

# SCHOOL BOARD OF CLAY COUNTY

Green Cove Springs, Florida

## CODE of STUDENT CONDUCT Elementary and Secondary Students

**Commented [WU1]:** The front page was updated with the new District seal, and given a new name: STUDENT & FAMILY HANDBOOK and Code of Student Conduct.



2018-2019



Addison G. Davis  
Superintendent of Schools  
CLAY COUNTY SCHOOL BOARD

District 1: Janice Kerekes  
District 2: Carol Studdard  
District 3: Betsy Condon  
District 4: Mary Bolla  
District 5: Ashley Gilhousen



Addison G. Davis  
Superintendent of Schools

## SCHOOL BOARD OF CLAY COUNTY

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### BOARD MEMBERS:

Janice Kerekes  
District 1  
Carol Studdard  
District 2  
Betsy Condon  
District 3  
Mary Bolla  
District 4  
Ashley Gilhousen  
District 5

June 7, 2018

Dear Parents:

It is the public school house that represents the very strength of our nation, and the education community always rises to the challenge of addressing the needs of all learners, both academically and emotionally. One way to strengthen the safety and security of every school is through the Code of Student Conduct. Here at the Clay County School District, we take very seriously the trust you have put in us when you send your learner to our classrooms every day. This Code of Student Conduct is designed to highlight our commitment to you, and to outline the expectations we have for all students as we strive to prepare our learners for their role in the broader community once they have successfully completed their studies. It is a way to guide this process by providing clear expectations for student conduct, and giving teachers and administrators the tools necessary to address desired and undesired behavior in a proactive and preventative way.

The children and youth of Clay County deserve an opportunity to grow and mature and assume greater responsibility as they progress through the grade levels. The Code of Student Conduct outlines the rights of the scholar, and the responsibility that each one carries as a member of our student population. The 21<sup>st</sup> Century has evolved into an academic world of endless possibilities for a student of any age, but also with the need to be hyper-vigilant against threats to the safety and security that should be the cornerstone of every school. As such, we hold that each one of us, especially our students, has a responsibility to report dangerous or potentially dangerous situations to a teacher, administrator, or other trusted adult so that the proper authorities can be alerted.

This Code of Student Conduct has been approved by the Clay County School Board, and contains important information that is essential to your child's education. I hope that you will read and study this document with your student to make sure they understand its content. If you have any questions or need further explanation, your school principal will be happy to assist you. We value your partnership, and recognize that creating a positive learning environment is a team effort, accomplished through firm, fair, and reasonable discipline, along with a focus on prevention and intervention. Thank you for all you do in helping us create a world-class educational system for our community!

Sincerely,

Addison G. Davis  
Superintendent of Schools

We ask that you please sign the acknowledgement page at the back of this document and have your child return it to his or her homeroom teacher.

**Commented [WU2]:** The superintendent's message remains on Page 1, but now shares the page with Jurisdiction of the School Board comments. I updated the jurisdiction language to cover a little more ground, and added pictures of both the superintendent and the Board.

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**Commented [WU3]:** The Table of Contents has been moved in the 2019-20 version to follow the cover page. New sections/chapters have been added to encompass the Handbook element of the new form. It fits on one page because of two-column formatting.

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Signature Form:

(Required) Parent/Student Acknowledgement **Form**

**Commented [WU4]:** A signature page will not be included in the 2019-20 Handbook. Instead, we will utilize parent and student portal that will include pop-up messaging the first two weeks of school reminding the user that they will acknowledge receipt of the Handbook (access via the portal) by logging into the portal. The IT office can track and maintain this acknowledgement.

We will always make available hard copies should a parent or student wish to receive one.

NOTICE OF NON-DISCRIMINATION AND PROCEDURES  
FOR HANDLING ALLEGATIONS OF POSSIBLE DISCRIMINATION WITHIN THE  
CLAY COUNTY SCHOOLS – EMPLOYMENT, **PROGRAMS**

Non-discrimination and diversity are foundation principles of the School Board. It is School Board policy to hire and promote the best qualified candidate measured against the requirements of the job and to provide equal employment and advancement opportunity for all individuals without discrimination because of race, color, gender, religion, age, national origin, disability, veteran, marital status or any other protected status.

The School Board also makes reasonable accommodations for disabled employees. Employees who would like to be considered for accommodation assistance should contact the Assistant Superintendent for Human Resources. Information obtained concerning individuals requesting accommodations is kept confidential, to the extent possible, except that principals and supervisors may be informed regarding restrictions on the work duties of disabled individuals and information regarding necessary accommodations.

The policy applies to all areas of employment, including recruitment, hiring, training, promotion, compensation, benefits, transfer, and social and recreational programs.

The Clay County School Board reaffirms its Equal Education Opportunity (EEO) commitment as follows:

1. Guidance counseling, financial assistance and access to academic, career and vocational opportunities are available without regard to race, religion, color, sex, marital status, age, national origin, disability, or other protected status.
2. Criteria for admission to programs and courses do not have the effect of restricting access.
3. Recreational and athletic activities do not exclude participation in, deny benefits of, or treat people differently on the basis of sex.

The Policy of the Clay County School Board (6GX-10-1.07) relative to Non-Discrimination states the following: DISCRIMINATION ON THE BASIS OF RACE, RELIGION, COLOR, SEX, MARITAL STATUS, AGE, NATIONAL ORIGIN, PREGNANCY, OR DISABILITY IS PROHIBITED IN THE EMPLOYMENT OF PERSONNEL IN THE PROVISION OF EDUCATIONAL PROGRAMS AND IN THE CONDUCT OF THE BUSINESS AFFAIRS OF THE CLAY COUNTY SCHOOL SYSTEM, AND PROVIDES EQUAL ACCESS TO THE BOY SCOUTS AND OTHER DESIGNATED PATRIOTIC GROUPS. (Ref. F.S. 760.10; F.S. 760.50; Federal Civil Rights Acts title VI, VII, IX; Section 504F. Rehabilitation Act, 1973-78; IDEA, ADEA; Equal Pay Act; Americans with Disabilities Act)

The procedures outlined below shall be used for the processing of allegations of possible discrimination.

1. All such allegations should be discussed initially on an informal basis with the school principal, supervisor or appropriate division head directly responsible for the area of concern. Such discussion should be held within ten (10) days of alleged incidents(s) if possible.
2. Any student matter not resolved by the school principal to the satisfaction of the aggrieved party shall be referred to the district School Board Office to the attention of the following administrator:  
Michael Wingate, Director of Academic Services  
School District of Clay County  
900 Walnut Street  
Green Cove Springs, Florida 32043  
Telephone: 904-529-2613 or 904-284-6500
3. Any Human Resources matter not resolved by the school principal or division head to the satisfaction of the aggrieved party shall be referred to the district School Board Office to the attention of the following Assistant Superintendent:  
David S. Broskie, Assistant Superintendent for Human Resources  
School District of Clay County  
900 Walnut Street  
Green Cove Springs, Florida 32043  
Telephone: 904-284-6500
4. All complaints of discrimination or harassment shall be investigated fully and all person(s) involved shall be questioned. The aggrieved party may be required to appear in person to answer questions.
5. Such investigation shall be initiated within fifteen (15) days of receipt of the complaint. If an extension of the timelines is deemed necessary, the aggrieved party shall be notified of such extension prior to the end of the fifteen (15) days.
6. Retaliation against any person who makes a complaint pursuant to this policy, or who participates in any investigation initiated pursuant to this policy, will not be tolerated. Any employee who engages in such retaliation shall be subject to disciplinary action up to and including termination

**Commented [WU5]:** This section has been incorporated into the EQUAL OPPORTUNITY: PREVENTION OF DISCRIMINATION, HARASSMENT & BULLYING section beginning on PAGE 7 of the new Handbook. There were no significant changes to this section. We updated office contact information only.

SCHOOL DISTRICT OF CLAY COUNTY  
CODE OF STUDENT CONDUCT  
2017-2018

Mission  
Statement

The Clay County School District, in partnership with the entire community, is dedicated to providing a quality education in a safe, inviting environment so that all students learn and become successful, responsible citizens.

**Commented [WU6]:** The mission statement has been moved to the section MISSION, VISION & PHILOSOPHY section of the new Handbook starting on PAGE 2. It has been significantly rewritten for your consideration.

Jurisdiction of the School Board

The Code is in force twenty four (24) hours a day, seven (7) days a week on all school campuses/properties as well as such times and places, including, but not necessarily limited to, school sponsored events, field trips, athletic functions and other activities where school administrators have jurisdiction over students. All school regulations pertain to automobiles driven or parked on school property. With respect to student conduct while being transported on school buses, it should be understood that students are subject to denial of the privilege of riding a school bus for violation of appropriate standards, even if they are not otherwise denied educational participation.

**Commented [WU7]:** This information was relocated in the new Handbook to the INTRODUCTION section on PAGE 1. It was expanded with new language, but keeping most of the existing information intact.

Philosophical Basis

Instruction should occur in an environment that is conducive to learning. Effective instruction requires good order and discipline which may be described as the absence of distractions, frictions, and disturbances which interfere with the effective functioning of the student, class, and school. It is also the presence of a friendly, yet businesslike, atmosphere in which students and school personnel work cooperatively toward mutually recognized and accepted goals.

As students progress in our public schools, it is reasonable to assume that an increase in age and maturity will result in the students assuming greater responsibility for their actions. It is recognized that differences in age and maturity require different types of disciplinary action; however, the procedures identified shall apply to all students in grades PreK-12.

To assist parents, administrators, and faculty in maintaining such an environment, the Code of Student Conduct will:

- Describe roles of the home, student, and school
- Describe student rights and responsibilities
- Identify informal and formal disciplinary actions
- Standardize disciplinary actions
- Identify classifications of violations and describe procedures for disciplinary action
- Be discussed at the beginning of every school year in student classes, School Advisory Councils and Parent & Faculty Associations in language understandable to those in attendance
- Be distributed to teachers, school personnel, students and parents/guardians at the beginning of each school year and all students will sign off when they have been in-serviced.

**Commented [WU8]:** This information was reimagined into the MISSION, VISION & PHILOSOPHY section on PAGE 2 of the new Handbook, and written to reflect the broader purpose of the document. Much of the information remains embedded but there is significant rewording for your consideration.

## Roles of the Home, Student and School

In order for effective instruction to occur, there must be a cooperative relationship between student, parent, and educator. This relationship may be described as follows:

### PARENTS OR GUARDIANS WHO:

- assume major responsibility for their child's behavior
- maintain regular communication with the school and encourage their child to maintain acceptable behavior in their home, community, and school
- ensure that their child is in daily attendance and who promptly report and explain an absence to the school
- provide their child with the resources needed to complete class work
- assist their child in being well-groomed, neat and clean
- bring to the attention of the school authorities any problem or condition which affects their child or other children of the school community
- discuss report cards and work assignments with their child, maintain up-to-date home, work, emergency telephone numbers, and addresses at the school, including doctor and/or hospital preference

### STUDENTS WHO:

- attend all classes daily and are on time
- are prepared to come to class with appropriate working materials
- are responsible for their own work
- are responsible for delivery of written communications to their parent/guardian
- are respectful to all individuals and property
- refrain from profane or inflammatory statements
- are well-groomed, neat, and clean
- abide by the rules and regulations set forth by the school and individual classroom teachers, while conducting themselves in a safe and responsible manner

### SCHOOLS THAT:

- encourage the use of good guidance procedures
- maintain an atmosphere conducive to good behavior
- exhibit an attitude of respect for students
- plan a flexible curriculum to meet the needs of all students
- promote effective training or discipline based upon fair and impartial treatment of all students
- develop a good working relationship among staff, students, and appropriate community agencies
- encourage the school staff, parents and student to use the service of community agencies
- encourage parents to keep in regular communication with the school and participate in its affairs
- seek to involve students in the development of policy
- inform all employees of their requirement to report to law enforcement felony offenses and violent misdemeanors or delinquent acts which would be a felony offense if committed by an adult on or near school property.

**Commented [WU9]:** This section remains largely unedited and has been moved to the STUDENT RIGHTS & RESPONSIBILITIES section – PAGE 6.

Section 1:  
Student Rights and Responsibilities

It is the intent of the Student Rights and Responsibilities, as expressed in this document that students understand that individual rights involve associated responsibilities, and that individual rights must be viewed in relationship to the health, safety, and welfare of the majority of students within each school. The principal shall assume administrative responsibility and instructional leadership under the supervision of the Superintendent, in accordance with rules and regulations of the School Board for planning, management, and operation of the school to which he is assigned. The faculty and staff shall assist in the orderly operation of the school and assure the rights of students.

Attendance

Philosophical Basis:

Florida Statute 1003.21 states that students who are six on or before February 1<sup>st</sup> must attend school every school day of the 180-day school year until their sixteenth birthday. Florida Statute 1003.24 establishes that the parent/legal guardian of a child of compulsory age is responsible for the child's daily school attendance. School staff, parents, students, and appropriate state agencies are expected to work together to ensure that all applicable school attendance laws are obeyed, including, but not limited to, referral to the state designated agency for possible court action for truancy. Regular attendance by students will facilitate the development of the skills and knowledge necessary to function in a modern democratic society.

**Commented [WU10]:** This section has been renamed School Participation but all content remains largely intact. The compulsory references were moved to the ATTENDANCE section of the Handbook on PAGE 13.

Student Responsibilities

Student Rights

<p>To take advantage of their educational opportunity by attending all classes daily and on time</p> <p>To provide the school with an adequate explanation with appropriate documentation indicating the reasons for an absence</p> <p>To request the make-up assignment from their teachers upon their return from an excused absence and to complete the work within a reasonable length of time as determined by school board policy (1 day per each day of absence).</p>	<p>*To be informed of School Board policies and individual school rules regarding absenteeism and tardiness</p> <p>To appeal a decision pertaining to an absence</p> <p>To make up class work within a prescribed length of time in case of an excused absence</p>
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\*School Board Rule Section IV 4.01, F. 1: Absence by a student for twenty (20) or more days during the school year shall create a strong presumption that the student has failed those subjects or courses in which he is enrolled during that period. For semester courses, ten (10) days shall apply; for individual grading periods, five (5) days shall apply. Such presumption may be overcome by effort or performance which satisfies the teacher(s) involved, that such student should receive other than a failing grade. A review committee representing the administration, the instructional staff, and guidance, appointed by the principal, will review each such case individually and will make recommendations. Individual teacher(s) shall give strong consideration to the recommendation of the review committee in determining the effort or performance of the student.

Counseling

Philosophical Basis:

Personal concerns of students can seriously limit their educational development. Schools have the responsibility to provide a counseling program and to make relevant and objective information available to students.

**Commented [WU11]:** This information will be embedded into the Mental Health and Wellness Handbook Addendum being developed at this time for your review in the Fall of 2019. It is expected that the information will be incorporated into the 2020-21 Handbook revision.

Student Responsibilities

Student Rights

<p>To use these services for their own educational and personal development</p> <p>To schedule appointments in advance unless the problem or concern is one of an emergency nature</p>	<p>To be accurately informed as to the nature of the guidance services available in their school</p> <p>To have an opportunity to participate in individual and group counseling</p>
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**Curriculum**

**Philosophical Basis:**

The degree of curriculum involvement is a function of age, grade, maturity, and sophistication on one hand and the level and complexities of courses on the other. Student opinion regarding curriculum offerings is extremely important and therefore deserves careful analysis and consideration.

