

7019 - POLICY ON DISMISSAL OF STUDENTS

As provided for in the Third Amendment to the Charter School Renewal Contract between Odyssey Charter School, Inc., and the School Board of Brevard County, Florida, Odyssey Charter School, Inc. reserves the right to withdraw a student involuntarily for non-minor infractions of the School's Code of Conduct.

Accordingly, this policy shall apply to all charter schools operated by Odyssey Charter School, Inc., and is intended to supplement the Code of Student Conduct for all said schools.

Withdraw/Dismissal of Students for Violations of Code of Conduct

The Principal of the charter school shall have the authority to recommend a dismissal for a student from the program for any violation(s) of the Code of Student Conduct that are determined by the Principal to be non-minor in nature. Written notification shall be provided to the parent/guardian informing them that the student will be dismissed from the program, stating the reasons for the dismissal, stating actions taken by staff to assist the student prior to dismissal, and providing information about their due process rights and right to appeal the determination as set forth herein. The notification must also establish whether or not the student will be eligible to reapply for enrollment at the school at a future date. Odyssey Charter School shall notify the School District of any recommendation for dismissal under this policy.

Any recommendation for dismissal, as well as any documentation supporting said recommendation, shall be submitted to a due process coordinator for review of compliance with this policy. Said coordinator shall be appointed by the Governing Board of Odyssey.

Following a recommendation, a dismissal will not become final until (i) the expiration of the window to appeal as set forth below, if the parent/guardian does not appeal, or (ii) the conclusion of the appeal. Upon a dismissal becoming final, the administration will refer the student to the School District for appropriate placement.

Offenses Qualifying For Dismissal

A student may be dismissed for offenses that are deemed to be non-minor offenses of the Brevard Public Schools Student Code of Conduct, under the Student Conduct section (addendum) by the Principal. Said offenses may include, but are not limited to:

Level 3 behaviors as listed on Brevard Public Schools Discipline Plan for grades 7-12 and Level 3 and Level 4 behaviors as listed on Brevard Public Schools Discipline Plan for grades K-6. Repeated Level 2 incidents as listed on Brevard Public Schools Discipline Plans for grades K-6 and 7-12.

Effect of Dismissal

"Dismissal" for purposes of this policy means that a student is involuntarily disenrolled from all schools operated Odyssey Charter School, Inc. and barred from re-enrolling either indefinitely or for a specified period of time.

Appeal Process

The parent/guardian of a student who has been notified that their student will be recommended for dismissal from the program must be given a period of five (5) days to submit a written appeal to the Governing Board of Odyssey, Inc. if they so desire. The appeal shall be forwarded to the Chairperson of the Governing Board of the Organization. Designated time for a hearing on the appeal shall be added to the agenda for the next meeting of the Governing Board or the Chairperson may call a special meeting to consider the appeal. The Governing Board should attempt to hold a hearing within ten (10) days following submission of the parent/guardian's written appeal.

All members of the Governing Board must be provided a copy of the parent/guardian's written appeal in advance of the meeting. At the meeting, a hearing will be conducted on the dismissal. The parent/guardian has the right to have an advocate or attorney represent them at the hearing. The Principal recommending the dismissal, or his or her designee, shall be given ten (10) minutes to present pertinent facts and information about the decision. The parent/guardian, or his or her designee, shall then be given fifteen (15) minutes to present additional facts and information for the Governing Board to consider. The Principal, or his or her designee, will then be given five (5) minutes for rebuttal.

Following the presentation by both parties, the members of the Governing Board may ask the parties questions, seek additional information, and discuss the issues amongst themselves. The Chairperson shall then call for a motion to either approve or deny the appeal. The appeal may be approved or denied by a majority vote of the Governing Board members present at the meeting. In the event of a tie, the Chairperson reserves the right to break the tie. The Governing Board also reserves the right to uphold but modify the terms of any dismissal by a majority vote, including whether the student will be eligible to reapply for enrollment at a future date. The decision of the Governing Board is final and may not be further appealed.

Within three (3) business days following the decision of the Governing Board, the Principal shall issue a written notification to the parent/guardian communicating the decision of the Governing Board. A copy of the notification will be provided to the School District. If the Governing Board voted to grant the appeal and overturn the dismissal, the student should immediately resume participation in the program.

