

**STUDENT  
CODE OF CONDUCT**



2017-2018

# **Student Code of Conduct Principles for Student Behavior**

The Student Code of Conduct is based on five principles that articulate the district's expectations for student behavior while at school or school-related activities:

1. My words, actions, and attitudes demonstrate respect for myself and others at all times.
2. I demonstrate pride in myself, in my future, and in my school by arriving on time, dressed appropriately and prepared to focus on my studies.
3. I always seek the most peaceful means of resolving conflict, and I obtain the assistance of teachers, administrators, or school staff when I am unable to resolve conflicts on my own.
4. I take pride in promoting a safe and clean learning environment at my school.
5. I seek positive relationships with all members of the school community, and I help restore relationships with school community members that are affected by my conduct.

When students abide by these principles, the learning environment in all schools will be strengthened.

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**Student's Signature**

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**Parent's Signature**

# Student Code of Conduct

The students of Florence School District One have consistently brought great honor and distinction to themselves and their parents/guardians, the school district, and, of course, the Florence community. Their accomplishments in the classrooms, on the athletic field, and in community service are well known and highly praised.

Most students are excellent examples of good citizens. They are rarely absent or tardy, recognize the importance of learning, enjoy the challenges of increased responsibility, form healthy relationships with staff and other students, participate in school activities of their choice, and in general, meet the demands of growing up and getting an education in a most satisfactory manner.

However, a few students seem unable or unwilling to accept responsibility for their own behavior. Some seem determined to avoid any serious effort to gain an education or to respect common rules of behavior. Worse still, they sometimes make it difficult for serious students to go about the important business of learning.

This Student Code of Conduct identifies unacceptable pupil behavior in our schools. Pupils who commit the offenses listed in this Code will be disciplined as indicated.

Every student and employee has been provided with a copy of this Code. Parents/guardians and the general community have been made aware of this Code, and a personal copy of the Code will be provided to any resident upon request.

The Student Code of Conduct is a work of continuous revision. Community input is encouraged.

## School Climate and Culture

The District defines school climate as the elements in a school related to effective leadership, positive relationships, engaging teaching and learning, welcoming physical environment, and safety. Positive relationships are critical to creating a positive school climate. School leaders set the tone and expectations for

the entire school community, paving the way for all members of that community to take meaningful steps to improve school climate. All members of the school community, including students, parents and guardians, principals, school staff, and the district office, have rights and responsibilities that support a strong and safe school community.

Schools with a positive climate and culture have

- Effective leadership that creates and communicates clear expectations and is accessible and supportive of school staff and staff development
- Positive relationships with all stakeholders, students, parents, teachers/staff, school police, and community partners
- Training and resources to resolve conflicts peacefully and respectfully, with suspensions used only as a disciplinary measure of last resort
- Supports for students who are experiencing emotional crisis, trauma, or serious challenges in their homes or communities
- Engaging academic and extracurricular activities for students that meet behavioral, developmental, and academic needs
- Effective communication among schools, parents, and communities
- Clean, well-maintained, and welcoming environments that clearly demonstrate school pride and a love of learning
- A learning environment where students and staff feel physically and emotionally safe

## Authority of the Board of Trustees

The Board of Trustees may authorize or order the expulsion, suspension, or transfer of any student for a commission of any crime, gross immorality, gross misbehavior, persistent disobedience, or for violation of written rules and regulations established by the Board of Trustees or State Board of Education. The Board may also authorize or order the expulsion, suspension, or transfer of any student when the presence of the student is detrimental to the best interest of the school. When a student

commits an offense that is also a violation of the South Carolina Code of Laws, the appropriate law enforcement authorities will be notified.

59-63-210; 59-63-240 Code of Laws of S.C., 1976

## **Application of the Student Code of Conduct**

The Student Code of Conduct applies to students at all times while they are on district property, at any school-sponsored activity, including field trips, and while traveling to and from school or any school-sponsored activity. Other incidents that occur off school grounds are generally not addressed by the district's Student Code of Conduct. However, we recognize that some incidents that occur off school grounds may seriously affect school safety and school climate. In those cases, schools may implement intervention or disciplinary responses based on their impact on school safety and school climate.

## **Students with Disabilities**

The district recognizes that additional steps must be taken when students with disabilities are disciplined. The Student Code of Conduct requires principals and school staff to follow Board policies, regulations, and state and federal laws concerning the discipline of students with disabilities, including procedures for determining manifestation (that is, whether the behavior is linked to a student's disability), conducting Functional Behavioral Assessments and developing Behavioral Intervention Plans.

Students with disabilities cannot be removed from school for more than 10 consecutive or cumulative school days without an IEP or 504 team meeting, as appropriate, at which a manifestation determination is made. Students with disabilities should not be removed from school for behaviors that are a manifestation of their disability.

