



# Discipline Procedures Guide 2023-2024



**All information contained in this procedures guide can be located in Canvas in the Discipline 101 23-24 course.**

***Also, included in the***

***Discipline 101 23-24 course,***

***but not included in this***

***procedures guide are all***

***State Statutes, district***

***memorandums, and School***

***Board Policies.***



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## Disciplinary Consequences

This section of the guide identifies offenses for which a student may be disciplined and sets forth disciplinary consequences, which are appropriate for the offense. Each offense is defined in this section of the guide and is accompanied by a listing of appropriate disciplinary consequences. In the section immediately following the disciplinary response, a brief explanation of appropriate disciplinary consequences is provided along with a description of major procedures, which are followed to ensure procedural due process is afforded when a more severe discipline action is considered or given.

Disciplinary offenses and the responses to them are divided into four levels. Disciplinary consequences to offenses become progressively more severe as one moves upward in the levels of misconduct.

In choosing an appropriate disciplinary response for Level I, II or III offenses, school personnel may select from the disciplinary consequences appropriate to the level of the offense. In certain circumstances, a combination of disciplinary consequences may be appropriate. For example, for Level I offenses it's important to contact the parents of the student while also giving a verbal reprimand and a referral to SAFE. For a Level II offense, a student might receive a behavior contract accompanied by parental contact and counseling and directions.

Level IV offenses require up to a ten (10) day suspension and a recommendation for expulsion/removal. The School Board may expel a student for up to 180 days.

Students with an IEP/504 may be subject to a removal depending on the disciplinary offense of the Code of Student Conduct. A student with an IEP/504 plan may be removed from a school up to 10 school days within a school year without providing services identified in the Individual Educational Plan (IEP)/504 Plan. A manifestation determination is not needed for the first six through eight school days of removal, however, a manifestation determination meeting is required for all Level IV offenses.

**Parents should always  
be contacted when a  
referral is issued.**



## Definitions

To assist in understanding disciplinary terms used in the Code of Student Conduct, this section provides specific definitions of major terms utilized in the disciplinary consequences to misconduct. (The response codes on the following pages are listed in the referral form).

1. **Alternative Class Assignment:** A student may be placed in an alternative class as a result of misconduct; P.A.S.S. is not an alternative class assignment. ESE/504 students must receive services during this alternative class assignment period of time. All ESE/504 services must be documented
2. **Behavior Contract/Plan:** A written contract or plan may be developed between the student and a teacher, principal, and/or other school personnel. Parental involvement is highly recommended.
3. **Confiscation of Unauthorized Materials/Contraband:** A student who brings materials and/or items which are prohibited or which are considered contraband may have the item or items confiscated. Custody of confiscated items by an OCPS employee will be the responsibility of the school.
4. **Consultation with Law Enforcement:** OCPS employees are required to consult with the SRO when a crime has occurred or when there is a threat to school safety. If the SRO is not available, contact a law enforcement agency. If a crime is deemed an eligible misdemeanor, the school principal or designee may recommend that the student be allowed to participate in a civil citation or similar pre-arrest diversion program as an alternative to arrest or full expulsion. The SRO will have the final determination of issuing a civil citation or pre-arrest diversion program and does not exempt the student from receiving other forms of discipline consequences from the school. This recommendation cannot be made for certain offenses such as felonies, threats to the school, and possession/use of a firearm or weapon.
5. **Contract:** A written agreement between students to avoid physical or verbal conflict to ensure the safety and the welfare of the school environment. Parental involvement is highly recommended. Including but not limited to the following: No Contact Contracts, Bullying/Harassment Contracts.
6. **Counseling and Direction:** A student involved in misconduct may be given counseling and direction in a conference with the staff or administration. The misconduct is discussed and future expectations outlined.
7. **Detention:** A student can be detained before, during, or after school hours for misconduct with approval of the principal/designee. Written notice shall be given to the parents or legal guardian 24 hours prior to the detention. Prior arrangements shall be made by the principal/designee to ensure that the student has transportation home after such detention.
8. **Early Re-entry Plan for Expelled Students:** An expelled student (fully excluded) may have the ability to apply for early re-entry as per the Code of Student Conduct. A student who receives an early re-entry back to Orange County Public Schools will attend an alternative placement site.

9. **In Loco Parentis:** Latin for “in place of the parent”. While a student is in the physical custody of the school.
10. **Mechanical Restraint:** The use of any device or equipment to restrict a student’s freedom of movement. The term does not include devices implemented by trained medical or related services professionals and are used for the specific and approved purposes for which such devices were designed such as:
- Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
  - Vehicle safety restraints when used as intended during the transport of student in a moving vehicle;
  - Restraints for immobilization; or
  - Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.
11. **Parent/Guardian Conference/Contact:** In case of student misconduct, a conference or phone call between school personnel and the parent or guardian shall be held to discuss student behavior. Parent/Guardian contact is mandatory for all disciplinary consequences. During this conference/contact, future plans, alternative educational opportunities, or behavior contracts may be determined.
12. **Physical Restraint:** A personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head and hands freely. The term physical restraint does not include a physical escort. Physical escort means a temporary touching or holding the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out to walk to a safe location.
13. **Positive Alternative to Student Suspension (P.A.S.S.):** A student may be temporarily removed from a class or classes and assigned to the P.A.S.S. program on the school campus. ESE/504 must be provided services while in P.A.S.S. These services must be documented and provided by an ESE teacher if a student has an IEP.
14. **Referral to Intervention Personnel/Guidance Counselor/SAFE Coordinator:** A student may be referred to counseling/intervention programs, as needed, for actions such as threats, anger management, decision making, academic performance, classroom conduct, possible gang behavior, for friends/family issues and/or other behaviors.
15. **Restorative Practices:** OCPS has implemented Restorative Practices to address the unique needs of students who have committed behavior offenses in violation of the Code. Incidents that may qualify for participation in Restorative Practices include, but are not limited to, disrespect, insubordination, and altercations. A trained school staff member (administrator, teacher, or counselor) facilitates Restorative Practices conflict resolution circles with the person harmed and the person causing harm. Restorative Practices promote inclusiveness, relationship building, and problem-solving. Some restorative methods include using affective statements, restorative questions, community building circles, and conflict resolution circles.

Restorative Practices also aim to build a school culture that focuses on developing and maintaining relationships among educators and students. Through Restorative Practice, all voices are heard as problems are addressed and solved. Restorative Practices teach the social-emotional and conflict-resolution skills necessary to reduce conflict.

**Successful completion** of Restorative Practices can serve as an acceptable consequence in lieu of a suspension or other appropriate disciplinary response.

- **Return of Property:** A student that has taken school property or the property of others will be held responsible if the property is not returned in the same condition. The student may be subject to more severe disciplinary consequences if the item is not returned.
- **Seclusion:** Orange County Public Schools prohibits the use of seclusion practices.
- **Special Work Assignment:** The assignment of a reasonable, developmentally appropriate task to be completed by a student is permissible, with appropriate supervision. Such a work assignment will not include repetitive curriculum work. Students may be required to serve on work details at the school for misconduct with parent permission. Each work detail shall not endanger the health or safety of a student.
- **Supervision Plan:** A supervision plan is required for allegations of bullying/harassment whether the incident is substantiated or unsubstantiated. It is required for the (alleged) victim and (alleged) offender. A supervision plan is required for all students remaining at a school with a threat or alleged threat. Please refer to the “Student Supervision Plan – Harm to Others” in the OCPS Threat Procedures Guide. A supervision plan may be considered for other disciplinary offenses that have a victim.
- **Safety Plan:** OCPS School Mental Health Safety Plan is a comprehensive support plan that should be completed for all students that present with threat to self, suicide or self-harm incidents. A plan should be completed by the mental health designee or a trained member of the threat assessment team. A plan provides students with an opportunity to advocate for their needs and problem solve behaviors, triggers and possible interventions.
- **Suspension: (Out of School)** Suspension, also referred to as out-of-school suspension, is the temporary removal of a student from all classes of instruction on OCPS school grounds and all other school-sponsored activities, except as authorized by the principal or the principal’s designee, for a period of one to ten school days and remanding of the student to the custody of the student’s parent/guardian. The school is required to provide specific academic assignments for the student to complete.
  - ***Schools cannot assign a student to A2S sites as a discipline consequence. This is a parent/guardian’s choice for a student to attend A2S.***
  - ***No student who is required by law to attend school, provided he/she does not arrive at school and then leave campus, shall be suspended for unexcused tardiness, lateness, absences or truancy to school. In addition, no student shall be suspended for the following: dress code violations, Level I offenses or Level II offenses.***
  - ***The staffing and/or 504 coordinators must be notified of all students that have a(n)***

***IEP/504 Plan that are suspended from school.***

- **Suspension from Bus Riding Privileges:** A student may be suspended from bus riding privileges for misconduct on the school bus for up to ten (10) school days. The responsibility for transportation to and from school for the duration of the suspension now becomes the responsibility of the student's parents or legal guardian. Not recommended for elementary students. **The staffing and/or 504 coordinator must be notified of all students that have a(n) IEP/504 Plan and are suspended from the bus.**
- 22. **Verbal Reprimand:** Any member of the school system may verbally correct a student for misconduct at school, on school sponsored transportation, or at a scheduled school function.
- 23. **Withdrawal of Privileges:** The temporary removal of privileges which do not impact the education, health and safety of students.

## Questions To Establish Jurisdiction

Sections [1003.31](#), [1006.09](#), and [1006.147, Florida Statutes](#) reference jurisdiction for students who are under the control and direction of the school .

If the answer to one of the questions below is **YES**, then jurisdiction is established:

1. Did the incident take place on school grounds during the school day? ([1003.31](#))
2. Did the incident take place on school grounds 30 minutes before or after school? ([1003.31](#))
3. Did the incident take place on a school bus or other mode of transportation provided by OCPS? ([1003.31](#))
4. Did the incident take place at a school sponsored activity or event (including digital learning)? ([1003.31](#))
5. Did the incident take place on School Board property at any time if the student is found to have committed an act that is a felony if committed by an adult **OR** the student has had adjudication withheld for a delinquent act if the act is a felony if committed by an adult **OR** the student has been found guilty of a felony? ([1003.31](#))
6. Was the student charged with a felony in the community (not on school grounds) that has caused an adverse impact on the school? (You must be able to prove the adverse impact and contact your Area Administrator to begin felony suspension proceedings) ([1006.09](#))
7. Did the student bully/harass another student/employee through the use of data or computer software that is accessed through a computer, computer system, or computer network within the scope of OCPS? ([1006.147](#))
8. Did the student bully/harass another student through the use of an electronic device (not owned, leased, or used by OCPS) outside of school **AND** the bullying/harassment substantially interferes with or limits the victim's ability to participate or benefit from school services/activities, **OR** substantially disrupts the education process or orderly operation of the school? ([1006.147](#))

# Discipline Offenses

## Level One



## Discipline Offenses by Level – Level I

Cheating - Level I A	
Definition	Willful or deliberate unauthorized use of the work of another person for academic purposes, or unauthorized use of notes or other material in the completion of an academic assignment or test. In addition to disciplinary responses, the student may receive no credit for the assignment, test, or exam at the discretion of the teacher.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Copying from another student's test or homework</li> <li>• Allowing another student to copy from your test or homework</li> <li>• Using materials such as textbooks, notes, or formula lists, or the use of the internet (Google, Yahoo!, Siri, Alexa, etc.) during a test without the professor's permission</li> <li>• Copying information from another person</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Working within a group where one person works harder than another person</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• Student may receive no credit for the assignment, test, or exam at the discretion of the teacher</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

Disrespect- Level I D	
Definition	Behavior that lacks regard, civility, politeness, and/or courteous consideration towards a student, OCPS employee, volunteer, or contracted personnel. <i>This offense may include, but is not limited to, speech or behavior that is insulting or rude.</i>
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Speech or behavior that is insulting or rude</li> <li>• Speech or behavior that devalues another person and/or learning environment</li> <li>• Student singing an inappropriate song not directed towards any specific person</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Disagreeing with another person's thought's feelings in a polite and courteous manner</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• Consult with classroom teacher on use of prior interventions and parent notification. (A referral is not an intervention)</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

Dress Code – Level I E	
Definition	Not Following the OCPS established dress code
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student violates the dress code policy (first documented offense)</li> <li>• Student is wearing socks or apparel with marijuana leaves on it</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Student is wearing a headdress for religious reasons, approved by the principal</li> <li>• Student is wearing an Iron Maiden T-shirt and the admin hates Iron Maiden</li> <li>• Medical mask worn for intended purpose</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• Refer to the OCPS Student Code of Conduct Dress code section</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

Failure to Report for Detention - Level I F	
Definition	Failure to report for assigned discipline
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student refusing to attend assigned detention</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Student missed detention due to illness/absence</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• Documentation of the initial detention being given and not served</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

False and/or Misleading Information - Level I G	
Definition	Intentionally providing false or misleading information to, or withholding valid information from an OCPS employee, contracted personnel, or volunteer, which does not cause a disruption to the school environment.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student lies about being in unauthorized area</li> <li>• Student does not tell the truth about a cell phone theft</li> <li>• Student gives a staff member a false name</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• After an investigation, information was obtained that the student was given verbal permission to be in unauthorized area</li> <li>• Knowingly making a false report to FortifyFlorida will be a Level 4T Other</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

Profane, Obscene, Abusive Language / Material - Level I J	
Definition	The use of either oral or written language, or gestures, which are disrespectful or socially unacceptable and are not directed at another person. This section does not include threatening or intimidating language.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student writes profanity/abusive language on the white board</li> <li>• Student curses at the entire class</li> <li>• Student uses profanity as they are walking out of the door</li> <li>• Student uses profane hand gesture towards another</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Student calling another student a pineapple head</li> <li>• Student telling another student they are ugly</li> <li>• Student making fun of another's appearance</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• You may need to refer to Level I D – Disrespect</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

Electronic Device Violation – Level I KK	
Definition	The misuse of electronic devices, which may include, but not limited, to cellphones, earbuds, smartphones, smart watches, MP3 players, iPods, e- readers, tablets, laptops, and other electronic devices.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student listening to music on their electronic device in class/hallway</li> <li>• Student using cell phone between class periods to listen to music or text</li> <li>• Student using cell phone during school hours</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Student is in possession of a cell phone that is silenced and concealed in a backpack</li> <li>• Student's concealed cell phone rings during class and the student attempts to turn off the phone</li> <li>• Student using cell phone for medical reasons</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• Please refer to Section 1006.07, FL Statutes</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

Tardiness - Level I L	
Definition	Repeated late arrival to class, not to school.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student arrives a few minutes late to class</li> <li>• Student arrived to school on time and was late to 1<sup>st</sup> period class</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Student consistently arrives late to school during 1<sup>st</sup> period</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• <b><u>Students who are <i>tardy to school</i> are not to receive discipline consequences</u></b></li> <li>• <u>Repeated tardiness to school may constitute truancy</u></li> <li>• Students are not considered tardy until they are signed into school</li> <li>• If a student arrives to school on time and is late to first period, that student may receive discipline consequences</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

Unauthorized Absence from School / Class – Level I M	
Definition	A student arrives at school and then leaves campus, has temporary unauthorized absences from classes, or fails to attend specific classes.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student arrives to school in the morning and then skips school for the remainder of the day</li> <li>• Student constantly absent from their P.E. class</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Student arriving late to school</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• Being tardy to school is not considered an unauthorized absence</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

Other Misconduct – Level I N	
Definition	Any other minor act of misconduct which may interfere with the orderly operation of the classroom, the school program, a school activity, and extracurricular / co-curricular program, or approved transportation and cannot be coded as another level 1 offense. <i>This does not include any misconduct that would be coded as a level IV Disruption on campus-Major (DOC).</i>
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student rips down bulletin board paper/poster</li> <li>• Student consistently leaving trash on the table / desk</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Student using profanity in class</li> <li>• Student engaged in horseplay</li> <li>• Student failing to report to detention</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• This is for level 1 offenses that cannot be coded in any other area</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

Unauthorized Absence from School / Class – Level 1 M	
Definition	A student arrives at school and then leaves campus, has temporary unauthorized absences from classes, or fails to attend specific classes.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student arrives to school in the morning and then skips school for the remainder of the day</li> <li>• Student constantly absent from their P.E. class</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Student arriving late to school</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• Being tardy to school is not considered an unauthorized absence</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

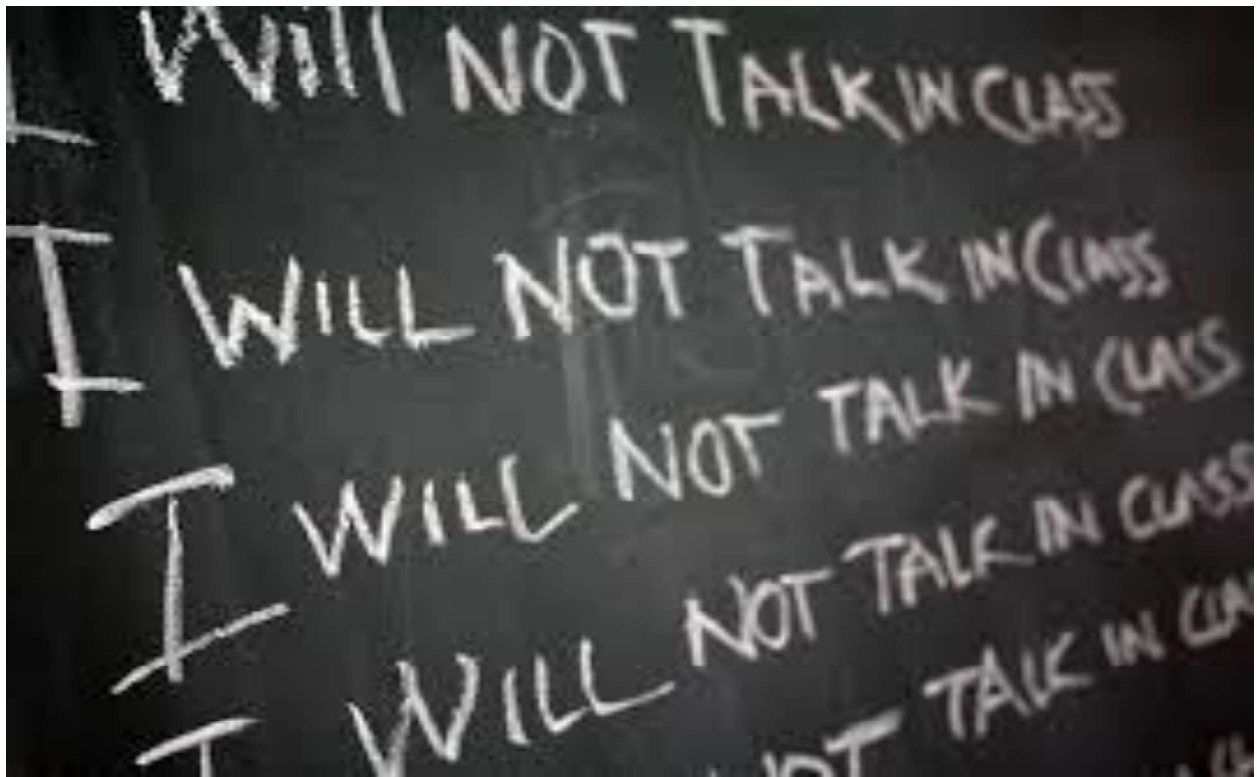
Unsubstantiated Bullying – Level I O	
Definition	After a complete investigation and follow up of a reported bullying incident, the investigator determines that there is not enough evidence to substantiate that the incident meets the criteria of a prohibited act under the definition of bullying as listed in the Jeffery Johnston Stand Up for All Students Act (section 1006.147, Florida Statutes). <b><u>This offense is for documentation purposes only as required by the Florida Department of Education, discipline consequences are not given.</u></b>
Examples	<ul style="list-style-type: none"> <li>Completed bullying and harassment documentation indicating unsubstantiated bullying</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>Completed bullying and harassment documentation indicating bullying</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>Completed bullying and harassment documentation</li> </ul>
Consequences	<p><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>Refer to the district discipline consequence matrix</li> </ul>

Unsubstantiated Harassment – Level I P	
Definition	After a complete investigation and follow up of a reported harassment incident, the investigator determines that there is not enough evidence to substantiate that the incident meets the criteria of a prohibited act under the definition of harassment as listed in the Jeffery Johnston Stand Up for All Students Act (section 1006.147, Florida Statutes). <b><u>This offense is for documentation purposes only as required by the Florida Department of Education, discipline consequences are not given.</u></b>
Example	<ul style="list-style-type: none"> <li>Completed bullying and harassment documentation indicating unsubstantiated harassment</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>Completed bullying and harassment documentation indicating harassment</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>Completed bullying and harassment documentation</li> </ul>
Consequences	<p><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>Refer to the district discipline consequence matrix</li> </ul>

Horseplay - Level I R	
Definition	Any rough uncontrolled play or prank that involves two or more students.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>Students chasing each other on the playground without permission and not resulting in injury</li> <li>Students involved in play wrestling/tickling/boxing</li> <li>Students involved in pushing and bumping and do not stop when directed to do so</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>Students participating in a fight</li> <li>Students verbally teasing each other</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>Many circumstances of horseplay occur with little or no supervision is taking place</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K 12</u></p> <ul style="list-style-type: none"> <li>Refer to the district discipline consequence matrix</li> </ul>

# Discipline Offenses

## Level Two



### Destruction of Property/Vandalism (Under \$100) — Level II A

Definition	The willful or malicious destruction of Board property, school transportation, or the property of others.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student damages the seat on the school bus resulting in damages under \$100.</li> <li>• Student punching the wall and making a hole (damage is less than \$100).</li> <li>• Student spraying a fire extinguisher (damage less than \$100).</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Student causing damages of \$100 or more</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• Documented estimate of damages including labor and materials</li> <li>• If administration needs to search a student, the <a href="#">Checklist for Searching Students form</a> should be completed.</li> <li>• Complete the <a href="#">Contraband Checklist</a>, if applicable</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K – 12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

### Disrespect —Level II B

Definition	Repeated behavior that lacks regard, civility, politeness, and/or courteous consideration towards a student, OCPS employee, volunteer, or contracted personnel. <i>This offense may include, but is not limited to, inappropriate language directed towards another that is not profane.</i>
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Inappropriate language directed towards another that is not profane</li> <li>• Using inappropriate language directed towards an OCPS employee, contracted personnel, volunteer, or authorized adult</li> <li>• Student called another student “stupid” one time</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Disagreeing with another person’s thoughts/feelings in a polite and courteous manner</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• Need written documentation of prior teacher interventions. (ex. phone log, email, counseling, referral to guidance, mentor/mentee, etc.)</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K – 12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

Physical Altercation— Level II C	
Definition	Minor physical contact between two or more students such as pushing, shoving, or an altercation that stops upon verbal command.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student engaging in pushing and shoving who is easily separated or stopped</li> <li>• Student(s) engaging in a fight, which is resolved without injury or need for physical restraint</li> <li>• Students engaging in chest bumping</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• A fight must include two or more students, but is documented under one incident number</li> <li>• <i>Self-defense is an action taken that is necessary to protect oneself or others from serious bodily harm. Self-defense may include asking an adult for help, restraining or blocking the attacker, shielding oneself or others from being hit, or pushing to get away from the attacker. However, retaliating by striking or hitting (i.e. punching, slapping, kicking) a person back, or choosing not to leave after you are able to get away, may be considered as fighting.</i></li> </ul>
Consequences	<p><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

Forgery (Non-Criminal) —Level II D	
Definition	To create or reproduce the signature or document of another for fraudulent purposes.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Forges an absentee note with parent signature only</li> <li>• Student recreates a ticket for prom/school event</li> <li>• Student signs a document with his/her parent's signature without permission</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Absentee note signature confirmed by parent</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• Non-criminal forgery only</li> <li>• For criminal forgery (refer to Level IV T - Other)</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

<b>Gambling (OMC)— Level II E</b> <b>*Must report to Law Enforcement</b>	
Definition	Any unlawful participation in games (or activities) of chance for money and/or other things of value.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Playing craps, poker, black jack, tunk, roulette, etc., where money and other things of value are at stake</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Playing cards without money or other things of value at stake</li> <li>• Playing go fish without money or other things of value at stake</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• Items should be confiscated and returned to parent/guardian</li> <li>• <b>All incidents must be reported to law enforcement</b></li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

Insubordination / Open Defiance — Level II F	
Definition	Verbal or non-verbal refusal to comply with school rules or directions from an OCPS employee, contracted personnel, or volunteer without causing a disruption or committing any further acts.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student refusing to move seats after being directed to by an authority figure</li> <li>• Student refusing to clean up after themselves in the cafeteria after being instructed by an authority figure</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Student refusing to fill out a witness statement</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• This does not cause a disruption</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

<b>Threat/Intimidation TRE—Level II G</b> <b><u>*Must be reported to Law Enforcement</u></b>	
Definition	<p>An incident where there was no physical contact between the offender and victim, but the victim reasonably believed that physical harm could have occurred based on verbal or non-verbal communication by the offender. This includes nonverbal threats and verbal threats of physical harm which are made in person, electronically or through any other means.</p> <p><i>*This includes threats to hit, fight, or to beat up another person without a plan and/or furtherance of action.</i></p>
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student says he is going to punch another student.</li> <li>• Student tells another he/she will beat him/her up.</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Students involved in a conversation regarding killing others in a video game. The teacher overhears the conversation and reports it to administration.</li> <li>• Student creates a kill list with names of others in class (refer to Level III T).</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• Fear comes from the victim's perception.</li> <li>• Must be reported to the SRO. If the SRO refuses to take the report, please notate the SRO's refusal on the referral.</li> <li>• <b>Must be reported to the school threat assessment team (STAT).</b></li> <li>• If administration needs to search a student, the <a href="#">Checklist for Searching Students form</a> should be completed.</li> <li>• Complete the <a href="#">Contraband Checklist</a>, if applicable</li> <li>• Follow all threat protocol procedures</li> <li>• Provide <a href="#">Hope Scholarship Information</a> to the victim(s)</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

Unauthorized Assembly, Publications, etc. — Level II K	
Definition	Demonstrations and/or petitions by students, or possession and/or distribution of unauthorized publications, including misuse of electronic messages or computers which interferes with the orderly process of the school environment, a school function, or extracurricular/co-curricular activity.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student creates a petition without the authorization of school administration and it interferes with orderly process of the school environment</li> <li>• Student creates an unauthorized publication / survey that interferes with the school environment</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Student passing out school club materials</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

Stealing (Under \$375) — Level II J	
Definition	Taking the property of another without permission of the person.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Taking anything of value under \$375</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Finding a book on the floor with a student's name in it and turning it in to the office</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• The incident must be without force, threat, violence or bodily harm.</li> <li>• Participating in theft by concealing property is considered an act of theft</li> <li>• The incident does not consider discounted prices such as a reduced price by signing a contract for cell phones.</li> <li>• If a credit/debit card or a checkbook is stolen, unless the individual from whom it is stolen can prove a loss of \$375 or less, the theft is limited to the actual value of the card (not defined as credit limit of the card).</li> <li>• The current replacement or receipted value (receipt must be presented) of the particular item(s) must be worth \$375 or less at the time it was stolen. Documentation of such must be provided.</li> <li>• If administration needs to search a student, the <a href="#">Checklist for Searching Students form</a> should be completed.</li> <li>• Complete the <a href="#">Contraband Checklist</a>, if applicable</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

Gang Related —Level II N	
Definition	The possession, use, or displaying of items associated with gang activity that include, but is not limited to, clothing and accessories, gang related insignias, writings, signs, or symbols that promote gang affiliation and/or involvement.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student found in possession of gang related items such as bandanas or gang bibs.</li> <li>• Student wore certain colors or flags representing gang affiliation.</li> </ul>
Non- Examples	<ul style="list-style-type: none"> <li>• No documentation of gang affiliation</li> <li>• Not in possession of gang paraphernalia</li> <li>• Apparel does not warrant gang affiliation</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• Documentation from a police agency acknowledging gang affiliation</li> <li>• Confiscate items</li> <li>• The <a href="#">Checklist for Searching Students form</a> should be completed, and the <a href="#">Contraband Checklist</a>, if applicable</li> <li>• <u>Should be reported to law enforcement</u></li> </ul>
Consequences	<ul style="list-style-type: none"> <li>• <u>Grades K-12</u></li> <li>• Refer to the district discipline consequence matrix</li> </ul>

Other Serious Misconduct — Level II M	
Definition	Any other act of misconduct that is more serious, harmful, or is a more disruptive example of any of the offenses described in Level I, which may interfere with the orderly operation of the school, school transportation, or school activity and cannot be coded as another Level II offense. This does not include any misconduct that would be coded as a Level IV Disruption on Campus-Major (DOC).
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student refusing to give substitute teacher their name/information</li> <li>• One student throwing food in the cafeteria</li> </ul>
Non- Examples	<ul style="list-style-type: none"> <li>• Student repeatedly not following directions</li> <li>• Student repeatedly out of dress code</li> <li>• Student repeatedly tardy</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• This is for Level II offenses that cannot be coded in any other area</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

Electronic Device Violation —Level II Q	
Definition	The repeated misuse of electronic devices; unauthorized access to programs or files not expected or intended for student use on an electronic device or OCPS network (i.e. gaming); sharing another person's username and password; or intentionally providing access to another person to use the student's device while the student is logged in.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Repeated Level I KK violations</li> <li>• Taking unwanted pictures (no bodily exposure), audio, and video without subject's or school's permission</li> <li>• Spamming-sending mass or inappropriate emails</li> <li>• Student recording a fight on campus</li> <li>• Student recording teacher in the classroom without teacher permission</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Teacher allows phone use for educational purposes</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• Become familiar with your school's confiscation policy</li> <li>• If a device is confiscated, it will be returned at the end of the school day, unless law enforcement has taken possession of for a criminal act.</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

Horseplay — Level II S	
Definition	Any rough uncontrolled play or prank that involves two or more students and there is risk of injury as a result of the horseplay.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Students chasing each other on the playground without permission and pushes the other student down</li> <li>• Students involved in play wrestling/tickling/boxing and results in the other student becoming angry/upset and wanting to stop</li> <li>• Students involved in pushing and bumping and do not stop when directed to do so</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Students engaging in a verbal / physical altercation</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• Repeated Level I R – Horseplay offenses</li> <li>• Many circumstances of horseplay occur with little or no supervision</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-2</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>



Dress Code—Level II T	
Definition	Not following the OCPS established dress code (Second and subsequent offenses).
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>Student violates the dress code policy two or more times.</li> </ul>
Non- Examples	<ul style="list-style-type: none"> <li>Student uniforms, ex. Cheerleading</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>Refer to the OCPS Student Code of Conduct Dress Code</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>Refer to the district discipline consequence matrix</li> </ul>

# Discipline Offenses

## Level Three



## Discipline Offenses by Level – Level III

<b>Simple Battery (PHA) – Level III A</b> <b>• Must Report to Law Enforcement</b>	
Definition	An actual and intentional striking of another person against his/her will, <b>without injury</b> . This section does not include injury that is a result of fighting if persons involved are mutual combatants.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student hits another student repeatedly without causing injury</li> <li>• Throwing an object and hitting someone without causing injury</li> <li>• Student slaps another student in the face (no injury)</li> <li>• Student purposefully trips another student without causing injury</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Students participating in a fight</li> <li>• Horseplay between students</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• This section does not include injury that is a result of fighting if students are mutual combatants</li> <li>• This section is for both student on student and student on adult </li> <li>• A simple battery is one sided</li> <li>• No Injury (if injury see Level <a href="#">IV Y- Simple Battery</a> or <a href="#">IV D Aggravated Battery</a>)</li> <li>• Conduct an investigation to ensure the teacher is following appropriate procedures (not blocking egress or provoking students) </li> <li>• In certain circumstances, you should consider trigger words under Bullying/Harassment to see if incident warrants an investigation <ul style="list-style-type: none"> <li>• Trigger words/phrases- Teases, calls me names, excludes me, picks on me, always bothers me, makes mean comments, spreading rumors</li> </ul> </li> <li>• Possible referral to <a href="#">SAFE/Guidance Counselor</a>.</li> <li>• <b><u>All incidents must be reported to law enforcement.</u></b></li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

Destruction of Property/Vandalism (\$100 to \$999) - Level III C	
Definition	The willful or malicious destruction of Board property, school transportation, or the property of others.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student damaging classroom furniture (damages \$100-\$999)</li> <li>• Student causing damage to school lockers (damages \$100-\$999)</li> <li>• Student spraying a fire extinguisher (damages \$100-\$999)</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Student accidentally damaging chemistry lab equipment</li> <li>• Student or other causing damages under \$100</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• Damages cannot be more than \$999 and less than \$100</li> <li>• Estimate of damages including materials and labor are required</li> <li>• If administration needs to search a student, the <a href="#">Checklist for Searching Students form</a> should be completed</li> <li>• Complete the <a href="#">Contraband Checklist</a>, if applicable</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

Disrespect – Level III D	
Definition	Conduct or behavior that lacks regard, civility, politeness, and/or courteous consideration towards a student, OCPS employee, volunteer, or contracted personnel. <i>This offense may include, but is not limited to, language and/or gestures that are abusive and/or profane directed towards another person.</i>
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Using language and/or gestures that are abusive and/or profane directed towards another person</li> <li>• Using abusive/profane language/gesture directed at an OCPS employee, contracted personnel, volunteer, or authorized adult</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Using profanity that is not directed towards anyone</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• Need written documentation of prior teacher interventions. (ex. phone log, email, counseling, referral to guidance, mentor/mentee, etc.)</li> <li>• Repeated acts from Level II B</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

### Extortion / Blackmail - Level III E

Definition	The willful or malicious threat of harm, injury, or violence to the person, property, or reputation of another with the intent to obtain money, information, services, or items of material worth.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>Threatening to accuse another of a minor offense or crime in order to obtain lunch money</li> <li>Student threatens to harm another for money, information or services</li> <li>Student tells another student "If you don't give me your lunch money I will beat you up"</li> <li>Student threatens to expose pictures if they break-up with them</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>Student snatches another student's cell phone from their hand. (refer to Theft)</li> <li>Student posts pictures of another student</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>If administration needs to search a student, the <a href="#">Checklist for Searching Students form</a> should be completed</li> <li>Complete the <a href="#">Contraband Checklist</a>, if applicable</li> <li>Must be reported to the school threat assessment team (STAT)</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>Refer to the district discipline consequence matrix</li> </ul>

<b>Fighting (FIT) – Level III F</b> <b>*Must Report to Law Enforcement</b>	
Definition	<p>When two or more persons mutually participate in use of force or physical violence that requires either physical intervention or results in injury requiring first aid or medical attention.</p> <p><i>*In a disciplinary action, there is a rebuttable presumption that the actions of a student who intervened, using only the amount of force necessary, to stop a violent act against a student, staff, or volunteer were necessary to restore or maintain the safety of others.</i></p>
Examples <small>(may include, but are not limited to)</small>	<ul style="list-style-type: none"> <li>• Student retaliating by hitting a person back</li> <li>• Student or other engaging in a fight/combat with another and physical restraint is necessary to stop it</li> <li>• Student becoming engaged in a fight, which results in the need for first aid or medical attention for one or both of the participants</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Student or other engaging in pushing and shoving who is easily separated or stopped</li> <li>• Student or other engaging in a fight, which is resolved without injury or need for physical restraint</li> <li>• Student engaged in verbal confrontation</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• A fight must include two or more students, but is documented under one incident number</li> <li>• <b><i>Self-defense is an action taken that is necessary to protect oneself or others from serious bodily harm. Self-defense may include asking an adult for help, restraining or blocking the attacker, shielding oneself or others from being hit, or pushing to get away from the attacker. However, retaliating by striking or hitting (i.e. punching, slapping, kicking) a person back, or choosing not to leave after you are able to get away, may be considered as fighting</i></b></li> <li>• <b><u>All incidents must be reported to law enforcement.</u></b></li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