<p><u>Student Responsibilities</u></p> <ul style="list-style-type: none"> <li>To request participation in academic programs and extracurricular activities that are commensurate with ability</li> <li>To seek assistance in course selection from informed persons in the school</li> <li>To cooperate with the instructor and contribute to an atmosphere free from bias and prejudice</li> <li>To cooperate fully and exert every effort to achieve mastery of the basic skills</li> <li>To take care of instructional materials issued to them and to pay for lost or damaged instructional materials (FL statutes 1006.42)</li> </ul>	<p><u>Student Rights</u></p> <ul style="list-style-type: none"> <li>To have equal educational opportunity with regard to academic programs and extracurricular activities</li> <li>To receive district curriculum course descriptions that will facilitate informed choices</li> <li>To receive instruction in courses of study under competent instructors in an atmosphere free from bias and prejudice</li> <li>To participate in appropriate basic skills programs in elementary, middle, and high schools</li> <li>To receive the loan of instructional materials for the subject they are studying</li> </ul>
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Florida Statutes 1006.42(1)...Each Parent of a student to whom or for whom instructional materials have been issued, is liable for any loss or destruction of, or unnecessary damage to, the instructional materials or for failure of the student to return the instructional materials...and shall pay for such loss, destruction, or unnecessary damage as provided by law.

**Commented [WU12]:** This information was updated and combined with the Grades section below and then renamed Learning Experiences and Outcomes in the new Handbook on PAGE 3 for your consideration.

**Free Speech/Expression**

**Philosophical Basis:**

Citizens in our democracy are guaranteed self-expression under the 1<sup>st</sup> and 4<sup>th</sup> Amendments of the United States Constitution; therefore, in a democratic society, one of the basic purposes of education is to prepare students for responsible self expression.

<p><u>Student Responsibilities</u></p> <ul style="list-style-type: none"> <li>To respect the rights and property of other individuals, to express disagreement in a manner which does not infringe upon the rights of others and does not interfere with the orderly educational process (School Board Rule IV, 4.04) F.S.1006.07 (2)(c)</li> <li>To act in a manner which preserves the dignity of patriotic observances</li> <li>To respect the religious beliefs of others</li> <li>To plan for, seek approval of, and conduct activities which are consistent with the educational objectives of the school</li> </ul>	<p><u>Student Rights</u></p> <ul style="list-style-type: none"> <li>To form and express viewpoints through speaking and writing in a manner which is not obscene, slanderous, or libelous</li> <li>To not be subjected to disciplinary action because of use of a language other than English if student has limited English proficiency</li> <li>To affirm their identity with the American ideals. (i.e., pledging allegiance to the flag) F.S.1002:20(12)</li> <li>To affirm the student's right not to participate in standing and reciting the pledge of allegiance upon written request by his/her parent. F.S. 1003.44</li> <li>To refrain from any activity which violates the precepts of their religion</li> <li>To petition and survey student opinion in accordance with the procedures that are established by the principal and consistent with Florida Statutes and local regulations.</li> </ul>
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**Commented [WU13]:** This information remains largely intact but has been reformatted and updated on PAGE 4 of the new Handbook.

## Grades

### Philosophical Basis:

Grades at best are but an indication of the student's knowledge at any particular point in time. An academic grade should reflect the teacher's most objective assessment of the student's academic achievement.

<u>Student Responsibilities</u>	<u>Student Rights</u>
To become informed of the grading criteria	To receive a teacher's grading criteria at the beginning of each year or semester course
To maintain standards of academic performance commensurate with ability, and to make every effort to improve performance upon receipt of notification of unsatisfactory progress	To receive reasonable notification of failure or potential failure during the grading period when it is apparent unsatisfactory work is being performed

**Commented [WU14]:** See Curriculum comment above. They were combined for the new Handbook and found on PAGE 3.

## Grievance Procedures

### Philosophical Basis:

A grievance is a situation occurring in the course of the school's implementation of the County Code of Conduct that causes a student to consider himself aggrieved. Schools are responsible for providing mechanisms for the expression and resolution of grievances.

<u>Student Responsibilities</u>	<u>Student Rights</u>
To discuss their grievances informally with the persons involved prior to invoking formal grievance procedures To state the grievance clearly and concisely, to follow the established procedures, and to accept the decision that is the outgrowth of this process	To have a standard procedure for the resolution of grievances To participate in the formulation of the grievance procedures with the school administration through their student government

**Commented [WU15]:** This information was embedded into the INVESTIGATIONS section of the new Handbook and on PAGE 24.

## Homeless Education

### Philosophical Basis:

Homeless students are entitled to the educational protections of the McKinney-Vento Act. The Act defines homeless children as "individuals who lack a fixed, regular, and adequate nighttime residence."

<u>Student / Parent Responsibilities:</u>	<u>Student Rights:</u>
To notify the school if you and/or your family meet one of the following criteria listed below: <ul style="list-style-type: none"><li><input type="checkbox"/> Share the housing of other persons due to loss of housing, economic hardship, or a similar reason.</li><li><input type="checkbox"/> Live in motels, hotels, travel trailer parks, or camping grounds due to the lack of alternative adequate accommodations, or emergency or transitional shelters.</li><li><input type="checkbox"/> Youth who are abandoned in hospitals or awaiting foster care placement.</li><li><input type="checkbox"/> Live in a car, park, public space, abandoned buildings, bus or train station, or similar setting.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Your child is entitled to a "free and appropriate education." Your child does not need a permanent address in order to attend school. School enrollment can begin on a temporary basis while the Homeless Education Program School Social Workers assist in obtaining documentation such as birth certificates, immunization or school records.</li><li><input type="checkbox"/> Free school meals</li><li><input type="checkbox"/> Attendance and transportation to the school or origin when feasible</li><li><input type="checkbox"/> To have a standard procedure for the resolution of grievances</li></ul>

**Commented [WU16]:** This information was embedded into the new MCKINNEY-VENTO section of the ATTENDANCE chapter and found on PAGE 15. Some of the details were removed out of consideration for the feelings of students classified as homeless, particularly the free meals and descriptions of homeless living criteria.

**Privacy and Property Rights**

**Philosophical Basis:**

Federal and State laws provide persons with reasonable expectation of privacy in addition to freedom from unreasonable search and seizure of property. Such guarantees are not unlimited and must be balanced by the school’s responsibility to protect the health, safety, and welfare of all students (4<sup>th</sup> Amendment of the United States Constitution).

**Commented [WU17]:** This information remains largely intact and can be found on PAGE 4 of the new Handbook.

<u>Student Responsibilities</u>	<u>Student Rights</u>
<p>To not carry or conceal any such material that is prohibited by law or would detract from the educational process</p> <p>To respect the property rights of the public at large as well as those of individuals, and to refrain from destruction of, or damage to, such property</p> <p>To accept the consequences for the content stored within their lockers</p>	<p>To maintain privacy of personal possessions unless appropriate school personnel have reasonable suspicion to believe a student possesses any object or material which is prohibited by law or School Board Policy</p> <p>To attend school in an educational environment in which personal property is respected</p> <p>To have prior notification of any general search of lockers except in emergency situations (Clay County School Board Student Notice) F.S. 1006.09(9)</p>

NOTE: School officials may conduct a warrantless search of a student’s locker, vehicle, or any storage area on school property if such officials have reason to believe that illegal, prohibited, or harmful items may be concealed.

**Student Government**

**Philosophical Basis:**

Effective student governments are the forums for the training and involvement of students in the democratic processes. Members of the school community share the responsibility for shaping governments into positive instruments for student involvement.

**Commented [WU18]:** This information was updated with language to incorporate all opportunities for students to hold executive office in student clubs, not just student government, and can be found on PAGE 5 of the new Handbook.

<u>Student Responsibilities</u>	<u>Student Rights</u>
<p>To elect student government officers and representatives who are responsive to the needs of the school and who will work constructively toward the resolution of such needs</p> <p>To conduct election campaigns in a positive, mature manner, with all due respect provided their opponents</p> <p>To attend regularly scheduled meetings, if an elected student representative, and exhibit appropriate conduct at all times</p>	<p>To form and operate a student government within the respective schools under the direction of a faculty advisor</p> <p>To seek office in student government or any organization regardless of race, sex, color, creed, or political beliefs</p> <p>To attend, as student government officers and representatives, official student government meetings upon approval of such meetings by the school principal</p>

Student Publications

Philosophical Basis:

Education is the process of inquiry and learning, acquiring and imparting knowledge, and exchanging ideas. One of the important roles of the school is to provide effective avenues through which students may express themselves on a wide range of subjects. Official student publications, such as school newspapers, should include viewpoints representative of the entire student body.

**Commented [WU19]:** This information remains largely intact and can be found on PAGE 5 of the new Handbook.

<u>Student Responsibilities</u>	<u>Student Rights</u>
<p>To use only those bulletin boards or wall areas designated for use by students and student organizations, and must also accept responsibility for the effect that the posting publication or distribution of this literature might have on the normal activities of the school</p> <p>To refrain from publishing libelous and obscene materials, to seek full information on the topics about which they write, and observe the normal rules for responsible journalism under the guidance of the faculty advisor.</p> <p>Principals may suppress or recall literature which they consider primarily commercial in nature or material which could endanger the orderly operation of the school.</p>	<p>To possess, post, and distribute any forms of literature that are not inherently disruptive to the school program including, but not limited to, newspapers, magazines, leaflets, and pamphlets</p> <p>To be free of censorship on their publications except within the framework of guidelines previously agreed upon by students and administrators</p>

Student Records

Philosophical Basis:

A well-developed student record file contains information needed for making appropriate educational decisions for the student. Student records are to be treated confidentially and should contain information that is relevant, accurate, and appropriate.

**Commented [WU20]:** This content was incorporated into the FERPA section of the new Handbook and found beginning on PAGE 49.

<u>Student Responsibilities</u>	<u>Student Rights</u>
<p>To inform the school of any information that may be useful in making appropriate educational decisions</p> <p>To authorize release of pertinent information to those individuals or agencies who are working actively and constructively for the benefit of the students</p> <p>To have parents, guardians, or eligible students follow prescribed procedures for requesting access to records or transcripts</p>	<p>To inspect, review, and challenge the information contained in records directly relating to the student (Parents, guardians, or *eligible students).</p> <p>To be protected by legal provisions which prohibit the release of personally identifiable information to other than legally authorized persons without the consent of the parent, guardian, or eligible students (18 years of age or attending a post-secondary institution)</p> <p>To have the right of access to records or transcripts (parents, guardians, or eligible students). *Eligible students are those 18 years of age or over and/or those attending a postsecondary institution.</p>

Florida Statute 1002.22(2)(c)(8)...No public educational institution shall maintain any report or record relative to a pupil or student which includes a copy of the pupil's or student's fingerprints. Students must disclose upon initial registration all previous school expulsions, arrests resulting in a charge, and juvenile justice actions. [Florida Statute 1006.07 (1) (b)]

Student Activities and Clubs

Philosophical Basis:

Organized clubs and activities are characteristic of student life from the elementary school through college, and are characteristic of adult life as well. All members of the school community share the responsibility for organizing and supporting clubs and activities that meet student needs and serve definite and worthwhile purposes.

<p><u>Student Responsibilities</u></p> <p>To follow these rules in forming and operating clubs and activities.</p>	<p><u>Student Rights</u></p> <p>To form and operate clubs and activities within their respective schools under the direction of a faculty advisor.</p>
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Florida Statute 1006.14: Secret societies prohibited in public K-12 school. (1) It is unlawful for any person, group, or organization to organize or establish a fraternity, sorority, or other secret society whose membership is comprised in whole or in part of students enrolled in any public K-12 school or to go upon any public K-12 school premises for the purpose of soliciting any students to join such an organization.

**Commented [WU21]:** This information was incorporated into the STUDENT-LED ORGANIZATIONS section of the new Handbook and can be found on PAGES 11-12. Language has been updated and reformatted.

RULES FOR STUDENT ACTIVITIES AND CLUBS

- Clubs and activities must be open to all qualified students.
- Clubs cannot interfere with school activities and School Board policies must be followed.
- Clubs must have a charter and a constitution that state the membership qualifications and the rules of conduct (written by both students and teachers, be approved by the administration, and be kept on file so that all students, parents, and school personnel may read them).
- Local chapters of national organizations whose charters are prescribed are exempted from the requirement that they must be written by both students and teachers.
- They must have a faculty sponsor approved by the administration and this sponsor must be at all meetings/events with chaperones when appropriate.
- Club members cannot be hazed. (School Board Policy 4.11) Hazing means any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student. Hazing includes any forced activity that could adversely affect the mental health or dignity of the student. (FS 1006.135(1))
- Students, talk to your parents and school administrators about any activity you feel uncomfortable about. Demeaning or dangerous activities are not necessary to be a part of a team/group.
- Club dues must be reasonable.
- Club meetings must be held on the school grounds except for special meetings/events approved by the administration.
- Club money must be handled through the school.

NOTE: Students are not allowed to form, or participate in, groups which threaten, frighten or harm other students. These groups which may be called gangs, usually have common names, wear certain common colors, jewelry, signs or clothing. Students are not allowed to ask other students to join Activity such a group. If someone asks you to join a group such as this, tell your teacher or another adult.

Gang

**Commented [WU22]:** This information remains largely intact and can be found in the STUDENT CONDUCT section of the new Handbook on PAGE 20.

Section 2:  
Student Attendance

Absences

Absenteeism, excused or unexcused, negatively affects the continuity of the learning process. As a student's absenteeism increases, there is a responsibility that the school deter future absenteeism, and there is a responsibility for the student to demonstrate that such absenteeism has not negatively affected performance mastery. The parent/guardian has the responsibility to ensure the student is rested and prepared for the rigor of a learning environment.

Excused/Unexcused absences per School Board Policy 4.01  
(D)

1. An absence from school under the following circumstances shall be considered excused:
  - a. With permission – The absence was with the knowledge and consent of the principal of the school, which the student attends.
  - b. Sickness, injury, or other insurmountable condition – Attendance was impracticable or inadvisable on account of sickness or injury, or was impracticable because of some other stated insurmountable condition.
  - c. Financial inability to provide necessary clothes for the student when reported by the parent in writing to the Superintendent and validated by the Superintendent (FS 1003.24(3))
  - d. Absence for religious instruction or holidays – A student with the written consent of his or her parent/guardian shall be excused from attendance in school on a particular day or days, or at a particular time of day, and shall be excused from any examination, study or work assignment at such time to participate in religious instruction, for observance of a religious holiday or because tenets of his or her religion forbid secular activity at such time. The principal shall reserve the right to refuse a student's request for released time, if according to the provisions of the district's student progression plan:
    - 1) The student is not enrolled in sufficient courses to allow for the student's promotion or graduation, and thus the released time would not be equivalent to an optional period.
    - 2) The student's grades/academic progress is insufficient to allow for the student's promotion or graduation.
  - e. Absences due to head lice will be excused, up to 2 days per incident and for a total of 10 days per school year. After a student has accumulated 10 excused absences due to head lice during a school year, further absences due to head lice will be considered unexcused. Unusual circumstances may be addressed by the principal to go beyond these 10 days for excused absences.
2. It is the responsibility of the parent/guardian to provide a written statement to the school explaining the absence within three (3) school days following the return of the student to school.
3. If a student is continually sick and repeatedly absent from school, he or she must be under the supervision of a physician in order to receive an excuse from attendance. Such excuse provides that a student's condition justifies absence for more than 5 days per grading period/ 10 days per semester/ 20 days per year. The principal of the school shall determine when it is necessary to require a physician's statement from the student's medical provider and require the parent/guardian to provide a copy to their child's school within a reasonable period of time as determined by the principal or designee.
4. An absence from school under the following circumstances may be considered unexcused.
  - a. The absence was without the parent/guardian's knowledge or consent.
  - b. Permission for the absence was requested but denied by the principal of the student's school
  - c. No written statement of the absence from the parent/guardian has been received by the school

**Commented [WU24]:** There is an ATTENDANCE section of the new Handbook starting on PAGE 13.

**Commented [WU23]:** Much of this information remains intact but with updated language and formatting edits starting on PAGE 13 of the new Handbook.

explaining the reason for the absence within three (3) school days following the return of the student to school.

5. The principal has administrative discretion in cases of excessive absences to reject a written note and consider the absence as unexcused when absences are seriously impacting academic progress, with the exception of sickness, injury or insurmountable conditions.

**ATTENTION SENIORS: Senior Attendance Policy**

1. Students must be in attendance for at least 90% of their total possible class periods during their senior year of high school to participate in commencement ceremonies. Once all attendance is recorded and verified, the rate of attendance will be pulled from the Student Information System.
2. This is not an excused/unexcused absence policy; it is an attendance policy.

The type of absence does not matter with the following exceptions:

- a. doctor appointments or doctor mandated stay at home that is documented on a physician's professional stationary
- b. subpoenas to court
- c. bereavement time for an immediate family member
- d. participation in a school-sanctioned activity
- e. pre-approved college visits documented by email or regular mail correspondence
- f. parent approved absence from school

It is the student's responsibility to bring verification from the doctor, parent or court for an exception; otherwise the absence will count against the policy. Verification must be supplied within three school days following the absence.

3. Saturday School attendance (all four hours) may clear an absence. Banking of Saturday School credit is NOT allowed.

NOTE: All decisions regarding participation in graduation activities as a function of the Senior Attendance Policy will be at the discretion of school administration.

**Truancy**

Truancy is absence from school without the parent or guardian's knowledge or consent. In some instances a student may be considered truant because of parent or guardian's negligence. Students with five (5) or more unexcused absences in a calendar month or ten (10) or more unexcused absences within a 90 calendar day period must be referred to the School's Attendance Team and school staff must meet with the parent/guardian. If the attendance problem continues, the Attendance Team will recommend appropriate interventions. Legal court action may be taken against a student who is classified as a habitual truant (F.S. 1003.26)

**Driver's License (Secondary Students)**

"Recognizing the importance of education and keeping the students in school, the 1997 legislature enacted 322.091 F.S. relating to the driver's license for students, ages 14 to 18, as an incentive for students to stay in school and continue their education" (Clay County School Board Policy 4.53). In order for a student to retain or obtain his/her regular Florida driver's license or learner's driver's license, the student must comply with compulsory school attendance. Accumulating 15 unexcused absences in a period of 90 calendar days or failure to remain enrolled in school will result in being classified as a habitual truant and the loss of said license, or the withholding of the necessary forms to obtain a license by the Department of Highway Safety and Motor Vehicles. (F.S. 1003.27(2b))

**Commented [WU25]:** This section remains largely intact beginning on PAGE 14 of the new Handbook.

**Commented [WU26]:** This information was only updated and reformatted but remains largely intact on PAGE 15 of the new Handbook.

**Commented [WU27]:** This information has some updated language and reformatting but remains largely intact on PAGE 15 of the new Handbook.

As a side note, the State Reporting office is developing handbook material for procedures and appeals. It will be brought to the Board for their consideration in the Fall of 2019.

### Compulsory School Attendance

A student who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the parent and student file a formal declaration of intent to terminate school enrollment with the district's 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 student and the student's parent or legal guardian. F.S. 1003.21(1)(c)

**Commented [WU28]:** Language has been updated but information remains largely intact and on PAGE 13 of the new Handbook.

### Health Requirements for School Attendance

Communicable Disease - Students having or suspected of having a communicable disease or infestation which can be transmitted to others are to be excluded from school and not allowed to return unless they have been successfully treated and/or present a note from a physician indicating that they are no longer contagious.

Immunizations - A Certificate of Immunization (DH 680) indicating compliance with the current required schedule of immunizations must be presented prior to enrollment in school. A physical exam (performed within 1 year prior to initial enrollment in Florida public or private schools) is required for all students new to the district. (FS 1003.22)



**Commented [WU29]:** This information has been moved to the STUDENT HEALTH section of the new Handbook and found on PAGE 46. Some edits were made to update language. Links are embedded into the content to help same space.

NOTE: A comprehensive file of this information is being developed in collaboration with the DOH-Clay and will be brought to the Board for review in the Fall of 2019.

Health Services/Screenings - At the beginning of each school year, the Clay County Schools and the Florida Department of Health in Clay County are required, by law, (F.S. 381.0056) to inform parents of the health screening program. This program is carried out to appraise, protect and promote the health of students through assisting in the early identification of health problems in the areas of hearing, vision, growth & development, dental, mental health, and scoliosis. These screenings are limited to procedures that do not penetrate the skin or any body orifice (i.e., any invasive screening requires written parent permission). Written requests for exemption for these services should be made to your local school within fifteen (15) days of registration.

### Procedures for the prevention of pediculosis (headlice)

Head lice (Pediculus capitis) continue to be a problem in all communities. Lice are highly communicable and difficult to prevent, but if every parent will take the responsibility to check the entire family weekly, these parasites can be controlled. The following information should be helpful in identifying head lice infestation:

- The actual louse is small and difficult to see.
- The nits (eggs) are tiny, yellowish-white oval specks attached to the hair shafts. They may resemble dandruff, but will not wash off or blow away.
- The primary symptom of infestation is itching that occurs when lice bite. (Children seen scratching their head frequently, should be examined at once.)
- Prevention guidelines include: students not using other students' combs, brushes, hats, or clothing.



**Commented [WU30]:** This section has been dramatically updated in the new Handbook and can be found starting on PAGE 46 for your consideration. The new language and proposed policy changes were adapted from the DOH guidance from 2 years ago.

Your school, the Florida Department of Health in Clay County (529-2800 ext.2869) or your private medical doctor can provide more extensive information on treatment. Parental cooperation will help protect all children. The Clay County School Board has adopted a "no-nit" policy. Elementary school parents are required to accompany their students to school on the first day of entry after treatment.

All children should be back to school within two 2 days if treated properly. Habitual absentee cases may be referred to the community health nurse and the school attendance assistant/social worker. If the parent(s)/guardian(s) fail to comply with proper head lice treatment, they may be referred to the state attorney's office for violation of compulsory school attendance law. (REF.F.S.1003.26)

### Parent(s)/Guardian Responsibilities

**Commented [WU31]:** This information is largely intact with only updated language and formatting starting on PAGE 48 of the new Handbook.



It is the responsibility of the parent(s)/guardian to notify the school of any health condition of their student(s) which may require medication, treatment, or monitoring at school or on school-sponsored trips or activities.

It is the responsibility of the parent(s)/guardian to submit a properly executed "Authorization for Medication/Treatment" form (MIS 12470) to school administration if their student requires medication (including over the counter) or treatment to be given during the school day. Parents will be responsible for delivery and retrieval of medications to the school nurse/health designee. No medications are to be transported via the school bus system. All medications to be administered by school personnel shall be received and stored in the ORIGINAL container; this includes over-the-counter medications.

It is the responsibility of the parent(s)/guardian to notify the school immediately of any chronic or acute medical conditions a child may have and of any necessity for a child to be allowed to self medicate during the school day. Health Services Manual may be viewed at [www.clay.k12.fl.us/PDF/health\\_manual.pdf](http://www.clay.k12.fl.us/PDF/health_manual.pdf).

### Student Dress Code

In Clay County, we believe the dress and personal appearance of students should be a positive reflection on the family, student, school and community. A good rule of thumb; if there is a question about whether an outfit would be acceptable, choose another. The following guidelines are to be followed:



**Commented [WU32]:** This section remains largely intact with minor language updates and formatting. It can be found starting on PAGE 17 of the new Handbook.

School Board Rule Section IV,4.03...APPROPRIATE DRESS FOR ALL STUDENTS.

- All students shall be properly groomed and attired when on school property or participating in school activities.
- Students shall be dressed so they will not present a clear danger to health and safety; should be tailored in such a manner that because of fit, design, color, texture, or inadequate coverage of the body does not create a classroom or school disruption as determined by administration.

School officials reserve the right to determine if the dress code is being violated.

Permitted Apparel (Secondary Students):

- Outfits are to be tailored in such a manner so as not to expose the inappropriate areas of the body while in normal activity.
- Shorts, dresses or skirts should be 3 inches above the knee or longer. If leggings are worn, then the top UST be the proper length of 3 inches above the knee or longer.
- Pants and shorts should be worn at the waistline without the necessity of support whether a shirt is tucked in or out and fastened at the top closure. Belts will be buckled at all times if worn.
- Jeans/pants that have frays/holes above the knee must have something underneath them, such as leggings that cover the skin, so as not to expose skin or undergarments.
- Shirts must cover the shoulder and not expose undergarments in any manner or the midriff.
- The neckline of a shirt must limit exposure of the body.
- Footwear of some type must be worn at ALL times. Do not wear bedroom slippers.

Non-Permitted Apparel (Secondary Students):

- Apparel with off-color remarks, pictures, or emblazoned with drug, alcohol or tobacco related slogans.
- Apparel displaying violent imagery.
- Apparel that is deemed to be tight fitting, such as yoga pants, spandex skirts/dresses, leggings without proper length top, cheer shorts, etc. YOGA Pants are not acceptable attire for school.
- Sleepwear, such as bedroom slippers, pajamas, etc.
- Tank tops, halter tops, tube tops, spaghetti straps, mesh/see-through shirts.
- Muscle shirts.
- Hats, hoods, bandannas, and caps are not to be worn in class or the buildings unless approved by the administration or for special events.
- Any apparel or accessory determined by administration to present a safety hazard for the student or the school.

An administrator will determine the suitability of attire in question as it reflects the dress code policy. Students found to be in violation of dress code policy will be required to change for the remainder of the day. Student refusal to change will result in the placement of in-school suspension for the remainder of the day or until a proper outfit can be brought for the student. Continued violation of dress code will result in disciplinary action.

### Section 3: Student Discipline

#### Classroom Disciplinary Actions

Teachers and other instructional personnel shall have the authority to undertake any of the following actions in managing student behavior and ensuring the safety of all students in their classes and school.

- Establish classroom rules of conduct that includes positive reinforcement of desired behaviors.
- Establish and implement consequences, designed to modify undesired behavior.
- Methods may include:
  - monitoring student behavior through short-term progress reports
  - conferences and/or contracts between administrators, parents, teachers, and students
  - referrals to school or district services, e.g., school social worker, district mental health therapist, etc.

**Commented [WU33]:** This section is incorporated into the opening of the STUDENT ACCOUNTABILITY, DISCIPLINE, AND MISCONDUCT section of the new Handbook starting on PAGE 22.

#### Teacher Authority to Remove a Student from Class

Florida Statute 1003.32(4) and 1006.09(1)(a), along with School Board policies of the School-District of Clay County give teachers and other school staff, who have control and direction of students assigned to them by the principal or the principal's designee, the authority to remove students who are disobedient, disrespectful, violent, abusive, uncontrollable or disruptive to the learning environment.

If the teacher requests the student not be returned to the classroom, the principal may not return the student to that teacher's class without the teacher's consent. In the event of a disagreement on the student's return to the teacher's classroom, a committee determines that such placement is the best or only available alternative.

**Commented [WU34]:** This information is incorporated into the opening of the STUDENT ACCOUNTABILITY, DISCIPLINE, AND MISCONDUCT section of the new Handbook starting on PAGE 22 and over to PAGE 23.

#### Notification of Formal Disciplinary Action

When formal disciplinary action is required, the parent will be informed by phone, by written notice sent home with the student, or by letter placed in the U. S. Mail. Registered letters will be used only for suspension or expulsion recommendations made by the Superintendent.

It is the responsibility of the student to notify his or her parent(s) or guardian of all written communications sent home with the student; failure to do so may result in further disciplinary action.

**Commented [WU35]:** This information is redundant and can be found in the STUDENT ACCOUNTABILITY, DISCIPLINE, AND MISCONDUCT section of the new Handbook starting on PAGE 22 and covered in the INVESTIGATIONS section on PAGE 24.

#### Guidance for Zero Tolerance

Florida Statute 1006.13 mandates that "each district school board shall adopt a policy of zero tolerance for crime and substance abuse...and victimization of students..." whenever and wherever students are under the jurisdiction of the district school board. The law requires that expulsion be recommended for any student at school or at a school related function that was determined to have had possession of a firearm or weapon, as defined in Chapter 790 or any student making a threat or false report as defined by state statutes 790.162 and 790.163. Simulating a firearm or weapon while playing or wearing clothing or accessories that depict a firearm or weapon or express an opinion regarding a right guaranteed by the Second Amendment to the United States Constitution is not grounds for disciplinary action or referral to the criminal justice or juvenile justice system under Chapter 790 or s. 1006.13. Simulating a firearm or weapon while playing includes, but is not limited to:

1. Brandishing a partially consumed pastry or other food item to simulate a firearm or weapon.
2. Possessing a toy firearm or weapon that is 2 inches or less in overall length.
3. Possessing a toy firearm or weapon made of plastic snap-together building blocks.
4. Using a finger or hand to simulate a firearm or weapon.
5. Vocalizing an imaginary firearm or weapon.
6. Drawing a picture, or possessing an image, of a firearm or weapon.
7. Using a pencil, pen, or other writing or drawing utensil to simulate a firearm or weapon.

A student may be subject to disciplinary action if simulating a firearm or weapon while playing- that substantially disrupts student learning, causes bodily harm to another person, or places another person in reasonable fear of bodily harm. See Section 5: Classification of Infractions for coding options. The severity of consequences imposed upon a student including referral to the criminal justice or juvenile system, must be proportionate to the severity of the infraction and consistent with school board policies for similar infractions.

**Commented [WU36]:** This section is carried over to the ZERO TOLERANCE RULE of the new Handbook starting on PAGE 20. Much of the information remains intact; only updated language and formatting were made.

In fulfilling this statutory requirement, we have incorporated the specified legal definitions into the language of the Code of Conduct. Regardless of language to the contrary in federal or Florida Law, possession of a firearm, electric weapon or destructive device on the property of any school, school bus, or school bus stop is prohibited. This prohibition includes firearms in motor vehicles parked in parking lots, or anywhere on any school property.

Certain disruptive behavior(s) will be reported to law enforcement authorities as defined by the state SESIR codes. A referral by law enforcement to the criminal justice or juvenile delinquency system must be made on all violent acts noted below and weapon charges as defined in the Gun Free School Act of 1994 & F.S.790.115. The following are prohibited on any school property (including parking areas), school bus, school bus stop, and school sponsored event:

- Any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
- The frame or receiver of any weapon described above;
- Any firearm muffler or firearm silencer;
- Any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine or similar device
- Any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter;
- Any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled.
- Any Firearm
- Any weapon as defined in Florida Statute 790.00 (13)

The following incidents will be reported and may result in criminal prosecution. If the offense involves a victim, the school shall notify the victim and parents, if a minor, of the offense and the victim's right to press charges against the offender. The School District of Clay County will take all steps necessary to protect the victim of any violent crime from any further victimization. Florida law prohibits any student that commits any of the felony offenses specified by s. 985.455(2), against another student from attending school with, or riding the same school bus as, the victim or any sibling of the victim. All school personnel will be made aware of the Student Victimization and Zero Tolerance Rule Chapter 2009-53.

Infractions that fall under Zero Tolerance Rule are defined by the Florida Department of Education through the School Environmental Safety Incident-Reporting and receive the most severe consequences provided for by School Board Policy. See Section 4 for definitions and consequences protocol.

THE DISTRICT MAY ASSIGN MORE SEVERE CONSEQUENCES THAN NORMAL WHEN THE OFFENDER APPEARS MOTIVATED BY HOSTILITY TOWARD THE VICTIM'S REAL OR PERCEIVED RACE, RELIGION, COLOR, SEXUAL ORIENTATION, ETHNICITY, ANCESTRY, NATIONAL ORIGIN, POLITICAL BELIEFS, MARITAL STATUS, AGE, SOCIAL AND FAMILY BACKGROUND, LINGUISTIC PREFERENCE, DISABILITY, OR WHEN THE OFFENSE IS DETERMINED TO BE GANG-RELATED.

Wireless Communication Devices – Level II Offense (if in violation of Technology Agreement)

Possession/Use of Wireless Communication Devices (F.S.1006.07(2)(f))

- Students may possess a wireless communication device while the student is on school property or in attendance at a school function. The wireless communication device is only to be in use in accordance with the Technology agreement.
- Taking photographs or videos by any means whatsoever while on school property or while on school transportation is prohibited. The only exceptions to this prohibition are: 1) Taking photos for reproduction in a school sponsored publication. 2) Taking photos during a school sponsored social event, sporting event, awards ceremony or other school sponsored activity or function at which photography is allowed and the photographs are images of activities which are reasonably considered to be part of the activity or event. 3) Taking photographs with the permission of the school administration. Publication on any internet site of any photographs, videos or images taken in violation of the prohibitions listed above is strictly prohibited, will be deemed disruptive to the order of the school and will be sufficient reason to impose disciplinary measures which may include, but not be limited to, in-school suspension, out of school suspension and recommendation for expulsion.
- Please refer to your local school handbook for school policy within these guidelines.

Criminal penalties may result if a wireless communication device is used in a criminal act. (F.S.934.215)

**Commented [WU37]:** This information is incorporated into the STUDENT USE OF THE INTERNET section of the new Handbook starting on PAGE 18, and is further described in APPENDIX B section under TEC on PAGE 57.

### Standards of Conduct for Students Transported by School Bus

The Clay County School System has jurisdiction over students who are on the school bus or at the school bus stop when the bus is present at the bus stop. [F.S. 1006.10 (3)] Therefore it is the parent's responsibility to take any action with local law enforcement to correct a problem during the time students are waiting at the bus stop or when students are enroute to or from the school bus stop. In order to guarantee your child and other children who ride buses the safe and efficient transportation they deserve, the following has been established.

**Our Philosophy:** We believe that all pupils can behave appropriately and safely while riding the school bus. We will not tolerate behavior that is disruptive to the driver or which inhibits or interferes with the safe operation of the bus. Please do the following:

1. Be at the designated bus stop at least 5 minutes before the bus arrives.
  2. Cross in front of the bus making sure that the driver sees you and you see the driver. Wait for the driver's signal that it is safe to cross.
  3. Always walk to or from the bus.
- All school rules of conduct apply while students are on the bus.
  - All students are to ride, only their assigned bus, and board and exit the bus at their assigned stop location. Exception is on an emergency basis, and only if there is room on the bus and the student obtains written permission on the school's permission form!
  - Follow school bus rules as posted.



**Penalty:** The school principal, or designee, has the authority to suspend the pupil from riding the bus for up to ten (10) days. If serious misconduct continues, bus riding privileges can be denied when necessary for the entire school term. These rules and their consequences will be reviewed with your child by school personnel and by the bus driver. Please discuss this with your child and be sure that it is understood. Thank you in advance for your support of our program.

**NOTE:** Bicycle riders under the age of 16 must wear properly fitted, safety-related helmets when riding a bicycle. Law enforcement officers may issue a traffic citation and assess fines to riders who do not comply.

### Interscholastic Extracurricular Activities (Athletics)

- A student not currently suspended for interscholastic extracurricular activities, or suspended or expelled from school, pursuant to the district's suspension or expulsion authority provided in law is eligible to participate interscholastic extracurricular activities. F. S. 1006.195(1)
- Per F.S. 1006.09(2), if a student is convicted of, or is found to have committed a felony or a delinquent act, including an off-campus incident which would have been a felony if committed by an adult, the student's eligibility in interscholastic extracurricular activities is contingent upon local administration policy, regardless of whether or not adjudication is withheld.
- Students who participate in interscholastic extracurricular activities for, but are not enrolled in a district public school, are subject to the district's code of conduct for the limited purpose of establishing and maintaining the student's eligibility to participate at the school.
- All junior high students must have a 2.0 on a 4.0 GPA scale at the conclusion of each semester. A high school student must have a cumulative 2.0 GPA on a 4.0 unweighted scale at the conclusion of each semester.
- Students are limited to four years of athletic eligibility upon entering high school.
- The Florida High School Athletic Association continues to retain jurisdiction over eligibility rules dealing with recruitment violations and sanctions against students.

**Commented [WU38]:** This information was updated and expanded upon in the new Handbook under the STUDENT CONDUCT ON A SCHOOL BUS section starting on PAGE 19.

**Commented [WU39]:** This information is incorporated into the STUDENT-LED ORGANIZATIONS section under STUDENT ACTIVITIES, ATHLETICS, AND EXTRACURRICULAR ACTIVITIES subheading on PAGE 11.

Section 4:  
Procedures Relating to Disciplinary Actions

Procedures for Firearms Violations, Weapons (Per F.S. 790.115(1), Assault and other Major Offenses

- Any student who is determined to have brought a firearm or weapon (as defined in Chapter 790.115(1), F.S.) to school, onto any school ground (including parking areas), to any school function, or onto any school-sponsored transportation and for making threats or false reports against a person or persons (as defined in F.S. 790.162 and 790.163) is automatically recommended TO BE EXPELLED FOR NOT LESS THAN ONE (1) FULL YEAR.
- The Superintendent may consider the one year expulsion on a case by case basis and request the School Board to modify the requirement, including placement in an alternative program, if in the best interest of the student and school system.
- Possession of an artificial firearm is an automatic suspension and/or possible expulsion recommendation to the Superintendent.

Clay County School Board Policy 4.12(P) Use of Metal Detectors

School officials or school employees designated by the principal may conduct metal detector checks of groups of individuals if the checks are done in a minimally intrusive, nondiscriminatory manner (e.g., on all students in a randomly selected class; on every third individual entering an athletic event). Metal detector checks of groups of individuals may not be used to single out a particular individual or category of individuals.

If a school official or a law enforcement officer has reasonable suspicion to believe that a particular student is in possession of an illegal or unauthorized metal container, object, or weapon he or she may conduct a metal detector check of the student's person and personal effects.

A student's failure to permit a metal detector check as provided in this policy will be considered grounds for disciplinary action, including suspension.

The Superintendent shall develop procedures for implementing this policy. (These procedures are found in the Administrative Procedures Handbook - # SD-SS04-011 under "Support Services".)



**Commented [WU40]:** Much of this information is embedded into the ZERO TOLERANCE RULE of the new Handbook (PAGE 20), as well as in the EXPULSION section (PAGE 23), FIREARMS section (PAGE 26), and APPENDIX B (PAGE 55).

Student Locker Search

School personnel may conduct a search of a student's possessions, a student's locker, or any other storage area on school property or student vehicle without a warrant when school personnel have reasonable suspicion that illegal, prohibited, harmful items or substance, or stolen property may be concealed in such location. School personnel have the authority to search a student's possessions upon reasonable suspicion, if the student refuses to reveal the contents inside.

School personnel are encouraged to attempt to obtain consent from a student to search for illegal, prohibited, harmful items or substances, or stolen property, but may proceed with a search without a student's consent, upon reasonable suspicion of a prohibited or illegally-possessioned substance or object.

Principals are authorized to request from law enforcement the need to utilize trained dogs to detect the presence of illegally possessed substances or objects in student lockers, in student automobiles parked on campus, and any student possession that is located on campus. Florida Statute 1006.09(9)

**Commented [WU41]:** This information is now part of the RANDOM SEARCH section of the new Handbook starting on PAGE 44.

Procedures for Drug and Alcohol Infractions

As per Florida Statute 1006.09(8): School personnel are REQUIRED to report to the principal or the principal's designee any suspected unlawful use, possession, or sale by a student of any controlled substance, as defined in s. 893.02; any counterfeit controlled substance; as defined in s. 831.31; any alcoholic beverage, as defined in s. 561.01(4); or model glue. School personnel are exempt from civil liability when reporting in good faith to the proper school authority suspected unlawful use,

**Commented [WU42]:** This information is incorporated into the TOBACCO, DRUGS & ALCOHOL section of the new Handbook starting on PAGE 25, as well as into the INVESTIGATIONS section (PAGE 24) and APPENDIX B (PAGE 55).

possession, or sale by a student. Only a principal or principal's designee is authorized to contact a parent or legal guardian of a student regarding this situation.

Infractions may include:

- Use, possession, under the influence of, or sale of alcohol or other controlled substance or alleged substance, including over-the-counter drugs and synthetic drugs.
- Endangering the health and safety of students by distribution or preparation of information, written or oral, while on school property for the purpose of soliciting, participation or attendance in parties or gatherings where it is known, represented or likely that statutorily prohibited chemical substances or alcohol will be distributed or consumed.

**Commented [WU43]:** Most of this information has been reformatted and located into the DISCIPLINE ACTION MATRIX section of the new Handbook starting on PAGE 27.

**First Infraction:**

- Contact parents via phone or email; all reasonable attempts for direct contact should be made.
- Issue 10-day suspension notice and recommendation for expulsion (see ESE District procedures and guidelines for students referred to or staffed into ESE).
- Notify Superintendent or his designee by sending paperwork and recommendations. Options to reduce 10 day suspension and expulsion recommendation can be made if thorough investigation uncovers unusual circumstances.
- Limited to Unusual Circumstances: After Principal confers with Superintendent or his designees:
  - Secondary schools - may use Level III and IV options after Superintendent's approval to reduce the 10-day suspension and expulsion recommendation at the school level administrative hearing, conducted by the principal. Up to seven of the 10 days may be waived if student and parent agree to complete a family education program authorized by the principal.

Elementary schools - may use Level II through IV options to reduce the 10-day suspension and expulsion recommendation at the school level administrative hearing conducted by the principal. It will be the principal's decision on suspension days waived including, but not limited to, suspensions waived if parents and students agree to complete a family education program.

**Secondary or elementary options may include but are not limited to:**

- Family Education Program for secondary student's only (county substance abuse and violence prevention program with parents' and students' participation).
- Approved counseling by outside agency (documentation of enrollment required within 4 weeks of the referral date).
- Recommend alternative placement including parents' and students' participation in the Family Education Program (for secondary students only).
- Other local and district administrative recommendations (after principal confers with Superintendent or County Office staff designee).

**Second and Subsequent Infractions**

- Suspend 10 days with recommendation for expulsion
- Send expulsion recommendation to the Superintendent
- The Student Hearing Officer may convene the District Discipline Review Committee to examine a situation or unusual circumstances and make a recommendation to the Superintendent.

**Recommendations to the Superintendent may include:**

- Expulsion recommendation reaffirmed
- Other actions deemed appropriate by the District Discipline Review Committee
- Alternative program placement

### Procedures for Out-of-School Suspension

A school principal may suspend a student from school for up to ten school days from all classes of instruction on school grounds and all other school sponsored activities, except as authorized by the principal or principal's designee, for persistent disobedience and/or gross misconduct. Principals take this action when they have exhausted informal and other formal disciplinary strategies, or when they have at least considered those alternatives and rejected them as inappropriate in a given situation. 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.

- Prior to suspension, the student shall be advised why he/she is being suspended, be provided an opportunity to refute the charges, and be given an opportunity to submit to the administrator a list of names of other individuals who might have witnessed the incident.
- Written notice shall be sent to parent(s) or guardian regarding the reason disciplinary action was taken. All reasonable attempts to conference with parent via phone or in person must be made during the suspension process.
- If the immediate suspension of the student is justified because the student's presence endangers others or school property, the necessary notice and conference, if requested, will follow as soon as possible.
- The school is required to provide all work assignments to be completed by the student.

### Procedures for Expulsion

A school principal may recommend to the Superintendent the expulsion of a student for all Level IV infractions and Level III infractions that are especially egregious, violent, or otherwise significant enough to warrant such a decision. Expulsion is the removal of the right and obligation of a student to attend a public school under conditions set by the school board, and for a period of time not to exceed the remainder of the term or school year and one (1) additional year of attendance. Expulsions may be imposed with or without continuing educational services and shall be reported accordingly.

- Prior to expulsion, the student shall be advised why he/she has been recommended for expulsion, be provided with an opportunity to refute the charges, and be given the opportunity to submit to the administrator a list of names of other individuals who might have witnessed the incident.
- Should the principal make a recommendation to the Superintendent for expulsion, the parent and student or adult student has a right to a hearing with the principal.
- At that time, the parent or adult student may request to have any willing witnesses that they deem appropriate who were involved in the case be present.
- At the Principal's suspension hearing, the parent or adult student shall also be advised of the right to appeal and be advised of the appeal procedures to the District Discipline Review Committee.
- If the parent or adult student feels they have not been afforded a fair hearing at the school and district level, they have the right to request in writing a hearing before the School Board.
- In the event that a student who has been recommended to expulsion withdraws from enrollment in the Clay County School, the expulsion proceedings shall continue as though the student had not withdrawn. The Principal, Superintendent and School Board shall not delay action on an expulsion recommendation pending re-entry/re-registration of the student in Clay County District schools.
- If a student is recommended for expulsion, a student may not return to their home school until the completion of the District Review Committee.

### Suspension Process and Appeal of a Suspension

- The principal is initially responsible for determining that a suspension offense has been committed.
- In investigating such incidents, the student will be notified in writing of the Code infraction and an opportunity to admit or refute the circumstances.
- It should be noted that any statement a student makes may be used, along with other documentation, to prove whether the student is guilty or not guilty of the infraction.
- The principal's conclusions should be based on documentation of the facts pertaining to the incident.
- The school principal, after reviewing the case with the parent or adult student, will either affirm the length of suspension as originally stated in the suspension notification, or reduce the length of suspension upon consideration of the results of the parent conference. This change shall be made on the electronic referral in the student information system.
- The parent, or adult student, at the initial conference, should be advised of his/her right to appeal the action to the Superintendent through his designee.

**Commented [WU44]:** This information was incorporated into the SUSPENSION & EXPULSION section of the new Handbook starting on PAGE 23.

**Commented [WU45]:** This information was incorporated into the SUSPENSION & EXPULSION section of the new Handbook starting on PAGE 24.

**Commented [WU46]:** Incorporated into the PROCEDURES and APPEAL sections of the new Handbook starting on PAGE 23 and PAGE 24.



- If the parent, guardian, or adult student feels that they were not afforded a fair hearing, or disagree with a result at the school, he/she shall appeal to the Superintendent’s designee in writing within 3 days.
- The Superintendent or designee may convene the District Discipline Review Committee. This committee will be made up of individuals from various departments representing general education, specialized instruction, and student discipline.
- The committee shall hear any additional testimony that may be deemed necessary to aid the Superintendent’s review and attempt to rectify any procedural errors.
- The Committee’s recommendation will be presented to the Superintendent.
- Provisions shall be made for School Board review of the case if an appeal is made by the parent by phone or in writing within 3 days of receiving the Superintendent’s decision.

Hearings will be conducted pursuant to Florida Statutes 1006.07(1)(a) and 1006.08(1). Suspension hearings are exempted from provisions of Ch. 120 F.S. Expulsion hearings shall be governed by F.S. 120.57(2) and are exempt from F.S. 286.0111.

Discipline Procedures for Students with Disabilities

The School District of Clay County is committed to providing all students with disabilities a free, appropriate public education. While this commitment includes all aspects of the disabled students learning experience, it in no way lessens the School Board’s intention to maintain a safe, orderly environment for the entire student and staff population. Additionally, the School Board believes that the implementation of thoughtful, carefully constructed disciplinary procedures is a necessary component of student education.

Formal disciplinary actions described in the Clay County Code of Student Conduct may be used with students with disabilities when trained professionals have evidence that such strategies are appropriate to the student’s conduct and contribute to his learning process. When necessary to ensure the overall safety, welfare, and/or order of the school environment, a student with disabilities may be subjected to short-term suspension with all alternative procedures and safeguards affirmed. More serious violations may result in a recommendation for expulsion and/or an administrative placement in an Alternative Exceptional Education setting.

When working with students with disabilities, the goal is to focus on proactive strategies using positive behavioral interventions and supports with an intentionally reduced focus on exclusionary methods (i.e. out-of-school suspension). Individualized Education Plan (IEP) or 504 teams must convene when a student reaches his or her fifth day of out-of-school suspension in order to proactively address the student’s needs. Teams may convene any time prior to the fifth day of suspension if the need is warranted.