## **Role of School Resource Officer (SRO)**

The Florence City Police and Florence County Sheriff's Office partnerships exists to support school administrators in establishing positive school climates that enable students to receive quality instruction in an engaging learning environment that is safe and orderly. Officers work to build positive relationships with students, thereby reducing school violence, improving

school and law enforcement collaboration, and improving perceptions and relations among students, staff, and law enforcement. School administrators handle normal disciplinary interventions for students' behavioral infractions. The necessity and appropriateness of police involvement varies with the circumstances of each incident; however, SRO's are to be informed as identified in the Student Code of Conduct or when the school community anticipates imminent threat or danger. SRO's will not be involved in matters of routine discipline, as police intervention is designed to be exercised as a last resort. If imminent threat or danger cannot be abated and it is determined that police intervention is necessary to resolve the situation and determine a disciplinary response, students should be afforded all relevant due process rights guaranteed under federal, state, and local law. Law enforcement is independent of the school district and has authority over any situation where a law has been violated.

## **DECISION PROCESS**

Decisions on discipline infractions are made by the administrators of the building based on discipline precedents. **In cases where a range of possible levels of response is indicated, administrators are to determine the appropriate level by taking into consideration the circumstances of the incident and the student's age, grade, developmental level, intentionality, and prior infractions.** If an unusual situation occurs, the principal will contact the appropriate district level administrator prior to finalizing the decision. If a student referred to the office is suspended out-of-school, in-school or overnight, the parent/guardian will be notified and is required to attend a parent/student administrator conference prior to their child(ren) being readmitted to school.

## **NOTE TO PARENTS/GUARDIANS AND STUDENTS**

Even though the Code attempts to be comprehensive, the Code cannot cover every possible student misbehavior. **Administrators are given the authority to deal with behaviors not covered by the Student Code of Conduct.**

# Important Terms

**ADMINISTRATIVE HEARING:** An administrative hearing occurs when there is a serious concern about a student's behavior. A violation of an offense requiring an administrative hearing will result in a minimum three (3) day out-of-school suspension pending the scheduled hearing and, if necessary, notification of law enforcement authorities. The violation may also lead to a recommendation for expulsion from school. The hearing will take place at a time and site set by the district's hearing officer after the parent/guardian has contacted the District Office for the hearing. Students with multiple violations may be recommended for an administrative hearing by the principal or designee.

**ADMINISTRATIVE HEARING OFFICER:** The Superintendent may appoint one or more persons to serve as administrative hearing officers. The decision of a hearing officer is final unless appealed to the Superintendent/designee in writing within five (5) working days of the decision of the hearing officer.

**ALTERNATIVE LEARNING ACADEMY:** A student assigned to the Alternative Learning Academy for the first time may be returned to his/her home school after completing a minimum of 30 school days and being recommended for return by the principal, Alternative Learning Academy coordinator, and Director of Secondary Education. If approved, the student would return to the home school at the beginning of the next grading period. A principal has the authority to veto a student's return one time.

A student who remained in Alternative Learning Academy due to a principal's veto may be eligible for consideration after a second 30-day period.

**BOARD HEARING:** If a student is expelled and appeals to the Board of Trustees, a hearing will be scheduled. At the hearing the parent/guardian will be asked if they wish an open or closed hearing. Once the hearing begins the school administration will present its case including any witnesses. The student and parent/guardian will present their case including any witnesses. The Board members may ask questions of either party. The Board will go into

executive session to deliberate the issue. Once out of the executive session the Board will render a decision, which is final.

**COUNSELING:** Counseling will be provided for students who violate a discipline code offense. It will be determined by the principal, his/her designee, or upon request by parent(s)/guardian(s).

**CRIMINAL CONDUCT:** A student charged with criminal conduct/or returning from an incarceration in the penal system may be denied readmission to school. The student may appeal the non-admittance to the Board of Trustees.

**EXPULSION:** The Board of Trustees may authorize or order the expulsion of any student for a commission of any crime, gross immorality, gross misbehavior, persistent disobedience, or for violation of written rules and regulations established by the Board of Trustees or the State Board of Education. Expulsion means the loss of privilege to attend classes or other school functions for the remainder of the school year. Every expelled student has the right to petition for readmission for the succeeding school year, unless permanently expelled as an incorrigible student. A student previously expelled and facing an expulsion hearing for the second year in a row will be denied attendance in the regular school program and may be recommended for permanent expulsion.

**SECOND EXPULSION:** A student removed from the traditional school setting for a second time due to expulsion, attendance in the Alternative Learning Academy, or Adult Education, will not be readmitted to the traditional school program in District One. The student accepted into Alternative Learning Academy or Adult Education may continue if he/she meets the program guidelines.

**IN-SCHOOL SUSPENSION:** The school administrator will assign students to in-school suspension as indicated in the discipline code. The student may not attend regular classes, but rather will be assigned to the in-school suspension room for the entire time of the suspension.

## Definition:

1. The in-school suspension program is offered

as an alternative to suspension out-of-school.

