

**2013-2014 Connect Ed Message – Newly Adopted Code of Student Conduct**

**DIRECTIONS:** The following ConnectEd message should be recorded and transmitted to all parents/guardians, and staff beginning Friday, August 16, 2013 and repeated on Saturday, August 17, 2013 and Sunday, August 18, 2013.

**English ConnectEd Message**

Good Evening Parents/Guardians,

This is Mr./Ms./Dr. \_\_\_\_\_, Principal of \_\_\_\_\_  
[School Name]

I would like to welcome you to the 2013-2014 school year. The first day of school is this upcoming Monday, August 19, 2013. Our school hours are from \_\_\_\_\_ to \_\_\_\_\_. It is a important that your child goes to bed early and arrives to school by the designated arrival time.

In addition, we will be sending many important documents home on the first day of school. One of the many important documents will be a letter informing parents/guardians of the School District's Code of Student Conduct.

The letter will provide you with instructions on how to access the code. It is important that you take the time to review and discuss the importance of the Code of Student Conduct with your child. After reading the Code of Student Conduct, you and your child must sign, date, and return the Parent Receipt and Acknowledgement Form that will be accompanied with the referenced letter. Please be sure to return this form to your child's teacher within 5 school days.

I would like to personally thank you in advance for your cooperation during the 2013-2014 school year.

# NAVIGATING THE NEWLY ADOPTED CODE OF STUDENT CONDUCT

2013-2014



## Overview

The newly adopted Code of Student Conduct (COSC) is designed to promote and maintain a safe learning environment free from disruptions that interfere with teaching and learning activities.

The primary objective of Miami-Dade County Public Schools (M-DCPS) is to enhance each student's potential for learning and to foster positive interpersonal relationships. M-DCPS supports the concept that students who possess personal, academic, civic and occupational adequacies will become effective and productive citizens

## Major Components

The Code of Student Conduct has three (3) major design elements and addresses five (5) major areas. Furthermore, the Code of Student Conduct :

- Builds on a progressive discipline model with a wide range of corrective strategies.
- Incorporates expectation of students and staff.
- Is utilized as a teaching tool.
- Focuses on model student behavior and incorporates throughout examples of the District's core values.

## Major Areas Addressed in COSC

- Core values and examples of Model Student Behaviors
- Disruptive behaviors and a range of corrective strategies/ interventions
- Student Rights and Responsibilities
- Vital Alerts
- Glossary defining disruptive behaviors

## Chapter I – Information for Students & Parent/Guardians

- Introduction
- Core Values and Examples of Model Student Behavior
- SPOT success Recognition
- Ways to Recognize Students for Model Behavior
- Synopsis of Model Student Behavior for Level I, II, III, IV, and V

## Chapter II – Behaviors & Range of Corrective Strategies

This section of the Code of Student Conduct outlines the ranges of inappropriate student behaviors in alignment with their corrective strategies. There are five (5) levels of inappropriate behaviors ranging from Disruptive Behaviors to Most Dangerous, Dangerous, or Violent Behaviors. The most common inappropriate behaviors committed by students are those outlined in Level I – Disruptive Behaviors and Level II- Seriously Disruptive Behaviors. Below is a list of those behaviors.

Behaviors	Range of Corrective Strategies
<p><b>Level I</b></p> <p><b>Disruptive Behaviors</b></p> <ul style="list-style-type: none"> <li>• Unauthorized location</li> <li>• Confrontation with another student</li> <li>• Cutting class</li> <li>• Disruptive behavior (including behavior on the school bus and on the school bus stop)</li> <li>• Failure to comply with class and/or school rules</li> <li>• Possession of items or materials that are inappropriate for an educational setting *</li> <li>• Inappropriate public display of affection</li> <li>• Repeated use of profane or crude language (general, not directed at someone)</li> <li>• Unauthorized use of electronic devices</li> <li>• Violation of dress code</li> </ul>	<p><b>Plan I</b></p> <ul style="list-style-type: none"> <li>• Parent/guardian contact **</li> <li>• Reprimand</li> <li>• Student, parents/guardians/staff conference</li> <li>• Peer mediation</li> <li>• Revocation of the right to participate in social and/or extracurricular activities</li> <li>• Confiscation of wireless communication devices</li> <li>• Detention or other Board-approved in-school program</li> <li>• Temporary assignment from class where the infraction occurred</li> <li>• Student contract</li> <li>• School Center for Special Instruction (SCSI) ***</li> <li>• Replacement or payment for any damaged property (if appropriate)</li> <li>• Temporary loss of bus privileges (if appropriate)</li> <li>• Participation in an informal counseling session related to the infraction</li> <li>• Behavior Plan</li> </ul>

