

**Oklahoma City Public Schools  
Expectations and Student Code of Conduct**

The **Oklahoma City Public Schools Board of Education** believes that the schools' primary goal is to provide a safe environment for learning for all members of the school community. Students are expected to practice academic and personal integrity as they **respect** the rights of others, are **responsible** for promoting behavior to support a **safe** school, free of threatening, intimidating, or harassing behavior as well as behavior that is harmful to themselves, other persons, or property. This Code serves as a guide to citizenship practices and provides tools for helping students and the entire school community understand and appreciate the norms of behavior within each school's culture. The Code promotes an accountable, restorative, and equitable approach to discipline and student support.

The District expects *adults* and *students* to relate in a manner that is **respectful, responsible, and safe**. When adults teach and model these behaviors, this contributes to a positive and inviting school climate for teaching and learning.

**RESPECTFUL**

Each adult and student in the school:

- Knows and acts that one's personal rights are balanced by the rights of others
- Accepts through words and actions that others have different ideas and opinions<sup>4</sup>
- Understands and allows for others' and their own mistakes to be a part of learning
- Interacts with each other in a way that exhibits mutual courtesy and cordialness

**RESPONSIBLE**

Each adult and student in the school:

- Acts in ways that indicate school attendance and learning are a priority
- Knows and acts as if his or her choices affect everyone
- Makes choices that support learning for all

**SAFE**

Each adult and student in the school:

- Takes steps to ensure that physical safety for all is a priority
- Understands social safety is free of put downs or sarcasm
- Knows that what happens in and out of school impacts learning

Students and their parents have the right to expect schools will be an orderly, safe and supportive learning environment. Students will be taught, guided, directed, and provided with opportunities to learn what is expected as a part of their daily practice of making safe and responsible choices. An overview of Responsibilities of Students, Parents, and the District is outlined below:

- **Student Responsibilities Include:**
  - Attending all classes on time and adhering to the compulsory attendance laws and district policies of Oklahoma City Public Schools.
  - Preparing for each class with appropriate materials and completed assignments.
  - Dressing according to district and individual schools' dress codes.
  - Conducting oneself in a responsible manner while being respectful and cooperative.
  - Knowing and obeying all school rules in the Code of Conduct and the Campus PBIS plans.
  - Timely reporting threats to the safety of students, staff, and school to school personnel.
  - Appropriately using District technology systems and computer-related equipment in accordance with the District's Acceptable Use Policy (AUP.)
- **Parent Responsibilities Include:**
  - Ensuring students arrive at school on time every day and are ready to learn.
  - Ensuring students complete their homework each night.
  - Supporting school, district, classroom, and school-related activity rules for student behavior and ensuring that their children conduct themselves according to district standards.
  - Providing the appropriate school personnel with any student information that will affect the student's behavior and the ability to learn.
  - Reading, acknowledging, and understanding the expectations included within this document and school rules applicable to their student's conduct while at school or at a school-sponsored activity.
- **District Responsibilities Include:**
  - Teachers shall establish classroom expectations that concentrate on positive student conduct that supports school and district expectations.
  - Administrators shall work with students, parents/guardians, staff, and the community to develop an effective school behavior plan that promotes and maintains the support of acceptable student behavior.
  - Support will be provided to students, parent/guardians, staff and site administration to assist with expectations, school behavior plans, and tiered interventions.
  - Teaching and modeling expectations to support school success, the **Student Code of Conduct** demonstrates to students that situations which threaten safety and learning will be addressed according to a plan which treats every student **fairly and equitably**.

To carry out discipline, faculty and staff members are committed to modeling, teaching, and re-teaching school-wide expectations. For most inappropriate choices students make, this process of

modeling, teaching, and re-teaching or a conference between teacher and student will eliminate most issues. Students and their parents must also recognize that certain behaviors must have consequences that allow them an opportunity to understand and learn from their decisions. Collaboration among students, school personnel, parents, and community is essential to maintaining a safe learning environment for all students.

