will not prevent staff from completing those parts of the assessment about which staff is knowledgeable. Hillsborough County Public Schools may also make a determination of risk based on information received from law enforcement agencies, court personnel, mental health professionals, human services, or other agency partners.

Families will be notified when a threat assessment is being conducted, or as soon as possible after such assessment has been conducted, regarding their student. Applicable records of student behavioral threat assessments shall be provided to families upon request. Students and families may be required to participate in the development of a monitoring and support plan and comply with such plan.

DISCIPLINE

• Disciplinary Action Procedures	34
• Discipline Consequences, Possible (but not limited to)	35
• Principal Procedures for Requesting a Student Change of Placement Hearing or Expulsion Hearing	36
• Reasons for Requesting a Change of Placement / Expulsion Hearing	37
• Appeals Process	37
• Discipline of Students with Disabilities	38
• Due Process	38
• Zero Tolerance.....	39
• Discipline Matrix	39

Disciplinary Action Procedures

The goal of the district is to ensure that all students are given the opportunity to attend school and be instructed in a safe, orderly and supportive environment that is conducive to learning.

1. Incident reported to administration
2. Prior to any disciplinary action, the school administration will investigate the incident. Collect witness statements when applicable. The student will be provided with an opportunity to discuss the incident with the administration.
3. Once the investigation has concluded, the school will contact the parents/guardians to inform them of the incident and possible consequences and or interventions related to the incident. HCPS Discipline matrix will be used as a guide to possible consequences and or interventions.

Additional Procedures for ISS, ATOSS, and OSS (including 1-3)

4. Written notice shall be provided to the parent/guardian regarding the reason disciplinary action was taken. All reasonable attempts to conference with parent/guardian via phone or in person must be made during the suspension process.
5. The school is required to provide all work assignments to be completed by the student. The student or parent/guardian may request make-up work within three days of the student's return.

Additional Procedures for Change of Placement or Expulsion (including 1-4) [F.S. 1006.07\(1\)\(a\)](#), [1006.08\(1\)](#), [120.57\(2\)](#)

6. The school principal must reach out to the region superintendent for approval for a hearing. If approved, there will be a hearing held by the Office of Student Conduct and Support. During the hearing, the hearing officers will review the facts from the incident, any other relevant information, and the student and parent/guardian will be given an opportunity to explain their position.
7. Once the student is approved for a Change of Placement or Expulsion hearing, the school must notify the parent/guardian in writing (by US Mail unless the parent/guardian agrees to an alternative method) and verbally of the upcoming hearing.
8. The Office of Student Conduct and Support will schedule the hearing and notify the parent/guardian and the school of the date, time and location.
 - ✓ Procedural Safeguards shall be referenced in cases involving students with disabilities.
 - ✓ Administrators may implement appropriate progressive disciplinary actions to students who violate the behavioral expectations outlined within the Student Code of Conduct.

Procedures for an Off-Campus Arrest (Code 81) Hearing

1. Once notified, the school principal must reach out to the region superintendent for approval.
2. Complete Discipline Incident Referral
3. Once the student is approved for a Change of Placement or Expulsion hearing, the school must notify the parent/guardian in writing and verbally of the upcoming hearing.

4. The Office of Student Conduct and Support will schedule the hearing and notify the parent/guardian and the school of the date, time and location.
- ✓ Procedural Safeguards shall be referenced in cases involving students with disabilities.

Discipline Consequences, Possible (but not limited to)

ATOSS	Mediation
Change of Schedule/Teacher	Out of School Suspension
Change of Placement	Referral to Student Services
Conference with Parent	Restorative Practice
Conference with Student	Student placed on probation
Detention	Suspended Bus Privilege
Expulsion	Threat Assessment
In School Suspension	Time out
Loss of Privilege	Work Detail

Definitions of Some of the Above:

Restorative Practices (Relationship-Based Practices)

This practice is a preventative approach aimed at promoting inclusiveness, relationship building, and problem-solving. It involves a continuum of interventions and strategies that are both proactive and responsive. Restorative Practice programs may serve as an acceptable alternative response to disciplinary actions.

Threat Assessment

Threat assessment and management is intended to prevent violence and involves assessment, intervention, and follow-up. Threat management procedures are intended to determine whether a student poses a threat of violence to others as well as determine intent and means to carry out the threat. Follow-up may include support planning and implementing appropriate prosocial interventions.

Support Plan

Support Plans are developed by the school. The Support Plan is an agreement between the school and the family designed to outline plans and next steps to promote student academic and behavior success.

In-School Suspension

F.S.1003.01 (13)(a) “In-school suspension” means the temporary removal of a student from the student’s regular school program and placement in an alternative program, such as that provided in s. [1003.53](#), under the supervision of district school board personnel, for a period not to exceed 10 school days.

In School-Suspension (ISS) may not be available at all schools, restorative practices may be used in lieu of ISS.

ATOSS

Alternative to Out of School Suspension (ATOSS) is a program designed to be an intervention before an out of school suspension. ATOSS is located throughout the district at specified school sites and is available to students in grades 6-12.

Principals have the autonomy to determine whether a student qualifies for ATOSS. ATOSS is not for violent violations. If a student is assigned to ATOSS, forms, information, and rules will be provided to the parent by the sending school.

Out of School Suspension

F.S.1003.01 (13)(b) “Suspension,” also referred to as out-of-school suspension, means the temporary removal of a student from all classes of instruction on public school grounds and all other school-sponsored activities, except as authorized by the principal or the principal’s designee, for a period not to exceed 10 school days and remanding of the student to the custody of the student’s parent with specific homework assignments for the student to complete.

Pursuant to [Florida Statute 1006.09\(1\)\(b\)](#), no student who is required by law to attend school shall be suspended for unexcused tardiness, or absences. Therefore, suspension is not an appropriate disciplinary action for truancy as it relates to students who fall within the mandatory state attendance requirements.

Change of Placement

An assignment of a student who violates the student code of conduct to an alternative program for a specified period. The Change of Placement is considered in lieu of expulsion when deemed to be in the best interests of the student and/or other HCPS students and staff. A student must successfully meet the reentry criteria in order to return to a traditional school setting.

Expulsion

A principal may recommend to the superintendent the expulsion of a student. The principal will provide the superintendent with an adequate history of the student's actions and alternative measures taken relevant to the recommendation. When the superintendent makes a recommendation for expulsion to the board, written notice will be given to the student and the parent or legal guardian setting forth the charges against the student and advising the student and the parent or legal guardian of their right of due process.

- [F.S.1003.01](#) (10) "Expulsion" means the removal of the right and obligation of a student to attend a public school under conditions set by the district school board, and for a period of time not to exceed the remainder of the term or school year and 1 additional year of attendance. Expulsions may be imposed with or without continuing educational services and shall be reported accordingly.
- Procedural Safeguards shall be referenced in cases involving students with disabilities.

Reasons for Requesting a Change of Placement /Expulsions

Single Event/Zero-Tolerance:

A single event or zero-tolerance incident that may lead to an expulsion or placement in an alternative setting constitutes:

- (a) Bringing a firearm or weapon, as defined in [chapter 790](#), to school, to any school function, or onto any school-sponsored transportation or possessing a firearm at school.
- (b) Making a threat or false report, as defined by ss. [790.162](#) and [790.163](#), respectively, involving school or school personnel's property, school transportation, or a school-sponsored activity.

Additionally, a student attending a public school who is adjudicated guilty of or delinquent for, or is found to have committed, regardless of whether adjudication is withheld, or pleads guilty or nolo contendere to, a felony violation of:

- homicide
- assault, battery, and culpable negligence
- kidnapping, false imprisonment, luring or enticing a child, and custody offenses
- sexual battery
- lewdness and indecent exposure
- abuse of children
- robbery
- robbery by sudden snatching
- carjacking
- home-invasion robbery

and, before or at the time of such adjudication, withholding of adjudication, or plea, the offender was attending a school attended by the victim or a sibling of the victim of the offense, the Department of Juvenile Justice shall notify the appropriate district school board of the adjudication or plea, the requirements in this paragraph, and whether the offender is prohibited from attending that school or riding on a school bus whenever the victim or a sibling of the victim is attending the same school or riding on the same school bus, except as provided pursuant to a written disposition order under s. [985.455\(2\)](#).

Multiple Violations of Student Code of Conduct:

Multiple **Violations of Student Code of Conduct** may lead to a change of placement hearing with region superintendent approval. Principal and Region Superintendent warning letters are not limited to infractions in a single category.

Off-Campus Felony

[Florida Administrative Code: 6A-1.0956](#) Suspension on the Basis of Felony Charges.

When a student is formally charged with a felony by a proper prosecuting attorney for an incident which allegedly occurred on property other than public school property, but which incident is shown to have an adverse impact on the educational program, discipline, or welfare in the school in which the student is enrolled, the principal shall, in accordance with Section [1006.09\(2\), F.S.](#), conduct an administrative hearing for the purpose of determining whether or not the student should be suspended pending court determination of his or her guilt or innocence, or the dismissal of the charge, is made by a court of competent jurisdiction. The following procedures shall be followed by The Office of Student Conduct and Support in instituting and conducting the administrative hearing; provided, however, that a school board may, upon written approval of the Commissioner, utilize its own hearing policy in lieu of this rule.

Principal Procedures for Requesting a Student Change of Placement or Expulsion Hearing

Hearings are held when a student commits serious and/or egregious discipline violations that warrant a district-level review, which may result in a variety of consequences.

The school principal must reach out to the region superintendent for approval for a hearing. If approved, there will be a hearing held by the Office of Student Conduct and Support. Once the student is approved for a Change of Placement/Expulsion hearing, the school must notify the parent/guardian in writing and verbally of the upcoming hearing and the Office of Student Conduct and Support will schedule the hearing and notify the parent/guardian and the school of the date, time and location.

The purpose of the hearing is to determine the appropriate educational environment for the student. The parent/guardian and student will have an opportunity to present information regarding the incident(s).

The Change of Placement / Expulsion hearing will be attended by both school and HCPS district officials. The student and the parent/guardian are also expected to attend the hearing. If the student and parent/guardian fail to attend the hearing, and prior notification has been confirmed, then the meeting will proceed as scheduled. During the hearing, the hearing officers will review the facts from the incident, any other relevant information, and the student and parent/guardian will be given an opportunity to explain their position. The student and parent(s)/guardian(s)/legal custodian(s) may bring a representative(s) to this hearing. The results of the hearing will be determined at the conclusion of the meeting and shared with all stakeholders. If the student and their parent/guardian are not in attendance, then the hearing outcome will be mailed to their home. At the conclusion of the hearing, information will be provided about the appeal process.

Appeals Process

Appeal of Disciplinary Actions for School Level Suspensions (ISS or OSS) (How do I appeal?)

- To appeal a school level suspension, follow the school procedures to include meeting with the school principal.
- If after meeting with the school principal, there are still questions or concerns, the parent may contact the region superintendent.

Appeal of Disciplinary Actions for Change of Placement Hearings

- At the change of placement hearing, the parent/guardian, or adult student will be advised of his/her right to appeal the action to the Deputy Director for the Chief of Schools.
- If the parent/guardian, or adult student feels that they were not afforded a fair hearing, or disagrees with a result, he/she shall appeal to the Deputy Director in writing within 5 days of the hearing.
- The Deputy Director shall review all pertinent information and make a final decision within three (3) days of the appeal. Parents will be notified of the outcome by telephone and U.S. Mail or electronic communications.

Appeal of Disciplinary Actions for or Expulsion

- At the change of Placement hearing, the parent/guardian, or adult student will be advised of his/her right to appeal the action to the Expulsion Appeal Committee (Deputy Director for the Chief of Schools, Executive Director Non-Traditional Programs, and Supervisor of Clinical Care).
- If the parent/guardian, or adult student feels that they were not afforded a fair hearing, or disagrees with a result, he/she shall appeal to the Deputy Director in writing within 5 days of the hearing.
- The Expulsion Appeal Committee shall review all pertinent information and make a final decision within three (3) days of the appeal. Parents will be notified of the outcome by telephone and electronic communications, or U.S. Mail.

Upon returning from a COP / Expulsion, a review process to determine placement will be implemented.

Discipline of Students with Disabilities ([HCPS Policy 5605](#))

The Board shall abide by Federal and State laws regarding suspension, expulsion, alternative placement and discipline of students with disabilities. A 'student with a disability' refers to a student who has or would qualify to receive accommodations, reasonable modifications of policy, or disability-related services or supports under the Individuals with Disabilities Education Act ("IDEA"), the Americans with Disabilities Act ("ADA"), or Section 504 of the Rehabilitation Act of 1973 ("Section 504"). Students who are suspected of having a disability are also protected.

School Administrators will impose consequences that are proportionate to the severity of the offense, are appropriate to the age of the student, and take into consideration the student's disability. School Administrators may choose not to impose consequences when taking into account developmentally age-appropriate behavior or disability, or when the student did not have the capacity to understand his or her behavior and the inappropriateness of his or her actions or when the behavior was a direct manifestation of their disability, when appropriate.

Manifestation Determination Review (MDR)

Under the Individual with Disabilities Education Act (IDEA), the purpose of a Manifestation Determination Review (MDR) is to determine whether the conduct was caused by or had a direct and substantial relationship to the child's disability; or if the student's conduct was the direct result of the Local Education Agency's (LEA) failure to implement the student's Individual Education Plan (IEP) or 504 plan.

A Manifestation Determination Review (MDR) must be held within ten (10) school days of any significant change to the educational placement of students with disabilities (SWD) that is the result of a violation of the Student Code of Conduct with the parent and relevant members of the IEP team. A significant change of placement includes any removal of more than ten (10) consecutive days, a series of removals totaling more than ten (10) days, or a pattern of removals based on substantially similar behaviors within a school year.

A Manifestation Determination Review (MDR) will be held prior to any change of educational placement or disciplinary reassignment for all students with disabilities. If the behavior of students with disabilities is found not to be a manifestation of their disability, then students with disabilities may be disciplined to the same extent as their non-disabled peers and a disciplinary hearing will be scheduled.

If the Manifestation Determination Review (MDR) determines the violation of the Student Code of Conduct was a manifestation of their disability, the IEP team must:

- Conduct (or review if one already exists) a functional behavior assessment and then develop or review/revise the behavior intervention plan for the student. The FBA and behavior intervention plan must address the current behaviors for which the student is being removed.

- Return the student to the placement from which he/she was removed unless the parent and the district must agree to a change of placement as part of the IEP/Behavior intervention plan process.

Interim Alternative Educational Settings (IAES)

Pursuant to [Rule 6A-6.03312](#) of the Florida Administrative Code, school personnel may remove a student with disabilities to an IAES for not more than forty-five (45) school days without regard to whether the behavior is determined to be a related to or a direct result of the student's disability, if the student:

- Carries a weapon to or possesses a weapon at school, on school premises, or to a school function under the jurisdiction of a state education agency or a school district
- 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 education agency or a school district
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a state education agency or school district More serious bodily injury involves 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. ([18 USC 1365 \(h\)\(3\)](#)).

Services

A school district is not required to provide services to a student with a disability during removals totaling ten (10) school days or less in that school year, if services are not provided to students without disabilities who are similarly removed. Beginning on the eleventh day of cumulative school day removal in a school year, a school district must provide a free appropriate public education (FAPE) to a student with a disability. A school district must provide services to a student with a disability to enable the student to continue to participate in the general curriculum and to progress towards meeting the goals in the student's IEP.

Due Process ([HCPS Policy 5611](#) and [HCPS Policy 2260.02](#))

Due process provides a way for students or parents/guardians to resolve disagreements in a fair manner that protects the rights of all involved. Students or parents/guardians who are not satisfied with a decision made by the district have a right to appeal through the grievance/complaint procedure outlined in [HCPS Policy 2260.02](#).

In general, students shall be informed of school rules that have been violated, either orally or in writing, and have an opportunity to be heard. Additionally, students shall be given the right to present evidence or witnesses concerning the infraction or violation.

Discipline Matrix

The Hillsborough County Public Schools Discipline Matrix provides recommendations for school administrators regarding disciplinary actions. These recommended options are proportionate to behavioral offenses and allow for increasing severity in alignment with the number of times incidents occur or are repeated. Repeated offenses of misconduct will progress with more serious consequences for each subsequent violation.