2. The building administrators will assign students to the in-school suspension program and determine the length of time to be spent in the program.
3. A conference with the student, parent/guardian, and administrator is required before the student is released from the in-school suspension program to re-enter regular classes.
4. Students who are assigned to the in-school suspension program are required to complete their regular classroom assignments. In addition, the student may be assigned modules to complete that will require the student passing an assessment before he/she may return to class.
5. Proper behavior in the in-school suspension room is expected of every student.
6. Students refusing to report to in-school suspension will be given an automatic three (3) day out-of-school suspension.

**Note:** Students who commit an offense at the Career Center will be placed in the in-school suspension program at his/her home school.

**INTERVENTIONS:** The schools will provide activities/counseling/strategies that will provide the student information on changing the negative behavior. Students may be referred to community agencies for intervention. Students will be responsible for any cost for agency intervention.

**LAW ENFORCEMENT:** School administrators must contact law enforcement authorities immediately upon notice that a person is engaging or has engaged in activities on school property or at a school sanctioned or sponsored activity which may result or results in injury or serious threat of injury to the person or to another person or his property. Please note "required reporting" in Code. If the level is not required reporting to law enforcement, it is the administrator's discretion to report or not report to law enforcement.

**MAKE-UP WORK:** (Secondary) All work missed due to an absence must be made up within five (5) school days as scheduled by the teacher(s). If a student has more than one graded assignment to make up, the student and teachers will agree on a schedule. Failure to make up the assignment will result in a zero for the work. Elementary students will be allowed to make up any graded assignment/examination within a reasonable period of time.

**OFFENSE:** This is a violation of school rules occurring on any school property, while riding a school bus, or while attending any day or night function or activity under the jurisdiction of the school. Misbehavior related to S.C. High School League sanctioned events and any other school extracurricular activity, whether on or off campus, is subject to the Student Code of Conduct. An accumulation of offenses will increase the severity of the punishment.

**OUT-OF-SCHOOL SUSPENSION:** Suspension from school for a specified number of days up to ten (10) for any one offense means the student may not attend classes or any other school function, ride a school bus, or enter school grounds except for a prearranged conference with a school administrator. When a student is suspended from a class or a school, the administrator shall notify, in writing, the parent or legal guardian, giving the reason for such suspension and setting a time and place when the administrator shall be available for a conference with the parent or guardian. The conference shall be held within three (3) school days of the date of the suspension.

**OVERNIGHT SUSPENSION:** The school administrator will assign suspension effective from the end of the school day on which the violation occurred, and reinstatement will be immediate following a conference between a parent or guardian and the school administrator. It is the student's responsibility to inform parents/guardians, and the parents'/guardians' responsibility to set up the conference. If the conference is held prior to the beginning of the next school day, the student will suffer no loss of class/activity privilege. If a student returns to school without a parent/guardian conference being held, the parents/guardians will be contacted by the school. The student will remain

in the office until the parent(s)/guardian(s) come for the conference or arrangements are made by the parent(s)/guardian(s) with the administrator.

#### **REINSTATEMENT OF STUDENT AFTER ADMINISTRATIVE HEARING:**

The parent/guardian of a student allowed to return to school following a hearing will be informed of the conditions of return. The parent/guardian, student, and hearing officer will sign a statement acknowledging the consequences if a second administrative hearing is necessary. The signed statement will be placed in the school file. If the parent/guardian refuses to sign the statement, the form will so note and be placed in the file.

A subsequent violation by a student readmitted following an administrative hearing may result in a second administrative hearing.

The student and parent/guardian, upon reinstatement, will meet with the first available guidance counselor following the administrative hearing.

**TRANSFERS:** A student transferring in from another school district with a history of disciplinary problems may be admitted to the school at the discretion of the building principal. If denied admission, the student has the right to appeal to the Superintendent/Designee.

#### **PROCEDURES FOR SUSPENSION/EXPULSION OF DISABLED STUDENTS**

1. If a disabled student commits an offense(s), which may lead to suspension, the administrator will first consider the student's disabling condition and what alternative punishment, if any, is desired.
2. If suspension without an administrative

hearing is justified, the administrator will follow standard district suspension procedures, including written notices to parent/guardian and a referral will be made for a Functional Behavior Assessment/Behavioral Intervention Plan when appropriate.

3. If a disabled student is suspended for an administrative hearing, the building administrator must notify district office personnel to ensure that a mutually convenient date and time is scheduled with the parent/guardian, school officials, and hearing officer. In no case may the student be suspended for more than ten (10) days. Indefinite suspensions are not permitted under South Carolina law. Parents/guardians have the responsibility to attend the hearing.
4. If a disabled student is suspended for an administrative hearing and expulsion is recommended by the school officials, the building administrator must immediately notify district office personnel who will arrange for both a manifestation meeting, and the administrative hearing. The multi-disciplinary team will review the list of offenses committed, determine whether or not the student committed the offenses, and if the offenses are related to the disabling condition of the student. If the committee feels the expellable offense(s) was related to the student's disability, expulsion will not be used. However, the committee may recommend a more or less restrictive placement.
5. Parents/guardians will be informed of their due process rights, as appropriate.

# Levels of Intervention and Disciplinary Response

The categories shown are designed to guide administrators in using progressive interventions and responses to teach and motivate students to change their behaviors.

In cases where a range of possible levels of response is indicated, administrators are to determine the appropriate level by taking into consideration the circumstances of the incident and the student's age, grade, developmental level, intentionality, and prior infractions.

If, on a first offense, administrators believe a level 4 response is warranted, they must contact the Director of Elementary or Secondary Education for guidance and support before proposing extended suspension or a hearing.

The principal and faculty will develop a written set of expectations for student classroom behavior to include guidelines to be used by teacher/staff member prior to office referral.

## **LEVEL 1 Classroom Interventions and Responses**

These interventions aim to teach correct and alternative behavior so students can learn and demonstrate safe and respectful behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies.

- Contact parent via telephone, email, or (if permission to do so has been secured) text message
- Verbal correction
- Reminders and redirection (e.g., role play)
- Written reflection or apology
- Seat change
- Parent or guardian conference
- Daily progress sheet on behavior
- Establish buddy teacher system
- Loss of classroom privileges
- Teacher or student conference
- Loss of Recess
- Behavior Contract

## **LEVEL 1 School Support Interventions and Responses**

These interventions often involve support staff, both school based and within the broader community, and aim to engage the student's support system to ensure successful learning and consistency of interventions and to change the conditions that contribute to the student's inappropriate or disruptive behavior.

- Parent or guardian notification \*
- Restorative practices including community conferencing
- Mentoring
- Peer mediation
- IEP or 504 team
- IEP meeting
- Development of Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP)
- Referral to school-based counselor
- Referral to appropriate after-school program
- Service to school
- Restitution
- Conflict resolution
- Community mediation
- Short-term behavioral progress reports
- Referral to community organization
- Confiscate material/equipment
- Development of student support team plan
- Loss of driving privileges
- Warning
- Other interventions identified by staff

## LEVEL 2 Administrative Staff Interventions and Responses

These interventions can involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.

- Parent or guardian notification \*
  - Change in schedule or class
  - Loss of privileges
  - Restitution
  - Conflict resolution
  - Peer mediation
  - Reprimand by appropriate administrator
  - Referral to school counselor
  - Referral to IEP or 504 team
  - Development of FBA and BIP
  - Overnight suspension
  - In-school suspension
  - Mentoring
  - Referral to substance abuse counseling
  - Referral to ABE
  - Confiscate material/equipment
  - Loss of driving privileges
  - Law enforcement contact
  - Other interventions identified by staff
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## LEVEL 3 Suspension and Referral Responses

These interventions may involve the removal of a student from the school environment for up to three days because of the severity of the behavior. The duration of the suspension, if issued, is to be limited as much as practicable while adequately addressing the behavior.

- Parent or guardian notification \*
  - Short-term suspension (**one to three days**)
  - In-school suspension
  - Overnight suspension
  - Restorative practices including community conferencing\*
  - Referral to IEP team for manifestation determination for students with disabilities
  - Revision to IEP or 504 plan (students with disabilities) as needed
  - Development of FBA and BIP
  - Referral to substance abuse counseling
  - Referral to community organization (e.g., mentoring programs)
  - Referral to behavior counseling
  - Referral to ABE
  - Behavior contract
  - Referral to Circle Park
  - Loss of driving privileges
  - Other interventions identified by staff
  - Law enforcement contact
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## LEVEL 4 Extended Suspension and Referral Responses

These interventions involve the removal of a student from the school environment because of the severity of the behavior. They may involve the placement of the student in an alternative environment that provides additional structure to address behavior. These interventions focus on maintaining the safety of the school community and ending behavior that is harmful to the student or others.

- Parent or guardian notification \*
- Suspension (**one to three days**)
- Expulsion (serious behavioral infractions; more than 45 days)
- Development of FBA and BIP
- Referral to IEP team for manifestation determination for students with disabilities
- Recommendation for hearing
- Revision to IEP or 504 plan (students with disabilities) as needed
- Alternative education placement
- Referral to substance abuse counseling
- Permanent expulsion for serious offenses as outlined in policies and regulations
- Law enforcement contact
- Suspension from bus
- Administrative Hearing
- Referral to Circle Park

\* Required Response

## Inappropriate or Disruptive Behavior and Levels of Response

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	Law Enforcement Informed	NOTES
<b>Absences</b>						
Unexcused absence from school	●	●				
Persistent or excessive absences from school <b>(150)</b>	●	●				<i>Attendance Interventions Required</i>
Habitual truancy <b>(152)</b>	●	●				
<b>Alcohol (680)</b>						
Under the influence		●	●		●	<i>Referral to Circle Park for appropriate substance abuse counseling.</i>
Possessing	●	●	●	●	●*	
Distributing or selling		●	●	●	●*	<i>* Required Reporting</i>
<b>Arson (500)</b>				●	●*	<i>* Required Reporting</i>