Suspensions and Placement Following Recommendation for Dismissal

The administration may suspend a student who has been recommended for dismissal for up to ten (10) days. The suspension may be extended beyond ten (10) days if such suspension period will expire before the regular or special meeting of the Governing Board can be held, if the parent/guardian appeals. Whenever possible, the Governing Board shall attempt to meet in a special meeting to avoid extension of the suspension period.

Notwithstanding the foregoing, a student with disabilities may not be suspended for ten (10) consecutive days or ten (10) total days during the school year if such removal would constitute a change of placement. Thereafter, the student may be required to remain at home pending the

outcome of the appeal, though the school must provide educational services to the student, including providing assignments so as to enable the student to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

Manifestation Determinations for Students with Disabilities

A dismissal of a student with disabilities shall be handled only in accordance with Rule 6A-6.03312, Florida Administrative Code, the Individuals with Disabilities Act, Section 504 of the Rehabilitation Act, and other applicable laws. If the Governing Board approves a recommendation for dismissal for a student with disabilities, such approval shall be conditional upon the School conducting a manifestation determination meeting within ten (10) school days. The parent/guardian shall be notified of the decision in writing and shall be provided the notice of procedural safeguards.

The manifestation determination team shall be composed of a representative from the School District, the parent, and relevant members of the IEP team (as determined by the parent and the school district). The manifestation determination team will follow all procedures and requirements set forth in Rule 6A-6.03312. A student may not be dismissed from the program if the manifestation determination team finds that the conduct in question was a manifestation of the student's disability. In such case, the school will implement all required measures in Rule 6A-6.03312.

If it is determined that the conduct was not a manifestation of the student's disability, the Principal shall notify the parent/guardian of the determination and the parent/guardian shall have five (5) days thereafter to make a written appeal to the Governing Board or ten (10) days from the date of the initial notification set forth above, whichever is later.


Confidentiality of Student Information During an Appeal

Due to Florida's Sunshine Law, all hearings relating to a dismissal must be open to the public. The Governing Board may not go into executive session to consider an appeal under Florida law. However, the Governing Board and those persons presenting during the hearing should be sensitive to the confidential nature of the information. In the initial notification regarding the dismissal, the parent/guardian should be fully informed that any hearing before the Governing Board to consider an appeal will be open to the public. The parent/guardian should be notified that their request for a hearing before the Governing Board constitutes consent to the disclosure of confidential information about the student at the hearing relevant to the Governing Board's consideration. Notwithstanding the foregoing, the Organization shall protect the confidentiality of all education records that are considered as part of the appeal and shall not release such records to any person who does not have a legitimate educational interest or legal right to review such education records in accordance with Florida law and the Family Educational Rights and Privacy Act.

Expulsions

A "dismissal" under this policy is not an "expulsion" as that term is utilized in the applicable Code of Student Conduct.

This Policy on Dismissal of Students was approved by a majority of a quorum of the Governing Board of the Organization at duly noticed meeting held on November 16, 2022.