All incidents in Level 2, 3, and 4 may warrant consideration for a Choice Revocation Warning Letter or a Choice Revocation letter. In most cases, before a Revocation Letter can be sent, a Warning Letter should have been sent.

Consultation with law enforcement is suggested for all infractions that have a SESIR (School Environmental Safety Incident Reporting) code.

Dress Code

Dress Code will follow HCPS policy and the individual school policy and procedures. If Dress Code violations are determined to be excessive or violate state statute, then refer to Dress Code within the discipline matrix or consequences mandated by the state ([F.S. 1006.07 2\(d\)2](#)).

Tardy

Tardiness to school or class will follow the individual school policy and procedures. If tardiness is determined to be excessive, then refer to Disobedience / Insubordination within the discipline matrix.

Transportation

The school bus and bus stop (including magnet transfer ramps) are an extension of the school day and classroom behavior is expected while on the school bus.

Abbreviations

Abbreviations found within the Discipline Matrix are as follows:

- ATOSS – Alternative to Out of School Suspension
- COP – Change of Placement
- ISS – In School Suspension
- OSS – Out of School Suspension

There are 5 Levels of infractions as follows:

- **Level 1 incidents are the most serious acts of misconduct.** All Level 1 infractions are grounds for expulsion or change of placement and will result in a mandatory 10-day suspension. These are criminal acts and require administrative actions that result in immediate removal of the student from the school, intervention of law enforcement, and action by the superintendent and/or Hillsborough County School Board.
- **Level 2 incidents are major acts of misconduct.** These include serious disruptions of school order and threats to the health, safety, and property of others. These acts of misconduct must be reported promptly to school administrators, who may remove the student from the school or activity immediately.
- **Level 3 incidents are acts of misconduct.** These infractions require administrative intervention. This misconduct must be reported to the appropriate school administrator for supportive measures or disciplinary action.
- **Level 4 incidents are minor acts of misconduct.** These infractions may be acts of general, minor disruption that interfere with the orderly educational process in the classroom or other areas and do not generally involve a victim.
- **Level 5 incidents are reserved for documentation purposes only.** These are required for state reporting and student behavior records. Any actions/interventions can be administered and recorded in the student information system at the principal's discretion.

The response to actions are recommendations. Please note that any out of school suspension (OSS) with a duration of more than five days must be approved by the region superintendent.

Action	1 st Incident	2 nd Incident	3 rd Incident
<u>LEVEL 1 - Level 1 incidents are the most serious acts of misconduct.</u> All Level 1 infractions are grounds for expulsion or change of placement and will result in a mandatory 10-day suspension. These are criminal acts and require administrative actions that result in immediate removal of the student from the school, intervention of law enforcement, and action by the superintendent and/or Hillsborough County School Board.			
AGGRAVATED BATTERY (SESIR 1) (Intentional great bodily harm) A battery where the attacker intentionally or knowingly causes more serious injury, such as: great bodily harm, permanent disability, or permanent disfigurement; uses a deadly weapon; or, where the attacker knew or should have known the victim was pregnant.	<ul style="list-style-type: none">• Office of Student Conduct and Support Hearing• 10 Days OSS	<ul style="list-style-type: none">• Refer to the Chief of Schools	
ARSON (SESIR 1) (Intentionally setting a fire on school property) To intentionally damage or cause damage by fire or explosion, any dwelling, structure, or conveyance, whether occupied or not, or its contents. Fires that are not intentional, that are caused by accident, or	<ul style="list-style-type: none">• Office of Student Conduct and Support Hearing• 10 Days OSS	<ul style="list-style-type: none">• Refer to the Chief of Schools	

do not cause damage are not required to be reported in SESIR.			
DRUG SALE/DISTRIBUTION (SESIR 2) (Illegal sale or distribution of drugs) The manufacture, cultivation, sale, or distribution of any drug, narcotic, controlled substance or substance represented to be a drug, narcotic, or controlled substance.	<ul style="list-style-type: none"> Office of Student Conduct and Support Hearing 10 Days OSS 	<ul style="list-style-type: none"> Refer to the Chief of Schools 	
HOMICIDE (SESIR 1) (Murder, manslaughter) The unjustified killing of one human being by another. Bottom of Form	<ul style="list-style-type: none"> Office of Student Conduct and Support Hearing 10 Days OSS 	<ul style="list-style-type: none"> Refer to the Chief of Schools 	
KIDNAPPING (SESIR 1) (Abduction of an individual) Forcibly, or by threat, confining, abducting, or imprisoning another person against his/her will and without lawful authority.	<ul style="list-style-type: none"> Office of Student Conduct and Support Hearing 10 Days OSS 	<ul style="list-style-type: none"> Refer to the Chief of Schools 	
ROBBERY (SESIR 2) (Using force to take something from another) The taking or attempted taking of anything of value that is owned by another person or organization, under the confrontational circumstances of force, or threat of force or violence, and/or by putting the victim in fear.	<ul style="list-style-type: none"> Office of Student Conduct and Support Hearing 10 Days OSS 	<ul style="list-style-type: none"> Refer to the Chief of Schools 	
SEXUAL ASSAULT (SESIR 2) An incident that includes threatened rape, fondling, indecent liberties, or child molestation. Both males and females can be victims of sexual assault.	<ul style="list-style-type: none"> Submit the Inappropriate Sexual Behavior Notification Form as part of the Title IX process Office of Student Conduct and Support Hearing 10 Days OSS 	<ul style="list-style-type: none"> Refer to the Chief of Schools 	
SEXUAL BATTERY (SESIR 1) (Attempted or actual) Forced or attempted oral, anal, or vaginal penetration by using a sexual organ or an object simulating a sexual organ, or the anal or vaginal penetration of another by any body part or foreign object. Both males and females can be victims of sexual battery.	<ul style="list-style-type: none"> Submit the Inappropriate Sexual Behavior Notification Form as part of the Title IX process Office of Student Conduct and Support Hearing 10 Days OSS 	<ul style="list-style-type: none"> Refer to the Chief of Schools 	
STUDENT PHYSICAL CONFRONTATION W/ SCHOOL BOARD EMPLOYEE Student Physical Confrontation/ School Board Employee - A student who intentionally engages in a physical confrontation involving a school board employee.	<ul style="list-style-type: none"> Office of Student Conduct and Support Hearing 10 Days OSS 	<ul style="list-style-type: none"> Refer to the Chief of Schools 	

WEAPONS POSSESSION (SESIR 2) (Possession of firearms and other instruments which can cause harm) Possession of a firearm or any instrument or object that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm.	<ul style="list-style-type: none"> Office of Student Conduct and Support Hearing 10 Days OSS 	<ul style="list-style-type: none"> Refer to the Chief of Schools 	
<div>1st Incident</div> <div>2nd Incident</div> <div>3rd Incident</div>			
LEVEL 2 - <u>Level 2 incidents are major acts of misconduct.</u> <i>These include serious disruptions of school order and threats to the health, safety, and property of others. These acts of misconduct must be reported promptly to school administrators, who may remove the student from the school or activity immediately.</i>			
BURGLARY (SESIR 2) (Illegal entry into a facility) Unlawful entry into or remaining in a dwelling, structure, or conveyance with the intent to commit a crime therein.	Mandatory <ul style="list-style-type: none"> Parent/Guardian Conference Optional <ul style="list-style-type: none"> Offer Student Services Support 1-3 Days OSS/ATOSS 	Mandatory <ul style="list-style-type: none"> Parent/Guardian Conference Offer Student Services Support 2-5 Days ATOSS 	Mandatory <ul style="list-style-type: none"> COP Hearing and 10 Days OSS
DISRUPTION ON CAMPUS – MAJOR (SESIR 3) (Major disruption of all or a significant portion of campus activities, school-sponsored events, and school bus transportation) Disruptive behavior that poses a serious threat to the learning environment, health, safety, or welfare of others. Examples of major disruptions include bomb threats, inciting a riot, or initiating a false fire alarm.	Mandatory <ul style="list-style-type: none"> Parent/Guardian Conference Offer Student Services Support 2-5 Days OSS/ATOSS Optional <ul style="list-style-type: none"> COP Hearing and 10 Days OSS 	Mandatory <ul style="list-style-type: none"> Parent/Guardian Conference Offer Student Services Support 3-5 Days OSS/ATOSS Optional <ul style="list-style-type: none"> COP Hearing and 10 Days OSS 	Mandatory <ul style="list-style-type: none"> COP Hearing and 10 Days OSS
FIGHTING (SESIR 3) (Mutual combat, mutual altercation) When two or more persons mutually participate in use of force or physical violence that requires either physical intervention or results in injury requiring first aid or medical attention. Lower-level fights, including pushing, shoving, or altercations that stop on verbal command are not required to be reported in SESIR (refer to Dispute/Rough Horseplay).	Mandatory <ul style="list-style-type: none"> Parent/Guardian Conference Offer Student Services Support 1-5 Days OSS or ATOSS Principal Warning Letter Optional <ul style="list-style-type: none"> Support Plan Threat Assessment Restorative Practice 	Mandatory <ul style="list-style-type: none"> Parent/Guardian Conference Support Plan Threat Assessment Offer Student Services Support 3-5 Days OSS or ATOSS Region Superintendent Warning Letter Optional <ul style="list-style-type: none"> Flexible Schedule 	Mandatory <ul style="list-style-type: none"> Parent/Guardian Conference Threat Assessment 3-5 Days OSS Region Superintendent Warning Letter (if not already done) Offer Student Services Support Optional <ul style="list-style-type: none"> COP Hearing and 10 Days OSS
HAZING (SESIR 3) Any action or situation that endangers the mental or physical health or safety of a student at a school with any of grades 6 through 12 for purposes of initiation or admission into or affiliation with any school-sanctioned organization. "Hazing" includes but is not limited to: (a) pressuring, coercing, or forcing a student to participate in illegal or dangerous behavior, or (b) any brutality of a physical nature,	Mandatory <ul style="list-style-type: none"> Parent/Guardian Conference Offer Student Services Support Removal from Activity Support Plan Threat Assessment 1-3Days ATOSS 	Mandatory <ul style="list-style-type: none"> Parent/Guardian Conference Offer Student Services Support Removal from Activity Support Plan Threat Assessment 3-5 Days ATOSS Optional	Mandatory <ul style="list-style-type: none"> COP Hearing and 10 Days OSS

such as whipping, beating, branding, or exposure to the elements.		<ul style="list-style-type: none"> COP Hearing and 10 Days OSS 	
GRAND THEFT \$750 or More (SESIR 3) (Taking of property from a person, building, or a vehicle) (\$750 threshold) The unauthorized taking of the property of another person or organization, including motor vehicles, valued at \$750 or more, without threat, violence, or bodily harm. Incidents that fall below the \$750 threshold are not reportable in SESIR, but instead should be reported as locally defined incidents according to district policies. Thefts of property of any value that involve a use of force, violence, assault, or putting the victim in fear must be reported as robbery.	Mandatory <ul style="list-style-type: none"> Parent/Guardian Conference Offer Student Services Support Support Plan 1-3 Days OSS/ATOSS Optional <ul style="list-style-type: none"> Change of Schedule Restitution 	Mandatory <ul style="list-style-type: none"> Parent/Guardian Conference Offer Student Services Support 3-5 Days OSS/ATOSS Optional <ul style="list-style-type: none"> Restitution 	Mandatory <ul style="list-style-type: none"> COP Hearing and 10 Days OSS
SIMPLE BATTERY (SESIR 2) An actual and intentional striking of another person against his/her will, or the intentional causing of bodily harm to an individual.	Mandatory <ul style="list-style-type: none"> Parent/Guardian Conference Offer Student Services Support Support Plan Threat Assessment 1-5 Days OSS Optional <ul style="list-style-type: none"> Change of Schedule COP Hearing and 10 Days OSS 	Mandatory <ul style="list-style-type: none"> Parent/Guardian Conference Offer Student Services Support Support Plan Threat Assessment 3-5 Days OSS Optional <ul style="list-style-type: none"> Change of Schedule COP Hearing and 10 Days OSS 	Mandatory <ul style="list-style-type: none"> COP Hearing and 10 Days OSS
THREAT/INTIMIDATION (SESIR 3) (Instilling fear in others) An incident where there was no physical contact between the offender and victim, but the victim felt that physical harm could have occurred based on verbal or nonverbal communication by the offender. This includes nonverbal threats and verbal threats of physical harm which are made in person, electronically or through any other means.	Mandatory <ul style="list-style-type: none"> Parent/Guardian Conference Offer Student Services Support Threat Assessment 1-3 Days OSS/ATOSS Optional <ul style="list-style-type: none"> COP Hearing and 10 Days OSS Restorative Practices 	Mandatory <ul style="list-style-type: none"> Parent/Guardian Conference 3-5 Days OSS/ATOSS Threat Assessment Offer Student Services Support Optional <ul style="list-style-type: none"> COP Hearing and 10 Days OSS 	Mandatory <ul style="list-style-type: none"> COP Hearing and 10 Days OSS
Action	1st Incident	2nd Incident	3rd Incident
LEVEL 3 - <i>Level 3 incidents are acts of misconduct. These infractions require administrative intervention. This misconduct must be reported to the appropriate school administrator for supportive measures or disciplinary action.</i>			
BULLYING (SESIR 4) (Intimidating behaviors that are repeated, intentional, and involve a power imbalance) Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees that is severe or pervasive enough to create an intimidating, hostile, or offensive environment; or unreasonably interfere with the individual's school performance or participation.	Mandatory <ul style="list-style-type: none"> Parent/Guardian Conference Support Plan Offer Student Services Support Principal's Warning Letter 1-3 Days ATOSS Optional <ul style="list-style-type: none"> Flexible Scheduling 	Mandatory <ul style="list-style-type: none"> Parent/Guardian Conference Offer Student Services Support Support Plan Region Superintendent Warning Letter 3-5 Days ATOSS 	Mandatory <ul style="list-style-type: none"> COP Hearing and 10 Days OSS

<p>CRIMINAL MISCHIEF Below \$1000 (SESIR 3) (Destruction, damage, or defacement of school or personal property) (\$1,000 threshold) The intentional destruction, damage, or defacement of public or private/personal property without consent of the owner or the person having custody or control of it. Incidents that fall below the \$1,000 threshold are not reportable in SESIR, but instead should be reported as locally defined incidents according to district policies.</p>	<p>Mandatory</p> <ul style="list-style-type: none"> • Parent/Guardian Conference • Offer Student Services Support <p>Optional</p> <ul style="list-style-type: none"> • 1-3 Days ISS • 1-3 Days ATOSS • Restitution • Principal's Warning Letter 	<p>Mandatory</p> <ul style="list-style-type: none"> • Parent/Guardian Conference • Offer Student Services Support • 1-3 Days ATOSS <p>Optional</p> <ul style="list-style-type: none"> • Restitution • Support Plan • Region Superintendent Warning Letter 	<p>Mandatory</p> <ul style="list-style-type: none"> • Parent Conference • Offer Student Services Support • Region Superintendent Warning Letter • 3-5 Days ATOSS <p>Optional</p> <ul style="list-style-type: none"> • COP Hearing and 10 Days OSS
<p>DISOBEDIENCE/INSUBORDINATION Refusal or failure to obey, marked by resistance to authority. The flagrant or hostile challenge of the authority of a school staff member, bus driver, or any other adult in authority.</p> <p>This includes the use of profanity directed at a staff member.</p>	<p>Mandatory</p> <ul style="list-style-type: none"> • Parent/Guardian Conference • Offer Student Services Support <p>Optional</p> <ul style="list-style-type: none"> • 1-3 Days ISS • 1 Day ATOSS • Detention • Restorative Practices • Loss of Privileges 	<p>Mandatory</p> <ul style="list-style-type: none"> • Parent/Guardian Conference • Offer Student Services Support <p>Optional</p> <ul style="list-style-type: none"> • 1-3 Days ISS or ATOSS • Detention • Restorative Practices • Loss of Privileges 	<p>Mandatory</p> <ul style="list-style-type: none"> • Parent/Guardian Conference • Offer Student Services Support • Support Plan <p>Optional</p> <ul style="list-style-type: none"> • 1-3 Days ATOSS • Flexible Scheduling • Loss of Privileges
<p>DISPUTE/ROUGH HORSEPLAY Student who deliberately pushes, pulls, shoves, strikes, taunts, antagonizes, or mutual physical altercation with another student or students or by acts or words that does not result in any injuries.</p>	<p>Mandatory</p> <ul style="list-style-type: none"> • Parent/Guardian Conference <p>Optional</p> <ul style="list-style-type: none"> • Offer Student Services Support • 1-3 Days ISS • Peer Mediation • Detention • Loss of Privileges • Restitution 	<p>Mandatory</p> <ul style="list-style-type: none"> • Parent/Guardian Conference • Offer Student Services Support • 1-3 Days ISS or ATOSS <p>Optional</p> <ul style="list-style-type: none"> • Peer Mediation • 1-3 Days ATOSS • Loss of Privileges • Restitution 	<p>Mandatory</p> <ul style="list-style-type: none"> • Parent/Guardian Conference • Support Plan • Offer Student Services Support • 1-3 Days ATOSS <p>Optional</p> <ul style="list-style-type: none"> • Threat Assessment • Principal Warning Letter • Loss of Privileges • Restitution • Peer Mediation
<p>HARASSMENT (SESIR 4) (one-time, insulting behaviors) Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that 1) places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property, 2) has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or 3) has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose.</p>	<p>Mandatory</p> <ul style="list-style-type: none"> • Parent/Guardian Conference • Submit the Harassment Form to the Compliance Office • Support Plan • Offer Student Services Support • 1-3 Days OSS or ATOSS <p>Optional</p> <ul style="list-style-type: none"> • Principal's Warning Letter • Threat Assessment • Peer Mediation • Flexible Schedule 	<p>Mandatory</p> <ul style="list-style-type: none"> • Parent/Guardian Conference • Submit the Harassment Form • Offer Student Services Support • 5 Days OSS or ATOSS • Principal Warning Letter <p>Optional</p> <ul style="list-style-type: none"> • Threat Assessment • Support Plan • Region Superintendent Warning Letter (if principal's warning 	<p>Mandatory</p> <ul style="list-style-type: none"> • Parent/Guardian Conference • Submit the Harassment Form • Region Superintendent Warning Letter • Threat Assessment • 5 Days OSS or ATOSS • Offer Student Services Support <p>Optional</p> <ul style="list-style-type: none"> • COP Hearing and 10 Days OSS

		letter was given on first incident) <ul style="list-style-type: none"> • Peer Mediation • Flexible Schedule 	
INAPPROPRIATE SEXUAL BEHAVIOR Any written, verbal, nonverbal, or physical conduct towards or in the presence of another student, teacher, or other adult that is inappropriate and sexual in nature. To include inappropriate: <ul style="list-style-type: none"> • language (cursing, slang, profanity, or language that is sexual in nature) • physical display of affection or unwanted touch • physical gesture or movement • gender stereotyping and technology violations (posting and/or sharing sexual images, content, or text as well as making inappropriate comments of a sexual nature). 	Mandatory <ul style="list-style-type: none"> • Parent/Guardian Conference • Submit the Inappropriate Sexual Behavior Notification Form as part of the Title IX process • Must Offer Counseling Optional <ul style="list-style-type: none"> • Compliance Office No-Contact Contract/Support Plan • Consult w/Student Services Personnel • 1-3 Days ISS • 1-3 Days ATOSS • Flexible Schedule • Principal's Warning Letter • Choice Warning Letter (if applicable) 	Mandatory <ul style="list-style-type: none"> • Parent/Guardian Conference • Submit the Inappropriate Sexual Behavior Notification Form as part of the Title IX process • Must Offer Counseling • Choice Warning Letter (if applicable) Optional <ul style="list-style-type: none"> • Compliance Office No-Contact Contract/Support Plan • Offer Student Services Support • 1-3 Days ATOSS • Flexible Schedule • Principal's Warning Letter 	Mandatory <ul style="list-style-type: none"> • Parent/Guardian Conference • Submit the Inappropriate Sexual Behavior Notification Form as part of the Title IX process • Must Offer Counseling Optional <ul style="list-style-type: none"> • Compliance Office No-Contact Contract/Support Plan • Offer Student Services Support • 3-5 Days ATOSS • Flexible Schedule • Principal's Warning Letter • Choice Revocation (if applicable)
INAPPROPRIATE USE OF TECHNOLOGY (including social media) Inappropriate use of Technology/Wireless Communication Devices - This includes the unauthorized use of a wireless communication device to capture, share or record images or recordings without permission during school hours, attaching power cords to school devices, and/or the unauthorized use on school buses in the absence of an emergency concerning safety-to-life issues (defined as a bus accident, mechanical breakdown which delays the normal route, and/or thirty (30) minutes or more in a route delay).	Mandatory <ul style="list-style-type: none"> • Parent/Guardian Conference • Support Plan • Offer Student Services Support • 1-3 Days ISS or OSS or ATOSS • Principal's Warning Letter Optional <ul style="list-style-type: none"> • Flexible Schedule • Peer Mediation • Threat Assessment 	Mandatory <ul style="list-style-type: none"> • Parent/Guardian Conference • Support Plan • Threat Assessment • Offer Student Services Support • 3-5 Days OSS or ATOSS • Region Superintendent Warning Letter Optional <ul style="list-style-type: none"> • Flexible Schedule • Peer Mediation 	Mandatory <ul style="list-style-type: none"> • COP Hearing and 10 Days OSS
OTHER MAJOR (SESIR 3) (Major incidents that do not fit within the other definitions) Any serious, harmful incident resulting in the need for law enforcement consultation not previously classified. This includes any drug or weapon found unattended and not linked to any individual; such incidents must be coded with the appropriate Related element (such as Drug-related or Weapon related) and incident involvement must be reported as unknown.	Mandatory <ul style="list-style-type: none"> • Parent/Guardian Conference • Support Plan • Offer Student Services Support • 1-5 Days OSS or ATOSS • Principal's Warning Letter Optional <ul style="list-style-type: none"> • Threat Assessment 	Mandatory <ul style="list-style-type: none"> • Parent/Guardian Conference • Support Plan • Offer Student Services Support • 3-5 Days OSS or ATOSS • Region Superintendent Warning Letter • Threat Assessment 	Mandatory <ul style="list-style-type: none"> • COP Hearing and 10 Days OSS