### **STUDENT RIGHTS**

Whenever a student faces disciplinary action for disruption of the learning environment or safety for themselves or others, they will be afforded due process. Before an administrator assigns a consequence or suspension, the student will be afforded due process rights with a discussion immediately following the misconduct. The student will be told and shown in writing, what the student is accused of doing, including what law, policy, regulation, or rule was violated, given the opportunity to write or tell the student's own side of the story, and be provided the factual basis of the accusations.

- Students will be given an opportunity to write or tell their side of the story any time they are sent to an administrator for a disciplinary issue.
- Students are entitled to a conference with a school staff member when they are removed from the classroom or school for disciplinary reasons.
- Parents or legal guardians and students must be provided written notification of the student's violations, the details of the disciplinary consequences, and sign for acknowledgment, particularly when the student is removed from the classroom or school for disciplinary reasons.
- Corporal punishment shall not be used to discipline students. Reasonable physical, protective force may be used by staff members when it is immediately necessary to protect themselves, to protect other persons against the use of unlawful force upon them, or to protect a student from harming themselves.

Schools must provide parents or legal guardians with a list of community resources when students are suspended from school. Students are entitled to make up work when they are excluded from school. It is a student's responsibility to complete make-up work in a timely manner. Policy F-03-R1 states "For all class work and tests missed due to any absence, students have up to two (2) days for every absence day to make up work and tests for full credit. If teachers are not available for students to receive work or need to schedule tests outside the make-up time frame, students will not be penalized."

### **DISCIPLINE**

After interventions have been exhausted or when students make choices that threaten or cause physical harm to others, suspensions may be necessary. Repeated or increased severity of misconduct will also result in increasingly serious disciplinary action. All disciplinary actions will take into consideration:

- Seriousness of the offense
- Effect of the offense on other students
- Physical or mental impact on other people
- Incident being either isolated or habitual behavior
- Incident being a manifestation of disability or circumstances that need to be considered

**Students cannot be suspended for more than ten (10) consecutive or cumulative days without approval by the Office of School Climate and Student Discipline.**

Students violating the Student Code of Conduct by possessing or being under the influence of drugs or other illegal substances will be referred to a partner agency for program participation. Students may return to school after 10 days of successful enrollment or a negative drug test.

Discipline of students covered by the Individuals with Disabilities Education Act (IDEA) will follow the law of IDEA. More information on IDEA can be found at <http://idea.ed.gov/>.

For students and families of limited English proficiency, discipline records and meeting conversations will be translated into the student's native language. [www.okcps.org](http://www.okcps.org)

As outlined in State and Federal law, the following two types of suspensions are subject to the identified consequences, an Evidentiary Hearing, and may be appealed as a long-term suspension:

1. **Any student in grades six through twelve** whose actions result in severe bodily injury to a school employee or volunteer will be suspended for the remainder of the current semester and the next consecutive semester. *Consult the Office of School Climate and Student Discipline for determination.*
  2. **Any student in possession of a firearm** while on public school property or while in any school bus or vehicle will be suspended out-of-school for a period of not less than one calendar year.
- Similar incidents involving Pre-K to 5<sup>th</sup> grade students: Principal should contact the Office of School Climate and Student Discipline for direction.

#### **APPEALING A SUSPENSION**

If a student is suspended from school, the student and the student's parents or legal guardians have a right to appeal a suspension. An appeal is to ask that the disciplinary action be reversed or the length of the suspension reduced.

**Short-Term Suspension** – For suspensions of ten (10) days or less, the parent or legal guardian and student may appeal the suspension within five (5) days of receiving notification from the school by calling (405)587-STOP or by going to <https://goo.gl/LGp2U0> to submit a Suspension Appeal on-

line. The Office of School Climate and Student Discipline will review the appeal and will render a decision.

**Long-Term Suspension** – All long-term suspensions, eleven (11) days or longer, will be approved by the Office of School Climate and Student Discipline.

- The Evidentiary Hearing is the first level of appeal for long-term suspensions. The hearing is scheduled through the Office of School Climate and Student Discipline within three (3) days of the disciplinary event for a date and time not longer than five (5) days after the event. The hearing is led by an impartial administrator who will consider the appropriateness of the suspension in consideration of the evidence provided by the school and the student and parent or legal guardian, as well as any circumstances or additional information provided.