Board Secretary Signature

Amber Miller

Print Name

November 16, 2022

Date

Discipline Plan Elementary PreK – 6th Grades

Student Behaviors and Range of Corrective Strategies

<i>Student Behavior (Incident)</i>	<i>Range of Corrective Strategies (Action)</i>
<p>Level 1 Behaviors: relatively minor behavior or general disruption that affects the orderly operation on a school campus, a school bus/bus stop, at a school/school board sponsored function, or while at other school board facilities.</p> <p style="text-align: center;">LEVEL 1</p> <ul style="list-style-type: none"> • Cheating (069) • Disengaged Behavior (072) • Dress Code Violation (004)* • Electronic/Telecommunications Device Misuse (Minor) (075) • Failure to Serve a Teacher Detention (078) • Failure to Serve an Administrator Detention (031) • Failure to Serve an Extended Detention (066) • False Reporting (113) • Horseplay (067) • Leaving School Campus Without Permission (033)** • Medication Policy Violation (107) • Network/Internet Misuse (Minor) (084) • Out of Assigned Area/Elopement(040) • Physical Aggression, One-sided (PreK and KG only) (114) • Plagiarism (085) • Public Display of Affection (088) • Student Conflict (108) • Tardy to Class* (062) • Tardy to School* (090) • Unauthorized Possession of Item(s) (093) • Willful Disobedience/Insubordination (PreK and KG only) (103) <p>*See page 25 for mandatory enforcement of dress code violations **Per Florida State Statute 1006.09; No student shall be suspended for unexcused tardiness, lateness, absence, or truancy.</p>	<p>The principal or designee <u>must</u> select at least one (1) of the following strategies from Plan 1. Repeated Level 1 incidents may be advanced to Level 2 with approval from the Office of Leading and Learning.</p> <p style="text-align: center;">PLAN 1</p> <ul style="list-style-type: none"> • Administrative Detention • Check-In/Check-Out with Identified Staff Member • Classroom Reassignment • Conference with Student • Confiscation of Item(s) or Device(s) • Daily or Weekly Report to Parent/Guardian • Extended Detention • Financial Restitution • Home Visit • In-School Suspension (1-3 days) • Loss of Privilege(s) • Parent/Guardian Conference • Peer Mediation • Phone Conference • Reassigned Bus Seat • Referral to Certified School Counselor/Social Worker) • Reflective Assignment • Restorative Practice Conference • Reverse Suspension (PreK only) • School Service Work • Seating Change • Social/Academic Instructional Groups • Student Behavior Contract • Teach/Reteach Student Expectations • Wardrobe Change
<p>Special Considerations</p> <ul style="list-style-type: none"> - Good faith attempt must be made immediately to contact parent(s)/guardian(s). If the behavior is related to gangs, weapons, retaliation or hate speech or hate crimes, then next level corrective strategies may be necessary. Report to law enforcement any criminal conduct. - When a behavior(s) exhibited by a student amplifies a potential medical risk for students or staff, the behavior(s) in question may be disciplined at a higher level in consultation with Leading & Learning (L&L). - For PreK students, consider the developmental needs and age of the student. - All corrective strategies listed above may not be available at all schools. <p>Students with Disabilities (IEP/Section 504): Disciplinary action(s), as outlined in this document must comply with the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, as well as state and local regulations. For detailed information regarding students with disabilities refer to the IDEA or Section 504 Procedural Safeguards.</p>	

Discipline Plan Elementary PreK – 6th Grades

Student Behaviors and Range of Corrective Strategies

<i>Student Behavior (Incident)</i>	<i>Range of Corrective Strategies (Action)</i>
<p>Level 2 Behaviors: more serious than Level 1 behaviors and significantly interfere with the learning and/or the well-being of self and/or others on a school campus, a school bus/bus stop, at a school/school board sponsored function, or while at other school board facilities.</p> <p style="text-align: center;">LEVEL 2</p> <ul style="list-style-type: none"> • Ammunition Possession (063) • Bus/Transportation Procedure Violation (Minor) (064) • Chemical Spray Misuse (068) • Classroom Disruption (Minor) (070) • Electronic/Telecommunications Device Misuse(Major) (073) • Fighting (Non-SESIR) (005) • Forgery (061) • Gambling (081) • Larceny/Theft Less Than \$750 (006) • Pantsing (110) • Pornographic Material (Student) (086) • Possession of a Stolen Item(s) (087) • Profane, Obscene or Vulgar Language (Minor) (101) • Tobacco (TBC) • Trespassing (TRS) • Unauthorized Publication(s) (094) • Verbal Confrontation (098) • Willful Disobedience/Insubordination (1-6) (103) 	<p>The principal or designee <u>must</u> select at least one (1) of the following strategies from Plan 2. The use of corrective strategies from Plan 1 may also be used to address Level 2 behaviors. Repeated Level 2 incidents may be advanced to Level 3 with approval from the Office of Leading and Learning.</p> <p style="text-align: center;">LEVEL 2</p> <ul style="list-style-type: none"> • Administrative Detention • Bicycle/Skateboard Privilege Staggered/Suspended/Revoked • Bus Suspension (Short Term) • Extended Detention • Financial Restitution • In-School Suspension (1-3 days) • Mentoring • Out-of-School Suspension (1-3 Days) • Plan Meeting (504, ELL, IEP or IPST) • Referral to Community Based Organizations • Referral for Functional Behavioral Assessment/Behavior Intervention Plan • Report to Law Enforcement • Restorative Practice • Reverse Suspension (K-6) • Safety Plan • Stay Away Contract • Suspension Pending Parent/Guardian Conference (up to 3 days)
<p><u>Special Considerations</u></p> <ul style="list-style-type: none"> - Good faith attempt must be made immediately to contact parent(s)/guardian(s). If the behavior is related to gangs, weapons, retaliation hate speech or hate crimes, then next level corrective strategies may be necessary. Report to law enforcement any criminal conduct. - When a behavior(s) exhibited by a student amplifies a potential medical risk for students or staff, the behavior(s) in question may be disciplined at a higher level in consultation with Leading & Learning (L&L). - For PreK students, consider the developmental needs and age of the student. - All corrective strategies listed above may not be available at all schools. <p><i>Students with Disabilities (IEP/Section 504):</i> Disciplinary action(s), as outlined in this document must comply with the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, as well as state and local regulations. For detailed information regarding students with disabilities refer to the IDEA or Section 504 Procedural Safeguards.</p>	