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	Law Enforcement Informed	NOTES
<b>Attack on Student (009)</b>						
No visible physical injuries (014)	●	●	●			
Bodily injury for Pre-K to grade 6 (009)		●	●			
Fighting – Physical aggression with another student (009)	●	●	●			
Bodily injury for grades 7 to 12 (009)			●	●	●	
Two or more persons intentionally attacking a student, Pre-K to grade 3 (250)	●	●	●			
Two or more persons intentionally attacking a student, grades 4 to 12 (250)		●	●	●	●*	
<b>Bomb Threat (260)</b>						
Pre-K to grade 3	●	●	●		●*	* Required Reporting
Grades 4 to 6		●	●	●	●*	
Grades 7 to 12				●	●*	

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	Law Enforcement Informed	NOTES
<b>Bullying, Including Cyberbullying and Gang-Related Incidents (651)</b>						
Intentional conduct (including verbal, physical, or written conduct or electronic communication) that is threatening or seriously intimidating and substantially disrupts the orderly operation of a school <b>(027)</b>	●	●	●			
Serious bullying (i.e., repeatedly over time engaging in intentional negative behaviors that adversely affect another student or students' ability to participate in or benefit from a school's education or extracurricular programs) <b>(651)</b> Cyber bullying <b>(652)</b>		●	●	●	●	
Publishing a fight or other disturbance	●	●	●		●	
<b>Bus Violations</b>						
Minor disruption on the bus (e.g., eating, drinking, being too loud, standing, etc.)	●	●	●			<i>A student may be denied the use of the school bus for misbehavior. (see page 25)</i>
Serious disruption on the bus <b>(340)</b>		●	●	●	●	

	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>	<b>Law Enforcement Informed</b>	<b>NOTES</b>
<b>Class Cutting (160)</b>						
Failure to attend a scheduled class <b>(320)</b> or leaving school without permission <b>(310)</b>	●	●	●			
<b>Cheating (190)</b>						
Giving or accepting assistance, plagiarizing (may receive a failing grade for assignment)	●	●				
<b>Classroom Disruption (7)</b>						
Talking out in class or talking out of turn, picking on or teasing other students, and other behavior that detracts from student learning	●	●				
Serious classroom disruption that directly affects the safety of others (e.g., throwing harmful items, turning over tables, or disrupting a fire or safety drill, etc.)	●	●	●			

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	Law Enforcement Informed	NOTES
<b>Defiance of Authority and/or Insubordination (270)</b>						
Failure to follow directions	●	●				<i>Non-violent/ Non-physical</i>
Deliberate refusal to follow request by school personnel or agents	●	●	●			
<b>Disrespectful Behavior</b>						
Inappropriate, obscene gestures <b>(290)</b> , symbols, profanity, comments, or offensive language to <b>students (210)</b>	●	●	●			
Inappropriate gestures, symbols, profanity, comments, or offensive language to <b>school personnel (420)</b>	●	●	●	●		
Using verbal insults <b>(420)</b> or put-downs, lying to, misleading, or giving false information to school personnel	●	●	●	●		
Language, behavior, or <b>(420)</b> disrespect which demeans, insults, incites, or is inflammatory to others (school personnel or students) based on ethnic, cultural, religious, gender, or individual differences	●	●	●	●		
<b>Distribution of unauthorized materials (018)</b>	●	●				

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	Law Enforcement Informed	NOTES
<b>Dress Code (280)</b>	●	●				<i>Refer to dress code standards (see page 23)</i>
<b>Drugs, Controlled Substances, Inhalants, Paraphernalia, or Purported Substances</b>						
Possessing (580)		●	●	●	●*	<i>Referral to Circle Park for appropriate substance abuse counseling</i>
Under the influence (575)	●	●	●		●	
Distributing or selling (570)				●	●*	
<b>Extortion (600)</b>						
Pre-K to grade 1	●	●				<i>Taking or attempting to take money or property from another by threat of force, express or implied</i>
Grades 2 to 6		●	●			
Grades 7 to 12		●	●	●	●	
<b>False Activation of a Fire Alarm (350)</b>						
Pre-K to grade 1	●	●	●		●	* Required Reporting
Grades 2 to 6		●	●	●	●	
Grades 7 to 12			●	●	●*	

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	Law Enforcement Informed	NOTES
<b>Gambling (630)</b>	●	●				
<b>Gang Materials (250)</b>						
Displaying/possession of gang materials/signs/symbols	●	●	●			
<b>Harassment Based on Race, Ethnicity, Gender, Sexual Orientation, Disability, or Religion, Including Cyber harassment, against Staff and Students</b>						
Minor harassment (e.g., verbal discriminatory actions) <b>(012)</b>	●	●	●			
Serious harassment (e.g., verbal discriminatory actions) <b>(012)</b>		●	●	●	●	
<b>Horseplay</b>						
Running <b>(024)</b> , making excessive noise <b>(400)</b>	●	●				
<b>ID Violation (360)</b>	●	●				

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	Law Enforcement Informed	NOTES
<b>Inciting or Participating in Disturbance (20)</b>						
Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning and directly affects the safety of others. Disrupting lawful assembly		●	●	●	●	
<b>Physical Contact with School Personnel</b>						
Striking/physical contact with a staff member who is intervening in a fight or other disruptive activity <b>(520)</b>	●	●	●		●	
Attack against school personnel: physically attacking an employee or other adult, including intentionally striking a staff member who is intervening in a fight or other disruptive activity (pre-k to grade 3) <b>(510)</b>	●	●	●	●	●	
Attack against school personnel: physically attacking an employee or other adult, including intentionally striking a staff member who is intervening in a fight or other disruptive activity (grades 4 to 12) <b>(510)</b>		●	●	●	●*	

*\* Required Reporting*

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	Law Enforcement Informed	NOTES
<b>Portable Electronic Device Use at Unauthorized Times</b>						
Use of operative cell phones, handheld mobile devices, electronic game devices, and other similar items are allowed only as approved by the principal <b>(330)</b>	●	●				<p><i>See Portable Electronic Devices (see page 24)</i></p> <p><i>On the first infraction, students must be given a warning; only after the first infraction can the student be subject to Level 1 Intervention.</i></p> <p><i>Cell phones may be confiscated for up to 24 hours.</i></p>
<b>Property Damage, Including Graffiti</b>						
Minor (under \$100) or accidental damage <b>(023)</b>	●	●				<i>Restitution may be required</i>
Damage to another person's or school property (Above \$100) <b>(760)</b>		●	●	●	●	
<b>Robbery (730)</b>						
Taking money or property from another by force or intimidation (pre-k to grade 3)	●	●	●			<i>Restitution may be required</i>
Taking money or property from another by force or intimidation (grades 4 to 12)			●	●	●	

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	Law Enforcement Informed	NOTES
<b>School Equipment Use without Permission</b>						
Computer violation, (220) Property misuse (023)	●	●	●	●	●	
False activation of a school alarm						
Pre-K to grade 1 (002)	●	●	●		●	
Grades 2 to 6 (002)		●	●	●	●	
Grades 7 to 12 minor (002) major (700)			●	●	●	
<b>Sexual Assault or Offense</b>						
Forced sexual act (610)				●	●*	*Required Reporting
<b>Sexually-Based Infraction</b>						
Sexual harassment (013) (e.g., unwelcome sexual advances; request for sexual favors; other inappropriate verbal, written, or physical conduct of a sexual nature), areas off limits, sexting		●	●	●		
Sexual activity or sexual misconduct (013) indecent exposure (019), engaging in sexual activity (690), areas off limits (200), PDA (015)	●	●	●	●	●	

	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>	<b>Law Enforcement Informed</b>	<b>NOTES</b>
<b>Tardiness (180)</b>						
Persistent or excessive tardiness to class or school <b>(180)</b>	●	●	●			<i>See Tardiness (see page 24)</i>
Failure to Attend Class <b>(160)</b>	●	●	●			
<b>Technology Acceptable Use Policy Violation</b>						
Student access to inappropriate Internet sites (pornography, hate groups, violence, illegal activity, extremist groups, online advertising, sexting, etc.); violation of acceptable use policy <b>(220)</b>	●	●	●	●	●	<i>Refer to the district website at <a href="http://www.fsd1.org">www.fsd1.org</a></i>
Student altering computer setup (e.g. password, security, setting, etc.) <b>(220)</b>	●	●	●	●		<i>Refer to the district website at <a href="http://www.fsd1.org">www.fsd1.org</a></i>
<b>Theft</b>						
Under \$100 <b>(740)</b>	●	●	●			<i>Restitution may be required</i>
More than \$100 <b>(670)</b>		●	●	●	●	

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	Law Enforcement Informed	NOTES
<b>Threat against School Personnel, Written or Verbal (27)</b>						
Pre-K to grade 3	●	●				* <i>Required Reporting</i>
Grades 4 to 6	●	●	●		●	
Grades 7 to 12		●	●	●	●*	
<b>Threat to Student, Verbal or Physical (027)</b>						
Threatening or aggressive language or gestures directed toward another student (Grades K – 6)	●	●	●			
Threatening or aggressive language or gestures directed toward another student (Grades 7 - 12)		●	●	●	●	

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	Law Enforcement Informed	NOTES
<b>Tobacco Possession or Use (230)</b>						
Possession, use, sale, or distribution of tobacco products, e-cigarettes, lighters	●	●	●	●	●	
<b>Trespassing (750)</b>						
Being on school property without permission	●	●	●	●	●	
<b>Unauthorized Area</b>						
Student in unauthorized area (200)	●	●	●			
Loitering (240)	●	●	●			
Hall Pass Violation (410)	●	●	●			
Recording another student without permission (200)	●	●	●			
Recording school personnel without permission (200)	●	●	●			