Behaviors	Range of Corrective Strategies
<p><b>Level II</b></p> <p><b>Seriously Disruptive Behaviors</b></p> <ul style="list-style-type: none"> <li>Cheating/Misrepresentation</li> <li>Confrontation with a staff member</li> <li>Defiance of school personnel</li> <li>Distribution of items or materials that are inappropriate for an educational setting*</li> <li>Failure to comply with previously prescribed corrective strategies</li> <li>False accusation</li> <li>Fighting (minor)</li> <li>Harassment (non-sexual or isolated)</li> <li>Instigative behavior</li> <li>Leaving school grounds without permission</li> <li>Joining clubs or groups not approved by the School Board</li> <li>Libel</li> <li>Petty theft (under \$300.00)</li> <li>Use of profane or provocative language directed at someone</li> <li>Prohibited sales on school grounds (other than controlled substances)</li> <li>Possession and/or use of tobacco products</li> <li>Slander</li> <li>Vandalism (minor)</li> </ul>	<p><b>Plan II</b></p> <ul style="list-style-type: none"> <li>Parent/guardian contact **</li> <li>School-based program that focuses on modifying the student's inappropriate behavior or promotes positive behavior</li> <li>Suspension from school if approved by the region***</li> <li>Diversion Center</li> </ul>

**Chapter III – Students Rights & Responsibilities**

This chapter allows students maximum freedom under law, commensurate with the school's responsibility for student health, safety and welfare. The rights and responsibilities presented in this section reflect the need for providing students with greater opportunities to serve themselves and society.

Students must realize that every right implies a responsibility, and should conduct themselves appropriately on and off campus. Within every school, the principal and staff have the responsibility and authority for maintaining an orderly educational process. Students are citizens of the greater Miami-Dade Community and represent Miami-Dade Schools at all times.

**Chapter IV – Vital Alerts & Formal Corrective Strategies**

This chapter references topics that are statutorily required to be included in the Code of Student Conduct. It provides students, parent(s)/guardian(s), and school personnel with information on the following topics: zero tolerance policy; off-campus felony offenses; implication for certain sex offenses; wireless communication devices; utilization of the internet and inappropriate use of computers; corporal punishment; individuals with disabilities in education (IDEA) students with 504 plans; implementing the 45-school day alternative placement rule for students with disabilities; temporary removal from class; permanent removal from class; indoor suspension/assignment to school center for special instruction; assignment to an alternative intervention counseling center; peer mediation; other alternatives; denial of bus privileges; denial of the privilege of participating in social and/or extracurricular activities; outdoor suspension; diversion center; assignment to opportunity school; expulsion; and work back program in lieu of expulsion.

The Code of Student Conduct has an extensive detailed glossary of terminology referenced throughout the document with examples.



**ACCESSING THE CODE OF STUDENT CONDUCT**

Parents/guardians can download the COSC, access SPOTsuccess, obtain useful student and school District information by creating a parent account needed for Parent Portal Access. You can also obtain a copy of the new COSC from your child's school.

All parents/guardians are invited to establish a Parent Portal account. To create a new account:

- Logon to <http://www2.dadeschools.net/index.htm>
- Click Parents
- Click Login to portal
- Follow directions on screen

Students, parents, and school employees are encouraged to read the Code of Student Conduct and become familiar with its content.

Please ask your child's teacher, a school counselor or an administrator, if you have questions about accessing any of the features on the portal.

# **SAMPLE "A"**

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**To:** REGION

**Subject:** REQUEST FOR APPROVAL OF OUTDOOR SUSPENSION HABITUAL LEVEL I OR II  
OFFENDERS - SCHOOL NAME - STUDENT NAME - STUDENT IDENTIFICATION  
NUMBER

## **REQUEST FOR OUTDOOR SUSPENSION HABITUAL LEVEL I OR II OFFENDERS**

School Code & Name:  
Student Name:  
Student ID:  
Grade:  
Gender:  
Ethnicity:  
SPED Status (if applicable):  
Primary Exceptionality (if applicable):

SCM# for Incident:  
SPAR # (if applicable):

TYPE OF OFFENSE:  
OFFENSE LEVEL:

DESCRIPTION OF OFFENSE:

Total Number of Outdoor Suspension Day(s) Student has accrued for 2013-2014

DESCRIPTION OF CORRECTIVE STRATEGIES THAT HAVE BEEN IMPLEMENTED  
BY THE SCHOOL TO ADDRESS PREVIOUS BEHAVIORS WITH THIS STUDENT:

Number of Suspension Days Requested:

# **SAMPLE "B"**

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**To:** REGION

**Subject:** REQUEST FOR APPROVAL OF OUTDOOR SUSPENSION FOR OFFENDERS WITH 10 OR MORE CUMULATIVE SUSPENSION DAYS – SCHOOL NAME – STUDENT NAME- STUDENT IDENTIFICATION NUMBER

## **REQUEST FOR OUTDOOR SUSPENSION FOR OFFENDERS WITH 10 OR MORE CUMULATIVE SUSPENSION DAYS**

School Code & Name:

Student Name:

Student ID:

Grade:

Gender:

Ethnicity:

SPED Status (if applicable):

Primary Exceptionality (if applicable):

SCM# for Incident:

SPAR # (if applicable):

TYPE OF OFFENSE:

OFFENSE LEVEL:

DESCRIPTION OF OFFENSE:

Total Number of Outdoor Suspension Day(s) Student has accrued for 2013-2014

DESCRIPTION OF CORRECTIVE STRATEGIES THAT HAVE BEEN IMPLEMENTED BY THE SCHOOL TO ADDRESS PREVIOUS BEHAVIORS WITH THIS STUDENT:

Number of Suspension Days Requested: