

# School Board of Sarasota County



## Code of Student Conduct for School Year 2026-2027 SECONDARY STUDENTS

As a school district, we strive to communicate with students and families regarding expectations for student behavior and discipline. Our Code of Student Conduct is available to all students and families in a variety of ways. However, as a district, we are committed to safeguard resources. As such, district staff will not issue hard copies of the Code of Student Conduct (CSC) to every student.

Students, parents and guardians may locate an electronic copy of the CSC online at the district website at <https://www.sarasotacountyschools.net/>. If a parent or guardian needs a paper copy of the CSC, please indicate by adding your initials below, signing and returning this sheet to your child's school.

Please review, discuss and explain the CSC with your student(s) to set your child up for a year full of learning. To request a printed copy of the CSC, please sign this sheet and return it to your child's school.

Please note that all students, parents, guardians will be expected to be compliant with the Code of Student Conduct, irrespective of returning this form.

Please initial here \_\_\_\_\_ only if you require a printed copy of the 2025-2026 Code of Student Conduct. One copy per household will be provided.

\_\_\_\_\_

Print Student Name Date

\_\_\_\_\_

Print Parent/Guardian Name Parent/Guardian Signature Date

Approved as to Form and Legal Content  
by Shumaker, Loop & Kendrick, LLP  
Attorneys for The School Board  
of Sarasota County, Florida  
Signed: MRM  
Date: May 11, 2026



<https://www.sarasotacountyschools.net/>

## The District School Board of Sarasota County

### **Sarasota County School Board Members**

Honorable Bridget Ziegler, Chair  
Honorable Robyn Marinelli, Vice-Chair  
Honorable Liz Barker  
Honorable Thomas Edwards  
Honorable Karen Rose

### **Superintendent of Schools**

Mr. Terry Connor

### **Sarasota County Schools District Office**

1960 Landings Boulevard  
Sarasota, Florida 34231

## District Vision and Mission Statements

### **Sarasota County School District Vision Statement**

To be the premier education provider, empowering every student to thrive  
in an ever-changing world through innovation and continuous  
advancement

### **Sarasota County School District Mission Statement**

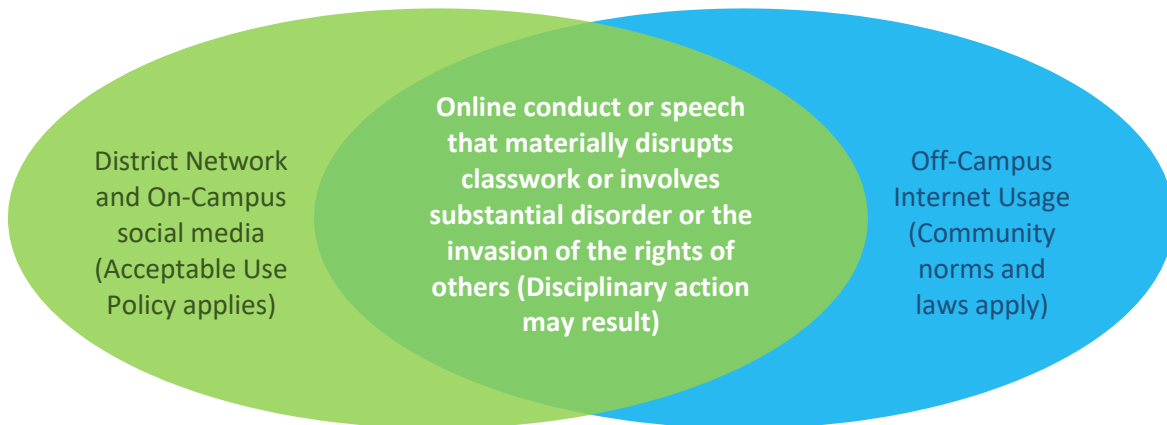
To Engage, Empower, and Elevate Every Student. Every day.

## Scope of the School District

Sarasota County’s School Board policy [2.10](#) establishes the scope of the school board.

1. The School Board is the governing body of the district and is responsible for the control, operation, and supervision of all public schools in the county pursuant to the provisions and minimum standards prescribed by Florida Statutes and State Board of Education rules and may exercise any power except as expressly prohibited by the State Constitution or general law.
2. The district school system is part of the state system of public education and includes all public schools, classes, and courses of instruction and all services and activities directly related to education in the district which are under the district school officials’ directions.

In addition, per [Policy 5.381](#) the use of personal technology or online communication may also violate the District’s Acceptable Use Policy or Code of Student Conduct if the online conduct of the student or the student speech materially disrupts the classroom or involves substantial disorder or the invasion of the rights of others. This is so whether it occurs on or off campus.



In addition, with respect to bullying and/or harassment, as evident in [School Board Policy 2.70](#), the school district, “may also address discrimination and harassment that occurs outside of a school-sponsored program or activity but has continuing adverse effects within those programs or activities, including by providing supportive measures to address the safety of students and employees.”

Use of a wireless communications device includes the possibility of the imposition of disciplinary action by the school or criminal penalties if the device is used in a criminal act. A student may possess a wireless communications device while the student is on school property or in attendance at a school function; however, a student may not use a wireless communications device during instructional time, except when expressly directed by a teacher solely for educational purposes. A teacher shall designate an area for wireless communications devices during instructional time.

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## Introduction

The School District of Sarasota County is committed to maintaining a safe, secure, orderly, and respectful environment across all schools and transportation services. All are expected to conduct themselves respectfully and to support the mission of maintaining a safe and respectful school environment that is conducive to learning and promotes an effective learning environment. Students are expected to behave in a manner that does not disrupt their own learning or that of their classmates. School and district leaders take this responsibility very seriously, and through partnership with parents/guardians will ensure that the student misbehavior is managed appropriately. The progressive discipline structure of this Code of Conduct allows for opportunities to intervene with students who struggle with maintaining desirable behaviors early in the process and hold students accountable for their actions should the behavior become chronic and/or more aggressive.

To assist students, parents, guardians, administrators, and school staff with maintaining an effective learning environment, per state requirements, outlined in [F.S.1006.07](#), the School District of Sarasota County adopted the Code of Student Conduct.

Although it is the responsibility of both the student and the parent/guardian to know the rules of the Code of Student Conduct, [per Sarasota County School Board policy 5.30](#), “all students enrolled in school shall be subject to the laws, regulations of the State Board of Education, the rules and policies of the School Board and the Code of Student Conduct and shall be under the control and direction of the principal or designee during the time they are transported to or from school at public expense, during the time they are attending school or a school-sponsored activity, during the time they are on School Board premises for school attendance and authorized activities.”

It is the responsibility of the parent/guardian to ensure that their child behaves appropriately and demonstrates respect for all school staff, especially teachers, at all times. School Board policy [9.101](#) states that “parents play an integral role in assisting student learning, including in the areas of homework, school attendance, and discipline.”

It is the responsibility of school personnel to be aware of the specifics of the Code of Student Conduct and to apply to them appropriately. It is the school's responsibility to convey information about individual school policies and procedures to students and parents/guardians via a school planner or other appropriate means.

The School Board and personnel appointed at the district level are responsible for ensuring that the Code of Student Conduct and the consequences for the identified infractions are legal and fair. The Board is also responsible for conveying to the community and parents/guardians that once these conditions are met, the actions taken by the local school will be supported for the good of the school system and the community.

## 300.1 Electronic Devices

Students may possess an electronic device at schools, however according to [Florida law and Board Policy](#), students may not use such devices during instructional time except when expressly directed by a teacher solely for educational purposes. Teachers shall designate an area for such devices during instructional time. The School Board is not responsible for preventing theft, loss, damage, or vandalism to electronic devices or technology brought onto its property or vehicles or used during or for a school-related purpose. Refer to Sarasota County [School Board Policy 5.38](#). The regulation of electronic devices and other technology shall at all times be consistent with state and federal law.

- Students may not use any electronic devices, including headphones or other technology during school, on school vehicles, including school buses or property or at a school-sponsored activity to access and/or view websites that are otherwise blocked to students at the school. Students may never use School Board devices or technology to do so, regardless of location. In special circumstances, with permission from a supervising school district employee, a student may use an electronic device or technology for communication.
- Students may not possess any electronic device or other technology during testing, unless explicit authorization is given, regardless of the student's location during the testing or who owns the device, even if the device or technology is turned off or the student does not use it. Violation of this rule will result in the student's test being invalidated.
- If an electronic device or technology disrupts a class or students, for example by ringing, flashing, or vibrating, the student possessing the device or technology will be subject to disciplinary action. Any student who uses an electronic device or technology in a manner that materially disrupts classwork or involves substantial disorder or the invasion of the rights of others, including by threatening, bullying, harassing, discriminating against, or intimidating another student or district staff member through email, social network posting, or other electronic messages or technology, also will be subject to disciplinary action as determined by the Code of Student Conduct.
- Personally owned electronic devices and technology used in violation of school rules will be confiscated and returned to the student's parent or guardian.

## 300.2 Technology Use

Technology and electronic devices are an integral part of a student's educational experience and must be used in a way that is consistent with the goals of Sarasota County Schools' acceptable use policy and [Social Media guidelines](#) consistent with state and federal law, regardless of who owns the device or technology. Technology includes, but is not limited to computers, smartphone, smart devices, other electronic devices, software, e-mail, the Internet, other network resources, cell phones, cameras and smart watches, smart glasses or any wearable computer-enabled device intended to enhance, augment or record in a school setting

Student use of technology is a privilege; students are responsible for using technology appropriately. This includes the use of school district equipment away from school grounds.

The following are also inappropriate and/or illegal uses of technology:

- Accessing social media platforms through the use of internet access provided by the school district, except when expressly directed by a teacher solely for educational purposes, [Policy 5.38](#)
- Using the TikTok platform or any successor platform on district-owned devices, through internet

provided by the school district, or as a platform to communicate or promote any district school sponsored club, extracurricular organization, or athletic team, [per Board Policy](#).

- Transmission of any material in violation of federal, state, or local law, or School Board policy, regulation, or Code of Student Conduct while using a School Board-owned device or technology, during school, while on school property or vehicles, while using School Board networks, or during school-sponsored activities. This includes, but is not limited to copyrighted material; threatening, obscene, or pornographic material; vandalizing data, test questions and/or answers; student work products; trade secrets; and computer viruses, “worms” or “trojans.”
- Utilizing technology for commercial activities while using a School Board-owned device or technology, during school, while on school property or vehicles, while using School Board networks, or during school-sponsored activities, unless explicitly permitted by the School Board or its designee.
- Downloading and/or printing music, games, images, words, videos or inappropriate files or content while using a School Board-owned device or technology, during school, while on school property or vehicles, while using School Board networks, or during school-sponsored activities.
- Modifying the original pre-set software or hardware on any School Board-owned technology or device, including, but not limited to loading software applications not authorized by the school board; changing the computer name; changing or removing operating system and extensions; altering security/filtering software; altering the pre- loaded operating system or application; or taking apart the computer for access to internal parts, accessing or altering password.
- Using applications (apps) including video conferencing, social media, chats, e-mail, instant messaging, web pages, or other technology or communication operations in a manner that materially disrupts classwork or involves substantial disorder or the invasion of the rights of others.
- Gaining or attempting to gain unauthorized access to the School Board’s network, computer servers, or data files.
- Gaining or attempting to gain unauthorized access to non-School Board networks, computer servers, or data files utilizing School Board-owned equipment.
- Using profanity, obscenity, discussing drugs, or using other languages which may be offensive to another user, or reposting and copying personal communications without the author’s prior consent, while using a School Board-owned device or technology, during school, while on school property or vehicles, while using School Board networks, or during school-sponsored activities.
- Attempting to log on to the district’s network using another person’s identity.
- Bypassing or attempting to bypass the district’s filtering software, including the use of proxies or VPNs.
- Using computers, networks, and online telecommunication systems in a manner that materially disrupts classwork or involves substantial disorder or the invasion of rights of others, including but not limited to engaging in plagiarism, reproduction of state- or teacher- made tests, textbooks, teaching materials, non-authored text, cheating and theft of ideas.
- Accessing, posting, or recording distributing offensive, threatening, bullying, harassing, obscene, inflammatory, or pornographic material while using a School Board-owned device or technology, during school, while on school property or vehicles, while using School Board networks, during school-sponsored activities, or while off-campus in a manner that materially disrupts classwork or involves substantial disorder or the invasion of rights of others.
- Using network access to destroy information that belongs to others.
- Copying software or other copyright-protected materials in violation of copyright laws.
- Using the School Board network, technology, or devices for any illegal activity or private business purposes or accessing inappropriate Internet sites including social media applications (apps).

- “Hacking” into the school’s computer systems or unauthorized modification of computer settings. These acts will be considered vandalism and disruption of a school function and will be treated as such.
- Using technology to threaten, harass or bully other students or staff while using a School Board-owned device or technology, during school, while on school property or vehicles, while using School Board networks, during school-sponsored activities, or while off- campus in a manner that materially disrupts classwork or involves substantial disorder or the invasion of rights of others.
- Using a School Board computer, applications (apps), tablets, electronic devices, video, camera, technology, network, or program in any manner other than for appropriate educational purposes, without explicit authorization.
- Students should have no expectation of privacy either when using school district computer equipment or network services as activities, files, and transmissions are being logged and monitored as appropriate.

*Violations will result in serious disciplinary actions, which may include an arrest if any criminal law is broken. Examples of such violations would be computer hacking or trespass, harassment, or threats via computer or computer fraud.*

### 300.3 Discrimination

ALL students attending Sarasota County Schools have a right to a uniform, safe, secure, efficient, and high quality learning environment.

As part of our commitment to maintaining a positive and respectful learning environment, Sarasota County Schools strictly prohibits ANY form of discrimination, harassment, or retaliation by or against students. EVERY student has the right to learn in an environment that is free from bias, exclusion, or unfair treatment. This includes protection from discrimination, harassment, and retaliation in ALL aspects of Sarasota County Schools’ programs, activities, and operations, including school and district-level violations and if the violation is based on any applicable protected classification recognized by state or federal law. Sarasota County Schools does not tolerate discrimination, harassment, or retaliation of ANY kind against ANY student. It is a violation School Board Policy 2.71 for ANY student to discriminate against another. Discrimination, harassment, and retaliation shall be investigated appropriately if the conduct violates ANY of the following:

- School Board Policy 2.71;
- School Board Policy 2.73;
- F.S. 1000.05;
- Rule 6A-19.001 - 6A-19.010, F.A.C.;
- Title IX of the Education Amendments of 1972.

Sarasota County Schools maintains a zero-tolerance stance against discriminatory practices in ALL aspects of school life, including enrollment, academics, extracurricular activities, and interactions among students and staff, whether the conduct occurs on school grounds, during school-related activities, or in ANY way effects the school environment. Students and staff members are expected to uphold this stance and contribute to a culture where ALL individuals can thrive without fear of bias, prejudice, or exclusion.

## 300.4 Title IX Process

[School board policy 2.71](#) states the following: “The US Department of Education’s Office for Civil Rights enforces, among other statutes Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance.”

The Title IX Coordinator is the person designated by the Superintendent to coordinate compliance with the Title IX and the District’s equity policies. There are times that Code of Student conduct offenses will require a Title IX consultation with the school’s Title IX Coordinator. When this occurs, there may be a short-term delay in the disciplinary process as the Title IX Officer investigates. When a delay occurs, the parent or guardian will be notified of the reasons for the delay.

## 300.5 Florida Statute 553.865: Safety in Private Spaces Act

In accordance with [F.S. 553.865](#), male and female students will be provided restrooms and changing facilities for their exclusive use, respective to their sex, at schools and school facilities.

“Sex” means “the classification of a person as either female or male based on the organization of the body of such person for a specific reproductive role, as indicated by the person’s sex chromosomes, naturally occurring sex hormones, and internal and external genitalia present at birth,” in accordance with [F.S. 553.865](#).

Based on this legislation, a person may only enter a restroom or changing facility designated for the opposite sex under the following circumstances:

1. To accompany a person of the opposite sex for the purpose of assisting or chaperoning a child under the age of 12, an elderly person, or a person with a disability or developmental disability, as defined by Florida law.
2. For law enforcement or governmental regulatory purposes.
3. For the purpose of rendering emergency medical assistance or to intervene in any other emergency situation where the health or safety of another person is at risk.
4. For custodial, maintenance, or inspection purposes, provided that the restroom or changing facility is not in use; or
5. If the appropriate designated restroom or changing facility is out of order or under repair and a restroom or changing facility designated for the opposite sex contains no person of the opposite sex.

Any student who willfully enters for a purpose other than those listed in (1) through (5), above, a restroom or changing facility designated for the opposite sex on the premises of a school or school facility that has a unisex restroom and/or unisex changing facility and refuses to depart when asked to do so by any school district instructional personnel, administrative personnel, or school resource officer shall be subject to disciplinary action consistent with this Code.

The rules contained in this section do not apply to an individual who meets the exceptions provided by [F.S. 553.865](#).

## 300.6 Pledge of Allegiance

[F.S.1003.44](#) requires that the Pledge of Allegiance must be recited at the beginning of the day in every Florida public elementary, middle and high school. The law also grants students the right not to participate in reciting the pledge. Upon written request by a parent/guardian, a student must be excused from reciting the pledge, including being excused from standing and placing the right hand over the student’s heart.

## 300.7 Student Search and Seizure [F.S.1006.09](#)

School principal or principal’s designee may search students reasonably suspected of being in possession of contraband or other prohibited items while on school district property or wherever students are under the official supervision of district employees, such as on field trips, at extracurricular activities, or while being transported to and from such places either by school bus, by approved drivers, or by other means of conveyance.

- **School principal or principal’s designee may conduct** a search of a student, a student’s possessions, a student’s locker, or any other storage area on school property without a warrant when school personnel have reasonable suspicion that illegal, prohibited, or harmful items or

substances, or stolen property, maybe concealed on a student's person or in a storage area.

- **School principal or principal’s designee may** attempt to obtain consent from a student to search for illegal, prohibited, harmful items or substances, or stolen property, but may proceed with a search without a student’s consent, upon reasonable suspicion of a prohibited or illegally possessed substance or object.
- **School principal or principal’s designee may** search a student’s backpack, purse, or wallet, upon reasonable suspicion, if the student refuses to reveal the contents inside.
- **Students** may be searched upon entry at school consistent with legal requirements.
- **Driving to school and parking on school property** is a privilege that may be extended to students. All students desiring to park a vehicle on school district property shall be required to sign a consent form allowing the vehicle, upon reasonable suspicion, to be searched by the principal or his or her designee. Refusal of a student to cooperate in the request to search his or her vehicle shall result in the revocation of the student’s parking permit for two (2) years from the date of refusal.

\* This subsection does not prohibit the use of metal detectors or specially trained animals during a search for illegally possessed substances or objects.

### 300.8 Student Detention, Search, and Seizure

An instructional or administrative staff member is authorized to temporarily detain a student when there is reasonable suspicion that the student has violated a school board policy. This authority permits appropriate search procedures by administrative staff or designees, including searches of vehicles parked on school campuses, and supervised canine searches of student lockers, vehicles, purses, shoes, socks, pockets, backpacks, or other storage areas, the use of metal detectors and the seizure of suspicious items. See [School Board Policy 5.31](#). At Sarasota County schools, the safety of our students is of the utmost importance. To enhance the safety and security of our schools, Sarasota County schools began installing OpenGate © Weapons Detection Systems. Please refer to the school district website at: [Opengate In Sarasota County Schools](#).

### 300.9 Bus Riding Privileges

In Sarasota County, we seek to provide a safe and effective transportation program for students that ride the school bus. Students, parents, and guardians must be aware that the school bus program is a privilege. As such student misconduct can result in the revoking of the bus privilege.

Per state statute 1006.09: “The principal or the principal’s designee may suspend any student transported to or from school at public expense from the privilege of riding on a school bus for violation of district school board transportation policies, which shall include a policy regarding behavior at school bus stops, and the principal or the principal’s designee shall give notice in writing to the student’s parent and to the district school superintendent within 24 hours.”

Please be aware that when a student’s behavior on the school bus or at the bus stop meets any of the following criteria, they may be suspended from the school bus in accordance with [F.S.1006.09](#)

- Disobedient
- Disrespectful
- Violent
- Abusive
- Uncontrollable
- Disruptive

Students with Disabilities or Students with Section 504 plans may be suspended per district procedures. The removals count toward IDEA's ten-day limit of removals from school if the parent or their designee is unable to bring the student to school during a bus suspension, regardless of the student having specialized transportation as a related service or not. Schools are required to adhere to procedures for Manifestation Determination Hearings should a student exceed ten days of combined out of school suspension, in school suspension without services provided, and bus suspension resulting in a student's absence.

It is the Responsibility of transported students to do the following:

- a. To occupy the seat assigned by the driver and remain seated while the bus is in motion.
- b. To observe classroom, conduct except for ordinary conversation.
- c. To obey the driver and attendant and report to the principal or designee when told to do so.
- d. To cooperate with school patrols.
- e. To warn the driver of approaching danger, if there is reason to believe the driver is not aware of the danger.
- f. To be at the place designated, both morning and evening, ready to board the bus ten (10) minutes before it is scheduled to arrive. The bus cannot wait for those who are tardy.
- g. Always stay off the roadway while waiting for a bus and conduct themselves in an orderly manner.
- h. To wait until the bus has come to a complete stop before attempting to get on or off.
- i. To leave the bus only with the consent of the driver.
- j. To cross the highway, if necessary, after leaving the bus in the following manner:
  1. To wait at the side of the road within sight and hearing of the driver and wait for proper signal for crossing.
  2. To look both to the right and left and proceed across the highway in front of the bus upon signal from the driver.
- k. To always keep all body parts inside the bus windows.
- l. To be silent when approaching or crossing railroad tracks.
- m. To leave the bus by the emergency door only when told to do so by the driver, or in case of an emergency that is life threatening.
- n. To refrain from eating or drinking.
- o. To refrain from smoking or vaping while on the bus.
- p. To board and leave the bus at their regular stop, unless by permission of transportation director or designee.
- q. To refrain from the use of profanity or abusive language on the bus.
- r. To refrain from carrying large objects, including band instruments that might interfere with seating and safety of others.
- s. Animals, snakes, frogs, reptiles and insects, glass containers, sharp objects, balls, bats, skateboards, cutting instruments, fireworks, and any other similar items are not allowed on the bus.
- t. Any electronic devices such as cell phones, iPod, etc., should be put away and not be turned on when riding the bus. (At driver's discretion)
- u. Fragrances such as perfumes, deodorants, etc., should be put away and not sprayed on the bus.

It is essential that parents and guardians review bus safety procedures below as adopted from state statute and State Board of Education Rule, [6A-3.0121, F.A.C.](#):

1. Students may ride only in their assigned school buses and get off only at assigned bus stops, except when the district has approved alternative buses or arrangements.
2. Parents, guardians, and students are aware of and follow the district's adopted code of student conduct while the students are at school bus stops and to provide necessary supervision during times when the bus is not present.

Finally, please note that all school buses are equipped with video cameras for the purpose of ensuring the health, welfare and safety of all staff, students, and drivers.

## 300.10 School Bus Suspension

The privilege of riding the bus may be denied. In such cases, transportation shall be provided by the parent or guardian.

## 300.11 Discipline Policies and Procedures

The Code of Student Conduct outlines Sarasota County Schools implementation of school board policies and statutes to guide the best practices regarding student behavior. Student behaviors that violate the Code of Student Conduct are on a scale from a minor infraction (level 1) to a severe Zero Tolerance infraction (Level 4). All student behaviors are aligned with the district's discipline policy, from least severe (Level 1) to most severe (Level 4). The range of consequences for each offense appears in the Behaviors and Consequences Chart following this section.

Infractions of the Code of Student Conduct are grouped into four levels based on severity of offenses:

- Minor Level I
- Intermediate Level II
- Major Level III
- Zero Tolerance Level IV

The Code of Student Conduct is set up to ensure that Principals and the Principal designee are consistent with administering discipline and interventions for infractions of the Code of Student Conduct.

Consequences and interventions are included on a chart at the end of this document titled Disciplinary Actions/Interventions Matrix. The chart should be read from left to right indicating the infraction that has been committed and the number of occurrences increasing the consequence and intervention. Parent/Guardian contact, either written or verbal, should be made each time a student is disciplined by an administrator. If necessary, students involved in a fight or dispute will be separated during their In School Suspension to avoid further conflict, an example of how this could be implemented would require one student to serve their number of days and the other student will serve his/her suspension after the first student is released.

When an infraction of the Code of Student Conduct occurs, the student's explanation shall be heard by the Principal/Designee before determining the classification of the infraction and potential consequences. The Principal or Designee will review each case, including all documentation provided by staff and other witnesses, individually before assigning consequences. [F.S.1003.31](#), [F.S.1003.32](#), [F.S.1006.07](#), [F.S.1006.09](#) describe the responsibilities of the school Principal and other designated staff.

Classroom teachers will address general classroom disruptions or minor offenses by taking appropriate steps to document in-class interventions and/or disciplinary actions on a Notice of Concern or Event and Discipline Report that is sent to the administrator for processing. It is expected that appropriate school staff (i.e., teachers, school counselors, administrators) will always make personal contact with parents/guardians when misbehavior occurs and hold parent/teacher conferences to address the student's need. A close collaboration between the school and home should result in frequent communication and intervention implementation to help correct the misbehavior.

## 300.12 Repeated Infractions

Repeated infractions of the Code of Student Conduct in school and/or on the school bus will be considered willful disobedience and/or open defiance of authority which could potentially result in suspension or expulsion from school and/or the school bus for the remainder of the school year or a specific period of time. In addition, depending on the severity of the repeated infractions, such patterns of behavior may warrant consultation with the discipline office for enrollment at the district's alternative education center for middle and high school students.

The Multi-Tiered System of Support (MTSS) should be used as a framework to intervene when students demonstrate repeated behaviors or a pattern of behaviors. The process of planning for implementation and progress monitoring interventions occurs through each schools' Schoolwide Support Team (SWST). If students are unresponsive to interventions through MTSS the team should consider if parental consent for a Functional Behavior Assessment (FBA) is warranted. An FBA is a comprehensive and individualized, problem-solving process that addresses challenging behavior. It incorporates a variety of techniques and strategies to gather information as a means of understanding the specific reasons for the student's problem behavior and how a student's behavior relates to or is affected by his/her environment. An FBA looks beyond the form of the behavior (i.e., what the behavior looks or sounds like), and focuses on identifying what causes and maintains the behavior (i.e., the function). This type of assessment leads the observer beyond the behavior observed to the student's underlying motivation (escape, avoid, or gain something). During review of the FBA, the school team will determine if a student demonstrates a need for a Behavior Intervention Plan (BIP).

For those that demonstrate a need, the BIP is an important component to address their social emotional needs. For students with disabilities, the BIP is part of the IEP process, all individuals working with students who have a BIP must always implement it with fidelity. Administrators overseeing discipline should review the implementation of the BIP prior to making disciplinary decisions. Should a student with a BIP continue to engage in behaviors that are inconsistent with the Code of Conduct the IEP team will reconvene to review and adjust the BIP and/or IEP accordingly.

If the student demonstrating repeated behaviors or a pattern of behaviors already has a BIP, the team should review and update the BIP and/or IEP as needed.

Violations of the Code of Student Conduct occurring within the same level as delineated by the Discipline/Intervention Infraction Matrix, sections 300.35-300.38, whether on school premises, during school-endorsed events, or aboard school transportation, shall be classified as willful misconduct.

Repeated instances of similar infractions may result in the application of progressive discipline (see Section 300.33, *Formal Disciplinary Actions and Procedures*, for details). When a student continues to commit Level 2 infractions, the school may implement a Second Chance Agreement to address the behavior and support improvement.

The chart below indicates how infractions, by level will be grouped for progressive discipline purposes. Note that the student infraction will be escalated to the next occurrence on the Disciplinary Actions/Interventions Matrix. The grouped infractions are as follows:

### Level 1 Infractions:

- Attendance Incidents: Z 1.1 & Z 1.2
- Rule Violation Incidents: Z 1.3- Z 1.6
- Disruptive Incidents: Z 1.7-Z 1.16

Level 2

The chart is a vertical stack of three colored boxes. The top box is blue with white text, the middle is orange with white text, and the bottom is red with white text. Each box contains a list of infraction categories and codes.

Level	Infraction Categories
Level 1	Attendance Incidents: Z 1.1 & Z 1.2 Rule Violation Incidents: Z 1.3- Z 1.6 Disruptive Incidents: Z 1.7-Z 1.16
Level 2	Disruptive/Physical/Verbal Incidents: Z 2.1-Z 2.12 Property Incidents: Z 2.13 & Z.14 Rule Violations and Other Serious Incidents: Z 2.15-Z 2.18
Level 3	SESIR BUL, HAR, SXH, HAZ SESIR DRU, ALC & TBC Distribution SESIR PHA & FIT SESIR STL, VAN, DOC, TRE, TRS, SXO, OMC can be grouped with a SESIR or non-SESIR level 3 event. Non-SESIR Level 3 Events can be grouped with SESIR event

Infractions:

- Disruptive/Physical/Verbal Incidents: Z 2.1- Z 2.12
- Property Incidents: Z 2.13 & Z 2.14
- Rule Violations and Other Serious Incidents: Z 2.15- 2.18

### Level 3 Infractions:

- SESIR BUL, HAR, SXH, HAZ
- SESIR DRU, ALC & TBC Distribution
- SESIR PHA & FIT

SESIR STL, VAN, DOC, TRE, TRS, SXO, OMC can be grouped with a SESIR or non-SESIR level 3 event. Non-SESIR Level 3 Events can be grouped with SESIR event.

### 300.13 Classroom Managed Behaviors

Teachers are expected to manage classroom behaviors as a part of their classroom management system. The following chart is a list of potential classroom behaviors, strategies, and consequences that teachers may implement within their classrooms without formal discipline of the student. If classroom managed behaviors persist to the detriment of the learning environment, the offense may escalate to a formal notice of concern or event and discipline report with appropriate consequences. Strategies and potential consequences should be consistent with the school-wide positive behavior support system which is consistent in all settings. Classroom managed strategies provide opportunity for teachers to have teachable moments and as a result minimize interruptions to the learning environment. Please reference the “Classroom Managed Behaviors and Strategies” chart below.

Classroom Managed Behaviors and Strategies	
<b>Examples of Classroom Managed Behaviors</b>	
<ul style="list-style-type: none"> <li>• Tardiness</li> <li>• Inappropriate Language</li> <li>• Throwing Objects</li> <li>• Calling Out/Interruption</li> <li>• Out of Assigned Seat</li> <li>• Horseplay</li> </ul>	<ul style="list-style-type: none"> <li>• Arguing/Talking Back</li> <li>• Non-Compliance</li> <li>• Refusal to Engage in Classwork</li> <li>• Off Task</li> <li>• Disobey Classroom Rules</li> </ul>
<b>Examples of Classroom Managed Strategies</b>	
<ul style="list-style-type: none"> <li>• Parent/Guardian Contact</li> <li>• Model the Behavior</li> <li>• Proximity Control</li> <li>• Change Seating Assignment</li> <li>• Redirection</li> <li>• Reinforce Positive Classroom Behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental Restoration</li> <li>• Referral to School Counselor/Behavior Specialist</li> <li>• Provide Choices</li> <li>• Re-Teach Expectations</li> </ul>
<p><b>Please note the following:</b>            All possible classroom behaviors and strategies have not been included on this chart. Omission of a behavior or strategy does not preclude it as a classroom managed behavior or strategy.            Classroom teachers should refer to school support staff as needed.            If the behavior continues in occurrence or escalates, please complete a Notice of Concern or Event and Discipline Report for support staff and/or administration intervention.</p>	

### 300.14 SESIR

School Environment Safety Incident Reporting (SESIR) is outlined in the Florida Statute and State Board of Education Rule [6A-1.0017, F.A.C.](#) “The purpose of this rule is to set forth the requirements school districts and charter schools must use to report disruptive or criminal incidents to the Florida Department of Education so that the data can, in turn, be used in required state and federal reports.

SESIR data is also used to design and evaluate interventions to provide a safe learning environment. SESIR is not a law enforcement reporting system.” Sarasota County School administrators, resource officers, threat assessment teams, and staff are trained on reporting procedures and will remain in compliance with state statute. Discipline and school-based interventions are at the discretion of school administrators.

## 300.15 Conduct Outside of School

The District's Bullying harassment Policies [2.70](#) and [2.71](#) applies to all members of the district community and to all forms of discrimination and harassment committed by or against a member of the district community when the conduct occurs:

1. On school property, or
2. During or in relation to a school-sponsored program or activity regardless of location

The district may also address discrimination and harassment that occurs outside of the school-sponsored program or activity but has continuing adverse effects within those programs or activities, including by providing supportive measures to address the safety of students and employees.

*All students are expected to follow the rules of this Handbook and Code of Student Conduct on their way to and from school. The principal or designee may take administrative action if students' misconduct in route to or from school has a harmful effect on the health, safety or welfare of themselves, other students and/or the school.*

## 300.16 Bullying, Harassment, and Student Dating Violence & Abuse

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

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

**Harassment**, [F.S. 784.048 \(1\) \(d\)](#) is defined by SESIR Reporting guidelines: Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property, has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or has the effect of substantially disrupting the orderly operation of a school, including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose. Instances of Harassment that are chronic or repeated in nature will be evaluated for Bullying or Bullying-related. Harassment involves one-time insulting behaviors.

Bullying and harassment also encompass retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment in good faith. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation. Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with the intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by incitement or coercion; accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the District school system; or acting in a manner that has an effect substantially similar to the effect of bullying or harassment. The regulation of bullying and harassment shall be consistent with state and federal law. Online conduct or speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others is prohibited.

**Cyberstalking** as defined in [F.S.5784.048\(1\)\(d\)](#) means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

“Cyberstalk” means:

1. To engage in a course of conduct to communicate, or to cause to be communicated, directly or indirectly, words, images, or language by or through the use of electronic mail or electronic communication, directed at or pertaining to a specific person; or
2. To access, or attempt to access, the online accounts or Internet-connected home electronic systems of another person without that person’s permission, causing substantial emotional distress to that person and serving no legitimate purpose.

Conduct that constitutes bullying and harassment, as defined herein, is prohibited. The district upholds that bullying or harassment of any student or school employee is prohibited as follows:

- During any education program or activity conducted by a public K-12 educational institution.
- During any school-related or school-sponsored program or activity.
- On school bus or other transportation of or provided by a public K-12 educational institution; or
- Through the use of data or computer software that is accessed through a computer, computersystem, or computer network of a public K-12 educational institution.
- In any other context permitted by state and federal law or when it involves speech or conduct that materially disrupts classwork or involves substantial disorder or invasion of the rights of others.

Incidents of bullying or harassment shall be reported to the school’s administration as per School Board Policies [2.70](#), [2.71](#), [2.71a](#), [2.72](#). The principal or designee will investigate all reports of bullying that have been deemed a violation of the policy pursuant to the steps outlined in [2.70](#), [2.71](#), [2.71a](#), [2.72](#).

A maximum of ten (15) school days shall be the limit from the initial filing of incidents to the completion of the investigative procedural steps. The highest level of confidentiality possible will be upheld regarding the submission of a complaint or a report of bullying and/or harassment and the investigative procedures that follow. Consequences and appropriate remedial action for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct. School staff will put in place appropriate measures, such as the safety plan to ensure safe re-entry into the school setting after a substantiated bullying or harassment event. Safety plans include monitoring of interventions that are put in place to prevent further acts of bullying or harassment. The Sarasota School District Bullying and Harassment [School Board policy 2.70](#) will be publicized at the beginning of each school year for staff, parents and students.

## 300.17 Sexual Assault, Sexual Battery, and Sexual Offenses (Other)

Note: Definitions within this section reflect Florida Department of Education SESIR reporting guidelines ([SESIR.org](http://SESIR.org)) as well governing Florida State Statutes.

**Sexual Assault** is defined by SESIR Reporting guidelines and as contemplated [Chapter 784, Florida Statutes](#). This term includes any incident that includes fondling, indecent liberties, child molestation, or threatened rape. Both males and females can be victims of sexual assault.

Examples:

- Student or other threatening to rape another.
- Student or other intentionally touching anyone younger than 16 years old in a lewd manner.
- Non-Examples:
- Kindergarten student threatening another with a sexual act.

**Sexual Battery** as defined by SESIR Reporting guidelines and contemplated [Chapter 784, Florida Statutes](#), is forced or attempted oral, anal, or vaginal penetration by using a sexual organ or an object simulating a sexual organ, or the anal or vaginal penetration of another by any body part or foreign object. Both males and females can be victim of sexual battery.

Examples:

- Student or other raping someone.
- Student or other attempting to rape someone.

Non-Examples:

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

Note: This is a "Violent Incident" and must be reported in the related element "[Injury-Related.](#)" and must also be "[Reported to Law Enforcement.](#)"

**Sexual Harassment** Unwelcome conduct of a sexual nature, such as sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Harassing conduct can include verbal or nonverbal actions, including graphic and written statements, and may include statements made through computers, cellphones, and other devices connected to the internet. The conduct can be carried out by school employees, other students, and non-employee third parties.

**Sexual Offenses (Other)** as defined by SESIR Reporting guidelines and as contemplated by Chapters [794](#), [796](#), [800](#), [827](#). Florida Statutes, including other sexual contact, including intercourse, without force or threat of force. Includes subjecting an individual to lewd sexual gestures or comments or sexual activity or exposing private body parts in a lewd manner.

Examples:

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

Non-Examples:

- Students kissing consensually.
- Student swearing.
- A kindergarten child relieving himself publicly.
- First-grade students hugging each other.
- Student inadvertently touching breasts or buttocks of another.
- Inappropriate or suggestive gestures.

In accordance with [F.S.1002.40](#), the following reported incidents: Battery, Harassment, Hazing, Bullying, Kidnapping, Simple Battery, Robbery, Sexual Offenses, Sexual Harassment, Sexual Assault, Sexual Battery, Threat or Intimidation, and Fighting are eligible for HOPE Scholarship Notification. For more information about HOPE Scholarship, please visit: [FLDOE.org/HOPE Scholarship](http://FLDOE.org/HOPE_Scholarship) or speak with your student's school administrator.

Additionally, [School board policy 2.71](#) states the following: "The US Department of Education's Office for Civil Rights enforces, among other statutes Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance." Please see section 300.4 for more information regarding Title IX.

## 300.18 Zero Tolerance

[F.S. 1006.13](#) mandates that, "Each school district shall adopt a policy of zero tolerance that defines criteria for reporting to a law enforcement agency any act that occurs whenever or wherever students are within the jurisdiction of the district school board; defines acts that pose a serious threat to school safety; defines petty acts of misconduct; minimizes the victimization of students, staff, or volunteers, including taking all steps necessary to protect the victim of any violent crime from further victimization; establishes a procedure that provides each student with the opportunity for a review of the disciplinary action imposed pursuant to [F.S.1006.07](#)."

Any student who is determined to have brought a firearm or weapon, as defined in [Chapter 790](#), Florida Statutes to school, to any school function, or onto any school-sponsored transportation, or to have possessed a firearm at school, will be expelled, with or without continuing educational services, from the student's regular school for a period of not less than 1 full year and referred to mental health services identified by the school district pursuant to [F.S.1012.584\(4\)](#) and the criminal justice or juvenile justice system. Also, refer to [School Board Policy 5.321](#).

