

CLAY COUNTY DISTRICT SCHOOLS

SECONDARY
STUDENT CODE
OF CONDUCT
2026–2027 SCHOOL YEAR



Frequently Referenced Sections

This resource page is designed to provide families with a clear, concise overview of the most frequently asked questions and occurrences regarding the Student Code of Conduct in our secondary schools. We encourage you to review these sections together to help your student navigate their responsibilities, from maintaining academic ownership to making positive choices in conflict resolution. Our goal is to partner with you in upholding these standards to ensure every student remains safe, focused, and eligible for the many privileges of school participation.

Dress Code (Section 2.5)

Clay County District Schools prioritizes a dress code that maintains proper coverage and avoids prohibited imagery to help foster a professional and respectful learning environment.



Attendance (Section 4.0)

Consistent school attendance is one of the greatest indicators of student success. Excessive absences are defined as missing five (5) days in a calendar month or ten (10) days within 90 calendar days.

Threats (Section 6.3)

All threats will be thoroughly investigated by both school personnel and law enforcement. Even if students think they were “just joking,” serious disciplinary consequences may apply. Please reinforce to students that their choice of words matter.

Bullying (Section 6.5 & 6.8)

There is a strict zero-tolerance policy for all forms of bullying and harassment. If you are aware of bullying, please report it to the school administration or through the bullying hotline.



Digital Devices (Section 7.0)

All student devices must be powered off and stored out of sight during school hours, except for high school students, who may power them on in the cafeteria during their assigned lunch or when a teacher expressly directs their use for educational purposes.

Prohibited Items (Section 10.0)

Clay County District Schools maintains a strict zero-tolerance policy regarding the possession or use of drugs, alcohol, and weapons to ensure the total well-being of our school community. Several common items (i.e., kitchen knives, airsoft guns, tasers, pepper spray, etc) are considered weapons if brought to school. We strongly recommend parents check their students' bags before leaving for school each day.



Student Discipline (Section 11.0)

Clay County District Schools utilizes a structured, progressive discipline process. Infractions are categorized into five levels, ranging from minor Level 0 offenses handled with warnings or reteaching to serious Level 4 offenses that may result in law enforcement referral or expulsion.

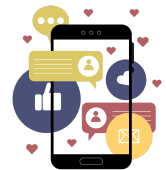


Conflict Resolution (Section 7.4, 6.5 & 2.3)

Students are expected to communicate in respectful and responsible ways and to resolve conflicts in an appropriate manner. Physical aggression or fighting in any form will not be tolerated and will result in disciplinary action.

Academic Ownership and Responsibility (Section 1.3 & 2.2)

Support your student's independence by encouraging them to take ownership of their academic and behavioral choices, including corresponding with teachers/counselors, meeting deadlines, and self-advocacy.



Social Media (Section 7.4)

Many conflicts originate in after-school group chats or on social media. School discipline may apply if it becomes a disruption to the learning environment. We encourage families (if they choose to allow access) to monitor digital interactions and discuss the long-term impact of a student's "digital footprint."

Privilege of Participation (Section 9.0)

Representing our schools in athletics, clubs, and extracurricular events is a privilege. Access to these opportunities is earned by meeting GPA requirements, maintaining attendance, and demonstrating positive behavior.



See Something, Say Something (Section 6.3)

It takes everyone to keep Clay County District Schools safe! Please report suspicious activity to school administration and law enforcement either directly or through FortifyFL. However, making false reports will carry serious consequences.

RIDE SAFE: SCHOOL BUS SAFETY & CONDUCT GUIDE

BE READY!

- Arrive at your stop **10 minutes** early.
- Wait for the bus to come to a **COMPLETE STOP** before moving towards it.
- Be respectful.



GETTING ON & OFF

- Use the **front door only** (unless told otherwise).
- **SCAN IN/OUT:** You must scan your Student ID Badge every time!
- Do not leave the bus without the driver's permission.



ON THE BUS



- Be **SILENT** when approaching or crossing railroad tracks.
- Keep aisles & stepwell **CLEAR** at all times.
- Do not tamper with door handles, windows, & other safety equipment at any time.
- Instruments, projects, or sports gear that don't fit in your seat are prohibited without prior approval from the driver & school administration.

DIGITAL DEVICE

- Keep screen brightness **DIMMED** so you don't distract the driver.
- Volume must be low enough that only you can hear it.
- If using headphones, follow the **"One Ear" Rule:** keeping one ear free so you can hear safety instructions from the driver.



SAFETY FIRST

- For the purposes of ensuring the health, welfare and safety of all staff, students, and drivers, buses are equipped with **VIDEO CAMERAS**.
- Rules **ARE NOT** suggestions.
- Violation of any of the above policies and regulations while on the school bus may result in student discipline up to and including suspension or expulsion.



PROHIBITED ITEMS

Please make sure your student does not bring these or other prohibited items to school:



Controlled/illegal substances such as alcohol, drugs, tobacco, chemical spray, foreign substances



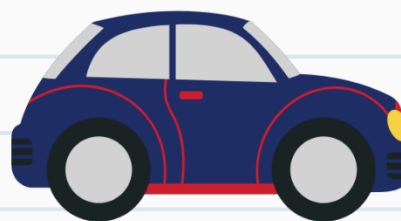
Drug paraphernalia including matches, lighters, vapes, toxic plants



Weapons, knives, chains, sling shots, tear gas, razor blades, fireworks, ammunition, explosives
ZERO TOLERANCE POLICY APPLIES



Toy weapons, fake guns, paintball guns, BB guns, airsoft guns, laser lights

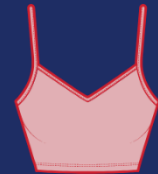


DRESS CODE GUIDELINES

PERMITTED



NON-PERMITTED



GUIDELINES

Shirts must cover the shoulder and not expose undergarments in any manner or any part of the torso

Jeans or pants cannot show exposed skin above mid-thigh

Shorts, dresses, or skirts should come to mid-thigh or longer

Pants and shorts should be worn at the waistline and should stay up with no support

Neckline must limit exposure of the body

Proper footwear must be worn at all times

WHAT HAPPENS IF THERE IS A VIOLATION?

1. Student will change into appropriate school provided clothing for the remainder of the day
2. Student will change into their own appropriate clothing for the remainder of the day, or
3. Be assigned to the in-school suspension class for the remainder of the day or until a proper outfit can be brought for the student.

IS IT BULLYING?

THAT'S RUDE.

WHEN SOMEONE SAYS OR DOES SOMETHING *UNINTENTIONALLY* HURTFUL AND THEY DO IT *ONCE*.

WHEN SOMEONE SAYS OR DOES SOMETHING *INTENTIONALLY* HURTFUL AND THEY DO IT *ONCE*.

THAT'S MEAN.

THAT'S BULLYING.

WHEN SOMEONE SAYS OR DOES SOMETHING *INTENTIONALLY* HURTFUL AND *THEY KEEP DOING IT* EVEN WHEN YOU TELL THEM TO STOP OR SHOW THEM THAT YOU'RE UPSET.

Table of Contents

| | |
|--|-----------|
| 1. Introduction..... | 10 |
| 1.1 Opening Message..... | 10 |
| 1.2 Jurisdiction of the School Board..... | 10 |
| 1.3 Role of Home, Student, and School..... | 11 |
| 2. Student Rights & Responsibilities..... | 12 |
| 2.1 School Participation..... | 12 |
| 2.2 Learning Experiences and Outcomes..... | 12 |
| 2.3 Freedom of Speech and Expression..... | 13 |
| 2.4 Academic Honesty..... | 14 |
| 2.5 Dress Code..... | 14 |
| 2.6 Privacy and Property Rights..... | 16 |
| 2.7 Restroom Use & Privacy..... | 16 |
| 2.8 Pledge of Allegiance Notice..... | 17 |
| 2.9 Student Surveys..... | 17 |
| 2.10 Student Parking & Vehicles..... | 17 |
| 2.11 Personal Transportation Devices..... | 18 |
| 2.12 Discrimination & Harassment..... | 18 |
| 2.13 Sexual Harassment..... | 19 |
| 3. Parent/Guardian Rights & Responsibilities..... | 20 |
| 3.1 Family Educational Rights and Privacy Act (FERPA)..... | 20 |
| 3.2 Parental Rights in Education (Florida Statute § 1014.04)..... | 23 |
| 3.3 Parents Access to Students, Records and Educational Decisions..... | 24 |
| 3.4 Parent Consent for Preferred Name Waiver..... | 24 |
| 3.5 Parental Concerns Regarding Employees..... | 24 |
| 3.6 Procedural Safeguards for Students With Disabilities..... | 25 |
| 4. Attendance..... | 25 |
| 4.1 Absences (Excused/Unexcused)..... | 26 |
| 4.2 Make-Up Work..... | 27 |
| 4.3 Compulsory School Attendance & Truancy..... | 27 |
| 4.4 Attendance Support & Child Study Team..... | 28 |
| 4.5 McKinney Vento Homeless Assistance Act..... | 28 |
| 4.6 Attendance Requirements for Driving Privileges..... | 29 |
| 4.7 Senior Attendance Policy..... | 29 |
| 5. Student Health..... | 30 |
| 5.1 Immunization..... | 30 |
| 5.2 Health Services & Screenings..... | 30 |
| 5.3 Food Allergens..... | 31 |
| 5.4 Live Lice Policy..... | 31 |
| 5.5 Home Responsibilities for General Health..... | 33 |
| 6. Student Safety..... | 34 |

| | |
|--|-----------|
| 6.1 Child Abuse Reporting..... | 34 |
| 6.2 Suicide Risk Screening..... | 34 |
| 6.3 Threat Management Assessment..... | 34 |
| 6.4 Student Searches..... | 35 |
| 6.5 Bullying..... | 36 |
| 6.6 Hazing..... | 36 |
| 6.7 Youth Gang Membership..... | 37 |
| 6.8 Reporting Discrimination, Harassment, Bullying, and Hazing..... | 37 |
| 6.9 Fortify FL - SaferWatch App..... | 38 |
| 6.10 Student Dating Violence & Abuse..... | 38 |
| 6.11 Family Behavior Expectations..... | 38 |
| 7. Digital Devices & Electronics..... | 38 |
| 7.1 Wireless Communication Devices..... | 39 |
| 7.2 Student Use of the Internet..... | 40 |
| 7.3 Responsible Use Guidelines..... | 40 |
| 7.4 Social Media Guidelines..... | 41 |
| 7.5 Student Electronic Device Agreement..... | 42 |
| 7.6 Use of Student Work, Video and Photographs..... | 43 |
| 8. School Bus Conduct & Safety..... | 44 |
| 9. Student Activities, Athletics, & Organizations..... | 45 |
| 9.1 Rules for Student Activities and Clubs..... | 45 |
| 9.2 Student-Led Organizations..... | 46 |
| 9.3 Student Executive Officers..... | 47 |
| 9.4 Student Publications..... | 47 |
| 10. Prohibited Items..... | 48 |
| 10.1 Tobacco, Vapes, Drugs, Alcohol..... | 48 |
| 10.2 Weapons..... | 49 |
| 10.3 Zero Tolerance Rule..... | 50 |
| 11. Behavior & Discipline Procedures..... | 51 |
| 11.1 Multi-Tiered System of Supports (MTSS)..... | 51 |
| 11.2 Positive Behavior Interventions and Support (PBIS)..... | 51 |
| 11.3 Progressive Behavior Supports & Consequences..... | 51 |
| 11.4 Discipline and Students with Disabilities..... | 56 |
| 11.5 In-School Suspension..... | 58 |
| 11.6 Out of School Suspension, Alternative Placement, and Expulsion..... | 59 |
| 11.7 District Hearing Office..... | 62 |
| 11.8 Procedures for Investigating Accusations of Harassment, Hazing, and Bullying..... | 62 |
| 11.9 Procedures for Investigating Allegations of Discrimination..... | 64 |
| 11.10 Procedures for Investigating Dating Violence..... | 65 |
| 11.11 Procedures for Investigating Threats or Actions Towards School Employees..... | 66 |
| 11.12 Reports or Involvement of Law Enforcement Agencies..... | 67 |
| Appendix A: Behavior Infraction Codes..... | 69 |
| Appendix B: Glossary..... | 83 |

1. Introduction

1.1 Opening Message

Clay County District Schools (CCDS) is pleased to present the 2026-2027 Student Code of Conduct, which outlines our commitment to providing our students the highest-quality education by fostering a positive learning environment.

A positive learning environment is characterized by the absence of distractions, disruptions, and behaviors that interfere with teaching and learning, and by the presence of respectful, student-centered interactions among students, families, and school personnel. These conditions support effective Tier 1 instruction and enable students to demonstrate mastery of grade-level standards as outlined in the Student Progression Plan.

As students progress through grade levels, increased age and maturity bring expanded opportunities for growth and greater responsibility for academic and behavioral choices.

Through a Multi-Tiered System of Supports, CCDS is committed to addressing student needs, promoting positive behavior, and supporting continuous academic progress toward graduation readiness.

As a student progresses through the grade levels, it is reasonable to assume that an increase in age and maturity will result in the student assuming new opportunities to grow and greater responsibility for their actions. It is recognized that differences in age and maturity require different types of opportunities and disciplinary action, while maintaining a fair and equitable system that is applied to all students in grades PreK-12.

To assist parents, administrators, and faculty in maintaining a positive learning environment, the Student Code of Conduct will:

- Describe the role of the home, student, and school in the education of the learner.
- Describe student's rights and responsibilities as part of the learning environment.
- Describe student conduct and processes associated with student misconduct.
- Describe aspects of student health and wellness, safety and security, and other relevant information that will help lead to a positive experience for all stakeholders.

The district will provide access to the Student Code of Conduct to all students, parents, staff, and school advisory groups in clear, age-appropriate, and accessible language. It will be shared in multiple formats, including written copies upon request, to ensure a common understanding of expectations and responsibilities that support the education and well-being of all students.

1.2 Jurisdiction of the School Board

The primary role as School Board members is to ensure the safety of all school district members and guests, and to craft policies that reflect the spirit of our communities while also considering the future of our most precious asset – the students. The Student Code of Conduct and all of its referenced policies and procedures is in force at all times on all school campuses and 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. Jurisdictional control over the student may extend to the immediate vicinity of the school when the conduct of the student is deemed to have a detrimental effect on the health, safety, or welfare of the school.

1.3 Role of Home, Student, and School

Student success is enhanced through a strong partnership among students, parents, and educators. When partners work collaboratively and share responsibility, a supportive learning environment is created that promotes academic growth, positive behavior, and continuous progress.

Parents or Guardians Who:

- assume responsibility for their child's behavior.
- maintain regular communication with the school and encourage their child to maintain acceptable behaviors specific to their community and a public school learning environment.
- ensure their child attends school daily, promptly report any absences and provide an explanation for them, and supply the necessary resources to complete classwork.
- assist their child in developing grooming habits consistent with a school environment.
- bring to the attention of school authorities any problem or condition which affects their child or other children of the school community.
- monitor their student's progress
- maintain up-to-date contact information and addresses at the school, including medical provider and hospital preference.

Students Who:

- attend all classes daily, and arrive on time.
- are prepared to come to class with appropriate working materials.
- are responsible for their own work and actions.
- are responsible for delivery of written communications to their parent/guardian.
- are respectful to all individuals and property.
- refrain from profane or inflammatory statements.
- maintain grooming habits appropriate for a school environment.
- 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:

- Provide high-quality instruction and a flexible curriculum
- Maintain a safe and respectful environment that supports positive behavior and maximizes student learning.
- Treat all students fairly and impartially.

- Encourage the use of counseling and support services to promote students' educational growth and well-being.
- Build and sustain positive relationships among staff, students, parents, and community partners to support student success.
- Promote family and community engagement by encouraging regular communication, participation in school activities, and use of community-based resources.

