

2019-2020 Code of Student Conduct Proposed Revisions

Mr. Wyrosdick's Open Letter to the Parents... ~~August 13, 2018~~ August 12, 2019

I would like to bring to your attention the growing issue ~~with of~~ students ~~bringing and distributing prescription medications using Social Media inappropriately during the school day or at a school function.~~ Page 22 of The Code of Student Conduct outlines reasons why students can be disciplined for inappropriate posts on Social Media. ~~has a defined policy for the use and access to medications on campus and under no condition is a student to be in possession of a prescription medication outside of what is defined in that policy.~~ We have had several incidents in which this ~~has~~ resulted in suspensions and alternative placements or expulsions for students. It is our desire to prohibit this from occurring and ask that you discuss with your child the ~~appropriate use of Social Media and the negative impact when used irresponsibly.~~ ~~the dangers of prescription medications that are used in a manner other than what was prescribed.~~

DISTRICT 1

~~Diane Scott, Ph. D. E.~~ Linda Sanborn

DISTRICT 2

Clifton "Buddy" Hinote

DISTRICT 3

Carol Boston

DISTRICT 4

Jennifer Granse

DISTRICT 5

~~Wei Ueberschaer~~ Scott Peden

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Student Athlete Eligibility Requirements

Florida High School Athletic Association (FHSAA) Requirements

All high schools in the Santa Rosa County School District are members of the Florida High School Athletic Association (FHSAA). Interscholastic athletic eligibility is determined according to the FHSAA Handbook Operational Bylaws. Additional information regarding FHSAA bylaws can be found at <http://www.fhsaa.org>

A. Student athletes are eligible to participate:

1. at the school in which he/she first enrolls each school year;
2. at the school to which the student has transferred with approval from the School Board.

A student who transfers to a school during the school year may seek to immediately join an existing team if the roster has not reached the maximum size and the coach for the activity determines that the student has the requisite skill and ability to participate.

B. Exceptions:

A student may not participate in a sport if the student participated in that same sport at another school during the same school year, unless the student is:

1. a dependent child of active duty military personnel whose move resulted from military orders;
2. a child who has relocated due to a foster care placement in a different school zone;
3. a child who moved due to a court ordered change in custody due to separation, divorce, or the serious illness or death of a custodial parent; and/or
4. authorized for good cause in Board policy. The following exemptions may be granted:
 - a. Reassigned by District School Board or Charter School Board, as long as reassignment is not for athletic or disciplinary reasons and is not requested by the student or his/her parent/guardian.
 - b. Transfer, approved by the Grade Level Director, to a new school within the first ten (10) days of the semester ie: acceptance to a previously applied for magnet program, academy, charter school or private school.
 - c. Undue hardship.

The FHSAA does not have the authority to make eligibility rulings on student transfers.

The School District has a Student Athlete Eligibility for Good Cause Committee consisting of the High School Director, Middle School Director, Athletic Director from a school that is not related to the eligibility ruling as well as an Administrator from a school that is unrelated to the eligibility ruling.

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INTRODUCTION

A student with a disability refers to any student identified as disabled in accordance with the Individuals with Disabilities Education Act Revised and/or Section 504 of the Rehabilitation Act of 1973. If a student with a disability has an individual Positive Behavior

Intervention Plan (PBIP), then the PBIP supplants the *Student Code of Conduct* and the student will be disciplined in accordance with the procedures delineated in his/her Positive Behavior Intervention Plan.

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Criminal Acts on School Grounds, on School Sponsored Transportation, or During School-Sponsored Activities

- B. **Note:** If a student has an IEP/504 is protected under IDEA or Section 504 Plan, refer to “Alternative Placement/Expulsion with Continuing Educational Services”.

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Failure to Notify

A student who has knowledge of and fails to report to a person in authority, the plans or actions of another person that might result or has resulted in harm to a person or damage to property could face disciplinary action. A student may report this information to an administrator, staff member, the SAFE button the Santa Rosa Speak Out button on the school websites, a School Resource Officer at the school or the student may report it through the Santa Rosa County Crime Stoppers at 437-STOP (437-7867). See the “How to Call a Tip to Crime Stoppers” page.

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Social Media

Students may be disciplined for a post on social media if:

1. There is a violation of the code of conduct established by school policy.
2. The social media content is directed at the school community in some way that could reasonably be understood to be threatening.
3. It could potentially cause a substantial disruption to the educational process.
4. It promotes illegal activity, such as illegal drug or alcohol use, theft, etc.
5. If the content is obscene, lewd or otherwise inappropriate in a school setting, e.g., sexually suggestive.

