



PREPARING STUDENTS FOR THEIR TOMORROW

2023 Code of Character, Conduct and Support

Every student in Buncombe County Schools has a right to an educational environment that is safe, respectful, and caring. The BCS Code of Character, Conduct and Support recognizes that it is the right of every student and employee to learn and work safely.



Parents Bill of Rights

This parents bill of rights will be updated to reflect [senate bill 49](#) as we move forward with the school year.

Notice of Parental Rights

The Board of Education values parental involvement and respects the rights of parents in the education and up-bringing of their children. North Carolina General Statute § 115C-76.25 provides a list of parental rights. Pre-existing Board Policy addresses many of these rights. Future changes in Board Policy to address these rights will be added to this notice. Citations to existing Board policies on the same subject matter are included below.

a. The right to consent or withhold consent for participation in reproductive health and safety education programs, consistent with the requirements of N.C.G.S. § 115C-81.30.

Board Policy 3540.

b. The right to seek a medical or religious exemption from immunization requirements, consistent with the requirements of N.C.G.S. §§ G.S. 130A-156 and 130A-157.

Board Policy 4110.

c. The right to review statewide standardized assessment results as part of the State report card. Board Policies 1310/4002.

d. The right to request an evaluation of their child for an academically or intellectually gifted program, or for identification as a child with a disability, as provided in Article 9 of Chapter 115C of the North Carolina General Statutes. Board Policies 1310/4002 and 3520.

e. The right to inspect and purchase public school unit textbooks and other supplementary instructional materials, as provided in Part 3 of Article 8 of 21 Chapter 115C of the North Carolina General Statutes. Board Policy 3210.

f. The right to access information relating to the Board's policies for promotion or

retention, including high school graduation requirements. Board Policies 1310/4002.

g. The right to receive student report cards on a regular basis that clearly depict and grade the student's academic performance in each class or course, the student's conduct, and the student's attendance.

h. The right to access information relating to the State public education system, State standards, report card requirements, attendance requirements, and textbook requirements. Board Policies 1310/4002.

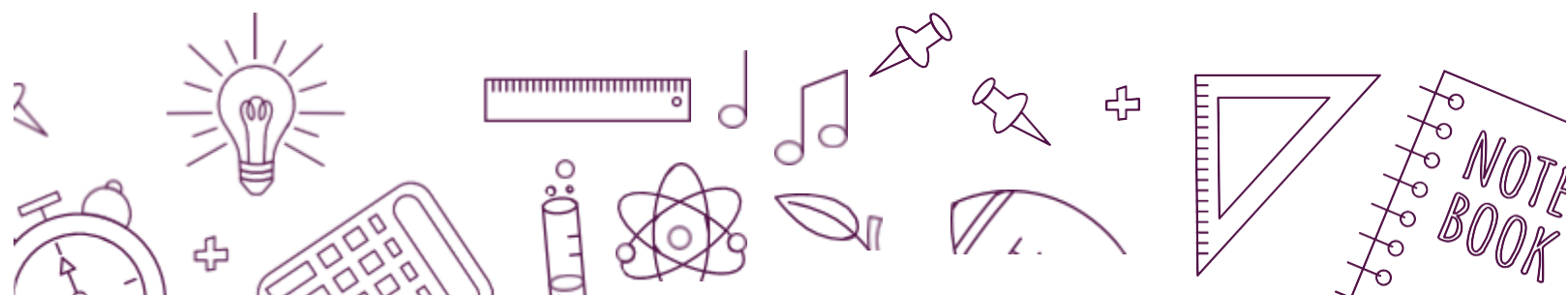
i. The right to participate in parent-teacher organizations. Board Policy 5010 .{CS: 00065i56.DOCX}

j. The right to opt-in to certain data collection for their child, as provided in N.C.G.S. § 115C-76.65. Board Policies 4720.

k. The right for students to participate in protected student information surveys only with parental consent, as provided in N.C.G.S. § 115C-76.65. Board Policies 4720.

l. The right to review all available records of materials their child has borrowed from a school library as set forth in Board Policy 3210.

Buncombe County Schools does not discriminate on the basis of sex in its education programs or activities and is required by Title IX of the Education Amendments Act of 1972 and federal regulations to not discriminate in such a manner. This requirement extends to admission and employment. Inquiries about the application of Title IX and its implementing federal regulations may be referred to the Title IX Coordinator and/or the Assistant Secretary for Civil Rights in the Office for Civil Rights at the U.S. Department of Education. The Title IX Coordinator's contact information is: Shanon Martin, shanon.martin@bcsemail.org, 828-255-5918, 175 Bingham Road, Asheville, NC 28806.



August 1, 2023

Welcome Buncombe County Schools students, parents, faculty and staff to the 2023-24 school year! I believe that this will be our finest year ever as the more than 22,000 students we are blessed to serve each day return to schools and classrooms filled with caring and dedicated educators. The character, skills and talents of our students inspire us as educators to be our best each day.

I am excited as this new school year brings with it the new *BCS Code of Character, Conduct and Support*. This document marks the first time that all forty-five BCS K-12 schools will operate under a consistent set of school community expectations, interventions, and supports. The BCS Equity Work Group spent more than a year in the development, modification and vetting of this document with numerous stakeholder groups from inside and outside the school system.

At its heart, the *BCS Code of Character, Conduct and Support* seeks to become the touchpoint for our teachers and administrators to teach our students the behaviors and habits that will carry them to success. Additionally, this document will provide teachers and administrators not only the leveled consequence to assign for a particular behavior violation but a leveled intervention to support the student in not repeating the behavior. As educators, all situations should be viewed as learning opportunities and the *BCS Code of Character, Conduct and Support* is now our strongest tool in teaching our students the social and emotional skills to reach their full potential in life. Finally, you will notice that throughout the manual we have aligned our interventions to build the social and emotional skills that have been identified by the North Carolina Department of Public Instruction as essential to all students to achieve career and college readiness. These skills are part of the NCDPI *Portrait of a Graduate* model that is being adopted across the state this school year.

I encourage you to sit down with your child and read through the *BCS Character, Conduct, and Support*. Discuss the different expectations of each stakeholder and the skills that we all hope to impart to our students. Together we will be able to create a Buncombe County School community that is safe and supportive for all students and staff.

Respectfully,



Rob Jackson, EdD.
Superintendent, Buncombe County Schools



Introduction

Why do we have a Code of Character, Conduct and Support?