If the student and parent or legal guardian are dissatisfied with the Evidentiary Hearing results, the student and parent or legal guardian may appeal the suspension within five (5) days of receiving the notification of the hearing results by calling (405)587-STOP or by going to <https://goo.gl/LGp2U0> to submit a Suspension Appeal online. An impartial District Hearing panel, including an Assistant Superintendent and an Instructional Leadership Director from Secondary and Elementary, representing the Superintendent, will complete a review of the hearing or may schedule a hearing. The result of the review or the District Hearing Panel will be final and may not be appealed any further.

The **Student Code of Conduct** outlines behaviors and a continuum of consequences for such behaviors. The **Student Code of Conduct** is intended to focus on students exhibiting behaviors that demonstrate they have **respect** for themselves and others; are **responsible** and prepared to learn, and understand all students and adults deserve a **safe** learning environment. Following the **Student Code of Conduct** is a glossary which provides additional information defining violations of the **Student Code of Conduct**.

---

**Please Note** – Students and parents or legal guardians sign an annual permission form each year acknowledging they have read and understand the student-parent handbook and the Student Code of Conduct procedures and expectations for Oklahoma City Public Schools. **Students should realize that their behavior must comply with District, School, and classroom policies and procedures at all times.** Students are provided a copy of the handbook and the Student Code of Conduct from the school. The handbook and the Student Code of Conduct may also be accessed online through the District website at [www.okcps.org](http://www.okcps.org)

#### **Pre-Referral Interventions**

- Common Expectations and Acknowledgment systems throughout the school

- First Response to behaviors: prompts, cues, proximity, reminders, positive directives for self-corrections
- Regular informal check-ins to support engagement
- Restorative conversations with an individual student or students involved in a conflict
- Redirection of focus on positive behavior
- Informal progress monitoring of common expectations and/or target behaviors
- Classroom Teacher Buddy for students to visit to reset and regain composure
- Facilitation of a classroom problem solving circle
- Social Emotional Learning skill building lessons
- Restorative conversations with student and teachers
- Student Assistance Specialist

### **Level 1 -3 Resolution Interventions**

- Student Check-in/Check-out
- Academic or behavior problem solving and planning conference
- Coordinating progress monitoring with student's teachers
- Mobile triage from counseling team
- Problem solving circles and restorative group conferences
- Individual and small group counseling
- Social Emotional Learning skill building lessons
- Individualized case management for students with an IEP or 504
- No Contact Contracts
- Child and family conference
- Community Service

### **Level 4-6 Resolution Interventions**

- Level 1-3 Interventions and a Student Education Plan while on suspension
- Student re-entry plans for any student suspended out-of-school
- Alcohol/Drug evaluation referral to our district counseling partners (LCDA, NorthCare, etc...)
- Threat Assessment evaluation referral
- Consultation with MDT
- Alternative Education referral and plan for support

*Equity and Student Support/School Climate Specialists are available for additional supports.*

**Level 1** – Conference      **Level 2** – Intervention      **Level 3** – In-School Suspension  
**Level 4** – Short Term Suspension 1-5 Days      **Level 5** – Short Term Suspension 6-10 Days  
**Level 6** – Long Term Suspension 11+ Days      **Level 7** – Mandatory 12 Month Suspension