Firecrackers / Fireworks - Level III G	
Definition	Unauthorized possession, sale, or storage of unlit fireworks or firecrackers on Board property, school transportation, and/or at a school activity.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student in possession of sparklers, roman candles, etc.</li> <li>• Student selling fireworks on campus</li> <li>• Student in possession of poppers (party snaps, fun snaps, bang snaps)</li> </ul>
Non- Examples	<ul style="list-style-type: none"> <li>• Student ignites a firecracker in the hallway. (refer to Level IV K - Other Dangerous Objects)</li> <li>• Student smashes a paper bag or milk carton creating a loud sound</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• If ignited, refer to Level IV K – Other Dangerous Objects</li> <li>• The <a href="#">Checklist for Searching Students form</a> should be completed, and the <a href="#">Contraband Checklist</a> if applicable</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

Gross Insubordination/Open Defiance Level III H	
Definition	Willful refusal to submit to or comply with authority; exhibiting contempt or open resistance to a direct order; challenging the authority of an OCPS employee, contracted personnel, or volunteer in the presence of others which causes a disruption.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student refuses to give up his/her cell phone, causing a classroom disruption</li> <li>• Student causes a disruption when told to report to the dean's office</li> <li>• Student refuses to comply with direction, causing a disruption</li> </ul>
Non- Examples	<ul style="list-style-type: none"> <li>• Student complies but mumbles under his/her breathe (not profane or obscene language)</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• This must cause a disruption</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

Illegal Organizations - Level III I	
Definition	Establishing or participating in a secret society on Board property, on school transportation, and/or at a school activity
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>A group of students decide to walk out in protest against the cafeteria food without authorization</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>Students involved in SGA, GSA, National Honor Society, Beta, etc.</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>Refer to the district discipline consequence matrix</li> </ul>



Possession of Contraband Material - Level III J	
Definition	Possession, use, and/or distribution of materials or items, other than weapons or firearms, which are forbidden. The parent/guardian will make arrangements to pick up the object from the school, if applicable. At no time shall OCPS be responsible for theft, loss or damage to contraband items brought onto its property.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student in possession of a matches or a lighter</li> <li>• Student in possession of an empty cigarette pack</li> <li>• Student in possession of a vape battery or charger (w/out the vape pen)</li> <li>• Student in possession of a toy gun/water gun/cap gun/nerf gun</li> <li>• Student in possession of a plastic sword</li> <li>• Student in possession of a metal table knife, butter knife, or small spreader, etc. (if brought for eating purposes)</li> </ul>
Non- Examples	<ul style="list-style-type: none"> <li>• Student in possession of a vape pen and cartridges containing THC oil. (refer to Level IV – F Drugs)</li> <li>• Student in possession of tobacco products. (refer to Level III L – Tobacco Use/Possession)</li> <li>• Student in possession of drug paraphernalia. (refer to Level IV F – Drugs or IV T - Other)</li> <li>• Student in possession of a sharp knife, (not for eating purposes), refer to Level IV – H Weapons Possession</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• Confiscate the contraband item and return only to parent/guardian</li> <li>• Student in possession of a metal or plastic blunt bladed table knife, butter knife, small spreader, etc. If used as an eating utensil, <u>no referral will be given</u>, but the parent/guardian must be contacted</li> <li>• Student in possession of a metal table knife or butter knife. If not used as an eating utensil, proceed with Level III J</li> <li>• If used in a threatening manner, refer to a Level IV offense</li> <li>• If administration needs to search a student, the <a href="#">Checklist for Searching Students form</a> should be completed.</li> <li>• Complete the <a href="#">Contraband Checklist</a>.</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

Tobacco Use / Possession - Level III L *Must Report to Law Enforcement	
Definition	The possession or use of tobacco or nicotine products on school grounds, at school sponsored events, or on school transportation. Tobacco incidents cannot be drug-related. <i>This includes vaping nicotine products, items represented to be of said nature, and additional items which may include, but are not limited to, electronic cigarettes, CBD oil, Juuls, pods, vapors and hookah pens that do not contain THC or any other illegal controlled substance.</i>
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student in possession of an empty vape pen/cartridge</li> <li>• Student in possession of an electronic cigarette, CBD oil, Juuls, pods, vapors and hookah pens that do not contain THC or any other illegal controlled substance</li> <li>• A student possessing and/or smoking cigarettes, cigars, etc.</li> <li>• A student using smokeless tobacco-nicotine (Chewing Tobacco)</li> </ul>
Non- Examples	<ul style="list-style-type: none"> <li>• Student in possession of a vape pen containing THC oil (refer to IV F - Drugs)</li> <li>• Student in possession of a lighter (Refer to Level III J – Possession of Contraband)</li> <li>• Student in possession of an edible containing CBD oil. (refer to Level III J- Possession of Contraband)</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• If a student is in possession of an empty electronic smoking device containing residue, please refer to your SRO for possible testing. If test is positive for drugs (refer to Level IV F - Drugs)</li> <li>• Schools are responsible for ordering their own drug test kits. (See Dr. Vazquez' memo Oct 1, 2020)</li> <li>• If a student is in possession of a large quantity of electronic smoking devices /cartridges, refer to a Level IV FF – Tobacco/Vaping/Nicotine Selling/Buying/Distribution</li> <li>• If administration needs to search a student, the <a href="#">Checklist for Searching Students form</a> should be completed</li> <li>• Complete the <a href="#">Contraband Checklist</a>, if applicable</li> <li>• <u>All incidents must be reported to law enforcement.</u></li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

Stealing (\$375 - \$749) - Level III M	
Definition	The taking of the property of another without the permission of the person.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Taking any item between \$375 and \$749 that belong to another person or school</li> <li>• Taking multiple items of lesser value, where the total value is between \$375 and \$749</li> </ul>
Non- Examples	<ul style="list-style-type: none"> <li>• Student stealing any item or items less than \$375 or more than \$749</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• The incident must be without force, threat, violence or bodily harm</li> <li>• Participating in theft by concealing property is considered an act of theft</li> <li>• The incident does not take into account discounted prices such as a reduced price by signing a contract for cell phones</li> <li>• If a credit/debit card or a checkbook is stolen, unless the individual from whom it is stolen can prove a \$375-\$749 loss, the theft is limited to the actual value of the card (not defined as credit limit of the card)</li> <li>• The current replacement or receipted value (receipt must be presented) of the particular item(s) must be worth \$375-\$749 at the time it was stolen. Documentation of such must be provided</li> <li>• If administration needs to search a student, the <a href="#">Checklist for Searching Students form</a> should be completed</li> <li>• Complete the <a href="#">Contraband Checklist</a>, if applicable</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

Unauthorized Entrance to OCPS Property- Level III N	
Definition	To enter or remain on school grounds/campus, school transportation, or at a school-sponsored event/off campus, without authorization or invitation and with no lawful purpose for entry. This applies only to incidents that did not have a prior official warning, did not result in an arrest, or did not involve students under suspension or expulsion.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>Any unauthorized person remaining on property after being directed to leave by an administrator or designee</li> <li>Student is suspended from school and refuses to leave <u>school campus</u></li> </ul>
Non- Examples	<ul style="list-style-type: none"> <li>Person searching for a phone at a school facility after his/her car has broken down</li> <li>Student is suspended from school and the parent/guardian refuses to pick up the student</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>Should be documented via an official trespass warning</li> <li><b>If law enforcement is involved with a trespass after school hours, the school must enter that incident into Skyward as a SESIR action</b></li> <li>A referral must be written for students receiving a trespass notice</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>Refer to the district discipline consequence matrix</li> </ul>

Violation of Curfew - Level III O	
Definition	Breaking of curfew regulations during an extracurricular/co-curricular activity.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>Student, while on school sponsored fieldtrip, does not follow the curfew set by the school staff member</li> </ul>
Non- Examples	<ul style="list-style-type: none"> <li>Student, while on school sponsored fieldtrip, is in his/her room by curfew time</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>Notify school administrator immediately for guidance</li> <li>Notify parent/guardian of the violation</li> <li>Referral is written once you have returned to the school</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>Refer to the district discipline consequence matrix</li> </ul>

### Other Serious Misconduct - Level III Q

Definition	Any other act of misconduct that is more serious, harmful, or is a more disruptive example of any of the offenses described in Level II, which may interfere with the orderly operation of the school, school transportation, or school activity and cannot be coded as another Level III offense. <i>This offense may include, but is not limited to body piercing; providing false/misleading information to staff members; or language intended or reasonably calculated to insult and/or incite another person. This does not include any misconduct that would be coded as a Level IV Disruption on Campus – Major.</i>
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>Providing false/misleading information to staff members which causes a disruption to the school</li> <li>Student pushes another towards a fire alarm and accidentally sets its off (pusher receives discipline)</li> <li>Student participating in a food fight in the cafeteria</li> <li>Students participating in body piercing</li> <li>The use of language intended or reasonably calculated to insult and/or incite another person</li> <li>Activation of a fire alarm that was not the result of a willful or malicious act</li> <li>Student was found in an area (restroom, closet, etc.) without permission</li> <li>Student intentionally spits/coughs/sneezes on another student/staff member</li> <li>Student sends an inappropriate photo/video to another student that was never intended to extend beyond the sender/receiver. (Sexting)</li> <li><b>(Initial sender only receives a Level III Q)</b></li> </ul>
Non- Examples	<ul style="list-style-type: none"> <li>Students involved in a physical altercation (refer to Fighting or Physical Altercation)</li> <li>Student posting a fight on social media (refer to Harassment)</li> <li>Student repeatedly not following directions</li> <li>Student repeatedly tardy</li> <li>Student violating the Dress Code Policy</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>This is for Level III offenses that cannot be coded in any other area</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>Refer to the district discipline consequence matrix</li> </ul>

Threat / Intimidation (TRE) - Level III T	
Definition	An incident where there was no physical contact between the offender and victim, but the victim reasonably believed that physical harm could have occurred based on verbal or non-verbal communication by the offender. <i>This includes nonverbal threats and verbal threats of physical harm (to hit, fight, or beat up another person with a plan and/or furtherance of action, or to kill another person without a plan and/or furtherance of action) which are made in person, electronically or through any other means.</i>
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student makes a threat to beat up another student and takes actions to carry out the threat to beat up</li> <li>• Student creates / found in possession of a “hit list”</li> <li>• Students tells another student he is going kill another student out of frustration and the victim is in fear</li> </ul>
Non- Examples	<ul style="list-style-type: none"> <li>• Student throws his book bag out of anger and hits the teacher on the foot</li> <li>• While breaking up a fight, a teacher is accidentally hit by a student</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• The intent to hit, fight or beat up with a plan or furtherance of action</li> <li>• Level III requires a protective action (Restorative Practice, schedule change, <a href="#">supervision plan</a>, <a href="#">No contract</a>, <a href="#">SAFE / Guidance referral</a>, <a href="#">referral to mental health services</a>)</li> <li>• Must be reported to the school threat assessment team (STAT)</li> <li>• Threat Assessment team must complete the threat assessment</li> <li>• If administration needs to search a student, the <a href="#">checklist for Searching students</a> form must be completed</li> <li>• Complete <a href="#">Contraband checklist</a>, if applicable</li> <li>• Threat protocol must be uploaded to the SharePoint portal</li> <li>• <b><u>All incidents must be reported to law enforcement</u></b></li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

Gang Related - Level III U	
Definition	Conduct or behavior that tends to promote gang activity, provoke violence, or seriously disrupt the orderly operation of the school program, any school activity or transportation services, including but not limited to the possession, use or displaying of gang paraphernalia, jewelry, tattoos, clothing, or other insignias and writings that promote gang affiliation/involvement/the use of gang related signs or symbols or any other gang associated behavior.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Repeated level II N – Gang Related</li> <li>• Student participating in gang-like activity</li> </ul>
Non- Examples	<ul style="list-style-type: none"> <li>• A group of kids wearing the same red colored t-shirt for Red Ribbon Week</li> <li>• A student wearing rosary beads for religious purposes</li> <li>• A group of three or more students who call themselves “The Apple Dumpling Gang” and doing volunteer work at the school</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• Documentation from a police agency acknowledging gang affiliation</li> <li>• If administration needs to search a student, the <a href="#">Checklist for Searching Students form</a> should be completed</li> <li>• Complete the <a href="#">Contraband Checklist</a>, if applicable</li> <li>• Should be reported to law enforcement</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

<b>Harassment - Level III V</b> <b>*Must Report to Law Enforcement</b>	
Definition	Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that place an OCPS student or school employee in reasonable fear of harm to his/her person or damage to his/her property, has the effect of substantially interfering with a student's educational performance, opportunities, or benefits and has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>One student approaches another student and makes an insulting gesture. The targeted student runs off in tears and is visibly upset.</li> <li>Student pulls another student's pants down (no exposure of private body parts)</li> </ul>
Non- Examples	<ul style="list-style-type: none"> <li>Two students approach each other and one student makes an insulting gesture towards the other student. Both students are good friends no offense was taken by either student from the interaction.</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li><a href="#">Bullying/Harassment investigation form</a> must be completed and a <a href="#">Supervision Plan</a> created for the victim and offender</li> <li>It may be necessary for the Area Administrator to refer to General Counsel for guidance on harassment incidents where there is a jurisdictional question</li> <li>If unsubstantiated - Harassment will no longer be documented on the referral The incident will be documented on the Bullying/Harassment incident reporting form, including the Skyward incident #</li> <li>Refer to the <a href="#">OCPS Bullying Prevention Resources</a> website</li> <li>Must be reported to the school threat assessment team (STAT)</li> <li>Bodily injury which requires immediate first aid or subsequent medical attention that does not meet the definition of more serious bodily injury. If injury is involved, medical documentation is required. This can be acquired through the school nurse</li> <li>If the harassment is based on sex (sexual harassment), refer the incident to your school's Title IX Coordinator</li> <li><b>All incidents must be reported to law enforcement.</b></li> <li>Offer parent/guardian HOPE Scholarship information</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>Refer to the district discipline consequence matrix</li> </ul>

### Electronic Device Violation - Level III Y

Definition	<p>The continual misuse of electronic devices, which are not educational in nature; the unauthorized modification of software/hardware configuration on an electronic device (i.e. factory reset of District device); unauthorized access to programs and/or files not expected or intended for student use on an electronic device or OCPS network.</p> <p><i>This section does not include images, videos, messages, etc. that can be classified as another offense (i.e. threats, images/videos containing nudity).</i></p>
<b>Examples</b> (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Repeated Level II Q violations</li> <li>• Student recording a fight on campus and posting it to social media</li> <li>• Student records teacher in the classroom without teacher permission, and posts it on social media</li> <li>• Student is watching pornography on their personal device or cell phone, and does not show it to anyone</li> <li>• Bypassing firewalls to gain access to unauthorized programs and/or files not expected or intended for student use on a district issued and/or personal device</li> <li>• Student performs a factory reset without malicious intent</li> <li>• Student gains control of Lanschool</li> <li>• Loading/storing /creating unauthorized files, images, video, music apps, data, or programs that are not for education purpose on school issued device</li> </ul>
Non- Examples	<ul style="list-style-type: none"> <li>• Student with accommodations records teacher instruction as detailed in their IEP/504 plan</li> <li>• Gaining access to the OCPS mainframe with intent to create or falsify/alter records for one's own personal gain</li> <li>• Gaining access to unauthorized computer software/hardware with the intent to do harm to another (access to SS number, address, phone number and then using them to harass to threaten another person)</li> <li>• Student gains access to another student's computer without permission</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• School IT should analyze and provide documentation of infraction for evidentiary purposes</li> <li>• If the device is used in a criminal act (such as sexting as outlined in Florida Statutes and the Code), the device will be provided to law enforcement and the student may face criminal penalties.</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

Horseplay - Level III AA	
Definition	Any rough uncontrolled play or prank that involves two or more students and there is injury as a result of the horseplay. Any horseplay that results in serious injury where medical attention is needed may result in a Level IV offense.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Students playing tug of war with a book bag and one student lets go, causing the other to fall and get injured</li> <li>• Student participating in a social media challenge resulting in injury</li> <li>• Student participating in slap boxing, resulting in injury</li> </ul>
Non- Examples	<ul style="list-style-type: none"> <li>• Student participating in a mutual combatant fight, even if injury is involved (refer to Level III F - Fighting)</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• Many circumstances of horseplay occur with little or no supervision is taking place. Please make sure to document the level of supervision</li> <li>• If horseplay results in serious bodily injury, contact your Area Administrator for further guidance</li> </ul>
Consequences	<p style="text-align: center;"><u><b>Grades K-12</b></u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

Disruptive Conduct - Level III CC	
Definition	Conduct or behavior that interferes with or disrupts the orderly process of teaching/learning, school environment, a school function, or extracurricular/co-curricular activity. This does not include behavior that would amount to a Level IV-T, Other; Level IV-I, Disruption of Campus-Major, or Level IV-HH Interruption of Campus Operations.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student enters a class with a substitute teacher and causes a disruption</li> <li>• Student causes a disruption in class requiring him/her to be escorted out of class by administration</li> <li>• Student gets upset and knocks off items from the teacher's desk</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• Limited to a classroom disruption, and not a major campus disruption</li> </ul>
Consequences	<p style="text-align: center;"><u><b>Grades K-12</b></u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

# Discipline Offenses

## Level Four



<b>Alcohol (ALC) —Level IV A</b> <b>*Must Report to Law Enforcement</b>	
Definition	Possession, sale, purchase, distribution, or use of alcoholic beverages. Use means the person is caught in the act of using, admits to use, or is discovered to have used in the course of an investigation. Alcohol incidents cannot be drug related.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student assessed and determined under the influence.</li> <li>• Student possessing, using, or selling alcohol.</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Student suspected of using alcohol without evidence.</li> <li>• Student smelled of alcohol who after investigation, was found to be diabetic.</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• Use means the person is caught in the act of using, admits to use, or is discovered to have used in the course of an investigation</li> <li>• <b>All incidents must be reported to law enforcement.</b></li> <li>• Sharing is defined as giving alcohol to another individual for mutual consumption.</li> <li>• Distribution of alcohol is defined as delivery of alcohol to another person without the intent of communal or collective consumption. It is an act involving no profit; the person is giving away alcohol.</li> <li>• Solicitation is the act of attempting to purchase or sell said substance.</li> <li>• Transmission is the act of being the <u>middleman</u> or delivery person for a transaction or an act of distribution.</li> <li>• Sale is defined as a person making a profit or gain from a transaction. This is not limited to monetary gains. The gains can be in the form of clothing, electronics, etc. <b>A transaction is made with a buyer and a seller.</b></li> <li>• A picture should be taken of the container/contents.</li> <li>• Schools <u>will not</u> test for alcohol use.</li> <li>• School Administration shall first complete a <a href="#">Reasonable Suspicion Checklist</a> if applicable <ul style="list-style-type: none"> <li>• Behavioral evidence alone should not be used as the basis for reporting alcohol use</li> </ul> </li> <li>• The <a href="#">Checklist for Searching Students form</a> should be completed, and the <a href="#">Contraband</a> check list if applicable.</li> <li>• A trained law enforcement officer, <b>registered</b> nurse or <b>E.R. trained administrator(s) (two are required)</b> shall conduct an assessment of students who exhibit signs of possible intoxication using the <a href="#">Substance Use Checklist</a>.</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

<b>Arson (ARS) —Level IV B</b> <b>*Must Report to Law Enforcement</b>	
Definition	To intentionally damage or cause to be damaged, by fire or explosion, any dwelling, structure, or conveyance, whether occupied or not, or its contents.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student deliberately setting a fire on campus that causes damage.</li> </ul>
Non- Examples	<ul style="list-style-type: none"> <li>• Student in chemistry class, knocks down a Bunsen burner and starts a fire by accident.</li> <li>• Student sets another student's hair on fire. (refer to Level IV T – Other)</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• A student must intentionally start a fire. All fires must be reported to authorities so they can be investigated for intent.</li> <li>• <b><u>All incidents must be reported to law enforcement.</u></b></li> <li>• If administration needs to search a student, the <a href="#">Checklist for Searching Students form</a> should be completed.</li> <li>• Complete the <a href="#">Contraband Checklist</a>, if applicable.</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

<b>Threat/Intimidation (TRE)—IV C</b> <b>*Must Report to Law Enforcement</b>	
Definition	<p>An incident where there was no physical contact between the offender and victim, but the victim reasonably believed that physical harm could have occurred based on verbal or non-verbal communication by the offender. This includes non-verbal threats and verbal threats of physical harm which are made in person, electronically, or through any other means.</p> <p><i>*This includes threats to kill with a plan and/or furtherance of action.</i></p>
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student threatens another while in possession of a weapon.</li> <li>• Student posts a picture of himself holding a weapon on social media while threatening to kill another student (either verbally or in writing).</li> </ul>
Non- Examples	<ul style="list-style-type: none"> <li>• Student tells another he/she will beat him/her up after school.</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• <b>Must be reported to the school threat assessment team (STAT). *</b></li> <li>• <b>STAT must meet immediately to discuss this threat. *</b></li> <li>• <b>All incidents must be reported to law enforcement.</b></li> <li>• Email a copy of the threat protocol to your Area Administrator along with the DTM packet</li> <li>• If administration needs to search a student, the <a href="#">Checklist for Searching Students form</a> should be completed.</li> <li>• If you are unsure, please contact your Area Administrator.</li> <li>• The <a href="#">Checklist for Searching Students form</a> should be completed, and the <a href="#">Contraband Checklist</a>.</li> <li>• Provide Hope Scholarship Information to victim(s)</li> </ul> <p><i>*This information may change in January.</i></p>
Consequences	<p><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

<b>Aggravated Battery (BAT) — Level IV D</b> <b>*Must Report to Law Enforcement</b>	
Definition	<p>A battery where the attacker intentionally or knowingly causes more serious such as: great bodily harm, permanent disability, or permanent disfigurement; uses a deadly weapon; or, where the attacker knew or should have known the victim was pregnant.”  <a href="#">Florida Administrative Code Rule 6A-1.0017.</a></p> <p><i>*This includes death or injuries with substantial risk of death, extreme physical pain, protracted and obvious disfigurement, and protracted loss or impairment of the function of a bodily member, organ, or mental faculty.</i></p>
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student engaging in a mutual physical altercation with another and continuing to hit/beat that person even after that person stops fighting, or is no longer able to fight back resulting in serious injury.</li> <li>• Student hitting another with a heavy object resulting in serious injury.</li> <li>• Student stabbing another student with a pen causing serious injury.</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Student delivering a single, non-injuring strike to the arm of another.</li> <li>• Student striking back when hit by an aggressor and becoming engaged in a fight with the aggressor (refer to Fighting code as a possible SESIR code).</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• <b><u>The harm must be documented through medical evaluation. This does not include getting ice from the nurse.</u></b></li> <li>• <b><u>All incidents must be reported to law enforcement.</u></b></li> <li>• This section does not include injury that is a result of fighting if the students are mutual combatants.</li> <li>• Battery is a violent incident that is required to be reported in the SESIR related element “ injury related as more serious.”</li> <li>• <b>Must be reported to the school threat assessment team (STAT).*</b></li> <li>• Provide Hope Scholarship Information to victim(s)</li> </ul> <p><i>*This information may change in January.</i></p>
Consequences	<p><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

Threats to a School (DOC) — Level IV E *Must Report to Law Enforcement	
Definition	<p>Any direct or indirect threat that poses a serious threat to the school or may disrupt the function of the school campus, school sponsored events, and school bus transportation, but not limited to, threats made verbally or nonverbally by act, through social media, or by text.</p> <p><i>Acts that pose a threat to school safety are deemed zero tolerance by Sections <a href="#">1006.07</a> and <a href="#">1006.13</a>, Florida Statutes.</i></p>
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student threatens to shoot up the class.</li> <li>• Bomb threats</li> <li>• Student threatens to conduct a mass shooting or an act of terrorism.</li> <li>• Student reposts social media threats to their school, causing a safety concern.</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Student threatens to shoot a student/teacher in class. (refer to Intimidation/Threats)</li> <li>• Student posts message on social media about hating the school.</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• Must be reported to the SRO. If the SRO refuses to take the report, please notate the SRO's refusal on the referral.</li> <li>• Must report to 407-317-3333</li> <li>• Must be reported to the school threat assessment team (STAT). STAT must meet immediately to discuss this threat. *</li> <li>• Email a copy of the threat protocol to your Area Administrator along with the DTM packet</li> <li>• Threat protocol must be uploaded to the SharePoint portal.</li> <li>• If administration needs to search a student, the <a href="#">Checklist for Searching Students form</a> should be completed.</li> <li>• Complete the <a href="#">Contraband Checklist</a>, if applicable.</li> </ul> <p>*This information may change in January.</p>
Consequences	<p><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

<b>Drug Use/Possession (DRU)—IV F</b> <b>*Must Report to Law Enforcement</b>	
Definition	The use or possession of any drug, narcotic, controlled substance, or any substance when used for chemical intoxication. Use means the person is caught in the act of using, admits to use, or is discovered to have used in the course of an investigation.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student in possession of any amount of THC Oil.</li> <li>• Student possessing or observed swallowing prescription drugs that are not prescribed for him/her.</li> <li>• Student in possession of over-the-counter medication or prescription medication in excess of the manufacturer's prescribed amount.</li> <li>• Student found inhaling or ingesting intoxicants, glue, solvents, or aerosols for hallucinogenic purposes.</li> <li>• Student misrepresenting substances as illegal drugs.</li> </ul>
Non- Examples	<ul style="list-style-type: none"> <li>• Student possessing over-the-counter medications in dosage prescribed.</li> <li>• Student using inhalers for asthmatic condition.</li> </ul>

Supporting Guidelines	<ul style="list-style-type: none"> <li>• Use means the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation.</li> <li>• <b>All incidents must be reported to law enforcement.</b></li> <li>• Possession, solicitation, use, or being under the influence of over the counter medication or prescription medication in excess of the manufacturer's prescribed limits.</li> <li>• The <a href="#">Checklist for Searching Students form</a> should be completed, and the <a href="#">Contraband Checklist</a>, if applicable.</li> <li>• Complete a <a href="#">Reasonable Suspicion Checklist</a> if applicable. <ul style="list-style-type: none"> <li>○ Behavioral evidence alone should not be used as the basis for reporting drug use.</li> </ul> </li> <li>• When possible, a trained law enforcement officer, <b>registered nurse</b> or <b>E.R. trained administrator(s) (two are required)</b> should conduct an assessment of students who exhibit signs of possible intoxication using the <a href="#">Substance Use Checklist</a>.</li> <li>• <b>If the SRO refuses to test the suspected drugs, only the principals and Assistant Principals can test suspected drugs after they have completed the "Suspected Drug Test Kit Training".</b></li> <li>• <b>*All drugs must be tested*</b></li> <li>• If an SRO refuses to take possession of drugs found on a student, the respective OCPS District Police Commander must be notified.</li> <li>• Consult with LEO for civil citation in lieu of an arrest.</li> <li>• Paraphernalia with a positive test is a Level IV F - Drugs.</li> <li>• If paraphernalia is untestable, without, or tests negative it should be coded as a Level IV T- Other.</li> <li>• Possession of all illegal substances must include: <b>color</b> photograph, weight and/or quantity of the items.</li> <li>• <b>Use the <a href="#">drug testing/chain of custody form</a> to document the testing of suspected drugs by the Principal or Assistant Principal</b></li> </ul>
Consequences	<p><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>
<b>Drug Sale/Distribution (DRD)—IV U</b> <b>*Must Report to Law Enforcement</b>	
Definition	<p>The manufacture, cultivation, purchase, sale or distribution of any drug, narcotic, controlled substance or any substance represented to be a drug, narcotic, or controlled substance.</p> <p><i>*This includes illegal sale or distribution of drugs.</i></p>
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student gives a marijuana cigarette or vape pen (THC) to another student (Not for mutual use).</li> <li>• Student giving prescription drugs prescribed for someone else to another.</li> <li>• Student selling cocaine to another.</li> </ul>

Non- Examples	<ul style="list-style-type: none"> <li>• Student taking prescribed medication.</li> <li>• Student giving an over-the-counter medication to another in dosage prescribed.</li> <li>• Student smoking a marijuana cigarette alone (refer to Level IV F – Drug Use/Possession).</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• <b>All incidents must be reported to law enforcement.</b></li> <li>• Distribution is an act involving no profit; the person is giving away drugs to another person without the intent of communal or collective consumption.</li> <li>• Transmission is the act of receiving and delivering the goods with no profit (middleman).</li> <li>• Sale is defined as a person making a profit or gain from a transaction. This is not limited to monetary gains. The gains can be in the form of clothing, electronics, etc.</li> <li>• If the SRO refuses to test the suspected drugs, only the principals and Assistant Principals can test suspected drugs after they have completed the “Suspected Drug Test Kit Training”.</li> <li>• <b>*All drugs must be tested*</b></li> <li>• Use the <a href="#">drug testing/chain of custody form</a> to document the testing of suspected drugs by the Principal or Assistant Principal.</li> <li>• The <a href="#">Checklist for Searching Students form</a> should be completed, and the <a href="#">Contraband Checklist</a>.</li> <li>• <b><u>If an SRO refuses to take possession of drugs found on a student, the respective OCPs District Police Commander must be notified.</u></b></li> <li>• <b><u>All Assistant Principals and Principals who test items suspected of containing THC must have reviewed the Canvas course for testing for THC (Student search Procedures) <a href="https://ocps.instructure.com/courses/1638977">https://ocps.instructure.com/courses/1638977</a></u></b></li> </ul>
Consequences	<p><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

<b>Weapons Possession (WPO) Level IV H</b> <b>*Must Report to Law Enforcement</b>	
Definition	Possession of a firearm or any instrument or object as defined by Section <a href="#">790.001(6) and (13)</a> , Florida Statutes, that can inflict serious harm on another person or that can place the person in reasonable fear of serious harm." <a href="#">Florida Administrative Code Rule 6A-1.0017</a> .
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• A firearm means any weapon which, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon.</li> <li>• Any firearm muffler or firearm silencer.</li> <li>• Any destructive device (Bomb, grenade, rocket, missile, pipe bomb, or similar, or any combination of parts to make a destructive device, which is designed or constructed to explode); or any machine gun.</li> <li>• A weapon means any dirk, knife (blade length is 2.5 inches or more), metallic knuckles, slungshot, billie, tear gas gun, chemical weapon or device, or other deadly weapon.</li> <li>• Student in possession of a sharp knife, 2.5 inches or more, that was not brought for eating purposes.</li> </ul>
Non- Examples	<ul style="list-style-type: none"> <li>• Student in possession of a knife (blade length is less than 2.5 inches) or eating utensil with no intent to harm.</li> <li>• Student possessing items not covered under law or district policy such as pointed instruments, pens, or pencils.</li> <li>• Student possessing a cutting tool used in art, shop, or other class (refer to Level IV K - Other Dangerous Objects).</li> <li>• Student in possession of ammunition (refer to Level IV K- Other Dangerous Objects).</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• The attempted use of any object that can be used to inflict harm on another person.</li> <li>• <b><u>All incidents must be reported to law enforcement.</u></b></li> <li>• The blade of a knife must be measured next to a ruler. A photograph of the knife showing the length of the blade must be included in the packet. The blade point should start at zero.</li> <li>• Student in possession of a metal blunt bladed table knife, butter knife, or small spreader, is a Level III J Contraband. However, if used as an eating utensil, <u>no referral will be given</u>. Confiscate the item and contact the parent/guardian.</li> </ul>

	<ul style="list-style-type: none"> <li>• If you are unsure, please contact your Area Administrator.</li> <li>• The <a href="#">Checklist for Searching Students form</a> should be completed, and the <a href="#">Contraband Checklist</a>.</li> <li>• <b>Must be reported to the school threat assessment team (STAT). *</b></li> </ul> <p>*This information may change in January.</p>
Consequences	<p><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

<b>Disruption on Campus-Major (DOC)— Level 4I</b> <b>*Must Report to Law Enforcement</b>	
Definition	Major disruption of all or a significant portion of campus activities, school-sponsored events, and school bus transportation. Disruptive behavior that poses a serious threat to the learning environment, health, safety, or welfare of others. Examples of major disruptions include bomb threats, inciting a riot, or initiating a false alarm.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student making a bomb threat. (refer to Level IV E Threats as well)</li> <li>• Student engaging in disruptive behavior that causes the bus driver to stop the bus to ensure the safety of the group.</li> <li>• Student causing an incident that results in closing the cafeteria.</li> <li>• Student initiating a false fire alarm.</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Disruption of a single classroom</li> <li>• Student defying authority.</li> <li>• Student disobeying or showing disrespect to others.</li> <li>• Student using obscene or inappropriate language or gestures.</li> <li>• Student not sitting in seat and/or talking loudly while school bus is moving.</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• <b><u>All incidents must be reported to law enforcement.</u></b></li> </ul> <p><b><u>Multiple Participant Fight</u></b></p> <ul style="list-style-type: none"> <li>• A multiple participant fight in and of itself is not necessarily a major campus disruption. The fight must disrupt the campus, and or incidents that prevent students from proceeding to the next class, campus activities, school-sponsored event, or school bus transportation (This does not include bystanders watching or students running to the incidents).</li> <li>• Documentation of the disruption <b>must include all of the following:</b> <ol style="list-style-type: none"> <li>a. The number of participants actively involved (this does not include bystanders)</li> <li>b. The amount of time taken to quell the disruption (e.g. adjusted lunch or bell schedule) Document the instructional time lost.</li> <li>c. It endangers the health, safety, and welfare of others</li> <li>d. The potential for injury to students or staff</li> <li>e. The incident must prevent others from proceeding to the next class or block egress (This does not include bystanders watching or students running to the incidents)</li> <li>f. The number of staff members needed to quell the disruption and <b>witness statements are required from all staff involved.</b></li> </ol> </li> </ul> <p><b><u>School Bus Disruption</u></b></p> <ul style="list-style-type: none"> <li>• Documentation of the school bus disruption may include all of the following: <ol style="list-style-type: none"> <li>a. the disruption must cause the driver to stop the bus</li> <li>b. dispatch must be called</li> <li>c. assistance from law enforcement must be requested.</li> </ol> </li> </ul> <p>Additional Info</p> <ul style="list-style-type: none"> <li>• <b>If administration needs to search a student, the <a href="#">Checklist for Searching Students form</a> should be completed.</b></li> </ul>

	<ul style="list-style-type: none"> <li>• If you are unsure, please contact your Area Administrator.</li> <li>• The <a href="#">Checklist for Searching Students form</a> should be completed, and the <a href="#">Contraband Checklist</a>.</li> <li>• <b>Must be reported to the school threat assessment team (STAT). *</b></li> </ul> <p>*This information may change in January.</p>
Consequences	<p><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>



<b>Grand Theft (\$750 or Over) (STL) — Level IV J</b> <b>*Must Report to Law Enforcement</b>	
Definition	<p>The unauthorized taking of the property of another person or organization, including motor vehicles, valued at \$750 or more, without threat, violence, or bodily harm. Thefts of property of any value that involve a use of force, violence, assault, or putting the victim in fear must be reported as robbery.</p> <p><i>*This does not include a taking by violence, a threat of violence or assault, and putting the victim in fear (See 4M Robbery).</i></p>
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student picks the pocket of another student.</li> <li>• Student steals from a building, motor vehicle or vending machine.</li> <li>• Student participates in the theft of a golf cart, motor vehicle, or anything that is self-propelled or motorized.</li> <li>• Student embezzles public funds.</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Student steals any item/items less than \$750.</li> <li>• Student steals a credit card but no charges are made to the card.</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• <b><u>All incidents must be reported to law enforcement.</u></b></li> <li>• Participating in theft by concealing property is considered an act of theft</li> <li>• The incident does not take into consideration discounted prices such as a reduced price by signing a contract for cell phones.</li> <li>• If a credit/debit card or a checkbook is stolen, unless the individual from whom it is stolen can prove a \$750+ loss, the theft is limited to the actual value of the card (not defined as credit limit of the card).</li> <li>• The current replacement or receipted value (receipt must be presented) of the particular item(s) must be worth \$750 or more at the time it was stolen. Documentation of such must be provided.</li> <li>• If administration needs to search a student, the <a href="#">Checklist for Searching Students form</a> should be completed.</li> <li>• Complete the <a href="#">Contraband Checklist</a>, if applicable.</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