2. Student Rights & Responsibilities

It is the intent of this document to help students understand that their rights and responsibilities must be considered in relation to the health, safety, and welfare of the entire school community. The principal shall plan, manage, and operate the school under the supervision of the Superintendent, and in accordance with rules and regulations of the School Board.

2.1 School Participation

Regular attendance by students supports the development of the skills and knowledge necessary for success in school today and in their future goals. School staff, parents, students, and appropriate state agencies are expected to work together to ensure that all applicable school attendance laws are obeyed.

| Student Rights | Student Responsibilities |
|--|---|
| To be informed of School Board policies and individual school rules regarding absenteeism and tardiness. | Take advantage of their educational opportunity by attending all classes daily and on time. |
| To appeal a decision pertaining to an absence. | To provide the school with an adequate explanation and documentation indicating the reason for an absence. |
| To make up class work within a prescribed length of time in case of an excused absence. | 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). |

2.2 Learning Experiences and Outcomes

Active involvement in the learning process is critical to academic success. For all learners, the level of engagement with the material and the experiences will be reflected in grades and assessments.

| Student Rights | Student Responsibilities |
|--|---|
| To have equal educational opportunity with regard to academic programs and extracurricular activities. | To pursue participation in academic programs and extracurricular activities of interest. |
| To be informed of curriculum course descriptions and have access to academic advising that will facilitate informed choices. | To actively pursue assistance from qualified school staff with course selection that is consistent with academic path and post-secondary goals. |
| To receive instruction in courses of study with certified instructors and in an atmosphere free from bias and prejudice. | To engage fully in the classroom setting through responsible participation and working towards academic mastery. |
| To receive access to instructional materials and resources for the subject(s) they are studying. | To take care of instructional materials/resources issued to them and to pay for lost or damaged instructional materials.* |
| To receive clear grading criteria at the beginning of each year long or semester course and receive any updates in a timely manner. | To review established grading criteria and to complete expected assignments to the best of their ability following the established criteria. |
| To receive reasonable notification of failure or potential failure during the grading period when it is apparent unsatisfactory work is being performed. | To maintain standards of academic performance and to make every effort to improve performance upon receipt of notification of unsatisfactory progress |

**FS 1006.42: 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.*

2.3 Freedom of Speech and Expression

Students are guaranteed self-expression under the 1st and 4th Amendments of the United States Constitution; therefore, one goal of education is to prepare students for responsible self-expression.

| Student Rights | Student Responsibilities |
|---|--|
| To form and express viewpoints through speaking and writing in a manner which is not obscene or threatening, does not include false statements about others, and adheres to all other school and district policies. | To respect the rights, property, and beliefs 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.** |
| To not be subject to disciplinary action because of use of a language other than English if the student has limited English proficiency. | To communicate in ways that do not disrupt instruction, threaten the safety of others, or violate school rules, regardless of the language used. |
| To respectfully express patriotism and civic pride consistent with state, district, and school policies.* | To respect the political beliefs and observances of others. |

| | |
|--|--|
| To respectfully express their religious identity and refrain from any activity which violates the precepts of their religion. | To respect the religious beliefs and observances of others and to plan for, seek approval of, and conduct activities of a religious nature which are consistent with the educational objectives of the school. |
| To petition and survey student opinion in accordance with the procedures that are established by the principal and consistent with school district guidelines. | To gather feedback and conduct surveys in a manner that follows school procedures and protects the rights and privacy of others. |

**Pursuant to [ES 1003.44](#).*

***Pursuant to School Board Policy 1362 and [ES 1006.07](#).*

2.4 Academic Honesty

CCDS recognizes the importance of promoting a learning environment, whether traditional or distance learning, that values academic honesty. In order to foster ethical behavior among students, it is critical to educate all students regarding the characteristics of academic integrity. Students in need of academic assistance should refer to materials provided or seek guidance from their instructor. This is a shared responsibility of all students, families, teachers, and staff.

2.5 Dress Code

Responsibility for the dress and appearance of students generally rests with individual students and their families. Students may wish to express themselves by the manner of their dress and appearance; however, students shall not wear clothing or affect an appearance at school or school-sanctioned activities or events that are or may be disruptive to the educational environment. CCDS standards on student attire are intended to help students focus on schoolwork, reduce discipline problems, and improve school order and safety. Subject to approval, principals, working with their school community, may establish additional specific standards for their schools. Any such standards must be published and distributed to families.

CCDS believes that a safe, supportive, and productive learning environment is essential for both teachers and students. When disruptions occur, the District is committed to taking appropriate actions to restore order and ensure that all students can learn in a secure and nurturing environment. A good rule of thumb: if there is a question about whether an outfit would be acceptable, err on the side of caution and choose a different outfit. Ultimately, school leadership reserves the right to determine if the dress code is being violated.

The following guidelines are to be followed:

1. All students shall be properly groomed and attired appropriate to the activity when on school property or participating in school-sponsored events.
2. Students should have a school ID in their possession while on campus, and present their school ID to staff upon request.
3. Students shall be dressed so they will not present a clear danger to health and safety. Clothing 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, or expose inappropriate areas of the body while in normal activity.

Permitted Apparel:

1. Shorts, dresses, or skirts should come to the middle thigh or longer. If leggings are worn with the above mentioned clothing items, then the top layer of clothing (shorts, dress, skirt, etc.) MUST come to the middle thigh or longer.
2. 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.
3. Jeans/pants that have frays/holes above the middle thigh must have something underneath them, such as leggings that cover the skin, so as not to expose skin or undergarments.
4. Shirts must cover the shoulder and not expose undergarments in any manner or any part of the torso.
5. The neckline of a shirt must limit exposure of the body.
6. Proper footwear must be worn at ALL times.

Non-Permitted Apparel:

1. Apparel or personal items may not have imagery regarding drugs or alcohol, indecent remarks, tobacco slogans or advertisements, or display violence or sexually suggestive imagery.
2. Sleepwear, such as bedroom slippers, pajamas, etc.
3. Tank tops, halter tops, muscle shirts, tube tops, spaghetti straps, mesh/see-through shirts, sheer tops or bottoms.
4. Head coverings-unless approved by the administration.
5. Any apparel or accessory determined by administration to present a safety hazard for the student or the school. (ski masks, gaiters or other face coverings and sunglasses unless permitted outside of buildings or medically necessary)
6. Any apparel or accessory determined by administration that disrupts the learning environment of the classroom and/or the school.

Disciplinary action for violation of the student dress code shall include notifying the student of the violation and a requirement that the dress or appearance be corrected before the student reenters the classroom, school environment, or school sanctioned activity or event. An administrator will determine the suitability of attire in question as it reflects the spirit of the dress code policy. Students found to be in violation of dress code policy will have the following options:

1. change into appropriate school provided clothing for the remainder of the day,
2. change into their own appropriate clothing for the remainder of the day, or
3. be assigned to the in-school suspension class for the remainder of the day or until a proper outfit can be brought for the student.

At the discretion of the building level administrator, a family conference may be held. More serious consequences may result from repeated or serious violations. For additional information, please refer to [School Board Policy 5511](#).

2.6 Privacy and Property Rights

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 (4th Amendment of the United States Constitution).

| Student Rights | Student Responsibilities |
|--|---|
| To maintain privacy of personal possessions unless school personnel have reasonable suspicion to believe a student possesses any object or material which is prohibited by law or School Board Policy. | To not carry or conceal any such material that is prohibited by law or would detract from the educational process. |
| To attend school in an educational environment in which personal property is respected. | 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. |
| To be informed of state laws governing the search of personal effects while on school property, including vehicles, lockers, backpacks, purses and gym bags.* | To accept the consequences for content carried or stored on their person, within an assigned locker or other storage device such as a student vehicle.* |

*Pursuant to [FS 1006.09](#), 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.

2.7 Restroom Use & Privacy

The restroom is a place on campus with an expectation of privacy. Students should not perform any action, engage in any behavior, or promote behavior in others which could result in the loss of privacy, or the dignity, of any individual. In order to promote the safety and welfare of all students, the following restroom procedures are to be followed within CCDS:

1. Students shall make every effort to maintain the cleanliness and effective working order of the restrooms.
2. Students may not loiter, or use the restroom as a place to socialize. At no time should more than one person be in a restroom stall.
3. Students may not utilize recording devices of any kind while in the restroom – including but not limited to, cell phones, audio recording devices or cameras.
4. Students may only utilize the restroom which corresponds to their biological sex assigned at birth.

5. Upon request through the school administration, students may be provided access to single-use restroom facilities.
6. A student should exit the restroom immediately if they observe others engaged in actions that violate school policy, or procedures of conduct. At their earliest opportunity, they should report the behavior to a staff member.

2.8 Pledge of Allegiance Notice

Pursuant to [FS 1002.20\(12\)](#), students have the right not to participate in reciting the pledge upon a written request by his or her parent.

2.9 Student Surveys

[Protection of Pupil Rights Amendment \(PPRA\)](#) requires Local Education Agencies (LEA's) to notify parent/guardian(s) and/or obtain parental consent prior to the administration of a student survey that is:

1. Part of an "applicable program" (funded in whole or in part by any program administered by the United States Department of Education (USDOE) requires LEAs to obtain prior written consent of the parent.
2. Surveys that are created by a third party (funded by sources other than USDOE programs) require 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.)
3. The Florida Parental Rights Bill requires parents/guardians of students in 3rd grade or under to give consent to any student survey regarding a student's well-being or health.

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.

2.10 Student Parking & Vehicles

All parking areas are the property of CCDS. The parking of a student's vehicle on campus is a privilege granted by the CCDS upon availability of parking, written consent from a parent/guardian, purchase of a parking decal at the school of attendance, and written agreement to comply with the Student Code of Conduct. CCDS regard the use of motor vehicles for travel to and from school by students as an acceptance of responsibility on the part of those students to care for school property, in the observation of safety rules, and in the display of courtesy and consideration toward others. Students who violate school parking rules may have their parking decal revoked and/or are subject to disciplinary action. This may result in loss of privileges, suspension, alternative disciplinary placement, or expulsion from school. To ensure a safe environment for everyone, school leadership may conduct a vehicle search if there is a reasonable

concern that the car contains something prohibited or dangerous on school grounds or violates district policy or federal, state, and local laws.

2.11 Personal Transportation Devices

Students may use personal transportation devices such as bicycles, scooters, skateboards, hoverboards, and other similar devices to travel to and from school; however, doing so is a privilege that carries important safety expectations. Students and parents assume full responsibility for the use, operation, and security of these devices, and the School Board is not responsible for any loss, theft, damage, or injury related to their use. Students must follow all school rules, safety expectations, and applicable laws while on school property, including operating devices safely, respectfully, and at walking speed when required. Gas-powered devices (scooters, mini-bikes, etc.) are not permitted on school property under any circumstances. Electric-powered devices may not be operated faster than 2 miles per hour on school grounds, and students must dismount and walk their device to the designated storage area if directed by a school administrator. Unsafe or noncompliant use of a personal transportation device may result in loss of this privilege and possible disciplinary action. Students who use personal transportation devices due to a disability will be accommodated in accordance with applicable laws and district policies. Refer to [CCDS School Board Policy 5514](#) for full details.

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.

2.12 Discrimination & Harassment

Discrimination is defined as treating a person of a particular group differently based on their protected class characteristic. Harassment is defined as verbal, written, or physical conduct that denigrates or shows hostility or aversion toward an individual because of the person's protected status and has the purpose or effect of unreasonably interfering with an individual's educational performance or creating an intimidating, hostile, or offensive education environment. Harassing conduct includes epithets, slurs, or negative stereotyping; threatening, intimidating, or hostile acts; denigrating jokes; and written or graphic material that denigrates or shows hostility or aversion toward an individual or group that is placed on walls or elsewhere on the district's premises or circulated by e-mail, phone (including voice messages), text messages, social networking sites, or other means. Harassment does not include verbal expressions or written material that is relevant and appropriately related to course subject matter or curriculum.

It shall be a violation of District policy for any student, teacher, administrator, or other district personnel to harass a student or adult 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.

Examples of conduct that may constitute harassment based on race, color, sexual orientation, or national origin include:

1. Defacement of property/graffiti containing offensive language which refers to a person's race, color, sexual orientation, or national origin
2. name-calling, jokes, or rumors
3. threatening or intimidating conduct directed at a person because of his/her race, color, sexual orientation, or national origin
4. racial or ethnic slurs, negative stereotypes, and hostile acts based on another's race, color, sexual orientation, or national origin
5. 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
6. other kinds of aggressive conduct, such as theft or damage to property, which is motivated by race, color, sexual orientation, or national origin

Harassment based on 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 that may constitute harassment because of a disability include:

1. Defacement of property/graffiti containing offensive language derogatory to a person because of their physical or mental disability
2. threatening or intimidating conduct directed at another because of that person's physical or mental disability

For additional information, please refer to [School Board Policy 5517](#).

2.13 Sexual Harassment

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Sexual harassment may include a range of subtle and not-so-subtle behaviors and may involve individuals of the same or different gender.

Depending on the circumstances, these behaviors may include: unwanted sexual advances or requests for sexual favors; sexual jokes and innuendo; verbal abuse of a sexual nature; commentary about an individual's body, sexual prowess, or sexual deficiencies; leering, whistling, or touching; insulting or obscene comments or gestures; display of sexually suggestive objects or pictures; and other physical, verbal, or visual conduct of a sexual nature in the workplace. 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.

All public schools receiving any federal funds must also comply with Title IX of the Education Amendments of 1972. A school has a responsibility to respond promptly and effectively to a claim of sexual harassment or sexual violence. Title IX requires schools to adopt and publish grievance procedures for students to file complaints of sex discrimination, including complaints of sexual harassment or sexual violence. Schools can use general disciplinary procedures to address complaints of sex discrimination, but all procedures must provide for prompt and equitable resolution of sex discrimination complaints.

3. Parent/Guardian Rights & Responsibilities

3.1 Family Educational Rights and Privacy Act (FERPA)

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.

[FS 1003.25](#) and [FS 1002.22](#) 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, extracurricular 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. 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 [FS 1002.22](#) 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:

1. A natural or adoptive parent of a child;
2. A guardian;
3. 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
4. A surrogate parent; or
5. 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."
6. FERPA regulations indicate that in the situation when a student is dually enrolled in both a K12 educational institution and a post-secondary institution, the parents retain the rights over the student's education records maintained by the high school and the student retains the rights over the education records maintained by the college or university.

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).

Note: Appeal of records does not include summative decisions such as grades of a specific assignment or disciplinary action. Appeal of grades should be registered with the teacher or school principal. Appeal of disciplinary action is outlined by Section 11.7 of the Student Code of Conduct.

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

1. disclosures made to school officials with legitimate educational interests;
2. disclosures made to another school at which the student intends to enroll;
3. disclosures made to state or local education authorities for auditing or evaluating federal-or state-supported education programs, or enforcing relevant federal laws; and

4. disclosures including information the school has designated as “directory information.”

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. [[FS 1002.22\(3\)](#)] Students under age 18 may assume adult rights if they become married or are emancipated by court order. [Ref. [FS 743.01](#) and [FS 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). [FS 1000.21\(6\)](#) 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” situations are detailed in School Board Policy 5112.

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 student which includes a copy of the 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 [FS 1002.22\(2\)\(c\)1-8](#).

What information is released without parent permission?

CCDS reserves the right 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 not unlisted), electronic mail address, 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 (bulk information release) may not be released to any individual or agency unless it is normally published for the public in general. Such information may be released only to a business rendering services under contract with the School Board. Examples: the local newspapers, television, school newspaper, school yearbook, or military services.

Every Student Succeeds Act (ESSA) 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. Notification objecting to the use or disclosure of directory information must be in writing and either hand delivered to the Principal of the school at which the student is attending, sent by mail to the Director of Information Services/Public Records Officer at the county office of the Clay County District Schools, 900 Walnut Street, Green Cove Springs, Florida 32043 or sent by email to optoutferpa@myoneclay.net.