Discipline Plan Elementary PreK – 6th Grades Student Behaviors and Range of Corrective Strategies

<i>Student Behavior (Incident)</i>	<i>Range of Corrective Strategies (Action)</i>
<p>Level 3 Behaviors: more serious than Level 2 behaviors that include serious disruption of school order and/or threats to the health, safety and well-being of self and/or others and/or property of others on a school campus, a school bus/bus stop, at a school/school board sponsored function, or while at other school board facilities.</p> <p style="text-align: center;">LEVEL 3</p> <ul style="list-style-type: none"> • Bullying (BUL) • Counterfeit (071) • Cyberbullying (BU1) • Inciting (059) • Network/Internet Misuse (Major) (082) • Physical Aggression, One sided (1-6)(109) • Possession of a Potentially Dangerous Object (Minor) (009) • Profane, Obscene or Vulgar Language (Major) (100) • Sexting (089) • Threat to Property (091) • Threat to School, Staff or Student (118) • Vandalism Less Than \$1000 (007) 	<p>The principal or designee <u>must</u> select at least one (1) of the following strategies from Plan 3. The use of corrective strategies from Plans 1 and 2 may also be used to address Level 3 behaviors. Repeated Level 3 incidents may be advanced to Level 4 with approval from the Office of Leading and Learning.</p> <p style="text-align: center;">PLAN 3</p> <ul style="list-style-type: none"> • Extended Detention • Financial Restitution • In-School Suspension (1-3 days) • Out-of-School Suspension (1-3 days) • Out-of-School Suspension (4-5 Days) with approval from the Office of Leading and Learning • Report to Law Enforcement • Suspension/Revocation of Network/Internet Access • Suspension Pending Parent/Guardian Conference (up to 3 days)
<p><u>Special Considerations</u></p> <ul style="list-style-type: none"> - Good faith attempt must be made immediately to contact parent(s)/guardian(s). If the behavior is related to gangs, weapons, retaliation hate speech or hate crimes, then next level corrective strategies may be necessary. Report to law enforcement any criminal conduct. - When a behavior(s) exhibited by a student amplifies a potential medical risk for students or staff, the behavior(s) in question may be disciplined at a higher level in consultation with Leading & Learning (L&L). - For PreK students, consider the developmental needs and age of the student. - All corrective strategies listed above may not be available at all schools. <p><i>Students with Disabilities (IEP/Section 504):</i> Disciplinary action(s), as outlined in this document must comply with the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, as well as state and local regulations. For detailed information regarding students with disabilities refer to the IDEA or Section 504 Procedural Safeguards.</p>	