<p>RESPONSE TO AGGRESSION</p> <p>Used when the investigation identifies a clear offender and the person responding was defending themselves either verbally or physically.</p>	<p>Mandatory</p> <ul style="list-style-type: none"> • Parent/Guardian Conference • Offer Student Services Support • Support Plan <p>Optional</p> <ul style="list-style-type: none"> • Peer Mediation • 1-3 Days ISS • Restorative Practices • Detention • Loss of Privileges 	<p>Mandatory</p> <ul style="list-style-type: none"> • Parent/Guardian Conference • Offer Student Services Support • Support Plan Review <p>Optional</p> <ul style="list-style-type: none"> • 1-3 Days ISS • Principal's Warning Letter • Peer Mediation • Restorative Practices 	<p>Mandatory</p> <ul style="list-style-type: none"> • Parent/Guardian Conference • Support Plan Review • Offer Student Services Support <p>Optional</p> <ul style="list-style-type: none"> • 1-3 Days ISS or ATOSS • Region Superintendent Warning Letter • Peer Mediation • Threat Assessment
<p>SEXUAL HARASSMENT (SESIR 3)</p> <p>(Undesired sexual behavior) Unwanted verbal or physical behavior with sexual connotations by an adult or student that is severe or pervasive enough to create an intimidating, hostile or offensive educational environment, cause discomfort or humiliation or unreasonably interfere with the individual's school performance or participation (6A-19.008(1) SBE Rule) (Word).</p> <p>NOTE: The following criteria must be met in in order for the behavior to be considered SEXUAL HARASSMENT UNDER TITLE IX:</p> <ul style="list-style-type: none"> • The conduct was sexual in nature or based on sex-stereotyping. • The conduct was unwelcome. • The conduct was sufficiently severe, pervasive, persistent, and objectively offensive. • The incident effectively denies the student equal access to the school's educational program or activity. <p>Please refer to: INAPPROPRIATE SEXUAL BEHAVIOR</p>	<p>Mandatory</p> <ul style="list-style-type: none"> • Parent/Guardian Conference • Offer Student Services Support • Submit the Inappropriate Sexual Behavior Notification Form as part of the Title IX process • Support Plan • 1-3 Days ISS or ATOSS • Principal's Warning Letter <p>Optional</p> <ul style="list-style-type: none"> • Flexible Schedule 	<p>Mandatory</p> <ul style="list-style-type: none"> • Parent/Guardian Conference • Offer Student Services Support • Submit the Inappropriate Sexual Behavior Notification Form as part of the Title IX process • Support Plan • 3-5 Days ATOSS • Region Superintendent Warning Letter <p>Optional</p> <ul style="list-style-type: none"> • Flexible Schedule 	<p>Mandatory</p> <ul style="list-style-type: none"> • Parent/Guardian Conference • Offer Student Services Support • Submit the Inappropriate Sexual Behavior Notification Form as part of the Title IX process <p>Optional</p> <ul style="list-style-type: none"> • COP Hearing and 10 Days OSS
<p>SEXUAL OFFENSES (OTHER) (SESIR 3)</p> <p>(Lewdness, indecent exposure) Other sexual contact, including intercourse, without force or threat of force. Subjecting an individual to lewd sexual gestures, sexual activity, or exposing private body parts in a lewd manner. (Law enforcement must be notified to investigate.)</p>	<p>Mandatory</p> <ul style="list-style-type: none"> • Parent/Guardian Conference • Submit the Inappropriate Sexual Behavior Notification Form as part of the Title IX process • Support Plan • Offer Student Services Support • 1-3 Days ATOSS 	<p>Mandatory</p> <ul style="list-style-type: none"> • Parent/Guardian Conference • Support Plan • Submit the Inappropriate Sexual Behavior Notification Form as part of the Title IX process • Offer Student Services Support • 3-5 Days OSS or ATOSS 	<p>Mandatory</p> <ul style="list-style-type: none"> • Parent/Guardian Conference • Offer Student Services Support • Submit the Inappropriate Sexual Behavior Notification Form as part of the Title IX process <p>Optional</p> <ul style="list-style-type: none"> • COP Hearing and 10 Days OSS

	<ul style="list-style-type: none"> Principal's Warning Letter Optional <ul style="list-style-type: none"> Flexible Schedule 	<ul style="list-style-type: none"> Region Superintendent Warning Letter Optional <ul style="list-style-type: none"> Flexible Schedule 	
Action	1 st Incident	2 nd Incident	3 rd Incident
LEVEL 4 - <u>Level 4 incidents are minor acts of misconduct.</u> These infractions may be acts of general, minor disruption that interfere with the orderly educational process in the classroom or other areas and do not generally involve a victim.			
ALCOHOL (SESIR 4) (Possession, use, or sale) Possession, sale, purchase, or use of alcoholic beverages. Use means the person is caught in the act of using, admits using or is discovered to have used in the course of an investigation. Alcohol incidents cannot be drug related.	Use/Possession Mandatory <ul style="list-style-type: none"> Parent/Guardian Conference Offer Student Services Support 1-3 Days ISS or OSS or ATOSS Optional <ul style="list-style-type: none"> Support Plan Sale/Distribution All the Above + <ul style="list-style-type: none"> Principal's Warning Letter 3-5 Days OSS or ATOSS 	Use/Possession Mandatory <ul style="list-style-type: none"> 2-5 Days OSS or ATOSS Parent/Guardian Conference Offer Student Services Support Principal's Warning Letter Optional <ul style="list-style-type: none"> Support Plan Sale/Distribution All the Above + <ul style="list-style-type: none"> Region Superintendent Warning Letter 3-5 Days OSS or ATOSS 	Use/Possession Mandatory <ul style="list-style-type: none"> 5 Days OSS or ATOSS Parent/Guardian Conference Offer Student Services Support Principal's Warning Letter Optional <ul style="list-style-type: none"> Support Plan COP Hearing and 10 Days OSS Sale/Distribution Mandatory <ul style="list-style-type: none"> COP Hearing and 10 Days OSS
DRESS CODE To dress in a manner that would constitute a disruption in the school, create a safety hazard or exhibit impropriety. Non-conformity to the general code of appearance as outlined in Board Policy. Before assigning dress code consequences refer to Page 22 and 39 for more information related to dress code policy and consequence.	Mandatory <ul style="list-style-type: none"> Parent/Guardian Conference Optional <ul style="list-style-type: none"> 1 Days ISS Restorative Practices Change of Clothes 	Mandatory <ul style="list-style-type: none"> Parent/Guardian Conference 1-2 Days ISS Optional <ul style="list-style-type: none"> Offer Student Services Support Restorative Practices Change of Clothes 	Mandatory <ul style="list-style-type: none"> Parent/Guardian Conference 1-3 Days ISS Optional <ul style="list-style-type: none"> Offer Student Services Support Restorative Practices 1-5 Days Ineligible to participate in any extracurricular activities 1-5 days Change of Clothes/Parent Pick-Up

<p align="center">DRESS CODE FS 1006.07 (2d1&2) (State Required Consequences)</p> <p>A student, while on the grounds of a public school during the regular school day, shall not wear clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the orderly learning environment.</p> <p>Before assigning dress code consequences refer to Page 22 and 39 for more information related to dress code policy and consequence.</p>	<p>Mandatory</p> <ul style="list-style-type: none"> A verbal warning, and the school administration shall call the student's parent or guardian. 	<p>Mandatory</p> <ul style="list-style-type: none"> The student is ineligible to participate in any extracurricular activity for a period of time not to exceed 5 days and the school administration shall meet with the student's parent or guardian. 	<p>Mandatory</p> <ul style="list-style-type: none"> 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 administration shall call the student's parent or guardian and send the parent or guardian a written letter regarding the student's in-school suspension and ineligibility to participate in extracurricular activities.
<p>DRUG USE/POSSESSION (SESIR 3) (Illegal drug possession or use) The use or possession of any drug, narcotic, controlled substance, or any substance when used for chemical intoxication. Use means the person is caught in the act of using, admits using or is discovered to have used in the course of an investigation. This does not include vaping (see Vape/Products below).</p>	<p>Mandatory</p> <ul style="list-style-type: none"> Parent Conference Offer Student Services Support Principal's Warning Letter 3-5 Days OSS <p>Optional</p> <ul style="list-style-type: none"> Support Plan 	<p>Mandatory</p> <ul style="list-style-type: none"> Parent Conference Offer Student Services Support 5 Days OSS or ATOSS Region Superintendent Warning Letter <p>Optional</p> <ul style="list-style-type: none"> Support Plan 	<p>Mandatory</p> <ul style="list-style-type: none"> Parent Conference Offer Student Services Support 5 Days OSS or ATOSS <p>Optional</p> <ul style="list-style-type: none"> COP Hearing and 10 Days OSS
<p>FALSIFICATION OF RECORDS Providing False Information Lying/Forgery - Giving false or misleading information, either oral or written, which may injure another person's character or reputation or disrupt the orderly process of the school. Intentionally providing false or misleading information to, or withholding valid information from, a school staff member. This includes Forgery - to fashion or reproduce for fraudulent purposes, such as signing parents/guardians' name to a note.</p>	<p>Mandatory</p> <ul style="list-style-type: none"> Parent/Guardian Conference <p>Optional</p> <ul style="list-style-type: none"> Offer Student Services Support 1-3 Days ISS or ATOSS Restorative Practices 	<p>Mandatory</p> <ul style="list-style-type: none"> Parent/Guardian Conference 1-3 Days ISS or OSS ATOSS <p>Optional</p> <ul style="list-style-type: none"> Offer Student Services Support Restorative Practices Principal's Warning Letter 	<p>Mandatory</p> <ul style="list-style-type: none"> Parent/Guardian Conference 2-5 Days ATOSS Offer Student Services Support <p>Optional</p> <ul style="list-style-type: none"> Support Plan Region Superintendent's Warning Letter
<p>LEFT CAMPUS WITHOUT PERMISSION Unauthorized leaving of school grounds.</p>	<p>Mandatory</p> <ul style="list-style-type: none"> Parent/Guardian Conference 1-3 Days ISS <p>Optional</p> <ul style="list-style-type: none"> Support Plan Offer Student Services Support Restorative Practices Loss of Privileges 	<p>Mandatory</p> <ul style="list-style-type: none"> Parent/Guardian Conference Principal's Warning Letter 1 Day ATOSS <p>Optional</p> <ul style="list-style-type: none"> Support Plan Offer Student Services Support Restorative Practices 	<p>Mandatory</p> <ul style="list-style-type: none"> Parent/Guardian Conference 1-3 Days ATOSS <p>Optional</p> <ul style="list-style-type: none"> Restorative Practices Offer Student Services Support Region Superintendent Warning Letter
<p>OTHER MINOR INCIDENTS Violation of specific posted or written school rules that are not necessarily</p>	<p>Mandatory</p> <ul style="list-style-type: none"> Parent/Guardian Conference 	<p>Mandatory</p> <ul style="list-style-type: none"> Parent/Guardian Conference 	<p>Mandatory</p> <ul style="list-style-type: none"> 2-5 Days ATOSS