Other Dangerous Objects - Level IV K	
Definition	<p>The possession, sale, or control of any instrument or object, other than a firearm or weapon as defined under a Level IV-H, Weapons Possession offense, which could be used to inflict harm on another person or to intimidate any person.</p> <p><i>*This offense includes, but is not limited to, BB guns or pellet guns, air soft guns, paintball guns and replicas of any gun or weapon, water/gel bead gun, chains, pipes, common household tools, razor blades, box cutter/utility knife, ice picks, other pointed instruments, nun chucks, Chinese stars, pepper spray, Taser, items used for self-defense (i.e. kubaton), ammunition, firearm clips, firearm cartridges. This offense also includes igniting fireworks/firecrackers.</i></p>
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• BB guns or pellet guns, air soft guns, <b>water/gel bead gun</b>, paintball guns and replicas of any gun or weapon.</li> <li>• Common pocket knives (blade length is less than 2.5 inches), blunt bladed table knives.</li> <li>• Items used for self-defense (i.e Kubaton)</li> <li>• Chains, pipes, common household tools</li> <li>• Razor blades, box cutter/utility knife, ice picks, other pointed instruments</li> <li>• Nunchucks, Chinese stars, pepper spray, taser</li> <li>• Ammunition, firearm clips, firearm cartridges</li> <li>• Igniting fireworks/firecrackers</li> </ul>
Non- Examples	<ul style="list-style-type: none"> <li>• Toy gun with an orange tip or plastic neon colored toy gun</li> <li>• Student found in possession of a plastic fork/spork/knife brought for lunch.</li> <li>• Student uses an item to injure another person. (Level IV D - Only for serious bodily injury. If less serious injury – refer to Level IV Y )</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• The blade of a knife must be measured next to a ruler. A photograph of the knife showing the length of the blade must be included in the packet. The blade point should start at zero. The blade length must be less than 2.5 inches.</li> <li>• Consult with law enforcement</li> <li>• Student in possession of a metal or plastic blunt bladed table knife, butter knife, or small spreader, is a Level III J Contraband. However, if used as an eating utensil, <u>no referral will be given</u>. Confiscate the item and contact the parent/guardian.</li> <li>• If a weapon was <b>USED</b> to inflict harm, then code the offense as a Level IV D – Battery, if less serious harm refer to a Level IV Y – Physical attack.</li> <li>• If administration needs to search a student, the <a href="#">Checklist for Searching Students form</a> should be completed. Complete the <a href="#">Contraband Checklist</a>, if applicable.</li> </ul>
Consequences	<p><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

Repeated Misconduct of a More Serious Nature - Level IV L	
Definition	Repeated misconduct, which may substantially disrupt the orderly conduct of a classroom, school, school transportation, and/or school activity. Recommendations for expulsion relative to repeated misconduct must be based on documented referrals and a variety of intervention strategies.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>Two previously documented Level III SESIR Referrals and the third referral creates the Level IV L, or three previously documented Level III Non- SESIR Referrals and the 4<sup>th</sup> referral may result in a Level 4L.</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>Student has three referrals for horseplay.</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>A <a href="#">Behavior contract</a> must be implemented and signed by parent before the Level IV L referral is given. The AA will review when the Behavior Contract was signed and if the items on the contract were implemented with fidelity.</li> <li>Must document the possibility of a Level IV L on the next referral. (Contact your AA if you have questions).</li> <li>Must also include the following: <ul style="list-style-type: none"> <li>a. Intervention log- this document describes interventions taken by the school to address behavior concerns. <b><u>Suspensions are not an intervention.</u></b> Examples may include but are not limited to – <a href="#">No Contact Contract</a>, parent conference, Restorative Practice, <a href="#">SAFE referral</a>, and <a href="#">supervision plan</a>.</li> <li>b. Copies of all suspension letters and referrals (only the letters pertaining to the repeated misconduct).</li> </ul> </li> </ul>
Consequences	<p><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>Refer to the district discipline consequence matrix</li> </ul>

<b>Robbery (ROB)— Level 4M</b> <b>*Must Report to Law Enforcement</b>	
Definition	The taking, or attempted taking of money or other property from the person or custody of another with the intent to permanently or temporarily deprive the person or owner of the money or other property under the confrontational circumstances of force, or threat of force, or violence, and/or by putting the victim in fear. A key difference in Grand Theft and Robbery is that Robbery involves violence, a threat of violence or assault, and putting the victim in fear.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student or other snatching a gold chain off someone's neck.</li> <li>• Forceful taking of objects such as purses, phones, clothing etc.</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Student taking money from an unattended purse (refer to Theft)</li> <li>• Student posts pictures of another student after a break up (refer to Harassment).</li> <li>• Student threatens to post an inappropriate picture of another student if he/she does not receive money from them. (Extortion / Blackmail Level III E)</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• If administration needs to search a student, the <a href="#">Checklist for Searching Students form</a> should be completed.</li> <li>• <b>All incidents must be reported to law enforcement.</b></li> <li>• Complete the <a href="#">Contraband Checklist</a>, if applicable. <ul style="list-style-type: none"> <li>a. Must be reported to the school threat assessment team (STAT).</li> </ul> </li> <li>• Provide Hope Scholarship to victim(s)</li> </ul>
Consequences	<p><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

<b>Sexual Battery (SXB)—Level IV N</b> <b>*Must Report to Law Enforcement</b>	
Definition	Forced or attempted oral, anal, or vaginal penetration by using a sexual organ or an object simulating a sexual organ, or the anal or vaginal penetration of another by any body part or foreign object. Both males and females can be victims of sexual battery.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student rapes another person.</li> <li>• Student attempts to rape another person.</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Consensual sex acts are not sexual battery (refer to Level IV P – Sexual Offenses).</li> <li>• Student threatening to rape another person (refer to Level IV Z - Sexual Assault)</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• <b>Law enforcement must be contacted and allowed to finish their investigation before the school begins their investigation. Without beginning an investigation, the Title IX Coordinator should offer supportive measures (refer to the Title IX Procedure Guide).</b></li> <li>• <b>Must contact 407-317-3333</b></li> <li>• This is a violent incident and must be reported in the related element (Injury-Related)</li> <li>• An <a href="#">A-4 Reporting form</a> should be completed immediately.</li> <li>• Advise parents of a possible Level IV for both students pending the outcome of the police investigation.</li> <li>• Refer the incident to your school's Title IX Coordinator for creation and preparation of supportive measures and a safety plan.</li> <li>• <b><u>Title IX determination form must be included in the DTM packet and the Title IX investigation is completed.</u></b></li> <li>• Must be reported to the school threat assessment team (STAT)</li> <li>• Provide Hope Scholarship Information to the victim(s)</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

Sexual Harassment (SXH) - Level IV O *Must Report to Law Enforcement	
Definition	Unwelcome conduct of a sexual nature, such as sexual advances, requests for sexual favors, and other verbal, non-verbal, or physical conduct of a sexual nature. Harassing conduct can include verbal or non-verbal actions, including graphic and written statements, and may include statements made through computers, cell phones, and other devices connected to the internet. The conduct can be carried out by school employees, other students, and non-employee third parties.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Sharing/sending/showing images or video that expose genitals or breasts</li> <li>• Student pressuring another to engage in sexual activity.</li> <li>• Student shares a video of adults having sex to several other students.</li> <li>• Sexual harassment of an OCPS employee</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Student posts a video (sexual in nature but with no exposure) on social media and tags a student to the post.</li> <li>• <b><u>All incidents must be reported to law enforcement.</u></b></li> <li>• Student sends an inappropriate photo/video to another student that was never intended to extend beyond the sender/receiver. (Sexting) Refer to Level III Q – Other Serious Misconduct.</li> <li>• Student possesses pornographic materials depicting others under the age of 18 (Refer to level IV - T Other Major)</li> <li>• Student <b>pins</b> another student against his/her will while threatening to rape them. (refer to IV Z – Sexual Assault)</li> </ul>

Supporting Guidelines	<ul style="list-style-type: none"> <li>• Sexting includes showing/sending of images or video, <b><u>not written text</u></b>.</li> <li>• When there is an inappropriate picture/video, follow the steps below:             <ol style="list-style-type: none"> <li>A. If the video/image is on an electronic district device - Have two staff members look at the picture/video and write a witness statement explaining what was seen on the picture/video.                 <ol style="list-style-type: none"> <li>1. Consult or report to your SRO and inform them of the inappropriate picture/ video on the device. If the SRO confiscates the device, it is theirs to return to the parent. If the SRO says they do not need to keep the picture and directs you to delete it go to A1a.                     <ol style="list-style-type: none"> <li>a. Contact the school's tech support person to re-image the device.</li> </ol> </li> <li>B. If video/image is on a <u>cell phone</u> - Have two staff members look at the picture/video on the phone and write a witness statement explaining what was seen.                 <ol style="list-style-type: none"> <li>1. Consult or report to your SRO and inform them of the inappropriate picture/ video on the student's cell phone. If the SRO confiscates the phone, the phone is theirs to return to the parent. If the SRO says they do not need to keep the picture and directs you to delete it go to B1a.                     <ol style="list-style-type: none"> <li>a. Call parent. Tell them you have confiscated their child's cell phone due to inappropriate pictures. They must come to the school to pick up the phone. <u>We no</u> longer tell students or parents to delete the pictures.</li> </ol> </li> </ol> </li> </ol> </li> <li>• Consensual sexual acts should be coded as a Level IV P- Sexual Offenses.</li> <li>• If either student is under the age of 16 or intellectually disabled, consult with area administrator and DCF immediately.</li> <li>• Must refer the incident to your school's Title IX Coordinator.</li> <li>• <b>Title IX determination form must be included in the DTM packet and the Title IX investigation if completed.</b></li> <li>• An <a href="#">A-4 Reporting form</a> may be completed if necessary</li> <li>• Provide Hope Scholarship Information to the victim(s)</li> </ol></li></ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

<b>Sexual Offenses (SXO) —Level IV P</b> <b>*Must Report to Law Enforcement</b>	
Definition	<p>Other sexual contact, including intercourse without force or threat of force. Subjecting an individual to lewd sexual gestures, sexual activity, or exposing private body parts in a lewd manner.</p> <p><i>* This includes lewdness, indecent exposure.</i></p>
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Students participating in consensual sexual acts.</li> <li>• Student participating in sexual activity in front of a student.</li> <li>• Student touching the buttocks of another in a lewd, lascivious manner.</li> <li>• .</li> <li>• Student intentionally exposing genitals. (K-2 call your Area Administrator)</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Students kissing consensually.</li> <li>• A kindergarten child relieving himself publicly.</li> <li>• Student inadvertently touching breasts or buttocks of another.</li> <li>• Inappropriate or suggestive gestures</li> </ul>

Supporting Guidelines	<ul style="list-style-type: none"> <li>• Sexual activity between students should be reported to law enforcement after incident is verified that it occurred and an <a href="#">A-4 Reporting form</a> completed immediately.</li> <li>• <b><u>All incidents must be reported to law enforcement.</u></b></li> <li>• Witness statements must document the sexual offense. Documentation must include: <ul style="list-style-type: none"> <li>• All witness statements should be credible and descriptive.</li> <li>• <u>DO NOT</u> include copies of pictures and <u>DO NOT</u> download any pictures, video, etc. to personal phones, computers nor to OCPS computers. Pictures or videos must be witnessed by two or more members of the administrative team with detailed descriptions.</li> </ul> </li> <li>• Consideration should be given to developmentally age-appropriate behaviors in coding sexual offenses for students. Young children and students with exceptionalities may expose themselves without conscious sexual intent.</li> <li>• When there is an inappropriate picture/video, follow the steps below:</li> <li>• If the video/image is on an electronic district device - Have two staff members look at the picture/video and write a witness statement explaining what was seen on the picture/video. <ul style="list-style-type: none"> <li>• Consult or report to your SRO and inform them of the inappropriate picture/video on the device. If the SRO confiscates the device, it is theirs to return to the parent. If the SRO says they do not need to keep the picture and directs you to delete it go to A1a. <ol style="list-style-type: none"> <li>a. Contact the school's tech support person to re-image the device if it is on an OCPS device.</li> </ol> </li> </ul> </li> <li>• If video/image is on a <u>cell phone</u> - Have two staff members look at the picture/video on the phone and write a witness statement explaining what was seen. <ul style="list-style-type: none"> <li>• Consult or report to your SRO and inform them of the inappropriate picture/video on the student's cell phone. If the SRO confiscates the phone, the phone is theirs to return to the parent. If the SRO says they do not need to keep the picture and directs you to delete it go to A. <ol style="list-style-type: none"> <li>A. Call parent. Tell them you have confiscated their child's cell phone due to inappropriate pictures. They must come to the school to pick up the phone. <u>We no longer tell students or parents to delete the pictures.</u></li> </ol> </li> </ul> </li> <li>• Refer the incident to your school's Title IX Coordinator.</li> <li>• <b>Title IX determination form must be included in the DTM packet and the Title IX investigation if completed.</b></li> </ul>
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Consequences	<p><u>Grades K-12</u></p> <ul style="list-style-type: none"><li>• Refer to the district discipline consequence matrix</li></ul>
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Violation of Early Re-entry Plan—Level IV Q	
Definition	Any act or series of acts, which violates or has the practical effect of violating an early re-entry plan from full exclusion/expulsion.
Supporting Guidelines	<ul style="list-style-type: none"> <li>• Violation of early re-entry should be considered if the violation occurs after the early re-entry from a full exclusion/expulsion only.</li> <li>• Early re-entry will result in placement at Positive Pathways Transition Center.</li> <li>• The student cannot enroll until the day after school board action.</li> <li>• Contact your Area Administrator for support</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

<b>Criminal Mischief (\$1000 or over) (VAN)— Level IV S</b> <b>*Must Report to Law Enforcement</b>	
Definition	Willfully and maliciously injuring or damaging by any means any real or personal property belonging to another, including, but not limited to, the placement of graffiti thereon or other acts of vandalism thereto.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student damaging a hotel room (\$1,000 or more) on a school-sponsored trip.</li> <li>• Student purposely trashing a classroom (damages of \$1000 or more).</li> <li>• Student keying a car on a school campus (damages of \$1000 or more).</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Student accidentally damaging chemistry lab equipment.</li> <li>• Student or other causing damages under \$1,000.</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• Must have written estimate of damages/repairs including labor and materials.</li> <li>• <b><u>All incidents must be reported to law enforcement.</u></b></li> <li>• If administration needs to search a student, the <a href="#">Checklist for Searching Students form</a> should be completed.</li> <li>• Complete the <a href="#">Contraband Checklist</a>, if applicable.</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

<b>Other Major (OMC) — Level IV T</b> <b>*Must Report to Law Enforcement</b>	
Definition	Any serious, harmful incident resulting in the need for law enforcement consultation not previously classified. This includes any drug or weapon found unattended and not linked to any individual; such incidents must be coded with the appropriate Related element (such as Drug-related or Weapon-related) and incident involvement must be reported as unknown.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student makes a false accusation that jeopardizes the professional reputation, employment, or professional certification of any OCPS employee.</li> <li>• Student produces or knowingly uses counterfeit money.</li> <li>• Student possessing/selling drug paraphernalia.</li> <li>• Student involved in hate crimes.</li> <li>• Any speech on the basis of race, sex, national origin, religion, or disability that does or would be likely to cause a substantial disruption to the educational environment.</li> <li>• Dating violence <b><u>(Contact Title IX Coordinator)</u></b></li> <li>• Human trafficking</li> <li>• Video voyeurism</li> <li>• Felony forgery</li> <li>• Student in possession of child pornography (Child unknown).</li> <li>• Possession of images or videos that contain nudity and are not of another student, OCPS employee, contracted vendor, or volunteer.</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Student arrested for violating probation.</li> <li>• Student or other arrested for committing crimes off-campus.</li> <li>• Students gives teacher a hug after teacher told the student no to hug her.</li> </ul>

Supporting Guidelines	<ul style="list-style-type: none"> <li>Any other incident must clearly be beyond the bounds of acceptable and tolerable student conduct in order to be placed in this category. This may include any serious, harmful incident not previously classified.</li> <li><b><u>All incidents must be reported to law enforcement.</u></b></li> <li>See guidelines for <a href="#">hate crimes</a>.</li> <li>If administration needs to search a student, the <a href="#">Checklist for Searching Students form</a> should be completed.</li> <li>Complete the <a href="#">Contraband Checklist</a>, if applicable.</li> <li>In the case of dating violence, contact the District Title IX Investigator.</li> <li>Before a recommendation for expulsion based on a false accusation made by a student that jeopardizes the professional reputation, employment or professional certification of a district employee can be processed: <ol style="list-style-type: none"> <li>There must first be an investigation by Employee Relations</li> <li><b><u>No</u></b> suspension will be made based on the false allegation until <b><u>after</u></b> the investigation is completed by Employee Relations</li> <li>The accusation must be unfounded, not unconfirmed</li> <li>There must be some indication that there was intent by the student to present false information</li> <li>There must be a detailed report by the principal or designee of the measures taken while waiting for documentation to support the recommendation for expulsion</li> <li>Call your Area Administrator if the accusation involves a substitute teacher.</li> </ol> </li> <li>Contact Title IX if applicable</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>Refer to the district discipline consequence matrix</li> </ul>

<b>Bullying (BUL)—Level IV V</b> <b>*Must Report to Law Enforcement</b>	
Definition	<p>Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees.</p> <p>Bullying includes instances of cyberbullying, as defined in Section 1006.147(3)(b), F.S. Bullying may include, but is not limited to, repetitive instances of teasing, social exclusion, threats, intimidation, stalking, physical violence, theft, harassment, public or private humiliation, or destruction of property. If the physical harm or psychological distress is not the result of systematic or chronic behavior, evaluate for Harassment.” Florida Administrative Code Rule 6A-1.0017.</p> <p>The bullying includes intimidating behaviors that are repeated, intentional, and involve a power imbalance.</p> <p>*Repeated discipline of another nature (such as repeated fights with the same person) may constitute bullying.</p>
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• <b><u>All incidents must be reported to law enforcement.</u></b></li> </ul> <p>Repeated or constant:</p> <ul style="list-style-type: none"> <li>• Student uses a cell phone to take a picture of a student using the bathroom at school and shares it electronically.</li> <li>• Physical contact with documented (can be from school nurse) bodily injury.</li> <li>• Student spreads nasty rumors at school about another person, in conversation, in a note, or electronically.</li> <li>• Student repeatedly teases another person in a mean way, calling him/her inappropriate names, making fun of his/her appearance, or the way he/she talks, dresses, or acts.</li> <li>• Progression of discipline with previous bullying/harassment can lead to a Level IV.</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Student physically attacks another student in the bathroom over a bad drug deal.</li> <li>• Student approaches another student and threatens to beat him or her up one time for laughing at him or her in class.</li> <li>• Student calls another student an inappropriate name once.</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• <b><u>All incidents must be reported to Law Enforcement.</u></b></li> <li>• <a href="#">Bullying/Harassment investigation form</a> must be completed and a <a href="#">Bullying Supervision Plan</a> created for the victim and offender. Refer to the <a href="#">OCPS Bullying Prevention Resources</a> website.</li> <li>• Provide Hope Scholarship Information to the victim(s)</li> </ul>
Consequences	<p><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

<b>Hazing (HAZ)—Level IV X</b> <b>*Must Report to Law Enforcement</b>	
Definition	Any action or situation that endangers the mental or physical health or safety of a student at a school with any of grades 6 through 12 for purposes of initiation or admission into or affiliation with any school-sanctioned organization. Hazing includes but is not limited to pressuring, coercing, or forcing a student to participate in illegal or dangerous behavior, or any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• False imprisonment resulting in medical attention</li> <li>• Beating, paddling, or other forms of assault resulting in injury that requires medical attention</li> <li>• Student forced into public nudity as part of his/her initiation.</li> <li>• Forcing indecent exposure of another, or any other act that creates a substantial risk of death or serious injury</li> <li>• Pressuring, coercing, or forcing a student into 1) violating of federal law; 2) consuming any food, liquor, drug, or other substance; or 3) participating in physical activity that could adversely affect the health or safety of the student for purposes of initiation or admission</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• <b><u>All incidents must be reported to law enforcement.</u></b></li> <li>• Hazing incidents must also be reported in the related element “Hazing-related”</li> <li>• Provide Hope Scholarship Information to the victim(s)</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

<b>Simple Battery (PHA)—Level IV Y</b> <b>*Must Report to Law Enforcement</b>	
Definition	<p>An actual and intentional touching or striking of another person against his/her will, or the intentional causing of bodily harm to an individual.</p> <p><i>*This includes incidents that require immediate first aid or subsequent medical attention. This does not include death or injuries with substantial risk of death, extreme physical pain, protracted and obvious disfigurement, and protracted loss or impairment of the function of a bodily member, organ, or mental faculty. (See 4D Aggravated Battery).</i></p>
Examples (may include, but is not limited to)	<ul style="list-style-type: none"> <li>• Aggressively punching another student in the face</li> <li>• Throwing an object and hitting someone hard enough to cause injury</li> <li>• Multiple students hitting one student that is not retaliating</li> <li>• Student committing a battery upon a school district employee such as a teacher or other staff person.</li> </ul>
Non- Examples	<ul style="list-style-type: none"> <li>• Student engaging in a fight.</li> <li>• Horseplay, low level pushing and shoving between students</li> <li>• Student is pushed during an attack and scrapes his elbow.</li> <li>• Staff member breaks up a fight and is accidentally hit in the process.</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• This section does not include serious injury that is a result of fighting if the students are mutual combatants.</li> <li>• <b><u>All incidents must be reported to law enforcement.</u></b></li> <li>• This includes incidents that require immediate first aid or subsequent medical attention.</li> <li>• Possible referral to <a href="#">SAFE/Guidance Counselor</a>.</li> <li>• Provide Hope Scholarship Information to the victim(s)</li> </ul>
Consequences	<p><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

<b>Sexual Assault (SXA) - Level IV Z</b> <b>*Must Report to Law Enforcement</b>	
Definition	An incident that includes fondling, indecent liberties, child molestation, or threatened rape. Both males and females can be victims of sexual assault.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student tells another they are going to rape them and pulls them into a restroom/private area (or another furtherance of action).</li> <li>• Student pins another student against his/her will while fondling/groping him/her.</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Kindergarten student threatening another with a sexual act.</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• <b><u>All incidents must be reported to law enforcement.</u></b></li> <li>• Classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offender(s)</li> <li>• Young children and students with exceptionalities may make threats without conscious sexual intent. Consult school district student services or psychologist for assessing acting out sexual behaviors that might be indicators of abuse, and use the findings to help determine whether to report the incident as a SESIR incident.</li> <li>• The principal should obtain input from school or district staff, when the principal is unable to determine if the behavior involving young children is of a sexual nature beyond developmentally appropriate age expectation, when the incident is serious enough to require further investigation, or where students in special education are involved.</li> <li>• <b><i>Law enforcement must be contacted and allowed to finish their investigation before the school begins their investigation. Without beginning an investigation, the Title IX Coordinator should offer supportive measures to the complainant. (refer to the Title IX Procedure Guide).</i></b></li> <li>• <b><u>Title IX determination form must be included in the DTM packet and the Title IX investigation is completed.</u></b></li> <li>• An <a href="#">A-4 Reporting form</a> should be completed immediately.</li> <li>• Refer the incident to your school's Title IX Coordinator for creation and preparation of supportive measures and a safety plan.</li> <li>• If physical evidence is present, it needs to be part of the investigation and documented.</li> <li>• Must be reported to the school threat assessment team (STAT).</li> <li>• Provide Hope Scholarship Information to the victim(s)</li> </ul>

Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>
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Electronic Device Violation — Level IV AA	
Definition	<p>Use of unauthorized access to programs and/or files not expected or intended for student use on an electronic device or OCPS network; or any use that violates Board policies, local, state, and/or federal laws and regulations.</p> <p><i>*This offense may include, but is not limited to, gaining access to the OCPS network with intent to do harm or alter records, or having images, videos, messages, etc., on a district issued device that are not shared with others (i.e. images/videos containing nudity).</i></p>
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Gaining access to the OCPS mainframe with intent to create or falsify/alter records for one's own personal gain</li> <li>• Gaining access to unauthorized computer software/hardware with the intent to do harm to another. Ex. Gaining access to SS number, address, phone numbers and then using them to harass to threaten another person</li> <li>• Any act that conflicts with local, state or federal laws that results in a felony charge.</li> <li>• Student performs a factory reset with malicious intent.</li> <li>• Student downloads pornography onto a district issued device, or student records a sexually explicit video onto a district issued device. <b>(K-2<sup>nd</sup> grades only = contact your Area Administrator for guidance).</b></li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Gaining access to unauthorized computer software/hardware to play games</li> <li>• Gaining access to unauthorized computer software/hardware and did not use them to harm another person</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• The District IT department must analyze the device and provide a report to substantiate evidentiary findings.</li> <li>• For cases involving inappropriate videos/pics see supporting guidelines under Sexual Harassment.</li> </ul>
Consequences	<p><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

<b>Burglary (BRK) — Level IV CC</b> <b>*Must Report to Law Enforcement</b>	
Definition	Unlawful entry into or remaining in a dwelling, structure, or conveyance with the intent to commit a crime therein.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student breaking and entering into:               <ul style="list-style-type: none"> <li>○ a school building during athletic events,</li> <li>○ a school bus, or</li> <li>○ a residential garage that is being used for a school-sponsored event.</li> </ul> </li> <li>• Student willfully remaining within a building after it has been secured and committing a crime, such as vandalism or theft.</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Student entering an <u>unlocked</u> gym, without permission, and using the basketball court.</li> <li>• Student or other wandering the halls, after hours, after entering through an <u>unlocked door</u>.</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• <b><u>All incidents must be reported to law enforcement</u></b></li> <li>• This offense is more severe than trespassing.</li> <li>• If administration needs to search a student, the <a href="#">Checklist for Searching Students form</a> should be completed</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

<b>Homicide (HOM) — Level IV DD</b> <b>*Must Report to Law Enforcement</b>	
Definition	<p>The unjustified killing of one human being by another.</p> <p><i>*This includes murder, manslaughter.</i></p>
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student committing any homicide on school campus, at school-sponsored events, or on school transportation.</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Student or other accidentally dying.</li> <li>• Student or other committing suicide.</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• <b><u>All incidents must be reported to law enforcement.</u></b></li> <li>• Homicide should always be coded under the "<a href="#">Incident, Injury-Related</a>" data element as (A) - More Serious Bodily Injury</li> <li>• Law enforcement documentation is required.</li> <li>• Homicide must occur on campus or at school sponsored activity.</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

<b>Kidnapping (KID) — Level IV EE</b> <b>*Must Report to Law Enforcement</b>	
Definition	<p>Forcibly, secretly, or by threat, confining, abducting, or imprisoning another person against his/her will and without lawful authority.</p> <p><i>*This includes abduction of an individual.</i></p>
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student or other holding another person for ransom or reward, as a shield, or as a hostage.</li> <li>• Non-custodial caregiver, with a restraining order, picking up a student.</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Student running away with her boyfriend after being picked up from school by him.</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• <b><u>All incidents must be reported to law enforcement.</u></b></li> <li>• Kidnapping must occur on campus or at school sponsored activity.</li> <li>• Provide Hope Scholarship Information to the victim(s)</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

<b>Tobacco/Vaping/Nicotine Selling/Buying/Distribution — Level IV FF</b> <b>*Must Report to Law Enforcement</b>	
Definition	<p>The sale, purchase, distribution of tobacco or nicotine products on school grounds, at school sponsored events, or on school transportation. Tobacco incidents cannot be Drug-related.</p> <p><i>*This includes vaping nicotine products, items represented to be of said nature, and additional items which may include, but are not limited to electronic cigarettes, CBD oil, Juuls, pods, vapors and hookah pens that do not contain THC or any other illegal controlled substance.</i></p>
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>• Student is in possession of a large quantity of electronic smoking devices/cartridges.</li> <li>• Students selling vape pens containing nicotine (No THC).</li> <li>• Student giving out vape pens to his friends. (Not sharing)</li> <li>• Student intending to sell/or distribute vape pens and there is evidence of intent to sell.</li> <li>• Student selling cigarettes.</li> <li>• Student buying tobacco/vaping nicotine products.</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>• Student selling/or in possession of a vape pen containing THC.</li> <li>• Student in possession of an empty vape pen. (refer to Level III J – Contraband)</li> <li>• Student in possession of edibles. (refer to Level IV F – Drugs)</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>• <b><u>All incidents must be reported to law enforcement.</u></b></li> <li>• Distribution is an act involving no profit; the person is giving away tobacco, vaping, and/or nicotine item to another person without the intent of communal or collective consumption.</li> <li>• Transmission is the act of receiving and delivering the goods with no profit (middleman).</li> <li>• Sale is defined as a person making a profit or gain from a transaction. This is not limited to monetary gains. The gains can be in the form of clothing, electronics, etc.</li> </ul>
Consequences	<p><u>Grades K-12</u></p> <ul style="list-style-type: none"> <li>• Refer to the district discipline consequence matrix</li> </ul>

Igniting — Level IV GG	
Definition	Fires that are intentional, and do not cause major damage. This offense may include, but is not limited to, student starting a fire in a trashcan or student burning paper/small object.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>Starting a fire in a trashcan</li> <li>Burning paper/small object</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>School-sponsored bonfire</li> <li>Burning a building</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li>Does not cause bodily harm</li> <li>Does not ignite any part of a person</li> <li>Does not cause major damage</li> </ul>
Consequences	<p><u>Grades 6<sup>th</sup> – 12<sup>th</sup></u></p> <ul style="list-style-type: none"> <li>Refer to the district discipline consequence matrix</li> </ul>

<b>Trespassing (TRS)— Level IV JJ</b> <b>*Must Report to Law Enforcement</b>	
Definition	To enter or remain on school grounds/campus, school transportation, or at a school sponsored event/off campus without authorization or invitation and with no lawful purpose for entry. Only incidents involving a student currently under suspension or expulsion, or incidents where any offender (student or non-student) was previously issued an official trespass warning by school officials, or where any offender was arrested for trespass.
Examples (may include, but are not limited to)	<ul style="list-style-type: none"> <li>Any unauthorized person entering the campus and arrested for trespass</li> <li>Any unauthorized person remaining on property after being issued an official trespass warning</li> <li>A student currently under suspension or expulsion returning to campus without authorization</li> </ul>
Non-Examples	<ul style="list-style-type: none"> <li>Parent entering the building to pick up his/her child without first getting clearance through the office</li> <li>Person searching for assistance at a school facility after his/her car has broken down</li> </ul>
Supporting Guidelines	<ul style="list-style-type: none"> <li><b><u>All incidents must be reported to law enforcement.</u></b></li> <li>Trespass incidents that did not have a prior official warning, did not result in arrest, or did not involve students under suspension or expulsion should be reported (refer to Level III N)</li> </ul>
Consequences	<p style="text-align: center;"><u>Grades 6<sup>th</sup> – 12<sup>th</sup></u></p> <ul style="list-style-type: none"> <li>Refer to the district discipline consequence matrix</li> </ul>

# Elementary Discipline Ladder





## Elementary Discipline Ladder

### Due Process

Students must have a signed Code of Student Conduct (COSC) in order to process a referral or issue a discipline consequence. OCPS employees are authorized to interview students and obtain witness statements from students involved in offenses of the COSC; however, a student may refuse to participate in an investigation. Refusing to participate in an investigation does **not stop the investigative process**. It is important to note that if the behavior is believed to be criminal and/or a violation of Florida Statutes or **SESIR**, the incident must be reported immediately to the School Resource Officer (SRO) or Law Enforcement Officer (LEO).

### Safe Harbor Provision

A student may approach a school official or contracted personnel and voluntarily surrender a prohibited object. Unless an investigation by school officials regarding the possession of a prohibited object has already commenced, a student who approaches a school official and voluntarily surrenders such an object may not be subject to disciplinary action.