Any student who is determined to have made a threat or false report, as defined by [F.S.790.162](#) and [F.S.790.163](#), respectively, involving school or school personnel's property, school transportation, or a school-sponsored activity will be expelled, with or without continuing educational services, from the student's regular school for a period of not less than 1 full year and referred for criminal prosecution and mental health services identified by the school district pursuant to [F.S. 1012.584 \(4\)](#) for evaluation or treatment, when appropriate. In complying with the law, the School Board of Sarasota County has enacted [School Board policy 5.32](#). Please review this policy carefully for a list of offenses that, in the absence of mitigating circumstances, will cause the student to be brought before the Board for expulsion.

*All students are expected to follow the rules of this Handbook and Code of Student Conduct on their way to and from school. The principal or designee may take administrative action if students' misconduct in route to or from school has a harmful effect on the health, safety or welfare of themselves, other students and/or the school.*

## 300.19 Prohibition of Weapons

No student, while on school property, school transportation, or in attendance at a school- sponsored function, shall be in the possession of any article prohibited by law or rules of the district/school, or any article which could reasonably be considered as a weapon. Any student who brings a weapon may be expelled from the regular school for not less than one year and referred to law enforcement or the juvenile justice system for criminal prosecution.

Violations include any firearm, explosive device, or other weapons as defined by [Chapter 790](#), Florida Statutes the possession, sale, distribution, display, transfer or use of any firearm, explosive device, or other weapons, whether operable or inoperable, loaded or unloaded.

Examples include, but are not limited to, the following: guns, BB pistols, firecrackers, bullets, facsimile guns, smoke bombs or shock devices. Violations also include the possession of any object or material deliberately used to damage property, intended for use or that may be used to inflict harm or intimidate any person. This includes the possession of a knife of any size of length, a box cutter or any other sharp object, mace, pepper spray or any aerosol chemical propellant.

**Weapons Possession** as defined by SESIR Reporting guidelines and as contemplated by [F.S.790.001\(6\) and \(13\)](#). Possession of a firearm or any instrument or object as defined by [F.S.790.001 \(6\) and \(13\)](#) that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm.

Examples:

- Student or other possessing a firearm or knife.
- Student or other wielding a knife, pocketknife, or other sharp or pointed implement as a weapon.

Non-Examples:

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

## 300.20 Prohibition of Drugs

No student, while on school property or school transportation, or in attendance at a school- sponsored function, shall possess, use, store, sell, distribute or be under the influence of any substance defined as a controlled substance under state or federal law, regardless of whether prescribed or authorized.

These include, but are not limited to, marijuana, hallucinogens, inhalants, or any substance which requires a physician's prescription or authorization, or any substance, synthetic or otherwise, designed to create a sense of euphoria or intoxication, or any substance represented by or that mimics or imitates an illegal or controlled substance, such as "designer drugs." No student, while on school property, school transportation, or in attendance at a school-sponsored function, shall possess, use, store, sell or distribute any equipment or device for the purpose of preparing, measuring, or using controlled substances, "designer drugs", or other unauthorized or drugs. These include, but are not limited to, items listed in [Chapter 499, Florida Statutes](#), and items that may be determined to be drug paraphernalia or electronic cigarettes under the criteria set out in Florida Statutes and/or school/ [School Board Policy 5.322](#). SESIR defines drug use as the use or possession of any drug, narcotic, controlled substance, or any substance when used for chemical intoxication. Use means the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation.

Examples of DRUG Possession:

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

Non-Examples (students may still be subject to disciplinary action) of DRUG Possession:

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

Examples of DRUG Sale/Distribution:

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

Non-Examples:

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

## 300.21 Gangs

It is essential that schools be safe and orderly to provide environments that foster learning and high academic achievement. To promote an orderly learning environment in our schools while preparing students for later success in the world of work, the School Board of Sarasota County has taken a proactive approach and has established [Policies](#) concerning youth gang activity. These guidelines are to address problems associated with youth gangs through proactive education and disciplinary action, when necessary. Any student who is associated with a gang and/or participates in gang activity as outlined by this policy is subject to immediate disciplinary action. This includes, but is not limited to, gang dress, gang symbols/signs and gang tattoos. If a parent is concerned about a student's possible involvement in gang activity, he or she should contact a school counselor, school administrator or School Resource Officer.

## 300.22 Compensation for Acts of Vandalism

A student who willfully damages school property, a school bus, or bus equipment will be subject to discipline under the Code of Student Conduct. In addition to discipline measures, the parents or legal guardian of a student who causes damage to the property of Sarasota County Schools shall reimburse the district for restitution or for replacement of any damaged school property in the full amount.

## 300.23 Disciplinary Actions

In order to maintain safe and effective learning conditions, it may be necessary to impose disciplinary consequences for behaviors that disrupt the learning environment or pose a danger to students or

school personnel. The following briefly describes the disciplinary actions recognized by the school district and the school board.

## 300.24 Removal from Class

If a student causes a disruption to the educational environment, the student may be removed from the classroom.

## 300.25 In-School Restriction (Alternative Education Environment)

This program provides for on-campus restriction in lieu of out-of-school suspension at the discretion of the administrator. However, due to problems of supervision or lack of facilities at some schools, in-school restrictions may not be offered at all schools. Appropriate behavior and attention to schoolwork are essential for this option to be available.

Students with Disabilities must be afforded the opportunity to continue to appropriately participate in the general curriculum and continue to receive the services specified on their IEP while serving In-School Restriction. If these services are not provided the In-School Restriction removals will count toward IDEA's ten-day limit. Schools are required to adhere to procedures for Manifestation Determination Hearings should a student exceed ten days of combined out of school suspension, In-School Restriction without the previously outlined services provided, and bus suspension resulting in a student's absence.

## 300.26 Restriction of Privileges

Any student involved in a violation of the Code of Student Conduct may have the student's privileges restricted. The student may be denied participation in extracurricular activities. The student may be assigned to report frequently to a specified staff member who will assist in monitoring the adjustment to specific situations pertaining to the school and the student during this probationary period.

## 300.27 Disruptive Students – Staff Intervention

The use of reasonable physical force must be consistent with federal, state, and local laws, school district rules and [school board policy 5.343](#). A staff member shall have the authority, while on duty, to come into physical contact with a student or students to the degree necessary for the purpose of establishing or maintaining control of students, including to reasonably protect himself/herself, other people, or property. Such physical contact shall not be construed to be corporal punishment. At all times by School Board personnel, any force used must be reasonable, no more than necessary, and proportionate to the threat posed. Such force shall last no longer than reasonably necessary. School Board Policy 5.343 defines "Imminent risk of serious injury" as the threat posed by dangerous behavior that may cause serious physical harm to self or others.

[School Board Policy 5.343](#) defines "Physical restraint" as the use of manual restraint techniques that involve significant physical force applied by a teacher or other staff member to restrict the movement of all or part of a student's body. The term does not include briefly holding a student in order to calm or comfort the student or physically escorting a student to a safe location.

- Authorized school personnel may use physical restraint only when all positive behavior interventions and supports have been exhausted.
- Physical restraint may be used only when there is an imminent risk of serious injury and must be discontinued as soon as the threat posed by the dangerous behavior has dissipated.
- Physical restraint may be used only to protect the safety of students, school personnel, or others and may not be used for student discipline or to correct student noncompliance.

- Physical restraint techniques may not be used to inflict pain to induce compliance.

The degree of force applied during physical restraint must be only that degree of force necessary to protect the student or others from imminent risk of serious injury.

## 300.28 Reporting of Crimes and/or Disruptive Behavior

It is important that all students and parents/guardians understand that certain criminal and/or disruptive behavior must, by school board policy, be reported to appropriate law enforcement authorities. The following types of incidents will be reported: alcohol use, arson, battery, bullying, breaking/entering, drugs, kidnapping, larceny/theft, possession or use of weapons or explosive devices, property damage, vandalism, robbery, sex offenses, sexual battery, sexual harassment or any other serious incident or disruption of school operation. Any student formally charged with a felony by the proper prosecuting authority shall be subjected to suspension in accordance with Florida Statutes for a period that may exceed 10 (ten) days, as determined by the superintendent. If the student is adjudicated delinquent or guilty of a felony, the school board has the authority to expel the student.

## 300.29 Procedures of Off-Campus Felony Cases

[F.S.1006.09 \(2\)](#) allows the superintendent to suspend a student from school for a period longer than 10 (ten) days when a student has been formally charged with a felony committed on property other than public school property. For districts to utilize this section of the statutes, a student must have been formally charged, and in an administrative hearing, the school/district must show that the incident will have an adverse effect on the educational program, discipline, or welfare of the school in which the student is enrolled. If the student is adjudicated guilty or delinquent, the school board may expel the student.

When students are arrested, school administrators are notified immediately of the charges and violations. [F.S. 985.101 \(b\)](#) requires that upon receiving that notification, schools must notify the student's teachers of record of the arrest for an off-campus felony arrest.

When the student is charged with off-campus felony offenses, schools must conduct an Off-Campus Felony Hearing following district procedures. Schools must notify and invite parents and guardians of the hearing. The outcome of the hearing may result in Alternative Placement or Expulsion.

Finally, when a student commits a misdemeanor offense involving a weapon on property other than the property of the school board, the school/district will review the incident and determine appropriate safety measures to maintain a safe and orderly school environment.

## 300.30 Due Process for Suspension and Expulsion

When disciplinary actions reach the level of suspension or expulsion of a student, the following procedural steps are implemented to protect the interests of the student. The principal or designee will use and follow the steps in the Due Process Checklist, including identifying whether a student is receiving Exceptional Student Education, 504 plan, or English for Speakers of Other Languages (ESOL) services. Prior to suspension, a recommendation for expulsion or administrative assignment to an alternative school program, the student shall be provided due process and have the right to:

- Be advised of the charges/accusations.
- Be provided an opportunity to respond to the charges.
- Be provided an opportunity to submit to the administrator a list of names of other individuals who might have witnessed the incident.
- Be advised why they are being suspended or recommended for expulsion.

During a period of suspension that constitutes a change of placement and/or expulsion, students with disabilities are afforded the right to receive educational services that allow the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals in the

student's IEP. [State Board of Education Rule: 6A-6.03312, FAC-Discipline Procedures for Students with Disabilities.](#)

## 300.31 Suspension

When suspension from school is being considered for a student, certain procedures are required by law. A school principal or designee may suspend a student from school for up to 10 (ten) school days per incident for persistent disobedience and/or gross misconduct. The principal or designee takes this action when he or she has exhausted other disciplinary strategies or when alternatives have at least been considered but have been rejected as inappropriate in each situation. Conferences to resolve the problem are scheduled with the parent/guardian, student, and appropriate administrator.

As a result of [F.S. 1006.09](#), when a suspension is implemented, the parent/guardian will be informed of each suspension and the reasons for the suspension in writing within 24 hours by United States mail or via other electronic communication agreed to by the parent/guardian. The parent/guardian will be informed through written notification, that he or she has a right to a hearing with the principal. The principal's decision to suspend a student is final. A student along with his/her parent/guardian/caretaker may request an appeal regarding the suspension. The request for a suspension appeal must be made to the principal or designee by phone, email or in person. All requests for an appeal of a suspension should be made to the office of the principal or designee within 24 hours (excluding Saturday, Sunday, and holidays) of the suspension. During this appeal, the student may be directed by the principal or designee to remain out of school until a final decision is made regarding the appeal. If the appeal is granted, the principal or designee will make arrangements to administratively excuse the absence and assist the student with any schoolwork missed during the appeal. The principal or designee has the authority and responsibility of final review of any such appeal.

Students will be remanded to the custody of their parent/guardian with specific coursework assignments to be completed. This disciplinary action excludes a student from entering or remaining on any school campus for any purpose, and he or she is restricted from participation in school-related functions. This includes all athletic and extracurricular activities on any Sarasota County School District campus.

For students with an Individual Education Plan (IEP)/504 plan, federal law requires that IEP/504 plan teams conduct a Manifestation Determination Review (MDR) for all students who have committed violations of the Code of Conduct which have resulted in more than ten out of school suspension days in one school year or when the school is recommending a Settlement Agreement to an Alternative Educational Setting. The ten days of removal as outlined by IDEA includes cumulative days of out of school suspension, In-School Restriction without the previously outlined services provided, and bus suspension resulting in a student's absence. At the MDR, the IEP/504 plan team must determine whether the student's misconduct was caused by or had a direct and substantial relationship to the child's disability, or if the misbehavior was the direct result of the LEA's failure to implement the IEP. If it is determined that the misconduct was a manifestation of the student's disability, the student will return to the student's current placement and staff will convene a meeting to review and revise the Behavior Intervention Plan, if applicable, or to obtain consent for evaluation of a Functional Behavior Assessment (FBA). The team must also consider if adjustments to the student's IEP are warranted. Consistent with the Individuals with Disabilities Education Act (IDEA) behaviors related to drugs, weapons, or serious bodily injury may result in immediate removal to an Alternative Educational Setting.

If the team determines the behavior is not a manifestation of the student's disability, they may be disciplined consistent with students without disabilities in accordance with the Code of Conduct.

As noted in section 300.12, if a student demonstrates a pattern of behavior or repeated behaviors the school team should review the BIP and/or IEP and adjust as appropriate.

## 300.32 Expulsion

If a student expelled in another district seeks to enroll, the student may be admitted by the district school board, with or without the recommendation of the district school superintendent, and the student may be placed in an appropriate educational program and referred to mental health services identified by the school district pursuant to [F.S. 1012.584 \(4\)](#) when appropriate, at the direction of the district school board.

A school principal may request that the superintendent recommends to the school board that a student be expelled. This is the most serious disciplinary step available. It denies the student attendance in all programs of Sarasota County Schools. An expulsion may be recommended for the remainder of the academic year, the summer session and one additional academic year.

For students with an Individual Education Plan (IEP)/504 plan, federal law requires that IEP/504 plan teams conduct a Manifestation Determination Review (MDR) for all students who have committed violations of the Code of Conduct which have resulted in more than ten out of school suspension days in one school year or when the school is recommending a Settlement Agreement to an Alternative Educational Setting. At the MDR, the IEP/504 plan team must determine whether the student's misconduct was caused by or had a direct and substantial relationship to the child's disability, or if the misbehavior was the direct result of the LEA's failure to implement the IEP. If it is determined that the misconduct was a manifestation of the student's disability, the student will return to the student's current placement and staff will convene a meeting to review and revise the Behavior Intervention Plan, if applicable, or to obtain consent for evaluation of a Functional Behavior Assessment (FBA). The team must also consider if adjustments to the student's IEP are warranted. Consistent with the Individuals with Disabilities Education Act (IDEA) behaviors related to drugs, weapons, or serious bodily injury may result in immediate removal to an Alternative Educational Setting.

If the team determines the behavior is not a manifestation of the student's disability, they may be disciplined consistent with students without disabilities in accordance with the Code of Conduct.

As noted in section 300.12, if a student demonstrates a pattern of behavior or repeated behaviors the school team should review the BIP and/or IEP and adjust as appropriate.

[State Board of Education Rule: 6A-6.03312, FAC-Discipline Procedures for Students with Disabilities.](#)

Students assigned to second chance schools must be evaluated by the district school board's child study team before placement in a second chance school. The study team shall ensure that students are not eligible for placement in a program for emotionally disturbed children.

For ESE students only, an IEP Team would convene to determine any possible changes for the student, including a possible placement change. If it is determined that the conduct was not caused by the student's disabilities, the student could be considered for a recommendation for expulsion with services.

If grounds for expulsion exist, the superintendent or designee will notify the student and parents in writing of the charges against the student in a language the student and parents can understand. On the day a student with a disability (IEP/504 plan) is recommended for expulsion, the administrator must contact and provide to parent Notice of Procedural Safeguards. The parent or guardian will also receive the notice of suspension and Settlement Agreement which will include the following information:

- Notice of the extended suspension period
- Notice of the student's right to a hearing pursuant to F.S. 120.569 and F.S. 120.57
- A brief statement of the accusation against the student
- Grounds for the expulsion

- The student’s and parent’s/legal guardian’s procedural rights in connection with the hearing, including the right to counsel or other representation should they request a hearing
- Period of expulsion
- Notice of the consequences of failure to request or attend the hearing, which constitutes a waiver of further rights in the matter

The notification may also include a proposed Settlement Agreement.

### 300.33 Settlement and Second Chance Agreement

The principal or designee should offer to meet with the student’s parent(s) or legal guardian(s) to discuss a possible Second Chance Agreement or Settlement Agreement prior to proceeding through the formal hearing. A Second Chance Agreement is an agreement that may be offered to students who have committed an expellable offense pursuant to the Code of Student Conduct. Additionally, repeated instances of similar infractions may result in the application of progressive discipline. When a student continues to commit Level 2 infractions, the school may implement a Second Chance Agreement to address the behavior and support improvement.

The Second Chance Agreement is a disciplinary program that allows the student to remain on the regular school campus with specific conditions which may, in appropriate circumstances, include a safety plan. One or more of the following factors can be considered in granting a Second Chance Agreement, in lieu of a Settlement Agreement:

- The act committed was not premeditated nor was there malicious intent
- The student has no previous similar referrals
- The student does not have a significant history of insubordination/misbehavior
- Academically the student has a 2.0 grade point average or better
- The student has good attendance; no more than three unexcused absences

A Settlement Agreement is an agreement that may be offered to students who have committed an expellable offense pursuant to the Code of Student Conduct ([School Board Policy 5.34](#)). The Settlement Agreement allows the student to attend an alternative placement to continue their education in lieu of being expelled from the Sarasota County School District upon the student’s agreement to comply with strict behavioral, attendance, and other conditions enumerated in the Settlement Agreement.

### 300.34 Formal Expulsion Hearing (Formally Requested by Parent or Guardian through the District Discipline Office)

If a hearing is elected, the hearing will be held before a hearing officer appointed by the district. The hearing will be held as soon as possible after written notification of charges to the parent. The parent/legal guardian and principal will be notified of the time and date of the hearing.

Expulsion hearings are governed by [F.S.120.569](#). Although the school district is exempt from [F.S. 286.011](#), which requires reasonable notice of a hearing, the student’s parent(s) or legal guardian(s) must be given notice of the provisions of [F.S. 286.011](#) and may elect to have the hearing held in compliance with that statute. Testimony will be presented under oath. Hearsay is admissible, although it may not be

the sole basis for the recommendation. The student may be represented by counsel and will be afforded the opportunity to cross-examine witnesses supporting the charge, to call witnesses on the student's behalf and to introduce evidence. A sufficient record of the proceedings will be kept so a transcript can be prepared in the event that either party requests one.

The hearing officer will issue a recommended order in the aftermath of the hearing. The Sarasota County School Board will consider the recommendation and exemptions, if any, a future scheduled meeting. The School Board will make a determination regarding the hearing officer's findings of fact, any conclusions of law, and the hearing officer's recommended discipline, consistent with legal requirements.

The district must offer educational services to ESE students during the period of expulsion. Expulsion of students with disabilities is defined as removal from one program to another, not exclusion from public education. Services may not be provided through a regular school assignment.