Every student in Buncombe County Schools (BCS) has a right to an educational environment that is safe, respectful, and caring. The BCS Code of Conduct recognizes that it is the right of every individual student to access education safely and for every employee to be able to work safely. At its core, the Code promotes an equitable approach to discipline that balances the individual needs of students with accountability and restored relationships.

Buncombe County Schools believes that effective schools promote and model mutual respect, high-quality professionalism, and transparent accountability based on trust among and between administrators, staff, students, and families.

The BCS Code of Character, Conduct and Support ensures that all stakeholders have a guide to policies and practices surrounding each school community and the district at large. The Code requires that schools provide equal access to supports and interventions that promote positive student behavior. These supports and interventions teach students to develop self-management and social and emotional awareness while enabling students to correct and/or improve unacceptable behaviors.

The Code outlines a mindset in which we view behavioral violations as opportunities for using relevant interventions whenever there is a Code violation. The interventions will promote safety, problem-solving and repairing of relationships, while also holding students accountable for their actions.

The Code works to ensure that no student or staff member is subject to harassment, bullying, and/or discrimination based on race, color, national origin, ethnic group, language, religion, socio-economic status, disability, gender or gender identity and expression, or personal features. This applies to all school property, on school buses, and at school functions.

Why the code matters to YOU.

One of the major outcomes of this goal is teaching durable skills for success in academics, social-emotional health and well-being. North Carolina is implementing a Portrait of a Graduate that requires schools to provide instruction and guidance in all K-12 schools to prepare students to be college, career, and community ready.

Students: This Code is your guide for behavior and your rights, responsibilities, and expectations at school and develops skills needed for work or college.

Parents/Guardians/Caregivers: The Code is your guide for understanding the personal, social, and academic behaviors expected of your child at school, as well as how school principals, teachers, and staff will work *with you and your child* to help them demonstrate positive behavior and experience academic and future career success.

School Staff: The Code is your guide for promoting positive student behavior. Following the Code will provide guidance for intervening effectively and appropriately if students do not meet expected standards of behavior or if they violate district rules and policies. This Code is intentionally aligned to reinforce NC Portrait of a Graduate (NCPOG) competencies.

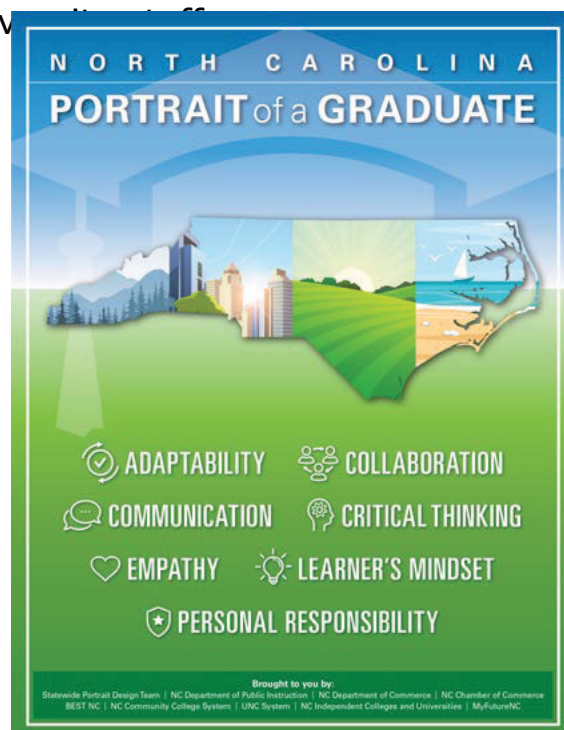
Administrators: : The Code is your guide to help you establish an equitable learning environment, promote positive student behavior, and provide guidance in supervising and monitoring effective implementation of school-wide expectations, rules, policies, systems, and practices designed to increase academic learning and durable skills

necessary for future career or college success.

North Carolina Portrait of a Graduate

The North Carolina Portrait of a Graduate includes seven competency areas that are called durable skills. These durable skills are traits that are required for current and future success. These skills have been developed through input from school leaders, community college/four-year university leaders, business owners, and workforce leaders across the state.

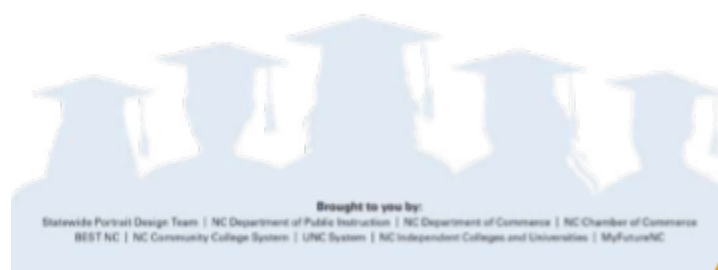
Buncombe County Schools will embed these skills into instruction and view behavior mistakes as a way to develop or relearn these durable skills in a safe school environment. The following chart provides an overview of the seven durable (social-emotional) skills. Interventions following discipline to correct behaviors will be aligned with the skills that are appropriate to the behavior.



NORTH CAROLINA COMPETENCY SET

	North Carolina Graduates... <ul style="list-style-type: none"> Demonstrate agility in thought processes and problem-solving. Accept feedback, praise, setbacks, and criticism. Balance diverse viewpoints and beliefs to reach workable solutions. Demonstrate flexibility when navigating challenging situations. Exhibit steadfastness despite difficulty, opposition, and/or failure.
	North Carolina Graduates... <ul style="list-style-type: none"> Contribute and respond to diverse perspectives to achieve a common goal. Leverage strengths to resolve conflict and foster teamwork. Interact respectfully with others in digital and in-person interactions. Embrace a variety of roles in a group as a participant and a leader.
	North Carolina Graduates... <ul style="list-style-type: none"> Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills. Listen to decipher meaning, values, attitudes, and intentions. Ask questions and synthesize messages to seek understanding. Engage in productive discourse to resolve disagreements. Craft communication for a range of purposes and audiences. Use storytelling and public speaking to express ideas and connect with others.
	North Carolina Graduates... <ul style="list-style-type: none"> Analyze, assess, and reconstruct personal thought processes. Apply thinking that is clear, rational, and evidence-based. Evaluate and prioritize solutions to difficult or complex problems. Employ creative improvements to systems, processes, and organizations.