Procedures which govern a change of placement generally follow these guidelines:

- The district prohibits any student with a disability from being suspended out-of-school for more than ten (10) consecutive days or ten (10) cumulative days within a school year. Any disciplinary removal of a student with a disability for more than ten (10) days in a school year is considered a change of placement. If a decision is made that a change of placement will occur for a student with a disability, the student’s IEP or 504 team will be convened to conduct a manifestation determination review.
- Students with disabilities who have been determined to have committed certain Level III or Level IV infractions of the Code of Student Conduct may be recommended for expulsion.
- A group of professionals trained to provide input regarding the student’s disabling condition documents evidence that the on campus expellable event is not a manifestation of this condition. The group shall include the school psychologist, appropriate Exceptional Student Education (ESE) personnel, and administrative representation of the referring campus.
- This group shall convene with the parents of the student recommended for expulsion to generate an appropriate (Individualized Education Plan) or 504 Plan.
- If it is determined that the offense is a manifestation of the disabling condition, the student may not be expelled, but may be provided services for a limited time in an alternative setting. The setting will be determined by an IEP or 504 Plan committee. For Students with Disabilities, appropriate goals and objectives to address the inappropriate behavior(s) will be reviewed or generated and will be implemented in the resulting educational setting.

**Commented [WU47]:** This was included in the HEARING OFFICE section of the new Handbook on PAGE 22.

**Commented [WU48]:** This was carried over to the DISCIPLINE & STUDENTS WITH DISABILITIES section of the new Handbook starting on PAGE 41.

- In addition to the student's placement in an appropriate ESE Program or 504 Plan, there is documented evidence of the availability of necessary support services and concentrated alternatives. Furthermore, a Functional Behavior Assessment/ Positive Behavior Support Plan (FBA/PBSP) is to be generated or reviewed and added to the IEP. For students with 504 Plan, a behavior plan will be generated or reviewed.
- A district-wide discipline hearing may be held to consider the Principal's recommendations to the Superintendent.
- The recommendations will be based on the Statement of Manifestation and the determination of eligibility for expulsion.
- After a review of the following documentation by the ESE Director or Student Services staff, the Superintendent may notify the parents (regarding) the Clay County School Board hearing schedule and the rights accorded the student at the hearing:
  - Statement of Manifestation
  - Current IEP, including relevant matrix amendments, or 504 Plan
  - Least Restrictive Environment (LRE)
  - Functional Behavior Assessment/Positive Behavior Support Plan
- All Due Process Rights and Procedures are granted to students with disabilities.
- Under no circumstances shall expulsion of a student with disabilities result in a complete cessation of educational services. Students will be provided an alternative setting in order to insure that the IEP or 504 Plan is continued.

NOTE: In reference to Section 504 students, the consequences for drug or alcohol use or possession by any student with a disability are not different from non-disabled students.

**Procedures for Consideration of Suspension or alternative School Assignment When a Student is Charged with a Felony**

Pursuant to Section 1006.09(2), Florida Statutes, a student charged with a felony or delinquent act that would be a felony if committed by an adult, whether it occurred on or away from school board property, may be suspended or assigned to an alternative education program. Such assignment may be made upon determination that the student is eligible according to federal and state program criteria, and:

- the nature of the offense is such that the student poses a threat to safety of other students or personnel at school, or
- the student's safety is at risk by remaining in school or at a school-sponsored event with other students.

A principal can initiate this process in writing through the Hearing Office under authority of s. 1001.54 and guidance of s. 1006.13(6). Suspension pursuant to this process shall not affect the delivery of educational services to the student and the student shall be enrolled in an alternative education program. Students who are eligible for services under the IDEA or Section 504 of the Americans with Disabilities Act are subject to those procedural safeguards.

The recommendation of the principal to exercise this policy must be approved by the principal supervisor.

**Procedures for Investigating Assault and Battery to School Board Personnel**

Infractions may include:

- Striking a school board employee
- Any person threatening or attempting bodily harm when the person being threatened feels that the threat is real and may be carried out.

Procedures:

- Investigate and collect all relevant information, including witness statements.
- Consult with law enforcement (when staff presses charges to assure CCEA or CESPA involvement).
- Notify parents of incident; notice family with certified letter of principal review.
- Issue suspension notice with recommendation for expulsion (see ESE guidelines for students referred or staffed into ESE; a ten-day recommended suspension must be addressed at the district-wide meeting).
- Notify Superintendent by sending paperwork and recommendations. Recommendations may include temporary placement in an appropriate alternative setting prior to any district-level hearings.
- The Superintendent or designee will convene the District Discipline Review Committee to investigate the incident. The Superintendent or designee will select the members of the committee, including members of the Clay County Education Association (CCEA) or Clay Educational Staff Professional Association Local 7409 (CESPA) when the injured staff member presses charges. If the school personnel (victim) presses charges on the student, they can attend the district-wide meeting.

**Commented [WU49]:** This section was carried over the STUDENTS CHARGED WITH FELONY section of the new Handbook, starting on PAGE 43.

**Commented [WU50]:** This information was carried over to the STRIKING OR THREATENING SCHOOL BOARD EMPLOYEE section of the new Handbook on PAGE 26. Some new language was added describing that school administration and HR assist the employee in these circumstances.

- The student must attend the review meeting. (Unusual circumstances that prevent their participation should be processed as part of the discipline backup material.)
- The committee will present its findings to the Superintendent for his expulsion recommendation to the School Board.

**Procedures Relating to Harassment**

It is the policy of the Clay County School District to maintain a learning environment that is free from harassment based on sex, race, color, sexual orientation, national origin, or disability as required by federal laws prohibiting discrimination by school districts receiving federal financial assistance.

It shall be a violation of District policy for any student, teacher, administrator, or other school personnel of this district to harass a student through conduct of a sexual nature, or regarding race, color, sexual orientation, national origin or disability as defined by this policy.

It shall also be a violation of District policy for any teacher, administrator, or other school personnel of this District to tolerate sexual harassment or harassment based on race, color, sexual orientation, national origin, or disability by a student, teacher, administrator, or other school 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.

For purposes of this policy, harassment of a student consists of verbal, written (to include electronic communication), or physical conduct relating to an individual's sex, race, color, sexual orientation, national origin, or disability when the harassing conduct is sufficiently severe, persistent, pervasive, and objectively offensive so that it can be said to deprive the victim of access to the educational opportunities or benefits provided by the school.

**Definitions of Harassment**

Sexual harassment consists of unwelcome and unsolicited sexual advances, requests for sexual favors, sexually motivated physical conduct, or any other verbal or physical conduct or communication of a sexual nature. Sexual harassment can take two forms: 1) hostile environment and 2) "quid pro quo" which means "you do something for me and I'll do something for you" in a sexual context.

Examples of sexual harassment may include:

- sexual advances
- unnecessary touching, patting, grabbing, pinching, or brushing against the body of the same or opposite sex
- unwelcome physical behavior, verbal or written words or symbols directed at an individual's gender, clothing, body, or activities
- suggestive or obscene sounds or gestures
- sexual or dirty jokes
- touching oneself sexually or talking about one's sexual activity in front of others
- spreading rumors about or rating other students as to sexual activity or performance
- inappropriate physical exposure
- sexually cyberharassing – publishing a sexually explicit image of a person that contains or conveys the personal identification information of the depicted person to an Internet website without such person's consent, for no legitimate purpose and with the intent to cause substantial emotional distress to such person.

Harassment because of race, color, sexual orientation, or national origin consists of verbal or physical conduct relating to an individual's race, color, sexual orientation, or national origin when the harassing conduct is sufficiently severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening or abusive educational environment.

Examples of conduct, which may constitute harassment because of race, color, sexual orientation, or national origin, include:

- graffiti containing offensive language which refers to a person's race, color, sexual orientation, or national origin
- name calling, jokes, or rumors
- threatening or intimidating conduct directed at a person because of his/her race, color, sexual orientation, or national origin
- racial or ethnic slurs, negative stereotypes, and hostile acts based on another's race, color, sexual orientation, or national origin

**Commented [WU51]:** This information is incorporated into the DISCRIMINATION | HARASSMENT section of the new Handbook starting on PAGE 8. Much of the language has been retained but updated and reformatted.

**Commented [WU52]:** This information is embedded into the DISCRIMINATION | HARASSMENT section (PAGE 8-9), as well as in the DISCIPLINE ACTOIN MATRIX (PAGE 27), and APPENDIX B (PAGE 55).

- a physical act of aggression or assault upon another because of, or in a manner reasonably related to, that person’s race, color, sexual orientation, or national origin
- other kinds of aggressive conduct such as theft or damage to property which is motivated by race, color, sexual orientation, or national origin

Harassment because of a disability consists of verbal or physical conduct relating to an individual’s physical or mental impairment when the harassing conduct is so severe, persistent, or pervasive that it affects a student’s ability to participate in or benefit from services or opportunities in an educational program or activity, or creates an intimidating, threatening, or abusive educational environment.

Examples of conduct, which may constitute harassment because of a disability include:

- graffiti containing offensive language derogatory to a person because of their physical or mental disability
- threatening or intimidating conduct directed at another because of that person’s physical or mental disability
- jokes, rumors, taunting, belittling, or name calling based on that person’s physical or mental disability
- slurs, negative stereotypes, and hostile acts which are based upon an individual’s physical or mental disability
- a physical act of aggression or assault upon another because of, or in a manner reasonably related to, an individual’s physical or mental disability
- other kinds of aggressive conduct such as theft or damage to property which is motivated by an individual’s physical or mental disability.

**Definition of Bullying**

Bullying is unwanted, aggressive behavior that involves a real or perceived threat, a power imbalance between the one being bullied and the one doing the bullying, and is repeated, or has the potential to be repeated, over time. Children and youth who are bullied and who bully others may have serious, lasting social-emotional problems.

In order to be considered bullying, the behavior must be aggressive and include:

- An Imbalance of Power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others.
- Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, or purposely excluding someone from a group. (stopbullying.gov 2018)

**Definition of Hazing**

Hazing – Means any action or situation that endangers the mental or physical health or safety of a student at a school with grades 6 through 12 for purposes including, but not limited to, initiation or admission into or affiliation with any organization operating under the sanction of a school with grades 6 through 12. “Hazing” includes, but is not limited to:

- Pressuring, coercing, or forcing a student into:
  - o Violating state or federal law
  - o Consuming any food, liquor, drug, or other substance; or
  - o Participating in physical activity that could adversely affect the health or safety of the student.
- Any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.

**Procedures for Reporting Harassment/Bullying/Hazing**

Students should report the complaint directly to a teacher, school counselor, or school administrator. (If the accused is the principal, students or parents should contact Human Resources at (904) 336-6706.

Students should tell their parents.

Students may ask their teacher, school counselor, or parent to help them report the incident to their principal or assistant principal.

Students should be prepared to give accurate details of who, what, when, where, and how.

Anyone can anonymously report alleged harassment/bullying/hazing through the districts website at <https://www.oneclay.net/Page/4717>.

**Commented [WU53]:** This information is embedded in the BULLYING section of the new Handbook starting on PAGE 9, as well as into the DISCIPLINE ACTION MATRIX (PAGE 27), AND APPENDIX B (PAGE 55).

**Commented [WU54]:** This information is primarily found in the DISCIPLINE ACTION MATRIX of the new Handbook starting on PAGE 27, and then further defined in APPENDIX B (PAGE 55).

**Commented [WU55]:** This information is adapted into the REPORTING DISCRIMINATION, HARASSMENT, AND BULLYING section of the new Handbook starting on PAGE 10. Some information can also be found in the INVESTIGATION section (PAGE 24).

**Procedures for Investigating Harassment/Bullying/Hazing**

- Principal immediately notifies victim’s parent/guardian of the reported bullying/harassment/hazing. Principal selects a neutral designee to initiate the investigation.
- Interviews of the victim, alleged harasser/bully/hazer, and witnesses are conducted individually and documented. School counselor should be notified to schedule individual counseling session to determine the counseling needs of the victim and perpetrator.
- The administrative designee shall collect and evaluate the facts including:
  - the nature of the behavior
  - how often the conduct occurred
  - whether there were past incidents or past continuing patterns of behavior
  - the relationship between the parties involved
  - the race, national origin, sex, disability (if any) and age of the victim
  - the identity of the perpetrator, including whether the perpetrator was in a position of power over the student allegedly subjected to harassment/bullying/hazing
  - the number of alleged harassers/bullies/hazers
  - the age of the alleged harasser/bully/hazer
  - where the harassment/bullying/hazing occurred
  - whether there have been other incidents in the school involving the same or other students
  - whether the conduct adversely affected the student’s education or educational environment
  - the context in which the alleged incidents occurred

Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts.

- Recommend remedial steps necessary to stop the harassing/bullying/hazing behavior.
- Write a final report to the Principal.
- Actions taken to protect the person being harassed/bullied/hazed are reported to the victim’s parent/guardian.

The maximum of 60 school days shall be the limit for the initial filing of incidents that fall under the Federal guidelines for harassing behavior and completion of the investigative procedural steps. All reports of bullying/hazing will be handled in a timely manner. The highest level of confidentiality possible will be upheld regarding the submission of a complaint or report of harassment/bullying/hazing and the investigative procedures that follow.

Submission of a good faith complaint or report of harassment/bullying/hazing will not affect the complainant or reporter’s future employment, grades, learning or working environment, or work assignments. Retaliation against one who reports an incident of harassment/bullying/hazing in good faith will not be tolerated. However, if frivolous actions are brought against the school board or school officials under Title IX, it is important to note that Rule 11 of the Federal Rules of Civil Procedure is aimed at curbing abuses of the judicial system.

Any person who wrongfully and intentionally accuses another person of bullying/harassment/hazing will be subject to disciplinary action. (Reference SB Policy 1.12, 4.11).

**Commented [WU56]:** This information is adapted into the REPORTING DISCRIMINATION, HARASSMENT, AND BULLYING section of the new Handbook starting on PAGE 10. Some information can also be found in the INVESTIGATION section (PAGE 24).

Section 5:  
Classification of Infractions and Glossary

The Code of Student Conduct defines infractions that have been committed by students while under the supervision of district staff or designees.

A major consideration in the application of the Code of Student Conduct is the identification of the most appropriate disciplinary action necessary to bring about positive student behavior. To that end, specific grounds for disciplinary action have been divided into four subgroups and a variety of administrative actions have been suggested or mandated. The violations in various subgroups represent a continuum of misbehavior based on the seriousness of the act and the frequency of occurrences. Violations classified at Level I are relatively minor and involve acts which only minimally disrupt the orderly conduct of the educational process in the classroom. By contrast, Level IV misconducts involve criminal acts or acts that cause extreme disruption and are so serious that they represent a direct and immediate threat to the welfare of other individuals.

It is important to note that the administrator and teacher, consistent with the power delegated to him/her, has the authority to take additional or more severe administrative action under this Code if, in his/her opinion, the nature of the misconduct warrants it.

Each classroom teacher should deal with general classroom disruption by taking in-class disciplinary action, by making a personal call to the parents or guardians when feasible, and by scheduling conferences with parent(s) or guardian and other school staff. Only when the action taken by the teacher is ineffective, or the disruption is sufficiently severe, should the student be referred to the principal or his/her designee. Teachers will be notified of the results of the action taken.

The charts on the following pages list these violations and the recommended or mandated disciplinary action.

In addition to the Statutes noted in this document, other F.S. referring to discipline and control of students include:

1001.41	General powers of School Board
1001.42	Powers & duties of the School Board
1001.43	Supplemental powers and duties of School Board/Student management
1003.01(5)(a)(b)(6)	Definitions of Suspension and Expulsion
1003.31	Pupils subject to control of school
1003.32	Authority of Teacher
1003.32(4)(5)(6)(7)	Teacher authority to remove a student
1006.08	Duties and Responsibilities of the Superintendent
1006.09	Authority of Principal
1006.09(9)	Search of student locker or storage area
1006.09(8)	Reports of suspected substance or alcohol abuse; exemption from liability
1006.10	Authority of school bus driver
1006.11(2)	Liability of Teacher or Principal
1006.13	Zero Tolerance for Crime & Victimization
1006.13(5)	School attendance and transportation of certain offenders
1006.14	Pupils prohibited from belonging to secret societies
69.11; 569.101; & 569.12	Penalties/reporting of tobacco products
790.115	Possessing or discharging weapons or firearms at a school-sponsored event or on school property prohibited; penalties; exceptions.
6A1.0404	Zero Tolerance for School Related Violent Crime
6A1.0956	Suspension on the basis of felony charge

Assessing Consequences for Infractions

All infractions could be used with any number of actions set forth in the the guidelines for assessing consequences for violations of School Board policies. School principals have the discretion to deviate from these guidelines by assessing an appropriate consequence other than stated in the guidelines if it is determined that there are mitigating or aggravating circumstances. The nature of the offense and/or the student's past disciplinary record may be considered in disciplinary action under progressive discipline. Students may be referred for mental health services as indicated by need and history.

The school district employee who is supervising the student or who observes the misbehavior should intervene in the misconduct. If repeated misbehavior or further action is necessary the school district employee should refer the student to the school administrator. After hearing the student's explanation, consulting with staff members and doing any other investigation necessary, the administrator will decide on disciplinary action.

**Commented [WU57]:** These first three paragraphs were incorporated into the STUDENT ACCOUNTABILITY, DISCIPLINE, & MISCONDUCT section of the new Handbook starting on PAGE 22.

**Commented [WU58]:** This information was not included in the new Handbook. Statute and State Board Rules are embedded throughout the document for the readers reference.

**Commented [WU59]:** This section is embedded into the DISCIPLINE ACTION MATRIX section of the new Handbook starting on PAGE 27 and with only moderate language updates and formatting.

## Level 0

Level 0 codes 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. Suspension of any kind should not be used with these codes.

Behavior Incident Tracking BIT - To be used for documentation of problematic student behaviors. If there is a consequence connected to this incident then the code should be from a Level 1 or higher.

- (SAO) Felony Charges –[previously defined as State Attorney Charges]
- (UBL) Unsubstantiated Bullying UBL – 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).
- (UHR) Unsubstantiated Harassment UHR – 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).

## Level 1

Level 1 infractions are relatively minor misbehaviors or general classroom disruptions which interferes with the orderly educational process in the classroom or other areas.

- (CHT) Cheating - Academic cheating is defined as representing someone else's work as your own. Several examples are, having answers written prior to the exam, including sharing another's work, purchasing an academic paper or test questions in advance, paying another to do the work for you and plagiarism.
- (DRS) Dress Code Violation - 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.
- (FLS) 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' name to a note
- (RES) Response to a Confrontation/Student/Self Defense - Used when the person responding was defending themselves Used when the investigation identifies a clear offender the initial confrontation does not have to involve physical contact
- (TAR) Tardiness - Late to class or school
- (VCR) Violation of Classroom Rules - Violation of specific posted or written class rules that are not necessarily a disruptive behavior. Breaking behavioral contract, thereby progressing to the next disciplinary level as specified in the school student handbook.

**Commented [WU60]:** This entire next session can now be found in APPENDIX B of the new Handbook starting on PAGE 55.

## Level II

Level II infractions are acts of misbehavior whose frequency and seriousness tends to disrupt the learning climate of the school. These infractions usually result from a continuation of Level I misbehavior and require administrative personnel intervention because execution of Level I disciplinary procedures and options has failed to correct the situation.

This misconduct must be reported to the appropriate school administrator for disciplinary action. The administrator will follow the procedure designated for minor violations (Level I) in investigating the situation and deciding on disciplinary action.

- (ABS) Abuse of School Property vandalism under \$1,000 - To use wrongly or improperly, or to maltreat any school equipment or property, including, but not limited to, the inappropriate use of a computer by breaking into restricted accounts or networks, modifying or destroying files without permission, illegally copying software and entering, distributing or printing unauthorized files.
- (DEF) Defiance/Disrespect 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.
- (GMB) Gambling - One who participates in games of chance or skill for money or profit.
- (IAC) Inappropriate Conduct - Violation of specific posted or written school rules that are not necessarily a disruptive behavior. Breaking behavioral contract, thereby progressing to the next disciplinary level as specified in the school student handbook.
- (LVC) Leaving Class Without Permission- Student did not have permission granted by the teacher or other school entity to leave the classroom environment; unauthorized leaving of assigned class.
- (LVS) Leaving School Without Permission- Student did not have permission granted by the teacher or other school entity to leave the school grounds; unauthorized leaving of school grounds.
- (DSP) Low Level Confrontation - Student who deliberately pushes, pulls, shoves, strikes or fights with another student or students or by acts or words provokes a fight which does not result in injury and is basically considered a minor altercation.
- (POS) Possession of an Inappropriate Object - Possession and/or use of items or contraband designated by the school as inappropriate materials such as portable paging devices, beepers, portable cellular telephones, portable cassette or CD players, electronic games, rollerblades, skateboards, magic cards, lighters, hats, etc. and any other items that cause distraction and/or damage to persons or property or otherwise interferes with learning. Possession of a pocket knife which may be potentially dangerous or harmful to others. These items will be confiscated.
- (PRO) Profanity Obscene Language or Gesture- Abusive, profane, obscene or vulgar language (verbal, written, or gestures) or conduct in the presence of another person.
- (SKP) Skipping - Unauthorized absence from school without parent/guardian knowledge or permission.
- (SPE) Student uses Profanity/School Board Employee - A student who intentionally or unintentionally engages in a verbal confrontation involving a school board employee. If the verbal confrontation involves a threat then see SESIR Threat TRE.
- (STP) Stealing/Petty Theft <\$300 - taking of property or from a vehicle on school property worth under \$300



**Level III**

Level III infractions are major acts of misconduct. They include repeated misconduct acts from Level II, serious disruptions of school order and threats to the health, safety and property of others. The misconduct must be reported promptly to the school administrator, who may remove the student from the school or activity immediately.

- o (TEC) Inappropriate use of Technology Wireless Communication Devices - When the possession of a wireless communication device disrupts the educational process. This includes the unauthorized use of a wireless communication devices to capture 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).
- o (IDT) Identity Theft - When a student represents themselves as another individual (including but not limited to students and district employees) with the intent of creating confusion or disruption to another's well-being. The fraudulent acquisition and use of a person's private identifying information.
- o (PSF) Possession of Fireworks - Possession, use, sale, storage or distribution of fireworks or firecrackers or associated devices.
- o (SCE) Student Physical Confrontation/ School Board Employee - A student who intentionally engages in a physical confrontation involving a school board employee.
- o (BRK) Breaking and Entering - The unlawful entry with force, or unauthorized presence in a building or other structure, or conveyance with evidence, or the intent to damage or remove property or harm a person(s).
- o (BUL) Bullying/Cyberbullying - Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems. Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior. The most common places where cyberbullying occurs are:
  - Social Media, such as Facebook, Instagram, Snapchat, and Twitter
  - SMS (Short Message Service) also known as Text Message sent through devices
  - Instant Message (via devices, email provider services, apps, and social media messaging features)
  - Email
- o (FIT) Fighting - When two or more persons mutually participate in use of force or physical violence that requires physical restraint or results in injury.

**Examples**

- Student or other engaging in a fight/combat with another and physical restraint is necessary to stop it.
- Student becoming engaged in a fight which results in the need for first aid or medical attention for one or both of the participants.

**Non-Examples**

- Student engaging in "horseplay."
- Student verbally confronting another student/teacher.
- Student or other engaging in pushing and shoving who is easily separated or stopped.
- Student or other engaging in a fight which is resolved without injury or need for physical restraint.

- o (HAZ) Hazing - 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: (1) pressuring, coercing, or forcing a student to participate in illegal or dangerous behavior, (2) any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.

Examples

- Pressuring, coercing or forcing a student into: 1) violating state or federal law; 2) consuming and food, liquid, drug, or other substance; or 3) participating in physical activity that could adversely affect the health or safety of the student.

Non-Examples

- Requiring new team member to attend additional supervised practices.
- o (PHA) Physical Attack - Refers to an actual and intentional striking of another person against his/her will, or the intentional causing of bodily harm to an individual.

Examples

- Throwing an object and hitting someone hard enough to cause injury.

Non-Examples

- Student or other engaging in a fight/combat with another and physical restraint is necessary to stop it.
- Student becoming engaged in a fight which results in the need for first aid or medical attention for one or both of the participants. (Refer to Fighting as a possible SESIR code)
- o (SXA) Sexual Assault - An incident that includes a threat of rape, fondling, indecent liberties, child molestation, or sodomy. The threat must include all of the following elements: 1) intent; 2) fear; and 3) capability.

Examples

- Student or other threatening to rape another.

Non-Examples

- Kindergarten student threatening another with a sexual act.
- o (TBC) Tobacco -The possession, use, distribution, or sale of tobacco products on school grounds, at school-sponsored events, or on school transportation by any person under the age of 18.

Level IV

Level IV acts of misconduct are the most serious. Any Level IV act is grounds for expulsion, and will result in a mandatory 10-day suspension. These acts are clearly criminal and are so serious as to require administrative actions which will result in immediate removal of the student from school, the intervention of law enforcement authorities and/or action by the Superintendent, or the Clay County School Board. Level IV also includes repeated misconduct acts from Level III.

- (ALC) Alcohol - Possession, sale, purchase, or use of alcoholic beverages. Use should be reported only if the person is caught in the act of using or in the course of the investigation it is discovered that the person used alcohol.
- (ARS) Arson - To damage or cause to be damaged, by fire or explosion, any dwelling, structure or conveyance, whether occupied or not, or its contents.
- (BAT) Battery - The physical use of force or violence by an individual against another.

Examples

- Student hitting another with a heavy object over the head.
- Student jabbing a pen into another's arm.
- Student or other engaging in a mutual physical altercation with another and continuing to hit/beat that person even after that person stops fighting, or is no longer able to fight back.

Non-Examples

- Student or other delivering a single poke to the chest.
- Student or other delivers a single, non-injuring strike to the arm of another. Students or others actively engaging in a fight with each other.
- Student or other striking back when hit by an aggressor and becoming engaged in a fight with the aggressor.

(DOC) Disruption on Campus - Majorly Disorderly Conduct Disruptive behavior that poses a serious threat to the learning environment, health, safety or welfare of others.

Examples

- Student or other making a bomb threat.
- Student engaging in disruptive behavior that causes the bus driver to stop the bus to ensure the safety of the group.
- Student or other causing an incident that results in closing the cafeteria.
- Student or other inciting a riot.
- Student or other pulling the fire alarm.
- Student or other deliberately crashing the school computer system.
- Student or other causing an incident that prevents others from proceeding to the next class or prevents egress.

Non-Examples

- Disruption of a single classroom.
- Student defying authority.
- Student disobeying or showing disrespect to others.
- Student or other using obscene or inappropriate language or gestures.
- Student not sitting in seat and/or talking loudly while school bus is moving.

(DRD) Drug Sale Distribution; excluding alcohol - The manufacture cultivation, sale or distribution of any drug, narcotic, controlled substance or substance represented to be a drug.

Examples

- Student passing a marijuana cigarette around in the school bathroom.
- Student giving prescription drugs prescribed for someone else to another.
- Student selling cocaine to another.
- Student or other misrepresenting substances as illegal drugs.

Non-Examples

- Student taking medication prescribed for themselves.
- Student giving an aspirin or other over-the-counter medication to another in dosage prescribed.
- Student smoking a marijuana cigarette alone. (Refer to Drug Use/Possession, DRU)
- Student found with a single marijuana cigarette in backpack. (Refer to Drug Use/ Possession, DRU)

(DRU) Drug Use Possession; excluding alcohol - The use, or possession, of any drug, narcotic, controlled substance or any substance when used for hallucinogenic purposes.

Examples

- Student or other possessing or being under the influence of illegal drugs at school, at school-sponsored events, or on school transportation.
- Student possessing or observed swallowing prescription drugs that are not prescribed for him/her.
- Student found inhaling or ingesting intoxicants, glue, solvents, or aerosols for hallucinogenic purposes.

Non-Examples

- Student possessing or using over-the-counter medications in dosage prescribed.
- Student using inhalers for asthmatic condition.
- Student possessing drug paraphernalia (refer to Other Major, OMC).

(HAR) Harassment - 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.

Examples

- One student approaches another student and makes an insulting gesture. The targeted student runs off in tears and is visibly upset.

Non-Examples

- Two students approach each other and one student makes an insulting gesture towards the other student. Both students are good friends no offense was taken by either student from the interaction.

(HOM) Homicide - The unjustified killing of one human being by another.

(KID) Kidnapping - Forcibly, or by threat confining, abducting, or imprisoning another person against his/her will and without lawful authority.

Examples

- Student or other holding another person for ransom or reward, as a shield, or as a hostage. Non-custodial caregiver, with a restraining order, picking up a student.

Non-Examples

- Student running away with her boyfriend after being picked up from school by him.

(STL) Larceny Theft > \$300, including motor vehicle theft - The unauthorized taking, carrying, riding away or concealing the property of another person, including motor vehicles, without threat, violence or bodily harm.

Examples

- Student or other embezzling public funds.
- Student or other stealing an item worth \$300 or more.
- Student finding a checkbook, signing owner's name and making a purchase.
- Student or other stealing a car or motorcycle.

Non-Examples

- Student or other borrowing an item without permission.
- Student or other committing robbery (code as Robbery instead)
- Student or other stealing an item less than \$300.
- Student steals a credit card but no charges are made to the card.

(OMC) Other Major - Any serious, harmful incident resulting in the need for law enforcement intervention not previously classified.

Examples

- Student produces or knowingly uses counterfeit money.
- Student participates in gambling activities i.e., throwing quarters for money.
- Student possesses pornographic materials depicting others under the age of 18.
- Student possessing drug paraphernalia.

Non-Examples

- Student arrested for violating probation.
- Student or other arrested for committing crimes off-campus.

(ROB) Robbery/Extortion - 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.

Examples

- Student or other snatching a gold chain off someone's neck
- Student or other extorting lunch money
- Student or other engaging in "Carjacking"

Non-Examples

- Student or other taking money from an unattended purse. (Refer to Larceny Theft (STL) as a possible SESIR code)

(SXB) Sexual Battery - 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 object.

Examples

- Student or other raping someone.
- Student or other attempting to rape someone.
- Non-Examples
- Students engaging in consensual sex acts. (Consensual sex is not Sexual Battery. Refer to Sexual Offense (Other) as a possible SESIR code)

(SXH) Sexual Harassment - 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} An incident when one person demands a sexual favor from another under the threat of physical harm or adverse consequence.

Examples

- Student or other causing unwanted and ongoing episodes of leering, pinching, grabbing.
- Student or other making repeated suggestive comments or jokes or actions of a sexual nature.
- Student or other pressuring one to engage in sexual activity.
- Teacher threatening to lower a student's grade if sexual favors are not given.
- Student or other repeatedly showing a photograph, poster or other images of nudity, lewd or sexual activity.
- Student or other pressuring another student for sexual favors by threatening to prevent him/her from participating in a school activity.

Non-Examples

- Student engaging in consensual sex. (Refer to Sexual Offenses (other) code as a possible SESIR code.
- Student unintentionally brushing up against another in the hallway.
- A single incident of a kiss that may be unwanted.

(SXO) Sexual Offenses - 1. Other sexual contact, including intercourse, without force or threat of force, subjecting an individual to lewd sexual gestures or comments or sexual activity, or 2 Exposing private body parts in a lewd manner.

Examples

- Student or other participating in sexual activity in front of a student.
- Student or other intentionally exposing genitals.
- Two or more students engaging in sexual activity.
- Student or other soliciting or encouraging a person to commit a sexual act.
- Student or other touching the buttocks of another in a lewd, lascivious manner.

