



NASSAU COUNTY SCHOOL DISTRICT

K-12 STUDENT CODE OF CONDUCT

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Board Approved 9/12/2024

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- Appendix A Student Responsible Use of Technology Agreement**
- Appendix B Student/Parent Laptop Agreement**
- Appendix C FERPA Parent Guide**
- Appendix D Standard Response Protocol**

Special Note: In the event of any conflict or inconsistency between this document and Nassau County District School Board Administrative Rules, the School Board Rules will supersede this policy. Administrative Board Rules may be found on the Nassau County Web Site.

NASSAU COUNTY SCHOOL DISTRICT - STUDENT CODE OF CONDUCT

INTRODUCTION

Philosophical Basis

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

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

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

- Describe roles of the home, student, and school
- Describe student rights and responsibilities
- Identify informal and formal disciplinary actions
- Standardize disciplinary actions
- Identify classifications of violations and describe procedures for disciplinary action
- Be discussed at the beginning of every school year in student classes, School Advisory Councils and Parent & Teacher Organizations in language understandable to those in attendance
- Be distributed to teachers, school personnel, students, and parents/guardians at the beginning of each school year

Roles of Home, Student and School

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

PARENTS OR GUARDIANS WHO:

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

STUDENTS WHO:

- attend all classes daily and are on time
- are prepared to come to class with appropriate working materials

- are responsible for their own work and behavior
- are responsible for delivery of written communications to their parent/guardian
- are respectful to all individuals and property
- refrain from profane or inflammatory statements
- are well-groomed, neat, and clean
- abide by the rules and regulations set forth by the school and individual classroom teachers

SCHOOLS THAT:

- encourage the use of good guidance procedures
- maintain an atmosphere conducive to good behavior
- exhibit an attitude of respect for students
- plan a flexible, challenging curriculum to meet the needs of all students
- promote effective training or discipline based upon fair and impartial treatment of all students
- develop a good working relationship among staff, students, and appropriate community agencies
- encourage the school staff, parents, and students to use the service of community agencies
- encourage parents/guardians to keep in regular communication with the school and participate in its affairs
- seek to involve students, parents/guardians, in the development of policy while conducting themselves in a safe and responsible manner

Jurisdiction of the School Board

Nassau County public school students are subject to the rules and regulations of the School Board of Nassau County: during the school day and regular school sponsored school activities; while being transported on school buses, or otherwise at the public's expense to and from school or other educational activities; at times and places including, but not necessarily limited to, school sponsored events, field trips, athletic functions, and other activities where appropriate school personnel have jurisdiction over students.

All school regulations and prohibitions pertain to automobiles driven or parked on school property. In addition to the foregoing, jurisdictional control over the student may be extended to the immediate vicinity of the school when the conduct of the student is deemed to have a detrimental effect on the health, safety, and welfare of the school.

Jurisdiction of Law Enforcement

F.S 843.02, 843.06 – Administrative Rule 2:10

School personnel are not authorized to prevent or impede officers in the lawful removal of a student from campus removal of a student shall be documented by the principal or designee, who shall thereafter use reasonable efforts to notify the student's parent or guardian of the removal, the name of the officer effecting the removal and the identity of law enforcement agency to which that officer belongs.

SECTION 1

STUDENT RIGHTS AND RESPONSIBILITIES

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

1. BULLYING AND HARASSMENT POLICY ADMINISTRATIVE RULE 5.49

Philosophical Basis

It is the policy of the Nassau County School district that all students and school employees have an educational setting that is safe, secure, and free from harassment and bullying of any kind. The district will not tolerate bullying and harassment of any type. Conduct that constitutes bullying and harassment, as defined here is prohibited.

Student Responsibilities

Conform to reasonable standards of socially acceptable behavior; respect person, property, and rights of others; obey authority; and respond appropriately to those who hold authority.

Student Rights

- To have a safe, secure learning environment free from harassment and bullying.
- To report bullying by anyone (student or adult) without fear of retaliation.

Definition Of Bullying

Bullying means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve but is not limited to unwanted teasing or taunting, social exclusion, threat, intimidation, stalking, physical violence, theft, sexual, religious, or racial harassment, public humiliation, or destruction of property.

Procedures

- Interview the complainant, alleged bully (respondent) and any witnesses separately;
- Collect the facts;
- Evaluate the facts;
- Recommend remedial steps necessary to stop the behavior, if unwarranted;
- Appropriate consequences administered;
- Notification to parents of complainant and respondent.

2. COUNSELING

Philosophical Basis

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

Student Responsibilities

- To use these services for his/her own educational and personal development
- To schedule appointments in advance unless the problem or concern is one of an emergency nature

Student Rights

- To be accurately informed as to the nature of the counseling services available in their school
- To have an opportunity to participate in individual and group counseling.

3. CURRICULUM

Philosophical Basis:

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

Student Responsibilities

- To request participation in academic programs and extracurricular activities that are commensurate with ability.
- To seek assistance in course selection from informed persons in the school.
- To cooperate with the instructor and contribute to an atmosphere free from bias and prejudice.
- To cooperate fully and exert every effort to achieve mastery of the basic skills.
- To take care of textbooks issued to them and to pay for lost or damaged textbooks.

Student Rights

- To have equal educational opportunity with regard to academic programs and extracurricular activities.
- To receive district curriculum course descriptions that will facilitate informed choices.
- To receive instruction in courses of study under competent instructors in an atmosphere free from bias and prejudice.
- To participate in appropriate academic programs in elementary, middle, and high schools.
- To be issued a text for the subjects which he/she is studying.

Florida Statutes 1006.42. Each parent, guardian, or other person having charge of a pupil to whom, or for whom, materials have been issued...shall be held liable for any loss or destruction of, or unnecessary damage to, such materials...and shall be required to pay for such loss, destruction, or unnecessary damage.

4. FREE SPEECH/EXPRESSION

Philosophical Basis

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

Student Responsibilities

- To respect the rights 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 act in a manner which preserves the dignity of patriotic observances.
- To respect the religious beliefs of others.
- To plan for, seek approval of, and conduct activities which are consistent with the educational objectives of the school.

Student Rights

- To form and express viewpoints through speaking and writing in a manner which is not obscene slanderous, or libelous obscene,
- To not be subjected to disciplinary action because of use of a language other than English if student has limited English proficiency. To affirm his/her identity with the American ideals (i.e., pledging allegiance to the flag).
- To refrain from any activity which violates the precepts of his/her religion.
- To petition and survey student opinion in accordance with the procedures that are established by the principal and consistent with Florida Statutes and local regulations.
- To have a constitutional right to distribute written material in school facilities, subject to reasonable parameters outlined by school authorities. These parameters 1) time, place, and manner of distribution, and 2) certain restrictions concerning the content of the material. (Administrative Rule 8.24)

5. STANDARDS OF CONDUCT FOR STUDENT RIDERS TRANSPORTED BY SCHOOL BUS

Riding a school bus is a privilege. Students residing two (2) miles or more from school are entitled to transportation to and from school, by school buses. Physically handicapped students and students in grades Pre K-6 who are subjected to hazardous walking conditions as provided in 1006/23, F.S. are entitled to free transportation regardless of distance. While riding a bus, students are required to follow this Code of Conduct and the directions of the bus operator. School bus operators will report any Code of Conduct infraction or other student conduct requiring discipline to school administrators or Deans of students. The principal has the authority to suspend and/or recommend expulsion of the student from bus riding privileges in accordance with section 1006.10(2), F.S.

Responsibilities of the School Bus Driver

- Operate the bus safely.
- Adhere to applicable state and local laws, Florida Department of Education (FDOE) rules and guidelines, and District procedures and guidelines, and best practices.
- Maintain order on the school bus with the collaboration and support of the school associated with the student.
- Promptly report to dispatch and school administrators any disciplinary infraction or other student conduct affecting the safe operation of the school bus.
- Limit access aboard the school bus to assigned student riders, School District staff and administrators, and emergency services personnel.
- Assign seats to all student riders.
- School bus operators have the authority to direct student riders to refrain from using any devices or engaging in activities which, in their judgement, negatively affect the safe operation of the school bus.

Responsibilities of the Student Rider

- Adhere to this Code of Conduct aboard the bus.
- Follow the bus operator's directions instantly.
- Stand off the roadway while waiting for the bus and wait for the driver's signal before crossing the road.

- Always cross the roadway in front of the bus.
- Be at your stop five minutes early.
- Don't stick your arms, head, or any item out of the window.
- Don't throw anything at each other, at the driver, or out of the window.
- Sit in your assigned seat, wear your seatbelt, and remain seated while the bus is in motion.
- No eating, drinking, vaping, or smoking on the bus.
- No profane or obscene language.
- Refrain from unnecessary or distracting conversations with the driver.
- No loud, distracting, argumentative, or disruptive behavior. Outside of quiet conversations, classroom conduct should be observed.
- No distracting, disruptive, or inappropriate use of cell phones, electronic devices, toys, instruments, etc.

6. GRADES

Philosophical Basis

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

Student Responsibilities

- To become informed of the grading criteria
- To maintain standards of academic performance commensurate with ability, and to make every effort to improve performance upon receipt of notification of unsatisfactory progress.

Student Rights

- To receive a teacher's grading criteria at the beginning of each year or semester course.
- To receive reasonable notification of failure or potential failure during the grading period when it is apparent unsatisfactory work is being performed.

7. PRIVACY AND PROPERTY RIGHTS

Philosophical Basis

Federal and State laws provide persons with reasonable expectation of privacy in addition to freedom from unreasonable search and seizure of property. Such guarantees are not unlimited and must be balanced by the school's responsibility to protect the health, safety, and welfare of all students (4th Amendment of the United States Constitution). Any student operating a motor vehicle on school grounds is subject to random drug and alcohol testing as prescribed in Nassau County School Board Policy 2.48.

Student Responsibilities

- To not carry or conceal any such material that is prohibited by law or would detract from the educational process.
- 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 accept the consequences for the content stored within their lockers, cars, and book bags.

Student Rights

- To maintain privacy of personal possessions unless appropriate school personnel have reasonable cause to believe a student possesses any object or material which is prohibited by law or School Board Policy.
- To attend school in an educational environment in which personal property is respected.
- To have prior notification of any general search of lockers except in emergency situations F.S. 1006.09.

NOTE: School officials may conduct a warrantless search of a student's person, 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.

8. STUDENT DRESS CODE

Admin. Rule 5.85. SCHOOL DRESS AND PERSONAL APPEARANCE. The wearing of appropriate clothing is an essential part of education, shows respect for self and others, and helps to create an orderly learning environment; therefore, the wearing of garments suitable for school shall be required as referenced in 5.32.

The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The Nassau County School District expects students to dress in a way that is appropriate for the school day or any school sponsored event. Student dress code requirements reflect fair, equitable, and consistent practices for all students, while contributing to a safe and positive school climate.

In accordance with statutory requirement F.S. 1006.07 (students are prohibited from wearing clothing that exposes underwear or that exposes body parts in an indecent or vulgar manner) enforcement will focus on positive guidance without embarrassment to the student and should not disrupt the educational process.

Administrators and teachers of the Nassau County School District enforce dress and grooming guidelines that promote the successful operation of schools. On-site administrators determine apparel that is appropriate, disruptive, or in violation of safety rules outlined in the General Code of Appearance.