disruptive behavior. Breaking behavioral contract, thereby progressing to the next disciplinary level as specified in the school student handbook.	Optional <ul style="list-style-type: none"> • Offer Student Services Support • 1-3 Day ISS or ATOSS • Restorative Practices 	Optional <ul style="list-style-type: none"> • Offer Student Services Support • Flexible Schedule • Peer Mediation • 1-3 Day ISS or ATOSS • Restorative Practices 	
PETTY THEFT The taking of property while on school grounds or from a vehicle on school property worth under \$750	Mandatory <ul style="list-style-type: none"> • Parent/Guardian Conference • 1-2 Days ATOSS Optional <ul style="list-style-type: none"> • Support Plan • Offer Student Services Support • Flexible Schedule • Restitution 	Mandatory <ul style="list-style-type: none"> • Parent/Guardian Conference • 2-5 Days ATOSS • Principal's Warning Letter Optional <ul style="list-style-type: none"> • Restitution 	Mandatory <ul style="list-style-type: none"> • Parent/Guardian Conference • 5 Days ATOSS Optional <ul style="list-style-type: none"> • Region Superintendent Warning Letter • Restitution
POSSESSION OF AN INAPPROPRIATE OBJECT Possession and/or use of items designated by the school as inappropriate materials that cause distraction and/or damage to persons or property or otherwise interferes with learning.	Mandatory <ul style="list-style-type: none"> • Parent/Guardian Conference • 1-3 Days ISS or ATOSS Optional <ul style="list-style-type: none"> • Support Plan • Offer Student Services Support • Threat Assessment • Flexible Schedule 	Mandatory <ul style="list-style-type: none"> • Parent/Guardian Conference • 1-5 Days ISS or ATOSS Optional <ul style="list-style-type: none"> • Threat Assessment • Offer Student Services Support • Flexible Schedule 	Mandatory <ul style="list-style-type: none"> • 3-5 Days ATOSS
PROFANITY Abusive, profane, obscene or vulgar language (verbal, written, or gestures) or conduct in the presence of another person. This does not include the use of profanity directed at a staff member. See disobedience / insubordination .	Mandatory <ul style="list-style-type: none"> • Parent/Guardian Conference Optional <ul style="list-style-type: none"> • Offer Student Services Support • Detention • Restorative Practices • 1-3 Days ISS 	Mandatory <ul style="list-style-type: none"> • Parent/Guardian Conference • 1-3 Days ISS Optional <ul style="list-style-type: none"> • Offer Student Services Support • Detention • Restorative Practices 	Mandatory <ul style="list-style-type: none"> • Parent/Guardian Conference • 1 Day ATOSS Optional <ul style="list-style-type: none"> • Offer Student Services Support • Restorative Practices
SKIPPING CLASS If the student does not report to their assigned class but has been marked present throughout the school day or if the student reports 15 minutes or later to their assigned class. When students purposely leave an assigned area such as the cafeteria during their designated lunch period and enter a restricted or unsupervised area such as the parking lot or athletic field.	Mandatory <ul style="list-style-type: none"> • Parent/Guardian Conference Optional <ul style="list-style-type: none"> • Class Detention • 1 Day ISS • Restorative Practices • Loss of Privileges 	Mandatory <ul style="list-style-type: none"> • Parent/Guardian Conference • 1-2 Days ISS Optional <ul style="list-style-type: none"> • Offer Student Services Support • Support Plan • Restorative Practices • Loss of Privileges 	Mandatory <ul style="list-style-type: none"> • Parent/Guardian Conference • Offer Student Services Support • 1 Day ATOSS • Principal's Warning Letter • Referral to Attendance Intervention Team/MTSS (AIT) Optional <ul style="list-style-type: none"> • Support Plan

<p>TOBACCO (SESIR 3)</p> <p>The possession, use, distribution, or sale of tobacco or nicotine products on school grounds, at school sponsored events, or on school transportation by any person under the age of 21. Tobacco incidents cannot be Drug-related (cigarettes or other forms of tobacco/nicotine).</p>	<p>Possession/Use Mandatory</p> <ul style="list-style-type: none"> • Parent/Guardian Conference • 1-3-Day ISS • Student participates in the “Tobacco Online Program” and submits a certificate of completion. <p>Optional</p> <ul style="list-style-type: none"> • Offer Student Services Support <p>Sale/Distribution Mandatory</p> <ul style="list-style-type: none"> • Principal’s Warning Letter • 1-3 Days ATOSS 	<p>Possession/Use Mandatory</p> <ul style="list-style-type: none"> • Parent/Guardian Conference • 2 Days ISS or 1-2 ATOSS <p>Optional</p> <ul style="list-style-type: none"> • Support Plan • Offer Student Services Support <p>Sale/Distribution Mandatory</p> <ul style="list-style-type: none"> • Region Superintendent Warning Letter <p>3-5 Days ATOSS</p>	<p>Mandatory</p> <ul style="list-style-type: none"> • 5 Days ATOSS
<p>TRESPASSING (SESIR 3)</p> <p>(Illegal entry onto campus) To enter or remain on school grounds/campus, school transportation, or at a school-sponsored event/off campus, without authorization or invitation and with no lawful purpose for entry.</p>	<p>Mandatory</p> <ul style="list-style-type: none"> • Parent/Guardian Conference <p>Optional</p> <ul style="list-style-type: none"> • 1-2 Days ISS • 1-3 Days ATOSS 	<p>Mandatory</p> <ul style="list-style-type: none"> • Parent/Guardian Conference • 1-3 Days ATOSS 	<p>Mandatory</p> <ul style="list-style-type: none"> • Parent/Guardian Conference • 3 Days ATOSS
<p>VAPE/PRODUCTS</p> <p>The possession, use, distribution, or sale of vape products and vape/vaping related products on school grounds, at school-sponsored events, or on school transportation by any person under the age of 18.</p>	<p>Possession/Use Mandatory</p> <ul style="list-style-type: none"> • Parent/Guardian Conference • 1-3-Days ISS • Student participates in the “Tobacco Online Program” and submits a certificate of completion. <p>Optional</p> <ul style="list-style-type: none"> • Offer Student Services Support <p>Sale/Distribution Mandatory</p> <ul style="list-style-type: none"> • Principal’s Warning Letter • 1-3 Days ATOSS 	<p>Possession/Use Mandatory</p> <ul style="list-style-type: none"> • Parent/Guardian Conference • 2 Days ISS or 1-2 ATOSS <p>Optional</p> <ul style="list-style-type: none"> • Support Plan • Offer Student Services Support <p>Sale/Distribution Mandatory</p> <ul style="list-style-type: none"> • Region Superintendent Warning Letter • 3-5 Days ATOSS 	<p>Mandatory</p> <ul style="list-style-type: none"> • 5 Days ATOSS
<p>VIOLATION OF CLASSROOM RULES (including the use of Wireless Communication Devices during unauthorized times)</p> <p>Violation of posted or written class rules that are not necessarily disruptive behavior (including the violation of HCPS Wireless Communication policy)</p>	<p>Mandatory</p> <ul style="list-style-type: none"> • Parent/Guardian Conference <p>Optional</p> <ul style="list-style-type: none"> • Class Detention • Restorative Practices 	<p>Mandatory</p> <ul style="list-style-type: none"> • Parent/Guardian Conference • 1 Day ISS <p>Optional</p> <ul style="list-style-type: none"> • Offer Student Services Support • Class Detention 	<p>Mandatory</p> <ul style="list-style-type: none"> • Parent/Guardian Conference • 2-3 Day ISS <p>Optional</p> <ul style="list-style-type: none"> • Offer Student Services Support
<p>Action</p>	<p>1st Incident</p>	<p>2nd Incident</p>	<p>3rd Incident</p>