Students should let an administrator know about student social media use that:

- Breaches school policy
- Leads to or creates substantial disruption to the educational process.
- Results in bullying toward students or staff.
- Threatens school violence.

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E. Evacuation/Lockdown:

Santa Rosa County District Schools utilizes four standard responses for handling students and staff in any emergency situation – evacuation, shelter in place, secure campus, or lockdown. Evacuation plans begin with a fire drill procedure and include at least two routes for moving students very quickly away from the campus. Shelter in place is moving people away from windows and is meant to increase physical barriers between people and outside, it is used for tornadoes or chemical releases. Secure facility is keeping all personnel in the building with the option of limited movement or full movement, but no entry or exit is allowed. A lockdown of the school building may be used during any emergency where there is a need to keep students in place. Schools are required to participate in a series of drills during the school year to practice the procedures. If an emergency were to occur on a school campus, parents are asked to tune into local media stations (television and radio) and monitor school-based communication (social media and texting) for additional information rather than reporting to the school campus.

Santa Rosa County District Schools utilizes two standard responses for handling students and staff in any emergency situation – evacuation or lockdown. Evacuation plans begin with a fire drill procedure and include at least two routes for moving students very quickly away from the campus. A lockdown of the school building may be used during any emergency where there is a need to keep students in place. Some lockdown situations (i.e., a hazardous waste spill, a tornado warning or an intruder) may begin with a lockdown procedure and then proceed with additional precautions. Schools are required to participate in a series of drills during the school year to practice the procedures. If an emergency were to occur on a school campus, parents are asked to tune into local media stations (television and radio) for additional information rather than reporting to the school campus.

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Students with a Disability

A student with a disability refers to any student identified as disabled in accordance with the Individuals with Disabilities Education Act Revised and/or Section 504 of the Rehabilitation Act of 1973. A child is also protected under the regulations of IDEA and/or Section 504 when a public agency is deemed to have knowledge that a child is a child with a disability. This includes a parent expressing written concern to the Local Education Agency (LEA), a parent request for evaluation, and/or a member of the LEA expressing concerns about a pattern of behavior demonstrated by the child to supervisory personnel (§ 300.534(a)(b)(1-3)). If a student with a disability has an individualized individual Positive Behavior Intervention Plan (PBIP), then the **PBIP supersedes the Student Code of Conduct** and the student will be disciplined in accordance with the procedures delineated in his/her Positive Behavior Intervention Plan. If a disciplinary action constitutes a change of placement, a student with an IEP or 504 Plan protected under IDEA or Section 504 must have a Manifestation Determination Hearing. Students protected under IDEA or Section 504 with an IEP/504 Plan cannot should not exceed 10 out of school suspension days within a school year (cumulative or consecutive). If a student protected under IDEA or Section 504 plan exceeds 10 days of out of school suspension the IEP or 504 team will determine the appropriate compensatory services to address the missed service and/or instructional time on an individualized basis.

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Elementary Conduct Review Committee:

- A student with an Individualized Education Plan (IEP)/Section 504 Plan cannot be suspended for greater than ten (10) cumulative school days within one (1) school year and must have a Manifestation Determination Hearing.
- A student protected under IDEA or Section 504 cannot should not be suspended for greater than ten (10) cumulative or consecutive school days within one (1) school year. and must have a A Manifestation Determination Hearing must occur at or before 10th day of out of school suspension.

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Assault/Threat

To unlawfully place another person or persons in fear for emotional and/or physical harm with or without the use of a weapon; three elements present (1) intent, (2) fear, (3) capability. (i.e. verbal or written threat; listing of identified person or persons).

4. Threats of school violence will be taken seriously. This includes threats of violence, direct or indirect, toward an individual, group, or the school itself. In addition to the above actions, when deemed appropriate, school administrators have the right to refer a student, who makes or poses a threat of school violence, for a violence-risk evaluation/threat assessment through the school district's Student Services Department. If the risk level of the threat assessment is High the student will continue the out-of-school suspension and be recommended for a Disciplinary Hearing regarding the removal from the regular school program through alternative placement or expulsion.

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Bomb Threats/False Report/Threats of School Violence

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Positive Behavioral Intervention Plans:

Students protected under IDEA or Section 504 may with an IEP/Section 504 Plan may not be suspended greater than 10 days without educational services based on the IEP compensatory services provided as determined by the IEP or Section 504 team.