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	Law Enforcement Informed	NOTES
<b>Weapons, Firearms, and Explosives</b>						
Explosives <b>(10)</b> (possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares, or any combustible or explosive substances or combination of substance or articles)		●	●	●	●*	<i>Applicable at school, at school-sponsored activities, or when involved in incidents affecting the safety or welfare of the school community; expulsion for no less than one calendar year is mandated by law for firearms violations</i>  * Required Reporting
Firearms <b>(789)</b> (possession of a firearm as defined in 18 USC 921 of the federal code; e.g., handguns, rifles, shotguns, and bombs)				●	●*	
Other guns <b>(789)</b> (possession of a gun of any kind, loaded or unloaded, operable or inoperable; e.g., BB guns, pellet guns, etc.)				●	●*	
Other weapons <b>(789)</b> (possession of any other implement that could cause bodily harm, other than a firearm or other gun)		●	●	●	●*	
Use of any other weapon of any kind in the commission of an aggressive act toward another person <b>(789)</b>				●	●*	
Possession of a toy gun, water gun, or look-alike gun that is not used in the commission of an aggressive act toward another person <b>(K-6)</b>	●	●	●	●	●	
Possession of a toy gun, water gun, or look-alike gun that is not used in the commission of an aggressive act toward another person <b>(7-12)</b> minor <b>(002)</b> major <b>(700)</b>	●	●	●	●	●*	

# Dress Code

Student dress affects his or her school performance. Students in schools with identified guidelines tend to have fewer discipline referrals and better grades.

An established dress code prepares students for standards in their future employment. Clothing for students should consist of normal school attire. Any clothing that promotes negativity or is considered a disruption to the learning process will not be tolerated.

The following guidelines shall be observed:

- No hats, caps, hoods, visors, towels, sunglasses, or any type of headgear is to be worn on the head in the building at any time.
- Bandanas, head sweat bands, and wrist sweat bands are not allowed on campus.
- No clothing or accessories promoting the use of alcohol, tobacco, drugs, violence, weapons, or gang activity are to be worn at any time.
- Attire that is immodest, having stated or implied profanities, obscenities, or sexual references may not be worn at any time.
- Shirts, tops, blouses, etc., must cover the midsection and not show cleavage.
- Shorts, skirts, etc., must be long enough so that when hands are extended by the side, the student does not touch skin. Garments should be of adequate length to assure modesty when the student is seated or engaged in school activities. Skirts, shorts, dresses, and shirts must be worn with any form-fitting attire such as leggings, leotards, tights, or jeggings and must reach below the fingertips.
- Pants/jeans must be worn at the waist. Underclothing is not to be exposed.
- Tank tops are not allowed. All shirt straps must be at least the width of two fingers.
- Shoes must be worn at all times.

- No pajamas or bedroom shoes are allowed.
- Wearing accessories or clothing that could pose a safety threat to one's self or others is not allowed. This includes but is not limited to, heavy chains not made as jewelry, fishhooks, multiple-fingered rings (rings welded together resembling brass knuckles or rings that can be used as a weapon), studded bracelets or collars, nose/lip to ear chains, etc. No medallions will be worn larger than the student's ID badge. Unusual body piercing that is disruptive to the order of the school or is a distraction to the learning environment will not be allowed. No wallet chains or other type chains that may be dangerous or disruptive will be allowed.
- All clothing is to be worn appropriately and as designed.

# Portable Electronic Devices

## Elementary

Operative cell phones, handheld mobile devices, electronic game devices and other similar items are not allowed during the school day (7:40 AM – 2:15 PM) without the principal's permission.

## Secondary

Operative cell phones, handheld mobile devices, electronic game devices and other similar items are not allowed during the school day (8:30 AM – 3:35 PM) except in designated areas during designated time periods. The principal may approve operative devices for classroom use.

# Tardiness

Tardies are cumulative rather than each scheduled period independent of the other. (Includes late to school and late to class).

## Acceptable Excuses for Tardiness

- A signed note from medical, court, law enforcement, or other authority indicating the reason for the pupil's tardiness.
- Accidents that can be **documented by the principal**, including any police report or witness, if available.
- Malfunctioning automobiles directly causing the tardiness **with documentation to principal's satisfaction**; any frequent use of this excuse for tardiness might result in the student being advised to secure more dependable transportation.

## Unacceptable Excuses for Tardiness

- Oversleeping
- Missing the school bus (unless the school bus departed from its regular schedule)
- Arriving late due to dependence on another person (parent, student, or anyone else).
- Walking to school
- Being held up in traffic
- Trouble with a vehicle that could have been anticipated and controlled (example: insufficient gas).