Non-Examples

- Students kissing consensually
- Student swearing
- A kindergarten child relieving himself publicly
- A first grade student hugging another
- Student inadvertently touching breasts or buttocks of another

(TRE) Threat/Intimidation - A threat to cause physical harm to another person with or without the use of a weapon that includes all of the following elements:

1. intent—that the threat is heard or seen by the person who is the object of the threat.
2. fear – a reasonable fear or apprehension by the person who is the object of the threat that the threat could be carried out; and
3. capability – the ability of the offender to actually carry out the threat directly or by a weapon or other instrument that can easily be obtained.

Examples

- Student or other willfully and repeatedly following another or stalking with intent to cause the person to fear for their safety.
- Student or other who willfully and repeatedly uses email or text messages to cause another to fear for their safety or cause substantial emotional distress (cyber stalking).

#### Non-Examples

- Student or other engaging in mutual combat with another.
- Student or other actually using force or violence against another. (Refer to Battery or Fighting codes as possible SESIR code)
- Student waving to another student in the hallway, waiting after class to talk to him/her and calling to ask him/her out.

(TRE) Trespassing - To enter or remain on a school grounds/campus, school transportation, or at a school-sponsored function/off campus without authorization or invitation and with no lawful purpose for entry.

#### Examples

- Any unauthorized person entering the campus
- Any unauthorized person remaining on property after being directed to leave by the chief administrator or designee.

#### Non-Examples

- Parent entering the building to pick up his/her child without first getting clearance through the office.
- Person searching for a phone at a school facility after his/her car has broken down.

(VAN) Vandalism > \$1,000 - The intentional destruction, damage, or defacement of public or private property without consent of the owner or the person having custody or control of it.

#### Examples

- Student or other defacing school with graffiti.
- Student or other keying or scratching a car in a campus parking lot.
- Student or other trashing a classroom resulting in damages of \$1,000 or more.
- Student(s) damaging a hotel room (\$1,000 or more) on a school-sponsored trip.

#### Non-Examples

- Student or other accidentally damaging chemistry lab equipment.
- Student or other causing damages under \$1,000

(WPO) Weapon Possession - Possession of any instrument or object (as defined by Section 790.001 (13), Florida Statutes, or district code of conduct) that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm.

#### Examples

- Student or other possessing a firearm or knife.
- Student or other using a knife, pocket knife, or other sharp or pointed implement to threaten or harm another.

#### Non-Examples

- Student, after investigation, found to possess a common pocket knife, or eating utensil with no intent to harm.
- Student possessing items not covered under law or district policy such as pointed instruments, pens, or pencils.
- Student possessing a cutting tool that is being used in art shop or other class.

#### Actions/Interventions

Following are actions/interventions that can be used to address student misconduct at all levels listed above. Each action/intervention is coded to guide the user when choosing which action/intervention to apply. More than one action/intervention can be used for a single incident.

It is strongly encouraged that an action/intervention that is focused on building better coping skills or desired behavior be used when an exclusionary action is also utilized.

As a reminder, a principal or principal designee may choose any options when dealing with student misconduct based on circumstances and student conduct history.

**Commented [WU61]:** This section can be found in the ACTION MATRIX section of the new Handbook starting on PAGE 40. It has been updated and incorporated into the DISCIPLINE ACTION MATRIX (PAGE 27).

Action	Recommended Level(s)
Parent Phone Call	1, 2, 3, 4
Admin/Parent/Student Conference	1, 2, 3, 4
Confiscation return to parent/guardian	1, 2
Restitution	1, 2, 3, 4
Referral to Family Education Program	2, 3, 4
Referral to Guidance Services	1, 2, 3
Attendance Contract	1, 2, 3
Behavior Contract	1, 2, 3, 4
Apology Letter (required for each offense)	1, 2, 3, 4
Detention	1, 2, 3
Saturday Detentions/School	1, 2, 3, 4
School Specific Intervention – designed program	1, 2, 3
Loss of Privilege	2, 3, 4
School Chores	1, 2, 3, 4
Silent Lunch	1, 2
Referral for Social Work, Guidance, or Mental Health	1, 2, 3, 4
Peer Mediation	2, 3
Loss of Extracurricular Activities	2, 3, 4
In-School Suspension	2, 3, 4
Out-of-School Suspension	2, 3, 4
Alternative School Placement	3, 4
School Bus Suspension	2, 3, 4
Special assignment related to offense as defined by school-based administrators	1, 2, 3, 4
Consultation with Law Enforcement	3, 4
Expulsion	District Assigned Only

## Glossary of Actions/Interventions

**ALTERNATIVE EDUCATION / IN-SCHOOL SUSPENSION** - A school may elect to remove a student from regular classes and assign him/her to an alternative education or in-school suspension program. Each school specifies those types of conduct for which alternative education or in-school suspension programs may be used. Due to limitations of facilities and supervision, alternative education or in-school suspension programs may not be offered in all schools.

**BANNERMAN LEARNING CENTER** - The principal may, at his/her discretion, suspend a student and recommend his/her expulsion or Superintendent's assignment to the Bannerman Learning Center. Bannerman Learning Center is an Alternative Education Program in a location other than the home school. Should the parent(s), guardian, or adult student be offered this opportunity and decline it, the principal may recommend expulsion and immediately send appropriate documentation to the Superintendent.

**Behavior Contracts** - Behavior contracts are formal written agreements regarding behavior, which are negotiated between a child and a school staff member, parent, or other individual. These contracts are effective in altering behavior in students of all ages (Mathur et al., 1995; Rutherford and Nelson, 1995). Contracting has contributed significantly to behavioral changes in children and youth who are disruptive, delinquent, or antisocial (Rutherford and Polsgrove, 1981).

What does it do?

- Provides students with more one on one help, support, and intervention
- Holds students accountable
- Provides structure, routine, consistency, and organization
- Promotes self responsibility
- Improves students' grades and accountability
- Improves student buy-in
- Increases student motivation and effort
- Improves school/home communication
- When to Implement?
- When students exhibit persistent behavior problems
- When students are very unorganized
- When students consistently fail to compete daily class/school requirements (work, behavior expectations, peer interactions, lunch, etc)
- When students exhibit persistent emotional difficulties, like frustration, anxiety, tantrums, etc.
- When students are defiant and oppositional

The contract should include these things:

- A clear definition of the behavior the child is expected to exhibit
- The positive consequences for performing the desired behavior
- The negative consequences for not performing the desired behavior
- What the student -- and each adult involved -- is expected to do
- A plan for maintaining the desired behavior (Schloss and Smith, 1994)
- The contract should be in written form with copies for all parties involved.

**CLASS DETENTION** - After parents/guardians are notified, students may be detained, during school hours from attending the class where the infraction took place for reasons of poor conduct or failure to complete required schoolwork.

**DETENTION** - After parents/guardians are notified, students may be detained after school hours for reasons of poor conduct or failure to complete required schoolwork. Students may not be detained in excess of one (1) hour. It is the responsibility of the parents/guardians to provide transportation if a student is required to stay after regular school hours. (School Board Policy, Sect. IV.4.04 D)

**DISCIPLINARY PROBATION** - Any student involved in a violation of the Code of Conduct may be placed on probation. The student on disciplinary probation may be denied participation in extracurricular activities, and may be assigned to report frequently to a specified staff member who will assist in monitoring the student's adjustment to the school situation during the probationary period. It is the responsibility of the parent to provide transportation if the student is required to stay after regular school hours. (School Board Policy, Sect. IV, 4.04(D)).

**Commented [WU62]:** Some of these elements have been carried over to the new Handbook and might be found in APPENDIX A (PAGE 54).



**EXPULSION** - Expulsion is the removal of the right and obligation of a student to attend a public school under conditions set by the school board, and for a period of time not to exceed the remainder of the term or school year and one (1) additional year of attendance. Expulsions may be imposed with or without continuing educational services and shall be reported accordingly.

**PEER MEDIATION** - Peer mediation is problem solving by youth with youth. It is a process by which two or more students involved in a dispute meet in a private, safe and confidential setting to work out problems with the assistance of a trained student mediator.

**SCHOOL CHORES** - Should the student's behavior The student may be required to participate in properly supervised activities relating to the upkeep and maintenance of school facilities.

**SUSPENSION In-School** - In order to maintain effective learning conditions, the Code also recognizes that it may be necessary to remove a student from the educational school setting for varying periods of time for reasons of persistent disobedience and/or gross misconduct. If a student is removed from the educational school setting (in-school suspension), every effort will be exerted to determine and resolve the causes of the problem so that the student might return to school.

**SUSPENSION Out of School** - In order to maintain effective learning conditions, the Code also recognizes that it may be necessary to remove a student from the educational school setting for varying periods of time for reasons of persistent disobedience and/or gross misconduct. If a student is removed from the educational school setting (out-of-school suspension), every effort will be exerted to determine and resolve the causes of the problem so that the student might return to school.

**SUSPENSION OF BUS PRIVILEGES** - School bus suspension is the denial of the privilege of riding a school bus, based on misconduct occurring while the student is being transported at public expense. State Board Rule 6A-3.01 7(3)(c), requires the School Board to take action on a suspension which exceeds ten (10) days.

A Reminder from our Office of School Climate and Culture:

If your children know of any problems at school, tell them to share the information with an adult.



Together, we make a difference!

**PUBLIC NOTICES**

**TO**

**STUDENTS AND PARENTS**

**2018-2019**

## RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (Buckley Amendment)

### Introduction

The revised Family Educational Rights and Privacy Act (FERPA) became a Federal law in November, 1974 (amended 1976). The intent of this law is to protect the accuracy and privacy of student educational records. The Clay County School Board has adopted a policy for the implementation of this Act and the Superintendent of Schools has approved administrative procedures for this purpose.

Accordingly, this notice outlines the type of student information collected and how that information is maintained and released. It further indicates the school officials who have the responsibility to follow appropriate procedures regarding the information.

Section 1003.25 and Section 1002.22, F.S. mandates that each principal maintain a permanent cumulative record for each student enrolled in a public school. Such records are to be maintained according to a format prescribed by rules of the State Board of Education. These State Board Rules also define the data which must be kept.

#### WHAT INFORMATION IS IN A STUDENT'S RECORD?

Education records of a student include but are not necessarily limited to: personally identifiable data (student and parent name, address, birth date, birthplace, sex, race), academic record, standardized test results, attendance records, health data, family background information, teacher or counselor ratings and observation, psychological reports, extra-curricular activities, honors and awards, list of schools attended, and any other evidence, knowledge, or information recorded in any medium and maintained and used by an educational institution or by a person acting for such institution. The principal may maintain a separate disciplinary file for students involved in misconduct to include, but not be limited to, description of misconduct, suspension notices, records of action taken, etc. As amended by NCLB (No Child Left Behind), the district will transfer disciplinary records, with respect to a suspension or expulsion, as part of the student's educational record to any private or public elementary school or secondary school for any student who is enrolled or seeks, intends, or is instructed to enroll, on a full-or part-time basis, in the school (Section 4155 of the Elementary and Secondary Education Act of 1965). Confidential records created by the Department of Juvenile Justice are not included in a Student's Educational record. The destruction of student records is in accordance with a retention schedule approved by the Bureau of Archives.

#### WHO HAS ACCESS TO STUDENT RECORDS?

Those persons having access to student records are the School Board, the Superintendent, school personnel within a school or school district with a legitimate educational interest and others specified by Section 1002.22 F.S. A Record of Request shall be maintained in the records. These records are maintained under the direction of the principal.

#### WHAT ARE THE RIGHTS OF A PARENT OR ADULT STUDENT?

According to (34C.F.R. § 300.20), a parent means:

- A natural or adoptive parent of a child;
- A guardian;
- A person acting in the place of a parent (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare); or
- A surrogate parent; or
- A foster parent if the natural parent's authority to make educational decisions on the child's behalf has been extinguished under State law and the foster parent has an "ongoing, long-term parental relationship with the child; is willing to make the educational decisions required of parents under the Act; and has no interest that would conflict with the interests of the child."

Parents, legal guardians, or adult students (age 18 and/or in post-secondary education) have the right of access, right of waiver of access, right to revoke waiver of access, right to challenge and hearing, and right of privacy of records maintained on their child, and a right of a copy of the record (at the cost of reproduction).

Transfer, disclosure, or release of student records requires prior written consent of the parent of eligible student exceptions include:

- disclosures made to school officials with legitimate educational interests;
- disclosures made to another school at which the student intends to enroll;
- disclosures made to state or local education authorities for auditing or evaluating federal-or state-supported education programs, or enforcing relevant federal laws; and
- disclosures including information the school has designated as "directory information"

**Commented [WU63]:** All of this information is included in the FERPA section of the new Handbook starting on PAGE 49 under the new section titled OTHER IMPORTANT INFORMATION FOR FAMILIES.

A parent who wishes to review his/her child's record should make an appointment with the principal or school counselor. School personnel are available to interpret student record information. All such requests will be honored by school officials as soon as possible. It is required that requests be honored within thirty (30) days. A copy of the Clay County Student Records Policy is available in all schools, and at the School Board offices in Green Cove Springs.

In case of divorce or legal separation, either parent may have access to a child's educational record unless an appropriate court order to the contrary has been filed with the school.

Whatever rights are vested in the parent shall pass to the student whenever the student has attained eighteen (18) years of age or is attending a postsecondary educational institution, unless the student continues to be carried as a dependent on the parent's income tax return. [Ref. 1002.22(3)] Students under age 18 may assume adult rights if they become married or are emancipated by court order. [Ref. F.S. 743.01 and 743.015] Note: Pregnant and parenting teens continue as minors unless they become married or emancipated by court order.

Parents or eligible students have the right to file a complaint with the Department of Health and Human Services concerning the alleged failure by the educational agency to comply with Section 438 of the Act. (200 Independence Avenue, S.W., Washington, D. C., 20207). F.S. 1000.21(5) defines "Parent" as: either or both parents, any guardian, or any person who is in a parental relationship to a student, or who is exercising supervisory authority in place of a parent over a student of public school age. The school district specific guidelines regarding "in-loco parentis" situation are detailed in School Board Policy 4.08.

#### ARE THERE ANY RECORDS WHICH THE SCHOOL CAN REFUSE TO SHOW A PARENT OR ELIGIBLE STUDENT?

The right to access does not pertain to the following educational records: teacher's/counselor's/administrator's personal notes and records that are not accessible to any other person except a substitute of any such person; law enforcement records which are maintained solely for their purposes; personnel records, physician, psychologist, psychiatrist records, or other recognized professional or paraprofessional records that are maintained solely in connection with treatment; letters of recommendation/evaluation which were considered confidential and entered into the record prior to July 1, 1977. No public educational institution shall maintain any report or record relative to a pupil or student which includes a copy of the pupil's or student's fingerprints. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920; See additional details in F.S. 1002.22(2)(c)1-8.

#### WHAT INFORMATION IS RELEASED WITHOUT PARENT PERMISSION?

The School District of Clay County reserves the right for its agents to release "directory information" without prior permission of the parent or adult student. Directory information is information that is generally not considered harmful or an invasion of privacy if released. Such information will be limited to name, address, telephone number (if listed), date and place of birth, field of study, age, participation in school sponsored activities, height and weight of athletic team members, dates of attendance, most recent school attended, and degrees and awards received.

This information relating to the student body in general may not be released to any individual or agency unless it is normally published for the public in general or to a business rendering services under contract with the School Board. Examples: the local newspapers, television, school newspaper, school yearbook, or military services.

Section 9528 of the No Child Left Behind (NCLB) Act requires local education agencies (LEAs) to provide military recruiters with the name, address, and telephone listing of secondary students. The District shall honor any request of a parent or eligible student to withhold any or all of the information relating to a particular student. Photographs are designated as directory information and annual yearbooks and other publications may customarily include student photographs. Parents or eligible students objecting to the use of specific directory information must notify the school principal of such objection in writing within the first month of the student's enrollment.