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• Out-of-School Suspension

B. Conditions:

4. A student protected under IDEA or Section 504 with a disability who has an Individualized Education Plan (IEP) or a Section 504 Plan shall not receive out-of-school suspension (OSS) for more than ten (10) cumulative days within a school year without provision of educational services. By the 10th day of OSS, a Manifestation Determination Hearing, must be conducted by the IEP or Section 504 team. After the manifestation determination the IEP or Section 504 team will review the student's current IEP/504 to initiate behavioral interventions, a Functional Behavior Assessment, a Positive Behavior Intervention Plan, and/or appropriate educational placement.

- **Alternative Placement/Expulsion with Continuing Educational Services**

B. Conditions:

2. Alternative Placement of a student protected under IDEA or Section 504 student with an identified disability, who has an active IEP or Section 504 Plan, constitutes a change in educational placement. The following procedures shall be followed:
 - a. If a Principal determines that a student with a disability has engaged in a behavior that warrants alternative placement or expulsion (a disciplinary hearing), he/she shall contact the Director of Exceptional Education Coordinator of Behavior Intervention and Supports and request a Manifestation Determination meeting be scheduled with the school based IEP or Section 504 team. and request an Individualized Education Plan (IEP)/Section 504 Accommodation Plan meeting be conducted. The meeting shall be held to make a manifestation determination and if determined by the IEP Team a Functional Behavior Assessment (FBA) and/or Positive Behavioral Intervention Plan (PBIP) may be developed. Additionally, the Coordinator of Behavior Intervention and Supports will schedule an IEP or Section 504 team meeting following the Manifestation Determination meeting as appropriate to further address student needs and supports

Expulsion Without Continuing Educational Services

B. Conditions

2. Expulsion/alternative placement of a student protected under IDEA or Section 504 student with a disability and Individualized Education Plan constitutes a change in educational placement, not an exclusion from educational services. A free appropriate public education (FAPE) must be available to all students protected under IDEA or Section 504 disabled children with an Individualized Education Plan (IEP) residing in the state between the ages...

Continuance of Free and Appropriate Public Education (FAPE)

A. Disciplinary Actions for Deferred Students

1. Students on deferment status will follow the Santa Rosa County School District Student Code of Conduct for Students K-12
 - SRC transition programs have the responsibility to make sure that all students attending, including those receiving special education and related services, are familiar with the discipline code and that their families also have the opportunity to know and understand the code; Parents of students with disabilities should be given the opportunity to discuss the discipline code when it is a concern for their student and to be partners in finding effective ways of assisting in maintaining the code and its intent.
 - The home school will process discipline referrals in the District's SMART system, record the offense and consequence, as well as notify High School Director of serious breach of conduct/offenses that may involve considerations for alternative educational settings, and direct involvement of the IEP Team, to determine if the action(s) were a direct correlation and/or Manifestation of the student's disability. This would be determined in a Manifestation Determination meeting, as opposed to District Disciplinary Committee.
 - If there is immediate action required, due to the nature of the student's offense, the school-based administrator and transition program staff, may take safety precautions as deemed necessary; in the event of imminent threat (threats to the safety of others, access to or possession of weapons on campus, etc.), the transition program staff should immediately notify the administration and SRO of the hosting school so that they can perform a threat assessment since it is their responsibility to ensure the safety of staff and students on campus.
2. If the deferred student has reoccurring behavioral issues the following actions must be taken:
 - It is the responsibility of the IEP team to review the discipline code and determine what specialized help and instruction the student may need to understand the code and consistently demonstrate the appropriate classroom, school behaviors, and workforce behaviors conducive to learning.
 - The team should identify and address the difficulties that may occur and may be related to the student's disability, and establish plans that will reduce the chance that such infractions will occur
 - The team should plan to provide adaptations and supports for those behaviors that require additional strategies as well as address those behaviors that may remain unchanged due to the complexity of the disability.
3. Review of Deferment for Persistent Misconduct
 - IEP Team will convene to review behaviors, incidents, response to interventions, and disciplinary actions.
 - Review goals and objectives as well as progress in the selected post-secondary programs.