### 300.35 Disciplinary Actions/Interventions – Minor Infractions

#### Level 1: Attendance Incidents

Refer to Interventions Matrix for Level I Infractions.				
For each occurrence that involves an Event and Discipline report, administration will choose a consequence(s) from the listed options within that occurrence.				
All possible behaviors/actions have not been included on this chart, and the omission of any behavior from this chart does not preclude the school administration from taking appropriate action to resolve the situation.				
Level 1 Infractions	Occurrence #1	Occurrence #2	Occurrence #3	Occurrence #4
<b>Z 1.1</b> <b>Tardiness, Habitual</b> <i>Reporting late to school or class as evidenced by district procedures.</i>	<ul style="list-style-type: none"> <li>Relationship Based Practices</li> <li>Parent/Guardian Contact</li> <li>Notice of Concern</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Loss of Privileges</li> <li>Detention</li> <li>Relationship Based Practices</li> <li>Notice of Concern</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Loss of Privileges</li> <li>Relationship Based Practices</li> <li>Event &amp; Discipline Report</li> <li>Referral to Truancy Procedures</li> <li>Attendance Contract</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Loss of Privileges</li> <li>Relationship Based Practices</li> <li>Event &amp; Discipline Report</li> <li>Check-In &amp; Check-Out</li> <li>Attendance Contract</li> </ul>
<b>Z 1.2</b> <b>Unexplained Absence</b> <i>Missing classes randomly throughout the day without following attendance procedures.</i>	<ul style="list-style-type: none"> <li>Relationship Based Practices</li> <li>Parent/Guardian Contact</li> <li>Notice of Concern</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Loss of Privileges</li> <li>Detention</li> <li>Relationship Based Practices</li> <li>Notice of Concern</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Loss of Privileges</li> <li>Relationship Based Practices</li> <li>Event &amp; Discipline Report</li> <li>Referral to Truancy Procedures</li> <li>Attendance Contract</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Loss of Privileges</li> <li>Relationship Based Practices</li> <li>Event &amp; Discipline Report</li> <li>Referral to Truancy Procedures</li> <li>Attendance Contract</li> </ul>

### 300.35 Disciplinary Actions/Interventions-Minor Infractions

#### Level 1: Rules Violations Incidents

Refer to Interventions Matrix for Level I Infractions.				
For each occurrence administration will choose a consequence(s) from the listed options within that occurrence. All possible behaviors/actions have not been included on this chart, and the omission of any behavior from this chart does not preclude the school administration from taking appropriate action to resolve the situation.				
Level 1 Infractions	Occurrence #1	Occurrence #2	Occurrence #3	Occurrence #4
<b>Z 1.3 Out of Assigned Area</b> <i>On campus but not in the assigned location—examples being in the halls, bathroom, wrong classroom, etc. without appropriate permissions and notifications.</i>	<ul style="list-style-type: none"> <li>Relationship Based Practices</li> <li>Parent/Guardian Conference</li> <li>Notice of Concern</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Loss of Privileges</li> <li>Detention</li> <li>Relationship Based Practices</li> <li>Notice of Concern</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Loss of Privileges</li> <li>Relationship Based Practices</li> <li>Event &amp; Discipline Report</li> <li>Referral to Truancy Procedures, if appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Loss of Privileges</li> <li>Relationship Based Practices</li> <li>Event &amp; Discipline Report</li> <li>In School Restriction</li> <li>Referral to Truancy Procedures, if appropriate</li> <li>Attendance Contract or Behavior Contract</li> </ul>
<b>Z 1.4 Dress Code Violation</b> <i>Student not in compliance with the SCS and school dress code policy.</i>	<ul style="list-style-type: none"> <li>Warning</li> <li>Parent/Guardian Contact</li> <li>Relationship Based Practices</li> <li>Notice of Concern</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Notice of Concern</li> <li>Relationship Based Practices</li> <li>Detention</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Event &amp; Discipline Report</li> <li>Loss of Privileges</li> <li>Relationship Based Practices</li> <li>In School Restriction</li> <li>School Offers/Provides Appropriate Attire</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Event &amp; Discipline Report</li> <li>Loss of Privileges</li> <li>Relationship Based Practices</li> <li>In School Restriction</li> <li>School Offers/Provides Appropriate Attire</li> </ul>
<b>Z 1.5 Public Display of Affection</b> <i>Kissing or other touch that would be deemed inappropriate for a school setting (non- SESIR).</i>	<ul style="list-style-type: none"> <li>Relationship Based Practices</li> <li>Parent/Guardian Contact</li> <li>Notice of Concern</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Notice of Concern</li> <li>Relationship Based Practices</li> <li>Loss of Privileges</li> <li>Detention</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Event &amp; Discipline Report</li> <li>Relationship Based Practices</li> <li>Loss of Privileges</li> <li>In School Restriction</li> <li>Refer to School Support Staff for Services</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Event &amp; Discipline Report</li> <li>Loss of Privileges</li> <li>Relationship Based Practices</li> <li>In School Restriction</li> <li>Refer to School Support Staff for Services</li> </ul>
<b>Z 1.6 Cheating/Academic Dishonesty</b> <i>Intentional plagiarism or submitting school assignments, tests, projects, as their own work and/or facilitating academic dishonesty by another student. See SCS Academic Honesty Policy 5.50.</i>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact</li> <li>Relationship Based Practices</li> <li>Notice of Concern</li> <li>Loss of Privileges</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Relationship Based Practices</li> <li>Event &amp; Discipline Report</li> <li>Loss of Privileges</li> <li>Detention</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Event &amp; Discipline Report</li> <li>Relationship Based Practices</li> <li>Loss of Privileges</li> <li>Detention</li> <li>In School Restriction</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Event &amp; Discipline Report</li> <li>Relationship Based Practices</li> <li>Loss of Privileges</li> <li>Detention</li> <li>In School Restriction</li> <li>Behavior Contract</li> </ul>

### 300.35 Disciplinary Actions/Interventions – Minor Infractions

#### Level 1: Disruptive Incidents

Refer to Interventions Matrix for Level I Infractions. For each occurrence administration will choose a consequence(s) from the listed options within that occurrence. All possible behaviors/actions have not been included on this chart, and the omission of any behavior from this chart does not preclude the school administration from taking appropriate action to resolve the situation.				
Level 1 Infractions	Occurrence #1	Occurrence #2	Occurrence #3	Occurrence #4
<b>Z 1.7 Failure to Comply with Class/School Rules</b> <i>Minor classroom disruptions such as talking, tapping, calling out, and other behaviors that cause disruption to the learning environment without regard to teacher direction or school rules/expectations. Repeated instances of this behavior may result in Level 2, 3 or 4 infractions.</i>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact</li> <li>• Notice of Concern</li> <li>• Relationship Based Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Notice of Concern</li> <li>• Loss of Privileges</li> <li>• Detention</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Event &amp; Discipline Report</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• In School Restriction</li> <li>• Behavior Contract with Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Event &amp; Discipline Report</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• In School Restriction</li> <li>• Behavior Contract with Progress Monitoring</li> </ul>
<b>Z 1.8 Disobeying Rules on the School Bus and/or Bus Stop</b> <i>Student not following bus rules, such as yelling, not following assigned seats, other behaviors that cause minor disruption to bus operations.</i>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact</li> <li>• Notice of Concern</li> <li>• Relationship Based Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Event &amp; Discipline Report</li> <li>• Relationship Based Practices</li> <li>• Bus, Assigned Seat</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Event &amp; Discipline Report</li> <li>• Relationship Based Practices</li> <li>• Bus, Assigned Seat</li> <li>• Detention</li> <li>• Behavior Contract with Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Event &amp; Discipline Report</li> <li>• Relationship Based Practices</li> <li>• Bus, Assigned Seat</li> <li>• Behavior Contract with Progress Monitoring</li> <li>• Bus Suspension 1-2 days</li> </ul>
<b>Z 1.9 Disruptive Behavior</b> <i>Conduct that is disruptive in nature and interferes with the staff's ability to maintain the learning environment. Repeated instances of this behavior may result in Level 2, 3 or 4 infractions.</i>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact</li> <li>• Notice of Concern</li> <li>• Relationship Based Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact</li> <li>• Notice of Concern</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• Behavior Contract with Progress Monitoring</li> <li>• Temporary Removal</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Event &amp; Discipline Report</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• In School Restriction</li> <li>• Behavior Contract with Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Event &amp; Discipline Report</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• In School Restriction</li> <li>• Behavior Contract with Progress Monitoring</li> </ul>

### 300.35 Disciplinary Actions/Interventions – Minor Infractions

#### Level 1: Disruptive Incidents

Refer to Interventions Matrix for Level I Infractions. For each occurrence administration will choose a consequence(s) from the listed options within that occurrence. All possible behaviors/actions have not been included on this chart, and the omission of any behavior from this chart does not preclude the school administration from taking appropriate action to resolve the situation.				
Level 1 Infractions	Occurrence #1	Occurrence #2	Occurrence #3	Occurrence #4
<b>Z 1.10 Disrespectful Language</b> <i>Use of languages or gestures towards students that is considered inappropriate and/or disrespectful in a school setting.</i>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact</li> <li>Notice of Concern</li> <li>Relationship Based Practices</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Notice of Concern</li> <li>Relationship Based Practices</li> <li>Detention</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Event &amp; Discipline Report</li> <li>Relationship Based Practices</li> <li>Loss of Privileges</li> <li>In School Restriction</li> <li>Refer to School Support Staff for Services</li> <li>Social Skills Lesson</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Event &amp; Discipline Report</li> <li>Relationship Based Practices</li> <li>Loss of Privileges</li> <li>In School Restriction</li> <li>Refer to School Support Staff for Services</li> <li>Social Skills Lesson</li> </ul>
<b>Z 1.11 Verbal Confrontation</b> <i>A student that is being verbally aggressive towards students in a way that impedes the learning environment.</i>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact</li> <li>Notice of Concern</li> <li>Relationship Based Practices</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Notice of Concern</li> <li>Relationship Based Practices</li> <li>Loss of Privileges</li> <li>Detention</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Event &amp; Discipline Report</li> <li>Relationship Based Practices</li> <li>Loss of Privileges</li> <li>Detention</li> <li>In School Restriction</li> <li>Refer to School Support Staff for Services</li> <li>Social Skills Lesson</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Event &amp; Discipline Report</li> <li>Relationship Based Practices</li> <li>Loss of Privileges</li> <li>Detention</li> <li>In School Restriction</li> <li>Refer to School Support Staff for Services</li> <li>Social Skills Lesson</li> </ul>
<b>Z 1.12 Lying/Misrepresentation</b> <i>A student who was not honest or knowingly provides false information.</i>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact</li> <li>Notice of Concern</li> <li>Relationship Based Practices</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Notice of Concern</li> <li>Relationship Based Practices</li> <li>Loss of Privileges</li> <li>Detention</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Event &amp; Discipline Report</li> <li>Relationship Based Practices</li> <li>Loss of Privileges</li> <li>Detention</li> <li>In School Restriction</li> <li>Refer to School Support Staff for Services</li> <li>Social Skills Lesson</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Event &amp; Discipline Report</li> <li>Relationship Based Practices</li> <li>Loss of Privileges</li> <li>Detention</li> <li>In School Restriction</li> <li>Refer to School Support Staff for Services</li> <li>Social Skills Lesson</li> </ul>
<b>Z 1.13 Articles Disruptive to the School</b> <i>Non-dangerous items that are not authorized to be on campus, such as toys, noise makers, or other objects that would be distracting in the learning environment.</i>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact</li> <li>Notice of Concern</li> <li>Relationship Based Practices</li> <li>Confiscate Item</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Event &amp; Discipline Report</li> <li>Confiscate Item</li> <li>Relationship Based Practices</li> <li>Loss of Privileges</li> <li>Detention</li> <li>Refer to School Support Staff for Services</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Event &amp; Discipline Report</li> <li>Confiscate Item</li> <li>Relationship Based Practices</li> <li>Loss of Privileges</li> <li>Detention</li> <li>In School Restriction</li> <li>Refer to School Support Staff for Services</li> <li>Behavior Contract with Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Event &amp; Discipline Report</li> <li>Confiscate Item</li> <li>Relationship Based Practices</li> <li>Loss of Privileges</li> <li>Detention</li> <li>In School Restriction</li> <li>Refer to School Support Staff for Services</li> <li>Behavior Contract with Progress Monitoring</li> </ul>

### 300.35 Disciplinary Actions/Interventions – Minor Infractions

#### Level 1: Disruptive Incidents

Refer to Interventions Matrix for Level I Infractions. For each occurrence administration will choose a consequence(s) from the listed options within that occurrence. All possible behaviors/actions have not been included on this chart, and the omission of any behavior from this chart does not preclude the school administration from taking appropriate action to resolve the situation.				
Level 1 Infractions	Occurrence #1	Occurrence #2	Occurrence #3	Occurrence #4
<b>Z 1.14</b> <b>Unauthorized Use of Medication</b> <i>Student in possession of medication that is not authorized- does not include over the counter headache medications for students of age to self-administer.</i>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact</li> <li>Event &amp; Discipline Report</li> <li>Relationship Based Practices</li> <li>Confiscate Item</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Event &amp; Discipline Report</li> <li>Relationship Based Practices</li> <li>Confiscate Item</li> <li>Loss of Privileges</li> <li>Detention</li> <li>Refer to School Support Staff for Services</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Event &amp; Discipline Report</li> <li>Relationship Based Practices</li> <li>Confiscate Item</li> <li>Loss of Privileges</li> <li>Detention</li> <li>Refer to School Support Staff for Services</li> <li>In School Restriction</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Event &amp; Discipline Report</li> <li>Relationship Based Practices</li> <li>Confiscate Item</li> <li>Loss of Privileges</li> <li>Detention</li> <li>Refer to School Support Staff for Services</li> <li>In School Restriction</li> </ul>
<b>Z 1.15</b> <b>Unauthorized Sale/Distribution of Materials</b> <i>The sale or distribution of non-dangerous prohibited items that are not authorized to be on campus, such as toys, noise makers, or other objects that would be distracting in the learning environment.</i>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact</li> <li>Notice of Concern</li> <li>Relationship Based Practices</li> <li>Confiscate Item</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Event &amp; Discipline Report</li> <li>Relationship Based Practices</li> <li>Confiscate Item</li> <li>Loss of Privileges</li> <li>Detention</li> <li>Refer to School Support Staff for Services</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Event &amp; Discipline Report</li> <li>Relationship Based Practices</li> <li>Confiscate Item</li> <li>Loss of Privileges</li> <li>Detention</li> <li>In School Restriction</li> <li>Refer to School Support Staff for Services</li> <li>Behavior Contract with Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Event &amp; Discipline Report</li> <li>Relationship Based Practices</li> <li>Confiscate Item</li> <li>Loss of Privileges</li> <li>Detention</li> <li>In School Restriction</li> <li>Refer to School Support Staff for Services</li> <li>Behavior Contract with Progress Monitoring</li> </ul>
<b>Z 1.16</b> <b>Inappropriate Activity</b> <i>Student conduct and behavior that is inappropriate in nature and interferes with the ability to maintain the learning environment in the classroom and on campus. Repeated instances of this behavior may result in Level 2, 3 or 4 infractions.</i>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact</li> <li>Notice of Concern</li> <li>Relationship Based Practices</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Event &amp; Discipline Report</li> <li>Relationship Based Practices</li> <li>Loss of Privileges</li> <li>Detention</li> <li>Refer to School Support Staff for Services</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Event &amp; Discipline Report</li> <li>Relationship Based Practices</li> <li>Loss of Privileges</li> <li>In School Restriction</li> <li>Refer to School Support Staff for Services</li> <li>Behavior Contract with Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Event &amp; Discipline Report</li> <li>Relationship Based Practices</li> <li>Loss of Privileges</li> <li>In School Restriction</li> <li>Refer to School Support Staff for Services</li> <li>Behavior Contract with Progress Monitoring</li> </ul>

### 300.36 Disciplinary Actions/Interventions – Intermediate Infractions

#### Level 2: Disruptive/Physical/Verbal Incidents

<p>All Level 2 offenses should be documented on an Event and Discipline Report.</p> <p>Refer to Interventions Matrix for Level II infractions. Please refer to section 300.12 for grouped infractions.</p> <p>Please utilize the <a href="#">SESIR Definitions</a> for detailed FLDOE definitions, examples, non-examples and additional guidelines.</p> <p>For each occurrence administration will choose a consequence(s) from the listed options within that occurrence.</p> <p>All possible behaviors/actions have not been included on this chart, and the omission of any behavior from this chart does not preclude the school administration from taking appropriate action to resolve the situation.</p>				
Level 2 Infractions	1 <sup>st</sup> Occurrence	2 <sup>nd</sup> Occurrence	3 <sup>rd</sup> Occurrence	4 <sup>th</sup> Occurrence
<p><b>Z 2.1</b> <b>Bus Disruption</b> <i>Severe student behavior on the bus that is disruptive in nature and causes disruption to the health and safety on the bus such as, hitting other students, standing, running up and down the aisles, throwing objects, cussing, or other major disruptions to operations of the bus.</i></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact</li> <li>• Relationship Based Practices</li> <li>• Detention</li> <li>• Bus, Assigned Seat</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Refer to School Support Staff for Services</li> <li>• Bus, Assigned Seat</li> <li>• Behavior Contract with Progress Monitoring</li> <li>• 1–3-day Bus Suspension</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Refer to School Support Staff for Services</li> <li>• Bus, Assigned Seat</li> <li>• Behavior Contract with Progress Monitoring</li> <li>• Bus Contract</li> <li>• 3–5-day Bus Suspension</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Conference</li> <li>• Relationship Based Practices</li> <li>• Refer to School Support Staff for Services</li> <li>• Removal from Bus</li> <li>• SCA for 5 or more Level 2 Infractions</li> </ul>
<p><b>Z 2.2</b> <b>Disobedience/ Insubordination</b> <i>Student behavior that purposefully disobeys school staff directives to maintain safety and a conducive learning environment without regard to teacher direction or school rules/expectations.</i></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges or Detention</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• Temporary Removal</li> <li>• In School Restriction</li> <li>• Refer to School Support Staff for Services</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• Temporary Removal</li> <li>• In School Restriction and/or 1-3 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Behavior Contract with Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• Temporary Removal</li> <li>• In School Restriction and/or 1-3 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Behavior Contract with Progress Monitoring</li> <li>• SCA for 5 or more Level 2 Infractions</li> </ul>
<p><b>Z 2.3</b> <b>Profane/ Obscene Language</b> <i>Use of abusive, profane, or obscene languages or gestures.</i></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• Temporary Removal</li> <li>• In School Restriction</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Temporary Removal</li> <li>• In School Restriction or 1-3 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Social Skills Lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Temporary Removal</li> <li>• In School Restriction or 1-3 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Social Skills Lessons</li> <li>• Behavior Contract with Progress Monitoring</li> <li>• SCA for 5 or more Level 2 Infractions</li> </ul>

### 300.36 Disciplinary Actions/Interventions – Intermediate Infractions

#### Level 2: Disruptive/Physical/Verbal Incidents

<p>All Level 2 offenses should be documented on an Event and Discipline Report.</p> <p>Refer to Interventions Matrix for Level II infractions. Please refer to section 300.12 for grouped infractions.</p> <p>Please utilize the <a href="#">SESIR Definitions</a> for detailed FLDOE definitions, examples, non-examples and additional guidelines.</p> <p>For each occurrence administration will choose a consequence(s) from the listed options within that occurrence.</p> <p>All possible behaviors/actions have not been included on this chart, and the omission of any behavior from this chart does not preclude the school administration from taking appropriate action to resolve the situation.</p>				
Level 2 Infractions	1 <sup>st</sup> Occurrence	2 <sup>nd</sup> Occurrence	3 <sup>rd</sup> Occurrence	4 <sup>th</sup> Occurrence
<p><b>Z 2.4</b>  <b>Profane/ Obscene Language Towards a Staff Member</b>  <i>Use of abusive, profane, or obscene languages or gestures towards teachers or staff.</i></p>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact</li> <li>Relationship Based Practices</li> <li>Loss of Privileges</li> <li>Detention</li> <li>In School Restriction</li> <li>Social Skills Lessons</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact</li> <li>Relationship Based Practices</li> <li>Loss of Privileges</li> <li>Detention</li> <li>Temporary Removal</li> <li>In School Restriction</li> <li>Refer to School Support Staff for Services</li> <li>Social Skills Lessons</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact</li> <li>Relationship Based Practices</li> <li>Loss of Privileges</li> <li>Detention</li> <li>Temporary Removal</li> <li>In School Restriction or 1-3 days OSS</li> <li>Refer to School Support Staff for Services</li> <li>Social Skills Lesson</li> <li>Behavior Contract with Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact</li> <li>Relationship Based Practices</li> <li>Loss of Privileges</li> <li>Temporary Removal</li> <li>In School Restriction and/or 1-3 days OSS</li> <li>Refer to School Support Staff for Services</li> <li>Social Skills Lessons</li> <li>Referral to the Discipline Office for Potential Second Chance Agreement</li> </ul>
<p><b>Z 2.5</b>  <b>Teasing or Ridicule</b>  <i>Verbal or written communication that is malicious in intent, however, does not rise to the level of SESIR BULLYING or HARASSMENT.</i></p>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact</li> <li>Relationship Based Practices</li> <li>Loss of Privileges</li> <li>Detention</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Relationship Based Practices</li> <li>Loss of Privileges</li> <li>Detention</li> <li>In School Restriction</li> <li>Refer to School Support Staff for Services</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact</li> <li>Relationship Based Practices</li> <li>Loss of Privileges</li> <li>In School Restriction or 1-3 days OSS</li> <li>Refer to School Support Staff for Services</li> <li>Social Skills Lessons</li> <li>Behavior Contract with Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact</li> <li>Relationship Based Practices</li> <li>Loss of Privileges</li> <li>In School Restriction and/or 1-3 days OSS</li> <li>Refer to School Support Staff for Services</li> <li>Social Skills Lessons</li> <li>Behavior Contract with Progress Monitoring</li> <li>SCA for 5 or more Level 2 Infractions</li> </ul>
<p><b>Z 2.6</b>  <b>Misuse of Electronic Devices</b>  <i>Minor disruption of students using cell phones, tablets, computers, or other technology during non- allotted times or inappropriate usage.</i></p>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact</li> <li>Relationship Based Practices</li> <li>Loss of Privileges</li> <li>Detention</li> <li>Confiscate</li> <li>In School Restriction</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Relationship Based Practices</li> <li>Confiscate</li> <li>Loss of Privileges</li> <li>Detention</li> <li>In School Restriction</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Conference and/or Contact</li> <li>Relationship Based Practices</li> <li>Confiscate</li> <li>Loss of Privileges</li> <li>Detention</li> <li>In School Restriction</li> <li>Check-In/Check-Out</li> <li>Refer to School Support Staff for Services</li> </ul>	<ul style="list-style-type: none"> <li>Parent/Guardian Contact and/or Conference</li> <li>Relationship Based Practices</li> <li>Confiscate</li> <li>Loss of Privileges</li> <li>In School Restriction and/or 1-3 days OSS</li> <li>Check-In/Check-Out</li> <li>Referral to Interagency Support (ex. Teen Court, ADAP, etc.)</li> <li>SCA for 5 or more Level 2 Infractions</li> </ul>

### 300.36 Disciplinary Actions/Interventions – Intermediate Infractions

#### Level 2: Disruptive/Physical/Verbal Incidents

<p>All Level 2 offenses should be documented on an Event and Discipline Report.</p> <p>Refer to Interventions Matrix for Level II infractions. Please refer to section 300.12 for grouped infractions.</p> <p>Please utilize the <a href="#">SESIR Definitions</a> for detailed FLDOE definitions, examples, non-examples and additional guidelines.</p> <p>For each occurrence administration will choose a consequence(s) from the listed options within that occurrence.</p> <p>All possible behaviors/actions have not been included on this chart, and the omission of any behavior from this chart does not preclude the school administration from taking appropriate action to resolve the situation.</p>				
Level 2 Infractions	1 <sup>st</sup> Occurrence	2 <sup>nd</sup> Occurrence	3 <sup>rd</sup> Occurrence	4 <sup>th</sup> Occurrence
<p><b>Z 2.7</b>  <b>Social Media Disruption</b>  <i>Using social media in a way that causes a disruption to the learning environment.</i>  <a href="#">School Board Policy, 5.381</a></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• Confiscate</li> <li>• In School Restriction</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• In School Restriction</li> <li>• Confiscate</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• In School Restriction</li> <li>• Refer to School Support Staff for Services</li> <li>• Confiscate</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• In School Restriction and/or 1-3 days OSS</li> <li>• Confiscate</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, ADAP, etc.)</li> <li>• SCA for 5 or more Level 2 Infractions</li> </ul>
<p><b>Z 2.8</b>  <b>Use of Device to Record Without Consent</b>  <i>Recording a student or staff (audio or visual) without consent with minor impact to the victim and/or learning environment. <b>Taking into consideration-intent, perception, and level of disruption.</b></i></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• Confiscate</li> <li>• In School Restriction</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• In School Restriction</li> <li>• Confiscate</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• In School Restriction</li> <li>• Refer to School Support Staff for Services</li> <li>• Confiscate</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Conference and/or Contact</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• In School Restriction and/or 1-3 days OSS</li> <li>• Confiscate</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, ADAP, etc.)</li> <li>• SCA for 5 or more Level 2 Infractions</li> </ul>
<p><b>Z 2.9</b>  <b>Use of Device to Record a Fight</b>  <i>A student bystander recording a fight with the intent to post and share the content adding further to the disruption of the learning environment.</i></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• Confiscate</li> <li>• In School Restriction</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention or In School Restriction</li> <li>• Confiscate</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• In School Restriction</li> <li>• Confiscate</li> <li>• Refer to School Support Staff for Services</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• In School Restriction and/or 1-3 days OSS</li> <li>• Confiscate</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, ADAP, etc.)</li> <li>• SCA for 5 or more Level 2 Infractions</li> </ul>

<p>Z 2.10  <b>Physical Aggression: Pushing, Shoving, Non-SESIR Fight</b>  <i>A student who engages in pushing, shoving or horseplay, or engages in a fight which is resolved without injury or need for physical intervention. The behavior does not reach the SESIR level or FIT or PHA. Please see SESIR <a href="#">FIT</a> Definitions for examples and non-examples.</i></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• In School Restriction</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• In School Restriction</li> <li>• Temporary Removal</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• In School Restriction</li> <li>• Refer to School Support Staff for Services</li> <li>• Behavior Contract with Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• In School Restriction and/or 1-3 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Behavior Contract with Progress Monitoring</li> <li>• SCA for 5 or more Level 2 Infractions</li> </ul>
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### 300.36 Disciplinary Actions/Interventions – Intermediate Infractions

#### Level 2: Disruptive/Physical/Verbal Incidents

<p>All Level 2 offenses should be documented on an Event and Discipline Report.</p> <p>Refer to Interventions Matrix for Level II infractions. Please refer to section 300.12 for grouped infractions.</p> <p>Please utilize the <a href="#">SESIR Definitions</a> for detailed FLDOE definitions, examples, non-examples and additional guidelines.</p> <p>For each occurrence administration will choose a consequence(s) from the listed options within that occurrence.</p> <p>All possible behaviors/actions have not been included on this chart, and the omission of any behavior from this chart does not preclude the school administration from taking appropriate action to resolve the situation.</p>				
Level 2 Infractions	1 <sup>st</sup> Occurrence	2 <sup>nd</sup> Occurrence	3 <sup>rd</sup> Occurrence	4 <sup>th</sup> Occurrence
<p><b>Z 2.11</b>  <b>Repetitive Disruptive Behaviors</b>  <i>Student behavior that is escalating in its disruptive nature and interferes with the staff's ability to maintain the learning environment</i></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• In School Restriction</li> <li>• Behavior Contract with Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• In School Restriction</li> <li>• Temporary Removal</li> <li>• Behavior Contract with Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• In School Restriction</li> <li>• Temporary Removal</li> <li>• Refer to School Support Staff for Services</li> <li>• Behavior Contract with Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Temporary Removal</li> <li>• In School Restriction and/or 1-3 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Behavior Contract with Progress Monitoring</li> <li>• SCA for 5 or more Level 2 Infractions</li> </ul>
<p><b>Z 2.12</b>  <b>Repetitive Disobedience/Open Defiance</b>  <i>Student behavior that is escalating in its purposeful disobeying of school staff directives to maintain safety and a conducive learning environment</i></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• Temporary Removal</li> <li>• In School Restriction</li> <li>• Refer to School Support Staff for Services</li> <li>• Behavior Contract with Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• Temporary Removal</li> <li>• In School Restriction</li> <li>• Refer to School Support Staff for Services</li> <li>• Behavior Contract with Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• In School Restriction</li> <li>• Temporary Removal</li> <li>• Refer to School Support Staff for Services</li> <li>• Behavior Contract with Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• In School Restriction and/or 1-3 days OSS</li> <li>• Temporary Removal</li> <li>• Refer to School Support Staff for Services</li> <li>• Behavior Contract with Progress Monitoring</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, ADAP, etc.)</li> <li>• SCA for 5 or more Level 2 Infractions</li> </ul>

### 300.36 Disciplinary Actions/Interventions – Intermediate Infractions

#### Level 2: Property Incidents

<p>All Level 2 offenses should be documented on an Event and Discipline Report.</p> <p>Please refer to section 300.12 for grouped infractions. Refer to Interventions Matrix for Level II infractions and interventions.</p> <p>Please utilize the <a href="#">SESIR Definitions</a> for detailed FLDOE definitions, examples, non-examples and additional guidelines.</p> <p>For each occurrence administration will choose a consequence(s) from the listed options within that occurrence.</p> <p>All possible behaviors/actions have not been included on this chart, and the omission of any behavior from this chart does not preclude the school administration from taking appropriate action to resolve the situation.</p>				
Level 2 Infractions	1 <sup>st</sup> Occurrence	2 <sup>nd</sup> Occurrence	3 <sup>rd</sup> Occurrence	4 <sup>th</sup> Occurrence
<p>Z 2.13</p> <p><b>Property Damage (Under \$1000)</b></p> <p><i>Damage to school or district property that does not meet the threshold of SESIR VAN.</i></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• In School Restriction</li> <li>• Report to Law Enforcement</li> <li>• Restitution</li> <li>• Refer to School Support Staff for Services</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Restitution</li> <li>• Report to Law Enforcement</li> <li>• In School Restriction or 1-3 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Behavior Contract with Progress Monitoring</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, ADAP, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Restitution</li> <li>• Report to Law Enforcement</li> <li>• In School Restriction or 1-3 days OSS</li> <li>• Referred to the District Discipline Office (Possible Second Chance Agreement)</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Restitution</li> <li>• Report to Law Enforcement</li> <li>• In School Restriction and/or 1-3 days OSS</li> <li>• Referred to the District Discipline Office (Possible Expulsion)</li> <li>• SCA for 5 or more Level 2 Infractions</li> </ul>
<p>Z 2.14</p> <p><b>Petty Theft (Under \$750)</b></p> <p><i>Theft of school or student property that does not meet the SESIR STL.</i></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges or Detention</li> <li>• In School Restriction</li> <li>• Report to Law Enforcement</li> <li>• Restitution</li> <li>• Refer to School Support Staff for Services</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Restitution</li> <li>• Report to Law Enforcement</li> <li>• In School Restriction or 1-3 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Behavior Contract with Progress Monitoring</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, ADAP, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Restitution</li> <li>• Report to Law Enforcement</li> <li>• In School Restriction or 1-3 days OSS</li> <li>• Referred to the District Discipline Office (Possible Second Chance Agreement)</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Restitution</li> <li>• Report to Law Enforcement</li> <li>• In School Restriction and/or 1-3 days OSS</li> <li>• Referred to the District Discipline Office (Possible Expulsion)</li> <li>• SCA for 5 or more Level 2 Infractions</li> </ul>

### 300.36 Disciplinary Actions/Interventions – Intermediate Infractions

#### Level 2: Rule Violations & Other Serious Incidents

<p>All Level 2 offenses should be documented on an Event and Discipline Report.</p> <p>Please refer to section 300.12 for grouped infractions. Refer to Interventions Matrix for Level II infractions and interventions.</p> <p>Please utilize the <a href="#">SESIR Definitions</a> for detailed FLDOE definitions, examples, non-examples and additional guidelines.</p> <p>For each occurrence administration will choose a consequence(s) from the listed options within that occurrence.</p> <p>All possible behaviors/actions have not been included on this chart, and the omission of any behavior from this chart does not preclude the school administration from taking appropriate action to resolve the situation.</p>				
Level 2 Infractions	1 <sup>st</sup> Occurrence	2 <sup>nd</sup> Occurrence	3 <sup>rd</sup> Occurrence	4 <sup>th</sup> Occurrence
<p><b>Z 2.15</b>  <b>Unserviced Detention</b>  <i>A student was assigned a detention of any kind, Saturday, lunch, before or after school and they did not serve the detention.</i></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• In School Restriction</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• In School Restriction</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• In School Restriction and/or 1-3 days OSS</li> <li>• SCA for 5 or more Level 2 Infractions</li> </ul>
<p><b>Z 2.16</b>  <b>Forgery of a Document or Signature</b>  <i>Minor offense or forgery that cause limited impact to the learning environment.</i></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• In School Restriction</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• Relationship Based Practices</li> <li>• In School Restriction</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• Relationship Based Practices</li> <li>• In School Restriction and/or 1-3 days OSS</li> <li>• SCA for 5 or more Level 2 Infractions</li> </ul>
<p><b>Z 2.17</b>  <b>Severe/ Repetitive Inappropriate Activity</b>  <i>Student conduct and behavior that is escalating in inappropriate nature and interferes with the ability to maintain the learning environment in the classroom and on campus</i></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• In School Restriction</li> <li>• Temporary Removal</li> <li>• Refer to School Support Staff for Services</li> <li>• Behavior Contract with Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• In School Restriction and/or 1-3 days OSS</li> <li>• Report to Law Enforcement</li> <li>• Refer to School Support Staff for Services</li> <li>• Behavior Contract with Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• In School Restriction and/or 1-3 days OSS</li> <li>• Report to Law Enforcement</li> <li>• Referred to the District Discipline Office (Possible Second Chance Agreement)</li> <li>• SCA for 5 or more Level 2 Infractions</li> </ul>

### 300.36 Disciplinary Actions/Interventions – Intermediate Infractions

#### Level 2: Rule Violations & Other Serious Incidents

<p>All Level 2 offenses should be documented on an Event and Discipline Report.                      Please refer to section 300.12 for grouped infractions. Refer to Interventions Matrix for Level II infractions and interventions.                      Please utilize the <a href="#">SESIR Definitions</a> for detailed FLDOE definitions, examples, non-examples and additional guidelines.                      For each occurrence administration will choose a consequence(s) from the listed options within that occurrence.                      All possible behaviors/actions have not been included on this chart, and the omission of any behavior from this chart does not preclude the school administration from taking appropriate action to resolve the situation.</p>				
Level 2 Infractions	1 <sup>st</sup> Occurrence	2 <sup>nd</sup> Occurrence	3 <sup>rd</sup> Occurrence	4 <sup>th</sup> Occurrence
<p><b>Z 2.18</b>  <b>Leaving School Grounds Without Permission</b>  <i>Leaving campus without following procedures in place by the school for signing out the student.</i></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• Re-entry Meeting &amp; Safety Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• In School Restriction</li> <li>• Re-entry Meeting &amp; Safety Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• In School Restriction</li> <li>• Re-entry Meeting &amp; Safety Plan</li> <li>• Refer to School Support Staff for Services</li> <li>• Attendance Contract</li> <li>• Referral to Truancy Procedures, if appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Detention</li> <li>• In School Restriction</li> <li>• Re-entry Meeting &amp; Safety Plan</li> <li>• Refer to School Support Staff for Services</li> <li>• Attendance Contract</li> <li>• Referral to Truancy Procedures, if appropriate</li> <li>• Referral to Truancy Court, if appropriate</li> <li>• Behavior Contract with Progress Monitoring</li> </ul>

### 300.36 Disciplinary Actions/Interventions – Intermediate Infractions

#### Level 2: SESIR Level 2 Events

<p>All Level 2 offenses should be documented on an Event and Discipline Report.          Please refer to section 300.12 for grouped infractions. Refer to Interventions Matrix for Level II infractions and interventions.          Please utilize the <a href="#">SESIR Definitions</a> for detailed FLDOE definitions, examples, non-examples and additional guidelines.          For each occurrence administration will choose a consequence(s) from the listed options within that occurrence.          All possible behaviors/actions have not been included on this chart, and the omission of any behavior from this chart does not preclude the school administration from taking appropriate action to resolve the situation.</p>		
Level 2 Infractions	1 <sup>st</sup> Occurrence	2 <sup>nd</sup> Occurrence
<b>ALL STEPS ARE REQUIRED FOR EACH OCCURRENCE FOR TOBACCO (TBC) INFRACTIONS.</b>		
<b>Tobacco Usage (SESIR TBC)</b>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact – Parent is provided “Tobacco Prevention Program” student enrollment information sheet</li> <li>• Tobacco Citation</li> <li>• SRO Confiscates E-Cig</li> <li>• In-School Restriction or 9 hours of Community Service</li> <li>• Student/Parent/Guardian: Vaping Intervention Agreement &amp; Pledge</li> <li>• DOE/DOH Tobacco Prevention Course (<a href="http://www.fltoaccoprevention.org/">http://www.fltoaccoprevention.org/</a>)</li> <li>• Referral to Interagency Support (e.g., Lightshare, Teen Court, ADAP, etc.)</li> <li>* Loss of Privileges (i. e. extracurriculars, Hall pass restrictions, other school sanctioned activities as determined by administration)</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact – Parent is provided “Tobacco Prevention Program” student enrollment information sheet</li> <li>• Tobacco or Civil Citation</li> <li>• SRO Confiscates E-Cig</li> <li>• DOE/DOH Tobacco Prevention Course (<a href="http://www.fltoaccoprevention.org/">http://www.fltoaccoprevention.org/</a>)</li> <li>• In-School Restriction or 1 – 3 days OSS or up to 15 hours of Community Service</li> <li>• Student/Parent/Guardian: Vaping Intervention Agreement &amp; Pledge</li> <li>• Referral to Interagency Support (e.g., Lightshare, Teen Court, ADAP, etc.)</li> <li>• Referred to the District Discipline Office (Possible Second Chance Agreement)</li> <li>* Loss of Privileges (i. e. extracurriculars, Hall pass restrictions, other school sanctioned activities as determined by administration)</li> </ul>

**300.36 Disciplinary Actions/Interventions – Intermediate Infractions –  
Level 2: SESIR Level 2 Events**

<p>All Level 2 offenses should be documented on an Event and Discipline Report. Please refer to section 300.12 for grouped infractions. Refer to Interventions Matrix for Level II infractions and interventions. Please utilize the <a href="#">SESIR Definitions</a> for detailed FLDOE definitions, examples, non-examples and additional guidelines. For each occurrence administration will choose a consequence(s) from the listed options within that occurrence. All possible behaviors/actions have not been included on this chart, and the omission of any behavior from this chart does not preclude the school administration from taking appropriate action to resolve the situation.</p>				
Level 2 Infractions	1 <sup>st</sup> Occurrence	2 <sup>nd</sup> Occurrence	3 <sup>rd</sup> Occurrence	4 <sup>th</sup> Occurrence
<p><b>Threat &amp; Intimidation (SESIR TRE*)</b></p> <p><a href="#">SESIR Threat/Intimidation Definition</a></p> <p><i>*Discipline will be based on the outcome of the BTA. Low level threats, as defined by the School Based Threat Management team can be Level 2 Threats.</i></p>	<ul style="list-style-type: none"> <li>Refer to Threat Management Team for Potential Behavioral Threat Assessment</li> <li>Parent/Guardian Contact and/or Conference</li> <li>Relationship Based Practices</li> <li>Loss of Privileges</li> <li>Detention</li> <li>In School Restriction</li> <li>Report to Law Enforcement</li> <li>Refer to School Support Staff for Services</li> <li>Social Skills Lessons</li> <li>Re-entry Meeting &amp; Safety Plan</li> <li>Bullying/Harassment Investigation, if needed</li> </ul>	<ul style="list-style-type: none"> <li>Refer to Threat Management Team for Potential Behavioral Threat Assessment</li> <li>Parent/Guardian Contact and/or Conference</li> <li>Relationship Based Practices</li> <li>Loss of Privileges</li> <li>In School Restriction</li> <li>Report to Law Enforcement</li> <li>Refer to School Support Staff for Services</li> <li>Behavior Contract with Progress Monitoring</li> <li>Social Skills Lessons</li> <li>Re-entry Meeting &amp; Safety Plan</li> <li>Bullying/Harassment Investigation, if needed</li> </ul>	<ul style="list-style-type: none"> <li>Refer to Threat Management Team for Potential Behavioral Threat Assessment</li> <li>Parent/Guardian Contact and/or Conference</li> <li>Relationship Based Practices</li> <li>Loss of Privileges</li> <li>In School Restriction</li> <li>Report to Law Enforcement</li> <li>Refer to School Support Staff for Services</li> <li>Behavior Contract with Progress Monitoring</li> <li>Social Skills Lessons</li> <li>Re-entry Meeting &amp; Safety Plan</li> <li>Bullying/Harassment Investigation, if needed</li> <li>Referral to Interagency Support (ex. Teen Court, Lightshare SAP, ADAP, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Refer to Threat Management Team for Potential Behavioral Threat Assessment</li> <li>Parent/Guardian Contact and/or Conference</li> <li>Relationship Based Practices</li> <li>Loss of Privileges</li> <li>In School Restriction</li> <li>Report to Law Enforcement</li> <li>Refer to School Support Staff for Services</li> <li>Behavior Contract with Progress Monitoring</li> <li>Social Skills Lessons</li> <li>Re-entry Meeting &amp; Safety Plan</li> <li>Bullying/Harassment Investigation, if needed</li> <li>SCA for 5 or more Level 2 Infractions</li> <li>Referred to the District Discipline Office (Possible Expulsion)</li> </ul>

**300.37 Disciplinary Actions/Interventions – Major Infractions**  
**Level 3: Non-SESIR**

<p>All Level 3 offenses should be documented on an Event and Discipline Report.  Please refer to section 300.12 for grouped infractions.  Refer to Interventions Matrix for additional interventions for Level III infractions.  Please utilize the <a href="#">SESIR Definitions</a> for detailed FLDOE definitions, examples, non-examples and additional guidelines.  For each occurrence administration will choose a consequence(s) from the listed options within that occurrence.  All possible behaviors/actions have not been included on this chart, and the omission of any behavior from this chart does not preclude the school administration from taking appropriate action to resolve the situation.</p>		
Level 3 Infractions	1 <sup>st</sup> Occurrence	2 <sup>nd</sup> Occurrence
<p><b>Z 3.1</b>  <b>Dangerous Prohibited Items</b>  <i>Items that are prohibited on a school campus due to their dangerous nature, however it does not rise to a SESIR WPO- examples are not limited to, pocketknife, lighters, firework related poppers, orbie guns, etc.</i></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• In School Restriction and/or 1-3 days OSS</li> <li>• Report to Law Enforcement</li> <li>• Refer to School Support Staff for Services</li> <li>• Referred to the District Discipline Office (Possible Second Chance Agreement)</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• 4-10 days OSS</li> <li>• Report to Law Enforcement</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, ADAP, etc.)</li> <li>• Refer to School Support Staff for Services</li> <li>• Referred to the District Discipline Office (Possible Expulsion)</li> </ul>
<p><b>Z 3.2</b>  <b>Off-Campus Felony Arrest</b>  <i>Student felony arrest and charge that occurs anywhere other than a school campus.</i></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Complete Off Campus Felony Hearing to Determine if the Arrest Will Have an Adverse Impact on the School Environment</li> <li>• In School Restriction and/or OSS days</li> <li>• If an adverse impact to the campus, refer to the District Discipline Office for possible Second Chance Agreement or Expulsion.</li> </ul>	
<p><b>Z 3.3</b>  <b>Electronic Device Misuse</b>  <i>Severe disruption of students using cell phones, tablets, computers, or other technology during non-allotted times or inappropriate usage.</i></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Confiscate</li> <li>• In School Restriction and/or 1-3 days OSS</li> <li>• Report to Law Enforcement</li> <li>• Refer to School Support Staff for Services</li> <li>• Referred to the District Discipline Office (Possible Second Chance Agreement)</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• 4-10 days OSS</li> <li>• Confiscate</li> <li>• Report to Law Enforcement</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, ADAP, etc.)</li> <li>• Refer to School Support Staff for Services</li> <li>• Referred to the District Discipline Office (Possible Expulsion)</li> </ul>
<p><b>Z 3.4</b>  <b>Forgery/ Misrepresented Documents</b>  <i>Major offense of forgery that cause an impact to the learning environment and/or campus.</i></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• In School Restriction and/or 1-3 days OSS</li> <li>• Report to Law Enforcement</li> <li>• Refer to School Support Staff for Services</li> <li>• Referred to the District Discipline Office (Possible Second Chance Agreement)</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• 4-10 days OSS</li> <li>• Report to Law Enforcement</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, ADAP, etc.)</li> <li>• Refer to School Support Staff for Services</li> <li>• Referred to the District Discipline Office (Possible Expulsion)</li> </ul>

**300.37 Disciplinary Actions/Interventions – Major Infractions**  
**Level 3: Non-SESIR**

<p>All Level 3 offenses should be documented on an Event and Discipline Report.  Please refer to section 300.12 for grouped infractions.  Refer to Interventions Matrix for additional interventions for Level III infractions.  Please utilize the <a href="#">SESIR Definitions</a> for detailed FLDOE definitions, examples, non-examples and additional guidelines.  For each occurrence administration will choose a consequence(s) from the listed options within that occurrence.  All possible behaviors/actions have not been included on this chart, and the omission of any behavior from this chart does not preclude the school administration from taking appropriate action to resolve the situation.</p>		
<b>Level 3 Infractions</b>	<b>1<sup>st</sup> Occurrence</b>	<b>2<sup>nd</sup> Occurrence</b>
<p>Z 3.5  <b>Vehicle Offenses</b>  <i>A violation of the privilege of driving a car to school, examples include but are not limited to refusal of lawful search, disobeying traffic violation</i></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Revoke Driving Privileges</li> <li>• In School Restriction and/or 1-3 days OSS</li> <li>• Report to Law Enforcement</li> <li>• Refer to School Support Staff for Services</li> <li>• Referred to the District Discipline Office (Possible Second Chance Agreement)</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• 4-10 days OSS</li> <li>• Report to Law Enforcement</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, ADAP, etc.)</li> <li>• Refer to School Support Staff for Services</li> <li>• Referred to the District Discipline Office (Possible Expulsion)</li> </ul>
<p>Z 3.7  <b>Use of Device to Record Without Consent – Severe Impact</b>  <i>Recording (visual or audio) of a student or staff member without consent with major impact to the victim and/or learning environment. <b>Taking into consideration – Intent, Perception, and Level of Disruption</b></i></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Confiscate</li> <li>• In School Restriction and/or 1-3 days OSS</li> <li>• Report to Law Enforcement</li> <li>• Refer to School Support Staff for Services</li> <li>• Referred to the District Discipline Office (Possible Second Chance Agreement)</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• 4-10 days OSS</li> <li>• Confiscate</li> <li>• Report to Law Enforcement</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, ADAP, etc.)</li> <li>• Refer to School Support Staff for Services</li> <li>• Referred to the District Discipline Office (Possible Expulsion)</li> </ul>
<p>Z 3.8  <b>Intentionally Bypassing Weapons Detection Procedures</b>  <i>A student deliberately avoids or circumvents established weapons detection procedures.</i></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Confiscate</li> <li>• In School Restriction and/or 1-3 days OSS</li> <li>• Report to Law Enforcement</li> <li>• Refer to School Support Staff for Services</li> <li>• Referred to the District Discipline Office (Possible Second Chance Agreement)</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• 4-10 days OSS</li> <li>• Confiscate</li> <li>• Report to Law Enforcement</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, ADAP, etc.)</li> <li>• Refer to School Support Staff for Services</li> <li>• Referred to the District Discipline Office (Possible Expulsion)</li> </ul>

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**300.37 Disciplinary Actions/Interventions – Major Infractions**  
**Level 3: Bullying, Harassment, and Hazing**

<p>All Level 3 offenses should be documented on an Event and Discipline Report.  Please refer to section 300.12 for grouped infractions.  Refer to Interventions Matrix for additional interventions for Level III infractions.  Please utilize the <a href="#">SESIR Definitions</a> for detailed FLDOE definitions, examples, non-examples and additional guidelines.  For each occurrence administration will choose a consequence(s) from the listed options within that occurrence.  All possible behaviors/actions have not been included on this chart, and the omission of any behavior from this chart does not preclude the school administration from taking appropriate action to resolve the situation.</p>		
Level 3 Infractions	1 <sup>st</sup> Occurrence	2 <sup>nd</sup> Occurrence
<p><b>Bullying</b> (SESIR BUL*)</p> <p><a href="#">SESIR Bullying Definition</a></p> <p><a href="#">See Policy 2.70, 2.71, 2.71a</a></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Bullying/Harassment Investigation</li> <li>• Re-entry Meeting and Safety Plan</li> <li>• Loss of Privileges</li> <li>• In School Restriction and/or 1-3 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, etc.)</li> <li>• Referred to the District Discipline Office (Possible Second Chance or Settlement Agreement)</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Bullying/Harassment Investigation</li> <li>• Re-entry Meeting and Safety Plan</li> <li>• Loss of Privileges</li> <li>• 4-10 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, etc.)</li> <li>• Referred to the District Discipline Office (Possible Expulsion)</li> </ul>
<p><b>Harassment</b> (SESIR HAR*)</p> <p><a href="#">SESIR Harassment Definition</a></p> <p><a href="#">See Policy 2.70, 2.71, .71a</a></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Bullying/Harassment Investigation</li> <li>• Re-entry Meeting and Safety Plan</li> <li>• Loss of Privileges</li> <li>• In School Restriction and/or 1-3 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, etc.)</li> <li>• Referred to the District Discipline Office (Possible Second Chance or Settlement Agreement)</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Bullying/Harassment Investigation</li> <li>• Re-entry Meeting and Safety Plan</li> <li>• Loss of Privileges</li> <li>• 4-10 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, etc.)</li> <li>• Referred to the District Discipline Office (Possible Expulsion)</li> </ul>
<p><b>Sexual Harassment</b> (SESIR SXH*)</p> <p><a href="#">SESIR Sexual Harassment Definition</a></p> <p><a href="#">See Policy 2.70, 2.71, 2.71a</a></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Bullying/Harassment Investigation</li> <li>• Re-entry Meeting and Safety Plan</li> <li>• Loss of Privileges</li> <li>• In School Restriction and/or 1-3 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, etc.)</li> <li>• Referred to the District Discipline Office (Possible Second Chance or Settlement Agreement)</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Bullying/Harassment Investigation</li> <li>• Re-entry Meeting and Safety Plan</li> <li>• Loss of Privileges</li> <li>• Report to Law Enforcement</li> <li>• 4-10 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, etc.)</li> <li>• Referred to the District Discipline Office (Possible Expulsion)</li> </ul>

**300.37 Disciplinary Actions/Interventions – Major Infractions**  
**Level 3: Bullying, Harassment, and Hazing**

All Level 3 offenses should be documented on an Event and Discipline Report.  
 Please refer to section 300.12 for grouped infractions.  
 Refer to Interventions Matrix for additional interventions for Level III infractions.  
 Please utilize the [SESIR Definitions](#) for detailed FLDOE definitions, examples, non-examples and additional guidelines.  
 For each occurrence administration will choose a consequence(s) from the listed options within that occurrence.  
 All possible behaviors/actions have not been included on this chart, and the omission of any behavior from this chart does not preclude the school administration from taking appropriate action to resolve the situation.

<b>Level 3 Infractions</b>	<b>1<sup>st</sup> Occurrence</b>	<b>2<sup>nd</sup> Occurrence</b>
<p><b>Hazing</b> (SESIR HAZ*)</p> <p><a href="#">SESIR Hazing Definition</a></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Bullying/Harassment Investigation</li> <li>• Re-entry Meeting and Safety Plan</li> <li>• Loss of Privileges</li> <li>• Report to Law Enforcement</li> <li>• In School Restriction and/or 1-3 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, etc.)</li> <li>• Referred to the District Discipline Office (Possible Second Chance or Settlement Agreement)</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Bullying/Harassment Investigation, if needed</li> <li>• Re-entry Meeting and Safety Plan</li> <li>• Loss of Privileges</li> <li>• Report to Law Enforcement</li> <li>• 4-10 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, etc.)</li> <li>• Referred to the District Discipline Office (Possible Expulsion)</li> </ul>

**300.37 Disciplinary Actions/Interventions – Major Infractions**  
**Level 3: SESIR Substance Possession or Tobacco Distribution**

All Level 3 offenses should be documented on an Event and Discipline Report.  
Please refer to section 300.12 for grouped infractions.  
Refer to Interventions Matrix for additional interventions for Level III infractions.  
Please utilize the [SESIR Definitions](#) for detailed FLDOE definitions, examples, non-examples and additional guidelines.  
For each occurrence administration will choose a consequence(s) from the listed options within that occurrence.  
All possible behaviors/actions have not been included on this chart, and the omission of any behavior from this chart does not preclude the school administration from taking appropriate action to resolve the situation.

Level 3 Infractions	1 <sup>st</sup> Occurrence	2 <sup>nd</sup> Occurrence
<p><b>Alcohol</b> (SESIR ALC*)</p> <p><i>Possession or use alcohol</i></p> <p><a href="#">SESIR Alcohol Definition</a></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Report to Law Enforcement</li> <li>• In School Restriction and/or 1-3 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, etc.)</li> <li>• Referred to the District Discipline Office (Possible Second Chance or Settlement Agreement)</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Report to Law Enforcement</li> <li>• 4-10 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, etc.)</li> <li>• Referred to the District Discipline Office (Possible Second Chance Agreement)</li> </ul>
<p><b>Drug Possession</b> (SESIR DRU*)</p> <p><i>Possession or use of drugs, imitation drugs represented as drugs or prescription medications</i></p> <p><a href="#">SESIR Drug Use</a></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Report to Law Enforcement</li> <li>• In School Restriction and/or 1-3 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, etc.)</li> <li>• Referred to the District Discipline Office (Possible Second Chance or Settlement Agreement)</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Report to Law Enforcement</li> <li>• 4-10 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, etc.)</li> <li>• Referred to the District Discipline Office (Possible Second Chance Agreement)</li> </ul>
<p><b>Tobacco-Nicotine Sale or Distribution</b> (SESIR TBC*)</p> <p><a href="#">SESIR Tobacco Definition</a></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact-Parent is provided “Tobacco Prevention Program” student enrollment information sheet</li> <li>• Tobacco Citation</li> <li>• SRO Confiscates E-Cig</li> <li>• In School Restriction and/or 1-3 days OSS or 15 hours of Community Service</li> <li>• Student/Parent/Guardian: Vaping Intervention Agreement &amp; Pledge</li> <li>• Loss of Privileges (i. e. extracurriculars, Hall pass restrictions, other school sanctioned activities as determined by administration)</li> <li>• DOE/DOH Tobacco Prevention Course <a href="http://www.ftobaccoprevention.org/">http://www.ftobaccoprevention.org/</a></li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, etc.)</li> <li>• Referred to the District Discipline Office (Possible Second Chance Agreement)</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact-Parent is provided “Tobacco Prevention Program” student enrollment information sheet</li> <li>• Tobacco Citation</li> <li>• SRO Confiscates E-Cig</li> <li>• DOE/DOH Tobacco Prevention Course <a href="http://www.ftobaccoprevention.org/">http://www.ftobaccoprevention.org/</a></li> <li>• 4-10 days of OSS or 15 hours of Community Service</li> <li>• Student/Parent/Guardian: Vaping Intervention Agreement &amp; Pledge</li> <li>• Loss of Privileges (i. e. extracurriculars, Hall pass restrictions, other school sanctioned activities as determined by administration)</li> <li>• Participation in Interagency Support is a requirement of the Second Chance Agreement (ex. Lightshare, Teen Court, ADAP, etc.)</li> <li>• Referred to the District Discipline Office</li> </ul>

		(Possible Settlement Agreement)
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**300.37 Disciplinary Actions/Interventions – Major Infractions**  
**Level 3: SESIR Physical Altercations**

<p>All Level 3 offenses should be documented on an Event and Discipline Report.  Please refer to section 300.12 for grouped infractions.  Refer to Interventions Matrix for additional interventions for Level III infractions.  Please utilize the <a href="#">SESIR Definitions</a> for detailed FLDOE definitions, examples, non-examples and additional guidelines.  For each occurrence administration will choose a consequence(s) from the listed options within that occurrence.  All possible behaviors/actions have not been included on this chart, and the omission of any behavior from this chart does not preclude the school administration from taking appropriate action to resolve the situation.</p>		
Level 3 Infractions	1 <sup>st</sup> Occurrence	2 <sup>nd</sup> Occurrence
<p><b>Simple Battery</b> (SESIR PHA*)</p> <p><a href="#">SESIR Simple Battery Definition</a></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Bullying/Harassment Investigation, if needed</li> <li>• Re-Entry Meeting &amp; Safety Plan</li> <li>• Loss of Privileges</li> <li>• Report to Law Enforcement</li> <li>• In School Restriction and/or 1-3 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, etc.)</li> <li>• Referred to the District Discipline Office (Possible Second Chance or Settlement Agreement)</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Bullying/Harassment Investigation, if needed</li> <li>• Re-Entry Meeting &amp; Safety Plan</li> <li>• Loss of Privileges</li> <li>• Report to Law Enforcement</li> <li>• 4-10 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, etc.)</li> <li>• Referred to the District Discipline Office (Possible Expulsion)</li> </ul>
<p><b>Fighting</b> (SESIR FIT*)</p> <p><a href="#">SESIR Fighting Definition</a></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Bullying/Harassment Investigation, if needed</li> <li>• Re-Entry Meeting &amp; Safety Plan</li> <li>• Loss of Privileges</li> <li>• Report to Law Enforcement</li> <li>• In School Restriction and/or 1-3 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, etc.)</li> <li>• Referred to the District Discipline Office (Possible Second Chance or Settlement Agreement)</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Bullying/Harassment Investigation, if needed</li> <li>• Re-Entry Meeting &amp; Safety Plan</li> <li>• Loss of Privileges</li> <li>• Report to Law Enforcement</li> <li>• 4-10 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, etc.)</li> <li>• Referred to the District Discipline Office (Possible Expulsion)</li> </ul>

**300.37 Disciplinary Actions/Interventions – Major Infractions**  
**Level 3: Other SESIR**

<p>All Level 3 offenses should be documented on an Event and Discipline Report.  Please refer to section 300.12 for grouped infractions.  Refer to Interventions Matrix for additional interventions for Level III infractions.  Please utilize the <a href="#">SESIR Definitions</a> for detailed FLDOE definitions, examples, non-examples and additional guidelines.  For each occurrence administration will choose a consequence(s) from the listed options within that occurrence.  All possible behaviors/actions have not been included on this chart, and the omission of any behavior from this chart does not preclude the school administration from taking appropriate action to resolve the situation.</p>		
Level 3 Infractions	1 <sup>st</sup> Occurrence	2 <sup>nd</sup> Occurrence
<p><b>Criminal Mischief More Than \$1,000</b> (SESIR VAN*)</p> <p><a href="#">SESIR Criminal Mischief Definition</a></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Report to Law Enforcement</li> <li>• In School Restriction and/or 1-3 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, etc.)</li> <li>• Referred to the District Discipline Office (Possible Second Chance or Settlement Agreement)</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Report to Law Enforcement</li> <li>• 4-10 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, etc.)</li> <li>• Referred to the District Discipline Office (Possible Expulsion)</li> </ul>
<p><b>Disruptions on Campus</b> (SESIR DOC*)</p> <p><a href="#">Disruption on Campus - Major Definition</a></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Report to Law Enforcement</li> <li>• In School Restriction and/or 1-3 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, etc.)</li> <li>• Referred to the District Discipline Office (Possible Second Chance or Settlement Agreement)</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Report to Law Enforcement</li> <li>• 4-10 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, etc.)</li> <li>• Referred to the District Discipline Office (Possible Expulsion)</li> </ul>
<p><b>Grand Theft Over \$750</b> (SESIR STL*)</p> <p><a href="#">SESIR Grand Theft Definition</a></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Report to Law Enforcement</li> <li>• In School Restriction and/or 1-3 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, etc.)</li> <li>• Referred to the District Discipline Office (Possible Second Chance or Settlement Agreement)</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Report to Law Enforcement</li> <li>• 4-10 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, etc.)</li> <li>• Referred to the District Discipline Office (Possible Expulsion)</li> </ul>

**300.37 Disciplinary Actions/Interventions – Major Infractions**  
**Level 3: Other SESIR**

<p>All Level 3 offenses should be documented on an Event and Discipline Report.  Please refer to section 300.12 for grouped infractions.  Refer to Interventions Matrix for additional interventions for Level III infractions.  Please utilize the <a href="#">SESIR Definitions</a> for detailed FLDOE definitions, examples, non-examples and additional guidelines.  For each occurrence administration will choose a consequence(s) from the listed options within that occurrence.  All possible behaviors/actions have not been included on this chart, and the omission of any behavior from this chart does not preclude the school administration from taking appropriate action to resolve the situation.</p>		
Level 3 Infractions	1 <sup>st</sup> Occurrence	2 <sup>nd</sup> Occurrence
<p><b>Other Major Offenses</b> (SESIR OMC*)</p> <p><a href="#">SESIR Other Major Definition</a></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Report to Law Enforcement</li> <li>• In School Restriction and/or 1-3 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, etc.)</li> <li>• Referred to the District Discipline Office (Possible Second Chance or Settlement Agreement)</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Report to Law Enforcement</li> <li>• 4-10 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, etc.)</li> <li>• Referred to the District Discipline Office (Possible Expulsion)</li> </ul>
<p><b>Sexual Offense Other</b> (SESIR SXO*)</p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Bullying/Harassment Investigation, if needed</li> <li>• Loss of Privileges</li> <li>• Report to Law Enforcement</li> <li>• In School Restriction and/or 1-3 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, etc.)</li> <li>• Referred to the District Discipline Office (Possible Second Chance or Settlement Agreement)</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Bullying/Harassment Investigation, if needed</li> <li>• Re-entry Meeting &amp; Safety Plan</li> <li>• Loss of Privileges</li> <li>• Report to Law Enforcement</li> <li>• 4-10 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, etc.)</li> <li>• Referred to the District Discipline Office (Possible Expulsion)</li> </ul>
<p><b>Threat/Intimidation</b> (SESIR TRE*)</p> <p><a href="#">SESIR Threat/Intimidation Definition</a></p> <p><i>**Discipline will be based on the outcome of the BTA</i></p> <p><i>Middle level threats, as defined by the School Based Threat Management team can be Level 3 Threats</i></p>	<ul style="list-style-type: none"> <li>• Refer to Threat Management Team for Potential Behavioral Threat Assessment</li> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Bullying/Harassment Investigation, if needed</li> <li>• Re-Entry Meeting &amp; Safety Plan</li> <li>• Loss of Privileges</li> <li>• Report to Law Enforcement</li> <li>• In School Restriction and/or 1-3 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, etc.)</li> <li>• Referred to the District Discipline Office (Possible Second Chance or Settlement Agreement)</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to Threat Management Team for Potential Behavioral Threat Assessment</li> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Bullying/Harassment Investigation, if needed</li> <li>• Re-Entry Meeting &amp; Safety Plan</li> <li>• Loss of Privileges</li> <li>• Report to Law Enforcement</li> <li>• 4-10 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, etc.)</li> <li>• Referred to the District Discipline Office (Possible Expulsion)</li> </ul>

**300.37 Disciplinary Actions/Interventions – Major Infractions**  
**Level 3: Other SESIR**

<p>All Level 3 offenses should be documented on an Event and Discipline Report.  Please refer to section 300.12 for grouped infractions. Refer to Interventions Matrix for additional interventions for Level III infractions.  Please utilize the <a href="#">SESIR Definitions</a> for detailed FLDOE definitions, examples, non-examples and additional guidelines.  For each occurrence administration will choose a consequence(s) from the listed options within that occurrence.  All possible behaviors/actions have not been included on this chart, and the omission of any behavior from this chart does not preclude the school administration from taking appropriate action to resolve the situation.</p>		
<b>Level 3 Infractions</b>	<b>1<sup>st</sup> Occurrence</b>	<b>2<sup>nd</sup> Occurrence</b>
<p><b>Trespassing</b> (SESIR TRS*)</p> <p><a href="#">3.301 Trespass Policy</a></p> <p><a href="#">SESIR Trespassing Definition</a></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Report to Law Enforcement</li> <li>• In School Restriction and/or 1-3 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, etc.)</li> <li>• Referred to the District Discipline Office (Possible Second Chance or Settlement Agreement)</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/Guardian Contact and/or Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Report to Law Enforcement</li> <li>• 4-10 days OSS</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, etc.)</li> <li>• Referred to the District Discipline Office (Possible Expulsion)</li> </ul>

**300.38 Disciplinary Actions/Interventions**  
**Level 4: ZERO Tolerance Infractions**

<p>All Level 4 offenses should be documented on an Event and Discipline Report.  Refer to Interventions Matrix for additional interventions for Level 4 infractions.  Please utilize the <a href="#">SESIR Definitions</a> for detailed FLDOE definitions, examples, non-examples and additional guidelines.  For each occurrence administration will choose a consequence(s) from the listed options within that occurrence.  All possible behaviors/actions have not been included on this chart, and the omission of any behavior from this chart does not preclude the school administration from taking appropriate action to resolve the situation.</p>	
Level 4 Infractions	1 <sup>st</sup> Occurrence
<p><b>Alcohol Distribution</b> (SESIR ALC*)</p> <p><a href="#">SESIR Alcohol Definition</a></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Report to Law Enforcement</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, ADAP, etc.)</li> <li>• 5-10 Days of OSS &amp; Referred to the District Discipline Office (Possible Expulsion)</li> </ul>
<p><b>Drug Distribution</b> (SESIR DRD*)</p> <p><i>The manufacture, cultivation, purchase, sale, or distribution of any drug, narcotic, controlled substance, or substance represented to be a drug, narcotic, or controlled substance</i></p> <p><a href="#">SESIR Drug Sale</a></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Report to Law Enforcement</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, ADAP, etc.)</li> <li>• 5-10 Days of OSS &amp; Referred to the District Discipline Office (Possible Expulsion)</li> </ul>
<p><b>Battery-Aggravated</b> (SESIR BAT*)</p> <p><i>A battery where the attacker intentionally or knowingly causes more serious injury as defined in 6A-1.0017(8)(g), such as: great bodily harm, permanent disability, or permanent disfigurement; uses a deadly weapon; or, where the attacker knew or should have known the victim was pregnant.</i></p> <p><a href="#">SESIR Aggravated Battery</a></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Re-Entry Meeting &amp; Safety Plan</li> <li>• Bullying/Harassment Investigation, if needed</li> <li>• Report to Law Enforcement</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, ADAP, etc.)</li> <li>• 5-10 Days of OSS &amp; Referred to the District Discipline Office (Possible Expulsion)</li> </ul>
<p><b>Battery on a School Board Employee</b> (SESIR PHA or BAT*)</p> <p><a href="#">SESIR Simple Battery Definition</a>  <a href="#">or SESIR Aggravated Battery</a></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Re-Entry Meeting &amp; Safety Plan</li> <li>• Bullying/Harassment Investigation, if needed</li> <li>• Report to Law Enforcement</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, ADAP, etc.)</li> <li>• 3-5 Days of OSS &amp; Referred to the District Discipline Office (Possible Expulsion)</li> </ul>

**300.38 Disciplinary Actions/Interventions**  
**Level 4: ZERO Tolerance Infractions**

<p>All Level 4 offenses should be documented on an Event and Discipline Report.  Refer to Interventions Matrix for additional interventions for Level 4 infractions.  Please utilize the <a href="#">SESIR Definitions</a> for detailed FLDOE definitions, examples, non-examples and additional guidelines.  For each occurrence administration will choose a consequence(s) from the listed options within that occurrence.  All possible behaviors/actions have not been included on this chart, and the omission of any behavior from this chart does not preclude the school administration from taking appropriate action to resolve the situation.</p>	
Level 4 Infractions	1 <sup>st</sup> Occurrence
<p><b>Burglary</b> (SESIR BRK*)</p> <p><a href="#">SESIR Breaking and Entering/Burglary</a></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Report to Law Enforcement</li> <li>• Restitution</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, ADAP, etc.)</li> <li>• 5-10 Days of OSS &amp; Referred to the District Discipline Office (Possible Expulsion)</li> </ul>
<p><b>Threat/Intimidation</b> (SESIR TRE*)</p> <p>Discipline will be based on the outcome of the BTA. <i>High level threats, as defined by the School Based Threat Management team can be Level 4 Threats</i></p> <p><a href="#">SESIR Threat/Intimidation Definition</a></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Report to Law Enforcement</li> <li>• Re-Entry Meeting &amp; Safety Plan</li> <li>• Bullying/Harassment Investigation</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, ADAP, etc.)</li> <li>• 5-10 Days of OSS &amp; Referred to the District Discipline Office (Possible Expulsion)</li> </ul>
<p><b>Robbery</b> (SESIR ROB*)</p> <p><a href="#">SESIR Robbery Definition</a></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Conference</li> <li>• Relationship Based Practices</li> <li>• Loss of Privileges</li> <li>• Report to Law Enforcement</li> <li>• Restitution</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, ADAP, etc.)</li> <li>• 5-10 Days of OSS &amp; Referred to the District Disciplinary Office (Possible Expulsion)</li> </ul>
<p><b>Kidnapping</b> (SESIR KID*)</p> <p><a href="#">SESIR Robbery Definition</a></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Conference</li> <li>• Report to Law Enforcement</li> <li>• Loss of Privileges</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, ADAP, etc.)</li> <li>• 5-10 Days of OSS &amp; Referred to the District Disciplinary Office (Possible Expulsion)</li> <li>• Re-Entry Meeting &amp; Safety Plan</li> </ul>
<p><b>Arson</b> (SESIR ARS*)</p> <p><a href="#">SESIR Arson Definition</a></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Conference</li> <li>• Report to Law Enforcement</li> <li>• Loss of Privileges</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, ADAP, etc.)</li> <li>• 5-10 Days of OSS &amp; Referred to the District Disciplinary Office (Possible Expulsion)</li> </ul>

**300.38 Disciplinary Actions/Interventions**  
**Level 4: ZERO Tolerance Infractions**

<p>All Level 4 offenses should be documented on an Event and Discipline Report.  Refer to Interventions Matrix for additional interventions for Level 4 infractions.  Please utilize the <a href="#">SESIR Definitions</a> for detailed FLDOE definitions, examples, non-examples and additional guidelines.  For each occurrence administration will choose a consequence(s) from the listed options within that occurrence.  All possible behaviors/actions have not been included on this chart, and the omission of any behavior from this chart does not preclude the school administration from taking appropriate action to resolve the situation.</p>	
Level 4 Infractions	1 <sup>st</sup> Occurrence
<p><b>Homicide</b> (SESIR HOM*)</p> <p><a href="#">SESIR Homicide Definition</a></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Conference</li> <li>• Report to Law Enforcement</li> <li>• Loss of Privileges</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, ADAP, etc.)</li> <li>• 5-10 Days of OSS &amp; Referred to the District Disciplinary Office (Possible Expulsion)</li> </ul>
<p><b>Sexual Assault</b> (SESIR SXA*)</p> <p><a href="#">SESIR Sexual Assault Definition</a></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Conference</li> <li>• Report to Law Enforcement</li> <li>• Loss of Privileges</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, ADAP, etc.)</li> <li>• 5-10 Days of OSS &amp; Referred to the District Disciplinary Office (Possible Expulsion)</li> <li>• Re-Entry Meeting &amp; Safety Plan</li> </ul>
<p><b>Sexual Battery</b> (SESIR SXB*)</p> <p><a href="#">SESIR Sexual Battery Definition</a></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Conference</li> <li>• Report to Law Enforcement</li> <li>• Loss of Privileges</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, ADAP, etc.)</li> <li>• 5-10 Days of OSS &amp; Referred to the District Disciplinary Office (Possible Expulsion)</li> <li>• Re-Entry Meeting &amp; Safety Plan</li> </ul>
<p><b>Weapons Possession</b> (WPO*)</p> <p><a href="#">SESIR Weapons Possession Definition</a></p>	<ul style="list-style-type: none"> <li>• Parent/Guardian Conference</li> <li>• Report to Law Enforcement</li> <li>• Loss of Privileges</li> <li>• Refer to School Support Staff for Services</li> <li>• Referral to Interagency Support (ex. Lightshare, Teen Court, ADAP, etc.)</li> <li>• 5-10 Days of OSS &amp; Referred to the District Disciplinary Office (Possible Expulsion)</li> <li>• Re-Entry Meeting &amp; Safety Plan</li> </ul>

## 300.39 Resources and Intervention Definitions

Below is a list of possible interventions that schools may seek to support students. This is not an exhaustive list; individual schools may have unique programs that they offer students and families.

**ADAP** – Adolescent Diversion and Assistance Program (ADAP) is a community partner created to reduce or prevent future involvement in the juvenile justice system. The program is targeted at individuals ages 11-17 with groups for Shoplifting/Theft Prevention, Criminal Mischief Prevention, Violence Prevention and Anger Management, Bullying Prevention, Substance Abuse Prevention, and more. Participation is either court ordered or with parental consent. More information regarding ADAP can be found at the following website: [Adolescent Diversion & Assistance Program](#).

**Academic Intervention Plan (AIP)** – Academic Intervention Plan will be implemented by the school-based team for any student meeting the criteria outlined in Florida State Statute 6A-6.0521 Dropout Prevention and Academic Intervention Programs and [F.S. 1003.53](#). The student's individualized AIP will outline the areas of improvement and interventions in place to support student success.

**Behavior Contract** – A simple positive-reinforcement intervention that is used to help students modify an undesired behavior. The contract spells out in detail the expectations of the student and teacher (and sometimes parents) in carrying out the intervention plan. This contract should be monitored and followed up by the adult on campus that drafts it and any other adults specified in the plan. Parents/guardian signature is required.

**Behavioral Threat Assessment- Threat Management:** The threat management process is a systematic, fact-based method designed to identify, using threat assessment protocols, whether behaviors or communications constitute a concern for violence or harm to another person. Upon a determination that a risk of violence exists, the threat management process then results in determining the level of concern and appropriate management of the person posing the concern to mitigate the risk of harm and remove them from the pathway to violence. The SSMP is part of the threat management process. The threat management process is ongoing and ends only when the threat management team deems it appropriate under the circumstances, or responsibility is transferred to another threat management team.

From time to time, school administrators are required to investigate reported incidents or potential threats. Depending on the nature of the allegation, parents or guardians may be notified that their child will be temporarily removed from the learning environment for the duration of the investigation, for a period of up to two school days. This removal may occur through an in-school or out-of-school suspension. If, upon conclusion of the investigation, the allegation is determined to be unfounded, the student's absences during this period will be excused.

**Big Brother's Big Sisters of Suncoast Inc. (BBSSC)** – BBSSC is in partnership with the Sarasota County School district to provide school-based mentoring service to at-risk youth. All volunteer mentors are required to meet district expectations for enrollment and screening and background security clearances. Participation in this program is only with written parental consent. Please refer to the website for more information: [BBSSUN.org](#)

**Children at Risk in Education (CARE) Teams** – Refers to a group of professionals representing multiple disciplines that engage in the problem-solving process with parents and guardians.

**Community Action Treatment Team (CAT)** – Provides intensive outpatient services for youth and their families. Community Action Treatment (CAT) Teams strive to help children and young adults with behavioral health concerns to recover at home safely. These teams also assist families in building and maintaining a support system within their community. Requires signed parental consent. Please refer to DCF website for more information. <https://www.myflfamilies.com/catt>

**Check In/Check Out** – Check In/Check Out is also known as CICO. CICO is an intervention that school staff may put in place to support students that demonstrate behavioral challenges. The goal is to improve behaviors and document the progress of the CICO intervention.

**CINS/FINS** – The Florida Legislature passed a law (Chapter 984, F.S.) that provides help to Children In Need of Services (CINS) and Families in Need of Services (FINS). These programs are open to children age 6-17 years old and their families. The Florida Department of Juvenile Justice (DJJ) funds and supports these counseling programs to keep kids out of serious trouble. Students who are runaways, habitually truant, ungovernable (do not obey their guardians) or homeless – and their families – can receive free services to improve their behaviors, resolve conflicts effectively and start communicating again. This information was provided via the CINS/FINS website. For more information, please refer to: <https://floridanetwork.org/programs/cins-fins/>

**Community Service** – There are times that with parent or guardian permission, a school administrator may offer community service as a means for the student to benefit their school community. Parent/guardian consent is required.

**Counseling Referral to a School Based Mental Health Service Provider** – Referral made through the School Wide Support Team to a school counselor, school psychologist, or school social worker for school based mental health services. This service requires signed parental consent prior to referring the student.

**Counseling Referral to a Community Based Mental Health Partner** – Referral made to an outside agency for emotional and/or behavior supports and services. Requires signed parental consent.

**Department of Juvenile Justice** – There are times that students are arrested and charged with criminal violations, and they must navigate the requirements of the Florida Department of Juvenile Justice. The mission of the Florida Department of Juvenile Justice is to “enhance public safety through high-quality effective services for youth and families delivered by world-class professionals dedicated to building a stronger, safer Florida.” For more information, please visit the DJJ website at: <https://www.djj.state.fl.us/>

**Functional Behavioral Assessment/Behavior Intervention Plan (FBA/BIP)** – The Florida Department of Education defines an FBA as a “process for developing a useful understanding of how behavior relates to the environment.” By knowing the function (or purpose) that the behavior serves for the student, one is able to develop an intervention that also serves that purpose. Please visit FLDOE.org for more information on FBAs/BIPs.

**Intervention** – The purpose of an intervention is to provide a specific skill or teach to a particular need that the student exhibits. An Intervention occurs in the classroom or with the support of a support staff or administrator. In the context of the Florida Department of Education (FLDOE), “intervention” refers to targeted, supplemental instruction and support provided to students who need additional assistance

in the general education environment, often within a multi-tiered system of supports (MTSS). Intervention aim to address specific academic or behavioral needs that hinder a student’s progress, helping them to catch up and achieve grade-level proficiency. Interventions are based on data-driven problem-solving process to identify student needs and to monitor progress. Interventions can be academic and focus on a specific area like reading often using evidence-based strategies and techniques. They can also be behavioral focusing on challenges that impact a student’s learning or interactions with others, often using positive reinforcement and other strategies.

**JDAP-** The Juvenile Diversion Alternative Program is a Florida program that provides an alternative to formal court involvement for at-risk youth. It offers intensive counseling and services tailored to the individual and family's needs, aiming to prevent re-offending. JDAP programs typically last a few months, with release occurring upon successful completion of the plan. For more information, please visit the JDAP website at: <https://www.bayskids.org/our-services/jdap>

**Juvenile Probation Officer (JPO)** – A JPO is assigned to all youth referred to the Florida Department of Juvenile Justice. The FL DJJ website describes the JPO as “the front-line staff member who delivers case management services to your child and your family.” For more information, please visit the DJJ website at: <https://www.djj.state.fl.us/>

**Letter of Apology** – Student writes an apology to student/s or school official/s. The letter of apology should address the mistake that was made, and the student must take responsibility for their actions.

**Lightshare Student Assistance Program (SAP)** – Lightshare, a community based not-for-profit corporation, and the Sarasota County School Board work in conjunction to support students and families that participate in the Student Assistance (SAP) program. The purpose of the SAP program is to provide comprehensive school-based intervention services for students in grades 6-12th grades at the following schools: North Port High School, Venice High School, Booker High School, Triad Alternative, School Pine View School, Sarasota High School, Riverview High School, and Brookside Middle School. Parent or guardian consent is mandatory for student participation in the Lightshare SAP Program.

In summary, the SAP goals are:

- To provide high quality prevention and intervention programs to support a safe learning environment for all students.
- To provide early substance abuse and mental health prevention and intervention services to students.
- To develop collaborative relationships with community partners to better serve students.

Lightshare also provides participating schools with access to Drug-Free Youth, also known as D-FY, an incentive program to promote teens to remain drug-free. Parental permission is required. Please refer to your child’s administrator for more information or the Lightshare website at: [Lightshare](#)

**MTSS** – The Florida Department of Education describes the Multi-Tiered System of Supports (MTSS) as resources that are allocated in direct proportion to student needs. Data is collected at each tier and used to measure the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered.

For more information on MTSS, please contact your child’s school or visit the school board website at: <https://www.sarasotacountysschools.net/o/scs/page/pbis-and-mtss>

**Parent Contact** – School staff are encouraged and required to contact parents/guardians on a variety of issues that arise. Parent contact can occur in varying formats including but limited to via telephone,

email, or written.

**Parent Conference** – A scheduled meeting with the parent/guardian that takes place on a school campus with the parent/guardian/student and school representative in attendance. These meetings may also be held virtually.

**Relational Practices** – As problems arise, staff may engage with parental/guardian consent, in strategies that will help students’ problem-solve, self-reflect, and resolve conflicts.

**School-wide Support Team (SWST)**— SWST is a school-based, School Wide Support Team that routinely collaborates to determine appropriate interventions based on student data and performance.

**School-Based Threat Management Team (SBTMT)** --- Section 1006.07(7), F.S., and Rule 6A-1.0019, F.A.C., require each school (as defined in rule) to have a School-Based Threat Management Team. The SBTMT is a multidisciplinary team at the school level and is comprised of at least four members with expertise in counseling; school instruction; law enforcement; and a school administrator. The SBTMT must also include a member with personal knowledge of the student of concern that is being evaluated by the team. Additional members of the team may be assigned by the school principal, or equivalent, as long as these four required roles are filled.

**Teen Court** – Teen Court of Sarasota Inc. Mission Statement: Introduce area youth to activities and services that promote feelings of self-esteem and self-improvement when they develop a healthy attitude toward authority. All organizational activities instill and teach the benefits of law-abiding citizenship and civic engagement.

There are times that students involved in the department of juvenile justice are required to participate in the Teen Court diversionary program. There are times that students participate in the Teen Court program for very serious violations of the Code of Student Conduct with parental consent.

Teen court hosts a variety of intervention programs including, **Camp X-RAYD**, a program designed to help students examine the reality of their decisions through a team building format. For additional information on The Teen Court of Sarasota, Inc. program offerings, please visit their website at: [www.sarasotateencourt.org](http://www.sarasotateencourt.org).

**Truancy Referral** – When students demonstrate attendance concerns, the Principal or the Principal’s designee must refer student to the truancy process for intervention and support

**Self-Monitoring Tool** – Document that is provided to student that allows student to self-monitor behavior; this should be done with progress monitoring.

**Safety Plan** – Specific plan designed to provide safe protocols for transitions in and around schools for individual or multiple groups of students. Any discipline event that results in a HOPE scholarship being awarded, also requires a re-entry meeting with a safety plan which will be monitored for all students impacted. **School-based Mentor** – School based mentoring program developed for students that need more support with academics or behavior management. Adult will advise or train students to use replacement behaviors and act as an extra layer of support. All external mentors must

complete and be approved through Family and Community Engagement Department. **Student Support Management Plan (SSMP)** – A student support management plan which uses direct and indirect interventions to help create an environment less likely to produce violence. The requirements of an SSMP are established by the School Based Threat Management Team.

**Students Working Against Tobacco (SWAT)** – The Florida Department of Health partners with the school district to provide incentives and promotion for students to remain tobacco free. SWAT’s mission states the following: “SWAT is Florida’s statewide youth organization working to mobilize, educate and equip Florida youth to revolt against and de-glamorize Big Tobacco. SWAT is a united movement of empowered youth working toward a tobacco free future.” Participation in SWAT clubs at schools is based on parental permission. Please visit the following website for more information: <https://www.swatflorida.com/>

**Youth at Risk Staffing (YAR)** – Bi-monthly call with community stakeholder team to staff identified youth who are deemed “at risk”. Team develops an intervention plan and assists with identifying and linking youth to resources. Please visit the following website for more information: [Multidisciplinary Team Services \(Manatee Youth at Risk\)](#)

**Youth Prevention Services (YPS)** – YPS is a community-based counseling service that is offered through the Safe Children Coalition. YPS provides free individual, group, and family counseling for youth ages 10-17 at school, home or in the community. Services offered include crisis counseling, professional assessment, individual counseling, groups, referrals to more in-depth services, child in need of need of services/families in need of services (CINS/FINS), case staffing’s and adjudications. For more information, please visit the YPS website at: YPS or call (941) 952-1644. Please visit the following website for more information: [Safe Children Coalition--YPS](#)

## 300.40 Formal Disciplinary Actions & Procedures

Please refer to the list below of formal definitions that relate to disciplinary actions that may take place at Sarasota County’s schools.

**Delinquency Citation** – The Department of Juvenile Justice (DJJ) describes a Delinquency citation as an alternative to arrest when a youth’s behavior at his or her first encounter with the juvenile justice system. For more information on delinquency citations, please visit the DJJ website at: [Delinquency Citation](#).

**Detention: Lunch, Before School, After School or Saturday School** – Assignment to a session at the school Before School, After school or on a Saturday for work assignments, academic work, or guidance.

**Diversionsary Program: Pre-Trial Intervention** – A pre-trial intervention program or diversionsary program affords first time offenders the opportunity to avoid criminal conviction and instead receive interventions and support for community agency’s such as JDAP or Teen Court. Please refer to the Florida State Attorney’s Office for more information: [Programs](#)

**Event and Discipline Report** – The Event and Discipline Report documents the discipline infraction and the resulting corresponding actions.

**Expulsion/Expelled Students** – Students expelled from regular school. There are times that students may be expelled with or without continuing educational services.

**In-School Suspension/Restriction (ISS or ISR)** – As an alternative to out of school suspension, the Principal or Principal’s designee may assign a student to In School Suspension/Restriction. In-School Suspension allows the student to be on campus but in a specific location assigned by the school administration. ISS or ISR may be for part or full day. The beginning and end date of the ISS or ISR must be communicated to the student parent or guardian and the student’s teachers.

From time to time, school administrators are required to investigate reported incidents or potential threats. Depending on the nature of the allegation, parents or guardians may be notified that their child will be temporarily removed from the learning environment for the duration of the investigation, for a period of up to two school days. This removal may occur through an in-school or out-of-school suspension. If, upon conclusion of the investigation, the allegation is determined to be unfounded, the student’s absences during this period will be excused.

The Florida Department of Education defines In-School Suspension “as the temporary removal of a student from the school program not exceeding ten days (Maintained for students in grades PK-12 only.)

In accordance with the Individuals with Disabilities Education Act, this code must be used for all instances in which a child with a disability is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel.” For more information, visit [FLDOE.org](http://FLDOE.org).

**Loss of Privileges** – As a consequence of repeated behavior infractions, school-based teams can determine appropriate loss of privileges which include but are not limited to extracurricular activities (sports and clubs), attendance at sporting events and/or school dances, field trips, and other identified school events. Please reference the following statutes for more information: [School Board Policy 5.80](#), [School Board Policy 4.40](#), [F.S. 1006.15](#)

**Network/Internet Suspension** – If a student is deemed to have committed an infraction that involved SCSD network or internet use, the school district may suspend the student from accessing these services. While a student is under an active network or internet suspension, schools will make alternative plans for students to complete schoolwork.

**Notice of Concern** – A minor level referral for level one offenses that is documented in the student’s cumulative file but has limited discipline repercussions for a first-time occurrence.

**Out of School Suspension** – The Florida Department of Education defines Out-of-School Suspension “as the temporary removal of a student from a school and the school program for a period not exceeding ten days. (Maintained for students in grades PK-12 only.)” For more information, visit FLDOE.org.

From time to time, school administrators are required to investigate reported incidents or potential threats. Depending on the nature of the allegation, parents or guardians may be notified that their child will be temporarily removed from the learning environment for the duration of the investigation, for a period of up to two school days. This removal may occur through an in-school or out-of-school suspension. If, upon conclusion of the investigation, the allegation is determined to be unfounded, the student’s absences during this period will be excused.

**Progressive Discipline** – The practice of using increasing consequences and interventions for repeated infractions. Progressive discipline provides students the opportunity to learn and modify behaviors before consequences become more severe. The goal of progressive discipline is to teach behavior and the appropriate skills through relationship based practices and other appropriate interventions.

**School-Based Threat Management Team (SBTMT)** -- [Section 1006.07\(7\)](#), F.S., and Rule 6A-1.0019, F.A.C., require each school (as defined in rule) to have a School-Based Threat Management Team. The SBTMT is a multidisciplinary team at the school level and is comprised of at least four members with expertise in counseling; school instruction; law enforcement; and a school administrator. The SBTMT must also include a member with personal knowledge of the student of concern that is being evaluated by the team. Additional members of the team may be assigned by the school principal, or equivalent, as long as these four required roles are filled.

**School Bus Suspension or Revocation** – Denial of the privilege of riding a school bus based on misconduct occurring while the student is being transported at public expense. Bus code infractions may result in the suspension of bus privileges. A student may be suspended or expelled from riding the bus at any point in the discipline process. A bus suspension is separate from a school suspension and applies only to the loss of bus riding privileges unless subject to other disciplinary actions, such as out-of-school suspension. Students are expected to attend school. Students with disabilities that are suspended from the bus will have all rights and privileges as afforded by their IEP.

**Second Chance Agreement** – The principal or designee should offer to meet with the student’s parent(s) or legal guardian(s) to discuss a possible Second Chance Agreement prior to proceeding through the formal hearing. A Second Chance Agreement is an agreement that may be offered to students who have committed an **expellable offense** pursuant to the Code of Student Conduct.

The Second Chance Agreement is a disciplinary program that allows the student to remain on the regular school campus with specific conditions which may, in appropriate circumstances, include a safety plan. One or more of the following factors can be considered in granting a Second Chance Agreement:

- The act committed was not premeditated nor was there malicious intent
- The student has no previous similar referrals
- The student does not have a significant history of insubordination/misbehavior
- Academically the student has a 2.0 grade point average or better

- The student has good attendance; no more than three unexcused absences

**Settlement Agreement** – The principal or designee should offer to meet with the student’s parent(s) or legal guardian(s) to discuss a possible Settlement Agreement. A Settlement Agreement is an agreement that may be offered to students who have committed an expellable offense pursuant to the Code of Student Conduct ([School Board Policy 5.34](#)).

The Settlement Agreement allows the student to attend an alternative placement to continue their education in lieu of being expelled from the Sarasota County School District upon the student’s agreement to comply with strict behavioral, attendance, and other conditions enumerated in the Settlement Agreement.

**Teen Court** – Teen Court of Sarasota Inc. Mission Statement: Introduce area youth to activities and services that promote feelings of self-esteem and self-improvement when they develop a healthy attitude toward authority. All organizational activities instill and teach the benefits of law-abiding citizenship and civic engagement. Teen court services include Camp XRAYD, drug use or substance related classes, mentorship groups, counseling, Encouraging Teen Class, (Risky Behaviors), and Developing Healthy Digital Practices Class (Sexting related referrals). There are times that students involved in the department of juvenile justice are required to participate in the Teen Court diversionary program. There are times that students participate in the Teen Court program for very serious violations of the Code of Student Conduct with parental consent.

For additional information on The Teen Court of Sarasota, Inc. program offerings, please visit their website at: [www.sarasotateencourt.org](http://www.sarasotateencourt.org).

**Temporary Removal** – Temporary removal is a student removal from assigned area for less than 30 minutes to provide de-escalation strategies or relationship based practices to provide intervention to support student behavior and the learning environment.

**Tobacco Citation** – [F.S. 386.212](#), prohibits any person under 21 years of age to smoke tobacco or VAPE in, on, or within 1,000 feet of school property. Additionally, [F.S. 569.11](#), makes it unlawful for any person under age 21 to knowingly possess any tobacco product including a tobacco dispensing device. If a student is charged with a Tobacco Citation, they will receive written instruction from the School Resource Officer regarding next steps to satisfy the Tobacco Citation which include paying a court ordered fine and attending the approved anti-tobacco program.

**Tobacco Prevention DOH Programs** – Sarasota County’s Department of Health Tobacco Prevention Program works to prevent initiation of tobacco use among youth and young adults, reduce secondhand smoke exposure, and promote cessation resources. Please visit the following website for more information: <https://sarasota.floridahealth.gov/programs-and-services/wellness-programs/tobacco-prevention/index.html>

## 300.41 Dress Code

*“Each district school board shall adopt a dress code policy that prohibits a student, while on the grounds of a public school during the regular school day, from wearing clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the orderly learning environment.” (F.S.1006.07)*

The Sarasota County School District has established procedural guidelines for student dress, in accordance with [School Board Policy 5.37](#).

Individual schools are expected to use the district dress code guidelines as minimum standards and are encouraged to extend their own standards to meet the uniqueness of their school community. Schools are encouraged to obtain input from school stakeholders, including School Advisory Councils, parents, staff, and students as they establish a school dress code policy.

The principal’s decision on the appropriateness of dress will be final. Refusal to comply with the school’s dress code policy is an infraction under this code.

### Students have a RIGHT to:

- Wear appropriate clothes or the school uniform, if those clothes or the way the clothes are worn are appropriate for the school setting, adhere to the school dress code, are not dangerous to health or safety, and do not disrupt the learning environment.
- Learn without a disruption to the school or classroom environment.

### Students have a RESPONSIBILITY to:

- Comply with the school dress code.
- Always wear their current/valid student ID (visible).
- Be always respectful of their peers regardless of what they are wearing.
- Come to school fully clothed and wear clothes that are not dangerous to health or safety, do not disrupt the learning process, and stay within the school dress code.
- Dress in a way not offensive to others at school or at school-sponsored events, including, but not limited to:

### At all times, no:

- Exposed undergarments
- Jeans, shorts, skirts, dresses, or pants worn below the hips
- Jeans, shorts, skirts, dresses, or pants with rips above the mid-thigh
- Jeans, shorts, skirts, dresses, or pants with the inseam or out-seam shorter than the mid-thigh
- Excessively short skirts, shorts, or dresses that at any time expose underwear or body parts in an indecent or vulgar manner
- Pajamas or slippers
- Excessively low-cut tops
- See-through clothing (includes mesh material mid-thigh and above)
- Clothing of an ethnic or racially offensive nature
- Clothing must cover the mid-riff when standing naturally
- Sleeveless shirts must have straps with a minimum width of one inch (about two fingers) and the gap below the armpit cannot be more than three inches (about four fingers)
- Not wear items or markings which are offensive, suggestive, indecent, or associated with gangs; as identified by the Florida Gang Intent Act of 1990 or as outlined or provided by Chapter 874, Florida Statutes.
- Not wear items that encourage the use of drugs, tobacco, alcohol, violence, weapons, or support discrimination in violation of section 300.3 and applicable school board policy.



2026-2027

## DRESS CODE GUIDE

Individual schools are expected to use the District dress code guidelines as *minimum standards* and are encouraged to extend their own standards to meet the uniqueness of their school community. Minimum standard of dress code is expected. The principal's decision or principal designees on the appropriateness of dress will be final. *Please check with your school for all additional dress code guidelines. Principal or principal designee decisions are final.*

### SKIRTS, DRESSES & SHORTS



- Must be worn above the hips
- Rips are only allowed below the mid-thigh



**NO** excessively short skirts, shorts, or dresses that at any time expose underwear or body parts in an indecent or vulgar manner

### SHIRTS & TOPS



- Strap width must be a minimum of 1-inch
- Gap below armpit must not be larger than 3-inches
- Clothing must cover the mid-riff when standing naturally



**NO** low-cut tops  
**NO** see-through clothing

### JEANS, PANTS, LEGGINGS & EXPOSED UNDERGARMENTS



- Rips are only allowed below the mid-thigh



**NO** exposed undergarments  
**NO** pajamas or slippers

Students are not to wear items or markings which are offensive, suggestive, indecent, or associated with gangs; as identified by the Florida Gang Intent Act of 1990 or as outlined or provided by Chapter 874, Florida Statutes. Students are also not to wear items that encourage the use of drugs, tobacco, alcohol, violence, weapons, or support discrimination. Students are not to wear items or markings which are offensive, suggestive, indecent, or associated with gangs; as identified by the Florida Gang Intent Act of 1990 or as outlined or provided by Chapter 874, Florida Statutes. Students are also not wear items that encourage the use of drugs, tobacco, alcohol, violence, weapons, or support discrimination in violation of section 300.3 and applicable school board policy.



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- Learn without a disruption to the school or classroom environment.

### Students have a **RESPONSIBILITY** to:

- Comply with the school dress code.
- Wear their current/valid student ID (visible at all times).
- Be respectful of their peers at all times regardless of what they are wearing.
- Come to school fully clothed and wear clothes which are not dangerous to health or safety, do not disrupt the learning process, and stay within the school dress code.
- Dress in a way not offensive to others at school or at school-sponsored events, including, but not limited to:
  - **At all times, no:**
    - ✗ Exposed undergarments
    - ✗ Jeans, shorts, skirts, dresses or pants worn below the hips
    - ✗ Jeans, shorts, skirts, dresses or pants with rips above the mid-thigh
    - ✗ Excessively short skirts, shorts, or dresses that at any time expose underwear or body parts in an indecent or vulgar manner
    - ✗ Pajamas or slippers
    - ✗ Excessively low-cut tops
    - ✗ See-through clothing (includes mesh material mid-thigh and above)
    - ✗ Clothing of an ethnic or racially offensive nature
- Clothing must cover the mid-riff when standing naturally
- Sleeveless shirts must have straps with a minimum width of one inch (about two fingers) and the gap below the armpit cannot be excessive of three inches (about four fingers)
- Not wear items or markings which are offensive, suggestive, indecent, or associated with gangs; as identified by the Florida Gang Intent Act of 1990.
- Not wear items that encourage the use of drugs, tobacco, alcohol, violence, weapons, or support discrimination in violation of section 300.3 and applicable school board policy.