Each student has the responsibility to dress appropriately for the school environment. Any apparel, jewelry (such as body piercings, ornaments) and hairstyles shall not disrupt the classroom environment.

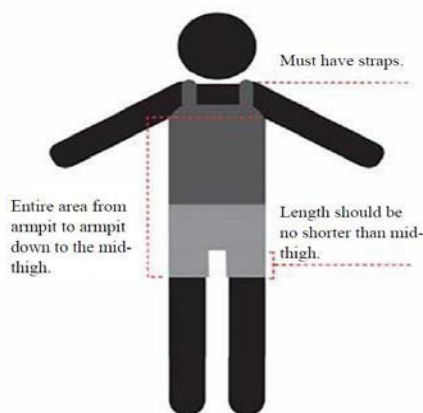
Pre-K -5 Guidelines for dress and grooming in Nassau County Schools:

- Shoes must have closed heels, backs, or straps, and no cleats or wheels;
- Tops and shirts must have backs, cover the stomach and not have thin straps;
- See through clothes are not allowed;
- Tank tops may not be full cut;
- Clothes should not be too tight or too short;
- Clothes with improper language or pictures will not be allowed;
- Hats, caps, or other items, such as curlers or sunglasses, will not be worn at school unless a doctor or principal gives you permission;
- Pants or shorts must be worn at the waist. If belts/suspenders are used, they must be fastened and jewelry or other items that may cause injury will not be allowed.

Secondary (grades 6-12) Guidelines for dress and grooming in Nassau County Schools:

- Shoes must be worn at all times.
- Hats, head coverings and hoodies should not be worn in buildings (campuses have the right to enforce greater restrictions).
- Tops with thin or no straps, or tops that show midriff or expose the body are prohibited.

- See-through or mesh garments shall not be worn without appropriate undergarments.
- Shorts, skirts, and dresses may be worn, provided they are an appropriate length (approximately fingertip in length).
- Clothing and accessories shall not be worn if they display violence, lewd and obscene messages, sexually suggestive phrases, or advertisements, or symbols of alcohol, tobacco, or drugs
- Undergarments should not be visible. The waistband of shorts, slacks, skirts, and similar garments shall not be worn below the hips. Underwear, midriff and backs should not be exposed. Belts, suspenders, and straps should be worn in place and fastened.
- Any articles of clothing or jewelry that may cause injury to oneself or to others are prohibited.



All students must adhere to these **minimal guidelines** for acceptable apparel and appearance. Repeated dress code corrections may be treated as defiance and subject to disciplinary action. In order to maximize instructional time, students will be given an opportunity to immediately correct dress code violations. (Administrative rule 5.85)

9. NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT(PPRA)

PPRA affords parents certain rights regarding the taking of surveys by students. Any survey that contains one or more of the protected areas and is funded whole or in part by the Department of Education requires prior written consent from the parents. The eight protected areas identified by PPRA are:

- Political affiliations or beliefs of the student or the student's parent;
- Mental or psychological problems of the student or student's family;
- Sexual behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of others with whom respondents have close family relationships;
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- Religious practices, affiliations, or beliefs of the student or parents; or
- Income, other than as required by law to determine program eligibility.

10. GRIEVANCE PROCEDURES

Philosophical Basis

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

Student Responsibilities

- To discuss his/her grievances informally with the persons involved prior to invoking formal grievance procedures.
- To state the grievance clearly and concisely, to follow the established procedures, and to accept the decision that is the outgrowth of this process.

Student Rights

- To have a standard procedure for the resolution of grievances.
- To participate in the formulation of the grievance procedures with the school administration through his/her student government.

11. STUDENT PUBLICATIONS

Philosophical Basis

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

Student Responsibilities

- To use only those bulletin boards or wall areas designated for use by students and student organizations, and to accept responsibility for the effect that the posting, publication, or distribution of this literature might have on the normal activities of the school.
- To refrain from publishing libelous and obscene materials, to seek full information on the topics about which he/she writes and observes the normal rules for responsible journalism under the guidance of the faculty advisor. Principals may suppress or recall literature which he/she considers primarily commercial in nature, or material which could endanger the orderly operation of the school.

Student Rights

- To possess, post, and distribute any forms of literature that are not inherently disruptive to the school program including, but not limited to, newspapers, magazines, leaflets, and pamphlets.
- To be free of censorship on his/her publications except within the framework of guidelines previously agreed upon by students and administrators.

12. STUDENT RECORDS

Philosophical Basis

A well-developed student record file contains information needed for making appropriate educational decisions for the student. Student records are to be treated confidentially and should contain information that is relevant, accurate, and appropriate. Admin. Rule 2.44, 5.79

Student Responsibilities

- To inform the school of any information that may be useful in making appropriate educational decisions.

- To authorize the release of pertinent information to those individuals or agencies who are working actively and constructively for the benefit of the students
- To have parents/guardians, or eligible students follow prescribed procedures for requesting access to records or transcripts.

Student Rights

- To inspect, review, and challenge the information contained in records directly related to the student
- To be protected by legal provisions which prohibit the release of personally identifiable information to other than legally authorized persons without the consent of the parent/guardian, students or eligible students (18 years of age or attending a post-secondary institution)
- To have the right of access records or transcripts (parents/guardians, or eligible students).

F.S. 1002.22. No public educational institution shall maintain any report or record relative to a pupil or student which includes a copy of the pupil's or student's fingerprints.

13. MTSS and PBIS

The Nassau County School District is committed to providing high quality instruction and support to all students in their academics, behavior, and behavioral health needs. The implementation of a **Multi-Tiered System of Supports (MTSS)** is a data-driven process that provides assistance to students, families and teachers in order to improve educational outcomes. This system provides support to both teachers and parents by generating effective research-based academic, behavior, and behavioral health instruction and interventions for large groups of students (classroom/school-wide), subgroups of students, small groups of students, or individually targeted students. MTSS helps our schools and the district to organize resources through alignment of academic standards and behavioral expectations in order to enable every child to successfully reach their fullest potential.

To support student behavioral needs the district has implemented **Positive Behavioral Interventions and Supports (PBIS)**. **PBIS** is a multi-tiered framework for establishing systems of social-emotional and behavioral support that enhance schools' capacity to maximize outcomes for all students. The multi-tiered system allows for the provision of a continuum of school-wide, targeted and individual interventions supports related to the social-emotional, behavioral and academic needs of all students.

- Tier 1: School-wide interventions for all learners to prevent behavior challenges.
- Tier 2: Specialized interventions for learners who are at-risk for academic or social failure due to behavioral challenges.
- Tier 3: Individualized interventions for students with intensive/chronic behavior challenges.

SECTION 2

STUDENT ATTENDANCE

1. ATTENDANCE

Regular school attendance is a necessary part of a student's education. Excessive absences impair a student's educational progress, can impact whether the student passes or fails a grade, and may result in court proceedings and/or the loss of driving privileges. Students are considered absent when they miss 50% or more of the school day. Absences are defined as follows:

Excused Absences

- Students must be in school unless the absence has been excused for one of the reasons listed below. Excused absences include the following:
- Personal Illness.
- Illness of an immediate family member.
- Death in the family.
- Religious holidays of the student's religious faith.
- Required court appearance or subpoena by a law enforcement agency.
- Special events, including, but not limited to, important public functions, student conferences, student state/national competitions that are school-sponsored, administrative approved post-secondary educational institution visitation, as well as exceptional cases of family need.
- Doctor or dentist appointments.
- Students having or suspected of having a communicable disease or infestation that can be transmitted are to be excluded from school and are not allowed to return to school until they no longer present a health hazard (Florida Statute 1003.22). Examples of communicable diseases and infestations include, but are not limited to, fleas, head lice, ringworm, impetigo, and scabies. Students are allowed a maximum of two (2) days excused absence for an infestation of head lice.

Unexcused Absences

Unexcused absences include, but are not limited to, the following:

- Shopping trips
- Pleasure/Vacation trips
- Truancy
- Other avoidable absences.

2. REPORTING ABSENCES

Any student who has been absent from school shall bring a note from a parent or guardian within forty-eight (48) hours of returning to school stating the cause of the absence. Failure to bring in a note will result in an automatic unexcused absence. However, the fact that the student brings in a note does not require the school administration to excuse the absence. The principal or designee will decide whether the absence meets the criteria for an excused absence, and that decision will be final. The administration may request additional documentation, such as a doctor's note. The excuse must state specific dates of absence, and must be signed by the treating, licensed physician. After fifteen (15) days of absence, whether excused or unexcused, a student must present verification from a licensed doctor for all subsequent absences due to illness.

3. MAKE-UP WORK

When a student is absent from school the student shall be responsible for all work and assignments missed during the student's absence. The student shall make arrangements with teachers for "make-up" work. The number of days allowed to make up the work shall be the same as the number of days the student was absent. This deadline may be extended with approval of the teacher or principal. Previously assigned projects or tests are due upon return from absence or as determined by the teacher's grading standards.

4. TRUANCY

A student may be deemed truant after (i) five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month, or (ii) ten (10) unexcused absences, or absences for which the reasons are unknown, within a 90-calendar-day period.

- Students are subject to the following actions for preventing and correcting truancy:
- When a student may be exhibiting a pattern of non-attendance, the principal shall refer the student to the school's attendance team to determine if a pattern of truancy is developing.
- The school's attendance team shall meet with the student and parent or guardian to determine if a pattern of truancy is developing and to identify and implement potential remedies.
- If the school-based efforts to resolve non-attendance are unsuccessful, the student shall be referred to the Superintendent or his designee for truancy.
- The Superintendent or his designee will review the case and may refer the student to the District Truancy Prevention Task Force. The District Truancy Prevention Task Force is conducted with representation from law enforcement, school district, State Attorney's Office, Department of Juvenile Justice, Department of Children and Families, Youth Crisis Center, the parent, and the student. A decision may be made to file a petition in court for truancy.

5. TARDINESS

Tardiness is disruptive to the learning environment and can have a negative impact on student achievement. Disciplinary action for unexcused tardiness shall be progressive and will be specifically defined in each individual school's discipline plan.

6. DRIVER'S LICENSES

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:

- Students ages 14-18 who accumulate fifteen (15) unexcused absences, not including out of school suspensions, in a ninety (90) calendar-day period.
- Students between the ages of 16-18 who have signed a declaration of intent to terminate school enrollment.
- Students ages 14-18 who are expelled.
- 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 Florida Statute 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.

7. GRANTING PERMISSION TO LEAVE SCHOOL GROUNDS

No student shall be sent off the school grounds to perform an errand or to act as a messenger except with the approval of the principal, provided that approval shall be granted only for urgent and necessary school business and with the consent of the student's parent or guardian.

8. EXEMPTION FROM REGULAR SCHOOL ATTENDANCE

A student of compulsory attendance age shall be required to attend school as provided by the law unless issued an exemption certificate by the Superintendent. Students who have reached age 16 must file a "Declaration of Intent to Terminate School Enrollment" if they wish to discontinue their education. Upon filing the intent, the student must allow the school to conduct an "Exit Interview" and "Exit Survey" to determine the reasons for the decision to terminate school enrollment and the actions that could be taken.