### Level 1 Offenses

#### 1A Cheating

See Cheating Policy

#### 1D Disrespect

1<sup>st</sup> Offense: Behavior Reflection (Restorative Practice), verbal warning, parent/guardian contact and warning of a referral to a Level 2B

2<sup>nd</sup> Offense: Administrative Detention and parent/guardian meeting

3<sup>rd</sup> Offense: Referral to Level 2B

#### 1E Dress Code

1<sup>st</sup> Offense: Verbal warning and call to the parent/guardian

2<sup>nd</sup> Offense: Ineligible to participate in any extracurricular activities for a period of time not to exceed five (5) days and meet with principal/designee

3<sup>rd</sup> Offense: Refer to a Level 2T Dress Code Violation — PASS for a period of up to three (3) days, the student is ineligible to participate in extracurricular activities for a period not to exceed thirty (30) days, the principal/designee shall contact the parent and send a letter regarding the dress code violation

4<sup>th</sup> + Offense: Referral to Level 2T

**1F Failure to Report Detention**

- 1<sup>st</sup> Offense: Administrative Detention and parent/guardian contact
- 2<sup>nd</sup> Offense: Administrative Detention, parent/guardian contact and a warning of a referral to a Level 2F
- 3<sup>rd</sup> Offense: Referral to Level 2F

**1G False/Misleading Information**

- 1<sup>st</sup> Offense: Behavior Reflection (Restorative Practice), verbal warning, and parent/guardian contact
- 2<sup>nd</sup> Offense: Administrative Detention, parent/guardian meeting and a warning of a referral to a Level 2M
- 3<sup>rd</sup> Offense: Referral to Level 2M

**1J Profane, Obscene, Abusive Language/Materials (Student - to - Student Only)**

- 1<sup>st</sup> Offense: Behavior Reflection (Restorative Practice), verbal warning, parent/guardian contact and warning of a referral to a Level 2F
- 2<sup>nd</sup> Offense: Administrative Detention and parent/guardian meeting
- 3<sup>rd</sup> Offense: Referral to Level 2F

**1KK Electronic Device Violation**

*This offense will not be implemented until Sept 5, 2023. Prior to Sept 5<sup>th</sup>, schools will only issue verbal warnings and parent/guardian contact*

- 1<sup>st</sup> Offense: Confiscation, counseling and direction, parent/guardian contact, and electronic device(s) returned to student at the end of the day (**1<sup>st</sup> violation**)
- 2<sup>nd</sup> Offense: Confiscation, Administrative Detention, parent/guardian contact, electronic device(s) returned to student at the end of the day, and a warning of a referral to a Level 2Q) (**2<sup>nd</sup> violation**)
- 3<sup>rd</sup> Offense: Referral to Level 2Q

**1L Tardiness**

- 1<sup>st</sup> Offense: Warning, counseling and direction, and parent/guardian contact
- 2<sup>nd</sup> Offense: Administrative Detention and parent/guardian contact
- 3<sup>rd</sup> Offense: Administrative Detention, parent/guardian contact and warning of a referral to a Level 2F
- 4<sup>th</sup> Offense: Referral to Level 2F

**1M Unauthorized Absence from School/Class (Skipping)**

- 1<sup>st</sup> Offense: Behavior Reflection (Restorative Practice), verbal warning, and parent/guardian contact
- 2<sup>nd</sup> Offense: Administrative Detention and parent/guardian contact
- 3<sup>rd</sup> Offense: Administrative Detention, parent/guardian meeting and a warning of a referral to a Level 2F
- 4<sup>th</sup> Offense: Referral to Level 2F

**1N Other Misconduct**

- 1<sup>st</sup> Offense: Behavior Reflection (Restorative Practice) verbal warning, parent/guardian contact and a warning of a referral to a Level 2N
- 2<sup>nd</sup> Offense: Administrative Detention, parent/guardian meeting and warning of a referral to a Level 2N
- 3<sup>rd</sup> Offense: Referral to Level 2N



**1O Unsubstantiated Bullying (UBL)**

*Note: Complete Bullying/Harassment investigation and document information*

**1P Unsubstantiated Harassment (UHL)**

*Note: Complete Bullying/Harassment investigation and document information*

**1R Horseplay**

- |                          |                                                                                                                               |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| 1 <sup>st</sup> Offense: | Behavior Reflection (Restorative Practice), verbal warning, parent/guardian contact and a warning of a referral Level to a 2S |
| 2 <sup>nd</sup> Offense: | Administrative Detention, parent/guardian meeting and warning of a referral to a Level 2S                                     |
| 3 <sup>rd</sup> Offense: | Referral to Level 2S                                                                                                          |



### **Level 2 Offenses**

#### **2A Destruction of Property/Vandalism < \$100**

- 1<sup>st</sup> Offense: Two (2) days PASS, Behavior Reflection (Restorative Practice) and parent/guardian contact
- 2<sup>nd</sup> Offense: Three (3) days PASS, Behavior Contract, parent/guardian meeting
- 3<sup>rd</sup> Offense: Five (5) days PASS, Behavior Contract, parent/guardian meeting, and a warning of a referral to a Level 3Q
- 4<sup>th</sup> Offense: Referral to Level 3Q

#### **2B Disrespect**

- 1<sup>st</sup> Offense: One (1) day PASS, Behavior Reflection (Restorative Practice) and parent/guardian contact
- 2<sup>nd</sup> Offense: Two (2) days PASS, Behavior Contract, parent/guardian meeting and a warning of a referral to a Level 3D
- 3<sup>rd</sup> Offense: Referral to Level 3D

#### **2C Physical Altercation**

- 1<sup>st</sup> Offense: Three (3) days PASS, No Contact Contract, Behavior Reflection (Restorative Practice), and parent/guardian contact
- 2<sup>nd</sup> Offense: Five (5) days PASS, No Contact Contract, Behavior Contract, parent/guardian meeting and a warning of a referral to a Level 3Q
- 3<sup>rd</sup> Offense: Referral to Level 3Q

#### **2D Forgery (Non-Criminal)**

- 1<sup>st</sup> Offense: Three (3) days PASS, Behavior Reflection (Restorative Practice), and parent/guardian contact
- 2<sup>nd</sup> Offense: Five (5) days PASS, Behavior Contract, parent/guardian meeting, and a warning of a referral to a Level 3Q
- 3<sup>rd</sup> Offense: Referral to Level 3Q

#### **2E Gambling (OMC) – Must report to Law Enforcement**

- 1<sup>st</sup> Offense: Warning, counseling and direction, Behavior Reflection (Restorative Practice) and parent/guardian contact
- 2<sup>nd</sup> Offense: Two (2) days PASS, Behavior Contract and parent/guardian contact
- 3<sup>rd</sup> Offense: Three (3) days PASS, parent/guardian meeting, and a warning of a referral to a Level 3H
- 4<sup>th</sup> Offense: Referral to Level 3H

#### **2F Insubordination/Open Defiance**

- 1<sup>st</sup> Offense: Behavior Reflection (Restorative Practice), Administrative Detention, and parent/guardian contact
- 2<sup>nd</sup> Offense: Two (2) days PASS, and parent/guardian meeting
- 3<sup>rd</sup> Offense: Three (3) days PASS, parent/guardian meeting, and a warning of a referral to a Level 3H
- 4<sup>th</sup> Offense: Referral to Level 3H

**2G Threat/Intimidation (TRE) – Must report to Law Enforcement**

- 1<sup>st</sup> Offense: Behavior Reflection (Restorative Practice), Threat Assessment, Administrative Detention and parent/guardian meeting
- 2<sup>nd</sup> Offense: Three (3) days PASS, Threat Assessment, and a warning of referral to a Level 3T and parent/guardian meeting
- 3<sup>rd</sup> Offense: Referral to Level 3T

**2J Stealing (under \$375)**

- 1<sup>st</sup> Offense: Two (2) days PASS, Behavior Reflection (Restorative Practice), Behavior Contract, parent/guardian contact
- 2<sup>nd</sup> Offense: Five (5) days PASS, parent/guardian meeting and warning of referral to a Level 3Q
- 3<sup>rd</sup> Offense: Referral to Level 3Q

**2K Unauthorized Assembly**

- 1<sup>st</sup> Offense: One (1) day PASS, Behavior Reflection (Restorative Practice), Behavior Contract and parent/guardian contact
- 2<sup>nd</sup> Offense: Three (3) days PASS, parent/guardian meeting, and a warning of a referral to a Level 3Q
- 3<sup>rd</sup> Offense: Referral to Level 3Q

**2M Other Serious Misconduct**

- 1<sup>st</sup> Offense: Behavior Reflection (Restorative Practice), Administrative Detention and parent/guardian contact
- 2<sup>nd</sup> Offense: Three (3) days PASS, Behavior Contract, parent/guardian meeting, and warning of a referral to a Level 3Q
- 3<sup>rd</sup> Offense: Referral to Level 3Q

**2N Gang Related**

- 1<sup>st</sup> Offense: Three (3) days PASS, Behavior Reflection (Restorative Practice), Behavior Contract, confiscation of item(s) and parent/guardian meeting
- 2<sup>nd</sup> Offense: Five (5) days PASS, confiscation of item(s), parent/guardian meeting and warning of a referral to a Level 3U
- 3<sup>rd</sup> Offense: Referral to Level 3U

**2Q Electronic Device**

- 1<sup>st</sup> Offense: Three (3) days PASS, confiscation, electronic device(s) returned to student at the end of the day, and parent/guardian contact (**3<sup>rd</sup> violation**)
- 2<sup>nd</sup> Offense: Five (5) days PASS, confiscation, electronic device(s) returned to student at the end of the day, a parent/guardian meeting with notice of a referral to a Level 3Y (**4<sup>th</sup> violation**)
- 3<sup>rd</sup> Offense: Referral to Level 3Y

**2R Horseplay**

- 1<sup>st</sup> Offense: One (1) day PASS, Behavior Reflection (Restorative Practice), Behavior Contract, and parent/guardian contact
- 2<sup>nd</sup> Offense: Three (3) days PASS, parent/guardian meeting, and a warning of a referral to a Level 3AA
- 3<sup>rd</sup> Offense: Referral to Level 3AA

**2T Dress Code**

- 1<sup>st</sup> Offense: Level 2T Dress Code Violation — PASS for a period of up to three (3) days, the student is ineligible to participate in extracurricular activities for a period not to exceed thirty (30) days, the principal/designee shall contact the parent/guardian and send a letter regarding the dress code violation
- 2<sup>nd</sup> Offense: Referral to Level 3H

### Level 3 Offenses

#### **3A Simple Battery (PHA) (Must Report to Law Enforcement)**

- 1<sup>st</sup> Offense: Three (3) days OSS, Behavior Reflection (Restorative Practice) — Reduce to PASS, No Contact Contract, Behavioral Contract and parent/guardian meeting
- 2<sup>nd</sup> Offense: Five (5) days OSS, parent/guardian meeting, and a warning of a Level 4 referral
- 3<sup>rd</sup> Offense: Referral to Level 4 Offense

#### **3C Destruction of Property/Vandalism (\$100-\$999)**

- 1<sup>st</sup> Offense: Three (3) days OSS, Behavior Reflection (Restorative Practice) — Reduce to PASS, Behavioral Contract, and parent/guardian meeting
- 2<sup>nd</sup> Offense: Five (5) days OSS and parent/guardian meeting
- 3<sup>rd</sup> Offense: Seven (7) days OSS, parent/guardian meeting, and a warning of a Level 4 referral
- 4<sup>th</sup> Offense: Referral to Level 4 Offense

#### **3D Disrespect**

- 1<sup>st</sup> Offense: Three (3) days OSS, Behavior Reflection (Restorative Practice) — Reduce to PASS, Behavioral Contract, and parent/guardian meeting
- 2<sup>nd</sup> Offense: Five (5) days OSS and parent/guardian meeting
- 3<sup>rd</sup> Offense: Seven (7) days OSS, parent/guardian meeting, and a warning of a Level 4 referral
- 4<sup>th</sup> Offense: Referral to Level 4 Offense

#### **3E Extortion/Blackmail**

- 1<sup>st</sup> Offense: Three (3) days OSS, Behavior Reflection (Restorative Practice) — Reduce to PASS, Behavioral Contract, and parent/guardian meeting
- 2<sup>nd</sup> Offense: Five (5) days OSS and parent/guardian meeting
- 3<sup>rd</sup> Offense: Seven (7) days OSS, parent/guardian meeting, and a warning of a Level 4 referral
- 4<sup>th</sup> Offense: Referral to Level 4 Offense

#### **3F Fighting (FIT) (Must Report to Law Enforcement)**

- 1<sup>st</sup> Offense: Three (3) days OSS, Behavior Reflection (Restorative Practice) — Reduce to PASS, No Contact Contract, Behavioral Contract and parent/guardian meeting
- 2<sup>nd</sup> Offense: Five (5) days OSS, parent/guardian meeting, and a warning of a Level 4 referral
- 3<sup>rd</sup> Offense: Referral to Level 4 Offense

**NOTE:** *Self-Defense is described as an action taken to block an attack by another person or to shield yourself from being hit by another person. Retaliating by hitting a person back is not self-defense and will be considered as fighting.*

#### **3G Fireworks/firecrackers (Possession/Sale/Storage)**

- 1<sup>st</sup> Offense: Three (3) days OSS, Behavior Reflection (Restorative Practice) — Reduce to PASS, Behavioral Contract, and parent/guardian meeting
- 2<sup>nd</sup> Offense: Five (5) days OSS and parent/guardian meeting
- 3<sup>rd</sup> Offense: Seven (7) days OSS, parent/guardian meeting, and a warning of a Level 4 referral
- 4<sup>th</sup> Offense: Referral to Level 4 Offense

**3H Gross Insubordination/Open Defiance**

- 1<sup>st</sup> Offense: Three (3) days OSS, Behavior Reflection (Restorative Practice) — Reduce to PASS, Behavioral Contract, and parent/guardian meeting
- 2<sup>nd</sup> Offense: Five (5) days OSS and parent/guardian meeting
- 3<sup>rd</sup> Offense: Seven (7) days OSS, parent/guardian meeting, and a warning of a Level 4 referral
- 4<sup>th</sup> Offense: Referral to Level 4 Offense

**3I Illegal Organization**

- 1<sup>st</sup> Offense: Three (3) days OSS, Behavior Reflection (Restorative Practice) — Reduce to PASS, Behavioral Contract, and parent/guardian meeting
- 2<sup>nd</sup> Offense: Five (5) days OSS and parent/guardian meeting
- 3<sup>rd</sup> Offense: Seven (7) days OSS, parent/guardian meeting, and a warning of a Level 4 referral
- 4<sup>th</sup> Offense: Referral to Level 4 Offense

**3J Possession of Contraband Material**

- 1<sup>st</sup> Offense: One (1) day OSS, Behavior Contract, and parent/guardian contact
- 2<sup>nd</sup> Offense: Three (3) days OSS, parent/guardian meeting, and a Supervision Plan
- 3<sup>rd</sup> Offense: Five (5) days of OSS and parent/guardian meeting
- 4<sup>th</sup> Offense: Ten (10) days OSS, parent/guardian meeting, and a warning of a referral to a Level 4 Offense

**3L Tobacco Use/Possession (TBC) (Must Report to Law Enforcement)**

Possession Only	Use
1 <sup>st</sup> Offense: One (1) day OSS and parent/guardian contact	1 <sup>st</sup> Offense: Three (3) days OSS and parent/guardian contact
2 <sup>nd</sup> Offense: Three (3) days OSS and parent/guardian meeting	2 <sup>nd</sup> Offense: Five (5) days OSS and parent/guardian meeting
3 <sup>rd</sup> Offense: Five (5) days OSS, parent/guardian meeting, and a warning of a referral to a Level 4 Offense	3 <sup>rd</sup> Offense: Seven (7) days OSS, parent/guardian meeting, and a warning of a referral to a Level 4 Offense
4 <sup>th</sup> Offense: Referral to a Level 4 Offense	4 <sup>th</sup> Offense: Referral to a Level 4 Offense

**3M Stealing (\$375 to \$749)**

- 1<sup>st</sup> Offense: Three (3) days OSS, Behavior Reflection (Restorative Practice) — Reduce to PASS, Behavioral Contract, and parent/guardian meeting
- 2<sup>nd</sup> Offense: Five (5) days OSS and parent/guardian meeting
- 3<sup>rd</sup> Offense: Seven (7) days OSS, parent/guardian meeting, and a warning of a referral to a Level 4 Offense
- 4<sup>th</sup> Offense: Referral to Level 4 Offense

**3N Unauthorized Entrance to OCPS Property**

- 1<sup>st</sup> Offense: Five (5) days OSS, Behavior Reflection (Restorative Practice) – Reduce to PASS, Behavioral Contract, and parent/guardian meeting
- 2<sup>nd</sup> Offense: Ten (10) days OSS, parent/guardian meeting, and a warning of a referral to a Level 4 Offense
- 3<sup>rd</sup> Offense: Referral to Level 4 Offense

**3O Violation of Curfew (During Extracurricular Activities)**

- 1<sup>st</sup> Offense: Three (3) days OSS, Behavior Reflection (Restorative Practice) – Reduce to PASS, Behavioral Contract, and parent/guardian meeting
- 2<sup>nd</sup> Offense: Five (5) days OSS and parent/guardian meeting
- 3<sup>rd</sup> Offense: Seven (7) days OSS, parent/guardian meeting, and a warning of a referral to a Level 4 Offense
- 4<sup>th</sup> Offense: Referral to Level 4 Offense

**3Q Other Serious Misconduct**

- 1<sup>st</sup> Offense: Three (3) days OSS, Behavior Reflection (Restorative Practice) – Reduce to PASS, Behavioral Contract, and parent/guardian meeting
- 2<sup>nd</sup> Offense: Five (5) days OSS and parent/guardian meeting
- 3<sup>rd</sup> Offense: Seven (7) days OSS, parent/guardian meeting, and a warning of a referral to a Level 4 Offense
- 4<sup>th</sup> Offense: Referral to Level 4 Offense

**3T Threats (TRE) (Must Report to Law Enforcement)**

- 1<sup>st</sup> Offense: One (1) day OSS, Behavioral Contract, and parent/guardian meeting
- 2<sup>nd</sup> Offense: Three (3) days OSS and parent/guardian meeting
- 3<sup>rd</sup> Offense: Five (5) days OSS, parent/guardian meeting, and a warning of a referral to a Level 4 Offense
- 4<sup>th</sup> Offense: Referral to Level 4 Offense

**3U Gang Related**

- 1<sup>st</sup> Offense: Ten (10) days OSS, Behavior Contract, parent/guardian meeting, and a warning of referral to a Level 4 Offense
- 2<sup>nd</sup> Offense: Referral to Level 4 Offense

**3V Harassment (HAR) (Must Report to Law Enforcement)**

- 1<sup>st</sup> Offense: Three (3) days OSS, Behavior Reflection (Restorative Practice) – Reduce to PASS, No Contact Contract, and parent/guardian meeting
- 2<sup>nd</sup> Offense: Five (5) days OSS, No Contact Contract, and parent/guardian meeting
- 3<sup>rd</sup> Offense: Seven (7) days OSS, parent/guardian meeting, and a warning of a referral to a Level 4 Offense
- 4<sup>th</sup> Offense: Referral to Level 4 Offense

### **3Y Electronic Device Violation**

- 1<sup>st</sup> Offense: Three (3) days OSS, confiscation, electronic device(s) returned to student at the end of the day, and parent/guardian meeting **(5<sup>th</sup> violation)**
- 2<sup>nd</sup> Offense: Five (5) days OSS, confiscation, electronic device(s) returned to student at the end of the day, and parent/guardian meeting **(6<sup>th</sup> violation)**
- 3<sup>rd</sup> Offense: Seven (7) days OSS, confiscation, electronic device(s) returned to student at the end of the day, and parent/guardian meeting **(7<sup>th</sup> violation)**
- 4<sup>th</sup> + Offense: Ten (10) days OSS, confiscation, electronic device(s) returned to student at the end of the day, parent/guardian meeting **(8<sup>th</sup> violation)**

### **3AA Horseplay**

- 1<sup>st</sup> Offense: Three (3) days OSS, Behavioral Reflection (Restorative Practice) – Reduce to PASS, and parent contact
- 2<sup>nd</sup> Offense: Five (5) days OSS and parent meeting
- 3<sup>rd</sup> Offense: Ten (10) days OSS, parent meeting and a warning of a referral to a Level 4 Offense
- 4<sup>th</sup> Offense: Referral to Level 4 Offense

### **3CC Disruptive Conduct**

- 1<sup>st</sup> Offense: 5 days OSS, Behavioral Reflection (Restorative Practice) – Reduce to PASS, Behavior Contract, and parent meeting
- 2<sup>nd</sup> Offense: 10 days OSS, parent meeting, and a warning of a referral to a Level 4 Offense
- 3<sup>rd</sup> Offense: Referral to Level 4 Offense



### **Level 4 Offenses (Must Report to Law Enforcement)**

**4A Alcohol (ALC)**

1<sup>st</sup> Offense: Ten (10)-day suspension with Recommendation for Expulsion

**4B Arson (ARS)**

1<sup>st</sup> Offense: Ten (10)-day suspension with Recommendation for Expulsion

**4C Threat/ Intimidation (TRE)**

1<sup>st</sup> Offense: Ten (10)-day suspension with Recommendation for Expulsion

**4D Aggravated Battery (BAT)**

1<sup>st</sup> Offense: Ten (10)-day suspension with Recommendation for Expulsion

**4E Threats to the School (DOC)**

1<sup>st</sup> Offense: Ten (10)-day suspension with Recommendation for Expulsion

**4F Drugs Use/Possession (DRU)**

1<sup>st</sup> Offense: Ten (10)-day suspension with Recommendation for Expulsion

**4H Weapons Possession (WPO)**

1<sup>st</sup> Offense: Ten (10)-day suspension with Recommendation for Expulsion

**4I Disruption on Campus-Major (DOC)**

1<sup>st</sup> Offense: Ten (10)-day suspension with Recommendation for Expulsion

**4J Larceny / Theft (over \$750) (STL)**

1<sup>st</sup> Offense: Ten (10)-day suspension with Recommendation for Expulsion

**4K Other Dangerous Objects**

1<sup>st</sup> Offense: Ten (10)-day suspension with Recommendation for Expulsion

**4L Repeat Misconduct / More Serious (Three SESIR Offenses Equals 4L; Four Non-SESIR Offenses Reviewed Case-by-Case)**

1<sup>st</sup> Offense: Ten (10)-day suspension with Recommendation for Expulsion

**4M Robbery (ROB)**

1<sup>st</sup> Offense: Ten (10)-day suspension with Recommendation for Expulsion

**4N Sexual Battery (SXB)**

1<sup>st</sup> Offense: Ten (10)-day suspension with Recommendation for Expulsion

**4O Sexual Harassment (SXH)**

1<sup>st</sup> Offense: Ten (10)-day suspension with Recommendation for Expulsion

**4P Sexual Offenses (SXO)**

1<sup>st</sup> Offense: Ten (10)-day suspension with Recommendation for Expulsion

**4Q Violation Early Reentry Plan / Probation**

1<sup>st</sup> Offense: Ten (10)-day suspension with Recommendation for Expulsion

**4S Criminal Mischief \$1000 or over (VAN)**

1<sup>st</sup> Offense: Ten (10)-day suspension with Recommendation for Expulsion

**4T Other Major (OMC)**

1<sup>st</sup> Offense: Ten (10)-day suspension with Recommendation for Expulsion

**4U Drug Sale/Distribution, Excluding Alcohol (DRD)**

1<sup>st</sup> Offense: Ten (10)-day suspension with recommendation for Expulsion

**4V Bullying (BUL)**

1<sup>st</sup> Offense: Ten (10)-day suspension with Recommendation for Expulsion

**4X Hazing (HAZ)**

1<sup>st</sup> Offense Ten (10)-day suspension with Recommendation for Expulsion

**4Y Simple Battery (PHA)**

1<sup>st</sup> Offense Ten (10)-day suspension with Recommendation for Expulsion

**4Z Sexual Assault (SXA)**

1<sup>st</sup> Offense Ten (10)-day suspension with Recommendation for Expulsion

**4AA Electronic Device Violation**

1<sup>st</sup> Offense Ten (10)-day suspension with Recommendation for Expulsion

**4CC Burglary (BRK)**

1<sup>st</sup> Offense Ten (10)-day suspension with Recommendations for Expulsion

**4DD Homicide (HOM)**

1<sup>st</sup> Offense Ten (10)-day suspension with Recommendation for Expulsion

**4EE Kidnapping (KID)**

1<sup>st</sup> Offense Ten (10)-day suspension with Recommendation for Expulsion

**4FF Tobacco/Vaping/Nicotine/Selling/Buying/Distribution (TBC)**

1<sup>st</sup> Offense Ten (10)-day suspension with Recommendation for Expulsion

**4GG Igniting**

1<sup>st</sup> Offense Ten (10)-day suspension with Recommendation for Expulsion

**4JJ Trespassing (TRS)**

1<sup>st</sup> Offense Ten (10)-day suspension with Recommendation for Expulsion

# Secondary Discipline Ladder



## Secondary Discipline Ladder

### Due Process

Students must have a signed Code of Student Conduct (COSC) in order to process a referral or issue a discipline consequence. OCPS employees are authorized to interview students and obtain witness statements from students involved in offenses of the COSC; however, a student may refuse to participate in an investigation. Refusing to participate in an investigation does **not stop the investigative process**. It is important to note that if the behavior is believed to be criminal and/or a violation of Florida Statutes or **SESIR**, the incident must be reported immediately to the School Resource Officer (SRO) or Law Enforcement Officer (LEO).

### Safe Harbor Provision

A student may approach a school official or contracted personnel and voluntarily surrender a prohibited object. Unless an investigation by school officials regarding the possession of a prohibited object has already commenced, a student who approaches a school official and voluntarily surrenders such an object may not be subject to disciplinary action.

### Level 1 Offenses

#### 1A Cheating

See Cheating Policy

#### 1D Disrespect

- 1<sup>st</sup> Offense: Behavior Reflection (Restorative Practice), verbal warning, parent/guardian contact and a warning of a referral to a Level 2B
- 2<sup>nd</sup> Offense: Referral to Level 2B

#### 1E Dress Code

- 1<sup>st</sup> Offense: Verbal warning and call to the parent/guardian
- 2<sup>nd</sup> Offense: Ineligible to participate in any extracurricular activities for a period of time not to exceed five days and meet with principal/designee
- 3<sup>rd</sup> Offense: Refer to a Level 2T Dress Code Violation - PASS for a period of up to three (3) days, the student is ineligible to participate in extracurricular activities for a period not to exceed (30) days, the principal shall contact the parent and send a letter regarding the dress code violation
- 4<sup>th</sup> Offense: Referral to Level 2T

#### 1F Failure to Report Detention

- 1<sup>st</sup> Offense: Administrative Detention 1 hour (Wednesday) and parent/guardian contact
- 2<sup>nd</sup> Offense: Administrative Detention 2 hours (Wednesday or Saturday), parent/guardian contact and a warning of a referral to a Level 2F
- 3<sup>rd</sup> Offense: Referral to Level 2F

**1G False/Misleading Information**

- 1<sup>st</sup> Offense: Behavior Reflection (Restorative Practice), verbal warning, parent/guardian contact, and a warning of a referral to a Level 2M
- 2<sup>nd</sup> Offense: Referral to Level 2M

**1J Profane, Obscene, Abusive Language/Materials (Student – to – Student Only)**

- 1<sup>st</sup> Offense: Behavior Reflection (Restorative Practice), verbal warning, parent/guardian contact and a warning of a referral to a Level 2F
- 2<sup>nd</sup> Offense: Referral to Level 2F

**1KK Electronic Device Violation**

This offense will not be implemented until September 5, 2023. Prior to Sept 5<sup>th</sup>, schools will only issue verbal warnings and parent/guardian contact

- 1<sup>st</sup> Offense: Confiscation, counseling and direction, parent/guardian contact, and electronic device(s) returned to student at the end of the day (**1<sup>st</sup> Violation**)
- 2<sup>nd</sup> Offense: Confiscation, Administrative Detention 1 Hour (Wednesday), parent/guardian contact, electronic device(s) returned to student at the end of the day, and a warning of a referral to a Level 2Q (**2<sup>nd</sup> Violation**)
- 3<sup>rd</sup> Offense: Referral to Level 2Q

**1L Tardiness**

- 1<sup>st</sup> Offense: Warning, counseling and direction, and parent/guardian contact
- 2<sup>nd</sup> Offense: Administrative Detention 1 hour (Wednesday) and parent/guardian contact
- 3<sup>rd</sup> Offense: Administrative Detention 2 hours (Wednesday or Saturday), parent/guardian contact and a warning of a referral to a Level 2F
- 4<sup>th</sup> Offense: Referral to Level 2F

**1M Unauthorized Absence from School/Class (Skipping)**

- 1<sup>st</sup> Offense: Behavior Reflection (Restorative Practice), verbal warning, and parent/guardian contact
- 2<sup>nd</sup> Offense: Administrative Detention 1 hour (Wednesday) and parent/guardian contact
- 3<sup>rd</sup> Offense: Administrative Detention 2 hour (Wednesday or Saturday), parent/guardian meeting and a warning of a referral to a Level 2F
- 4<sup>th</sup> Offense: Referral to Level 2F

**1N Other Misconduct**

- 1<sup>st</sup> Offense: Behavior Reflection (Restorative Practice), verbal warning, parent/guardian contact and a warning of a referral to a Level 2N
- 2<sup>nd</sup> Offense: Referral to Level 2N

**1O Unsubstantiated Bullying (UBL)**

*Note: Complete Bullying/Harassment investigation and document information*

**1P Unsubstantiated Harassment (UHL)**

*Note: Complete Bullying/Harassment investigation and document information*

**1R Horseplay**

- 1<sup>st</sup> Offense: Behavior Reflection (Restorative Practice), verbal warning, parent/guardian contact and a warning of a referral to Level 2S
- 2<sup>nd</sup> Offense: Referral to Level 2S

## **Level 2 Offenses**

### **2A Destruction of Property/Vandalism < \$100**

- 1<sup>st</sup> Offense: Three (3) days PASS, Behavior Reflection (Restorative Practice) and parent/guardian contact
- 2<sup>nd</sup> Offense: Five (5) days PASS, Behavior Contract, parent/guardian meeting, and a warning of a referral to a Level 3Q
- 3<sup>rd</sup> Offense: Referral to Level 3Q

### **2B Disrespect**

- 1<sup>st</sup> Offense: Administrative Detention 1 hour (Wednesday), Behavior Reflection (Restorative Practice) and parent/guardian contact
- 2<sup>nd</sup> Offense: Three (3) days PASS, parent/guardian meeting, and a warning of a referral to a Level 3D
- 3<sup>rd</sup> Offense: Referral to Level 3D

### **2C Physical Altercation**

- 1<sup>st</sup> Offense: Three (3) days PASS, No Contact Contract, Behavior Reflection (Restorative Practice), and parent/guardian contact
- 2<sup>nd</sup> Offense: Five (5) days PASS, No Contact Contract, Behavior Contract, parent/guardian meeting and a warning of a referral to a Level 3Q
- 3<sup>rd</sup> Offense: Referral to Level 3Q

### **2D Forgery (Non-criminal)**

- 1<sup>st</sup> Offense: Three (3) days PASS, Behavior Reflection (Restorative Practice), and parent/guardian contact
- 2<sup>nd</sup> Offense: Five (5) days PASS, Behavior Contract, parent/guardian meeting, and a warning of a referral to a Level 3Q
- 3<sup>rd</sup> Offense: Referral to Level 3Q

### **2E Gambling (OMC) – Must report to Law Enforcement**

- 1<sup>st</sup> Offense: Warning, counseling and direction, Behavior Reflection (Restorative Practice) and parent/guardian contact
- 2<sup>nd</sup> Offense: Three (3) days PASS, Behavior Contract and parent/guardian contact
- 3<sup>rd</sup> Offense: Five (5) days PASS, parent meeting, and a warning of a referral to a Level 3Q
- 4<sup>th</sup> Offense: Referral to Level 3Q

### **2F Insubordination/Open Defiance**

- 1<sup>st</sup> Offense: Behavior Reflection (Restorative Practice), Administrative Detention 1 hour (Wednesday), and parent/guardian contact
- 2<sup>nd</sup> Offense: Three (3) days PASS and parent/guardian meeting
- 3<sup>rd</sup> Offense: Five (5) days PASS, parent/guardian meeting, and a warning of a referral to a Level 3H
- 4<sup>th</sup> Offense: Referral to Level 3H

### **2G Threat/Intimidation (TRE) – Must report to Law Enforcement**

- 1<sup>st</sup> Offense: Behavior Reflection (Restorative Practice), Threat Assessment, 1hour Administrative Detention (Wednesday) and parent/guardian meeting
- 2<sup>nd</sup> Offense: Three (3) days PASS, Threat Assessment, parent/guardian meeting and a warning of a referral to a Level 3T
- 3<sup>rd</sup> Offense: Referral to Level 3T

**2J Stealing (under \$375)**

- 1<sup>st</sup> Offense: Five (5) days PASS, Behavior Reflection (Restorative Practice), Behavior Contract, parent/guardian meeting and a warning of a referral to a Level 3Q
- 2<sup>nd</sup> Offense: Referral to Level 3Q

**2K Unauthorized Assembly**

- 1<sup>st</sup> Offense: Three (3) days PASS, Behavior Reflection (Restorative Practice), Behavior Contract and parent/guardian contact
- 2<sup>nd</sup> Offense: Five (5) days PASS, parent/guardian meeting, and a warning of a referral to a Level 3Q
- 3<sup>rd</sup> Offense: Referral to Level 3Q

**2M Other Serious Misconduct**

- 1<sup>st</sup> Offense: Behavior Reflection (Restorative Practice), Administrative Detention 1 hour (Wednesday) and parent/guardian contact
- 2<sup>nd</sup> Offense: Three (3) days PASS, Behavior Contract, parent/guardian meeting, and a warning of a referral to a Level 3Q
- 3<sup>rd</sup> Offense: Referral to Level 3Q

**2N Gang Related**

- 1<sup>st</sup> Offense: Five (5) days PASS, Behavior Contract, Confiscation of Item(s), parent/guardian meeting, Behavioral Reflection (Restorative Practice) and a warning of a referral to a Level 3U
- 2<sup>nd</sup> Offense: Referral to Level 3U

**2Q Electronic Device**

- 1<sup>st</sup> Offense: Confiscation, Three (3) days PASS, electronic device(s) returned to student at the end of the day, and parent/guardian contact (**3<sup>rd</sup> violation**)
- 2<sup>nd</sup> Offense: Confiscation, Five (5) days PASS, and electronic device(s) returned to student at the end of the day, a parent/guardian meeting and a warning of a referral to a Level 3Y (**4<sup>th</sup> violation**)
- 3<sup>rd</sup> Offense: Referral to Level 3Y

**2R Horseplay**

- 1<sup>st</sup> Offense: One (1) day PASS and parent/guardian contact
- 2<sup>nd</sup> Offense: Three (3) days PASS, Behavior Contract, parent/guardian meeting, and a warning of a referral to a Level 3AA
- 3<sup>rd</sup> Offense: Referral to Level 3AA

**2T Dress Code**

- 1<sup>st</sup> Offense: Level 2T Dress Code Violation — PASS for a period of up to three (3) days, the student is ineligible to participate in extracurricular activities for a period not to exceed thirty (30) days, the principal shall contact the parent and, send a letter regarding the dress code violation
- 2<sup>nd</sup> Offenses: Referral to Level 3H

### **Level 3 Offenses**

#### **3A Simple Battery (PHA) (Must Report to Law Enforcement)**

- 1<sup>st</sup> Offense: Five (5) days OSS, Behavior Reflection (Restorative Practice) - Reduce to PASS, No Contact Contract, Behavioral Contract and parent/guardian meeting
- 2<sup>nd</sup> Offense: Ten (10) days OSS, parent/guardian meeting, and a warning of a Level 4 referral
- 3<sup>rd</sup> Offense: Referral to Level 4 Offense

#### **3C Destruction of Property/Vandalism (\$100-\$999)**

- 1<sup>st</sup> Offense: Five (5) days OSS, Behavior Reflection (Restorative Practice) - Reduce to PASS, Behavior Contract, and parent/guardian meeting
- 2<sup>nd</sup> Offense: Ten (10) days OSS, parent/guardian meeting, and a warning of a Level 4 referral
- 3<sup>rd</sup> Offense: Referral to Level 4 Offense

#### **3D Disrespect**

- 1<sup>st</sup> Offense: Five (5) days OSS, Behavior Reflection (Restorative Practice) - Reduce to PASS, Behavioral Contract, and parent/guardian meeting
- 2<sup>nd</sup> Offense: Ten (10) days OSS, parent/guardian meeting, and a warning of a Level 4 referral
- 3<sup>rd</sup> Offense: Referral to Level 4 Offense

#### **3E Extortion/Blackmail**

- 1<sup>st</sup> Offense: Five (5) days OSS, Behavior Reflection (Restorative Practice) - Reduce to PASS, Behavioral Contract, and parent/guardian meeting
- 2<sup>nd</sup> Offense: Ten (10) days OSS, parent/guardian meeting and a warning of a Level 4 referral
- 3<sup>rd</sup> Offense: Referral to Level 4 Offense

#### **3F Fighting (FIT) (Must Report to Law Enforcement)**

- 1<sup>st</sup> Offense: Five (5) days OSS, Behavior Reflection (Restorative Practice) - Reduce to PASS, Behavior Contract, and parent/guardian meeting
- 2<sup>nd</sup> Offense: Ten (10) days OSS, parent/guardian meeting, and a warning of a Level 4 referral
- 3<sup>rd</sup> Offense: Referral to Level 4 Offense

**NOTE:** *Self-Defense is described as an action taken to block an attack by another person or to shield yourself from being hit by another person. Retaliating by hitting a person back is not self-defense and will be considered as fighting.*

#### **3G Fireworks/Firecrackers (Possession/Sale/Storage)**

- 1<sup>st</sup> Offense: Three (3) days OSS, Behavioral Reflection (Restorative Practice) and parent/guardian contact
- 2<sup>nd</sup> Offense: Five (5) days OSS, Behavior Contract and parent/guardian meeting
- 3<sup>rd</sup> Offense: Ten (10) days OSS, Parent Meeting, and a warning of a Level 4 referral
- 4<sup>th</sup> Offense: Referral to Level 4 Offense

#### **3H Gross Insubordination/Open Defiance**

- 1<sup>st</sup> Offense: Five (5) days OSS, Behavior Reflection (Restorative Practice) - Reduce to PASS, Behavior Contract, and parent/guardian meeting
- 2<sup>nd</sup> Offense: Ten (10) days OSS, parent/guardian meeting and a warning of a Level 4 referral
- 3<sup>rd</sup> Offense: Referral to Level 4 Offense

### **3I Illegal Organization**

- 1<sup>st</sup> Offense: Five (5) days OSS, Behavior Contract, Behavioral Reflection (Restorative Practice) - Reduce to PASS, and parent/guardian meeting
- 2<sup>nd</sup> Offense: Ten (10) days OSS, parent/guardian meeting, and a warning of a Level 4 referral
- 3<sup>rd</sup> Offense: Referral to Level 4 Offense