<b>Respectful</b>	
<b>PRF</b>	<b>Abusive Language/Profanity</b>
Level 1-3	Habitual and/or aggressive or demeaning language towards another student or school personnel.
<b>PRF2</b>	<b>Abusive Language/Profanity Repeat Offense</b>
Level 3-5	Habitual and/or aggressive or demeaning language) towards another student or school personnel.
<b>FI</b>	<b>Failure to identify</b>
Level 1-5	Failing to provide staff member with correct information about name, ID number, or student status
<b>DFA</b>	<b>Refusal to follow directions</b>
Level 1-3	Failing to comply with proper and authorized direction or instruction from a staff member.
<b>FTA</b>	<b>Refusal to serve assigned level 2/3 actions</b>
Level 4-5	Failure to serve level 2 discipline options including, but not limited to, time-out, detention, in-school intervention, Saturday school, etc.
<b>DB</b>	<b>Interference with Educational Environment</b>
Level 1-4	Behaving in a manner that disrupts or interferes with educational activities. Does not require referral to Law Enforcement
<b>GNS</b>	<b>Gang symbols</b>
Level 1-5	Threats, representations, and/or intimidation caused by the wearing of any type of clothing or jewelry, or by the writing of any signs identified or associated with gangs.
<b>DOC</b>	<b>Disorderly Conduct*</b>
Level 5-6	Behaving in a violent or seriously inappropriate manner that disrupts the educational process. <i>*Use only if referring to Law Enforcement</i>
<b>Responsible</b>	
<b>UDR</b>	<b>Uniform/Dress Code Violation</b>
Level 1-3	Failure to comply to the applicable district uniform or dress code.
<b>FRG</b>	<b>Forgery, Plagiarism, or Cheating</b>
Level 1-3	Falsification of documents.
<b>IPP</b>	<b>Inappropriate Personal Property</b>
Level 1-4	Possession of personal property prohibited by school rules and otherwise disruptive to the teaching and learning of others including, but not limited to, sexually explicit material, food, beverages, electronic equipment, laser pointers, etc.

<b>PDA</b>	<b>Public Display of Affection</b>	
	Level 1-3	Behaviors of affection which are not appropriate for public places, such as kissing, hugging, etc.
<b>TRD</b>	<b>Tardiness</b>	
	Level 1-3	Failure to be in the place of instruction at the assigned time without a valid excuse. *Student/parent may be fined for truancy
<b>TRU</b>	<b>Truancy</b>	
	Level 1-3	Failure to report to school or class without prior permission, knowledge, or excuse by the school or the parent/guardian.
<b>PRO</b>	<b>Provoking/Instigating Behavior</b>	
	Level 1-5	Encouraging or urging other students to violate school rules.
<b>AID</b>	<b>Aiding/Abetting</b>	
	Level 1-3	Any two (2) or more persons mutually agreeing to commit any unlawful act.
<b>WLK</b>	<b>Leaving Assigned Area or Campus Without Permission</b>	
	Level 1-5	Leaving the classroom or assigned area without obtaining prior approval of the teacher and/or administrator.
<b>MCR</b>	<b>Misuse of Computing Resources</b>	
	Level 1-5	Failure to adhere to board policies and the Acceptable Use Policy. May be subject to loss of computing or technology resources.
<b>WTD</b>	<b>Wireless Devices</b>	
	Level 1-5	Use of wireless telecommunication devices during school hours for non-emergencies or failure to use as outlined for instructional purposes. This includes video recording fights during school hours.
<b>EXT</b>	<b>Extortion</b>	
	Level 1-5	Obtaining property from another without his or her consent, induced by a wrongful use of force or fear.
<b>TBC</b>	<b>Tobacco</b>	
	Level 1-4	Possession or use of tobacco or tobacco products.
<b>VPT</b>	<b>Vape/Vaping – Tobacco</b>	
	Level 1-4	Possession or use of vape containing tobacco/nicotine products.
<b>VPD</b>	<b>Vape/Vaping – Illegal Drugs</b>	
	Level 4-6	Possessing, using, or having under one's control any vape that contains suspected illegal drugs, based upon smell and appearance.. *Notify law enforcement; notify site director