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 student and their 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 ([FS 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.

3.2 Parental Rights in Education ([Florida Statute § 1014.04](#))

CCDS views parents as vital partners in supporting their student's academic success and overall well-being. There are holistic benefits to a student's educational experience when parents are actively involved and invested in their child's growth and development. The district aims to foster a collaborative environment where families feel empowered and engaged in their child's learning. In accordance with [Florida Statute § 1014.04](#), CCDS employees reinforce the fundamental right of parents to make decisions regarding the upbringing and control of their children. By establishing open lines of communication, providing resources, and encouraging parental involvement in

school activities and decision-making processes, CCDS hopes to create a supportive environment where students can thrive both academically and personally.

3.3 Parents Access to Students, Records and Educational Decisions

Under current divorce laws, “shared parental responsibility” awards both parents full rights to the child, although “primary physical residence” is awarded to one parent. Neither parent has priority over the other with regard to the child’s education, both parents have full and complete rights to pick up the child, to inquire about school work, and participate in school activities. The parent(s) should provide the school with a copy of the final court judgment to determine new shared responsibility. Additional court documents, such as injunctions or modifications to the final judgments, should be provided to the school immediately as these may put new limits on access rights of a parent."In the event a parent is not granted shared parental responsibility 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.

3.4 Parent Consent for Preferred Name Waiver

Parents or students, if of legal adult age, may request a [Parent Consent for Preferred Name Waiver](#) from the school front office or school counselor. Once the completed form is submitted and approved, the student’s preferred nickname will be added to the district’s student information system for school use. In accordance with Florida Administrative Code 6A-1.0955, schools may only refer to a student by a name other than the student’s legal name, as listed on their birth certificate or other official enrollment documents, when written parent/guardian consent has been provided. Please note that this process does not constitute a legal name change. All official school records and legal documents, including report cards, transcripts, and state reporting records, will continue to reflect the student’s legal name unless the school is provided with valid court documentation authorizing a legal name change.

3.5 Parental Concerns Regarding Employees

The Clay County School Board recommends that parents who have a complaint about an employee begin by discussing 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 school principal as the primary point of contact.

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 reporting 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.

3.6 Procedural Safeguards for Students With Disabilities

Notice of IDEA Procedural Safeguards for Parents of Students with Disabilities

A copy of the ESE procedural safeguards will be provided to parents when a child is initially referred and placed in the exceptional student education program and at each annual IEP meeting thereafter. Parents will also receive a copy when a decision is made to take disciplinary action against a child that constitutes a change of placement, upon receipt of your first State or due process complaint, when an evaluation is requested, or upon request. For easy reference, the procedural safeguards are located on the Exceptional Student Education page of the One Clay website. This document provides parents with a full explanation of the procedural safeguards available under IDEA and the Department of Education regulation such as: prior written notice, parent consent meetings, independent evaluations, records, state complaint procedures, 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), placement consent and revocation, and private school placements. For additional copies or explanations of the procedural safeguards, contact the child's school and/or the ESE district office.

Notice of Rights for Students with Disabilities and Their Parents Under Section 504 of the Rehabilitation Act of 1973

A copy of the 504 procedural safeguards will be provided to parents when their child is initially referred to the Section 504 team and/or when the student is determined eligible for a 504 plan and at each annual 504 plan meeting thereafter. Parents will also receive a copy when a decision is made to take disciplinary action against the child that constitutes a change of placement, upon receipt of an impartial due process hearing, and upon request. For easy reference, the [procedural safeguards](#) are located on the Florida Department of Education.

The purpose of this notice is to inform parents and students of their rights granted to them under 504 [34 CFR 104.32], such as the right to receive a free and appropriate education, evaluation, placement decisions, educational records, and grievance or complaint procedures.

For questions, contact Dr. Melanie Sanders at melanie.sanders@myoneclay.net

4. Attendance

Our schools are committed to partnering with families to promote consistent attendance, address barriers, and ensure all students remain engaged in their education. When attendance concerns arise, schools will use a supportive, problem-solving approach while also following state law and School Board policy. [CCDS School Board Policy 5200](#)

4.1 Absences (Excused/Unexcused)

Students are expected to attend school each day and arrive on time. When a student is absent, the parent/guardian or adult student must notify the school as soon as possible by providing a written note within three (3) school days. Until an absence is reported and verified as excused, it will be recorded as unexcused.

The principal or designee has final authority for determining whether an absence is excused or unexcused and may request documentation when a pattern of excessive absences is identified. In the case of excessive or extended absences, which are claimed to be due to illness, upon request of the principal or designee, a parent must provide documentation (doctor's statement) of a student's illness.

Excused Absences

Reasons for acceptable (excused) absences include but are not limited to:

1. Scheduled doctor or dentist appointments.
2. Approved therapy or treatment services provided by a licensed professional.
3. Illness of the student.
4. Death in the immediate family of the student.
5. 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\(3\)](#).
6. Religious holiday of the student's faith
7. Religious instruction, institutes, conferences, or workshops, provided that the principal or designee approves the absence in advance.
8. Absences due to head lice will be excused. Unusual circumstances may be addressed by the principal to go beyond 10 days for excused absences for head lice.
9. Subpoena or forced absence by any law enforcement agency, a copy of the subpoena or court summons must be submitted to the school.
10. For purposes of attendance, school related activities would not be counted as absences from school.
11. Issues and occasions specific to military families

Unexcused Absences

An absence from school under the following circumstances may be considered unexcused.

1. The absence was without the parent/guardian's knowledge or consent.
2. Permission for the absence was requested but denied by the principal of the student's school.
 - a. This could include the following:
 - i. Shopping trips
 - ii. Pleasure trips
 - iii. Appointments without prior approval
 - iv. Other avoidable absences

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.

4.2 Make-Up Work

Students who have excused absences must be allowed to make up missed work. If a student has excessive absences, he/she must demonstrate mastery of the student performance standards. Students who are absent with an excused absence on the day a paper, project, test, or other major assignment is due will be allowed to turn in the assignment or take the test/examination without academic penalty. Work assigned before the absence is due the day the student returns. Work assigned during an excused absence will be due in the amount of time equal to the number of days absent unless an intervention plan is established, which indicates otherwise. A student with the written consent of his or her parent/guardian will be excused from attendance in school on a particular day(s) or at a particular time of day and will 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.

For unexcused absences and out-of-school suspension, work assigned or tests that cover instruction before the unexcused absence must be taken and graded. Work assigned and due during an unexcused absence may be accepted for credit at the teacher's discretion.

All work must be completed for a grade within two weeks after the last day of the grading period. This may not extend past the last day of school. Extensions to submit completed work after the end of the quarter must be approved by the principal.

4.3 Compulsory School Attendance & Truancy

[Florida Statute § 1003.21](#) requires all children who have attained the age of 6 years or who will have attained the age of 6 years by February 1 of any school year or who are older than 6 years of age but who have not attained the age of 16 years, except as otherwise provided, are required to attend school regularly during the entire school term.

Absenteeism, regardless of the reason, negatively affects the continuity of the learning process. As a student's absenteeism increases, there is a greater responsibility for the school to deter future absenteeism, and a greater responsibility for the student to demonstrate that such absenteeism has not negatively affected performance mastery. One of the greatest indicators of success is simply showing up on a daily basis.

The parent/guardian has the responsibility to ensure the student is rested and prepared for the rigor of a learning environment.

A student with fifteen (15) or more unexcused absences within a ninety (90) calendar day period may be considered habitually truant.

When a student does not respond to school-based interventions, the District may involve additional support or agencies, including referral to appropriate services or legal intervention as outlined in state law.

4.4 Attendance Support & Child Study Team

Showing up each day builds strong habits, supports learning, and helps students stay connected to their school community. Our goal is to work together with families to support every student's success. When a student begins to demonstrate a pattern of nonattendance (e.g., five (5) unexcused absences within thirty (30) school days or ten (10) within ninety (90) calendar days), the school will take steps to support improved attendance.

These supports may include:

- Communication between school staff and the family
- Problem-solving meetings with the school's attendance or child study team
- Identification of barriers to attendance and connection to resources or services
- Development of an attendance plan or contract
- Consideration of alternative educational options when appropriate

CCDS utilizes the Child Study Team, [Florida Statute § 1003.26\(1\)\(e\)](#) to develop preventive and supportive interventions designed to improve regular attendance. School based Child Study Teams may consist of the identified student, the parent or guardian, the teacher, an administrator, the school social worker, and any other relevant staff. Child Study Teams meet regularly and provide prevention and data-driven intervention. The goal of the team is to develop a plan to help the student become more successful by utilizing strategies specific to each student, including, but not limited to:

- Changes in the learning environment
- Implementation of an incentive plan
- Mentoring
- Student/family counseling
- Tutoring
- Evaluation of credits and alternative educational options
- Attendance contracts
- Agency referrals
- Remediation plan to help the student with make-up work

If concerns persist, additional interventions may be implemented in accordance with state law and School Board policy.

4.5 McKinney Vento Homeless Assistance Act

The McKinney-Vento Homeless Assistance Act of 2000 (Subtitle VII-B) per Title IX, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act, ensures the following:

- Students who lack a fixed, regular, or adequate nighttime residence are considered eligible for Project REACH services.

- Project REACH can assist with enrollment needs to their Zoned School or School of Origin.
 - Zoned School is defined as the school the student is assigned to based on their current address.
 - School of Origin is defined as the last school the student was enrolled in when they were permanently housed.
- Schools are required to register students experiencing homelessness even if they lack normally required documents, such as immunization records or proof of residence.
- Students who are experiencing homelessness have the ability to request transportation to the school of origin if it is feasible and in the best interest of the student.
- Local school districts must appoint Local Education Liaisons to ensure that school staff know these rights, provide public notice to families experiencing homelessness (at shelters and school), and facilitate access to school and transportation services.

For more information please visit the district website and go to [Project REACH](#) or contact the Clay County Homeless Liaison at 904-336-0491.

4.6 Attendance Requirements for Driving Privileges

Florida law requires that minors who fail to satisfy attendance requirements will be ineligible for driving privileges. The School District is required to notify the Department of Highway Safety and Motor Vehicles of the following:

1. Students ages 14-18 who accumulate fifteen (15) unexcused absences, not including out of school suspensions, in a ninety (90) calendar-day period.
2. Students between the ages of 16-18 who have signed a declaration of intent to terminate school enrollment.
3. Students ages 14-18 who are expelled.
4. Students ages 14-18 who did not enter school and for whom the school has received no indication of transfer to another educational setting.

These students may not be issued a driver's license or learner driver's license. Also, the Department of Motor Vehicles shall suspend any previously issued driver's license or learner driver's license of any such minor pursuant to [FS 322.091](#). In order to have a driver's license reinstated, the student must attend school regularly for thirty (30) days with no unexcused absences and pay the appropriate reinstatement fee.

For additional information, please refer to School Board Policy 5200 and [FS 322.091](#).

4.7 Senior Attendance Policy

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.

This is not an excused/unexcused absence policy; it is an attendance policy. The type of absence does not matter with the following exceptions:

1. doctor appointments or doctor mandated stay at home that is documented on a physician's professional stationary
2. subpoenas to court
3. bereavement time for an immediate family member
4. participation in a school-sanctioned activity
5. pre-approved college visits documented by email or regular mail correspondence
6. 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.

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

5. Student Health

5.1 Immunization

The Florida Department of Health has published the 2026 School Immunization Requirements on their [website](#), along with multiple resources to help families navigate the [Immunization Guidelines](#) for school-age and preschool/daycare requirements.

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](#))

5.2 Health Services & Screenings

The new [FS 1014.06](#) titled "Parents' Bill of Rights", requires parental consent to provide health services in our schools. As part of the registration process and at the beginning of each school year, parents are provided an electronic consent form for care to document permission for their student to receive care. At the beginning of each school year, the Clay County Schools and the Florida Department of Health in Clay County are required, by law, ([FS 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.

5.3 Food Allergens

For the safety and wellness of our student body, outside foods and beverages that are not commercially prepared and/or packaged are not allowable at school events or for shared consumption. All outside foods and beverages must contain an FDA-compliant nutrition label and/or a complete list of ingredients that will allow school personnel and/or students to identify potential allergens.

5.4 Live Lice Policy

The CCDS are committed to utilizing best practice recommendations for lice management in schools in a manner that respects the privacy of students and families. No CCDS personnel, parents of other students or unauthorized personnel other than clinic staff and school principal (on a need to know basis) will be notified of a student having lice/nits. Lice exclusions are viewed as necessary only when excessive infestations (more than 10 live lice, diagnosed by a treating health care provider) are present or there is lack of follow up with treating lice.

Per the Centers for Disease Control and Prevention, head lice can be a nuisance but they have not been shown to spread disease. Personal hygiene or cleanliness in the home or school has nothing to do with getting head lice. For more information, go to [head lice information for schools from the CDC](#).

Both the American Academy of Pediatrics (AAP) and the National Association of School Nurses (NASN) offers the following information and advocates that school districts review policies regularly based on the following reasons:

1. Many nits are more than ¼ inch from the scalp. Such nits are usually not viable and very unlikely to hatch to become crawling lice, or may in fact be empty shells, also known as 'casings'.
2. Nits are cemented to hair shafts and are very unlikely to be transferred successfully to other people.
3. The burden of unnecessary absenteeism to the students, families and communities far outweighs the risks associated with head lice.
4. Misidentification of nits is very common during nit checks conducted by nonmedical personnel.
5. Lice are typically not spread within the school setting. Lice transmission requires close head-to head contact or the sharing of personal hair related items.

School health room staff responsibilities regarding lice in schools:

1. Educate school staff regarding head lice causes, treatment and common misconceptions such as:
 - a. Getting head lice is not related to cleanliness of the person or his/her environment.

- b. Head lice are mainly spread by direct contact with the hair of an infested person.
 - c. Head lice are not known to transmit disease.
 - d. Head lice move by crawling, not hopping or flying.
 - e. Head lice are not reportable to the public health departments unless there are other communicable disease related concerns.
2. Educate students and their families about how to prevent lice and what to do if a family member has lice.
 3. Collaborate with the Public Health Department or other resources in planning assistance to families who have chronic infestation.

Treatment:

If a child is suspected of having head lice, it is important to consult with a pediatrician or family physician for proper care as soon as possible. Treatment failure may be caused by lack of response to a treatment, incorrect product usage, misdiagnosis of the original condition, or re-infestation. To help avoid these pitfalls, the physician can confirm the diagnosis, discuss treatment options, provide an appropriate recommendation, and advise parent(s)/guardian(s) on how to properly use the medication.

Key treatment considerations:

1. A common approach to head lice treatment is to use an over-the-counter (OTC) medication. While these treatments have been effective in the past, resistance to some OTC head lice treatments has been reported in recent years. A 2016 study showed that 48 states now have lice that may be genetically predisposed to resistance to commonly used treatments.
2. There are new prescription treatment options available that are safe and do not require nit combing.
3. Parent(s)/guardian(s) should closely follow treatment instructions. Using extra amounts or multiple applications of the same medication is not recommended, unless directed by a healthcare professional.
4. Family bed linens and recently used clothes, hats, and towels should be washed in very hot water and dried on the highest setting.
5. Personal articles such as combs, brushes, and hair clips should be soaked in very hot water (at least 130° F) for 5 to 10 minutes.
6. All household members and other close contacts should be checked, and anyone with evidence of an active infestation should be treated. All persons with active head lice should be treated at the same time.

Communicating with families

School nurses will help educate the community about head lice and treatment options, including OTC and prescription products, through letters to parents at the beginning of the school year or during a lice outbreak, handouts in the nurse's office, and presentations during parent-teacher nights.