9. HIGH SCHOOL/MIDDLE SCHOOL ATTENDANCE (6-12, Loss of Privileges)

Middle and High school students must be in attendance for at least 90% of their total possible class periods in order to participate in extracurricular activities, parking privileges, social events and after school activities, homecoming dances, prom, commencement ceremonies, etc. 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:

- Doctor appointments or doctor mandated stay at home that is documented on a physician's professional stationary subpoenas to court
- Bereavement time for an immediate family member
- Participation in a school-sanctioned activity
- Pre-approved college visits documented by email or regular mail correspondence
- 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.

Student athletes must have a 90% attendance rating at the conclusion of each semester to maintain eligibility.

SECTION 3

STUDENT DISCIPLINE

1. PREVENTIVE/INFORMAL DISCIPLINARY ACTIONS

A major consideration in the application of the Code is that the most appropriate disciplinary action taken by school personnel is the least extreme measure that can resolve the discipline problem. Teachers and administrators strive to use a variety of informal disciplinary and/or guidance steps, prior to, during, and after formal disciplinary actions. These methods may include:

- monitoring student behavior through short-term progress reports and other strategies
- conferences and/or contracts between administrators, parents/guardians, teachers, and students
- referrals to Child Study Team, Problem Solving Team, or Student Services (i.e., group or individual counseling with a school counselor or school social worker, psychological evaluation, direction to appropriate agencies for specific problems)
- student curriculum adjustment

2. FORMAL DISCIPLINARY ACTION AND PROCEDURES

When formal disciplinary action is required, the parent/guardian should be informed by phone, written notice sent home with the student, or placed in the U.S. Mail. Registered letters will be used for all suspension or expulsion recommendations. (Sent by regular mail if parents/guardians were contacted by phone.)

It is the responsibility of the student to notify his or her parent/guardian of all written communications from the school. Failure to do so may result in further disciplinary action.

3. DETENTION

A school may elect to provide before or after school detention and specify those types of conduct for which it may be assigned. It should be emphasized that due to problems of transportation and supervision, detention may not be offered in all schools. (Prior notice must be given to parent(s)/guardian(s).)

It is the responsibility of the parent/guardian to provide transportation if the student is required to stay after school hours.

4. SCHOOL WORK DETAIL

The student may be required to participate in properly supervised activities relating to the upkeep and maintenance of school facilities.

5. DISCIPLINARY PROBATION

Any student involved in a violation of the Code of Conduct may be placed on probation. The student on disciplinary probation may be denied participation in extracurricular activities and may be assigned to report frequently to a specified staff member who will assist in monitoring the student's adjustment to the school situation during the probationary period. Disciplinary probation for students in grades 6 – 12 could lead to a referral to the District Discipline Committee for placement in the Alternative Education Program based on continued violations of the Student Code of Conduct.

6. IN-SCHOOL SUSPENSION

A school may elect to remove a student from regular classes and assign him/her to an in-school suspension (ISS) program or an alternative education setting (SEAS-School-based Educational Alternative Setting). Due to limitations of facilities and supervision, alternative education (SEAS) or ISS programs may not be offered in all schools.

Students may not participate in any extracurricular activities (athletics, band, theater, clubs, etc.) on days they are assigned ISS. This includes practices, games, performances, and meetings.

7. DENIAL OF BUS PRIVILEGES

Violations of Nassau County School Board transportation policies, including disruptive behavior on a school bus by a student is grounds for suspension of bus riding privileges and may be grounds for in-school, out-of-school suspensions, expulsion, or other action by the school and may also result in criminal penalties. Violations of the transportation policy and Code of Conduct at a school bus stop may be grounds for suspension of bus riding privileges. Administrators are to treat disciplinary infractions in the same manner as if they happened on school grounds.

- The principal or designee may suspend a student from the school bus for up to ten (10) days per occurrence for violating the standards of conduct for student riders aboard a bus.
- The School Board may approve the suspension of school bus privileges for student riders between eleven (11) days and the balance of the school year.

8. DENIAL OF EDUCATIONAL PARTICIPATION (Suspension and Expulsion)

In order to maintain effective learning conditions, the Code also recognizes that it may be necessary to deny a student educational participation for varying periods of time for reasons of persistent disobedience and/or gross misconduct. If a student is denied educational participation, every effort will be exerted to determine and resolve the causes of the problem so that the student might return to school at the end of his/her suspension. There are TWO possible types of denial of educational participation:

Out-of-School Suspension:

A school principal may remand a student to parent's custody from school, with specific homework assignments to be completed, for up to ten school days 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 F.S. 1006.09, no student who is required by law to attend school shall be suspended for unexcused absences, tardiness, or truancy. Therefore, suspension is not an appropriate disciplinary action for Code Violation Class II (Truancy) as it relates to students who fall within the mandatory state attendance requirements.

Prior to suspension, the student shall be advised why he/she is being suspended, be provided an opportunity to refute the charges, and be given an opportunity to submit to the administrator a list of names of other individuals who might have witnessed the incident. The students shall have the right to call witnesses.

Written notice shall be sent to the parent(s)/guardian(s) regarding the reason disciplinary action was taken. Generally, a notice and conference should precede the student's suspension from school. However, if the immediate suspension of the student is justified because the student's presence endangers others or school property, or would disrupt the orderly academic process, the necessary notice and conference, if requested, will follow as soon as practicable.

Appeal Process for Out-of-School Suspension

A student or student's parent or guardian may appeal a suspension by first contacting the principal. Thereafter, the student or parent/guardian may appeal to the Assistant Superintendent as the Superintendent's designee. An appeal will not delay the imposition of the suspension.

The rules of evidence and judicial procedure do not apply to suspension procedures or appeals. The school's decision to impose suspension is not subject to review or appeal beyond the Office of the Assistant Superintendent. The Assistant Superintendent's decision on review or appeal shall be final.

Expulsion

A school principal may request the Superintendent to recommend the expulsion of a student. 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 1 additional year of attendance**. Expulsions may be imposed with or without continuing educational services and shall be reported accordingly.

Prior to expulsion, the student shall be advised why he/she has been recommended for expulsion, be provided with an opportunity to refute the charges, and be given the opportunity to submit to the administrator a list of names of other individuals who might have witnessed the incident.

Expulsions will be conducted as outlined in [NCSD Administrative Rule 5.39](#).

9. ALTERNATIVE EDUCATION PLACEMENT (Grades 6 – 12 Only)

Procedures for Placement in an Alternative School

The Superintendent shall appoint a District Discipline Committee to review all recommendations for placement in an alternative school and/or expulsion. If the school principal or designee shall recommend alternative placement, the principal or designee shall appear before the Committee and explain the facts and the rationale for the recommendation. After due deliberation, this Committee shall act upon the recommendation and so advise the student and principal. The District Discipline Committee may accept, reject, or modify the principal's recommendation.

Students must register at the Alternative School following placement by the District Discipline Committee. Students who do not attend the Alternative School may not attend any Nassau County School District school until they have attended the Alternative School for the prescribed period.

Procedures for Appeal of Alternative School Placement

The student, parent or guardian may request an appeal of the Discipline Committee's decision to place the student in an alternative school to the District Discipline Appeal Committee. However, the student must enroll at the alternative school while the appeal is pending. The Appeal Committee may request, receive, and will consider such additional information from the parties as necessary to properly review the initial decision. After due deliberation, the Appeal Committee shall make a recommendation to the Superintendent, who may affirm, reject or modify the original decision.

The Superintendent may request, receive, and review such additional information from the parties as necessary to properly review the Appeal Committee's decision. After due deliberation, the Superintendent shall act upon the Committee's recommendation and so advise the student and principal. The Superintendent may affirm, reject or modify the Appeal Committee's recommendation. The decision of the Superintendent is final, conclusive and binding.

For all meetings under this section, with the exception of the initial meeting of the District Discipline Committee, the student shall attend with the student's parent(s) or guardian or other responsible adult. The student may also invite others to attend on the student's behalf, including legal counsel or other representation. The student shall have an opportunity to explain his or her actions and provide any additional information, as the student may believe necessary. These are not legal proceedings, and the rules of evidence and judicial procedure do not apply. No transcript of testimony will be required or provided. The Superintendent's decision is final

10. STUDENTS WITH DISABILITIES

The Nassau County School Board is committed to providing all students with disabilities a free, appropriate public education. This in no way lessens the School Board's intention to maintain a safe, orderly learning environment for the entire school population. Formal disciplinary actions described in the Nassau County Code of Student Conduct may be used with students with disabilities. Students with disabilities may be suspended to ensure the overall safety, welfare, and/or order of the school environment.

Suspensions

Suspension after 10 consecutive or 10 cumulative school days represents a pattern, constitutes a change in placement. The following procedure must be followed before further suspensions occur:

- The school will convene an Individual Education Plan (IEP) team meeting to develop an assessment plan to conduct a functional behavior assessment (FBA) and develop a behavior intervention plan (BIP). The IEP team must obtain parental consent for the FBA if it is more than just a review of existing data.
- When a BIP is in place, the IEP team shall meet to review the plan and its implementation and modify the plan and the implementation as necessary to address the behavior.

Note: Discipline actions after 10 cumulative days or 10 consecutive days of suspension requires the IEP team and other qualified personnel to conduct a review of the relationship between the disability and the behavior that initiated disciplinary action, not later than 10 business days after the decision to take action. This review (manifestation of disability) may be conducted at the same time as the IEP meeting listed in the procedure above. If the behavior is determined to be a manifestation of disability, the IEP team needs to modify the BIP to prevent the likelihood of a future occurrence of the behavior. If the behavior is not a manifestation of disability, the IEP team decides the proper setting, placement, and educational services needed to provide an environment conducive to progress in the general curriculum.

PROCEDURES FOR ESE PLACEMENT OF STUDENTS IN AN ALTERNATIVE EDUCATIONAL PLACEMENT

DRUGS, WEAPONS, AND SERIOUS BODILY INJURY are offenses that require an automatic referral to an alternative educational placement (45 school days pending manifestation hearing).

- The school must complete the following:
- Hold an administrative hearing according to the Nassau County School Board policy and
- Convene the IEP team (invite parent, give parent a copy of Procedural Safeguards, and obtain permission for Functional Behavior Assessment, if parent attends), conduct a Manifestation of Disability Meeting and
- If it is determined that the student's misconduct is not caused by, or a direct relationship, to the student's disability, the student is subject to the same disciplinary measures for misconduct as a non-disabled student (90-180 days) and

- Prior to the student's return to the general education environment, a Behavior Intervention Plan (BIP) must be developed by the IEP team. The IEP team shall include the alternative education placement teacher, the student, parent, staffing specialist/behaviorist, school psychologist and LEA (Local Education Agencies).

SECTION 4

CLASSIFICATION OF VIOLATIONS

The Code of Student Conduct defines violations as those acts frequently causing disruption of the orderly educational process.

THIS LIST IS NOT ALL INCLUSIVE, AND A STUDENT COMMITTING AN ACT OF MISCONDUCT NOT LISTED WILL, NEVERTHELESS, BE SUBJECT TO THE DISCRETIONARY AUTHORITY OF THE PRINCIPAL.

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

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

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

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

F.S. 1001.41	General Powers of School Board
F.S. 1006.07	Powers & Duties of the School Board
F.S. 1006.08	Duties and Responsibilities of the Superintendent
F.S. 1003.31	Pupils subject to control of school
F.S. 1006.09(9)	Search of student locker or storage area
F.S. 1006.09	Authority of Principal
F.S. 1006.09(8)	Reports of suspected substance or alcohol abuse; exemption from liability
S.B.E.R. 6A1.0404	Zero Tolerance for School Related Violent Crimes

1. **VIOLATIONS CLASS I**

Definition: Relatively minor misbehavior or general classroom disruption which interferes with the orderly educational process in the classroom or other areas.

Examples of Violations:

- Disturbances on school premises
- Tardiness
- Cheating
- Lying
- Verbally Abusive*
- Non-defiant failure to come to class prepared, to complete assignments, or carry out directions
- Name-calling
- Dress code violation
- Public display of affection
- Hall pass violation
- Skipping Class
- Failure to register for parking permit
- Other

**Not related to racial or ethnic abusive language.*

Procedures:

Timely intervention by staff member who is supervising the student or who observes the misbehavior. Repeated misbehavior indicates the need for a parent/teacher conference with counselor and/or administrator.

Disciplinary Options/Responses (one or more may be provided for each offense):

- Verbal reprimand
- Special Assignment related to offense
- Behavioral contract
- Counseling (teacher)
- Temporary removal from classroom
- Time-Out area
- Strict supervised study
- Contract/Detention

- Work Detail
- Saturday School
- In-School Suspension
- Others

*(The above examples are **NOT** inclusive)*

2. VIOLATIONS CLASS II

Definition

Misbehavior whose frequency and seriousness tends to disrupt the learning climate of school. These infractions usually result from a continuation of Class I misbehaviors and require administrative personnel intervention because execution of Class I disciplinary procedures and options failed to correct the situation.

“Bullying” means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is unwanted and repeated written, verbal or physical behavior, including any threatening, insulting or dehumanizing gesture by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment, cause discomfort or humiliation; or unreasonably interfere with the individual’s school performance or participation; and may involve but is not limited to unwanted teasing or taunting, social exclusion, threat, intimidation, stalking, physical violence, theft, sexual, religious, or racial harassment, public humiliation, or destruction of property.

Examples of Violations:

- Repeated Class I infraction
- Insubordination
- Trespassing on a Nassau County Campus
- Disruption on the school bus
- Gambling
- Simple Assault (a threat or attempt to harm another student without touching him/her)
- Stealing/copyright violations
- Using forged notes or excuses
- Profane and obscene language or gestures, or display/possession of obscene materials or electronic access thereof
- Use of electronic devices to include, cellular phones or similar devices during school hours
- Verbal abuse with racial/ethnic reference
- Harassment

- Bullying
- Detention violation
- Disrespectful behavior/verbal/ nonverbal toward a teacher and/or other school staff
- Possession of over-the-counter drugs (with the exception of over-the-counter head ache medication)
- Restroom Policy violation

Procedures:

- The student referred to an administrator for appropriate disciplinary action.
- A proper and accurate record of the offense and the disciplinary action is maintained by the school.
- Parents/guardians are informed.
- Consider referral to Student Services (i.e., school psychologist, Exceptional Education).

Disciplinary Options/Responses:

- Modified Day
- Teacher/Schedule Change
- Peer Mediation Program – not for Bullying
- Counseling /Referral to outside agencies
- Detention
- In-school suspension
- Out-of-school suspension
- Bus suspension
- Referral to law enforcement
- Other

*(The above examples are **NOT** inclusive.)*

3. VIOLATIONS CLASS III

Definition:

Acts directed against persons or property and/or whose consequences may endanger the health or safety of others in the school. Acts include school buses and bus stops.

Examples of Violations:

- Repeated Class II infractions
- Fighting (physical conflict)

- Threatening and intimidating others
- Extortion
- Use or possession of cigarettes, tobacco products, E-cigarettes, vaping devices or paraphernalia
- Stealing/Copyright violations
- Vandalism/defacing school property, to include computer hardware and software
- Selling, possession, or use of drug paraphernalia
- Possession or use of any counterfeit substance or items that could be used as a dangerous weapon
- Possession of pepper gas or mace
- Distribution of obscene materials
- Sexual harassment
- Possession, distribution, or ignition of fireworks
- Activating Fire Alarm
- Bully and /or Harassment of a school board employee
- Distribution of over-the-counter drugs (e.g., Tylenol)
- Bullying / Harassment

Procedures:

- The administrator initiates disciplinary action.
- A conference is held that results in disciplinary action.
- Proper and accurate records of offenses and disciplinary actions are maintained by the administrator.
- Require restitution of property and damages.
- Consider referral to outside agencies.
- Notify Law Enforcement when appropriate.
- Notify the Principal where the student attends school.

Disciplinary Option/Responses:

- Temporary removal from class
- In-school counseling
- School Work Detail
- In-school suspension
- Out-of-school suspension
- Bus suspension
- Referral to law enforcement
- Others include:

- restitutions
- administrative assignment to alternative program;
- completion of a Drug Education Program (school district or state approved)

*(The above examples are **NOT** inclusive.)*

4. VIOLATIONS CLASS IV

The following incidents will be reported and may result in criminal prosecution. All victims have the right to seek charges against the offender. Parents will be notified if the victim is a minor.

XX denotes zero tolerance violations. Students found to have committed the **XX** offenses shall receive the most severe consequences provided for by School Board policy. Zero Tolerance Policy is located in Nassau County School Board Administrative Rule 2.42.

This code shall be enforced 24 hours a day, seven days a week on all school campuses/properties and at all school sponsored activities on and off school campuses, including transportation.

The Nassau County School Board may assign more severe consequences than normal when the offender appears motivated by hostility toward the victim's real or perceived race, religion, color, sexual orientation, ethnicity, ancestry, national origin, political beliefs, marital status, age, social and family background, linguistic preference, or disability.

Definition:

These acts which result in violence to another person or property, or which pose a direct threat to the safety of others in the school may result in the immediate removal of the student from school. All violations include acts which occur while the student is on school property, at school sponsored activities, on school buses, or at school bus stops. The Nassau County School Board will honor expulsion/suspension placements from other school districts, unless the Superintendent recommends expulsion to be waived or the Board places the student in an appropriate educational program.

"Hazing" means any act or situation that recklessly or intentionally endangers the mental or physical health or safety of a student at a high school with grades 9-12 for purpose, including, but not limited to, initiation or admission into or affiliation with operating under the sanction of a high school with grades 9 through 12.

Examples of Violations:

- Altering or disrupting district network services
- Repeated Class I infractions
- Knowingly making false accusation against a school board employee
- Selling counterfeit substances
- **XX** Capital Crimes
- **XX** Assault/Battery
- **XX** Possession of Weapon
- **XX** Robbery
- **XX** Sexual Battery
- **XX** Sex Offenses

- Theft
- Property Damage
- Disruption of School Life
- Drug & Alcohol
- Bullying and Harassment
- Hazing
 - **XX** Other Serious Incidents
 - Victimization of Students

Incident which occurred on property other than public school property, but which is shown to have had adverse impact on the educational program.

Procedures:

- Documented Administrator verified offense, confers with staff involved and meets with student.
- Parents are notified.
- The student is immediately removed from school environment.
- Administrator contacts law enforcement agency and principal of school where student attends.
- Consider referral to an outside agency.

A complete and accurate report is submitted to the Superintendent for possible Board action, Suspension and/or assigned to education-services.

Disciplinary Options/Responses:

- Loss of network privileges for school career; restitution
- Ten (10) days out-of-school suspension
- School bus suspension
- Referral to law enforcement and/or appropriate agency
- Administrative assignment to Alternative Education
- Recommended expulsion from the school bus
- Recommended expulsion
- Superintendent considers recommendation for expulsion if adjudicated guilty.

*(The above examples are **NOT** inclusive.)*

5. Zero Tolerance for Violence

Any act of serious violence, as determined by the Principal, shall result in a discipline classification resulting in a ten (10) days suspension and/or referral to the alternative school or expulsion and referral to law enforcement. Zero Tolerance requires the school threat assessment team to consult with law enforcement when a student

exhibits a pattern of behavior, based upon previous acts or the severity of an act that would pose a threat to school safety.

Zero-tolerance policies require students found to have committed one of the following offenses to be expelled, with or without continuing educational services, from the student's regular school for a period of not less than 1 full year.

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

Schools shall promote a safe and supportive learning environment by protecting students and staff from conduct that poses a threat to school safety. The school's threat assessment team may use alternatives to address disruptive behavior through a variety of restorative programs.

Zero tolerance policies are NOT intended to be rigorously applied to petty acts of misconduct. Zero- tolerance policies do not require the reporting of petty acts of misconduct to a law enforcement agency, including, but not limited to, disorderly conduct, disrupting a school function, simple assault or battery, affray, theft of less than \$300, trespassing and vandalism of less than \$1,000. However, if a student commits more than one misdemeanor, the school threat assessment team must consult with law enforcement to determine if the act should be reported to law enforcement.

6. WEAPONS VIOLATIONS

Procedures

- It is mandated that any student who is determined to have brought a weapon (as defined by F.S. 790.001) to school, any school function, or on any school-sponsored transportation, will be expelled, with or without continuing educational services, from the student's regular school for a period of not less than 1 full calendar year and referred for criminal prosecution. The Superintendent may consider the one-year expulsion on a case-by-case basis and request the School Board to modify the requirement if in the best interest of the student and school system.
- Students should not be disciplined or referred to law enforcement for simulating a firearm or weapon while playing or wearing clothing or accessories which depict a firearm or weapon or an opinion regarding Second Amendment rights.
- The school board has the authority to discipline students for simulating a firearm or weapon when it substantially disrupts student learning, causes bodily harm to another person, or places another person in reasonable fear of bodily harm. Consequences for such offenses must be comparable to the severity of the offense and consistent with school board policies for similar infractions. Disciplinary action resulting from inappropriate student clothing or accessories must be consistent with s. 1006.07(2)(d), F.S., unless the wearing of the clothing or accessory causes a substantial disruption to student learning. In such cases, the infraction may be addressed in a manner that is consistent with school board policies for similar infractions.

Mandatory suspension and/or expulsion are recommended to the Superintendent for possession of an artificial firearm.

7. DRUG AND ALCOHOL VIOLATIONS

The use and unlawful possession of illicit drugs or alcohol by a student is prohibited. Teachers are required to report to the principal or principal's designee such suspected use, possession, sale, or distribution. A student who is in possession of, or involved in the use, sale, or distribution of a controlled substance as defined in Chapter 893, F.S., or alcohol on school grounds or during school sponsored activities off school grounds must be reported to law enforcement authorities and shall be subject to Level IV disciplinary actions. In determining the appropriate disciplinary action, the principal shall

consider the offender's previous disciplinary history and any other information deemed relevant. Delivery, receipt, or sale of alcohol or drugs, or intent to deliver, receive or sell alcohol or drugs, is considered a more serious offense than use and possession of drugs or alcohol and may result in a more serious penalty. The guidelines presented below do not preclude the authority of the principal to recommend expulsion or any other Level IV actions deemed appropriate for the circumstances.