LEVEL 5 - *Level 5 incidents are reserved for documentation purposes only for state reporting purposes and student behavior records. Any actions/intervention can be administered and recorded in the student information system at the principal's discretion.*

<p>OFF CAMPUS NON-SCHOOL RELATED-CODE 81</p> <p>Any student who is formally charged with an off-campus felony or with a delinquent act which would be a felony if committed by an adult</p>	<ul style="list-style-type: none"> • Office of Student Conduct and Support Hearing • 10 Days Delayed Action Pending • DEPAA 	<ul style="list-style-type: none"> • Office of Student Conduct and Support Hearing • Delayed Action Pending 	<ul style="list-style-type: none"> • Office of Student Conduct and Support Hearing • Delayed Action Pending
<p>ROOM CLEARING EVENT (Elementary)</p> <p>Room Clearing Event – When a student is in a state that creates an unsafe learning environment and the other students in the room are forced to leave the learning environment.</p>	<ul style="list-style-type: none"> • Parent/Guardian Conference • Offer Student Services Support • Flexible Schedule • Flexible Seating • 1 Day OSS 	<ul style="list-style-type: none"> • Office of Student Conduct and Support Hearing • Support Plan • Threat Assessment • Restitution • Offer Student Services Support • 1-3 Days OSS 	<ul style="list-style-type: none"> • Office of Student Conduct and Support Hearing • Support Plan • Threat Assessment • Restitution • Offer Student Services Support • 1-3 Days OSS
<p>UNSUBSTANTIATED BULLYING</p> <p>After a complete investigation and follow up of a reported bullying incident, the investigator determines that there is not enough evidence to substantiate that the incident meets the criteria of a prohibited act under definition of bullying as listed in the Jeffrey Johnston Stand Up for all Students Act (Florida Statute 1006.147).</p>	<ul style="list-style-type: none"> • Parent/Guardian Call • Flexible Schedule • Flexible Seating • Offer Student Services Support • 	<ul style="list-style-type: none"> • Parent/Guardian Conference • Offer Student Services Support • Flexible Schedule • Flexible Seating • Peer Mediation 	<ul style="list-style-type: none"> • Parent/Guardian Conference • Offer Student Services Support • Flexible Schedule • Flexible Seating • Peer Mediation • Office of Student Conduct and Support Hearing
<p>UNSUBSTANTIATED HARASSMENT</p> <p>Unsubstantiated Harassment – After a complete investigation and follow up of a reported harassment incident, the investigator determines that there is not enough evidence to substantiate that the incident meets the criteria of a prohibited act under definition of harassment as listed in the Jeffrey Johnston Stand Up for all Students Act (Florida Statute 1006.147).</p>	<ul style="list-style-type: none"> • Parent/Guardian Call • Offer Student Services Support • Flexible Schedule • Flexible Seating 	<ul style="list-style-type: none"> • Parent/Guardian Conference • Offer Student Services Support • Flexible Schedule • Flexible Seating • Peer Mediation 	<ul style="list-style-type: none"> • Parent/Guardian Conference • Offer Student Services Support • Flexible Schedule • Flexible Seating • Peer Mediation • Office of Student Conduct and Support Hearing

APPENDIX

Links to Policies

[HCPS Student/Parent Rights Policy – 5780](#)

[HCPS Attendance Policy - 5200 F.S. 1002.20, 1003.21, 1003.24, 1003.26, 1003.27](#)

[HCPS Late Arrival and Early Dismissal Policy - 5230](#)

[HCPS Religious/Patriotic Ceremonies and Observations Policy - 8800](#)

[HCPS The American Flag Policy - 8810](#)

[HCPS MTSS School Board Policy - 5411](#)

The State of Florida has mandated that MTSS be developed and implemented by all school districts (e.g., FLA. STAT. §§ [1003.41](#), [1003.4156](#), [1003.53](#), [1008.22](#), [1008.25](#); FLA. ADMIN. CODE [6A-6.053](#), [6A-6.0331](#), [6A-6.03018](#)).

[Removal, Suspension & Expulsion of Students, General Provisions - 5610](#)

[HCPS Policy 5605 – Suspension/Expulsion of Students with Disabilities](#)

[HCPS Student Conduct Policy 5500 F.S. 1006.07, 1006.13 F.A.C. 6A-1.0404](#)

[HCPS Student Discipline Policy 5600](#)

[HCPS Board Policy 8415 - Threat Assessment Teams](#)

[HCPS Board Policy 5517.01 - Bullying and Harassment](#)

Florida Statute [985.12](#) gives law enforcement authorization to issue a civil citation in lieu of arrest.

[Bring Your Own Device Procedures](#)

[HCPS Student Network and Internet Acceptable Use Policy - 7540.03](#)

[HCPS Access to Technology Resources from Personal Communication Devices Policy - 7542](#)

[HCPS Due Process Rights Policy - 5611](#)

[HCPS Complaints Against Instructional Staff Members Policy - 3139](#)

[HCPS Public Complaints Policy - 9130](#)

HCPS Board Policies protecting the Civil Rights of our Students:

- [2260.03 Racial Equity](#)
- [2260 Nondiscrimination and Access to Equal Educational Opportunity](#)
- [2260.01 Section 504/ADA Prohibition Against Discrimination Based on Disability](#)
- [5517.01 Bullying and Harassment](#)
- [5517, 3310, & 4310 Anti-Harassment](#)
- [3310 & 4310 Freedom of Speech Outside of the Workplace](#)

[HCPS Nondiscrimination Grievance Procedure Policy - 2260.02](#)

[HCPS Investigations and Interviews Policy - 5540](#)

[HCPS Search and Seizure Policy - 5771](#)

School Board

Karen Perez, Chair
Jessica Vaughn, Vice Chair
Nadia T. Combs
Lynn L. Gray
Stacy A. Hahn, Ph.D.
Patricia "Patti" Rendon
Henry "Shake" Washington



Superintendent
Van Ayres

**Student Code of Conduct
Acknowledgement Form**

I have been notified that I can review the Student Code of Conduct online at: <http://www.sdhc.k12.fl.us/conduct>

I have received, read, understand and agree to abide by the Student Code of Conduct

Student Signature

Date

I/we have read the Student Code of Conduct and discussed it with my student.

Parent/Guardian's Signature

Date

The Student Code of Conduct has been established to communicate the expectations for student behavior at school or school activities. Failure to return this acknowledgement will not relieve a student or the parent/guardian(s) from the responsibility of abiding by the Code of Conduct.

Consejo Escolar

Karen Perez, Chair
Jessica Vaughn, Vice Chair
Nadia T. Combs
Lynn L. Gray
Stacy A. Hahn, Ph.D.
Patricia "Patti" Rendon
Henry "Shake" Washington



Superintendente
Van Ayres

**Código de Conducta del Estudiante
Formulario de Reconocimiento**

He sido notificado que puedo revisar el Código de Conducta del Estudiante en el internet al:
<http://www.sdhc.k12.fl.us/conduct>

He recibido, leído, entendido y aceptado cumplir con el Código de Conducta del Estudiante.

Firma del estudiante

Fecha

He / hemos leído y discutido el Código de Conducta del Estudiante con mi hijo(a).

Firma del padre/madre / tutor

Fecha

El Código de Conducta del Estudiante se ha establecido para comunicar lo que se espera de los estudiantes en cuanto a comportamiento se refiere, ya sea en la escuela o en actividades escolares. El no devolver esta forma de reconocimiento no exime al estudiante, padres o tutor de la responsabilidad y obligación de cumplir con el Código de Conducta del Estudiante.