### **3J Possession of Contraband Material**

- 1<sup>st</sup> Offense: Three (3) days OSS, Behavior Contract, Behavioral Reflection (Restorative Practice) and parent/guardian meeting
- 2<sup>nd</sup> Offense: Five (5) days of OSS and parent/guardian meeting
- 3<sup>rd</sup> Offense: Ten (10) days OSS, parent/guardian meeting, and a warning of a Level 4 referral
- 4<sup>th</sup> Offense: Referral to Level 4 Offense

### **3L Tobacco/Use/Possession (TBC) (Must Report to Law Enforcement)**

- 1<sup>st</sup> Offense: Three (3) days OSS, Behavioral Reflection (Restorative Practice) and parent/guardian contact
- 2<sup>nd</sup> Offense: Five (5) days OSS and parent/guardian meeting
- 3<sup>rd</sup> Offense: Ten (10) days OSS, parent/guardian meeting, and a warning of a Level 4 referral
- 4<sup>th</sup> Offense: Referral to Level 4 Offense

### **3M Stealing (\$375 to \$749)**

- 1<sup>st</sup> Offense: Three (3) days OSS, Behavioral Reflection (Restorative Practice), Behavioral Contract and parent/guardian meeting
- 2<sup>nd</sup> Offense: Five (5) days OSS and parent/guardian meeting
- 3<sup>rd</sup> Offense: Ten (10) days OSS, parent/guardian meeting, and a warning of a Level 4 referral
- 4<sup>th</sup> Offense: Referral to Level 4 Offense

### **3N Unauthorized Entrance to OCPS Property**

- 1<sup>st</sup> Offense: Five (5) days OSS, Behavior Contract, Behavioral Reflection (Restorative Practice) - Reduce to PASS and parent/guardian meeting
- 2<sup>nd</sup> Offense: Ten (10) days OSS, parent/guardian meeting, and a warning of a Level 4 referral
- 3<sup>rd</sup> Offense: Referral to Level 4 Offense

### **3O Violation of Curfew (During Extracurricular Activities)**

- 1<sup>st</sup> Offense: Three (3) days OSS, Behavioral Reflection (Restorative Practice) and parent/guardian meeting
- 2<sup>nd</sup> Offense: Five (5) days OSS and parent/guardian meeting
- 3<sup>rd</sup> Offense: Ten (10) days OSS, parent/guardian meeting, and a warning of a Level 4 referral
- 4<sup>th</sup> Offense: Referral to Level 4 Offense

### **3Q Other Serious Misconduct**

- 1<sup>st</sup> Offense: Five (5) days OSS, parent/guardian meeting, Behavioral Reflection (Restorative Practice) - Reduce to PASS and a Behavior Contract
- 2<sup>nd</sup> Offense: Ten (10) days OSS, Parent Meeting, and a warning of a Level 4 referral
- 3<sup>rd</sup> Offense: Referral to Level 4 Offense

**3T Threats (TRE) (Must Report to Law Enforcement)**

- 1<sup>st</sup> Offense: Five (5) days OSS, Threat Assessment, Behavior Contract, No Contact Contract, and parent/guardian meeting
- 2<sup>nd</sup> Offense: Ten (10) days OSS, Threat Assessment, parent/guardian meeting, and a warning of a Level 4 referral
- 3<sup>rd</sup> Offense: Referral to Level 4 Offense

**3U Gang Related**

- 1<sup>st</sup> Offense: Ten (10) days OSS, Behavior Contract, parent/guardian meeting, and a warning of a Level 4 referral
- 2<sup>nd</sup> Offense: Referral to Level 4 Offense

**3V Harassment (HAR) (Must Report to Law Enforcement)**

- 1<sup>st</sup> Offense: Three (3) days OSS, Behavioral Reflection (Restorative Practice), No Contact Contract, and parent/guardian meeting
- 2<sup>nd</sup> Offense: Five (5) days OSS, No Contact Contract, and parent/guardian meeting
- 3<sup>rd</sup> Offense: Ten (10) days OSS, parent/ guardian meeting, and a warning of a Level 4 referral
- 4<sup>th</sup> Offense: Referral to Level 4 Offense

**3Y Electronic Device Violation**

- 1<sup>st</sup> Offense: Confiscation, Three (3) days OSS, electronic device(s) returned to student at the end of the day, and parent/guardian meeting **(5<sup>th</sup> violation)**
- 2<sup>nd</sup> Offense: Confiscation, Five (5) days OSS, electronic device(s) returned to student at the end of the day, and parent/guardian meeting **(6<sup>th</sup> violation)**
- 3<sup>rd</sup> Offense: Confiscation, Seven (7) days OSS, electronic device(s) returned to student at the end of the day and parent/guardian meeting **(7<sup>th</sup> violation)**
- 4<sup>th</sup> + Offense: Confiscation, Ten (10) days OSS, electronic device(s) returned to student at the end of the day, parent/guardian meeting **(8<sup>th</sup> violation)**

**3AA Horseplay**

- 1<sup>st</sup> Offense: Three (3) days OSS, Behavioral Reflection (Restorative Practice), and parent/guardian contact
- 2<sup>nd</sup> Offense: Five (5) days OSS and parent/guardian meeting
- 3<sup>rd</sup> Offense: Ten (10) days OSS, parent/guardian meeting and a warning of a Level 4 referral
- 4<sup>th</sup> Offense: Referral to Level 4 Offense

**3BB Disruptive Conduct**

- 1<sup>st</sup> Offense: Five (5) days OSS, Behavioral Reflection (Restorative Practice) - Reduce to PASS, Behavior Contract, and parent/guardian meeting
- 2<sup>nd</sup> Offense: Ten (10) days OSS, parent/guardian meeting, and a warning of a Level 4 referral
- 3<sup>rd</sup> Offense: Referral to Level 4 Offense

**Level 4 Offenses (Must Report to Law Enforcement)**

**4A Alcohol (ALC)**

1<sup>st</sup> Offense: 10-day suspension with Recommendation for Expulsion

**4B Arson (ARS)**

1<sup>st</sup> Offense: 10-day suspension with Recommendation for Expulsion

**4C Threat/ Intimidation (TRE)**

1<sup>st</sup> Offense: 10-day suspension with Recommendation for Expulsion

**4D Aggravated Battery (BAT)**

1<sup>st</sup> Offense: 10-day Suspension with Recommendation for Expulsion

**4E Threats to the School (DOC)**

1<sup>st</sup> Offense: 10-day Suspension with Recommendation for Expulsion

**4F Drugs Use/Possession (DRU)**

1<sup>st</sup> Offense: 10-day suspension with Recommendation for Expulsion

**4H Weapons Possession (WPO)**

1<sup>st</sup> Offense: 10-day Suspension with Recommendation for Expulsion

**4I Disruption on Campus-Major (DOC)**

1<sup>st</sup> Offense: 10-day Suspension with Recommendation for Expulsion

**4J Larceny / Theft (over \$750) (STL)**

1<sup>st</sup> Offense: 10-day Suspension with Recommendation for Expulsion

**4K Other Dangerous Objects**

1<sup>st</sup> Offense: 10-day Suspension with Recommendation for Expulsion

**4L Repeat Misconduct / More Serious (Three SESIR Offenses Equals 4L; Four Non-SESIR Offenses Reviewed Case-by-Case)**

1<sup>st</sup> Offense: 10-day Suspension with Recommendation for Expulsion

**4M Robbery (ROB)**

1<sup>st</sup> Offense: 10-day Suspension with Recommendation for Expulsion

**4N Sexual Battery (SXB)**

1<sup>st</sup> Offense: 10-day Suspension with Recommendation for Expulsion

**4O Sexual Harassment (SXH)**

1<sup>st</sup> Offense: 10-day Suspension with Recommendation for Expulsion

**4P Sexual Offenses (SXO)**

1<sup>st</sup> Offense: 10-day Suspension with Recommendation for Expulsion

**4Q Violation Early Reentry Plan / Probation**

1<sup>st</sup> Offense: 10-day Suspension with Recommendation for Expulsion

**4S Criminal Mischief \$1000 or over (VAN)**

1<sup>st</sup> Offense: 10-day Suspension with Recommendation for Expulsion

**4T Other Major (OMC)**

1<sup>st</sup> Offense: 10-day Suspension with Recommendation for Expulsion

**4U Drug Sale/Distribution, Excluding Alcohol (DRD)\***

1<sup>st</sup> Offense: 10-day Suspension with recommendation for Expulsion

**4V Bullying (BUL)**

1<sup>st</sup> Offense: 10-day Suspension with Recommendation for Expulsion

**4X Hazing (HAZ)**

1<sup>st</sup> Offense 10-day Suspension with Recommendation for Expulsion

**4Y Simple Battery (PHA)**

1<sup>st</sup> Offense 10-day Suspension with Recommendation for Expulsion

**4Z Sexual Assault (SXA)**

1<sup>st</sup> Offense 10-day Suspension with Recommendation for Expulsion

**4AA Electronic Device Violation**

1<sup>st</sup> Offense 10-day Suspension with Recommendation for Expulsion

**4CC Burglary (BRK)**

1<sup>st</sup> Offense 10-day Suspension with Recommendations for Expulsion

**4DD Homicide (HOM)**

1<sup>st</sup> Offense 10-day Suspension with Recommendation for Expulsion

**4EE Kidnapping (KID)**

1<sup>st</sup> Offense 10-day Suspension with Recommendation for Expulsion

**4FF Tobacco/Vaping/Nicotine/Selling/Buying/Distribution (TBC)**

1<sup>st</sup> Offense 10-day Suspension with Recommendation for Expulsion

**4GG Igniting**

1<sup>st</sup> Offense 10-day Suspension with Recommendation for Expulsion

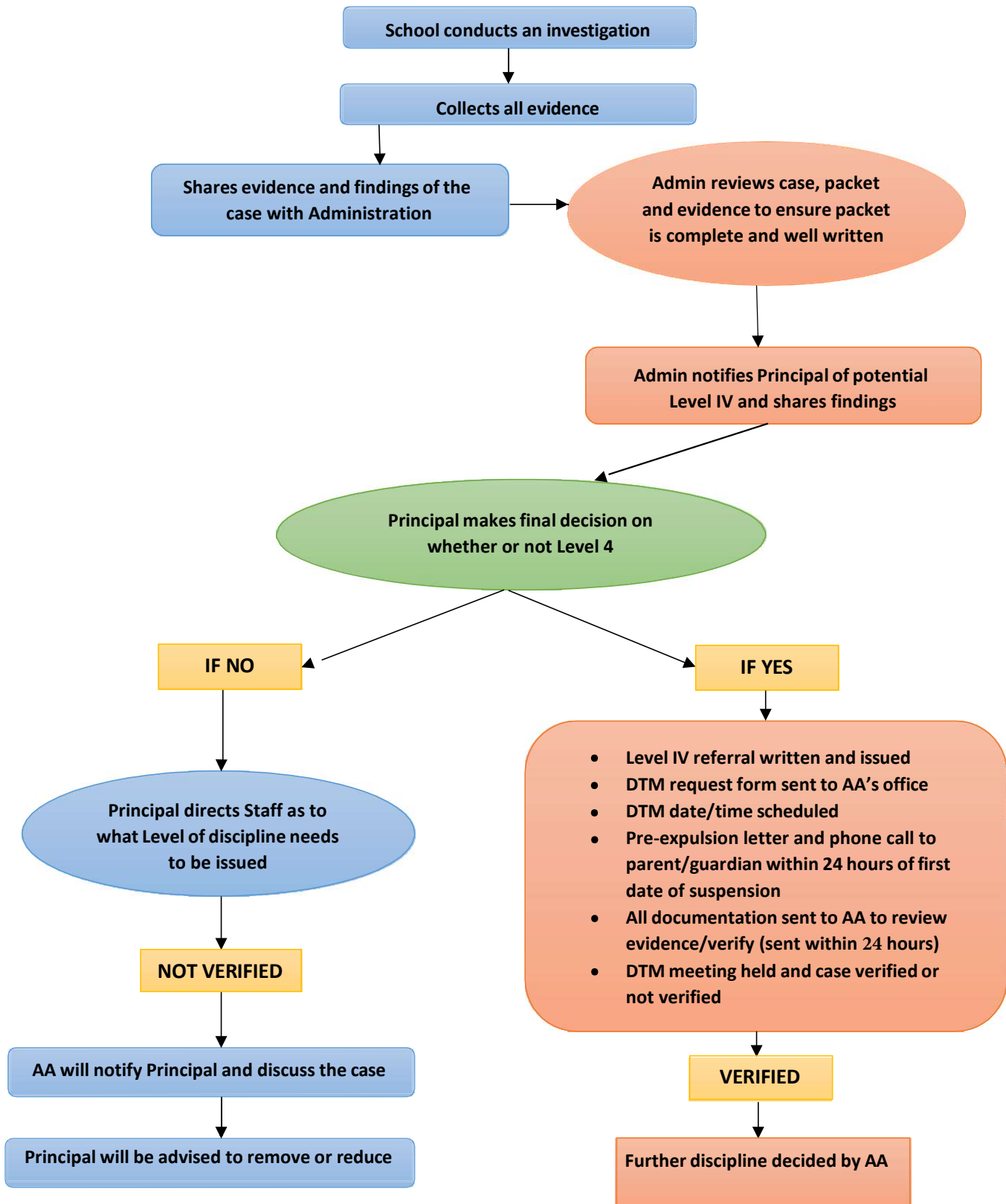
**4JJ Trespassing (TRS)**

1<sup>st</sup> Offense 10-day Suspension with Recommendation for Expulsion

# District and Discipline Documents



### Level IV Process Flowchart



## Disciplinary Procedures for Discipline Team Meetings

The developmental age of the student should be considered when determining the severity of the offense for an elementary student. However, The Department of Education, through SESIR, sets the reporting guidelines. Schools should use the Code of Student Conduct and the 2023-2024 OCPS Discipline Procedures Guide for additional guidelines when determining if an offense should be coded as a Level IV.

Once a principal/designee determines an offense will be coded a Level IV, he/she will follow the process to submit a Level IV and schedule a Discipline Team Meeting (DTM) with the discipline office. **All paper work involving the investigation (including background report, statements, photos, videos, checklists and forms) must be sent to the discipline office prior to receiving a date for the DTM.**

The following steps take place at the DTM:

1. Once you have received the DTM date from the discipline office, the school ensures all stakeholders have been invited to the DTM (see Discipline Team Checklist).
2. Meet with the parent/guardian(s), student (if in attendance) and stakeholders to conduct the DTM. School provides the parent/guardian with redacted witness statements at the meeting, or prior if requested.

The area administrator will do the following:

- a. Conduct introductions.
- b. Verify information (student name, student number, address, birth date, grade level, phone number, parent/guardian(s) name on the DTM form. Make corrections on the DTM form if needed.
- c. Explain to parent/guardian(s) the DTM process.
- d. Explain to parent/guardian(s) that they will have an opportunity to ask questions, express concerns and/or make comments related to the Level discussed after all discipline concerns have been addressed.
- e. Read the Detailed Information Concerning Offense – Summary Part IIB on the Student Background Report.
- f. Ask the student if there is anything else they would like to share.
- g. Give the parent/guardian(s) an opportunity to read their child's witness statement or read the witness statement aloud then address any questions, concerns or comments related to the Level IV. If the parent/guardian(s) has concerns not related to the Level IV, they can be addressed after the DTM.
- h. Unless the parent/guardian(s) presents evidence that the student did not commit the Level IV offense, inform the parent that the Level IV was verified because the school provided sufficient evidence that the offense met the guidelines based on the definition in the OCPS Code of Student Conduct.
- i. Advise the parent/guardian(s) that if they believe their child's procedural rights have been violated or if they have additional evidence that their child did not commit the offense listed above, they may request an administrative hearing. Ask the parent/guardian(s) if they would like an Administrative Hearing.
- j. Explain the District Behavior Contract to the parent. Give the parent/guardian(s) an opportunity to review, ask questions, and sign the DTM form. If the parent/guardian

chooses not to sign the DTM form, indicate on the DTM form by writing "Parent/Guardian elected not to sign" on the parent/guardian and student signature line. If a supervision plan is necessary, share with the parent.

- k. If the parent/guardian(s) would like an Administrative Hearing, contact the discipline office immediately to schedule a date and time, and give the parent/guardian(s) the Administrative Hearing Request form to fill out and sign. The hearing date and time will be written at the bottom of the DTM form.
- l. If the Level IV offense resulted in a Full Exclusion from all OCPs schools the parent is entitled to a 120 hearing. Explain the 120 hearing process and tell the parent someone from our Legal department will contact the parent with a date and time. Verify phone number, again.
- m. Conclude the discipline portion of the meeting.
- n. Discuss any academic concerns.
- o. The parent/guardian(s) receives a copy of each form regardless if signed/initialed. The school keeps a copy and the originals goes to the area administrator.

**3. Not every Level IV will result in a removal.**

- 4. If the student has a 504 Plan or an IEP, a manifestation determination meeting will be conducted after concluding the discipline portion of the meeting.

## Disciplinary Offenses Involving Multiple Schools

Listed below are the procedures for dealing with students accused of serious misconduct that, in the opinion of the principal/designee and the area administrator, should result in a suspension from school or the school bus or a recommendation for expulsion/removal. **When offending students are enrolled in more than one school, the principal/designee of each school will provide due process and consistency in the discipline consequences.** Therefore, the following steps must be followed:

1. **Once the students and schools have been identified, the principal/designee from the incident school will contact the principal/designee of each school where offending students are enrolled.** Each school with offenders will contact their area administrator. The area administrators will collaborate accordingly.
2. The affected schools should investigate, and share evidence that will support and determine if a discipline consequence is warranted. Documentation should include:
  - a) Police reports (if applicable)
  - b) Witness statements
  - c) Pictures of the incident (if applicable)
  - d) Estimate of damage including labor and materials (vandalism, burglary, theft, if applicable).
  - e) Any other documentation gathered
3. All involved principals/designees, should decide on an appropriate and consistent discipline level and consequence, and should apply the consequence through the referral process to all students involved.
4. When all schools cannot agree on an appropriate consequence, the Area Administrator will be asked to assist in making the recommendation for disciplinary consequences.
5. Although consistency of consequences is the aim, each principal/designee should consider unique factors that may impact the disciplinary response such as age of the student, cognitive and emotional levels and other unique factors that may be present.
6. If the incident occurred Out-Of-District or involves an Out-Of-District student, contact your Area Administrator (AA) for direction.

## Administrative Procedures for Student Removal- QEA

If change in placement is noted for ESE and LEP student, the Placement Review Committee must be composed such that it may serve as an IEP Committee and/or LEP Committee. A teacher may appeal the decision of the Placement Review Committee to their Area Superintendent.

### PLACEMENT REVIEW COMMITTEE - *FL. Statute 1003.32(6)*

- Established during preplanning
- Membership must include at least the following *(five members recommended)*
  - Two teachers, one selected by the school's faculty and one selected by the teacher who has removed the student
  - One member from the school's staff who is selected by the principal
  - Administration
  - The teacher who withheld consent to readmitting the student may not serve on the committee  
*(The teacher and the placement review committee must render decisions within five days after the removal of the student from the classroom.)*

### RECORD KEEPING

- Principals are required to maintain documentation on the following:
  - Number of removal referrals
  - Number of removal referrals denied
  - Number and types of placement (include return to class) made by Placement Review Committee

### PRINCIPAL MAINTAINS LOG OF REMOVAL REQUEST

#### Quarterly Reporting

School	Teacher	Date of Removal	Date of Committee Meeting	Case Disposition	Teacher Accepted Committee Recommendation

Teacher

Class Total

No. of Students Referred

Percentage of Class

#### Special Note

Any teacher who removes 25% of his/her total class enrollment shall be required to complete professional development to improve classroom management skills.

## Title IX Procedures

1. An investigation must commence when the school has actual knowledge of sexual harassment occurring in an OCPS education program or activity. Education activity or program includes location, events, or circumstances over which OCPS has exercised substantial control over both the respondent and the context in which the sexual harassment occurred. A report may be made by any person with knowledge of sexual harassment incidents occurring.
2. The school-based Title IX Coordinator must promptly notify the complainant of available supportive measures and explain the process for filing a formal complaint. If there is an immediate threat of physical health or safety to others the student shall be removed from the school under the emergency removal provisions in Title IX and/or Board Policy JB.
3. The complainant or parent/guardian of the complainant must file a formal written complaint with the school alleging sexual harassment against a respondent and requesting an investigation of the allegations within ten (10) school days of the alleged misconduct occurring. The school-based Title IX Coordinator may also file the formal written complaint on behalf of the complainant if a written complaint is not received from the complainant or parent/guardian. At the time of filing the complaint, the complainant must be participating in or attempting to participate in the educational program or activity of the school where he/she is filing the complaint in order for the school to investigate under Title IX and Board Policy JB; however, this provision does not prohibit the school from continuing with a discipline investigation.
4. If a formal complaint is filed, the school must immediately determine if: (1) the allegations meet the definition of sexual harassment under Title IX and/or Board Policy JB; (2) the conduct occurred in an OCPS education program or activity; and (3) the allegation is against a person in the United States. If the allegations meet the above criteria the school shall continue with the following procedures as detailed herein and provided in Board Policy JB. If the allegations do not meet the above criteria the school shall dismiss the formal complaint and conduct a discipline investigation as detailed in the Code. The complainant must be notified of the dismissal.

The complainant may request an appeal from the decision of the school to dismiss the formal complaint as outlined under Title IX and Board Policy JB, The request for an appeal should be provided to the principal within two (2) days of notice of the dismissal. Failure to request an appeal within two (2) days shall be deemed a waiver of the appeal.

5. If the complaint is not dismissed, then the school must provide the respondent and complainant and his/her parent/guardian written notice of the allegations against the respondent upon the receipt of the sexual harassment complaint. The respondent and complainant may elect to have an advisor of their choice to assist them throughout the Title IX process. The advisor may be an attorney, but is not required to be.
6. The respondent shall be afforded the opportunity to prepare a response regarding the complaint and provide that response during the initial interview. The respondent shall have no less than two (2) school days from the date of the written notice to prepare a response and conduct the initial interview; the time to provide the response and conduct the initial interview shall not exceed five (5) school days. This time may be modified for good cause as outlined in Title IX and/or Board Policy JB.

7. The Title IX Coordinator/investigator must conduct a Title IX investigation into the allegations of the sexual harassment. Both the respondent and complainant will be given an equal opportunity to: present witnesses; present evidence; and inspect and review all evidence related to the investigation once the investigation is complete. The investigation must be completed and evidence provided to the respondent and complainant within five (5) school days.
8. After the evidence is provided, the respondent and complainant will be given ten (10) days to review and submit a written response to the evidence for the Title IX Coordinator/investigator to consider before the Title IX Coordinator/investigator completes his/her investigative report. If a response is not received within ten (10) days, the Title IX Coordinator/investigator will deem the non-response as a waiver and continue with his/her investigative report.
9. After reviewing the evidence and responses, the Title IX Coordinator/investigator shall create an investigative report summarizing his/her findings. The investigative report will be provided to the respondent and complainant for review. Both the respondent and complainant will have no more than two (2) school days to provide written relevant questions to the Title IX Coordinator/investigator to be asked of any party or witness. The party or witness has no more than two (2) school days to respond to the questions. The respondent and complainant will have no more than two (2) school days to provide no more than five (5) written relevant follow-up questions. The party or witness has no more than two (2) school days to respond to the follow-up questions. The respondent and complainant will have ten (10) days from receipt of the investigative report to provide a written response to the investigative report.
10. The investigative report and written responses will be provided to the Principal/decision-maker. If a response is not received within ten (10) days, the Principal/decision-maker will deem the non-response as a waiver and continue with his/her determination of responsibility.
11. The Principal/decision-maker shall issue a written determination regarding the responsibility of the respondent to the respondent and complainant within three (3) school days. The Principal/decision-maker shall apply the preponderance of the evidence standard when making his/her determination. The school-based Title IX Coordinator will be responsible for implementation of all remedies stated in the written determination. The determination of responsibility will become final after two (2) school days if an appeal of the determination is not requested.
12. If either the respondent or complainant do not agree with the Principal's/decision-maker's determination, either party may appeal the decision in writing to the Principal/decision-maker. A request for an appeal must be made within two (2) school days of issuance of the determination of responsibility. An appeal will be granted if: (1) procedural issued affected the outcome; (2) there is new evidence that becomes available that could affect the outcome; or (3) there was a conflict of interest or bias by the Title IX Coordinator/investigator, or Principal/decision-maker against the respondent or complainant. The respondent and complainant shall have three (3) school days to submit a written statement challenging or supporting the determination of responsibility issued by the Principal/decision-maker. If a statement is not received within three (3) school days, the appeals decision-maker will deem the non-response as a waiver and continue with his/her decision regarding the appeal. The appeals decision-maker will review the statements, if available, the investigative report, and the determination of responsibility before submitting his/her written decision to the respondent and complainant. The decision of the appeals decision-maker will become final upon issuance.

**For further information, contact your Title IX District Coordinator.**

SCHOOL BOARD OF ORANGE COUNTY  
CODE OF STUDENT CONDUCT - SECONDARY STUDENTS  
2023 – 2024



The Code of Student Conduct (Code) is adopted by the School Board of Orange County, Florida (Board), to notify students and parents/guardians what student expectations are for behavior while attending any Orange County Public School (OCPS). The OCPS Code applies to all activities throughout the school, while being transported to and from school at a public expense, a reasonable time before and after school, during school-sponsored activities, and any other jurisdictional area as permitted by applicable laws and regulations.

The following represents a minimal portion of information found within the Code; students and parents/guardians are encouraged to read the Code in its entirety:

- I have read about [Safe Harbor](#) in the Code and understand that I must turn in the prohibited item **before** an investigation has started.
- If I am **charged** with a felony, whether on OCPS grounds or in the community, I will not be eligible to [participate in extracurricular/co-curricular activities](#).
- I may be recommended for [full exclusion](#) from all OCPS schools or placed at an alternative school for committing certain disciplinary offenses to include, but are not limited to, possession of a weapon, possession/distribution/selling drugs, sexual offenses, theft/robbery, vandalism, severe acts of bullying/harassment, hazing, and/or physical attacks.
- All [threats](#) made to a school or person will be taken seriously, regardless of intent.
- I understand that [fighting](#) is not allowed. I also understand that if I am unable to leave the area of a pending attack, I can protect myself by using self-defense. Self-defense is described as an action that is necessary to protect myself or someone else from serious bodily harm. Self-defense may include asking an adult for help, restraining or blocking the attacker, shielding myself or others from being hit, or pushing to get away from the attacker. However, retaliating by striking or hitting (i.e. punching, slapping, kicking) a person back, or choosing not to leave after I am able to get away, may be considered as fighting.
- I understand I have the right to choose to participate in an OCPS [disciplinary investigation](#).
- [Searches](#) of students and property will be conducted if school personnel have reasonable suspicion of a violation of the law or the Code. Reasonable suspicion is not required to conduct random searches of OCPS owned property. Random searches may occur at any time and are not protected by Safe Harbor.
- I understand that [vaping/smoking](#) any substance (drugs, nicotine, etc.) is not permitted on Board property, transportation, or school activities.
- I am strongly encouraged and can anonymously report any suspicious or criminal behavior I observe to FortifyFL through the FortifyFL app, on my school-issued device, or by going online at [www.getfortifyfl.com](http://www.getfortifyfl.com). I understand that if I knowingly submit a false tip to FortifyFL using my OCPS device, the IP address of the device will be provided to law enforcement as required by law and I may face criminal penalties.



I am aware the Code is on my school-issued device for my review and can also be found at [codeofconduct.ocps.net](http://codeofconduct.ocps.net)

School Name \_\_\_\_\_

Grade \_\_\_\_\_

Print Student Name \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Print Parent/Guardian Name \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

**PARENTS/GUARDIANS: THIS FORM IS REVIEWED WITH YOUR CHILD AT SCHOOL. PLEASE SIGN AND RETURN THE PARENT/GUARDIAN FORM TO YOUR CHILD'S SCHOOL. FAILURE OR REFUSAL TO SIGN THIS ACKNOWLEDGEMENT FORM WILL NOT RELIEVE A STUDENT OR THE PARENT/GUARDIAN OF THE RESPONSIBILITY FOR COMPLIANCE WITH THE CODE OR ACCOUNTABILITY FOR LOSS OR DAMAGE TO OCPS PROPERTY.**

The Code of Student Conduct (Code) has the rules for when you are at school, on a school field trip, at a school activity, or on a school bus. All Orange County Public School (OCPS) students must follow the rules in the Code. Some of the rules must also be followed when you are at home, if you make bad choices and it hurts someone at school or makes the principal at your school think your actions are unsafe to other students.

It is good to read the Code with your parent/guardian or a trusted adult at home who can help you understand what the rules are when you are at school. Your teacher will also review the Code and rules with you during the school year, so if you have any questions, you can always ask your teacher. Here are some tips that may help you understand some of the rules in the Code:

- If you have something that is not allowed at school or do something at school that you shouldn't, you should tell your teacher or other adult at school right away. If you tell your teacher or another adult before they find out, you may not get in trouble. This is called [Safe Harbor](#).
- If you make a bad choice outside of school and are arrested by the police, you may not be able to [play sports or be part of other fun activities at an OCPS school](#).
- Weapons, such as knives and guns (even toy guns) and drugs are dangerous and may hurt someone, so they cannot be at school. If you or someone you know has a weapon or has drugs at school, tell your teacher or another adult right away. If you bring a weapon or drugs to school, you may be [removed from your school](#) and your friends for an entire school year.
- Always treat others with kindness and respect. Teasing, being mean or picking on someone is called [bullying or harassment](#) and is not allowed.
- Keep your hands to yourself at all times. Touching other students or adults could end up hurting the other person or make them feel uncomfortable.
- [Fighting](#) is not allowed, but if someone hits you or someone else, instead of hitting back, you can protect yourself from getting badly hurt by using what is called self-defense. Self-defense means getting help from an adult, holding or blocking the other student so they can't hit you or anyone else, covering your face or body from being hit, or pushing the other student so you can leave and get to a safe place. However, if you hit (such as punch, slap, or kick) the other student back, or push them away and don't try to leave, you could get in trouble for fighting.
- Use words that make others feel good. Telling other students or adults that you want to hurt them or act like you are going to hurt them is called a [threat](#). The teachers and other adults at school want to make sure everyone is safe, so even if you were joking, you may get in trouble for saying or doing certain things.
- If you or someone you know breaks a rule at school, [you may be asked questions about it](#). The person asking you questions may also ask you to write down what you saw or did. If you do not want to say anything, that is okay too, just let the person know who is asking you questions.
- If a teacher or other adult at school is concerned that you have something that is unsafe, they are allowed to [look](#) in your backpack and other belongings.
- If you see someone doing something bad, you are strongly encouraged to say something to someone. You can also report crimes to FortifyFL through the FortifyFL app, on your school-issued device, or by going online at [www.getfortifyfl.com](#). If you report things to FortifyFL that you know are not true, you might get in serious trouble.



Did you know the Code is on your school-issued device and can also be found at [codeofconduct.ocps.net](#)?

School Name	Grade
Student Name	Date
Print Parent/Guardian Name	Parent/Guardian Signature
	Date

**PARENTS/GUARDIANS: THIS FORM IS REVIEWED WITH YOUR CHILD AT SCHOOL. PLEASE SIGN AND RETURN THE PARENT/GUARDIAN FORM TO YOUR CHILD'S SCHOOL. FAILURE OR REFUSAL TO SIGN THIS ACKNOWLEDGEMENT FORM WILL NOT RELIEVE A STUDENT OR THE PARENT/GUARDIAN OF THE RESPONSIBILITY FOR COMPLIANCE WITH THE CODE OR ACCOUNTABILITY FOR LOSS OR DAMAGE TO OCPS PROPERTY.**

## Code of Student Conduct Review Form 2023-2024

School Name:
Principal:
Date:

3

Mandatory Dates to Send Completed Updated Copy to Cynthia "Cindy"

Schoenauer 1<sup>st</sup> Quarter – August 16, 2023    2<sup>nd</sup> Quarter – October 23, 2023

3<sup>rd</sup> Quarter – January 16, 2024    4<sup>th</sup> Quarter – March 29, 2024

When Reviewed	Planned Activity
<p>1<sup>st</sup> Quarter – (Within the first 5 days)</p> <p>Date review completed: _____</p> <p>(Review to include COSC, bus expectations, Safe Harbor and Discipline videos)</p>	
<p>2<sup>nd</sup> Quarter – (Within the first 5 days)</p> <p>Date Review Completed: _____</p> <p>(Review to include COSC, bus expectations, Safe Harbor and Discipline videos)</p>	
<p>3<sup>rd</sup> Quarter – (Within the first 5 days)</p> <p>Date Review Completed: _____</p> <p>(Review to include COSC, bus expectations, Safe Harbor and Discipline videos)</p>	
<p>4<sup>th</sup> Quarter – (Within the first 5 days)</p> <p>Date Review Completed: _____</p> <p>(Review to include COSC, bus expectations, Safe Harbor and Discipline videos)</p>	



## Code of Student Conduct

### OCPS Transfer Acknowledgement Form

By signing below, I acknowledge that I have received notice of how to obtain/view a copy of the 2023-2024 Orange County Public Schools Code of Student Conduct.

Previous School: \_\_\_\_\_

Student Number: \_\_\_\_\_

Student Name: \_\_\_\_\_  
(Print Student Name)

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

Parent Name: \_\_\_\_\_  
(Print Parent Name)

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

[See attached [Code of Student Conduct Acknowledgement Form](#)]



**Name:** \_\_\_\_\_

**Incident Number:** \_\_\_\_\_

**Student Number:** \_\_\_\_\_

**Date of Incident:** \_\_\_\_\_

**Staff Title:** \_\_\_\_\_

Time of Incident: \_\_\_\_\_

**Other/Title:** \_\_\_\_\_

**Location of Incident:** \_\_\_\_\_

☐ I choose to make a statement.

☐ I choose not to make a statement.

1) What happened? {For example: What did you see? What did you say or do? What did other people say or do?}

[illegible]

2) Where did this happen?

3) How do you feel about what happened?

3) How do you feel about what happened?

---

Write the names of other students who may also know what happened:

1.	3.	5.
2.	4.	6.

**Student/Staff Name and Date**

*if a statement is being transcribed for a student two staff members must be present during the transcription. The staff should read the statement back to the student and make sure they wrote everything correctly and then have the student write their name on the statement, if they can. The parent/guardian of the student should also be contacted to let them know a statement was obtained from their child.*

**For Student Statements ONLY**

**Date/Time Parent/Guardian Contacted:**

**Administrator - Signature, Title and Date**

Administrator - Print Name

**Witness - Signature, Title and Date**

Witness - Print Name

Statement per witness form \_\_\_\_\_ of \_\_\_\_\_

## No Contact Contract 2023 - 2024

Student Name: \_\_\_\_\_

Student Number: \_\_\_\_\_

Reason for No Contact Contract: (Give Sufficient Details)

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\_\_\_\_\_ School is committed to meeting your educational needs. As such, no student should keep teachers from teaching or another student from learning. In keeping with this thought, and in the interest of maintaining safety and civility on our campus and any extracurricular activities, this agreement is being imposed. The conditions of this contract include the following points of importance from the OCPS Code of Student Conduct:

1. Student understands that he/she is expected to display mutual respect for fellow students and not touch, antagonize, instigate, irritate, threaten, exclude, haze and/or insult any student in any manner, including social media.
2. Student will not pass negative or intimidating messages through other students on campus or post negative messages through text and/or any social media websites.
3. I will encourage my friends to not engage in any negative contact.
4. Student will immediately report all physical/verbal threats, insults, intimidation or hazing made towards him/her to an adult on campus.
5. The length of this agreement is for the duration of the school year.
6. Violation of this contract may result in suspension from school.
7. Parents will work with their child to ensure compliance of the above conditions.
8. **Refusal to sign, does not exempt you from this contract.**

**I, \_\_\_\_\_ agree not to have any negative verbal or physical contact with \_\_\_\_\_ for the remainder of the school year. I also understand that further evidence of any direct violation of this contract may result in immediate suspension from school.**

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Administrator Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Initial Contact:      Date: \_\_\_\_\_      Time: \_\_\_\_\_

Number: \_\_\_\_\_

\*One contract per student \*Redact, scan and send a copy home with the student \* If Bullying and or Harassment indicated refer to Bullying Harassment Form.

# Behavior Contract

Duration of the contract: \_\_\_\_\_

\_\_\_\_\_ School

Issued to: \_\_\_\_\_ Grade: \_\_\_\_\_ Student #: \_\_\_\_\_

Issued by: \_\_\_\_\_ Date: \_\_\_\_\_

The purpose of this contract is to inform you that you must comply with all provisions of the Orange County Public Schools Code of Student Conduct. You are being directed to comply with the following provisions of this contract:

## Student responsibilities:

- ☐ 1. Fully comply with the directions/instructions of administrators, teachers, substitutes or other personnel.
- ☐ 2. Conduct yourself in a courteous or respectful manner towards my peers and all adults on campus.
- ☐ 3. Refrain from using profane, insulting, provoking, harassing, bullying, threats, intimidating behavior, and/or derogatory language and/or gestures.
- ☐ 4. Be in your assigned place of instruction at the appointed times and remain in class unless given a proper written pass from your teacher, administrator, substitute or other personnel.
- ☐ 5. Do not bring to school items that are not for academic purposes.
- ☐ 6. Come to school in appropriate dress code.
- ☐ 7. Refrain from displaying behaviors or making choices that result in a violation of the Code of Student Conduct under Level III offenses.
- ☐ 8. Any breach of this contract for the remainder of the year may result in an out of school suspension and/or recommendation for expulsion under a Level IV Repeated Misconduct.
- ☐ 9. Other: \_\_\_\_\_

## Parent/Guardian Responsibilities:

- ☐ 1. Notify the attendance office by phone each day of the student's absences from school.
- ☐ 2. Participate in conferences to promote the student's educational process.
- ☐ 3. Monitor your child's grades.
- ☐ 4. Support the Orange County Public School Code of Student Conduct and Dress Code Policy.
- ☐ 5. Other: \_\_\_\_\_

## Administrator Responsibilities:

- ☐ 1. The principal may limit the student's access to areas of the campus if the area causes the student to experience problems. This includes \_\_\_\_\_ for you until further notice.
- ☐ 2. Monitor the student's attendance, grades and behavior.
- ☐ 3. Acknowledge the student's efforts at making improvements in attendance, grades and behaviors.
- ☐ 4. Communicate regularly with the parent/guardian.
- ☐ 5. Review contract on a 9-week basis through student and/or parent conference.
  - Date contract reviewed: \_\_\_\_\_
  - Date contract reviewed: \_\_\_\_\_
  - Date contract reviewed: \_\_\_\_\_
- ☐ 6. Other: \_\_\_\_\_

7/29/21

The following interventions have been utilized:

- ☐ SAFE      ☐ New Horizons      ☐ Guidance      ☐ Parent/Teacher Conference      ☐ Chill      ☐ Mentor  
☐ Counseling Referral (SedNet)      ☐ Restorative Practice  
☐ Other \_\_\_\_\_

My signature indicates that I have read and fully understand the provisions of this contract and I will comply with its entirety.

\_\_\_\_\_  
Student Signature                      Date

\_\_\_\_\_  
Parent Signature                      Date

\_\_\_\_\_  
Principal's Signature                      Date

\_\_\_\_\_ (Principal print)

\_\_\_\_\_  
Grade level Dean / Administrator      Date

\_\_\_\_\_ (Grade Level Dean/Administrator print)

## **Guidelines for Observation of Student's Physical Condition**

The following guidelines should be used by **school-based personnel** to determine if reasonable suspicion exists to refer a student to the SRO/law enforcement officer, registered nurse (**not a LPN or School Health Assistant**) or an E.R. trained administrator(s) for determination of the student being under the influence of drugs or alcohol:

- Staff member must contact a school administrator or designee immediately if they suspect a student may be under the influence. The staff member **must complete the Reasonable Suspicion checklist**.
- Determine if the student requires immediate medical attention, if so, call 911. Check student's medical information to determine if student has any prior medical condition(s).
- Isolate the student in a quiet and private location until the checklist is completed.
- If the student drives a vehicle, do not allow the student to leave campus prior to a determination of under the influence being made. If the student attempts to drive, contact law enforcement and the parent/guardian immediately.
- If the student attempts to leave, **do not physically restrain him/her**, but advise the student that law enforcement and the parent/guardian will be contacted.

### Reasonable Suspicion Checklist

Student Name: \_\_\_\_\_ Student #: \_\_\_\_\_

#### Observation of Student's Physical Condition *(please check below any and all that apply)*

- |                                                                              |                                                                                          |
|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Slurred Speech                                      | <input type="checkbox"/> Fainting or repeated loss of consciousness                      |
| <input type="checkbox"/> Glassy eyes Drowsiness                              | <input type="checkbox"/> Marked irritability                                             |
| <input type="checkbox"/> Inattentiveness                                     | <input type="checkbox"/> Inappropriate laughter, crying etc.                             |
| <input type="checkbox"/> Confusion/disorientation                            | <input type="checkbox"/> Aggressiveness Slow or inappropriate reactions                  |
| <input type="checkbox"/> Unsteady gait or lack of balance                    | <input type="checkbox"/> Very large or small pupil                                       |
| <input type="checkbox"/> Odor of alcohol on breath or person                 | <input type="checkbox"/> Complaints of racing or irregular heart beat                    |
| <input type="checkbox"/> Odor of marijuana on breath or person               | <input type="checkbox"/> Inability to respond to questions or to respond correctly       |
| <input type="checkbox"/> Rapid/continuous eye movement of inability to focus | <input type="checkbox"/> Runny nose or sores around nostrils along with other indicators |
| <input type="checkbox"/> Poor coordination                                   | <input type="checkbox"/> Physical injury - Location on Body: _____                       |
| <input type="checkbox"/> Tremors or bodily shaking                           |                                                                                          |

Based on the above, I have determined there **is** reasonable suspicion for referring the student for assessment using the **Substance Use Checklist**. An SRO or another law enforcement officer should evaluate the student for the final determination of being under the influence. If the SRO or another law enforcement officer is not available, a **registered** nurse may assist with the observation. If the SRO, another law enforcement officer or a **registered** nurse is not available, the E.R. trained administrator(s) will assist in making the final determination.

- ☐ SRO or Law Enforcement Officer
- ☐ Registered Nurse
- ☐ E.R Trained Administrator(s)

- Regardless of the outcome of the official checklist, the parent/guardian must be contacted.

Signature: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

### Substance Use Checklist

School: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Student #: \_\_\_\_\_

DOB: \_\_\_\_\_

#### EMERGENCY ASSESSMENT

1. Vital Signs: BP \_\_\_\_\_/\_\_\_\_\_ Temperature: \_\_\_\_\_ HR: \_\_\_\_\_ (Regular/Irregular) RR: \_\_\_\_\_
2. Level of Orientation (to time, place, and person): ☐ Alert ☐ Confused ☐ Stupor
3. Coordination: ☐ Normal ☐ Impaired
4. Eyes: ☐ Normal ☐ Constricted ☐ Dilated
  - a. Reaction to light: ☐ Reactive ☐ Slowed ☐ Non-Reactive
  - b. Sclera (White of the Eye): ☐ Normal ☐ Reddened ☐ Glossy
5. Chief Complaint: \_\_\_\_\_
6. Chest Pain: ☐ Yes ☐ No
7. Other Symptoms: \_\_\_\_\_
8. Substance/ Drugs:
  - a. Name: \_\_\_\_\_
  - b. Amount: \_\_\_\_\_
  - c. Route: \_\_\_\_\_
  - d. Time: \_\_\_\_\_

**If vital signs, level or orientation, and coordination are significantly impaired, call 911 and monitor ABCs.**

9. Behavior: (Activity Level) ☐ Normal ☐ Hyperactive ☐ Silly ☐ Irritable ☐ Belligerent ☐ Restless ☐ Dazed ☐ Slow
10. Anxiety (Student Determined on a scale of 1-10 with 10 being the highest): \_\_\_\_\_
11. Speech: ☐ Normal ☐ Rambling ☐ Slurred
12. Thought Process: ☐ Focused ☐ Wandering ☐ Delusions ☐ Paranoia ☐ Hallucinations
13. Physical Appearance: ☐ Neat ☐ Clean ☐ Disheveled ☐ Unclean
14. Balance: ☐ Steady ☐ Unsteady
15. Odor: ☐ None ☐ Fruity ☐ Alcohol ☐ Smoke ☐ Marijuana
16. Other Physical Findings: ☐ Tremors ☐ Runny Nose ☐ Other: \_\_\_\_\_
17. What are your concerns: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_ Title: \_\_\_\_\_

Evaluator Print Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Checklist for Searching Students and/or Their Belongings

(Information was taken from School Search manual, State of FL,  
Office of Attorney General Ashley Moody)

Note: When firearms are suspected, refer to law enforcement for directions.

Procedures for searches of persons, belongings (book bag, purse, etc.), lockers and/or vehicle not involving firearms:

- ☐ Remove the student to a private area and closely watch the student during the removal.
- ☐ Have another trained school official present during the search.
- ☐ Offer the student an opportunity to surrender item(s).
- ☐ Have a trained school official of the same gender as the student conduct the pat down search.
- ☐ Reference [Pat Down Procedure](#) guidelines.
- ☐ Search the student and/or belongings for items connected to a crime or school rule violation.
- ☐ **Complete [Contraband Checklist](#) for each item found.**
- ☐ Maintain the chain of custody throughout the process.
  - Place each item seized in a separate, sealed envelope marked with inventory information.
  - Secure the evidence in locked storage area with restricted access.
  - Do not leave the evidence unattended before it is placed in a locked storage area.
  - Transfer the evidence to a law enforcement officer or parent(s)/guardian(s) in sealed envelopes in a timely manner.

Regardless of the outcome of the officials' assessment, the parent/guardian must be contacted.

Student Name: \_\_\_\_\_ ID #: \_\_\_\_\_

Trained Person Conducting Search: \_\_\_\_\_ Position: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Trained Person Witnessing the Search: \_\_\_\_\_ Position: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Contraband Checklist

Contraband referred to in this document, consists of all substances or materials prohibited by School Board policy or state or federal law, including but not limited to drug, firearms, knives or other weapons, incendiary devices or other instruments or objects that could be used to inflict harm on others. (This may also be used for communication devices.)

**Administrator Name:**

(Name of trained person that seized the item)

**Student Name:**

(Name of the person the item was seized from)

**Witness Name:**

(Name of the trained person that witnessed the search)

**Date:**

(Date of the seizure)

**Time:**

(Time of the seizure)

**Description:**

(Description of item seized)

**Location:** (Location of the item seized - pocket, backpack, etc.)

**Item release:** (All Illegal items must be turned over to school SRO /Law enforcement. All other items should be returned to the parent/guardian after the DTM).

Item(s) released to: \_\_\_\_\_

Date and time item(s) were turned over: \_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness Signature

\_\_\_\_\_  
Date



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## Drug Testing/Chain of Custody Form

Student Name \_\_\_\_\_ Student Number \_\_\_\_\_

I, \_\_\_\_\_, have conducted a Cannabis test on an item and/or substance suspected to contain THC. The item and/or substance tested positive for THC. My signature below indicates I have completed the OCPS Drug Testing training.

The item and/or substance was handed over to SRO/LEO, \_\_\_\_\_,  
on \_\_\_\_\_ at \_\_\_\_\_ a.m./p.m.

\_\_\_\_\_  
Name and Title of person conducting the Test

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name and Title of Witness

\_\_\_\_\_  
Signature



**Date:** October 1, 2020  
**To:** All Principals  
**From:** Student Discipline and OCPS District Police  
**Recipients:** Assistant Principals, Deans  
**Subject:** Drug Test Kit Orders

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### **Drug Test Kits**

Due to recent changes with Florida Statutes, some of our law enforcement partners have changed their practice of using their own drug test kits for testing THC on school campuses, as these incidents usually result in school discipline and not an arrest. To ensure OCPS maintains school environments that promote the health, safety, and welfare of students, drug test kits are available for schools to purchase for the purpose of testing suspected substances containing THC. Although schools will be purchasing the kits, the School Resource Officer (SRO) is the only official on campus that should conduct the THC test utilizing the school purchased kit; school personnel shall not conduct/perform the THC test. In the event that the SRO will not conduct the THC test, please reach out to your Area Commander within OCPS District Police for direction. Please note, the information contained herein solely applies to testing substances for THC; the SRO will continue to use law enforcement test kits for other illegal substances, such as cocaine, ecstasy, heroin, etc.

For student discipline purposes, an OCPS administrator or dean should be present when the test is being conducted; this allows OCPS staff to testify to the outcome of the test in their witness statement or at a discipline hearing, should the SRO not be available. In addition, a colored picture of the test should be taken shortly after the test is conducted and placed in the discipline folder as evidence. The substance containing the THC shall be given to the SRO.

Due to the fact that these test kits will be purchased by the schools, the test kits should remain in the school's possession to be provided to the SRO when needed.

**The purchase of the kits has been vetted through procurement; the vendor below is the preferred vendor:**

Vendor: Lynn Peavey ([www.lynnpeavey.com](http://www.lynnpeavey.com))

Vendor number: 146347

Item #: 10120 marijuana DL

Cost: \$24.50/10/ kit (minimum order is \$50, which is 3 kits) (1 kit =10 pouches)

Charges: No tax; shipping and handling based on dollar amt. purchased.

Payment: Can be Credit Card or P.O. (General Funds is the account that can be used)

Helpline: 1-800-255-6499 (prompt #4)

Website Navigation Directions: [www.lynnpeavey.com](http://www.lynnpeavey.com)

1. Go to website: [www.lynnpeavey.com](http://www.lynnpeavey.com)
2. Register and set up an acct. (upper right hand corner of website) (optional)
3. On the left side of the page scroll down to "Convenience Kits", click on it
4. Click on "Drug ID Kits" (11)
5. Find "Quick Check Narcotic ID (Drug Test) Kits"
6. Type: Choose from the drop down menu, the type of kit (marijuana DL)
7. Style: Choose from the drop down menu, the style (pouch)
8. Ensure item # 10120 is located at the lower left hand corner of the page
9. Add to cart, new page will pop up
10. New page will pop up, look at the top of the page for "view cart", click on view cart
11. View cart (double check order for accuracy) i.e. example below:
  - a. Subtotal: \$73.50 (30 pouches)(3 kits)
  - b. Tax: \$ 0.00
  - c. Shipping: +\$17.50
  - d. Total: \$91.00
12. Proceed to checkout
13. Complete billing information
14. Choose payment type: Credit Card or P.O. (You may use general funds for this purchase)
15. Place order
16. Document order confirmation number

If you have issues call the helpline: 1-800-255-6499 (prompt #4)

## SAFE Referral Form

School Name \_\_\_\_\_  
 Safe Coordinator Name(s) \_\_\_\_\_  
 Grades \_\_\_\_\_  
 Phone Number \_\_\_\_\_  
 Room Number \_\_\_\_\_

The purpose of this form is to refer students that may be at risk. SAFE will be working to provide each student referred with the appropriate assistance. Please complete the information below and return this form to the SAFE coordinator's mailbox.

Student: _____  Date: _____ Grade: _____  Race/Ethnicity: _____ Gender: _____  Referred by: _____	<i>SAFE use only:</i> Log # _____ Dates attempted to contact: 1. _____ AB NS 2. _____ AB NS 3. _____ AB NS 4. _____ AB NS 5. _____ AB NS
---------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------

☐ Please check if you want to remain anonymous.

Please check the following area(s) of concern:

<p><b>I. Academic Performance Observed:</b></p> <p><input type="checkbox"/> Declining quality of work</p> <p><input type="checkbox"/> Unrealistic expectations</p> <p><input type="checkbox"/> Preoccupation with success</p> <p><input type="checkbox"/> Lack of concentration</p> <p><input type="checkbox"/> Lack of motivation</p> <p><b>II. Classroom Conduct:</b></p> <p><input type="checkbox"/> Disruptive</p> <p><input type="checkbox"/> Sleeping in class</p> <p><input type="checkbox"/> Excessive absenteeism</p> <p><input type="checkbox"/> Skipping class</p> <p><input type="checkbox"/> Defensiveness</p> <p><b>III. Possible Alcohol/Drug Behavior:</b></p> <p><input type="checkbox"/> Suspected use of tobacco, alcohol or other drugs</p> <p><input type="checkbox"/> Suspected possession of tobacco, alcohol, drugs or paraphernalia</p> <p><input type="checkbox"/> Suspected of selling or delivering tobacco, alcohol or other drugs</p> <p>Other: _____</p>	<p><b>IV. Friends/Family Issues:</b></p> <p><input type="checkbox"/> Divorce</p> <p><input type="checkbox"/> Grief/loss</p> <p><input type="checkbox"/> Recently moved to the area</p> <p><input type="checkbox"/> Serious illness – student or family member</p> <p><input type="checkbox"/> Poor peer relations</p> <p><b>V. Other Behavior(s) Observed::</b></p> <p><input type="checkbox"/> Negative attitude</p> <p><input type="checkbox"/> Change in friends/peer group</p> <p><input type="checkbox"/> Mood swings</p> <p><input type="checkbox"/> Ongoing sadness</p> <p><input type="checkbox"/> Physical contact</p> <p><input type="checkbox"/> Withdrawn (loner)</p> <p><input type="checkbox"/> Extreme weight loss/gain</p> <p><input type="checkbox"/> Difficulty in accepting mistakes</p> <p><input type="checkbox"/> Fighting</p> <p><input type="checkbox"/> Anger</p> <p><input type="checkbox"/> Occult/gang-related drawings or symbols</p> <p><input type="checkbox"/> Inappropriate responses</p> <p><input type="checkbox"/> Preoccupation with death</p> <p><input type="checkbox"/> Bullying</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Note any actions you have taken: \_\_\_\_\_

### EMERGENCIES!!! Contact SAFE coordinator IMMEDIATELY!!!

If a student has revealed any of the following:

- \* Expressed suicidal thoughts or behavior: (verbal or written)
- \* Revealed child abuse (sexual, physical, and/or emotional): (verbal or written)
- \* Discussed bringing weapons to school: (verbal or written)
- \* Discussed hurting others: verbal or written
- \* Suspicious bruises, cuts or injury



## Request for Mental Health Counseling Services

Referral Date: _____	Referred by (Name/position): _____
Student Name: _____	DOB: _____
School: _____	Grade: _____
Parent/Guardian Name: _____	Parent Phone: _____
Parent Contacted regarding referral by: _____	Date of contact: _____

- |                                                                                                  |     |    |
|--------------------------------------------------------------------------------------------------|-----|----|
| 1. Has the student made threats of self-harm (threat response process initiated)?                | YES | NO |
| 2. Has the student made threats to harm others (threat response process initiated)?              | YES | NO |
| 3. Has the student been Baker Act?                                                               | YES | NO |
| 4. Is the student currently receiving other counseling services (i.e. Private agencies, SEDNET)? | YES | NO |

If YES, please list agency \_\_\_\_\_

If NO, does the student have (please circle):      Medicaid?      Private Insurance?

- |                                                          |     |    |
|----------------------------------------------------------|-----|----|
| 5. Does the student have an IEP or 504 plan?             | YES | NO |
| 6. Has the student received MTSS supports/interventions? | YES | NO |

### Reason for Referral (check all that apply):

Suicide Attempt	Threats to harm others	Anxiety
Suicide threat	Bullying (victim)	History of trauma or abuse
History of Baker Act	Bullying (aggressor)	Family issues
Self-injurious behaviors	Angry/irritable	Death/Grief
Depression/Sadness	Aggressive toward peers	Substance Abuse:
Truancy or school refusal	Aggressive toward adults	Other:

### For Student Services Use:

Counselor: \_\_\_\_\_ Date received: \_\_\_\_\_

Date of contact with Referring Staff: \_\_\_\_\_ By Phone/ In Person: \_\_\_\_\_

Date of contact with Parent: \_\_\_\_\_ Parent Name: \_\_\_\_\_

Date of initial meeting with Student: \_\_\_\_\_

## Supervision Plan

The purpose of the student supervision plan is to establish and maintain consistent measures for school personnel, student and parents to follow when a student displays unsafe behavior **AND** is considered at risk for future unsafe behavior. An individual student safety plan addresses specific behavior that is dangerous to others.

Student Name: \_\_\_\_\_  
 ESE/504: ☐ Yes ☐ No

School Name: \_\_\_\_\_  
 BIP Reviewed: ☐ Yes ☐ No

**Description of Specific Unsafe Behavior(s): *Why student requires a Plan***
**The School Will:**

- Make certain pertinent staff/personnel are familiar with and follow this Plan
- Monitor effectiveness and appropriateness of this Plan
- Revisit this Plan as needed and review at times of transition
- Communicate and work with student/parent(s) to resolve student issues to ensure his/her safety and safety of others
- Implement the student Behavior Intervention Plan as documented in the IEP, if applicable
- **Additional Provisions (*specific to the school and student*):**
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_

**The Student Will:**

- Follow school and district policy as stated in the Code of Student Conduct
- Follow this Plan to ensure his/her own safety and the safety of others
- Communicate with school personnel and parent(s) when student has concerns
- Stay on campus at all times during school hours unless supervised
- Follow the steps listed in the student's Behavior Intervention Plan as documented in the IEP, if applicable
- **Additional Provisions (*specific to the school and student*):**
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_

**The Parent/Guardian Will:**

- Encourage the student to follow the Code of Student Conduct
- Encourage the student to follow this Plan to ensure the student's safety and safety of others
- Encourage the student to share concerns with trusted adults in his/her school family/team
- Communicate and work with the school to resolve student issues to ensure the student's safety and safety of others
- Initiate review of this Plan as needed and communicate with the school the need to review at times of transition
- **Additional Provisions (*specific to the school and student*):**
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_

**Participants Involved in Creating Student Supervision Plan:**

Print Student Name:	Student Signature:	Date:
Parent/Guardian Name (Print):	Parent/Guardian Signature:	Date:
AP/Dean Name (Print):	AP/Dean Signature:	Date:
Principal Name (Print):	Principal Signature:	Date:

**Student Background Report**  
(Complete before Discipline Team Meeting)

I. Student Information: Incident #: \_\_\_\_\_

Name: \_\_\_\_\_ School: \_\_\_\_\_

Age: \_\_\_\_\_ Date Of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_

Race: \_\_\_\_\_ Gender: \_\_\_\_\_ Student #: \_\_\_\_\_

ESE: ☐ No ☐ Yes 504 ☐ No ☐ Yes

Exceptionality \_\_\_\_\_

Parent/ Guardian Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_

Most current Code of Student Conduct acknowledgement is included in the packet: ☐ Yes ☐ No

**\*\*\*If NO, contact Area Administrator immediately.**

Code of Conduct Infraction: \_\_\_\_\_

A. Detailed Information Concerning Offense (Who, What, Where, When, Why):

B. Summary of Evidence (i.e. statements, photos, physical evidence, etc.):

II. Verification of Notification of Discipline Team Meeting:

A. Certified Letter (U.S.P.S. Mail) Date: \_\_\_\_\_ Return Receipt Received: \_\_\_\_\_

B. Parent / Guardian Name: \_\_\_\_\_

Date of Contact: \_\_\_\_\_ Time of Contact: \_\_\_\_\_

C. Written notification sent with student: \_\_\_\_\_

D. Other: \_\_\_\_\_

## Memorandum Suspension Reduction

**To:** \_\_\_\_\_  
(Area Administrator, Student Support Services, Learning Community)

**From:** \_\_\_\_\_  
(School Administrator)

\_\_\_\_\_ School  
(School Name)

**Subject: Suspension Reduction**

**Date:** \_\_\_\_\_

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The following suspension for \_\_\_\_\_, \_\_\_\_\_  
(Student Name) (Student #)

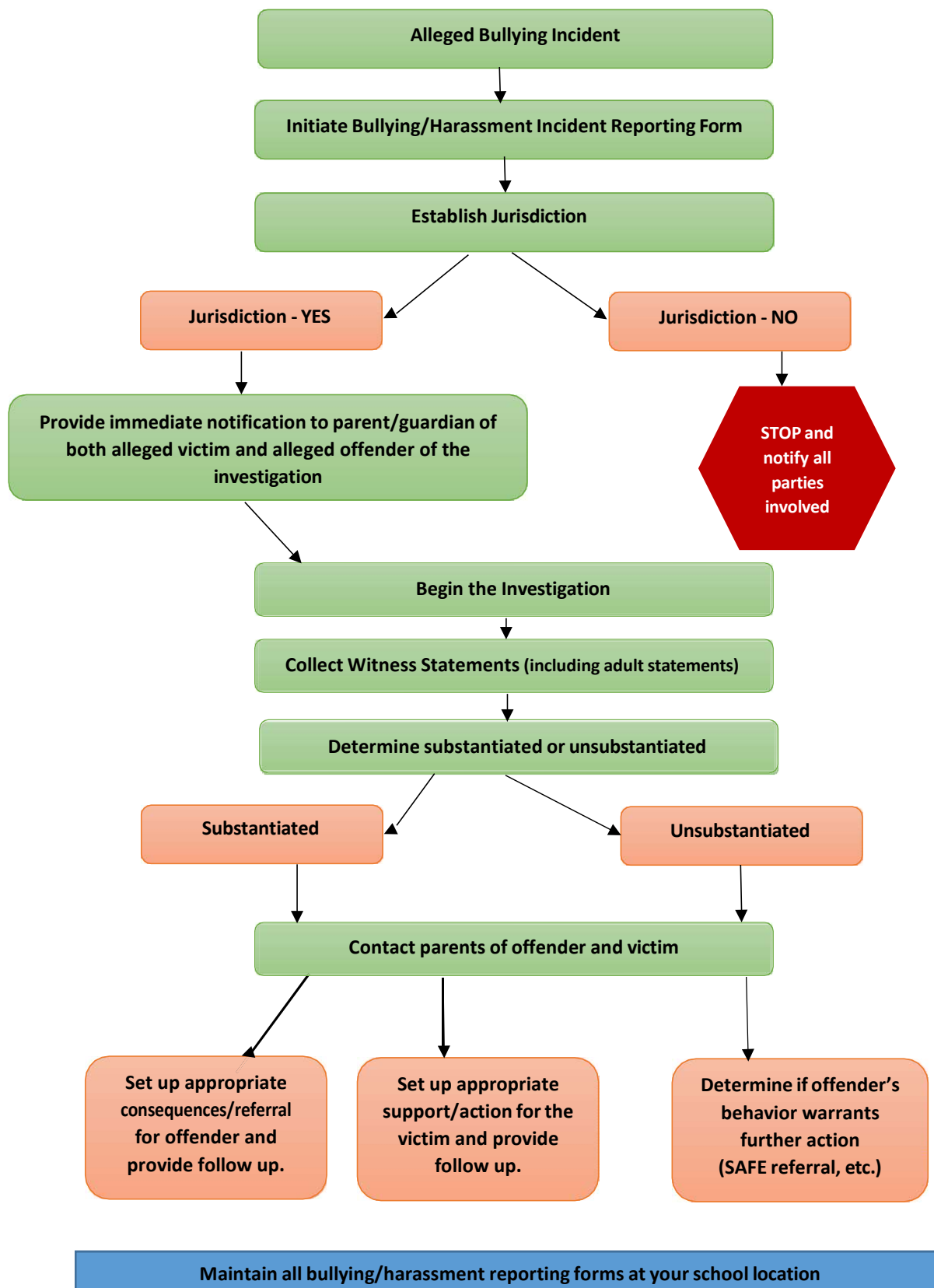
for \_\_\_\_\_ day(s) has been reduced to \_\_\_\_\_ day(s).  
(original suspension #) (reduced #)

The suspension started on \_\_\_\_\_ and will end on \_\_\_\_\_.  
(Date) (Date)

# Bullying/ Harassment



## Bullying and Harassment Flowchart





## OCPS Bullying/Harassment Incident Reporting Form

☐ Unsubstantiated 1O Bullying      ☐ Unsubstantiated 1P Harassment      Skyward Incident #: \_\_\_\_\_ Date: \_\_\_\_\_

	Race	Sex	Religion	Disability	Sexual Orientation	Harassment
Yes						
No						

Incident Recorded By: \_\_\_\_\_

Position: \_\_\_\_\_ School: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Person Making Allegation      ☐ Student      ☐ Parent/Guardian      ☐ Staff      ☐ Other: \_\_\_\_\_

Name: \_\_\_\_\_

Phone (If not a student) \_\_\_\_\_

Student#: \_\_\_\_\_

### Incident Information

Incident Location: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Incident Description: \_\_\_\_\_

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Jurisdiction – If you answer yes to any of the following questions, you have jurisdiction.

- Incident take place on school grounds during the school day or 30 minutes before or after school? ☐ Yes ☐ No
- Did the incident take place on a school bus or other mode of transportation provided by OCPS? ☐ Yes ☐ No
- Did the incident take place at a school sponsored activity or event (including digital learning)? ☐ Yes ☐ No
- Did the student bully/harass another student/employee through the use of data or computer software that is accessed through a computer, computer system, or computer network within the scope of OCPS? ☐ Yes ☐ No
- Did the student bully another student through the use of an electronic device (not owned, leased, or used by OCPS) outside of school **AND** the bullying/harassment substantially interferes with or limits the victim's ability to participate or benefit from school services/activities, **OR** substantially disrupts the educational process or orderly operation of the school? ☐ Yes ☐ No

Based on the incident information provided and the questions listed above, OCPS ☐ does ☐ does not have jurisdiction at this time.

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date

-----  
Name of Parent /Guardian Notified

-----  
Date/Time of Notification

Title IX Coordinator Contacted: ☐ Yes ☐ No

Contact Date: \_\_\_\_\_

Title IX Investigation initiated: ☐ Yes ☐ No

Date initiated: \_\_\_\_\_

\*If Bullying/Harassment is sexual in nature or involves dating violence, domestic violence and stalking and no Title IX investigation is initiated please have the Title IX Coordinator sign below.

\_\_\_\_\_  
Title IX Coordinator Signature

\_\_\_\_\_  
Date

\*If a Title IX investigation has been initiated, please follow all Title IX regulations pursuant to School Board Policy JB Equal Educational Opportunities.

\*If Title IX investigation has not been initiated and jurisdiction has been established, please continue with the form below.

If jurisdiction has been established and it is not a Title IX investigation, please complete the following:

**Person(s) Involved:**

Accused Name: \_\_\_\_\_ Student #: \_\_\_\_\_

Nature of Involvement: \_\_\_\_\_

Name: \_\_\_\_\_ Student #: \_\_\_\_\_

Nature of Involvement: \_\_\_\_\_

Name: \_\_\_\_\_ Student #: \_\_\_\_\_

Nature of Involvement: \_\_\_\_\_

Name: \_\_\_\_\_ Student #: \_\_\_\_\_

Nature of Involvement: \_\_\_\_\_

Name: \_\_\_\_\_ Student #: \_\_\_\_\_

**Incident type Check all that Apply**

<input type="checkbox"/> Cyber bullying	<input type="checkbox"/> Social Isolation/Exclusion
<input type="checkbox"/> Name calling or unwanted teasing	<input type="checkbox"/> Taking another's property
<input type="checkbox"/> Name calling, mean comments about religion, gender or race	<input type="checkbox"/> Threats/Intimidation
<input type="checkbox"/> Name calling, mean comments, or gestures with a sexual meaning	<input type="checkbox"/> Sexual Harassment/Sexual Discrimination (Contact Title IX)
<input type="checkbox"/> Physical Violence	<input type="checkbox"/> Dating Violence (Contact Title IX)
<input type="checkbox"/> Rumor spreading	<input type="checkbox"/> Domestic Violence (Contact Title IX)
<input type="checkbox"/> Stalking (Contact Title IX)	<input type="checkbox"/> Other: _____

Investigator 1: \_\_\_\_\_ Position: \_\_\_\_\_

Investigator 2: \_\_\_\_\_ Position: \_\_\_\_\_

Parent/Guardian of **Victim** contacted on \_\_\_\_\_ Method of Contact: \_\_\_\_\_

Name: \_\_\_\_\_ Relationship to Victim: \_\_\_\_\_

Parent/Guardian of **Offender** contacted on \_\_\_\_\_ Method of Contact: \_\_\_\_\_

Name: \_\_\_\_\_ Relationship to Victim: \_\_\_\_\_

Parent/Guardian of **Offender** contacted on \_\_\_\_\_ Method of Contact: \_\_\_\_\_

Name: \_\_\_\_\_ Relationship to Victim: \_\_\_\_\_

Bullying/Harassment indicated: ☐ Yes ☐ No Skyward Incident #: \_\_\_\_\_ Date: \_\_\_\_\_

	Race	Sex	Religion	Disability	Sexual Orientation	Harassment
Yes						
No						

If no: ☐ Unsubstantiated 1O Bullying ☐ Unsubstantiated 1P Harassment

Rationale/Evidence: \_\_\_\_\_

**If bullying is indicated, the discipline referral process should be initiated using guidelines documented in the Code of Student Conduct and the Discipline Procedures Guide.**

Action Taken (**Check all that apply**):

Action Date Responsible Contact

- |                                                                         |       |       |
|-------------------------------------------------------------------------|-------|-------|
| <input type="checkbox"/> Referred victim/offender to SAFE Coordinator   | _____ | _____ |
| <input type="checkbox"/> Referred victim/offender to Guidance Counselor | _____ | _____ |
| <input type="checkbox"/> Referred victim/offender to SAFE Team          | _____ | _____ |
| <input type="checkbox"/> Referred victim/offender to Child Study Team   | _____ | _____ |
| <input type="checkbox"/> Initiated Safety Plan for victim and offender  | _____ | _____ |
| <input type="checkbox"/> Contacted law enforcement                      | _____ | _____ |
| <input type="checkbox"/> Notified teachers of students' behavior(s)     | _____ | _____ |
| <input type="checkbox"/> Other consequences for offender(s)             | _____ | _____ |

(Not documented on Discipline Referral Form)

**Post-Investigation Contact:**

Parent/Guardian of Victim contacted on \_\_\_\_\_ Method of Contact: \_\_\_\_\_

Name: \_\_\_\_\_ Relationship to Victim: \_\_\_\_\_

Follow up : \_\_\_\_\_

Please attach all discipline referral forms, witness statements, suspension letters, (if appropriate), and all other discipline information related to the bullying/harassment investigation.

**Please ensure school Mental Health Designee is properly notified of the situation in its entirety.**

## Bullying/Harassment Supervision Plan

***A Supervision Plan is for the student who was bullied/harassed. This student should never be forced to meet with the offender.***

### Developing the Supervision Plan:

- It is recommended that adults who are involved in the student's school day/ after school care are part of the Safety Plan meeting or are given the opportunity to provide input.
- Include student if possible or meet with the student ahead of time to give them the opportunity to provide input.
- Include parents or allow them the opportunity to provide input in development and monitoring of the Safety Plan.
- Identify where the bullying is occurring (hot spots). Implement strategies that will reduce opportunities for student to be bullied, including increasing adult supervision if appropriate.
- Have the student identify a staff member that they feel comfortable with and have that person become the point person for the student. This person will take responsibility for monitoring and follow-up with the student. Follow-up can prevent the bullying or harassment from resurfacing.

### Follow-up:

- Assign an adult to monitor the plan and the student.
- Advise parents to make contact with any outside providers that student is involved with such as after school care, clubs, sports, etc.
- If student rides the bus, designate staff member to be liaison with bus driver.
- If student walks home, identify safe peers that can walk with student and ask parent to supervise. School may make contact with crossing guard if appropriate.