First Time Offenders

- Up to ten (10) days suspension and 45 – 180 days in alternative school setting; or
- In lieu of the above, in consultation with law enforcement and the Superintendent, and after consideration of the student's disciplinary history and circumstances of the case, the principal may, assign 3 – 5 days out-of-school suspension and require the student to complete a district-approved drug and alcohol intervention program or drug and alcohol education program.

Second and Subsequent Offenses

- Up to ten (10) days suspension and 90 – 180 days in alternative school setting or recommendation for expulsion.

Use of Alcohol and Drugs

A student who is under the influence of alcohol or drugs on school property, on a school bus or school-approved transportation, or at any school-related function or activity shall be deemed to have used and possessed alcohol or drugs. Evidence of such use of alcohol or drugs includes but is not limited to a student's admission of use of alcohol or drugs on or off campus, witness statements; a positive Portable Breath Test result indicating use of alcohol; red and/or glassy eyes; drooping eyelids; odor of alcohol or drugs; difficulty communicating, walking, or standing; difficulty with other motor skills; or other impaired faculties.

Loss of Privileges

In addition to Level IV actions, students in violation of this drug and alcohol policy may have other privileges revoked. These privileges include, but are not limited to, participation in extracurricular activities, athletics, school trips, prom, graduation exercises and/or revocation of driving privileges.

Portable Breath Test

When there is reasonable suspicion that a student may be under the influence of alcohol, the school's administration may request law enforcement to administer a portable breathalyzer (PBT) at school and school related activities.

8. SUSPENSION ON THE BASIS OF FELONY CHARGES (Off-Campus)

When a student is formally charged with a felony by a proper prosecuting attorney for an incident which allegedly occurred on property other than public school property, but which incident is shown to have an adverse impact on the educational program, discipline, or welfare in the school in which the student is enrolled, the principal shall, in accordance with F.S. 1006.09, conduct an administrative hearing for the purpose of determining whether or not the student should be suspended pending court determination of his or her guilt or innocence, or the dismissal of the charge, is made by a court of competent jurisdiction. The following procedures shall be followed by the principal:

- Notify the parent or guardian of the student, in writing, of the specific charges.
- Stipulate a date for the hearing within 2 to 5 days.
- Pending the hearing, the student will be temporarily suspended by the principal.

- The hearing shall be conducted by the principal, or designee, and may be attended by the student, the parent, the student's representative or counsel, and any witnesses requested by the student or the principal.
- The student may speak in his or her own defense.
- The principal shall provide the student and parent with a decision, in writing, as to whether or not suspension will be continued pending assignment to the Alternative Education Placement.

SECTION 5

SCHOOL ENVIRONMENTAL SAFETY INCIDENT REPORTING (SESIR)

** Violent Incidents that must be reported in the data element "Injury-Related"*

Violent Incidents if they result in bodily harm that must be reported in the data element "Injury-Related"

1. Reporting Law Enforcement Involvement (Three Choices)

For each SESIR incident, a school district must report one of the following three (3) choices regarding law enforcement involvement:

- a. The incident was not reported to law enforcement because it was a petty act of misconduct that did not require law enforcement involvement according to policies developed by the district pursuant to Section 1006.13 F.S.
- b. The incident was reported to law enforcement and resulted in official law enforcement action being taken by an SRO or other law enforcement agency or official, as defined in paragraph (2)(b) of 6A-1.0017.
- c. The incident was reported to law enforcement and did not result in official action being taken by an SRO or other law enforcement agency or official, as defined in paragraph in paragraph (2)(b) of 6A- 1.0017.

Note: District zero tolerance policies (s.1006.13(2), F.S.) identify which incidents pose a threat to school safety versus those that are considered a petty act of misconduct.

2. SESIR Incidents Requiring Consultation with Law Enforcement

The following Incidents must be reported to SESIR and are expected to include consultation with Law Enforcement:

- **Alcohol** (ALC) - (Level 4 SESIR)- 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.
- **# Arson** (ARS) - (Level 1 SESIR)- to damage or cause to be damaged, by fire or explosion, any dwelling, structure, or conveyance, whether occupied or not, or its contents. Accidentally causing a fire is not required to be reported in SESIR.
- *** Aggravated Battery** (BAT) – (Level 1 SESIR)- battery where the attacker intentionally or knowingly causes more serious injury as defined in paragraph (8)(g) of rule 6A-1.0017, such as: great bodily harm, permanent disability, or permanent disfigurement, use of a deadly weapon or where the attacker knew or should have known the victim was pregnant.
- **# Breaking and Entering/Burglary** (BRK) - (Level 2 SESIR)- unlawful entry into or remaining in a building or other structure or conveyance with the intent to commit a crime therein.
- **# Disruption on Campus-Major** (DOC) - (Level 3 SESIR)- disruptive behavior that poses a serious threat to the learning environment, health, safety, or welfare of others. Example: Bomb threat, inciting a riot or initiating a false fire alarm. (Do not use this code for students defying authority, disobeying or showing disrespect to others, or classroom disruption.)
- **Drug Sale/Distribution Excluding Alcohol** (DRD) - (Level 2 SESIR)- the manufacture, cultivation, purchase, sale or distribution of any drug, controlled substance or substance represented to be a drug, narcotic or controlled substance.
- **Drug Use/Possession Excluding Alcohol** (DRU) - (Level 3 SESIR)- 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.

- **Fighting (FIT)** (Level 3 SESIR)- mutual combat or mutual altercation, when two or more persons mutually participate in use of force or physical violence that requires either physical intervention or results in injury requiring first aid or medical attention.
- **# Hazing (HAZ)** – (Level 3 SESIR)- any action or situation that endangers the mental or physical health or safety of a student at a school with any of grades 6 through 12 for purposes of initiation or admission into or affiliation with any school-sanctioned organization. Hazing includes, but is not limited to 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.
- **Kidnapping** (Level 1)- forcibly, secretly, or by threat, confining, abducting or imprisoning another person against his or her will and without lawful authority.
- *** Robbery (ROB)** – (Level 2 SESIR)- 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. The key difference in Grand Theft and Robbery is that Robbery involves violence, a threat of violence or assault and putting the victim in fear.
- **Sexual Assault (SXA)** – (Level 2 SESIR)- an incident that includes fondling, indecent liberties, child molestation or threatened rape. Both male and female students can be victims of sexual assault. (Requires Title IX Report)
- *** Sexual Battery (SXB)** - (Level 1 SESIR)- 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. (Requires Title IX Report)
- **Sexual Offenses (Other) (SXO)** - (Level 3 SESIR)- sexual contact, including intercourse without force or threat of force. Sexual offenses include subjecting an individual to lewd sexual gestures, sexual activity or exposing private body parts in a lewd manner. (Requires Title IX Report)
- **# Simple Battery (PHA)** - (Level 2 SESIR) - 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. Non- examples would be horseplay, low-level pushing and shoving or a student becoming engaged in a fight which results in the need for first aid or medical attention for one or both participants. (Refer to fighting as a possible SESIR code).
- **Threat/Intimidation (TRE)** - (Level 3 SESIR) - 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 (e.g., brandishing a weapon) and verbal threats of physical harm which are made in person, electronically or through any other means. Threat and intimidation events require a Threat Assessment Report (CSTAG).
- *** Grand Theft (STL)** \$750+ threshold) - (Level 3 SESIR)- the unauthorized taking of property from 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.
- **Trespassing (TRS)** - (Level 3 SESIR)- to enter or remain on school grounds/campus, school transportation, or at a school-sponsored event/off campus, without authorization or invitation and with no lawful purpose for entry. 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.

Criminal Mischief (Felony Vandalism \$1,000 + threshold) (VAN) - (Level 3 SESIR)- willingly 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.

- **Weapons Possession** (WPO) - (Level 2 SESIR)- possession, use or sale of a firearm or weapon or any instrument or object, as defined by Section 790.001, Florida Statutes, that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm. (Possession of a common pocketknife is exempted from state zero tolerance expulsion requirement 1006.07(2) F.S.; however, law enforcement should be notified of any weapon or knife, including pocketknives, for investigation.)
- **# Other Major** (OMC) - (Level 3 SESIR)- any serious, harmful incident resulting in the need for law enforcement intervention not previously classified. Examples: Student producing or knowingly using counterfeit money, participating in gambling activities, possessing child pornography or possessing drug paraphernalia.

3. SESIR Incidents Not Requiring Consultation with Law Enforcement

Incidents that must be reported to SESIR, but may not need to include consultation with Law Enforcement:

- **# Bullying** (BUL) – (Level 4 SESIR)- systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. Bullying includes instances of cyberbullying, as defined in Section 1006.147(3) (b), F.S. 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, then evaluate for Harassment.
- **# Harassment** (HAR) - (Level 4 SESIR)- 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. The act 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. This includes 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.
- **# Sexual Harassment** (SXH) - (Level 3 SESIR) - unwelcomed 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. School employees, other students and non-employee third parties are all held to this standard.

- **Tobacco** (TBC) - (Level 4 SESIR)- 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.
- **Vaping Related** (Level 4 SESIR)- all SESIR incidents that involve the use of non-combustible vaping products, including electronic cigarettes, vapes and vape pens or any electronic nicotine delivery system are required to be reported as vaping-related if the liquid used contains nicotine or a controlled substance. Schools are not required to test for nicotine or drugs in vaping devices. Incidents involving use or possession of vaping products that do not contain nicotine or controlled substances are not required to be reported in SESIR.

4. Reporting Guidelines

"Law Enforcement Action" means that official action was taken by a School Resource Officer (SRO) or a 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 Section 985.12, F.S., or initiation of an involuntary examination authorized by Section 394.463, F.S.. The presence of, notification of, or consultation with a Law Enforcement Officer or SRO is not sufficient for an incident to be coded as "Reported to Law Enforcement."

When multiple incidents occur at the same time and place, code the incident that is the most serious incident. The incident that caused the most injury or the highest loss of property or monetary cost should be the one reported. The particular context of the incidents should also be considered when determining the level of seriousness. If school personnel determine that an incident ranked at a lower level is more serious than another incident which is ranked higher according to this guide, school personnel should report the incident they judge to be more serious. Any **Related Elements** that apply must also be reported.

Disciplinary Actions for SESIR Incidents

The following **disciplinary actions** are the only actions that should be reported for SESIR incidents: Corporal Punishment; In-School Suspension; Out-of-School Suspension; Expulsion without Services; Expulsion with Services; Alternative Placement; Change in Placement (not to exceed 45 days) following a drug, weapon or serious bodily injury offense for students with disabilities only; Other SESIR Defined; Mechanical Restraint; Physical Restraint and Seclusion. These disciplinary actions may also be used for less serious local incidents with the exception of Other SESIR Defined and Change in Placement.

Reporting Requirements for Violent Incidents

The U.S. Department of Education has mandated reporting requirements for SESIR which include reporting of "Violent Incidents with Physical Injury" and "Violent Incidents without Physical Injury." SESIR has identified "Violent Incidents" as Kidnapping, Homicide, Battery, and Sexual Battery. (A large asterisk * precedes "Violent Incidents"). "Violent Incidents if they Result in Bodily Injury" are Arson, Bullying, Breaking and Entering, Disruption on Campus-Major, Fighting, Harassment, Other Major Offenses, Robbery, and Sexual Harassment. (A large number sign # precedes "Violent Incidents if they Result in Bodily Injury").