School nurses can also help prevent stigmatization in the community by spreading the word that head lice infest children from all backgrounds and walks of life. Anyone can get head lice, no matter how clean their home or hair is, or where they live or go to school or play.

Head Lice Protocol

1. When live lice are identified, the child's parent or guardian WILL be notified that same day by telephone stating that prompt, proper treatment must be completed before return to school after live lice diagnosis.
2. There are many acceptable treatment options; however, treatment with a product that is both a pediculicide as well as ovicidal is the surest way to kill lice and prevent further re-infestation.
3. Students will not be allowed to return to school until proof of treatment is presented by parent(s)/guardians(s). Acceptable proof of treatment is a health care provider note, receipt from purchase of over-the-counter lice treatment or visual confirmation from CCDS health room staff of no live lice on scalp upon students return to school.
4. Notification letters should be sent home to alert parents only if a high percentage (20% or more) of children in a classroom are infested with lice.

5.5 Home Responsibilities for General Health

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. Please view the [Medication Administration Guidelines](#) on the CCDS webpage for more information.

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.

6. Student Safety

6.1 Child Abuse Reporting

All employees and agents of the District School Board are authorized and mandated by [FS 1006.06](#) 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.

6.2 Suicide Risk Screening

Only school-based mental health service providers who have been trained in the use of the instruments utilized by the District may give a risk assessment to a student expressing suicidal ideation or suicidal intent.

A "school-based mental health services provider" means a school counselor certified under [F.A.C. 6A-4.018](#), a mental health professional licensed under F.S. Chapters [490](#) or [491](#), a school social worker certified under [F.A.C. 6A-4.035](#), or a school psychologist certified under [F.A.C. 6A-4.031](#), who is employed or contracted by the District to provide mental health services in its schools.

If a trained school-based mental health services provider is unavailable, a contracted certified or licensed mental health provider may evaluate students in the District for suicide risk, including the mobile response teams serving the District. All schools and local mobile response teams shall use the same suicide risk assessment instruments approved by the FLDOE pursuant to [F.S. 1012.583](#).

When a suicide risk assessment results in the initiation of an involuntary examination, the Principal or designee is required to make a reasonable attempt to notify the student's parent(s) before the student is removed from school, school transportation, or a school-sponsored activity, unless notification is delayed pursuant to [F.S. 1002.20](#).

When a suicide risk assessment results in a change in related services or monitoring, a student's parent(s) must be notified as soon as possible.

6.3 Threat Management Assessment

In support of maintaining school safety, staff will investigate reports of, or evidence regarding, students who exhibit behaviors that indicate a potential intent to harm or other concerning behavior that requires intervention on or off school grounds that could pose a threat to the safety or welfare of other students or staff.

Threatening or concerning behavior and communication may be expressed verbally, visually, in writing, electronically, or through other means. Concerning communications may be considered threatening, even if they do not involve a direct and explicit threat of violence. Concerning communications may also allude to hopelessness or suicide.

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

Families will be notified when a threat assessment is being conducted, or as soon as possible after such assessment has been conducted, regarding their student. Records of student threat management assessments shall be provided to families upon request. Parents will be invited to participate in the development of a student support management plan and comply with such a plan.

6.4 Student Searches

School officials or school employees designated by the principal may conduct random searches 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, etc.). Random searches may not be used to single out a particular individual or category of individuals.

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

A student's failure to permit a search as provided in this policy will be considered grounds for disciplinary action, including suspension, alternative placement and possibly expulsion.

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 object, or weapon, he or she may conduct a metal detector check of the student's person and personal effects.

School lockers, desks, and other storage areas provided for student use on school premises are school property and remain at all times under the ownership and control of the school. Lockers, desks, and storage areas, as well as the contents therein, are subject to inspection at any time, without notice and without cause, at the discretion of CCDS. No student shall lock or impede access to any locker or storage areas except with a lock provided or approved by school authorities. Searches of a student's person or personal effects such as a backpack, purse, book bag, electronic devices, motor vehicle, etc, within the school or on school grounds may be conducted by the principal or designee when that official has reasonable grounds to suspect that the search will uncover evidence of a violation of Board and/or district policies, school rules, or federal, state, or local laws or uncover the presence of an item that presents an immediate danger of physical harm or illness to any person. 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's personal possession(s) located on campus per [FS 1006.09\(9\)](#).

6.5 Bullying

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

To guide the investigation of alleged bullying, three key elements must be present in order to fall into the Substantiated Bullying category. This includes behaviors that are 1) repeated, or could be reasonably repeated, 2) intentional, and 3) reflect a power imbalance between the individual engaged in bullying behavior and the one being bullied.

Bullying includes actions such as:

- Teasing
- Cyberstalking
- Sexual, religious, or racial harassment
- Threats
- Physical violence
- Public or private humiliation
- Intimidation theft
- Destruction of property
- Stalking

Cyberbullying is a specific form of bullying using technology to hurt, harm or humiliate another individual or group. Refer to 10.6 Social Media Guidelines.

6.6 Hazing

Hazing activities of any type are inconsistent with and disruptive to the educational process and prohibited at any time in school facilities, on school property, and/or off school property if the misconduct is connected to activities or incidents that have occurred on school property. No administrator, faculty member, or other School Board employee shall encourage, permit, authorize, condone, or tolerate any hazing activities. No student shall plan, encourage, or engage in any hazing.



Hazing is defined as any action or situation that endangers the mental or physical health or safety of a student at a school for purposes including, but not limited to:

1. initiation into any organization operating under the sanction of a district school;
2. admission into any organization operating under the sanction of a district school;
3. affiliation with any organization operating under the sanction of a district school; or
4. the perpetuation or furtherance of a tradition or ritual of any organization operating under the sanction of a district school. [FS 1006.135](#)

6.7 Youth Gang Membership

Students are not allowed to form or participate in groups virtually or in person which threaten, frighten or harm other students. Such groups, when they become known by school and district authorities, may be considered a gang. These groups generally have common names, and wear common colors, jewelry, signs or clothing. Students are encouraged to alert an adult if such activity or groups become known to them.

6.8 Reporting Discrimination, Harassment, Bullying, and Hazing

In alignment with Board Policy [5517](#) and [5517.01](#), If a student believes they have been a victim of, or witness to, discrimination, harassment, bullying, or hazing, they should report it immediately. Retaliation for reporting is not tolerated. 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. The following actions are encouraged in reporting this behavior:

1. Students are always encouraged to report the complaint directly to a teacher, school counselor, school administrator, or parent who will then notify the school. Employees will report the violation to the school Principal within 24 hours.
2. If a student or other person familiar with the situation would like to submit a report anonymously, they may call the Bullying Hotline at (904) 336-6799.
3. If the accused is a district employee, the student or parent should contact Human Resources at (904) 336-6706.
4. If the accused is an adult not employed by the school district, the student or parent should contact the school Principal.

Parents/guardians of students who have experienced bullying or harassment may be eligible to apply for the Florida HOPE Scholarship, which provides the opportunity to transfer to another public school or receive a scholarship to attend an eligible private school. This option is available to help ensure students feel safe and supported in their learning environment. More information about eligibility and how to apply can be found on the [Florida Department of Education's website](#).

6.9 Fortify FL - SaferWatch App

[FortifyFL](#) is a suspicious activity reporting tool that allows individuals to instantly relay information to appropriate law enforcement agencies and school officials. It is available on the CCDS student portal, and may be downloaded to any portable device through the FLDOE website.

[SaferWatch](#) is a free emergency notification app. The app is programmed so that when CCDS teachers and staff are on any district property, a mobile panic button is available in the event of an emergency. For CCDS students, the app allows them to report suspicious activity and tips occurring in schools.

The SaferWatch App Terms of Service (ToS) prohibits using the app for fraudulent, abusive, or illegal activity. SaferWatch makes it clear that any suspected fraudulent, abusive, or illegal activity may be grounds for terminating the User's right to use the SaferWatch app.

SaferWatch's User Privacy Policy (UPP) states that anonymous tips may not remain anonymous in the event that a user makes a False Report with the app, and that SaferWatch may release the user's information to law enforcement in these circumstances.

Since SaferWatch connects to the 911/E911 system, the misuse of the app could result in criminal charges.

6.10 Student Dating Violence & Abuse

CCDS is committed to keeping all students safe and supported, including in their relationships with others. Dating violence or abuse—whether it is physical, verbal, emotional, or happens through texting or social media—is not allowed at school, during school activities, or on school transportation. Students are encouraged to speak up and report any concerns to a trusted adult, such as a teacher, counselor, or administrator, if they feel unsafe or know someone who may need help. Families, students, and community members can also report concerns, even anonymously. All reports are taken seriously, and the school will respond promptly to ensure student safety and provide appropriate support. [CCDS School Board Policy 5517.03](#)

6.11 Family Behavior Expectations

All CCDS students and staff deserve to learn and work in an environment free from disruption, threat or intimidation. Family members and adult visitors will display appropriate and professional adult behavior in schools, during school events and at sanctioned school activities at all times. In accordance with [Florida Statute 810.097](#) and [Florida Statute 877.13](#) failure of a family member or adult visitor to act appropriately may result in the violator being prohibited (trespassed) from being on school property or attending any school sanctioned events. In cases of significant disruption, law enforcement will be contacted regarding the matter.

7. Digital Devices & Electronics

7.1 Wireless Communication Devices

The School Board is aware that parents and students use Wireless Communication Devices (WCDs) including but not limited to laptops, chromebooks, tablets, smartphones, smartwatches, Bluetooth devices, earbuds, digital recording or smart glasses, etc. to communicate with each other. However, the use of wireless communication devices on school grounds must be appropriately regulated to protect students, staff, and the learning environment.

Possession of a WCD by a student at school during school hours and/or during extracurricular activities is a privilege that may be forfeited by any student who fails to abide by the terms outlined in the Student Code of Conduct, or otherwise abuses this privilege.

Taking audio recordings, photographs or videos by any means whatsoever while on school property or while on school transportation is prohibited. The only exceptions to this rule are:

1. Taking photos or video for reproduction in a school sponsored publication.
2. Taking photos or video 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 or video with the permission of the school administration.

Publication on any internet site or social media platforms of any audio recordings, photographs, videos or images taken in violation of the rules listed above or recording fights or similar events is strictly prohibited and will be deemed disruptive to the order of the school. These actions are a violation of acceptable use of Wireless Technology Devices and will be sufficient reason to impose disciplinary action.

All Students

1. Students may have a wireless communication device on school property, unless this privilege has been revoked. While students may possess WCDs in school during non-instructional time, on school property, during after-school activities (e.g., extra-curricular activities) and at school-related functions, they must be powered completely off (i.e., not just placed into vibrate or silent mode) and stored out of sight during school hours.
2. Students may NOT use a wireless communication device during instructional time, except when expressly directed by a teacher solely for educational purposes. A teacher shall designate an area for wireless communication devices during instructional time. ([HB 379](#))
3. Students may not use an electronic device in areas considered personal space (i.e. - bathroom, locker room) and other areas designated by Administration.
4. Students may not use their Wireless Communication Devices to accept or make phone calls or video conferencing during school hours unless instructed to do so by Administration/School Personnel.

High School Only

Students may use an electronic device outside of school hours, during lunch break, at school related functions as determined by school administration, and extracurricular activities as long as the electronic devices are not audible (cannot be heard by others).

Use of a Wireless Communication Device during standardized testing is prohibited and can cause the student's test to be invalidated.

Bannerman Learning Center and other alternative programs in the district will have site specific regulations regarding the use of wireless communication devices.

7.2 Student Use of the Internet

The internet and related electronic instructional resources are used in schools to support student learning. The use of these resources are for educational purposes only when on district property, at district or school-sanctioned activities or events, when students are being transported in vehicles dispatched by CCDS, and and outside of school if it affects our school community or happens while participating in any of our school's events or programs. Teachers and school administration determine use of the CCDS Instructional Network based on educational goals of the school and classroom, and may determine to limit access. Students are encouraged to use the network to do homework, class-related research, and class work when appropriate. Students should not use this network for music, gaming, or non-educational video streaming. In compliance with the Child Information Protection Act (CIPA) requirements, this network will be monitored. CCDS accepts no responsibility associated with loss, damage, or theft of a device connected to the network.

7.3 Responsible Use Guidelines

Discovering Endless Possibilities

Technology is an integral part of the CCDS 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

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

Students will:

1. use digital devices, networks, email, and software in school for educational purposes.
2. keep personal information (including home/mobile phone number, mailing address, and username and password) and that of others private.
3. show respect for themselves and others when using technology, including social media.

4. give acknowledgement to others for their ideas and work.
5. report inappropriate use of technology immediately.

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.

7.4 Social Media Guidelines

In accordance with the CCDS Student Code of Conduct, the District expects students to set and maintain high ethical standards in their use of social networking. Sometimes, personal social media use, including off-hours use, may result in disruption at school and the school may need to investigate. This investigation could lead to disciplinary action such as a parent conference, suspension, alternative disciplinary placement, and/or expulsion. It is important to remember that infractions outlined in the Student Code of Conduct (See Section 6.5) prohibiting certain types of communication also apply to electronic communication.

| Guidelines for Student Use of Social Media |
|---|
| 1. Think before you post. Clay County District Schools recommends that students use discretion when posting to social media sites at all times and requires that students follow the CCDS Student Code of Conduct when on school district property. |
| 2. 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, other school staff or your parents. |
| 3. 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 wouldn't want anyone to access. Social media venues are public and information can be shared beyond your control. |
| 4. 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. |
| 5. Use of school or District logos or images on your personal social networking sites is prohibited. CCDS 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. |
| 6. You should always take responsibility for what you post. Do not misrepresent yourself by using someone else's identity. |
| 7. 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. |
| 8. 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 birth dates, and |

pictures with parties you don't know or on unsecure sites.

9. 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.

10. Cyberbullying is considered an act of harassment.

7.5 Student Electronic Device Agreement

Students may have opportunities throughout the school day to check out or use school-issued electronic devices to support their learning. With this access comes the responsibility to handle all devices with care, use them appropriately, and follow all school guidelines for technology use. Families should be aware that students are expected to return devices in good condition, and any damage caused by misuse, neglect, or intentional actions may result in financial responsibility for repair or replacement.

Student and their Parent/Guardian agrees to:

1. Use, maintain, and keep the Electronic Device in good operating order, at their own expense, in the manner for which it was designed and intended
2. Not allow or make any alterations or additions to the Electronic Device without the prior written consent of CCDS
3. Return the Electronic Device to CCDS in the same condition as received on the beginning date of the Agreement, minus reasonable wear and tear
4. Use the Electronic Device in ways that are not disruptive, offensive, harmful, or otherwise improper or against the acceptable use policies of CCDS
5. Provide CCDS with written notice to any change in address or telephone number during the term of this Agreement

Student and Parent/Guardian acknowledge that they are subject to criminal prosecution or civil liability for the destruction or misuse of the device. A theft report will be filed with the local Law Enforcement if a device is reported as stolen and Student and Parent/Guardian would still be financially responsible for the Electronic Device.

Network Agreement

All users of CCDS devices and network resources agree to comply with and give consent to the following:

1. Files, user ID's, passwords, and computer output belonging to an individual or to CCDS are considered to be personal property, but may be subject to audit by CCDS.
2. Users shall not examine, change, or use CCDS or another person's files, output, or usernames for which they do not have explicit authorization.