### Suggested Strategies:

- Provide peer buddies at school
- Class change, seat change, lunch time change
- Adult to monitor hot spots
- Change student route to avoid hot spots, although make it clear that it is not the bullied/harassed student's responsibility to stop what is happening.
- Have the student who bullied sign a "No Bullying" contract if appropriate. Review it periodically.
- Other strategies as appropriate for the student and the bullying/harassment situation.

Strategy	Date Implemented	Location (optional)	Adult(s) Responsible
<p>Meet with the student who was bullied. Do not make this student meet with the students who bullied.</p> <ul style="list-style-type: none"> <li>Assure the student who was bullied that the student who bullied will have consequences.</li> <li>Identify where bullying has occurred.</li> <li>Find out what the student needs to feel safe.</li> <li>Instruct the student who was bullied to report to any adult if the bullying continues.</li> <li>Teach the student who was bullied a skill to use when in conflict with another student (Walk away, change the subject, make a joke, etc.) Make it clear that adults are there to help stop the bullying.</li> <li>Find out if the student who was bullied needs further support.</li> </ul>			
Create a supervision plan.			
Increase adult supervision in area where bullying has occurred.			
Add other strategies in these spaces.			

# Hope Scholarship Information



## Hope Scholarship Parent Letter

Dear Parent/Guardian,

A report has been made to our administration that your child may have been subjected to one of the following incidents: bullying; harassment; battery; hazing; kidnapping; physical attack; robbery; sexual offense; threat/intimidation; fighting or COVID-19 harassment. An investigation into the report is currently being conducted to ensure your child's safety.

In addition to the investigation, Orange County Public Schools (OCPS) is providing you with notification that your child may qualify for the Hope Scholarship Program as outlined in Section 1002.40 of the Florida Statutes. The Hope Scholarship Program was established by the State of Florida to provide a parent of a public school student who was subjected to an incident the opportunity to enroll their child in an eligible private school with potential funding assistance or transfer their child to another public school with available capacity.

In order to apply for the Hope Scholarship Program, the Florida Department of Education and OCPS require the Hope Scholarship Notification Form to be completed by the student's current school. If you would like to apply, please click the following link and bring the form to your child's school to be completed by the Principal or Designee:

<http://www.fldoe.org/core/fileparse.php/19910/urlt/16-3.PDF>

For additional information about the private school option and how to apply, please visit [www.fldoe.org](http://www.fldoe.org) or [www.stepupforstudents.org](http://www.stepupforstudents.org).

To apply for a public school transfer within OCPS, please contact OCPS Office of Student Enrollment to make an appointment to obtain the OCPS Hope Scholarship Transfer document. This document is required to enroll your child in their new OCPS school.

Transportation is not provided by OCPS, however, you can apply for limited transportation funding through the scholarship funding program (such as Step Up for Students) if your child will be enrolling in another public school in a different county.

**The Hope Scholarship Notification Form, once complete, is valid for the 2023-2024 academic school year and becomes null and void after June 30, 2024 for transfers within OCPS.**

For additional information regarding the program, please visit [www.fldoe.org](http://www.fldoe.org) or [www.stepupforstudents.org](http://www.stepupforstudents.org).

Respectfully,

Principal/Designee



445 W. Amelia Street • Orlando, Florida 32801 • (407) 317-3200 • [www.ocps.net](http://www.ocps.net)

**\*\*\*THIS FORM IS FOR SCHOOLS SUCH AS POSITIVE PATHWAYS, GATEWAY, ETC. WHERE A STUDENT IS PLACED BY THE DISTRICT\*\*\***

Dear Parent/Guardian,

A report has been made to our administration that your child may have been subjected to one of the following incidents: bullying; harassment; battery; hazing; kidnapping; physical attack; robbery; sexual offense; threat/intimidation; fighting; or COVID-19 harassment. An investigation into the report is currently being conducted to ensure your child's safety.

In addition to the investigation, Orange County Public Schools (OCPS) is providing you with notification that your child may qualify for the Hope Scholarship Program as outlined in Section 1002.40 of the Florida Statutes. The Hope Scholarship Program was established by the State of Florida to provide a parent of a public school student who was subjected to an incident the opportunity to enroll their child in an eligible private school with potential funding assistance or transfer their child to another public school with available capacity. Since your child is required to attend their current school by OCPS, your child does not qualify for the transfer option to another OCPS school; however, you may still be eligible to apply for assistance from the Florida Department of Education for private school assistance or may be able to enroll your child in another county.

In order to apply for the Hope Scholarship Program, the Florida Department of Education requires the Hope Scholarship Notification Form to be completed by the student's current school. If you would like to apply, please click the following link and bring the form to your child's school to be completed by the Principal or Designee:

<http://www.fldoe.org/core/fileparse.php/19910/urlt/16-3.PDF>

For additional information about the private school option and how to apply or for additional information about the program, please visit [www.fldoe.org](http://www.fldoe.org) or [www.stepupforstudents.org](http://www.stepupforstudents.org).

Respectfully,

Principal/Designee

## Hope Scholarship Notification Form

Pursuant to section 1002.40, Florida Statutes, the Hope Scholarship Program provides a public school student who was subjected to a qualifying incident with the opportunity to transfer to another public school with capacity (within the school district or another school district) or request a scholarship to attend an eligible private school. Upon receipt of a report of an incident, the school principal (or designee), is required to notify the parents of the reported incident and to investigate the incident to determine if it must be reported in SESIR, as required by s. 1006.09(6), F.S. After the investigation is completed, or within 15 days after the incident was reported to the principal, whichever comes first, the school district must notify the parent of opportunity to transfer to another school under the Hope Scholarship Program.

By completing and signing this form, the principal is confirming that the parent was provided the form within the required timeframe and was notified of the educational opportunities under the Hope Scholarship Program. The school should retain a copy and provide original document to the parent.

### Student Information

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

FLEID: \_\_\_\_\_ Grade Level: \_\_\_\_\_

School of Enrollment and MSID: \_\_\_\_\_ School District: \_\_\_\_\_

### Incident Information

Date and Time of Incident: \_\_\_\_\_

Date Incident Reported: \_\_\_\_\_

Incident Location:

- ☐ School Grounds/On Campus
- ☐ School-Sponsored Activity/Off Campus
- ☐ School-Sponsored Transportation (Including Bus Stops)
- ☐ Other School Location (please specify): \_\_\_\_\_

Incident Type as defined in Rule 6A-1.0017 SESIR\*:

- |                                             |                                                 |
|---------------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> Aggravated Battery | <input type="checkbox"/> Sexual Assault         |
| <input type="checkbox"/> Harassment         | <input type="checkbox"/> Sexual Battery         |
| <input type="checkbox"/> Hazing             | <input type="checkbox"/> Sexual Harassment      |
| <input type="checkbox"/> Bullying           | <input type="checkbox"/> Sexual Offenses-Other  |
| <input type="checkbox"/> Kidnapping         | <input type="checkbox"/> Threat or Intimidation |
| <input type="checkbox"/> Physical Attack    | <input type="checkbox"/> Fighting               |
| <input type="checkbox"/> Robbery            |                                                 |

\*Includes substantiated and unsubstantiated incidents

### Confirmation of Hope Scholarship Notification and Reporting

Principal or Designee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Email Address: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Schools: Please report the number of Hope Scholarship Notification Forms provided to parents for substantiated and unsubstantiated incidents in your Student Information System.

Parents: To transfer your student to another public school please contact your school district office. For more information on how to apply for the private school option, please visit [www.floridaschoolchoice.org](http://www.floridaschoolchoice.org). The maximum amount awarded to a student enrolled in a public school located outside of the district the student resides shall be \$750. Parents are required to inform the school district when the parent withdraws a student to attend a private school under this program.

# Consistency Standards

CONSISTENCY



July 29, 2022

MEMORANDUM

TO: PRINCIPALS

FROM: Rolando Bailey  
Area Superintendent, Southeast Learning Community

HAROLD BORDER  
Chief of High Schools

JOSE MARTINEZ  
Area Superintendent, East Learning Community

TASHANDA BROWN-CANNON  
Associate Superintendent, School Transformation Office

Rahim Jones  
Area Superintendent, West Learning Community

Meredith Leftakis  
Area Superintendent, North Learning Community

Tashanda Brown-Cannon  
Area Superintendent, Southwest Learning Community

JOHN WRIGHT  
Associate Superintendent, Innovation Office

SUBJECT: Consistency Standards Code of Student Conduct

The attached document will provide you with the issues identified as those requiring consistency and standardization across the district. It has been determined that performing the identified actions will create a consistent implementation of the **procedures** and processes outlined in the Code of Student Conduct. Therefore, the identified actions are those necessary for standardization.

Several areas are designated as the responsibility of the school principal or staff. They Include:

- Reviewing the Code of Student Conduct at the beginning of the school year and subsequent quarters and for all students who enter after the first review date
- Using the Discipline Referral Form for all incidents
- Entering data on Skyward consistent with the referral form
- Entering data on Skyward for all Level I through Level IV referrals
- Providing witness statements for each Discipline Referral Form in black/blue ink
- Applying discipline consistent with available Discipline Responses found in the Code of Student Conduct
- Recommending expulsion/removal under appropriate conditions
- Using the OCPS Bullying/Harassment investigation form for all allegations involvingbullying/harassment

A Discipline Procedures Guide is published and distributed each year to guide district implementation. Changes will be reviewed during annual training sessions. Copies of the attached chart may be reproduced for appropriate staff. Clarifications or questions should be directed to your area administrator.

ORANGE COUNTY PUBLIC SCHOOLS  
CODE OF STUDENT CONDUCT  
CONSISTENCY STANDARDS

Consistency Issue	Action	Person Responsible
School Procedure for Reviewing the Code of Student Conduct	<p>The Code of Student Conduct (COSC) is available on the OCPS home page and must be reviewed with every student. During the first week of school, each school will establish guidelines for this review electronically and submit documentation to the Area Administrator. In addition, each school will need to establish guidelines for every student to sign and date a Code of Student Conduct Acknowledgement form (paper based copy) or the electronic version of the COSC.</p> <p>A tracking system has been established to assure this review is done quarterly for all students.</p> <p>For students transferring within OCPS during the current school year, schools will verify that the COSC was reviewed at their previous school. This will be documented using the Code of Student Conduct OCPS Transfer Acknowledgement form.</p> <p>For students transferring from out- of- county/state, schools will review the COSC and document on the Code of Student Conduct Acknowledgement form that the Code was reviewed.</p> <p>Schools will collect and keep on file the signed Code of Student Conduct Acknowledgement form containing the student's and/or parent's signatures. During each review, students must sign and date the Code of Student Conduct Acknowledgement form stating they were present for review.</p> <p>If a student refuses to sign the Acknowledgement form, two administrators must sign and document the students' refusal to sign. This can be done on the Acknowledgement form itself.</p>	<p>Principal</p> <p>Principal/Designee</p>

Consistency Issue	Action	Person Responsible
Use of the District Wide Referral Form	<p>Schools and transportation will use the OCPS Discipline Referral Form for all incidents. The forms are to be purchased through the warehouse.</p> <p>Data entered on Skyward must be consistent with the information on the OCPS Discipline Referral Form.</p> <p>Due process must be afforded to each student disciplined and must be documented on the referral. The following is required:</p> <ul style="list-style-type: none"> <li>• Administrator signature</li> <li>• Student signature</li> <li>• Parent notification (date and time) or signature</li> <li>• Date and time the OCPS Discipline Referral was processed</li> <li>• Student initials stating the student was given an opportunity to make a statement and present witnesses</li> </ul>	<p>Principal/Designee</p> <p>Data entry person</p> <p>Administrator or Dean handling the incident</p>
Data Entry	School will input all Level I through Level IV offenses, including bus offenses. Appropriate codes will be used as indicated on the OCPS Discipline Referral Form. Schools will input unsubstantiated incidents into Skyward as indicated on the Bullying/Harassment Investigation form.	Data Entry Person
Honoring Another School District's Recommendation for Expulsion/Removal	<p>OCPS will honor other school districts' recommendations for expulsion/removal.</p> <p>If a student transfers to your school with a recommendation for expulsion or removal, contact your Area Administrator immediately for further guidance.</p>	Area Administrator
Witness Statements	<p>All witness statements will be completed in black/blue ink or typed using the official OCPS Witness Statement Form.</p> <ul style="list-style-type: none"> <li>• Please note elementary schools must use the new elementary witness statement form.</li> </ul> <p>Originals will be submitted as part of the Level IV Discipline Team Meeting (DTM) packet to the Area Administrator.</p>	Principal/Designee and Area Administrator

Consistency Issue	Action	Person Responsible
Recommendations for Expulsion/Removal for Repeated Misconduct	<p>In order for a school to recommend expulsion/removal for a student for repeated misconduct, the following conditions must exist within the current school year:</p> <ul style="list-style-type: none"> <li>☐ Any consideration for a Level IV must be discussed with the Area Administrator before suspending</li> <li>☐ At least three Level III and /or Level IV offenses, prior to a behavior contract, where the offenses were serious disruptions to the orderly functioning of the school and/or created serious threats to the health, safety and/or property of the student or others. These should be referrals for offenses other than absences, tardiness, disrespect, gross insubordination, possession of contraband, smoking or violation of curfew.</li> <li>☐ Documentation of behavioral interventions beyond disciplinary consequences. These interventions must be documented on the Level IV Repeated Misconduct Discipline Record and Interventions Form.</li> <li>☐ Copies of all suspension letters, the OCPS Safety/Discipline Referral Forms and contracts must be available for review.</li> <li>☐ A behavior contract that the student and parent have been informed that another serious act of misconduct may result in an expulsion/removal recommendation.</li> </ul>	Principal/Designee and Area Administrator
Discipline Offenses Involving Multiple Schools	Principal will follow guidelines outlined in the Discipline Procedures Guide.	Principal/Designee and Area Administrator
Lockout Procedure	<p>All elementary and secondary students will be placed on lockout if recommended for expulsion or removal.</p> <p>All elementary and secondary felony suspension/expulsion students will be placed on lockout.</p> <p>Students will remain on lockout until:</p> <ul style="list-style-type: none"> <li>• Student returns to home school from Positive Pathways Transition Center</li> </ul>	<p>Area Administrator /Designee</p> <p>Area Administrator /Designee</p>

Consistency Issue	Action	Person Responsible
	<ul style="list-style-type: none"> <li>Student returns to school after length of the Waiver of Out-of-District Expulsion and District Behavior Contract has expired</li> <li>Student's term of full exclusion/long term removal has expired</li> <li>There is a non-verification of a Level IV offense or a felony suspension/expulsion request.</li> </ul>	
Recommending a Student for a Felony Suspension	The principal may request a felony suspension removal for a student that is currently enrolled at their school and who has been formally charged by the district attorney with a felony for an incident that occurred off school property and there is sufficient evidence to support an adverse impact to the campus if that student remains enrolled at the current school.	Principal/Designee
Recommending a Student for Felony Expulsion	Only when the student has been adjudicated "guilty" by the court for a felony charge, can a student be recommended for felony expulsion.	Principal/Designee
Early Re-Entry	Students approved for early re-entry by school board action will generally be assigned to Positive Pathways Transition Center and should be allowed to enroll on the day following the school board meeting. Early re-entry is for students fully excluded by school board action.	Area Superintendent and Area Administrator
Homework/Classwork Assignments While on Suspension	<p>Schools will provide homework/classwork assignments while a student is on suspension.</p> <p>Schools must allow students to make up homework/classwork assignments missed while on suspension.</p> <p>When a recommendation for expulsion/removal is verified and a student is removed to an alternative placement, the student's grades may be frozen the day prior to the beginning of the suspension. Alternative arrangements may be made for make-up work/exams, as appropriate.</p>	Principal/Designee
Cell Phones	A student may possess a cell phone on school property and at school-related functions, provided that during school hours, the cell phone remains off and is concealed. Violations of this policy may result in confiscation of the cell phone and/or other disciplinary actions.	Principal/Designee

Consistency Issue	Action	Person Responsible
	<p>If confiscated, the parent/guardian will make arrangements to pick up the cell phone from the school, unless law enforcement has taken possession of the cell phone for a criminal act.</p> <p>At no time (UNLESS CONFISCATED) shall OCPS be responsible for theft, loss or damage to cell phones or other electronic devices brought onto its property.</p> <p>The school will be responsible for the security of cell phones confiscated by OCPS employees.</p> <p>Electronic communication devices are not contraband because they are not forbidden by Florida Statutes.</p>	
Confiscated Items	<p>Contraband materials are items that are forbidden by the school. It is the responsibility of the principal to communicate to students and parents the materials and items that are considered contraband.</p> <p>The parent/guardian will make arrangements to pick up the confiscated material/item for the school, if applicable.</p> <p>At no time(Unless Confiscated) shall OCPS be responsible for theft, loss or damage to contraband materials/items brought onto OCPS property.</p> <p>The school will be responsible for the security of items confiscated by OCPS employees.</p> <p>Electronic communication devices are not contraband because they are not forbidden by Florida State Statutes.</p>	Principal/Designee
<b>End of school year discipline</b>	<b>Out-of-school suspension for the current school year must not extend into the upcoming year.</b>	<b>Principal/Designee</b>
Lists of extracurricular clubs, organizations, athletic teams and other school activities	Include with the COSC a comprehensive list including sponsors and deadlines for participation, have written copies available upon request and include on the school-based website, updating immediately after and/all changes.	Principal/Designee

# Requests by Government Officials





**OFFICE OF LEGAL SERVICES  
GUIDANCE MEMORANDUM**

**No. 2018/19-02**

To: Principals  
From: Diego "Woody" Rodriguez, General Counsel  
CC: Dr. Barbara M. Jenkins, Superintendent  
Dr. Maria Vazquez, Deputy Superintendent  
Area Superintendents  
Bryan Holmes, Chief, District Police

Date: July 17, 2018

Subject: Guidelines on Visitations and Requests by Government Officials and Non Parents

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The following are guidelines to follow regarding what to do when private attorneys/investigators or non-parent/non-legal custodians, government officials, guardian ad litem ("GALs"), law enforcement, or Department of Children and Families ("DCF") investigators, appear at your school to review records, interview students or take students or staff into custody.

As the principal, you are the person in charge of the school. Your staff should be advised, via a written document, that only you or your designated representative are authorized to speak or act on behalf of the school when dealing with private attorneys/investigators or non-parent/non-legal custodians, government officials, GALs, law enforcement, and DCF.

**Attorneys/Investigators and Non-Parent/Non-Legal Guardians**

Attorneys/investigators or non-parent/non-legal guardians are to be provided no information. They may not access records or have access to any student absent court documentation allowing such access. You may refer this group of individuals to the Office of Legal Services should they have any further questions. Please note that this section does not pertain to GAL attorneys or DCF Investigators.

**Government Officials**

Government officials, not including GALs, DCF or law enforcement officers, are to be referred to the Office of Legal Services. You are not authorized to provide any information, including whether the child is present at school, to such officials. This is to avoid inadvertent violations of the numerous privacy laws and to insure such officials have first coordinated their visits with the District and their presence is legally appropriate and permissible.

**Guardian Ad Litem**

GALs act as the legal representatives of a child in particular types of court hearings and are therefore extended certain privileges. GALs should be provided information regarding student records, but only upon the presentation of a properly executed court order establishing their authority as the GAL for that child and upon providing valid identification establishing their identity,

such as a Florida driver's license. If you are in any doubt about their authority or identity, you may refer the GAL to the Office of Legal Services for further verification.

GALs may visit and interview their court-assigned child, however, the GAL should be required to schedule a date and time in advance of visiting so as to not interfere with any mandated instructional time.

If the GAL or student requests that a school official be present for the interview then a school official may stay; the school official must keep all information discussed during the interview confidential. Before proceeding with the interview, you should clarify with the GAL if you may contact the student's parents/legal guardian prior to commencing the interview. If the GAL does not consent you can wait until the GAL concludes their business. You should then subsequently contact the parents/legal guardian upon the completion of the interview to inform them that an interview took place but not the substance or any discussions you may have been privy to during the interview. Please note, GALs cannot conduct a classroom observation of their court appointed child without approval from the Office of Legal Services.

If a GAL would like to interview staff or attend a meeting, please contact the Office of Legal Services for approval.

For further information on GALs please see the attached document titled, "Guardian Ad Litem."

#### **Law Enforcement Officers and Department of Children and Families Investigators**

When a law enforcement officer or a DCF investigator (collectively hereafter "law enforcement officials") appears at your school, you or your designee should inquire if they are there on official business. You should ask the person to show you their agency-issued identification and any applicable court documentation. Uniform officers should also be required to show you their agency issued identification. Upon review, bring the person to your office or conference room for privacy to avoid any disruptions, especially among students.

Next, when you are in private, inquire as to the purpose of the visit and ask for the law enforcement officials' office telephone number and his/her supervisor's name. Then, call the number and verify who the person is with the agency. Write down all the information you receive from the law enforcement official and their office. In addition, please request that the law enforcement official provide you with a business card. Should a business card be provided, please make sure to share the business card with the parent/legal guardian as detailed further below.

Upon verification of the officials' authority and purpose, you should comply with certain requests for information. If a request is made to interview a student you should request the interview be in your presence or in the presence of a member of your staff. If the child is to be taken into custody, please ask that the law enforcement official to coordinate their activity in such a manner as to minimize disruption or concern for those at your school. For example, it is preferable not to have persons walked out in handcuffs in front of students, parents or staff. If you have any concerns, please contact the Office of Legal Services.

If students are taken into custody or interviewed, ask the law enforcement official if you may

contact the student's parents/legal guardian to advise them of the actions taken. If you are told by the law enforcement official that the visit must remain confidential and that you should not say anything to the parents/legal guardians, then advise the law enforcement official that you will refer all questions to them and ask them to fill out the attached form. ***It is important to note that disclosure of the interview to the parents or other custodians, in direct violation of a law enforcement official's instructions may be considered tampering with or obstructing an ongoing investigation and is punishable and criminal offense.***

If the law enforcement official says you may communicate with the parents and/or legal guardians, ask the official if you may do so before the interview is conducted or before the child is taken into custody. If the law enforcement official agrees, contact the parent/legal guardian immediately. If the law enforcement official asks that you contact the parent after they conclude their business, please contact the parents/guardian after the law enforcement official has concluded their business and refer all questions by the parent/legal guardian to the law enforcement official. It is sufficient to share with the parent/legal guardian that an interview or arrest occurred, but that you are not at liberty to share any additional information regarding the nature of the investigation, unless specific authority has been given to you by the law enforcement official.

You should provide notice to the parent/legal guardian as soon as possible and provide the law enforcement official's contact information or business card if provided. If the parent has any subsequent questions, refer them to the law enforcement official. Please note, that any actions taken by the law enforcement official are not endorsed by Orange County Public Schools ("OCPS") and that the law enforcement official's actions are attributable to the official's agency only and not OCPS.

You may give a copy of this memo to any individual identified herein, including anyone who has been denied access to records or a student.

Finally, if the law enforcement official seeks copies of particular records, student information, including witness statements, discipline records or any other public records that would not otherwise be public records to members of the public, please have them contact our office directly to seek clarification on whether such records can or may be produced. In most instances, the law enforcement official will be asked to produce a subpoena or other court authority to provide them access to such records.

For additional guidance please see the School Board of Orange County policies JIH and JLF, as well as the "Quick Reference to Visits by Government Officials and Non-Parents" attached hereto.

If you have any questions regarding this memo or should any questions arise while implementing the same please do not hesitate to contact the Office of Legal Services at (407) 317-3411. Thank you in advance for your cooperation with handling these delicate issues.

*This memo is a revised version of the initial memo dated September 8, 2011. This memo supersedes the September 8, 2011 version and should be referenced for future guidance.*

	Action to Take	Records	Speak to Student	Speak to Staff	Contact Parent s
Law Enforcement Officer (LEO)	<ul style="list-style-type: none"> <li>• Official identification (even if in uniform)</li> <li>• Court Order (if applicable) verified by the Office of Legal Services</li> <li>• Bring to office/ conference room for privacy</li> <li>• Ask about purpose of visit</li> <li>• Call agency number and speak with supervisor - confirm identity and purpose of visit</li> <li>• Collect business card</li> </ul>	Must have subpoena or court order	<p>Yes, in the presence of principal or designee if consent is given by official or student</p> <p><b>Follow Policy JIH</b></p>	Yes, if verified; OCPS Legal may need to be present	<p>ASK LEO</p> <p><b>YES</b> - ask if you can contact before or after LEO has concluded business. Send home copy of business card</p> <p><b>NO</b> - have LEO or DCF fill out attached form and attach business card to form for parent</p>
Department of Children and Families (DCF)	<ul style="list-style-type: none"> <li>• Official Identification</li> <li>• Court Order (if applicable) verified by the Office of Legal Services</li> <li>• Bring to office/conference room for privacy</li> <li>• Ask about purpose of visit</li> <li>• Call agency number and speak with supervisor - confirm identity and purpose of visit</li> <li>• Collect business card</li> </ul>	<p>Yes, if identity and court</p> <p>order is verified</p>	<p>Yes, in the presence of principal or designee if consent is given by official or student</p> <p><b>Follow Policy JLF</b></p>	Yes, if verified; OCPS Legal may need to be present	<p><u>ASK DCF</u></p> <p><b>YES</b> - ask if you can contact before or after DCF has concluded business. Send home copy of business card</p> <p><b>NO</b> - have LEO or DCF fill out attached form and attach business card to form for parent</p>
Guardian ad Litem (GAL)	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Court order verified by the Office of Legal Services</li> <li>• Bring to office/ conference room for privacy</li> <li>• Ask about purpose of visit</li> <li>• Collect business card</li> </ul> <p><b>**OCPS requests that GALs make appointments in advance of coming to the school**</b></p>	Yes, if identity and court order is verified	Yes, if verified; school official may be present at the request of the student or GAL	Yes, if verified; OCPS Legal may be present if needed	Contact parent when GAL concludes business, unless GAL gives permission to contact in advance of speaking with student, and inform the m that the GAL assigned to their court case was at the school and spoke with their child. Provide GAL contact information.
Other Government Official	<ul style="list-style-type: none"> <li>• Refer to Office of Legal Services</li> </ul>	No	No	No	Defer to Office of Legal Services
Attorney (NOT GAL)	<ul style="list-style-type: none"> <li>• Refer to the Office of Legal Services</li> </ul>	No	No	No	Yes
Private Investigator	<ul style="list-style-type: none"> <li>• Refer to the Office of Legal Services</li> </ul>	No	No	No	Yes
Non-Parent	<ul style="list-style-type: none"> <li>• Refer to the Office of Legal Services</li> </ul>	No	No	No	Yes

**TIPS TO REMEMBER** \* The principal/ designee is in control of the school and is the only representative authorized to speak or act on behalf of the school.

\* If a student is to be taken into custody, coordinate in such a manner to minimize disruption or concern.

\* If you ever have a question about the authenticity of a document contact the Office of Legal Services at (407) 317-3411.



# Orange CountyPublicSchools

445 West Amelia Street • Orlando, FL 32801-1129 • Phone 407.317.3200 • [www.ocps.net](http://www.ocps.net)

## GUARDIAN AD LITEMS

**Please review the following information pertaining to a visit or request for a student's educational record by a court appointed Guardian ad Litem (GAL) of an Orange County Public Schools (OCPS) student. OCPS educational records and student privacy are governed by the Family Educational Rights and Privacy Act (FERPA), Florida Statutes, and OCPS Policies. All visitors on OCPS property are subject to OCPS Board Policies and the OCPS Code of Civility.**

### **? What is a GAL?**

- A GAL is appointed to represent the best interests of the child in court in either a dependency action or family action. A GAL in a dependency action is appointed to represent the child in any child abuse, abandonment, or neglect court proceeding under Section 39.822, Florida Statutes. A GAL in a family action shall act as next of friend of the child, investigator or evaluator, not as attorney or advocate, but shall act in the child's best interest under Section 61.403, Florida Statutes.

### **? What do I do if a GAL wants access to records or wants to visit the student at school?**

- The GAL should contact the school a reasonable time before their visit to notify the school administrator of the information the GAL is seeking and the GAL's plan to come to the school. This will provide the school an opportunity to prepare the requested records and set up a time for interviews with the GAL so as to not disrupt the student's mandated instructional time. *(Please note: majority of GALs in Orange County are attorneys, please contact the Office of Legal Services to determine if an OCPS attorney should be present for any staff interviews or school meetings)*
- When the GAL arrives at the school they should present their court order and proper identification to the office staff and request to speak to the administrator. The GAL will be escorted to a private conference area where they can review records and/or conduct interviews.
- Pursuant to Section 39.301(18), Florida Statutes, and OCPS Board Policy JLF, a school official (e.g. teacher, administrator) who is known to the child may stay for the investigation if their presence would enhance the success of the interview or if the student requests the school official's presence.
- The administrator should contact the parents either before or after the GAL's visit to the school, depending on the direction given by the GAL.

### **? What if the GAL wants to conduct a classroom observation?**

- Since Orange County utilizes attorneys as GALs as opposed to non-attorney volunteers, the GAL should not be permitted to conduct a classroom observation.

**? What if the GAL wants information over the phone and I haven't met them in person yet?**

- OCPS generally requires all GALs to go to the school in person for records or any information pertaining to the student to protect confidential student information and to ensure that the information is being given to the proper person. If the GAL cannot physically come to the school (because they live in another state, for instance), please contact the Office of Legal Services for further guidance.

**? What do I look for in the court order?**

- Signature of a Judge and certification by the Clerk of Court; the student's name; the GAL's name and a specific paragraph granting the GAL access to educational records

**? What other rights do GALs have?**

- Other than having access to records, attend meetings (if approved by the Office of Legal Services), and visiting the student, the GAL has no additional rights. The GAL cannot pick up a student, enroll/ withdraw a student, sign consent forms for a student, make educational decisions for a student, etc.

**? What do I do if the GAL just shows up at the school without an appointment?**

- Please contact the Office of Legal Services. In the event of an emergency, OCPS will make every attempt to expedite the GAL's access to records and/ or the student , however, please be advised that OCPS must abide by several education laws and rules which may prove paramount to the GAL's request

2018 -19



# Orange CountyPublic Schools

445 West Amelia Street • Orlando, FL 32801- 1 129 • Phone 407.317.3200 • www.ocps.net

## Parental Non-Notification Form For Official Investigations

**This form should be used when it becomes necessary for a law enforcement officer ("LEO") or Department of Children and Families ("DCF") investigator to confer with a student while the student is subject to the control or is in the care of Orange County Public Schools ("OCPS").**

Date: \_\_\_\_\_ School \_\_\_\_\_

I, \_\_\_\_\_, am a (circle one): LEO DCF Investigator

**I am conducting an official investigation involving the student(s) identified below. I have directed the school administrator/designee of the above named school to not contact the student's parent(s)/guardian(s) regarding my investigation or inform them of my investigation or actions taken while the students are subject to the control or are in the care of OCPS.**

\_\_\_\_\_  
Official's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Agency

\_\_\_\_\_  
Badge/ ID Number

\_\_\_\_\_  
Agency Phone Number

\_\_\_\_\_  
Supervisor's Name

### Student(s) Involved

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Staff Taking Direction from Official

\_\_\_\_\_  
\_\_\_\_\_

### Orange County Public Schools Board Policy JIH, Student Interrogations and Arrests

*(2)(C) If the parent cannot be contacted, the principal or designee shall explain to the student that the student may have the right to his/her parent and/or attorney being present during the questioning. If the student wishes to speak with the law enforcement officer without a parent or attorney present the law enforcement officer may proceed. The principal or designee may remain with the student during the questioning. If the student does not wish to speak to the enforcement officer without the parent or attorney present, the officer shall not be allowed to speak with the student at that time unless the officer demands, in writing, that the student speak with the officer.*

## Police Investigations

1. If you believe a crime has been committed within the school's jurisdiction, you are required to consult with your SRO.
2. If the SRO decides to proceed criminally, inquire as to whether the school can proceed with their discipline investigation.

If the answer is no:

Ask the SRO if they will document their direction to you in writing. If the SRO will not provide anything in writing, have two (2) employees present to witness the conversation.

If the answer is yes: Proceed with your discipline investigation.

3. Follow up with your SRO as to when you may proceed with your investigation. If your SRO continues to say that you cannot proceed with your investigation, contact your Area Commander for assistance.
4. Once clearance is provided by your SRO to proceed with your investigation, a Title IX (only if applicable)/discipline investigation should begin IMMEDIATELY.
5. If you have any questions/concerns please contact your Area Administrator for further guidance.

# OCPS Management Directive A-4



## Identification of Child Abuse or Neglect

For purposes of identification and referral, all staff members should look for the following signs of child abuse and neglect while interacting with students. If several indicators are present, or if they occur repeatedly, the probability of maltreatment is greater. **Remember that this list is neither exhaustive nor definitive.** Be alert for other signs, such as deteriorating academic performance. Any reasonable doubt as to the existence of abuse should be resolved in favor of reporting.

### Signs of Abuse

#### *Physical Indicators*

- Unexplained scratches, bruises and welts on face, lips, mouth, neck, torso, back, arms, buttocks, thighs; in various stages of healing; reflecting shape of article used to inflict; regularly appearing after absence, weekend or vacation;
- Unexplained burns (cigar or cigarette burns, especially on soles, palms, back, or buttocks; immersion burns; burns patterned like electric burner, iron, etc.; rope burns on arms, legs, neck, or torso);
- Unexplained fractures to skull, nose, facial structure, fractures in various stages of healing; multiple or spiral fractures;
- Unexplained lacerations to mouth, lips, gums, or eyes;

#### *Behavioral Indicators*

- Wary of adult contacts;
- Apprehensive when other children cry;
- Behavioral extremes (aggressiveness or withdrawal);
- Frightened of parents or afraid to go home;
- Reporting injury, sexual abuse, or frequent spankings by parent or other caretaker;
- Role-playing abusive parents or dramatizing abusive situations;
- Parent shows signs of abusive behavior (e.g., shows loss of control, is unusually negative about child, and/or frequently mentions spanking child).

### Signs of Neglect

- Consistent hunger, poor hygiene, inappropriate dress (such as no coat in cold weather);
- Lack of supervision apparent at home;
- Unattended physical problems or medical needs;
- Abandonment;
- Begging, stealing food;
- Extended stays at school (early arrival and late departure);
- Constant fatigue, listlessness, or falling asleep in class;
- Delinquency;
- Saying there is no caretaker

## OCPS Management Directive A-4 Reporting Form

To be used to document known or suspected child abuse, neglect or abandonment

Known or suspected child abuse, neglect or abandonment must be reported immediately to the Department of Children & Families Central Abuse Hotline (1-80096ABUSE or 1-800-962-2873). If an OCPS employee or volunteer is involved, you must also make a report to OCPS Office of Professional Standards. **Please complete form and send to the Office of Professional Standards (see Section 3).**

### SECTION 1 - INCIDENT INFORMATION

Complete this section before making a report to assist the Abuse Hotline operator.

Person Making Report \_\_\_\_\_ Incident Date \_\_\_\_\_

Last Name

First Name

MI

Phone No. \_\_\_\_\_ Date Reported \_\_\_\_\_

Child \_\_\_\_\_ Sex \_\_\_\_\_ Race \_\_\_\_\_

Last Name

First Name

MI

Child Date of Birth \_\_\_\_\_ SSN (if known) \_\_\_\_\_

Person responsible for alleged abuse: \_\_\_\_\_

Last Name

First Name

MI

Suspect's Relationship to Child \_\_\_\_\_

Is this individual an employee, volunteer or substitute with OCPS? Yes ☐ No ☐

If yes, you must complete Section 3 immediately after making your report to the Abuse Hotline.

Brief description of facts that support your suspicion that a child has been abused or neglected:

### SECTION 2 - DCF ABUSE HOTLINE AND LAW ENFORCEMENT

Complete this section with the assistance of the Abuse Hotline operator to document that a report was made.