<b>DRP</b>	<b>Drug Related Paraphernalia</b>	
	Level 4-6	Possessing, using, or having under one's control any substances, materials, or related paraphernalia that are dangerous to health or safety. *Notify law enforcement; notify site director
<b>IP</b>	<b>Possession/Ownership of Drugs or Illegal Substances</b>	
	Level 4-6	Possessing, using, or having under one's control any substances, materials, or related paraphernalia that are dangerous to health or safety, or that disrupt the educational process including, but not limited to, non-alcoholic beer, look-alikes, etc. *Notify law enforcement; notify site director
<b>INF</b>	<b>Under the Influence</b>	
	Level 4-6	Attending school while under the influence of alcohol or illicit drugs. * Notify law enforcement; notify site director
<b>DRG</b>	<b>Distribution of Illegal Drugs/Alcohol</b>	
	Level 5-6	Selling, giving away, or otherwise transferring to another person any controlled substance or alcohol; includes any transfer of a prescription drug or any substance alleged to be a drug regardless of its actual content. *Notify law enforcement; notify site director.
<b>LRC</b>	<b>Petty Larceny Theft</b>	
	Level 1-5	Taking of personal property accomplished by fraud or stealth with the intent to deprive another thereof (larceny where value of the property is under \$1000.)
<b>POS</b>	<b>Possession of Stolen Property</b>	
	Level 1-5	Having in one's possession property obtained without permission of the owner. * May notify law enforcement
<b>TS</b>	<b>Trespassing</b>	
	Level 1-5	Entering school property or into any school facility without proper authority, including any entry during a period of suspension. This includes school activities and school sanctioned off-campus activities. *Notify law enforcement; notify site director
<b>VA</b>	<b>Vandalism or destruction of Property</b>	
	Level 1-6	Intentional or willful destruction/defacement of property including vandalism or graffiti, damage or alteration to computers, or damage or alteration to computer systems, programs, or records. *Notify law enforcement; notify site director; notify Risk Management
<b>GRC</b>	<b>Grand Larceny</b>	
	Level 4-6	A larceny in which property taken is of value exceeding \$1000 or when such property, although not of value exceeding \$1000, is taken from the person of another. * Notify law enforcement; notify site director
<b>BUR</b>	<b>Burglary</b>	
	Level 3-6	Unauthorized entry for the purpose of committing a crime of theft. * Notify law enforcement; notify site director
<b>ROB</b>	<b>Robbery</b>	

Level 4-6	Wrongful taking of personal property, from a person or person’s immediate presence accomplished by means of force or aggression. *Notify law enforcement; notify site director
-----------	--

**SAFE**

<b>EXP</b>	<b>Fireworks – Possession or Use</b>	
Level 4-5	Using or possessing any explosive amusement device, smoke bomb, etc. *Contact Fire Starter’s Program at 405-297-3318	
<b>END</b>	<b>Endangerment</b>	
Level 1-5	Failure to report knowledge of illegal or dangerous activities that could harm others.	
<b>RVU</b>	<b>Reckless Vehicle Use</b>	
Level 1-5	Using any motorized or self-propelled vehicle on or near school grounds in a reckless manner or as a threat to health, safety, or as a disruption to the educational process.	
<b>FAL</b>	<b>False Alarms</b>	
Level 4-6	Reporting a fire to school or fire officials or setting off a fire alarm or fire extinguisher without reasonable belief that a fire exists, making false 911 to law enforcement	
<b>TA</b>	<b>Verbal or Written Threat Against Student</b>	
Level 3-6	Any willful or unlawful offer to do corporal hurt to another student using force or violence.	
<b>TAS</b>	<b>Verbal or Written Threat Against School Personnel</b>	
<b>Level 5-6</b>	Threatening to harm a staff member. NOTE: If there is no actual threat to do harm, use the category of “Abusive language or behavior toward school personnel.” *Notify law enforcement; notify site director	
<b>THR</b>	<b>Threatening Behavior Against Student, Staff, or School</b>	
Level 5-6	Any threat against Student, Staff, and School collectively, to commit a behavior that includes violence, violation of district policy or the law. *Notify law enforcement; notify site director	
<b>OCC</b>	<b>Off-Campus Conduct</b>	
Level 1-5	Any situation where the student’s continued attendance would have an adverse impact on order, discipline, or the educational process, or could pose a threat of violence or safety.	
<b>OWP</b>	<b>Weapon Possession Other Than a Firearm</b>	
Level 1-5	Students possessing a dangerous weapon on their way to or from school or on school property. A weapon other than a firearm is defined as any other object intended to be used for inflicting bodily harm. *Notify site director; weapons form required	
<b>TGN</b>	<b>Firearm Look-Alikes</b>	
Level 1-6	Possession of a Firearm look-alike including toy guns, BB/Pellet guns, and air soft guns. *Notify law enforcement; notify Site Director; weapons form required	
<b>GNG</b>	<b>Gang Behavior</b>	