# Recommended Consequences (Late to School/Class)

## Elementary

<b>First Time:</b>	Warning
<b>Second Time:</b>	Warning
<b>Third Time:</b>	Warning/letter to parent/guardian
<b>Fourth Time:</b>	Warning
<b>Fifth Time:</b>	Overnight suspension Notify attendance supervisor
<b>Sixth Time:</b>	One (1) day out-of-school suspension The parent may attend school with the child in lieu of out-of-school suspension. This may be one-half or one day as determined by the principal. (Principal option)

## Secondary

<b>First Time:</b>	Warning
<b>Second Time:</b>	Overnight suspension
<b>Third Time:</b>	Overnight suspension
<b>Fourth Time:</b>	One (1) day in-of-school suspension
<b>Fifth Time:</b>	One (1) day out-of-school suspension Notify attendance supervisor

# Bus Violation

A student may be denied the use of the school bus for misbehavior. Consequences recommended by the state:

## Offenses

1. Behavior that distracts the driver and impairs the safe operation of the bus such as loud noise, refusal to be seated, etc.
2. Pushing, shoving, tripping, etc. while boarding, riding, or departing the bus.
3. Extending arms and/or head out of the bus window at any time.
4. Throwing objects in or out of the bus.
5. Operating/tampering with the bus door or emergency door.
6. Use of emergency door except in case of an emergency or bus evacuation drill.
7. Refusing to allow another student to sit in a seat.
8. Electronic devices may be active, but may not be audible or cause a disturbance.

## Consequences

- First Time:** Warning
- Second Time:** Parent/guardian conference required before riding bus
- Third Time:** Two (2) day bus suspension; conference with parent/guardian is required
- Fourth Time:** Five (5) day bus suspension; conference with parent/guardian is required
- Fifth Time:** Ten (10) day bus suspension; conference with parent/guardian is required
- Sixth Time:** Suspended from bus remainder of school year

# Pupil Operation of Motor Vehicles

Driving vehicles on school property is a privilege granted by the Board of Trustees. Misuse of a motor vehicle on school property, in any manner, may result in the withdrawal of this privilege. All students driving vehicles to school are required to display a current parking permit, as designated by the school, each year that he/she is in attendance and parking on campus.

Students must park only in the area designated for student parking and display a current parking permit. Students are not penalized during the first ten (10) days of school for not having a permit. After the first ten (10) days, penalties will be imposed.

Penalties will be imposed for the following:

- Failure to display current permit after the first ten (10) days of school
- Parking Violations
- Speeding on school grounds
- Reckless and unsafe operation of motor vehicle on school grounds.

## Consequences

- First Time:** Loss of driving privilege for one week.
- Second Time:** Loss of driving privilege for the remainder of the current semester.

Students are required to park and leave their vehicles when they arrive in the morning. They are not to return without permission from one of the principals until they are ready to leave for the day. All parking areas, including bus areas, are off limits except during arrival and departure.

# Procedures for Administrative Hearings and Board Hearings

**An Administrative Hearing will be conducted by the District administration as specified in the Florence District One Student Code of Conduct.**

1. A student who commits a violation leading to an administrative hearing will be suspended pending such a hearing. The hearing will be held at a time and place set up with the hearing officer and will be confirmed by telephone.

2. On his own authority, the hearing officer will hear the views of all parties and review any documents presented. After hearing the testimony, the hearing officer will make a decision as to suspension or any other action deemed necessary. If more information is requested by the hearing officer, the decision may be delayed until the information is received. If suspension or other action is ordered, it will be instituted immediately. The judgment of the hearing officer is final unless appealed to the Superintendent/designee, in writing, within five (5) working days. The Superintendent/designee may review/modify any decision of a hearing officer if he so wishes. If expulsion is recommended, the hearing officer will inform the Superintendent/designee who will make the final decision.

3. If the decision of the hearing officer is appealed, the Superintendent/designee may elect to rehear or review the case. The Superintendent/designee will render a decision as soon as possible. If expulsion is recommended, the Superintendent/designee will conduct a thorough review of the case and render a judgment as soon as possible. The judgment of the Superintendent/designee is final unless appealed to the Board of Trustees, in writing, within ten (10) working days.

4. If the decision of the Superintendent/designee is appealed to the Board of Trustees, a hearing shall take place within fifteen (15) days of the request at a time and place designated by the Board. At the Board hearing, the parents or guardians have the right to legal counsel, at his or her own expense, and to all other regular

legal rights including the right to question all witnesses. The Board shall render a decision within ten (10) days of the conclusion of the hearing. That decision is final unless appealed to the proper court within ten (10) days.

5. The student may be suspended from school and all school activities during the time of the suspension/expulsion procedures. The Board may authorize a permanent expulsion of any incorrigible student.

6. In those cases where a student is acquitted at any level, any days lost due to suspension will not be counted against the student.

## **Student Code of Conduct Principles for Student Behavior**

1. My words, actions, and attitudes demonstrate respect for myself and others at all times.
2. I demonstrate pride in myself, in my future, and in my school by arriving on time, dressed appropriately and prepared to focus on my studies.
3. I always seek the most peaceful means of resolving conflict, and I obtain the assistance of teachers, administrators, or school staff when I am unable to resolve conflicts on my own.
4. I take pride in promoting a safe and clean learning environment at my school.
5. I seek positive relationships with all members of the school community, and I help restore relationships with school community members that are affected by my conduct.