	North Carolina Graduates... <ul style="list-style-type: none"> Demonstrate understanding, sensitivity, concern, and respect. Share in others' feelings, opinions, and experiences through personal and digital connections. Value and embrace diverse cultures and unique perspectives. Foster belonging and trust through mutual respect and dialogue.
	North Carolina Graduates... <ul style="list-style-type: none"> Possess an ongoing desire to learn, unlearn, and relearn. Embrace curiosity to experience new ideas, demonstrate growth, and persist through challenges. Translate knowledge to provide different contexts to drive change and innovation. Develop positive attitudes and beliefs about learning.
	North Carolina Graduates... <ul style="list-style-type: none"> Adhere to a set of core values that are evident in choices and actions. Earn trust and respect through honest, principled behaviors. Honor commitments. Recognize how personal decisions and actions have impacts beyond self. Take ownership of decisions and persevere through challenges. Demonstrate self-control and composure.



CORE Principles that Guide the Code

Safety of Every Individual at All Times	Equity Of Discipline and Support Provided to All Students at All Schools	Social and Emotional Competencies: Healthy Identities, and Relationships, Managed Emotions, Empathy, Decision-making and Achieving Goals.	Restorative/ Relational Practices: Building and Repairing Relationships
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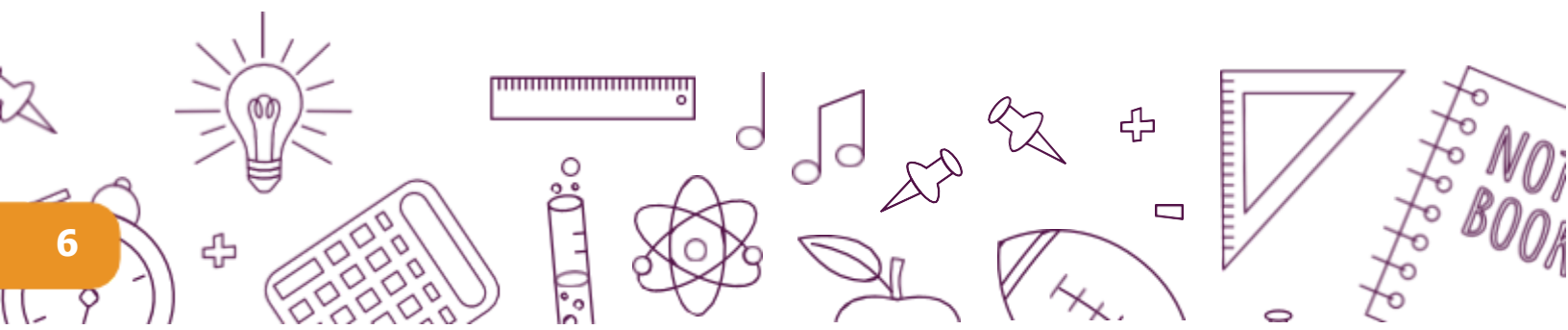
Positive Mindsets Essential to Current and Future Success

Positive Student Mindsets That Support Learning	Positive Adult Mindsets that Support Students
I have an ongoing desire to learn, unlearn, and relearn skills to improve my future.	I develop positive attitudes and beliefs about learning and social emotional growth to help me to understand others' thinking and feelings and encourage positive change.
I have curiosity to experience new ideas, demonstrate growth, and persist through challenges.	I translate knowledge and model ways to provide different contexts that drive change and innovation.
I adhere to a set of core values in my school community where I feel safe and valuable.	I problem-solve to reach solutions that meet important needs and interests of everyone involved.
I balance diverse viewpoints and beliefs to reach workable solutions to academic, social- emotional, and behavior decisions.	I provide opportunities for students to contribute and respond to diverse perspectives.
I embrace curiosity to experience innovative ideas, demonstrate growth, and persist through challenges.	I ask questions and seek understanding to resolve disagreements in the student's best interest.
I exhibit steadfastness despite difficulty, and/or failure and believe I will make a positive future for myself.	I foster a culture in which students can develop positive attitudes and beliefs about learning to succeed academically, socially, and emotionally to be career and community ready.
I recognize how personal decisions and actions affect my actions and can access the academic and behavioral support needed to be successful.	I demonstrate understanding, sensitivity, concern, and respect to provide support for all students according to their needs.
I am aware of how situations affect me emotionally and can use critical thinking and resiliency skills to respond with an appropriate response.	I demonstrate understanding, sensitivity, and respect and provide access to appropriate social-emotional support for each student.



RIGHTS AND RESPONSIBILITIES OF STUDENTS

Student Rights	Student Responsibilities
Experience a high quality, student-centered, K-13 education that is engaging, rigorous, collaborative, and supportive.	Respect the rights of others to learn in a safe environment.
Be protected from intimidation, harassment, or discrimination for any reason.	Be prepared to learn.
Voice concerns regarding personal safety to an adult.	Attempt your personal best each day.
Have access to relevant and objective information, regarding my safety, health, and well-being.	Respect the personal space of others.
Be welcomed, accepted, respected, and valued.	Seek ways to resolve conflicts and differences non-violently.
Receive rigorous academic instruction and support in using culturally responsive strategies.	Help in the creation of a positive school culture that seeks to unify, not divide.
Be respected by adults when they are correcting behaviors.	Report any unsafe behavior: When you See Something, Say Something.
Learn from mistakes and be supported to make things as right as possible when behaviors harm others.	Respect individual differences by trying to understand another's point of view.
Learn in a clean, orderly, and safe environment.	Be honest and accountable for words/actions, accepting direction, feedback, and consequences respectfully.



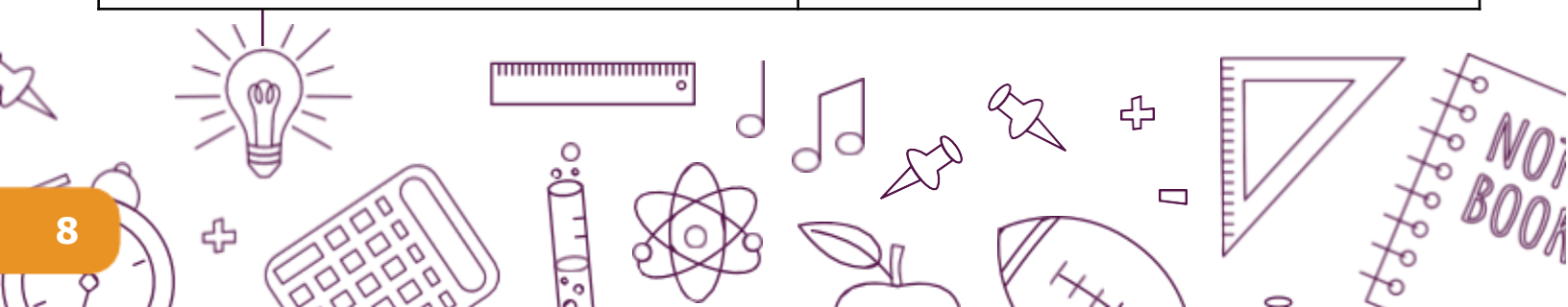
RIGHTS AND RESPONSIBILITIES OF PARENTS/CAREGIVERS

Parent/Caregiver Rights	Parent/Caregiver Responsibilities
Expect that their children's identity is valued.	Be actively involved in their children's education,
Be treated respectfully by all school staff and administrators.	Have respectful conversations with school staff to seek support or interventions for your child.
Receive information about the district policies, procedures, and information that relates to their children's education and safety in accessible format and language.	Seek further information from the school if you have any concerns regarding policies, procedures, actions that impact your child's education or safety. Contact district staff if you have further questions or concerns.
Receive regular reports, written or oral, from school staff regarding their children's academic progress or behavior.	Communicate with school staff about any concerns you have about your child's academics or behaviors. Attend conferences in-person or virtually when possible.
Receive information and prompt notification of persistent or serious conduct infractions involving their children and participate in intervention planning and accessing other resources.	Seek clarification from school administrators if you have questions about any actions taken. Provide feedback to administrators on interventions or support your student may need regarding the specific situation or behavior.
Receive information about due process procedures for disciplinary matters concerning their children, including information on conferences and appeals.	Follow due process procedures through communicating and attending scheduled meetings.
Be informed in a timely manner if your child is involved with law enforcement.	Respond and cooperate with law enforcement if necessary.



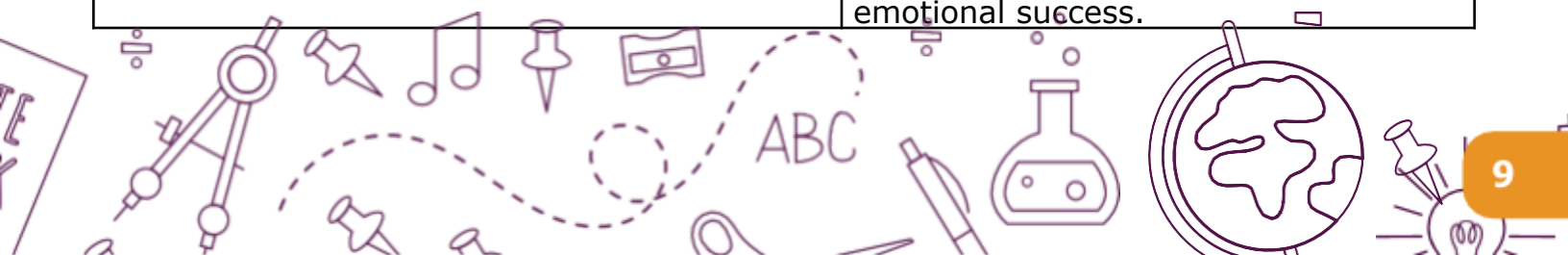
RIGHTS AND RESPONSIBILITIES OF SCHOOL STAFF

School Staff Rights	School Staff Responsibilities
Work in a safe and orderly environment.	Participate in school-wide efforts to provide adequate supervision in all school spaces and support school safety procedures.
Be treated respectfully, by students, parents/guardians and other school staff.	Provide respectful instruction and support to all students by acknowledging, interrupting, and countering personal biases that may prevent equitable treatment of all students/adults in the school or classroom.
Receive professional training and support on the Code.	Know school policies/rules, and enforce them in an equitable and consistent manner according to the Code.
Receive the necessary resources, coaching, support, and peer mentoring to deliver quality instruction.	Communicate to students and parents: <ul style="list-style-type: none"> a. Course objectives and requirements b. Marking/gradings procedures c. Assignment deadlines d. Expectations for students e. Classroom discipline plan
Be provided with accurate and timely information regarding each student's academic and social-emotional well-being.	Communicate regularly with all students, parents and other teachers concerning growth and achievement. Teach social skills as needed, to foster positive and prosocial skills that support academic and social-emotional success.
Be able to receive support from administration, school counselors, and social workers in regards to concerns about discrimination, bullying, harassment or any situation that threatens the health and safety of students.	Address issues of discrimination, bullying, harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or authorized visitor.



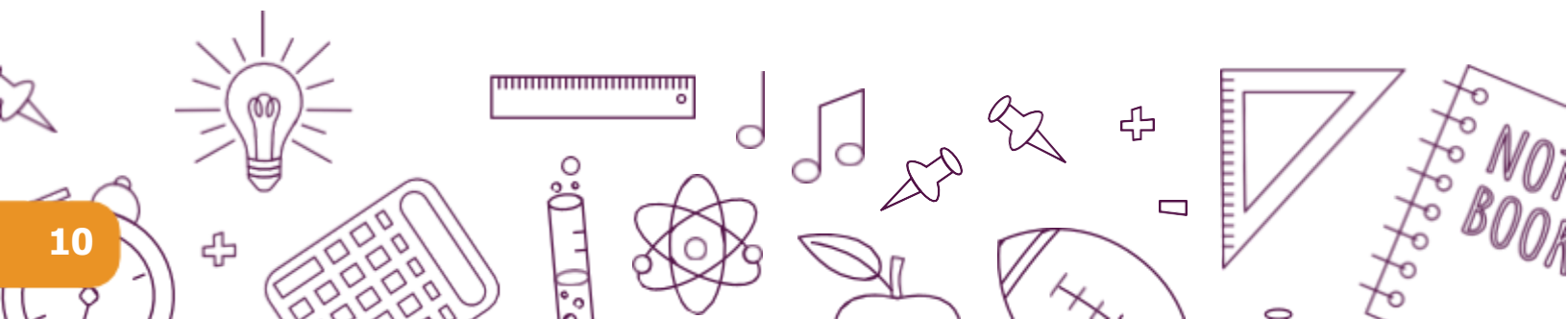
RESPONSIBILITIES OF ADMINISTRATORS (School & District)

School Administrative Responsibilities	District Administrative Responsibilities
Foster and maintain a climate of mutual respect and dignity for all students and staff regardless of actual or perceived race, color, physical appearance, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity and expression, or sex.	Create and implement policies and procedures that encourage a safe, civil, caring, and supportive learning environment for all students and staff.
Ensure that students, staff, and caregivers have the opportunity to communicate regularly with school administrators to express concerns about students' safety, school culture or other specific issues.	Model and encourage respectful relationships with students, parents, and families and provide support for any grievances.
Maintain confidentiality in accordance with Federal and State law.	Inform the community, students, parents, school staff and building administrators about policies of the Board of Education regarding confidentiality of student records.
Provide adequate supervision in all school spaces/activities and support school procedures.	Require adequate supervision in all school spaces and activities and support school procedures.
Identify, acknowledge, interrupt, and counter personal and institutional biases that may prevent equitable treatment of all students and adults in the school or classroom settings.	Identify, acknowledge, interrupt, and counter personal and institutional biases that may prevent equitable treatment of all students and adults in the school, classroom, or district settings.
Support all students' social and emotional development by building positive relationships with all students within the building.	Provide training and support for social-emotional learning instruction and development of related interventions.
Teach and model coping strategies, as needed, to foster positive and prosocial skills that support academic and social-emotional success.	Provide resources to enable all building- based staff to facilitate the teaching of appropriate coping strategies, as needed, to foster positive and prosocial skills needed for academic and social-emotional success.



RIGHTS AND RESPONSIBILITIES OF BCS OF THE SUPERINTENDENT AND BOARD OF EDUCATION

Superintendent Responsibilities	BCS BOE Responsibilities
Foster and maintain a climate of mutual respect and dignity for all students and staff regardless of actual or perceived race, color, physical appearance, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity and expression, or sex.	Provide district policies that maintain a climate of mutual respect and dignity for all students and staff regardless of actual or perceived race, color, physical appearance, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity and expression, or sex
Inform and advise the Board of Education about educational trends relating to student discipline.	Maintain confidentiality in accordance with Federal and State law.
Review the policies of the Board of Education and State and Federal laws relating to school operations and management with district administrators.	Enact policies in accordance with State/Federal law relating to school operations and management with district administrators.
Direct district staff to create and support student related programming that reduces incidents of misconduct and are sensitive to student, staff, and teacher needs.	Develop and recommend a budget that provides programs and activities that support achievement of the goals of the Code.
Identify, acknowledge, interrupt, and counter personal and institutional biases that may prevent equitable treatment of all students, families, and adults in the school, classroom, and district settings.	Provide policies and resources to ensure that school and district staff provide equitable and respectful treatment of all students, families and adults.
Provide resources to enable building-based staff to support all students' social, emotional, and academic development through building positive relationships.	Develop policies that support the Code. Provide recognition of school staff whose efforts positively impact students' academic and social emotional growth.



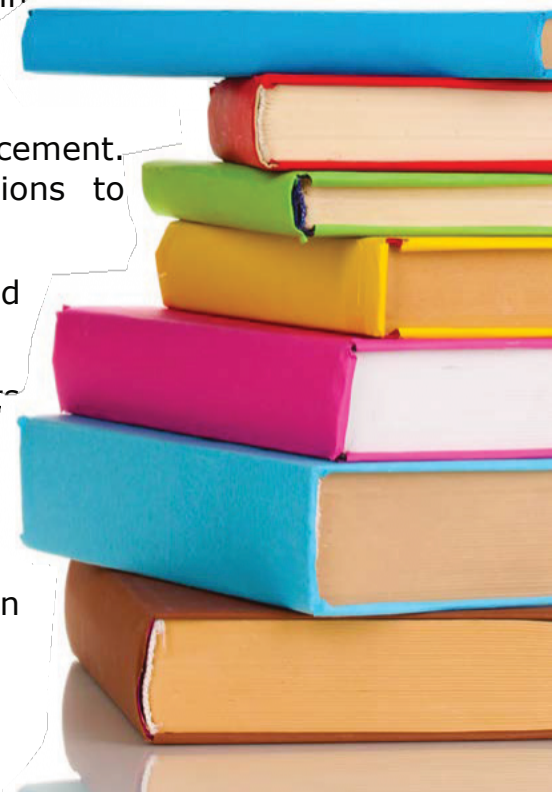


ADULT ACTIONS TO SUPPORT BEHAVIOR

- Assume positive intent and regard in all interactions with students and school community members.
- Explicitly teach classroom and school-wide routines and expectations, providing opportunities for feedback and practice. Create classroom norms and values that include student input and engagement that can be revisited to enforce expectations.
- Establish and teach clear protocols for starting and ending class, including transitions.
- Maintain a positive presence in the hallway during transitions and school wide events.
- Intentionally build community and connection within your students by welcoming students as they enter the classroom, morning meetings, connection activities, or optimistic closures.
- Provide timely, specific, intentional, and constructive feedback to students. Provide precise praise and positive reinforcement. Ensure that there is a high ratio of positive interactions to corrections (ideally, 5 positives to 1 negative).
- Foster a sense of community by providing individual and group kudos, recognitions, and celebrations.
- Model, teach, and practice expected behaviors with students.
- Preview classroom and school-wide expectations before transitions.
- Provide and post visual schedules, agendas, learning targets, and expectations, and use these during instruction, in the classroom, and throughout the school.

Staff: [Response to Bullying Report](#)

Parents: [BCS Bullying Reporting and School Response Summary of SEL and Restorative Practices](#)



UNIVERSAL EXPECTATIONS FOR DETERMINING DISCIPLINARY RESPONSES

Every disciplinary action must also result in an intervention that is related to the relevant behavior and must be accessible to every student, including students with disabilities.

Consequences and other adult actions should begin with the least restrictive option before proceeding to higher level disciplinary action, unless there is a serious safety concern.

Consequences and interventions must be consistent across all groups of students with fidelity and integrity.

Data must be reviewed regularly to determine the use and impact of all consequences and interventions, paying particular attention to indicators of overuse and disproportionality of suspension among various student groups.

Administrators will consider behavior infraction and assigning the consequence and intervention several factors including those listed below in determining the level of tion.



The student's age and ability level.	The circumstances/context in which the conduct occurred.
The student's disciplinary record (including the nature and frequency of any prior misconduct).	The intensity, frequency and duration of the behavior.
The responses to disciplinary consequences and interventions applied in prior behavior violations.	The impact of the student's disability or suspected disability, language proficiency, physical or mental health on behavior.
The impact of trauma or other environmental factors on the student's behavior.	The student's identification under an IEP, 504 Accommodation Plan, EL Plan, or Behavior Intervention Plan.





QUESTIONS TO DETERMINE LEVEL OF BEHAVIOR/DISCIPLINE

1. What happened and what were you thinking at the time of the incident? (This question encourages self-awareness and social awareness.)
2. What have you thought about since?
3. Who has been affected by what you have done? In what way? (This question helps students build empathy and reflect on the impact of their behavior.)
4. What about this has been hardest for you?
5. What do you think you need to do to make things as right as possible? (This question encourages the student to take action that shows or expresses regret or remorse or decide on a solution that meets important needs of everyone involved.)

The above questions will be used to gain information about incidents and challenging behaviors to better inform the level of the assigned behavior and the appropriate intervention plan. This process allows students to provide input that may deescalate challenging behaviors.

LEVELS OF BEHAVIORS/CONSEQUENCES AND INTERVENTION STRATEGIES

Level 1: Appropriate for minor classroom or school code of conduct infractions.

Level 2: Appropriate for minor, repetitive classroom or school code of conduct infractions.

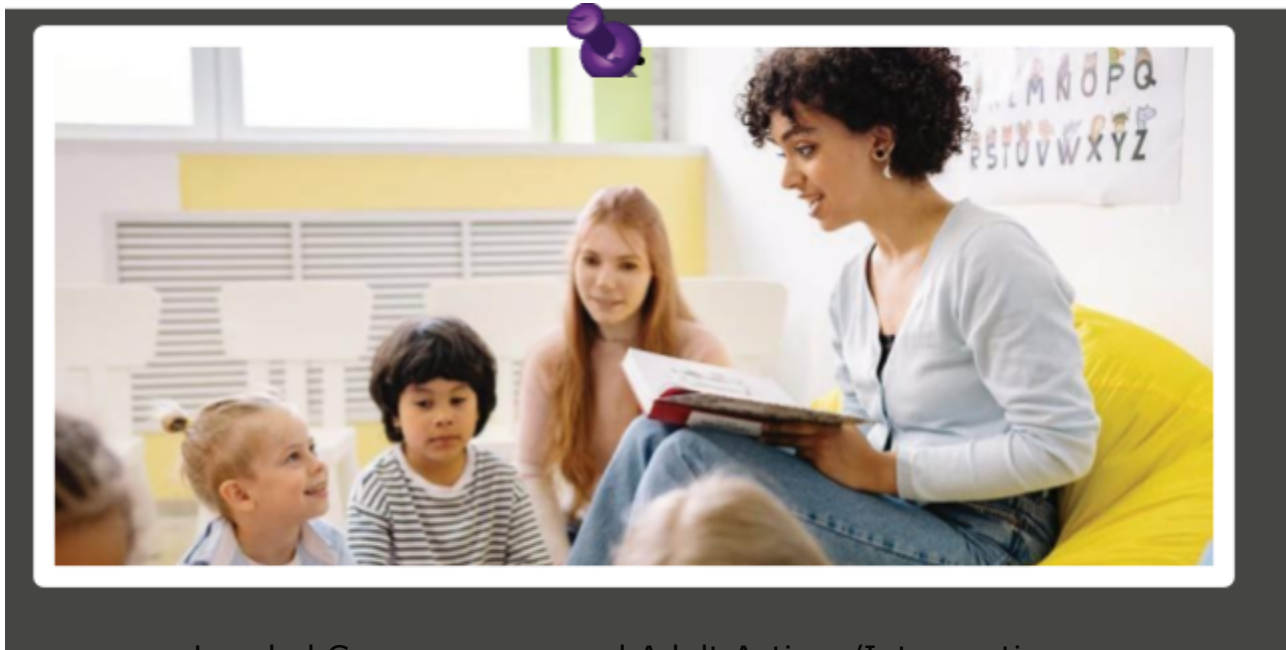
Level 3: Appropriate for serious and/or repetitive classroom or school code of conduct infractions.

Level 4: Appropriate for even more serious and/or repetitive behaviors that are causing major disruptions or safety concerns.

Level 5: Appropriate for behaviors that represent the most serious level of disruption or threat to the safety of individuals and school communities.

Repeat offenses in the same level requires a review/revision of the current interventions, including the fidelity of delivery and the student's response to intervention. This may result in moving up to the next level of consequences.





Levelled Consequences and Adult Actions/Interventions

*NC Portrait of a Graduate Durable Skills Key: A (Adaptability); COL (Collaboration); COM(Communication); CT (Critical Thinking); E (Empathy); LM (Learner's Mindset); PR (Personal Responsibility)

Use this link to access more information about interventions, SEL instruction, and support: <https://www.buncombeschools.org/o/bcs/page/student-services>

Level 1 Consequences	Level 1 Intervention and Prevention Strategies Adult Responses
<p>Consequences according to the classroom discipline plan.</p> <p>There are no school-wide consequences for level 1 behavior infractions, such as detention or ISS. Staff should have a conference with the student(s) and communicate with parents or guardians.</p>	<p><u>Adult Responses:</u></p> <p>Record as a minor in Educators' Handbook and inform the parent/caregiver.</p> <p>Intensify core strategies to address student behaviors including prompts, visual or verbal cues, proximity, reminders, positive directives that invite cooperation and self-correction.</p> <p>Reteach core expectations and practice appropriate responses regularly.</p> <p><u>Interventions:</u></p> <ul style="list-style-type: none"> -Restorative conversations between student/teacher or student/student to address misbehavior. -Private, individual corrections. -Brief behavior check-ins to support student re-engagement. -Teaching replacement behaviors create the opportunity to apply NC Portrait of a Graduate durable skills. (A, COL, COM, CT, E, LM, PR.)

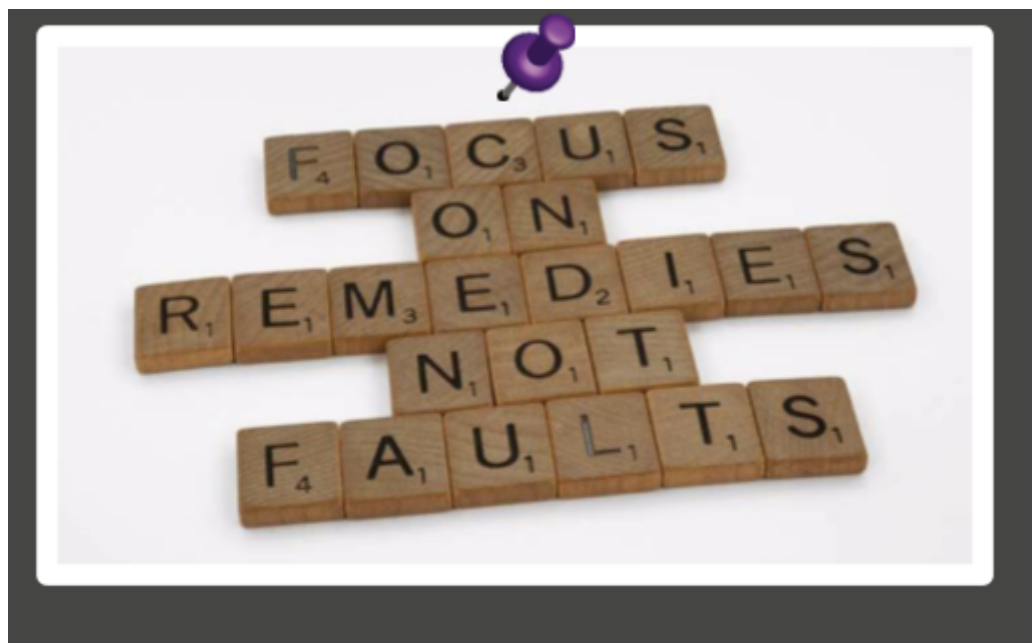
Level 1 Consequences	Level 1 Interventions (cont.)
	<ul style="list-style-type: none"> -Goal setting with students. (CT, LM, PR) -Student specific visual cues for redirection. (A, COM, PR) -Teacher self-interrupts to redirect off-task behavior. (A, COM, PR) -Developmentally appropriate strategies to teach students self-calming and coping strategies (calm spots, cool down corners). (A, COM, LM, PR) -Facilitation of a classroom problem-solving circle or social emotional learning (SEL) skill building lesson. (A, COL, COM, CT, E, LM, PR) -Talk with family and seek collaboration and support for any repeated behaviors that are occurring. (A, COL, COM, CT, E, LM, PR)
Level 2 Consequences	Level 2 Intervention and Prevention Strategies
<p><i>Assigned consequences could include one or more of the following.</i></p> <ul style="list-style-type: none"> -Student conference with the teacher and/or administration -Parent Contact -Teacher/administrator assigned detention -Loss of privileges (PBIS rewards, student parking, etc) 	<p><u>Adult Responses:</u></p> <ul style="list-style-type: none"> -Record repeated incidents in the Educator's Handbook and inform the parent/caregiver. -Intensify core practices indicated in Level 1. -Collaborate with Student Support Services (school counselor, school social worker, etc.) and parent/caregiver to intensify interventions from level 1. <p><u>Level 2 Interventions:</u></p> <p>Choose from this list and/or develop intervention specific to the student and behavior:</p> <ul style="list-style-type: none"> -Structured Check-in/Check-out. -Student and family conference to address behaviors and collaborate and seek support to understand and intervene. (A, COL, COM, CT, E, LM, PR) -Restorative dialogue or problem-solving. (A, COL, COM, CT, E, LM, PR) -Reflect-Repair-Reconnect activity/document after a student is removed from the classroom and before returning through adult mediation and conferences. (A, COL, COM, CT, E, LM, PR) -Student goal setting and progress tracking by a teacher. (CT, LM, PR)
Level 3 Consequences	Level 3 Intervention and Prevention Strategies

<p><i>Assigned consequences could include one or more of the following.</i></p> <ul style="list-style-type: none"> -Student conference with administration. -Parent contact -Administrator assigned detention -1-3 days of period in-school suspension (ISS) -1-3 days of all day ISS -1-3 days of or out of school suspension (OSS) -Parent meeting with administration prior to student's return from OSS -Loss of privileges (Bus ridership, PBIS rewards, student parking, participation in extracurricular activities/events, etc.). 	<p><u>Adult responses:</u></p> <ul style="list-style-type: none"> -Record incident in Educator's Handbook and make personal contact with the parent/caregiver. -Refer to your school's individual problem-solving team meetings to create a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP). -Behavior Outreach Team referral. <p><u>Level 3 Interventions:</u></p> <p>(Supplemental & Intensive interventions should be individualized and connected to a specific competency A, COL, COM, CT, E, LM, PR)</p> <ul style="list-style-type: none"> -Intensified and structured Check-in/Check-out
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Level 3 Consequences (cont.)	Level 3 Interventions (cont.)
	<ul style="list-style-type: none"> -Individual or group counseling. -1:1 and small group behavior replacement coaching/SEL skill-building and conflict resolution sessions. -Individual Student Behavior Intervention Plan based upon a Functional Behavior Assessment -Mentoring -Student and family conference resulting in interventions to address behavior at school with participation of the family. -Consider referral to community-based and/or outpatient mental health referral/therapy. (Requires parent consent)
Level 4 Consequences	Level 4 Intervention and Prevention Strategies
<p><i>Assigned consequences could include one or more of the following:</i></p> <ul style="list-style-type: none"> -Student conference with administration -Parent contact -3-5 days of alternative to suspension or out of school suspension -Reported to the School Resource Officer when necessary. -Parent meeting with administration prior to student's return from OSS. -If a student with an IEP or 504 plan exceeds 10 total days of suspension, a Manifestation Determination meeting must be held. -Alternative placement or long-term suspension recommended based upon severity, or ongoing nature of the infraction creating safety issues. -Loss of privileges (Bus ridership [3-5 days], PBIS rewards, student parking, participation in extracurricular activities/events, etc.) 	<p><u>Adult Responses:</u></p> <ul style="list-style-type: none"> -Incident and response must be recorded in Educator's Handbook and schedule a conference with parent/ caregiver. -Student re-entry plan for optimal success upon returning to school that includes interventions. -Referral for Threat Assessment Team. -Referral for Suicide Assessment -Referral to School-based Therapy (require parent permission). -Referral to out-patient, community-based therapy with parental consent. -Consider referral to day treatment if other mental health services have been utilized. <p><u>Level 4 Interventions:</u></p> <p>(Supplemental & Intensive interventions should be individualized and connected to a specific competency: A, COL, COM, CT, E, LM, PR)</p> <ul style="list-style-type: none"> -Crisis intervention plan with Student Services Support Team (counselors, social workers, or psychologists) and EC staff as appropriate. -Behavior Outreach Team support. -Student-specific safety plan. -Alternative programming and intervention plan.

Level 5 Consequences	Level 5 Intervention and Prevention Strategies
<p><i>Assigned consequences could include one or more of the following:</i></p> <ul style="list-style-type: none"> -Student conference with administration. -Parent Contact -5-10 days of OSS -Reported to School Resource Officer. -Parent meeting with administration prior to student's return from OSS. -Alternative placement or long-term suspension recommended based on the severity or ongoing nature of the infraction impacting school safety. -Loss or suspension of privileges (Bus ridership, student parking, participation in extracurricular activities/events, etc.). 	<p><u>Adult Responses:</u></p> <ul style="list-style-type: none"> -Record incident and response in Educator's Handbook. -Parent contact or conference required. -Conference with parent and school-based mental health therapists, and other community-based partner agencies as appropriate. -Referral to the Crisis Team for support. -Student re-entry plan for optimal success upon returning to school that includes interventions. -Referral for Threat Assessment Team. -Referral to School-based Therapy (require parent permission). -Referral to out-patient, community-based therapy with parental consent. -Consider referral to day treatment if other mental health services have been utilized.

Level 5 Consequences (cont.)	Level 5 Interventions (cont.)
	<p><u>Level 5 Interventions:</u></p> <ul style="list-style-type: none"> Interventions to be developed through the adult responses as supported by the Crisis Team, School Resource Officers, other Law Enforcement, appropriate to the student's plan. <p>(Supplemental & Intensive interventions should be standardized and connected to a specific competency: A, COL, COM, CT, E, LM, PR)</p>



Code of Conduct Infractions By Level

Offense/Infraction and Related Portrait of a Graduate Competency (NCPOG) *See key below	Definition of Infraction	1	2	3	4	5	Report to Law Enforcement and/or District staff
Aggressive Behavior NCPOG: COM and PR	Verbally attacks or provokes classmates, postures to fight, physically intimidates, invades personal space in a threatening manner.			✓	✓		
Alcohol: BCS Board Policy 4325 NCPOG: PR	Possession/Consumption			✓	✓		✓
	Distribution					✓	✓
Assault: BCS Board Policy 4331 Intentionally attempting to cause someone bodily harm. NCPOG: E and PR	Student on Student				✓	✓	✓
	Student on Staff					✓	✓

	Causing serious injury					✓	✓
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Offense/Infraction and Related Portrait of a Graduate Competency (NCPOG) *See key below	Definition of Infraction	1	2	3	4	5	Report to Law Enforcement and/or District staff
Bias Behavior or Harassment: BCS Board Policy 4329/7311 NCPOG: E and PR	Overt discrimination towards individual(s) or groups				✓	✓	✓
Bomb Threat: BCS Board Policy 4333 NCPOG: PR	Threat of explosion made by phone or in writing				✓	✓	✓
Bullying: BCS Board Policy 4329/7311 NCPOG: E, CT, and PR	Repetitive/targeted verbal or physical behavior towards an individual (see policy definition).				✓	✓	✓
Bus Misbehavior BCS Board Policy 4303 NCPOG: COL and PR	Can include failure to follow safety guidelines, throwing objects out the window, disrespect, fighting, etc.			✓	✓	✓	
Cell Phone Infraction NCPOG: CT and PR	Failure to follow guidelines established by the teacher or school.	✓	✓	✓			
Cheating/Plagiarism NCPOG: LM and PR	May not receive credit for assignment or course	✓	✓	✓			
Communicating Threats: BCS	Includes			✓	✓	✓	✓



Offense/Infraction and Related Portrait of a Graduate Competency (NCPOG) *See key below	Definition of Infraction	1	2	3	4	5	Report to Law Enforcement and/or District staff
Computer Technology Violation: BCS Board Policy 4312/3225/7230 NCPOG: CT and PR	Criminal Misuse				✓	✓	✓
	Malicious Modification				✓	✓	✓
	Mischievous Use			✓	✓		
Cutting class/school NCPOG: CT and PR			✓	✓			
Disrespect Towards Faculty/ Staff NCPOG: A, E and PR	Blatantly cursing or using degrading language towards staff			✓	✓		
Drugs: BCS Board Policy 4325 NCPOG: A, CT and PR	Possession or use of (including vapes/Dab pens that contain THC)				✓		✓
	Distribution or Intent of Distribution					✓	✓
Disruption to Classroom: Board Policy 4315 NCPOG: A, CT and PR	Examples include: Intentional verbal or physical acts (without the intent of harm), that results in blocking access to teaching and learning	✓	✓	✓			
Disruption to School Environment: Board Policy NCPOG: A, CT and PR	Participating or inciting a disruption that impedes the normal operating procedures of the school.				✓	✓	✓
Dress Code Violation: BCS Board Policy 4316 NCPOG: A and PR		✓	✓	✓			

False Fire Alarm NCPOG: A and PR					✓		Fire Marshal Report ✓
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Offense/Infraction and Related Portrait of a Graduate Competency (NCPOG) *See key below	Definition of Infraction	1	2	3	4	5	Report to Law Enforcement and/or District staff
Fighting: Involves 2 or more students actively involved in a physical altercation intentionally NCPOG: E and PR	Involving 2 individuals				✓		✓
	Involving multiple individuals					✓	✓
	Involving more than 2 individuals					✓	✓
Forgery NCPOG: CT and PR			✓	✓			
Gang Related Activity: BCS Board Policy 4328 NCPOG: A and PR				✓	✓	✓	✓
Insubordination: NCPOG: A, COM, CT and PR	Defiantly failing to follow repeated requests by school staff, teachers or administrators		✓	✓			
Leaving school without permission NCPOG: PR			✓	✓			
Sexual Assault: BCS Board Policy 1726/4035/7236 and BCS Board Policy 1725/4035/7235R						✓	✓
Sexual Harassment: Same as policies above					✓	✓	✓
Theft, Trespass and Damage to Property: BCS Policy 4330 NCPOG: CT and PR	\$100 or less. Possible Restitution.		✓	✓			
	Greater than \$100. Possible Restitution.				✓	✓	✓

	Trespassing				✓	✓	✓
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Offense/Infraction and Related Portrait of a Graduate Competency (NCPOG) *See key below	Definition of Infraction	1	2	3	4	5	Report to Law Enforcement and/or District staff
Tobacco or Vape: BCS Board Policy 4320 NCPOG: CT and PR	Possession or Use of (No THC)			✓			
Undesignated Area NCPOG: PR	Students in areas where they are not allowed without permission		✓	✓			
	Multiple students in same bathroom stall			✓			
Weapons: BCS Board Policy 4333 NCPOG: PR	Possession of BB guns, Airsoft guns, etc.				✓	✓	✓
	Possession of a firearm					✓	✓
	Possession of a knife			✓	✓	✓	✓
	Possession of any other weapon as defined by Board Policy				✓	✓	✓

*NCPOG KEY: A (Adaptability); COL (Collaboration); COM(Communication); CT (Critical





BUNCOMBE
COUNTY SCHOOLS

PREPARING STUDENTS FOR THEIR TOMORROW

2023 Code of Character, Conduct and Support