	Level 4-6	Interruption and/or intimidation that could lead to violence, including gesturing of any signs, use of language, or confrontations identified or associated with gangs.
<b>RTS</b>	<b>Refusal to Submit to a Search</b>	
	Level 3-5	Refusing to submit to a lawful search for contraband, when reasonable suspicion exists.
<b>TDW</b>	<b>Threat with a Dangerous Weapon</b>	
	Level 4-6	Using a sharp or dangerous weapon to threaten another person with bodily harm. *Notify law enforcement; notify site director; weapons form required
<b>TIK</b>	<b>Threat with Intent to Kill</b>	
	Level 4-6	Any willful or unlawful offer acted upon with force or violence to kill another. *Notify law enforcement; notify site director
<b>GUN</b>	<b>Possession of a Firearm</b>	
	Level 7	Firearm as defined by <a href="#">18 U.S.C., Section 921</a> ; Any weapon (including a starter gun) which will or 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; Any firearm muffler or firearm silencer; or any destructive device, including any explosive, incendiary or poison gas, bomb, grenade, or rocke, having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, or any device similar to the above. *Notify law enforcement; notify site director; weapons form required
<b>BHS</b>	<b>Bullying</b>	
	Level 4-6	“Bullying” means any pattern of harassment, intimidation, threatening behavior, physical acts, verbal or electronic communication directed toward a student or group of students that results in or is reasonably perceived as being done with the intent to cause negative educational or physical results for the targeted individual or group and is communicated in such a way as to disrupt or interfere with the school's educational mission or the education of any student; *”Threatening behavior” means any pattern of behavior or isolated action, whether or not it is directed at another person, that a reasonable person would believe indicates potential for future harm to students, school personnel, or school property. *Bullying investigation form required
<b>BHT</b>	<b>Harassment</b>	
	Level 1-6	Pestering, bullying, intimidating, or threatening another student, even in jest, on school property or at school-sponsored events. Harassment includes, but is not limited to, name calling, slurs, or other oral, written, graphic, or physical conduct of a harassing nature as well as unwelcome verbal or physical conduct of a sexual nature. *Complete Title IX report for incidents which are sexual in nature
<b>FGT</b>	<b>Fighting</b>	
	Level 3-6	Involves the exchange of mutual, physical contact including, but not limited to, hitting with or without injury.
<b>ARS</b>	<b>Arson</b>	

Level 4-6	Intentionally starting a fire or combustion on school property. * Call 911 for Active Fire; notify site director; contact Fire Starter’s Program at 405-297-3318
<b>HAZ</b>	<b>Hazing/Initiation</b>
Level 4-5	Activities that endanger an individual’s mental or physical health by being required or used, for initiation or entrance into any group.
<b>RIO</b>	<b>Riotous Behavior</b>
Level 4-5	Any use of force or violence, or threat to use force or violence if accompanied by immediate power of execution, by three or more persons acting together and without authority of law. *Notify law enforcement; notify site director
<b>BS</b>	<b>Assault and/or Battery against another Student</b>
Level 4-6	Any willful or unlawful use of force or violence upon the person of another student.
<b>BE</b>	<b>Assault and/or Battery Against School Personnel</b>
Level 6-7	Force or violence upon a staff member or volunteer regardless of whether the staff member or volunteer was the intended victim. Level 7 can only be used in cases of “Severe Bodily Injury” as defined by the OSDE. *Notify law enforcement; notify site director; notify Risk Management
<b>SO</b>	<b>Sexual Offenses</b>
Level 4-6	Lewd sexual behaviors, including but not limited to, welcomed or unwelcomed sexual contact, offensive touching, indecent exposure, or other sexual acts. *Notify law enforcement; notify site director; complete Title IX report
<b>RAP</b>	<b>Sexual Assault</b>
Level 6	The sexual exploitation, forcible penetration or an act of sexual contact on the body of another person, male or female, without his or her consent. *Notify law enforcement; notify site director; complete Title IX report

