

# 2022-2023 Code of Conduct, Character & Support

ENGAGE. CHALLENGE. INSPIRE.

**This Page Left Intentionally  
Blank**



Dear OCS Community,

Welcome to the 2022-2023 school year!

**The OCS Code of Conduct, Character, and Support** was created based upon student, staff, and community feedback. The document's goal is to provide a fair, equitable, and understandable student discipline policy and ultimately, to reduce the number of suspensions and inequitable infractions among our student population.

The purpose of the OCS Code of Conduct, Character, and Support is to ensure that it best protects the rights, safety, and security of our students and staff, and that it reflects the real-life situations they encounter.

Every member of the Orange County Board of Education and the Superintendent wants to make a positive difference, and all of us share a unified goal: ensuring our students — EVERY student — feels safe, supported and welcomed in our district.

Our classrooms serve as gathering places for students from all races, ethnicities, religions, nationalities and identities. Their very diversity is the strength of our community. How they learn together will determine the future of Orange County, our nation, and our world.

Our goal is that every single student — no matter their race, their ethnicity, their religion, their background, their belief or their orientation — knows they can go to school every day, safe, supported and loved.

Significant updates to the Code include sections that:

- Address development of character and conduct for all stakeholders in the Orange County community.
- Define a wide range of opportunities, supports and interventions that promote positive behavior, help students develop self-management and social and emotional efficacy, and enable students to improve and make responsible decisions while demonstrating positive behaviors

- Define ways to intervene early and to effectively minimize impacts when students are struggling with academic, attendance, behavioral and mental health, or family challenges—and particularly students who are experiencing multiple barriers to school success.

In order for the Code to be effective, it must be familiar among our students, staff, and our families. We encourage you to read the Code and use it as a reference should the need arise. Should you have any questions, please contact our OCS Student Engagement and Support Services Director, Dr. Jessica V. Dreher at 919-732-8126 or send an email to [jessica.dreher@orange.k12.nc.us](mailto:jessica.dreher@orange.k12.nc.us).

We look forward to working with you to ensure that all OCS schools remain safe and nurturing environments, where all students can learn and grow to reach their maximum potential.

Warmly,

**Dr. Monique Felder**, *Superintendent*

Orange County Board of Education

**Mr. Will Atherton**, *Board Chair*

**Mrs. Anne Purcell**, *Board Vice-Chair*

**Ms. Carrie Doyle**, *Board Member*

**Ms. Bonnie Hauser**, *Board Member*

**Dr. Jennifer Moore**, *Board Member*

**Mr. André Richmond**, *Board Member*

**Ms. Sarah Smylie**, *Board Member*

# **Table of Contents for the OCS Code of Conduct, Character, and Support**

---

Resource Directory on Inside Cover (Directory of support services, important phone numbers for students and families, hot line numbers)

## **Letter from Superintendent and Board**

### **Introduction**

Why Do We Have a Code of Conduct, Character, and Support?

Goals for the Code

Why Knowing the Code Matters

District Values and Beliefs

Core Principles that Guide the Code

Positive Mindsets Promote School Success

Promoting a Positive School Climate and Culture

Learning about the Code of Conduct, Character, and Support

### **Rights and Responsibilities of School Community Stakeholders**

Students

Families

School Staff

School Principal and Administrators

District Administrators

Superintendent

Board of Education

### **Getting Help**

#### **Promotion and Prevention Toolbox**

#### **Discipline**

District-wide Rules

Determining Disciplinary Responses

Levels of Behavior Concerns, Violations, Consequences and Interventions

Behavior Violations and Consequence Matrix

Guide to Detention and Temporary Student Removal/Exclusion

Guide to Restorative Interventions

#### **Other District Policies**

#### **Glossary of Terms**

#### **Annual Notices**

#### **Acknowledgement of Review and Receipt of the Code**

#### **Signature Forms**

## Why Do We Have an OCS Code of Conduct, Character, and Support?

The OCS Code of Conduct, Character, and Support ensures all students' right to a quality education in a safe, caring, equitable, and supportive learning environment.

We see our schools as centers for culturally diverse learning where all students are educated to their fullest potential and as centers for our community around which we come together in support of education for everyone. The Code provides tools for ensuring that all stakeholders understand and appreciate the expectations of behavior within the school community.

Thus, the Code addresses both development of character and conduct for all stakeholders in the Orange County community. An individual's character reflects the attitudes, attributes, and moral convictions that shape their conduct. Development of good character and social and emotional competencies are essential to each student's academic success in school today and their success in the future.

The Code defines a wide range of opportunities, supports and interventions that promote positive behavior, help students develop self-management and social and emotional efficacy, and enable students to improve and make responsible decisions while demonstrating positive behaviors.

This code applies to everyone when on school property, on a bus, or attending a school function.

## Goals for the Code

The OCS Code of Conduct, Character, and Support aims to:

1. Ensure that no student is subject to harassment, bullying, and/or discrimination based on their race, color, religion, sexual orientation, or language.
2. Promote positive social behaviors, respectful and caring communication, and responsible decision-making.
3. Clearly define rules and expectations for acceptable conduct on school property and at school functions for students, teachers, district personnel, and families.
4. Identify and ensure that adult stakeholders implement fair, clear, equitable, and timely consequences.
5. Implement restorative and accountable interventions that support students to self-management and social and emotional competencies.
6. Increase the capacity and accountability of teachers, administrators and student support specialists to create school communities that embrace all students, promote positive behaviors, and ensure equitable treatment of all students, which promote positive behaviors and equitable practices.
7. Work to intervene early and effectively to minimize impacts when students are struggling with academic, attendance, behavioral and mental health, or family challenges, particularly students who are experiencing multiple barriers to school success.

## Why Knowing the Code Matters

**Students:** The OCS Code of Conduct, Character, and Support is your guide for behavior at school. Your principal, teachers, and other staff members will support your efforts to be successful in demonstrating the

social and academic behaviors and emotional skills that are expected at school. When you follow the expectations and rules in the Code, you will be demonstrating your good citizenship and character and helping to make our school a safe, civil, caring, equitable, and supportive learning environment for everyone.

The Code describes specific behaviors that are unacceptable at school and explains the consequences and interventions that will be assigned when your conduct does not meet expected standards of behavior. This is a guide to understanding your rights and responsibilities.

**Families/Guardians/Caregivers:** The Code is your guide for understanding the social and academic behaviors and emotional skills that are expected of students at school and how school principals, teachers and staff will work with students and families to help them demonstrate positive behavior and experience academic success. The Code also provides information about your rights and responsibilities and your student's rights and responsibilities.

The Code identifies the kinds of behaviors that are not acceptable. Finally, the Code explains the interventions and consequences that will be enforced and implemented if a student violates school rules and policies. Please read the Code with your student and discuss any questions you have with administrators at your student's school. If you have concerns about your student's safety or behavior, please talk to an administrator at your student's school so that you can resolve any concerns and work with school staff to fully support your student's success.

**School Staff:** The Code is a guide for supporting positive student behavior at school. It will support staff accountability to prevent disciplinary problems through the use of effective strategies and systems. It will provide guidance for intervening effectively and appropriately when students don't meet expected standards of behavior or violate school rules and policies. If staff have concerns about safety or your school's climate, please talk to your school principal so that you and your school administration can work together to maintain a safe and orderly learning and work environment.

**School Administrators:** The Code is your guide for supporting a safe, orderly, and productive learning environment. It will help you to promote positive student behavior at school. It will support administrative accountability to ensure effective implementation of school-wide expectations, rules, policies, systems, and practices.

**District Staff:** The Code is your guide for supporting schools in developing a positive school climate that ensures student and staff safety and order. District staff are responsible for assisting in effective implementation of school-wide expectations, rules, policies, systems, and discipline and student support practices. District staff are responsible for assessing and reviewing all disciplinary data and school sanctions by race, ethnicity, disability, and gender of students.

## **District Core Values and Beliefs**

**LEARNING:** We believe in providing world class learning opportunities for each student, to develop resourceful citizens prepared to engage in an ever changing and diverse world.

**CHARACTER:** We expect all adults and students to model behaviors of respect, responsibility, trust-worthiness, fairness, caring, and citizenship.

**LEADERSHIP:** We believe in developing and maintaining strong leaders.

**ENVIRONMENT:** We believe it is necessary to have a clean, safe, and healthy environment.

**COMMUNICATION:** We believe in maintaining open communications with all stakeholders.

**FAMILY AND COMMUNITY ENGAGEMENT:** We value the importance of collaborative relationships between the school district, families, and the community.

**EQUITY:** The concept of educational equity goes beyond formal equality to fostering a barrier-free environment where all students, regardless of their race, class, or other personal characteristics, have the opportunity to benefit and to succeed and thrive.

An emphasis on equity calls on every adult to treat every student as capable of success and recognizes the uniqueness and strengths of each student, allowing for differences in time, attention, instruction, and support to ensure that all students can succeed academically and participate responsibly in our shared community.

Equity is an interruption of systems, structures, policies, and practices that privilege some students while discriminating against other students. Strategies that promote equity are intended to ensure fairness by the following:

1. Countering biased behaviors that cause harm to specific groups.
2. Countering unfair policies, programs, and practices that consistently result in negative outcomes for groups who are disadvantaged by these actions.
3. Negotiating, re-allocating, and sometimes re-imagining resources, opportunities, and supports when equal distribution of these things (one size fits all) results in inequitable outcomes that do not adequately meet specific needs and interests of all groups of students.

**We believe** in learning from our history and each other and striving together to empower all our children by providing them with a high-quality education that benefits them as individuals and our community as a whole.

**We believe** that Orange County Schools should strive to be an educational system that is designed around all children and the ways they learn.

**We believe** in Orange County's rich agriculture and manufacturing heritage and the values it inspires of hard work, self-reliance and craftsmanship passed down to each new generation through our continuously improving and increasingly inclusive system of public education.

**We believe** in the power of qualified teachers and all the employees who support teachers and learning, to make a real difference in the lives of our children and in our community.

**We believe** in the importance of engaging the interest and support of a child's family in achieving high quality educational outcomes.

**We believe** in our schools as centers for equality where all students are educated to their fullest and as centers of our community around which we come together in support of the education of all students.

**We believe** in the importance of our children, our community, our leaders and ourselves working together democratically to solve problems and create opportunities to enrich our collective future.

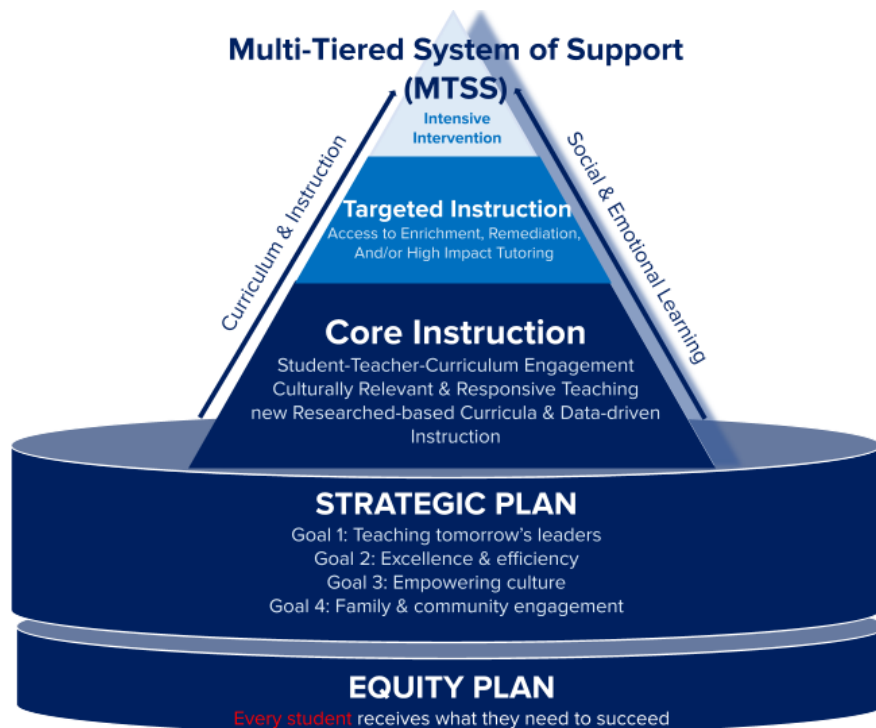


## **Core Principles that Guide the OCS Code of Conduct, Character, and Support**

The following principles form the foundation for creating safe, civil, caring, equitable, supportive and high achieving learning environments.

1. The District's social and emotional learning (SEL) vision aims to create collaborative school environments built on positive and supportive relationships, where students and staff feel safe, valued, respected, and encouraged to be curious, take risks, and learn from their mistakes.
2. The District will foster a community of students who are self-aware, compassionate, critical thinkers motivated to pursue their passions.
3. Social and emotional competencies contribute to improved academic and personal outcomes and enable students to learn and practice how to
  - Manage their emotions
  - Set goals
  - Feel and show empathy for others
  - Develop positive relationships
  - Make good choices
4. All students are capable of achieving their personal best and when necessary improving their behavior with guidance, instruction, support, and coaching.
5. Different students need different kinds and amounts of time, attention, instruction, and support to behave responsibly and succeed academically.
6. Clear, fair, equitable, predictable, and timely consequences signal that a student's actions are deemed to be inappropriate and unacceptable.
7. Restorative interventions involve a process where students and adults take responsibility for what they have said and done, reflect on the impact of their behavior, self-correct to right themselves, problem solve, make amends to repair the harm, learn new skills, and restore their good standing.
8. Students are more likely to behave appropriately when:
  - They feel that staff members care about them and will help them learn and grow.
  - They understand the positive behaviors that are expected of them.
  - All school staff consistently use shared language and practices.
  - All staff provide recognition and feedback for behaving appropriately, making their best effort, and completing high quality work.
9. Effective discipline helps students become more self-managed and teaches students to become more socially and academically skillful.
10. Adults—teachers, principals, administrators, school staff, families, and the larger community - have an obligation to help students learn to be good citizens and lead productive lives by:
  - Leading by example.

- Enabling them to discern right from wrong.
  - Fostering in them the desire to do what is good.
  - Encouraging them to take responsibility for their words and actions.
11. Student discipline and support policies and practices must be implemented in ways that are perceived as respectful and equitable. Interactions between and among district and school staff, students, and families must protect the dignity of each individual and ensure a tone of decency.
  12. Student discipline and support policies and practices must be implemented in ways that are ENFORCEABLE, VIABLE, AND EFFECTIVE.
  13. Every reasonable effort should be made to correct student misbehavior through guidance interventions that are accountable and restorative. It is essential that school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs.
  14. The Code of Conduct is informed by a multi-tiered system of supports (MTSS) that emphasizes PROMOTION of positive behaviors and positive school and classroom cultures; PREVENTION of behaviors that disrupt students' learning, and effective INTERVENTION when students need additional supports to behave responsibly and succeed academically.



## Positive Mindsets Promote School Success

Mindsets are deeply held beliefs and thoughts that make up the mental attitudes and inclinations that shape a person’s interpretation and responses to events. Positive mindsets set the stage for academic engagement and foster social and emotional competence. Positive student mindsets boost students’ confidence about their day-to-day experiences and fire up hope in their future. Positive adult mindsets promote caring, encouragement, and equitable treatment of all students.

Positive Student Mindsets	Adults Mindsets that Support Students
<ul style="list-style-type: none"> <li>● School and schoolwork have value for me.</li> <li>● I see myself as a learner.</li> <li>● I belong to an academic community.</li> <li>● I approach tasks with positive expectations and an open mind.</li> <li>● I accept challenges, take academic risks, and push myself to excel.</li> <li>● My ability and competence grow with my effort.</li> <li>● I express curiosity, enthusiasm, or personal interest in what I am learning.</li> <li>● I cultivate personal talents, values, and positive qualities of character.</li> <li>● I have hope in a positive future I can make for myself.</li> <li>● When I make mistakes, I can correct them.</li> </ul>	<ul style="list-style-type: none"> <li>● I try to understand others’ thinking and feelings.</li> <li>● I seek to understand a situation before I make a judgment.</li> <li>● I problem-solve to reach solutions that meet important needs and interests of everyone involved.</li> <li>● I depersonalize students’ words and actions before I respond.</li> <li>● I model the character traits and behaviors that I want to cultivate in students.</li> <li>● I consider a student’s best interests in any decision.</li> <li>● I care more about the future than the past. I want to move forward.</li> </ul>

## Promoting a Positive School Climate and Culture

The District builds a positive climate and culture based on high expectations, respect, co-accountability, and equitable instruction, practices, resources, opportunities, and support.

Each building promotes a positive school climate and culture that provides students with a supportive environment in which to grow academically, socially, and emotionally. Effective social-emotional learning helps students develop fundamental skills for life success, including: recognizing and managing emotions; demonstrating empathy; establishing positive relationships; making responsible decisions; and handling challenging situations constructively and ethically.

Student engagement is essential to ensure responsible behavior and academic success. Examples of student engagement include: providing students with meaningful opportunities to share ideas and concerns and participate in school-wide initiatives; student leadership development; periodic recognition of students’ achievements in a range of academic and cocurricular areas; using corrective feedback; and developing school-wide positive behavior systems.

## Learning about the OCS Code of Conduct, Character, and Support

- Upon receiving the Code, all District and school staff are accountable to become familiar with the Code and refer to the Code when appropriate in their work with other staff members, students, and families.
- The District will make electronic and hard copies of the Code available to all families at the beginning of the School year and ensure that copies of the Code are available for students, families, and other community members throughout the school year.
- The District will provide informational sessions for families at school “open house” and “curriculum” nights and at least one community-wide meeting.
- The District will make every effort to provide written and audio versions of this Code of Conduct in other languages.
- Every school will provide at least three lessons on the Code (developed by the district) explaining expected behaviors and school citizenship at the beginning of each school year and as needed by students and /or families.
- After a regular annual review, all stakeholders will receive amended copies of the Code each year.
- All stakeholders will complete a copy of the “Acknowledgment of Review and Receipt of the Code.”

## Rights and Responsibilities

### Students

#### Students have the right to:

1. Attend school in the district in which their legal parent or legal guardian resides and receive a free and appropriate public education from age 5 to 21, as provided by law.
2. Be afforded a sound, quality education from pre-K through grade 12 in a school environment that is safe, orderly, purposeful, and promotes learning, where all students are treated fairly and can complete their education.
3. Be respected as individuals and treated courteously, fairly and with dignity and respect by other students and school staff.
4. Express their opinions verbally or in writing or with assistance.
5. Be provided with opportunities, when appropriate, to earn back privileges, reduce length of exclusionary sanctions, and/or restore their good standing through restorative actions completed by the student.
6. Take part in all school activities on an equal basis regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, political affiliation, age, or disability.
7. Be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, political affiliation, age, or disability, by employees or students on school property or at a school sponsored event, function, or activity.
8. To be afforded due process by:
  - being provided with the Code and rules and regulations of the school district. Schools shall ensure that

all students and school staff are made aware of and have access to detailed information about school rules, policies, and procedures and state and local laws guaranteeing or affecting students' right to participation.

- being informed of what is appropriate behavior and what behaviors may result in disciplinary actions.
- being counseled and coached by members of the professional staff in matters related to their behavior as it affects their education and well-being in the school.
- being assured that they will be provided an opportunity to be heard in disciplinary actions for alleged violations of the school Code for which they may be suspended or removed from class by their teachers.
- being informed of the procedures for appealing the actions and decisions of school officials with respect to their rights and responsibilities as set forth in this document.
- being accompanied by a family member and/or representative at conferences and hearings.
- being offered the opportunity to contact a family member as soon as practicable when Law Enforcement is involved with an investigation or incident response. Students under the age of 16 will not be questioned by law enforcement officers prior to this opportunity being provided, unless officers determine that, given the nature of the situation, a delay in questioning creates a safety threat for staff and/or students.
- having student support staff or an advocate present in situations where there may be police involvement.

## Student Responsibilities / Expectations

### ***I will be responsible for my PERSONAL CONDUCT and CHARACTER:***

- Attending school regularly and on time.
- Accepting direction, requests, feedback, and support respectfully from adults.
- Demonstrating self-discipline by making responsible behavior and academic choices.
- Being truthful about and accountable for my words and actions.
- Following school rules and meeting standards of behavior in the Code of Conduct, Character, and Support
- Accepting consequences when behavioral expectations are not met or school rules are violated.
- Making effort to correct and improve behavior through restorative interventions.
- Dressing appropriately.

### ***I am responsible for COOPERATING WITH OTHERS AND TREATING OTHERS WITH RESPECT:***

- Treating others the way they want to be treated.
- Expressing my thoughts and opinions in ways that are polite, respectful, and courteous.
- Using a considerate tone of voice and appropriate body language.
- Listening when others are speaking to me.
- Respecting other's personal space and keeping my hands to myself.
- Working with others cooperatively in large and small groups.
- Acting with kindness, caring, and sensitivity toward others.

### ***I will be responsible for my LEARNING:***

- Completing high quality work in every subject.
- Being prepared to learn.
- Challenging myself and making my best effort.
- Demonstrating a strong work ethic.
- Bringing an open mind and positive attitude to learning every day.
- Seeking help and assistance when I need it.

### ***I will be responsible for respecting the PROPERTY OF OTHERS:***

- Taking care of property that belongs to other students, adults, or the school.
- Using school or other people's materials carefully for the intended purpose.
- Keeping personal electronic devices off and out of sight except with permission of school staff.
- Using school technology appropriately as directed by adults.

### ***I will be responsible for helping to maintain a SAFE SCHOOL COMMUNITY:***

- Helping to make school a community free from violence, intimidation, bullying, harassment, and discrimination.
- Asking for assistance when I need help resolving conflicts and differences.
- Contributing to the safety and well-being of our community.
- Using all equipment in schools and on buses in a safe manner.
- Putting everyone's safety first by
  - NOT engaging in violent or destructive acts that harm others and the community.
  - NOT making threats about using dangerous objects or about harming others.
  - NOT touching a fire alarm unless it is an emergency.

## Families

### Families have the right to:

1. Be actively involved in their children's education.
2. Be treated courteously, fairly and respectfully by all school staff and principals.
3. Receive timely information about the policies of the Orange County Board of Education and procedures that relate to their children's education through website postings, emails, and other communications.
4. Receive regular reports, written or oral, from school staff regarding their children's academic progress or behavior, including but not limited to report cards, behavior progress reports and conferences.
5. Receive information and prompt notification of persistent disruptive behaviors by their children, serious Level 3 and Level 4 infractions that impact their children and the school community, and any other serious disciplinary actions taken by principals or school staff.
6. Receive information about due process procedures for disciplinary matters concerning their children, including information on conferences and appeals.
7. Receive information from school staff about ways to improve their children's academic or behavioral progress, including but not limited to: counseling, tutoring, after-school programs, academic programs, and mental health services within Orange County School District and the community.
8. Receive information about services for Students with Disabilities and English Language Learners.
9. Receive notification from the principal, principal's designee, and/or their child's teachers in the event that their child engages in persistent inappropriate or unacceptable behaviors or commits a Level 3 or Level 4 infraction of the Code.
10. Be contacted as soon as possible when a student is believed to have committed a crime and, if possible, before police are summoned.
11. Request a mediated conference or restorative circle with a family member of a student who has physically harmed her/his child. Such conference or circle will occur only with the mutual agreement of involved parties.
12. Request a mediated conference or restorative circle with the school staff person or other individual who has harmed her/his child. Such conference or circle will occur only with the mutual agreement of involved parties.
13. Receive communication through provided translators when necessary.
14. File a complaint when there has been an infraction or misapplication of a written provision of school policy.
15. Participate in decision-making affecting school policies and procedures, including, but not limited to:
  - Being informed in a timely and clear manner as to when and how they can participate, and ensuring that all families have equal access to information on opportunities for participation.
  - Having concrete opportunities to make recommendations to schools about effective methods for participation.
  - Having structured opportunities to give input, get information and help make decisions.

16. Participate in decisions affecting their individual child's education, including but not limited to:
  - Adherence by teachers, administrators and other school staff to an "early warning" system that identifies academic or behavioral challenges as soon as possible and works with families or guardians to identify solutions.
  - Participation in restorative discipline solutions.
  - Protection of due process rights, including as related to school discipline.

## **Family Responsibilities**

### **Families have the responsibility to:**

1. Give updated contact information to the Orange County School District central office and their children's individual school.
2. Make sure their children attend school regularly and on time.
3. Let schools know when and why children are absent.
4. Work with principals and school staff to address any academic or behavioral problems their children may experience.
5. Support Orange County School District policies and practices by talking with their children about school and expected behaviors.
6. Read and become familiar with the policies of the Board of Education, administrative regulations and the OCS Code of Conduct, Character, and Support.
7. Encourage their children to complete their homework by asking about homework, checking homework and making an area for children to do their homework without interruption (e.g., a quiet corner; space in a bedroom; a clear kitchen table.)
8. Teach their children respect and dignity for themselves and that all children have the right to attend school and be treated with respect and dignity regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

## **School Staff**

**School Staff refers to anyone who is employed by Orange County Public Schools.**

### **School Staff Rights**

#### **All employees of the Orange County Public Schools have the right to:**

1. Work in a safe and orderly environment.
2. Be treated courteously, fairly and respectfully by students, families or guardians and other school staff.
3. Receive supportive professional development and training and receive the necessary resources to perform responsibilities effectively.



4. Communicate concerns, suggestions and complaints to the building principal first, then the Orange County Schools or central Office.
5. Modify instruction, if in a direct teaching role, consistent with the policies of the Orange County Board of Education and with state and federal regulations.

## **School Staff Responsibilities**

### **All adults who interact with students have the responsibility to:**

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students, in a climate of mutual respect and dignity for all students.
2. Be aware of and counter personal explicit and implicit biases in order to ensure equitable treatment of all students.
3. Address incidents of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or visitor at any school function.
4. Be responsible for monitoring and reporting on the effectiveness of the district's Code of Conduct and bullying prevention policy.

### **Teachers have the responsibility to:**

1. Be prepared to teach every day.
2. Demonstrate ongoing interest in improving capacity to reach and teach every student effectively.
3. Know school policies and rules, and enforce them in a fair and consistent manner.
4. Maintain confidentiality in accordance with federal and state law, and OCS board policy.
5. Communicate to students and their families:
  - Academic expectations for students,
  - Classroom behavior expectations,
  - Course objectives and requirements,
  - Marking/grading procedures.
6. Communicate regularly with students, families and other teachers concerning growth and achievement.
7. Participate in school-wide efforts to provide supervision in all school spaces.
8. Report immediately to the building administrator any witnessed or alleged incidents of:
  - Misbehavior
  - Self-harm by students/suicidal ideation
  - Severe emotional distress
  - Discrimination
  - Bullying
  - Harassment
  - Hate speech

9. Support all students' social and emotional development by building positive relationships with all students (modeling, teaching, practicing, and assessing social and emotional competencies) and supporting and facilitating restorative practices.

### **Student support staff have the responsibility to:**

1. Assist students with personal, social, and emotional problems.
2. Initiate conferences among teachers, students, family, and counselors as necessary, as a way to resolve problems.
3. Maintain confidentiality in accordance with federal and state law and OCS school board policy.
4. Encourage students in ways to be successful in and outside the classroom.
5. Promote to students and families the resources available in the community to meet their needs.
6. Participate in school-wide efforts to provide supervision in all school spaces.
7. Report immediately to the building administrator any witnessed or alleged incidents of:
  - Misbehavior
  - Self-harm by students/suicidal ideation
  - Severe emotional distress
  - Discrimination
  - Bullying
  - Harassment
  - Hate speech

### **Other school personnel have the responsibility to:**

1. Maintain confidentiality in accordance with federal and state law, and school board policy.
2. Be familiar with the OCS Code of Conduct, Character, and Support.
3. Help students understand the district's expectations for maintaining a safe, orderly environment.
4. Participate in school-wide efforts to provide adequate supervision in all school spaces.
5. Report immediately to the building administrator any witnessed or alleged incidents of:
  - Misbehavior
  - Self-harm by students/suicidal ideation
  - Severe emotional distress
  - Discrimination
  - Bullying
  - Harassment
  - Hate speech

### **Schools have the responsibility to:**

- Practice restorative discipline.
- Provide due process.
- Ensure that families have an opportunity to participate in decision-making affecting school policies and procedures, including, but not limited to:
  - School Improvement Team

- Parent Teacher Association
- Individualized Education Plan/504
- Re-entry Meeting
- Medical plan
- Title I
- Academically/Intellectually Gifted

## **Other school teams and individuals who are responsible for implementing the Code of Conduct, Character, and Support**

To support a restorative and accountable orientation and the effective implementation of the OCS Code of Conduct, Character, and Support, each school will ensure that staff members are identified to serve in these roles.

- A. Equity/School Climate Team: may be composed of administrators, student support team members, special education staff, teachers/other staff, families, and students who hold the vision for a safe, and respectful school climate and culture. This team assesses the status and progress of major school climate initiatives, presents data to the entire staff, and coordinates and organizes activities and events that support a positive school climate and positive student behavior.
- B. Student Support Services Team: This team includes all student support staff (VPs, counselors, social workers, special education case managers, etc.)
- C. Multi-Tiered Systems of Support Team (MTSS): This team will engage in regular meetings to review student data, identify students most in need of immediate and on-going interventions, assign students with highest needs to a student support coach, and recommend comprehensive longer-term interventions for students who are experiencing multiple problems (social, emotional, and academic challenges, personal distress and/or family crisis) that have become barriers to functioning successfully at school.

## **Principals and Administrators**

### **All school administrators have the responsibility to:**

1. Work collaboratively as one coherent team, sharing data, using the same common language, committing to the same goals and approach to discipline and student support.
2. Engage in the same set of practices that support personal, social, and academic efficacy and improved student behavior.
3. Review student cases to ensure that all students have equitable access to the services and interventions they need.
4. Use student data to identify students' strengths and build upon them.

5. Use student data to identify students at greatest risk in order to implement targeted behavioral and mental health interventions that are timely and predictable.
6. Ensure that students and staff have the opportunity to communicate regularly with principal/administrators and have access to the principal/administrators for redress of grievances in accordance with OCS Board Policy.
7. Maintain confidentiality in accordance with federal, state law, and school board policy.
8. Evaluate on a regular basis all instructional programs in a school.
9. Support the development and participation in appropriate student extracurricular activities.
10. Provide support in the development and implementation of the OCS Code of Conduct, Character, and Support.
11. Share the Code and anti-harassment policies.
12. Be responsible for enforcing the Code and ensuring that all cases are resolved promptly and fairly.
13. Participate in school-wide efforts to provide adequate supervision in all school spaces.
14. Address issues of:
  - Misbehavior
  - Self-harm by students/suicidal ideation
  - Severe emotional distress
  - Discrimination
  - Bullying
  - Harassment
  - Hate speechand any situation that threatens the emotional or physical health or safety of any student, school employee.
15. Address personal biases that may prevent equal treatment of all students and staff.
16. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the administrator's attention:
17. Protect the privacy of teachers reporting concerns to the extent practicable.
18. Collect and report data on the implementation of the Code including but not limited to data on the use of in-school and out-of-school suspension by student demographic characteristics.

**District administrators have the responsibility to:**

1. Create and implement policies and procedures that encourage safe and orderly schools for all:
  - Students
  - School staff
  - Principals
2. Protect the legal rights of:
  - Students

- Families
  - School staff
3. Be courteous, respectful, and fair with students, families, school staff, and principals.
  4. Provide a broad-based and varied curriculum to meet individual school needs.
  5. Inform the community, students, families, school staff, and principals about policies of the Orange County Board of Education.
  6. Ensure the legal rights of students with disabilities are protected.
  7. Train staff to meet students' needs.
  8. Provide continual support and professional development training to principals and school staff to help them support students.
  9. Support principals and school staff in the fulfillment of their disciplinary responsibilities as defined by the OCS Code of Conduct, Character, and Support.
  10. Contact and involve families regarding disciplinary issues related to their children.
  11. Monitor and analyze data on the implementation of the Code, including but not limited to data on the use of in- and out-of-school suspensions by student demographic characteristics.

**The District School Superintendent also has the responsibility to:**

1. Inform the Orange County Board of Education of educational trends relating to student discipline.
2. Review with district administrators the policies of the School Board as well as state and federal laws relating to school operations and management.
3. Maintain confidentiality in accordance with federal, state law, and OCS board policies.
4. Work to create instructional programs that minimize incidents of misconduct and are sensitive to student and teacher needs.
5. Work with district administrators in enforcing the Code and ensuring all cases are resolved promptly and fairly.
6. Address issues of discrimination, bullying and/or harassment as well as any situation that threatens the emotional or physical health or safety of any student, school employee or person who is lawfully on school property or at a school function.
7. Counter personal biases in order to ensure equitable treatment of all students and staff.
8. Report or ensure the reporting of incidents of discrimination, bullying, and/or harassment that are witnessed or otherwise brought to the superintendent's attention.
9. Review conduct of students, district personnel, and visitors on school property and at school functions.

**The School Board has the responsibility to:**

1. Maintain confidentiality in accordance with federal and state law, and school board policy.

2. Develop and recommend a budget that provides programs and activities which will support achievement of the goals of the Code and the district's mission.
3. Support students, family/parent organizations, teachers, administrators, school safety personnel, and other school personnel to implement this Code, clearly defining expectations for the conduct of students, district personnel, and visitors on school property and at school functions.
4. Adopt and review, at least annually, the OCS Code of Conduct, Character, and Support: to evaluate the code's effectiveness, fairness, and consistency of its implementation.
5. Lead by example by conducting all meetings in a professional, respectful, and courteous manner.
6. Acknowledge personal biases that may prevent equal treatment of all students and staff.
7. Review data and the recommendations of the superintendent on the implementation of the Code, including but not limited to the use of in- and out-of-school suspensions with regard to student demographics, and implement reforms as needed.

## **Authority of School Personnel and Law Enforcement Involvement**

### **Building Administrators**

The principal has the authority and responsibility to investigate and take appropriate action regarding any credible allegations of student misconduct referred to him or her. Principals are authorized to develop school rules of conduct not inconsistent with this Code, and must notify students of any school rules that may result in out-of-school suspension. Principals are authorized to impose disciplinary consequences up to ten days out-of-school suspension, and to make a recommendation to the Superintendent for long-term suspension or expulsion.

### **Teachers**

Teachers have the responsibility and authority to maintain order and discipline within the classroom and in common areas. Teachers may not suspend students or permanently remove them from class, but should report serious misconduct to the principal or designee for appropriate disciplinary action.

### **Bus Drivers**

The school bus driver, subject to the direction of the principal, shall have authority over and responsibility for the operation of the bus and the maintenance of good order and conduct on the bus and shall report promptly to the principal any misconduct or disregard or violation of the driver's instructions by any person riding on the bus.

### **All Personnel**

All staff members have the responsibility to maintain order and safety in the school, and students must obey directives of all authorized school personnel. All school personnel have the authority to manage or remove disruptive or dangerous students. To the extent necessary and consistent with applicable law and training, school personnel may use reasonable force to control behavior or to restrain or remove a person from the scene in those situations when necessary:

1. To quell a disturbance threatening injury to others.
2. To obtain possession of a weapon or other dangerous object on the person, or within the control of a student.
3. For the protection of persons or property or for self-defense.
4. To maintain order on educational property, in the classroom, or at a school-related activity on or off educational property.

### **Responding to Student Altercations and Other Threats to Safety**

Employees have a duty to provide reasonable supervision of students. Employees shall be alert at all times and, at a minimum, immediately report situations that may pose a threat to the safety of students or any other person on school system property, at school events or any other situation in which students are under the authority of school employees. Employees with personal knowledge or actual notice of an altercation between students are expected to take reasonable measures to maintain a safe school environment. Reasonable measures include but are not limited to issuing verbal directives to end the altercation, immediately reporting the situation to administrative staff or other appropriate authority, using reasonable force, and removing bystanders from the area. Employees shall follow any additional instructions or guidance from supervisors in implementing this policy. For purposes of this policy, reasonable force is the use of limited physical contact or restraint to the extent necessary to re-establish a safe environment.

### **Law Enforcement Involvement**

Principals may contact law enforcement to report suspected criminal activity on school grounds or at school events. If the principal has personal knowledge, a reasonable belief, or actual notice from school personnel that an act has occurred on school property involving assault resulting in serious personal injury, sexual assault, sexual offense, rape, kidnapping, indecent liberties with a minor, assault involving the use of a weapon, possession of a firearm in violation of the law, possession of a weapon in violation of the law, or possession of a controlled substance in violation of the law, the principal shall immediately report the act to the appropriate local law enforcement agency. School officials shall cooperate at all time with the efforts of law enforcement; however, school disciplinary measures will proceed independently of any criminal, juvenile investigation or prosecution.

## **Getting Help with a Problem**

All school staff are here to help. When a problem arises, we encourage students to speak privately with an adult whom they trust.

### **School Problems**

If students have a problem related to discipline, security, personal safety, the student should:

1. Tell the nearest adult staff member to speak with the principal and assistant principal right away. Tell the adult exactly what has happened or what the student has observed happening to someone else. Problems of discipline, security, and personal safety are considered very serious.
2. Share your feelings. It is natural to feel worried and upset. Ask to talk to someone who will listen and understand—such as teacher, school counselor, school psychologist, social worker, or an adult mentor.

3. Ask to talk to a school counselor, school psychologist, or social worker who can help you learn ways to deal with problems so that you may feel safer and more comfortable when faced with similar problems in the future.
4. In addition to alerting school personnel, tell your family about the problem.
5. A student may also contact the statewide Student Safety Hotline by visiting [www.saysomething.net](http://www.saysomething.net), calling 1-844-572-9669, text by downloading the SaySomething app.
6. It is important for students to know that when a report is made to the school about an incident of this nature, every effort will be made to keep their information and identity confidential.

## **Bullying, Cyberbullying, Harassment, Intimidation, Hazing, and Bias Behaviors**

Bullying and cyberbullying, harassment and intimidation, hazing, and bias behaviors are unsafe and do not reflect respect for others as defined by the OCS Code of Character, Conduct, and Support.

If you or someone you know is a target of one of these behaviors, you can report it using the Bullying, Harassment, or Intimidation Report Form, available on the school website, in the main office, or the counseling office of your school. You can also tell a staff member, who will respond quickly and provide a practical, private, and safe place to report.

### **If You are Being Bullied...**

- Calmly tell the student to stop...or say nothing and walk away.
- Tell someone—a family member, a teacher, a counselor.

### **If You Know Someone who is Being Bullied...**

- If you feel safe, be an “Upstander”—a person who feels comfortable interrupting the incident in a way that is assertive and non-violent.
- Tell the bully to stop by saying, “We don’t do that at this school.” Or, “It’s not right to treat someone like that.”
- Say words of support to the student being bullied. Be a friend!
- Don’t encourage the bully by laughing or joining in.
- Tell other bystanders how to help stop the bullying.

### **If It Doesn’t Feel Safe**

- Tell an adult, and
- Encourage the bullied student to talk to someone.

If a building administrator determines that one of these behaviors has occurred, the students involved will receive support from a school counselor, school psychologist, school social worker, pupil personnel worker, or school health staff person to be sure everyone involved feels safe and supported and understands how to avoid these situations in the future.



## Personal Problems

For help with personal problems that may affect a student's school life or activities, there are several options:

1. If possible, the student should discuss the problem with their family.
2. If a student and her/his family cannot solve the problem, there are a number of people in the school who may be able to offer additional help. The student may speak to a teacher with whom he/she feels comfortable.
3. School counselors, psychologists, and social workers at the school are trained to offer help with personal problems. They can also lead the student to other resources he/she may not be aware of.
4. The assistant principal and the principal will also be able to discuss the problem with the student and attempt to work on a solution. If they are unable to do so, they will seek assistance.

## Confidentiality in Counseling

When a student indicates that he or she is thinking about hurting himself or herself or other students, school personnel are required to act to ensure the safety of the student or other students. This action will include sharing of information with the building administrator, families, and may include other outside agencies.

No statement, oral or written, made by a student seeking counseling for any form of drug abuse may be used as admissible evidence against the student in any proceedings.

## Academic Problems

Solving an academic problem requires the student's help, along with the help from teachers and sometimes the family, school counselor, and other school professionals. For help with an academic problem, the student should follow these steps:

1. See the teacher who teaches the subject. Students may seek out the teachers on an individual basis. Teachers routinely work with individual students who are having academic problems. The teacher will first conference with the student and may recommend help sessions or mentoring, or may make a referral for additional assistance. The teacher may ask for a conference with the student and his/her family/guardians.
2. If the teacher is unable to help the student resolve the problem to the student's satisfaction, the student can get further help from another teacher or the school counselor.
3. For problems that are still not resolved after the student has talked with the school counselor, the student should discuss the matter with his/her family/guardians and with the principal or assistant principal. Families may wish to join the student in discussions with the principal.

## Extracurricular Problems

For help with problems involving extracurricular activities, the student should follow these steps:

1. See the activity advisor or athletic coach assigned to the activity at a time when he/she can give you her/his undivided attention.

2. If the activity involves athletics, see the athletic coach, then the Athletic Director.
3. If the student does not know who is assigned as advisor to the activity, the student should see an administrator.
4. If the student is unable to get help in solving the problem by doing the above, discuss the matter with family and with the building administrator. Families may wish to join the student in a conference with the principal.

## **Group Problems**

For help with a group problem related to discipline, security, personal safety, or welfare: If a group of students feels it shares a common problem, the best way to seek assistance is for the group to send two or three representatives to the teacher or building administrator involved and present the group's point of view on the matter. The most effective approach is one that involves a restorative conference that includes representatives of the groups impacted by the problem.

## **Referrals to External Agencies**

School staff may refer students and families to external agencies and school-based mental health services.

## **Filing a Complaint**

Opportunities to voice concerns and complaints for parents and the community have been established in [Board Policy 1742](#). These opportunities include:

- Informal resolutions of specific concerns.
- Public hearings and public comments.
- Parental concerns regarding the curriculum.
- Addressing disciplinary consequences.
- Processes as provided by law for students with disabilities.
- Grievance procedures for addressing concerns regarding specific decisions, especially when there are concerns that Board policy or law has been misapplied, misinterpreted, or violated,

Two very important steps in the process that parents should be aware of are:

- The complaint should be received and addressed at the level closest to which the complaint originated. For example, a complaint regarding a classroom issue should be heard first by the teacher. A complaint regarding the school in general should be addressed first by the principal.
- Once appropriately referred, if the complainant is not satisfied with the response to the complaint, the complainant should be informed of the options for further review of the complaint.

To review all the steps on how to file a complaint, see [Board Policy 1742](#).

## Parent Student Grievance Procedure

A grievance is a formal written complaint that a student or parent has been adversely affected by a final administrative decision and that the decision violated a specified federal law, State law, State Board of Education policy, State rule, or local board policy.

Important steps in the process includes:

- A grievance must be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the grievance.
- Grievances filed after 30 calendar days will be reviewed by the school system as a complaint outside the grievance process.
- Grievances should generally be submitted to the school principal, who will schedule a meeting with the grievant and conduct an investigation.

For the full grievance process, see [Board Policy 1740](#).

## Promotion and Prevention Toolbox

The OCS Code of Conduct, Character, and Student Support is an opportunity to standardize best practices across all classrooms and among all Student Support Team members. The following strategies facilitated by teachers, teacher aides, and teaching assistants, and Student Support team members help create safe, civil, caring, supportive, and high achieving learning environments.

### Promotion Strategies

1. **District-wide rules and explicit classroom academic and behavioral expectations** that are taught, reviewed, and known by every student.
2. **Clear protocols for starting and ending class.**
3. **Morning meeting / Classroom circle / Gatherings and closings** to build community, trust, and class cohesiveness or share perspectives about relevant issues or concerns.
4. **Meet and greet** to welcome students by name as they enter your classroom.
5. **Personal check-ins / Touch points** that ensure that every student is noticed and known.
6. **Modeling, teaching, practice, and assessment of Learning and Life Competencies** (target behaviors that support self-awareness, self-management, social efficacy, and academic efficacy.)
7. **Written and verbal value-added feedback** that provides specific, concrete description of what the student or group did and names the asset or internal quality that enabled the student to do it.
8. **Visual postings** for lesson agendas, learning units, expectations, and procedures.
9. **Routinized strategies** for getting and keeping students' attention / maintaining silence when silence is required / giving clear instructions.
10. **Clear procedures and routines** appropriate to the classroom subject, course, and setting.

11. **Academic check-ins** that encourage students to persist and complete quality work.
12. **Individual and group kudos, recognitions, and celebrations.**

## Prevention Strategies

1. **First response to behavior concerns** including: prompts, cues, proximity, reminders, positive directives that invite cooperation and self-correction.
2. **Brief behavior check-ins** to support student's re-engagement.
3. **Restorative conversations** to resolve conflict.
4. **Interruption of negative and inappropriate speech** in ways that support students to self-correct.
5. **Scripted protocols to defuse charged situations** including power struggles.
6. **Progress monitoring** to assess students' use of desired target behaviors.
7. **Developmentally appropriate, sensory, motor, and space modifications** that match behavior and root causes to appropriate change in the environment or change in strategy that students used to stay engaged.
8. **Submission of Observation Notes** with no removal from classroom or other location in order to track.
9. **Reset to teacher buddy or "blue-note delivery"** that provide students with a brief break to cool down and regain emotional equilibrium.
10. **Collegial consultation with student support team members** to observe students and generate possible strategies to reduce unwanted behaviors and practice target behaviors.
11. **"Push-in" classroom problem solving circle or SEL skill building lesson** facilitated by Student Support Team members.

## Discipline

### District-Wide Rules

District-wide rules promote consistent standards of behavior across all District schools. For students and families they serve as "guard rails" for responsible conduct. These five rules cover the most frequent discipline violations. More explicit descriptions of behavior violations are found in the **Behavior Violation and Consequence Matrix**. (See pages 36 to 41, below)

**RULE 1: I stay safe and respect others' personal space.**

#### Examples of Rule Violations:

- Verbal and physical threats, physical aggression, or physical assault directed toward adults.
- Verbal and physical threats, physical aggression, or physical assault directed toward students.
- Running and horseplay in public space.

**RULE 2: I respect and value everyone's individual and group dignity and identity.**

**Note:** Playful teasing between friends is not an infraction, when both parties engage in joking, smiles, laughter, and good-natured camaraderie, use a light-hearted tone, and neither party feels belittled or hurt.

**Examples of Rule Violations:**

- Minor teasing and name-calling, where the other student is not engaged.
- Bullying and harassment.
- Sexual offenses.

**RULE 3: I arrive on time, stay in class, and have a pass/permission to travel in public spaces.**

**Examples of Rule Violations:**

- Skipping school or class.
- Leaving school or classroom without permission.
- Late arrival to school.
- Unexcused tardiness to class during the school day.

**RULE 4: I listen, acknowledge, and respond to directives and requests.**

**Examples of Rule Violations:**

- Noncompliance with classroom procedures and routines.
- Engaging in demands, argumentative and adversarial speech, back-talk.
- Persistent, hostile, oppositional refusal to comply with directives and requests.
- Walking away when an adult is speaking with me.

**RULE 5: I communicate respectfully and use school-appropriate language.**

**Examples of Rule Violations:**

- Engaging in unfriendly or discourteous responses to peers.
- Cursing, swearing, use of insulting, defaming, vulgar, or abusive language directed toward adults and students.

## Determining Disciplinary Responses

Building administrators and school faculty must consult this document when determining which disciplinary consequences and interventions to implement. In determining how best to address inappropriate and unacceptable behaviors, it is necessary to evaluate the totality of the circumstances surrounding the behavior. The following factors should be considered prior to determining the appropriate assignment of consequences and interventions:

- The student's age and developmental maturity may call for modifications in assigned consequences and interventions.
- The student's disciplinary record and history (including the nature of any prior misconduct, the number of prior instances of misconduct).
- The disciplinary consequences and interventions applied in prior behavior infractions.
- The nature, severity and scope of the inappropriate or unacceptable behavior.
- The circumstances/context in which the behavior occurred.
- The frequency and duration of the behavior.
- The number of persons involved in the incident.
- Other school-related and/or out-of-school factors may be considered when determining the final consequence.

Students identified as eligible for Services for Exceptional Children or 504 plans may receive additional due process procedures or alternative consequences consistent with IDEA, section 504, and/or [Board Policy 4307](#) and [4307 R&P](#).

Ranges of consequences set out in this Code for specific infractions are expected to be adhered to by building administrators, but building administrators retain authority to depart from these presumptive ranges in specific cases where identified aggravating or mitigating factors support a greater or lesser consequence. Differentiated responses to disciplinary problems are embedded within five levels of just and equitable practices under which all students are treated fairly with respect, dignity and decency and without favor toward or prejudice against any one group of students according to ability, talent, age, gender, developmental and acquired disabilities, race and ethnicity, socio-economic status, religious and spiritual orientation, national origin and home language, sexual orientation, and indigenous heritage.

In practical terms, this means that

- All Level 1 responses and Level 2, 3, 4, and 5 interventions must be accessible to every student, including students with disabilities.
- Based on state and federal guidelines, the amount of due process a student is entitled to receive before a consequence and/or intervention is assigned depends on the severity and impact of the incident. In all cases, regardless of the consequences implemented.
- The school personnel authorized to implement the consequence must inform the student involved in the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. Students will have an opportunity to present their version of the facts to the school personnel who assign the disciplinary consequence.

- Consequences and interventions at Levels 2 through 5 must be fair, predictable, consistent and timely across all groups of students with fidelity and integrity.
- Data must be transparent to determine the use and impact of all consequences and interventions, with particular attention to indicators of overuse and disproportionality of suspension among various student groups in order to ensure equitable treatment of all students.

### **The Home-School Partnership**

Families play a critical role in the success of children's development of social competence. It is critical that families receive information and learn about classroom procedures and how families can support developing their child's skills.

When Behavior Concerns Arise:

- It is normal for young children to occasionally hit, kick, or push other children as they are learning how to socialize with others. When children engage in aggressive behaviors, teachers are expected to intervene to ensure that all students are safe. Immediately after an incident, teachers are expected to help the child understand what they did and teach them expected behavior.
- When a specific behavior becomes a concern at school, a multitiered approach to problem solving is used to teach desired behaviors. This process begins with the collection of data related to the individual student.
- The information collected is carefully reviewed and discussed by a problem-solving-team that includes the young child's parent. The team's goal is to design a specific intervention plan that is focused on teaching the individual young child the identified social behaviors that will support his or her success in the classroom and the school. The plan is developed with specific goals for a specific period of time and includes a designated date for review. This cycle of gathering and assessing data, making and implementing a plan, and monitoring the student's progress supports an individualized approach to social emotional learning.

### **When Young Children Behave Aggressively**

Aggressive behavior in young children is rarely an intentional act to harm another. Rather, aggressive acts are often a result of children's unskillful attempts to communicate what they want, what they need, and what they don't like. When a child engages in a violent act that threatens or harms other children or makes the learning environment feel unsafe, special procedures need to be in place to ensure that all children involved in the incident (those who has been threatened or hurt and the child who has engaged in the violent act) receive immediate attention and care. Parents can expect that these actions will take place:

- A staff person will immediately and temporarily remove the child who has engaged in the violent act from the environment to help the child regain a sense of calm so that the staff member can speak with the child about the incident.
- A staff person will speak to the child or children who have been threatened or harmed immediately to ensure that they have an opportunity to talk about the incident and to help them regain a sense of safety.
- Parents of children involved in the incident will be contacted and school staff will explain what happened before the incident, share how adults responded to the incident, discuss the short-term

plan for restoring a sense of calm and safety, and discuss the longer-term plan for preventing similar incidents in the future.

If a student engages in pervasive or egregious aggressive acts that threaten children's safety in the classroom, the school can request a district consultation to determine the most appropriate interventions. Parents of students who have engaged in highly aggressive or dangerous behaviors are expected to be directly involved in the intervention plan created to support their child's success.

## **Levels of Behavior Concerns, Violations, Consequences and Interventions**

### **Where and When the Code Applies**

The OCS Code of Conduct, Character, and Support applies to incidents that occur as follows:

- In school and on school property during school hours.
- Before and after school, while on school property.
- While traveling in vehicles funded by the Orange County School District.
- At all school-sponsored events regardless of the location.
- When the conduct otherwise violates the Code of Conduct and has or is reasonably expected to have a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment.

Consequences and interventions apply to all K-12 students, including all students with IEPs and 504 plans. For some infractions, a student's developmental maturity or young age (K-2) may call for modifications in the assigned consequence or intervention. These infractions are noted with an asterisk (\*). Multiple incidents of the same behavior or chronic incidents across multiple infractions will warrant more serious consequences and more intensive interventions.

**Level 1** infractions are expected to be addressed by teachers as part of their classroom discipline management plans. (Please see the Promotion and Prevention Toolbox for Teachers) More than three incidents of the same infraction will result in submission of a Level 2 referral.

**Level 2** infractions require submission of a referral so patterns of unwanted behaviors can be documented and addressed before they become more serious. These infractions do not involve an immediate send-out from the classroom or location of the incident.

**Level 3** infractions require submission of a referral PLUS a send-out from the classroom, AND/OR a 1 day in-school suspension AND/OR a 1 day out-of-school suspension. Level 3 consequences are determined by building administrators.

**Level 4 and 5** infractions involve the most serious consequences and most intensive, individualized interventions when 1) Level 3 behaviors persist; 2) violent or dangerous behavior infractions seriously jeopardize school and classroom safety and order; and/or 3) students are experiencing multiple behavioral, academic, and physical and mental health concerns. Level 4 and 5 consequences are determined by building administrators.



Consequences and interventions align with three tiers of support within MTSS (Multi-tiered System of Support).

Tier 1 Supports		Tier 2 Supports		Tier 3 Supports
<b>Level 1:</b> Teacher Response (Promotion and Prevention Strategies but NO SEND-OUT)	<b>Level 2:</b> Referral but NO SEND-OUT / Conference / Intervention / (Teacher Remains Involved)	<b>Level 3:</b> Referral, Conference / Send-Out OR 1 Day ISS OR 1 Day OSS / Intervention	<b>Level 4:</b> Referral and Send-Out PLUS 2 to 5 Day OSS / Intervention	<b>Level 5:</b> 5 Day OSS PLUS Possible Long-Term OSS or Alternative Placement / Intervention

Out-of-school suspension is strongly discouraged. When a child engages in a violent act that threatens or harms other children or makes the learning environment feel unsafe, special procedures are in place to ensure that both children involved in the incident (the child who has been threatened or hurt and the child who has engaged in the violent act) receive immediate attention and care. Families will be informed as soon as practicable in these situations.

When students engage in highly aggressive or dangerous behaviors the school is responsible for ensuring that families are directly involved in the intervention plan created to support their child's success.

Each level includes a menu of responses. Administrators, teachers, and student support team members are not expected to select and use all consequences and interventions in each level. Administrators, teachers, and student support team members may also use a lower level consequence and intervention when it is appropriate. They will strive to facilitate interventions that are the least intensive while being the most effective. Interventions will be monitored for progress and adjusted based on the student's response.

**Level 1** incorporates school-wide and classroom practices that support students to re-engage and self-correct their behavior in the moment and prevent low-impact behaviors from becoming major discipline problems.

<b>Level 1 Teacher Response (NO SEND-OUT)</b>	<b>Level 1 Interventions Facilitated by Student Support Staff</b>
<p>First Response including: prompts, cues, proximity, reminders, positive directives that invite re-engagement, cooperation and self-correction</p> <p>Behavior check-ins</p> <p>Restorative conversations</p> <p>Problem solving circle</p> <p>Interruption of negative speech</p> <p>Defusing charged situations</p> <p>Sensory, motor, and space modifications</p> <p>Teacher contacts family member</p> <p>Submission of observation notes</p> <p>Classroom teacher buddy</p> <p>Capturing Kids' Hearts</p> <p>Elementary School Success Profile</p> <p>Additional effective classroom strategies determined by the school</p>	<p>Classroom problem solving circle</p> <p>SEL skill building lesson in classroom</p> <p>Restorative conversation with student and teacher OR with two students involved in an interpersonal conflict</p>

**Level 2** involves assigned consequences and restorative interventions for persistent Level 1 behaviors (3 or more infractions for the same behavior) and other behaviors that warrant a more focused behavioral response beyond the immediate situation or incident in the classroom or other location. The teacher remains involved in the intervention.

Level 2 Consequences	Level 2 Interventions
<p><i>Persistent (3 or more) Level 1 behavior concerns are submitted as one referral.</i></p> <p>Submission of Behavior Referral when behavior infraction requires documentation, but does not require the immediate send-out of student from the location of the incident.</p> <p>Family notification via phone, email, text message or letter by staff member and/or administrator</p> <p>Assignment to Student Support Center for interventions that match student's needs (No in-school or out-of-school suspension)</p> <p>Student support consultation and observation</p> <p>Assignment of teacher or administrative detention</p> <p>Optional administrative action</p>	<p>Student Check-in / Check-out (CICO)</p> <p>Academic and/or behavioral problem solving and planning conference (including goal-setting) with teacher, student support coach or administrator and/or family member</p> <p>Restorative conversation, problem solving circles and restorative group conferences, written or verbal apology, apology of action</p> <p>Progress monitoring with individual teacher, grade level team or multiple teachers that can include student-self-monitoring and data tracking</p> <p>Mobile triage (immediate direct support from a student support team member)</p> <p>Student-student and student-teacher mediation</p> <p>Individual and small group counseling</p> <p>1:1 and small group behavior replacement coaching / SEL skill building and conflict resolution sessions</p> <p>Academic, attendance, and behavioral child and family conference (CFT's)</p>

**Level 3** involves assigned consequences and restorative interventions for infractions that require submission of a referral and may warrant a send-out from the location of the incident and assignment of a one day in-school or out-of-school suspension.

Level 3 Consequences	Level 3 Interventions
<p>Submission of Behavior Referral</p> <p>Student send-out from classroom or other location that results in temporary assignment to Student Support Center or in-school suspension.</p> <p>Family notification and conference with administrator, student and family member.</p> <p>Assignment to Student Support Center for interventions that match student's needs (No in-school or out-of-school suspension)</p> <p>Assignment of teacher or administrative detention</p> <p>One day in-school suspension</p> <p>One day out-of-school suspension</p>	<p>Student Check-in / Check-out (CICO)</p> <p>Reflection, Repair, and Re-Connect after student send-out or ISS</p> <p>Academic and/or behavioral problem solving and planning conference (including goal-setting) with teacher, student support coach or administrator and/or family member</p> <p>Restorative conversation, problem solving circles and restorative group conferences, written or verbal apology, apology of action</p> <p>Progress monitoring with individual teacher, grade level team or multiple teachers that can include student-self-monitoring and data tracking</p> <p>Mobile triage (immediate direct support from a student support team member)</p> <p>Student-student and student-teacher mediation</p> <p>Individual and small group counseling</p> <p>1:1 and small group behavior replacement coaching / SEL skill building and conflict resolution sessions</p> <p>Assessment of function-based thinking / root cause analysis</p> <p>Assignment of student support coach</p> <p>Academic turn-around plan</p> <p>Six-week student success plan</p> <p>Individualized case management for students with IEPs/504 plans</p> <p>Anti-bullying/harassment caucus, coaching sessions, restorative conference</p> <p>Academic, attendance, and behavioral child and family conference (CFT's)</p> <p>Participation in youth development opportunities</p> <p>Trauma informed care</p> <p>Universal screening K-12</p> <p>Manifestation management</p> <p>Re-entry plan</p> <p>Weekly meetings</p>

**Level 4** involves assigned consequences and restorative interventions for more serious infractions that present a risk to the safety, health, or well-being of adults and students. These infractions warrant an immediate send-out and up to two days of in-school suspension or two to five days of out-of-school suspension.

Level 4 Consequences	Level 4 Interventions
<p><b>Level 3 Consequences PLUS</b></p> <p>Immediate student send-out from classroom or other location that results in temporary assignment to Student Support Center or In-School Suspension.</p> <p>Family notification and conference with administrator, student and family member.</p> <p>One to two day in-school suspension</p> <p>Two to five day out-of-school suspension</p> <p>Referral and coordination as appropriate with community-based supports and agencies</p>	<p><b>Level 3 Interventions PLUS</b></p> <p>Development of Crisis Intervention Plan</p> <p>Referral and coordination as appropriate with community-based supports and agencies</p> <p>Long-term comprehensive success plan / intervention</p> <p>Mental-health evaluation referral</p> <p>Development of a new or modified functional behavioral assessment (FBA) or behavior intervention plan (BIP)</p> <p>Development of crisis plan</p> <p>Student re-entry plan (Hospitalization, MH, out of home placement, OSS) for optimal success upon re-entry in the school</p>

**Level 5** involves assigned consequences and restorative interventions for the most serious infractions that present a severe risk to the safety, health, or well-being of adults and students. These infractions warrant an immediate send-out, assignment of a five day out-of-school suspension, and a District Hearing to determine further consequences that may include long-term suspension, alternative placement, or expulsion.

Level 5 Consequence	Level 5 Interventions
<p><b>Level 3 and Level 4 Consequences PLUS</b></p> <p>Up to five additional days out-of-school suspension</p> <p>Additional consequences may include long-term suspension, alternative placement, or expulsion</p>	<p><b>Level 3 and 4 Interventions PLUS</b></p> <p>Alcohol/Drug evaluation referral (e.g., Substance Abuse)</p> <p>Threat assessment evaluation referral from a licensed professional</p> <p>Alternative placement intervention and plan</p>

## Behavior Violation and Consequence Matrix

\* A student's developmental maturity or young age (K – 2) may call for modifications in the assigned consequence or intervention.

Level 1: Teacher Response (NO SEND-OUT)	Level 2: Referral but NO SEND-OUT / Conference / Intervention / Teacher Remains Involved	Level 3: Referral, Conference / Send-Out OR 1 Day ISS OR 1 Day OSS / Intervention	Level 4: Referral and Send-Out PLUS 2 to 5 Day OSS / Intervention	Level 5: 5 Day OSS PLUS Possible Long-Term OSS or Alternative Placement / Intervention
Infraction				
<b>Academic and Personal Dishonesty</b>				
● Plagiarism / Copying (representing others' words/ideas as one's own)		●		
● Cheating (producing academic work through dishonesty or deceit)		●		
● Altering or falsifying records or signatures		●		
● Assisting another student in any of the above actions		●		
<b>Aggression Directed toward Adults</b>				
● Persistent, hostile, oppositional refusal to comply with directives and requests		●	●	●
● Cursing, swearing, use of insulting, defaming, vulgar or abusive language directed at an adult		●	●	●
● Physical aggression (hitting, pushing, etc.)			●	●
● Verbal or physical threats			●	●
● Physical assault (causing or attempting to cause serious physical injury such as broken bones, severe bleeding, etc.)				●
				●
Level 1: Teacher Response (NO SEND-OUT)	Level 2: Referral but NO SEND-OUT / Conference / Intervention / Teacher Remains Involved	Level 3: Referral, Conference / Send-Out OR 1 Day ISS OR 1 Day OSS / Intervention	Level 4: Referral and Send-Out PLUS 2 to 5 Day OSS / Intervention	Level 5: 5 Day OSS PLUS Possible Long-Term OSS or Alternative Placement / Intervention
Infraction				
<b>Aggression Directed toward Students</b>				
● Minor teasing (such as name-calling, minor types of provocation, etc.)		●		
● Cursing, swearing, use of insulting, defaming, vulgar or abusive language directed at students		●	●	●
● Verbal or physical threats			●	●
● Pushing, shoving, hitting, scratching, kicking, punching another student with no injury			●	●
● Throwing objects that cause bodily injury			●	●
● Pushing, shoving, hitting, scratching, kicking, punching another student with injury				●
● Physical assault (causing or attempting to cause serious physical injury such as broken bones, severe bleeding, etc.)				●
<b>Arson</b>				
● Starting a fire intentionally				●
● Starting a fire causing destruction of property				●

**Level 1:** Teacher Response  
(NO SEND-OUT)

**Level 2:** Referral but NO SEND-OUT / Conference / Intervention / Teacher Remains Involved

**Level 3:** Referral, Conference / Send-Out OR 1 Day ISS OR 1 Day OSS / Intervention

**Level 4:** Referral and Send-Out PLUS 2 to 5 Day OSS / Intervention

**Level 5:** 5 Day OSS PLUS Possible Long-Term OSS or Alternative Placement / Intervention

Infraction	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Attendance (see Policy 4400)</b>		●	●		
● Absence		●	●		
● Skipping school		●	●		
● Skipping class		●	●		
● Leaving classroom without permission		●	●		
● Leaving school without permission		●	●	●	
● Late arrival to school		●			
● Unexcused tardy to class during the school day		●			
● Skipping detention or other assigned consequence		●	●		
<b>Bullying</b> -Please refer to Policy 1710.		●	●	●	●
<b>Conduct Motivated by Hate</b> Please refer to Policy 1710			●	●	●
<b>Contraband of Non-Lethal Objects Not Allowed in School</b>	●	●			

**Level 1:** Teacher Response  
(NO SEND-OUT)

**Level 2:** Referral but NO SEND-OUT / Conference / Intervention / Teacher Remains Involved

**Level 3:** Referral, Conference / Send-Out OR 1 Day ISS OR 1 Day OSS / Intervention

**Level 4:** Referral and Send-Out PLUS 2 to 5 Day OSS / Intervention

**Level 5:** 5 Day OSS PLUS Possible Long-Term OSS or Alternative Placement / Intervention

Infraction	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Dress Code (see Policy 4316)</b>	●	●	●		
<b>Intentional Destruction to Personal or School Property or Vandalism</b> Please see Policy 4330		●	●	●	
● Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti.		●	●	●	
● Throwing objects that cause property damage		●	●		
● Intentionally damaging or destroying school district property.		●	●	●	
<b>Misuse of Technology</b>	●	●			
● Unauthorized use of electronic devices during instructional time	●	●			
● Recording the voice or image of another without the prior consent of the individuals being recorded. Please see Board Policy 3228			●		
● Misuse of computer devices including laptops	●	●	●	●	

**Level 1:** Teacher Response  
(NO SEND-OUT)

**Level 2:** Referral but NO SEND-  
OUT / Conference / Intervention /  
Teacher Remains Involved

**Level 3:** Referral, Conference  
/ Send-Out OR 1 Day ISS OR 1  
Day OSS / Intervention

**Level 4:** Referral and Send-  
Out PLUS 2 to 5 Day OSS /  
Intervention

**Level 5:** 5 Day OSS PLUS  
Possible Long-Term OSS or  
Alternative Placement /  
Intervention

Infraction	Level 1	Level 2	Level 3	Level 4	Level 5
<b>False Activation and Threats</b>		●	●	●	●
<ul style="list-style-type: none"> <li>Pulling fire alarm</li> <li>Making a false bomb report or perpetrating a bomb hoax that jeopardizes safety.</li> </ul>				●	●
<ul style="list-style-type: none"> <li>Communicating a terroristic threat or perpetuating a terroristic hoax</li> </ul>				●	●
<ul style="list-style-type: none"> <li>Misuse of 911.</li> </ul>			●		
<ul style="list-style-type: none"> <li>Discharging a fire extinguisher.</li> </ul>			●		
<ul style="list-style-type: none"> <li>Opening AED boxes</li> </ul>			●		
<b>Gambling</b> - Engaging in any form of games of chance, betting, or gambling for money and/or objects of value.			●		
<b>Gang Related Activity</b> – see Board policy 4328 for a full definition and prohibited activities.			●	●	●

**Level 1:** Teacher Response  
(NO SEND-OUT)

**Level 2:** Referral but NO SEND-  
OUT / Conference / Intervention /  
Teacher Remains Involved

**Level 3:** Referral, Conference  
/ Send-Out OR 1 Day ISS OR 1  
Day OSS / Intervention

**Level 4:** Referral and Send-  
Out PLUS 2 to 5 Day OSS /  
Intervention

**Level 5:** 5 Day OSS PLUS  
Possible Long-Term OSS or  
Alternative Placement /  
Intervention

Infraction	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Harassment</b> – Please refer to Board Policy 1710			●	●	●
<b>Drugs and Alcohol</b>					
<ul style="list-style-type: none"> <li>Possessing, using, transmitting, distributing, selling, attempting to distribute or sell, being under the influence of, or aiding or concealing another student's possession, use, purchase, or distribution of any substance or item prohibited under Policy 4325, including but not limited to drugs, alcohol, paraphernalia, and counterfeit drugs or alcohol.</li> </ul>			●	●	●
<ul style="list-style-type: none"> <li>Consuming on school property or at a school function</li> </ul>			●	●	



**Level 1:** Teacher Response  
(NO SEND-OUT)

**Level 2:** Referral but NO SEND-  
OUT / Conference / Intervention /  
Teacher Remains Involved

**Level 3:** Referral, Conference  
/ Send-Out OR 1 Day ISS OR 1  
Day OSS / Intervention

**Level 4:** Referral and Send-  
Out PLUS 2 to 5 Day OSS /  
Intervention

**Level 5:** 5 Day OSS PLUS  
Possible Long-Term OSS or  
Alternative Placement /  
Intervention

Infraction	Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> <li>Coming on school property intoxicated or under the influence of illegal substances</li> </ul>			●	●	●
<ul style="list-style-type: none"> <li>Inappropriately using, sharing, selling, attempting to sell, distributing or exchanging prescription and over-the-counter drugs on school property or at a school function</li> </ul>			●	●	●
<b>Inciting a Disturbance</b>					
<ul style="list-style-type: none"> <li>Using language or gestures that are profane, lewd, vulgar, abusive, or intimidating that is intended to incite others to engage in a group disturbance</li> </ul>			●	●	
<ul style="list-style-type: none"> <li>Engaging in any willful act that is intended to incite others to engage in a group disturbance</li> </ul>			●	●	
<b>Minor Classroom Infractions</b>					
<ul style="list-style-type: none"> <li>Making excessive distracting movements or unreasonable noise</li> <li>Throwing small objects that are not directed at others and do not cause damage or injury</li> <li>Noncompliance with classroom procedures and routines</li> <li>Playing around or goofing off with others during work time</li> <li>Engaging in demands, argumentative and adversarial speech, confrontations, or back-talk</li> <li>Initiating or joining in "side bar" conversations, interrupting, and blurting out</li> </ul>			●		



**Level 1:** Teacher Response  
(NO SEND-OUT)

**Level 2:** Referral but NO SEND-  
OUT / Conference / Intervention /  
Teacher Remains Involved

**Level 3:** Referral, Conference  
/ Send-Out OR 1 Day ISS OR 1  
Day OSS / Intervention

**Level 4:** Referral and Send-  
Out PLUS 2 to 5 Day OSS /  
Intervention

**Level 5:** 5 Day OSS PLUS  
Possible Long-Term OSS or  
Alternative Placement /  
Intervention

Infraction	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Hallway and Public Space Misconduct</b> Engaging in unfriendly or discourteous responses to peers					
<ul style="list-style-type: none"> <li>Engaging in deliberate acts to annoy, provoke, or bother peers</li> <li>Walking away when an adult is speaking with her/him</li> <li>Not attempting or completing assigned work</li> </ul>	●				
<b>Possession of Inappropriate or Obscene Literature, Illustrations, or Electronic Images</b>		●	●	●	
<b>Public Space Misbehavior</b>					
Running, excessive noise; horseplay, loitering, or unauthorized hall-walking.	●	●	●		
Obstructing pedestrian traffic.		●	●		
Obstructing vehicular traffic.		●	●		

**Level 1:** Teacher Response  
(NO SEND-OUT)

**Level 2:** Referral but NO SEND-OUT / Conference / Intervention / Teacher Remains Involved

**Level 3:** Referral, Conference / Send-Out OR 1 Day ISS OR 1 Day OSS / Intervention

**Level 4:** Referral and Send-Out PLUS 2 to 5 Day OSS / Intervention

**Level 5:** 5 Day OSS PLUS Possible Long-Term OSS or Alternative Placement / Intervention

Infraction	Level 1	Level 2	Level 3	Level 4	Level 5
<p><b>School Bus Misconduct</b> – Students will be disciplined for behavior misconduct – note the entirety of the code applies on the school bus</p> <p><i>Note: In addition to the examples below, all code infractions and consequences apply on school buses. Consequences may also include exclusion from the bus.</i></p> <ul style="list-style-type: none"> <li>Excessive horseplay.</li> <li>Excessive noise, pushing, shoving.</li> <li>Fighting, harassment, and discrimination.</li> </ul>					
		●	●		
		●	●		
			●	●	
<p><b>Sexual Offenses</b> Inappropriate or unwanted touching, displays of affection, and/or sexual behavior</p> <ul style="list-style-type: none"> <li>Selling, using or possessing obscene material.</li> <li>Indecent exposure of private parts of the body.</li> <li>Sexual assault</li> </ul>					
		●	●	●	
		●	●	●	
			●	●	
				●	●
<p><b>Theft/Stealing</b>, attempting to steal, or knowingly possessing stolen property. Please see policy 4330.</p>					
		●	●	●	
<p><b>Threat/False Threat</b></p> <ul style="list-style-type: none"> <li>Using language (written or verbal) or gestures that convey a serious expression of intent to cause harm or violence</li> <li>Making a false threat of harm or violence, even in jest, which causes or is reasonably likely to cause fear or a disruption of school activities</li> </ul>					
		●	●	●	
		●	●		
<p><b>Tobacco / Vaping</b> – Please see Policy 4320.</p> <ul style="list-style-type: none"> <li>Possessing tobacco, tobacco products, or vaping devices on school property or at a school function</li> <li>Consuming on school property or at a school function</li> </ul>					
			●		
			●		

**Level 1:** Teacher Response  
(NO SEND-OUT)

**Level 2:** Referral but NO SEND-  
OUT / Conference / Intervention /  
Teacher Remains Involved

**Level 3:** Referral, Conference  
/ Send-Out OR 1 Day ISS OR 1  
Day OSS / Intervention

**Level 4:** Referral and Send-  
Out PLUS 2 to 5 Day OSS /  
Intervention

**Level 5:** 5 Day OSS PLUS  
Possible Long-Term OSS or  
Alternative Placement /  
Intervention

Infraction	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Tobacco / Vaping</b>				●	
● Selling or attempting to sell on school property or at a school function				●	
● Distributing or exchanging on school property or at a school function				●	
<b>Trespassing</b> Being present on school property when not authorized or without administrative permission		●	●		
<b>Violation of North Carolina Statutes – please refer to Board Policy 4335</b>		●	●	●	●
<b>Weapons, Firearms, Explosives - Please see Board Policy 4333</b>					
● Threatening to use any weapon				●	●
● Possession of a firearm or destructive device (Principal required to recommend a 365-day suspension)				●	●
● Possession of other types of guns including an air gun, BB gun, pellet gun, stun-gun, starter pistol, paintball gun, zip gun, or any other gun or weapon capable of causing serious bodily injury				●	●
● Possession of "look-alike" firearms or weapons.				●	●
● Instrument or objects used as weapons with intent to cause injury.				●	●
● Explosives (possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive materials or device including firecrackers, smoke bombs, flares, or any combustible or explosive substances or combination of substance or articles, other than a firearm).				●	●

# Guide to Detention and Temporary Student Removal/Exclusion

## Detention

Detention is the supervised retention of students during the school day or after school.

### Goals:

- Increase students' self-awareness/reflection, self-management, and social skills.
- Help students understand the impact of their behavior, re-teach rules and expectations, provide real-time opportunities to correct behavior, and set goals to improve behavior and restore relationships.

### Steps:

Administrative or school staff may assign a detention to students who engage in Level 2 infractions. If school staff are unable to supervise detention during assigned time, the administrator may assign the location. Detention may occur at lunch time, during recess, or after school when an administrator, designated detention supervisor, or teacher is available to supervise the detention.

The administrator, designated detention supervisor, or teacher engages in a brief restorative conversation with students and provides opportunities for self-correction, rehearsal, and social and emotional skill building within a 48-hour period of time (not including weekends or holidays).

- Staff who recommend a detention must submit a behavioral referral that accompanies assignment of detention in the student data management system.
- In grades K-5, students serve detention during lunch or after-school from the close of the school day until \_\_\_\_\_ p.m.
- In grades 6-12, students serve detention during lunch or after-school from the close of the school day until \_\_\_\_\_ p.m. Parents must be notified by the administrator before students serve an after school detention.

## Temporary Student Removal/Exclusion

### What is temporary student removal/exclusion?

Student removal/exclusion involves the temporary removal of students from their regular academic program or a public space setting. It is an appropriate consequence when students:

1. Experience temporary emotional upset.
2. Experience a sustained emotional meltdown.
3. Engage in pervasive inappropriate or unacceptable behaviors within a single period that have an adverse impact on their own learning and the classroom culture.
4. Continue to commit chronic rule violations over time after early intervention and support.
5. Engage in public space misconduct that jeopardizes safety, order, and traffic flow.
6. Engage in aggressive, dangerous, or destructive behaviors that threaten or cause physical and/or emotional harm and/or seriously jeopardize safety and order in the immediate setting and the larger school community.

Exclusionary consequences (from one period out of class to multiple days out of school) do come with risks and costs. Risks to students include loss of instructional time; students' feelings of anger, resentment, alienation, humiliation, and embarrassment; decline in academic performance; increased problematic attendance issues, and involvement in high-risk activities during unsupervised time at home and in the neighborhood. Costs to the school community include disproportionate use of exclusion that often targets students of color and students with disabilities and overuse of suspension becomes a primary response to discipline problems.

The primary aims of temporary student removal/exclusion are two-fold:

1. Remove the student immediately from a situation or after a series of incidents to address unproductive behavioral gaps and mindsets that are impairing learning, healthy relationships, and good conduct.
2. Ensure that safety, order, and calm are restored when violent, dangerous, or anti-social behaviors seriously disrupt a learning environment or public space.

### **How does temporary removal/exclusion live within an accountable, restorative, and equitable school culture?**

*ACCOUNTABLE* —Exclusion can provide the time, space, and guidance to fully own and account for what happened and the incident's impact on others.

*RESTORATIVE* —Exclusion can provide the time for restorative conversations, problem solving and planning conferences, student-student and student-teacher mediations, restorative group conferences, and other interventions that enable students to mend relationships, develop new skillfulness, and restore their good standing.

*EQUITABLE/FAIR* —Disparate and disproportional behavioral and academic outcomes among student groups are reduced when:

- Conditions for each type of exclusion are clear, proportional to the behavior violation, and standardized across the district.
- Interventions aligned to temporary exclusion are standardized, yet personalized to meet the developmental needs of each student.
- The process and protocols for excluding students are implemented with care and cultural responsiveness.

### **Immediate Removal to Counselor, Social Worker, Nurse, or Psychologist**

Students are escorted to a counselor, social worker, nurse, or psychologist when they are experiencing a physical injury or complaint, severe emotional distress including evidence of self-harm, suicidal thinking, out-of-control physical agitation or out-of-control verbal outbursts.

### **ISS/Cool down Room**

The ISS/Cool down Center provides a space where students can go when they need to exit to a calm place where they can defuse their upset and "re-set." Assignment to Re-set is most often used when:

- A student is experiencing a momentary emotional upset.
- A student is struggling academically and their frustration and inability to focus is intensifying.

- A student has engaged in multiple incidents of aggressive refusal within a single period.
- Two students are struggling to cooperate with one another and need a brief period to resolve the conflict.

This option enables teachers to prevent problematic behaviors from becoming major incidents. If a student is experiencing challenges that are making it difficult to engage in classroom learning the teacher may contact a student services support team member or the student's coach to escort the student out of the classroom for brief period of time to reflect on the situation, regain their emotional equilibrium and their "thinking self," and strategize how to re-enter the classroom to get back on track. Students complete a Reflect, Repair, and Reconnect form while they are in the Reset Center. The length of time students spend in Re-set will vary from 15 minutes to the remainder of the period in middle and high schools and up to 30 minutes in elementary school.

**Students may also take the initiative to ask to go to ISS/Cooldown to check in briefly with their student support coach or assigned counselor with the expectation of returning to class ready to learn.**

### **Immediate Removal from Classroom**

When students are highly charged emotionally or violent and/or engage in seriously dangerous or destructive behaviors, they are removed from the immediate environment and escorted to the AP. Student removal in these situations enables adults to restore calm, safety, and order as quickly as possible. A referral is submitted and the AP will determine follow-up consequences and interventions that may include assignment to the ISS/Cooldown Room. Immediate care and counseling will be provided to students in crisis situations.

### **In-School-Suspension-Restoration (ISS-R)**

ISS-R is an alternative learning setting that provides a saturated opportunity for students to reflect on and directly address behaviors that create barriers to learning and have an adverse impact on the classroom and the schoolwide community. A ritualized day includes time for reflection, completion of teacher-assigned work, conferencing with teachers, and embedded interventions delivered by the student support team.

ISS-R enables the school to:

- Fully investigate the incident if more time is needed.
- Provide some distance from the student to allow time for individuals and the community to recover and prepare for the student's supportive return.
- Facilitate counseling, coaching, problem solving, and behavior replacement sessions during the school day.

### **Short-Term Suspension (1 to 10 Days)**

Although OSS should be considered a "last resort," some students and their families only comprehend the gravity of a situation when OSS is assigned and it becomes part of their permanent record.

Exclusion from the school community for a limited number of days can serve as a "wake-up call,"

especially when it is accompanied by targeted interventions, a family conference, and a supportive “return” protocol.

In the case of seriously disruptive, violent, dangerous, and destructive incidents that have a profoundly negative impact on the school community, exclusion from the school environment for a limited number of days can enable a school to:

- Provide some distance from the student to allow time for individuals and the community to recover and prepare for a supportive return.
- Fully develop a comprehensive intervention plan for the student with all the right people involved.
- Deliver off-site interventions.
- Facilitate family conference and interventions after the regular school day.
- Construct and deliver strategic responses about a high impact incident to everyone in the community.

## **Discipline for Exceptional Children**

### **At-a-Glance:**

- Schools have the authority to discipline all students, including those with learning and thinking differences.
- Students with IEPs or 504 plans have special legal protections.
- Schools must help students whose misbehavior is caused by a disability, which can include learning and thinking differences.

All students, including students with IEPs and 504 plans, must follow school rules. State and federal laws require public schools to maintain a safe, orderly learning environment. That’s why every public school has a code of conduct with rules for behavior. Except in the case of assignment to suspension, all consequences in the Violation Matrix apply to all students.

However, interventions will be differentiated and personalized to meet the needs of students with IEPs and 504 plans.

## **Guide to Restorative Interventions**

### **Restorative Conferencing**

Restorative conferencing provides the structure in which we listen and speak responsively and develop plans to address harm and resolve conflict. Restorative conferencing ranges from brief check-ins to informal one-to-one conferences to more formal processes like mediation, peer or family restorative circles, and school re-entry conferences. All of these conferencing structures create a safe space in which people directly affected by an incident or problem can discuss it safely, openly, and honestly. All restorative conferencing protocols involve a structured set of steps and questions to ensure that all participants feel supported and all participants’ thoughts and feelings are invited into the process.

Having an adult's undivided attention for a few minutes is a restorative act in itself, because it immediately communicates to a student that he/she is valued and his/her thoughts and feelings matter. One-on-one conferencing has the broadest application in schools, and, if used as an early intervention by classroom teachers and student support coaches, it will reduce disruptive behaviors significantly.

## **Restorative Questions**

These are typical questions that are used in restorative conferences:

1. What happened? What was your role in what happened? *(This question encourages students to take responsibility and own their behavior.)*
2. What were you thinking and feeling at the time? *(This question supports students to identify thoughts and feelings that may have triggered their behavior.)*
3. Who else was affected by this? How? *(This question supports flexible thinking and helps students take the perspective of the other and reflect on the impact of their behavior.)*
4. What are you thinking/feeling now? *(This question encourages students to reflect on the incident after the emotional charge has dissipated and the student is in a calmer emotional state that enables him to think.)*
5. What do you want to do to make things right? *(This question encourages the student to take action that shows or expresses regret or remorse or decide on a solution that meets important needs of everyone involved.)*
6. What can I, or others, do to support you? *(This question reassures the student that you and others want to support a successful resolution to the problem.)*
7. When a situation like this comes up again, what actions might you take next time?  
*(This question encourages students to take what they have learned and apply it to similar situations in the future.)*

## **Restorative Actions**

The examples of restorative actions that follow enable a student to repair the harm, mend relationships, and restore their good standing.

- A sincere verbal or written apology that expresses regret or remorse and expresses a commitment to change how the student will treat the other person or group in the future.
- An apology of action that is a gesture of kindness and good will intended to put the past behind and repair the relationship. This can be any action from bringing



in a snack, to offering to do something nice for the other person, to an action that helps a teacher or makes the classroom a better place.

- Restitution or replacement when something has been damaged.
- A reading and/or video and written response that highlights how students have experienced a similar incident to foster empathy and perspective taking.

## Other Policies

### **Attendance policy** (Please see [Board Policy 4400](#))

Attendance in school and participation in class are integral parts of academic achievement and the teaching-learning process. Through regular attendance, students develop patterns of behavior essential to professional and personal success in life. Regular attendance by every student is mandatory. The State of North Carolina requires that every child in the State between the ages of 7 (or younger if enrolled) and 16 attend school. Parents and legal guardians are responsible for ensuring that students attend and remain at school daily.

### **Discrimination, Harrassment and Bullying** (see [Board Policy 1710](#))

The Orange County Board of Education acknowledges the dignity and worth of all students and employees and strives to create a safe, orderly, caring, and inviting school environment to facilitate student learning and achievement. The Board prohibits discrimination on the basis of race, color, national origin, sex, disability, or age and will provide equal access to the Boy Scouts and other designated youth groups as required by law. The Board will not tolerate any form of unlawful discrimination, harassment, or bullying in any of its educational or employment activities or programs. Any violation of this policy will be considered serious and school officials shall promptly take appropriate action to address the violation.

Harassment or bullying behavior is deliberate conduct intended to harm another person or group of persons. Such conduct violates this policy when any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication:

1. Places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or
2. Creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits or by adversely altering the conditions of an employee's employment.

### **Dress Code** (Please see [Board Policy 4316](#))

Orange County Schools recognizes and supports that students have the desire and right to express themselves through clothing. The District also has a responsibility to all students and families to create a learning environment that values the diversity of our students and provides a high quality, safe and respectful education environment that reflects our community as a whole. The responsibility for appropriate student dress lies with the student and the student's parent(s)/guardian(s), within approved standards set by the Orange County Board of Education. The Board prohibits any appearance or clothing that violates the standards for appearance and clothing established in [Board Policy 4316](#) or any additional reasonable standards adopted and publicized by the school with the approval of the Superintendent and after consultation with the Board attorney and with notice to the Board of Education. A copy of the [DRESS CODE](#) will be distributed to all students each year.

### **North Carolina State Legislation Related to Discipline:**

For more detail and easy reference on state legislated discipline policies, please see "[School Discipline Law Affecting North Carolina Public School Students](#)" from Duke Law website, Children's Law Clinic

Discipline Definitions – N.C. Gen. Stat. §115C-390.1(b)

Discipline policies – N.C. Gen. Stat. §115C-390.2

Reasonable force – N.C. Gen. Stat. §115C-390.3

Corporal punishment - N.C. Gen. Stat. §115C-390.4

Short-term suspensions – N.C. Gen. Stat. §115C-390.5

Short-term suspension procedures – N.C. Gen. Stat. §115C-390.6

Prior to the imposition of a short-term suspension, the student must be given an informal hearing. The notice of the charges may be oral and the student's opportunity to respond may be immediately following the notice. The student must be allowed to speak in his own defense. Typically, this occurs in the administrator's office, where the student is confronted with the accusation against him and invited to respond.

Long-term suspension – N.C. Gen. Stat. §115C-390.7

Long-term suspension procedures – N.C. Gen. Stat. §115C-390.8

Alternative education services – N.C. Gen. Stat. §115C-390.9

Expulsion – N.C. Gen. Stat. §115C-390.11

Readmission – N.C. Gen. Stat. §115C-390.12

**For the next sections, please refer to [Board Policy 3228](#), [Board Policy 3225-P \(Student Internet Use\)](#), and [Equity Policy 1030](#).**

### **Video and Audio Recording in School Classrooms**

The Board recognizes that video and/or audio records (“recordings”) can serve many variable purposes that align with our school’s education mission and programming. The Board approves the use of these recordings for education purposes including, but not limited to, recording student performances for instructional purposes; creating classroom instruction materials; and providing tools for teacher instruction and development subject to the provisions of this policy.

#### **A. Purposes of Which Written Consent Is Required**

If a teacher intends to create a recording of a class, including one or more students, prior written consent must be obtained from the parent or legal guardian of each affected student in the class. The general prior consent provided by parents/guardians through the Orange County Schools Student Internet and Media Permission Slip provides sufficient prior consent.

If a student or administrator wishes to create a recording of a teacher, student or a class, prior written consent must be obtained from the affected teacher and the parent/legal guardian of each affected student. It shall be the responsibility of the building administrator or his/her designee to obtain written permission from the affected student(s) and/or teacher prior to the recording.

B. Circumstances Under Which Written Consent Is Not Required

1. Video and/or audio recordings made pursuant to a student's IEP or 504 plans, when the IEP or 504 Team determines that such recording is necessary for the delivery of a free appropriate public education (FAPE), do not require consent under this policy. In such cases, the IEP or 504 Team is expected to establish reasonable conditions and limitations reasonably necessary for the student to receive a FAPE.
2. Recordings made consistent with the Orange County Schools Student Internet and Media Permission Slip, which is distributed annually to all students.
3. Recordings of any performance, competition, ceremony, presentation, orientation, training, assembly, or any other school-sponsored event open to the public that occurs outside the physical confines of the classroom.

### **Policies and Forms on Student Internet Use and Media Permissions**

[Board Policy 3225/7230](#)

Technology Responsible Use

[Board Policy 3225-P](#)

Procedure for Student Internet Acceptable Use - Procedure

[Board Policy 3225/7322-P](#)

Procedure for Permission to Use Student Photograph/Video - Procedure

### **OCS Board Policy on Equity**

[Board Policy 1030](#)

### **Long-Term Suspension Recommendation and District Hearing Request**

For suspension and expulsion Due Process Procedures, please see [Board Policy 4353](#) and [4353-P](#).

Student Code of Conduct Contacts for Short- and Long-Term Suspensions:

**ATTN: Dr. Jessica Dreher**

**Director of Student Engagement and Support Services**

**Orange County Schools**

**920 Corporate Drive, Hillsborough, NC 27278**

**919-732-8126**

*The Board expressly prohibits unlawful discrimination, harassment, bullying and cyberbullying however motivated, directed toward any person or group, including, but not limited to members of a socially distinct group or category, race, sex, religion, age, national origin, sexual orientation, pregnancy, or disability.*

## **Definitions and Explanations: Terms Related to Discrimination, Bullying, and Harassment**

**Ableism:** Prejudiced thoughts and discriminatory actions based on differences in physical, mental and/or emotional ability; usually that of able-bodied/minded persons against people with illness and disabilities.

**Adulthoodism:** Prejudiced thoughts and discriminatory actions against young people, in favor of older person(s).

**Ageism:** Prejudice and/or discrimination against people because of their real or perceived age. Although ageism is often assumed to be bias against older people, members of other groups, such as teens, are also targets of prejudice and/or discrimination based on their age.

**Ally or Upstander:** A person whose words and actions stand against acts of injustice and intolerance and stand up for individuals and groups when their rights and dignity have been violated.

**Antisemitism:** Hostility toward or discrimination against Jews as a religious, ethnic or racial group.

**Attributes of Protected Groups** Please see [Board Policy 1710](#)

**Bias:** An inclination or preference either for or against an individual or group that interferes with impartial judgment.

**Bias Related Incident** refers to language and/or behaviors which demonstrate bias against persons because of, but not limited to, others' actual or perceived: color, disability, ethnicity, gender, gender identity and expression, national origin, race, religion, and/ or sexual orientation.

**Bullying:** Deliberate conduct intended to threaten or harm another person or group of persons, including any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication. Please refer to [Board Policy 1710](#)

**By-Stander:** A bystander is a person who is present when something happens and who sees it, but neither participates in the event nor takes any action to intervene in the event.

**Classism:** Prejudice and/or discrimination against people because of their real or perceived social and economic status.

**Cyberbullying:** See [Board Policy 1710](#)

**Dialogue:** An exchange of ideas and opinions; a discussion between representatives of parties to a conflict that is aimed at resolution.

**Discrimination:** Any act or failure to act, whether intentional or unintentional, that unreasonably and unfavorably differentiates treatment of others based solely on their membership in a socially distinct group or category, such as race, ethnicity, sex, pregnancy, religion, age, or disability. See [Board Policy 1710](#)

**Diversity:** The wide variety of shared and different personal and group characteristics among human beings; different or varied. *The population of the United States is made up of people from different places and from diverse racial and cultural groups.*

**Explicit Bias:** The end behavior of a person who demonstrates overt discrimination toward some and/or demonstrates overt favoritism/privileging of others.

**Harassment: As with bullying,** deliberate conduct intended to threaten or harm another person or group of persons. Such conduct includes any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication. See [Board Policy 1710](#)

**Heterosexism/Homophobia:** Prejudice and/or discrimination against people who are or who are perceived to be lesbian, gay, bisexual, transgender or queer (LGBTQ). While homophobia is usually used to describe a blatant fear or hatred of LGBT people, heterosexism is a broader term used to describe attitudes and behaviors based on the belief that heterosexuality is the norm. Other related, specific, terms are transphobia and biphobia.

**Hostile environment:** a situation where a person subjectively views the conduct of others as harassment or bullying and that the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is harassment or bullying. A hostile environment may be created through pervasive or persistent misbehavior or a single incident, if sufficiently severe. See [Board Policy 1710](#)

**Immigrant:** A person who comes to a country to take up permanent residence.

**Implicit bias:** The unconscious attitudes, stereotypes and unintentional actions (positive or negative) towards members of a group merely because of their membership in that group. These associations develop over the course of a lifetime beginning at a very early age through exposure to direct and indirect messages. When people are acting out of their implicit bias, they are not even aware that their actions are biased.

**Islamophobia:** Prejudice and/or discrimination against people who are or who are perceived to be Muslim and a fear or dislike of Islamic culture.

**Prejudice:** Making a decision about how to perceive and treat a person or group of people frequently based on stereotypes, insufficient knowledge, and fear about the “other”.

**Racism:** Prejudice and/or discrimination against people based on the social construction of race. Differences in physical characteristics (e.g. skin color, hair texture, eye shape) are used to support a system of inequalities.

**Retaliation** is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

**Sexism:** Prejudice and/or discrimination against people based on their real or perceived sex. Sexism is based on a belief (conscious or unconscious) that there is a natural order based on sex.

**Socio-economic Status:** An individual’s or family’s economic and social position in relation to others, as measured by factors such as income, wealth and occupation.

**Stereotype:** An oversimplified generalization about a person or group of people without regard for individual differences. Even seemingly positive stereotypes that link a person or group to a specific positive trait can have negative consequences.

**Target** is a person against whom bullying, cyberbullying, retaliation, harassment, bias-related incidents, and/or other acts of physical or verbal aggression have been perpetrated.

**Transphobia:** Fear or hatred of transgender people; transphobia is manifested in a number of ways, including violence, harassment, and discrimination.

**Undocumented Person:** A person who does not possess the documentation required for legal immigration or residence.

**Xenophobia:** Prejudice and/or discrimination against anyone or anything that is perceived to be foreign or outside one's own group, nation or culture. Xenophobia is commonly used to describe negative attitudes toward foreigners and immigrants.

## **Definitions and Explanations: General Terms Related to the Code**

**Academic Dishonesty:** Plagiarism / Copying (representing others' words/ideas as one's own); Cheating (producing academic work through dishonesty or deceit); Altering or falsifying records or signatures; Assisting another student in any of the above actions

**Behavior Violations:** Student behaviors that are inappropriate (not appropriate in school setting), unacceptable (not unacceptable in any setting), that warrant clear, fair, timely, and standardized consequences and interventions.

**Behavior Referral:** Written documentation of 1) Level 2 and some Level 3 behavior infractions that do not require the immediate send-out of student from the location of the incident, or 2) Level 2, 3, and 4 behavior infractions that require immediate attention including student send-out from the location of the incident.

**Behavioral and Academic Problem Solving and Planning Conference:** A teacher, student support team member, or administrator engages the student in a conference and action plan when unproductive and ineffective behaviors or mindsets are impeding academic success and high functioning in the classroom.

**Classroom Student Removal:** A staff member may send out a student from the classroom or other location when a student behaves in a way that seriously jeopardizes her/his own safety or the safety of others. Students are not sent out of the classroom for Level 1 behavior concerns.

**Clear, Fair, Timely, and Standardized:** These attributes support the consistent and equitable application of consequences as much as is possible allowing for individual factors that must be considered in determining all disciplinary responses.

**Community Service:** An unpaid service for the benefit of the public that is performed as part (or all) of the intervention associated with a specific behavior infraction.

**Consequence:** A result that follows from an action or condition

**Violation of North Carolina Statutes:** Please refer to [Board Policy 4335](#)

**Denial of Transportation:** The temporary or permanent withholding of bus transportation. During this period of denial of school bus transportation, parents or legal guardians are responsible for transporting the student to and from school.

**Detention:** Detention is the supervised retention of students during the school day or after school.

**Discipline:** A system of rules of conduct, training, practice, and instruction that supports and sustains positive behaviors and self-discipline.

**Disruptive, Disorderly, Disobedient, Disrespectful, Defiant, Insubordinate, or Violent Student:** The revised Code discourages the use of these descriptors to label students because they are open to wide interpretation by individual staff members. These descriptors do not provide useful data that can help determine the right consequences and interventions that match a specific behavior. The revised Code encourages all staff to use the most precise language possible to describe specific behavior concerns and infractions.

**Employee:** Any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school.

**Equity:** Refers to the principle of providing student access to fair, appropriate and necessary (but not necessarily equal) programs, resources, and strategies to ensure that all students can succeed in school and achieve equitable outcomes.

**Expectations:** An expression of strong beliefs about what people are capable of doing and achieving. Expectations are normative and aspirational. They provide enduring guidelines for how we should present and express ourselves, how we should behave, how we learn and what we should achieve. Positive language is always used to craft expectations.

**Hallway and Public Space Misconduct:** Running, excessive noise, horseplay, loitering, or unauthorized hall-walking; obstructing pedestrian traffic; obstructing vehicular traffic

**IEP (Individualized Education Plan):** A legal written document required for children who are eligible to receive special education services. The members of the IEP team provide detailed information on children's performance, offer direct support and services to students, set annual goals, and evaluate student's progress on a regular basis.

**Illegal Drugs / Alcohol:** Please see [Board Policy 4325](#).

**Instigating:** Behavior that is likely to incite or produce aggressive or physical conflict between two or more individuals.

**Intake:** The procedures a student is expected to follow when a student arrives at the Student Support Center after being removed from a classroom or other location.

**Intentional Destruction to Personal or School Property or Vandalism** Damage, destruction or defacement of property belonging to the school or any individual person

**Interventions:** Specific programs, strategies, restorative conferencing protocols, skill building sessions, and individual and group counseling activities that enable students to reflect on their behavior, attitudes, needs and feelings; learn replacement behaviors and habits; work through personal obstacles; resolve conflicts; and develop goals and plans to get back on track for school success.

**ISS/Cooldown:** When a student is experiencing challenges that are making it difficult to engage in classroom learning, the teacher may contact a designated student support team member or the student's coach to escort student out of the classroom for a brief period to reflect on the situation, regain emotional



balance, and strategize how to re-enter class back on track. Students may ask for an ISS/Cooldown PASS to check in with their student support coach or assigned counselor.

**Makeup Work:** When students are removed from class because of inappropriate or disruptive behavior, school staff must provide students with missed assignments and the opportunity to make up these assignments without penalty. Students with Individualized Education Plans (IEPs) and 504 plans have additional protections that may require full IEP implementation, not just homework packets.

**Parent/Guardian:** Refers to student's biological, adoptive, or foster parent(s), guardian(s), or caregiver(s) - any person(s) in a parental or custodial relationship to the student), or the student if he/she is an emancipated minor or has reached 18 years of age.

**Persistent:** When the same behavior is repeated three to five times or more within a week.

**Positive Behavioral Interventions & Supports (PBIS)** Positive Behavioral Interventions & Supports is a school-wide framework of universal expectations, shared language, and common policies and practices that support a safe, civil, caring, and supportive learning environment and positive student behavior through the PROMOTION of social and emotional competence and PREVENTION of inappropriate, unacceptable, and unskillful behaviors (Tier 1); targeted INTERVENTIONS for students who meet specific criteria and conditions associated with specific interventions (Tier 2); and more intensive and individualized INTERVENTIONS for students with high needs who are at greatest risk for healthy development and school success (Tier 3).

**Progress Monitoring:** Progress monitoring involves the assessment of a student's regular use of desired target behaviors that support improved behavior and academic performance. The process usually lasts for three to six weeks during which the teacher and the student use a tool with an easily measured rating scale to reflect on the students' performance and use of specific behaviors from day to day and week to week.

**Reflection, Repair, and Re-Connect:** When a student is sent out of the classroom or other location to the Student Support Center, a student engages in a process of Reflect (completion of a reflection form), Repair (problem solving to makes things right), and Re-Connect (brief conference with the teacher upon return to the classroom to share strategies that will enable student to get back on track).

**Restitution** Replacing item(s) that were stolen or damaged by providing fair market value by way of compensation or service

**Restorative Group Conference:** Process in which an offending student or group meets with all parties affected by a high-impact incident in order to share their perspectives, to acknowledge the act and its impact on others, and to agree on a resolution that will promote healing, repair harm, and restore relationships.

**Rules** are an explicit set of enforceable regulations or principles that govern or guide conduct. They provide specific instructions about what to do and not to do in specific contexts; thus, rules are stated using either positive or negative language. Typical school rules provide direction for personal deportment: What you may wear; what you may bring to school; where you can go and when you can go there. Rules foster a sense of order, calm, and purposefulness, prerequisites for establishing a learning-focused culture.

**School Bus/School Transportation Vehicle:** Every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and

operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities.

**School Function** Any school-sponsored extracurricular event or activity. This includes any event, occurring on or off school property, sanctioned or approved by the District, including, but not limited to, off-site athletic events, school dances, plays, musical productions, field trips or other District-sponsored trips.

**MTSS Team (Multi-Tiered System of Supports):** The school team that reviews student cases on a weekly basis to ensure that all students have equitable access to services and interventions that they need. The school intervention team uses student data and “early warning” criteria to identify students at greatest risk in order to implement targeted behavioral and mental health interventions that are timely and predictable.

**School Property:** Outside grounds, all structures, and any space within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school.

**School-wide:** Rules, policies, practices, procedures, and routines that involve every student and every staff member during every period of every day.

**Social and Emotional Learning (SEL):** the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

**Skipping Class** Unauthorized absence from a mandatory class or school activity or function.

**Student Support Services Team:** The team includes all student support staff (administrators, counselors, social workers, special education case managers, student behavior aids, etc.) who work collaboratively as one coherent team —sharing data, using the same common language, committing to the same goals and approach to discipline and student support, and engaging in the same set of practices that support personal, social, and academic efficacy and improved student behavior.

**Student Support Coach:** A student support team member (counselor, social worker, psychologist, student behavior specialist, youth advocate, youth development specialist, case manager, or SPED collaborative teacher) or teacher volunteer who provides coaching, skill instruction, and support to specific students who need an on-going intervention and close progress monitoring.

**Tardiness: Arriving** late to class during the school day

**Theft:** Stealing, attempting to steal, or knowingly possessing stolen property. Please see [Board Policy 4330](#)

**Tobacco Infractions:** Possessing tobacco, tobacco products, or vaping devices on school property or at a school function; consuming on school property or at a school function, selling or attempting to sell on school property or at a school function; Distributing or exchanging on school property or at a school function

**Trespassing:** Being present on school property when not authorized or without administrative permission.

# REQUIRED ANNUAL NOTIFICATIONS

## ORANGE COUNTY SCHOOLS' PUBLIC NOTICES

Federal and state laws require public school systems across the nation and the state to provide parents and legal guardians with annual notification regarding specific issues. Those issues are listed below.

### **Section 504 of the Rehabilitation Act of 1973**

No otherwise qualified individual with a disability in the United States...shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. *U.S. Department of Education*

### **Medical Information and New Vaccines**

North Carolina General Statute 115C-47 requires schools to provide information concerning cervical cancer, cervical dysplasia and human papillomavirus. North Carolina General Statute 115C-375.4 requires Local Boards of Education to provide parents and guardians information on Meningococcal disease and vaccines. Information on these diseases can be found at [http://www.orange.k12.nc.us/Students/student\\_health\\_services.html](http://www.orange.k12.nc.us/Students/student_health_services.html) or [www.cdc.gov/vaccines/vpd-vac](http://www.cdc.gov/vaccines/vpd-vac). Those without internet access can contact a school nurse or the Orange County Health Department at 919.245.2400 for more information.

### **Permissible Use of Seclusion and Restraint**

It is the policy of the Orange County School System to promote the safety of all students, staff, and visitors in its schools. To further this policy, school personnel may, in compliance with G. S. 115C-391.1 and state and local policies and procedures, employ reasonable restraint or seclusion techniques with students.

The Superintendent or designee shall provide copies of this policy and General Statute 115C-391.1 to school personnel and parents/guardians at the beginning of each school year. Principals shall notify parents of any prohibited use of seclusion, restraint, or aversive techniques and shall provide a written incident report within 30 days of any such incident as required by G. S. 115C-391.1 and applicable policies and procedures. The Superintendent or designee shall annually provide a record of reported incidents to the State Board of Education.

### **North Carolina's Safe Surrender Law**

In 2001, the North Carolina General Assembly passed a law, G.S. 7B-500(b) or G.S. 7B-500(d), making it legal for females to surrender their newborn baby to a responsible adult without fear of criminal prosecution. While any responsible adult may receive a newborn, school social workers or family specialist social workers, school nurses, school counselors and law enforcement are examples of responsible adults who are familiar with this law. More information can be found at [www.safesurrender.net](http://www.safesurrender.net). Those without internet access can contact their school nurse, school social worker or family specialist social worker.

## **Students with Disabilities– Individuals with Disabilities Education Act (IDEA)**

The Individuals with Disabilities Education Act mandates that every student (ages 3-21) identified with a disability under the IDEA receive a free and appropriate public education. If a student or parent/guardian suspects that the child may have a disability, the parent should contact the school principal for a possible referral.

## **Non-Discrimination Statement**

The Orange County Board of Education believes that all employees and students should be free of unlawful discrimination, including harassment and bullying and cyberbullying, as a part of a safe, orderly and inviting working and learning environment. It commits itself to non-discrimination in all its educational and employment activities. The Board expressly prohibits unlawful discrimination, harassment, bullying and cyberbullying however motivated, directed towards any person or group, including, but not limited to members of a socially distinct group or category, race, sex, religion, age, national origin, sexual orientation, pregnancy, or disability.

## **Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) is a federal law that governs the maintenance of student records. Under the law, parents of student(s) or students if they are at least 18 years of age have both the right to inspect records kept by the school about the student and the right to request correction of inaccuracies in the records. Access to the records by persons other than the parents or the eligible student is limited and generally requires prior consent by the parents or the eligible student.

## **Career and Technical Education (CTE)**

The Orange County School System offers a wide range of Career and Technical Education program including Agriculture Sciences, Business and Marketing, Family and Consumer Sciences, Career Development, Technology, Trade and Industrial Education, and Health Occupations. All middle schools offer exploratory Career and Technical Education courses. Orange County Career and Technical Education program do not discriminate on the basis of race, color, national origin, sex, disability, or age in its activities or programs, including employment policies and practices.

**The following person(s) has/have been designated to handle inquiries regarding the non-discrimination policies at the following address:**

Orange County Schools  
200 East King Street  
Hillsborough, NC 27278

IDEA — Mrs. Connie Crimmins, Director of Exceptional Children's Program

Title IX — Mrs. Joyce Hatcher, Chief of Human Capital and Organizational Development

Title VI — Dr. Jessica Dreher, Director of Student Engagement and Support Services

Section 504 — Mrs. Kimberly Degraffenried, Interim Section 504/SEL (Social-Emotional Learning) Coordinator

Career and Technical Education — Mrs. Shannon Braxton, Director of Career and Technical Education and Cultural Arts

## REQUIRED ANNUAL NOTICE

# Family Educational Rights and Privacy Act

### General Guidance For Parents

Family Educational Rights and Privacy Act (FERPA) is a federal law that applies to educational agencies and institutions that receive funding under a program administered by the U.S. Department of Education. Under FERPA, schools must generally afford parents:

- access to their children's education records
- an opportunity to seek to have the records amended
- and some control over the disclosure of information from the records.

Parents may access, seek to amend, or consent to disclosures of their children's education records, unless there is a court order or other legal document specifically stating otherwise. When a student turns 18 years of age or attends a postsecondary institution, the student, and not the parent, may access, seek to amend, and consent to disclosures of his or her education records.

### Access to Education Records

#### Schools are required by FERPA to:

- provide a parent with an opportunity to inspect and review his or her child's education records within 45 days of the receipt of a request;
- provide a parent with copies of education records or otherwise make the records available to the parent if the parent, for instance, lives outside of commuting distance of the school; and
- redact the names and other personally identifiable information about other students that may be included in the child's education records.

#### Schools are not required by FERPA to:

- Create or maintain education records;
- Provide parents with calendars, notices, or other information which does not generally contain information directly related to the student.

### Amendment of Education Records

#### Under FERPA, a school must:

- Consider a request from a parent to amend inaccurate or misleading information in the child's education records;
- Offer the parent a hearing on the matter if it decides not to amend the records in accordance with the request; and
- Offer the parent the right to place a statement to be kept and disclosed with the record if as a result of the hearing the school still decides not to amend the record.

#### A school is not required to consider requests for amendment under FERPA that:

- Seek to change a grade or disciplinary decision;
- Seek to change the opinions or reflections of a school official or other person reflected in an education record;
- Seek to change a determination with respect to a child's status under special education programs.

### Disclosure of Education Records

#### A school MUST:

- Have a parent's consent prior to the disclosure of education records; and
- Ensure that the consent is signed and dated and states the purpose of the disclosure.

#### A school MAY disclose education records without consent when:

- The disclosure is to school officials who have been determined to have legitimate educational interests as set forth in the school district's annual notification of rights to parents;
- The student is seeking or intending to enroll in another school;

- The disclosure is to state or local educational authorities auditing or evaluating Federal or State supported education programs or enforcing Federal laws which relate to those programs;
- The disclosure is pursuant to a lawfully issued court order or subpoena; and
- The information disclosed has been appropriately designated as directory information by the school.

## **Annual Notification**

### **A school must annually notify parents of students in attendance that they must allow parents to:**

- Inspect and review their children's education records;
- Seek amendment of inaccurate or misleading information in their children's education records; and
- Consent to most disclosures of personally identifiable information from education records.

### **The annual notice must also include:**

- Information for a parent to file a complaint of an alleged violation with the Family Policy Compliance Office;
- A description of who is considered to be a school official and what is considered to be a legitimate educational interest so that information may be shared with that person; and
- Information about who to contact to seek access or amendment of education records.

### **Means of notification:**

- Can include local or student newspaper; school calendar; student program guide; rules handbook, or other means to inform parents;
- Notification does not have to be made individually to parents.

## **Complaints of Alleged Violations:**

### **Complaints of alleged violations may be addressed to:**

Family Policy Compliance Office  
 US Department of Education 400  
 Maryland Avenue, SW Washington,  
 DC 20202-5901

### **Complaints must:**

- Be timely submitted, not later than 180 days from the date the parent/guardian learned of the circumstances of the alleged violation; and
- Contain specific allegations of fact giving reasonable cause to believe that a violation has occurred, including:
- Relevant dates, such as the date of a request or a disclosure and the date the parent learned of the alleged violation;
- Names and titles of school officials and other third parties involved;
- A specific description of the specific education record in which the alleged violation occurred;
- A description of any contact with school officials regarding the matter, including dates and estimated times of telephone calls and/or copies of any correspondence exchanged between the parent and the school regarding the matter;
- The name and address of the school, school district, and superintendent of the district; and
- Any additional evidence that would be helpful in the consideration of the complaint.

# Required Signature Form

Includes the following:

- Student Internet & Media Permission Slip
- Student & Parent/Guardian Code of Conduct Verification of Receipt & Review
- Student Internet Acceptable Use Policy

**This Page Left Intentionally  
Blank**



## **Orange County Schools Student Internet and Media Permission Slip | Photographs/Videos**

The Orange County School System seeks to promote the positive classroom experiences of students. To do so, schools or the district public information officer will frequently contact area news media to report on activities in our schools. In addition, the media may contact the school district for permission to photograph or video classroom or school activities. Media representatives may not photograph students without principal approval.

The district also publishes student accomplishments on school or district web sites. To give the district permission to re-lease photographs/videos or other likenesses of your child to media representatives, please sign and return the permission slip below.

I give my permission for photographs/videos or other likenesses of my child to be released to the media (newspapers/TV) or published on school or district web sites and publications.

Name of Parent/Guardian (please print): \_\_\_\_\_ Phone Number: \_\_\_\_\_

Name of Student (please print) : \_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

---

## **Orange County Schools Student Code of Conduct and Annual Notifications Student and Parent/Guardian Verification of Receipt and Review**

This is to certify that we have received and reviewed the Student Code of Conduct and Annual Notifications and understand that this document governs the standards of behavior for students in the Orange County School District. We understand that these standards of student behavior apply to all school sites, off-site school sponsored activities, and on any form of transportation provided by the Orange County Schools.

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

**This Page Left Intentionally  
Blank**

**PROCEDURE FOR STUDENT INTERNET  
ACCEPTABLE USE**

*Date Reviewed/Approved: 06/22/2012*  
Policy Number: **3225-P**

---

Rescinds Policy Number:

Issued: 12/01/2009

---

**USER RESPONSIBILITIES**

1. Internet access provided by Orange County Schools is a privilege that offers a wealth of information and resources for research. Where it is available, this resource is offered to staff, students, and other patrons at no cost. In order to maintain the privilege, users agree to learn and comply with all of the provisions of this policy.

**ACCEPTABLE USE**

1. All use of the Internet must be in support of educational and research objectives consistent with the mission and objectives of Orange County Schools.
2. Proper codes of conduct in electronic communication must be used. In news groups, giving out personal information is inappropriate. When using e-mail, extreme caution must always be taken in revealing any information of a personal nature.
3. Network accounts are to be used only by the authorized owner of the account for the authorized purpose.
4. All communications and information accessible via the network should be assumed to be private property.
5. Subscriptions to mailing lists and bulletin boards must be reported to the system administrator. Prior approval for such subscriptions is required for students and staff.
6. Mailing list subscriptions will be monitored and maintained, and files will be deleted from the personal mail directories to avoid excessive use of file server hard-disk space.
7. Exhibit exemplary behavior on the network as a representative of your school and community. Be polite!
8. From time to time, Orange County Schools will make determinations on whether specific uses of the network are consistent with the acceptable use policy.

**UNACCEPTABLE USE**

1. Giving out personal information about another person, including home address and phone number, is strictly prohibited.
2. Any use of the network for commercial or for-profit purposes is prohibited.
3. Excessive use of the network for personal business shall be cause for disciplinary action.
4. Any use of the network for product advertisement or political lobbying is prohibited.
5. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the network.
6. No use of the network shall serve to disrupt the use of the network by others. Hardware and/or software shall not be destroyed, modified, or abused in any way.
7. Malicious use of the network to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.
8. Hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviors are prohibited on the network.
9. The unauthorized installation of any software, including shareware and freeware, for use on Orange County Schools computers is prohibited.

10. Use of the network to access or process pornographic material, inappropriate text files (as determined by the system administrator building administrator), or files dangerous to the integrity of the local area network is prohibited.
11. The Orange County Schools network may not be used for downloading entertainment software or other files not related to the mission and objectives of Orange County Schools for transfer to a user's home computer, personal computer, or other media. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of the Orange County Schools.
12. Downloading, copying, otherwise duplicating and/or distributing copyrighted materials without the specific written permission of the copyright owner is prohibited, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC).
13. Use of the network for any unlawful purpose is prohibited.
14. Use of profanity, obscenity, racist terms, or language that is reasonably likely to cause a substantial disruption in the school environment is prohibited.
15. Playing games is prohibited unless specifically authorized by a teacher for instructional purposes.
16. Establishing network or Internet connections to live communications, including voice and/or video (relay chat), is prohibited unless specifically authorized by the system administrator.

I have read, understand, and will abide by the Acceptable Use Policy when using computers and other electronic resources owned, leased, or operated by the Orange County Schools. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be initiated. The Orange County School System seeks to promote positive, responsible and appropriate use of the Internet/Network. The user is ultimately responsible for his or her activity on the Internet/Network connection provided by Orange County Schools.

Student's Name (please print): \_\_\_\_\_

Parent's Name (please print): \_\_\_\_\_ Phone Number: \_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

*Adapted from the National Center for Education Statistics suggested Acceptable Use Policy template.*