- IEP Team will review the data regarding progress towards goals and determine the success of the program, determine if additional agencies/supports are required to support post-secondary goals, and/or if student should continue FAPE.
 - All decisions regarding the continuation of services through the deferment status or the termination of FAPE **MUST** be documented in Prior Written Notice.
4. Alternative Placement/Expulsion with Continuing Educational Services Considerations for Students with Disabilities (Active IEP); the following procedures shall be followed:
- If the building administrator determines that a student with a disability has engaged in a behavior that warrants alternative placement or expulsion, he/she shall contact the Director of Exceptional Education and request an Individual Education Plan (IEP) meeting to be conducted. The meeting shall be held to make a manifestation determination and if determined by the IEP Team a Functional Behavior Assessment (FBA) and/or Positive Behavioral Plan (PBIP) may be developed.
 - If the team determines that the student's misconduct is a manifestation of the student's disability, a review of the student's IEP shall be conducted and an appropriate alternative implemented.
 - If the misconduct is not a manifestation of the student's disability, then an IEP Meeting will be conducted to request the IEP Team to review behaviors, persistent misconduct, and determine if a consideration for removal from the 18-22 Transition Program and/or suspension of participation for a designated period of time, as determined by the participants of the IEP Team is required.

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SECURED SECLUSION/RESTRAINT

Seclusion:

These definitions may also be found on the Florida Department of Education website at <http://www.fldoe.org/oias/dataweb/database-1011/st81-1.pdf>.

<https://santarosacountyesedepartment.weebly.com/state-restraintsecured-seclusion.html>

RESTRAINT AND SECURED SECLUSION

Teacher and Administration Responsibility

3. Once the secured seclusion/restraint incident has ended, the supervising teacher will notify the school administration if he/she is not already present at the incident.
6. If the administrator was not present at the incident involving Secured Seclusion and/or Restraint he/she may request the teacher or staff member to Within 24 hours, supervising teacher will complete the electronic version of the incident template form in order to gain the necessary information to complete the mandatory state report. through the Florida State Database. If the administrator was present and has sufficient information to complete the mandatory state report he/she may choose not to request the incident form be completed. NOTE: Best practice for documenting the Restraint and Secured Seclusion for Santa Rosa County incident would be that the document is completed by the end of the workday to ensure that all facts of the incident are recorded accurately. **Forms can also be found on:** <https://santarosacountyesedepartment.weebly.com/state-restraintsecured-seclusion.html> <https://app1.fldoe.org/ESE/RestraintSeclusionIncident/Default.aspx>
7. If applicable, within Within three (3) calendar days of incident the supervising school administrator will review the incident template form for accuracy and completeness. Information will then be transferred to the state's Secured Seclusion and Restraint at: <http://web01.fldoe.org/RestraintSeclusionIncident/Default.aspx> and uploaded. Website can be found at: <https://app1.fldoe.org/ESE/RestraintSeclusionIncident/Default.aspx>

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COMPLAINT/GRIEVANCE PROCEDURE

(School Related Problems Not Connected to **Suspension or** Expulsion)

A student or parent/guardian on behalf of their minor child shall have the opportunity to question and register a complaint/grievance regarding a decision made by any school employee. The opportunity to question ~~included~~ **includes** decisions perceived by the student to be discriminatory on the basis of race, color, religion, gender, age, marital status, disability, political or religious beliefs, national or ethnic origin, genetic information or social and family background, regarding any phase of educational programs, activities, application of rules of behavior, sanctions, or treatment.

HOTLINE NUMBERS FOR STUDENTS AND PARENTS

Abuse/Neglect Reporting Line	1-800-96-ABUSE
Adult Basic Education	850-983- 5710
AIDS Counseling & Information Hot Line	1-800-FLA-AIDS
Alcoholics Anonymous	850-433-4191
Anti-Tobacco: Florida Quit Line	1-877-U-CAN-NOW
Big Brothers/Big Sisters Mentoring Program	850-433-KIDS
Child Care – Children's Services Center Early Learning Coalition of Santa Rosa County	850-983-5317
Child Support	1-877-769-0251
Currie House – Lutheran Services (Runaway Shelter)	1-850-453-2772
Domestic Violence Hotline	1-800-799-SAFE
Family Health Line	1-800-451-2229
First Call for Help of Santa Rosa County (Information & Referral to Community Resources)	850-983-7200
Food Stamps/SNAP - Apply online: www.myflfamilies.com/services-programs/access	1-866-762-2237
Gamblers Anonymous	1-800-426-7711
Health Departments – Gulf Breeze	934-4074
Milton	983-5200
	850-434-4080
Health Source (Baptist Health Care 24-hour hotline)	1-888-242-5240
Healthy Start (Information & Referral for Pregnancy)	1-850-626-6751
	623-6363
Help Line/Crisis Line (Milton)	1-800-750-6682
Help Line – Crisis Line for Lakeview Counseling	850-438-1617
Job Counseling – Workforce EscaRosa Career Center	850-983-5325
KidCare Health Insurance (for uninsured, ages 0-18)	1-888-540-5437
Law Enforcement -	
Florida Highway Patrol – Pensacola District	850-484-5000
Santa Rosa County Sheriff's Office	850-983-1100
Gulf Breeze Police Department	850-934-4050
Milton Police Department	850-983-5420
Legal Services	432-3999
Libraries - Gulf Breeze Branch, Jay Branch, Milton Branch, Navarre Branch & Pace Branch	850-981-7323
Medicaid Services	1-888-419-3456
Mental Health & Counseling - Lakeview Center Helpline	850-623-6363
Mental Health Options – Lakeview Center	850-469-3500
Missing Children	1-800-THE-LOST
National Teen Dating Help Line (www.loveisrespect.org)	1-866-331-9474
Pensacola State College (Milton)	850-484- 4400
RAP Line – to report sales of alcohol & tobacco to minors (CDAC Counseling)	1-888-994-9944
Rape Crisis Line	1-850-433-RAPE
Run Away Teens Florida Network	1-800-RUNAWAY
Safe Line	1-800-222-1222
Santa Rosa County Community Clinic	850-981-9433
Santa Rosa School District	850-983-5150
Social Security	800-772-1213
Suicide Prevention Hot Line (National Suicide Prevention Lifeline)	1-800-273-8255
Teen Line (M-F, 3-9 p.m.) for teen counseling	850-433-8336
Telephone Message Line (for persons without phones)	850-469-0809
Veterans Affairs Information Service	1-800-827-1000
	850- 983-4461
Victims Advocate	850-623-1112

More items may be revised on this page... TBC

SANTA ROSA COUNTY SCHOOL BOARD 2019-20 CALENDAR

PRE-PLANNING.....	August 5-9, 2019
POST-PLANNING	June 1-2, 2020
STUDENTS BEGIN	August 12, 2019
STUDENTS LAST DAY	May 29, 2020

9 WEEKS

Aug. 12 – Oct. 11 (44 days)
 Oct. 15 – Dec. 19 (42 days)
 Jan. 7 – March 12 (46 days)
 March 23 – May 29 (48 days)

Report Cards

October 25
 January 17
 April 3
 June 12

Mid-Term Reports

September 13
 November 15
 February 7
 April 24

APPROVED-IN SESSION

MAY 16 2019

Early Release & Holidays

July 4	Independence Day
September 2	Labor Day
October 14	Planning Day (No school for students/work day for teachers)
November 11	Veterans Day
November 25-29	Fall Break/Thanksgiving
December 17, 18	Semester Exams - Early Release for Middle/High Schools
December 19	Early Release for all students- Semester Exams Middle/High Schools
Dec 20-Jan 3	Winter/Christmas Break
January 6	Planning Day (No school for students/work day for teachers)
January 20	Martin L. King's Birthday
February 17	President's Day
March 13	Planning Day (No school for students/work day for teachers)
March 16-20	Spring Break
April 10	Good Friday
May 25	Memorial Day
May 27, 28	Semester Exams - Early Release for Middle/High Schools
May 29	Early Release, Last day of school for all students- Semester Exams Middle/High Schools

SANTA ROSA SCHOOL BOARD
SUPERINTENDENT

HIGH SCHOOL GRADUATION DATES

May 18 – Blended Academy	5:00 P.M.
May 18 – Locklin Tech.	7:00 P.M.
May 21 – Santa Rosa High/Adult	7:00 P.M.
May 23 – Pace High	11:00 A.M.
May 23 – Navarre High	2:30 P.M.
May 23 – Gulf Breeze High	6:00 P.M.
May 26 – Milton High	7:00 P.M.
May 28 – Jay High	5:00 P.M.
May 28 – Central School	7:00 P.M.

Semester Exams

1st Semester	
6 period	December 17, 18, 19
2nd Semester	
6 period	May 27, 28, 29

Senior Final Exams

May 20, 21, 22

Storm Days (If Needed)

1st Semester: October 14, January 6
2nd Semester: March 13, June 1