Name of DCF employee to whom report was made \_\_\_\_\_

Identification number of DCF employee \_\_\_\_\_ Did DCF accept the report for investigation? Yes ☐ No ☐

If your call was transferred to a local law enforcement agency, provide the name of the agency \_\_\_\_\_,

the Incident or Event No. assigned to the report \_\_\_\_\_

and the name or Identification No. of the employee to whom the report was made \_\_\_\_\_

### SECTION 3 - PROFESSIONAL STANDARDS REPORT

If the report involves suspected abuse by an OCPS employee, volunteer or substitute, complete this section, call Professional Standards at 407-317-3239 and scan this form to their attention at email [ProfessionalStandards@ocps.net](mailto:ProfessionalStandards@ocps.net) or fax this form to their attention at 407-317-3271.

Work location of suspected OCPS employee, volunteer or substitute \_\_\_\_\_

OCPS Employee Identification No. \_\_\_\_\_

School or Department Administrator who notified that report was made to DCF \_\_\_\_\_

Name of Professional Standards staff member to whom report was made \_\_\_\_\_

# Felony Suspension



#### 985.04(4)(b) Oaths; Records; Confidential Information

Upon notification by the superintendent, school principals must immediately notify classroom teachers, the bus driver(s) and any other school personnel that may directly supervise any student charged with certain felonies or delinquent acts.

- (4) (a) Notwithstanding any other provision of this section, when a child of any age is taken into custody by a law enforcement officer for an offense that would have been a felony if committed by an adult, or a crime of violence, the law enforcement agency must notify the superintendent of schools that the child is alleged to have committed the delinquent act.
- (b) Notwithstanding paragraph (a) or any other provision of this section, when a child of any age is formally charged by a state attorney with a felony or a delinquent act that would be a felony if committed by an adult, the state attorney shall notify the superintendent of the child's school that the child has been charged with such felony or delinquent act. The information obtained by the superintendent of schools under this section must be released within 48 hours after receipt to appropriate school personnel, including the principal of the school of the child and the director of transportation. The principal must immediately notify the child's immediate classroom teachers, the child's assigned bus driver, and any other school personnel whose duties include direct supervision of the child. Upon notification, the principal is authorized to begin disciplinary actions under s. [1006.09](#)(1)-(4).
- (c) The superintendent must notify the other school personnel whose duties include direct supervision of the child of the disposition of the charges against the child.
- (d) The department shall disclose to the school superintendent the presence of any child in the care and custody or under the jurisdiction or supervision of the department who has a known history of criminal sexual behavior with other juveniles; is alleged to have committed juvenile sexual abuse as defined in s. [39.01](#); or has pled guilty or nolo contendere to, or has been found to have committed, a violation of chapter 794, chapter 796, chapter 800, s. [827.071](#), or s. [847.0133](#), regardless of adjudication. Any employee of a district school board who knowingly and willfully discloses such information to an unauthorized person commits a misdemeanor of the second degree, punishable as provided in s. [775.082](#) or s. [775.083](#).

## Release of Felony Information Fact Sheet

1. The school superintendent or designee (Beverly Canzoneri) will notify a student's school principal and the director of transportation of a juvenile's arrest for crimes of violence or a violation law which would be a felony if committed by an adult.
2. The school principal or designee shall provide information on the arrest of a juvenile to Student Services personnel; School Resource Officers; if applicable; and the student's immediate teachers.
3. The school superintendent or designee (Beverly Canzoneri) will notify a student's school principal of a juvenile found guilty of a felony and who has been adjudicated guilty or delinquent, or has had adjudication withheld.
4. Designated school officials shall share information on a juvenile offender's placement, achievements, discipline, behavioral and attendance history with parties to the local interagency agreement, as appropriate.
5. To verify the identification of a party to the local interagency agreement (Department of Children and Families, Department of Juvenile Justice, law enforcement) requesting information on a student by telephone, designated school staff should obtain the telephone number of the agency for which the caller is employed and advise the caller that a return call will be made for verification purposes. The telephone number obtained should be validated by the agency's receptionist/operator to identify the agency being called.
6. To verify the identification of a person requesting information during a school visit, a picture identification badge and an agency business card with a valid telephone number should be requested.
7. Designated district/school personnel will train staff regarding the release of information to ensure that the information being released is according to School Board Policy and the Interagency Agreement.
8. Should school staff require further clarification and /or additional information, contact your school's area administrator.

## Procedures for a Felony Suspension

(For more detailed information refer to the [\(2020-21 Code of Student Conduct\)](#))

1. Determine that the student has been **formally charged** (not just arrested) with a felony (or has been charged with an offense in juvenile court which, if the student were an adult, would be classified as a felony) by notifying your area administrator. Send documentation of the felony charge to your area administrator.
2. The principal must decide if the student's return to school would have an adverse impact on the school. If an adverse impact exists, the principal will send a [Felony Suspension Superintendent letter](#) to the area administrator explaining the adverse impact on the school/learning environment. During this time, the student is still able to attend school until a decision is made by the District.
3. **The principal must contact the area administrator to schedule the hearing within ten (10) schools days of receiving the notice of the felony charges against the student.**
4. If a felony suspension related to the documented adverse impact is imposed, the parent/guardian must be notified in writing of the following [\(sample letter\)](#):
  - a) Recommendation for suspension until the determination of student's guilt or innocence, or dismissal of charges.
  - b) Specific charges against a student.
  - c) The date and time of a hearing with the area administrator.
  - d) Pending the hearing, the student is temporarily suspended.
5. The hearing will be conducted by the area administrator and must be attended by the principal/designee, the student, the parent/guardian, and the student's representative or counsel (if applicable). The area administrator will provide the student and parent/guardian with a decision as to whether or not the felony suspension will be made.
6. If the decision by the district is to impose the felony suspension, an area administrator will make arrangements to place the student in an alternative education setting.
7. If the parent brings any new documentation to the hearing, the area administrator will still conduct the meeting and review the new documentation provided. At that time, the student will remain home until the area administrator contacts the school and parent with a final decision.
8. A student cannot have a felony expulsion without first having a felony suspension.

## Felony Suspension Superintendent Letter

(This is not a fillable form. Please copy and paste onto school letterhead).

<DATE>

(Superintendent)  
445 W. Amelia St.  
Orlando, FL 32801

Dear (Superintendent):

On <DATE>, I received information that one of our students, <NAME OF STUDENT>, <STUDENT #>, <DATE OF BIRTH>, has been charged with a felony for <REASON FOR ARREST>. I feel that the presence of this student on school grounds will have an adverse impact on the safety and welfare of the students, staff and school environment. <GIVE DETAILED EXPLANATION OF THE ADVERSE IMPACT>.

Therefore, in accordance with Section 1006.09, Florida Statutes, I am requesting that the procedures for a Felony Suspension be initiated because <STUDENT NAME> has attempted to return to <NAME OF SCHOOL>.

Please call if you need further information.

Sincerely,

<PRINCIPAL'S NAME>  
Principal

c:     Area Superintendent  
       Area Administrator  
       ESE Program Specialist (ESE only)

## Felony Suspension Parent Letter

(This is not a fillable form. Please copy and paste onto school letterhead).

Date: \_\_\_\_\_  
Student: \_\_\_\_\_  
Student #: \_\_\_\_\_  
Grade: \_\_\_\_\_ DOB: \_\_\_\_\_  
Gender: \_\_\_\_\_ Race: \_\_\_\_\_  
ESE Program(s): \_\_\_\_\_

<PARENT/GUARDIAN NAME>

<ADDRESS>

<CITY, STATE, ZIP>

Dear <PARENT/GUARDIAN NAME>:

This letter is to notify you that, in accordance with Section 1006.09, Florida Statutes, your child, <NAME OF STUDENT>, has been suspended from <SCHOOL NAME> because of the felony with which your child has been charged, <REASON FOR ARREST>. This felony causes his/her presence on this campus to have an adverse impact on the orderly school environment. During this time of suspension, <NAME OF STUDENT> is not to be on this school campus or at any school-sponsored activity until further notice.

You and your child are invited to attend a Felony Suspension Review on this matter to be conducted in <LOCATION WITHIN SCHOOL> on <DATE AND TIME>. The purpose of this review is to allow you and your child to speak in his/her own defense and to present any evidence or documentation to the contrary.

If you have further questions regarding the suspension or Felony Suspension Review, please contact me at <SCHOOL PHONE #>.

Sincerely,

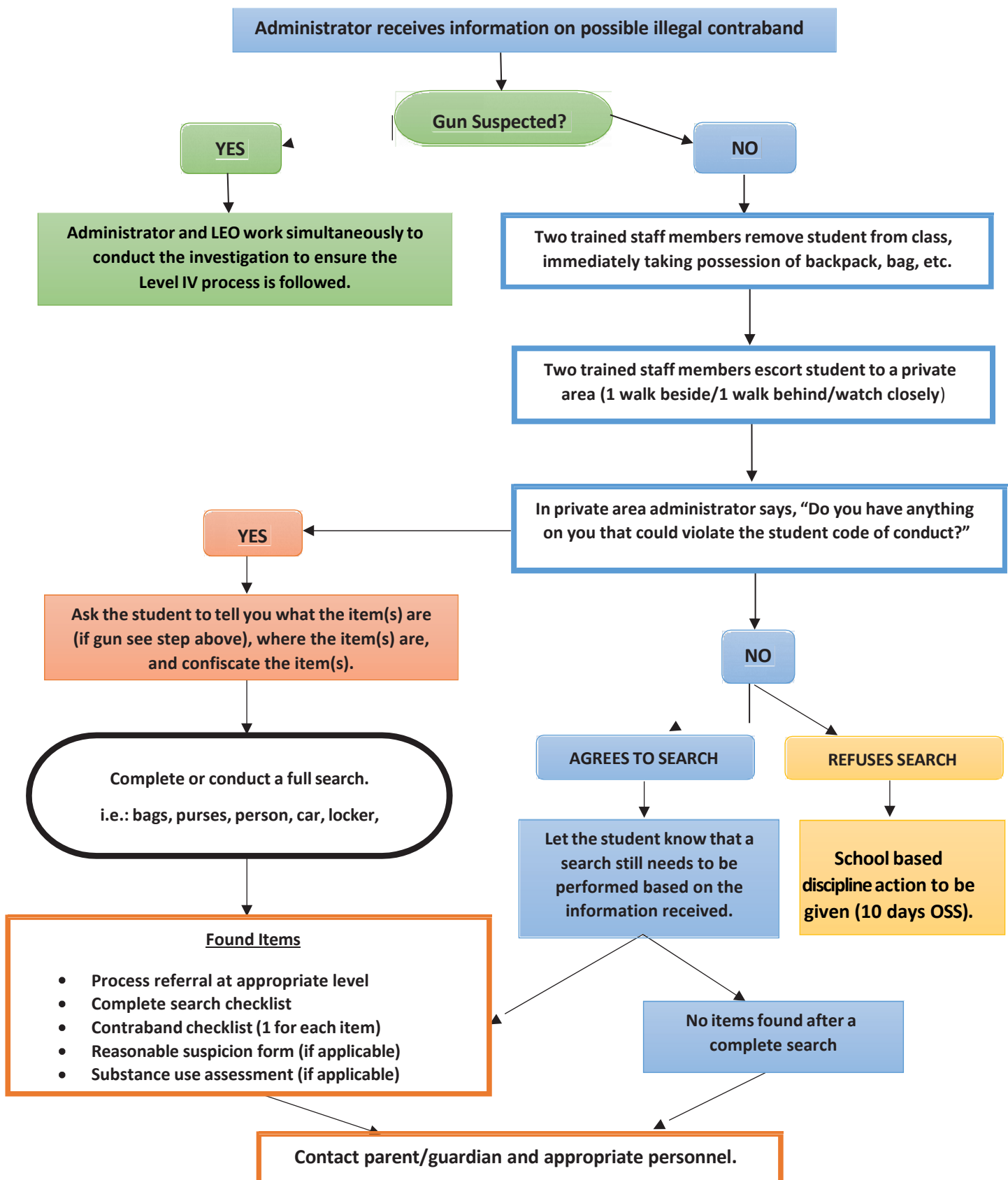
<PRINCIPAL'S NAME>

Principal

c: Area Superintendent  
Area Administrator  
ESE Program Specialist (ESE only)

# Searches





## Procedures for Search, Seizure, and The Use of Metal Detectors

### Reasonable Suspicion

School officials are authorized to search individual students and their personal effects (including but not limited to backpacks, book bags, purses, vehicles parked on property owned or leased by the Orange County Public School System) when a school official has a reasonable suspicion that such search will reveal evidence that the student to be searched is violated or has violated a district/school rule or regulation, or law. The school must have the permission of the student and the student must be present.

"Reasonable suspicion" may be based on direct observations of the student by school officials (such as seeing a gun shaped bulge in clothing, hearing the sound of an electronic communication device, or smelling the aroma of marijuana) or on information provided to them by others (including, but not limited to school student and staff) indicating that the student has contraband in his or her possession. However, neither a mere hunch nor a generalized suspicion is sufficient basis for searching a student. The school official must be able to articulate an objective basis for his or her "reasonable suspicion" before conducting a search of an individual student.

The following are examples of relevant factors in determining whether a *reasonable suspicion* exists to initiate a student search. Sometimes, one factor by itself is sufficient to create a *reasonable suspicion* (e.g., a teacher glimpses a weapon in a backpack); other times, multiple factors must be present (e.g., a school official approaches an area where students frequently smoke cigarettes and a student appears nervous, discards an object and attempts to flee).

#### Factors Generally Sufficient by Themselves (Information taken from School Search Manual, State of Florida, Office of Attorney General Ashley Moody)

- A crime is observed in progress.
- A weapon or portion of weapon is observed on as student.
- A student has told others that he or she has a weapon on campus.
- A student has been seen in possession of illegal items.
- A student had been seen in possession of stolen items.
- A student is found with incriminating items.
- The smell of burning tobacco or marijuana is detected.
- A student appears to be under the influence of alcohol or drugs.
- A student admits to committing a crime or school rule violation.
- A student fits a detailed or unusual description of suspect of recently reported crime or school rule violation.
- Students provide specific incriminating evidence against another student.
- An emergency situation exists where a school official can provide immediate assistance to avoid serious injury if a student search is conducted.

### Factors Generally Not Sufficient by Themselves

- A student flees from the vicinity of recent crime or school rule violation.
- A student flees upon the approach of a school official.
- Imprecise information about a crime or school rule violation has been provided to school officials.
- A student threatens others with words or behavior without an indication that the student possesses a weapon (*a reasonable indication that a student possesses a weapon always provides reasonable suspicion justifying a search*).
- A student has a history of previous similar criminal or school rule violations.
- A report has been made of a stolen item, including a description and value of the item and place which it was stolen.
- A student was seen leaving an area where crimes or school rule violations are often committed.
- A student became unduly nervous or excited when approached by a school official.
- A student made a suspicious movement. (Note: To provide the basis for a search, a witness must be able to describe the exact conduct and why it was suspicious.)

### Searches for Firearms – Reasonable Suspicion

Every school should have in place a plan for dealing with students who possess firearms on school property, school buses and at school events. Every school administrator, teacher and staff member should be familiar with the plan. Every incident involving a firearm, or even an allegation that a student has a firearm, should be handled by a law enforcement officer.

If a school resource officer is available, that officer should be the first person contacted when a student or other person on school property is reported to have a firearm. Otherwise, a local law enforcement agency, as designated in the Orange County Public School Emergency Procedures Manual – Notification of Law Enforcement, should be contacted immediately. Law enforcement officers are specially trained to search and disarm persons bearing firearms at minimal risk to themselves and others.

Where a firearm is suspected on school property, any law enforcement officer, not just the school resource officer, may conduct a student search based on *reasonable suspicion*.

### Searches of Student and Personal Belongings

#### General Procedures

Student searches shall be done only by principals or designees who have completed district level Search Procedures Training. More than one person on each school campus shall be trained. Search teams, as applicable, should be designated.

The search of a student's person shall be conducted in the presence of a trained adult witness and shall be conducted by a trained adult of the same gender as the student. Personal belongings (such as purse, backpack, tote, etc.) do not have to meet the criteria for the same gender. The extent of the search by

the school official must be reasonably related to the objectives of the search, and the search may not be excessively intrusive in light of the age and sex of the student and the nature of the offense.

**Strip searches are strictly prohibited; School employees shall NOT conduct body searches of student, or remove or arrange student's clothing to look at underwear, breasts, buttocks or genitalia.** With the student's permission, searches of student shall be limited to the student's pockets, any items in the students' possession such as purses or backpacks and/or a pat down. *(Florida law: the term "strip search" means having a person remove or arrange some or all of his or her clothing so as to permit a visual or manual inspection of the genitals; buttocks; anus; breasts, in the case of a female; or undergarments of such person. Hence, a strip search in Florida does not even require the removal of the subjects clothing.)*

**A student should never be searched in front of another student.**

If a student refuses permission to be searched, the school official should contact law enforcement and/or the parents(s) before proceeding. Students who refuse to fully cooperate with search procedures may be subjected to disciplinary action.

### Legal Guidelines For Student Searches At Public Schools

(Information was taken from School Search Manual, State of Florida, Office of Attorney General, Ashley Moody)

What is a "search"?

The following are examples of searches:

- **Examining private items or places** that are not in the open and exposed to public.
- **Physically examining or patting down a student's clothing**, including the student's pockets.
- **Opening and inspecting personal possessions** such as purses, backpacks, bags, books, notes, calendars, appointment books, and closed containers.
- **Handling or feeling any closed opaque item** to determine its contents when they cannot be inferred by the item's shape or other publicly exposed physical properties.
- **Using extraordinary means** to enhance viewing or hearing into *closed or locked areas*, containers or possessions (e.g., using a fiber optic cable and viewer to peer inside a closed locker).

What is *not* a "search?"

The following are *not* searches:

- Observing an object in plain view where it is exposed to the public.
- Examining an object after a student denies ownership of the object.
- Examining an object abandoned by a student
- Detecting anything openly exposed to the senses of sight, smell or hearing, as long as school officials are located in place where they have a right to be and they do not use extraordinary means to gain a vantage point (e.g., a male teacher seeing and smelling marijuana smoke in the boys restroom)
- **Using extraordinary means** to enhance sensory perceptions in *open areas* (e.g., using flashlights, binoculars, dogs, thermal imaging, etc., are not searches).

## Individual Student Searches

Whenever a search is to take place, the student should be escorted to the search location. Stops along the way (restrooms, lockers) should be avoided.

If there is reason to suspect that a student has drugs, weapons, or other illegal contraband on his or her person, the search necessitated by such suspicion may include the emptying of pockets and the removal of coats, jackets, shoes or a pat down (By a trained adult of the same gender).

If the school officials conducting the search determine that there is still reason to suspects drugs or weapons, the school officials should contact law enforcement and/or the parents(s) and should not proceed further with the search.

Pat down searches must be conducted only by a trained school official of the same gender as the student being searched in the presence of another trained school official acting as a trained witness, except in extraordinarily urgent circumstances.

Remember that the scope of the search must be reasonably related to the circumstances that justified the search.

Remember that if the student refuses permission to be searched, the school official should contact law enforcement and/or the parents(s) before proceeding. Regardless of the outcome of the official assessment, the parent/guardian must be contacted.

Please use the [Checklist for Searching Students](#).

## Searches of Lockers

A school principal or a school employee designated by the principal, if she or he has reasonable suspicion that a prohibited or illegally possessed substance or object is contained within a student's locker or other storage area, may search the locker or storage area. The district school board shall require and each school principal shall cause to be posted in each public K-12 school board shall readily see by students, a notice stating that a student's locker or storage area is subject to search, upon reasonable suspicion, for prohibited or illegally possessed substances or objects. This subsection does not prohibit the use of metal detectors or specially trained animals in the course of search for illegally possessed substances or objects. FS 1006.09 (9).

For the convenience of its students, the district "may" provide lockers, which are to be used for the storage of books, clothing, school materials and other personal property. Although assigned to students, student lockers remain in the property of the district. Students have exclusive use of their lockers and are "expected" to keep them locked.

Use of the lockers to store or conceal any prohibited items shall result in disciplinary action, including potential expulsion, in accordance with the Code of Student Conduct.

School authorities reserve the right to have school officials search and inspect a students' locker without obtaining consent of the student, if there exists a reasonable suspicion that the locker contains prohibited items.

A locker may also be searched with odors, smoke, fire and/or other threats to student health, welfare or safety emanate from the locker.

Closed containers or other objects with lockers are also subject to opening and inspection of their contents.

Student lockers are also subject to periodic, random, unannounced "inspections" or "sweeps" by trained detection K-9's sniffing the exterior surface of lockers for prohibited items which may be stored within the lockers. If a trained detention K-9 "alerts" to the presence of prohibited items within a locker, reasonable suspicion shall exist for school officials, without a student's consent, to open and search the locker and any closed container(s) or object(s) within the locker.

If the principal or administrative designee inspects and searches a student's locker as authorized by this policy, the locker shall be opened in the presence of another adult witness.

Except where factors of health, safety or welfare of the campus dictates otherwise, reasonable efforts, shall be made to contact the student to inform the student of the grounds for the inspection and search, and to give the student the opportunity to be present.

Inspections and searches should be conducted in a manner that minimizes the degree of intrusiveness.

Site administrators should not damage personal possessions.

**(All K-9 Searches must have prior approval by the district office.)**

### Electronic Scanning Procedures

The purpose of electronic scanning is to deter the bringing of weapons and/or contraband to school or school functions which might cause harm or injury to students or school employees.

Students who refuse to submit to electronic scanning may be subjected to disciplinary actions.

When a teacher or administrator has reasonable suspicion to believe that a particular individual or group are in possession of a weapon or other contraband, that person or group will be notified in a confidential manner that they will be subjected to electronic scanning procedures. Student assigned to special/alternative schools may be subject to random or daily electronic scanning procedures.

It is extremely important that sufficient staff be involved during any of the scanning methods to prevent the possibility of any selected person or group disposing of weapons or contraband. Proper supervision will also prevent persons from leaving the location in which the electronic scanning search is being conducted.

When a weapon is suspected, the school resource officer should be present at the time of the scanning process in the event that a weapon or other contraband is found. Law enforcement personnel are the only person(s) permitted to search for a fire arm. Participation of law enforcement officials will be limited to seizing evidence and handling arrests or other criminal situations that might occur.

All students being scanned shall be required to present all personal effects in their possession; e.g., outer garments (coats, sweaters, etc.), purse, book bag, or other similar articles, to a search team member.

These items will be electronically scanned with the hand-held metal detector. If any of the above items activate the metal detector, they will be visually inspected for weapons or other contraband.

Prior to conducting the electronic scan, the principal or administrative designee, will ask the student or other person to remove any metal objects from their person.

If the metal detector activates during the electronic scanning process, the student will be asked to remove the object activating the detector and the scanning process will be repeated.

If the student cannot or refuses to remove the item activating the metal detector, he/she will again be asked to remove or identify the object. If the object cannot be removed and cannot be visually confirmed, it may be necessary to initiate search procedures as explained in the section of this document titled "Search of Student and Personal Belongings." Pat downs may become necessary when the cause of the repeated activation of the metal detector cannot be satisfactorily determined through the questioning or the removal of all metallic items from the student's clothing.

Students and employees on school board property, who refuse to fully cooperate with the electronic scanning and search process, may be subject to disciplinary action.

### Physical Search Procedures Related To Electronic Scanning Procedures

The school resource officer should be present at the time of the search in the event that a weapon or other contraband is found. Participation of law enforcement officials will be limited to seizing evidence and handling arrest or other criminal situations that might occur. Law enforcement is to be immediately notified a firearm is found by school staff. Law enforcement will take over the search and handle the firearm.

Members of the school's search team should at all times be respectful of and sensitive to the right of privacy and other concerns of the person who is being searched.

The search location should not expose the person being searched to the view of the general student population.

The searching of any person shall be conducted only by a member of the search team who is the same gender.

The search must be conducted in the presence of and under the supervision of the principal or administrative designee.

Items that are removed will be given to a search team member. These items will be visually inspected and accounted for in the presences of the person being searched.

### Searches of Student Vehicles

Each work location that issues parking permits should have a policy that explains that parking on campus is a privilege and not a right.

Vehicles owned or operated by students that are parked on school property are subject to search by the principal or administrative designee with consent of a student, when there exists a reasonable suspicion that evidence of a violation of district/school rules or violation of law would be found in the vehicle.

Use of vehicles to store or conceal any prohibited items may result in disciplinary action, including potential expulsion.

Student vehicles are also subject to periodic, random unannounced "inspections" or "sweeps" by trained detection K-9 "alerts" to the presence of prohibited items within a vehicle, reasonable suspicion shall exist for the district, without a warrant, to open and search the vehicle and any closed container(s) or object(s) within the vehicle. Student must be present and permission must be granted before the search can begin.

If the principal or administrative designee inspects and searches a student's vehicle as authorized by this policy, the vehicle shall be opened in the presence of an adult witness and the Student must be present and permission must be granted before the search can begin.

Except where factors of health, safety or welfare of the campus dictates otherwise, reasonable efforts shall be made to inform the student of the grounds for the inspection and search, the student must be present and provide permission before the search can begin.

The inspections should be conducted in a manner that minimizes the degree of intrusiveness. Site administrators shall limit their search to items which are prohibited on school property. Site administrators should not damage personal possessions.

Any illegal object in plain sight can justify the search.

**(All K-9 Searches must have prior approval by the district office.)**

## Searches Using A Trained Detection K-9

A "K-9 sniff" of a person or object is not search for constitutional purposes. A trained detection K-9 may be walked around school lockers, school grounds or vehicles in a school parking lot without violating any student's constitutional rights – provided that student themselves are not being detained (without reasonable suspicion).

An alert by a trained detection K-9 that drugs or other contraband are present in a particular location provides school officials and law enforcement officers alike with probable cause to conduct a search of the person or place to which the dog alerted. As a general rule, a school official or any law enforcement officer may conduct a reasonable search of a student or a student's property, including a motor vehicle, on school grounds based upon an alert by a trained detection K-9 upon consent of the student. without first obtaining a search warrant.

## Contraband Items Seized By Schools

An individual should be designated in each school to be in charge of contraband found or seized from an OPCS student. "Contraband" referred to in this document, consists of all substances or materials prohibited by school board policy or state or federal law, including but not limited to drugs, firearms, knives or other weapons, incendiary devices or other instruments or objects that could be used to inflict harm on others.

### *Pat Down Procedure*

**The following procedures should be used when a pat down is done:**

- The student should be removed to a private area.
- The person conducting the pat down search must be the same gender as the student.
- The pat down must always be done with a trained adult witness present.
- Explain why you are meeting with him/her.
- The student must be offered the opportunity to surrender contraband

item(s). Ask the student . . . . .

"Do you have anything that you should not have at school?"

If the answer is "no", then proceed with...

"I need to search you. Are you okay with that?"

- The searcher should direct the student to remove outer clothing (ex. Coats, jackets, shoes).  
**(DO NOT ask the student to remove his/her socks!)**
- All removed outer clothing should be checked for contraband.
- The student should be directed to empty pockets and turn them inside out:

Tell the student . . . . .

"Would you please empty your pockets and turn them inside out?"

If the student is wearing elastic band trousers or multiple pairs of trousers, ask the student to run his/her fingers around the waist band and remove the multiple layers to the base layer of clothing (this does not mean underwear) using extreme caution not to expose skin. Do not ask or allow the student to remove any additional layers of clothing. Reminder – (Florida law: the term "strip search" means having a person remove or arrange some or all of his/her clothing so as to permit a visual or manual inspection of the genitals; buttocks; anus; breasts, in the case of a female; or undergarments of such person. Hence, a strip search in Florida does not even require the removal of the subjects clothing."

- The pat down must be conducted with the back of the hand.

Tell the student . . . .

*"I am going to pat your..... down with the back of my hand."  
(Unturned pockets, waistline, ankles)*

- If the student refuses to be searched, contact law enforcement and/ or parents.
- Disciplinary action could result for students refusing to fully comply with the pat down or search procedures.

# Parking and Locker Applications



\_\_\_\_\_  
(School Year)

**[SCHOOL NAME]**

### Student Parking Application

*(edit to meet your school needs)*

The following is required for each student who applies for a student parking decal ("Decal"):

- Must be a Junior or Senior registered at [school name]
- Must have a least a \_\_\_\_\_ unweighted GPA and maintain at least a \_\_\_\_\_ weighted GPA
- Must be clear all school obligations (textbooks, equipment, etc.)
- Agree to follow all regulations and rules associated with student parking and outlined in this agreement
- Pay student parking fees of \$ \_\_\_\_\_ for the 2023 -24 school year

The following items must be provided when applying for a Decal:

- Valid vehicle registration
- Valid driver's license
- Current proof of insurance

Student Name \_\_\_\_\_

Auto Make \_\_\_\_\_ Model \_\_\_\_\_ Color \_\_\_\_\_ Year \_\_\_\_\_

Auto Tag \_\_\_\_\_ Driver License # \_\_\_\_\_

Student ID # \_\_\_\_\_ Grade \_\_\_\_\_

Name on Vehicle Registration \_\_\_\_\_

Insurance Company \_\_\_\_\_ Policy # \_\_\_\_\_

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**Schools can use this space to insert any additional requirements specific to their school that are not outlined herein.**

\_\_\_\_\_  
(School Year)



Student Parking and Consent to Search  
and Waiver of Liability

\_\_\_\_\_  
("Student) applies to \_\_\_\_\_ for a

(Print student name)

(School Name)

student parking decal. In making this application, the student understands, acknowledges, and agrees to the following conditions as a prerequisite to, and in consideration for, the issuance of a student parking decal which authorizes the student to drive and park on campus. Failure to comply with any School Board of Orange County, Florida (SBOC) or school policy, regulation, rule, or any condition or requirement as outlined below, may result in the immediate suspension and/or revocation of the students' decal and privileges.

1. I agree that it is a privilege, not a right, to have a decal, drive, or park on campus.. I agree that if I fail to comply with any SBOC or school policy, regulation, rule, and/or the conditions contained in this application, my decal and parking privilege may be immediately revoked.
2. I agree the decal is non-transferable and cannot be sold to, or shared with, any other student, person, or entity.
3. I agree to comply with all SBOC, school, local and state traffic regulations and laws while operating any motorized vehicle on SBOC property. I understand that by parking in any unauthorized area, reckless or dangerous driving, speeding, or any other violation or noncompliance of any provision contained herein, may result in immediate suspension or revocation of the decal and parking privilege. School administration reserves the right to impose disciplinary sanctions for flagrant and/or persistent violations of this Agreement.
4. I agree that the decal I am issued and the parking place use shall remain the property of SBOC. I agree I will not loiter or play loud or offensive music while in or about the vehicle while on school campus. I agree I will not park on any sidewalk, curb, or grassy area of the school campus or in any faculty parking area or parking space marked "Reserved." In the event that I am assigned a parking space, I agree that I will only park in the specific space on the school campus.
5. I agree that I am responsible for all contents contained within the vehicle.
6. I hereby give consent and authorize the SBOC, its employees and agents and/or any law enforcement officer of any agency located within the State of Florida, to open and search any vehicle (and its contents) that I drive or park on school campus at any time, without prior notice or additional consent and without my knowledge or presence. This consent includes the use of animals, such as dogs, trained to detect weapons and drugs.
7. I understand that if I refuse to cooperate with the search of a vehicle pursuant to this agreement, SBOC, its employees and agents may have the vehicle immediately towed or removed from the school campus at the owner's expense according to SBOC policy.
8. I agree that the SBOC and its employees and agents, and any law enforcement personnel shall not be responsible and are released from liability for any theft, loss or damage to my property or vehicle while on any SBOC property, and I agree that the SBOC and all law enforcement agencies are hereby released and held harmless from all liability, claims, or damages, connected in any way with the search of a vehicle on an SBOC property, or the removal of a vehicle as provided above.

\_\_\_\_\_  
(School Year)

**By signing this form, I understand, acknowledge, and agree to the provisions set forth herein and consent to all policies concerning the restrictions, conduct of person, search of vehicles, and safe, courteous operation of the vehicle while on campus. I also understand that failure to abide by the terms of this agreement will result in disciplinary action and/or removal of the parking permit for an indefinite period of time after review by the administrator of the school.**

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Printed Name \_\_\_\_\_ Student Number \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Printed Name \_\_\_\_\_

Decal Number \_\_\_\_\_

Approved By \_\_\_\_\_

\_\_\_\_\_  
(School Year)



**Student Locker Application and Consent to Search and Waiver of Liability**

\_\_\_\_\_  
(Print student name) ("Student") applies to \_\_\_\_\_  
(School Name) for a student locker. In making this application, the student understands, acknowledges, and agrees to the following conditions as a prerequisite to, and in consideration for, the issuance of a student locker. Failure to comply with any School Board of Orange County, Florida (SBOC) or school policy, regulation, rule, or any condition or requirement as outlined below, may result in the immediate suspension and/or revocation of the students' locker privileges.

1. I agree that it is a privilege, not a right, to use a student locker on an SBOC school campus. I agree that if I fail to comply with any SBOC or school policy, and/or the conditions contained in this application, my student locker privilege may be immediately revoked.
2. I agree that my locker is non-transferable and cannot be sold to, or shared with, another student, person, or entity.
3. I agree that the student locker I am assigned shall remain the property of the SBOC.
4. I hereby waive any expectation of privacy in my student locker and its contents and agree that I am responsible for all contents contained within my student locker.
5. I hereby give consent and authorize the OCSB, its employees and agents and/or any law enforcement officer of any agency, to open and search my student locker and its contents at any time without prior notice or additional consent and without my knowledge or presence. This consent includes the use of animals, such as dogs, trained to detect weapons and drugs.
6. I agree that I will follow the Code of Student Conduct ("Code") and not conceal or place anything in my locker that could be considered a violation of the Code. I understand if I am found with an item prohibited by the Code in my student locker that I will be disciplined according to the Code and may lose the privilege of having a student locker.
7. I agree that the SBOC and its employees and agents and any law enforcement personnel shall not be responsible and are released from liability for any theft, loss or damage to my property contained within my student locker, and I agree that the SBOC and all law enforcement agencies are hereby released and held harmless from all liability, claims, or damages, connected in any way with the search of a student locker.

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**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Printed Name** \_\_\_\_\_

**Student Number** \_\_\_\_\_

**Parent/Guardian Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Printed Name** \_\_\_\_\_

**Locker Number** \_\_\_\_\_

**Approved By** \_\_\_\_\_ **Date** \_\_\_\_\_



445 W. Amelia Street • Orlando, Florida 32801 • (407) 317-3200 • [www.ocps.net](http://www.ocps.net)

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### **OCPS EEO Non-Discrimination Statement**

The School Board of Orange County, Florida, does not discriminate in admission or access to, or treatment or employment in its programs and activities, on the basis of race, color, religion, age, sex, national origin, marital status, disability, genetic information, sexual orientation, gender identity or expression, or any other reason prohibited by law. The School Board also provides equal access to the Boy Scouts and other designated youth groups. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities. The following persons have been designated to handle inquiries regarding the nondiscrimination policies, reports of alleged violations, concerns about compliance, and/or the grievance procedure(s), etc.:

#### **Equal Employment Opportunity (EEO) Officer & Title IX:**

Keshara Cowans – Staff Attorney II  
Office of Legal Services  
Ronald Blocker Educational Leadership Center  
445 West Amelia Street Orlando, FL 32801  
(407) 317-3411

#### **ADA Coordinator:**

Jay Cardinali – ADA Compliance Officer  
Office of Legal Services  
Ronald Blocker Educational Leadership Center  
445 West Amelia Street Orlando, FL 32801  
(407) 250-6248

#### **Section 504:**

Tajuana Lee-Wenze – Director  
ESE Procedures/Compliance  
Ronald Blocker Educational Leadership Center  
445 West Amelia Street Orlando, FL 32801  
(407) 317-3279



**Orange County  
Public Schools**