3. Users shall not deliberately attempt to degrade system performance or capability. Knowledge of systems or special passwords shall not be used to damage a system or file, or to change or remove information without authorization.
4. Users shall not use the system for any illegal purpose or to enter or send any material that is obscene, pornographic, or defamatory, or material that is intended to annoy, harass, or alarm another person.
5. All users shall use software only in accordance with applicable license agreements. Users shall not make unauthorized copies of any software under any circumstances. Duplication of licensed software for any purpose except for backup and archival purposes or when otherwise specifically authorized is prohibited. Users shall not give or transfer software to anyone except other authorized users of the CCDS network or device without specific approval from the CCDS. All software must be lawfully purchased or acquired.
6. Use of computer systems and databases shall be limited to the purpose(s) for which access is granted. Unless such use is specifically granted, use of CCDS digital resources for personal or private use for-profit, is prohibited.
7. Students are authorized to use electronic devices and network services for incidental personal use, provided such use does not interfere with the educational objectives of CCDS or overload network resources, thereby denying it to others.
8. Repeated minor infractions of the Student Responsible Use Guidelines or violations of a serious nature may result in the temporary or permanent loss of network access and/or Electronic Device use. More serious violations that may result in permanent loss of network access and/or Electronic Device use include, but are not limited to, extending computing resources to unauthorized users, attempts to steal passwords or data, unauthorized use or copying of licensed software, unauthorized attachment of personal computers to the CCDS network, unauthorized use of another's account, or overloading network resources thereby denying it to others. No payments made for the Electronic Device will be refunded if network access and/or Electronic Device use is denied due to violations or infractions of any CCDS or computer use policies, whether or not such infractions are mentioned in this Agreement.
9. Filtering will be provided by CCDS for school and off-site use. This filtering is a best effort to ensure that inappropriate material is not accessed by students whether in school or off site. No filtering solution is perfect, and this service is being provided free of any warranty.
10. Computers, including Chromebooks, use Google Workspace for Education Services and Google additional services for which a Google account is assigned to each student.

7.6 Use of Student Work, Video and Photographs

Occasionally, 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 web page, and may be used at local, state, or national conferences.

If parents have an objection to their student's work or name being used for any of the above purposes, or an objection to photographs or recordings of their student being used, notify the school of the objection, in writing,

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.

8. School Bus Conduct & Safety

The privilege of students to ride a school bus is contingent upon following the expectations outlined in the Student Code of Conduct. The driver of the school bus shall be in complete charge of the bus during the ride and while students are entering or leaving the vehicle. Students shall be required to conform to all regulations concerning discipline, safety, and behavior while riding on the school bus. The driver shall notify appropriate authorities if a student persists in violating the established rules of conduct. After due warning has been given to the student and/or families, the privilege of riding the bus may be withheld from the student. Violation of district policies and regulations while on the school bus may result in student discipline up to and including suspension or expulsion, in accordance with district policy.

The Clay County District Schools have jurisdiction over students who are on the school bus or at the school bus stop when the bus is present at the bus stop. ([FS 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 en route to or from the school bus stop. Other responsibilities of parents of transported students include (exerted from [F.A.C. 6A-3.0121](#)):

1. To ensure the safe travel of students to and from school including to and from the assigned bus stop.
2. To ensure that students ride only in their assigned school buses and get off only at assigned bus stops, except when alternative buses or arrangements have been made and documented by the district.
3. To ensure students are aware of and follow the expected rules of behavior while they are at the bus stops and to provide the necessary supervision during times when the bus is not present.
4. To provide the necessary assistance for students to get on and off at the bus stop when the physical disability of the student renders them unable to get on and off the bus without assistance (as required by district policy or the student's individual education plan).

We believe that all students can behave appropriately and safely while riding the school bus, and as such we will not tolerate behavior that is disruptive to the driver or which inhibits or interferes with the safe operation of the bus. In order to guarantee all students the safe and efficient transportation they deserve, the following has been established:

1. Arrive at the bus stop ten (10) minutes prior to the scheduled pick up time.
2. Take responsibility for their behavior and conduct themselves in a respectful, orderly manner while waiting at the bus stop for the bus to arrive.
3. Wait until the bus comes to a stop before attempting to get on or off the bus.
4. Enter and leave the bus only at the front door after it has come to a stop, except in the case of an emergency as directed by the driver.
5. Leave the bus only with the consent of the driver.
6. Be silent when approaching or crossing railroad tracks.
7. Keep the aisle and stepwell clear at all times.
8. Do not tamper with door handles, windows, and other safety equipment at any time.
9. Students may use Wireless Communication Devices with the following conditions:
 - a. Lights and screens are dimmed so they do not distract the driver
 - b. Volume is kept low enough to be heard only in the rider's seat
 - c. If earbuds or headphones are worn, the student should keep one ear free from earbuds or headphones so they can hear safety instructions from the driver.
10. All students must scan their bus pass or student ID when getting on and off the bus. A bus pass and/or student ID will be issued for this purpose. Additionally, students can download the Transportation App to use the provided barcode or QR code for scanning when boarding and disembarking from the bus.

Violation of any of the above policies and regulations while on the school bus may result in student discipline up to and including suspension or expulsion, in accordance with district policy.

Large Objects on the School Bus: Oversized objects, including, but not limited to, large band instruments or cases, school projects or athletic equipment which cannot be held in the seat, are prohibited, unless prior approval is obtained from the bus driver and the school administration.

Cameras: School buses are equipped with video cameras for the purposes of ensuring the health, welfare and safety of all staff, students, and drivers.

9. Student Activities, Athletics, & Organizations

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.

9.1 Rules for Student Activities and Clubs

1. Clubs and activities must be open to all qualified students.
2. Clubs cannot interfere with school activities and School Board policies must be followed.
3. 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).

4. Local chapters of national organizations whose charters are prescribed are exempt from the requirement that they must be written by both students and teachers.
5. Clubs must have a faculty sponsor approved by the administration; this sponsor must be at all meetings/events and with chaperones when appropriate.
6. Club members cannot be hazed pursuant to School Board Policy 5516 and [FS 1006.135\(1\)](#). 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. Students are always encouraged to talk to parents and school administrators about any activity in which they are made to feel uncomfortable. Demeaning or dangerous activities are not necessary to be a part of a team or group.
7. Club dues must be reasonable.
8. Club meetings must be held on the school grounds except for special meetings/events approved by the administration.
9. Club money must be handled through the school's internal accounts system.

Note: [FS 1006.14](#): Secret societies prohibited in public K-12 school states that (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.

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 pursuant to [FS 1006.195\(1\)](#).

Per [FS 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 Student 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 GPA 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.

9.2 Student-Led Organizations

Student-led organizations are permitted in secondary schools, and such organizations are allowed to meet on school premises during non-instructional time, as designated by the school principal.

Students wishing to establish an organization shall work with their school and within district policy. Membership in all student organizations shall be on a voluntary basis and only open to students currently enrolled in the school at which meetings are to be held. Student organizations shall not engage in any activity which is contrary to law, district policy, or school rules. Additionally, all student-led organizations must have an approved staff sponsor per [CCDS School Board Policy 5840](#).

9.3 Student Executive Officers

Effective student associations are the forums for the training and involvement of students in the democratic process, and promote the ideals of shared governance, respecting differing opinions, and engaging productive discourse with one another. Members of the school community share the responsibility for shaping such associations into positive instruments for student involvement.

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

9.4 Student Publications

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. Principals may suppress or recall literature which they consider primarily commercial in nature or material which could endanger the orderly operation of the school.

| Student Rights | Student Responsibilities |
|---|--|
| To possess, post, and distribute forms of literature that are not inherently disruptive to the school program through means such as, but not limited to, newspapers, magazines, leaflets, pamphlets, and online forums. | To use only those bulletin boards or wall areas designated for use by students and student organizations, and accept responsibility for the effect that the posting might have on the normal activities of the school. |

To be free of censorship on their publications except within the framework of guidelines previously agreed upon by students and administrators.

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.

10. Prohibited Items

10.1 Tobacco, Vapes, Drugs, Alcohol

CCDS is committed to promoting the general health, welfare, and well-being of our school community. Consequently, it is district policy that no student shall be permitted to use, be under the influence of, possess, distribute, gift, purchase, exchange, or sell any tobacco product, vapes, alcohol, or illegal drug while on district property, at district or school-sanctioned activities or events, when students are being transported in vehicles dispatched by CCDS or one of its schools, and off school property when such conduct has a nexus to school or any district curricular or non-curricular activity or event. As used in this policy, “illegal drugs” are all substances defined under either federal statutes as “drugs” or “controlled substances”, or state statutes as a controlled substance including marijuana or marijuana concentrate as well as counterfeit or synthetic illegal drugs and substances falsely represented as being drugs. As used in this policy, “drugs” also are legal and illegal drugs not properly possessed under state or federal law. An exception to this policy will be made for the administration of medical marijuana in accordance with state law and district policy. As per [FS 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 [FS 893.02](#); any counterfeit controlled substance as defined in [FS 831.31](#); any alcoholic beverage as defined in [FS 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, 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.

Compliance with the standards of conduct set forth in this policy and its accompanying regulations are mandatory for all students. A violation shall subject a student to appropriate disciplinary action, up to and including expulsion and referral for prosecution. For tobacco or vape violations, students may have the option to complete an alternative to suspension program, in lieu of other disciplinary procedures.

All students, families, and community members are expected to be aware of the prohibited conduct addressed in district policy and comply with the prohibitions. Failure to comply may result in student discipline up to and including expulsion; or family member or community member trespassed from district property.

“School property” means all property owned, leased, rented, or otherwise used or contracted for by a school. This includes, but is not limited to: all buildings used for instruction, administration, support services, maintenance, or storage; the grounds surrounding those buildings if the school

is authorized to exercise dominion and control over the grounds; and all vehicles used by the school for transporting students, workers, visitors, or other persons.

“Tobacco product” means any product that contains nicotine or tobacco or is derived from tobacco and is intended to be ingested, inhaled, or applied to the skin of an individual. “Tobacco product” does not include any product that has been approved by the appropriate federal agency as a tobacco use cessation product. However, due to the wide range of nicotine levels available in tobacco cessation products, the school may request a written document from a medical provider, for anyone under the age of 18, detailing dosage recommendation for tobacco cessation product use. “Use” means the lighting, chewing, smoking, inhaling, vaporizing, ingesting or application of any other tobacco substance.

10.2 Weapons

The possession and/or use of a weapon by a student is detrimental to the welfare and safety of students and school personnel within the district. Carrying, bringing, using, or possessing a weapon in any school building, on school grounds, in any school vehicle, or at any school-sponsored activity is prohibited. Weapons may include but are not limited to sword, sword cane, firearm, electric weapon or device, destructive device, or other weapon as defined in [FS 790.001](#), including a knife, razor blade, box cutter, or common pocket knife (pocket knife blade length of 2.5 inches or longer [FS 1003.57](#)). [FS 790.115](#)

The following are prohibited on any school property (including parking areas), school bus, school bus stop, and school sponsored event:

1. Any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive.
2. The frame or receiver of any weapon described above.
3. Any firearm muffler or firearm silencer.
4. 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.
5. 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.
6. Any Firearm.
7. Any weapon as defined in [FS 790.00 \(13\)](#).

Simulation of Weapons

Simulating a firearm or weapon while playing is not grounds for disciplinary action or referral to the criminal justice or juvenile justice system under [Chapter 790](#) or [s.1006.13](#) unless it substantially disrupts student learning, causes bodily harm to another person, or places another person in reasonable fear of bodily harm. Actions could result in a potential threat assessment that could result in disciplinary action/consequences. 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.

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.

10.3 Zero Tolerance Rule

[FS 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 school district. 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 [FS 790.162](#) and [FS 790.163](#).

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 vehicles and 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 no less than one 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.

Note: Possession of an artificial firearm is an automatic suspension and possible expulsion recommendation to the Superintendent.

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](#) & [FS 790.115](#).

Incidents defined in the next section of the Student Code of Conduct will be reported and may result in criminal prosecution. If the infraction involves a victim, the school shall notify the victim and parents, if a minor, of the infraction and the victim's right to press charges against the offender. CCDS 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 [FS 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 [FS 1006.13](#).

Infractions that fall under Zero Tolerance Rule are defined by the Florida Department of Education through the School Environmental Safety Incident Reporting (SESIR) and receive the most severe consequences provided for by School Board Policy.

Note: The district may assign more severe consequences than normal when the student appears motivated by hostility towards 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.

11. Behavior & Discipline Procedures

11.1 Multi-Tiered System of Supports (MTSS)

A Multi-Tiered System of Supports (MTSS) is an evidence-based framework designed to ensure that students receive the academic and behavioral instruction they need in order to be successful. The work of the CCDS District MTSS Team and School-Based MTSS Teams includes:

- engaging in data-based problem solving
- identifying areas of opportunity for student growth
- developing plans for instruction and intervention support matched to students' needs
- ensuring that instruction and intervention support matched to students' needs are implemented, and progress is monitored

The tiers, or levels of student support, represent a way to organize resources to provide instruction/intervention based on student need. These are not locations for students, but rather specific instructional/intervention supports provided based on student need. Additional resources or supplemental supports (i.e., Tier 2 and Tier 3) are in addition to what all students receive (Core Instruction/Tier 1).

11.2 Positive Behavior Interventions and Support (PBIS)

The PBIS framework and OneClay Culture initiative serve as the foundational support within a Multi-Tiered System of Supports (MTSS) for behavior, establishing a proactive, schoolwide approach to creating positive learning environments for all students. Through clearly defined expectations, consistent teaching and reinforcement of appropriate behaviors, and a shared commitment to building strong relationships, CCDS schools strive to create the conditions where students can be successful both academically and socially. These universal supports are designed to meet the needs of the majority of students by preventing problem behaviors before they occur and promoting a culture of safety, respect, and responsibility. Intentionally embedding these practices into daily routines and interactions ensures a consistent, predictable framework that guides both students and staff in fostering a positive school climate.

11.3 Progressive Behavior Supports & Consequences

CCDS' approach to student behavior is grounded in the belief that all students can learn, grow, and make positive choices when provided with clear expectations, consistent support, and meaningful opportunities to reflect and improve. Through the PBIS framework and OneClay

Culture initiative, schools prioritize teaching and reinforcing behaviors that promote a safe, respectful, and responsible school environment. Progressive support focuses on using proactive strategies, skill-building, and practices to address behavior, while also providing a structured system of responses when expectations are not met. The goal is to support students in understanding the impact of their actions, developing self-management skills, and remaining engaged in their learning so they can be successful both in school and beyond.

Classroom Managed Behavior Supports

The classroom is the first and most important setting for supporting student behavior, where expectations are taught, practiced, and reinforced each day. Most student behaviors can be effectively addressed by the classroom teacher through proactive strategies, consistent routines, and relationship-based approaches aligned with CCDS’ PBIS framework and OneClay Culture. The chart below provides examples of classroom-managed behaviors along with supportive strategies teachers may use to respond in a way that is instructional, respectful, and focused on skill-building. These practices are designed to help students reflect, learn from their choices, and strengthen the behavioral skills needed for success.

When a student needs repeated classroom behavior support beyond age appropriate behavior strategies, it is important for school staff to document the strategies used, the frequency of concerns, and the student’s response over time. Ongoing documentation helps teachers, support staff, and parents work together to better understand patterns, monitor progress, and identify whether additional skill-building supports may be needed. This collaborative approach allows schools to respond early, provide targeted interventions, and ensure students receive the support they need to develop positive behaviors and be successful in the classroom.