Discipline Plan Elementary PreK – 6th Grades

Student Behaviors and Range of Corrective Strategies

<i>Student Behavior (Incident)</i>	<i>Range of Corrective Strategies (Action)</i>
<ul style="list-style-type: none"> • Level 4 Behaviors: the more serious acts of unacceptable behaviors that seriously endanger the health and well-being of self and/or others and/or cause significant damage to property on a school campus, a school bus/bus stop, at a school/school board sponsored function, or while at other school board facilities. <ul style="list-style-type: none"> • LEVEL 4 • Alcohol Possession/Sale/Use/Distribution (ALC) • Arson (ARS) • Assault (TR2) • Burglary (BRK) • Bus/Transportation Procedure Violation (Major) (OM2) • Chronic Misconduct (011) • Classroom Disruption (Major) (111) • Cyberstare (TR1) • Disruption on Campus (DOC) – Major • Drug Sale/Distribution (DRD) • Drug Use/Possession (DRU) • Explosives (WP1) • Failure to Report Criminal Offenses (076) • False Accusation Against a Staff Member (079) • Felony (Off Property) (024) • Fighting (FIT) • Harassment (HAR) • Hazing (HAZ) • Larceny/Theft \$750 or Greater (STL) • Other Major Offense (OMC) • Physical Attack (PHA) • Possession of a Potentially Dangerous Object (Major) (112) • Robbery (ROB) • Sexual Assault (SXA) • Sexual Harassment (SXH) • Sexual Offenses (SXO) • Threat/Intimidation (TRE) • Vandalism \$1000 or Greater (VAN) 	<p>The principal or designee <u>must</u> select at least one (1) of the following strategies from Plan 4. The use of corrective strategies from Plans 1, 2, and 3 may also be used to address Level 4 behaviors. For all Level 4 behaviors, contact the Office of Leading and Learning.</p> <p style="text-align: center;">PLAN 4</p> <ul style="list-style-type: none"> • Bus Suspension (Long Term) with Office of Leading and Learning Approval • Financial Restitution • In-School Suspension • Out of School Suspension (1-5 Days) with approval from the Office of Leading and Learning • Out-of-School Suspension (up to 10 days pending investigation) • Recommendation for Alternative Placement • Recommendation for Expulsion • Report to Law Enforcement • Transfer student to ALC
<p>Special Considerations</p> <ul style="list-style-type: none"> - Immediately contact parent(s)/guardian(s). Report to law enforcement any criminal conduct. - When a behavior(s) exhibited by a student amplifies a potential medical risk for students or staff, the behavior(s) in question may be disciplined at a higher level in consultation with Leading & Learning (L&L). - For PreK students, consider the developmental needs and age of the student. <p>Students with Disabilities (IEP/Section 504): Disciplinary action(s), as outlined in this document must comply with the Individuals with Disabilities ACT (IDEA) and Section 504 of the Rehabilitation Act of 1973, as well as state and local regulations. For detailed information regarding students with disabilities refer to the IDEA or Section 504 Procedural Safeguards</p>	

**Discipline Plan Elementary PreK – 6th Grades
Student Behaviors and Range of Corrective Strategies**

<i>Student Behavior (Incident)</i>	<i>Range of Corrective Strategies (Action)</i>
<p>Level 5 Behaviors: the most serious acts of unacceptable behaviors that seriously endanger the health and well-being of self and/or others and/or cause significant damage to property on a school campus, a school bus/bus stop, at a school/school board sponsored function, or while at other school board facilities.</p> <p style="text-align: center;">LEVEL 5</p> <ul style="list-style-type: none"> • Aggravated Battery with More Serious Injury (BAT) • Bomb Threat (DO1) • Homicide (HOM) • Kidnapping (KID) • Sexual Battery (SXB) • Weapons Possession (WPO) 	<p>The principal or designee <u>must</u> select at least one (1) of the following strategies from Plan 5. All Level 5 behaviors <u>must</u> be reported to law enforcement and to the Office of Leading and Learning.</p> <p style="text-align: center;">PLAN 5</p> <ul style="list-style-type: none"> • Financial Restitution • Out-of-School Suspension (Up to 10 days pending investigation) • Recommendation for Alternative Placement • Recommendation for Expulsion • Referral to Mental Health Services Pursuant to Section 1012.584(4), Florida Statutes* • Report to Law Enforcement
<p><u>Special Considerations</u> Immediately contact parent(s)/ guardian(s).</p> <p>For PreK students, consider the developmental needs and age of the student.</p> <p><i>Students with Disabilities (IEP/Section 504):</i> Disciplinary action(s), as outlined in this document must comply with the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, as well as state and local regulations. For detailed information regarding students with disabilities refer to the IDEA or Section 504 Procedural Safeguards.</p> <p>*Mandatory for all Level 5 behaviors.</p>	

Discipline Plan Secondary 7th-12th Grades

Student Behaviors and Range of Corrective Strategies

<i>Student Behavior (Incident)</i>	<i>Range of Corrective Strategies (Action)</i>
<p>Level 1 Behaviors: relatively minor misbehavior or general disruption that affects the orderly operation on a school campus, a school bus/bus stop, at a school/school board sponsored function, or while at other school board facilities.</p> <p style="text-align: center;">LEVEL 1</p> <ul style="list-style-type: none"> • Cheating (069) • Disengaged Behavior (072) • Dress Code Violation (004)* • Electronic/Telecommunication Device Misuse (Minor) (075) • Failure to Serve an Admin Detention (031) • Failure to Serve an Extended Detention (066) • Failure to Serve a Teacher Detention (078) • Horseplay (067) • Leaving School Campus Without Permission** (033) • Network/Internet Misuse (Minor) (084) • Out of Assigned Area* (040) • Plagiarism (085) • Profanity, Obscene, or Vulgar Language (Minor) (101) • Public Display of Affection (088) • Student Conflict (108) • Tardy to Class* (062) • Tardy to School* (090) • Unauthorized Possession of Item(s) (093) • Unauthorized Publication(s) (094) • Vehicle/Parking Violation (097) <p>*See page 25 for mandatory enforcement of dress code violations **Per Florida State Statute 1006.09; No student shall be suspended for unexcused tardiness, lateness, absence, or truancy.</p>	<p>The principal or designee <u>must</u> select at least one (1) of the following strategies from Plan 1. Repeated Level 1 incidents may be advanced to Level 2 with approval from the Office of Leading and Learning.</p> <p style="text-align: center;">PLAN 1</p> <ul style="list-style-type: none"> • Alternative Classroom Placement (1 period) • Administrative Detention • Bicycle or Skateboard Privilege Staggered/Suspended/Revoked • Check-in/Check-Out with Identified Staff Member • Conference with Student • Confiscation of Item(s) or Device(s) • Daily or Weekly Report to Parent/Guardian • Extended Detention • Financial Restitution • Home Visit • In-School Suspension (1-3 days) • Loss of Privilege(s) • Mentoring • Parent/Guardian Conference • Parking Privilege Suspended/Revoked • Peer Mediation • Phone Conference • Plan Meeting (504, ELL, IEP, or IPST) • Reassigned Bus Seat • Referral to Community Based Organizations • Referral for Functional Behavioral Assessment/Behavior Intervention Plan • Referral to Certified School Counselor/Social Worker • Reflective Assignment • Restorative Practice • School Service Work • Seating Change • Social/Academic Instructional Groups • Stay Away Contract • Student Behavior Contract • Teach/Reteach Student Expectations • Wardrobe Change
<p>Special Considerations</p> <ul style="list-style-type: none"> - Good faith attempt must be made immediately to contact parent(s)/guardian(s). If the behavior is related to gangs, weapons, retaliation, hate speech or hate crimes, then next level corrective strategies may be necessary. Report to law enforcement any criminal conduct. - When a behavior(s) exhibited by a student amplifies a potential medical risk for students or staff, the behavior(s) in question may be disciplined at a higher level in consultation with Leading & Learning (L&L). - All corrective strategies listed above may not be available at all schools. <p>Students with Disabilities (IEP/Section 504): Disciplinary action(s), as outlined in this document must comply with the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, as well as state and local regulations. For detailed information regarding students with disabilities refer to the IDEA or Section 504 Procedural Safeguards.</p>	

Discipline Plan Secondary 7th-12th Grades

Student Behaviors and Range of Corrective Strategies

<i>Student Behavior (Incident)</i>	<i>Range of Corrective Strategies (Action)</i>
<p>Level 2 Behaviors: more serious than Level 1 behaviors and significantly interfere with the learning and/or the well-being of self and/or others on a school campus, a school bus/bus stop, at a school/school board sponsored function, or while at other school board facilities.</p> <p style="text-align: center;">LEVEL 2</p> <ul style="list-style-type: none"> • Ammunition Possession (063) • Bus/Transportation Procedure Violation (Minor) (064) • Chemical Spray Misuse (068) • Classroom Disruption (Minor) (070) • False Reporting (113) • Forgery (061) • Gambling (081) • Larceny/Theft Less Than \$750 (006) • Medication Policy Violation (107) • Pantsing (110) • Pornographic Materials (Student) (086) • Possession of Stolen Item(s) (087) • Threat to Property (091) • Tobacco (TBC) • Trespassing (TRS) • Unauthorized Entry (115) • Violation of Safety Drill Procedures (116) 	<p>The principal or designee <u>must</u> select at least one (1) of the following strategies from Plan 2. The use of corrective strategies from Plan 1 may also be used to address Level 2 behaviors. Repeated Level 2 incidents may be advanced to Level 3 with approval from the Office of Leading and Learning.</p> <p style="text-align: center;">PLAN 2</p> <ul style="list-style-type: none"> • Alternative Classroom Placement (1 period) • Bus Suspension (Short Term) • Classroom Reassignment • Extended Detention • Financial Restitution • In-School Suspension (1-3 days) • Mentoring • Out-of-School Suspension (1-3 Days) • Report to Law Enforcement • Restorative Practice • Reverse Suspension • Safety Plan • Suspension Pending Parent/Guardian Conference (up to 3 days) • Suspension/Revocation of Network/ Internet Access
<p><u>Special Considerations</u></p> <ul style="list-style-type: none"> - Good faith attempt must be made immediately to contact parent(s)/guardian(s). If the behavior is related to gangs, weapons, retaliation, hate speech, hate crimes, then next level corrective strategies may be necessary. Report to law enforcement any criminal conduct. - When a behavior(s) exhibited by a student amplifies a potential medical risk for students or staff, the behavior(s) in question may be disciplined at a higher level in consultation with Leading & Learning (L&L). - All corrective strategies listed above may not be available at all schools. <p>Students with Disabilities (IEP/Section 504): Disciplinary action(s), as outlined in this document must comply with the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, as well as state and local regulations. For detailed information regarding students with disabilities refer to the IDEA or Section 504 Procedural Safeguards.</p>	

Discipline Plan Secondary 7th-12th Grades

Student Behaviors and Range of Corrective Strategies

<i>Student Behavior (Incident)</i>	<i>Range of Corrective Strategies (Action)</i>
<p>Level 3 Behaviors: more serious than Level 2 behaviors that include serious disruption of school order and/or threats to the health, safety and well-being of self and/or others and/or property of others on a school campus, a school bus/bus stop, at a school/school board sponsored function, or while at other school board facilities.</p> <p style="text-align: center;">LEVEL 3</p> <ul style="list-style-type: none"> • Bullying (BUL) • Counterfeit (071) • Cyberbullying (BU1) • Electronic/Telecommunication Device (Major) (073) • Fighting (Non-SESIR) (005) • Inciting (059) • Physical Aggression, One-sided (109) • Possession of a Potentially Dangerous Object (Minor) (009) • Profanity, Obscene or Vulgar Language (Major) (100) • Sexting (089) • Threat to School, Staff or Student (118) • Vandalism Less Than \$1,000 (007) • Verbal Confrontation (098) • Willful Disobedience/Insubordination (103) 	<p>The principal or designee <u>must</u> select at least one (1) of the following strategies from Plan 3. The use of corrective strategies from Plans 1 and 2 may also be used to address Level 3 behaviors. Repeated Level 3 incidents may be advanced to Level 4 with approval from the Office of Leading and Learning.</p> <p style="text-align: center;">PLAN 3</p> <ul style="list-style-type: none"> • Alternative Classroom Placement (1 period) • Extended Detention • Financial Restitution • In-School Suspension • Out-of-School Suspension (1-3 days) • Out-of-School Suspension (4-5 days) with approval from the Office of Leading and Learning • Report to Law Enforcement • Suspension Pending Parent/Guardian Conference (up to 3 days)
<p>Special Considerations:</p> <ul style="list-style-type: none"> - Good faith attempt must be made immediately to contact parent(s)/guardian(s). If the behavior is related to gangs, weapons, retaliation, hate speech or hate crimes, then next level corrective strategies may be necessary. Report to law enforcement any criminal conduct. - When a behavior(s) exhibited by a student amplifies a potential medical risk for students or staff, the behavior(s) in question may be disciplined at a higher level in consultation with Leading & Learning (L&L). - All corrective strategies listed above may not be available at all schools. <p>Students with Disabilities (IEP/Section 504): Disciplinary action(s), as outlined in this document must comply with the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, as well as state and local regulations. For detailed information regarding students with disabilities refer to the IDEA or Section 504 Procedural Safeguards.</p>	