When reporting any of the above violent SESIR incidents, districts must also complete the **"Injury-Related"** element. The "Injury-Related" element is broken down into three separate codes: More Serious, Less Serious, or No Serious Bodily Injury.

All SESIR incidents that result in serious bodily injury are required to be reported as “Injury-Related”. Less serious bodily injury means incidents, which require immediate first aid or subsequent medical attention. Injuries that are more serious include death or injuries with substantial risk of death, extreme physical pain, protracted and obvious disfigurement, and protracted loss of impairment of the function of a bodily member, organ or mental faculty. Incidents where injury occurred, but first aid or medical attention is not needed are not required to be reported in SESIR as “Injury-Related”.

Related Elements

For each SESIR incident, applicable "Related Elements" must also be reported to SESIR:

<u>Alcohol-Related</u>	<u>Bullying-Related</u>	<u>Drug-Related</u>	<u>Gang-Related</u>
<u>Hate Crime-Related</u>	<u>Hazing-Related</u>	<u>Injury-Related</u>	<u>Weapon-Related</u>

SECTION 6

STUDENT ACTIVITIES

1. PHILISOPHICAL BASIS

Organized clubs and activities are characteristic of student life from 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 which meet student needs and serve a definite and worthwhile purpose.

Student Responsibilities

To follow these rules in forming and operating clubs and activities.

- Secure a sponsor for the club who is employed by the NCSD
- Obtain Principal approval to establish the club as well as for any activities and events
- Adhere to Administrative Rule 6.53

Student Rights

To form and operate clubs and activities within his/her respective schools under the direction of a faculty advisor.

2. PARKING

Any student participating in extracurricular activities or parking on campus is subject to drug and alcohol testing as prescribed in Nassau County School Board Administrative Rule 2.48

3. GOOD CAUSE AUTHORITY

Florida Statute mandates each District, Charter and Private School Authority establish and publish eligibility standards for extracurricular activities and “good cause authority” in reference to policy governing transfer students in its Code of Student Conduct. Please reference s. 1006.195 and s.1006.15(3)(h).

The following includes a list of examples, such as, but not limited to, which may be considered for inclusion as eligibility standards to participate in extracurricular interscholastic or intra-scholastic activities:

- School attendance policy that may prevent a student from participating
- Alcohol/drug related behavior
- 2.0 GPA Required for Academic Eligibility. A middle/junior high student must have 2.0 GPA, or the equivalent of a 2.0 GPA based on a 4.0 scale, at the conclusion of each semester. A high school student must have a cumulative 2.0 grade point average on a 4.0 unweighted scale, or its equivalent, at the conclusion of each semester to be academically eligible during the next semester (s. 1006.15(3)(a)1, Florida Statutes). Final grades previously earned by the student from another school shall not be converted using the scale in Bylaw 9.4.2. A district may require more stringent academic requirements (i.e., no F’s)
- School/classroom discipline issues
- Social Media issues
- Bullying
- Sportsmanship
- Dress Code Policy
- Four Year Limit of Eligibility

- Age Limit – 19 years 9 months (seniors) or 19 years on or after September 1 (all others)
- Physical Evaluation (EL2) and Consent and Release from Liability Certificate (EL3)
- Any other district policy which would remove or prevent a student from participating in extracurricular activities. One of the exceptions for a student who transfers schools and wishes to continue participating in the same sport at the new school is “authorized for good cause” published in district, charter, or private school policy. The following includes a list of examples, such as, but not limited to, which may be considered for “good cause authority”:
- Move to a new residence – the student moves to a new home address due to a move by the student and a person or person(s) with whom he/she has been previously living that makes it necessary for the student to attend a different school.
- Moving to a new residence following the marriage of the student. The student immediately establishes a new residence that makes it necessary to attend a different school.
- Reassignment by District School Board or Charter School Board
- Transfer of school within the first twenty days – i.e., acceptance into a previously applied for magnet program, charter or private school
- Special Assignment by the Superintendent, School Choice Office, etc.
- Undue Hardship

4. Eligibility Requirements for Interscholastic and Intra-scholastic Extracurricular Activities

1006.195 District School Board, Charter School Authority and Responsibility to Establish Student Eligibility Regarding Participation in Interscholastic and Intra-scholastic Extracurricular Activities.

Notwithstanding any provision to the contrary in ss. 1006.15, 1006.18, and 1006.20, regarding student eligibility to participate in interscholastic and intra-scholastic extracurricular activities: (1)(a) A district school board must establish, through its code of student conduct, student eligibility standards and related student disciplinary actions regarding student participation in interscholastic and intra-scholastic extracurricular activities. The code of student conduct must provide that:

- A student not currently suspended from interscholastic or intra-scholastic extracurricular activities, or suspended or expelled from school, pursuant to a district school board’s suspension or expulsion powers provided in law, including ss. 1006.07, 1006.08, and 1006.09, is eligible to participate in interscholastic and intra-scholastic extracurricular activities.
- A student may not participate in a sport if the student participated in that same sport at another school during that school year unless the student meets the criteria in s. 1006.15(3)(h).
- A student’s eligibility to participate in any interscholastic or intra-scholastic extracurricular activity may not be affected by any alleged recruiting violation until final disposition of the allegation pursuant to s. 1006.20(2)(b).

Students who participate in interscholastic and intra-scholastic extracurricular activities for, but are not enrolled in, a public school pursuant to s. 1006.15(3)(c) -(e) and (8), are subject to the district school board’s code of student conduct for the limited purpose of establishing and maintaining the student’s eligibility to participate at the school.

The provisions of this subsection apply to interscholastic and intra-scholastic extracurricular activities conducted by charter schools and private schools, as applicable, except that the charter school governing board, or equivalent private school authority, is responsible for the authority and responsibility otherwise provided to district school boards.

The Florida High School Athletic Association (FHSAA) continues to retain jurisdiction over the following provisions in s. 1006.20, which may not be implemented in a manner contrary to this section: membership in the FHSAA; recruiting prohibitions and violations; student medical evaluations; investigations; and sanctions for coaches; school eligibility and

forfeiture of contests; student concussions or head injuries; the sports medical advisory committee; and the general operational provisions of the FHSAA.

1006.15 Student standards for participation in interscholastic and intra-scholastic extracurricular student activities; regulation. — 1006.15(3)(h)

A school district or charter school may not delay eligibility or otherwise prevent a student participating in controlled open enrollment, or a choice program, from being immediately eligible to participate in interscholastic and interscholastic extracurricular activities.

A student may not participate in a sport if the student participated in that same sport at another school during that school year, unless the student meets one of the following criteria:

- Dependent children of active-duty military personnel whose move resulted from military orders.
- Children who have been relocated due to a foster care placement in a different school zone.
- Children who move due to a court-ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent.
- Authorized for good cause in district or charter school policy.

5. RULES FOR ACTIVITIES AND CLUBS - Administrative Rule 5.86

Clubs and activities must follow these guidelines: must be open to all qualified students; cannot interfere with school activities; follow Nassau County School Board policies and have an approved faculty sponsor. Each club must have a charter and constitution written by both students and teachers. These documents are approved by the administration and must be kept on file so that every student, parent(s)/guardian(s), and school employee may read them.

6. STUDENT GOVERNMENT

Philosophical Basis

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

Student Responsibilities

- To elect student government officers and representatives who are responsive to the needs of the school and who will work constructively toward the resolution of such needs.
- To conduct election campaigns in a positive, mature manner, with all due respect provided their opponents.
- To attend regularly scheduled meetings if he/she is an elected student representative and exhibit appropriate conduct at all times.

Student Rights

- To form and operate a student government within the respective schools under the direction of a faculty advisor
- To seek office in student government or any organization regardless of race, sex, color, creed, or political beliefs
- To attend, as student government officers and representatives, official student government meetings upon approval of such meetings by the school principal

SECTION 7 MISCELLANEOUS

1. USE OF WALKTHROUGH AND HAND-HELD METAL DETECTORS

School officials or law enforcement officers may conduct metal detector checks of groups of individuals if the checks are done in a minimally intrusive, nondiscriminatory manner. Metal detector checks will be conducted in accordance with **NCSD Admin. Rule 2.57**.

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

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

2. SEXUAL HARASSMENT - Administrative Rules 5.46 and 2.31

Definition:

Title IX 20 U.S.C. 1681 of the Education Amends of 1972 prohibits sex discrimination in educational institutions receiving federal funding. Sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature. Sexual harassment in the school setting could be any sexual-based annoyance such as: sexual jokes, graffiti, suggestive remarks, cartoons, physical interference with movements, such as blocking or following; and/or sexually derogatory comments in schools. Quid pro quo sexual harassment in the school setting means "you do something for me, and I'll do something for you" in a sexual content, (i.e., a student withholding or promising a benefit in exchange for sexual favors). Sexual harassment can take many forms of which the following are some, but not all examples:

- verbal or written harassment or abuse;
- pressure for sexual activity;
- repeated remarks to a person with sexual or demeaning implications
- unwelcome or inappropriate touching;
- suggesting or demanding sexual involvement accompanied by implied or explicit threats.

Procedures for Reporting and Investigating Sexual Harassment Complaints

Complaint and investigation procedures are outlined in Admin. Rules 5.46 and 2.31.

3. STUDENT RESPONSIBLE USE OF TECHNOLOGY

Nassau County School District (NCSD) makes a variety of communications and information technologies available to students through computer/network/Internet access. These technologies, when properly used, promote educational excellence in the District by facilitating learning, resource sharing, innovation, collaboration, and communication. In order for students to have access to these valuable resources, parents and students must sign the Student Responsible Use of Technology Agreement. The student is expected to follow the guidelines below and demonstrate ethical behavior and digital citizenship.

Student Guidelines

- Students will follow teacher instructions regarding the use of the Nassau County digital network.
- Students will handle hardware and software tools with care and respect at all times.
- Students will remember that it is a privilege, not a right, to use the Nassau County digital network and device.
- Students should have no expectation of privacy at any time while using district assigned applications and devices.
- The district is authorized to do random audits of Internet histories of students.

- Students may not share user IDs or passwords.
- Students may not give out personal information about themselves or where they live.
- Students may not tamper with, change configurations, intentionally download viruses or in any way physically damage School Board provided equipment.
- Students may not download any media or programs that are not district approved.

Student use of District Email

Students in 3rd through 12th grade are given a district email address to enable communication directly with their teacher. Email is a powerful communication tool and students may receive an email from their teachers to remind them of upcoming assignments or communicate about course content. Students may use their email to send questions or comments to teachers regarding their class.

- District network security will control whom email messages can be sent to and whom they can be received from.
- Students will only be able to email their teacher or staff member.
- Students will not be able to email any other student.
- Students will not be able to receive email from other students.
- Students will not be allowed to receive email from outside the school domain except for approved senders. (Ex. College Board, Colleges, Universities, and U.S. Military)
- Student email will be monitored 24 hours a day, 7 days a week for inappropriate content. Any inappropriate email content will be blocked from delivery and reported to school administration.

Security

Each District computer with Internet access has filtering software that blocks access to visual depictions that are obscene, inappropriate for students, or harmful to minors, as defined by the federal Children's Internet Protection Act (CIPA). The District makes every effort to limit access to objectionable material.

Parent Guidelines

Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location. Parents have the right at any time to investigate or review the contents of their child's digital files.

Student Responsible Use of Technology Agreement

Students and parents are required to sign the Student Responsible Use of Technology Agreement (see Appendix A) indicating they have read and understand the terms and conditions set forth in the agreement.

4. Use of Laptop Agreement

Students and parents are required to read and sign the Student/Parent Laptop Agreement (Appendix B).

5. FLAG DISPLAY, PLEDGE, AND MOMENT OF SILENCE

- The pledge of allegiance to the flag shall be recited at the beginning of each school day in elementary, middle, and secondary schools.
- The Student Handbook that is distributed to all students shall contain written notification that the student has the right not to participate in reciting the pledge of allegiance. A student may be excused from instruction and/or reciting the pledge of allegiance, including standing and placing the right hand over his/her heart, when his/her parent(s), as defined by Florida Statutes, files a written request with the school principal.
- The United States flag and the official flag of Florida shall be displayed daily on a suitable flag staff on the grounds of each school and School Board facility when the weather permits. Flags shall be displayed according to established guidelines.
- Each classroom and auditorium shall display the United States flag.
- All flags shall meet the requirements of Florida Statutes.

- In accordance with HB (House Bill) 529, each Nassau County School shall require teachers in first period classrooms in all grades to provide one minute for a moment of silence during which students may not interfere with other students' participation. A teacher may not make suggestions as to the nature of any reflection that a student may engage in during the moment of silence.

6. DISTRICT CELL PHONE POLICY

All cellphones and other wireless devices (including air pods and ear buds) need to be put away and secured in a backpack, purse, or bag (out of sight) while in the classroom during instructional time unless directed by a teacher solely for educational purposes. High school students may use their devices during class transition and lunchtime.

7. FERPA (FAMILY EDUCATIONAL RECORDS AND PRIVACY ACT)

See Appendix C

8. RESTROOM POLICY

Students may only use the restroom that corresponds to their sex assigned at birth. A student who willfully enters a restroom or changing facility designated for the opposite sex on school district property and refuses to depart when asked to do so by instructional/administrative personnel or safe school officer will be in violation of the Student Code of Conduct. This violation is considered a Level II offense.

**Nassau County School Board Equity
and Non-Discrimination Statement**

The School Board of Nassau County, Florida, does not discriminate in admission, access, treatment or employment in its programs and educational or extra-curricular school activities on the basis of race, color, religion, age, sex, national origin, marital status, disability, genetic information, sexual orientation, gender identity or expression, or any other reason prohibited by law. The School Board also provides equal access to the Boy Scouts of America and other patriotic youth groups.

Steps and forms for filing a complaint are available on the district's website under the *Equity and Non-Discrimination* tab. The following district contacts have been designated to handle inquiries regarding non-discrimination and harassment policies, reports of alleged violations, concerns about compliance and/or the complaint procedures:

Equity Contact:

Tia L. Brown

Director, Professional Development

1201 Atlantic Ave.

Fernandina Beach, FL 32034

(904) 491-9888

brownti@nassau.k12.fl.us

Title IX / Bullying and Harassment / Section 504:

Mark Durham

Assistant Superintendent

1201 Atlantic Ave.

Fernandina Beach, FL 32034

(904) 491-9905

durhamma@nassau.k12.fl.us

Appendix A

STUDENT RESPONSIBLE USE OF TECHNOLOGY AGREEMENT

Nassau County School District (NCSd) makes a variety of communications and information technologies available to students through computer/network/Internet access. These technologies, when properly used, promote educational excellence in the District by facilitating learning, resource sharing, innovation, collaboration, and communication. In order for students to have access to these valuable resources, parents and students must sign the Student Responsible Use of Technology Agreement. The student is expected to follow the guidelines below and demonstrate ethical behavior and digital citizenship.

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- The district is authorized to do random audits of Internet histories of students.
- Students may not share user IDs or passwords.
- Students may not give out personal information about themselves or where they live.
- Students may not tamper with, change configurations, intentionally download viruses or in any way physically damage School Board provided equipment.
- Students may not download any media or programs that are not district approved.

STUDENT USE OF DISTRICT EMAIL

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- Students will not be able to email any other student.
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- Students will not be allowed to receive email from outside the school domain except for approved senders. (Ex. College Board, Colleges, Universities, and U.S. Military)
- Student email will be monitored 24 hours a day, 7 days a week for inappropriate content. Any inappropriate email content will be blocked from delivery and reported to school administration.

SECURITY

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PARENT GUIDELINES

Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location. Parents have the right at any time to investigate or review the contents of their child's digital files.

- **Student's Last Name:** _____ **First Name:** _____ **M.I.:** _____
(Please Print)
- **Student's School:** _____ **Grade:** _____
- By signing this document, you are indicating that you have read and understand the terms and conditions set forth in the ***Student Responsible Use of Technology Agreement*** relating to the use of the school district digital network and Internet. In addition, you are acknowledging that any violation of these terms could result in the termination of your account, revocation of your computer access, and/or other disciplinary actions.
- **Student's Signature:** _____ **Date:** ____ / ____ / ____
(*Required for Middle and High School Students)
- **Parent/Guardian's Name:** _____ **Phone #:** _____
(Please Print First and Last Name)
- **Parent/Guardian's Signature:** _____ **Date:** ____ / ____ / ____

THIS FORM MUST BE RETURNED TO SCHOOL

Our mission is to develop each student as an inspired life-long learner and problem-solver with the strength of character to serve as a productive member of society.

The Nassau County School District does not discriminate on the basis of race, color, national origin, gender, age, disability or marital status in its educational programs, services or activities, or in its hiring or employment practices. For questions or complaints, please call (904) 491-9900.

- **AN EQUAL OPPORTUNITY EMPLOYER**

Appendix B

STUDENT/PARENT LAPTOP AGREEMENT

Student/Parent Information

Student Name:

Last

First

Student ID #

Parent/Guardian Name:

Last

First

Terms of Agreement

In this agreement, "you" and "your" means the parent/guardian and the student enrolled in Nassau County School District (NCSD). The "equipment" is a laptop and power cord/charger.

Terms:	<p>You will be issued a NCSD laptop and power cord/charger.</p> <ul style="list-style-type: none">• Grades PK-5 will leave the devices at school.• Grades 6-12 will bring the devices to/from school daily. <p>You will comply with the NCSD's Responsible Use Agreement (RUP) and the NCSD Digital Learning Overview available at https://www.nassau.k12.fl.us/Page/2404.</p>
Title:	<p>Legal title to the equipment belongs to the district and shall at all times remain with the district. Your right to possess and use the equipment is limited to and conditioned upon your full compliance with this Agreement.</p>
Lost, Stolen, or Damaged Equipment:	<p>You must report any lost, stolen, or damaged equipment to the school immediately. For stolen equipment, you must also file a police report.</p> <p>If the equipment is lost or damaged, either intentionally or due to negligence, the student may be subject to discipline, and you may be responsible for the cost of the repair or replacement. A fee list can be viewed in the NCSD Digital Learning Overview.</p>
Sanctions for Violations	<p>Any activity that violates the NCSD Responsible Use Agreement should be reported to a school administrator. Disciplinary action, if any, for the students and other users shall be consistent with the district's standard policies and procedures. Violations of the policy can constitute cause for revocation of access privileges, suspension of access to Nassau County School District electronic resources, other school disciplinary action, and/or other appropriate legal or criminal action including restitution, if appropriate. Students shall be subject to the sanctions as appropriate.</p>

Acceptance of Terms

By signing this form, you confirm that you understand the information in this agreement. You also confirm that you have read, understand, and accept the terms of NCSD Acceptable Use Policy, and the NCSD Digital Learning Overview available at <https://www.nassau.k12.fl.us/Page/2404>.

Parent/Guardian Signature *Date*

Student Signature (Required for Middle & High School Students) *Date*

Appendix C

A Parent Guide to the Family Educational Rights and Privacy Act (FERPA)

Other than statutory and regulatory requirements included in the document, the contents of this guidance do not have the force and effect of law and are not meant to bind the public. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies.

The Family Educational Rights and Privacy Act or FERPA (20 U.S.C. § 1232g; 34 CFR Part 99) provides certain rights for parents regarding their children’s education records. FERPA gives these rights to custodial and noncustodial parents alike, unless there is a court order, legally binding document, or State law that specifically provides to the contrary. When a student reaches 18 years of age or attends an institution of postsecondary education at any age, he or she becomes an “eligible student,” and all rights under FERPA transfer from the parent to the student. Given the target audience for this document is parents, this guide is intended to discuss parents’ rights under FERPA. Under FERPA, the term “parent” means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian. A companion document discussing eligible students’ rights under FERPA is available on our website at <https://studentprivacy.ed.gov/resources/ferpa-general-guidance-students>.

FERPA is a Federal law that is administered by the Student Privacy Policy Office (SPPO) in the U.S. Department of Education (Department). FERPA protects “education records,” which are generally defined as records that are directly related to a student and maintained by an educational agency or institution or by a party acting for the agency or institution. An “educational agency or institution,” herein after referred to as a “school,” generally means a school district, a public elementary or secondary school, or an institution of postsecondary education such as a college or university. There are also a few exceptions to the definition of education records, such as law enforcement unit records and sole possession records. More information is available at <https://studentprivacy.ed.gov/fag/what-records-are-exempted-ferpa>.

FERPA applies to schools that receive funding under any program administered by the Department. Private and faith-based schools at the elementary and secondary levels generally do not receive such funding and are, therefore, generally not subject to FERPA. In addition, the confidentiality of personally identifiable information (PII) in the education records of children with disabilities is further protected by Part B of the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1417(c) and 34 CFR §§ 300.610-300.626). These regulations contain confidentiality provisions that are similar to, but broader than, FERPA. The IDEA-FERPA crosswalk contains additional information comparing IDEA and FERPA and is available at <https://studentprivacy.ed.gov/resources/ferpaidea-cross-walk>.

Issued July 9, 2021

The rights provided by FERPA to a parent include, but are not limited to:

- **Access to Education Records**

Under FERPA, a school or State educational agency (SEA) must provide a parent with an opportunity to inspect and review their child's education records within a reasonable period of time, but not more than 45 calendar days following receipt of a request. A school or SEA is generally not required to provide *copies* of the education records unless circumstances effectively prevent the parent from exercising the right to inspect and review the education records. For example, if a parent who does not live within commuting distance of their child's school requests that the school provide access to his or her child's education records, the school would be required to make other arrangements for the parent to inspect and review the requested records, or to provide a copy of the requested records.

- **Amendment of Education Records**

Under FERPA, a parent has the right to seek amendment or correction of their child's education records that the parent believes to be inaccurate, misleading, or in violation of the child's rights of privacy. However, while a school is not required to amend an education record in accordance with a parent's request, a school is required to consider the request for amendment, to inform the parent of its decision, and, if the request is denied, to advise the parent of his or her right to a hearing on the matter. If, as a result of the hearing, a school decides not to amend the education records, then the parent has the right to insert a statement in the record commenting on the contested information or stating why the parent disagrees with the decision, or both. That statement must remain with the contested part of the education record for as long as the record is maintained and be included whenever the contested part is disclosed.

While a parent has the right to seek to amend non-substantive factual errors in the student's education records, the right is not unlimited, and a school is not required by FERPA to afford a parent the right to seek to change substantive decisions made by school officials, such as substantive decisions made in the context of grades given to a student based on their performance, other evaluations of the student's performance, or disciplinary decisions. These substantive decisions also include evaluations of whether a student has a disability and is eligible for special education and related services, disagreements about the content of a student's Individualized Education Program (IEP), or the student's educational placement under Part B of IDEA. While under FERPA a parent may seek amendment to correct a non-substantive factual error in an IEP, a parent should utilize the Part B of IDEA dispute resolution procedures (State complaints, mediation, or due process hearing procedures) to resolve disputes with a school regarding substantive matters. Each State has resources to help parents to participate effectively in their children's education and development. State contact information is available at <https://sites.ed.gov/idea/contacts/#state>.

- **Disclosure of Education Records**

Under FERPA, a school generally may not disclose PII from a student's education records to a third party unless the student's parent has provided prior written consent. However,

there are a number of exceptions to FERPA's general consent requirement, some of which are described below. Under these exceptions, schools are *permitted* to disclose PII from education records without consent, but they are not *required* to do so by FERPA.

School Official

FERPA allows "school officials," including teachers, within the school to obtain access to PII from education records without consent, provided that the school has determined the officials have a "legitimate educational interest" in the information. The school's annual notification of rights under FERPA must specify the criteria for determining who constitutes a "school official" and what the school considers to be a "legitimate educational interest." Typically, a school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Also, under the "school officials" exception to the consent requirement, FERPA permits a school to disclose education records to contractors (e.g., software/application vendors, lawyers), consultants (e.g., nutritional or information technology consultants), volunteers (e.g., home room parent volunteers, field trip chaperones, student volunteers), or other third parties to whom the school has outsourced institutional services or functions, provided that the outside party:

1. Performs an institutional service or function for which the school would otherwise use employees;
2. Is under the direct control of the school with respect to the use and maintenance of education records;
3. Is subject to the requirements in FERPA that PII from education records may be used only for the purposes for which the disclosure was made, and which govern the redisclosure of PII from education records; and
4. Meets the criteria specified in the school's annual notification of FERPA rights for being a school official with a legitimate educational interest in the education records.

More information regarding the use of school volunteers and FERPA is available at <https://studentprivacy.ed.gov/training/school-volunteers-and-ferpa>.

Seeks or Intends to Enroll

Another exception to FERPA's general consent requirement permits a school to disclose PII from a student's education records, without consent, to another school in which the student seeks or intends to enroll, or where the student is already enrolled, as long as the purpose of the disclosure is related to the student's enrollment or transfer. A school that discloses education records under this exception must make a reasonable attempt to notify the parent of the disclosure, unless the disclosure is initiated by the parent, or the school's annual notification of rights under FERPA includes a notice that it forwards education records to other schools that have requested the records and in which the student seeks or intends to enroll or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. A school that discloses education records under this exception also must provide the parent, upon request, a copy of the records that were

disclosed or, upon request, an opportunity for a hearing to amend the records that were disclosed. Under this exception, a school has the discretion to disclose academic, disciplinary, or any other PII from the student's education records to the new school. Further, a parent does not, under FERPA, have the right to prevent a school from disclosing such PII from the student's education records, or from communicating information about a student more generally, to the school in which the student seeks or intends to enroll.

Directory Information

FERPA also permits a school to disclose PII from a student's education records, without consent, when such information has been appropriately designated as "directory information" and the parent has not opted out of the disclosure of such designated information. The FERPA regulations define directory information as information in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information may include information such as the student's name, address, telephone number, email address, photograph, date and place of birth, major field of study, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), dates of attendance (i.e., the period of time during which the student attends or attended the school), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent school attended. FERPA provides that a school may disclose, without consent, directory information if the school has given public notice to parents of the types of PII that it has designated as directory information and the process, including period of time, for parents to opt out of certain directory information disclosures. This notice is often included in the annual notification discussed below. For more information regarding directory information, visit <https://studentprivacy.ed.gov/training/b-cs-student-directory-information>.

Dependent Student

FERPA provides ways in which a school may share education records on an eligible student with their parents. Schools may, but are not required to, disclose any and all education records to parents, without the consent of the eligible student, if the student is a "dependent student," as that term is defined in Section 152 of the Internal Revenue Code. Generally, if either parent has claimed the student as a dependent on the parent's most recent income tax return, a school may disclose the student's education records to either parent, without the eligible student's consent.

This exception to FERPA's general consent rule also permits institutions of postsecondary education to share information with parents of students who are enrolled in both a high school and a college or university (dually enrolled). In this situation, the parents retain the rights over the student's education records maintained by the high school, if the student is under the age of 18 years, and the student retains the rights over the education records maintained by the college or university.

Other Exceptions

Provided certain conditions are met that are not included in the summary below, other exceptions to FERPA's general consent requirement that would permit the disclosure of PII from education records include, but are not limited to, the following:

- To authorized representatives of, among others, State and local educational authorities, such as a State department of education, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs
- To a representative of a State or local child welfare agency or Tribal organization regarding a child in foster care
- To State and local officials or authorities pursuant to a State statute concerning the juvenile justice system and the system's ability to effectively serve the student whose records are being disclosed
- To organizations conducting studies for, or on behalf of, the school for specified purposes including improving instruction
- To comply with a judicial order or a lawfully issued subpoena
- In connection with a health or safety emergency

Annual Notification of FERPA Rights

Under FERPA, a school must annually notify parents of their rights under FERPA. There are separate annual notifications and other rights under IDEA. The FERPA annual notification must include information regarding a parent's right to inspect and review his or her child's education records, the right to seek to amend the records, the right to consent to disclosure of PII from the records (except in certain circumstances), and the right to file a complaint with SPPO regarding an alleged failure by a school to comply with FERPA. The notification must also inform parents of the school's criteria for the terms "school official" and "legitimate educational interest" in certain instances. A school is not required to notify parents individually, but rather is required to provide the notice by any means that are reasonably likely to inform parents of their rights. These means could include publication in a school activities calendar, newsletter, student handbook, or on a school's website.

Complaints of Alleged Violations with FERPA

Parents who believe that their FERPA rights may have been violated may file a complaint with SPPO at <https://studentprivacy.ed.gov/file-a-complaint>. SPPO will review the complaint to ensure the complaint:

- Is filed, in writing, by a parent who maintains FERPA rights over the education records that are the subject of the complaint;
- Is submitted to SPPO within 180 days of the date of the alleged violation or of the date that the parent knew or reasonably should have known of the alleged violation; and
- Contains specific allegations of fact giving reasonable cause to believe that a violation of FERPA has occurred.

SPPO will then make a case-by-case determination to determine the best mechanism for resolving the underlying situation. Sometimes the action will be a formal investigation; for other complaints, consistent with the statute and applicable regulations, we will take other appropriate actions, such as acting as an intermediary or providing resolution assistance. More information regarding our complaint process is available at <https://studentprivacy.ed.gov/file-a-complaint>.

Additional Information

For more information regarding FERPA and other student privacy issues, please visit our website at <https://studentprivacy.ed.gov>.

If you have questions about FERPA that are not addressed here, you may also submit a question through our website at <https://studentprivacy.ed.gov/contact> or write to SPPO for additional guidance at the following address:

Student Privacy Policy Office
U.S. Department of Education 400 Maryland
Avenue, SW Washington, DC 20202-8520



STANDARD RESPONSE PROTOCOL

INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

HOLD

"In Your Classroom or Area"

Students are trained to:

- Clear the hallways and remain in their area or room until the "All Clear" is announced
- Do business as usual

Adults and staff are trained to:

- Close and lock the door
- Account for students and adults
- Do business as usual



SECURE

"Get Inside. Lock outside doors"

Students are trained to:

- Return to inside of building
- Do business as usual

Adults and staff are trained to:

- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual



LOCKDOWN

"Locks, Lights, out of Sight"

Students are trained to:

- Move away from sight
- Maintain silence
- Do not open the door

Adults and staff are trained to:

- Recover students from hallway if possible
- Ensure classroom doors are locked and shut
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend



EVACUATE

"To a Location"

Students are trained to:

- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

Adults and staff are trained to:

- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.



SHELTER

"State Hazard and Safety Strategy"

Hazards might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students are trained in:

- Appropriate Hazards and Safety Strategies

Adults and staff are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.





STANDARD RESPONSE PROTOCOL

PARENT GUIDANCE

In the event of a live incident, parents may have questions about their role.

SECURE

“Get Inside. Lock outside doors”



Secure is called when there is something dangerous outside of the building. Students and staff are brought into the building and the outside doors will be locked. The school might display the Building is Secured poster on entry doors or nearby windows. Inside, it will be business as usual.

SHOULD PARENTS COME TO THE SCHOOL DURING A SECURE EVENT?

Probably not. Every effort is made to conduct classes as normal during a secure event. Additionally, parents may be asked to stay outside during a Secure event.

WHAT IF PARENTS NEED TO PICK UP THEIR STUDENT?

Depending on the situation, it may not be safe to release the student. As the situation evolves, Secure might change to a Monitored Entry and/or Controlled Release.

WILL PARENTS BE NOTIFIED WHEN A SCHOOL GOES INTO SECURE?

When a secure event is brief or the hazard is non-violent, like a wild animal on the playground, there may not be a need to notify parents while the Secure is in place.

With longer or more dangerous events, the school should notify parents that the school has increased their security.

LOCKDOWN

“Locks, Lights, out of Sight”



A Lockdown is called when there is something dangerous inside of the building. Students and staff are trained to enter or remain in a room that can be locked, and maintain silence.

A Lockdown is only initiated when there is an active threat inside or very close to the building.

SHOULD PARENTS COME TO THE SCHOOL DURING A LOCKDOWN?

The natural inclination for parents is to go to the school during a Lockdown. Understandable, but perhaps problematic. If there is a threat inside the building, law enforcement will be responding. It is unlikely that parents will be granted access to the building or even the campus. If parents are already in the school, they will be instructed to Lockdown as well.

SHOULD PARENTS TEXT THEIR STUDENTS?

The school recognizes the importance of communication between parents and students during a Lockdown event. Parents should be aware though, during the initial period of a Lockdown, it may not be safe for students to text their parents. As the situation resolves, students may be asked to update their parents on a regular basis.

In some cases, students may be evacuated and transported off-site for a student-parent reunification.

WHAT ABOUT UNANNOUNCED DRILLS?

The school may conduct unscheduled drills, however it is highly discouraged to conduct one without announcing that it as a drill. That's called an unannounced drill and can cause undue concern and stress.

Parents should recognize that the school will always inform students that it is a drill during the initial announcement.

It's important to differentiate between a **drill** and an exercise. A drill is used to create the “Muscle Memory” associated with a practiced action. There is no simulation of an event; this is simply performing the action. An exercise simulates an actual event to test the capacity of personnel and equipment.