Documenting Low Level Behavior

CCDS teachers and other staff document classroom managed behavior directly in our student information system by using the behavior code Low Level Behavior Documentation (LLB). This is entered using the same process as submitting an office discipline referral; however, this discipline code does not count as an office discipline referral for either the student or the school in state reporting. Only classroom level consequences can be applied when using the LLB discipline code.

| Types of Classroom Disruptions | | | |
|---|--|--|--|
| Aggression (Student to Student) | Breaking Rules | Confrontation (Student to Adult) | Disengagement |
| Accusing, blaming Arguing Banging on desk Biting Breaking, destroying things Bullying Head banging Hitting Invasion of personal | Bringing forbidden things to school Cheating Chewing gum Eating in class Giggling Graffiti Humming Inappropriate language Inappropriate noises | Argumentative with teacher Asking pseudo questions Attempting to take charge Blaming Calling teacher names Complaining Contradicting the | Asking for assistance before trying Asking off-subject questions Breaking pencils to get out of seat Clowning around Daydreaming Doodling Excessive absences |

| | | | |
|---|--|---|---|
| space Kicking Making fun of others Nagging Name calling Obscene gestures Playing rough Poking others Profanity Pulling hair Pushing Shoving Spitting at others Stealing Teasing Temper tantrums Threatening, intimidating Throwing things Touching others (unwanted) Tripping others | Interrupting learning Late or missing assignments/homework Leaving without permission Making noises Messing up the classroom Misusing equipment Passing notes Running Screaming Shuffling Standing on furniture Tipping furniture Whistling Yelling Vandalism | teacher Denying misbehavior Doing the opposite of what is asked Flirting with teacher Gesturing toward teacher Hitting teacher Ignoring directions Inappropriate answers Inciting others to disobey Insolent facial expressions Interrupting teacher Lying Making excuses Questioning the teachers ability Refusing to cooperate Swearing at teacher Talking back Whining | Excessive restroom breaks Fidgeting Grooming Horseplay Hyperactivity Inattentiveness Not completing work Not having materials for class Not listening Not participating Off task behavior Passing notes Playing with materials Pretending to work Rushing work to get free time Skipping Sleeping Socializing Wandering around room |
|---|--|---|---|

Note: This is not an all inclusive list but rather examples of each type of disruption.

| Classroom Behavior Support Strategies | | |
|---|--|---|
| Prevention Strategies | Moment of Disruption Strategies | Follow Up Strategies |
| Chat Time Leadership Role Using Signals Preview New Activities Focus on Strengths Breaking Up Learning Tasks Regulation Activity Student Led Conference Visual Reminders Visual Timers and/or Schedule Flexible Seating | Acknowledge Student Power I-Messages Plus Make a Better Choice Right Now Validation Prompt Regulation Routines Schedule a Follow Up Implementing Consequences Model It! Language of Choice Picture It Right | Same-Side Chat Responsible Thinking Re-Establish Expectations Replacement Behavior Parent Conference Contracts |

Note: This is not an all inclusive list but rather examples of the different types of strategies. Teachers can refer to the OneClay Culture Resources for additional strategies.

Administrative Behavior Supports & Consequences

When student behavior requires additional support beyond the classroom, school administrators work to ensure responses are consistent, fair, and aligned. Consequences are designed to address more significant or repeated behaviors while continuing to prioritize student growth, reflection, and the safety of the learning environment. The chart below outlines a range of responses that may be used based on the severity and context of the behavior, combining appropriate accountability with opportunities for reteaching, problem-solving, and skill development. Our goal

is to maintain a safe and supportive school community while helping students take responsibility for their actions and learn strategies for future success.

Note: School principals have the discretion to deviate from these guidelines by assessing an appropriate consequence other than the ones stated in the guidelines if it is determined that there are mitigating or aggravating circumstances.

The nature of the behavior and the student’s past disciplinary record may be considered when selecting the consequence. The school district employee who is supervising the student or who observes the behavior should address the misconduct. If the behavior is repeated 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 investigating as necessary, the administrator will decide on the most appropriate consequence. All infractions require parent contact. More than one consequence can be used for a single incident.

| Behavior Documentation (not a Discipline Referral) | |
|---|--|
| <i>Discipline Code</i> | <i>Consequence</i> |
| Low Level Behavior Documentation (LLB) | Classroom level consequences only (per school’s discipline flowchart) |
| Level 0 Minor Offenses | |
| <i>Discipline Code</i> | <i>Consequence</i> |
| <ul style="list-style-type: none"> Behavior Incident Tracking (BIT) | Alternate consequences as defined by a student’s IEP, 504, or MTSS Behavior plan |
| <ul style="list-style-type: none"> Unsubstantiated Bullying (UBL) Unsubstantiated Harassment (UHR) | No consequences associated with this discipline code- tracking purposes only |
| Level 1 Minor Offenses | |
| <i>Discipline Code</i> | <i>Consequence</i> |
| <ul style="list-style-type: none"> Classroom Refusal (CRR) Dress Code Violation (DRS) Leaving Class Without Permission (LVC) Plagiarism/Cheating Violation (PCV) Profanity/Obscene Language or Gesture (PRO) Providing False Information/Forgery (FLS) Skipping Class (SKP) Tardy (TAR) Violation of Classroom Rule (VCR) Wireless Communication Device (WCD) | <ul style="list-style-type: none"> Behavior Contract In School Suspension (<1-5 Days) Detention Letter of Apology Loss of Privilege Parent Contact Referral to Problem Solving Team Referral to School Counselor Reflection Sheet Teach / Reteach Student Expectations Work Detail / School Chores <i>Other School Defined Practice</i> |
| Level 2 Major Offenses | |

| <i>Discipline Code</i> | <i>Consequence</i> |
|---|---|
| <ul style="list-style-type: none"> Abuse of School Property - vandalism under \$1000 (ABS) Adult Confrontation or Defiance (ACD) Elevated Plagiarism/Cheating (EPC) Inappropriate Conduct (IAC) Leaving School Without Permission (LVS) Physical Student Dispute (PSD) Possession of Inappropriate Object (POS) Stealing/Petty Theft <\$750 (STP) Student uses Profanity or Gesture/School Board Employee (SPE) Verbal Student Dispute (VSD) Wireless Device Multiple Referrals (WDR) | <ul style="list-style-type: none"> Behavioral Contract Bus Suspension (1-10 Days) Consultation with Law Enforcement Detention ISS (<1-10 Days) Letter of Apology Loss of Privileges Parent Contact OSS (1-10 Days) Referral to Family Education Program (FEP) Referral to Problem Solving Team Referral to School Counselor Work Detail / School Chores <i>Other School Defined Practice</i> |

Level 3 | Major Offenses

| <i>Discipline Code</i> | <i>Consequence</i> |
|---|---|
| <p><i>Local District Codes</i></p> <ul style="list-style-type: none"> Felony Charges filed outside of the school (SAO) Identity Theft (IDT) Inappropriate Use of Technology (TEC) Multiple Level 2 Referrals (MUL) Room Clearing Event (RCE) Adult Physical Confrontation-No Serious Injury (SCE) Violation of Behavior Contract (VBC) Violation of Safety Procedure (VSP) <p><i>SESIR Violation Codes</i></p> <ul style="list-style-type: none"> Bullying (BUL) Disruption on Campus - Major Disorderly Conduct (DOC) Fighting (FIT) Harassment (HAR) Hazing (HAZ) Other Major (OMC) Sexual Harassment (SXH) Sexual Offense (SXO) Simple Battery (PHA) Threat/Intimidation (TRE) Tobacco (TBC) Trespassing (TRS) | <ul style="list-style-type: none"> Alternative Learning Placement Bus Suspension (1-10 Days) Behavioral Contract Detention ISS (1-10 Days) Letter of Apology Loss of Privileges OSS (1-10 Days) Parent Contact Recommendation for Expulsion (with or without services) Refer to Hearing Office Refer to Law Enforcement Referral to Family Education Program (FEP) Referral to Problem Solving Team Referral to School Counselor Reflection Sheet Student Conference Teach/Reteach Student Expectations Tobacco Education Program Work Detail/School Chores <i>Other School Defined Practice</i> |

Level 4 | Major Offenses

| <i>Discipline Code</i> | <i>Consequence</i> |
|------------------------|--------------------|
|------------------------|--------------------|

| | |
|---|--|
| <ul style="list-style-type: none"> ● Aggravated Battery (BAT) ● Alcohol (ALC) ● Arson (ARS) ● Burglary (BRK) ● Criminal Mischief > \$1000 (VAN) ● Drug Sale and Distribution (DRD) ● Drug Use Possession (DRU) ● Grand Theft > \$750, including Motor Vehicle Theft (STL) ● Homicide (HOM) ● Kidnapping (KID) ● Robbery (ROB) ● Sexual Assault (SXA) ● Sexual Battery (SXB) ● Weapon Possession (WPO) | <ul style="list-style-type: none"> ● Alternative Learning Placement ● Letter of Apology ● OSS (10 Days) ● Parent Contact ● Recommendation for Expulsion (with or without services) ● Refer to Hearing Office ● Refer to Law Enforcement ● Referral to Family Education Program (FEP) ● Referral to Problem Solving Team ● Referral to School Counselor ● Reflection Sheet ● Teach/Reteach Student Expectations ● <i>Other School Defined Practice</i> |
|---|--|

11.4 Discipline and Students with Disabilities

CCDS is committed to providing all students with disabilities a free, appropriate public education. While this commitment includes all aspects of learning experiences for students with disabilities, 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 within the Student Code of 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 the 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 out of school suspension (not to exceed 10 school days within a school year) 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, or any time prior to the fifth day of out-of-school suspension in order to proactively address the student’s needs.

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

1. 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.

2. If a student is assigned to more than 10 days of out of school suspension (consecutive or cumulative) the IEP or 504 team is required to conduct a manifestation determination review.
3. Students with disabilities who have been determined to have committed certain Level 3 or Level 4 infractions of the Code of Student Conduct may be recommended for expulsion.
4. The manifestation determination review committee is a team of professionals trained to provide input regarding the student's needs and disability. The team conducts a comprehensive records/data review and makes a determination if the student's behavior was or was not a manifestation of the student's disability.
5. When determining participants for the MDR review, the school will ensure the participants include the student's parents/legal guardians and all relevant members of the student's IEP or 504 team who have knowledge of the student, the student's disability, and the discipline event resulting in a consideration of a change in placement. Additional members of the IEP or 504 team may be considered to attend the MDR if they have knowledge of student, their disability, and/or the discipline event which includes school administrator, 504 coordinator, district ESE administrator, district ESE specialist, ESE school site specialist, school counselor, school social worker, school psychologist, and any other professionals deemed appropriate by the district. Parents have the right to invite additional participants at their discretion.
6. If the student's behavior is determined to be a manifestation of the student's disability and the student's misconduct did not involve weapons, drugs, or serious bodily injury, the student may not be expelled and the student's original placement is restored. The IEP or 504 team will ensure the student's needs are addressed via the IEP or 504 plan. If it is determined that the offense is a manifestation of the student's disability, but the conduct involves drugs, weapons, or serious bodily injury, the student may not be expelled, but may be provided services for a limited time in an alternative setting. In either case, for students with an IEP, a Functional Behavior Assessment/ Positive Behavior Support Plan (FBA/PBSP) is to be generated or reviewed and added to the IEP. For students with a 504 Plan, the 504 team should review and update any existing Behavior Intervention Plan or conduct a 504 Reevaluation to determine if a Behavior Intervention Plan is needed.
7. If the manifestation determination team determines that the student's behavior is not a manifestation of the student's disability, the district may discipline the student according to its regular discipline code of conduct including referral for a discipline hearing.
8. 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:
 - a. Statement of Manifestation
 - b. Current IEP, including relevant matrix amendments, or 504 Plan or Least Restrictive Environment (LRE)
 - c. Functional Behavior Assessment/Positive Behavior Support Plan

9. All Due Process Rights and Procedures are granted to students with disabilities. Parents must be provided with a copy of the procedural safeguards at the IEP/Manifestation Determination or 504/Manifestation Determination meeting as applicable.
10. 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 ensure that the IEP or 504 Plan is continued.

11.5 In-School Suspension

In-school suspension (ISS) is a strategy used to discipline students for their behavior while ensuring that they continue to participate in learning activities. It consists of students being removed from their classroom environment, and spending their day or assigned time working on their class work in a designated location for these students. Adult supervision and assistance will be provided to students with their assignments and activities.

The goals and primary student outcomes of ISS are:

1. Allows students to continue with school work.
2. Gives students a "time out" to regroup and refocus.
3. Provides the student an opportunity to remediate behavioral concerns.
4. Keeps students in their school routine.
5. Makes transition back into a regular school day easier.

In-School Suspension For Students With Disabilities

Like all students, students with disabilities can be placed in ISS for violating the Student Code of Conduct. However, the Individuals with Disabilities Education Act (IDEA) requires schools to follow additional procedures when placing students with disabilities in ISS.

Students with disabilities must be able to:

1. Appropriately progress in the general curriculum. Generally, this means that the student is receiving all of their regular education assignments and that regular education teachers are involved in the setting, either through supervising it or making regular appearances there.
2. Receive the services specified on the child's IEP or 504. Generally this means that the student is receiving an appropriate amount of specialized instruction, supplementary aids and services, and all related services (E.g. – Speech, OT/PT, Adaptive PE, Counseling, etc.).
3. Participate with nondisabled students to the same extent. This means that the student is not in a setting that is exclusively for students with disabilities or that he is permitted to leave the setting to attend certain activities with nondisabled peers.

The ISS program should include both an academic and behavioral component. The behavior component should address the specific behavior for which the student is placed in ISS.

Note: The school does not have to include ISS in counting removal days if, during the suspension, it affords the student the opportunity to continue to progress in the general curriculum, receive ESE services, and participate with non-disabled peers.

11.6 Out of School Suspension, Alternative Placement, and Expulsion

CCDS may consider the following factors to determine whether to suspend or expel a student:

1. Age;
2. Disciplinary history;
3. Eligibility as a student with a disability;
4. Seriousness of the infraction;
5. Threat posed to other students and staff; and
6. Likelihood that a lesser intervention would properly address the violation.

In matters involving student behavior which may result in the suspension or expulsion of a student, it is district policy that the family will be provided the opportunity to be involved in all such disciplinary procedures.

Out of School Suspension

A school principal may suspend a student from some or 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 [FS 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.

Procedures for OSS

1. Before a suspension is assigned, the student will be informed of the school rule or behavior concern being reviewed, given an opportunity to share their perspective either verbally or in writing, and may provide the names of any individuals who may have relevant information about the incident. Any information shared by the student may be considered along with other available information as part of the school's review process.
2. If the school determines that a suspension is warranted, the student and parent/guardian will receive written notice explaining the decision, the reason for the suspension, and the length of time the student will be out of school. The principal will provide this notice by U.S. Mail or another communication method agreed upon by the parent/guardian. In situations where a student's immediate removal is necessary to protect the safety of others or school property, the school may implement the suspension first and provide notice and an opportunity to meet as soon as possible afterward.

3. During the suspension, the school will provide the student with access to assignments and schoolwork to support continued learning.
4. A Principal's Review will also be conducted for any student referred to the district hearing office.

Appeal of Suspension/Principal Review

1. The school principal, after reviewing the case with the parent or adult student, will either affirm or adjudicate the length of suspension as originally stated in the suspension notification during a Principals review. This change shall be made on the electronic referral in the Student Information System.
2. The parent, or adult student, at the Principal's Review should be advised of his/her right to appeal the action to the Hearing Office.
3. If the parent/guardian, or adult student feels that they were not afforded due process at the Principal's Review, he/she shall appeal to the Hearing Office in writing within 3 days.
4. The Hearing Office shall review the case to rectify any procedural errors.
5. The Hearing Office recommendation will be presented back to the school for a modification of the original suspension decision or uphold the original suspension.

Alternative Learning Placement

A student may be assigned to an alternative learning placement when the traditional school setting is not meeting the student's behavioral support needs, when the student's behavior creates a significant safety concern for themselves or others, or when the seriousness of a disciplinary incident requires a temporary change in placement. Alternative learning placements are designed to provide continued access to instruction while offering additional structure, supports, and interventions to help the student build the skills needed for a successful return to the school setting when appropriate.

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. All Level 3 and Level 4 infractions that are especially egregious, violent, or otherwise significant enough to warrant such a decision will be considered for expulsion.

Procedures for Alternative Learning Placement/Expulsion/District Hearing Office

1. Prior to a meeting with the District Hearing Office, a Principal's Review will be held to advise the student as to why he/she has been recommended for alternative learning placement and/or expulsion, be given an opportunity to share their perspective and may provide the names of any individuals who may have relevant information about the incident. The

parent or adult student shall also be advised in the Principal Review of the right to appeal and be advised of the appeal procedures to the District Hearing Office. The appeal must be made within 3 days of the Principal Review to the Hearing Office.

2. Once the Principal Review is completed, a referral is made to the Hearing Office for final review and consideration of expulsion recommendation to the Superintendent.
3. The District Hearing Office will determine if sufficient basis is found for a recommendation to an alternative learning placement or expulsion to the School Board.
4. Appeal of the District Hearing Office decision must be made to the Hearing Office within 10 business days of the Hearing Office Decision. An appeal of the Hearing Office Decision is a rejection of any recommendation made by the Hearing Office including adjudication of expulsion. If the parent or adult student appeals the Hearing Office Recommendation, the original recommendation from the school principal may be considered at the appeal before the Superintendent and the School Board.

In the event that a student who has been recommended for expulsion withdraws from the district, the expulsion proceedings with the School Board shall continue as though the student had not withdrawn. The Superintendent and School Board shall not delay action on an expulsion recommendation pending re-entry/reregistration of the student in CCDS.

CCDS will uphold and enforce disciplinary proceedings from other public school districts. A student who has been expelled from another school district, shall not be permitted to transfer, enroll, or be admitted into a CCDS school. If a student was expelled with services or alternatively placed in another district, CCDS will uphold said expulsion or alternative disciplinary placement.

11.7 District Hearing Office

The Student Hearing Office is designed for circumstances that warrant District-level review of intervention beyond a school administration decision. This is the case for zero-tolerance infractions, as well as school-based decisions that a parent wishes to appeal.

Hearings will be conducted pursuant to [FS 1006.07\(1\)\(a\)](#) and [FS 1006.08\(1\)](#). Suspension hearings are exempted from provisions of Chapter 120 F.S. Expulsion hearings shall be governed by [FS 120.57\(2\)](#) and are exempt from [FS 286.011](#).

[FS 1003.32\(4\)](#) and [FS 1006.09\(1\)\(a\)](#), along with School Board policies of CCDS, 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.

Due Process Procedures

Students will be informed of the infraction and have the opportunity to be heard before disciplinary action. Students will be notified of the school rules that have been violated, either verbally or in writing, by an administrator or designee. Students will be given the right to present evidence or provide a list of witnesses concerning the charges. The following steps will be taken to guarantee due process:

1. Proper notification of the infraction or complaint against the student and proposed disciplinary action.
2. Explanation of evidence against the student.
3. Opportunity to present evidence and/or provide a list of witnesses on their behalf.
4. Opportunity to refute charges with an administrator/designee.

11.8 Procedures for Investigating Accusations of Harassment, Hazing, and Bullying

1. When a report is made, the school principal will notify the parents of both the student(s) accused of bullying and the student(s) that has been allegedly bullied within 48 hours. This notification will include a description of the accusation and the process for investigation that will take place, along with a timeline of action. It is expected that a thorough investigation will require more than one day but will be completed in a timely manner. It must review more than a single incident to be considered bullying behavior but not for harassment or hazing.
2. The principal will designate an administrator or dean that can remain neutral to lead the investigation.
3. All interviews of students and adults will be documented and uploaded into the SIS referral system if it is determined to meet the criteria of Bullying/Harassment/Hazing/Sexual Harassment. All interviewees should be prepared to give as much detail as possible regarding who, what, when, where, and how the behavior allegedly occurred.
4. The School Counselor will be notified within 48 hours of the report in order to meet with the student(s) that was harassed, bullied, or hazed, to determine their counseling needs and will document this follow up in Conference notes of the SIS system.
5. Collection and evaluation of facts will include:
 - a. a description of the incident, the nature of the behavior, and the context in which the incident occurred;
 - b. how often the behavior occurred
 - c. whether there were past incidents or past continuing patterns of behavior
 - d. relationship between the parties involved,
 - e. the characteristics of the parties involved
 - f. the identity of the alleged perpetrator, including any positions of power one may have over the individual allegedly subjected to bullying or harassment
 - g. the number of alleged perpetrators

- h. the age of the alleged perpetrator
 - i. where incidents occurred
 - j. whether there have been other incidents in the school involving the same or other students
 - k. whether the conduct adversely affected the student's education or educational environment
 - l. the date, time, and method in which the parent(s) of all parties involved were contacted.
6. Once an investigation is completed, if the information and findings are determined to meet the criteria of Bullying/Harassment/Hazing/Sexual Harassment, the incident will be entered into the SIS and appropriate actions are taken regarding student discipline per this Code of Student Conduct and supports put in place for all individuals involved.
 7. The principal will notify the parent of the student being harassed or bullied within 15 days of the initial report.

Due to the sensitivity surrounding complaints of unlawful harassment, time lines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. School Board Policy 5517

11.9 Procedures for Investigating Allegations of Discrimination

Clay County School Board [Policy 5780](#) relative to Non-Discrimination states the following:

Discrimination on the basis of race, color, national origin, sex, disability, religion, or marital status against a student or an employee in CCDS is prohibited. No person in this District shall, on the basis of race, color, national origin, sex, disability, religion, or marital status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any District program or activity, or in any employment conditions or practices, conducted by a public educational institution that receives or benefits from federal or state financial assistance. [ES 1000.05](#)

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. Each school has a school-based Title IX Coordinator, which is listed under each school's web page under the administration tab. A compiled list can be found on the [District's Title IX webpage](#). Any student matter not resolved by the school principal to the satisfaction of the aggrieved party may be referred to the attention of the Title IX Office.

Title IX Office

Clay County District Schools School District of Clay County
900 Walnut Street
Green Cove Springs, Florida 32043
Telephone: (904) 336-6919

3. Any student matter not resolved by the school principal to the satisfaction of the aggrieved party may be referred to the attention of the following office:

Coordinator of Student Engagement
Clay County District Schools School District of Clay County
900 Walnut Street
Green Cove Springs, Florida 32043
Telephone: (904) 336-5000

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.

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.

11.10 Procedures for Investigating Dating Violence

1. **Receive the report promptly.**
When a report of alleged dating violence or abuse is received, the principal begins an investigation as soon as possible.
2. **Notify parents/guardians when appropriate.**
If the alleged victim and/or alleged perpetrator is under age 18, the principal contacts the parent(s)/guardian(s) to inform them that a report has been made.
3. **Interview the students involved.**
The investigation should include speaking with the alleged victim, the student accused of the behavior, and any witnesses or others who may have relevant information.
4. **Gather and review evidence.**
All individuals interviewed should be given an opportunity to share any information or evidence they believe is relevant, which may include statements, screenshots, messages, or other documentation.
5. **Continue the investigation even if the victim does not want to move forward.**
The school may still investigate the report regardless of whether the alleged victim wants to pursue the complaint.

6. **Determine whether the allegation is substantiated.**

At the conclusion of the investigation, the principal decides whether the report of dating violence and abuse is substantiated.

7. **Apply disciplinary action if the allegation is substantiated.**

If the principal determines that dating violence and abuse occurred, the student code of conduct will be followed. Possible consequences may include suspension, assignment to another school or program, or recommendation for expulsion, with consideration given to the full circumstances, including age and maturity.

8. **Notify outside agencies when required.**

The Department of Children and Families must be notified if the student found responsible is age 18 or older and the victim is a minor.

9. **Consider other code of conduct violations if the allegation is not substantiated.**

Even if dating violence and abuse is not substantiated, the principal may still determine that the behavior violates the student code of conduct or another board policy.

10. **Provide safety supports and accommodations.**

During or after the investigation, the principal should provide reasonable accommodations if requested, such as a No-Contact Contract, schedule changes, support for safe movement around campus, and referrals for counseling or outside services.

11. **Respond to protective orders and restraining orders immediately.**

If a student provides a court order of protection, the principal should implement supports consistent with that order, including a No-Contact Contract. Law enforcement must be notified immediately if there is reason to believe a criminal or civil restraining order has been violated, and the School Resource Officer must respond right away.

12. **Address retaliation or false reporting.**

The school must also take immediate action if someone retaliates against a person for reporting, files a knowingly false complaint, or fails to investigate appropriately when responsible for doing so.

13. **Maintain privacy as much as possible.**

Throughout the process, the school should protect the privacy of the complainant, the accused, and witnesses as much as possible while still meeting its legal responsibility to investigate and act. Records related to the investigation should be kept confidential to the extent allowed by law.

11.11 Procedures for Investigating Threats or Actions Towards School Employees

Infractions include:

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

Procedures for investigating the striking or threatening of school district employees will include, but not be limited to, the following:

1. Collect all relevant information, including witness statements.
2. Consult with law enforcement at the staff member's direction; school administration and the district Human Resources office should assist the staff member if needed in notifying CCEA or CESPA.
3. Notify the parent of the incident; notice the family with a certified letter of principal review.
4. Issue suspension notice with recommendation for expulsion (see ESE guidelines if student is a Student with Disabilities; a ten-day recommended suspension must be addressed at the district meeting).
5. Notify the Hearing Office by sending paperwork and recommendations.
6. Recommendations may include temporary placement in an appropriate alternative setting prior to any district level hearing.
7. 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 district employee chooses to press charges, they can attend the district-wide meeting.
8. The student must attend the review meeting. Unusual circumstances that prevent their participation should be processed as part of the discipline backup material.
9. The committee will present its findings to the Superintendent through the Hearing Office for his expulsion recommendation to the School Board.

11.12 Reports or Involvement of Law Enforcement Agencies

The School Board views criminal acts committed by students to be extremely serious. In addition to School District disciplinary action, criminal acts will be reported to the appropriate law enforcement agency as outlined in the School District's zero tolerance policy. These include:

School Districts must report the following School Environmental Safety Incident Reporting (SESIR) incidents, as defined in Rule 6A-1.0017, F.A.C., to law enforcement:

- | | |
|-----------------------|---------------------------|
| 1. Aggravated Battery | 12. Homicide |
| 2. Alcohol | 13. Kidnapping |
| 3. Arson | 14. Other Major Incidents |
| 4. Burglary | 15. Robbery |

- | | |
|---|---------------------------|
| 5. Criminal Mischief <\$1000 | 16. Sexual Assault |
| 6. Disruption on Campus Major | 17. Sexual Battery |
| 7. Drug Sale/Distribution excluding Alcohol | 18. Sexual Offenses Other |
| 8. Drug Use-Possession excluding Alcohol | 19. Simple Battery |
| 9. Fighting | 20. Threat/Intimidation |
| 10. Grand Theft <\$750 | 21. Trespassing |
| 11. Hazing | 22. Weapons Possession |

School Districts must report all SESIR incidents to law enforcement where the incident includes one or more of the following related elements, as defined Rule 6A-1.0017, F.A.C.:

- | | |
|-----------------------|-------------------|
| 1. Alcohol-Related | 5. Hazing-Related |
| 2. Drug-Related | 6. Injury-Related |
| 3. Gang-Related | 7. Vaping-Related |
| 4. Hate Crime-Related | 8. Weapon-Related |

“Law enforcement action” means that official action was taken by a School Resource Officer (SRO) or local law enforcement officer in response to a SESIR incident, including but not limited to: an arrest, referral to a civil citation or similar pre arrest diversion program authorized by FS 985.12, or initiation of an involuntary examination authorized by FS 394.463

“Reported to law enforcement” means that a school district or charter school communicated with a School Resource Officer (SRO) or other law enforcement agency or official about an incident. Reporting to law enforcement may not always result in law enforcement action being taken.

Appendix A: Behavior Infraction Codes

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 alternate consequences as defined by a student's IEP, 504 or MTSS Behavior plan. Consequences can be issued using this code.

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 ([FS 1006.147](#)).

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 ([FS 1006.147](#)).

LEVEL 1

Level 1 infractions are relatively minor misbehavior that interferes with the orderly educational process in the classroom or other areas.

Classroom Refusal (CRR) - Student's repeated refusal to engage in assigned learning activities, follow teacher directions, participate in required classroom routines, or complete expected tasks after redirection and support have been provided. This behavior goes beyond the school's established classroom-managed level behavior (see school Discipline Matrix) and reflects a continued pattern of disengagement despite teacher efforts to redirect, reteach expectations, and provide support. This behavior does not involve confrontational conduct toward the teacher or staff. See the "Disengagement" types of disruptions discussed under Classroom Managed Behavior.

Dress Code Violation (DRS) - 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 School Board Policy and Section 2.5 of the Code of Conduct.

Leaving Class without Permission (LVC) - Student leaves classroom or other designated location without permission of the teacher or other authorized staff member.

Plagiarism/Cheating Violation (PCV) - Academic plagiarism or cheating is defined as representing someone else's work as your own or using prohibited assistance in the completion of an assignment or assessment. When no other students are involved, it is considered a Level 1 offense. If multiple students are involved or the offense is conducted on a state test, it is considered a Level 2 offense under Elevated Plagiarism/Cheating (EPC).

Examples could include but are not limited to:

- having answers prior to an exam or assessment
- Using AI to generate answers or ideas for the completion of assignments or assessments unless explicitly told by the teacher that it was allowed for a particular assignment
- Turning in work created by someone else or taken from someone else's created work

Profanity/Obscene Language or Gesture (PRO) – Abusive, profane, obscene or vulgar language (verbal, written, or gestures) or conduct in the presence of another person.

Providing False Information Lying/Forgery (FLS) - 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.

Skipping Class (SKP) – If the student does not report to their assigned class but has been marked present throughout the school day or if the student reports 15 minutes or later to their assigned class.

Tardiness (TAR) - Late to class or school; if the student arrives 15 minutes after the beginning of class w/o permission then the student is considered SKP/skipping class.

Violation of Classroom Rules (VCR) - Violation of specific posted or written school or class rules that are not necessarily a disruptive behavior that exceeds the school's established classroom managed behavior level (see school's Discipline Matrix) and fits within the the "Breaking the Rules" types of disruptions discussed under Classroom Managed Behavior.

Wireless Communication Device (WCD) - Use of a wireless communication device in a way that is not outlined in the Wireless Communication Device Guidelines. (Refer to Inappropriate Use of Technology/ Wireless Communication Devices as a possible code)

LEVEL 2

Level 2 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 1 misbehavior and require administrative personnel intervention. This misconduct must be reported to the appropriate school administrator for disciplinary action. The administrator will follow the procedure designated for major violations (Level 1) when investigating the situation and deciding on disciplinary action.

Abuse of School Property Vandalism under \$1,000 (ABS) - 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.

Adult Confrontation or Defiance (ACD) - Refusal or failure to follow the direction of an adult that rises to the level of resistance or defiance of authority. The flagrant or hostile challenge of the authority of a staff member, bus driver, or other adult in authority. Examples include:

- openly refusing a direct adult directive
- arguing in a disrespectful or confrontational manner
- yelling at or speaking aggressively toward staff
- walking away from an adult while being directed to stop
- encouraging other students to disregard adult directions

Physical Student Dispute (PSD) - Student deliberately pushes, pulls, shoves, strikes, , or otherwise engages in a mutual physical altercation with another student that does not result in any injuries and is stopped by verbal intervention.

Elevated Plagiarism/Cheating (EPC) - Academic plagiarism or cheating is defined as representing someone else's work as your own or using prohibited assistance in the completion of an assignment or assessment. When no other students are involved, it is considered a Level 1 offense. If multiple students are involved or the offense is conducted on a state test, it is considered a Level 2 offense under Elevated Plagiarism/Cheating (EPC).