Discipline Plan Secondary 7th-12th Grades

Student Behaviors and Range of Corrective Strategies

<i>Student Behavior (Incident)</i>	<i>Range of Corrective Strategies (Action)</i>
<p>Level 4 Behaviors: the more serious acts of unacceptable behaviors that seriously endanger the health and well-being of self and/or others and/or cause significant damage to property on a school campus, a school bus/bus stop, at a school/school board sponsored function, or while at other school board facilities.</p> <p style="text-align: center;">LEVEL 4</p> <ul style="list-style-type: none"> • Alcohol Possession/Sale/Use/Distribution (ALC) • Arson (ARS) • Assault (TR2) • Burglary (BRK) • Bus/Transportation Procedure Violation (Major) (OM2) • Chronic Misconduct (011) • Classroom Disruption (Major) (111) • Cyberstalking (TR1) • Disruption of Campus - Major (DOC) • Drug Sale/Distribution (DRD) • Drug Use/Possession DRU) • Explosives (WP1) • Failure to Report Criminal Offense (076) • False Accusation Against a Staff Member (079) • Felony (Off Property) (024) • Fighting (FIT) • Harassment (HAR) • Hazing (HAZ) • Larceny/Theft \$750 or Greater (STL) • Network/Internet Misuse (Major) (082) • Other Major Offense (OMC) • Physical Attack (PHA) • Possession of a Potentially Dangerous Object (Major) (112) • Robbery (ROB) • Sexual Assault (SXA) • Sexual Harassment (SXH) • Sexual Offense (SXO) • Threat/Intimidation (TRE) 	<p>The principal or designee <u>must</u> select at least one (1) of the following strategies from Plan 4. The use of corrective strategies from Plans 1, 2, and 3 may also be used to address Level 4 behaviors, for all Level 4 behaviors, contact the Office of Leading and Learning.</p> <p style="text-align: center;">PLAN 4</p> <ul style="list-style-type: none"> • Bus Suspension (Long Term) with Office of Leading and Learning approval • Financial Restitution • Out-of-School Suspension (1-5 Days) with Approval from the Office of Leading and Learning • Out-of-School Suspension (up to 10 days pending investigation) • Recommendation for Alternative Placement • Recommendation for Expulsion • Report to Law Enforcement • Transfer student to ALC
<p><u>Special Considerations</u></p> <ul style="list-style-type: none"> - Immediately contact parent(s)/guardian(s). Report to law enforcement any criminal conduct. - When a behavior(s) exhibited by a student amplifies a potential medical risk for students or staff, the behavior(s) in question may be disciplined at a higher level in consultation with Leading & Learning (L&L). <p><i>Students with Disabilities (IEP/Section 504):</i> Disciplinary action(s), as outlined in this document must comply with the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, as well as state and local regulations. For detailed information regarding students with disabilities refer to the IDEA or Section 504 Procedural Safeguards.</p>	

Discipline Plan Secondary 7th-12th Grades
Student Behaviors and Range of Corrective Strategies

<i>Student Behavior (Incident)</i>	<i>Range of Corrective Strategies (Action)</i>
<p>Level 5 Behaviors: the most serious acts of unacceptable behaviors that seriously endanger the health and well- being of self and/or others and/or cause significant damage to property on a school campus, a school bus/bus stop, at a school/school boardsponsored function, or while at other school board facilities.</p> <p style="text-align: center;">LEVEL 5</p> <ul style="list-style-type: none"> • Aggravated Battery with More Serious Injury(BAT) • Bomb Threat (DOC) • Homicide (HOM) • Kidnapping (KID) • Sexual Battery (SXB) • Weapons Possession (WPO) 	<p>The principal or designee <u>must</u> select at least one (1) of the following strategies from Plan 5. All Level 5 behaviors <u>must</u> be reported to law enforcement and to the Office of Leading and Learning.</p> <p style="text-align: center;">PLAN 5</p> <ul style="list-style-type: none"> • Financial Restitution • Out-of-School Suspension (up to 10days pending investigation) • Recommendation for Alternative Placement • Recommendation for Expulsion • Report to Law Enforcement • Referral to Mental Health Services Pursuant to Section 1012.584(4), Florida Statutes*
<p><u>Special Considerations</u> Immediately contact parent(s)/ guardian(s).</p> <p><i>Students with Disabilities (IEP/Section 504):</i> Disciplinary action(s), as outlined in this document must comply with the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, as well as state and local regulations. For detailed information regarding students with disabilities refer to the IDEA or Section 504 Procedural Safeguards.</p> <p>*Mandatory for all Level 5 behaviors.</p>	