Personally identifiable information may be disclosed, transferred, or released without prior consent of the parent or eligible student in connection with enrollment in another school, in emergency situations, application for financial aid, research, a state statute, or an accrediting organization; a court of competent jurisdiction in compliance with an order of that court, or a lawfully issued subpoena upon the condition that the pupil or student and his parent are notified of the order or subpoena in advance of compliance therewith by the educational institution.

In preparation of cases for prosecution under the Compulsory School Attendance and Child Welfare Law (F.S. 1003.21), the school system is authorized to release pertinent data in interpretative form to the State Attorney's Office, to the Department of Juvenile Justice, and the appropriate court without parent consent.

### Child Abuse Reporting

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, Central Abuse Hotline (1-800-962-2873), and to provide them with the necessary information to pursue such complaints. Employees have immunity from liability if they report such cases in good faith.

### Student Surveys

No Child Left Behind (NCLB) requires Local Education Agencies (LEA's) to notify parents and/or obtain parental consent prior to the administration of a student survey that is:

- part of an "applicable program" (funded in whole or in part by any program administered by the United States Department of Education (USDOE) require LEAs to obtain prior written consent of the parent
- surveys that are created by a third party (funded by sources other than USDOE programs) required LEAs to adopt specific policies (These surveys do not require prior written parental consent but instead require districts to offer parents the opportunity to opt the student out of participation.)
- LEAs are required to make the survey instrument available for inspection by parents regardless of funding source. By request of the State of Florida, school districts administer the Florida Youth Survey (FYS) which is funded from sources other than the USDOE. The district is required to offer parents the opportunity to opt their child out of the survey.

### Notice of Child Identification and Evaluation Activities

The School District of Clay County will actively seek to locate exceptional students and maintain information on those students screened and identified as exceptional. The term "exceptional student" includes the mentally handicapped, the speech and language impaired, the deaf and hard-of-hearing, the blind and partially sighted, the physically impaired, the other health impaired, the emotionally handicapped, the gifted, the homebound or hospitalized and those with specific learning disabilities.

Information gathered may include the student's social, emotional, physical, psychological, academic and communication behaviors and abilities. Information is collected through screening programs, check lists, teacher observations, standardized tests, and from such individuals as parents, teachers, psychologists, and other professional personnel, and the child himself. The information is used to assist in the development of appropriate educational programs for exceptional students and for reports to state and federal agencies.

Students are screened periodically for vision, hearing, speech, and academic achievement as the initial step in the process of identifying those students with suspected exceptionalities. If your child is considered for further testing, you will be invited to participate in the decision-making process in a Child Study Team meeting at your child's school. Before you are asked to give your permission, you will be informed of the purpose of the evaluation and the procedural safeguards made available to you.

Should you have any questions, please contact your child's principal or guidance counselor.

### ESE Parent Notification

Notice of Procedural Safeguards for Parents of Student with Disabilities

As a parent you can access the electronic Procedural Safeguards on the district website at: [www.oneclay.net/wp-content/uploads/2014/05/procedural-safeguards7.PDF](http://www.oneclay.net/wp-content/uploads/2014/05/procedural-safeguards7.PDF). This provides information about Exceptional Student Educational programs regarding: notice, meetings, independent evaluations, records, mediation, hearings, administrative law judges, due process hearing rights, appeals of due process, placement during due process hearings and appeals, attorney's fees, discipline including long term removals and interim alternative educational settings (IAES), consent and revocation, private school placements, local education agency complaints (LEA) and state education agency complaints (SEA).

### Parental Notification of McKay Scholarship

Effective July 1, 2006, Florida Statute, Section 1002.39(5)(a)1, states that by April 1 of each year or within 10 days after an individual educational plan meeting out district must notify you of all available options. This includes informing you of the availability of the DOE toll free information hotline (1-800-447-1636) and internet website, [www.floridaschoolchoice.org](http://www.floridaschoolchoice.org) and offering the parents an opportunity to enroll the student in another public school within the district during the required time limit if the school is not closed or otherwise at capacity. This notice is one of several ways the district meets the Florida Statute requirements.

### Notice of Request for Individuals with Disabilities Education Act Input

The Clay County Exceptional Student Education Department receives federal funding through the Individuals with Disabilities Education Act (IDEA). We solicit input from Parents, Administrators, Specialists, Teachers, Assistants, and ESE secretaries in developing our federal IDEA grants. Currently it is spent almost entirely for personnel. This includes over 150 assistants, 30 teachers, nurses, mental health counselors, secretaries, private school services, particularly speech therapy, and specialists. We also provide training for teachers and parents through the IDEA grants. Our current district goals include augmenting the autistic (ASD) program and training, and expanding PreK, InD and E/BD programs to more sites closer to home. Another goal is to increase specialized programs in the Oakleaf and Keystone areas and offering new VI/HI classes at additional grade levels.

**Commented [WU64]:** All of this information is included in the FERPA section of the new Handbook starting on PAGE 51 under the new section titled OTHER IMPORTANT INFORMATION FOR FAMILIES.

**Commented [WU65]:** This was not included in the new Handbook.

**Commented [WU66]:** All of this information is included in the FERPA section of the new Handbook starting on PAGE 52 under the new section titled OTHER IMPORTANT INFORMATION FOR FAMILIES.

For questions or additional information please contact the ESE Department at (904)284-6509.

**Use of Student Work, Video, and Photographs**

From time to time, students have the opportunity to be recorded, photographed, or display artwork. Some of these recordings, photographs, schoolwork or artwork may be archived, included in the local news, on the school’s CCTV or web page, and may eventually air on the School District of Clay County educational channel or be used at local, state or national conferences.

If you have an objection to your student’s work or name being used for any of the above purposes, or if you object to photographs or recordings of your student being used, you must notify the school of your objection, in writing, within 48 hours of your receipt of this information.

For your information, if your student is an exceptional education student, your explicit, written permission will be obtained prior to any media release which identifies your student by name, along with his exceptionality or exceptional placement designation.

**Commented [WU67]:** All of this information is included in the FERPA section of the new Handbook starting on PAGE 53 under the new section titled OTHER IMPORTANT INFORMATION FOR FAMILIES.

**Rights of Divorced Parents**

Under current divorce laws “shared parental responsibility” awards both parents full rights to the child, although “primary physical residence” is awarded one parent or the other. Neither parent has priority over the other with regard to any aspect of the child’s education and either parent has full and complete rights to pick up the children, to inquire about their school work, participate in school activities without priority to one or the other. The parent(s) should provide the school with a copy of the final court judgment to determine new shared responsibility concept. Additional court documents, such as injunctions or modifications to the final judgments, should be provided to the school immediately as these may limit the rights of a parent. In the event the parent who is not named as the primary residential custodian resides any place other than in Duval, Clay, St. Johns, Putnam, Alachua, Nassau, or Bradford counties in Florida, then that parent may not pick up or check out the child unless the parent who is the primary residential custodian informs the school in writing that such actions are acceptable.

Custody papers issued by a court outside the state of Florida will not be accepted at face value. Out-of-state documents must be domesticated through the Florida Courts.

**Commented [WU68]:** All of this information is included in the FERPA section of the new Handbook starting on PAGE 53 under the new section titled OTHER IMPORTANT INFORMATION FOR FAMILIES.

**Parental Concerns Regarding Employees**

The Clay County School Board recommends that parents who have a complaint about an employee begin by registering their concern directly with the employee in question, if possible. The vast majority of parental concerns are solved at this level. If not, parents are urged to contact the principal, district office staff, the Deputy Superintendent or the Superintendent to express their concerns.

Parents are often asked to put their concerns in writing. While this is not a requirement, it is often important, depending on the seriousness of the charge and the ultimate action proposed as the result of investigation.

It is not the school system’s intent to discourage parental concerns by establishing complex procedures for registering them. It is our intent, however, to make certain that parents are heard, that their concerns are investigated, if appropriate, and that our employees’ due process rights are protected.

**Commented [WU69]:** All of this information is included in the FERPA section of the new Handbook starting on PAGE 53 under the new section titled OTHER IMPORTANT INFORMATION FOR FAMILIES.

**Acknowledgements**

A number of teachers, administrators, parents, students and community partners contributed directly and indirectly to the development and revisions of this document. We appreciate their contribution and look forward to a year of continued partnership as we strive to Elevate Clay!

**Commented [WU70]:** This was not included in the new Handbook design.

MEMBERS OF THE 2017-2018 CODE OF CONDUCT ADVISORY GROUP

Michael McAuley	Josh Kristol	Mike Wingate	Mike Elia
Terry Roth	Justin Faulkner	Jen Halter	Chris Ryan
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Karen Boree	Cindy Gray	Jill Worley	Laura Smith
CCSO	Renna Lee Paiva	Al Dejesus	Thomas Gerd
Andrew Sadlo	Douglas Deters	Chris Nooney	

# School District of Clay County Responsible Use Guidelines

**Student**

**Commented [WU71]:** This acknowledgement and the ones that follow will be incorporated electronically into the portal system by Information Technology for parent and student agreement tracking.



Technology is an integral part of the SDCC curriculum across subjects and grades in developmentally appropriate ways, and it is aligned to the competencies listed in the Florida Standards which include: seek knowledge and understanding; think critically and solve problems; listen, communicate and interact effectively; exhibit strong personal qualities; and engage and compete in a global environment.

## Technology Agreement

I understand that using digital devices (whether personal or school owned) and the SDCC network is a privilege, and when I use them according to the Responsible Use Guidelines I will keep that privilege.

I understand that I have no right to privacy when using the SDCC network.

All students of the School District of Clay County agree to follow the School District of Clay County Code of Student Conduct, school rules, and commit to the following Responsible Use Guidelines:

I will:

- use digital devices, networks, email, and software in school for educational purposes and activities as directed by the teacher and supported by policy set by school administration.
- keep my personal information (including home/mobile phone number, mailing address, and user password) and that of others **private**.
- show respect for myself and others when using technology, including social media.
- give acknowledgement to others for their ideas and work.
- promptly report inappropriate use of technology.

The Responsible Use Guidelines will be reviewed each school year together with students and teachers and will provide a springboard for teaching and learning around topics such as Internet safety, digital citizenship, ethical, and appropriate use of technology.

## School District of Clay County Student Social Media Guidelines



In accordance with the School District of Clay County's Student Code of Conduct, the District expects students to set and maintain high ethical standards in their use of social networking. Personal use of social media may have an effect at school. While at times it is easy to tell whether social media use is school-related or personal, at other times it may be difficult to distinguish fully between different uses. Sometimes, personal social media use, including off-hours use, may result in disruption at school and the school may need to get involved. This could include disciplinary action such as a parent conference, suspension and/or expulsion. It is important to remember that infractions outlined in the SDCC Student Code of Conduct prohibiting certain types of communication also apply to electronic communication. To be safe, be in control of what you do online, even if it is during personal time.

### Guidelines for Student Use of Social Media

- Think before you post. The School District of Clay County recommends that students use discretion when posting to social media sites at all times and requires that students follow the SDCC Student Code of Conduct when on school district property.
- If you see anything of concern on a fellow student's social networking page or account, you should promptly contact your school based administration, your teacher, or other school staff.
- Be thoughtful about what you share online and consider how it would appear to family, friends, colleges, and future employers. Do not post or link anything (photos, videos, web pages, audio files, forums, groups, fan pages, etc.) to your social networking site(s) that you would not want anyone to access. Social media venues are public and information can be shared beyond your control.
- When responding to others, remember to be respectful and avoid comments that may be hurtful. You should refrain from using profane, obscene, or threatening language.
- Use of school or district logos or images on your personal social networking sites is prohibited. The School District of Clay County reserves the right to request school-related images or content posted without permission to be removed from the internet. If you wish to promote a specific activity or event, you may do so only by means of a link to school or district official social media accounts.
- You should always take responsibility for what you post. Do not misrepresent yourself by using someone else's identity.
- Only accept invitations to share information from people you know. Utilize privacy settings to control access to your network, web pages, profile, posts, blogs, wikis, podcasts, digital media, forums, groups, fan pages, etc.
- Online stalkers and identity thieves are a real threat. Never share personal information, including, but not limited to: Social Security numbers, phone numbers, addresses, exact birthdates, and pictures with parties you do not know or on unsecure sites.
- Users should keep their passwords secure and never share passwords with others. If someone tampers with your blog, email, or social networking account without you knowing about it, you could be held accountable.
- Cyberbullying is considered an act of harassment. See the SDCC Student Code of Conduct for detailed information.





THE SCHOOL DISTRICT OF CLAY COUNTY  
2018-2019

Parent/Student Acknowledgements of  
Code of Student Conduct, Virtual Notification, & Responsible Use Guidelines

Student Name (print) \_\_\_\_\_

Grade \_\_\_\_\_

Teacher Name (print) \_\_\_\_\_ Date \_\_\_\_\_

These policies have been drawn up to help your son/daughter gain the greatest possible benefit from his/her school experience. Parents/guardians have the responsibility for the actions of their children and should be involved in the education of their children. Pertaining to the Code of Conduct, students are responsible to be an active part of their school safety through involvement in the reporting of potential violent acts. All students will sign annually when they have been in-serviced in the major areas of the Code of Student and Responsible Use Policy. The teacher or administrator will house the signature sheet.

Parent(s)/guardian(s) need to become involved in the education of their children and have the responsibility to provide the school with the current emergency contact person and/or telephone numbers. They also have the responsibility to notify the school of anything (such as medical information) that may affect their child's ability to learn, to attend school regularly, or to take part in school activities. Parents should take special notice of the Attendance section of this Booklet as well as the Suspension and Expulsion provisions, which are in accordance with School Board Policy.

The school system must have proof that every student and every parent/guardian has had a chance to review the Code of Student Conduct and Responsible Use Policy. Signed acknowledgement must be part of every student's record. Your signature means that you have received information about the Code of Conduct rules and Responsible Use Policy and have been made aware of how to electronically access the Code of Student Conduct and Responsible Use Policy @ [www.oneclay.net](http://www.oneclay.net). (It does not mean that you agree or disagree with them.) A printed copy of this document may be requested from your child's school.

Parent(s)/guardian(s) should take special notice of the Zero Tolerance Policy, the Terms and Conditions for Use of Telecommunications and Networks, the Gun Free School Act of 1994, the Teacher's Authority to Remove Student from Class, and all Level IV violations and consequences, as well as receipt of the Notice of Privacy Practices contained in this Student Code of Conduct and Responsible Use Policy.

Clay Virtual Academy is an academic alternative for all students in the school system (K-12). Students work independently, but have interaction with other CVA students on a monthly basis. Students may be eligible to participate in their zoned schools extracurricular activities. Students can participate in the CVA as fulltime, part-time, and after hours (7th period). To learn more about Clay Virtual Academy, please go to [www.clayvirtual.net](http://www.clayvirtual.net) or call 904-529-4903.

Failure to return this acknowledgement will not relieve a student or the Parent(s)/Guardian(s) from responsibility to know the contents of the Code of Student Conduct and Responsible Use Policy and will not excuse the student's noncompliance with this document. Contact your local Principal or the District Office Academic Services Department if you have questions or concerns.

Please check if you would like to request a printed copy of the 2018-2019 Student Code of Conduct and Responsible Use Policy.

\_\_\_\_\_  
Signature of Parent/Guardian Date

\_\_\_\_\_  
Signature of Parent/Guardian Date

\_\_\_\_\_  
Signature of Student Date



Adult & Community Education	ext. 5252170	Instructional Support Services	ext. 5900508
Applied Technology	ext. 5900574	Professional Development	ext. 5900993
Business Affairs/Insurance	ext. 5900549	Public Relations	ext. 5900904
Elementary Education	ext. 5900925	Secondary Education	ext. 5900926
Exceptional Student Education	ext. 5900509	Student Services	ext. 5900511
Food Services	ext. 5900521	Superintendent	ext. 5900510
Human Resources	ext. 5900908	Transportation	ext. 5391252

**Commented [WU72]:** Phone numbers were not included in this initial draft of the new Handbook. It makes sense to add a section if the Board desires.