Examples could include but are not limited to:

- Sharing work with someone else
- Purchasing an academic paper or test questions in advanced
- When multiple students collude to cheat or plagiarize as described under Level 1

Inappropriate Conduct (IAC) - Student engages in inappropriate or disruptive behavior that does not rise to the level of aggression or a major safety violation but is inconsistent with school expectations for conduct. Examples may include inappropriate physical contact or play toward another student, misuse or inappropriate conduct in restroom facilities, horseplay, or using school materials/equipment in a careless or improper manner that could result in damage or disruption.

Leaving School Without Permission (LVS) – Unauthorized leaving of school grounds.

Possession of an Inappropriate Object (POS) - Possession and/or use of items or contraband designated by the school as inappropriate materials such as portable audio players, electronic games, rollerblades, skateboards, lighters, hats, etc. and any other items that cause distraction and/or damage to persons or property or otherwise interferes with learning. An example is the possession of a pocket knife (less than 2.5 inch blade) which may be potentially dangerous or harmful to others. These items will be confiscated.

Stealing/Petty Theft <\$750 (STP) - Taking of property while on school grounds or from a vehicle on school property worth under \$750

Student Uses Profanity Directed at a School Board Employee (SPE) - A student who intentionally engages in a verbal confrontation involving a school board employee with profanity/obscene gestures. If the verbal confrontation involves a threat, the behavior will be coded as Threat/Intimidation (TRE).

Verbal Student Dispute (VSD) - Student engages in a verbal dispute; such as, taunts, antagonizes, or otherwise engages in a mutual verbal altercation with another student that does not elevate to the level of a physical altercation and is stopped by verbal intervention.

Wireless Device Multiple Referrals (WDR) - When a student has received their 4th referral and beyond for Wireless Communication Device and continues to violate expectations, this code would be applied. Use of a wireless communication device in a way that is not outlined in the Wireless Communication Device Guidelines. (Refer to Inappropriate Use of Technology/ Wireless Communication Devices as a possible code)

LEVEL 3

Level 3 infractions are major acts of misconduct. They include serious disruptions of school order and threats to the health, safety and property of others. The misconduct must be reported promptly to a school administrator, who may remove the student from the school or activity immediately.

Local Codes

Felony Charges Filed Outside of the School (SAO) - Previously defined as State Attorney Charges. See Section 7.14 of the Student Code of Conduct

Identity Theft (IDT) - 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.

Inappropriate Use of Technology/Wireless Communication Devices (TEC) - When the possession of a wireless communication device disrupts the educational process. This includes the unauthorized use of a wireless communication device 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).

Multiple Level 2 Infractions (MUL) - If a student commits 7 or more Level 2 infractions they may receive a "multiple level 2" infraction. This code can be used to initiate a Hearing Office Referral.

Behavior interventions including MTSS for behavior should be implemented prior to issuing a Multiple Level 2 Violation.

Room Clearing Event (RCE) – Should a student create an unsafe environment and the student population of the classroom needs to be removed for their safety.

Examples:

1. Student is throwing objects and turning over chairs
2. Student is running around the classroom and refuses to stop while pushing into other students.

Non-Example:

1. Student refuses to do work and yells when asked to begin.
2. Student throws an object not directed towards another student

Adult Physical Confrontation No Serious Injury (SCE) - A student engages in a physical confrontation involving a school board employee that does not cause serious injury or does not rise to the level of Simple Battery.

Violation of Behavior Contract (VBC) - If a student violates a school or district behavior contract that was implemented due to a previous Code of Conduct Violation.

Violation of Safety Procedures (VSP) - Safety procedures are in place to protect all students. This violation covers incidents where a student does not follow safety procedures or disrupts a safety procedure jeopardizing the safety of themselves, other students, and staff members. These could include but are not limited to propping open a secure door or gate, causing a disruption during a safety incident or drill, not going to their assigned location or safety area during an incident or drill, or setting off safety equipment intentionally.

[SESIR Codes - These are violations defined by the Florida Department of Education and are to be reported as School Environmental Safety Incident Reporting incidents.](#)

Bullying (BUL) - Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. Bullying includes instances of cyberbullying, as defined in [FS 1006.147\(3\)\(b\)](#), Bullying may include, but is not limited to, repetitive instances of teasing, social exclusion, threats, intimidation, stalking, physical violence, theft, harassment, public or private humiliation, or destruction of property. If the physical harm or psychological distress is not the result of systematic or chronic behavior, evaluate for Harassment.

SESIR Bullying must include 3 elements: It must be 1) repeated; 2) intentional; and 3) involve a power imbalance.

Examples:

1. Student uses a cell phone to take a picture of a student using the bathroom at school and shares it electronically.
2. Student spreads nasty rumors at school about another person.
3. Student repeatedly teases another person in a mean way, calling him/her inappropriate names, making fun of his/her appearance, or the way he/she talks, dresses, or acts.

Non-Examples:

Student calls another student an inappropriate name once.

The most common places where cyberbullying occurs are:

1. Social Media, such as Facebook, Instagram, Snapchat, and Twitter
2. SMS (Short Message Service) also known as Text Message sent through devices
3. Instant Message (via devices, email provider services, apps, and social media messaging features)
4. Email

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

Examples:

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

Non-Examples:

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

Fighting (FIT) - When two or more persons mutually participate in use of force or physical violence that requires either physical intervention or results in injury requiring first aid or medical attention. Lower-level fights, including pushing, shoving, or altercations that stop on verbal command are not required to be reported in SESIR and should be coded as Physical Student Dispute (PSD).

Examples:

1. Student engaging in a fight/combat with another and physical intervention is necessary to stop it.
2. 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:

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

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

Example:

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

Non-Example:

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.

Hazing (HAZ) - Any action or situation that endangers the mental or physical health or safety of a student at a school for purposes of initiation or admission into or affiliation with any school-sanctioned organization. Hazing includes, but is not limited to pressuring, coercing, or forcing a student to participate in illegal or dangerous behavior, or 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 any food, liquor, drug, or other substance; or 3) participating in physical activity that could adversely affect the health or safety of the student for purposes of initiation or admission.

Non-Examples:

Requiring new team members to attend additional supervised practices.

Other Major (OMC) - Any serious, harmful incident resulting in the need for law enforcement consultation not previously classified. This includes any drug or weapon found unattended and not linked to any individual; such incidents must be coded with the appropriate Related element (such as Drug-related or Weapon-related) and incident involvement must be reported as unknown.

Examples:

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

Non-Examples:

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

Sexual Harassment (SXH) - Unwelcome conduct of a sexual nature, such as sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature.

Harassing conduct can include verbal or nonverbal actions, including graphic and written statements, and may include statements made through computers, cellphones, and other devices connected to the Internet. The conduct can be carried out by school employees, other students, and non-employee third parties.

Examples:

1. Student or other causing unwanted and ongoing episodes of leering, pinching, grabbing.
2. Student or other making repeated suggestive comments or jokes or actions of a sexual nature.
3. Student or other pressuring one to engage in sexual activity.
4. Student or other repeatedly showing a photograph, poster or other images of nudity, lewdness or sexual activity.

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

Examples:

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

Non-Examples:

1. Students kissing consensually.
2. Student swearing
3. A kindergarten child relieving himself publicly.
4. First grade students hugging each other.
5. Student inadvertently touching the breasts or buttocks of another.
6. Inappropriate or suggestive gestures.

Simple Battery (PHA) - An actual and intentional touching or striking of another person against his or her will, or the intentional causing of bodily harm to an individual.

Examples:

1. Throwing an object and hitting someone hard enough to cause injury.
2. Aggressively punching another person in the face.
3. Student committing a battery upon a school district employee such as a teacher or other staff person.

Non-Examples:

1. Horseplay, low-level pushing and shoving between students.
2. Student or other engaging in a fight/combat with another and physical intervention 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 SESIRe code.)

Threat / Intimidation (TRE) - An incident where there was no physical contact between the offender and victim, but the victim reasonably believed that physical harm could have occurred

based on verbal or nonverbal communication by the offender. This includes nonverbal threats and verbal threats of physical harm which are made in person, electronically or through any other means.

Examples:

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

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

Examples:

1. A student under 21 possessing and/or smoking cigarettes, cigars, etc.
2. A student under 21 possessing and/or using a nicotine dispensing device or electronic nicotine delivery system (ENDS) such as electronic cigarettes, vape pens, hookah pens, etc.
3. A student using smokeless tobacco or nicotine products.

Non-Examples:

A 21-year old student smoking a cigar on campus.

Trespassing (TRS) - To enter or remain on school grounds, school transportation, or at a school-sponsored event without authorization or invitation and with no lawful purpose for entry. Only incidents involving a student currently under suspension or expulsion, or incidents where any offender (student or non-student) was previously issued an official trespass warning by school officials, or where any offender was arrested for trespass are required to be reported in SESIR. Trespass incidents that did not have a prior official warning, did not result in arrest, or did not involve students under suspension or expulsion should be reported as locally defined incidents according to district policies.

Examples:

1. Any unauthorized person entering the campus and arrested for trespass.
2. Any unauthorized person remaining on property after being issued an official trespass warning by school officials.
3. A student currently under suspension or expulsion returning to campus without authorization or invitation.

Non-Examples:

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

LEVEL 4

Level 4 acts of misconduct are the most serious. All Level 4 infractions are grounds for expulsion, and will result in a mandatory 10-day suspension. These acts are clearly criminal and are serious

enough to require administrative actions that result in immediate removal of the student from school, the intervention of law enforcement authorities, or action by the Superintendent and Clay County School Board.

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

Examples:

1. Student hitting another with a heavy object over the head resulting in serious injury.
2. Student jabbing a pen into another's arm resulting in serious injury.
3. 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 resulting in serious injury.
4. Student committing aggravated battery upon a school district employee such as a teacher or other staff person.

Non-Examples:

1. Student or other delivering a single poke to the chest.
2. Student or other delivers a single, non-injuring strike to the arm of another.
3. Student or other actively engaging in a fight with each other (refer to [Fighting](#) code as a possible SESIR code).
4. Student or other striking back when hit by an aggressor and becoming engaged in a fight with the aggressor (refer to [Fighting](#) code as a possible SESIR code).

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

Examples:

1. Student testing positive for alcohol by law enforcement.
2. Student possessing, using, or selling alcohol.

Non-Examples:

1. Student suspected of using alcohol without evidence.
2. Student smelled of alcohol who after investigation, was found to be diabetic.

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

Examples:

Student or other deliberately setting a fire on campus.

Non-Examples:

Student or other unintentionally starting a fire.

Burglary (BRK) - Unlawful entry into or remaining in a dwelling, structure, or conveyance with the intent to commit a crime therein.

Examples:

1. Student or other breaking and entering into:
 - a. a school building during athletic events,
 - b. a school bus, or
 - c. a residential garage that is being used for a school-sponsored event
2. Student or other willfully remaining within a building after it has been secured and committing a crime, such as vandalism or theft.

Non-Examples:

1. Student or other entering an unlocked gym, without permission, and using the basketball court.
2. Student or other wandering the halls, after hours, after entering through an unlocked door.

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

Examples:

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

Non-Examples:

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

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

Examples:

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

Non-Examples:

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

Drug Use Possession (DRU) - The use, or possession of any drug, narcotic, controlled substance or any substance when used for chemical intoxication. Use means the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation.

Examples:

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

Non-Examples:

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

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

Examples:

1. Student or other embezzling public funds.
2. Student or other stealing an item/items worth \$750 or more.
3. Student finding a checkbook, signing owner's name and making a purchase.
4. Student or other stealing a car or motorcycle.

Non-Examples:

1. Student or other borrowing an item without permission.
2. Student or other committing robbery (code as [Robbery](#) instead)
3. Student or other stealing an item less than \$750.
4. Student steals a credit card but no charges are made to the card.

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

Examples:

Student or other person, known or unknown, committing any homicide on school campus, at school-sponsored events, or on school transportation.

Non-Examples:

1. Student or other accidentally dying
2. Student or other committing suicide.

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

Examples:

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

Non-Example:

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

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

Examples:

1. Student or other snatching a gold chain off someone's neck
2. Student or other extorting lunch money
3. Student or other engaging in "carjacking"

Non-Examples:

Student or other taking money or valuable worth \$750 or more from an unattended purse. (Refer to [Grand Theft](#) as a possible SESIR code.)

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

Example:

1. Student or other threatening to rape another.
2. Student or other intentionally touching anyone younger than 16 years old in a lewd manner.

Non-Example:

Kindergarten student threatening another with a sexual act.

Sexual Battery (SXB) - 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. Both males and females can be victims of sexual battery.

Examples:

1. Student or other raping someone.
2. Student or other attempting to rape someone.

Non-Examples:

1. Students engaging in consensual sex acts. (Consensual sex is not Sexual Battery. Refer to [Sexual Offenses \(Other\)](#) as a possible SESIR code.)
2. Student or other threatening to rape someone. (Refer to [Sexual Assault](#) as a possible SESIR code.)

Weapons Possession (WPO) - Possession of a firearm or any instrument or object as defined by [FS 790.001](#), that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm.

Examples:

1. Student or other possessing a firearm or knife.
2. Student or other wielding a knife (fixed blade any length), pocketknife (2.5 inch blade or longer), or other sharp or pointed implement as a weapon.

Non-Examples:

1. Student, after investigation, found to possess a common pocket knife (less than 2.5 inch blade), or eating utensil with no intent to harm.

2. Student possessing items not covered under law or district policy such as pointed instruments, pens, or pencils.
3. Student possessing a cutting tool used in art, shop, or other class.

Appendix B: Glossary

Commonly used acronyms and definitions of educational terms frequently used in CCDS:

Glossary of Acronyms and Definition of Terms

| | |
|----------------------|--|
| 504 Plan | Disability Accommodation Plan under Section 504 Rehabilitation Act of 1973 |
| Access Points | Expectations written for students with significant cognitive disabilities to access the general education curriculum |
| ACT | American College Test; college entrance exam |
| ADD/ADHD | Attention Deficit/Hyperactivity Disorder |
| AP | Advanced Placement |
| ASD | Autism Spectrum Disorder |
| AYP | Adequate Yearly Progress |
| CCEA | Clay County Education Association |
| CESPA | Clay Educational Staff Professional Association |
| CTE | Career and Technical Education |
| CVA | Clay Virtual Academy |
| ELA | English Language Arts |
| ELL | English Language Learners |
| EOC | End of Course Exam |
| ESE | Exceptional Student Education |
| ESL | English as a Second Language |
| ESY | Extended School Year |
| FAST | Florida Assessment of Student Thinking |
| FERPA | Family Educational Rights and Privacy Act |
| FHSAA | Florida High School Athletic Association |
| FLDOE | Florida Department of Education |
| FS | Florida Statute |
| GPA | Grade Point Average |
| Guardian | School employee qualified and trained to carry a gun on a school campus |

| | |
|----------------|---|
| IDEA | Individuals with Disabilities Education Act |
| IEP | Individualized Education Plan |
| IQ | Intelligence Quotient |
| i-Ready | An interactive online learning environment for reading and math |
| LLI | Leveled Literacy Intervention |
| PSAT | Preliminary SAT; practice college entrance exam |
| SAC | School Advisory Council |
| SAT | Scholastic Assessment Test; college entrance exam |
| SEDNET | The Multi-agency Network for Students with Emotional/Behavioral Disabilities creates and facilitates a network of key stakeholders committed to assisting in the provision of a quality system of care for students with or at-risk of emotional or behavioral challenges |
| SESIR | School Environmental Safety Incident Reporting; FLDOE student behavior coding system |
| SIPPS | Systematic Instruction in Phonological Awareness, Phonics, and Sight Words |
| SIS | Student Information System |
| SRO | School Resource Officer |
| STEAM | Science, Technology, Engineering, Arts, and Mathematics |
| STEM | Science, Technology, Engineering, and Mathematics |
| SIS | Student Information System |
| YMHFA | Youth Mental Health First Aid |